

T.C.
AKDENİZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEACHING DEPARTMENT
ENGLISH LANGUAGE TEACHING MASTER'S PROGRAM

EFL INSTRUCTORS' PERSPECTIVES AND IMPLEMENTATIONS BASED ON
VOCABULARY TEACHING STRATEGIES

MA THESIS

Ashhan ÖZDER KILIÇ

Antalya

Haziran, 2018

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DOĞRULUK BEYANI

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28 / 06 / 2018

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AKDENİZ ÜNİVERSİTESİ
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Aslıhan ÖZDER KILIÇ'ın bu çalışması 28.06.2018 tarihinde jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı'nda **Yüksek Lisans Tezi** olarak **oy birliği** ile kabul edilmiştir.

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YÜKSEK LİSANS TEZİNİN ADI: EFL Instructors' Perspectives and Implementations Based on Vocabulary Teaching Strategies (Kelime Öğretme Stratejileri üzerine Okutmanların Görüş ve Uygulamaları)

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This thesis is dedicated to the memory of my grandparents:

İbrahim İnce, Yurdagül İnce, İbrahim Özder and Şerife Özder.

Sahip olduđunuz yetenekleri kullanın;

Sesi en iyi olanlar dıřındaki kuřlar řarkı söylemeseydi,

Ormanlar çok sessiz olurdu.

Henry Van Dyke, American Author

ABSTRACT

EFL INSTRUCTORS' PERSPECTIVES AND IMPLEMENTATIONS BASED ON VOCABULARY TEACHING STRATEGIES

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Vocabulary is the building block and the core component of language learning and teaching, it has long been the issue for language specialists to be observed, researched and discussed. This led to realizing that some certain language learning strategies facilitate the acquisition process carrying the vocabulary knowledge to the long-term memory. Starting from this point of view, this paper has aimed to raise the awareness of EFL instructors at university level about what type of strategies they use in their classes to teach vocabulary and to give their students the autonomy and initiative of their self-learning, besides, it provides them with a self-evaluation and self-reflection on their vocabulary teaching strategies.

Teachers' use of language learning strategies is commonly assumed to reinforce students' language learning, and therefore have there been many empirical, both qualitative and quantitative, evidence to support this statement. This teacher-based investigation focused on what vocabulary learning strategies EFL instructors in Istanbul –in a private university, as a case study- apply in their classes and how they think these strategies affect EFL university students' language learning process. The reason behind why this study exclude students' reflections is because most of them might lack the ability to describe the reasons why and how they use or why they do not use the strategies since it might be above their cognitive and emotional level.

In the first phase, the strategy use for vocabulary teaching of 55 EFL instructors was measured by the adapted version of Language Strategies Use Inventory (LSUI) (2002) which is a five-point Likert scale, and in the second phase, further structured interviews of ten questions were held with 12 of these instructors in order to reach more reliable and specific data. The quantitative data obtained from the inventory

were analyzed using LISREL 8.80, t-test and ANOVA test, and the qualitative data ensued from the structured interview were examined through descriptive content analysis and NVIVO program. Correct analysis of all the data is expected to give instructive feedback about what vocabulary strategies are used by the EFL instructors and how to provide students with the competency to acquire vocabulary autonomously, and also what other types of vocabulary teaching strategies could be implemented in class and in the teaching programs at university level.

This research is both qualitative and quantitative as it provides us with re-interpretation of the existing literature and analyzes what strategies teachers do already implement in their classrooms and/or favour in their teaching. As it is a wide field in language learning area, it is aimed to provide evidences solely on vocabulary learning and teaching strategies. It is especially intended to draw implications for classroom and suggestions for the areas still requiring further research highlighting the limitations of this work.

The major findings reveal that the more the experience and/or the degree that the EFL instructors have, the less number of vocabulary strategies are employed by them. This study concludes in the way that depicts conclusions on the use of vocabulary learning and teaching strategies for EFL instructors. It also delivers suggestions to lighten up the way for further studies. Therefore, it will lend assistance to the EFL instructors who are willing to apply language learning strategies in their classes, the academicians who would like to further study this subject and the autonomous language learners.

Keywords: vocabulary, EFL instructors, EFL instructors' perspectives, language learning/teaching strategies, vocabulary learning/teaching strategies, strategy inventory

ÖZET

KELİME ÖĞRETME STRATEJİLERİ ÜZERİNE OKUTMANLARIN GÖRÜŞ VE UYGULAMALARI

Özder Kılıç, Aslıhan

Yüksek Lisans, Yabancı Diller Eğitimi Bölümü

Tez Danışmanı: Doç. Dr. Binnur Genç İlter

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Kelime öğretimi dil öğretimin temel bileşenidir ve yıllardır dil uzmanları, araştırmacılar ve akademisyenler tarafından gözlemlenen, tartışılan ve çalışılan bir alandır. Tüm bu çalışmalar belli başlı stratejilerin kelime bilgisini uzun süreli belleğe taşımada önemli rol oynadığını ortaya çıkarmıştır. Buradan yola çıkarak, bu araştırma İngilizce dilini yabancı dil olarak öğreten hazırlık birimi okutmanlarının kullandıkları ve önem verdikleri stratejilere ilişkin algılarını ölçmeyi ve öğrencilere strateji öğretimi ile öz yeterlik kazandırma farkındalıklarını yükseltmeyi amaçlamaktadır. Ayrıca bu çalışma okutmanların kendi kullandıkları kelime öğrenme ve öğretme stratejileri üzerine öz değerlendirme yapmalarına olanak sağlamaktadır.

Okutmanların dil öğrenimi stratejilerini kullanımlarının öğrencilerin dil öğrenmelerini kolaylaştırdığı ve desteklediği bilinmektedir ve bu konuda doğrulayıcı hem nicel hem nitel olmak üzere birçok çalışma yapılmıştır. Bu araştırma İstanbul'da bir özel üniversitenin hazırlık birimindeki yabancı dil okutmanlarının kelime öğrenme stratejisi kullanımı ve öğretimi üzerinde gerçekleştirilmiştir. Çalışmanın öğretmen bazlı olmasının sebebi, çoğu hazırlık öğrencisinin strateji kullanımına ilişkin bilişsel ve duyuşsal olarak yeterli sebeplendirme yapamayacakları ve yeterli farkındalıkta bulunamayacaklarıdır.

Bu araştırma iki bölümden oluşmaktadır. İlkinde 55 yabancı dil okutmanına Dil Öğrenimi için Strateji Envanteri (uyarlanmış halde) uygulanmış, ikinci aşamada ise, daha güvenilir ve özgül verilere erişmek için, içlerinden rastgele 12 okutmanla yapılandırılmış 2 soruluk görüşmeler gerçekleştirilmiş ve yanıtları yazılı olarak toplanmıştır. Nitel ve nicel olan tez çalışmam, anket sonuçlarının LISREL 8.80, t-test

ve ANOVO test analizi; görüşme sonuçlarının tanımsal içerik analizi ve NVIVO program analizi sonucunda toplanan bulgulara dayanmaktadır.

Veri sonuçlarına göre okutmanların meslekteki deneyimleri ve mezuniyet dereceleri arttıkça kelime öğretmen stratejilerini kullanma oranlarının düştüğü tespit edilmiştir. Bunun zaman kısıtlamaları, öğrenci seviyeleri, kitaba bağlı ve gramer odaklı öğretimden kaynaklandığı sonucuna varılmıştır. Tüm bunlar, okutmanların bu alanda eğitimler olarak farkındalıklarının artırılması gerektiğine işaret etmektedir. Ayrıca bu çalışma, bu alandaki daha sonraki çalışmalara ışık tutacak niteliktedir.

Anahtar Kelimeler: Kelime dağarcığı, yabancı dil okutmanları, yabancı dil okutmanlarının görüşleri, dil öğrenme/öğretme stratejileri, kelime öğrenme/öğretme stratejileri, strateji envanteri

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LIST OF ABBREVIATIONS

CFA- Confirmatory Factor Analysis

CPDU- Continuing Professional Development Unit

ELT/ELL- English Language Teaching/ English Language and Literature

ESL/EFL- English as a Second/ Foreign language

KS- Kolmogorov - Smirnov

L1- Native Language

L2- Foreign Language

LLS- Language Learning Strategies

VLS- Vocabulary Learning Strategies

LSUI- Language Strategy Use Inventory

SILL- Strategy Inventory for Language Learning

SLA- Second Language Acquisition

SPSS- Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

Possible is the assertion that vocabulary is given secondary importance in preparatory schools when we check the course outlines, syllabuses, weekly maps, activities and tasks used. One can easily observe that Turkish young adult learners of English as a foreign language (EFL) have difficulty, anxiety and hesitation mostly while trying to speak or write in English. It is reasonable to presume that the teaching of syntactic structures is considered as primary; that is why, not many errors are seen grammatically, but verbally or namely, lexically. In short, as it was also stated by Cornu (1979), it can be said with confidence that syllabuses are mainly based on grammar (Richard, 1976), but vocabulary and the mastery with vocabulary should be paid more attention for higher-level learners to improve their vocabulary retention and production skills as well as to become proficient at the target language in general (Cornu, 1979).

It might clarify what we mean by vocabulary to remember language components. Language consists of five fundamental components all of which are based on lexicon. Kaderavek (2011) compiles them as Morphology –the structure and construction of words, Syntax –the order and combination of words, Phonology –the sound system of language, Semantics –the system that governs the meaning of words, and Pragmatics –the system that contextualizes all the language components in a functional way on a social basis. Basically, lexicon is the most essential particle of language. Lexicology defines word classes such as nouns, verbs, adjectives, adverbs, prepositions, etc. When they are combined with certain rules, meaningful phrases and finally sentences are formed. In the end, sentences can be examined in terms of their constituents as subject, verb and predicate. Evidently, without lexicon –vocabulary, it is impossible to mention grammar, sound system, meaning and therefore, context and discourse. Language skills are constructed upon word knowledge.

1.1 Background of the Study

It has always been wondered and studied upon how to best acquire the vocabulary as it is the core of language. The key language skills, listening, speaking, reading, writing and translating, cannot exist without vocabulary, the basic unit of language. Perhaps, that is the very reason why Laffey and Laffey (1986) call it students' permanent language repertoire. Given these reasons, vocabulary instruction has the utmost importance to teach learners obtain reading and listening comprehension skills, and thus, speaking and writing production skills. Both these receptive and productive skills of language require adequate amount of vocabulary, so vocabulary learning is to be a major goal in most teaching programs. And yet, many language learners believe that they are weak at vocabulary field, and that more attention must be paid to this area because how to learn/teach is as important as what to learn/teach. It is surely beyond doubt that a transmutation has existed in the function and style of vocabulary teaching over the years. Thornbury (2006) summarizes the change in the field of vocabulary teaching starting with the emergence of grammar-translation method and audiolingual method with the emphasis of syntactic structures and reached a conclusion in terms of a semantic view to the vocabulary acquisition as follows:

The move towards *semantic* (ie, meaning-based) **syllabuses** in the 1970s, along with the use of **authentic** materials, saw a revival of interest in vocabulary teaching...In the 1990s the **lexical approach** ushered in a major re-think regarding the role of vocabulary. This concerned both the *selection* of items (frequency being a deciding factor) and the *type* of items: formulaic language (or lexical chunks) were recognized as being essential for both fluency and idiomaticity. (p. 240)

The lexical approach, as an alternative to grammar-based approaches, is based on developing both competence and performance of learners' with lexis, or words and word combinations. It is suggested that lexis is the basis of language, and stressed out that it is misunderstood in language teaching due to the supposition that grammar is a prerequisite for effective communication and Lexical Approach emphasizes the key principle as in the quotation "language consists of grammaticalized lexis, not lexicalized grammar" (Lewis, 1993).

Richards and Rodgers (2001, p. 132) also sums up the fact that generative linguistics previously took syntax as the primary concern, however, now, focuses on the lexicon and how it is coded and organized, finally stating “the father of contemporary studies as syntax, Chomsky has recently adopted a ‘lexicon-is-prime’ position in his Minimalist Linguistic theory”.

Lewis (1997a, p. 204) holds the view that "instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways" while he further suggests a lexical taxonomy as words, polywords, collocations, institutionalized utterances and sentence frames and heads in succession. In the lexical approach, lexis is considered to play a primary role in language teaching and learning with activities such as listening, reading, translation, guessing the meaning, working with dictionaries and so forth in order to develop learners' lexical knowledge as maintained by Willis (1990) in his attempt to provide a rationale and design for his proposition of a lexical syllabus. Different from Willis's word-based syllabi, Lewis proposes a model that comprises the steps, Observe-Hypothesize-Experiment, in contrast to the traditional Present-Practice-Produce paradigm arguing the Lexical Approach is not a break with the Communicative Approach, but a development of it (Lewis, 1993).

Schmitt (2000) contributes significantly to a learning theory for the Lexical Approach by adding that the mind is able to keep large amounts of information in the long-term memory, but its short-term capacity is much more limited when producing language in speech as it necessitates the brain to recall a chunk of language. It appears that learning new vocabulary involves storing them first in our short-term memory, and later, in the long-term memory. The process is not controlled consciously, however, it is important to consider that it is not effective the retention in short-term memory if the number of lexical chunks exceeds seven (Gairns and Redman, 1986). Therefore, a lesson plan should not comprise more than this many items within a class. It is yet to be particularly specified that the long-term memory can hold any amount of information. At this very point, Thornbury (2006) highlights the fact that “... learners need a receptive vocabulary of around 3000 high-frequency words (or, better, word families) in order to achieve independent user status”, and he

continues “For a productive vocabulary, especially for speaking, they may only need half this number”. What he states does align with what Milton and Alexiou (2009) provide on the vocabulary size and the CEFR (Common European Framework of Reference) reflected in Table 1.1.1.

Table 1.1.1

The CEFR Level and the Vocabulary Size in English Language (Milton & Alexiou, 2009)

| CEFR level | Vocabulary size: English |
|-------------------|---------------------------------|
| A1 | <1500 |
| A2 | 1500 – 2500 |
| B1 | 2750 – 3250 |
| B2 | 3250 – 3750 |
| C1 | 3750 – 4500 |
| C2 | 4500 – 5000 |

As it can be regarded as a clear necessity from Table 1.1.1, though it is quite difficult to determine where words begin and end, it is essential to sum up what vocabulary and vocabulary learning covers. In Common European Framework of Reference (CEFR) (2001), lexical competence is defined as “knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements” including fixed expressions like “sentential formulae, phrasal idioms, fixed frames, fixed collocations and single word forms as well as articles, demonstratives, prepositions, auxiliary verbs, conjunctions”, so forth (p. 110-111). See Appendix 1 for the level details of lexical competence.

According to Lewis (1993) ‘being able to use a word involves mastering its collocational range and restrictions on that range’. It has many segments such as “word meaning, word form, pronunciation, spelling, the derived forms, word register, word frequency, collocations, grammatical aspect of the word and associations of the word” (Schmitt, 2000) which means there are several aspects of lexis in terms of semantics, culture and usage like the boundaries between conceptual meaning, polysemy, homonymy, homophony, synonymy, affective meaning, style, register, dialect, translation, chunks of language, grammar of vocabulary and pronunciation that need to be taken into account when teaching vocabulary (Gairns

and Redman, 1986). Oxford (1990) suggests memory strategies such as creating mental linkages, applying images and sounds, reviewing well, and employing action to aid vocabulary acquisition. These strategies can only be used to greater advantage if learning style preferences out of visual, aural, kinesthetic and/or tactile learning styles are correctly diagnosed, and if instructors make students aware of different memory strategies raising their awareness about possessing certain strategies according to their individual learning styles. However, they also have to know that they may not learn a learning style and alter theirs, but they can learn a learning strategy and use it to better their vocabulary knowledge –active or passive, autonomously or by guidance. The variable here is the individual differences and it has been a “recurring theme seen in such movements or approaches as Individualized Instruction, Autonomous Learning, Learner Training, and Learner Strategies” (Richards & Rogers, 2001, p. 115).

Many researches have been done on the subject and a variety of valuable strategies have been found to learn and teach vocabulary. As there is a number of language learning approaches, there are also many language learning strategies and techniques through which learners are expected to learn and use the target vocabulary as well as teachers can apply in their teaching plans. As the core component of language learning, vocabulary learning and teaching has great importance to understand and construct the target language permanently and to get the learners unconsciously skillful at the target language which is English in our case.

Vocabulary teaching is a multi-dimensional work, namely, it has the basic parts such as accuracy and range to be evaluated which means these are to be taught first. However, accuracy and range are not the only aspect. Vocabulary teaching also has to involve both syntax and semantics, namely, form and meaning at the same time. As it suggests above, there have to be a great number of combinations in the teaching and learning process of vocabulary such as form accuracy, meaning accuracy, form diversity, spelling accuracy, lexicon diversity so forth.

1.2 Statement of the Problem

This study attempts to determine the perceptions and thoughts of the EFL instructors at a private university on vocabulary learning strategies, to state at what level they apply to these strategies and to identify whether these strategies make a meaningful difference according to certain demographic features.

1.3 Research Questions

Research Problem: At what level are the perceptions, thoughts and implications of the EFL instructors on vocabulary teaching strategies? And do these strategies make a meaningful difference according to demographic features?

Sub-problems:

1. At what level are the perceptions of the EFL instructors on vocabulary *teaching* strategies?
2. At what level are the thoughts of the EFL instructors about vocabulary *reviewing* strategies?
3. At what level are the thoughts of the EFL instructors about vocabulary *recalling* strategies?
4. At what level are the thoughts of the EFL instructors about vocabulary *using* strategies?
5. Do the EFL instructors' thoughts about vocabulary teaching, reviewing, recalling and using strategies make a meaningful difference according to age?
6. Do the EFL instructors' thoughts about vocabulary teaching, reviewing, recalling and using strategies make a meaningful difference according to gender?
7. Do the EFL instructors' thoughts about vocabulary teaching, reviewing, recalling and using strategies make a meaningful difference according to the graduation field?

