

**AKDENİZ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING**

**A COMPARISON OF STUDENTS' AND TEACHERS' PERCEPTIONS ON
THE USE AND INSTRUCTION OF VOCABULARY LEARNING
STRATEGIES**

MASTER'S THESIS

Funda ÖLMEZ

Antalya

June, 2014

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Supervisor:

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Akdeniz Üniversitesi
Eğitim Bilimleri Enstitüsü Müdürlüğü'ne,

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Tez Konusu:

A Comparison of Students' and Teachers' Perceptions on the Use and Instruction of Vocabulary Learning Strategies

Kelime Öğrenme Stratejilerinin Kullanımına ve Öğretimine İlişkin Öğrenci ve Öğretmen Algılarının Karşılaştırılması

Onay: Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

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ABSTRACT

A COMPARISON OF STUDENTS' AND TEACHERS' PERCEPTIONS ON THE USE AND INSTRUCTION OF VOCABULARY LEARNING STRATEGIES

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Master of Arts, Department of Foreign Language Education

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The aim of the present study was to unearth and compare student and teacher perceptions on the importance and application of the use and instruction of vocabulary learning strategies. The reason for incorporating both students' and teachers' perceptions into the scope of the research is to obtain a complete picture of the vocabulary learning and teaching process.

In this descriptive study, 548 ninth grade students studying and 56 English language teachers working at ten different Anatolian high schools in Antalya constitute the research group. Student and teacher questionnaires and interview forms were used for data collection. Convergent mixed methods design was adopted as the research design. The quantitative data were gathered through the questionnaires administered to participant students and teachers, and the qualitative data were collected by means of the semi-structured interviews that were conducted with 20 students and 10 teachers selected among the participants. While quantitative data were subjected to statistical analysis during the process of data analysis, qualitative data were examined by means of descriptive analysis.

The results of the analysis indicated that students and teachers are of the same opinion in terms of the considerable importance of the use and instruction of vocabulary learning strategies, and it was acknowledged that there is no statistically significant difference between the levels of importance attached to the use of vocabulary learning strategies by the students and the levels of importance attributed to the instruction of strategies by the teachers. However, regarding the application of vocabulary learning strategies and strategy instruction, it was identified that while teachers report actively teaching a wide variety of vocabulary learning strategies, students implement the strategies to a more limited extent for lexical development,

and that teachers' application levels of the instruction of vocabulary learning strategies are significantly higher than students' application levels of vocabulary learning strategies with the exception of cognitive strategies. It was also found that the vocabulary learning strategies that are ascribed a higher level of importance are used by students and taught by teachers to a significantly larger extent. Based on these results, it is recommended to investigate and discern the reasons for the discrepancy between student and teacher perceptions regarding the implementation of vocabulary learning strategies and strategy instruction and to generate effective solutions for strategy instruction to better reflect on students' implementations. It is pointed out that more systematic studies of strategy training might be carried out by this way.

Keywords: vocabulary learning strategies, student and teacher perceptions, strategy instruction, lexical development

ÖZET

KELİME ÖĞRENME STRATEJİLERİNİN KULLANIMINA VE ÖĞRETİMİNE İLİŞKİN ÖĞRENCİ VE ÖĞRETMEN ALGILARININ KARŞILAŞTIRILMASI

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Bu araştırmanın amacı kelime öğrenme stratejilerinin kullanımının ve öğretiminin önemine ve uygulanmasına ilişkin öğrenci ve öğretmen algılarını saptamak ve karşılaştırmaktır. Öğrenci ve öğretmen algılarının araştırma kapsamına birlikte alınmasının nedeni, kelime öğrenme ve öğretme sürecindeki durumun bütününe ulaşmaktır.

Betimsel nitelikli araştırmanın çalışma grubunu Antalya’da 10 farklı Anadolu lisesinde öğrenimlerini sürdüren 548 dokuzuncu sınıf öğrencisi ile bu okullarda görev yapan 56 İngilizce öğretmeni oluşturmuştur. Verilerin toplanması için öğrenci ve öğretmen anketleri ve görüşme formları kullanılmıştır. Birleşik karma yöntem deseninin kullanıldığı çalışmada katılımcı öğrencilere ve öğretmenlere uygulanan anketlerle nicel veri ve yarı yapılandırılmış görüşmeler yoluyla katılımcılar arasından seçilen 20 öğrenciden ve 10 öğretmenden nitel veri toplanmıştır. Elde edilen nicel veriler istatistik programıyla çözümlenirken nitel verilerin betimsel çözümlemesi yapılmıştır.

Yapılan çözümlenmeler sonucunda öğrenci ve öğretmenlerin kelime öğrenme stratejilerinin kullanımının ve öğretiminin önemi konusunda aynı düşüncede oldukları bulgulanmıştır. Öğrencilerin kelime öğrenme stratejilerinin kullanımına verdiği önem düzeyi ile öğretmenlerin bu stratejilerin öğretime verdiği önem düzeyi arasında istatistiksel olarak anlamlı bir farkın olmadığı kabul edilmiştir. Ancak kelime öğrenme stratejilerinin ve strateji öğretiminin uygulanmasına ilişkin öğretmenler birçok farklı stratejiyi etkin biçimde öğrettiklerini ifade etmelerine karşın öğrencilerin kelime dağarcıklarını geliştirmek için stratejileri daha sınırlı bir oranda uyguladıkları sonucuna varılmıştır. Öğretmenlerin strateji öğretimini uygulama düzeylerinin bilişsel stratejiler dışında öğrencilerin stratejileri uygulama

düzeylelerinden anlamlı ölçüde yüksek olduđu bulgulanmıřtır. Bunun yanında yüksek düzeyde önem verilen stratejilerin öğrenciler tarafından daha fazla kullanıldıđı ve öğretmenler tarafından daha fazla öğretildiđi belirlenmiřtir. Elde edilen bu sonuçlara dayanarak arařtırmada kelime öğrenme stratejileri ile bunların öğretimi uygulamalarına iliřkin öğrenci-öğretmen algıları arasındaki uyuşmazlıđın nedenlerinin arařtırılması ve strateji öğretiminin öğrencilerin uygulamalarına daha iyi yansması için etkili çözüm yollarının bulunması önerilmiřtir. Bu yolla daha sistemli strateji eğitimi çalışmalarının yapılabileceđi belirtilmiřtir.

Anahtar Kelimeler: kelime öğrenme stratejileri, öğrenci ve öğretmen algıları, strateji öğretimi, kelime dađarcıđının geliştirilmesi

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LIST OF ABBREVIATIONS

CALLA:	Cognitive Academic Language Learning Approach
CFA:	Confirmatory Factor Analysis
EFL:	English as a Foreign Language
ELT:	English Language Teaching
ESP:	English for Specific Purposes
L2:	Second/Foreign Language
LISREL:	Linear Structural Relations
LLS:	Language Learning Strategies
SLA:	Second Language Acquisition
SPSS:	Statistical Package for the Social Sciences
SSBI:	Styles and Strategies-Based Instruction
VLS:	Vocabulary Learning Strategies

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Among various aspects of a language, vocabulary probably constitutes one of the elements that are of paramount importance. Therefore, the centrality of lexis in language learning is continually highlighted for decades even though it was once referred to as a neglected area (Meara, 1980). Vocabulary is even called “the heart of language comprehension and use” (Hunt & Beglar, 2005, p. 24), and it is pointed out that regardless of how adept a language learner is at grammar and pronunciation, meaningful communication in a second/foreign language is absolutely impossible without a certain amount of vocabulary knowledge to express oneself (McCarthy, 1990). Thus, developing lexical competence might be regarded as one of the major determinants of acquiring proficiency in an L2.

In addition to its significant role in second/foreign language learning, the versatile nature of vocabulary learning sheds light on how worthy it is of being researched with its various aspects. Besides the need to learn a large number of lexical items, vocabulary learning requires mastering diverse elements involved in each of these items including meaning, form and contextual use, and given the multitude of lexical items in English, lexical development turns into a remarkably challenging task for English language learners (Schmitt, 2008, 2010). Moreover, vocabulary acquisition takes place incrementally with various aspects of lexical knowledge building on one another and proceeding on a continuum (Takač, 2008). Hence, the formidable development of vocabulary knowledge as a gradual process cannot be restricted to the classroom context. Indeed, language learners have to take control of their own vocabulary learning, and teacher guidance might help them get involved in this process and promote their learning of how to cope with it (Nation, 2008). The crucial role of vocabulary learning strategies, which form a subgroup of language learning strategies (Nation, 2001; Oxford, 1990; Takač, 2008), stands out at this juncture.

In the last decades, there has been an important shift from a teacher-centered approach to a learner-centered one emphasizing the role of individual language learner in the field of second/foreign language learning, and language learning strategies employed in this process have been a major concern in L2 research (Lessard-Clouston, 1997). Studies on language learning strategies started with an interest in how good language learners approach language learning (Rubin, 1975), and continue to be conducted for years. The rationale behind the use of language learning strategies is one's desire to facilitate and take control of the learning process. As highlighted by Oxford and Nyikos (1989, p. 291), "Use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction." Thus, language learning strategies (LLS) are of considerable value particularly for the language learners aiming at attaining a high level of proficiency in an L2.

According to Klapper (2008), vocabulary learning is the dimension where language learners implement strategies more than any other aspects of language learning due to two potential reasons: the high level of importance ascribed to it by language learners and the nature of vocabulary learning providing the opportunity to simply use strategies. Bearing in mind the complex construct of vocabulary knowledge as well as the abundance of lexical items in any language, it seems that vocabulary learning might be at least one of the areas to require independent learning the most. Therefore, with the movement from a principally teacher-dominated language education to a learner-oriented perspective highlighting the way individual language learners approach and deal with language learning, vocabulary learning strategies started to draw considerable interest (Schmitt, 2000). Vocabulary learning strategies have been constantly researched and further explored since then in order to benefit from these tools more. It has been recurrently pointed out that vocabulary learning strategies promote lexical development by helping learners take control of their vocabulary acquisition (Nation, 2001; Schmitt, 1997).

Even though vocabulary learning strategies prove to be invaluable tools for lexical development when effectively used, language learners need to strive for it in order to make the most of these strategies. However, students do not attain autonomy and take responsibility for their language learning on their own in the classroom context, and need teacher guidance in learning about the strategies and putting them into

practice (Little, 1995). Thus, strategy instruction is treated as a significant requirement for effective use of strategies. Anderson (2005, p. 763) specifies the principal goal of strategy instruction as “to raise learners’ awareness of strategies and then allow each to select appropriate strategies to accomplish their learning goals”. Pointing out the significant role of teacher guidance, Oxford (2003) concludes that L2 teachers should try to find ways of incorporating strategy instruction into their classes. For all these reasons, placing a particular emphasis on strategy instruction, this study seeks to investigate how vocabulary learning strategies are addressed by students and teachers.

1.2. Statement of the Problem

Vocabulary learning constitutes a formidable task for L2 learners, which justifies the need to use strategies to manage this challenging process. Although the importance of vocabulary knowledge is generally acknowledged by language learners, research indicates that they need assistance in terms of the use of vocabulary learning strategies as stated before. However, vocabulary learning strategies (VLS) are often addressed as if they just concern language learners or just the students in the classroom context. Yet, the teaching-learning process requires the efforts of both students and teachers. Although VLS are tools for promoting and facilitating language learners’ lexical development, teachers have a crucial responsibility as well. In order for students to gain the necessary independence and autonomy for vocabulary learning, teachers need to guide this process first. If teachers effectively introduce learners to various kinds of strategies, they can select and adopt the ones that might suit their learning styles and personal interests the best. Strategy training studies are recurrently conducted for this purpose in vocabulary research. However, in order for strategy training to provide favorable results, teachers should believe in their importance first and reflect it to the students. Otherwise, a short-term strategy training on VLS may not provide the necessary basis for lexical development. As one of the prominent aspects of second/foreign language learning, vocabulary learning requires special attention from both students and teachers. Therefore, the current situation about strategy instruction and potential problems need to be explored. A comparison of student and teacher perceptions might serve a crucial purpose regarding the use and instruction of VLS in this respect.

1.3. Purpose of the Study

The present study set out to pave the way for more systematic, organized and well-planned strategy training studies on vocabulary learning strategies by depicting the current situation about strategy instruction. Therefore, the aim of this study is to find out and compare student and teacher perceptions on the importance and application of the use and instruction of VLS.

The study addresses the following research questions:

1. What are the students' perceptions on the importance of the use of VLS?
2. What are the students' perceptions on the application of VLS?
3. What are the teachers' perceptions on the importance of the instruction of VLS?
4. What are the teachers' perceptions on the application of the instruction of VLS?
5. Is the five-factor structure of the importance scale of VLS verified?
6. Is the five-factor structure of the application scale of VLS verified?
7. What is the degree of internal consistency of each subscale in the importance scale of VLS?
8. What is the degree of internal consistency of each subscale in the application scale of VLS?
9. Is there a significant difference between the application levels of students attaching a higher and lower level of importance to the use of VLS?
10. Is there a significant difference between the application levels of teachers attaching a higher and lower level of importance to the instruction of VLS?
11. Is there a significant difference between the levels of importance attached to the use of VLS by the students and the levels of importance attributed to the instruction of VLS by the teachers?
12. Is there a significant difference between the students' application levels of VLS and the teachers' application levels of the instruction of VLS?

1.4. Significance of the Study

As one of the areas necessitating independent learning the most, vocabulary learning is of interest to L2 researchers for years. Although various aspects of vocabulary

learning have been continually emphasized in second/foreign language acquisition, there still seems to be issues to be explored. Students' equipping themselves with effective vocabulary learning strategies might help them take control of their own lexical development as independent learners, and teachers have a crucial role in this process. In this regard, learners' perceptions and practices of vocabulary learning are likely to be shaped by teachers' perceptions and instructions to some extent. Moreover, in order for the students to have a positive attitude towards vocabulary learning strategies and use them effectively for lexical development, teachers should have a high level of awareness regarding strategy use for vocabulary acquisition and reflect it on their teaching process. Therefore, in order for students to get aware of the importance of VLS use and implement them effectively for lexical development, teachers should have that consciousness first.

Different kinds of research studies on strategy training aiming at vocabulary development continue to be carried out for years; however, identification of the present situation might provide significant results for organizing this training in a more principled and systematic way. Before starting more systematic strategy training, it would be more reasonable to investigate the current situation including teachers' own perceptions of VLS instruction as well as student perceptions on VLS use. The deficiency about including teacher perceptions in studies of strategy training was touched upon by Şen (2009) in LLS research. As for VLS research, Lai (2005) incorporated teacher beliefs into a study evaluating teachers' instructional practices regarding vocabulary learning strategies along with their beliefs and awareness of the strategies. The present study takes this attempt further by both exploring teacher perceptions on the importance and application of VLS instruction and comparing them with student perceptions on the importance and application of VLS use. If teachers do not believe in the importance and usefulness of VLS and their instruction, they might not effectively teach those strategies to students. Thus, the present study evaluates student and teacher perceptions together and attempts to describe how strategy instruction is carried out at present and how it reflects on students' use of VLS as well as investigating student and teacher perceptions on the importance of VLS use and instruction.

1.5. Scope of the Study

This study investigates the perceptions of students and teachers of ten Anatolian high schools in Antalya regarding the importance and application of VLS use and instruction. A research group including 548 ninth grade students studying and 56 English teachers working at these ten schools was specified for this purpose. The study attempted to unearth in what aspects students and teachers agree with one another, and in what aspects they disagree regarding the importance of the use and instruction of VLS. Moreover, by comparing students' application of VLS with teachers' instruction of strategies, it was aimed to explore to what extent strategy training is carried out by teachers and to what extent the strategies taught by teachers are used by students for lexical development. By this way, potential problems about the current situation regarding the use and instruction of VLS were highlighted.

1.6. Limitations of the Study

The present study has some limitations as well although special attention was paid to minimize them. Initially, it should be pointed out that the findings attained through this research study are based on self-report data gathered from students and teachers. The use of many learning strategies cannot be directly observed as inner mental processes; therefore, self-report data are usually utilized in the data collection processes of research studies focusing on strategy use (Chamot, 2004, 2005; Oxford, 2002). For the purpose of finding out student and teacher perceptions on the use and instruction of vocabulary learning strategies, this study benefited from self-report data. However, whether they actually reflect the real perceptions of students and teachers might be questioned. Nevertheless, two different types of instruments, namely questionnaires and interviews, were used as a step taken for minimizing this limitation. In addition, in the mixed methods design of this study, the instruments used for data collection were restricted with interviews in terms of qualitative data. However, more accurate results might be achieved through the inclusion of other kinds of instruments for qualitative data collection.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

After the brief introduction provided for the present study in the previous chapter, this chapter addresses the theoretical framework behind vocabulary learning strategies and strategy instruction, which constitute the major focus of this study, as well as related research studies. Initially, the role of vocabulary learning as a prominent component of second language acquisition is described, key issues in lexical knowledge are discussed, and major approaches to vocabulary learning are mentioned. Then, some important issues related to language learning strategies and strategy instruction are touched upon. Finally, the chapter ends with some theoretical knowledge on vocabulary learning strategies and previous research studies on these strategies.

2.2. Vocabulary Learning As a Crucial Component of Second Language Acquisition

With its critical role in ensuring communication among people, vocabulary constitutes an indispensable component of a language. The centrality of vocabulary knowledge for comprehension and use of a language is therefore a prominent aspect to be kept in mind since as stated by Richards and Renandya (2002, p. 255) “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.” and as asserted by Read (2004, p. 146), “...lexical items carry the basic information load of the meanings they wish to comprehend and express.”

The vital importance of vocabulary in terms of bridging communication gaps comes to the fore especially in the case of foreign language learning. Whereas people naturally pick up the vocabulary of their mother tongue principally through exposure to their first language and interaction among native speakers, this is not the case for most foreign language learners who learn the vocabulary of the target language in

language courses and have a limited chance of exposure to the natural language use (Ur, 2012). In spite of studying a language for years, foreign language learners often end up having a limited amount of vocabulary. Nevertheless, they are often aware that deficiencies in their vocabulary knowledge can obstruct the communication flow in the target language (Read, 2004).

Along with the significance of vocabulary in terms of communication, Barcroft (2004) posits two other points for the centrality of lexical knowledge to second language acquisition (SLA), and highlights these points by mentioning students' regarding lexical development as a prominent dimension of L2 learning and the critical place of vocabulary in acquiring grammatical knowledge. These aspects of vocabulary knowledge justify the remarkable role it plays in second language acquisition.

Despite the significance of lexical competence for SLA, vocabulary has traditionally been a neglected aspect of second/foreign language programs and was paid little attention in various language teaching methods except for the more recent ones since vocabulary was not a priority when compared with the other aspects of languages (Zimmerman, 1997). However, this ignorance no longer occurs as the amount of emphasis placed on vocabulary development in SLA has increased to a certain extent in the last decades in terms of both L2 research and pedagogy (Decarrico, 2001; Henriksen, 1999; Paribakht & Wesche, 1997). This may have partly resulted from the complexity of vocabulary knowledge in the eyes of not only students but also language teachers. As indicated by Hedge (2000), language learners are in charge of most of their own lexical development, which in turn requires their active involvement in the vocabulary acquisition process. Likewise, language teachers have the responsibility of guiding learners in this process by motivating them in order to attract their attention towards vocabulary study and equipping them with practical ways of vocabulary development (Nation, 2008). Yet, this is not a simple issue especially for English language teachers and learners because of the fact that English is perhaps one of the languages with the greatest amount of vocabulary, and that knowing a considerable number of words is essential for communicating in English (Schmitt, 2007). Bearing in mind the challenging aspects of vocabulary development

for language teachers and learners, it would probably be best to delineate this formidable case by throwing light on basic points of vocabulary knowledge first.

2.3. Key Issues in Lexical Knowledge

2.3.1. The Scope of “Vocabulary”

Lexical knowledge is such a multifaceted concept that even what is meant by vocabulary sometimes leads to ambiguity. Although the terms “vocabulary” and “vocabulary learning” may evoke individual words in the first place, just thinking of single words for lexical knowledge restricts the nature of vocabulary in this case. The reason for the inclination to this restriction may be the fact that single words are regarded as the principal lexical units by students and teachers due to their convenience and easiness compared to larger items (Schmitt, 2010). Yet, vocabulary also involves such multi-word items as phrasal verbs, compound nouns and idioms, the meanings of which may be quite different from the individual words constituting them, and therefore turn into troublesome tasks for language learners (Read, 2000). The fact that multi-word items or formulaic sequences are extensively used in English makes a certain amount of knowledge about these items a requirement for proficiency (Schmitt & Carter, 2004). Thus, it is quite necessary to take phrasal vocabulary into account as well when referring to lexical knowledge and not to restrict it with individual words.

2.3.2. Breadth of Lexical Knowledge

The complex construct of vocabulary knowledge has been accounted for in a variety of ways. One of these approaches is the division of breadth and depth of vocabulary knowledge, a distinction commonly used in vocabulary research (Cobb, 1999; Qian, 2002; Vermeer, 2001). Breadth of lexical knowledge signifies the quantity of the words a language learner knows (Read, 2004), and reflects the learner’s vocabulary size. Taking into account the large number of vocabulary items in languages, the question of how many lexical items are essential for functioning in the target language comes to mind. The answer for this question depends on the language learner due to the fact that it is the aim of language learning that determines the amount of vocabulary needed, and that if the ultimate goal of a language learner is to

communicate in English principally, then target vocabulary required for that learner will be based on the need for ensuring communication (Schmitt, 2010).

Given the enormous number of lexical items ranging from single words to various kinds of phrasal vocabulary in languages, the issue of the amount of target vocabulary needed by second/foreign language learners may seem puzzling at first sight. As an example, a coverage of 95% was pointed out as necessary for the comprehension of written discourse in an early study by Laufer (1989) while 98% of lexical items were maintained to be essential for understanding a written text in a later study by Hu and Nation (2000, cited in Nation, 2006) and in a more recent study by Schmitt, Jiang and Grabe (2011). These figures imply that a large number of lexical items need to be known by language learners. In a similar vein, Nation (2006, p. 59) asserts “If 98% coverage of a text is needed for unassisted comprehension, then a 8,000 to 9,000 word-family vocabulary is needed for comprehension of written text and a vocabulary of 6,000 to 7,000 for spoken text.” Keeping in mind that phrasal vocabulary is not included in these figures (Schmitt, 2010), and that the numbers increase when calculated as individual words instead of word families, which include root forms, inflections and derivations of words, the challenging task of vocabulary learning and teaching may seem even more demanding.

Nation (2001) attempts to account for the amount of vocabulary needed by L2 learners from three perspectives: the number of words in the target language, the number of words native speakers know, and the number of words required for functioning in the target language. With a similar viewpoint, Nation and Waring (1997) state that although more than 54,000 word families exist in English and approximately 20,000 of those are known by educated adults speaking English as a mother tongue, around 3000-5000 and 2000-3000 word families of high occurrence would be enough for providing a basis for comprehension and production respectively. In the first place, this amount may be sufficient for L2 learners to fulfill their goals of ensuring communication in the target language. Yet, an L2 learner will for sure need to acquire a lot more lexical items if the aim is to gain high proficiency in that language.

Nation (2001) breaks down vocabulary into four: high frequency words, academic words, technical words and low frequency words, and asserts that special attention

should be paid to high frequency words by students and teachers due to the fact that these words widely occur both in spoken and written discourse. The other types of words can also be a priority for L2 learners depending on their language learning goals. Therefore, as in every kind of learning process, a good starting for vocabulary acquisition would be setting the learning goals.

2.3.3. Depth of Lexical Knowledge

While a language learner's breadth of vocabulary knowledge is a key factor in determining the extent of lexical development in an L2, it would be insufficient on its own in giving insight into the learner's mental lexicon. Apart from having an ample vocabulary size and knowledge of a great many lexical items, it is also necessary for a language learner to have an adequate amount of knowledge about each one of these lexical items, which is called the depth of lexical knowledge (Schmitt, 2008). In this respect, the idea behind the depth of vocabulary knowledge is to mirror how well the language learner knows a lexical item. Basic recognition of the meaning as the sole determinant of knowing a lexical item would be an oversimplification and mean degrading or undervaluing the complex nature of vocabulary knowledge. Nation (2001, p. 23) notes "Words are not isolated units of the language, but fit into many interlocking systems and levels. Because of this, there are many things to know about any particular word and there are many degrees of knowing." Hence, lexical knowledge is not treated as a separate language component independent of the other processes or simply as grasping what is meant by a lexical unit any more (Broady, 2008).

Read (2000) touches upon two principal methods of describing the depth or quality of word knowledge: the developmental approach in which vocabulary knowledge is accounted for on a continuum from no knowledge at all to true mastery and components or dimensions approach where this knowledge is divided into different units. Within the developmental approach to vocabulary knowledge, lexical development is usually modeled on a scale with a number of stages intended to reflect the degrees of lexical knowledge mastered by the learner (Schmitt, 2010). The components or dimensions approach, on the other hand, addresses the complex nature of vocabulary knowledge as a concept consisting of a variety of elements. This viewpoint toward vocabulary knowledge probably dates back to Richards's

(1976) article in which he underlined a number of assumptions associated with lexical competence. These assumptions on various dimensions of vocabulary knowledge are as follows (Richards, 1976, p. 83):

1. The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.
2. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.
3. Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
4. Knowing a word means knowing the syntactic behavior associated with the word.
5. Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
6. Knowing a word entails knowledge of the network of associations between that word and other words in the language.
7. Knowing a word means knowing the semantic value of a word.
8. Knowing a word means knowing many of the different meanings associated with a word.

Building on these assumptions, Nation (2001) identified different aspects of vocabulary knowledge on a table and perhaps generated the best specification about the dimensions of lexical knowledge so far as claimed by Schmitt (2010). These aspects of vocabulary knowledge can be seen in Table 2.1.

Table 2.1***What is Involved in Knowing a Word***

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word Parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (register, frequency...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note. R = receptive knowledge, P = productive knowledge.

(Nation, 2001, p. 27)

The abovementioned listing of the aspects of vocabulary knowledge sheds some light on the complex nature of lexis. As can be seen in this table, three major aspects of vocabulary knowledge, namely form, meaning and use, consist of various elements such as pronunciation, spelling, morphological structure; form-meaning connection, concept-referent relation, relevant words; the place of the word in grammatical structures, collocates and use of the word in different settings and contexts. Therefore, every single lexical item involves a number of dimensions in itself, which requires language learners to strive for acquiring those aspects of each item in addition to having a large vocabulary size. Schmitt (2007) suggests that as the number of the vocabulary knowledge aspects mastered by a language learner

increases, the probability of the correct and appropriate use of the lexical item according to the context will increase as well. However, when we take into account various aspects of knowledge within each lexical item, it would not be wrong to say that this process would take time and require language learners to make a great effort.

2.3.4. Receptive and Productive Vocabulary Knowledge

Another distinction made with regard to lexical knowledge and acknowledged by various researchers is the one between receptive and productive knowledge (Fan, 2000; Laufer, 1998). As the names may suggest, *receptive knowledge* is used to refer to the knowledge benefited from in reading and listening, and also called passive knowledge at times while *productive knowledge*, also referred to as active knowledge at times, represents the knowledge used during speaking and writing (Nation, 2005). The receptive-productive dimension of vocabulary knowledge took its place in the attempts to account for lexical knowledge. For instance, it is included in Nation's (2001) comprehensive vocabulary knowledge framework where each of the vocabulary knowledge aspects is divided into the components of receptive and productive knowledge. In another description of vocabulary knowledge, Henriksen (1999) integrates the *receptive-productive* dimension into her three dimensional framework as one of the components of lexical knowledge, the other two of which are *partial-precise knowledge* and *depth of knowledge*.

Although the division of receptive and productive knowledge may seem straightforward at first sight, Laufer and Goldstein (2004) highlight that it is not that easy to differentiate between these concepts. Milton (2009) points out the same difficulty and notes that productive or active knowledge may also be needed for receptive or passive skills. Therefore, it would not always be possible to exactly account for whether receptive or productive vocabulary knowledge is used in a certain case. According to Laufer and Goldstein (2004), another arguable aspect of the division of receptive and productive knowledge is lack of agreement on whether these are two distinct concepts or they form the endpoints of a continuum that starts with receptive knowledge and proceeds towards productive knowledge.

Despite varying perspectives regarding receptive and productive aspects of vocabulary knowledge, it is generally recognized in research that receptive

knowledge is usually acquired before productive knowledge (Laufer, 1998; Laufer & Paribakht, 1998; Schmitt, 2010). The common belief about learners' having a larger amount of receptive vocabulary knowledge compared to productive knowledge is also reinforced by various studies comparing learners' receptive and productive vocabulary sizes (Fan, 2000; Waring, 1997; Webb, 2008). Although the distinction of receptive/productive knowledge is far from certainty and clarity with opposing views, Schmitt (2008) points out that incorporating receptive and productive knowledge into various properties of lexical knowledge is beneficial for giving insight into the complex structure of lexical knowledge.

