



**A STUDY ON THE EFFICIENCY OF VOCABULARY
SELF-COLLECTION STRATEGY IN BOTH STUDENTS'
AUTONOMY AND VOCABULARY DEVELOPMENT**

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Halil İbrahim Aksan tarafından hazırlanan “A Study on Efficiency of Vocabulary Self-Collection Strategy in both Students' Autonomy and Vocabulary Development” adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı’nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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*To my precious wife who
motivated me the most and
to my naughty but cutie son
who could not discourage me,*

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**BİREYSEL KELİME DERLEME STRATEJİSİNİN ÖĞRENCİLERİN
ÖZERKLİK VE KELİME GELİŞİMİNE ETKİSİ ÜZERİNE BİR
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ÖZ

Bu çalışma bireysel kelime derleme stratejisinin öğrencilerin özerklik ve kelime gelişimine etkisini göstermeye çalışmaktadır. Buna ek olarak bu çalışma bireysel kelime derleme stratejisiyle sosyal öğrenme arasında ilişkisi olup olmadığını ortaya çıkarmaya çalışmaktadır. Çalışmada ön test ve son test olarak uygulanan üç anket ve bir kelime başarı testi kullanılmış ve toplanan veriler nicel araştırma yöntemiyle analiz edilmiştir. Araştırmacı, araştırmayı 80 katılımcıyla gerçekleştirmiş ve iki farklı sınıfın öğrencileri olan bu katılımcılar kontrol ve deney grubu olarak ayrılmıştır. Toplanan veriler SPSS İstatistik 20.0 programı aracılığıyla analiz edilmiştir. Nihai sonuçlar, öğretmen odaklı kelime öğretme stratejisine nazaran bireysel kelime derleme stratejisinin özerklik ve kelime gelişimine etkisinin oldukça yüksek olduğunu göstermiştir. Ayrıca, deney grubunda yer alan katılımcıların sosyal öğrenmesine de katkı sağlamıştır.

Anahtar Kelimeler : Bireysel kelime derleme stratejisi, özerklik, kelime gelişimi, sosyal öğrenme
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(Master's Thesis)

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ABSTRACT

This study is an attempt to reveal the efficiency of Vocabulary Self-Collection Strategy (VSS) in both students' autonomy and vocabulary development. Moreover, the study tries to find out any relationship between VSS and social learning. In the study, three questionnaires and one vocabulary achievement test were employed as pre-tests and post-tests. The collected data were analyzed within the frame of the quantitative survey methodology. The researcher conducted the study in a secondary school with 80 participants. These participants belong to two different classes and divided into control and the experimental group. The collected data were analyzed in SPSS Statistics 20.0. The ultimate results indicated that VSS is highly effective in both vocabulary and autonomy development compared to teacher-centered vocabulary teaching strategy. Moreover, it also contributed to the social learning of the participants in the experimental group.

Key Words : Vocabulary self-collection strategy, autonomy, vocabulary development, social learning
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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELL	English Language Learner
ESL	English as a Second Language
KMO	Kaiser-Meyer-Olkin
SPSS	Statistical Package for the Social Sciences
VSS	Vocabulary Self-Collection Strategy

CHAPTER I

INTRODUCTION

Vocabulary is an essential part of language learning and with this crucial component of language proficiency learners become ready to use language skills: the ability to read, listen, speak and write (Nation, 2001; Richard & Renandya, 2002). Therefore, vocabulary can be described as a component through which four language skills come into existence. With a restricted vocabulary, language learners cannot fully understand what they hear, find an appropriate word to utter, effectively comprehend the texts and precisely build sentences in a written form. Krashen (1989), as cited in Maximo (2000) draws attention to vocabulary mastery, and underlines a point by saying: Firstly, an extensive vocabulary is necessary for the competence of a language. Secondly, language learners realizing this requirement, carry their dictionaries instead of structural or grammar books. He also states that if the learners do not have an adequate vocabulary size, it may cause significant drawbacks throughout their language learning process.

In terms of communication, the supremacy of vocabulary over a simple theoretical framework of a language is described as follows:

It is likely to possess an appropriate data of how language and its system operates; nevertheless, it does not guarantee a capacity to interact in itself. If we have the vocabulary that we require, it is sometimes possible to speak in pursuit of a fashion. (Wallace, 1987, p. 9).

However, the vocabulary set cannot be improved in an isolated way. There should be a context, and this context can be provided best through reading. Wallace underlines this

connection by saying there is a strict relationship between vocabulary size and reading understanding, and an enormous difference is observed in reading competence among students who are ELLs and students who are not ELLs (Wallace, 2007). Moreover, Wessels stresses that vocabulary knowledge is on top as an indicator of a learner's educational success and vocabulary teaching or learning should be a part of reading instruction for each student. He adds that educators should provide students with before, during and after reading activities linked to vocabulary leading students word acquisition. If students do not comprehend the words in a written material, they will not understand what they read (Wessels, 2011).

Besides, studies conducted by Nelson and Herber (1986), Nagy (1988), Baker, Simmons and Kameenui (1995) have concluded that an undeniable relationship exists between vocabulary and reading understanding. To understand English tests, students need to have a sufficient size of vocabulary as it is stressed by Nation (2001). Therefore, vocabulary knowledge is among the most critical predictors of learners' skills regarding reading comprehension. Students who lack vocabulary will probably face difficulty in understanding reading texts since vocabulary has a crucial role in comprehending written materials properly. Furthermore, vocabulary is an indispensable component for reading comprehension, in this manner, the study of Stahl and Fairbanks (1986) have indicated that students who have extensive studying hours allotted to vocabulary get more satisfying grades than those who do not.

Laufer (1997) in Nilforoushan (2012) has stated that the most crucial part of language learning and language use is vocabulary, which might be somewhat useful primarily when learners determine the essential words to study on their own; in other words, autonomously. In this sense, there is a term that is not unprecedented but worth drawing attention to. This term is "Autonomy." Autonomy can be explained as the potential to make proper and effective decisions and to take charge of vital aspects of an individual's life (Ryan & Deci, 2001). Regarding the learning setting, autonomy is the power to control an individual's learning (Holec, 1985). To describe the necessity of assisting language learners to control their vocabulary learning Sokmen (1997) says that for students it is insensible and infeasible to learn all of the vocabulary items they require in the classroom environment considering that there is such a significant amount of words which instructors are not able to teach within the restricted lesson period. Therefore, the vocabulary

increasing system needs a better degree of autonomy as well as a raise in the taking of responsibility on the part of learners themselves. At this point, Vocabulary Self-Collection Strategy (VSS) comes to the rescue in which learners can improve their vocabulary set through reading and selecting the words they find interesting and worth learning which fosters their autonomy development. Moreover, thanks to VSS, they can discuss the vocabulary they have chosen within a group and share it with the class, highly contributing to the learning from the others. The contribution to social learning is highlighted by Scott et al. Literacy is a social exercise; thus, learners acquire educational vocabulary via mutual social relations as the participants of a learning community (Scott, Nagy, & Flinspach, 2008, p. 197).

Consequently, many students and teacher are aware of the fact that as an essential component vocabulary is indispensable for language learning as Courtright and Wesolek (2001) state "Students realize the important role vocabulary acquisition plays in all aspects of their language learning, but few have really thought about what it means to learn a vocabulary item" (p. 3). Therefore, when the purpose is an effective vocabulary teaching strategy, not only identification of the problem should be presented, but also proper solutions are needed to be provided.

1.1. Statement of the Problem

For language teaching and learning, vocabulary is an indispensable component, as noted by Wilkins (1972) "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). Moreover, Laufer (1997) stated that learning vocabulary is among the main factors "without which neither comprehension nor production of language is possible" (p. 140). Concerning the significance of vocabulary mastery, this study is expected to analyze a vocabulary teaching strategy named Vocabulary Self Collection Strategy.

The essential problem of the study is to reveal whether VSS is effective in vocabulary and autonomy development. Since a strict relationship exists between reading and vocabulary teaching, this study also aims to inform how students learn vocabulary through the text, which is an indispensable part of VSS. The study will also try to discover whether the implementation of VSS training fosters the students' social learning levels.

1.2. Significance of the Study

Assisting students to be self-sufficient is asserted to be the final product of education and the independence and autonomy have been regarded as the ultimate goal that educators try to reach (McDevitt, 1997 p.17). Autonomous learners often have an enhanced ability to make decisions for their learning. (Borg & Al-Busaidi, 2012; Humphreys & Wyatt, 2014). As mentioned in our study before, VSS emphasizes student selections for determining the crucial words that are going to be learned; therefore, it is assumed that there might be a strong relationship between VSS and autonomy. The starting point of the study lies in this relation, in that, this study does not merely analyze how capable VSS is, it also tries to show through VSS, how students both learn words and control their learning, which is an ultimate goal of language teaching. Apart from this contribution, with the help of VSS, students can discuss words with their group peers, which undoubtedly improves both their learning from others and communication skills. Finally, the study can be described as a quantitative study whose results are generalizable; that is why, the findings of the study may present substantial information for English Language Teaching Instructors and material and curriculum planners and developers.

In the studies related to VSS, improvement of learners own storage and retrieval of language information, increase in students' retention of the meanings of vocabulary words, the ability of students to use context to determine word meanings, enhancement of students motivation, progress in the students' reading comprehension have been analyzed. However, there is no study examining the effect of VSS on autonomy and social learning. In this study, the researcher has tried to fill this gap as much as possible. By doing so, the study does not merely try to analyze the vocabulary improvement of students through VSS, but their level of autonomy and learning from their peers as well.

1.3. Purpose of the Study

This study is mainly an attempt to determine the efficiency of VSS and illustrate any relation among VSS, autonomy, social learning and vocabulary development; in other words, it tries to find out whether VSS implementation fosters autonomy, social learning and vocabulary development. To make it more clear, considering the problems related to language teaching, how to teach vocabulary may be the first issue. Moreover, regardless of their field, the primary goal of the educators is to develop insights by which students can

take charge of their learning since students cannot always have their teachers next to them telling the important words in a reading text. This current study tries to come up with a reasonable solution for vocabulary teaching and enhance both autonomy and social learning development of learners. In short, it can be regarded as a multifaceted study whose main goal is to find answers to the research questions listed below:

1. Is there any significant difference in the students' vocabulary development before and after VSS training?
2. Is there any significant discrepancy in the autonomy development of the students before and after VSS implementation?
3. Does the teacher-centered vocabulary teaching strategy foster the autonomy development of the students?
4. Does VSS contribute to the social learning of students?
5. Does the teacher-centered vocabulary teaching strategy contribute to social learning of students?
6. What is the rate of practicing teacher-centered vocabulary teaching strategy among teachers?
7. What is the frequency of practicing VSS among teachers?