8. Do the EFL instructors' thoughts about vocabulary teaching, reviewing, recalling and using strategies make a meaningful difference according to the graduation degree?
9. Do the EFL instructors' thoughts about vocabulary teaching, reviewing, recalling and using strategies make a meaningful difference according to professional experience in English language education?
10. Do the EFL instructors' thoughts about vocabulary teaching, reviewing, recalling and using strategies make a meaningful difference according to experience at university preparatory school?
11. What are the opinions of EFL instructors about vocabulary learning strategies?
12. What are the vocabulary learning strategies that the EFL instructors like, use and teach most?

1.4 Purpose of the Study

This research aims to present information on the strategies that the EFL instructors have been using to teach vocabulary and to offer some suggestions for implications of different vocabulary teaching strategies. The reason why the target group of this survey does not involve students is because most of them might lack the ability to describe their cognitive and emotional behaviors (Oxford, 1990), and therefore, might not remember and/or state the reasons behind their using, not using or how they use the strategies.

As cited in Griffiths (2013), there are still many questions about “strategy instruction, teachers’ perceptions, how to train teachers to conduct strategy instruction effectively” though it a common knowledge that successful language learning entails the language learning strategies (p. 138). What the role of learners in their own learning has also been investigated and how they can manage their own learning process has been inquired into over the years. This brings the issue to the point where learner autonomy is again the matter of fact.

1.5 Significance of the Study

The analysis of the literature review shows particularly that not sufficient amount of research has been done considering the teachers' or instructors' perceptions, effectiveness and roles in strategy training/applying process, however, many of the studies have been run with regard to the learners (Griffiths, 2013). Henceforth, it is considered that this study will produce a decent piece of data and findings along with their analyses to the ongoing debate in the field of vocabulary learning strategies, and to the language learning strategies in the sense of teachers' perceptions and roles.

1.6 Limitations of the Study

This was an exploratory study. Therefore, correlational results demonstrate only strong or weak, positive or negative links between the perceptions on the vocabulary learning strategies. It is also questionable how much self-reports reflect reality. The fact that the questionnaires SILL and LSUI were used countless times before considerably reduced the possibility of false reports. However, it seems disadvantageous to run a research with a self-report questionnaire "because of factors such as inability to remember accurately, lack of self-awareness, varying interpretations of terms, and the effects of cultural background on response patterns" (Griffiths, 2003).

1.7 Definitions

"The word *vocabulary* has long connoted word lists, and *vocabulary learning strategies* have been tantamount to techniques that help commit these lists to memory." states (Gu and Johnson, 1996, p. 644). It is also a must at this point to clarify the difference between learning styles and learning strategies. In a broader sense, "style is a term that refers to consistent and rather enduring tendencies or preferences within an individual" whereas "strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information" (Brown, 2000, p.113), similarly, "learning strategies are the particular approaches or techniques that learners employ to try to learn an L2" (Ellis, 1997, p. 76). Dunn and Griggs (1988) put it as follows "Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and

terrible for others” (as cited in Oxford, 2003, p. 2). Learning styles have multi-dimensions like sensory preferences, personality types, desired degree of generality, and biological differences (Oxford, 2003). Chamot (2004), on the other hand, defines learning strategies as the thoughts and actions that individuals use to accomplish a learning goal.

Many researches and studies have shown us the essence of digging the vocabulary teaching field deeper, and it has been advised to investigate language teachers’ strategy use and perception (Öztürk, 2006). Before moving on to the use of strategies, it is need to define the differentiation between what vocabulary learning strategies and vocabulary teaching strategies mean. As it is suggested by Öztürk (2006, p.21), the former is self-initiated and the latter is teacher-initiated depending on who controls the process. Takač (2009, p.123) also argues “...incidental learning of vocabulary is inefficient and that teachers play an essential role in explicitly teaching vocabulary through planned and directed presentation and review”, and she adds “learners are capable of improving their vocabulary learning strategies through explicit training and practice”.

Up until 70s, it was underestimated how significant the learner’s role was in language learning (Larsen-Freeman, 2001, p.12). Many approaches, methods and theories had been developed taking teaching as the basis, neglecting the learner’s role and not paying enough attention to the learners’ perspective, actual needs and learning styles in the learning process.

There comes on the stage the autonomy of the learner. So when the learners come up with the idea that they lack some certain vocabulary knowledge or skill and take action to iron out their vocabulary-related problems or mistakes – which would be excellent in terms of independent learning, this counts as the learning strategy since the authority here is the learner herself. However, if the teacher assigns her a certain task to remove her failure in vocabulary or to help her improve, this demonstrates the fact that it is a teaching strategy as the determination and decision center is the teacher. Although, as instructors of young adults, we would like them to be autonomous learners, we tend to make the curriculum, the lesson plan and activity selection beforehand mostly without students’ intervention. So it leads to the

indispensable result where we find our students depending on us, their teachers.
Hence forth, this dissertation is based on vocabulary teaching strategies.

CHAPTER II

REVIEW OF LITERATURE

A great deal of research has been carried out about the learning strategies in terms of learner variables. Many studies have attempted to define strategies with certain taxonomies aiming to clarify and specify the concept of language learning strategy use. This chapter will provide a sequenced review of language learning strategies, vocabulary learning strategies and strategy training.

2.1 Language Learning Strategies

It is firmly believed that language learning strategies are highly essential tools for a successful language learning process throughout which one obtains, stores, retrieves and uses the language. They are not fundamental for only learners, but they also help teacher to follow their path on their map. As it was stated in Joan Rubin's seminal article "*What the "Good Language Learner can Teach Us"*" (1975), for the first time, language learning strategy concept was born creating controversies and debates (Rubin, 1975).

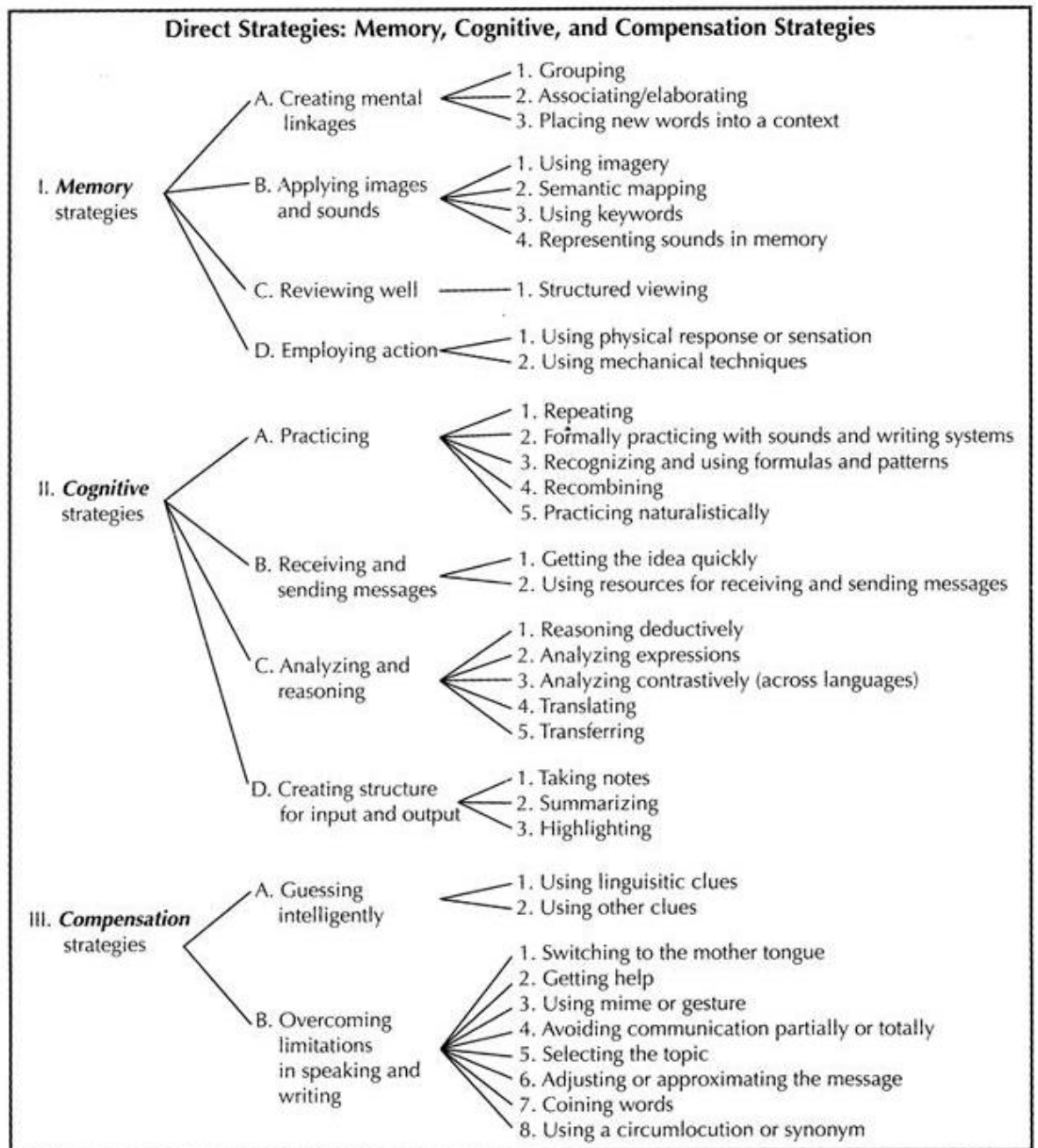
Apparently, language learning strategies (LLS) have been hard to define in certain terms (Oxford & Cohen, 1992). However, Rubin provided seven characteristics of a good language learner such as "guessing/infering, communicating, managing inhibitions, attending to form, practicing, monitoring one's own and the speech of others, attending to meaning" (1975). Besides, Stern also suggested a list of language learning strategies that good language learners would apply as "experimenting, planning, developing new language into an ordered system, revising progressively, searching for meaning, practicing, using the language in real communication, self-monitoring, developing target language into a separate reference system and learning to think in the target language" (1975).

O'Malley and Chamot (1990) classified language learning strategies into three main groups as cognitive, metacognitive and social/affective. Cognitive strategies cover explicitly and directly linked to individual tasks like repetition, translating, analyzing, deduction, imagery, inferencing, summarizing; metacognitive strategies

are more related to the learning process like self-monitoring, organizational planning, self-evaluation, self-management, selective attention; and lastly, social/affective strategies cover more cooperative ways like peer interaction, asking for clarification, cooperation and collaboration and self-talk (Griffiths, 2013).

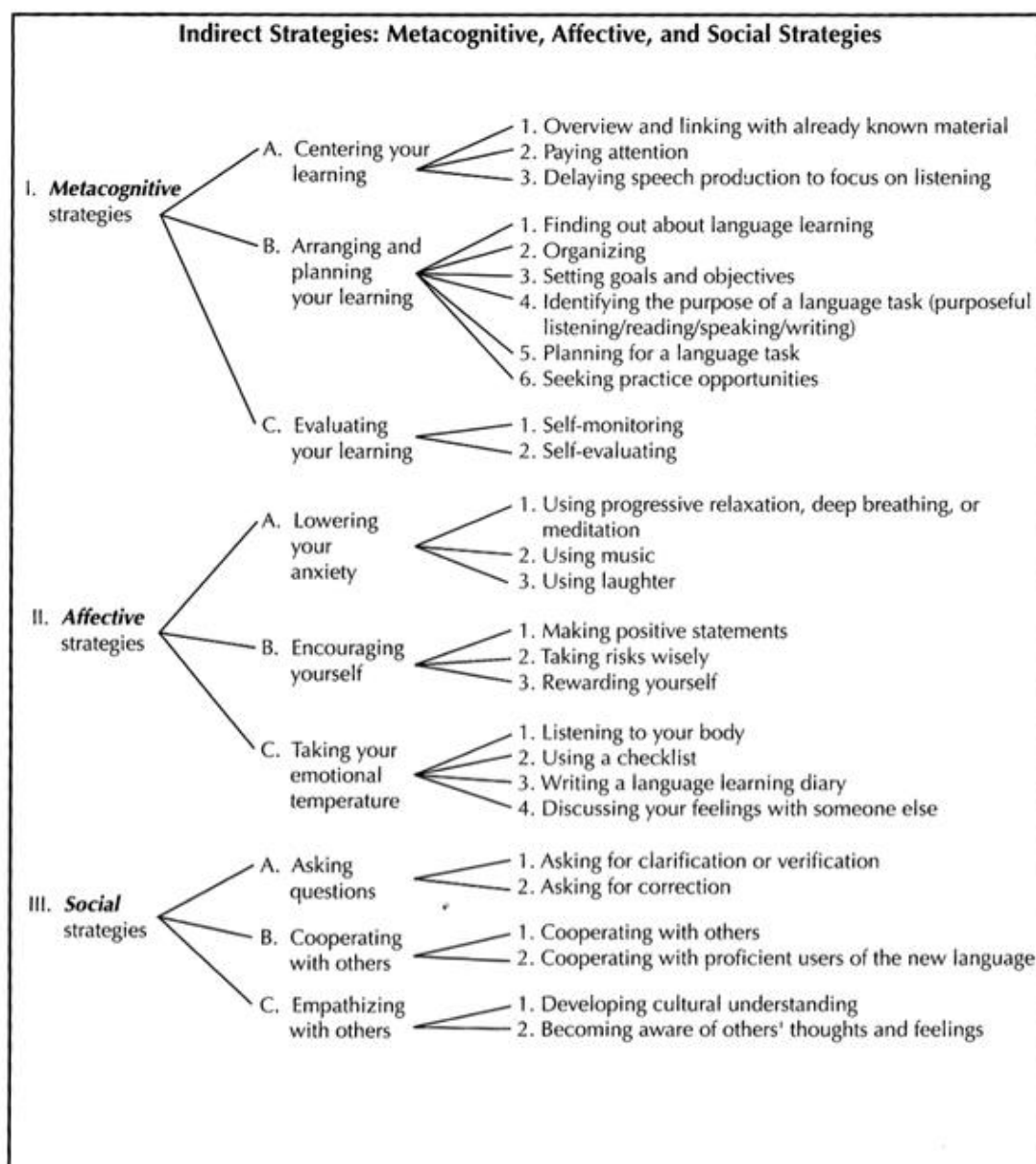
The selection of appropriate language learning strategies depends on some basic grounds. Oxford (1994) listed the factors that have an impact on the choice of strategies as follows: motivation, gender, cultural background, attitudes and beliefs, the type of task, age, learning style and tolerance of ambiguity. What's more, she emphasizes the lack of coherent strategy taxonomy and suggests researchers design the L2 learning strategies again putting more emphasis on social and affective sides as well as more intellectual sides since learners are not only cognitive and metacognitive beings but they are also emotional and social beings on the whole (Oxford, 1994). For the very reason, she also put forward a classification system of language learning strategies. First of all, there are two classes as direct and indirect strategies. Direct strategies involve memory – storing and retrieving information, cognitive –practicing, analyzing, reasoning, and last of all, compensation strategies - guessing intelligently and overcoming limitations, all which are direct mental processing of language. There is the second group: indirect strategies, which instore another three subtitles. These are summed here successively: First, metacognitive strategies that cover planning, obtaining and evaluating; second, affective strategies that encircle lowering anxiety and self-encouraging acts; last but not the least, social strategies that stimulate the learners to cooperate and empathize with other learners (Oxford, 1990). See Oxford's strategy classification system (1990) given below as Figure 1 and Figure 2 (Brown, 2000, p.132-3).

Figure 1. Oxford's Strategy Classification System (Brown, 2000, p.132)



Oxford (1990) classified the strategies as direct and indirect at the beginning than modified the categories according to language skills and components. Direct strategies are as seen in Figure 1.

Figure 2. Oxford's Strategy Classification System -Continued (Brown, 2000, p.133)



Indirect strategies are as seen in Figure 2. 60 sub-categories of language learning strategies are specified depending on this classification system which can still further be categorized according to different skills and purposes. The reflections of this classification can also be seen in Strategy Inventory for Language Learning (SILL) (Oxford, 1989). See Appendix 2.

Using the 50-item version of the Strategy Inventory for Language Learning (SILL) for speakers of other languages learning English (Oxford, 1990), Griffiths (2003)

summed up eight high-frequency strategies -in addition to the ones already reported to be highly-frequent- that seemed to be used by advanced level European students. The first one highlights the essence of interaction in target language with target culture while learning target language. Another puts forward the significance of vocabulary learning strategies like using new words by the productive skills, searching for similar words in the mother tongue and dividing words into smaller parts to make meaning out of it. A third group of plus high- frequency strategies can be called reading strategies such as reading in English for pleasure as well as skim reading and reading meticulously. Toleration of ambiguity is another preferred group of strategies like guessing meaning out of context and moving on in the learning process. Furthermore, strategies relating to language systems such as trying to grasp the patterns and relations in the target language are of the essence too. A different group is about managing the feelings as in Krashen's "Affective Filter", controlling negative emotions and anxiety not to block learning. The seventh group of strategies is considered to be about managing one's own learning which indicates taking initiative to improve autonomously. Lastly, utilizing available sources –books- and taking every possibility to read is another set of strategies requiring attention. Apparently, these strategies do not dignify memorization, but more manipulation and taking more sophisticated, interactive and proactive action (Griffiths, 2003).

Above all, no matter how many types of language learning strategies there are, it is a matter of strategy selection that will finally determine the vocabulary acquisition. Griffiths (2013) expresses that novice learners need to make deliberate decisions while experienced ones make unconscious, more instinctive strategy selections and handles the factors that affect strategy selection in three categories. Individual preference depends on a great number of variables such as "motivation, personality, style, age, gender, affect, beliefs, nationality, ethnicity, culture, anxiety, attribution, self-efficacy, self-esteem, proficiency level and so on" (Griffiths, 2013). Second one is contextual choice which may include some certain situations like a distance-education environment, a well-equipped urban school, students' studying full-time or working, students' being local or non-native, etc. Last but not the least, students' purpose – whether they study for their own interest or for an exam- also designates the strategy they will adopt.