2.3.5. Incremental Development of Lexical Knowledge

Based on the abovementioned characteristics and miscellaneous construct of lexical knowledge, it would be unreasonable to expect achieving a mastery of vocabulary in a short period of time. Thus, the incremental nature of lexical development has been highlighted in vocabulary research. Schmitt (2010) underlines this incremental nature in terms of three points by indicating that various vocabulary knowledge aspects are acquired at different rates, that each of these knowledge aspects is also achieved progressively, and that mastery of the types of lexical knowledge differs from one another with regard to reception and production as well. In a similar vein, Henriksen (1999) depicts such aspects of vocabulary knowledge as lexical comprehension, vocabulary depth and receptive-productive knowledge along continua starting with no knowledge and proceeding toward partial to precise knowledge. Likewise, Laufer (1998) states that lexical knowledge is likely to move on a continuum from shallow to deep levels of knowledge. Nation (2008) emphasizes the cumulative process of vocabulary learning as well, and notes that lexical knowledge is reinforced by recurrent encounters. Hence, the complicated nature of vocabulary knowledge is likely to require considerable effort to make for and time to spend on lexical development.

2.4. Major Approaches to Vocabulary Learning

The variety of factors involved in the complex nature of lexical knowledge requires effective approaches to vocabulary acquisition so as to cater to the vocabulary learning needs efficaciously. Vocabulary learning is usually addressed in two

different ways with a direct and indirect approach (Nation, 1990). Based on this distinction, incidental occurrence of vocabulary acquisition through an implicit approach and contextualized setting is emphasized on the one hand in indirect vocabulary learning, and on the other hand, lexical development is also treated with a direct approach according to which vocabulary learning takes place intentionally with an explicit focus on lexis often in decontextualized settings (Tekmen & Daloğlu, 2006). The aforementioned approaches are referred to in vocabulary research differently with such terms as direct and indirect vocabulary learning (Nation, 1990), implicit and explicit vocabulary learning (Sökmen, 1997), incidental and explicit vocabulary learning (Schmitt, 2000), and incidental and intentional vocabulary learning (Gass, 1999; Hatch & Brown, 1995; Hulstijn, 2001, 2003; Read, 2004). Moreover, independent strategy development appears as a third approach to vocabulary learning in the literature (Hunt & Beglar, 2002). The prominence of vocabulary learning strategies for language learners to gain independence and autonomy in vocabulary acquisition justifies this attitude, and provides a basis for emphasizing the particular importance of vocabulary learning via strategies. These three approaches are elaborated on under the titles of incidental vocabulary learning, intentional vocabulary learning and independent vocabulary learning via strategies in this section.

2.4.1. Incidental Vocabulary Learning

A significant distinction between incidental and intentional learning is usually used in L2 research. The first one of these two concepts, namely incidental learning is touched upon by Ellis (1999) as learners' grasping language structures and items while they are not fundamentally interested in acquiring those but in transmitting or comprehending the meaning. As for incidental vocabulary learning, Hulstijn (2001, p. 271) defines this term as "learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning". Barcroft (2004) refers to this concept as the attainment of new lexical items with the help of the context even though the aim is not to gain vocabulary knowledge, and mentions lexical items acquired through free reading as an example for incidental vocabulary learning. These definitions indicate that incidental vocabulary acquisition occurs as a result of the

contextualized provision of meaning despite the fact that learners do not principally intend to learn new vocabulary items.

According to Huckin and Coady (1999), incidental learning is the principal way of improving vocabulary knowledge for L2 learners after an efficient quantity of high frequency words are acquired. Research also suggests that a certain amount of vocabulary is learned incidentally. For instance, Horst (2005) studied the effects of extensive reading on vocabulary gains by using graded readers and concluded that the participants of the research were successful in learning more than half of the unfamiliar words in the readers. In another experimental study by Brown, Waring and Donkaewbua (2008), vocabulary knowledge gained through reading and listening to stories was investigated, and it was ascertained that although a certain amount of vocabulary learning took place, the amount of vocabulary learning was lower at the production level compared to word recognition. These studies indicate that vocabulary knowledge can also be acquired through different activities other than lexically oriented ones. However, the amount and kind of lexical knowledge gained through incidental learning is based on such factors as the amount of exposure to lexical items, the attention paid by the learner, the context where the input is provided and task requirements (Huckin & Coady, 1999). Therefore, it might be more fruitful to prepare a well-structured learning environment, taking all these factors into account in order for more effective incidental vocabulary learning to occur.

Despite the aforementioned benefits of incidental vocabulary learning when the necessary conditions are ensured, it may turn into a problematic learning process at times and lead to drawbacks. Certain potential problems with exclusive use of incidental vocabulary learning are time-consuming nature of the process, inaccurate word meanings inferred from context, the need for a considerable amount of core vocabulary as background knowledge, and partial knowledge that does not result in acquisition (Huckin & Coady, 1999; Sökmen, 1997). Therefore, in order to make good use of incidental vocabulary learning, it might be necessary to compensate for these problems.

2.4.2. Intentional Vocabulary Learning

Addressing vocabulary learning with an indirect approach through incidental acquisition is effective in various aspects. However, such a claim as Krashen's (1989) assertion that vocabulary acquisition takes place naturally with the comprehensible input received through reading in accordance with the Input Hypothesis may not come true in every case given the complex construct of vocabulary and the factors that affect incidental learning of lexis. It would be unrealistic to expect learners to incidentally acquire an efficient amount of vocabulary just with the help of activities and tasks that supply the exposure, input and context for vocabulary, which leads us to the fact that a direct focus on vocabulary is also essential for lexical development (Coady, 1997; Hulstijn, 2001; Read, 2004; Schmitt, 2010).

Intentional vocabulary learning is defined by Hulstijn (2001, p. 271) as "any activity aiming at committing lexical information to memory". Schmitt (2008) explains this term as a learning activity that specifically targets for vocabulary gain and therefore focuses explicitly on lexical aspects. Hence, learners pay particular attention to lexical items in intentional vocabulary learning. However, this does not mean that incidental learning is a process that does not require attention in terms of vocabulary acquisition. On the contrary, Ellis (1999) states that the difference between incidental and intentional learning is associated with *peripheral* and *focal* attention paid in incidental and intentional learning respectively. Read (2004) emphasizes the learning context as well as the focus of attention while accounting for the distinction between incidental and intentional vocabulary learning. Hence, whereas learners primarily focus on the overall message and meaning provided by the input and notice new lexis as well during the process of incidental vocabulary learning, the main objective is vocabulary acquisition in intentional vocabulary learning.

In addition to indicating the positive influence of the use of incidental learning on vocabulary acquisition, some studies bring out greater lexical development through incidental learning supplemented with an explicit focus on lexis. As a result of their study on whether reading activities along with vocabulary exercises would yield better results in terms of vocabulary acquisition, Paribakht and Wesche (1997) concluded that the context provided by reading leads to vocabulary enhancement, but that reinforcing reading with supplementary vocabulary exercises is more influential

in vocabulary acquisition. Laufer and Hill (2000) made use of a computer program for a reading activity with some highlighted low frequency words, studied how providing different kinds of information about these words within the text ranging from L1 translation and explanation in English to additional information influenced vocabulary recall, and reported that the opportunity to look up the words in various ways promoted vocabulary retention. Additional exercises and information intended to contribute to vocabulary retention in these examples may have provided the learners with an extra amount of exposure to vocabulary items in a meaningful context. Hulstijn (2001) points out that the determining factor for vocabulary retention is the kind and amount of lexical knowledge that is processed in the mind. Therefore, regardless of whether vocabulary gain occurs through incidental or intentional learning, the extent to which new lexical information is effectively incorporated into the mental lexicon is of particular importance. As in the case of incidental learning, intentional vocabulary learning may not yield favorable results by itself since it is not as influential as incidental acquisition in terms of giving insight into the use of words in various contexts (Klapper, 2008), and this justifies the need for incidental learning along with intentional learning.

2.4.3. Independent Vocabulary Learning via Strategies

The magnitude of vocabulary acquisition indicates that we cannot expect it to occur spontaneously in the language learning process. Indeed, for effective vocabulary learning to take place, a language learner has to take responsibility for lexical development and be an autonomous learner by developing a good attitude towards vocabulary learning, gaining awareness of different ways of vocabulary acquisition and having the necessary capabilities (Nation, 2001). In this regard, learners' willingness and active involvement in the vocabulary learning process are particularly important for lexical development in all kinds of instruction (Schmitt, 2008). Hence, a language learner's endeavor for improving his/her lexical competence is a prominent determining factor for his/her success in vocabulary acquisition. In this respect, vocabulary learning strategies, which are discussed in detail in the following parts of this chapter, might be invaluable tools for the learners as long as they are effectively exploited.

2.4.4. Complementary Nature of the Approaches to Vocabulary Learning

Vocabulary researchers have attempted to account for how vocabulary acquisition takes place with different perspectives, and put forward different approaches to vocabulary learning for this purpose. However, it is beyond doubt that addressing these approaches as separate models independent of each other would damage the aim of explaining the vocabulary learning process. This process would not be reflected efficiently with a solely intentional or a solely incidental approach (Barcroft, 2004). Gass (1999) suggests that incidental and intentional vocabulary learning should be regarded as the endpoints of a continuum according to which vocabulary learning will be highly incidental in the case that cognates, relevant lexical items of L2 and a significant amount of exposure to L2 use exist in the learning context, and it will be highly intentional if the language learner does not know cognates, relevant words and is exposed to those items for the first time.

Incidental and intentional approaches to vocabulary learning have a complementary nature; therefore, balancing and integrating them are crucial for effective vocabulary development (Hulstijn, 2001; Nation, 2001; Nation & Newton, 1997; Waring & Nation, 2004). Given the relative importance of learner autonomy in terms of vocabulary acquisition, independent strategy use can provide a substantial contribution to vocabulary development and supplement the other approaches to vocabulary learning. The balance may change according to such factors as the learning context and learners' levels of proficiency (Hunt & Beglar, 2002). Hence, the key point is to augment and enhance learners' engagement rather than trying to find the optimal approach to vocabulary learning (Schmitt, 2008, 2010). As vocabulary acquisition is not restricted to the classroom context and learners' involvement in the learning process is of utmost importance, developing strategies to manage this process most effectively entails a prominent factor for vocabulary learning.

2.5. Language Learning Strategies

Along with the movement toward learner-oriented education, how language learners process an L2 and manage language learning has been an issue of interest to many L2 researchers. Accordingly, the strategies employed by individual language learners

during this process have drawn great attention. In the background of LLS research, two major theoretical assumptions are present: the assumption that some language learners are better at language learning compared to others, and that one of the factors leading to this difference in success is various kinds of strategies employed by learners (Griffiths & Parr, 2001). Research on language learning strategies emerged with the notion that more successful language learners make better use of learning strategies, which resulted from such studies on good language learners and what makes them different from the others as Rubin's (1975). A good number of researchers have attempted to define and classify language learning strategies since then. In this part of the chapter, definitions of language learning strategies by different researchers are put forth first, and then several taxonomies of these strategies are provided. Finally, the main features of language learning strategies are discussed.

2.5.1. Defining Language Learning Strategies

Language learning strategies constitute a component of general learning strategies (Nation, 2001). O'Malley and Chamot (1990, p. 1) refer to learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Addressing them with a more extensive explanation, Oxford (1990, p. 8) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". In a more recent study, learning strategies are mentioned by Chamot (2004, p. 14) as "the thoughts and actions that individuals use to accomplish a learning goal". What these definitions of learning strategies have in common is that they are learner-initiated. When referring to language learning strategies, Ellis (1994, p. 529) describes a strategy as "mental or behavioural activity related to some specific stage in the overall process of language acquisition or language use". Takač (2008, p. 52) sums up various definitions of language learning strategies, and touches upon these tools as "specific actions, behaviours, steps or techniques that learners use (often deliberately) to improve their progress in development of their competence in the target language". Cohen (1996) makes a further distinction between *language learning strategies*, which stand for the actions taken by the learner to promote the learning of an L2, and *language use*

strategies, which refer to the learner steps for developing language use. He uses *second language learner strategies* as a general term for these two factors. Therefore, it can be concluded that even though LLS have a significant place in L2 research, researchers are far from consensus on their definition (Kudo, 1999).

When all the abovementioned definitions of language learning strategies are evaluated, it is seen that some regard these tools as learner actions while others include the mental processes employed by the learners as well. Thus, these strategies have a somewhat elusive nature (Dörnyei & Shekan, 2003; Ellis, 1994) making it difficult for researchers to define and conceptualize them. As a solution for this uncertainty in defining language learning strategies, Macaro (2006) suggests a three-factor description by stating that strategies need to be depicted with a purpose, context and mental process, that their efficaciousness depends on how they are put into practice and employed along with the other strategies in different contexts, and that they should be discerned from skills, subconscious actions, learning styles and plans. Likewise, in response to the use of different terms like *learner strategies*, *learning strategies* and *language learning strategies* in L2 context, Lessard-Clouston (1997) outlines principal features of LLS by pointing out that these are learner-initiated actions, that they facilitate language learning and improve language competence, that they might involve observable actions like learner behaviors or unobservable concepts like inner mental processes, and lastly that they entail learner knowledge about various linguistic aspects. These listings of the features of LLS demonstrate that although it might be difficult to account for what a strategy is with a single sentence, it gets clearer when thought of with what it involves and what kinds of impacts it has.

2.5.2. Classifications of Language Learning Strategies

As well as proposing a diverse range of definitions, researchers subjected language learning strategies to different classifications. One of the initial attempts to classify LLS was made by Rubin (1981, cited in Hsiao & Oxford, 2002), and strategies were generally divided into two: direct strategies and indirect strategies. Within this taxonomy, direct strategies consist of a total of six strategies: *clarification/verification*, *monitoring*, *memorization*, *guessing/inductive inferencing*,

deductive reasoning and *practice*. As for indirect strategies, they involve *creating opportunities for practice* and *production tricks*.

In another noteworthy classification, O'Malley and Chamot (1990) put forth a three-component model that comprises *metacognitive strategies*, *cognitive strategies* and *social/affective strategies*. According to this taxonomy, metacognitive strategies point to higher order processes employed by a learner to manage his/her own learning such as planning, monitoring and evaluation. Cognitive strategies refer to the ones used for direct processing of the received information such as inferencing, organization and summarizing. As for social/affective strategies, which are also called socio-affective strategies, they entail interactional learning processes like cooperating with others and the ones employed to control emotional states such as self-talk.

With a similar viewpoint, Oxford (1990) divided language learning strategies into two components in general as direct and indirect strategies. However, as distinct from O'Malley and Chamot's (1990) taxonomy, Oxford (1990) put forward a more extensive classification of LLS involving *memory strategies*, *cognitive strategies* and *compensation strategies* under direct strategies as well as *metacognitive strategies*, *affective strategies* and *social strategies* under indirect strategies. Oxford (1990, p. 17) further divided these six groups of strategies into 19 strategy sets, each of which consists of various strategies in itself, as follows:

DIRECT STRATEGIES

I. Memory Strategies

- A. Creating mental linkages
- B. Applying images and sounds
- C. Reviewing well
- D. Employing action

II. Cognitive Strategies

- A. Practicing
- B. Receiving and sending messages
- C. Analyzing and reasoning
- D. Creating structure for input and output

III. Compensation Strategies

- A. Guessing intelligently
- B. Overcoming limitations in speaking and writing

INDIRECT STRATEGIES

I. Metacognitive Strategies

- A. Centering your learning
- B. Arranging and planning your learning
- C. Evaluating your learning

II. Affective Strategies

- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

III. Social Strategies

- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

According to this taxonomy, memory strategies serve the purpose of recalling and keeping information in mind while cognitive strategies are mental processes used for language comprehension and production. As for compensation strategies, they involve coping strategies employed to bridge knowledge gaps. Among indirect strategies, metacognitive strategies enable managing and organizing the learning process. While affective strategies relate to controlling feelings, social strategies refer to the ones aimed at learning along with other people. Given the fact that the strategy scheme divides strategies into general categories which are subdivided into strategy sets involving a variety of strategies, it can be pointed out that this taxonomy is quite extensive particularly when compared to previous classifications of LLS. It is regarded as a considerably comprehensive taxonomy for LLS by researchers (Ellis, 1994; Schmitt, 1997). This six-factor framework of LLS provides a basis for Schmitt's (1997) taxonomy of VLS, which will be accounted for in detail in the part of vocabulary learning strategies.

2.5.3. Basic Characteristics of Language Learning Strategies

Given the variety of definitions for LLS and different kinds of classification systems, it might be clearer and more effective to briefly mention key characteristics of LLS. Oxford (1990, p. 9) sums up the main features of LLS by underlining that LLS (1) contribute to the main goal, communicative competence, (2) allow learners to become more self-directed, (3) expand the role of teachers, (4) are problem-oriented, (5) are specific actions taken by the learner, (6) involve many aspects of the learner, not just the cognitive, (7) support learning both directly and indirectly, (8) are not always observable, (9) are often conscious, (10) can be taught, (11) are flexible, and (12) are influenced by a variety of factors. These twelve features provide an overall idea about the nature of LLS.

Language learning strategies' contribution to language development is widely acknowledged by L2 researchers. Hsiao and Oxford (2002) state that language learning strategies promote learner-directed, goal-oriented and actively managed learning, and that they provide a basis for achieving a higher level of language proficiency and greater learner autonomy. In a similar vein, Chamot (2005) posits two principal reasons for the prominence of learning strategies in L2 learning and teaching by highlighting that evaluation of strategies employed by language learners

provides the opportunity to have an opinion about their learning processes, and that the learners that are not so good at language learning might be taught different language learning strategies. Indeed, some criticisms have been put forward for the language learning strategy concept. For instance, Tseng, Dörnyei and Schmitt (2006) recommended to use the term *self-regulation* as in the field of education psychology and to focus on language learners' self-regulatory capacity leading to strategic learning rather than the real strategy use. However, Griffiths (2008) argues that learning strategies still need to be addressed while focusing on self-regulation since a learner's self-regulatory capacity involves strategy use as well. It is also apparent from the large number of research studies on this aspect of language learning that language learning strategies maintain their importance for language learners.

Although language learning strategies might prove to be remarkably useful tools for language learners, it would be unreasonable to think that a strategy can be beneficial for all learners. Indeed, the effectiveness of any language learning strategy is closely related to several factors about the language learner including his/her learning style and prior knowledge as well as the ones that concern the learning context such as the goal of learning and the difficulty posed by the task (Yamamori, Isoda, Hiromori, & Oxford, 2003). Ellis (1994) outlines the factors that have an influence on language learners' use of learning strategies as individual learner differences involving *beliefs*, *affective states*, *learner factors* and *learning experience* as well as situational and social factors that consist of *target language*, *setting*, *task performed* and *sex*. Therefore, a strategy that is considered to be beneficial by a language learner in a specific context might be thought to be ineffective and worthless by another learner in a different situation. Anderson (2005) reminds teachers and researchers that a strategy might not be useful or useless in itself as the way it is implemented by a learner determines its effectiveness or ineffectiveness. Thus, language learners' discovering various strategies for different learning contexts and applying them effectively and appropriately in accordance with their own learning needs and styles might enhance their language proficiency. However, learners might need considerable guidance in exploring the strategies that might provide benefits during their language learning processes, and much of this responsibility belongs to teachers. In this respect, L2 teachers have a crucial role in helping students gain

insights into how to implement diverse LLS in a variety of learning contexts (O'Malley, Chamot, Stewner-Manzanares, Russo, & Küpper, 1985).

2.6. Strategy Instruction

The presence of a diverse range of LLS provides language learners with the opportunity to select and use the ones that appeal to their learning styles and personal interests. However, making effective use of LLS involves a lot more than just personal choices. In order for the learners to make conscious decisions about different ways of learning, they initially need to receive efficient instruction about them (Nunan, 1991; Nunan, Lai, & Keobke, 1999). In this respect, students' effective use of LLS requires teacher guidance through strategy training. Oxford (1990) summarizes the goals of strategy training as ensuring a more meaningful learning, reinforcing student-teacher cooperation, providing insights into different choices regarding language learning, and promoting self-reliance through the learning and implementation of strategies. In a similar vein, Cohen (2003) outlines the goals of strategy training as language learners' identifying their strengths and weaknesses, recognizing what to benefit from for effective language learning, adopting various problem-solving skills, trying unfamiliar strategies as well as the familiar ones, deciding on the ways they can address the language tasks, evaluating their own performance and implementing effective strategies in different contexts. In the following parts of this chapter, some approaches to strategy instruction are discussed initially. Then, several models on strategy training are introduced, and lastly some important points related to strategy training are underlined.

2.6.1. Different Approaches to Strategy Instruction

A general distinction is made between an explicit and implicit approach to strategy training in the literature. O'Malley and Chamot (1990) use the terms *direct* and *embedded strategy instruction* for this distinction, and argue that while direct training of strategies involves informing learners about the significance of and the goal behind strategy instruction, embedded strategy training refers to the implicit strategy instruction that is provided with the materials and activities utilized to promote the learners' strategy use without giving any information on the reason for implementing the relevant approach. Chamot (2005) provides a more detailed description of

explicit strategy instruction by stating that this type of instruction comprises teachers' raising language learners' awareness of various strategies, modeling how to think strategically, introducing the strategies with their names and giving learners the chance to implement different strategies and monitor their own learning. There is a general agreement among researchers (Chamot, 2004; Macaro, 2001; O'Malley & Chamot, 1990; Oxford, 1990, 2002) that strategy instruction might be more effective when the training is provided explicitly. The superiority of direct (informed) instruction of learning strategies is also reinforced by Kinoshita's (2003) assertion about the weaknesses regarding the assumptions of uninformed strategy training, which include the fact that it is not possible for all language learners to be proficient enough in an L2 to comprehend the instructions provided and to have the consciousness to recognize the cued strategies. As it is intended to contribute to the strategy repertoires of language learners and promote their use of different strategies in accordance with the learning contexts, explicitly focusing on strategies through informed strategy instruction might yield better results in many contexts.

Another issue discussed in this area is whether strategy training should be carried out by itself through *separate instruction* or incorporated into language learning classes through *integrated instruction*. Chamot (2004) reminds that although less consensus is present among researchers on the issue of which one of these two approaches to implement, integrated instruction is mostly recommended by researchers. Taking into account the existing knowledge regarding explicit and integrated strategy training, she emphasizes that explicit strategy instruction should be absolutely applied by teachers, and further suggests that integrated strategy instruction should be presumably adopted. With a similar viewpoint, Grenfell and Harris (1999) state that integrated strategy instruction gives language learners the chance to implement the strategies meaningfully in the language learning process. However, Murphy (2008) underlines three difficult aspects regarding the integration of strategy instruction into language classes: keeping the right balance between the training of strategies and language learning, deciding on how to proceed and choose the strategies to focus on at different levels, and preparing suitable tasks that provide the opportunity to practice the strategies. Therefore, it can be concluded that these factors need to be taken into consideration while applying integrated strategy instruction in order for

this training to yield the expected results and for language learners to effectively use the strategies taught.

2.6.2. Models for Strategy Instruction

As well as addressing strategy instruction with different approaches, researchers produced several models for the instruction of language learning strategies. Cohen's (2002) SSBI model, which stands for Styles and Strategies-Based Instruction, constitutes one of the often-cited models for strategy instruction. SSBI is a learner-centered model that primarily aims for the instruction and integration of learning styles and strategies; therefore, the model entails the direct instruction implemented to raise learners' awareness of their learning styles and strategy use as well as the integration of learning styles and strategies into language learning activities, which provides the learners with the opportunity to practice them in context (Anderson, 2005). Cohen (2002) summarizes a teacher's responsibility in SSBI as helping learners to attain the consciousness about their learning styles, to discover their current strategy repertoire, and to enlarge and complement it with other strategies in accordance with their learning styles.

Another noteworthy model involving the instruction of language learning strategies as a prominent component is Chamot and O'Malley's (1987) CALLA model, which refers to the Cognitive Academic Language Learning Approach. A curriculum based on content subjects, English language development incorporated into academic areas, and finally explicit instruction of learning strategies form three major aspects of this model (Chamot & O'Malley, 1986, 1987; O'Malley & Chamot, 1990). Among these components, learning strategy instruction is built on four major propositions which involve that the learners engaging in active learning by integrating newly learned information with current knowledge make better learners; that it is possible to teach learning strategies and by this way provide students with the opportunity to learn effectively; that strategy use can be transferred from task to task by the learners when they get used to it; and finally that learning strategies help academic language development to be more effective (Chamot & O'Malley, 1987). Adopting a direct and embedded approach to strategy instruction, this model incorporates strategy training into the class as a central part of the lessons (O'Malley & Chamot, 1990).

A third notable model for strategy instruction is the Grenfell and Harris (1999) model, which involves a cycle of six steps: awareness raising, modeling, general practice, action planning, focused practice and evaluation. In this type of strategy instruction, language learners carry out a task first, and reflect on the strategies they use in this process. This is followed by the teacher's modeling of new strategies and students' implementation of these strategies. Then, the students set their own goals and select the strategies to specifically focus on in order to fulfill these goals. Following this, students practice these strategies based on their action plans, and the teacher gradually reduces the prompting so that the strategy use might become automatic in time. In the last phase of the cycle, students and the teacher evaluate the level of progress and decide on the next action plan, which means that the cycle starts again.

Chamot (2008) demonstrates that these three models have many characteristics in common by stating that all these models emphasize the prominence of the learners' comprehending the significance of learning strategies, highlight the teacher's role in modeling the strategies through explicit instruction, point out the important role of practice with the strategies in promoting autonomous strategy use, suggest the need for the learners' evaluating their strategy use and transferring them to other tasks, and start with the identification of the learners' existing strategy repertoire. Therefore, it can be concluded that although models for the instruction of language learning strategies differ from one another in some aspects when examined in detail, they also coincide with each other in terms of many of their underlying principles.

2.6.3. Points to Consider Regarding Strategy Instruction

As can be inferred from the abovementioned discussion, language learning strategies can be taught to facilitate language development by means of various models. Teachers can assist language learners to learn more effectively through strategy instruction, and this can be particularly useful for the learners whose current strategy use does not result in effective language learning (Chamot & Küpper, 1989). Oxford (1990) suggests that the instruction of language learning strategies can be carried out in at least three ways through awareness training, one-time strategy training and long-term strategy training. While learners get acquainted with the idea of strategy use and how strategies can benefit language learners by means of awareness training,

one-time strategy training allows them to learn how to use a small number of strategies through actual implementation in tasks. As for long-term strategy instruction, it is similar to one-time training in terms of the learners' practicing strategy use in tasks, but differs from this type of strategy training in that both the number of the strategies taught and the period for strategy instruction increase in long-term strategy training, which in turn seems to result in better learning as asserted by Oxford (1990). Students' having the opportunity to spend more time dealing with the strategies under the teacher's guidance might help them gain autonomy in strategy use over time; therefore, the period to focus on strategy training is an important factor to be taken into account.

Although strategy training might prove to be quite beneficial for language learners when effectively applied, such issues as the provision of a short period of time for strategy instruction, inappropriate level of difficulty in terms of the tasks used, strategy training that is not integrated into regular language classes, and deficiencies related to the evaluation of students' initial strategy repertoire and needs can impede the effectiveness of strategy instruction (Oxford, 2002). In this respect, strategy instruction can be affected by a number of factors. For instance, O'Malley and Chamot (1990) highlight the importance of teacher training, instructional materials and curriculum, activities used for strategy instruction and their sequence, and the language level to start this instruction for the implementation of language learning strategy training. They particularly underline the prominent role of teachers among these factors, point out the need for teacher training for strategy instruction to be effectively carried out, but further argue that student characteristics like age, sex, aptitude, motivation, learning style, cultural background and prior education might affect the result of strategy instruction as well. Hence, it can be ascertained that various factors need to be taken into account for effective strategy instruction to take place. In this regard, the following guidelines provided by Oxford (1994, p. 4) based on previous L2 strategy training research might be beneficial for rigorous implementation of strategy training:

- L2 strategy training should be based clearly on students' attitudes, beliefs, and stated needs.
- Strategies should be chosen so that they mesh with and support each other and so that they fit the requirements of the language task, the learners' goals, and the learners' style of learning.