1.4. Limitations and Assumptions

There are three different limitations and assumptions in this study. The first limitation is that the evaluation of the autonomy possesses a challenge to us. Since autonomous behaviors may be individual to some extent, it is not easy to get accurate results by asking standard questionnaire items even if they are prepared to reveal their autonomy level. However, the researcher does not have an opportunity to prepare statements for each individual to observe the difference between every single student's autonomy level because it would require lots of time and effort since there are 80 participants.

The second limitation is the reliability of the participants' responses to the questionnaires. The participants responded all statements freely, but the researcher is not sure whether they are able to give the real situation in the classroom, or they are as autonomous as they have asserted according to results of questionnaires. Two given limitations are not exclusive to this study. Other studies whose topics are related to autonomy and results depend on the questionnaires may have similar limitations.

The last limitation is that only quantitative data and scales were utilized in the study. Benefiting from both qualitative and quantitative data and scales would be more convenient to create a more substantial study.

The study is conducted under the following assumptions:

1. Analysis and evaluation are independent of the researcher's own values and ideas.
2. Participants have responded to the statements in the questionnaires sincerely and honestly.
3. The data collection devices consist of items which would enable the researcher to find reliable answers for the research questions.

1.5. Definitions

The key words to be used throughout the study and their meanings are given below:

1. Teacher-Centered Vocabulary Teaching Strategy

It is a combined strategy and involves different language teaching techniques in which teachers have very active roles for vocabulary teaching, therefore; their students are expected to be highly dependent on them.

2. Autonomy Development

It is a progress in which learners are expected to make their decisions, act independently and take charge of their actions. It enables learners to pick their targets, time, materials, methods, and tasks, apply their own decisions, afterwards assess their actions.

3. Vocabulary Development

It is a process in which learners increase their known words in a language and decrease unknown ones.

4. VSS Training

This training is used during and after reading and improves learners' ability to select important unknown vocabulary items in reading texts within a collaborative group environment.

5. Social Learning

It is a learning setting in which people can effectively learn through observing other people called models presenting behavior that is being observed. People are able to learn thanks to these models by looking at their behaviors and attitudes.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

A review of the literature will be presented about vocabulary, vocabulary teaching strategies, autonomy and social learning in this chapter. At first, parts of speech, also known as word, classes, words- formation and word relation, will be explained. Then, vocabulary teaching strategies will be handled, and Vocabulary Self-Collection strategy and studies related to this strategy will be presented in a particular way. Afterwards, autonomy and its role for vocabulary learning will be covered. Finally, the concept of social learning will be explained.

2.1.1. What is Vocabulary?

Hubbard (1983) claims that vocabulary can be clarified as a tough transporter of the meaning. Diamond and Gutlohn (2006) propose that vocabulary is the ability to know the words and their implications. Besides, vocabulary is a well-known term among students and language learners, and people may use the term "word" and "vocabulary" interchangeably; however, they do not have the same meaning. Vocabulary is the words of a language; in other words, the words that constitute a language. To make it more explicit by giving an example, while people say she has a vast vocabulary, they do not say she knows many vocabulary items; instead, they say she knows many words.

The term "a word" may be clarified in three critical aspects: form, meaning and use.

Based on Nation (2001), meaning includes form and meaning interaction, quite directly, the concept and what items it describes, as well as the associations occurring conceptually and regarding a specific word or utterance. As Nation declared, use consists of the structural features of a word or phrase, collocations which generally complement it, and ultimately any restrictions on the use of it, concerning the frequency and level. Moreover, in terms of form and meaning, Nation (2001) observed productive and receptive knowledge extends in order to understand form, meaning and use. Every word and phrase entails eighteen distinct sorts of lexical knowledge, as provided in Figure 1.

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	spoken	What does the word Sound like?	How is the word Pronounced?
	written	What does the word Look like?	How is the word Written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and referents	What is included in this concept?	What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	constraints on use (register, frequency. .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Figure 1. What is involved in knowing a word Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University.

2.1.1.1. The Importance of Vocabulary Knowledge in Language Learning

Vocabulary is among the linguistic components affecting the improvement of communicative competence along with learners' language abilities. (Brown, Waring, & Donkaewbua, 2008; Meara & Jones, 1990; Moir & Nation, 2002; Schmitt, Wun-Ching, & Garras, 2011).

Since vocabulary knowledge is connected to language skills, it actively influences EFL learners' language competence and use.

In ESL as well as EFL, acquisition of vocabulary items and enhancement of vocabulary size play an important role regarding four language skills (Nation, 2011).

Rivers and Nunan (1991) express the learning of sufficient vocabulary items is vital for effective foreign language use since without having a vast vocabulary size, we cannot utilize the structures and functions required for the mutual comprehensible interactions.

Widdowson (1989), McKeown (2002) assert that vocabulary size is the core of language and its use. Besides, Barra (1995) claims that to understand a book effectively, learners had better acquire adequate vocabulary items. This point means that the more learners have adequate vocabulary knowledge, the more they are able to comprehend a language.

Cardenas (2001) notes that vocabulary is utilized to decide the capability a learner has in an oral setting. Therefore, the competence of vocabulary size does not only guarantee language proficiency, but it also contributes to learners' proper communication.

2.1.2. Parts of Speech

The term "Parts of Speech" is used for words having different grammatical functions. The English language includes eight distinct kinds of words:

"Nouns"

"Pronouns"

"Adjectives"

"Verbs"

"Adverbs"

"Conjunctions"

"Prepositions"

"Interjections"

In the following example sentence, eight different types of part of speech are presented.

Example Sentence:

Ayşe always uses a pink or red pen

Noun **Adverb** **Verb** **Adjective** **Conjunctions**

for the notes when her teacher says: "Watch out!"

Preposition **Pronoun** **Interjection**

2.1.3. Word Formation

Word formation is a process that targets creating words in a language. It is an active formation in which words are produced.

Crystal (2003) determined this process "as a whole procedure for the variation morphology within the words constitution, i.e., involving the two principal sections of derivation and inflection" (p. 523-524).

"In English, word-formation includes an acronym, blending, borrowing, antonomasia, conversion, backformation, compounding, derivation, clipping, folk-etymology, and coinage" (Barnhart et al. 1990, p. 670, and Doblhofer, 1990, p. 55).

2.1.4. Word Relation

In almost any language, words do not come into existence in an isolated way. The meaning of any word is determined with the help of its connection with other words. Gairns and Redman (1986) state that a word meaning may just be known and mastered with its relevance along with other different words inside a language (p.22). Sense relations are entirely necessary for language learning and teaching. These associations between words offer an excellent chance for the learners to learn the semantic boundaries and also the restrictions of the usage of the vocabulary items. In case of not having these correspondences, vocabulary teaching turns into a challenging issue. Nation (as cited in Üseini, 2003) underlines that it appears to be a reasonable decision to demonstrate words of relevant meaning collectively. Hence, learners are able to observe the distinctions

between them and acquire pretty comprehensive coverage of the clarified area of meaning (p. 33).

2.1.4.1. Synonymy

Words that have or share an equivalent meaning are synonyms. Thus, words like old, antique, ancient, along with aged are synonyms since they have the same meaning of not young/new. It is not easy to state that words have precise synonyms since when two words are synonyms, there is usually a difference between them. Gairns and Redman (1986) state that it is an uncommon situation in which two words are synonymous in every event; if they were, there would be little obligation to have both words in the language. Thus, when we use the word synonymy, we speak about partial synonyms (p. 23). The following examples show just how synonymy is different.

“Flat = apartment	different dialect, i.e., GB versus the US
Kid = child	different style i.e., Colloquial versus neutral
Skinny = thin	different connotation, i.e., 'skinny' is more pejorative"

(Gairn and Redman, 1986, p. 23).

When teaching vocabulary items, synonymy is usually a powerful and fast method of clarifying unfamiliar words. The teachers may use the synonyms to express meaning.

2.1.4.2. Antonym

An antonym is a word that will be the exact opposite meaning of the other word. Like tall and short, hot and cold so on. These words are associated with one another regarding oppositeness. When teaching the word 'young,' for instance, a teacher is able to show its meaning by informing the students that it is the opposite of 'old' in meaning. Akar (2010) states that it is essential to show the context where the contrast occurs. For instance, the opposite of a young man is an old man; however, the opposite of an old product is a new product not a young product. Thus, several exposures to a word in distinct settings are needed before it learned. Using antonyms is an excellent method to demonstrate meanings of the vocabulary items along with a word 's meaning which is usually partly driven by contrasting it with the meaning of additional associated words. Like synonyms, antonyms

possess a remarkable defining performance and are consequently a handy teaching source. (Thornbury, 2007, p. 9).

2.1.4.3. Hyponymy

A hyponym is a term that falls under a broader term called super ordinate. A hyponymous connection is a kind of relation e.g., an axe is a tool type; therefore, the axe is usually a hyponym of the tool (Thornbury, 2007, p. 9). It would not be appropriate to state that "cat" equates to "animal" though we are able to claim that the meaning of "animal" is in the meaning of "cat" as it is in the meaning of "tiger" and "bird". This particular connection is conveyed by stating that "animal" is a superordinate and that "cat", "tiger" "bird" are hyponyms of "animal". In the same manner, "carrot", "aborigine" and "lettuce" are hyponymy of the superordinate "vegetables". Furthermore, "vegetables" is hyponymy of other items that are parts of the meals superordinate. The following example words express the relationship type:

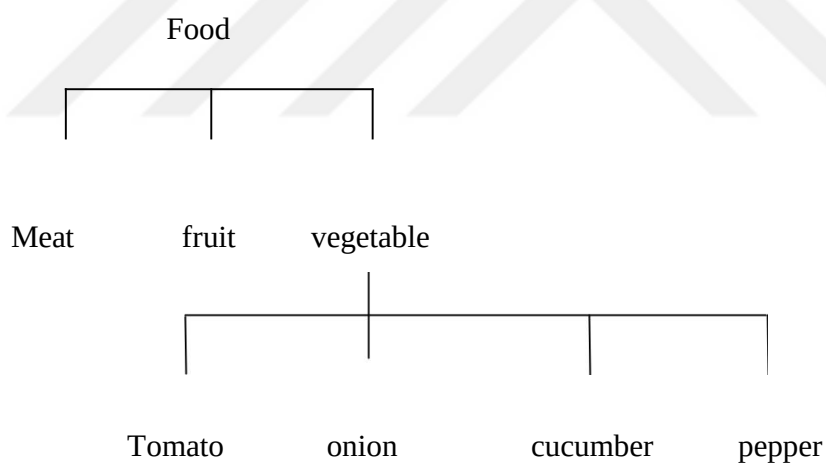


Figure 2. An example of relationship types, Thornbury, S. (2007). How to teach vocabulary. Harlow: Pearson.