Because teachers have a significant role in the effectiveness of teaching and learning process, their practices and perceptions of strategy use and choice has critical importance though it has not received the same level of attention as students' perceptions (Griffiths, 2007, p. 91).

Regarding the students' and teachers' perceptions of language learning strategies, in a research that Griffiths (2007) conducted, the results imply that teachers and students "are generally on the same wavelength" which has "potentially positive consequences in terms of classroom dynamics." and that higher level students tend to have more strategies and use them more often than the lower level students (p. 96).

In another survey about the perceptions of the importance attached to the strategies, teachers' and students' perceptions were compared and "a moderate degree of difference was observed" (Manning & Henneberry & Kobayashi, 2012, p. 83).

2.2 Vocabulary Learning Strategies

As linguistics is more into the definition of a word, the ways to remember it, its social interpretations and so on, it may not go further than being complex, tentative and even inconclusive in teaching terms because the most favored teaching/ learning model in theory might come out as the least efficient in practice because of extra-linguistic factors (Richards, 1976). He gave memorization as an excellent example and summed that whereas it was quite not a preferable way theoretically, it might be appalling and useful for an individual learner. So in order to assign methods and/or strategies to learn words, we need to have an idea of what knowing a word is about. Is it expanding the vocabulary knowledge as a native speaker or is it about knowing the frequency of the word: how many times we could encounter a single vocabulary item? Is it being aware of the functional limitations of a word, or syntactic behavior and/or semantic interpretation? Is it about knowing the word form, derivations, inflections, collocations and associated words? Or else is it to know that there might be multiple meanings of a word related to the context it exists within? Or it is all of the above? When there are a lot to be concerned about while preparing the syllabuses and course materials as well as tasks and activities, it cannot be sufficient only to include a list of words in teaching procedures but a variety of techniques for learners to be engaged with according to their interests and preferences (Richards, 1976).

Bearing in mind that we already referred to vocabulary being a secondary entity of EFL syllabuses, Cornu (1979) suggests we put more emphasis on both accuracy and fluency regarding vocabulary teaching, and she stresses out the significance of teaching associations, derivations and collocations as well as the rote definitions of words. She also successively classifies the vocabulary skills as comprehension of meaning, its use in a sentence, retention and production. It is highlighted in her article that the teaching of abstract and concrete words might differ in terms of introducing the words. For this reason, the assimilation of lists of words would not be goal-oriented (Cornu, 1979).

Until the midst of 80s, as was mentioned above, researchers in the field of linguistics or language teaching thought of having set of words and definitions followed by a multiple-choice test, which was then defined as direct vocabulary instruction, would be an effective way to learn vocabulary. Then, it started to be questioned (Lehr, 1983). Lehr (1983) tried to compile a set of methods to ease and make the learning procedure organic and live in order to make learners more efficient in having a deeper understanding of vocabulary knowledge. Of those methods, some could be listed as follows: experience-based instruction – more learner-centered, stimulating integration; categorization – a more cognitive type of method, providing the learner with the facility to understand the relations: differences and similarities among words/phrases; word play – using humor/jokes, playing games, having riddles, a more social strategy involving emotions (Lehr, 1983).

Laffey and Laffey (1986) summed up some vocabulary teaching strategies as follows: strategies that make a connection between students' experiences with the new concepts, strategies that introduce students with the terminological vocabulary before reading it in a text, strategies that support guessing the meaning of new vocabulary in the light of prior knowledge, strategies that stimulate students' reading comprehension skills, strategies that initiate student interaction and cooperation, and strategies that promote creative and critical thinking.

More concentration was devoted to lexical semantics which relates to mental lexicon – mind-mapping the lexical meanings, or namely, organizing lexicon in terms of meanings - once it was obvious that mnemonics to memorize word lists went no further as dynamic, organic production and development in target vocabulary. It was

also emphasized that a more balanced approach which would integrate the vocabulary strategies students choose according to their beliefs with the ones students already possess cognitively or socially. Likewise, the research they conducted revealed the fact that students also prefer a wider range of vocabulary learning strategies rather than rote memorization (Gu and Johnson, 1996).

When it comes to vocabulary teaching strategies particularly though, Schmitt states that there is no “right” or “best” way to teach vocabulary (Schmitt, 2008). This is because there are many types of individual characteristics of learners that affect their learning style and the number/features of vocabulary that would be taught, the education and school systems, the syllabuses, tasks, activities and more. For instance, Nation states in his research “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” (Nation, 2006). These words and word families involve the roots, the derivations, the inflections and many more. So as a reader, writer, speaker and listener, a learner needs to use some certain strategies to learn and keep the vocabulary in the long-term memory being aware of all the distinguishing qualities of the words. For example, s/he needs to know whether they are high-frequency or low-frequency words, whether they are academic or informal, what their word classes are and so on. Instructors must help learners reach these numbers in their vocabulary as well as guide them about which vocabulary to learn initially –according to their frequency- in order to achieve a certain English proficiency level.

As a matter of course, how many and which word to teach are not the only questions to answer. What the learner should know about a word is another question that expects at least a brief explanation. While teaching a word, instructors need to introduce somehow the word class, its spelling, its pronunciation, its meaning(s), synonyms/antonyms/homonyms, and perhaps, a contextual discourse in which the learner would use the word naturally. So it means that it would not be as easy as it sounds. Instructors obviously need to possess strategies to teach vocabulary with all the previously mentioned details to the learners.

Öztürk (2006) puts forward a taxonomy of vocabulary teaching strategies in three primary branches as presentation strategies –visual, verbal, audio-, practice strategies

–review, homework-, and strategy training strategies –guessing from context, dictionary use, etc. According to Schmitt (2008), the more a learner is exposed to the new vocabulary or engaged with it, the more s/he is likely to acquire it. He also suggests a combination of explicit teaching with incidental learning and group negotiations rather than individual practice are more goal-oriented and fruitful.

Another classification was made by a high school teacher, Hardwick-Ivey (2008). She sums vocabulary teaching strategies in three categories: individual activities, team strategies and competition strategies. In the first one, completing a chart consisting of terms, definitions, antonyms, sentences, illustrations, etc. would be named under individual activities. Or else, writing haikus, acrostics, poems, tongue twisters, lyrics, or fibs could help learners both unconsciously and consciously understand vocabulary terms and remember them. She also suggests introducing new words with pictures on PowerPoint slides rather than with word lists since it would cause one to misunderstand the context or the nuances in language. Secondly, team strategies such as card games would ensure that students learn the words as they trade the words, explain one another while the teacher monitors making sure everyone is actively in the game. Besides, if students are eager and enthusiastic to participate, drama as well can work in vocabulary teaching because one is able to remember more with bodily-kinesthetic strategies. Lastly, competition strategy would give excitement and fun, and as she suggests, despite its being a little time consuming, learners comprehend and remember words easier (Hardwick-Ivey, 2008).

Takač (2008) sorted vocabulary learning strategies – as he called them- with a more summarizing attitude as formal, independent and spontaneous. She must have referred to vocabulary teaching strategies as formal that learners get to use with explicit training delivered by the teacher, vocabulary learning strategies as independent that learners decide on using autonomously whether they work for them or not, and lastly, to incidental, indirect and perhaps, subliminal learning as spontaneous.

Similar to the language learning strategies classification of Oxford's (1990) as direct and indirect strategies, Frager (1984) put forward “intelligence” approach to vocabulary teaching in two categories: overt strategies and covert strategies defining each of both as follows: “Overt strategies develop vocabulary knowledge

systematically and cognitively, while covert strategies promote vocabulary learning through modeling” (p. 160-164). As covert strategies take more time and effort as well as creativity and preparation on the teacher’s side, overt strategies are more likely to be made use of with various cognitive activities like semantic mapping. Semantic mapping brings relationships in a text to the consciousness level aiming to amplify the reading comprehension as a semantic network of word associations. Zahedi and Abdi (2012) put forward its practicality by indicating “... can be introduced to learners at any level of proficiency. It involves drawing a diagram of the relationships between words according to their use in a particular text.” (p. 2274).

Manyak and Bauer outlined six recommendations about implications for vocabulary instruction (2009). First of all, schools must have a multi-year planning for consistent and intensive vocabulary instruction for a long-term achievement. Second, paying attention to the frequency of the words, instructors must provide explicit instruction on these words with their any possible meanings. Third, learners can also learn more academic words and content-oriented terminology. Next, learners must be taught not only some certain words but also all-purpose strategies to achieve a comprehensive understanding of the words semantically. Another way is that instructors must apply some ESL techniques such as slowing down speech, showing synonyms, using realia/ visual aids to grab attention, raise awareness and enhance vocabulary acquisition. They can also guide learners to relate between their mother tongue and target language, English. Last but not the least, preparing rich vocabulary-oriented activities and integrating them with other skills such as reading would ensure learners develop their content vocabulary with a united strategy (Manyak & Bauer, 2009). All these are not the very strategies that learners can decide to use on their own, apparently, the first one is completely about the school management’s long-term planning and the rest are perhaps the techniques that instructors demonstrate how to use first.

There have been studies on vocabulary learning strategies considering students such as the one Xhaferi and Xhaferi (2008) conducted including a research question “How do teachers of English as a foreign language feel about teaching vocabulary and their approach to teaching it?” (p. 48). Teachers participating in this study stated that teaching vocabulary is not difficult but grammar is and added the most-used

approaches they followed while teaching vocabulary as “guessing from the context, flashcards, and demonstrations of unknown words, pictures and illustrations, using reading texts to enrich vocabulary” For the retention –in our case, recall- strategies, participant teachers indicated that they tried "repeating the word many times", "word cards", "using new words in a sentence", "using associations", "memorizing the meaning of a word" (p. 77).

In another research conducted with 72 Iranian EFL teachers, it is explored that strategies “such as relating the words to personal experiences, using flash cards, listening to tapes or CDs containing the words, and keeping a vocabulary notebook can be useful in consolidating the meaning of vocabulary elements”; however, they did not believe in “the usefulness of mnemonic strategies such as key-word method” (Amiryousefi, 2015, p. 7).

2.3 Strategy Training

We have to take English as a foreign language since it is not the everyday communication vehicle in the premises where this study is run and students do not have the opportunity to be exposed to an abundant input, so this fact influences the strategy choice. The learners here are EFL learners and they are novice at selecting a strategy to fit their needs. In this case, there must be another way of strategy selection.

It is basically essential to teach learners how to learn (Brown, 2000, p. 130) and Oxford (1990) indicates that “the best strategy training not only teaches language learning strategies but also deals with feelings and beliefs about taking on more responsibility and about the role change implied by the use of learning strategies” (p. 201). Supporting all these, Larsen-Freeman (2000) sums strategy training with 6 principles as students’ prior knowledge must be valued, certain strategies lead academic success, teacher should also teach to learn, strategies are best learnt by practice, learners should become autonomous and learning is meaningful when a strategy is used in different situations (p. 163)

Oxford and Nyikos argue that, from a cognitive perspective, language learning strategies, and so vocabulary learning strategies, are “teachable”, besides, Cook and Larsen-Freeman add that it can be useful for language learners to be trained on

language learning strategies (as cited in Griffiths, 2013, p. 144). From this point of view, it is a must to identify some certain elements that create the training mentioned.

Strategy training is considered to be directly related with learners' needs, age, gender, educational and cultural background, beliefs, interests, attitudes, anxiety, goals, learning styles, motivation, expectation, and learning goals. It is expected to be as individualized as possible and alter according to the task as well. Learners are to receive an explicit and relevant strategy training in order to observe, plan and evaluate their own learning process beyond the in-class practice. This is the very reason why learners need to work out on a number of diverse activities in class so that they can be efficient enough to do similar tasks for their home study. Instructors must receive professional strategy training sessions to identify learners' existing strategy preferences, to help learners monitor themselves and select suitable strategies to their learning styles and goals, and guide them to possess a holistic strategy use rather than in bits (Oxford, 1994). It is also suggested by Oxford (1994) that the strategy training needs to involve authentic materials and need to extend throughout the whole learning process rather than being taught at one and only separate session though strategy training is thought to have three types as awareness training, one-time strategy training and long-term strategy training (Oxford, 1990, p. 202-203). To put it all in a nutshell, strategy training must aim to be individualized, unique to each learner and to make them independent life-long learners who can also be their own teachers. Therefore, teachers should follow a certain training sequence with three basic procedures as diagnosing the strategies that the learners already use, asking the learners to explain the strategies that they use in a certain given task and introducing new strategies along with sufficient amount of practice to promote any kind of language learning strategies (Oxford, 1990, p. 208-209).

What's more, Hişmanoğlu (2000) suggests instructors observe the students' tendency to use certain strategies, their interests, learning styles, motivations and preferences as well as the course book and what strategies it includes or whether it includes any strategy training activities. It is also recommended that teachers revise their own teaching method on the whole and evaluate the lesson plans accordingly (Hişmanoğlu, 2000).

Oxford (2003) puts forward that skillful teachers help students “develop an awareness of learning strategies” and “try out some strategies that are outside of their primary style preferences” (p. 9); they also should employ a broad and combined instructional approach allowing a variety to meet the needs of all learners in the class (p. 16).

When this type of focus on both form and fluency is possessed, consequences happen to be quite positive as follows. Aktekin and Güven (2013) explain the results gathered from the teachers through the a questionnaire about strategy instruction as “it was found out that 90% of the teachers think that strategy instruction is important, rating the skills that need strategy instruction most as writing, vocabulary and reading the highest.” (p. 346). What’s more, strategy instruction has positive effects on skills’ development such as speaking (O’Malley et al., 1985), EFL learning motivation (Nunan, 1997) and self-efficacy (Chamot et al., 1996).

To illustrate the teacher perception on strategy training, in the study Xhaferi & Xhaferi (2008) run, “out of 20 teachers only three teachers reported that they regularly train students in using different strategies. Two teachers reported that they rarely train students in vocabulary strategies and fifteen teachers never include strategy training in their classes.” (p. 78). This makes it obvious that a strategy training plan should be developed depending on learners’ needs and interests.

CHAPTER III

METHODOLOGY

Using mixed methods, quantitative and qualitative, the research explored EFL instructors' vocabulary learning strategy use (VLS) and perceptions. Data was collected using one questionnaire and one structured interview of two main questions.

3.1 Participants

The scale prepared within the framework of the study was applied on 55 EFL instructors working in a private university preparatory school (School of Foreign Languages) and the responses obtained were used as the data source. In the qualitative part of this research, open-ended questions were directed as structured interview to voluntary instructors and 12 instructors in total agreed to be interviewed. The distribution of the instructors involved in the research in terms of age is shown in the Table 3.1.1.

Table 3.1.1

The Variance of the Instructors in terms of Age Features

| Variable | F | % |
|----------|----|-------|
| 20-29 | 33 | 60,00 |
| 30-39 | 20 | 36,40 |
| 40-49 | 1 | 1,80 |
| 50 + | 1 | 1,80 |

When Table 3.1.1 is analyzed, it is seen that 33 people are between the ages of 20-29, 20 people are between the ages 30-39, 1 person is between the ages 40-49 and 1 person is over the age of 50.

The distribution of the instructors involved in the research in terms of mother tongue is shown in the Table 3.1.2.

Table 3.1.2

The Variance of the Instructors in terms of Mother Tongue

| Variable | | F | % |
|-----------------|---------|----------|----------|
| Mother Tongue | Turkish | 52 | 94,50 |
| | English | 1 | 1,80 |
| | Italian | 1 | 1,80 |
| | French | 1 | 1,80 |

When Table 3.1.2 is analyzed, the number of people whose mother tongue is Turkish is 52, English 1, Italian 1 and French 1.

The distribution of the instructors involved in the research in terms of the field of graduation is shown in the Table 3.1.3.

Table 3.1.3

The Variance of the Instructors in terms of Field of Graduation

| Variable | | F | % |
|----------------------|-------|----------|----------|
| Field of graduation* | ELT | 26 | 47,30 |
| | ELL | 19 | 34,50 |
| | ACL | 5 | 9,10 |
| | TIS | 1 | 1,80 |
| | EL | 0 | 0,00 |
| | Other | 4 | 7,30 |

**ELT: English Language Teaching, ELL: English Language and Literature, ACL: American Culture and Literature, TIS: Translation and Interpreting Studies, EL: English Linguistics.*

When Table 3.1.3 about the field of graduation is taken into account, it is noted that the number of ELT graduates is 26, ELL graduates 19, ACL graduates 5, and TIS 1 in number.

The distribution of the instructors involved in the research in terms of gender is shown in the Table 3.1.4.

Table 3.1.4

The Variance of the Instructors in terms of Degree

| Variable | | f | % |
|-----------------|-----|----------|----------|
| Degree | BA | 43 | 78,20 |
| | MA | 11 | 20,00 |
| | PhD | 1 | 1,80 |

When Table 3.1.4 on the variance in terms of the degree of graduation is considered, the number of BA graduates is 43, MA graduates 11 and PhD graduates 1 in number.

The distribution of the instructors involved in the research in terms of gender is shown in the Table 3.1.5.

Table 3.1.5

The Variance of the Instructors in terms of Teaching Experience

| Variable | | f | % |
|---------------------|-------------|----------|----------|
| Teaching Experience | less than 1 | 1 | 1,80 |
| | 1-5 | 31 | 56,40 |
| | 6-10 | 15 | 27,30 |
| | 11-15 | 5 | 9,10 |
| | 15+ | 3 | 5,50 |

According to Table 3.1.5, it is obvious that there is 1 person with the teaching experience of less than 1 year, there are 31 people with the experience between 1-5 years, 15 people with the experience between 6-10 years, 5 people with the experience between 11-15 years and 3 people with more than 15 years of experience in teaching.

The distribution of the instructors involved in the research in terms of university experience is shown in the Table 3.1.6.