- Training should, if possible, be integrated into regular L2 activities over a long period of time rather than taught as a separate, short intervention.
- Students should have plenty of opportunities for strategy training during language classes.
- Strategy training should include explanations, handouts, activities, brainstorming, and materials for reference and home study.
- Affective issues such as anxiety, motivation, beliefs, and interests –all of which influence strategy choice– should be directly addressed by L2 strategy training.
- Strategy training should be explicit, overt, and relevant and should provide plenty of practice with varied L2 tasks involving authentic materials.
- Strategy training should not be solely tied to the class at hand; it should provide strategies that are transferable to future language tasks beyond a given class.
- Strategy training should be somewhat individualized, as different students prefer or need certain strategies for particular tasks.
- Strategy training should provide students with a mechanism to evaluate their own progress and to evaluate the success of the training and the value of the strategies in multiple tasks.

All these principles might be considerably useful for the teachers in the instruction of language learning strategies. As for vocabulary learning strategies which constitute the focus of the present research study, the same principles might guide the teachers in this area as well. Indeed, VLS instruction is usually provided as a part of the instruction of general learning strategies (Takač, 2008). Therefore, all the key points about strategy instruction that are discussed in the previous parts of the chapter might be taken as a basis by teachers for the instruction of vocabulary learning strategies.

2.7. Vocabulary Learning Strategies

Vocabulary learning might be regarded as one of the areas requiring independent learning the most in SLA; therefore, vocabulary learning strategies have a significant role in L2 research like the other language learning strategies. It is pointed out by several researchers (O'Malley & Chamot, 1990; O'Malley et al., 1985; Schmitt, 1997) that the strategies employed for vocabulary learning constitute a substantial part of the research conducted on language learning strategies. In a similar vein, while discussing how VLS research emerged, Takač (2008) pinpoints two major paths followed in research: the studies on LLS indicating that a large number of the strategies deployed turn out to be VLS or strategies that can be implemented for lexical development as well, and the ones investigating the efficacy of individual VLS in practice. As a research topic, vocabulary learning strategies maintain its

importance judging from the large amount of research that specifically focuses on these tools aiding learners significantly in vocabulary development. The key points reached through years of research are aimed to be summarized in the following parts of this chapter. For this purpose, definitions of VLS by several researchers are initially given. This is followed by taxonomies of pioneering VLS researchers with a special focus on Schmitt's (1997) taxonomy, which forms the basis of the questionnaires used in this study. Key issues about VLS and VLS instruction are underlined, and lastly, previous research studies on VLS are discussed.

2.7.1. Defining Vocabulary Learning Strategies

As in the attempts to account for LLS with various definitions, L2 researchers define VLS in different ways. For instance, Cameron (2001, p. 92) provides a broad definition of VLS by stating that VLS concern “the actions that learners take to help themselves understand and remember vocabulary”. Although this definition provides an overall idea about VLS, it seems to include the development of only receptive vocabulary knowledge and ignore the productive aspects of lexical knowledge. Departing from Rubin's (1987, cited in Schmitt, 1997, p. 203) definition of a learning strategy “the process by which information is obtained, stored, retrieved, and used”, Schmitt (1997, p. 203) states that within the framework of vocabulary learning, the abovementioned use of information pertains primarily to lexical practice, and notes “vocabulary learning strategies could be any which affect this rather broadly-defined process.” Within the context of his study investigating English for Science and Technology (EST) students' use of VLS, Intaraprasert (2004, p. 9) defines VLS as “any set of techniques or learning behaviours, which EST students reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, or to expand their knowledge of English vocabulary”. This definition might be considered to be plausible for other language learners as well. However, implementation of VLS for productive vocabulary development does not seem to be incorporated into this definition, either. In this respect, Catalán (2003) provides probably the most comprehensive definition of VLS with the following expression:

Knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral and written mode. (p. 56)

In the abovementioned definition of VLS, it is seen that VLS concern all the phases of vocabulary learning from discovering the meaning of a word and keeping it in memory to retrieving it when needed and implementing it in spoken and written discourse. As lexical development is not restricted to comprehending the meaning of words and retaining them in memory, the use of VLS for productive aspects of vocabulary learning should also be taken into consideration.

2.7.2. Taxonomies of Vocabulary Learning Strategies

As well as providing different definitions for VLS, many L2 researchers have attempted to classify VLS in the last couple of decades, and some of these taxonomies will be briefly discussed in this section. One of the noteworthy taxonomies of VLS was put forth by Stoffer (1995, cited in Kudo, 1999) in a large scale study examining the use of VLS by means of a questionnaire, Vocabulary Learning Strategy Inventory. As a result of the factor analysis carried out in the study, 53 items involved in the questionnaire converged on nine categories which consisted of *strategies involving authentic language use*, *strategies used for self-motivation*, *strategies used to organize words*, *strategies used to create mental linkages*, *memory strategies*, *strategies involving creative activities*, *strategies involving physical action*, *strategies used to overcome anxiety* and *auditory strategies*. In another classification of VLS that came out as a result of a large-scale study involving Chinese learners of English as participants, Gu and Johnson (1996) divided the 91 items about VLS into two general categories: *metacognitive regulation* and *cognitive strategies*. Their instrument further involved the groups of *guessing strategies*, *dictionary strategies*, *note-taking strategies*, *rehearsal strategies*, *encoding strategies* and *activation strategies*.

As distinct from the taxonomies of abovementioned researchers, Nation (2001) set out by distinguishing different aspects of lexical knowledge, sources of lexical knowledge and learning processes. He identified three general categories for VLS:

planning, sources and processes. According to this taxonomy, the strategies under the category of planning comprise the decisions about the points a language learner will focus on as well as when and how to focus on them. The strategies in the group of sources concern finding sources to reach information about new vocabulary items. Lastly, the strategies under the group of processes refer to the ones employed for establishing lexical knowledge including both receptive and productive aspects. In another large scale study carried out in Hong Kong, Fan (2003) formed another taxonomy of VLS by making use of the results of previous research on VLS, the findings reached through a pilot study in which interviews were utilized, and lastly the objects of the research regarding the way students' vocabulary learning processes proceeded. Within this classification, a total of nine strategy groups are present: *management, sources, guessing, dictionary, repetition, association, grouping, analysis* and *known words*. Among these categories, management strategies constitute the metacognitively-oriented ones while the category of sources refers to sources where a language learner comes across new lexical items. While the strategy groups of guessing and dictionary are exploited for establishing meaning, the categories of repetition, association, grouping and analysis concern the strategies employed to retain words in memory. As for the category of known words, it consists of the strategies about revising known words, using these words productively and gaining insight into new usage regarding these words.

Of all taxonomies of VLS, Schmitt's (1997) taxonomy might probably be the most comprehensive classification scheme as asserted by several researchers (Segler, Pain, & Sorace, 2002; Takač, 2008). In response to the need for an extensive VLS taxonomy, Schmitt (1997) initially compiled a list of VLS through literature review and by making use of students' self-reports on their ways of learning vocabulary as well as teachers' experiences, which resulted in a list of 58 VLS. During the classification process, these strategies were initially categorized according to Oxford's (1990) four categories of LLS, namely *social strategies (SOC)*, *memory strategies (MEM)*, *cognitive strategies (COG)* and *metacognitive strategies (MET)*. This was followed by the addition of determination strategies (DET) as a fifth category. Moreover, a further distinction was made between *discovery strategies* that are utilized to find out the meanings of lexical items and *consolidation strategies* that are employed to remember these items. With all the strategies under two major

categories of discovery and consolidation strategies as well as the five strategy groups involving determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies, Schmitt's (1997, pp. 207-208) taxonomy of VLS can be seen in Table 2.2.

Table 2.2*Schmitt's Taxonomy of Vocabulary Learning Strategies*

Strategy group	Strategy
<i>Strategies for the discovery of a new word's meaning</i>	
DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Monolingual dictionary
DET	Word lists
DET	Flash cards
SOC	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrase or synonym of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmates for meaning
SOC	Discover new meaning through group work activity
<i>Strategies for consolidating a word once it has been encountered</i>	
SOC	Study and practise meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Image word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Use 'scales' for gradable adjectives
MEM	Peg method
MEM	Loci method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new word in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use Keyword Method

Table 2.2*Continued*

Strategy group	Strategy
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study word over time

According to Schmitt's (1997) taxonomy of VLS, determination strategies refer to the strategies exploited by language learners to find out a word's meaning without consulting anyone else. While social strategies comprise the vocabulary learning processes involving interaction with others, memory strategies include the ones employed to commit new vocabulary items to memory by relating these words to existing lexical knowledge. Cognitive strategies might involve vocabulary learning through language manipulation as well as transformation. Metacognitive strategies include the ones used to control and evaluate vocabulary learning. When this taxonomy of VLS is examined along with the other classifications, it is seen that strategies might be categorized under different strategy groups by different researchers. However, this is not surprising as it is unlikely for a classification scheme to fit into each context. Indeed, as highlighted by Schmitt (1997), strategies get influenced by many factors, and a strategy can be categorized under different

strategy groups based on the purpose for the use of that strategy. Therefore, it is not possible for a classification scheme to be perfect (Fan, 2003).

2.7.3. Key Issues Regarding VLS and VLS Instruction

The vocabulary learning strategies involved in various taxonomies of researchers indicate that there are a wide variety of strategies available for students to improve their lexical knowledge. Given the dynamic and long-lasting development of vocabulary knowledge involving the initial learning of form-meaning links followed by the acquisition of productive aspects and the inclusion of lexical items in overall linguistic competence, a diverse range of VLS are essential for retaining these items in memory and using them fluently in different contexts (Gu, 2010). As pointed out by Takač (2008), utilizing a variety of strategies in combination is acknowledged to be the most effective approach according to researchers since different VLS complement one another. As a matter of fact, such factors as the learner himself/herself, the learning context and the task determine the effectiveness of a given strategy as well as its choice and use (Gu, 2003). Therefore, any attempt to discover a strategy that can be beneficial in all contexts will most probably turn out to be a futile endeavor.

Language learners' gaining independence and taking control of their vocabulary learning processes with the help of various kinds of strategies are not simple tasks. In this respect, special attention is needed for the guidance of learners. As it is impossible for language learners to achieve all their vocabulary learning purposes in the classroom context, teachers have the responsibility of promoting independent lexical development outside the class by exposing students to different kinds of VLS among which they can choose the ones that may suit their learning styles (Sökmen, 1997). A repertoire of VLS provides language learners with the opportunity to independently develop their vocabulary knowledge according to their needs (Takač, 2008). In this regard, Nation (2001) underlines the importance of including strategy instruction in lexical development programs as a systematic element, and emphasizes four key aspects of planning the instruction of strategic vocabulary learning as selecting the strategies to place an emphasis on, deciding on the time span needed for strategy instruction, preparing a syllabus for strategies by taking into account the knowledge about the strategies as well as their practical use, and lastly monitoring

the learners' strategy use and giving feedback. He further states that it is essential for the learners to gain insights into the purpose for the use of each strategy and the specific conditions enabling each strategy to serve its purpose, to learn how to use that strategy, and to put it into practice in order to use it automatically. Moreover, Schmitt (2007) argues that while selecting the strategies to be introduced, teachers need to keep in mind several factors including the language learners themselves, their language levels, learning goals, culture, L1 and L2, motivation level, texts and tasks that are utilized, and the learning context. All these factors as well as planning issues regarding the instruction of VLS might seem a bit challenging at first sight, and teachers would spend quite a lot of time on these aspects. However, as pointed out by Nation (2001), it is worth all this time when continual contribution of the effective use of strategies to the learners' vocabulary learning processes is taken into consideration.

2.7.4. Previous Research on Vocabulary Learning Strategies

Vocabulary learning strategies have been drawing great interest as a research topic for the last couple of decades. Researchers have approached this topic from various angles throughout these years. Studies on vocabulary learning strategies have centered on topics such as strategy use of good and poor language learners, specific VLS and their effectiveness, the relationship between strategy use and learner-related variables, the relationship between strategy use and learning outcomes or success, the comparison of perceived usefulness and frequency of use regarding VLS, and strategy training.

Some research studies on VLS focused on the strategy use of good and poor language learners in vocabulary learning (e.g., Ahmed, 1989, cited in Nation, 2001; Gu, 1994; Lawson & Hogben, 1996). For instance, Gu (1994) conducted a case study with a good and a poor Chinese learner of English studying at university, and compared their vocabulary learning processes and the strategies they employed to cope with vocabulary learning needs while reading texts via think aloud protocols. As a result, it was found that the good language learner had a high level of awareness of vocabulary learning during reading, consciously decided on what to do with unfamiliar words, and used the dictionary appropriately by paying attention to the contextual meanings whereas the poor language learner could not manage the

reading process well, exposed herself to dictionary meanings of the words just for comprehension without contextualization, and could not use the opportunity to learn new vocabulary. Likewise, Ahmed (1989, cited in Nation, 2001) carried out a study with Sudanese learners by observing the think aloud processes as well as doing interviews, and identified the differences between good and poor language learners in terms of VLS use. It was seen that good language learners employed a wider variety of VLS compared to poor language learners, tried to benefit from the knowledge of the others, and were good at dictionary use.

Specific vocabulary learning strategies have been examined by various researchers as well (e.g., Brown & Perry, 1991; Prichard, 2008; Sagarra & Alba, 2006; Sariçoban & Başıbek, 2012; Walters & Bozkurt, 2009). Brown and Perry (1991) conducted an experimental study on 94 university-level Arabic EFL learners with different levels of proficiency, and found out the effects of the instruction of three vocabulary learning strategies: keyword method, semantic processing method and the joint use of the two. The test results showed that the combination of keyword and semantic processing methods yielded better results compared to the individual use of the two strategies for students with different proficiency levels. In another study, Prichard (2008) set out to investigate Japanese university students' dictionary use during reading, asked 34 students to read and summarize three different English texts, and analyzed their use of the online dictionary during this process. As a result of the study, he found that students with higher levels of proficiency made use of the dictionary selectively while the others used it more than needed, and pointed out that training on how to use the dictionary selectively might be beneficial for language learners. As one of the vocabulary learning strategies, the impact of the use of vocabulary notebooks on lexical development was studied by Walters and Bozkurt (2009), and the findings suggested that keeping vocabulary notebooks reinforced the students' vocabulary learning but did not have a visible influence on enhancing learner autonomy.

Another perspective in VLS research involved uncovering the relationship between strategy use and such learner-related factors as sex (e.g., Catalán, 2003; Gu, 2002; Üster, 2008) and language levels (e.g., Çelik & Toptaş, 2010). Catalán (2003) carried out a survey study with 581 L2 learners of Basque and English, administered a questionnaire based on Schmitt's (1997) taxonomy of VLS to these learners,

compared the strategy use of male and female students, and detected a significant difference between the number of VLS employed by male and female students in favor of females. In another descriptive study consisting of 200 university level Turkish EFL learners as participants and comparing the strategy use of female and male students, Üster (2008) ascertained that female students exploited a greater variety of VLS compared to males, and specified the strategy groups used by female students more as determination strategies, social strategies and cognitive strategies and the ones adopted by male students more as memory strategies. Çelik and Toptaş (2010) investigated the relationship of students' language levels to their use of VLS and unearthed a positive relationship between the learners' language levels and frequency of VLS use with the exception of social strategies, which indicated that students with higher language levels employed these strategies more frequently compared to those with lower language levels.

Another topic of interest to researchers has been the relationship between strategy use and learning outcomes or success in VLS research (e.g., Gu & Johnson, 1996; Kojic-Sabo & Lightbown, 1999; Sanaoui, 1995). For instance, Gu and Johnson (1996) examined the relationship between Chinese EFL learners' strategy use and learning outcomes by using a VLS questionnaire, a vocabulary size test and an English proficiency test. As a result of the study, they identified a positive correlation between the scores received from these two tests and the strategies of guessing from context, taking notes, using dictionaries effectively, contextual encoding, paying careful attention to word formation and activating the words learned recently. In a similar vein, Kojic-Sabo and Lightbown (1999) conducted a survey study with 47 ESL and 43 EFL learners, and investigated the way they approach lexical development in relation to their success in language learning by means of a questionnaire on learner approaches to vocabulary development, a test on academic vocabulary knowledge and another test on overall language proficiency. When the data were analyzed, frequent and extensive use of VLS was found to be closely related to learner achievement.

Vocabulary learning strategies have been investigated with a comparison of perceived usefulness and frequency of use as well (e.g., Fan, 2003; Schmitt, 1997; Wu, 2005). For instance, Schmitt (1997) conducted a survey study involving 600 EFL learners, explored the VLS they consider useful and the ones they employ for

vocabulary development, revealed that the participant students did not use some of the strategies they find effective, and suggested that strategy instruction might help language learners try exploiting different strategies. In another study corroborating the aforementioned result, Fan (2003) examined any potential disparities between frequency of use and perceived usefulness regarding VLS, and found that a discrepancy was present between the VLS L2 learners find useful and the ones they regularly use. The present study included a similar dimension by investigating the importance attached to the use and instruction of vocabulary learning strategies by students and teachers along with their actual use and instruction of the strategies.

When the literature is reviewed, it is also seen that a variety of studies have been conducted on different groups of vocabulary learning strategies and their instruction (e.g., Akin & Seferoğlu, 2004; Atay & Ozbulgan, 2007; Mizumoto & Takeuchi, 2009; Rasekh & Ranjbar, 2003). Atay and Ozbulgan (2007) carried out an experimental study of strategy instruction with a focus on memory strategies, examined the effects of training on memory strategies together with contextual learning on ESP vocabulary development of Turkish EFL learners, revealed that the treatment group that received training on memory strategies along with contextual vocabulary learning outperformed the control group that was exposed to solely contextual learning, and concluded that it is essential to incorporate memory strategy instruction into contextual development of vocabulary. In a similar vein, Rasekh and Ranjbar (2003) conducted a ten-week experimental study, explored the impact of explicit strategy training on metacognitive strategies, and ascertained that this strategy instruction contributed significantly to vocabulary development of EFL learners. In another intervention study on strategy instruction, Mizumoto and Takeuchi (2009) investigated the effects of cognitive and metacognitive strategy training on lexical development by carrying out an experimental study with university level Japanese EFL learners, found that participants of the experimental group that received strategy training were more successful in the vocabulary test after the treatment period compared to the control group, and pointed out that strategy instruction helped these learners develop their strategy repertoire and frequency of strategy use.

Although strategy training has been one of the major concerns of researchers in VLS research, no studies incorporating teachers' perceptions of VLS instruction into the

scope of the research and evaluating student perceptions along with teacher perceptions were encountered in the literature. As stated previously, Lai (2005) included teacher beliefs in a descriptive study on strategy instruction, explored Taiwanese EFL teachers' instruction of VLS together with their awareness of and beliefs about the strategies, concluded that teachers were aware of various VLS, and detected positive correlations between teachers' beliefs about VLS and their instruction of the strategies. However, the scope of this study was restricted with teacher perspectives. As distinct from Lai's (2005) study and the previous intervention studies on strategy instruction regarding VLS, the present study investigates both student and teacher perceptions on VLS use and instruction, and attempts to discover the way strategy instruction is carried out at present and potential problems resulting from a possible discrepancy between student and teacher perceptions. The research methodology adopted to fulfill this purpose is provided in the following chapter.

CHAPTER III

METHODOLOGY

3.1. Introduction

The present study aims at determining and comparing 9th grade students' and English language teachers' perceptions on the use and instruction of vocabulary learning strategies. With this ultimate purpose in mind, a research group involving 9th grade students studying at Anatolian high schools in Antalya and their English teachers was identified. Questionnaires and semi-structured interviews were made use of in the data collection process. Detailed information on research design, setting, participants, instruments, data collection procedure and analysis is provided in the following parts of this chapter.

3.2. Design of the Study

The present research study examining the perceptions regarding the use and instruction of vocabulary learning strategies is a mixed methods descriptive study. Descriptive studies aim at defining a case completely and carefully; therefore, the starting point for the research is to portray an existing phenomenon (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2013). In this study, students' and teachers' perceptions on the importance and application of the use and instruction of VLS were identified with the help of a mixed methods approach. A mixed methods study makes use of both quantitative and qualitative data, and integrates them in order to address a research problem (Creswell, 2003). Teddlie and Tashakkori (2003) point out three distinctive aspects of mixed methods and highlight their superiority over single approach designs by stating that this type of research provides the opportunity to account for research questions which cannot be accounted for with other methods, enables researchers to make more rigorous inferences, and helps supply a wider variety of views. A convergent mixed methods design was adopted in the present study. In a convergent mixed methods study, the researcher concurrently gathers both quantitative and qualitative data, and then converges and integrates the

two types of data in order to reach results; therefore, the strengths of one type of data balance and compensate for the weaknesses of the other type (Creswell, 2012). In this manner, both qualitative and quantitative data were simultaneously gathered in the study by means of questionnaires and interviews. The rationale behind the choice of the mixed methods design was that it was aimed to have not only a general picture about student and teacher perceptions regarding the importance and application of the use and instruction of VLS by reaching a large number of students and teachers through questionnaires but also in-depth data by conducting interviews with some of the students and teachers constituting the research group.

3.3. Setting and Participants

For the purpose of finding out and comparing 9th grade students' and their English teachers' viewpoints on VLS use and instruction, a research group involving students and teachers was determined via purposeful sampling. Purposeful sampling gives the opportunity to choose and deeply investigate information-rich cases based on the aim of the study (Büyüköztürk et al., 2013). In this study, it was deemed necessary to carry out the research on students and teachers of schools that place a high emphasis on English language teaching as it might not be possible to gather sufficient data related to the use and instruction of VLS from schools where English classes do not have such a significant role. Therefore, it was decided to conduct the research on students and teachers of Anatolian high schools in Antalya. While determining the specific schools where the interviews and questionnaires would be applied, general characteristics of the schools were taken into account, and ten Anatolian high schools that have a deep-rooted background in terms of English language teaching were specifically chosen. In this process, the schools that were founded as Anatolian high schools and the ones that were transformed into Anatolian high schools at least 8-9 years ago were selected. After getting permission for conducting the research from the provincial directorate of national education, two classes were chosen randomly in each of these ten schools. Attention was paid to these two classes' having different English language teachers in order for the classes to better represent the 9th graders in a school.

In 2013-2014 academic year, there were a total of 71 English language teachers in these ten schools, and 56 of these teachers (39 female, 17 male) voluntarily took part

in the quantitative data collection process of this study. In order to reflect the views of a larger number of teachers, both the English language teachers teaching 9th graders in 2013-2014 academic year (n=46) and the ones that were not teaching them in the relevant academic year but taught them before (n=10) were asked to fill out the teacher form of vocabulary learning strategies. The reason for this decision was to reach a wider range of ideas. Demographic information about the participant teachers who filled out the questionnaire is provided in Table 3.1.

Table 3.1

Demographics of Participant Teachers for the Quantitative Data

Variables	Number (Total = 56)
Age	
20-29 years	-
30-39 years	14
40-49 years	34
50 years and more	8
Sex	
Female	39
Male	17
Major	
English Language Teaching	42
English Language and Literature	5
American Culture and Literature	-
Translation and Interpreting Studies	2
English Linguistics	2
Other	5
Graduation Degree	
BA	50
MA	5
PhD	1
Teaching Experience	
Less than a year	-
1-5 year(s)	-
6-10 years	3
11-15 years	13
16 years and more	40
Teaching 9th graders	
In 2013-2014 academic year	46
Before	56
VLS training	
Received	37
Not received	19

As can be seen in Table 3.1, most of the teachers that participated in the quantitative data collection process are female, between the ages of 40-49, graduates of English Language Teaching with a BA degree, and have a teaching experience of 16 years or more. Of 56 teachers, 46 were teaching 9th graders in 2013-2014 academic year, and only 10 of them were not. However, all of these ten teachers taught this grade level previously, which validates their inclusion in the research as participants. While 37 of the teachers reported that they received training on VLS, 19 of them did not. The teachers who reported receiving training on VLS specified the kind of training on the questionnaires, and it came out that most of the teachers attended seminars and courses on vocabulary learning and teaching, general teaching methods and teacher training before while a small number of them specifically received training on VLS.

As for the qualitative data collection, a total of ten volunteer teachers (8 female, 2 male) chosen among these 56 teachers participated in this phase of data collection. During the selection of qualitative samples, characteristics of the participants that ensure an in-depth exploration of the issues of interest are taken as a basis (Ritchie, Lewis, & Elam, 2003). In the present study, the teachers teaching 9th graders in the aforementioned academic year were focused on in the process of qualitative data collection since it was aimed to compare 9th grade students' perceptions with those of English teachers. Therefore, interviews were conducted with the English language teachers of ten different classes from ten different schools. In this process, attention was paid to absolutely carrying out interviews with at least one of the English language teachers of the two classes where questionnaires were administered in each school.

For the student version of the questionnaire, the two classes chosen randomly among the classes of each of the ten schools were taken as a basis, and the questionnaire was applied to the students of these classes during class time. The student form of vocabulary learning strategies was administered to a total of 548 students. Demographic information about participant students who filled out the student form of vocabulary learning strategies is illustrated in Table 3.2. The schools of the participant students are symbolized with numbers for confidentiality.

Table 3.2*Demographics of Participant Students for the Quantitative Data*

Variable	Number (Total = 548)	Percentage
Sex		
Female	323	58.9
Male	225	41.1
School		
School 1	55	10
School 2	59	10.8
School 3	55	10
School 4	51	9.3
School 5	66	12
School 6	58	10.6
School 7	55	10
School 8	53	9.7
School 9	39	7.1
School 10	57	10.4

As shown in Table 3.2, there is a small gap between the numbers and percentages of male and female students. This may have resulted from determining the participant students by including two classes from each school as they are. As the aim is to compare 9th grade students' perceptions of VLS with those of English language teachers, it was decided to carry out the research on all students of each of the two classes in every school. When the numbers and percentages of students are examined in terms of schools, it is seen that they are close to each other except for School 5 and 9. The reasons for this difference about the two schools are the presence of more crowded classes in School 5, and the absence of some students on the day the student questionnaire was administered in School 9. So, the number of participant students in each school ranges from 39 to 66.

For the interviews, one student from each of the twenty classes was purposefully selected on a voluntary basis. Since interviews are used as a means of introspection, students' accurately expressing their perceptions on VLS use is of paramount importance. In this respect, teachers were asked for their opinions about the students with whom interviews would be carried out so that in-depth data could be received from each student interviewee. Hence, a total of 20 students (15 female, 5 male) took part in the qualitative data collection process. Although it was attempted to determine the number of student interviewees from both sexes in accordance with their rates in the quantitative data, it was not possible to do so since there were not as many

volunteer male interviewees. Yet, special attention was paid to conducting interviews with at least one student from each of the two classes in these ten schools in order to better represent the students making up the research group.

To sum up, both qualitative and quantitative data were collected through interviews and questionnaires in order to unearth students' and teachers' perceptions on the importance and application of the use and instruction of VLS, and to understand whether their perceptions on this issue differ from each other. While a total of 56 English teachers filled out the teacher version of the questionnaire, 10 of them were also interviewed. As for the data gathered from students, a total of 548 students provided the quantitative data via the student version of the questionnaire, and 20 of these students also took part in the interviews.

3.4. Instruments

In this mixed methods study, two types of data collection instruments were utilized. As the convergent mixed methods design was employed, the two types of data were collected simultaneously. While the quantitative data were gathered from students and teachers with the help of the student form of vocabulary learning strategies and the teacher form of vocabulary learning strategies respectively, a student and a teacher version of interview forms were used and semi-structured interviews were conducted for the qualitative data. Detailed information about these instruments is provided below.

3.4.1. Questionnaires for Students and Teachers

Two types of questionnaires were used in search of a general picture about 9th grade students' and English language teachers' perceptions regarding the use and instruction of VLS (see Appendix A and B). The use of questionnaires in research studies provides benefits in that data are collected from a large number of people with ease (Curtis, Murphy, & Shields, 2014). In the present study, a student questionnaire was formed first according to Schmitt's (1997) taxonomy of vocabulary learning strategies involving a total of 58 strategies (14 for discovery and 44 for consolidation). As stated previously, Schmitt's taxonomy of VLS involves five strategy groups: determination strategies (9 items), social strategies (8 items),

memory strategies (27 items), cognitive strategies (9 items) and metacognitive strategies (5 items). While forming the student questionnaire, Catalán's (2003) questionnaire of vocabulary learning strategies, which was designed based on Schmitt's taxonomy, was largely made use of. Permission for the use of the taxonomy and the questionnaire was obtained from both researchers through e-mail. Catalán (2003, p. 60) points out the following benefits of basing the questionnaire on Schmitt's taxonomy of VLS:

- It can be standardized as a test.
- It can be used to collect the answers from students easily.
- It is based on the theory of learning strategies as well as on theories of memory.
- It is technologically simple, which allows for ease in coding, classification and managing of the data in computer programs.
- It can be used with learners of different ages, educational backgrounds and target languages.
- It is rich and sensitive to the variety of learning strategies.
- It allows comparison with other studies, among them Schmitt's own survey.