2.1.5. Vocabulary Learning Strategies

There are many analyzed and suggested vocabulary learning strategies in EFL; however, this study highlights the definitions asserted by Schmitt (1997), dividing them into two main groups:

1. Discovery strategies: These are utilized by the students to find out ways of learning words;

2. Consolidation strategies: a term is consolidated when it has come across.

Furthermore, he sorted these strategies under five sub-categories:

1. Determination strategies: These are personal learning methods (Schmitt, 1997).
2. Social strategies: In these strategies, students study unfamiliar lexical items via mutual interactivity with the other students (Schmitt, 1997).
3. Memory strategies: They are used when students attach their individual learning of unfamiliar words ultimately with psychological or mental processing by connecting their current or maybe subconscious knowledge to the new words (Schmitt, 1997).
4. Cognitive strategies: These types of learning strategies do not lead students in mental processing but more mechanical means (Schmitt, 1997).
5. Metacognitive strategies: They are relevant to procedures included in the monitoring, decision-making, and as well as analysis of one 's improvement (Schmitt, 1997).

2.1.6. Main Essentials for Vocabulary Teaching

In order to acquire new and ample vocabulary, it is essential to check some guidelines for facilitating this process.

- Teach unfamiliar lexical items within a setting of a reasonable subject matter course and trigger the learners for group participation, which will force the learners to utilize these lexical items (Ellis & Farmer, 1996; 2000).
- Ensure that learners are exposed to the exact pronunciation of the lexical item as well as training it aloud. To hear the syllable structure plus the stress pattern of the lexical item helps with its storage in mind (Fay & Culter, 1977).
- Teach word parts, root words, base words, prefixes, and suffixes, which students may come across very often (Jones, 1999).
- Teach words in similar clusters to assist learners in knowing how words are associated and connected (Marinak et al., 1997).
- Identify examples/applications, along with non-examples/non-applications associated with the meaning of the brand new term (Ellis & Farmer, 1996, 2000).

- Assist learners to tie a new vocabulary to a thing that they have known before (Ellis & Farmer, 1996-2000).
- Provide chances for the learner to paraphrase the meaning of a new vocabulary to find the primary concept regarding the word and identify individual bits of information describing its more comprehensive, more common main idea (Ellis & Farmer, 1996, 2000).
- Create opportunities for learners to learn new vocabulary by utilizing various learning modalities or maybe formats which positively push them in the learning activity and process (Ellis & Farmer, 1996-2000).

2.1.7. Essential Strategies and Activities for Vocabulary Teaching

When people logically select vocabulary items for instructions and identify the correct educational objectives for the determined words, this is an appropriate manner to determine educational methods that are parallel with the objectives. The activities recommended below make use of a range of platforms to deal with the objectives of vocabulary instructions.

2.1.7.1. Same Word, Different Subject

1. Tell the learners that every item in school is made of individual vocabulary items as well as unique words. Technical words are the ones that ordinarily do not have more than one denotation; therefore, are reviewed and discussed in just one topic. For example:

"English - verb, gerund biology - mitosis mathematics - rhombus"

2. Explain to learners that specific vocabulary items are the ones that are involved within subjects which are different and generally carry various meanings within every single topic. For instance, the term division might be used in a different way for science classes, mathematics, and history.

3. Encourage the learners to determine and also talk about different specialized vocabulary terms. Develop a checklist for a class which may be included or added as new words. (Marinak et al., 1997)

2.1.7.2. Semantic Feature Analysis

This analysis assists the learners to understand the connection among words within categories. It shows in what ways words are both different and similar and highlights the exclusiveness of every single word.

1. Select a category topic. Start with a category that is well-known by learners, for example, animals.
2. Create a list of concepts or objects associated with the category, like hawk, whale, cat, and mice.
3. Specify the list of characteristics that learners will discover, like the number of legs, eyes, fur, and wings.
4. Lead the learners by the procedure of finishing a matrix on the information offered by indicating the response with a plus or minus sign to show whether each object has each feature.
5. Support the learners to include objects and features to the matrix. (Pittelman, Heimlich, Berglund, & French, 1991)

Table 1

An Example of Semantic Feature Analysis

Item	4 legs	2 legs	Fur	Eyes	Wings
Hawk	-	+	-	+	+
Cat	+	-	+	+	-
Whale	-	-	-	+	-
Mice	+	-	+	+	-

(Pittelman, S. D., Heimlich, J. E., Berglund, R. L., & French, M. P. (1991). *Semantic feature analysis: Classroom applications*. Newark, DE: International Reading Association.)

2.1.7.3. Word Map

The word map strategy is beneficial for assisting pupils to produce a broad definition. It concentrates on three inquiries. What is it? What is it like? What are a few examples? The aim is to inform the learners about the kinds of information that constitute a "definition" in

addition to how that kind of information is organized. (Schwartz & Raphael, 1985; example from Holder, 1997)

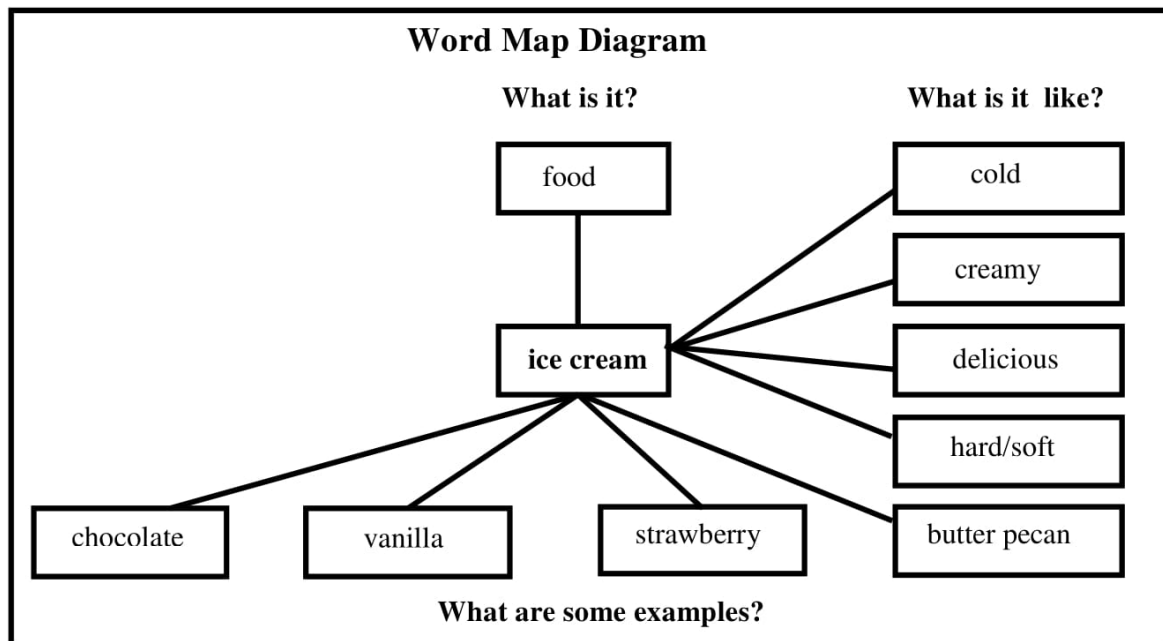


Figure 3. Word map diagram. Schwartz, R. M., & Raphael, T. E. (1985). Concept of definition: A key to improving students' vocabulary. *The Reading Teacher*, 39, 198-205

2.1.7.4. Word Web

1. Before reading a text, make a list of words that learners are going to come across in the texts.
2. Pronounce every word. Motivate pupils to discuss what every single word might suggest.
3. Finish the word webs at the time of reading. As learners come across a word that has long been located into the middle of word web, they record on one of the circles around each center circle words or phrases that will assist the learners to recall the meanings of the words Marinak et al. (1997).

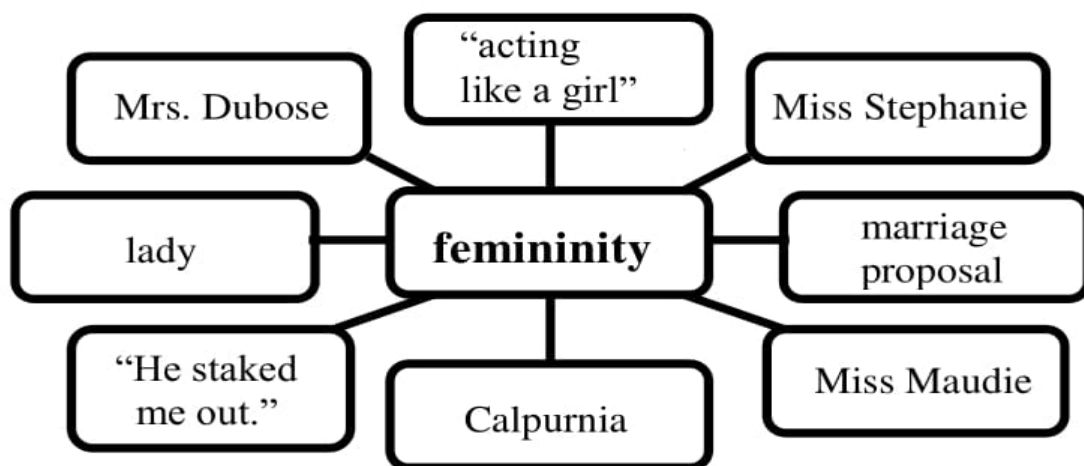


Figure 4. Word Web, Marinak, B. A., Moore, J. C., Henk, W. A., & Keepers, M. (1997). *Reading instructional handbook*

2.1.7.5. Semantic Word Map

A semantic word map is a diagram of interactions involving related ideas and concepts. A lot of learners understanding of concepts and words may be stored in their brain through terms map.