Table 3.1.6

The Variance of the Instructors in terms of University Experience

| Variable | | f | % |
|-----------------------|-------------|----------|----------|
| University Experience | less than 1 | 4 | 7,30 |
| | 1-5 | 46 | 83,60 |
| | 6-10 | 4 | 7,30 |
| | 11-15 | 0 | 0,00 |
| | 15+ | 1 | 1,80 |

In Table 3.1.6, when the university experience is assessed, it is found that the number of people with the experience less than 1 year is 4, between 1-5 years are 46, between 6-10 years are 4 and more than 15 years is 1.

Lastly, the distribution of the instructors involved in the research in terms of gender is shown in the Table 3.1.7.

Table 3.1.7

The Variance of the Instructors in terms of Gender

| Variable | | f | % |
|-----------------|-------|----------|----------|
| Gender | Woman | 43 | 78,20 |
| | Man | 12 | 21,80 |

As seen in the Table 3.1.7, 43 of the participants were female and 12 of them were male.

In order to test the differences between the average marks of different groups statistically, the variable categories were combined via SPSS program due to the fact that some variable categories were observed to have a number under 5. Thus, the new categories obtained are shown in the tables from Table 3.1.8 to Table 3.1.12.

Table 3.1.8

Descriptive Information on Transformed Demographic Features: Age2

| Variable | | F | % |
|-----------------|-------|----------|----------|
| Age2 | 20-29 | 33 | 60,00 |
| | 30 + | 20 | 36,40 |

After the transformation, there are two main age groups: 20-29 and 30+ as demonstrated in Table 3.1.8.

Table 3.1.9

Descriptive Information on Transformed Demographic Features: Field of Graduation2

| Variable | | F | % |
|----------------------|--------|----------|----------|
| Field of Graduation2 | ELT | 26 | 47,30 |
| | ELL | 19 | 34,50 |
| | Others | 10 | 18,20 |

In Table 3.1.9, the number of categories in the field of graduation is reduced to three: English Language Teaching, English Language and Literature and others basically.

Table 3.1.10

Descriptive Information on Transformed Demographic Features: Degree2

| Variable | | f | % |
|-----------------|----|----------|----------|
| Degree2 | BA | 43 | 78,20 |
| | MA | 12 | 21,80 |

There are only two categories after transformation: BA and Main Table 3.1.10, and the majority with 43 people are graduates with BA degree.

Table 3.1.11

Descriptive Information on Transformed Demographic Features: Teaching Experience2

| Variable | | f | % |
|----------------------|------|----------|----------|
| | 1-5 | 32 | 58,20 |
| Teaching Experience2 | 6-10 | 15 | 27,30 |
| | 11 + | 8 | 14,50 |

The number of categories belonging to teaching experience is reduced to three with 1-5 years, 6-10 years and 11+ years of experience in teaching in Table 3.1.11.

Table 3.1.12

Descriptive Information on Transformed Demographic Features: University Experience2

| Variable | | f | % |
|------------------------|-----|----------|----------|
| | 1-5 | 50 | 90,90 |
| University Experience2 | 6 + | 5 | 9,10 |

Finally, in Table 3.1.12, university experience categories are reduced to two with 1-5 years and 6+ years. The big majority are new in teaching at university.

When the tables are analyzed, it is concluded that the comparison between and among groups is possible now thanks to the fact that the observation number within the variable categories is 5 or more than 5.

Because 52 instructors -out of 55- with a big majority, has Turkish as mother tongue, other 3 different mother tongues are not taken into consideration. As well, because the number of women and men does not change, the same table is not demonstrated.

3.2 Data Collection Instruments

In the first part of the research, “Language Strategy Use Inventory” by Cohen, Oxford and Chi (2002) was used as the data collecting tool aiming to determine the level of perceptions, thoughts and implications of the EFL instructors on vocabulary teaching strategies. See Appendix 3 for the whole scale and Appendix 4 for the copyright permission. This study used the sub-category consisting of 18 items which covers “The Use of Vocabulary Strategies” from the original scale consisting of 90

items in total. However, because the items 27 and 29 were about the structure and form of the lexis, they were combined as one item within the expert consultation. Besides, because it is complicated for the preparatory students to comprehend the complexity of words' roots, suffixes, affixes and prefixes, the item 28 was removed from the scale and instead, an item about identifying the synonyms and antonyms was added. Except from these, within the views obtained through counselling the experts in the field, five more items were included in the scale remaining dependent on the framework of the scale. In its final form, the scale aiming to assess and evaluate the EFL instructors' use of vocabulary learning strategies consists of 22 items. See Appendix 5 for the 22-item-scale that has been adapted from LSUI. Because it was considered suitable to fill in the original scale in 30 minutes, taking the number of items in the scale used for this study into consideration, it was decided to provide the instructors with 10 minutes to complete.

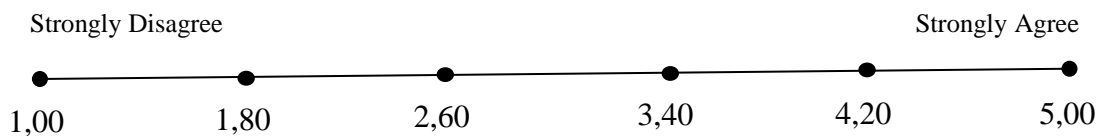
In the second part of the research, it was attempted to determine the views of the instructors with the assistance of two open-ended questions prepared by the researcher as, in quotation, "What are your thoughts considering vocabulary learning strategies?" and "What are the vocabulary learning strategies that you like, use and teach most?". See Appendix 6 for the structured interview sheet.

3.3 Data Analysis Procedure

In order to analyze the data, two main approaches were followed as descriptive and inferential statistics (Büyüköztürk, 2010). Within the descriptive statistics of the research, the frequency, percentages and arithmetic means were calculated in order to state the demographic features and the frequency of items selected. In order to test the meaningfulness of the difference among the arithmetic means for the inferential statistics of the variables in the research, for two groups, for the variables with a normal variance, t test and for the variables that do not demonstrate normal variance Mann Whitney u-test were implemented. For more than two groups, for the variables having normal variance, one-sided variance analysis and for the variables that do not demonstrate normal variance Kruskal Wallis H-test were used. Since qualitative and quantitative methods were used together in data analysis, the study benefited from two different programs. Tukey test was used to determine the source of difference among the groups for multiple comparisons. The level of

meaningfulness in the analysis was predetermined as .05. NVIVO version 11 was used in the analysis of qualitative data as one of the most common programs. While analyzing the answers to the open-ended questions, themes and sub-themes were approached via word frequency, word tree and word cloud. The 22 items in the inventory were assessed with the help of a Likert-type, equally-spaced and five-sectional small scale. The evaluation of 5 point Likert scale prepared to make one's own statements is designed as shown in the Figure 3.

Figure 3. Five Point Likert Scale



According to this scale, the points are assigned as follows: the most negative one “1” stands for “I strongly disagree”, “2” stands for “I disagree”, “3” stands for “I am not sure”, “4” stands for “I agree” and “5” stands for “I strongly agree”. The range value in the evaluation of the arithmetic means ($5-1=4$) is divided into 5 as there are 5 categories and the class interval is calculated as 0.80. Thus, the answers within the interval 1.00-1.80 are at the level of “I strongly disagree”; the arithmetic means within 1.81-2.60 are at the level of “I disagree”; the arithmetic means between 2.61-3.40 are at the level of “I am not sure”; the interval of 3.41-4.20 means “I agree”, and lastly, the arithmetic means within the interval 4.21-5.00 are accepted to state “I strongly agree”. In addition to these, confirmatory factor analysis in the LISREL 8.80 program was used to determine the construct validity of the data collection instrument (Brown, 2006).

CHAPTER IV

FINDINGS

In this section, the results obtained from the inventory and the structured interviews will be presented in line with the research questions of the study. First, the conformity of the variables observed in the research with the normal variance will be determined. Then, the findings about the reliability of the data collection instrument will be demonstrated as it is an adapted version. Afterwards, the findings on the sub-problems and the analysis of interview responses will be shared.

4.1 The Conformity of the Variables Observed in the Research with the Normal Variance

One of the most important steps in the researches is the analysis process of the collected data. With the purpose of answering the research questions or testing the hypotheses, it is possible to reach meaningful conclusions as a result of determining data needed and the type of analysis (Büyüköztürk, 2010). The first criterion to decide on the suitable type of analysis is the type of data (Eymen, 2007). In order to decide on the suitable type of analysis, the test results concerning whether the variance of variables that are observed first in the study proves the hypothesis of normality and homogeneity or not are seen in Table 4.1.1.

Table 4.1.1

Test of Variable Conformity with Normal Distribution

| Variable | Mean | Mod | Median | Std. Deviation | Skewness | Kurtosis | KS |
|-----------------|-------------|------------|---------------|---------------------------|-----------------|-----------------|-----------|
| Item1 | 4,61 | 5,00 | 5,00 | 0,67 | -1,93 | 4,07 | .000 |
| Item2 | 4,34 | 5,00 | 5,00 | 0,80 | -1,22 | 1,22 | .000 |
| Item3 | 3,59 | 4,00 | 4,00 | 1,07 | -0,55 | -0,22 | .000 |
| Item4 | 2,75 | 2,00 | 3,00 | 0,99 | 0,25 | -0,93 | .000 |
| Item5 | 3,67 | 3,00 | 4,00 | 0,96 | -0,58 | 0,73 | .000 |
| Item6 | 4,48 | 5,00 | 5,00 | 0,76 | -2,27 | 7,78 | .000 |
| Item7 | 4,14 | 5,00 | 4,00 | 1,02 | -1,03 | 0,49 | .000 |
| Item8 | 4,02 | 4,00 | 4,00 | 0,87 | -1,19 | 2,21 | .000 |
| Item9 | 4,46 | 5,00 | 5,00 | 0,81 | -2,03 | 5,54 | .000 |
| Item10 | 4,61 | 5,00 | 5,00 | 0,78 | -2,94 | 10,38 | .000 |
| Item11 | 4,06 | 5,00 | 4,00 | 0,98 | -0,80 | -0,35 | .000 |
| Item12 | 3,83 | 4,00 | 4,00 | 0,94 | -0,74 | 0,57 | .000 |
| Item13 | 4,22 | 5,00 | 4,00 | 0,79 | -0,94 | 0,74 | .000 |
| Item14 | 4,34 | 5,00 | 4,00 | 0,83 | -1,87 | 5,09 | .000 |
| Item15 | 4,18 | 5,00 | 4,00 | 0,90 | -0,90 | 0,26 | .000 |
| Item16 | 3,89 | 4,00 | 4,00 | 1,02 | -0,63 | -0,14 | .000 |
| Item17 | 3,26 | 4,00 | 3,00 | 0,90 | -0,56 | 0,09 | .000 |
| Item18 | 4,46 | 5,00 | 5,00 | 0,73 | -1,66 | 3,30 | .000 |
| Item19 | 3,87 | 4,00 | 4,00 | 0,97 | -0,74 | 0,37 | .000 |
| Item20 | 4,44 | 5,00 | 5,00 | 0,84 | -1,46 | 1,34 | .000 |
| Item21 | 4,51 | 5,00 | 5,00 | 0,76 | -2,34 | 8,05 | .000 |
| Item22 | 3,36 | 3,00 | 3,00 | 1,05 | -0,24 | -0,03 | .000 |

When Table 4.1.1 is analyzed, it is seen that the average, mod and median in the assessment and evaluation instrument are different from one another, the normality hypothesis for all the 22 items is not corresponded due to the fact that the coefficient of skewness and kurtosis are out of ∓ 1 gap and Kolmogorov-Smirnov (KS) is meaningful. Moreover, the instructors working in the teaching in the English preparatory classes expressed their opinion about the items 1, 2, 6, 9, 10, 13, 14, 18, 20 and 21 in the inventory as “I strongly agree”. To illustrate, the first item “I draw students’ attention to the form of the new word” was the one on which instructors agreed most with the statement “I strongly agree”. While the instructors answered the items 3, 5, 7, 8, 11, 12, 15, 16 and 19 with the expression “I agree”, they delivered their opinion as “I’m not sure” for the items 4, 17 and 22. The item least agreed with is number 4 reflecting “I use minimal pairs to new words associating their sound with the familiar ones” which is answered with “I’m not sure” (See Appendix 5). As the next step, Cronbach alpha reliability coefficient is shown for each item in Table 4.1.2.

Table 4.1.2

Findings about the Reliability of Data Collection Instrument

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---------------|-------------------------------|-----------------------------------|--|------------------------------------|---|
| item1 | 84,5918 | 97,830 | ,462 | ,628 | ,865 |
| item2 | 84,8571 | 95,875 | ,501 | ,678 | ,864 |
| item3 | 85,6122 | 98,534 | ,220 | ,516 | ,874 |
| item4 | 86,4490 | 94,753 | ,450 | ,689 | ,865 |
| item5 | 85,5306 | 95,504 | ,423 | ,655 | ,866 |
| item6 | 84,7143 | 95,417 | ,561 | ,779 | ,862 |
| item7 | 85,0612 | 92,184 | ,571 | ,782 | ,861 |
| item8 | 85,1837 | 95,070 | ,501 | ,679 | ,864 |
| item9 | 84,7347 | 92,866 | ,689 | ,780 | ,858 |
| item10 | 84,5918 | 93,913 | ,649 | ,859 | ,860 |
| item11 | 85,1429 | 95,208 | ,427 | ,599 | ,866 |
| item12 | 85,3673 | 96,946 | ,354 | ,681 | ,868 |
| item13 | 84,9796 | 95,437 | ,535 | ,774 | ,863 |
| item14 | 84,8571 | 94,250 | ,588 | ,676 | ,861 |
| item15 | 85,0204 | 93,395 | ,583 | ,696 | ,861 |
| item16 | 85,3061 | 105,009 | -,078 | ,531 | ,884 |
| item17 | 85,9388 | 98,892 | ,260 | ,607 | ,871 |
| item18 | 84,7347 | 97,491 | ,437 | ,671 | ,866 |
| item19 | 85,3265 | 95,599 | ,415 | ,565 | ,866 |
| item20 | 84,7551 | 92,897 | ,665 | ,788 | ,859 |
| item21 | 84,6939 | 94,467 | ,628 | ,768 | ,860 |
| item22 | 85,8367 | 94,431 | ,433 | ,596 | ,866 |

When Table 4.1.2 is analyzed, as the only item among all the items in the assessment tool, item 16 was omitted because of the fact that its correlation coefficient was in the negative direction ($r=-0,07$) and at a very low level when compared with the whole instrument. Besides, because all the other items were over .20 accepted as critical, it was agreed to continue the analyses (Erkuş, 2014). Therefore, the reliability coefficient for the whole scale consisting of 21 items was calculated as 0,884. Baring this in mind, the results obtained from this data collection instrument is

considered to be quite reliable (Tavakol ve Dennick, 2011). After the findings concerning reliability, Confirmatory Factor Analysis (CFA) was applied in order to present evidence about the validity. Due to the fact that an inventory already existing and tested many times was applied on a new sample group, it was considered that solely confirmatory factor analysis would be sufficient (Öngen, 2010). Along with this, correlation coefficients reflecting the relations among the sub-dimensions of this assessment instrument are demonstrated in Table 4.1.3.

Table 4.1.3

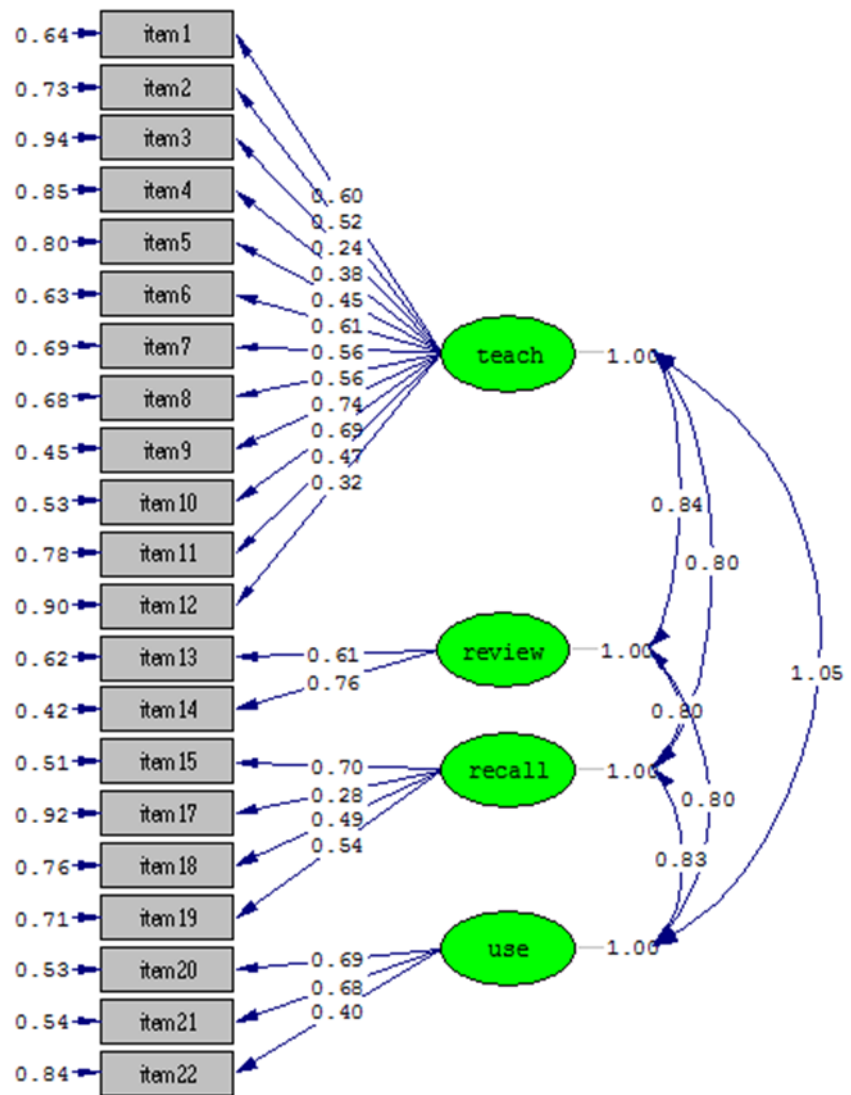
Relations of the Assessment Instrument with its Sub-dimensions

| | Teach | Review | recall | Use |
|--------|--------|--------|--------|-----|
| Teach | 1 | | | |
| Review | .664** | 1 | | |
| Recall | .640** | .480** | 1 | |
| Use | .764** | .506** | .577** | 1 |

When Table 4.1.3 is analyzed, it is realized that there are statistically meaningful relationships between the sub-dimensions *review* and *teach* in the positive direction and medium level ($r=.66$, $p<.05$), between *recall* and *teach* in the positive direction and medium level ($r=.64$, $p<.05$), between *recall* and *review* in the positive direction and medium level ($r=.48$, $p<.05$), between *use* and *teach* in the positive direction and high level ($r=.64$, $p<.05$), between *use* and *review* in the positive direction and medium level ($r=.51$, $p<.05$) and between *use* and *recall* in the positive direction and medium level ($r=.58$, $p<.05$). As a conclusion, it is apparent that the instrument has consistency within itself.