The items of the student form of vocabulary learning strategies were grounded on Schmitt's taxonomy, but it was deemed necessary to administer a clear and understandable questionnaire that is appropriate for a research group consisting of high school students. Catalán's questionnaire was translated into Turkish before by Üster (2008), and administered to a group of students studying at the preparatory classes of a university in Turkey. However, as the research group of the present study involves high school students, it was thought that retranslating the items into Turkish in accordance with the participants' grade and language levels and providing more detailed information about the strategies when needed would yield better results. During this process, instead of translating Catalán's questionnaire items as they are, certain changes were made on some items in terms of wording, explanations and examples. For instance, instead of using such terms as "peg method" and "loci method", only the explanations for these strategies were provided in the 25th and 26th items in order not to distract students' attention. Moreover, examples were added to certain items such as the 20th, 23rd and 26th so that the strategies would be clearer for the respondents. However, the item about free associations added to the questionnaire by Catalán (2003, p. 74) and worded as "I learn the word by using free associations from the new word, for example, from snow: winter, cold, coat, etc." was left out since it was found so similar to the 23rd item about semantic maps.

Apart from the changes in the expressions, another modification was made on scaling. While the respondents of the questionnaire indicated whether they used each strategy or not with “Yes” or “No” in Schmitt’s (1997) study and by marking the strategies employed with a cross in Catalán’s (2003), five-point likert scales were utilized in the present study so that a wider range of responses could be elicited from the participants. Rating scales such as likert scales are found beneficial for researchers as they provide the opportunity to reach a variety of responses with more subtlety (Cohen, Manion, & Morrison, 2007). In this study, two types of five-point likert scales indicating the level of importance (1: not important at all, 2: somewhat important, 3: important, 4: quite important, 5: extremely important) and the level of application (1: never apply it, 2: rarely apply it, 3: sometimes apply it, 4: usually apply it, 5: always apply it) of vocabulary learning strategies were used. Since the respondents were going to indicate how important they find the use of each strategy and to what extent they think they apply it during vocabulary learning, strategies were provided as phrases rather than full sentences. The layout of the questionnaire was also adjusted according to these scales. In order to clarify the way the two scales were to be filled out, explanatory information was added to the introduction parts of both of the two sections in the questionnaire, and the scales were placed at the right and left sides of the items so that the respondents would follow each item with ease and indicate the level of importance and the level of application without interruption.

As for the teacher form of vocabulary learning strategies, the student questionnaire was taken as a basis while forming this questionnaire. The teacher questionnaire was administered in English; however, the changes about wording, explanations and examples were reflected on this questionnaire as well. As the purpose was to compare student and teacher perceptions, special attention was paid to the equivalence of the student and teacher questionnaires. Therefore, the same examples and explanations were used in the items of both questionnaires. Yet, since the teachers’ perceptions regarding the instruction of each vocabulary learning strategy were sought for, wording was changed accordingly, and teachers were asked to what extent they find important teaching and creating awareness of each strategy and to what extent they think they apply the instruction of these strategies in their classes. For this reason, expressions like “teaching students to...” and “getting students to...” were added to the beginnings of the items. As distinct from the student questionnaire,

a more detailed section for demographic information was used in the teacher questionnaire in order to reflect the differences between the teachers better while the students indicated their sexes and schools for demographic data in their questionnaire.

After the two questionnaires were formed, expert opinion was received from academic staff specialized in English language teaching and Turkish language teaching for the equivalence of the resulting teacher and student questionnaires as well as the equivalence of English and Turkish versions. Experts were also provided with Schmitt's (1997) taxonomy of VLS and Catalán's (2003) questionnaire so that they would evaluate the modifications made on the questionnaires. Based on the feedback received from the experts, the necessary changes and corrections were made on both forms. After this process, Turkish version of the questionnaire prepared for students was translated back into English by a native speaker of English who has advanced speaking skills in Turkish and has been teaching English in Turkey for many years. As a result of the feedback acquired through back translation, some minor changes were made on the student form. Then, student and teacher forms were compared and checked for equivalence for the last time. By this way, the final forms of the questionnaires were constructed.

3.4.2. Interview Forms for Students and Teachers

In addition to the student and teacher forms of vocabulary learning strategies through which it was possible to reach an overview of the perceptions on strategy use and instruction, semi-structured interviews were also conducted with both students and teachers in order to gather more in-depth data (see Appendix C and D). Although questionnaires are practical tools for gathering research data, they do not provide the opportunity to ask for clarification of the responses, and the answers for the questionnaire items have to be acknowledged as they are (Koul, 2009). As mixed methods studies enable researchers to integrate the strengths of quantitative and qualitative methods (Lodico, Spaulding, & Voegtler, 2006), the general picture about the perceptions of VLS use and instruction were complemented with in-depth data through the interviews.

In order for the students and teachers to express their opinions on VLS use and instruction exhaustively and comprehensively, it was decided to conduct the

interviews in Turkish. Bearing in mind the overall idea of uncovering student and teacher perceptions, interview questions were grounded on the general themes of perceptions regarding the importance of the use and instruction of VLS, and perceptions related to the application of these strategies and their instruction. Student interviews started with more general questions about the perceived importance of vocabulary learning and the path they follow in vocabulary acquisition, and proceeded with more specific questions about perceptions of VLS and specific strategies used. In order to compare the data received from students and teachers more objectively, students were also asked about teachers' instruction of VLS. With these questions, it was aimed to evaluate teachers' self-reported responses in questionnaires and interviews together with student claims. The interview form for teachers was prepared by pursuing the same process. As in student interviews, general questions with regard to the prominence of vocabulary teaching and ways of vocabulary instruction were asked first. Teachers' own experiences of VLS use and their approaches to VLS instruction were asked in the following questions. Lastly, their impressions regarding students' use of VLS were examined so that student and teacher responses would be compared to one another.

After the preparation of the questions for student and teacher interviews, expert opinion was received, and certain changes were made on wording and the sequence of questions. Interview forms were evaluated by the experts together with the questionnaires so that the qualitative data to be obtained through semi-structured interviews would complement and enhance the quantitative data. Special attention was paid to whether the questions in the interviews were able to elaborate on students' and teachers' perceptions on the use and instruction of VLS. Piloting an interview enables researchers to practice the questions and receive feedback (Griffie, 2005). Hence, the interviews were piloted in order to ensure that everything about the questions is clear and comprehensible for the respondents. By this way, interview questions took their final forms before the actual study.

3.5. Data Collection Procedure

The data collection process for the study started after the construction of the final forms of the instruments. Data were gathered by the researcher on a voluntary basis in December and January in the first term of 2013-2014 academic year. A schedule

was prepared for data collection so that the interviews and questionnaires could be implemented at similar times without interruption in these ten schools. Qualitative and quantitative data were collected concurrently in accordance with the convergent mixed methods design. In each school, semi-structured interviews were conducted first in order not to direct the students and teachers with the strategies in the questionnaire, and then the questionnaires were applied.

Semi-structured interviews were conducted with two students (one student from each class) and a teacher in each of the ten Anatolian high schools. In order for the interviewees not to have difficulty in expressing themselves, the interviews were conducted in Turkish. After getting permission from the participants, the interviews to be transcribed in the process of data analysis were recorded by the researcher. Final forms of the questions after the pilot study were used in the interviews. Yet, additional questions were also asked and examples were given to account for the questions when necessary. Semi-structured interviews provide researchers with flexibility in the flow of the interviews and give the chance to probe the responses given by interviewees (Opie, 2004). In this respect, the flow of the interviews proceeded according to the interviewees. While each student interview lasted approximately 10 minutes, the interviews conducted with teachers lasted about 15-20 minutes.

The student form of vocabulary learning strategies was administered to a total of twenty classes in these ten schools. The questionnaire was applied to students during class time in each school. Participants were informed about the aim of the research study first and were reminded of the confidentiality of their responses. Key points in the introduction part of the questionnaire were explained and emphasized by the researcher. Students were asked to pay particular attention to filling out both of the two scales, level of importance and level of application, for each item. The implementation of the student form of vocabulary learning strategies lasted approximately 30-35 minutes. As for the teacher questionnaire, it was administered to all volunteer English language teachers in these ten schools. As in the administration of student questionnaires, the researcher informed the teachers about the aim of the research at the beginning, assured them that their responses to the questionnaires will remain confidential, and clarified how to fill out the two scales in the questionnaire. However, it was not possible to have all English language teachers

together in schools to fill out the questionnaires. Therefore, the teacher form of vocabulary learning strategies was administered to small groups of teachers successively in each school. The application process of this questionnaire lasted about 25-30 minutes. The data collection process was completed at the end of January in 2013-2014 academic year.

3.6. Data Analysis

As stated before, both quantitative and qualitative data were gathered from participant students and teachers so as to address the research questions in this study. The two types of data were separately analyzed first, and then they were converged in order to provide more insight into student and teacher perceptions. For the analysis of the gathered data, two types of methods were employed. The quantitative data were subjected to statistical analysis using two statistical software packages: LISREL and SPSS. As for the qualitative data, they were examined through descriptive analysis. The analysis results of quantitative and qualitative data were integrated in order to answer the research questions.

For the analysis of qualitative data, descriptive analysis was utilized. Initially, the recordings of the interviews were transcribed by the researcher. Then, the transcribed data were checked for the second time for any potential inaccuracies, and the final forms of the interview transcripts were constructed. The resulting texts consisting of the interviews with a total of ten teachers and twenty students were examined through descriptive analysis. The main purpose of descriptive analysis is to provide the reader with organized and interpreted findings; therefore, the researcher systematically describes the gathered data, explains and interprets these descriptions, examines cause and effect relationships, and reaches certain results (Yıldırım & Şimşek, 2013). Accordingly, the qualitative data gathered from students and teachers were analyzed based on the themes identified through interview questions, and organized around these recurring themes. The data were organized according to several themes in order to account for (1) students' perceptions regarding the importance of VLS use, (2) students' perceptions regarding the application of VLS, (3) teachers' perceptions regarding the importance of VLS instruction, and (4) teachers' perceptions regarding the application of VLS instruction. By this way, the patterns student and teacher perceptions centered on were discerned and organized.

Then, the findings were identified and interpreted with direct quotations from the speeches of the interviewees. After the students' and teachers' perceptions on VLS use and instruction were determined, they were compared to each other. All these analyses were carried out by both the researcher and another ELT professional as the analysis of data by multiple evaluators helps increase the internal validity in qualitative research (Büyüköztürk et al., 2013).

As for the analysis of quantitative data, the data collected via the student and teacher forms of vocabulary learning strategies were initially subjected to validity and reliability analysis. As stated previously, VLS questionnaires used in this study are based on Schmitt's (1997) taxonomy of VLS. In addition to the distinction of discovery and consolidation strategies, Schmitt divided the vocabulary learning strategies compiled as a result of his study into five categories. In this process, he grounded these categories on the groups of social strategies, memory strategies, cognitive strategies and metacognitive strategies in Oxford's (1990) taxonomy of language learning strategies, and added determination strategies as a fifth group of VLS. However, the resulting categories were not validated through factor analysis. In order to see whether these categories occur statistically in the present research study, confirmatory factor analysis (CFA) was conducted using LISREL. CFA is a kind of factor analysis that provides the opportunity to test whether a theoretically identified construct is verified as a model; thus, the researcher has got theoretical knowledge and assumptions about the factor structure of the scale before performing CFA (Çokluk, Şekercioğlu, & Büyüköztürk, 2012). In this study, the five-factor structure of Schmitt's taxonomy, which was taken as a basis for the questionnaires, was tested using CFA.

Initially, the normality assumption of CFA was tested so as to determine the suitability of the data sets for performing CFA. Both data sets acquired from students and teachers through the importance scale of VLS were analyzed first via normality tests. In order to analyze the normality of data distribution, measures of central tendency as well as the coefficients of skewness and kurtosis were calculated, and histograms were drawn. In this process, calculations were performed based on the five subscales of determination strategies (DET), social strategies (SOC), memory strategies (MEM), cognitive strategies (COG) and metacognitive strategies (MET).

The results of the normality tests for the data gathered from students by means of the importance scale are exhibited in Table 3.3.

Table 3.3

Normality Test Results for the Data Gathered from Students through the Importance Scale

Subscale	Mean	Median	Mode	Skewness	Kurtosis
DET	31.62	32	32	-.332	.099
SOC	27.40	27	24	-.198	-.318
MEM	92.27	93	102	-.184	-.367
COG	33.63	34	34	-.574	-.100
MET	17.36	17	18	-.116	-.383

As can be seen in Table 3.3, the measures of central tendency are close to one another for the data gathered from students through the importance scale of VLS. Moreover, skewness and kurtosis coefficients' lying within the limits of ± 1 can be interpreted as an indication of normal distribution (Büyüköztürk, Çokluk, & Köklü, 2013). Therefore, the quantitative data gathered from students via the importance scale of VLS can be considered to be close to normally distributed.

As for the results of the normality tests for the quantitative data collected from teachers, the test results for the importance scale of VLS are given in Table 3.4.

Table 3.4

Normality Test Results for the Data Gathered from Teachers through the Importance Scale

Subscale	Mean	Median	Mode	Skewness	Kurtosis
DET	30.79	31	27	.013	-1.048
SOC	26.11	26	21-24*	.477	-.478
MEM	98.04	99.5	110	-.402	-.011
COG	30.96	30	28-29-30-38*	.056	-.820
MET	18.18	18	25	.089	-.735

*Multiple modes

As illustrated in Table 3.4, the measures of central tendency are close to each other for the teachers' data as well. In addition, the coefficients of skewness and kurtosis

indicate normal distribution of data except for the subscale of determination strategies where a certain amount of kurtosis is at the limit of 1. Yet, it was acknowledged that the relevant value is a tolerable one. Thus, the quantitative data gathered from teachers can be considered to display near normal distribution. Accordingly, it turns out that the assumption of normal distribution is met for performing CFA in terms of the importance scale.

As in the verification of the factor structure of the importance scale, the data sets were first examined in terms of normality for the application scale as well. Measures of central tendency and coefficients of skewness and kurtosis were calculated and compared to each other. Histograms were also drawn as a part of normality tests. The results obtained through the normality tests that were carried out with the data collected from students via the application scale of VLS are demonstrated in Table 3.5.

Table 3.5

Normality Test Results for the Data Gathered from Students through the Application Scale

Subscale	Mean	Median	Mode	Skewness	Kurtosis
DET	28.65	29	27	-.129	-.157
SOC	21.67	21	21	.248	-.085
MEM	77.77	77	67-84*	.178	-.354
COG	27.12	26	24-25*	.042	-.586
MET	14.34	14	15	.148	-.244

*Multiple modes

According to Table 3.5, the measures of central tendency are close to one another for the data gathered from students via the application scale. Furthermore, the coefficients of skewness and kurtosis are below 1; therefore, the data can be considered to be close to normally distributed.

As for the data gathered from teachers through the application scale, the tests of normality were conducted on this data set as well. The results attained through the normality tests are shown in Table 3.6.

Table 3.6***Normality Test Results for the Data Gathered from Teachers through the Application Scale***

Subscale	Mean	Median	Mode	Skewness	Kurtosis
DET	32.02	32	32	-.017	-.032
SOC	25.98	26	24	.089	-.404
MEM	97.71	98.5	80-103*	-.326	-.090
COG	30.66	32	32	-.303	-.489
MET	17.86	18	20	.119	-.508

*Multiple modes

As can be understood from Table 3.6, the measures of central tendency are close to one another for the teachers' data as well. In addition, skewness and kurtosis values are below 1, which indicates that normal distribution is present for the data gathered from teachers via the application scale. Hence, the assumption of normal distribution was met for carrying out CFA in terms of the application scale as well.

Only the data collected from the students were used for CFA since the data gathered from the teachers were not sufficient in quantity for factor analysis. All the statistical analyses apart from CFA were carried out using SPSS. Following the verification of the factor structure of the questionnaire, coefficients of internal consistency were calculated for both students' and teachers' data so as to identify the reliability of the subscales, namely the five factors under Schmitt's VLS taxonomy. After the confirmation of the factor structure and calculation of internal consistency coefficients, answers were sought for whether the application levels differ according to the levels of importance attached to the use and instruction of strategies. This procedure was followed separately for students and teachers. For this purpose, higher and lower levels of importance were initially determined for the students by using mean values and standard deviations. For each subscale, higher level of importance was defined as the rounded form of the mean plus one standard deviation and above, and lower level of importance was defined as the rounded form of the mean minus one standard deviation and below. By this way, two groups of students attributing a higher and lower level of importance to the use of VLS were determined. For each subscale, the values used for the identification of these two groups of students are presented in Table 3.7.

Table 3.7***Identification of Higher and Lower Levels of Importance for Students***

Subscale	\bar{X}	sd	Higher Level	Lower Level
Determination Strategies	31.62	5.85	37 and above	26 and below
Social Strategies	27.40	6.06	33 and above	21 and below
Memory Strategies	92.27	17.96	110 and above	74 and below
Cognitive Strategies	33.63	7.31	41 and above	26 and below
Metacognitive Strategies	17.36	3.78	21 and above	14 and below

By using the values in Table 3.7, the two groups of students attaching a higher and lower level of importance to the use of VLS were determined and coded as upper group and lower group respectively. Then, independent samples t-test was conducted to determine whether the application scores of the students attaching a higher and lower level of importance to the use of strategies significantly differ from each other. In statistical analyses of parametric data, the independent samples t-test is utilized to identify the significance of differences between the means of two unrelated groups (Cohen, et al., 2007). Hence, the application mean scores of upper and lower groups of students were compared with this test.

The same procedure for determining higher and lower levels of importance was followed for teachers. As in the identification of these levels for students, means and standard deviations were calculated and used for this purpose. In each subscale, higher level of importance was defined as the rounded form of the mean plus one standard deviation and above while low level of importance was defined as the rounded form of the mean minus one standard deviation and below. Accordingly, the two groups of teachers giving a higher and lower level of importance to the instruction of VLS were identified and coded as upper group and lower group. For each subscale, the values used in the identification process of these groups are shown in Table 3.8.

Table 3.8***Identification of Higher and Lower Levels of Importance for Teachers***

Subscale	\bar{X}	sd	Higher Level	Lower Level
Determination Strategies	30.79	4.67	35 and above	26 and below
Social Strategies	26.11	4.02	30 and above	22 and below
Memory Strategies	98.04	15.13	113 and above	83 and below
Cognitive Strategies	30.96	5.96	37 and above	25 and below
Metacognitive Strategies	18.18	4.03	22 and above	14 and below

The values illustrated in Table 3.8 were taken as a basis for comparing the application levels of the teachers attributing a higher and lower level of importance to the instruction of VLS. However, for teachers, it was not possible to carry out t-test as the sizes of upper and lower groups, namely the teachers ascribing a higher and lower level of importance to the instruction of VLS, were not sufficient for performing t-test. As it is desirable to ensure a group size of at least 30 (Ravid, 2011), it was not possible to subject these two groups to t-test. Therefore, with the data gathered from teachers, Mann-Whitney U test was used to compare the application mean ranks of upper and lower groups. Mann-Whitney U test is used as the non-parametric counterpart of the independent samples t-test, and enables to compare the mean ranks of two independent groups (Cohen, et al., 2007).

Lastly, whether the levels of importance attributed to the use of VLS by students and the levels of importance attached to the instruction of VLS by teachers significantly differ from each other, and whether these two groups' application levels of VLS and VLS instruction differ significantly from one another were tested by means of independent samples t-test although there was a gap between the group sizes. The data sets were found compatible for performing t-test as the data belonging to each group were normally distributed. All the calculations were made on the basis of the five subscales within the student and teacher questionnaires of VLS since it would not be meaningful to calculate and interpret total scores with VLS. In addition, the significance level was set at $p < 0.05$ for all the statistical analyses.

After the completion of descriptive analysis of qualitative data and statistical analysis of quantitative data, analysis results of the two types of data were merged and integrated in order to address the research questions. It was attempted to attain an

overview of students' and teachers' perceptions on VLS use and instruction by means of the quantitative data gathered from a large number of participants as well as in-depth insights into the issue through the qualitative data collected from some of these participants. The findings reached through the analyses of these two types of data are provided in the next chapter.

CHAPTER IV

FINDINGS

4.1. Introduction

The aim of the present study was to reveal and compare students' and teachers' perceptions of vocabulary learning strategies and their instruction. Two principal aspects of student and teacher perceptions were specifically examined in the research: the *importance* and *application* of the use and instruction of VLS. While students' ideas were touched upon from the perspective of the learning process, teachers' viewpoints were incorporated into the research in terms of the teaching process. Students' and teachers' perceptions on the importance and application of the use and instruction of VLS were found out through the interviews, and the quantitative data gathered through the questionnaires refined these findings and provided the opportunity to statistically analyze the levels of importance and the levels of application. The findings obtained through descriptive analyses of qualitative data and statistical analyses of quantitative data are provided in the following parts of this chapter. The findings reached through the analyses of student and teacher interviews are given first based on the first four research questions indicating perceptions regarding the importance of VLS use and instruction, and perceptions related to the application of VLS and their instruction. Then, the findings attained via the analyses of quantitative data are provided based on the remaining eight research questions. In the results and discussion part of the conclusion chapter, the findings obtained through the two types of instruments are integrated and interpreted.

4.2. Interview Findings

Students' and teachers' perceptions on the importance and application of VLS use and instruction were initially identified through the semi-structured interviews conducted with twenty students and ten English language teachers. The transcribed data gathered from the interviews were subjected to descriptive analysis. The results

of the analysis indicating the perceived importance and application of VLS use and instruction are presented below. The findings attained through descriptive analysis are provided with excerpts from student and teacher interviews that were translated into English by the researcher, and then proofread and compared to Turkish versions of the transcripts in terms of equivalence by an ELT professional. For the sake of confidentiality, the interviewees' real names are not used; therefore, students and teachers are coded with numbers.

4.2.1. Students' Perceptions on the Importance of the Use of VLS

The first research question aimed to unearth students' perceptions on the importance of VLS use, and they were found out through the analysis of the qualitative data gathered from students via the interviews. Students' ideas about the importance of VLS converged on four general themes: the significant place of vocabulary in language learning, the importance of vocabulary learning among various aspects of a language, the influence of VLS on vocabulary learning, and independent vocabulary learning through strategies.

With the help of the descriptive analysis of the interview transcripts belonging to students, it was found that students attribute a high level of importance to vocabulary learning, and think that it has a prominent place in language learning. Some selected excerpts from the students' statements about the significant place of vocabulary in language learning are provided below:

Student 17: I think it's really important because you need to learn English words as a basis. You can't make sentences without learning vocabulary, and if you can't make sentences, you can't speak. So, vocabulary learning is really important.

Student 11: In my opinion, vocabulary learning is the most important thing in English because even if you comprehend the rationale behind a question, if you don't know the meaning of a word, the sentence can be interpreted incorrectly and your question may be misunderstood. I think the most important thing is vocabulary learning.

Student 13: Vocabulary learning is of course very important ... The basis of a language is words. So, I find vocabulary learning quite effective in learning English. We need to start with words while learning a language.

Student 10: Words are quite important for me because I use them while speaking. If my vocabulary knowledge is insufficient, I can't

know how to make sentences. Vocabulary is quite important for communication.

Student 20: Vocabulary learning is so important for learning a language because the more vocabulary we learn, the more fluently we can speak. So, I attach great importance to vocabulary learning. Sentences are made of words. To express our ideas, we have to learn words. So, it's important.

Student 9: Vocabulary learning is of course so important. It's really important especially if it's English, a universal language... Vocabulary learning is the first and foremost thing. If we don't know words, we can't learn anything.

As can be understood from the abovementioned statements, the prominent role of vocabulary in language learning is acknowledged by the students. Students particularly agree on that vocabulary provides a basis for language learning, and think that vocabulary knowledge is indispensable for expressing ideas and most importantly for communication. They also noted that inefficient lexical knowledge might lead to difficulties in communication.

While evaluating the place of vocabulary in language learning, most of the students pointed out the particular importance of vocabulary among different linguistic aspects. Below are remarkable examples from students' statements regarding the importance of vocabulary learning among various aspects of a language:

Student 6: In my opinion, this is the most important part because in English, the most important thing is vocabulary in terms of speaking, learning, writing and communication. We can't make sentences without vocabulary. Although we don't know the grammatical structure in general, we can make the sentence with certain words. We can form it with some words. After some time, we can understand sentences. I mean, words are quite important.

Student 16: Grammar is the basis of a language; but if we don't know words, our grammar knowledge doesn't do us any good. I think we can speak more easily by knowing more words ... So, vocabulary is important. The same thing occurs in listening. If you don't know words, you can't understand anything. It's also true for reading.

Student 18: Vocabulary learning is of course very important for a language because actually vocabulary should be learned more than grammar in order to speak a language. After all, we express ourselves through language. Since we shape this language with words, I think they're absolutely more important than many other things.

Student 17: All aspects of a language are important, but the main thing is vocabulary. We use words for writing. We hear words while listening. We use words for reading. So, vocabulary is really important.

Student 2: Vocabulary learning is quite important for English and for my life. When I go somewhere, our talking and communication with people depend on our vocabulary knowledge. No matter how well I know the grammatical structure, I can't tell anything without knowing English words.

Student 12: When we need to write what we hear, vocabulary knowledge is necessary to understand the words; or for example, when we're asked to write a paragraph, again it's important to know the necessary words.

The abovementioned statements indicate that vocabulary learning is attached a particular importance among various aspects of a language by the students. Students consider vocabulary knowledge to be essential for effective use of language skills and communication. By giving examples from the use of lexical knowledge in reading, writing, listening and speaking, they highlighted the major role of vocabulary in a language. They also emphasized that vocabulary knowledge is a precondition for expressing oneself, and that sole knowledge of grammar would not serve a purpose without lexical knowledge.

In addition to acknowledging the prominent role of vocabulary in language learning and attributing a particular importance to lexical development among different aspects of a language, students also find VLS quite beneficial for vocabulary development. Notable excerpts from the students' statements regarding the impact of VLS on lexical development are presented below:

Student 2: Vocabulary learning strategies facilitate my learning ... For example, it's sometimes difficult for me to remember certain things. Yet, when a word evokes something, it gets easier for me to remember that word because it has a specific meaning for me ... Vocabulary learning strategies help me to keep the words in my mind. When I try to communicate with someone, they work as a basis or as a source for me to remember words. For example, when someone tells me something, the strategies help me to understand it more or less because something related to the words stays in my mind. Associations take place, and I understand the words. Strategies have those kinds of effects on my vocabulary learning.

Student 9: I permanently learn words through strategies. As I said, when I encode a newly learned word with another word I know well, these words become permanent.

Student 1: Strategies work well. I mean they work well in that, for example, when I talk to a foreigner and make sentences, words immediately come to my mind as if I were speaking Turkish. So, vocabulary learning gets easier for me.

Student 14: I find vocabulary learning strategies quite effective. Let's say nobody knows the meaning of a word in class. I raise my hand, and I earn the teacher's favor ... My self-confidence increases. As my vocabulary learning strategies improve, I feel more eager to talk to foreigners. As I learn vocabulary, I get happy and I find myself more effective.

Student 5: I've made use of vocabulary learning strategies a lot ... I'm reaping their benefits right now. I speak more fluently when I talk to tourists. Also, when I know the words people don't know, I come to the forefront.

Student 6: I've benefited from vocabulary learning strategies a lot. While speaking, I speak more easily. While reading, my self-confidence improves since I know the meanings of words.

Student 20: Strategies work well because if we don't make an effort right now, most of the words are forgotten in two or three days when we don't review them. So, I sometimes review the words I learned before, and I read them again to keep them in my mind. By this way, they stay in my mind. I mean, songs, music and movies really have positive effects in terms of pronunciation of words and sentence formation.

As the statements about the influence of VLS on vocabulary learning indicate, students find VLS effective for lexical development, and point out that VLS facilitate their vocabulary acquisition. Students asserted that VLS help them keep the words in mind, remember them easily, retrieve them from memory when needed and use them in discourse with ease. Apart from the impact of VLS on vocabulary development and language learning in general, several students mentioned that their lexical development through VLS contributes to their motivation and self-confidence.

Furthermore, several students emphasized the importance of independent vocabulary learning via strategies, and underlined students' own responsibilities in terms of vocabulary learning. Below are some remarkable examples from students' statements on this issue:

Student 15: As I said before, we need to read books in order to learn vocabulary. I mean the words we learn in the class aren't sufficient for us. If we want to speak English very well, we also need to make an effort ourselves ... I think we should focus on all new words. We shouldn't leave a word aside telling ourselves that it's unfamiliar to us for some reason.