1. Set an objective concept that is an excellent instance of more significant concepts. Within the very first illustration beneath, the primary key vocabulary phrase is the pet.
2. Tell the learners to link the word to a more significant set in which the term pet fits, in this case, animals, and link the two terms.
3. Ask the learners to create a couple of words around the target words, which are good examples of it as well as draw a line from the critical vocabulary term to each of these connected words. The words captured within the illustration below are cat and dog.
4. Have the learners type related words around every one of the words which they have simply recorded. Within the instance below, the learners have recorded as well as attached three terms - bark, bite, and then collie - which they connected with the dog. They have recorded and also attached a word, meow, which they connected with the cat. Enable pupils to keep within the time allocated and the limits of their ability. Within the instance below, the learners linked Fido to the collie additionally (Tierney, R. J., Readence, J. E., & Dishner, E. K. (1995).

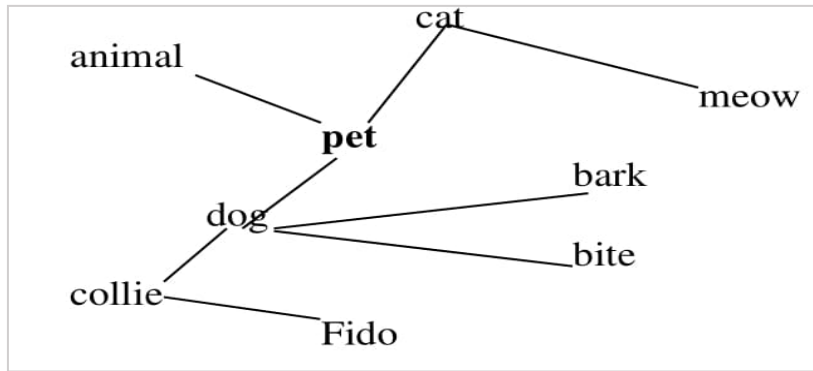


Figure 5. An example of semantic word map Tierney, R. J., Readence, J. E., & Dishner, E. K. (1995). *Reading strategies and practices* (4th ed.). Boston: Allyn and Bacon.

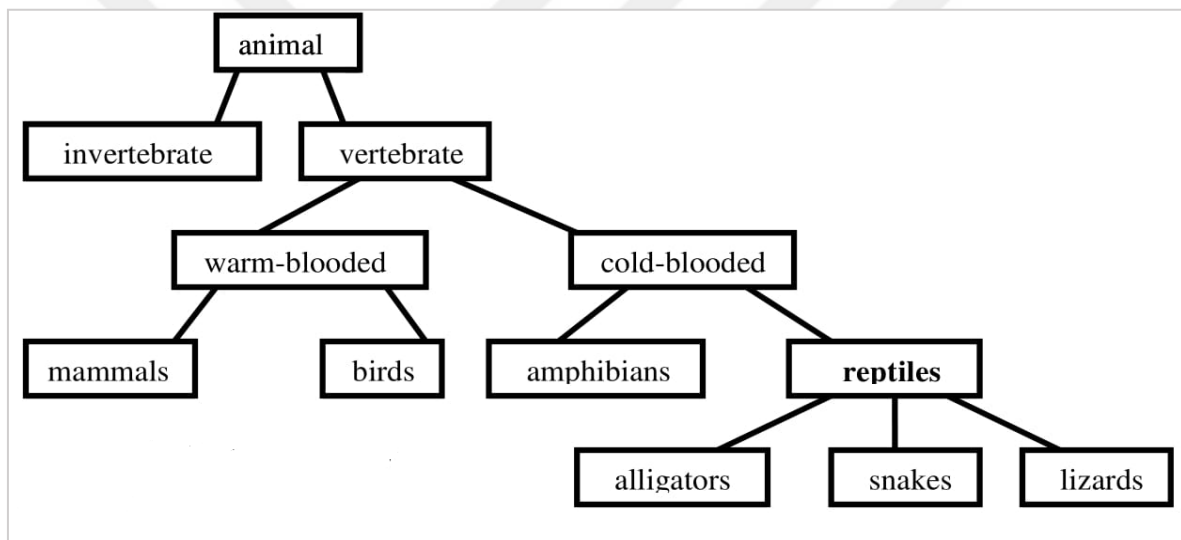


Figure 6. An example of reptiles as a target word. Tierney, R. J., Readence, J. E., & Dishner, E. K. (1995). *Reading strategies and practices* (4th ed.). Boston: Allyn and Bacon.

2.1.7.6. Frayer Model

This specific organizer assists learners to choose as well as organize information associated with a critical idea by concentrating on related details. Students are taught to distinguish essential and unimportant properties and recognize examples and non-examples of the concept.

1. Lead the learners to place an essential vocabulary item within the center package.
2. Tell the learners to list the critical attributes of the word within the top left-hand box.

3. Make the learners list nonessential attributes of the word within the top right-hand box.
4. Explain the learners to record some examples of the word within the lower left-hand box.
5. At last, motivate the learners to enumerate non-examples of the word within the lower right-hand box. (Hildroth, 1997)

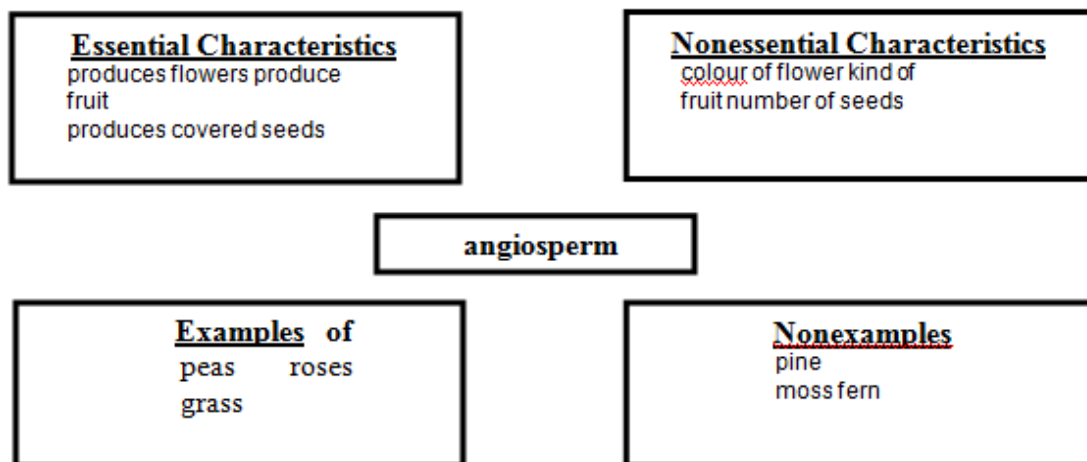


Figure 7. An example of frayer model Hildroth, J. (1997). *Concept attainment strategy*. Retrieved from <http://www.borg.com/scvselem/sauquoit/teacher/concept.htm>

2.1.7.7. Words Alive

1. Urge the learners to type the vocabulary item above the first box.
2. Ask the learners to reply to each of the questions below the word.
3. Guide the learners to draw an image that illustrates the meaning on the word.
4. Tell the learners to determine a title that both portrays the picture and uses the vocabulary item. (Virginia Department of Education, 2001)



What do you think the word means?	
What does the dictionary say the word means?	
Write a definition of the word using your own words.	
What are some other words that mean the same thing as the word? 	What are some other words that mean the opposite of the word?
Sketch of Word	
Picture Caption Using the Word	

Figure 8. An example of words alive. Virginia Department of Education. (2001, April). Words Alive. Presentation at Christopher Newport University, Newport News, VA.

2.1.7.8. Vocabulary Charades

1. Insert the vocabulary items which explain visual concepts on cards. (Examples: hurricane, motivate)
2. Split the students into racing teams.
3. Have a member of each team subsequently draw a card and enact it.
4. Set a limit for the time, and in this period, team members have to guess the word which is performed. Give points for each accurately guessed vocabulary item.
5. Carry on until the whole members of the team have had a chance to show a vocabulary item. (Jones, 1999)

2.1.7.9. Quick Draw

1. Insert words explaining visual concepts on cards.
2. Arrange the students as teams. Lead each member of the team to draw a card.
3. Have the students find out how rapidly teammates can express the core of a word on the board - with no terms - by just illustrating it.
4. Do not stop until the whole participants of each team have had a chance to show a word. Jones, 1999)

2.1.8. A Closer Look at Vocabulary Self Collection Strategy

Up to now, we have tried to give details about a couple of vocabulary teaching strategies and activities. In this study, we analyze the efficiency of Vocabulary Self Collection Strategy in both vocabulary teaching and autonomy development. Therefore, this strategy will be given in an elaborated way.

2.1.8.1. Vocabulary Self Collection Strategy

The utilization of this strategy: VSS should be introduced prior to reading and used by learners during and after reading. VSS can be suitable for intermediate and secondary students within a collaborative group environment. However, it is suitable when modified to teach students having lower levels on condition that the teacher leads and guides them during the process. Primary-grade learners may take advantage of VSS when these learners go back to their books for choosing unfamiliar and attracting words after group read-aloud.

VSS adaptations for different levels: The strategy is applicable for middle as well as intermediate learners. Nevertheless, the strategy might be adapted to teach primary grade learners. Teachers studying with first grades would adequately focus on and apply more modeling techniques and think-aloud as well as incorporate scaffolding to assist learners in choosing unknown vocabulary items. VSS could be helpful for children when their teacher (1) makes use of VSS as a whole group activity, (2) leads the group for choosing the exciting and new words through a group reading for example by making a reading aloud activity, (3) encourages and directs the learners into group discussions to guess and grasp the words' meanings. As soon as the exciting and new words have already been chosen and talked about, they could be published on a wall chart to free access for students' reviews. (Antonacci, P. & O'Callaghan, C.M., 2011).