The assessment model aiming to determine the construct validity of the assessment instrument consisting of four sub-dimensions defined as *teach*, *review*, *recall* and *use* with 21 items in total is visualized with Figure 4.

Figure 4. Outcome of the Assessment Instrument



Chi-Square=288.59, df=183, P-value=0.00000, RMSEA=0.103

When the standardized method of path coefficients in the assessment model provided by Figure 4 are examined, it is found that the contribution of each item to the related category is statistically meaningful ($t > 2,58$). When Figure 4 is analyzed, it is seen that the chi-square value is 288,59 and the degree of freedom is 183. So the ratio of χ^2 / df is determined as 1,58 (288.59/183). Depending on this, it is inferred that this is an acceptable model (Marsh & Hocevar, 1985). Thus, it is possible to state that the assessment tool having four sub-categories has the construct validity. Nevertheless, since it is necessary to report the fit indices obtained in the evaluation of the model as a whole, the fit index of the assessment model are shown in Table 4.1.4.

Table 4.1.4
Results of 4-Dimension Assessment Model set by CFA

| Model | χ^2 | χ^2 / sd | NNFI | CFI | NNFI | CFI | RMR |
|-----------------------|----------|---------------|------------|------------|------------|------------|------------|
| Five Factor Construct | 288,59 | 1,58 | .80 | .83 | .80 | .83 | .085 |
| Criteria | | ≤ 5 | $\geq .90$ | $\geq .85$ | $\geq .90$ | $\geq .95$ | $\leq .08$ |

NFI: Normed Fit Index, NNFI: Non-normed Fit Index, GFI: Goodness of Fit Index, CFI: Comparative Fit Index, RMSEA: Root Mean Square Error of Approximation

As seen in Table 4.1.4, according to the results obtained from CFA, it is concluded that all fit indices are at an acceptable level and the items in the scale are conformed with the model set with a four-dimension structure (Kline, 2005; Bentler, 1990).

4.2 Findings on the First Sub-Problem

In the first sub-problem of this study, the results of the answers given to the items in the related sub-category about “at what level the perceptions of the EFL instructors on vocabulary *teaching* strategies are” have been reported in Table 4.2.1.

Table 4.2.1

Descriptive Statistics of the Sub-Category "Teach"

| Mean | Median | Mode | Std. Deviation | Skewness | Kurtosis | Total Number of Participants | Missing Data |
|------|--------|------|-------------------|----------|----------|------------------------------------|-----------------|
| 4,06 | 4,08 | 3,83 | 0,51 | -2,39 | 10,49 | 55 | 5 |

Upon analyzing Table 4.2.1, it is concluded that the instructors' perceptions of vocabulary teaching strategies are "I agree" on the average ($\bar{x}=4,06$). Based on this conclusion reached, instructors' perceptions concerning the vocabulary teaching strategies are quite high and thus, the use of vocabulary teaching strategies is high as apparent from the arithmetic mean.

4.3 Findings on the Second Sub-Problem

In the second sub-question of the study, in order to clarify "at what level the perceptions of the EFL instructors on vocabulary *review* strategies are", consequences of the answers given to the items that are in the related category are demonstrated in Table 4.3.1.

Table 4.3.1

Descriptive Statistics of the Sub-Category "Review"

| Mean | Median | Mode | Std. Deviation | Skewness | Kurtosis | Total Number of Participants | Missing Data |
|------|--------|------|-------------------|----------|----------|------------------------------------|-----------------|
| 4,35 | 4,50 | 5,00 | 0,68 | -1,55 | 4,11 | 55 | 0 |

When Table 4.3.1 is analyzed, it is indicated that the instructors' perceptions of vocabulary review strategies are "I strongly agree" on the average ($\bar{x}=4,35$). Depending on this point, it is quite possible to state that the instructors' perceptions concerning the vocabulary review strategies are very high.

4.4 Findings on the Third Sub-Problem

In the third sub-question of the study, Table 4.4.1 demonstrates the results obtained through the answers given to the items in the related category designating “at what level the perceptions of the EFL instructors on vocabulary *recall* strategies are”.

Table 4.4.1

Descriptive Statistics of the Sub-Category “Recall”

| Mean | Median | Mode | Std. Deviation | Skewness | Kurtosis | Total Number of Participants | Missing Data |
|------|--------|------|-------------------|----------|----------|------------------------------------|-----------------|
| 4,01 | 4,00 | 4,00 | 0,58 | -0,41 | -0,14 | 55 | 1 |

When Table 4.4.1 is analyzed, what the results state is that the instructors’ perceptions of vocabulary recall strategies are at the level of “I agree” on the average ($\bar{x}=4,01$). As a consequence, it is apparently seen that the instructors’ perceptions of the vocabulary recall strategies are high.

4.5 Findings on the Forth Sub-Problem

For the forth sub-question of the study, Table 4.5.1 demonstrates the points achieved through the answers given to the items in the related category designating “at what level the perceptions of the EFL instructors on vocabulary *using* strategies are”.

Table 4.5.1

Descriptive Statistics of the Sub-Category “Use”

| Mean | Median | Mode | Std. Deviation | Skewness | Kurtosis | Total Number of Participants | Missing Data |
|------|--------|------|-------------------|----------|----------|------------------------------------|-----------------|
| 4,11 | 4,33 | 4,33 | 0,64 | -1,63 | 5,33 | 55 | 1 |

Upon the analysis of Table 4.5.1, what the results stand for is that the instructors’ perceptions of vocabulary use strategies are at the level of “I agree” on the average ($\bar{x}=4,11$). Consequently, it can easily be stated that the instructors’ perceptions of the

vocabulary use strategies are high. They frequently tend to make the students use the vocabulary having been taught recently.

4.6 Findings on the Fifth Sub-Problem

The fifth sub-question of the study aims to determine whether there is a meaningful difference among instructors' general views about vocabulary *teaching, reviewing, recalling* and *using* strategies in terms of age. Because of the fact that the variable "age" did not make a meaningful difference in the KS value among the sub-dimensions –*teach, review, recall, use*- ($p > .05$), and what is more, the value mean, mod and median are pretty close to one another, it was decided to apply t-test via parametrical methods. Therefore, t-test results on the variance of instructors' age considering the forth sub-dimension is given in Table 4.6.1.

Table 4.6.1
T-test Results on the Variance of Instructors' Age

| Sub-dimension | Age | N | \bar{X} | SS | t | P |
|---------------|----------|----|-----------|------|------|------|
| Teach | 1. 20-29 | 30 | 4,10 | 0,30 | 0,68 | .498 |
| | 2. 30+ | 20 | 4,00 | 0,72 | | |
| Review | 1. 20-29 | 33 | 4,40 | 0,57 | 0,72 | .475 |
| | 2. 30+ | 22 | 4,27 | 0,82 | | |
| Recall | 1. 20-29 | 33 | 4,03 | 0,59 | 0,45 | .654 |
| | 2. 30+ | 21 | 3,96 | 0,57 | | |
| Use | 1. 20-29 | 32 | 4,18 | 0,55 | 1,05 | .295 |
| | 2. 30+ | 22 | 4,00 | 0,74 | | |

As evident in Table 4.6.1, it is revealed that there is no statistically significant difference between the arithmetic means ($p > .05$) of the answers given by the instructors between the ages 20-29 and over the age of 30. Furthermore, as a result of the frequency analysis done to indicate at what level the arithmetic mean of the given points to the inventory items is, it is found out that there are more instructors in number from the group of 20-29 ages than the group of over 30 participating in the inventory; however, there is again not a statistically meaningful difference.

4.7 Findings on the Sixth Sub-Problem

At the sixth sub-problem of the research, it is intended to reveal whether gender makes a meaningful difference concerning the EFL instructors' common opinions in terms of vocabulary teaching, reviewing, recalling and using strategies or not.

Because of the fact that KS values of the variable “gender” was not meaningful for the sub-dimensions *teach*, *review recall* and *use* ($p>.05$) and what’s more, the mean, mod and median are very close to one another, it was decided that t-test from the parametrical methods was applied. Accordingly, the analysis outcomes for the four sub-dimensions are shown on Table 4.7.1.

Table 4.7.1
T-test Results on the Variance of Instructors’ Gender

| Sub-dimension | Gender | N | \bar{X} | SS | t | P |
|---------------|----------|----|-----------|------|-------|------|
| Teach | 1. Woman | 39 | 4,05 | 0,53 | -0,18 | .851 |
| | 2. Man | 11 | 4,09 | 0,41 | | |
| Review | 1. Woman | 43 | 4,36 | 0,71 | 0,12 | .905 |
| | 2. Man | 12 | 4,33 | 0,57 | | |
| Recall | 1. Woman | 42 | 4,00 | 0,59 | -0,21 | .829 |
| | 2. Man | 12 | 4,04 | 0,54 | | |
| Use | 1. Woman | 42 | 4,05 | 0,64 | -1,37 | .176 |
| | 2. Man | 12 | 4,33 | 0,60 | | |

By the analysis of Table 4.7.1, it is explicitly inferred that the discrepancy level between the means of the answers given to the scale’s sub-dimensions by female and male instructors is not statistically meaningful ($p>.05$). Additionally, in order to designate the arithmetic mean of the points given to the scale items, at the end of frequency analysis, it was discovered that male instructors participated more in the sub-dimensions *teach* and *use* while female instructors participated more in the sub-dimensions *review* and *recall*; however, this difference does not convey a statistically meaningful consequence.

4.8 Findings on the Seventh Sub-Problem

At the seventh sub-problem of the research, it is intended to reveal whether graduation field makes a meaningful difference concerning the EFL instructors’ common opinions in terms of vocabulary teaching, reviewing, recalling and using strategies or not. Because of the fact that KS value of the variable “graduation field” was not meaningful for the sub-dimensions *teach*, *review recall* and *use* ($p>.05$) and what’s more, the mean, mod and median are very close to one another, it was decided that ANOVA from the parametrical methods was applied. As a result of the analysis, conclusions driven from the answers given to the four sub-dimensions are shown on Table 4.8.1.

Table 4.8.1

ANOVA Test Results on the Variance of Instructors' Graduation Field

| Sub-dimension | Graduation Field | N | \bar{X} | SS | F | p | Difference |
|---------------|------------------|----|-----------|------|------|--------------|------------------------|
| Teach | 1.ELT | 23 | 4,10 | 0,30 | .242 | .786 | – |
| | 2.ELL | 18 | 4,06 | 0,73 | | | |
| | 3.Others | 9 | 3,96 | 0,40 | | | |
| Review | 1.ELT | 26 | 4,50 | 0,50 | 1.65 | .201 | – |
| | 2.ELL | 19 | 4,13 | 0,91 | | | |
| | 3.Others | 10 | 4,40 | 0,51 | | | |
| Recall | 1.ELT | 26 | 4,16 | 0,55 | 3.38 | .042* | ELT- Others |
| | 2.ELL | 18 | 4,00 | 0,64 | | | |
| | 3.Others | 10 | 3,62 | 0,35 | | | |
| Use | 1.ELT | 25 | 4,13 | 0,50 | .089 | .915 | – |
| | 2.ELL | 19 | 4,12 | 0,83 | | | |
| | 3.Others | 10 | 4,03 | 0,59 | | | |

By the analysis of Table 4.8.1, it is vividly seen that the discrepancy level among the means of the answers given to the scale's sub-dimensions by the instructors graduated from ELT, ELL and other departments is not statistically meaningful ($p > .05$). Notwithstanding, the discrepancy level among the means of answers given to the sub-category "recall" is found to be meaningfully of concern ($F_{(2,53)} = 3,38$, $p < .05$). Tukey test results, aiming to identify the groups causing this type of difference, puts forward that this discrepancy depends on the difference between the instructors graduated from BA programs of ELT and other departments. As seen in the Table 13, the EFL instructors graduated from ELT ($\bar{x} = 4,16$) implement *recall strategies* at a higher rate than the EFL instructors graduated from other departments ($\bar{x} = 3,62$) and this discrepancy is defined to be statistically meaningful.

4.9 Findings on the Eighth Sub-Problem

At the eighth sub-problem of the research, it is intended to reveal whether graduation degree leads to a meaningful difference concerning the EFL instructors' common perceptions in terms of vocabulary teaching, reviewing, recalling and using strategies or not. Due to the fact that KS values of the variable "graduation degree" was not meaningful for the sub-dimensions *teach*, *review recall* and *use* ($p > .05$) and also, the mean, mod and median are very close to one another, it was considered to be necessary to implement the T-test from the parametrical methods. The T-test results on the variance of instructors' graduation degree are visualized in Table 4.9.1.

Table 4.9.1

T-test Results on the Variance of Instructors' Graduation Degree

| Sub-Dimension | Degree | N | \bar{X} | SS | t | P |
|---------------|--------|----|-----------|------|------|--------------|
| Teach | 1. BA | 40 | 4,12 | 0,36 | 1,62 | .110 |
| | 2. MA | 10 | 3,83 | 0,88 | | |
| Review | 1. BA | 43 | 4,43 | 0,59 | 1,57 | .122 |
| | 2. MA | 12 | 4,08 | 0,92 | | |
| Recall | 1. BA | 43 | 4,08 | 0,56 | 1,84 | .071 |
| | 2. MA | 11 | 3,72 | 0,59 | | |
| Use | 1. BA | 42 | 4,20 | 0,48 | 2,10 | .040* |
| | 2. MA | 12 | 3,77 | 0,96 | | |

Examining Table 4.9.1, it is evidently possible to utter that the discrepancy level among the means of the answers given to the scale's sub-dimensions by the instructors graduated from BA or MA programs is not statistically meaningful ($p > .05$). However, the discrepancy in the mean scores of answers given to the items involving in the sub-dimension "use" is found to be meaningful ($t = 2.10$, $p < .05$). It is determined that the instructors with BA degree use vocabulary teaching, reviewing, recalling and using strategies at a higher level than the instructors with MA degree; moreover, it is designated that these discrepancies are statistically meaningful only in the sub-dimension vocabulary *use* strategies. The conclusion driven from this analysis is considered to be the proof for the correlation between the graduation degree and the use of strategies in the way that the higher the degree is, the less the instructors use strategies.

4.10 Findings on the Ninth Sub-Problem

At the ninth sub-problem of the research, it is attempted to determine whether the experience in English language teaching field has a meaningful influence on the EFL instructors' considerations of vocabulary teaching, reviewing, recalling and using strategies or not. Due to the fact that KS value of the variable "experience in English language teaching" was not meaningful for the sub-dimensions *teach*, *review*, *recall* and *use* ($p > .05$) and because the mean, mod and median are very close to one another, it was considered to be necessary to implement ANOVA test from the parametrical methods. The ANOVA test results on the variance of instructors' experience in English language teaching are shown in Table 4.10.1.

Table 4.10.1

ANOVA Test Results on the Variance of Instructors' Experience in English Language Teaching

| Sub-dimension | Experience | N | \bar{X} | SS | F | p | Difference |
|---------------|--------------|----|-----------|------|------|--------------|------------|
| Teach | 1.0-5 years | 28 | 4,09 | 0,30 | 1,98 | .149 | – |
| | 2.6-10 years | 15 | 4,17 | 0,34 | | | |
| | 3.10+ years | 7 | 3,72 | 1,13 | | | |
| Review | 1.0-5 years | 32 | 4,40 | 0,51 | 0,22 | .801 | – |
| | 2.6-10 years | 15 | 4,26 | 0,70 | | | |
| | 3.10+ years | 8 | 4,31 | 1,19 | | | |
| Recall | 1.0-5 years | 32 | 4,08 | 0,54 | 0,87 | .424 | – |
| | 2.6-10 years | 15 | 3,95 | 0,54 | | | |
| | 3.10+ years | 7 | 3,78 | 0,80 | | | |
| Use | 1.0-5 years | 32 | 4,25 | 0,56 | 3,83 | .028* | 1–3 |
| | 2.6-10 years | 14 | 4,09 | 0,35 | | | |
| | 3.10+ years | 8 | 3,58 | 1,03 | | | |

When Table 4.10.1 is analyzed, it appears that the discrepancy level among the mean scores of the answers given to the scale's sub-dimensions by the instructors who have 0-5 year(s), 6-10 years and over 10 years of experience in the field of English language teaching is not statistically meaningful ($p > .05$). Nevertheless, the discrepancy in the mean scores of the answers given to the items involving in the sub-dimension "use" is found to be meaningful ($F_{(2-53)}=3,38$, $p < .05$). Tukey test results, applied with the purpose of identifying the groups causing this type of difference, can be interpreted that this discrepancy depends on the difference between the instructors having 0-5 year(s) of experience and the instructors having over 10 years of experience in the field. To be more precise, it comes to light that the instructors with 0-5 year(s) of experience ($\bar{x}=4,25$) apply the vocabulary use strategies at a higher rate than the instructors with over 10 years of experience ($\bar{x}=3,58$) and this discrepancy is considered to be statistically meaningful. Besides, it is easy to observe that the more the experience is, the less the use of vocabulary strategies is for all the sub-dimensions of the scale. These results obtained have to be of concern.