Student 2: Even if we memorize words, we forget them if we don't talk to someone or review these words. So, we absolutely need to communicate with people. We need to keep these words fresh by communicating with tourists in social life or the relatives that speak English; or else they are left out of memory one by one. We should keep communicating in English.

The abovementioned sentences uttered by the students show that they are well aware of the responsibilities to be taken for vocabulary learning, and they know that independent lexical development is also essential for acquiring a certain amount of vocabulary knowledge. Providing examples for strategy use such as reading books and communicating in English, students specifically stated that they need to make an effort and take certain steps for vocabulary learning outside the class as well.

To sum up, the interviews conducted with the students indicate that students regard vocabulary learning strategies as highly important for both lexical development and English language learning in general. As can be understood from the statements mentioned above, vocabulary learning is found quite important by the students, attached a particular importance among various aspects of a language, and thought to be a prominent factor for English language learning. In addition, students asserted that VLS have a positive impact on their vocabulary acquisition, and acknowledged that a language learner needs to endeavor for vocabulary acquisition through VLS.

4.2.2. Students' Perceptions on the Application of VLS

Besides perceptions on the importance of VLS use, students' perceptions on the application of VLS were also elicited by means of the interviews in order to answer the second research question. As a result of the descriptive analysis of the interview transcripts, four general themes about the application of VLS emerged: the use of basic VLS principally, individual VLS used by a few students, personal interests affecting strategy use and perceptions on teachers' instruction of VLS.

Through the analysis of interview transcripts, it was found that students apply VLS for lexical development. However, it turned out that almost all of the students use the basic VLS to a larger extent. Selected excerpts indicating students' implementation of the basic VLS are given below:

Student 16: I write and hang newly learned words on the places I can see all the time. I hang them on my table. I use sticky notes or study by writing again and again. By this way, the word stays in

mind. Then, I learn its pronunciation ... I listen to music, and look at the lyrics. I also watch TV series with subtitles and try to guess the meanings of words. I try to learn their pronunciation.

Student 17: I read books or watch TV series. It doesn't matter if they're with or without subtitles. I read novels or short stories in English. I learn vocabulary by this way ... While reading novels, I write the meanings under unknown words or if I don't know the meaning of a word while reading a sentence, I look up the meanings of the words in the whole sentence. I find the meaning of that word in this way. I mean, I take the word out of the sentence and learn it by myself or look up its meaning in the dictionary and write it.

Student 18: As I like listening to foreign music so much, I understand the words better while listening. I also write and stick English words to the wall or to a place I can clearly see from where I lie down. I also write their meanings in Turkish, put into a box and have a look at them sometimes ... I read foreign books. Especially the unknown words catch my attention, and I enjoy them. I specifically underline some words, for instance. If I like a sentence pattern or word in an English book, I underline it and write it down.

Student 5: I usually highlight unknown words in a book. Firstly, I find their meanings in the class or while studying them, but not with technological devices. I look up their meanings in dictionaries, and usually come across other words. I also try to learn new words by watching movies, and they get more familiar to me. I note down the words I see in the books ... As we're in a city like Antalya, I try to talk to tourists. I keep in mind the words I hear while talking to tourists and note them down. I generally learn in this way.

Student 10: I make use of the internet more. I talk to foreign people on foreign websites. This is important for both learning the things I don't know and improving my vocabulary knowledge ... I read English books, listen to English songs and translate them. I often watch movies and foreign TV series. Since I watch them with subtitles, I both hear them and see their translations, and by this way improve my vocabulary.

Student 20: I keep a vocabulary notebook. Since it's near at hand, I make use of it when I need to look for something. I also benefit from visuals. Words easily stay in my mind in this way ... I watch a lot of movies and TV series with subtitles. So, their pronunciation stays in my mind. I repeat words many times and try to pronounce them. I listen to English songs, and read the translations of the lyrics. When I listen to them again, I try to translate them myself.

These statements show that although students implement VLS in order to improve their vocabulary knowledge, the strategies used principally are limited with the basic ones such as listening to songs, watching movies and TV series, reading books,

writing and hanging words on different places, talking to foreign people and keeping vocabulary notebooks. Almost all of the students reported using these strategies for vocabulary learning during the interviews.

In addition to the strategies mentioned above, only a few students reported that they implement some other strategies for vocabulary learning. The noteworthy statements showing these students' individual use of different VLS are provided below:

Student 9: I also encode a word I've just learned with another one I learned before. Let's say I've just learned the word "year". I put the word "old" before it, and make it "old year". I don't forget it that way.

Student 7: I choose a topic from the internet. I write an essay about this topic in Turkish. Then, I try to translate it into English. While translating it, I note down the words I don't know the meanings of, and review all the words about that topic five times in Turkish and English every night before sleep. I try to memorize the words by this way while learning vocabulary.

Student 20: For example, I try to write stories in English, and in the meantime I make use of words. This has a positive influence on my vocabulary learning. It's useful in terms of sentence formation as well.

As the abovementioned statements indicate, as distinct from the ones used by almost all students, these students also apply some certain VLS like integrating the new words with the ones learned before, writing an essay by using different words and writing stories benefiting from various words again. Hence, it can be concluded that whereas most of the students principally implement basic VLS for lexical development, just a few students make use of some distinct VLS as well.

Moreover, it turned out as a result of the analysis of the interview transcripts that students' use of VLS depends on their personal interests. Remarkable excerpts from students' statements on the role of personal interests in determining the use of VLS are indicated below:

Student 19: Everyone has different vocabulary learning strategies. I learn by listening, and since I understand when I listen at school, I usually prefer repeating and telling the words myself. As most of the words are from daily life, watching a movie or TV series enables me to review and learn them.

Student 6: Actually the easiest way is to use words with the things we like. For example, the words that are used all the time or that also exist in Turkish, and also the words we like or lyrics are

learned quite easily. So, I generally learn by using words with the things I like and also write them. Writing is highly useful. I write the words again and again.

Student 12: I play computer games. I usually play in English not in Turkish, and I also turn the subtitles on to understand the words ... If there is something I can't understand and I'm curious about it, I learn those words as I always have the dictionary on my computer. Actually, words can be learned better by studying as you only focus on vocabulary at that time, but my hobby is playing computer games. I combine it with my hobby, and vocabulary learning gets more enjoyable for me.

Student 18: I use my own strategies more because each person perceives in a different way. So, I find my own strategies more useful. Yet, I also use the ones the teacher has taught us. Especially, writing the words on papers and sticking them on the wall is a strategy the teacher has taught us. Sticking those papers helps me to keep the words in my mind.

As can be understood from these sentences, students implement VLS according to their personal interests. Giving examples from their own vocabulary learning processes and use of VLS, they reported that their personal interests affect their choice and application of VLS. Yet, as mentioned by student 18, the strategies taught by the teachers may also appeal to students' interests.

While eliciting the perceptions on the application of VLS, students were also asked about their teachers' instruction of VLS so that the teachers' self-reports about the strategy instruction can be complemented with students' perceptions on the relevant issue. Below are some notable excerpts from students' statements about their perceptions on the teachers' VLS instruction:

Student 14: Our teacher asks us to learn vocabulary and look up the words in dictionaries. Actually, she asks us to use strategies for vocabulary learning ... She wants us to listen, get familiar with pronunciation of words, review the words and write them several times. She also wants us to watch movies. I mean, she tells us these.

Student 17: As we study the words in our books on smart boards, we learn the meanings of words in English. We learn them by this way. Our teacher also helps us sometimes ... She teaches us strategies. For example, she asks us to write the things a word reminds us of. We write all these things in English on a table.

Student 2: This year I've started to use mind maps our teacher has taught us to keep the words in mind. I tried to learn by building a scenario with the sentences the words reminded me of. This was useful for me ... I didn't know what mind map is until this year.

I've learned it thanks to our teacher. It's quite useful for me. Firstly, we circle a word and write the words it reminds us of. She says this strategy will be useful for us. Actually, we permanently learn the meanings of words. You know we have archives in our minds. Our teacher says putting related words together helps us find the right word at the right time, and that really helps.

Student 16: Our teacher really wants us to learn not only in class but also in daily life. For example, she teaches us English words with their English equivalents. So, we get more into English. It's better for us... She shows us heteronyms, synonyms, and antonyms; generally all of them in English.

Student 5: She writes words, their meanings, past and past participle forms of verbs on the board in almost all lessons. We also write if the word is a verb, adverb or whatever it is, and these days we mostly focus on this. Everybody has a lack of vocabulary knowledge. We get confused about most of the words, and forget all their meanings, past forms and past participle forms of verbs. Our teacher focuses on these. We do a lot of things for vocabulary learning. She asks us to use the words we write on the board in our own sentences, and I think it's really beneficial.

These statements demonstrate that students acknowledge their teachers' teaching or creating awareness of various strategies apart from the basic ones they use. Although most of the students mentioned only some certain strategies such as listening to music, watching movies and TV series, and reading books while talking about their use of VLS for lexical development, they touched upon a wider variety of strategies including the use of parts of speech, synonyms, antonyms and heteronyms while explaining their teachers' instruction of VLS. Thus, the students reported that their teachers teach different VLS for their lexical development.

All in all, the interviews carried out with the students showed that they use VLS for their lexical development to a certain extent depending on their personal interests. Students reported that they employ VLS in order to improve their vocabulary knowledge; however, except for a few students making use of some distinct strategies, most students mentioned the use of basic strategies principally. Yet, it also turned out that their teachers teach various strategies in addition to the basic ones used by almost all students. Therefore, it was found that students implement VLS to a limited extent although they acknowledge that their teachers teach a wider variety of VLS.

4.2.3. Teachers' Perceptions on the Importance of the Instruction of VLS

In addition to the students' perceptions on the importance of VLS use, teachers' perceptions on the importance of the instruction of VLS were also revealed in line with the third research question. As a result of the analysis of the interview transcripts belonging to teachers, five general themes came out: the significant place of vocabulary in language teaching, the importance of vocabulary learning among various aspects of a language, independent vocabulary learning through strategies, the impact of VLS on lexical development, and self-improvement regarding the instruction of VLS.

Firstly, the interviews carried out with the teachers showed that teachers attach a high level of importance to vocabulary learning like students. Teachers pointed out that vocabulary constitutes a crucial aspect of English language teaching. Some noteworthy examples for teacher perceptions on the prominence of vocabulary in language teaching are as follows:

Teacher 5: Vocabulary teaching is indispensable in a foreign language, I mean while learning a foreign language. It is not possible to express oneself, speak or establish a dialogue without words. It isn't enough on its own, but I think it's really necessary.

Teacher 9: Actually vocabulary teaching is an absolute must in a foreign language. I don't know if it's more like a habit, but children want to learn grammar all the time. As for vocabulary learning, they attempt to memorize words more and they memorize them for exams. Yet, actually the reason for their not being able to speak is their not knowing words.

Teacher 2: I think vocabulary is quite important because words are the smallest components of a language, and to be able to make sentences, we have to know words. So, it's 100 percent important.

Teacher 6: Including pronunciation, vocabulary knowledge is very important because even a person that doesn't know any grammar can tell something by sequencing words one after the other.

As can be clearly seen, vocabulary is of great importance for language teaching according to the teachers as well. The abovementioned statements indicate that teachers consider vocabulary development as an indispensable part of language learning and regard it as a prerequisite for communication in a foreign language. Thus, it can be concluded that teachers perceive vocabulary as extremely important for language learning.

As in the student interviews, it came out as a result of the analysis of teacher interviews that teachers attribute an additional importance to vocabulary learning among diverse aspects of a language. The particular importance given to lexical knowledge and vocabulary teaching in general among various linguistic aspects are visible from the teachers' statements as cited below:

Teacher 7: In my opinion, vocabulary teaching is one of the most important components among all the things in a foreign language because generally a grammar-based teaching method is implemented in our country. Yet, it's almost no use. So, I think the most important thing in communication is word pronunciation and meaning ... Because there are people who know grammar but can't speak at all, vocabulary learning is so important.

Teacher 3: I attach the most importance to vocabulary teaching in my lessons because I've learned through my teaching experience of 17 years that grammar can be forgotten, but vocabulary knowledge can become permanent through various methods. I get in touch with many people from foreign cultures, and they say they know a lot of languages. Yet, I realized that we communicate through words, not through grammar, and I apply it with my students, too... Actually, vocabulary studies involve many skills like speaking, comprehending, listening since it isn't possible to separate skills from each other.

Teacher 1: Vocabulary is crucial. I think it's more important than grammar. As a foreigner can't speak and read in Turkish by just learning grammar without knowing any Turkish words, the same thing is true for us in teaching a foreign language. I've investigated many methods about vocabulary teaching so far. I'm using them and reaping their benefits.

Teacher 5: You know there are some indispensable things. Vocabulary is indispensable, too. Maybe you can communicate through body language, but I think it isn't possible to communicate without words. Vocabulary is the foundation of a language. It's indispensable. Maybe grammar is also indispensable, but I think grammar and vocabulary should be integrated. In my opinion, grammar and vocabulary knowledge should be combined.

The abovementioned utterances of the teachers show that they emphasize the importance of vocabulary acquisition among different aspects of language learning. Teachers note that special attention should be paid to vocabulary acquisition in English language learning, and that lexical knowledge is also essential for the use of other linguistic aspects and language skills. They reported that vocabulary constitutes the basis of communication, and therefore that it is of particular importance for language learners.

Another finding of interest is that like students, teachers point out that most of the responsibility in vocabulary acquisition lies on the students. Teachers reported that the remarkable role of strategies used for vocabulary learning stands out at this point. Selected excerpts from teacher interviews indicating the importance of independent vocabulary learning through strategies are provided below:

Teacher 4: Vocabulary learning depends more on the children. A student interested in learning vocabulary studies words at home. I ask them how much I can teach them in just six hours. The rest of it depends on the child... If they use the strategies and are interested in them in their own worlds, we get favorable results and they really succeed in vocabulary learning. For instance, one of my students was so bad at lessons last year. I observed a big difference in him this year. He said he watched some TV series at home, and it reflected on his marks in the exams. He knows some words. He's curious about learning the meanings of words. As I said, we teach some points, but the child improves himself or herself based on his or her interests.

Teacher 10: It's sometimes really difficult to spare time to words. We can't always find time to teach vocabulary with a different strategy. So, much more responsibility falls to students in this case. As I said, we generally teach words and give the meanings of the words. Yet, students are responsible for memorizing words. I think the more I make students use the words in class, the more permanently they will learn.

As can be understood from the statements above, teachers think that most of the vocabulary learning depends on the students' own efforts, and therefore that the more the students take control of their own learning and strive for improving their vocabulary knowledge, the more they succeed in vocabulary learning. Thus, they believe that students' independent vocabulary learning by means of the strategies is a prominent factor for lexical improvement.

While touching upon the crucial role of vocabulary in English language learning and highlighting the particular importance of lexical development among different aspects of languages and the critical role of students' efforts for fulfilling this purpose, teachers also underlined the positive influence of VLS on vocabulary development by giving examples from their own vocabulary learning. Below are samples from the teachers' statements associated with the impact of VLS on lexical development:

Teacher 9: Vocabulary learning strategies are absolutely useful. The words I encode definitely stay in my mind. Also, the words

and sentences I come across in TV series stay in my mind. I learn in the same way. I can also learn by writing, but maybe this is the advantage of being an English teacher. Maybe the reason is my background knowledge. I can relate the words, too. I like linking words and associating them with something. I like learning by thinking of the root of a word and trying to derive another word. I also learn by linking words. I have my own strategies, too.

Teacher 6: Vocabulary learning strategies had a great influence on my vocabulary learning. I used to study by writing, and record words to the tape recorder... Their effect is that I learned the words and don't forget them any more... Words are permanently kept in mind. I can immediately remember a word I saw years ago. The strategies' effects still last. I don't easily forget words. I also link a word with something. I sometimes link it to one of my memories. Each word reminds me of a friend or someone else, or it can remind me of an event. I can also learn with the method of linking words and making associations.

Teacher 2: I used to write unknown words on small papers. I used to write a word at the front side of a paper and its meaning at the back. I used to write its use in a sentence. Then, I would staple them and put into my pocket. While going out, meeting or waiting for friends or on the bus, I used to have a look at them one by one. I would put the words I knew into the other pocket. I used to do it like a game... This was useful for me. It was effective for me while preparing for the exam... As I said, especially using words in sentences helps learning to be permanent in mind.

Teacher 10: I think words become permanent. Strategies helped me to learn permanently. For example, I used to write the synonyms of words in a similar way. I used to have an English-English dictionary and use it ... We try to make vocabulary learning permanent for students. I learned in the same way when I was a student. I didn't learn in a different way.

These statements of the teachers indicate that VLS are thought to be beneficial for vocabulary development. By providing examples from their own vocabulary learning experiences, teachers asserted that strategies facilitated their lexical development. Teachers maintained that VLS enhanced their permanent learning of vocabulary. Hence, it can be concluded that like the students, teachers regard VLS as highly influential for vocabulary development.

Lastly, the positive attitudes of the teachers towards VLS and VLS instruction were reinforced by their willingness towards self-improvement. When the teachers were asked whether they try to learn new VLS and teach them to students, they reported that they are open to learning and teaching different strategies. Remarkable samples

from the teachers' statements showing their eagerness for improving themselves in terms of VLS are presented below:

Teacher 7: After all, languages change all the time. I mean new methods come out based on current conditions. I try to investigate them as much as I can. I try to learn new learning techniques... We keep in touch with colleagues. I mean as a department, we also get their ideas, and try to teach useful strategies.

Teacher 9: I'm open to everything. I'm 45 now and have a teaching experience of 23 years; but when I see new things, I always try to apply them. I also prepare projects and go to seminars. I definitely try to apply the things I learn in my class. When I see a good method, I think about whether I can link it to something or use somewhere. I improve myself all the time. I mean I try to do something, but am I able to apply all of these? Of course, not. Yet, I'm always open to innovation. When I like something or find a good technique, I can try to implement it myself. I'm absolutely open-minded at that point.

Teacher 4: I look for new things because each year, students' levels change and their knowledge changes. A song taught a year ago may not be known by the students that come a year later. So, we need to learn new things each year...

As indicated in the sentences mentioned above, teachers adopt a positive attitude towards different VLS, and are willing to acquaint themselves with new VLS and teach them to their students. Teachers noted that they try to keep up with the changes, and therefore follow the developments by searching for different strategies, exchanging ideas, going to seminars, and so on. Thus, it can be pointed out that teachers are interested in self-improvement regarding the instruction of VLS.

In short, the interviews conducted with the teachers indicate that vocabulary learning strategies and the instruction of these strategies are thought to be of considerable importance by the teachers. Vocabulary acquisition was emphasized with its significant role in language learning. Furthermore, the teachers maintained that vocabulary development should be paid special attention among various aspects of languages, and that language learners' endeavor for vocabulary learning through VLS is the principal determining factor for the success in lexical development. Moreover, teachers pointed out the effectiveness and usefulness of VLS for vocabulary development, and noted that they are open to learning new strategies and teaching them to the students.

4.2.4. Teachers' Perceptions on the Application of the Instruction of VLS

The fourth research question aimed to uncover the teachers' perceptions on the application of the instruction of VLS. For this purpose, teachers' interview transcripts were subjected to descriptive analysis. As a result of the descriptive analysis, four general themes associated with the perceptions on the relevant issue were found: instruction of a wide variety of VLS, factors that restrict the instruction of VLS, personal interests affecting strategy use and perceptions on students' use of VLS.

Initially, the interviews conducted with the teachers indicated that a wide variety of VLS are taught by the teachers in English classes, which is in line with the students' perceptions on their teachers' VLS instruction. Some selected excerpts from the teachers' statements related to their instruction of VLS are given below:

Teacher 8: I use definitions, antonyms, synonyms for the words I teach for the first time. I also make students use words in sentences by making use of current issues regarding economy, economics, psychology or any other social science. I ask students to make sentences, and I get their opinions about these topics ... I also attach importance to emphasizing stress, intonation and phonetics as external skills while teaching vocabulary ... I guide students for listening, watching, reading, and brainstorming in class. They have vocabulary notebooks, and I ask them to keep those notebooks throughout their lives... I believe that words should be learned in context. I mean, it isn't possible for us to memorize all the words even in our mother tongue. This is the most important strategy. I teach students to guess the meanings of the words encountered for the first time by making use of the clues, suffixes and prefixes, which are the basic structures in a word ... I also give examples of cognates. We can't deny the integration of our native language with English. I make use of both true and false cognates from daily life. I teach the association technique to children.

Teacher 9: I tell students that they can learn vocabulary by listening to music, watching movies, reading books, and I say that keeping a vocabulary notebook like an index will be useful for them. I also mention memorization techniques. I teach them how to use these techniques with several examples ... As I said, I have 34 students in my class, and all these students' interests, skills or approaches to learning are different. So, I present them the strategies, and they proceed the way they like. Yet, the point I highlight is to study the words after learning by noting down words in class, writing them neatly on the notebook at home, reviewing them, using them in sentences and doing exercises. I warn them that they should absolutely have a system to study vocabulary.

Teacher 4: I teach related words within a concept. I sometimes try to draw pictures or tell a story about the word following the current issues ... I recommend the children to watch movies. I think it's more effective to provide the word in a sentence or pattern than giving only the word ... The words stay better in students' minds when they are used in sentences, dialogues; when the students use the words themselves; or when there is an example experienced in the previous class. Yet, it's too difficult to get results when the dialogue or word is irrelevant to them ... We also teach grouping. For example, there are some verb-noun collocations. We make 9th graders write the words used together with the verb "take" or any other verbs in groups in their notebooks...

Teacher 10: I try to gather related words together first, and use concept maps. For instance, by grouping the words about meal such as "dinner", "supper" and "breakfast", I try to show the relations among them. Pronunciation of the words like "hear" and "here" is also important for me. I also teach parts of speech. I mean I try to teach all strategies...

Teacher 1: We use basic things like songs and movies, but ten years ago I bought a book about memory strategies for vocabulary learning. There were 400 words in that book. Words were taught through visuals and scenarios made up with the help of associations that come out with the pronunciation, syllabification and meanings of words. I found it enjoyable, and started to teach it to my students. I tell my students that brain is like a library. I say that each word learned is linked to another, classified and placed somewhere ... I ask them to link and write the words like a spider web. I want them to circle the main word, and write the related words around it. I tell students that this helps them to classify the words consciously in their minds and remember them better in turn. I ask them to make a sentence with that word and write their scenario above this sentence. I make them keep a notebook for what I call mind map study.

The abovementioned utterances of the teachers show that they report teaching or creating awareness of a wide variety of VLS in their classes. As well as teaching such strategies as reading books, watching movies and listening to songs, which were reported to be extensively used by almost all students as can be understood from student interviews, teachers also maintained that they teach many other VLS like guessing meaning from context, using words in sentences, memory strategies like associations, making use of concept maps, mind maps, collocations, parts of speech, definitions, antonyms, synonyms, cognates, and so on.

Even though the teachers reported that they teach various VLS so that the students would benefit from these strategies during their vocabulary acquisition, they also

pointed out that several factors limit their instruction of VLS. Below are some notable excerpts from the teachers' statements about the factors restricting the instruction of VLS.

Teacher 9: I taught memory strategies for several years when there were preparatory classes. It was great, but we don't have preparatory classes any more. The number of English lessons is so few, and the classes are quite crowded. So, I don't have a chance to apply this strategy ... The attention paid to English decreased dramatically due to the education system. I mean, it became an ordinary course of only six hours. Since students think that they can manage it easily, they don't focus on it much.

Teacher 2: Actually, we have a total of six hours for the English class in a week. I teach classes of 34 students. Our course book isn't so difficult, but the curriculum is so intense. So, I may not conduct so many activities for vocabulary learning.

Teacher 4: The strategies or the limited words we teach in class aren't sufficient for students. It's essential to study the words more. Everything is limited in the curriculum, and we have to teach everything from grammar and reading to listening and writing together to high school students in these six hours. So, we teach vocabulary in a short time, and ask students to study at home as well.

As can be understood from the abovementioned statements, such factors as the crowdedness of the classes, the intensity of the curriculum, and the limited quantity of weekly course hours restrict the teachers' instruction of VLS in English classes. This leads us to the fact that even though the teachers report teaching a diverse range of VLS in the lessons, they may still have difficulty in introducing these strategies to the students due to having to fit everything to be taught in a limited time and also catering to the needs of a large number of students.

As well as acknowledging that they acquaint students with various VLS despite the elements that negatively affect the instruction of VLS, teachers also noted that language learners' application of VLS is mostly determined by their personal interests. They maintained that students need to be guided for discovering their own strategies with the help of the instruction of VLS. Below are some outstanding excerpts from the teachers' statements about this issue:

Teacher 9: I believe that everyone should find a method for himself or herself because everyone learns in a different way. While some people prefer to have a word at hand, to touch and see it as an object, others need to learn by writing ... I think everyone should

have his or her own strategy. Yet, it's a bit difficult for children to comprehend it. It takes time. Maybe it's necessary for the teacher to guide students at this point ... For instance, some students don't want to deal with memory strategies; or they want to use these strategies, but don't have the creativity for this. I mean, they have to link things for these strategies, but some students are bad at this. In that case, for example, they focus on writing, and feel better while keeping a vocabulary notebook.

Teacher 4: It's necessary for each student to find methods for himself or herself ... For instance, regarding personal interests, I observed that if a student is so into computer games, he or she learns the words in the game more quickly and never forgets them. Yet, if the topics in the course books don't appeal to children, they can never learn those words.

Teacher 2: In this regard, I think everybody creates his or her own strategy because everyone's learning technique and perception technique are different. So, you determine the strategies yourself or if you can't do it, you make use of the others' strategies and continue learning with those vocabulary learning strategies.

These sentences demonstrate that like students, teachers regard personal interests as the main determining factor for the application of VLS. Teachers pointed out that students choose to use the VLS that appeal to their interests, and that teachers have the role of guiding the students by providing instruction regarding the VLS students may take an interest in. Therefore, it can be concluded that teachers perceive the application of VLS to be dependent on the learner's personal interests, and their role in this process as providing insight into different VLS so that the students would discover the ones that may appeal to their interests.

As for the teachers' perceptions on students use of VLS, it was found as a result of the analysis of the interview transcripts belonging to teachers that while the students that are interested in language learning in general and vocabulary learning in particular employ VLS more, the ones that do not take an interest in these issues implement VLS less or completely neglect them. Some salient excerpts from the teachers' statements about their perceptions on students' use of VLS are presented below:

Teacher 10: Some of the students are really interested, but some others don't care about vocabulary learning strategies. Students are especially reluctant to look up words in the dictionary. Sometimes I ask them to prepare and have a look at the words beforehand. The meanings of the words they find from the dictionary may turn out to be incorrect, but it doesn't matter. They can gain familiarity by

this way. Yet, there are some students who don't do this. Some of my students even stop reading the text when they see unfamiliar words...

Teacher 9: I can say that the students that are interested in the foreign language care about everything. The specific method used isn't important for them. They choose the methods that are appropriate for them in any case because there is a wide variety. Yet, there are also some students who don't care about the language, and they ignore everything...

Teacher 1: There are some students that are quite interested in this issue. Some students use strategies regularly. Yet, there are also students who think that strategy use is redundant and takes time. Yet, when they get used to it in time, they say that they still remember those words after many years. There are students who still keep vocabulary notebooks, and they say that they didn't forget the encoded words.

Teacher 5: To tell the truth, students are used to writing words on one side of a paper and their meanings in Turkish on the other side. They're so used to it, and they refused to study the way we asked them to do for a long time. They found it meaningless ... They didn't want to use the words in sentences, write their definitions, their noun and adjective forms. They didn't want to apply these strategies first. They found these useless and meaningless. Yet, I've always tried to tell students that they are necessary and that knowing only the meaning of a word may not work...

The abovementioned statements indicate that according to teacher perceptions, the extent of the use of VLS changes from student to student. As can be seen in the sentences presented above, teachers reported that while some students that care about language learning and vocabulary acquisition apply VLS more, the other students who do not have a desire for learning English and lexical development use them less or do not employ them at all.

To sum up, the interviews conducted with the teachers showed that they teach a diverse range of VLS to students in their English classes in spite of the factors restricting VLS instruction such as an intense curriculum, limited class time and crowded classes. It was also found that teachers consider personal interests as the major determinant of the students' use of VLS, and therefore see themselves responsible for guiding students to discover the VLS that may appeal to their interests. As for their perceptions on students' implementation of VLS, it was identified that according to teachers, students' VLS use changes depending on the importance they attach to language learning and vocabulary acquisition. They

highlighted that the students that are interested in language and vocabulary learning employ VLS more compared to the others. Hence, it can be pointed out that while the teachers report teaching a wide range of VLS, their perceptions on students' VLS use indicate that students may not be that active in terms of the implementation of VLS for lexical development.