2.1.8.2. How to implement Vocabulary Self Collection Strategy in Stages

Antonacci and O'Callaghan (2011) states the stages of VSS below:

1. Teachers present the objective of VSS to the learners. Teachers explain to learners that they need to be alert to find exciting new words included in their reading texts, which they are going to learn by a group nomination period.
2. Teachers design and show the best way to choose as well as nominate words that are crucial in the reading passages. Teachers explain the reasons for the selected words by making a good explanation. Moreover, they might show learners that if they are not able to know or predict the meaning of the selected word, it is highly possible that they may not grasp the meaning of the sentence or the following sentence. Then, teacher nominates the selected word since it draws attention and may be beneficial for the students' writing studies.
3. Teachers show how students can make use of various resources and context to understand and the meaning of the word. For instance, students might utilize the context or consult the glossary, diagrams, dictionary or drawings to uncover the word meaning.
4. Teachers give the word, and its context, its meaning and reasons to choose the word on chart paper. How to use a chart is illustrated in figure 9. Teachers type the word, sentence, or phrase with its context in addition to its meaning and reasons for choosing the word.
5. Teachers indulge the learners within the system and phase of VSS. Learners study in minor groups of three to five, and they read a brief text from their book with the teacher's supervision. Students are instructed with the teacher to determine a word they would like to pick. The teacher shows how to use the context and other resources to understand the meaning of the term. Collectively, the teacher and the students participate in a discussion to create a reason to nominate their word and, every single group begins to nominate one word for learning. Students have their charts to type the word, the sentence where the word was used, the meaning, and why they have chosen it.
6. After the learners are acquainted with the strategy, teachers enable their students to have guided practice to promote the use of Vocabulary Self Collection Strategy during reading. Teachers arrange small groups in order to do a reading activity. The book is introduced and a short introduction to the whole strategy is supplied by the teachers. To enable the students to remember the stages of the process for nominating a critical and exciting word

to learn, their teachers write the subsequent questions on chart paper to hang on classroom wall as reminders:

- What is the word which I really believe is vital to learn?
- Why would I pick it out as an essential or interesting word to know?
- In what ways was this word used? Try to give the sentence where the word was used.
- What does the word mean? Is it possible to guess the meaning of the word thanks to its context?

7. Learners divided into small groups they talk about the words they are willing to nominate. In these groups, they discuss and evaluate every single word and the reasons why the students should learn the word. After they have a consensus, they are free to nominate two words.

8. The learners type 2 words on a chart, as exemplified in figure 9. Every single group exhibits its two words to the other groups. A member of each group types the words, gives their context, meanings and the reasons for choosing these particular words (Antonacci, P. & O'Callaghan, C.M., 2011).

2.1.8.3. How to Apply Vocabulary Self-Collection Strategy for Eighth-Grade Lesson on Ann Martin

Students, who are in eighth-grade literature class, are starting a study on the author, Ann Martin. They are divided into four literature circles and told to determine the book they are going to read a book of Ann Martin among the four books written by her. Before reading, students are reminded by the teacher to decide on two words from chapter one for nomination. Then the teacher monitors the steps and the procedure in terms of using VSS. The students of each group read the same book, and while they are reading, they write the critical words they want to nominate, and type these words on their graphic organizer and keep reading. (Antonacci, P. & O'Callaghan, C.M., 2011). They continue by saying: After finishing reading chapter one, students talk about the story in their small groups and come up with responses and reflections. The students complete the book discussions with a vocabulary study. They say the words they have chosen and their meanings and perform a nomination stage by giving a couple of reasons for choosing the words. After a consensus is reached by the group they exhibit it to the class. The teacher writes every single

nominated word on the class chart and their meanings, the sentences which contain the words and the reasons to choose the words. Figure 9 gives the nomination chart via one literature class, where "A Corner on the Universe" by Ann M. Martin (2002) was studied.

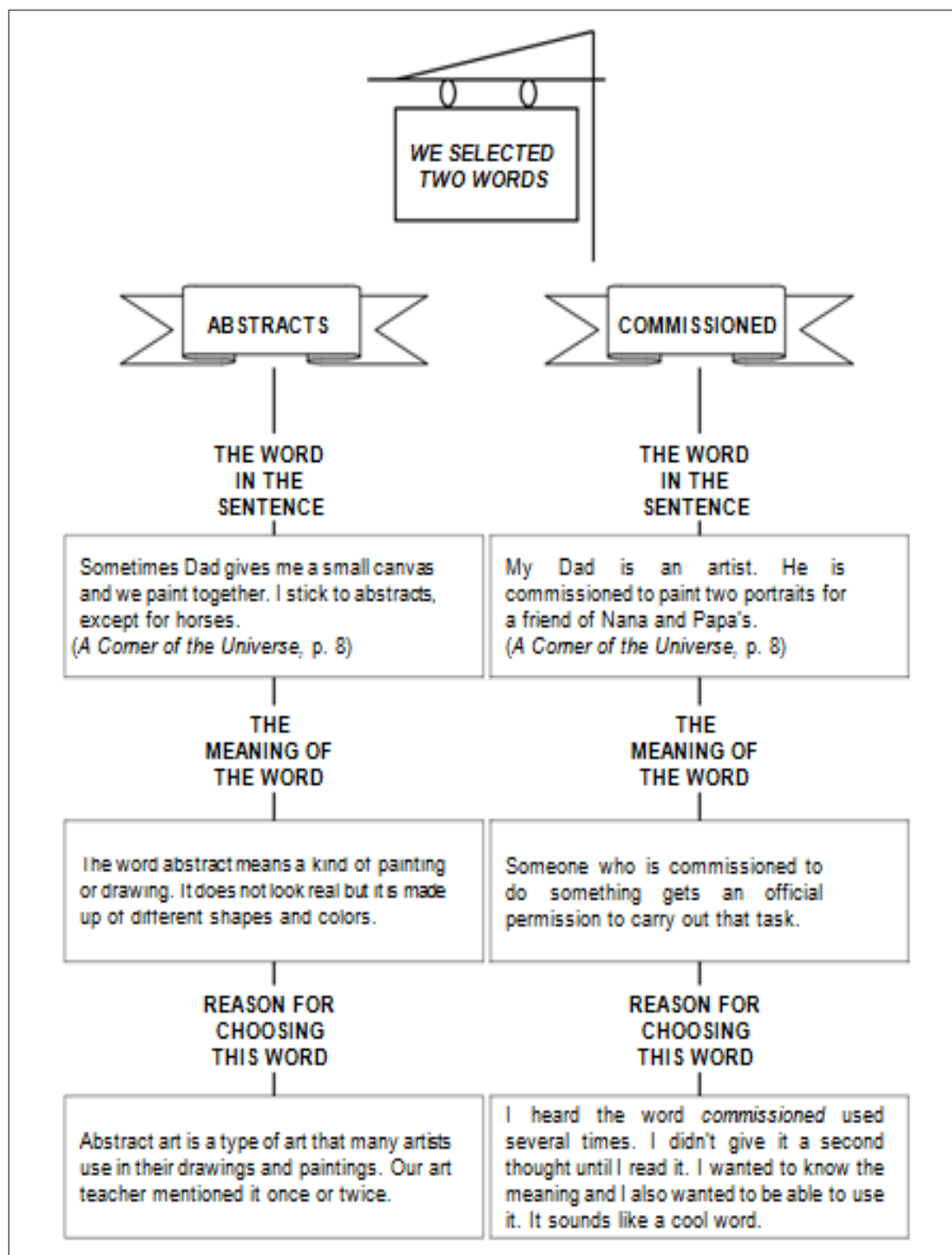


Figure 9. Vocabulary Self-Collection Graph. Antonacci, P. & O'Callaghan, C.M., (2011). *Developing content area literacy : 40 strategies for middle and secondary classrooms*. Sage Publications, Thousand Oaks, Calif.

2.1.9. Studies Related to Vocabulary Self Collection Strategy

For language development, vocabulary is an essential component. It is exceptionally crucial for language learners; therefore, there have been many studies about how proper and effective vocabulary learning can be practiced/achieved. Thanks to these studies, lots of different strategies have emerged in order to learn or teach vocabulary. However, rather than the number of strategies, their efficiency is the focus among the L2 learners. Oxford (2003) has revealed that “L2 learning strategies can help learners improve their own perception, reception, storage, retention, and retrieval of language information” (p. 274). And Lai (2009) believes that “training students in using learning strategies and assisting them in developing their own unique ways of learning would make them independent and effective learners” (p. 276). Nation (2008), explains that the ultimate objective of strategy training is to enable the students to be free and improve their autonomy in vocabulary learning. Thus, an active learning strategy should not only enhance the vocabulary level of the learners, but also improve their sense of autonomy. In this regard, VSS serves these two purposes. Gregersen’s (2007) study, which is one of the studies on VSS, was conducted with second-grade students, aiming to illustrate whether or not VSS increases students’ retention of the meaning of vocabulary items. Additionally, she aimed to demonstrate if VSS usage enhances the learners’ capability to utilize context for the understanding of vocabulary items. The findings demonstrated that VSS seemed to be effective at assisting pupils in studying and keeping the meanings of new words. Concerning assessments of the usage of context as well as vocabulary learning, students showed enhancement in the capability to utilize context for figuring out word meanings. In a new analysis conducted in 2017, Idriani purposed to confirm if Self Collection Strategy and students’ motivation offer a remarkable effect on the students’ vocabulary mastery on English subject. The study suggested that VSS has a tremendous impact on students’ vocabulary mastery. This strategy granted a considerable chance for students to examine their abilities. Students were much more triggered to the learning process and much more inspired to obtain more knowledge and information. (Idriani, 2018). Furthermore, the vocabulary mastery of the students who had high commitments, received better scores through Vocabulary Self Collection Strategy, backed by Ruddell and Shearer (2000). They mentioned that Vocabulary Self Collection Strategy improves students’ inspiration and expands their vocabulary size by engaging them in discussing the words with an active participation.

Fatonah (2015) examined whether utilizing VSS enhances seventh-grade pupils' ability to read and understand the texts. Based on the ultimate result, students discovered that they did not need to ignore the new words while reading the English texts. They attempted to connect these unfamiliar words with their surroundings to establish proper meaning. Hence, one can conclude that VSS implementation was successful, especially in improving the learners' reading comprehension.

Meiningsih (2015) conducted a study comparing VSS's efficiency and interactive cloze strategy to enhance learners' vocabulary size. The researcher reached the conclusion that VSS has been successful in supporting the learners to investigate their own vocabulary mastery by way of the higher comprehension of conceptual information of the words. Utilizing VSS technique, the learners are required to make a brainstorming activity to determine as many words as possible associated with the first word. Thus, this technique might assist the learners in improving their vocabulary size as well as securely recollecting these items. Furthermore, the students begin to be proactive in the group while they also learn vocabulary items thanks to VSS.