4.11 Findings on the Tenth Sub-Problem

At the tenth sub-problem of the research, it is attempted to determine whether the experience in English language teaching at a university has a meaningful influence on the EFL instructors' perceptions of vocabulary teaching, reviewing, recalling and

using strategies or not. Due to the fact that KS value of the variable “experience in English language teaching at a university” was not meaningful for the sub-dimensions teach, review, recall and use ($p > .05$) and because the mean, mod and median are very close to one another, it was considered to be necessary to implement ANOVA test from the parametrical methods. The ANOVA test results on the variance of instructors’ experience in English language teaching at a university for the four sub-dimensions are given in Table 4.11.1.

Table 4.11.1

ANOVA Test Results on the Variance of Instructors’ English Language Teaching Experience at the University

| Sub-dimension | University Experience | N | \bar{X} | SS | F | p | Difference |
|----------------------|------------------------------|----------|-----------------------------|-----------|----------|----------|-------------------|
| Teach | 1.-1 year | 3 | 4,05 | 0,38 | 0,013 | .987 | – |
| | 2.1-5 years | 42 | 4,06 | 0,51 | | | |
| | 3.6+ years | 5 | 4,10 | 0,65 | | | |
| Review | 1.-1 year | 4 | 4,37 | 0,62 | 0,125 | .882 | – |
| | 2.1-5 years | 46 | 4,33 | 0,71 | | | |
| | 3.6+ years | 5 | 4,50 | 0,50 | | | |
| Recall | 1.-1 year | 4 | 3,68 | 0,47 | 0,884 | .420 | – |
| | 2.1-5 years | 45 | 4,01 | 0,59 | | | |
| | 3.6+ years | 5 | 4,20 | 0,44 | | | |
| Use | 1.-1 year | 4 | 4,33 | 0,72 | 0,257 | .774 | – |
| | 2.1-5 years | 45 | 4,09 | 0,65 | | | |
| | 3.6+ years | 5 | 4,06 | 0,54 | | | |

When Table 4.11.1 is analyzed, it becomes evident that the discrepancy level among the mean scores of the answers given to the scale’s sub-dimensions by the instructors who have less than 1 year, 1-5 year(s) and over 6 years of university experience in the field of English language teaching is not statistically meaningful ($p > .05$). Furthermore, the longer the duration of university experience is, the more the vocabulary *teach* and *recall* strategies; however, the less the vocabulary *use* strategies in the scale are applied. These conclusions are thought-provoking and happen to be considered thoroughly.

4.12 Findings on the Eleventh Sub-Problem

In this phase of the research, frequency values reached at the end of lexis investigation on the answers given to open-ended questions as well as word maps and word trees on the lexical items that are obtained through the word search query are given. At the 11th sub-question of the research, instructors are asked what their opinions about vocabulary learning strategies are and word search query is made on the program NVIVO. The word search query criteria was specified to find the words that have similar structures (including synonyms) as well as the words that consist of at least 5 letters and more. Table 4.12.1 describes the frequencies and percentages on the first most repeated 10 words appearing in the answers of the 12 voluntary EFL instructors out of the total 55 participants working at a private university's preparatory school.

Table 4.12.1

Descriptive Statistics on Instructors' Answers to the First Question in the Interview Form

| Words | Length | Frequency (f) | Percentage | Similar Words |
|--------------|---------------|----------------------|-------------------|----------------------|
| strategies | 10 | 22 | 9,61 | strategies, strategy |
| learning | 8 | 13 | 5,68 | learn, learning, |
| vocabulary | 10 | 10 | 4,37 | Vocabulary |
| learners | 8 | 8 | 3,49 | learner, learners |
| words | 5 | 5 | 2,18 | Words |
| class | 5 | 4 | 1,75 | Class |
| different | 9 | 4 | 1,75 | differ, different |
| according | 9 | 3 | 1,31 | According |
| everyone | 8 | 3 | 1,31 | Everyone |
| language | 8 | 3 | 1,31 | Language |

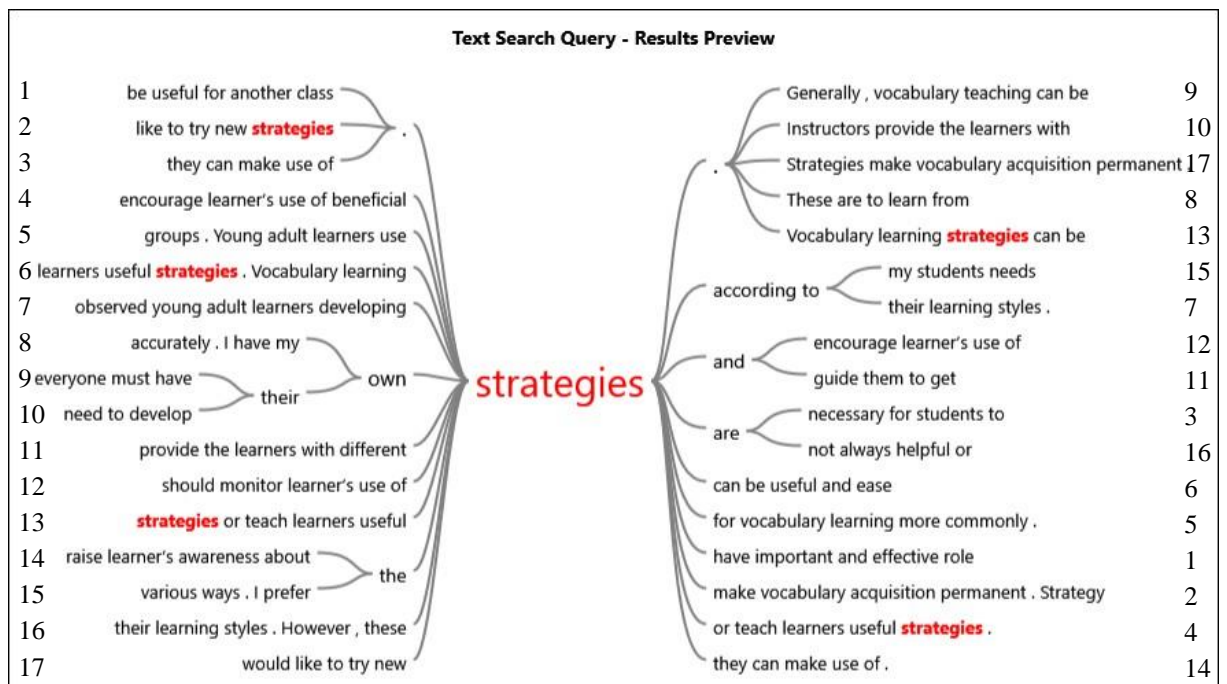
When Table 4.12.1 is analyzed, the first mostly repeated 10 words among the answers given to the first open-ended question of the study are seen. The word cloud on the words whose frequencies and percentages are calculated is shown in Figure 5.

Figure 5. Word Cloud for the First Question



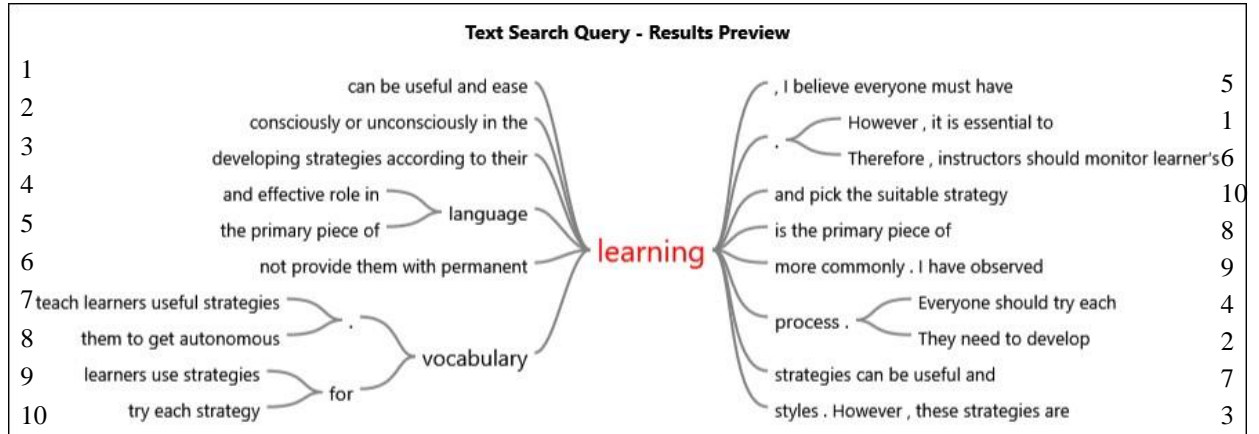
The most frequent words uttered during the qualitative phase of the research are shown in word clouds as in Figure 5 in order to prove the relevance of the answers to the questions. Even though the results driven from the table and the figure give a general overview about the answers, it is not comprehensible how and in which sentences these words were used. So, each of the most repeated 10 words is searched in the text, and the results are shown as diagrams in the Figure 6, 7, 8, 9 and 10 in succession.

Figure 6. Word Diagram for the Word “Strategies”



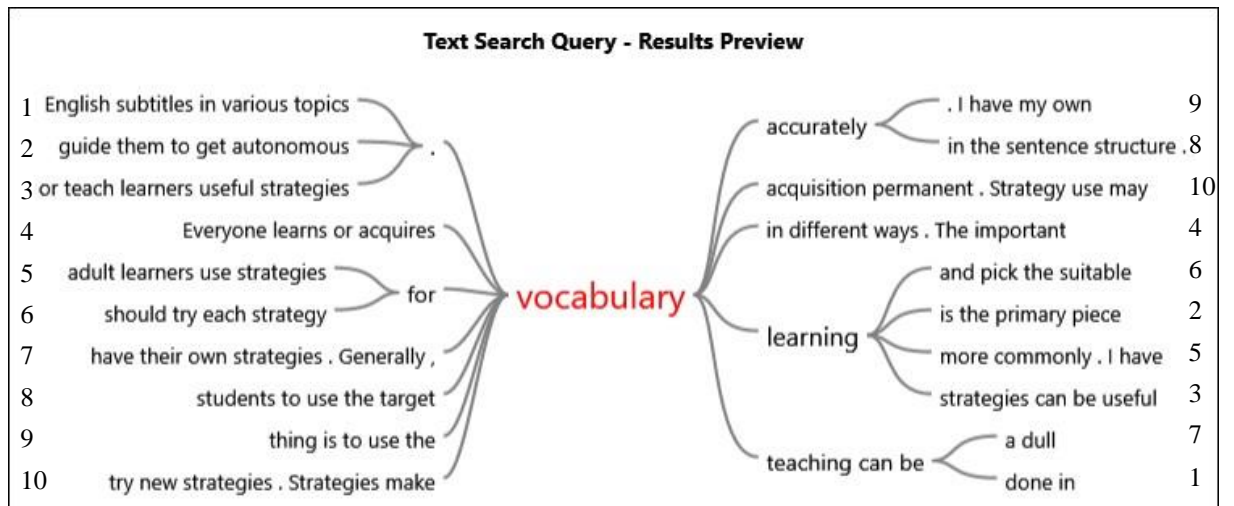
One of the instructors, as vividly seen in Figure 6, highlighted the need for needs analysis by stating “I prefer **strategies** according to my students’ needs and their learning styles.”

Figure 7. Word Diagram for the Word “Learning”



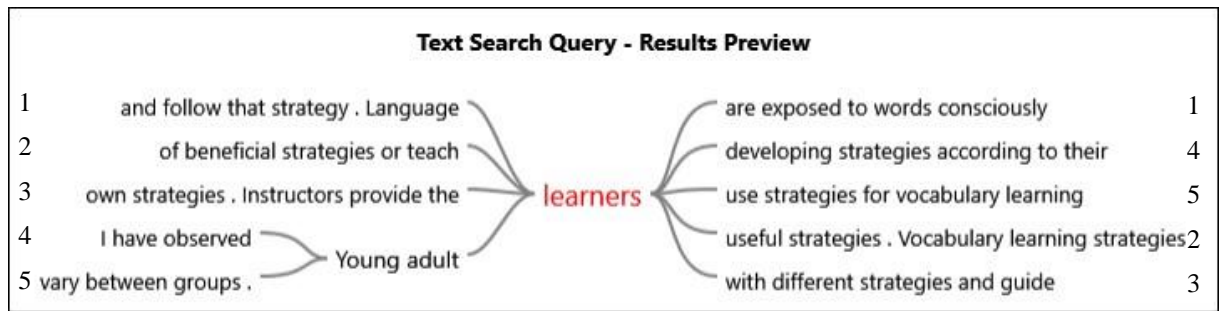
One of the instructors indicated that they are very much aware of the differentiation between “conscious and unconscious **learning**” referring to direct and indirect strategies in Figure 7.

Figure 8. Word Diagram for the Word “Vocabulary”



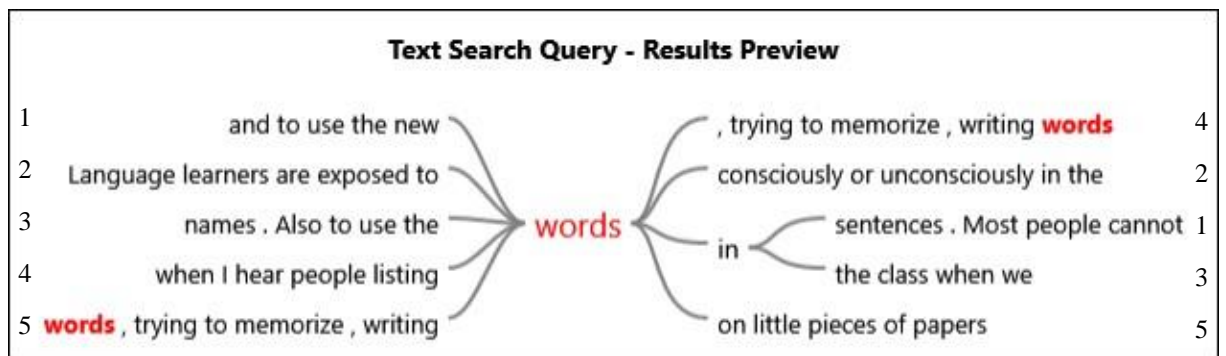
In Figure 8, as an example, one of the instructors emphasized the essence of learning style and individual learning differences by the sentence “Everyone learns and acquires **vocabulary** in different ways.”; besides, another instructor commented on the effect of strategy use in vocabulary learning and teaching as in the sentence “Strategies make **vocabulary** acquisition permanent.”

Figure 9. Word Diagram for the Word “Learners”



It is obvious with the statements “instructors provide **learners** with different strategies” and “we should make use of beneficial strategies or teach **learners** useful strategies” that instructors are of the opinion that it is necessary to teach strategies to young adult learners as demonstrated in Figure 9.

Figure 10. Word Diagram for the Word “Words”



The number beside the word diagrams signifies the situation of the word in a sentence in the way that it is placed in the middle of the part starting with a certain number and continued with the part ending with the same number. To illustrate, in Figure 10, one of the instructors explains the vocabulary learning strategy that they pursue as follows “...and to use the new **words** in sentences. Most people cannot do it”. When word frequency scores, word identification and word diagrams are evaluated on the whole comprehensively, instructors hold the view that vocabulary learning strategies own a significant and effective role in language learning even if they can change according to the class environment, and they serve as a method to be followed providing the learners with permanent vocabulary acquisition. By this means, the instructors ponder that students’ awareness should be raised about the effects of vocabulary learning strategies and teachers should be able to determine the best vocabulary learning strategies for their class trying each one of them. While one

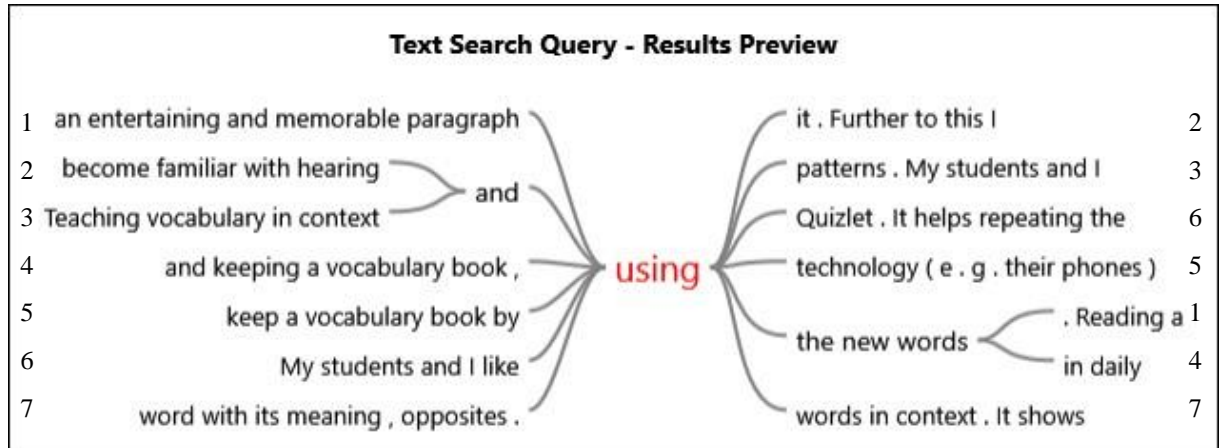
of the instructors asserts that “the easiest strategy to apply in class is to match pictures with words”, another instructor states that “learning new vocabulary in a meaningful context, looking up the dictionary for different usages of the new words and definitely using the new vocabulary in a sentence” is their favorite strategy. A different instructor comments that “though it is necessary, vocabulary teaching is, for the most part, a boring activity”. Another instructor delivering an opinion in the study exemplified the strategies that are misused stating that “it makes them laugh when they hear about strategies like listing words, writing them on small pieces of paper and hanging them on the walls at home here and there” which may be on the contrary to what Çetin and Flamand (2013) state as hanging posters is very effective and they may provide incidental learning opportunities although the instructors do not utilize them directly (as cited in Aktekin & Güven, 2013, p. 344). One of the instructors remarks watching movies with subtitles in the target language as a vocabulary strategy pointing out that “they improve their vocabulary in English or other languages about various subjects by watching movies with subtitles”.