4.3. Questionnaire Findings

Student and teacher perceptions on the importance and application of VLS use and instruction were determined and compared to one another with the help of the student and teacher forms of vocabulary learning strategies as well. The results of the statistical analyses carried out with the data gathered through these questionnaires are provided in this part of the chapter. Initially, the findings associated with the verification of the factor structure of the importance and application scales of VLS are presented in line with the fifth and sixth research questions. Then, the findings related to the internal consistency of the subscales are accounted separately for the importance and application scales of VLS in order to answer the seventh and eighth research questions. As for the ninth and tenth research questions, the findings about whether the application levels significantly differ according to the levels of importance are given to answer these questions. Lastly, the findings attained via the comparison of the levels of importance attributed to the use and instruction of VLS by students and teachers as well as the comparison the levels of application belonging to students and teachers are provided for the eleventh and twelfth research questions.

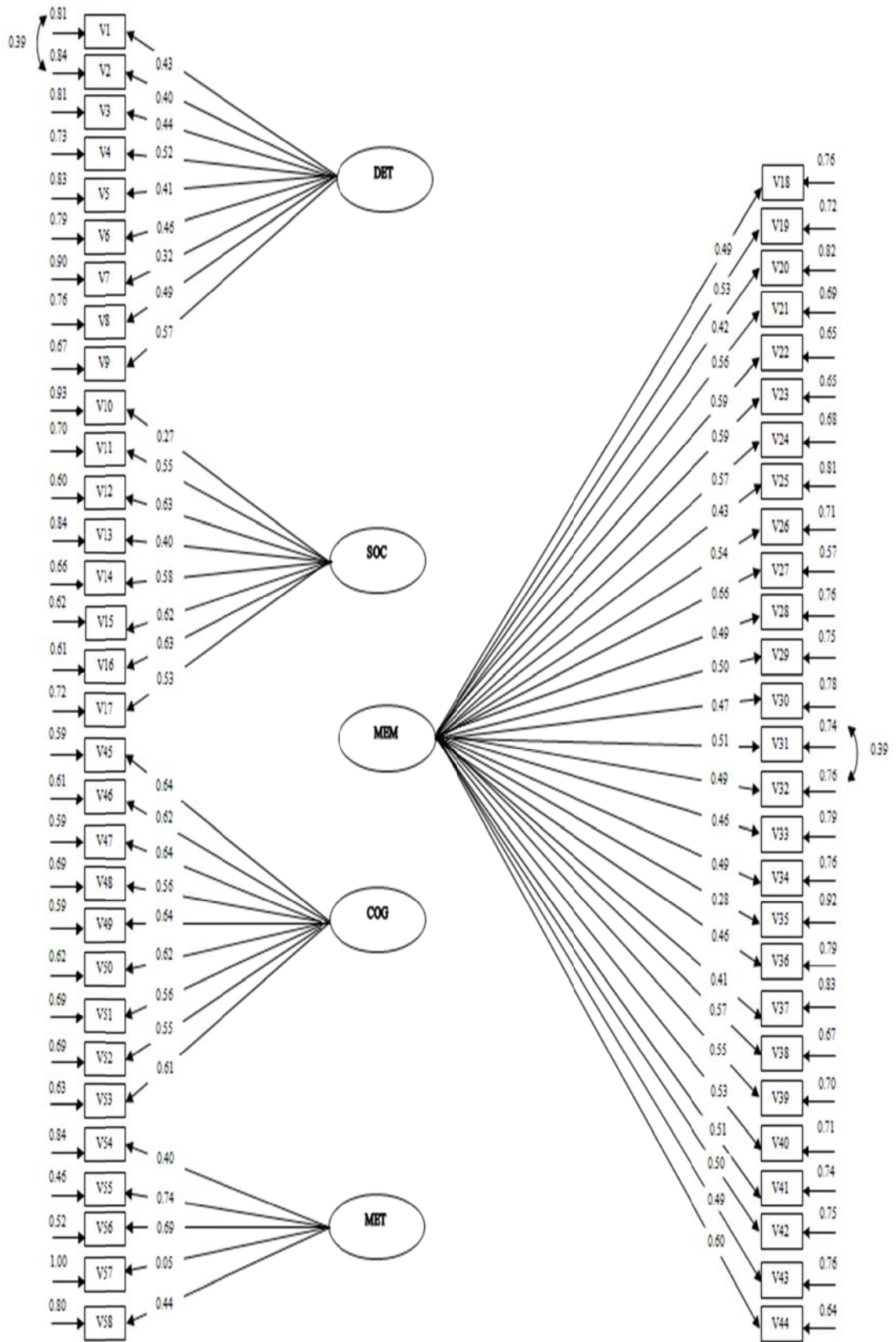
4.3.1. Confirmation of the Factor Structure in the Importance Scale of VLS

The fifth research question set out to verify the five-factor structure of the importance scale in student and teacher questionnaires of VLS that were constructed based on Schmitt's taxonomy of VLS. It was decided to perform CFA in order to confirm the factor structure of the hypothesized model of VLS taxonomy. Since the data gathered from the teachers (n=56) were not sufficient in quantity for carrying out factor analysis, only the data collected from students (n=548) were subjected to factor analysis. As it was found through normality tests that the normality assumption of CFA was met, CFA was conducted in order to identify the verification

of the five-factor structure of the importance scale in the VLS questionnaire as a model. The values of standardized solution gathered through the analysis are provided in Figure 4.1.

Figure 4.1

The Standardized Solution of CFA for the Importance Scale of VLS Questionnaire



As exhibited in Figure 4.1, except for the 57th item, the standardized solutions range from 0.27 to 0.74 while the error variances range between 0.46 and 0.93. As for the error variance of the 57th item, it was calculated to be 1.00.

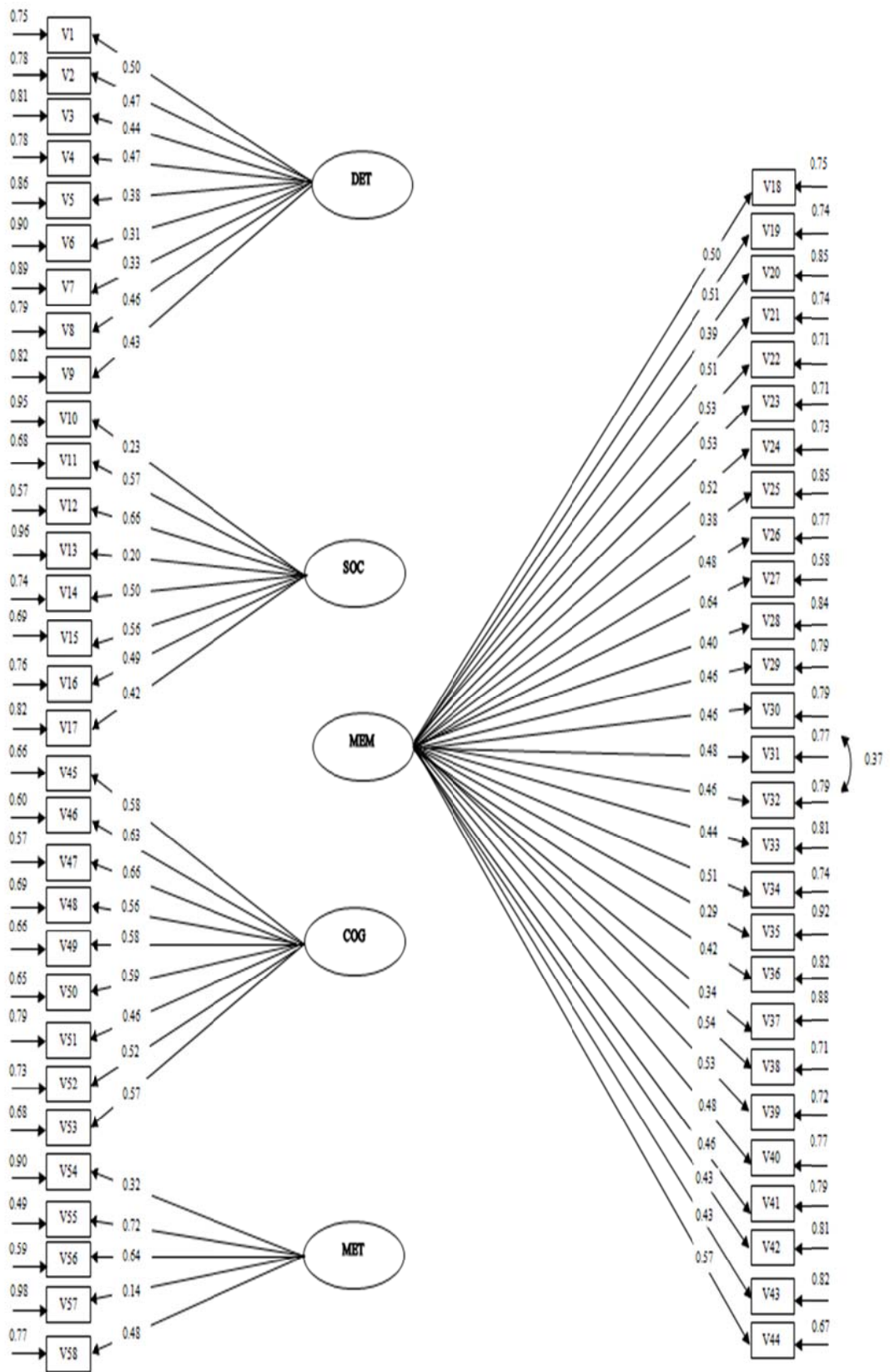
Through the examination of whether the indicators defined via first order CFA significantly account for the strategies, it was seen that t values were significant except for the 57th item again ($p < 0.05$). As a result of the analysis, fit indices were found as $\chi^2 = 4833.23$ ($sd = 1583$, $p < .000$), $(\chi^2/sd) = 3.05$, $NFI = 0.95$, $CFI = 0.95$, $SRMR = 0.058$ and $RMSEA = 0.61$. Moreover, in accordance with the modification suggestions, it was decided to make two modifications between the 1st and 2nd items, and between the 31st and 32nd items. It was seen that the modifications carried out on these items significantly contributed to the fit values ($p < 0.05$).

4.3.2. Confirmation of the Factor Structure in the Application Scale of VLS

The aim of the sixth research question was to confirm the five-factor structure of the application scale in student and teacher questionnaires of VLS. As in the verification of the factor structure of the importance scale, it was not possible to use the data collected from the teachers for factor analysis as the number of participant teachers was insufficient for it; thus, only the data gathered from students were subjected to factor analysis. Since it was seen that the normality assumption of CFA was met for the application scale as well, CFA was conducted in order to determine whether the five-factor structure of the application scale of VLS is confirmed as a model. The values of standardized solution reached through the analysis are illustrated in Figure 4.2.

Figure 4.2

The Standardized Solution of CFA for the Application Scale of VLS Questionnaire



As displayed in Figure 4.2, the standardized solutions vary between 0.20 and 0.72 while the error variances range between 0.49 and 0.98.

When the indicators defined as a result of first order CFA were examined to understand whether they account for the strategies, it was seen that all the t values were significant ($p < 0.05$). Through the analysis, fit indices were found as $\chi^2 = 5941.31$ ($sd = 1584$, $p < .000$), $(\chi^2/sd) = 3.75$, $NFI = 0.92$, $CFI = 0.92$, $SRMR = 0.067$ and $RMSEA = 0.071$. In addition, it was decided to make modifications between the 31st and the 32nd items based on the modification suggestions. These modifications significantly contributed to the fit values ($p < 0.05$).

4.3.3. Internal Consistency of the Subscales in the Importance Scale of VLS

The seventh research question aimed to find out the degree of internal consistency of each subscale in the importance scale of VLS. Therefore, the quantitative data gathered from students were subjected to reliability analysis. Cronbach's alpha coefficients are presented in Table 4.1 for the five subscales of the importance scale of VLS.

Table 4.1

Cronbach's Alpha Values Per Subscale in the Importance Scale of VLS

Subscale	Cronbach's Alpha
Determination Strategies	.70
Social Strategies	.75
Memory Strategies	.90
Cognitive Strategies	.83
Metacognitive Strategies	.53

As demonstrated in Table 4.1, except for the subscale of metacognitive strategies, Cronbach's alpha coefficients of the subscales in the importance scale of VLS range between .70 and .90. A reliability coefficient of .70 or greater is generally found adequate for the reliability of test scores (Büyüköztürk, 2012). Therefore, alpha values of the abovementioned four subscales can be considered as acceptable. As for the subscale of metacognitive strategies, Cronbach's alpha coefficient was calculated as .53 for this subscale, which may have partly resulted from its consisting of only

five items. However, this value increases to .61 in the case that the 57th item in the questionnaire is deleted. Nevertheless, the relevant item was not deleted as it was thought that the item can yield different results with different samples.

4.3.4. Internal Consistency of the Subscales in the Application Scale of VLS

In order to answer the eighth research question, the degree of internal consistency belonging to each of the five subscales was determined for the application scale of VLS. Reliability analysis was run on the quantitative data collected from students for this purpose. The analysis results indicating Cronbach's alpha coefficients per subscale are displayed in Table 4.2.

Table 4.2

Cronbach's Alpha Values Per Subscale in the Application Scale of VLS

Subscale	Cronbach's Alpha
Determination Strategies	.65
Social Strategies	.66
Memory Strategies	.88
Cognitive Strategies	.81
Metacognitive Strategies	.45

As illustrated in Table 4.2, Cronbach's alpha coefficients of the subscales in the application scale of VLS range from .65 to .88 except for the subscale of metacognitive strategies. Therefore, the coefficients of internal consistency indicated adequate values for memory strategies and cognitive strategies. The values belonging to the subscales of determination and social strategies are not too low, either. As for the subscale of metacognitive strategies, Cronbach's alpha coefficient was calculated as .45 for this subscale. However, if the 57th item in the questionnaire is deleted, the aforementioned value increases to .58. Yet, as in the importance scale, it was decided not to delete this item since it would provide different results for different samples.

4.3.5. The Differences between Application Scores of the Students Attaching a Higher and Lower Level of Importance to the Use of VLS

The aim of the ninth research question was to discover whether the students' application levels of VLS significantly differ from each other according to their

attaching a higher or lower level of importance to the use of VLS. After the identification of upper and lower groups, whether application means of the students giving a higher and lower level of importance to the use of VLS significantly differ from each other were found out through independent samples t-test. The quantitative data gathered from students were subjected to t-test on a factor basis. The test results are presented below for each of the subscales of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies.

Initially, whether the application means of students attaching a higher and lower level of importance to determination strategies significantly differ from each other was found via independent samples t-test. The test results are provided in Table 4.3.

Table 4.3

The Difference between Application Means of the Students Attaching a Higher and Lower Level of Importance to the Use of Determination Strategies

Upper Group			Lower Group			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
117	34.12	4.86	107	23.45	4.91	222	16.335	.000	.546

As is clear from Table 4.3, the difference between the application means of students attaching a higher and lower level of importance to determination strategies is statistically significant, $t(222)=16.335$, $p=.000$, $\eta^2=.546$. When the aforementioned difference was examined in terms of effect size, it was found that the effect size was large (Büyüköztürk, 2012). Therefore, it was revealed that the students giving a higher level of importance to determination strategies had a higher mean score on the application of these strategies ($\bar{X}=34.12$) compared to the application mean score of the students attaching a lower level of importance to determination strategies ($\bar{X}=23.45$).

Secondly, application means of students ascribing a higher and lower level of importance to social strategies were compared via independent samples t-test. The t-test results indicating the difference between these two groups are displayed in Table 4.4.

Table 4.4

The Difference between Application Means of the Students Attaching a Higher and Lower Level of Importance to the Use of Social Strategies

Upper Group			Lower Group			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
122	25.77	5.61	90	16.11	4.18	209.970	13.616	.000	.469

As can be seen in Table 4.4, there is a statistically significant difference between application means of the students attributing a higher and lower level of importance to social strategies, $t(209.970)=13.616$, $p=.000$, $\eta^2=.469$. Through the evaluation of this difference in terms of effect size, a large effect size was identified. Hence, it was found that the application mean of the students attaching a higher level of importance to social strategies ($\bar{X}=25.77$) was higher than that of the students placing a lower level of importance on these strategies ($\bar{X}=16.11$).

As for memory strategies, whether the application means of the students giving a higher and lower level of importance to these strategies significantly differ from one another was determined through independent samples t-test again. The test results showing the findings obtained through the analysis are demonstrated in Table 4.5.

Table 4.5

The Difference between Application Means of the Students Attaching a Higher and Lower Level of Importance to the Use of Memory Strategies

Upper Group			Lower Group			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
101	96.43	17.51	93	57.61	10.26	163.725	19.010	.000	.653

As illustrated in Table 4.5, a statistically significant difference is present between the application means of students that attach a higher and lower level of importance to memory strategies, $t(163.725)=19.010$, $p=.000$, $\eta^2=.653$. When the relevant difference was examined in terms of effect size, it was seen that the effect size was large. Consequently, it can be pointed out that the application mean of the students ascribing a higher level of importance to memory strategies ($\bar{X}=96.43$) was higher

than that of the students giving a lower level of importance to these strategies (\bar{X} =57.61).

For cognitive strategies, the same procedure was followed, and whether the application means of student attaching a higher and lower level of importance to cognitive strategies significantly differ from each other was identified through independent samples t-test. The test results for this strategy group are provided in Table 4.6.

Table 4.6

The Difference between Application Means of the Students Attaching a Higher and Lower Level of Importance to the Use of Cognitive Strategies

Upper Group			Lower Group			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
111	33.41	7.63	94	19.71	5.83	201.019	14.557	.000	.511

As exhibited in Table 4.6, the difference between the application means of the students that attribute a higher and lower level of importance to cognitive strategies is statistically significant, $t(201.019)=14.557$, $p=.000$, $\eta^2=.511$. When the aforementioned difference was evaluated in terms of effect size, it was found that a large effect size was present. Thus, it can be noted that the students attaching a higher level of importance to cognitive strategies had a higher application mean (\bar{X} =33.41) compared to application mean score of the students attaching a lower level of importance to these strategies (\bar{X} =19.71).

Lastly, whether the application means of the students giving a higher and lower level of importance to metacognitive strategies significantly differ from one another was determined via independent samples t-test. The t-test results demonstrating the relevant difference between these two groups are shown in Table 4.7.

Table 4.7

The Difference between Application Means of the Students Attaching a Higher and Lower Level of Importance to the Use of Metacognitive Strategies

Upper Group			Lower Group			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
115	16.65	4.11	124	11.54	2.73	195.964	11.235	.000	.348

As displayed in Table 4.7, there is a statistically significant difference between the application means of students giving a higher and lower level of importance to metacognitive strategies, $t(195.964)=11.235$, $p=.000$, $\eta^2=.348$. When the relevant difference was examined in terms of effect size, a large effect size was found. Therefore, it can be concluded that the application mean of the students ascribing a higher level of importance to metacognitive strategies ($\bar{X}=16.65$) was higher than that of the students giving a lower a level of importance to these strategies ($\bar{X}=11.54$).

In sum, the results of the independent samples t-test performed on all five subscales indicated a statistically significant difference between the application mean scores of the students attributing a higher and lower level of importance to the use of each strategy group, namely determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies, with a large effect size. Hence, for each subscale, it was concluded that the students attaching a higher level of importance to the use of VLS had a higher mean score on the application of these strategies compared to those attributing a lower level of importance to the use of the relevant strategies.

4.3.6. The Differences between Application Scores of the Teachers Attaching a Higher and Lower Level of Importance to the Instruction of VLS

The tenth research question set out to determine whether the teachers' application levels of VLS instruction significantly differ from one another according to their attaching a higher or lower level of importance to the instruction of VLS. After the identification of upper and lower groups for teachers, the application mean scores of these two groups were compared. As non-parametric equivalent of independent samples t-test, Mann-Whitney U test was carried out on the quantitative data

gathered from the teachers in order to find out whether there is a statistically significant difference between the application levels of the teachers attaching a higher and lower level of importance to the instruction of VLS. In this part of the chapter, the results of Mann-Whitney U test are provided for each of the subscales of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies.

Initially, whether the application mean ranks of the teachers attaching a higher and lower level of importance to determination strategies significantly differ from one another was found out through Mann-Whitney U test. The test results for this strategy group are exhibited in Table 4.8.

Table 4.8

The Difference between Application Mean Ranks of the Teachers Attaching a Higher and Lower Level of Importance to the Instruction of Determination Strategies

Upper Group			Lower Group			U	p
n	Mean Rank	Sum of Ranks	n	Mean Rank	Sum of Ranks		
14	16.46	230.50	9	5.06	45.50	.500	.000

As demonstrated in Table 4.8, a statistically significant difference is present between the application mean ranks of the teachers giving a higher and lower level of importance to the instruction of determination strategies, $U=.500$, $p=.000$. When the teachers' mean ranks were evaluated, it was seen that the application mean rank of the teachers attaching a higher level of importance to the instruction of determination strategies (mean rank=16.46) was higher than that of the teachers placing a lower level of importance on the instruction of these strategies (mean rank=5.06).

Social Strategies constituted the second strategy group for the comparison of the application mean ranks of teachers. The results of Mann-Whitney U test indicating the difference between the application mean ranks of the teachers ascribing a higher and lower level of importance to the instruction of social strategies are illustrated in Table 4.9.

Table 4.9

The Difference between Application Mean Ranks of the Teachers Attaching a Higher and Lower Level of Importance to the Instruction of Social Strategies

Upper Group			Lower Group			U	p
n	Mean Rank	Sum of Ranks	n	Mean Rank	Sum of Ranks		
11	15.77	173.50	11	7.23	79.50	13.500	.002

As can be seen in Table 4.9, the difference between the application mean ranks of the teachers attaching a higher and lower level of importance to the instruction of social strategies is statistically significant, $U=13.500$, $p=.002$. Through the evaluation of the application mean ranks of the teachers, it was found that the teachers attributing a higher level of importance to the instruction of social strategies had a higher mean rank on the application of their instruction (mean rank=15.77) compared to the application mean rank of the teachers placing a lower level of importance on it (mean rank=7.23).

Thirdly, the application mean ranks of the teachers attaching a higher and lower level of importance to the instruction of memory strategies were examined through Mann-Whitney U test, and the difference between these two groups was uncovered. The test results are presented in Table 4.10.

Table 4.10

The Difference between Application Mean Ranks of the Teachers Attaching a Higher and Lower Level of Importance to the Instruction of Memory Strategies

Upper Group			Lower Group			U	p
n	Mean Rank	Sum of Ranks	n	Mean Rank	Sum of Ranks		
9	14.00	126.00	10	6.40	64.00	9.000	.003

As displayed in Table 4.10, there is a statistically significant difference between the application mean ranks of the teachers ascribing a higher and lower level of importance to the instruction of memory strategies, $U=9.000$, $p=.003$. When the mean ranks of these two groups of teachers were examined, it was seen that the mean rank of the teachers placing a higher level of importance on the application of the instruction of memory strategies (mean rank=14.00) was higher than that of the teachers giving a lower level of importance to their instruction (mean rank=6.40).

As for cognitive strategies, whether the application mean ranks of the teachers giving a higher and lower level of importance to the instruction of these strategies significantly differ from one another was found via Mann-Whitney U test. The test results are shown in Table 4.11.

Table 4.11

The Difference between Application Mean Ranks of the Teachers Attaching a Higher and Lower Level of Importance to the Instruction of Cognitive Strategies

Upper Group			Lower Group			U	p
n	Mean Rank	Sum of Ranks	n	Mean Rank	Sum of Ranks		
13	17.92	233.00	11	6.09	67.00	1.000	.000

According to Table 4.11, a statistically significant difference exists between the application mean ranks of the teachers placing a higher and lower level of importance on the instruction of cognitive strategies, $U=1.000$, $p=.000$. Through the evaluation of the application mean ranks of these two groups of teachers, it was revealed that the mean rank of the teachers attaching a higher level of importance to the instruction of cognitive strategies (mean rank=17.92) was higher than that of the teachers placing a lower level of importance on their instruction (mean rank=6.09).

Finally, whether the application mean ranks of the teachers ascribing a higher and lower level of importance to the instruction of metacognitive strategies was identified through Mann-Whitney U test. The findings attained via the analysis are presented in Table 4.12.

Table 4.12

The Difference between Application Mean Ranks of the Teachers Attaching a Higher and Lower Level of Importance to the Instruction of Metacognitive Strategies

Upper Group			Lower Group			U	p
n	Mean Rank	Sum of Ranks	n	Mean Rank	Sum of Ranks		
11	16.86	185.50	11	6.14	67.50	1.500	.000

As illustrated in Table 4.12, the difference between application mean ranks of the teachers giving a higher and lower level of importance to the instruction of metacognitive strategies is statistically significant, $U=1.500$, $p=.000$. When these two

groups of teachers' mean ranks of application were examined, it was seen that the mean rank of the teachers attaching a higher level of importance to the instruction of metacognitive strategies (mean rank=16.86) was higher than that of the teachers placing a lower level of importance on their instruction (mean rank=6.14).

To conclude, the results of Mann-Whitney U test demonstrated a statistically significant difference between the application mean ranks of the teachers ascribing a higher and lower level of importance to the instruction of VLS under each of the strategy groups of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. The test results indicated that teachers attributing a higher level of importance to the instruction of VLS under each strategy group had a higher mean rank on the application of the instruction of the relevant strategies compared to those attaching a lower level of importance to the instruction of these strategies.

4.3.7. The Differences between Students' and Teachers' Mean Scores on the Subscales of the Importance Scale

The eleventh research question aimed to reveal whether there is a significant difference between the levels of importance ascribed to the use of VLS by the students and the levels of importance attributed to the instruction of VLS by the teachers. For this purpose, whether students' and teachers' mean scores on the subscales of the importance scale in VLS questionnaire significantly differ from one another was determined via independent samples t-test. Although there is a gap between the number of students (n=548) and teachers (n=56), these two groups were considered to be appropriate for comparison through t-test as the group sizes are above 30 and the data are normally distributed in all subscales for both students and teachers. The t-test results are separately provided below for each of the subscales of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies.

Independent samples t-test was initially carried out in order to find out whether students' and teachers' mean scores on the subscale of determination strategies in the importance scale of VLS significantly differ from each other. The findings attained through the analysis are illustrated in Table 4.13.

Table 4.13

The Difference between Students' and Teachers' Mean Scores on the Subscale of Determination Strategies in the Importance Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	31.62	5.85	56	30.79	4.67	602	1.038	.300	–

As can be seen in Table 4.13, the difference between students' and teachers' mean scores on the subscale of determination strategies in the importance scale of VLS is not statistically significant, $t(602)=1.038$, $p=.300$.

Social strategies constitute the second category of VLS. Whether there is a significant difference between students' and teachers' mean scores on the subscale of social strategies in the importance scale of VLS was tested via independent samples t-test. The test results indicating the aforementioned difference are displayed in Table 4.14.

Table 4.14

The Difference between Students' and Teachers' Mean Scores on the Subscale of Social Strategies in the Importance Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	27.4	6.06	56	26.11	4.02	83.038	2.164	.033	.008

According to Table 4.14, there is a statistically significant difference between the mean scores of students and teachers on the subscale of social strategies in the importance scale of VLS, $t(83.038)=2.164$, $p=.033$, $\eta^2=.008$. However, the aforementioned difference was not found remarkable in practical terms as the effect size was small.

As for the group of memory strategies, the t-test results for the difference between students' and teachers' mean scores on this subscale of the importance scale of VLS are shown in Table 4.15.

Table 4.15

The Difference between Students' and Teachers' Mean Scores on the Subscale of Memory Strategies in the Importance Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	92.27	17.96	56	98.04	15.13	602	2.318	.021	.009

As demonstrated in Table 4.15, a statistically significant difference exists between students' and teachers' mean scores on the subscale of memory strategies in the importance scale of VLS, $t(602)=2.318$, $p=.021$, $\eta^2=.009$. Yet, this difference was not regarded as considerable in practice since the effect size was small.

For the category of cognitive strategies, the t-test results pointing out the difference between the mean scores of students and teachers on this subscale of the importance scale of VLS are provided in Table 4.16.

Table 4.16

The Difference between Students' and Teachers' Mean Scores on the Subscale of Cognitive Strategies in the Importance Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	33.63	7.31	56	30.96	5.96	602	2.636	.009	.011

As shown in Table 4.16, the mean score of the students on the subscale of cognitive strategies in the importance scale of VLS differs statistically significantly from that of the teachers, $t(602)=2.636$, $p=.009$, $\eta^2=.011$. However, as the effect size was small, the relevant difference was not acknowledged to be remarkable in practical terms.

Lastly, the t-test results indicating the difference between the mean scores of students and teachers on the subscale of metacognitive strategies in the importance scale of VLS are exhibited in Table 4.17.