2.1.10. The Concept of Autonomy

The etymology of autonomy is derived from the Greek word "autonomous" which means 'having its own laws' (Oxford Dictionaries, 2015). It is a broad term and has been widely used in different areas. In addition to education, autonomy is in the center of many distinctive and crucial fields such as the business world, military, medicine. As mentioned above, the concept has drawn attention since human advancement is encouraged not just by giving individuals resources but additionally by enhancing their autonomy level. Therefore, autonomy ensures that individuals can easily maintain their assets in health as well as increase additional enhancements when they are all alone and unaided (Muñiz Castillo and Gasper, 2009). In the current days, though not utilized as a synonym for attributes that are generally appreciated, autonomy has long been appropriately used within a broad fashion. (Dworkin, 2015). Much like Dworkin's conclusions, Benson promises that as a multifaceted idea autonomy has been a focus of many perspectives and theoreticians (Benson, 2001; 2007).

In another definition of autonomy in the personal sense, it is considered a capability to make choices and also the power to control the critical aspects of one's life (Ryan & Deci,

2001). Schwartz (1977) considers autonomy as “the ability to assume responsibility for one’s own affairs” (cited in Esch, 1996, p. 37). Based on Dam’s ideas (1995), independent learners pick their targets, time, materials, methods, and tasks, apply their own decisions, afterwards assess their actions. Little (2007) states that the word 'autonomy' derives from learner-centered theories within constructivist epistemologies, and it is also related to "independent learning.". Dickinson (1987) clarifies autonomy as the circumstance in which the learner is entirely accountable for his every decision regarding learning and the implementation of these decisions (p. 11). He provides five distinct qualities of autonomous learners:

- They comprehend what is being taught.
- They produce their learning and mastering targets.
- They deal with figuring out as well as administering the correct learning strategies.
- They keep an eye on their use of these techniques.
- They monitor and also do self-assessment for their own learning. (Dickinson, 1993, cited in Balçıkanlı, 2006, p.33).

Feinberg claims that people will find a minimum of four distinct meanings of "autonomy" in political and moral philosophy: the capability to govern oneself, the particular state of self-government, an individual ideal and rights expressive of one's sovereignty over oneself (Feinberg, 1989).

In terms of the distinction between autonomy and freedom, which are commonly confused terms, Dworkin implies that autonomy is perceived as a second-order capacity of people to represent their first-order preferences, wishes, desires significantly. Therefore, it is the capability to admit or make an effort to alter these within the frame of higher-order personal preferences as well as values. By implementing this kind of capability, individuals determine their nature, supply coherence and meaning to their own lives and take charge of their personality (Dworkin, 2015).

Apart from the clarification of autonomy and freedom, it should be added that motivation is indispensable for autonomy. In order to assist and elaborate on this idea, Spratt, Humphreys, and Chan (2002) suggest that motivation directs learners towards autonomy, plus it performs as a pre-condition for doing it. Ushioda promises that autonomous learners can be described as motivated learners. She likewise says that self-regulated learning may

be observed once the capability to manage strategic thinking procedures is followed by the willingness to make it (Ushioda 2006, p. 15).

Ryan & Deci's (2000) self-determination principle concentrates on the benefits of personal autonomy within improving intrinsic motivation. In their study performed in 1985, Ryan and Deci maintain that intrinsic motivation is going to be influential when action is experienced as autonomous (p. 29). Schare and Szabó (2000) add that intrinsic motivation helps learners to be eager to take more responsibility for the ultimate results, which contributes to intrinsic motivation (p. 7). They state that responsibility and motivation are able to strengthen each other reciprocally.

2.1.10.1. Autonomy in Language Learning

"Autonomy in language learning is based upon the improvement and also exercising of the capacity for detachment, critical reflection, decision making, and independent action" (Little 1991, p. 4). Autonomous learners presume responsibility for identifying the objective, articles, rhythm, and technique of their learning, checking its development and assessing its consequences. (Holec 1981, p. 3) Based on Benson's ideas, the crucial point of autonomy in language learning adapted from constructivism is the point that good learning is proactive (2001, p. 40).

The three fundamental pedagogical concepts that highlight autonomy in language learning: learner participation (triggering learners to have a collective control and sense of responsibility during the period of learning), learner reflection (assisting learners to have critical thinking skills when they draft, check and also assess their learning) of their proper use of the target language (using the target language as the primary way of language learning) (Najeeb, Sabitha. S. R., 2013)

Holec (1981), Allwright (1990) and Little (1991) say that autonomous students can be viewed as the individuals who can consider their learning through information about learning and who are eager to learn in a joint effort with others.

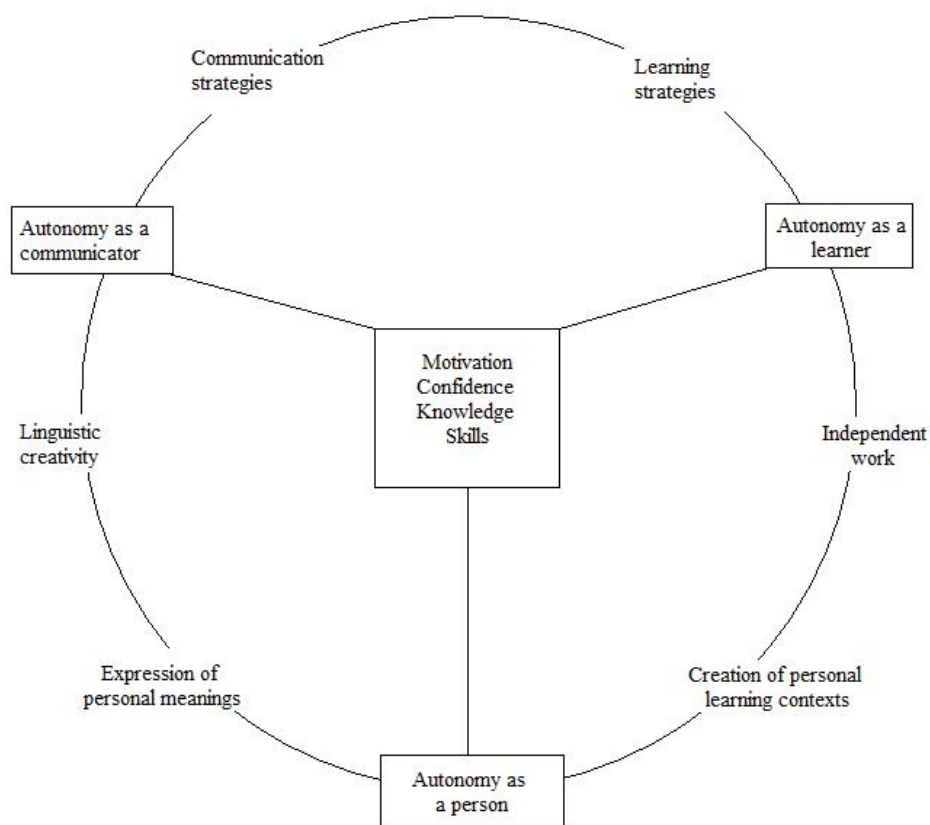


Figure 10. Developing autonomy through teaching. Littlewood, W. (1997). Self-access: Why do we want it and what can it do? In P. Benson & P. Voller (eds.), Autonomy and independence in language learning. London, UK: Longman, 79-92

To analyze autonomy in language learning, we also need to focus on a remarkable topic: "Learner autonomy" which intends to supply language learners with the capability to undertake far more tasks and build responsibility skills for their learning. Henri Holec undoubtedly defined autonomy in language learning and foreign language learning in a report posted by the Council of Europe in 1979. Holec explained learner autonomy as a learner self-direction in addition to the ability to control the learning steps. Based on his ideas, the teachers' primary responsibility was to promote a shift from dependency to autonomy by assisting learners in building their self-management capacity.

Supporting learners so as to be proactive and also able to run their own learning process, learner autonomy continues to be asserted to be an attribute of contemporary communicative language teaching (Kenning and Broady, 1996; Sinclair and Ellis, 1989, cited in Lehtinen and Matsubara, 2007). Kumaravadivelu (2003) underlines that learner autonomy has been turned into an appealing target for language teaching and learning. As Wenden (1991) highlights, with that particular understanding, the instructors have begun to

emphasize topics and allow much more space for learners where they can act freely and be responsible for their language learning.

Many researchers studying and contributing a lot to the development of learner autonomy underline that learner autonomy is indispensable for the following three reasons.

At first, autonomous learning is essential because education must target at supporting the individuals in how to think, act and also learn in a freeway throughout their lives. Second, when learners can monitor their learning, active roles of the learners rather than the teachers are observed. At last, students who have a higher level of awareness for their learning tend to have a full strategy to discover and learn, which subsequently results in higher achievement (Saljo and Marton, 1976, cited in Ade-Ojo, 2005, p. 192).

Matsubara and Lehtinen (2007) characterize autonomy; in other words, self-governance in language learning as an issue of responsibility regarding language learning. Similarly, Littlewood (1999) focuses on the crucial objective of autonomy and alleges that autonomy seeks to create a social group that is independent and responsible in language learning. It is reported that students are allowed to select learning materials, sources and tasks in a language classroom thanks to autonomy. (Nunan, 2000)

2.1.10.2. Autonomy in Vocabulary Learning

Increasing vocabulary size is indispensable for English language acquisition. Since influential vocabulary learning cannot be developed by restricted vocabulary in a course book or given by teachers, it should be enhanced inside and outside the classroom, which can be achieved by autonomous learners.

Once the learners begin the learning process, they may be accountable for making a good sense of different vocabulary in various contexts and completely grasping every word's meaning with its proper contextual use (Alrashidi and Phan, 2015).

In this sense, there are two crucial aspects to develop autonomy in vocabulary learning. The first one is the teacher role. In a free learning environment, teachers' roles can be described as motivators or facilitators. However, we cannot attribute an inactive attitude to the teachers since they need to enhance students' autonomous language learning abilities, especially regarding the vocabulary and to create positive learning settings.

Yan (2012) compels the teachers to assist students in order to be independent. He claims that, in the autonomous learning environment, the teachers should change their roles from a power holder teacher to an organizer and allow them to study with a positive mindset (Yan, 2012, p. 562). He provides that the teacher should trust in students, respect them, and generate appropriate education settings where students can discuss equally and help themselves (p. 562).

Along with improving autonomy in vocabulary learning, only if teachers implement the following recommendations created by Omaggio (1997), will the students' lexicon, as well as all their language skills steadily enhance. Omaggio (1997) states that teachers need to:

1. Encourage the students to become interdependent as well as study together collaboratively
2. Tell students their roles in the beginning. Engaging the students to offer their ideas on their roles might be helpful.
3. Provide students with projects to accomplish outside the classroom to improve their motivation.
4. Provide the students with non-lesson classroom tasks to do
5. Make the students plan and prepare classes or materials to be used in class.
6. Highlight the benefits of peer editing, corrections as well as follow up wondering questions within the classroom.
7. Encourage the students to make use of just English in class, stress fluency rather than accuracy.