4.13 Findings on the Twelfth Sub-Problem

The frequency values obtained through the word search on the answers given to the second open-ended, word maps and word trees for the words attained are given in this section. The 12th sub-question of the research addresses which strategies the instructors participating in the study like, use and teach most, and meanwhile, word search query is run on the NVIVO program. The word search query criteria was customized to find the words that have similar structures (including synonyms) as well as the words that consist of at least 5 letters and more. Table 4.13.1 describes the frequencies and percentages on the first most repeated 10 words appearing in the answers of the 12 voluntary EFL instructors out of the total 55 participants working at a private university’s preparatory school.

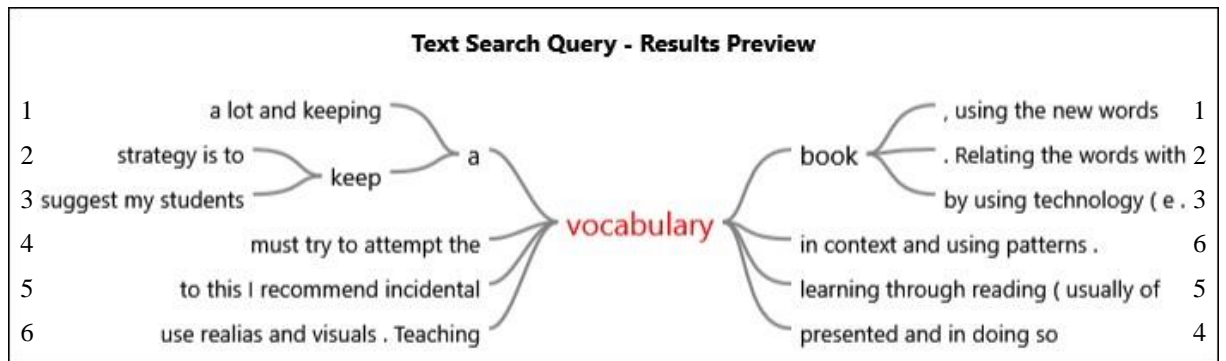
searched in the text, and the results are shown as diagrams in the Figure 12, 13, 14, 15 and 16 in succession.

Figure 12. Word Diagram for the Word “Using”



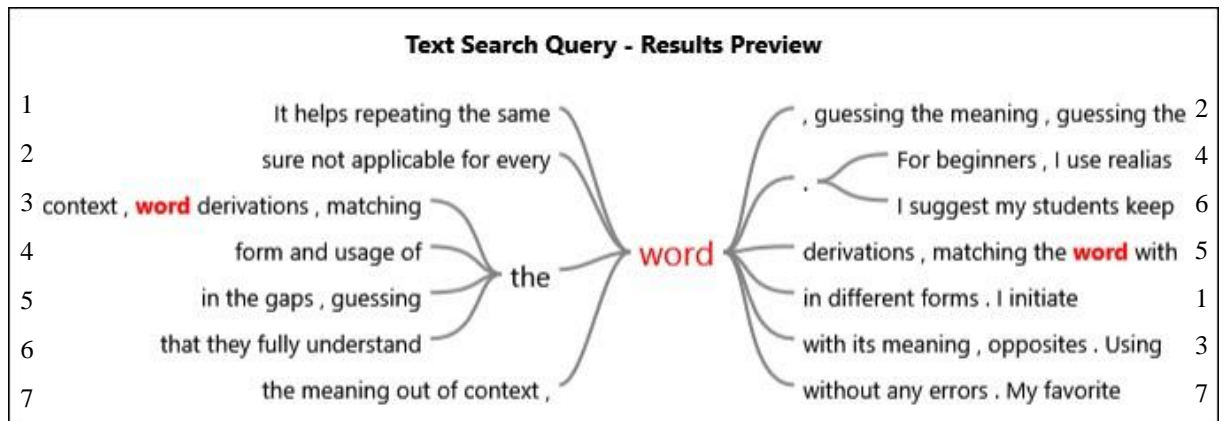
In Figure 12, there are some suggestions of some different vocabulary learning/teaching strategies such as “**using** Quizlet, keeping a vocabulary book **using** technology, teaching vocabulary in context and **using** patterns”.

Figure 13. Word Diagram for the Word “Vocabulary”



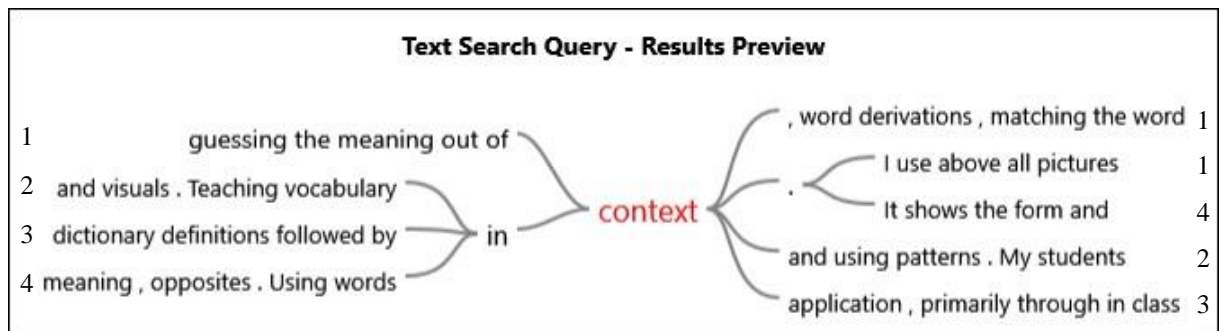
One of the instructors frankly shared her recommendation for vocabulary learning as in the sentence “I recommend incidental **vocabulary** learning through reading” in Figure 13.

Figure 14. Word Diagram for the Word “Word”



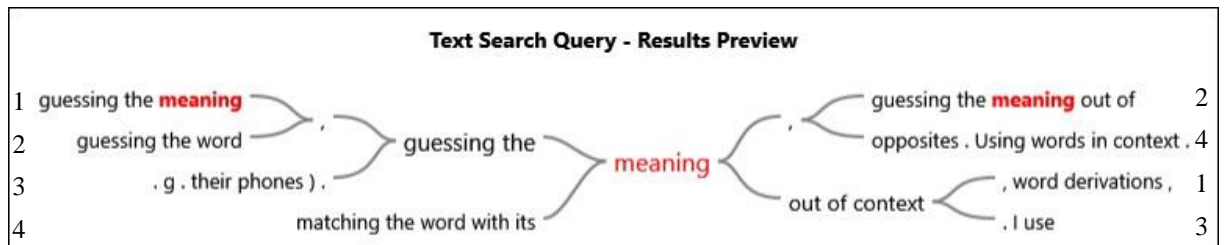
“It helps repeating the same **word** in different forms”, “matching the **word** with its meaning” are also some types of strategies that instructors apply to in class, as reflected by Figure 14.

Figure 15. Word Diagram for the Word “Context”



In Figure 15, there are context-related strategies like “guessing the meaning out of context, using words in context, teaching vocabulary in context”.

Figure 16. Word Diagram for the Word “Meaning”



“Matching the words with its meaning or guessing the meaning out of context” are meaning-related strategies that instructors favor using as shown in Figure 15.

When word frequency scores, word identification and word diagrams are evaluated on the whole comprehensively, it is indicated that the instructors use vocabulary learning strategies within a context. Along with this, it is determined that instructors guide learners to use alternative vocabulary learning strategies such as completing the sentences, filling in the gaps and word challenge activities like deriving new words. While one of the instructors makes a statement as follows “Vocabulary teaching by creating stories or interpreting in contexts is indispensable for me.”, another instructor reports as follows: “I recommend learners to relate the words with an object, person or event that they like or dislike or somehow will help them recall emotionally.” Besides, some of the instructors use matching activities with pictures and some enounce that they use matching strategies writing all the new vocabulary on the board. One instructor notifies that they like using “Quizlet” very much, and another conceives that guessing the meaning out of sentence content is a convenient strategy.

CHAPTER V

CONCLUSION

5.1 Conclusion and Discussion

The study has touched upon a number of important vocabulary strategies that have been studied upon and that the EFL instructors participating in this study prefer using to teach vocabulary and to teach the strategies themselves as strategy training or instruction. An analysis of the instructors' structured interviews indicated that the instructors take distinctly positive view of the vocabulary learning strategies. Instructors, as a response to the first interview question, considered utilizing these strategies as an indispensable way to make learning easier, faster and autonomous with permanent effects.

Upon analyzing the demographic data collected, it is possible to conclude that most of the participants are female, between the ages of 20-39, graduates of ELT or ELL with BA degree, have 1-5 years of experience both in teaching and in teaching at university; along with the fact that almost all the participants' mother tongue is Turkish.

The data gathered via the adapted 21-item-scale from Language Strategy Use Inventory determined some significant results. When we look at the research findings on the whole, it shows that instructors' perception of vocabulary learning strategies are very high and they happen to report that they use review strategies most. However, when the structured interview data is examined on the content base and descriptively, it is apparent that instructors tend to favor vocabulary teach and use strategies more as they are cognitive, save time and effort and are said to be less boring.

For vocabulary teach and recall strategies, one can obviously make the statement that the graduates of other departments than ELT or ELL are less likely to use teach, recall and use strategies; however, only in recall strategies, the difference is significant and meaningful.

As for the graduation degree, there is a meaningful difference between the BA and the MA graduates use of vocabulary use strategies. BA graduates seem to favor use strategies more than MA graduates and according to this result, we can conclude that as the graduation degree gets higher, instructors' perceptions and applications of vocabulary *use* strategies go lower.

From experience perspective, it is again the subcategory of *use* strategies in which instructors with 0-5 years of experience appear to have higher perspectives and applications of strategies than the instructors with 10+ years of experience. These two points bring in mind the question whether EFL instructors do get more academically involved rather than classroom practice or they happen to forget or ignore language strategies and continue traditional class as their experience increases.

When the experience at university is taken into account, it is concluded in the research that the duration of university experience gets longer, vocabulary teach and recall strategies are applied more; nevertheless, the vocabulary use strategies are applied less. The reason for this might possibly be the syllabi and lesson plans. Vocabulary instruction given in preparatory schools often allocates time for teaching/introducing the target vocabulary. Instructors may then need to review the latest set of words taught for the next class and when another list of words are to be introduced, recall strategies are applied to link the new vocabulary with the old ones. However, the syllabuses are always moving ahead, without an extra task for the learners, it might be difficult to see learners make use of the strategies. Besides, it requires autonomous learners to practice these use strategies and learner autonomy is another issue to be studied and researched on in the preparatory schools in terms of strategy use and instruction.

According to the second phase of the study, vocabulary learning strategies are considered to own a significant role in language learning though they can change according to the class environment, and they serve as a method to be followed providing the learners with permanent vocabulary acquisition. Instructors think that students' awareness should be raised about the effects of vocabulary learning strategies, and teachers should be able to determine the best vocabulary learning strategies for their class trying each one of them. Though they consider strategies

essential, they complain that vocabulary learning takes time and it is a boring process causing to reduce motivation, and that one strategy might not be sufficient and efficient, and also, strategy training might take time. So, they happen to come to a mutual understanding that learning vocabulary within context without rote memorization would work best. Namely, the EFL instructors participated in the study use vocabulary learning strategies within a context and guide learners to use alternative vocabulary learning strategies such as completing the sentences, filling in the gaps and word challenge activities like deriving new words, watching movies with subtitles, matching practices, looking up the dictionary for different usages of the new words, etc. As for their alternative approaches to teaching and learning vocabulary, the instructors favor many different strategies like the use of mother tongue and body language, keeping a vocabulary log, writing story with the new words, interactive games such as taboo, quizlet.com , kahoot.it, synonyms/antonyms and collocations, flashcards to save time and effort as these are also easy to use.

The responses of EFL instructors' prove that they often do use some certain strategies to teach vocabulary like matching activities with definitions, guessing the meaning out of context, writing a story, keeping a vocabulary log more like traditional class style. Besides, the strategies which are favored by the instructors are generally those to learn or make use of vocabulary. Review and Recall strategies need more attention. Moreover, instructors tend to use direct strategies to save time and keep it energetic as they state rather than indirect strategies such as cooperating.

All in all, it is hoped that this research model will inspire other language teachers, instructors and researchers and increase their motivation to use all language learning strategies as well as vocabulary learning strategies more in number and frequency in both their academic researches, studies and also within their courses shaping the lesson plans.

5.2 Suggestions for Further Research

The survey attempts to reach generalization from 55 EFL instructors working at a private university, and this is the primary limitation. Nevertheless, it is reliable enough to give opinion, do a ground work or provide support for further studies with bigger numbers.

It would be helpful if there happen to be more research on the factors that influence strategy preference and a survey concerning both vocabulary learning and teaching strategies must be run to collect certain data and opinions from both students and teachers. What affect learners' and/or teachers' preferences of vocabulary learning strategies is a significant point that remains to be clarified.

Alternatively, another research with the same manner can be conducted on the students and/or both on the students and instructors so that in the end the researcher can come up with a comparison of perspectives.

It is worth noting that the inventories assessing language learning strategies as well as specifically vocabulary learning strategies are for students and it is essential that they be adapted to teachers point of view or a new type of language teaching inventory with all language skills and sub categories inclusive should be developed to guide teachers and raise their awareness of every single strategy as well as for strategy instruction and training to be clarified and specified with necessary details. Since there are not many alternatives in the inventories considering vocabulary strategies, for example, motor imaging (like pantomime) is indicated statistically to be significantly effective on recall and recognition in vocabulary learning process (Casale, 1985, p. 621), yet, is believed to work with young learners rather than adults. However, instructors as more active moderators and skillful organizers can make use of motor imaging type of vocabulary strategies in class with young adults to recall and review the new vocabulary. It would boost the learners' energy and increase their motivation during the long or boring vocabulary activities that instructors complain about. Perhaps, more importantly, as it is the essence of today's classes, technology-related strategies should be included in-class and outside-the-class tasks for learning vocabulary since the learners are used to being exposed to daily innovations going on all around the world, and because of this, they expect new approaches and strategies to be introduced with. Nevertheless, these kinds of strategies are not involved in LSUI which should be considered why and why not. SILL has an acting strategy in Part A item 7, however, earlier mentioned, it is not as detailed as LSUI in terms of vocabulary strategies.

As for the qualitative side of this study, even though the structured interviews have provided some interesting findings that supplement the quantitative data reported in

Chapter IV, there are still a number of areas that require further research. Griffiths (2013) specifies those areas as “learning style, personality, beliefs, autonomy, aptitude, identity, investment, affect (including anxiety, attribution, empathy, inhibition, self-concept)” (p. 136).

Last but not the least, Continuous Professional Development Units should include all language learning/teaching strategies as well as vocabulary strategies into the weekly or monthly seminar programs within the preparatory schools for the EFL instructors to refresh their knowledge and have higher awareness of the strategy use and training.

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APPENDICES

APPENDIX 1

Common European Framework of Reference for Languages: learning, teaching, assessment

| | VOCABULARY RANGE |
|-----------|---|
| C2 | <i>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialism; shows awareness of connotative levels of meaning.</i> |
| C1 | <i>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialism.</i> |
| B2 | <i>Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</i> |
| B1 | <i>Has sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.</i> |
| A2 | <i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i> |
| | <i>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</i> |
| A1 | <i>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i> |

| | VOCABULARY CONTROL |
|-----------|---|
| C2 | <i>Consistently correct and appropriate use of vocabulary.</i> |
| C1 | <i>Occasional minor slips, but no significant vocabulary errors.</i> |
| B2 | <i>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</i> |
| B1 | <i>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i> |
| A2 | <i>Can control a narrow repertoire dealing with concrete everyday needs.</i> |
| A1 | <i>No descriptor available</i> |

APPENDIX 2

Strategy Inventory for Language Learning (SILL) (Oxford, 1989)

Version 7.0 (ESL/EFL)
© R. Oxford. 1989

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. On the separate worksheet, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of *how well the statement describes YOU*. Do not answer how you think you *should* be, or what *other* people do. *There are no right or wrong answers to these statements*. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE

I actively seek out opportunities to talk with native speakers in English.

On this page, put an "X" in the blank underneath the statement that best describes what you actually do in regard to English now. Do not make any marks on the Worksheet yet.

| Never or Almost Never | Generally Not True of Me | Somewhat True of Me | Generally True of Me | Always or Almost Always True of me |
|--------------------------|-----------------------------|------------------------|-------------------------|--|
| 1 | 2 | 3 | 4 | 5 |
| _____ | _____ | _____ | _____ | _____ |

If you have answered the question above, you have just completed the example item.

Now wait for the teacher to give you the signal to go on to the other items. When you answer the questions, work carefully but quickly. Mark the rest of your answers on the Worksheet, starting with item 1.