Table 4.17

The Difference between Students' and Teachers' Mean Scores on the Subscale of Metacognitive Strategies in the Importance Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	17.36	3.78	56	18.18	4.03	602	1.534	.126	–

As is clear from Table 4.17, the difference between the mean scores of students and teachers on the subscale of metacognitive strategies in the importance scale of VLS is not statistically significant, $t(602)=1.534$, $p=.126$.

To sum up, as a result of the independent samples t-test conducted for all five subscales, no statistically significant difference was detected between students' and teachers' mean scores on the subscales of determination strategies and metacognitive strategies in the importance scale. As for the subscales of social strategies, memory strategies and cognitive strategies, there was a statistically significant difference between students' and teachers' importance mean scores on these subscales; however, as the effect size was small for these subscales, the aforementioned difference was not considered to be remarkable in practical terms.

4.3.8. The Differences between Students' and Teachers' Mean Scores on the Subscales of the Application Scale

The aim of the twelfth research question was to find out whether there is a significant difference between the students' application levels of VLS and the teachers' application levels of the instruction of VLS. The data gathered from both students and teachers via the application scale were normally distributed and the group sizes were above 30. Therefore, it was deemed appropriate to compare the students' and teachers' application levels via independent samples t-test as in the comparison of the levels of importance. The t-test results related to the levels of application for the subscales of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies are provided in this part of the chapter.

Through independent samples t-test, whether the mean scores of students and teachers significantly differ from each other on the subscale of determination

strategies in the application scale of VLS was tested. The t-test results for this subscale are shown in Table 4.18.

Table 4.18

The Difference between Students' and Teachers' Mean Scores on the Subscale of Determination Strategies in the Application Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	28.65	5.77	56	32.02	4.90	71.568	4.818	.000	.037

As displayed in Table 4.18, there is a statistically significant difference between students' and teachers' mean scores on the subscale of determination strategies in the application scale of VLS, $t(71.568)=4.818$, $p=.000$, $\eta^2=.037$. When the aforementioned difference was evaluated in terms of effect size, a medium effect size was found. Accordingly, it was seen that the application mean score of the teachers on the subscale of determinations strategies ($\bar{X}=32.02$) was higher than that of the students ($\bar{X}=28.65$).

In the application scale of VLS, social strategies constituted the second category on which the difference between students' and teachers' mean scores was tested via independent samples t-test. The test results for this subscale of the application scale of VLS are given in Table 4.19.

Table 4.19

The Difference between Students' and Teachers' Mean Scores on the Subscale of Social Strategies in the Application Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	21.67	5.55	56	25.98	4.94	602	5.591	.000	.049

As illustrated in Table 4.19, a statistically significant difference exists between the mean scores of students and teachers on the subscale of social strategies in the application scale of VLS, $t(602)=5.591$, $p=.000$, $\eta^2=.049$. When the relevant difference was examined in terms of effect size, it turned out that a medium effect size was present. Therefore, it was found that the teachers had a higher mean score

on the subscale of social strategies in the application scale of VLS ($\bar{X}=25.98$) compared to the students' application mean score on this strategy group ($\bar{X}=21.67$).

As for the group of memory strategies, the t-test results indicating the difference between the mean scores of students and teachers on this subscale of the application scale of VLS are demonstrated in Table 4.20.

Table 4.20

The Difference between Students' and Teachers' Mean Scores on the Subscale of Memory Strategies in the Application Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	77.77	17.65	56	97.71	15.74	602	8.134	.000	.099

According to Table 4.20, the difference between students' and teachers' mean scores on the subscale of memory strategies in the application scale of VLS is statistically significant, $t(602)=8.134$, $p=.000$, $\eta^2=.099$. When the given effect size was evaluated, it was found that the effect size was large. Thus, it was seen that the teachers' mean score on the subscale of memory strategies in the application scale of VLS ($\bar{X}=97.71$) was higher than that of the students ($\bar{X}=77.77$).

The results of the t-test that was conducted to determine whether students' and teachers' mean scores on the subscale of cognitive strategies differ significantly from one another in the application scale of VLS are displayed in Table 4.21.

Table 4.21

The Difference between Students' and Teachers' Mean Scores on the Subscale of Cognitive Strategies in the Application Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	27.12	7.80	56	30.66	6.17	74.195	3.979	.000	.026

As exhibited in Table 4.21, there is a statistically significant difference between the students' and teachers' mean scores on the subscale of cognitive strategies in the application scale of VLS, $t(74.195)=3.979$, $p=.000$, $\eta^2=.026$. Yet, the aforementioned difference was not found remarkable in practice as the effect size was small.

Finally, the t-test results indicating the difference between the mean scores of the students and teachers on the subscale of metacognitive strategies in the application scale of VLS are shown in Table 4.22.

Table 4.22

The Difference between Students' and Teachers' Mean Scores on the Subscale of Metacognitive Strategies in the Application Scale of VLS

Student			Teacher			df	t	p	η^2
n	\bar{X}	sd	n	\bar{X}	sd				
548	14.34	3.65	56	17.86	3.85	602	6.820	.000	.071

As demonstrated in Table 4.22, a statistically significant difference is present between the mean scores of students and teachers on the subscale of metacognitive strategies in the application scale of VLS, $t(602)=6.820$, $p=.000$, $\eta^2=.071$. When the relevant difference was examined in terms of effect size, a medium effect size was revealed. Accordingly, it was found that the teachers had a higher mean score on the subscale of metacognitive strategies in the application scale of VLS ($\bar{X}=17.86$) compared to the students' application mean score on this subscale ($\bar{X}=14.34$).

In sum, the results of the independent samples t-test indicated a statistically significant difference between students' and teachers' application mean scores on the subscale of memory strategies with a large effect size. As for the subscales of determination strategies, social strategies and metacognitive strategies, a statistically significant difference was detected between students' and teachers' application mean scores on these three subscales with a medium effect size. Although a statistically significant difference was ascertained between students' and teachers' application mean scores on the subscale of cognitive strategies as well, this difference was not found considerable in practice as the effect size was small. Hence, the teachers' application mean scores were significantly higher than those of the students for all strategy groups with the exception of cognitive strategies.

CHAPTER V

CONCLUSION

5.1. Introduction

This study aimed to find out and compare student and teacher perceptions on the importance and application of the use and instruction of VLS. With this purpose in mind, a descriptive study was conducted by adopting the convergent mixed methods design, and a research group involving 9th grade students and English language teachers of ten different Anatolian high schools in Antalya was specified. Two types of instruments were utilized in order to gather data: questionnaires and interviews. While the quantitative data were collected by means of a student and a teacher version of VLS questionnaire, semi-structured interviews were separately carried out with some students and teachers so as to gather qualitative data. As for the analysis of the data, the quantitative data were subjected to statistical analysis, and descriptive analysis was used for qualitative data. By this way, answers were sought for the research questions. In this chapter, the results attained through the analyses of two types of data are converged, integrated, summed up, discussed and interpreted in relation to the relevant literature. The results reached to address the research questions are discussed, pedagogical implications are provided, and recommendations are put forth for further research.

5.2. Results and Discussion

As the two integral parties of the teaching-learning process, students and teachers jointly shape and manage the process of language learning. Constituting one of the most crucial and challenging aspects of foreign language learning, vocabulary acquisition requires special attention from both students and teachers. Therefore, evaluating VLS utilized by language learners to foster vocabulary acquisition from the perspectives of both students and teachers might provide better insights into the importance and application of these tools. For this purpose, the present study investigated and compared student and teacher perceptions on the importance and

application of VLS use and instruction. Findings were obtained from both qualitative and quantitative data in line with the research questions.

The questionnaires and interviews used to reveal student and teacher perceptions provided complementary and consistent results for the present study. Before evaluating the findings reached through these two instruments together, it would be better to point out the findings about the validity and reliability of the questionnaires. As an important part of the research, answers were sought to the questions of whether the five-factor structure of the importance scale of VLS questionnaire and that of the application scale of the questionnaire were confirmed. As a result of the confirmatory factor analysis, the factor structures of both scales were verified. By this way, construct validity of the instrument was ensured. This is one of the most significant results of the present research study as Schmitt's (1997) taxonomy of vocabulary learning strategies was constructed without carrying out a factor analysis, and various studies were conducted making use of questionnaires based on this taxonomy (e.g., Çelik & Toptaş, 2010; Liao, 2004; Tanyer & Ozturk, 2014).

There have also been some previous attempts to validate the factor structure of Schmitt's (1997) taxonomy of VLS. For instance, Kudo (1999) conducted a two-stage study to depict the VLS used by Japanese high school students by means of a questionnaire during the construction of which items from Schmitt's (1997) taxonomy of VLS were made use of as well as the addition of some distinct items, and performed an exploratory factor analysis in order to unearth the categories within the questionnaire. As a result, a four-factor structure consisting of cognitive strategies, memory strategies, social strategies and metacognitive strategies was revealed in the initial study, and these strategy groups formed the categories of direct and indirect strategies in a second study. Therefore, it can be concluded that in terms of both the resulting factor structure and due to its consisting of items different from the ones used in Schmitt's taxonomy, Kudo's (1999) study differs from the present study. Another attempt to validate the factor structure of the aforementioned taxonomy was made by Üster (2008) in order to find out the strategies used by male and female university level Turkish EFL students. Yet, the factor analysis was performed with the data gathered from 50 students during the pilot study although the questionnaire was comprised of 59 items apart from the open ended item. As a general principle, it is pointed out in the literature that it is necessary to have a

sample size of at least five times the number of observed variables in order to carry out factor analysis (Büyüköztürk, 2002). Hence, a sample that consists of a minimum of 290 subjects is essential to perform factor analysis with a questionnaire based on Schmitt's (1997) taxonomy of VLS involving 58 strategies. Thus, in the present study, the confirmatory factor analysis performed to validate the five-factor structure of the importance and application scales of VLS questionnaire met the assumption of an adequate sample size for factor analysis with a research group of 548 students. Furthermore, pointing out the need to validate the factor structure of Schmitt's taxonomy of VLS, Waldvogel (2011) made the first attempt to verify it through CFA; however, as a result of the CFA, he concluded that this model indicated a poor fit with the data gathered in the study. Thus, the verification of the factor structure of this questionnaire through CFA in the present study is of great importance as it is necessary to find out whether the 58 items in the taxonomy and the questionnaire in turn really relate to and account for the categories of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies in order to interpret the results about VLS use in terms of strategy categories.

As well as the validity of the VLS questionnaire, the study also sought to investigate the degree of internal consistency of each subscale in the importance and application scales of this questionnaire. For the importance scale, the reliability coefficient of each of the subscales of determination strategies, social strategies, memory strategies and cognitive strategies was found to be acceptable values. Yet, the reliability coefficient of the subscale of metacognitive strategies turned out to be a bit low. For the application scale of VLS, the reliability coefficients of the subscales of memory strategies and cognitive strategies indicated adequate values. These values were not too low for the subscales of determination strategies and social strategies, either. Yet, as in the importance scale, the reliability coefficient of the subscale of metacognitive strategies turned out to be a bit low compared to the other subscales. It was found in the reliability analysis of both the importance and application scale of the VLS questionnaire that the reliability coefficient of the metacognitive strategies considerably increased in the case that the 57th item in the questionnaire was deleted. Nevertheless, the relevant item was not deleted as it would yield different results with different samples. Since this taxonomy is recurrently used in questionnaires including this item, it was thought that the integrity of the taxonomy might be

impaired in the case that the relevant item is excluded. Yet, this item should not be evaluated on an item basis. Another potential reason for the lowness of the reliability coefficient of this subscale was thought to be the small number of items existent in this strategy group. Therefore, it can be concluded for the importance scale of the VLS questionnaire that the degree of internal consistency of the subscales generally met the required values for reliability. As for the subscales of the application scale, although the degrees of internal consistency were not as high as the importance scale, they were not too low, either.

When the relevant literature is reviewed, it is usually seen that the overall reliability coefficient of the whole questionnaire is provided in the research studies involving questionnaires constructed with the same taxonomy of VLS as the data collection instrument (e.g., Bozgeyik, 2011; Liao, 2004; Üster, 2008). Yet, there are also some studies in which VLS questionnaires that are distinct from Schmitt's taxonomy are employed for data collection, and alpha values are specifically presented for the strategy categories under the questionnaire (Gu & Johnson, 1996; Mizumoto & Takeuchi, 2008). In terms of this study and other studies benefiting from Schmitt's taxonomy of VLS in questionnaires, providing the alpha values for internal consistency of the subscales, namely the five strategy groups under the taxonomy of VLS, might yield more accurate results because whether the items in each strategy group truly relate to that category might be found out by this way. Therefore, the degree of internal consistency was exhibited for each subscale in the importance and application scales of the questionnaire in the present study before carrying out the other statistical analyses so as to reveal and compare student and teacher perceptions on VLS use and instruction. By this way, the validity and reliability results of the questionnaire exploited in the phase of quantitative data collection from students were provided, and its psychometric properties were evaluated to address the research questions about the factor structure of the importance and application scales as well as the degree of internal consistency of the subscales belonging to these scales.

Given the psychometric properties of the questionnaire used to gather quantitative data from students, the results reached for the other research questions might be addressed and interpreted more accurately now. As the ultimate purpose of this research study was to determine and compare student and teacher perceptions of

VLS use and instruction, these perceptions were initially revealed. Regarding the students' perceptions on the importance of VLS, it was ascertained through the interviews that students find vocabulary quite important for language learning, attach a particular importance to vocabulary learning among various aspects of a language, think that VLS have a positive impact on vocabulary acquisition and facilitate their lexical development, and acknowledge the need for independent vocabulary learning by means of VLS. This leads us to the conclusion that the students consider VLS to be highly important for vocabulary acquisition and language learning. This is a promising result in that belief in the importance and effectiveness of VLS in general is perhaps one of the most crucial steps taken towards making good use of VLS for lexical development as it might not be reasonable to expect students to attempt to benefit from VLS if they do not believe in the usefulness of strategies. The fact that language learners are mostly aware of the prominence of vocabulary knowledge for effective communication in a second language (Read, 2004) may have led to this result as the belief in the importance of vocabulary acquisition for foreign language learning might convince the learners of the prominent role of the strategies used as a means of facilitating vocabulary development.

As for students' perceptions on the application of VLS, it was found through the interviews that students employ VLS to a certain extent for their lexical development in line with their personal interests. However, except for a few students benefiting from some distinct strategies, the VLS used principally by the students turned out to be the basic strategies like listening to songs, watching movies and TV series, reading books, writing and hanging words on different places, talking to foreign people and keeping vocabulary notebooks. Yet, the students also pointed out in the interviews that their teachers teach various VLS such as the use of parts of speech, synonyms, antonyms and heteronyms in addition to the basic strategies. Hence, regarding student perceptions on the application of VLS, it can be concluded that students implement VLS to a limited extent even though they acknowledge that their teachers teach a wide range of strategies for lexical development. As a result, the interviews conducted with the students indicated that even though they consider VLS to be of great importance in general, they implement the strategies to a limited extent. This finding of the present study is in line with those of several previous studies indicating a discrepancy between learners' perceptions of the usefulness of

VLS and their actual use of the strategies (Fan, 2003; Mizumoto, 2010; Schmitt, 1997; Tezgiden, 2006). Therefore, it can be inferred from the aforementioned finding that learners' attaching importance to the use of VLS in general might not be enough on its own for their putting various strategies into practice for lexical development. The finding that students principally use such basic strategies as reading books, listening to songs, watching movies and TV series, talking to foreign people, writing and hanging words on different places, and keeping vocabulary notebooks may have resulted from these strategies' being simple enough to be applied by almost all students without the need for deeper levels of cognitive involvement. Referring to the "propensity toward a more basic type of strategy", Schmitt (1997, p. 201) underlines the same disconcerting situation about students' tendency toward the use of simpler strategies rather than the complex ones. Although the implementation of these simple strategies might also turn out to be useful for vocabulary learning, they might not yield favorable results in some aspects. For instance, even though watching movies and TV series might help students learn new words with their meanings, pronunciation and contextual use, it might fall short as a strategy in terms of the acquisition of written forms of the words. In a similar vein, keeping a vocabulary notebook by just writing the meanings of words may result in only the memorization of meanings without knowing how to use those words in sentences according to different contexts. Therefore, students might try to find ways of balancing these benefits and drawbacks by utilizing various VLS, which in turn requires teachers' guidance. Nevertheless, the participant students' regarding VLS as highly important for vocabulary acquisition can be considered to be an important step toward effective implementation of VLS.

The questionnaire administered to the students provided complementary results for the interview findings regarding student perceptions on the importance and application of VLS use. The study sought to answer whether students' application levels of VLS significantly differ from one another according to their attaching a higher or lower level of importance to the use of VLS. By means of the independent samples t-test run on the quantitative data gathered from students, a statistically significant difference was detected between the application mean scores of these two groups on each subscale, namely the categories of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies.

When the aforementioned differences were evaluated in terms of effect size, it was found that the effect size was large for all five subscales. The t-test results indicated that the students attributing a higher level of importance to the use of VLS under each strategy group had a higher mean score on the application of these strategies compared to those giving a lower level of importance to the use of the relevant strategies. Therefore, the questionnaire results about this issue lead us to the fact that the students that attach a higher level importance to the use of VLS under each group of strategies have a significantly higher level of application regarding these strategies, which means that if the students attach a higher level of importance to the use of specific groups of VLS, they use them more for lexical development. This finding of the present study is congruent with the result obtained by Fan (1999, cited in Fan, 2003) in a study investigating students' beliefs and strategy use, which indicated that language learners' beliefs in the importance of specific strategies foster and increase the use of those strategies. Indeed, learner beliefs are one of the individual learner differences that affect the learners' use of learning strategies together with the situational factors (Ellis, 1994). Therefore, if the students' beliefs in the importance of various VLS can be promoted, their implementation of a diverse range of strategies might be facilitated. Raising the learners' awareness of a wide variety of strategies might enable them to discover new strategies and use these strategies for their own lexical development.

When the interview and questionnaire findings associated with student perceptions on the importance and application of VLS are evaluated together, it can be concluded that students attribute considerable importance to the use of VLS in general but implement the strategies to a limited extent during vocabulary learning; however, if they attach a higher level of importance to the use of a group of strategies, they implement those strategies to a larger extent compared to those attributing a lower level of importance to use of the relevant strategy group. It can be inferred from these results that students are generally aware of the prominence of VLS for vocabulary development; however, they need to be guided in terms of the potential benefits of various strategies other than the ones they principally use for vocabulary acquisition so that they might get more knowledgeable about how to make use of different strategies, and put the ones they find useful into practice. As highlighted by Nunan (1995), we cannot expect students to automatically choose their own ways of

learning. Hence, teachers have a crucial role in introducing and creating awareness of various VLS in order for students to realize the benefits of different strategies and apply them in their vocabulary learning process, which justifies the rationale behind this study.

As for the teacher perceptions on the importance and application of VLS instruction, their perceptions on the relevant issue were identified through interviews and questionnaires as in the elicitation of student perceptions. Initially, the teachers' perceptions on the importance of the instruction of VLS were unearthed via the interviews. The semi-structured interviews carried out with the teachers demonstrated that they perceive the instruction of VLS to be highly important, which is in line with the students' ideas. During the interviews, teachers touched upon the significant place of vocabulary in language teaching, pointed out the particular importance of vocabulary learning among different aspects of a language, underlined the prominence of students' own efforts in terms of independent vocabulary learning through strategies, emphasized the positive impact of VLS on lexical development by providing examples from their own vocabulary learning experiences and use of VLS during this process, and lastly highlighted how open they are to acquainting themselves with new VLS and teaching them to their students. As stated before, all these findings lead to the conclusion that teachers place great importance on the instruction of VLS in general. This is another promising result reached through the present study as the teachers' positive attitudes towards VLS in general might provide a basis for their inclusion of VLS instruction in English classes.

When it comes to the teachers' perceptions on the application of the instruction of VLS, teachers reported in the interviews that they teach a diverse range of strategies such as guessing meaning from context, using words in sentences, memory strategies like associations, making use of concept maps, mind maps, collocations, parts of speech, definitions, antonyms, synonyms and cognates in addition to the ones used by students to a large extent such as reading books, watching movies and listening to songs. It was also ascertained through the teacher interviews that although they try to teach or create awareness of various VLS, several factors like intense curriculum, limited class time and crowded classes restrict strategy instruction. It was also found that teachers regard personal interests of the students as the major factor determining their use of VLS, and consider themselves responsible for guiding students to

discover the strategies that may draw their interests. Regarding the students' implementation of VLS, teachers maintained that the students who are interested in language learning and especially vocabulary learning employ VLS more whereas the other students who do not take an interest in these issues apply them less for lexical development or neglect them completely. This is congruent with the abovementioned questionnaire results indicating that the students who attribute a higher level of importance to the use of VLS implement them to a larger extent for vocabulary acquisition. In short, regarding teacher perceptions on the application of the instruction of VLS, it can be concluded that whereas the teachers report teaching a wide variety of VLS to the students in spite of the factors restricting this instruction, their perceptions on the students' use of VLS show that students are not that active in the application of VLS for lexical development. When the interview findings about teacher perceptions on the importance of VLS instruction are merged with those about their perceptions on the application of VLS instruction, they can be summarized as that teachers attribute considerable importance to the instruction of VLS, and report implementing the instruction of a diverse range of strategies.

The teacher form of vocabulary learning strategies yielded complementary results for the interview findings indicating teachers' perceptions on the importance and application of VLS instruction. Whether the application levels of the teachers significantly differ from one another according to their attaching a higher or lower level of importance to the instruction of VLS was investigated by means of the quantitative data gathered through the teacher version of the questionnaire. As a result of Mann-Whitney U test carried out on the quantitative data collected from teachers, a statistically significant difference was found between the application mean ranks of these two groups of teachers in each one of the strategy groups of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. The test results demonstrated that the teachers attaching a higher level of importance to the instruction of VLS under each strategy group had a higher mean rank on the application of the instruction of these strategies compared to those attributing a lower level of importance to the instruction of relevant strategies. Hence, it can be inferred from these questionnaire results that the teachers that attribute a higher level of importance to the instruction of VLS under each strategy group have a significantly higher level of application related to the instruction of

these strategies. This leads us to the conclusion that if the teachers attach a higher level of importance to the instruction of VLS, they teach or create awareness of the strategies to a larger extent.

When the interview and questionnaire findings regarding the teachers' perceptions on the importance and application of the VLS instruction are handled as a whole, it can be concluded that teachers attach great importance to the instruction of VLS in general and actively apply the instruction of a diverse range of strategies, and also that if they attribute a higher level of importance to the instruction of a group of VLS, they implement the instruction of those strategies more compared to the teachers giving a lower level of importance to the instruction of the relevant strategies. These results about teacher perceptions of VLS instruction are in line with those attained in Lai's (2005) study in which positive correlations were detected between teachers' beliefs in the effectiveness of VLS and their instructional practices regarding the strategies. It was also pointed out in Lai's (2005) study that such contextual factors as time constraints limited the teachers' instruction of some strategies despite their usefulness. This issue was also mentioned by the teachers during the interviews in the present study. The aforementioned results of the present study also coincide with those of Şen's (2009) study in which EFL teachers' perceptions of LLS were compared with students' use of strategies, and it was ascertained that if the teachers are conscious of LLS, believe in their usefulness and find them practical, they employ them to a larger extent in their classes. In the present study, the consistency between the teachers' perceptions regarding the importance of VLS instruction and the teaching practices related to the strategies indicate that teachers' positive attitudes towards the instruction of VLS reflect on their actual instruction of VLS. The fact that the teachers that attach a higher level of importance to the instruction of different groups of VLS teach those strategies to a larger extent justifies the need for raising the teachers' awareness of a variety of VLS before starting a systematic strategy training program because teachers might be convinced of the importance of various strategies and transfer these to their implementation of VLS instruction by this way. In this respect, it might be more beneficial if the teachers try to learn different strategies, and do not limit strategy instruction with the VLS they personally find useful so that the students might get exposed to a wide variety of VLS.

As well as separately investigating the student and teacher perceptions on the importance and application of VLS use and instruction, and evaluating students' and teachers' application levels of VLS and VLS instruction in relation to the levels of importance attached to the use and instruction of VLS, the present study also set out to compare student and teacher perceptions on these issues. To this end, the study sought to answer the question of whether there is a significant difference between the levels of importance attached to the use of VLS by the students and the levels of importance attributed to the instruction of VLS by the teachers. Thus, the quantitative data gathered from students and teachers were subjected to independent samples t-test for each of the subscales of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. The t-test results did not indicate a statistically significant difference between students' and teachers' mean scores on the subscales of determination strategies and metacognitive strategies in the importance scale. As for the subscales of social strategies, memory strategies and cognitive strategies, a statistically significant difference was detected between students' and teachers' importance mean scores on these subscales; however, as the effect size was small for all three subscales, the aforementioned difference was not found remarkable in practical terms. The significance of this difference may have resulted from the large sample size. Hence, regarding the levels of importance attached by students and teachers, it might be acknowledged that there is no statistically significant difference between the levels of importance placed on the use of VLS by the students and the levels of importance attributed to the instruction of strategies by the teachers. The aforementioned result attained through the statistical analysis of quantitative data is line with the interview findings since it was also found through the descriptive analysis of interview transcripts that students and teachers place great importance on the use and instruction of VLS respectively.

By handling the interview and questionnaire findings as a whole, it can be concluded that students and teachers consider VLS use and instruction to be highly important for lexical development in general, and it can be acknowledged that the levels of importance they attach do not significantly differ from one another. No studies dealing with student and teacher perceptions as a whole have been encountered in VLS research focusing on strategy training, which makes it difficult to compare these results with those of previous studies. Yet, a number of studies examining issues

somewhat similar to the aspects researched in this study were conducted in LLS research although they differ from the present study in some aspects. For instance, investigating student and teacher perceptions on LLS and comparing students' frequency of strategy use with teachers' perceptions on the importance of strategies, Griffiths (2007) found that teachers attribute great importance to LLS, and that the strategies frequently used by students are generally congruent with the ones the teachers regard as quite important. As teachers' perceptions on the importance of strategies are compared to students' practices, it is quite different from the present study. Nevertheless, the results of the aforementioned study are in line with those of the present study in terms of the encouraging finding that teachers attribute considerable importance to strategies – a learner factor. For the present study, the result that students and teachers have similar perspectives on the importance of VLS and VLS instruction with remarkably positive attitudes and assumedly no statistically significant difference between the levels of importance ascribed to VLS use and instruction is quite promising as both parties are conscious of the crucial role of VLS in lexical development. Since they have similar viewpoints towards the prominence of VLS use and instruction, they were expected to reflect their ideas on their practices and actively implement VLS use and instruction. Thus, another major dimension of the study involved students' and teachers' perceptions on their practices of strategy use and instruction.

The last research question aimed to determine whether there is a significant difference between the students' application levels of VLS and the teachers' application levels of the instruction of VLS. For this purpose, independent samples t-test was performed to compare these two groups' application levels of VLS and VLS instruction for each of the subscales of determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. As a result of the t-test, a statistically significant difference was found between students' and teachers' application mean scores on the subscale of memory strategies with a large effect size. Regarding the subscales of determination strategies, social strategies and metacognitive strategies, a statistically significant difference was ascertained between students' and teachers' application mean scores on these three subscales with a medium effect size. As for the subscale of cognitive strategies, a statistically significant difference was identified between the application means of students and

teachers on this subscale as well; however, as the effect size was small, this difference was not found remarkable in practical terms. Therefore, it was revealed that teachers had significantly higher mean scores on the subscales of determination strategies, social strategies, memory strategies and metacognitive strategies within the application scale compared to the students, but the difference between these two groups on the subscale of cognitive strategies was not considerable in terms of effect size. Hence, regarding the application levels of students and teachers, it can be concluded that teachers' application level of the instruction of VLS is significantly higher than students' application level of VLS under each strategy group with the exception of cognitive strategies. The findings obtained from the interviews regarding the students' and teachers' perceptions on the application of VLS and VLS instruction are in line with the aforementioned results of the t-test since it was identified through descriptive analysis of the interview transcripts that although teachers report actively teaching a diverse range of strategies to the students, students implement VLS to a more limited extent. Students' perceptions on teachers' instruction of VLS and teachers' perceptions on students' use of VLS reinforce this finding as the students pointed out in the interviews that their teachers teach a variety of strategies, and it was determined that students are not as active as the teachers in terms of the implementation of VLS since the teachers mentioned that there are both students who regularly use VLS for lexical development and some other students who apply these strategies less.