Little (2007) makes us understand the mutual connection between the progress of the learner autonomy and development of language competence among learners, as each learner determines his/her way of learning. In this sense, the learners play an essential role in fostering their autonomy in vocabulary learning. To do so, they have to:

- Choose which words are worth to study.
- Be able to make use of the context, phrases, and also tips given in texts. (Haddad, R.H., 2016).

Haddad (2016) stresses how important autonomy is in vocabulary learning. He claims that provided that language learners understand learning strategies, they steadily build their

autonomy level via personal selection and implementation of various words in particular sentences or different contexts.

Nunan (1999) asserts that teaching independent vocabulary learning is achieved by helping students to build the skill of inferring meaning from context through exercises designed for drawing inferences as well as giving them opportunities to develop their dictionary skills effectively. Based on his ideas, the language itself is in contexts, so it is easily acquired from contexts. Consequently, in teaching setting, teachers must assist learners in concentrating on the techniques for deducing meaning of unfamiliar vocabulary items from the context in which they are given; and motivate learners to understand the use of various tips and hints including those that are verbal and non-verbal like roots and affixes; photos, diagrams, charts, or maybe semantic ties, etc. to figure out the meaning.

The importance of context for teaching as well as learning vocabulary items is clearly defined by Honeyfield (1997 cited in Nunan and 1999 Sokmen). Based on their ideas, it is more appropriate to teach students to use techniques to infer the meaning of unfamiliar vocabulary items from the context than making them attempt to remember time-consuming lengthy vocabulary or even to encourage them to search for unfamiliar vocabulary via dictionaries.

Toohey and Norton (2003) state that autonomous students have different and various inspirations, learning styles, intrinsic motivation, psychological characteristics, techniques and identity directions that are viewed as the main factors of their advancement or disappointment in language learning (p. 58). Therefore, language learners need to have their vocabulary learning strategy in which they have an opportunity to apply this strategy within an authentic setting or social context, contributing them to reach an adequate level in terms of both vocabulary size and autonomy. To put this theory into practice, we will analyze several Vocabulary Learning Strategies, especially Vocabulary Self Collection Strategy.

2.1.11. Social Learning Theory

Driscoll defined learning as "A persisting change in human performance or performance potential as a result of the learner's interaction with the environment" (Driscoll, 1994, pp. 8-9). Besides, learning is a highly complicated process, and it is prone to various factors in real life; therefore, social learning theory has many implications in many real-life

situations. However, in this part, the researcher focuses on social learning theory in terms of its educational role. The theory is asserted by Albert Bandura (1971) posits that "in the social learning system, new patterns of behavior can be acquired through direct experience or by observing the behavior of others" (p. 3). This theory has often been called a bridge between behaviorist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation (Muro & Jeffrey, 2008). In this regard, Bandura stresses that direct reinforcement cannot account for all learning types, so he focuses on a social element, asserting that people are able to learn new information and behaviors by observing other people. These behaviors are learned through modeling. The people who are being observed are called models, and this learning process is called modeling. (Newman B.M. & P.R, 2007). Bandura (1986) explains the stages of social learning with an example: "When an instructor attends and observes a course in-world and is entertained, informed, and approves of how students act, they are more likely to want to teach a course in-world themselves." He adds by saying "They can then use the behavior they experienced to imitate and model other instructors' teaching styles in-world" (as cited in Razieh T.N., 2012, p. 7).

In the modeling process, Bandura gives four conditions that are indispensable for the modeling process. By following these, a student can adequately internalize a model behavior. These steps are given in figure 11.

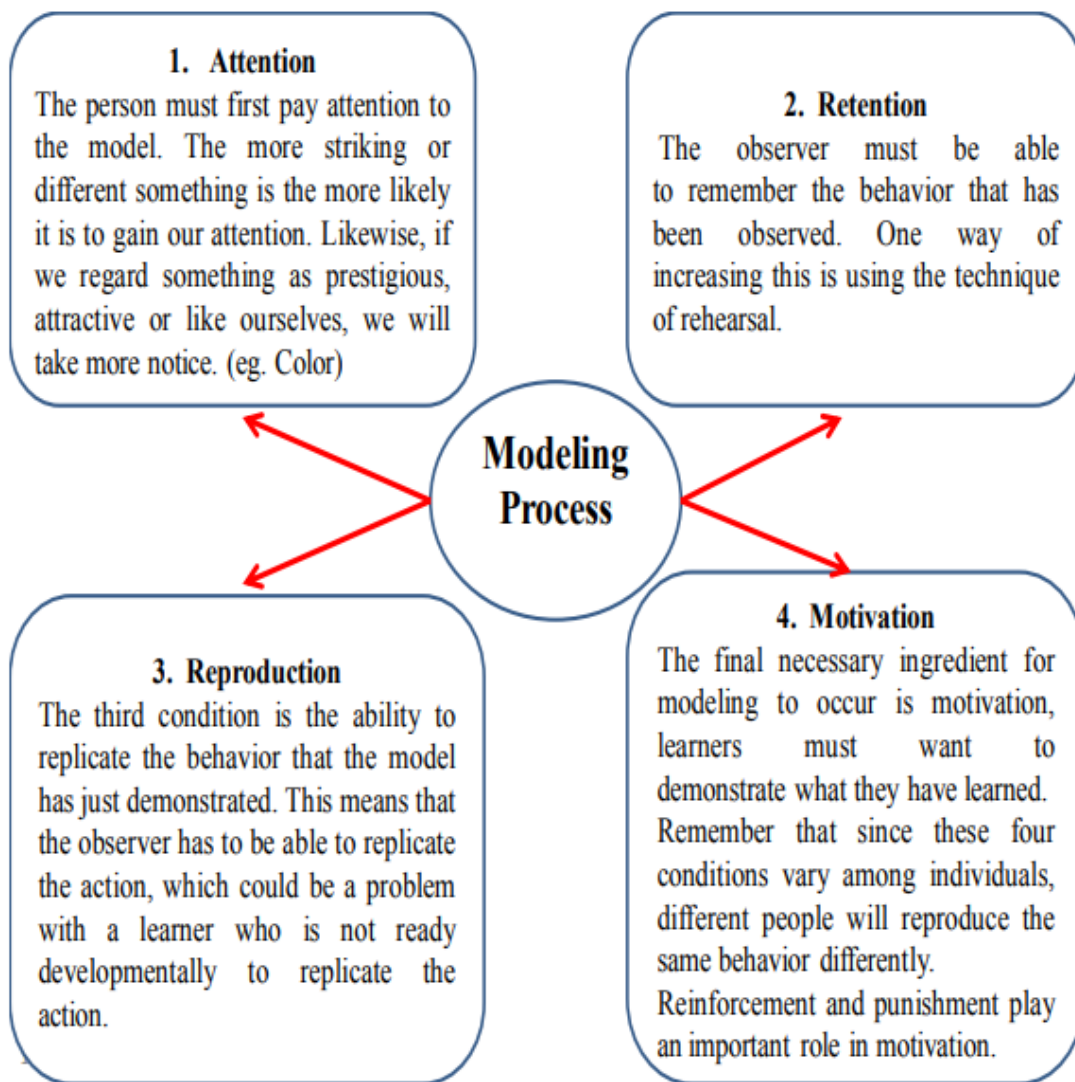


Figure 11. Bandura's Social Learning Theory & Social Cognitive Learning Theory
Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

2.1.11.1. The Relationship between Social Learning and VSS

According to Social Learning Theory, people can effectively learn through observing other people. People observe the ones who are called models since these models present behavior that is being observed, and people are able to learn thanks to these models by looking at their behaviors and attitudes. Moreover, in social learning theory, the model and the observer (replicator) should be similar. For example, a teacher and a student are not similar; nevertheless, a student and another student are similar, therefore, they can be a model and a replicator/imitator.

In terms of the relationship between social learning and VSS, within a group divided by the teacher according to their test results, there are both potential imitators and models. In such a social context, an imitator observes that a model can pick up or determine a vital word and present it to the class. This word is evaluated as an important word with students' votes in the classroom and the teacher. Thus, the imitator tries to do the same selection and presentation process to make his/her choice acceptable. Fortunately, the imitator may discover that she/he has the ability to determine then suggest an important word to the class. At first, this circuit seems like an individual activity since students are free to select their own essential words in reading passages. However, after the first process completed, VSS transforms this individual process into a social activity by engaging students to share their vocabulary selections to the whole class. Finally, the imitator has the motivation and chance to develop his/her autonomy with VSS's help, which enables students to benefit from the social learning setting.

CHAPTER III

METHODOLOGY

3.1. Introduction

This study is designed to indicate the effect of vocabulary self-collection strategy on both vocabulary improvement and autonomy development. This chapter is going to be the section in which the research methodology is presented and defended. To achieve this display and justification, the researcher will elaborate on research design, setting, participants, data collection instruments and procedures, and data analysis. Before providing all this information, the theoretical framework will be described at the beginning of the methodology section.

3.2. Theoretical Framework

3.2.1. Quantitative Research Method

A quantitative research method that includes data collection procedures, which are basically concluded in numerical data and mostly studied by statistical methods, is going to be used as the research method of the study (Dörnyei, 2007). The quantitative research method seems to be the most suitable method as the study attempts to exhibit a potential connection between Vocabulary Self Collection Strategy, autonomy and vocabulary improvement.

There are four basic types of quantitative studies named as "experimental research, survey research, causal-comparative research and correlation research" (Sagin, 2019 p. 62).

In this study, experimental research of which results are highly generalizable, has been utilized.

3.2.1.1. Experimental Design

“The core of the experimental method is the experiment that may be clarified as *a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis*” (Muijs, 2010, p. 11). In this type of design, the conductor of the study targets to reveal what lies behind the apparent cause of an event or a thing through analyzing the collected data. The principal aim is to uncover the cause and effect relations among dependent and independent variables. Regarding the experimental design, Cohen, Manion and Morrison (2007, p.504) say that “the researcher deliberately controls and manipulates the conditions determining the events, in which they are interested, introduce an intervention and measure the difference that it makes.” In this type of design, the researchers generally benefit from pre and post-tests related to the control group design that mainly relies on comparing the experimental group results and, in some cases, results taken from both of these groups both before and after the treatment period. Concerning the determination of both the experimental and the control group, there are three different types of experimental studies named pre-experimental, true experimental, and quasi-experimental studies. True experimental ones create a relationship in terms of causes, and they rely on the comparing of both the experimental and the control group members' progresses. Since it is incredibly vital to decrease the effect of external factors, members of the experimental and the control group were determined casually, which means that the participants' attributions regarding their sex, age, etc. are ineffective in being a member of the experimental and the control group.