Strategy Inventory for Language Learning

Version 7.0 (ESL/EFL)

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1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

(Write answers on Worksheet)

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

(Write answers on Worksheet)

14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

1. Never or almost never true of me
 2. Usually not true of me
 3. Somewhat true of me
 4. Usually true of me
 5. Always or almost always true of me
- (Write answers on Worksheet)

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

(Write answers on Worksheet)

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

APPENDIX 3

Language Strategy Use Inventory

Objectives

- To help students gain awareness of new strategies they can use in language learning
- To have students identify others who have tried similar and different strategies
- To enhance language learning (if any part of this activity is done in the target language)

Materials Needed

Duplicable handout *Language Strategy Use Inventory* (p. 165)

Instructions

1. Facilitate a group discussion on ways the students can take greater responsibility for and control over their language and culture learning. Students should give examples of specific strategies they think might work best for them in learning a language. (**Note:** For maximum benefit, we suggest that this activity be done after students do the Learning Style Survey—see activity on p. 139.)
2. Have students take the Language Strategy Use Inventory (on p. 21 of the *Students' Guide* or give them a copy of the handout that follows). The goal is to raise their awareness of the strategies they can use. Since the survey can take 30 minutes, it may be easiest to assign as homework. Alternatively, you may choose parts of the survey to assign ahead of time or to do as an in-class activity.
3. Depending on time, you could have an open discussion where students share strategies they use frequently. You could also have students circulate and find three others whose responses were similar to their own and two whose responses were different. If you have time for the second option, have students provide brief reports on their findings to the group, such as whether it was easy or difficult to find other students with similar results or whether they noticed any patterns across the group.

Debriefing

1. Facilitate a general discussion about strategies students think might work for them, including some they have tried and some they haven't tried but think may be useful.
2. Refer students to the "Comments Regarding the Language Strategy Use Inventory and Index" at the end of the survey (either in the *Students' Guide* or the handout) to ensure they reflect upon the concepts behind the survey and understand the benefits of recognizing their own strategies.

Background Information:

pp. 25-32

Relevant Pages in *Students' Guide*:

pp. 21-28

Suggested Time Frame:

30 minutes to complete survey; 20 to 45 minutes for discussion

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3. Explain that students may favor a few strategies over others. Encourage them to explore different strategies so they will have a number of possible strategies from which to choose. Specifically ask students to identify a set number of additional strategies they will try in each of the skill areas.

Tip

This activity is a useful ice-breaker activity to do early on in a course or study abroad program.

Adaptations and Extensions

After completing the activity, highlight some of the specific strategies students can use with a simple strategy training activity, such as the *Listening Strategy Training* (p. 25) or *Reading Strategy Training* (p. 29) so students can experience the concept of strategies training in context.

The survey could be translated into the target language for more advanced language students. Even if the surveys are done in English, the face-to-face part of the activity could be done in the target language to maximize language learning. This is true even for beginning or intermediate language learners, since you can provide model questions for lower-level students.

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Language Strategy Use Inventory

Andrew D. Cohen, Rebecca Oxford, and Julie C. Chi



The purpose of this inventory is to find out more about yourself as a language learner and to help you discover strategies that can help you master a new language. Check the box that describes your use of each listed strategy. The categories are: *I use this strategy and like it*; *I have tried this strategy and would use it again*; *I've never used this strategy but am interested in it*; and *This strategy doesn't fit for me*. Please note that "target" language refers to the new language you are learning.

I use this strategy and like it
 I have tried this strategy and would use it again
 I've never used this strategy but am interested in it
 This strategy doesn't fit for me

Listening Strategy Use

Strategies to increase my exposure to the target language:

1. Attend out-of-class events where the new language is spoken.
2. Listen to talk shows on the radio, watch TV shows, or see movies in the target language.
3. Listen to the language in a restaurant or store where the staff speak the target language.
4. Listen in on people who are having conversations in the target language to try to catch the gist of what they are saying.

Strategies to become more familiar with the sounds in the target language:

5. Practice sounds in the target language that are very different from sounds in my own language to become comfortable with them.
6. Look for associations between the sound of a word or phrase in the new language with the sound of a familiar word.
7. Imitate the way native speakers talk.
8. Ask a native speaker about unfamiliar sounds that I hear.

Strategies to prepare to listen to conversation in the target language:

9. Pay special attention to specific aspects of the language; for example, the way the speaker pronounces certain sounds.
10. Try to predict what the other person is going to say based on what has been said so far.
11. Prepare for talks and performances I will hear in the target language by reading some background materials beforehand.

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I use this strategy and like it
 I have tried this strategy and would use it again
 I've never used this strategy but am interested in it
 This strategy doesn't fit for me

Strategies to listen to conversation in the target language:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. Listen for key words that seem to carry the bulk of the meaning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Listen for word and sentence stress to see what native speakers emphasize when they speak. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Pay attention to when and how long people tend to pause. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Pay attention to the rise and fall of speech by native speakers—the “music” of it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Practice “skim listening” by paying attention to some parts and ignoring others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Try to understand what I hear without translating it word for word. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Focus on the context of what people are saying. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Listen for specific details to see whether I can understand them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strategies for when I do not understand some or most of what someone says in the target language:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. Ask speakers to repeat what they said if it wasn't clear to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Ask speakers to slow down if they are speaking too fast. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Ask for clarification if I don't understand it the first time around. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Use the speakers' tone of voice as a clue to the meaning of what they are saying. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Make educated guesses about the topic based on what has already been said. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Draw on my general background knowledge to get the main idea. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Watch speakers' gestures and general body language to help me figure out the meaning of what they are saying. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What other listening strategies do I use?

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I use this strategy
and like it

I have tried this strategy and
would use it again

I've never used this strategy
but am interested in it

This strategy
doesn't fit for me

Vocabulary Strategy Use

Strategies to learn new words:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 27. Pay attention to the structure of the new word. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Break the word into parts that I can identify. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Group words according to parts of speech (e.g., nouns, verbs). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Associate the sound of the new word with the sound of a word that is familiar to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Use rhyming to remember new words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Make a mental image of new words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. List new words with other words that are related to it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Write out new words in meaningful sentences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Practice new action verbs by acting them out. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Use flash cards in a systematic way to learn new words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strategies to review vocabulary:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 37. Go over new words often when I first learn them to help me remember them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Review words periodically so I don't forget them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strategies to recall vocabulary:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 39. Look at meaningful parts of the word (e.g., the prefix or the suffix) to remind me of the meaning of the word. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Make an effort to remember the situation where I first heard or saw the word or remember the page or sign where I saw it written. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Visualize the spelling of new words in my mind. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strategies to make use of new vocabulary:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 42. Try using new words in a variety of ways. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Practice using familiar words in different ways. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. Make an effort to use idiomatic expressions in the new language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What other vocabulary strategies do I use?

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I use this strategy and like it
 I have tried this strategy and would use it again
 I've never used this strategy but am interested to try it
 This strategy doesn't fit for me

Speaking Strategy Use

Strategies to practice speaking:

45. Practice saying new expressions to myself.
46. Practice new grammatical structures in different situations to build my confidence level in using them.
47. Think about how a native speaker might say something and practice saying it that way.

Strategies to engage in conversation:

48. Regularly seek out opportunities to talk with native speakers.
49. Initiate conversations in the target language as often as possible.
50. Direct the conversation to familiar topics.
51. Plan out in advance what I want to say.
52. Ask questions as a way to be involved in the conversation.
53. Anticipate what will be said based on what has been said so far.
54. Try topics even when they aren't familiar to me.
55. Encourage others to correct errors in my speaking.
56. Try to figure out and model native speakers' language patterns when requesting, apologizing, or complaining.

Strategies for when I can't think of a word or expression:

57. Ask for help from my conversation partner.
58. Look for a different way to express the idea, like using a synonym.
59. Use words from my own language, but say them in a way that sounds like words in the target language.
60. Make up new words or guess if I don't know the right ones to use.
61. Use gestures as a way to try to get my meaning across.
62. Switch back to my own language momentarily if I know that the person I'm talking to can understand what is being said.

What other speaking strategies do I use?

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I use this strategy and like it.
 I have tried this strategy and would use it again.
 I've never used this strategy but am interested in it.
 This strategy doesn't fit for me.

Reading Strategy Use

Strategies to improve my reading ability:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 63. Read as much as possible in the target language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. Try to find things to read for pleasure in the target language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. Find reading material that is at or near my level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. Plan out in advance how I'm going to read the text, monitor to see how I'm doing, and then check to see how much I understand. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. Skim an academic text first to get the main idea and then go back and read it more carefully. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. Read a story or dialogue several times until I understand it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. Pay attention to the organization of the text, especially headings and subheadings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. Make ongoing summaries of the reading either in my mind or in the margins of the text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. Make predictions as to what will happen next. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strategies for when words and grammatical structures are not understood:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 72. Guess the approximate meaning by using clues from the context of the reading material. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. Use a bilingual dictionary to get a sense of what the equivalent word in my native language would be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. Use a target language dictionary to see how words are defined by means of other target language words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What other reading strategies do I use?

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I use this strategy and like it
 I have tried this strategy and would use it again
 I've never used this strategy but am interested in it
 This strategy doesn't fit for me

Writing Strategy Use

Strategies for basic writing:

75. Practice writing the alphabet and/or new words in the target language.
76. Plan out in advance how to write academic papers, monitor how my writing is going, and check to see how well my writing reflects what I want to say.
77. Try writing different kinds of texts in the target language (e.g., personal notes, messages, letters, and course papers).
78. Take class notes in the target language as much as I can.

Strategies for writing an essay or academic paper:

79. Find a different way to express the idea when I don't know the correct expression (e.g., use a synonym or describe the idea).
80. Review what I have already written before continuing to write more.
81. Use reference materials such as a glossary, a dictionary, or a thesaurus to help find or verify words in the target language.
82. Wait to edit my writing until all my ideas are down on paper.

Strategies to use after writing a draft of an essay or paper:

83. Revise my writing once or twice to improve the language and content.
84. Try to get feedback from others, especially native speakers of the language.

What other writing strategies do I use?

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I use this strategy and like it.
 I have tried this strategy and would use it again.
 I've never used this strategy but am interested in it.
 This strategy doesn't fit for me.

Translation Strategy Use

Strategies for translation:

85. Plan out what to say or write in my own language and then translate it into the target language.
86. Translate in my head while I am reading to help me understand the text.
87. Translate parts of a conversation into my own language to help me remember the conversation.

Strategies for working directly in the target language as much as possible:

88. Put my own language out of mind and think only in the target language as much as possible.
89. Try to understand what has been heard or read without translating it word for word into my own language.
90. Use caution when directly transferring words and ideas from my own language into the target language.

What other translation strategies do I use?

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Comments regarding the Language Strategy Use Inventory and Index

- As said in the introduction to this survey, the purpose for completing it is to become more aware of the strategies that you use and could use to enhance your language learning and use. You should then learn more about those strategies and how to make them work for you. Being an effective strategy user starts with paying greater attention to the strategies you do use, as well as to how you use them and to the results you are getting from using them.
- Just because you use certain strategies frequently doesn't mean you are using them effectively. One goal of this survey is to help you reduce the use of a single strategy and use others more. Taking stock with regard to your strategy use can involve cleaning house a bit; it can lead to using strategies that simply don't work less often and using others that have more potential.
- You may also find that you have been too hasty in rejecting a strategy just because it didn't work on a given task. Perhaps it would pay to give that strategy a second chance on another or the same task, but this time taking more care to make sure that it produces the results you want. Strategies aren't good or bad—their impact depends on our preferences and sometimes our ability to make the most of the strategy.
- This inventory doesn't provide you a score on your language strategy use for a given skill or for the language overall. You will notice that the instrument purposely avoids having you rate the strategies by frequency of use. We felt that this approach isn't very helpful for those exploring the options for strategy use to enhance language development. In fact, "frequency" is deceptive because the reason you use a strategy a lot is because you need to use it a lot to make it work!
- Not all strategies listed in this inventory will be useful for the language learning tasks you may encounter, but many of them are thought to have some value, depending on your style preferences and the learning contexts in which you find yourself.
- The listing of strategies in this inventory is in no way viewed as all-inclusive of strategies within the skill area. Rather, it is seen as a place to start. We encourage you to cultivate your own personal repertoire of strategies, picking and choosing from strategies to suit your needs. Research has shown that the broader the repertoire of strategies a learner has, the greater the likelihood of success.]

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APPENDIX 4

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 **Karin Larson** <lars205@umn.edu> 00:11 (10 saat önce) ★  

Alıcı: bana 

 İngilizce > Türkçe İletiyi çevir [İngilizce için kapat](#) x

Dear Aslıhan Özder Kılıç:

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Barbara Kappler Mikk, Andrew D. Cohen, & R. Michael Paige with Julie C. Chi, James P. Lassegard, Margaret Maegher, and Susan J. Weaver. (2009). *Maximizing study abroad: An instructional guide to strategies for language and culture learning and use*. Minneapolis, MN: University of Minnesota, Center for Advanced Research on Language Acquisition (CARLA). More information about this CARLA publication can be found at: www.carla.umn.edu/maxsa/guides.html

We would appreciate receiving information about your research study upon completion.

With best wishes,

Karin Larson

--

Karin E. Larson
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E-mail: lars205@umn.edu
Web: www.carla.umn.edu
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APPENDIX 5

Dear colleagues/instructors,

This inventory has been adapted to collect data regarding the perceptions of English language instructors about vocabulary learning strategies used and/or taught in English classes. There is a background information section at the beginning of the form. 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.

Instructor Aslıhan ÖZDER
Akdeniz University
The Department of Foreign Languages
aslihanozder5@gmail.com

I. DEMOGRAPHIC INFORMATION

Age: 20-29 30-39 40-49 50+

Sex: Female Male

Native Language(s): _____

Foreign Language(s): _____

The department you graduated from:

English Language Teaching

English Language and Literature

American Culture and Literature

Translation and Interpreting Studies

English Linguistics

Other _____

Degree: BA MA PhD

Experience in teaching English:

Less than a year 11-15 years

1-5 year(s) 15+ years

6-10 years

Experience at university level:

Less than a year 11-15 years

1-5 year(s) 15+ years

6-10 years

II. VOCABULARY STRATEGY USE INVENTORY

Language Strategies Use Inventory (LSUI) has been adapted to the instructors' perspective.

| | |
|----------|----------------------------|
| 5 | I Strongly Agree |
| 4 | I Agree |
| 3 | I'm not Sure |
| 2 | I Disagree |
| 1 | I Strongly Disagree |

| Strategies to teach new words: | | 5 | 4 | 3 | 2 | 1 |
|--|--|----------|----------|----------|----------|----------|
| 1. | I draw students' attention to the structure of the new word. | | | | | |
| 2. | I break the words into parts that students can identify. | | | | | |
| 3. | I ask the students to group the words according to parts of speech. (e.g., noun, verb, adjective, adverb) | | | | | |
| 4. | I associate the sound of the new word with the sound of a word that is familiar to the students. | | | | | |
| 5. | I use rhyming for the students to remember new words. | | | | | |
| 6. | I use body language or acting for the students not to forget the new word. | | | | | |
| 7. | I ask the students to make a mental image of new words. | | | | | |
| 8. | I ask the students to list new words with other words that are related to them. | | | | | |
| 9. | I ask the students to write out new words in meaningful sentences. | | | | | |
| 10. | I feel that making students read the words in a context works well. | | | | | |
| 11. | I believe showing visuals/PPTs in a systematic way works best to teach new words. | | | | | |
| 12. | Using stories or pieces of literature helps best to learn the new vocabulary. | | | | | |
| Strategies to review vocabulary: | | | | | | |
| 13. | I ask the students to go over the new words when they first learn them to help them remember. | | | | | |
| 14. | I ask the students to review words periodically so they don't forget them. | | | | | |
| Strategies to recall vocabulary: | | | | | | |
| 15. | I tell the students to look at meaningful parts of the word (e.g., the prefix or the suffix) to remind them of the meaning of the word. | | | | | |
| 16. | I make effort to remind the students of the situation where they first heard or saw the word or remind them of the page or sign where they saw it written. | | | | | |
| 17. | I ask the students to visualize the spelling of new words in their minds. | | | | | |
| 18. | I try to act out the word so that the students can remember. | | | | | |
| 19. | Using a specific intonation helps students to recall the new word. | | | | | |
| Strategies to make use of the new vocabulary: | | | | | | |
| 20. | I ask the students to try using new words in a variety of ways. | | | | | |
| 21. | I ask the students practice using familiar words in different ways. | | | | | |
| 22. | I ask the students to make an effort to use idiomatic expressions in the new language. | | | | | |

- What other vocabulary strategies do I use?

Thank you.

APPENDIX 6

Yapılandırılmış Görüşme Soruları

1. Kelime öğrenme stratejileri hakkındaki düşünceleriniz nelerdir?

.....
.....
.....
.....
.....

2. En çok sevdiğiniz, kullandığınız ve öğrettiğiniz kelime öğrenme stratejileri nelerdir?

.....
.....
.....
.....
.....

Structured Interview Questions

1. What are your ideas considering vocabulary teaching strategies?

.....
.....
.....
.....
.....

2. What are the vocabulary learning strategies that you like, use and teach most?

.....
.....
.....
.....
.....

ÖZGEÇMİŞ

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Doğum Tarihi ve Yeri: 22.11.1988, Antalya

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IV. Language, Culture and Literature Symposium, Mayıs 2018

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EFL Instructors' Perspectives and Implementations based on Vocabulary Teaching Strategies

ORIGINALITY REPORT

| | | | |
|------------------|------------------|--------------|----------------|
| 16% | 15% | 11% | 9% |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| | | |
|----------|---|---------------|
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| 2 | Submitted to Hellenic Academic Libraries Link Student Paper | 1% |
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| 6 | dergipark.ulakbim.gov.tr Internet Source | <1% |
| 7 | sutir.sut.ac.th:8080 Internet Source | <1% |
| 8 | i-rep.emu.edu.tr:8080 Internet Source | <1% |

İstatistikler:

| | |
|----------------------|---------|
| Sayfa | 89 |
| Sözcük | 19.302 |
| Karakter (boşluksuz) | 103.628 |
| Karakter (boşluklu) | 121.540 |
| Paragraf | 1.831 |
| Satır | 3.591 |