When the interview and questionnaire results about the application of VLS and VLS instruction are converged, it can be concluded that whereas teachers report actively teaching a wide range of VLS, students apply them to a more limited extent, and that teachers teach or create awareness of the strategies to a significantly larger extent compared to the students' implementation of the VLS under each strategy group with the exception of cognitive strategies. Although no similar VLS studies have been encountered to compare these findings, the results of the present study coincide with those of Şen's (2007) study which indicated that teachers have a significantly higher frequency of LLS instruction than the students' frequency of LLS use. Hence, it can be pointed out that a disparity might come out between student and teacher practices regarding LLS and VLS as a subgroup of LLS. Therefore, studies of strategy training should take this problem into account. As stated previously, teachers' application

levels of VLS instruction turned out to be significantly higher than students' application levels of VLS except for cognitive strategies. Regarding the cognitive strategies, it might be acknowledged that application levels of students and teachers on this strategy group do not significantly differ from each other due to the small effect size, and the significance of the difference may have resulted from the large sample size. The exception regarding cognitive strategies which involve verbal repetition of the word, written repetition, making and revising word lists, using flashcards, taking notes, revising vocabulary sections in textbooks, listening to recordings and CDs of word lists, putting English labels on physical objects and keeping a vocabulary notebook might stem from these strategies' being appropriate for students and teachers to implement together during class time. As most of these strategies might constitute an integral part of the vocabulary learning-teaching process in class, students' and teachers' application levels about these strategies might be thought to be more similar to one another compared to the other strategy groups. As for the other VLS, it is not surprising to find out a certain level of difference between students' use of VLS and teachers' instruction of these strategies in favor of the teachers as teachers have to introduce and teach the strategies as much as possible so that the students would adopt the ones that suit them the best. However, the significant difference between the students' and teachers' application levels that came out as a result of the statistical analysis of quantitative data as well as the interview results about students' limited application of VLS indicate that the difference between the two parties in terms of the implementation of VLS and VLS instruction might be problematic.

The incongruity between student and teacher practices demonstrates that although a wide variety of strategies are reported to be introduced and taught, this does not completely or properly reflect on students' implementations of VLS. Even though it was found through teachers' self-reports and students' statements regarding teachers' instruction of VLS that various strategies are actively taught in English classes, strategy instruction may not have been pursued as efficaciously as needed or it may not have turned out to be effective enough to convince the learners of the usefulness of different kinds of strategies and to persuade them to use these strategies for lexical development. As underlined by Nation (2001, p. 223), "...it is certainly not sufficient to demonstrate and explain a strategy to learners and then leave the rest to them."

Therefore, just introducing strategies to the students might not yield favorable results in terms of strategy instruction. It is necessary for teachers to spend considerable time on strategy training and help learners gain more insight into various strategies by focusing on both their benefits and implementation. The discrepancy between students' applications of VLS and teachers' implementations of VLS instruction may have resulted from students' not making the necessary efforts to incorporate these strategies into their vocabulary learning process as well. Hence, as a learner variable, VLS need to be ascribed a high level of importance. They should be practiced by the students to a large extent in order for these strategies to be automatically used during vocabulary learning. As learners' achievements in language learning largely depend on their own endeavors for making the most of the opportunities to learn (Oxford, 1990), success in vocabulary development via the effective use of VLS would be possible only if the students fulfill their own responsibilities and try to make good use of the strategies taught by the teachers. Otherwise, strategy training would not serve any purpose. However, it is the teacher's responsibility to guide the learners from the very beginning in order to help them gain this independence and learn how to learn.

In sum, this study indicated that the use and instruction of vocabulary learning strategies are ascribed a high level of importance by students and teachers, which is a remarkably encouraging result. However, it seems that difficulties are encountered in reflecting these positive attitudes on implementations of strategy use and instruction as it came out that although teachers report teaching a diverse range of strategies during the lessons, students do not seem to use many of these strategies. In addition, a significant difference was detected between students' and teachers' application levels for most of the VLS in favor of the teachers. Yet, it was also ascertained that the vocabulary learning strategies that are ascribed a higher level of importance are used by students and taught by teachers to a significantly larger extent. In the light of all these findings, it can be concluded that both students and teachers need to pay close attention to vocabulary learning strategies and their instruction. In order for strategy training to achieve its purpose, it is essential to learn how to get rid of the problems related to the disparity between student and teacher practices regarding strategy use and instruction. Therefore, students' and teachers' joint endeavors are

needed in order for successful strategy instruction and effective strategy use to come true.

5.3. Pedagogical Implications

Based on the results of the present study, it should be pointed out that students' general awareness of the importance of VLS for lexical development may not entirely reflect on their implementation of these strategies. Students might not manage independent learning and gain autonomy by themselves. Teachers' crucial role in promoting learner independence in terms of lexical development stands out at this point. In the present study, it was found that although students believe in the prominence of VLS, they apply them to a limited extent. However, it was also ascertained that if they attribute a higher level of importance to any group of strategies, they apply these strategies to a larger extent. These findings indicate that students need to be guided and convinced of the importance of various strategies so as to put them into practice. Therefore, certain steps need to be taken for promoting students' implementation of VLS.

As for the teachers' instruction of VLS, it was seen that teachers both consider the instruction of VLS to be highly important and actively teach them to the students, which was also justified by the students' perceptions on teachers' instruction of VLS. Although teachers reported teaching and creating awareness of a wide range of VLS, students were not that active in strategy use. Hence, if such contextual factors as time constraints, intense curriculum, and crowded classes hamper effective instruction of VLS as stated by the teachers in the interviews, the necessary precautions might be taken to eliminate these restrictions. Curriculum designers might try to include strategy training in regular English classes as it would prove to be much more beneficial in the long-term. As emphasized by the teachers, the constraints related to weekly course hours might prevent the teachers from spending enough time on not only strategy training but also the other elements involved in an English course; therefore, some certain steps might be taken to find a solution to this problem.

Moreover, if the teachers' instruction of VLS does not entirely reflect on students' application of these strategies or if these strategies are not effectively taught, teachers might try to improve themselves more in terms of strategy instruction. The

demographic data gathered from teachers through questionnaires indicated that while many of the participant teachers have attended seminars and courses on vocabulary learning and teaching, general teaching methods and teacher training before, so few of them have had a specific training on VLS. This fact also justifies the need for special teacher training courses on VLS instruction. Strategy training might yield more favorable results if the instruction is carried out more systematically. Therefore, teachers might attempt to learn how to teach VLS more effectively. In this regard, VLS training courses might be incorporated into pre-service and in-service teacher training programs.

5.4. Recommendations for Further Research

Studies on vocabulary learning strategies need to continue to be conducted when their benefits are taken into account. Schmitt's (1997) taxonomy of VLS has been recurrently utilized for this purpose in VLS research. However, several researchers pointed out the need to validate the factor structure of this taxonomy in order to attain more accurate results. The verification of the factor structure of Schmitt's taxonomy in the present study might be a significant result in this respect. Different groups of students' use of VLS might be investigated through further research by making use of this questionnaire as its factor structure was verified via CFA.

As the ultimate aim of the present study was to compare students' perceptions of VLS with those of their teachers, it was not possible to reach a large number of teachers that would be adequate for performing CFA. Hence, CFA was carried out only with the data gathered from the students, and special attention was paid to the equivalence of the teacher questionnaire to the student questionnaire in terms of both language use and content with the help of back translation and expert opinion. However, further studies might be conducted by reaching a larger number of teachers, and the factor structure of the teacher questionnaire might also be confirmed. In addition, the teacher version of the questionnaire might be used to reveal different groups of teachers' perceptions on the instruction of VLS.

The present study indicated a discrepancy between the students' implementation of VLS and the teachers' instruction of VLS although both groups acknowledged the importance of VLS use and instruction. Therefore, the reasons for this disparity

might be investigated through further research. As the present research is based on self-report data gathered from students and teachers through questionnaires and interviews, further studies might be conducted by making use of other instruments such as think aloud protocols, diaries and journals. Task-specific use and instruction of VLS might be explored as well through longitudinal studies.

Lastly, further research studies on strategy training might be carried out in the light of the results of this study as the current situation about student and teacher perceptions on VLS use and instruction was revealed through the present study. Although teachers reported teaching and creating awareness of various strategies, students' implementation of VLS was somewhat limited. Therefore, future research studies on strategy training might also focus on teacher training regarding strategy instruction.

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APPENDICES

Appendix A: Student Questionnaire

Appendix B: Teacher Questionnaire

Appendix C: Interview Questions for Students

Appendix D: Interview Questions for Teachers

Appendix A: Student Questionnaire

Kelime Öğrenme Stratejileri Öğrenci Formu

Sevgili öğrenciler,

Bu form 9. sınıf öğrencilerinin İngilizce kelime öğrenirken kullandıkları kelime öğrenme stratejileri ile ilgili veri toplamak için tasarlanmıştır. Formun başında kişisel bilgiler, A bölümünde kelimelerin anlamlarını bulmak için kullanılan stratejiler, B bölümünde ise kelimelerin anlamlarını öğrendikten sonra bunları pekiştirmek için kullanılan stratejiler bulunmaktadır. Lütfen aşağıdaki maddeleri dikkatli bir biçimde okuyup her bir stratejiyi kullanım açısından ne ölçüde önemli bulduğunuza ve kelime öğrenirken ne ölçüde uyguladığınıza ilişkin görüşünüzü verilen seçeneklerden size uygun olanları işaretleyerek belirtiniz. Dolduracağımız maddeler için doğru veya yanlış bir yanıt yoktur. Vereceğiniz yanıtlar gizli tutulacak ve araştırma dışında başka bir amaçla kullanılmayacaktır. Katılımınız için teşekkür ederim.

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Kişisel Bilgiler

- Cinsiyetiniz: a) Kız b) Erkek
- Hangi okulda okuyorsunuz?.....

I. Önem Düzeyi					A) I. Anlamları bilinmeyen İngilizce kelimelerin anlamlarını bulmak için kullanılan aşağıdaki stratejiler size göre ne ölçüde önemlidir? (sol sütun / önem düzeyi)	II. Uygulama Düzeyi				
Hiç önemli değil	Biraz önemli	Önemli	Oldukça önemli	Çok önemli		Hiç uygulamam	Nadiren uygulamam	Bazen uygulamam	Çoğunlukla uygulamam	Her zaman uygulamam
					1. Kelimenin türünü inceleme (İsim, fiil, sıfat, zarf, vb.)					
					2. Kelimenin kökünü ve eklerini inceleme					
					3. Kelimenin Türkçede bir benzerinin olup olmadığını kontrol etme (İngilizce kelimeyi Türkçe ile bağdaştırmaya çalışma, music-müzik gibi)					
					4. Kelimeyi açıklayan resimler veya jestler (el, kol, baş hareketleri) varsa bunları inceleme					
					5. Kelimenin anlamını, kelimenin geçtiği metinden veya bağlamdan yararlanarak tahmin etmeye çalışma					
					6. Kelimenin anlamına İngilizce-Türkçe sözlükten bakma					
					7. Kelimenin anlamına İngilizce-İngilizce sözlükten bakma					
					8. Kelimeyi İngilizce-Türkçe kelime listelerinden yararlanarak öğrenme					
					9. Kelime kartlarından (yeni kelimeyi, kelimenin anlamını, fotoğrafını içeren kartlar) ve posterlerden kelimenin anlamını çıkarma					
					10. Öğretmenden İngilizce kelimenin Türkçe karşılığını söylemesini isteme					
					11. Öğretmenden yeni kelimeyi İngilizce olarak farklı kelimelerle açıklamasını veya kelimenin İngilizce eş anlamlısını söylemesini isteme					
					12. Öğretmenden yeni kelimenin geçtiği bir cümle kurmasını isteme					
					13. Kelimenin anlamını sınıf arkadaşlarına sorma					
					14. Grup çalışmasından yararlanarak kelimenin anlamını bulma					

I. Önem Düzeyi					B) I. Kelimelerin anlamlarını öğrendikten sonra bunları <u>pekiştirmek için</u> kullanılan aşağıdaki stratejiler size göre ne ölçüde önemlidir? (sol sütun / önem düzeyi)	II. Uygulama Düzeyi				
Hiç önemli değil	Biraz önemli	Önemli	Oldukça önemli	Çok önemli		Hiç uygulamam	Nadiren uygulamam	Bazen uygulamam	Çoğunlukla uygulamam	Her zaman uygulamam
					15. Kelimenin anlamını derste ve ders dışında ikili ya da çoklu gruplar oluşturarak çalışma ve kelimeyi kullanma					
					16. Kelime listeleri ya da kartları oluşturup öğretmene doğruluğunu kontrol ettirme					
					17. Yeni kelimeyi ana dili İngilizce olan kişilerle konuşurken kullanmaya çalışma					
					18. Yeni kelimeyi anlamının görsel ifadesiyle (görüntü, fotoğraf ya da çizim yoluyla) çalışma					
					19. Kelimenin anlamını zihinde canlandırarak çalışma					
					20. Kelimenin anlamıyla kendi deneyimi arasında bağlantı kurma (“holiday-tatil” kelimesini çalışırken son yaz tatilini düşünmek gibi)					
					21. Yeni kelimeyi, ilgili olduğu diğer kelimelerle ilişkilendirme (“spoon-kaşık” kelimesini, “fork-çatal”, “knife-bıçak” kelimeleriyle ilişkilendirmek gibi)					
					22. Yeni kelime ile eş anlamlıları ve zıt anlamlıları arasında bağlantı kurma					
					23. Anlam haritalarından yararlanma. Örneğin nurse ↑ hospital ← doctor → illness ↓ medicine					
					24. Derecelendirilebilen sıfatlar için ölçekler kullanma (small-smaller-smallest gibi)					
					25. Yeni kelimeyi, kendisiyle uyak oluşturan başka bir kelimeyle ilişkilendirme (“two is a shoe”, “three is a tree”, “four is a door” gibi.)					
					26. Yeni kelimeyi bilinen bir yerle ilişkilendirme (Yiyeceklerle ilgili kelimeleri çalışırken bu yiyecekleri mutfağa yerleştirdiğini zihinde canlandırmak gibi)					
					27. Kelimeleri gruplandırarak çalışma (Anlamları, türleri bakımından gruplandırılan “clothes: shirt, skirt, trousers” gibi kelimeler)					
					28. Bir kâğıt, kart ya da defter üzerinde geometrik şekiller oluşturarak (üçgen, kare, daire, sütun gibi) kelimeleri gruplandırma					
					29. Yeni kelimeyi cümle içinde kullanma					
					30. Farklı kelimeleri bir araya getirip bu kelimelerden hikâye oluşturma (“cat”, “dog” ve “hate” kelimeleriyle bir hikâye oluşturmak gibi)					

I. Önem Düzeyi						II. Uygulama Düzeyi				
Hiç önemli değil	Biraz önemli	Önemli	Oldukça önemli	Çok önemli		Hiç uygulamam	Nadiren uygulam	Bazen uygulam	Çoğunlukla uygulam	Her zaman uygulam
					31. Kelimenin yazılışına dikkatli bir biçimde çalışma					
					32. Kelimenin okunuşuna dikkatli bir biçimde çalışma					
					33. Çalışırken yeni kelimeyi yüksek sesle söyleme					
					34. Kelimenin yapısını gözünde canlandırma					
					35. Kelimenin baş harfinin altını çizme					
					36. Kelimeyi daha iyi ezberlemek için onu oluşturan daha küçük birimlerine ayırma (“in-side”, “out-side” gibi.)					
					37. Yeni kelimeyi öğrenmek için söyleniş bakımından benzer bir Türkçe anahtar kelime kullanıp İngilizce kelime ile bu Türkçe kelime arasında bağlantı kurma (Söyleniş bakımından “tutmak” fiiline benzeyen “tooth” kelimesini öğrenirken, ağrıyan dişini tutan bir çocuğu hayal etmek gibi)					
					38. Kelimenin kökünü ve eklerini hatırlamaya çalışma					
					39. Kelimeyi türeyle ilişkilendirmeye çalışma (İsim, fiil, sıfat, zarf gibi)					
					40. Kelimeyi İngilizce olarak başka kelimelerle ifade etmeye çalışma					
					41. Yeni kelimeyi, hem yapısı hem de anlamı bakımından benzer bir Türkçe kelimeyle ilişkilendirme (“sport-spor”, “guitar-gitar” gibi)					
					42. Bir deyim içinde geçen kelimelerin tamamını birlikte bir tek kelimeymiş gibi öğrenme					
					43. Yeni kelime öğrenmek için beden hareketlerini / vücut dilini kullanma					
					44. Kelimeleri anlamsal yönden sınıflandırma (potato, mushroom, broccoli = vegetables)					
					45. Kelimeyi sözlü olarak tekrar etme					
					46. Kelimeyi birkaç kez yazma					
					47. Kelime listeleri oluşturup gözden geçirme					
					48. Anlamı pekiştirmek için kelimeyi anlatan kelime kartlarını kullanma					
					49. Derste kelimeyle ilgili notlar alma					
					50. Ders kitabındaki kelime bölümlerini gözden geçirme					
					51. Kelime listelerinin olduğu kayıt ve CD’leri dinleme					
					52. Nesnelerin üzerine İngilizce karşılıklarının yazılı olduğu kâğıtlar, etiketler koyma					
					53. Kelime defteri tutma					
					54. Medyadaki İngilizce yayınları kelime öğrenimi için kullanma (Şarkı, film, haber bülteni gibi)					
					55. Kelime testleriyle kendini sınama					

I. Önem Düzeyi					II. Uygulama Düzeyi					
Hiç önemli değil	Biraz önemli	Önemli	Oldukça önemli	Çok önemli		Hiç uygulamam	Nadiren uygulamam	Bazen uygulamam	Çoğunlukla uygulamam	Her zaman uygulamam
					56. Kelime tekrarı için boşluk doldurma alıştırmaları yapma					
					57. Yeni kelimeyi atlayıp göz ardı etme					
					58. Kelimeyi çalışmaya zaman içinde devam etme					

Appendix B: Teacher Questionnaire

Teacher Form of Vocabulary Learning Strategies

Dear teachers,

This form has been designed to collect data regarding the perceptions of English language teachers about the vocabulary learning strategies (VLS) taught in English classes. There is a demographic information section at the beginning of the form. The strategies used to discover the meanings of the words are present in Section A, and there are the strategies used to consolidate the learning of the words after discovering their meanings in Section B. Please read the following items carefully, and specify how important you find teaching each strategy and to what extent you think you apply it in your English classes by marking the options that are appropriate for you. There are no right or wrong answers for the questionnaire items to be filled in. Your answers will be kept confidential, and they will not be used for purposes other than this research. Thank you for your participation.

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Demographic Information

Age	
a) 20 – 29 years	b) 30 – 39 years
c) 40 – 49 years	d) 50 years and more
Sex	
a) Female	b) Male
Which department did you graduate from?	
a) English Language Teaching	b) English Language and Literature
c) American Culture and Literature	d) Translation and Interpreting Studies
e) English Linguistics	f) Other
Degree	
a) Bachelor's degree	b) Master's degree
c) Doctoral degree	
How long have you been teaching English?	
a) Less than a year	b) 1 – 5 year(s)
c) 6 – 10 years	d) 11 – 15 years
e) 16 years and more	
Which grade level(s) are you teaching this year? (You may choose more than one option.)	
a) 9 th grade	b) 10 th grade
c) 11 th grade	d) 12 th grade
Have you taught English to 9th graders before?	
a) Yes	b) No
Have you received any training on vocabulary learning strategies?	
a) Yes (Please specify what type of training – e.g. seminars on vocabulary learning or VLS, vocabulary courses with a focus on VLS, etc.)	
b) No	

Vocabulary Learning Strategies

I.Level of Importance					A) I. To what extent do you find important to teach and create awareness of the following vocabulary learning strategies that are used to <u>discover the meanings of the new words</u> ? (left column / level of importance)	II.Level of Application				
Not important at all	Somewhat important	Important	Quite important	Extremely important		Never apply it	Rarely apply it	Sometimes apply it	Usually apply it	Always apply it
					II. To what extent do you think you apply teaching and creating awareness of these strategies in your English classes? (right column/ level of application)					
					1. Teaching students to analyze the part of speech (Noun, verb, adjective, adverb, etc.)					
					2. Teaching students to analyze the word affixes and roots					
					3. Asking students to check for an English-Turkish cognate (linking the English word to a Turkish word, e.g. music-müzik.)					
					4. Teaching students to analyze any available pictures or gestures accompanying the word					
					5. Teaching students to guess the word's meaning from the text/context in which the word appears					
					6. Asking students to look for the word's meaning in a bilingual dictionary					
					7. Asking students to look for the word's meaning in a monolingual dictionary					
					8. Teaching students to learn the word through English-Turkish word lists					
					9. Teaching students to deduce the meaning of the word from flashcards and posters					
					10. Getting students to ask me for Turkish translation of the English word					
					11. Getting students to ask me for paraphrase or synonym of the new word					
					12. Getting students to ask me for a sentence including the new word					
					13. Getting students to ask classmates for the meaning of the word					
					14. Teaching students to discover the meaning through group work					

I.Level of Importance					B) I. To what extent do you find important to teach and create awareness of the following vocabulary learning strategies that are used to <u>consolidate the learning of the words</u> after discovering their meanings? (left column / level of importance)	II.Level of Application				
Not important at all	Somewhat important	Important	Quite important	Extremely important		Never apply it	Rarely apply it	Sometimes apply it	Usually apply it	Always apply it
					15. Asking students to study and practice the meaning of the word in pairs/groups in class and outside class					
					16. Teaching students to keep word lists/cards which I check for accuracy					
					17. Asking students to use the new word in interactions with native speakers					
					18. Teaching students to study the new word with a pictorial representation of its meaning: through images, photographs or drawings					
					19. Teaching students to study the word by imaging its meaning					
					20. Teaching students to connect the word meaning to a personal experience (like thinking about the last summer holiday while studying the word "holiday".)					
					21. Teaching students to associate the new word with its coordinates (like linking the word "spoon" with the words of "fork" and "knife".)					
					22. Teaching students to connect the new word to its synonyms and antonyms					
					23. Teaching students to use semantic maps, e.g. <div style="text-align: center;"> nurse ↑ hospital ← doctor → illness ↓ medicine </div>					
					24. Teaching students to use "scales" for gradable adjectives (e.g. small-smaller-smallest)					
					25. Teaching students to link the new word to another word that rhymes with it (like "two is a shoe", "three is a tree", "four is a door".)					
					26. Teaching students to connect the word to a familiar place (like envisioning that you are placing the food, the names of which you are learning, to the kitchen while studying the words about the food.)					
					27. Teaching students to group words together to study them (words grouped in terms of their meanings, word classes such as "clothes: shirt, skirt, trousers")					
					28. Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.)					
					29. Teaching students to use the new word in sentences					

I.Level of Importance						II.Level of Application				
Not important at all	Somewhat important	Important	Quite important	Extremely important		Never apply it	Rarely apply it	Sometimes apply it	Usually apply it	Always apply it
					30. Teaching students to group words together within a storyline (like making up a story with the words “cat”, “dog” and “hate”).					
					31. Asking students to study the spelling of the word carefully					
					32. Asking students to study the sound of the word carefully					
					33. Asking students to say the new word aloud when studying					
					34. Teaching students to image the word form					
					35. Teaching students to underline the initial letter of the word					
					36. Teaching students to configure the word and arrange it into its parts in order to memorize it better (e.g. “in-side”, “out-side”).					
					37. Teaching students to use a Turkish keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish word. (like imagining that a child who has a toothache is <u>holding</u> his/her tooth while learning the word “tooth” which has a similar sound with the Turkish verb “tutmak”).					
					38. Teaching students to remember the word affixes and roots					
					39. Teaching students to relate the word to its part of speech (Noun, verb, adjective, adverb, etc.)					
					40. Teaching students to paraphrase the word’s meaning					
					41. Teaching students to connect the new word to cognates, words of similar form and meaning in Turkish (e.g. “sport-spor”, “guitar-gitar”)					
					42. Teaching students to learn the words of an idiom together as if they were just one word					
					43. Teaching students to use physical action/body language to learn a new word					
					44. Teaching students to use semantic feature grids (potato, mushroom, broccoli = vegetables)					
					45. Asking students to use verbal repetition of the word					
					46. Asking students to write the word several times					
					47. Teaching students to make word lists and revise them					
					48. Teaching students to use flashcards with the representation of the word to consolidate meaning					
					49. Teaching students to take notes about the word in class					

I.Level of Importance						II.Level of Application				
Not important at all	Somewhat important	Important	Quite important	Extremely important		Never apply it	Rarely apply it	Sometimes apply it	Usually apply it	Always apply it
					50. Asking students to revise the vocabulary sections in their textbook					
					51. Asking students to listen to recordings and CDs of word lists					
					52. Teaching students to put English labels on physical objects					
					53. Teaching students to keep a vocabulary notebook					
					54. Teaching students to follow and use English language media for vocabulary learning (e.g. songs, films, newscasts.)					
					55. Teaching students to test themselves with word tests					
					56. Teaching students to use spaced word practice to revise vocabulary					
					57. Asking students to skip/pass the new word and ignore it					
					58. Asking students to continue to study the word over time					

Appendix C: Interview Questions for Students

Öğrenciler İçin Görüşme Soruları

1. İngilizce kelime öğrenimiyle ilgili ne düşünüyorsunuz? Kelime öğrenimi size göre ne kadar önemlidir?
2. İngilizce kelime öğrenirken nasıl bir yol izlersiniz, neler yaparsınız?
3. Kelime öğrenme stratejileriyle ilgili neler biliyorsunuz?
4. İngilizce öğrenirken kelime öğrenme stratejilerini kullanıyor musunuz? En çok kullandığınız stratejiler nelerdir?
5. Öğretmeniniz derste kelime öğrenme stratejilerini öğretiyor mu? Özellikle hangi stratejiler üzerinde duruyor?
6. Kelime öğrenirken öğretmeninizin derste öğrettiği stratejileri mi, yoksa daha farklı stratejiler mi kullanıyorsunuz?
7. Kullandığımız stratejilerin kelime öğreniminiz açısından ne tür etkilerini görüyorsunuz?

English Version of the Interview Questions for Students

1. What do you think about vocabulary learning in English? How important is vocabulary learning in your opinion?
2. How do you learn English vocabulary and what do you do?
3. What do you know about vocabulary learning strategies?
4. Do you use vocabulary learning strategies while learning English? What are the strategies you principally use?
5. Does your teacher teach vocabulary learning strategies in the lessons? Which strategies does s/he specifically focus on?
6. Do you use the strategies taught by your teacher while learning vocabulary or do you use some other strategies?
7. What kinds of effects do the strategies you use have on your vocabulary learning?

Appendix D: Interview Questions for Teachers

Öğretmenler İçin Görüşme Soruları

1. Size göre kelime öğretiminin yabancı dil öğretimindeki yeri nedir?
2. Derslerinizde kelime öğretirken nasıl bir yol izlersiniz?
3. Kelime öğrenme stratejileri hakkındaki düşünceleriniz nelerdir?
4. İngilizceyi ya da diğer yabancı dilleri öğrenirken kelime öğrenme stratejilerini kullandınız mı? Kullandıysanız stratejilerin kelime öğreniminiz açısından ne tür etkilerini gördünüz?
5. Derslerinizde kelime öğrenme stratejilerini öğretiyor musunuz? Öğretiyorsanız bu stratejileri belirlerken ve ders sırasında nasıl bir yol izliyorsunuz? Öğretmiyorsanız neden?
6. Bildiğiniz ve kullandığınız stratejiler dışında yeni stratejiler öğrenmeye çalışıp öğrencilere bu stratejileri mi, yoksa yalnızca faydalı bulduğunuz stratejileri mi öğretirsiniz?
7. En çok öğrettiğiniz ya da üzerinde durduğunuz kelime öğrenme stratejileri nelerdir?
8. Öğrencilerinizin kelime öğrenme stratejilerine yaklaşımı ve strateji kullanımı konusunda ne düşünüyorsunuz?

English Version of the Interview Questions for Teachers

1. What is the place of vocabulary teaching in foreign language teaching in your opinion?
2. How do you teach vocabulary in your lessons?
3. What are your opinions about vocabulary learning strategies?
4. Have you used vocabulary learning strategies while learning English or any other foreign language? If you have, what kinds of effects did they have on your vocabulary learning?
5. Do you teach vocabulary learning strategies in your lessons? If you do, what kind of a path do you follow while determining these strategies and during the lessons? If not, why?
6. Do you try to learn and teach new strategies other than the ones you know and use or do you only teach the strategies you find useful?
7. What are the vocabulary learning strategies you principally teach or focus on?

8. What do you think about your students' approaches to and use of vocabulary learning strategies?

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A COMPARISON OF STUDENTS' AND TEACHERS' PERCEPTIONS ON
THE USE AND INSTRUCTION OF VOCABULARY LEARNING
STRATEGIES

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