This study is a true experimental one which was performed with participants of experimental as well as the control group who were determined through a randomization procedure.

3.3. Research Design

The purpose of this study is to detect whether Vocabulary Self Collection Strategy improves vocabulary development and the autonomy level of students or not. Many studies have been conducted to reveal the effect of autonomy on vocabulary teaching; however,

this study tries to measure the effect of Vocabulary Self Collection Strategy on autonomy with the help of considering some variables. In this regard, the study was conducted within the frame of quantitative research.

The study utilizes quantitative research methodology that is commonly used to explain various variables by gathering numerical data which are studied within the frame of methods having statistical bases. (Aliaga & Gunderson, 2000). For this reason, in the study, the results of the pre-test and post-test implemented to both the control and the experimental group design enabled the researcher to have quantitative data that was required.

The most crucial factor to apply these pre-tests and post-test as quantitative methods that show constative information and relationship between the dependent and independent variables (Muijs, 2004) in our study is to observe whether Vocabulary Self Collection Strategy contributes to vocabulary and autonomy level of the experimental group or not. Moreover, we checked if there is a significant change expected to occur in the experimental group before and after the strategy training. This strategy training, in other words, the treatment was introduced to the experimental group, and it has lasted for 11 weeks. In this regard, one pre-test and post-test consisting autonomy-social learning questionnaire and one pre-test and post-test consisting vocabulary achievement tests were implemented to the experimental group. In order to analyze whether ultimate results can be reached with the implementation of the tests on both the experimental group and control groups, the results of the implementation on both of them will be compared to analyze the presence of any kind of connection between Vocabulary Self Collection Strategy and vocabulary improvement and autonomy development and to what extent that connection is.

3.4. Population and Sampling

The universe of the study is Turkish secondary school students who have been learning English since they were 2nd grade students. They were 6th-grade students at the time the study was conducted. Moreover, most of these students were at the elementary level, but some of them were between beginner and elementary level. The total number of the participants, including both the experimental and the control group, was 80 students. There were 40 students in the experimental group and 40 students in the control group. Two classes were selected randomly in order to eliminate any kind of individual or external

parameters as much as possible in the way that Dörnyei (2007) suggested (p. 97). In this sense, although the class, in other words, students were chosen arbitrarily, their vocabulary level was close to each other. We got the consents of the students in both experimental and the control group to be the participants of the study. The number of the participants by gender is illustrated in Table 2.

Table 2

Distribution of Participants Regarding Their Gender

	Number	Percent	Valid Percent
Female	43	53.75	53.75
Male	37	46.25	46.25
Total	80	100.0	100.0

When distribution of participants in terms of their gender is analyzed, it can be seen that the number of female participants is 43 (53.75), and the number of male participants is 37 (46.25).

3.5. Data Collection Tools

In this research, as data collection tools, there are one vocabulary achievement test and three questionnaires. These data collection tools are quantitative. There is no personal information in these data collection tools. Only their school numbers are written on the vocabulary achievement test and autonomy-social learning questionnaire to accurately match the pre-test and post-test of the same participants to each other. After correct matching, their students' number were not used, and every single participant is represented with constant "P," which is the abbreviation of the word "Participant" and a number. To give an example; P1, P2, P3 etc.

3.5.1. The Vocabulary Achievement Test

It was conducted in order to show the students' vocabulary items knowledge about their course-book. Regarding the vocabulary achievement test, a multiple-choice achievement

test of 58 items taken from the student coursebook was conducted. This multiple-choice achievement test covers six units of their coursebook. Since Vocabulary Self Collection Strategy is highly integrated with reading skills and should be used by learners during and after reading, the vocabulary items are deliberately taken from the vocabulary tests following the reading texts in the student coursebook.

3.5.2. Questionnaires

Considering the three questionnaires; two of them were conducted to student participants and one of them to teacher participants and their validity and reliability analyses were done in detail.

The pilot study enabled the researcher to find both the reliability coefficient for the questionnaires by doing the Cronbach Alpha Analysis and explanatory factor analysis since the scales have many new items. Prevalently, the number of participants in a pilot study is less than the actual study. However, for proper factor analysis, the size of samples should be at least five times greater than the number of the items observed variables (Child, 2006). From this point of view, before actual research, the questionnaires were conducted to 200 students since the number of the items in the three questionnaires is between 25 and 30. After the application questionnaires, some samples were eliminated because of the students' extreme values and controversial responses.

3.5.3. Student Questionnaire about Vocabulary Teaching Strategies

Fifteen items in this questionnaire are about VSS and adapted from VSS application steps by the researcher, and ten items are about teacher-centered vocabulary teaching strategies and taken from Anwer's M.A. thesis (2015). The items in the questionnaire have been translated into Turkish since English language level of the student participants is not adequate. Through the questionnaire for student participants, who are the members of both the control and the experimental group, the aim is to show the rate of practicing both VSS and teacher-centered vocabulary teaching strategies before and after VSS implementation. By doing so, the researcher is able to reveal that a shift from teacher-centered strategy to VSS is observed alongside the adopting process of VSS in the experimental group and also show that teacher-centered strategy training is implemented without any alterations to the

strategy in the control group. The collected data are based on student participants' responses to questionnaires, which may be evaluated more confidentially.

The reliability coefficients (Cronbach's Alpha Analysis) for the two parts and the whole questionnaire are as follows:

Table 3

Reliability Statistics of 15 Items about VSS

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,769	,764	15

Table 4

Reliability Statistics of 10 Items about Teacher-Centered Strategy

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,891	,890	10

Table 5

Reliability Statistics of 25 Items (The Whole Questionnaire)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,873	,869	25

The explanatory factor analysis for the whole questionnaire are as follows:

Table 6

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,861
Bartlett's Test of Sphericity	Approx. Chi-Square	3490,609
	df	300
	Sig.	,000

Table 7

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	8,613	34,453	34,453	8,613	34,453	34,453	8,561
2	4,945	19,778	54,231	4,945	19,778	54,231	5,128
3	1,635	6,539	60,770				
4	1,097	4,387	65,157				
5	,951	3,805	68,961				
6	,917	3,668	72,629				
7	,797	3,189	75,818				
8	,765	3,059	78,876				
9	,695	2,779	81,655				
10	,582	2,328	83,983				
11	,543	2,170	86,153				
12	,513	2,052	88,205				
13	,478	1,911	90,117				
14	,439	1,755	91,871				
15	,384	1,535	93,406				
16	,320	1,279	94,685				
17	,310	1,240	95,925				
18	,254	1,017	96,942				
19	,188	,751	97,693				
20	,164	,657	98,350				
21	,125	,500	98,850				
22	,111	,446	99,296				
23	,079	,317	99,613				
24	,056	,223	99,835				
25	,041	,165	100,000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 8

Pattern Matrix^a

	Component	
	1	2
VAR00009	,851	
VAR00008	,820	
VAR00006	,819	
VAR00030	-,785	
VAR00003	,770	
VAR00010	,769	
VAR00004	,762	
VAR00007	,756	
VAR00001	,740	
VAR00025	,738	
VAR00026	,719	
VAR00024	,708	
VAR00016	,699	
VAR00002	,668	
VAR00005	,622	
VAR00020		,879
VAR00028		,872
VAR00017		,858
VAR00029		,802
VAR00021		,785
VAR00023		,733
VAR00018		,599
VAR00019		,508
VAR00027		,442
VAR00022		,356
Extraction Method: Principal Component Analysis.		
Rotation Method: Promax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

3.5.4. Student Questionnaire about Autonomy and Social Learning

Twenty items in this questionnaire for student participants are prepared to reveal the autonomy development of the students in both the experimental and the control group. To give an example, there are two different items in questionnaire below;

- a. I prefer to determine unfamiliar words in reading texts on my own.

b. It is better for me when my teacher selects unfamiliar words in reading passages. Item a indicates a high autonomy development and item b indicates a low autonomy development. Therefore, the evaluation of the autonomy development has been done according to responses ranging from “always” to “never” for these items.

Ten items in the questionnaire for student participants are prepared to indicate whether students are able to benefit from social learning by means of Vocabulary Self Collection Strategy treatment.

To give an example, there are two different items in questionnaire below:

a. I can learn better when I discuss the unknown words in a group.

b. Learning words from group discussion is not appropriate for me

Item a indicates that students can benefit from social learning, and item b indicates that they do not make use of social learning. Thus, the evaluation of the social learning has been done according to responses ranging from always to never for these items. The items in the questionnaire have been translated into Turkish since English language level of the student participants is not adequate.

Table 9

Reliability Statistics of 20 Items about Autonomy

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,830	,819	20

Table 10

Reliability Statistics of 10 Items about Social Learning

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Based on	N of Items
,764	,761		10

Table 11

Reliability Statistics of 25 Items (The Whole Questionnaire)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,895	,889	30

The explanatory factor analysis for the whole questionnaire are as follows:

Table 12

The Explanatory Factor Analysis for the Questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,843
Bartlett's Test of Sphericity	Approx. Chi-Square	5099,313
	df	435
	Sig.	,000

Table 13

Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	10,232	34,106	34,106	10,232	34,106	34,106	10,205
2	4,881	16,270	50,375	4,881	16,270	50,375	5,022
3	1,797	5,991	56,367				
4	1,654	5,515	61,881				
5	1,296	4,320	66,201				
6	1,167	3,891	70,093				
7	1,040	3,466	73,559				
8	,950	3,168	76,727				

9	,902	3,007	79,733
10	,787	2,623	82,356
11	,702	2,341	84,697
12	,619	2,064	86,761
13	,550	1,834	88,595
14	,526	1,753	90,348
15	,447	1,491	91,839
16	,394	1,312	93,151
17	,370	1,235	94,385
18	,337	1,124	95,509
19	,295	,984	96,493
20	,246	,821	97,314
21	,203	,676	97,990
22	,125	,417	98,407
23	,096	,320	98,727
24	,072	,241	98,968
25	,072	,239	99,208
26	,066	,221	99,429
27	,055	,185	99,613
28	,044	,148	99,761
29	,043	,142	99,903
30	,029	,097	100,000

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 14

Pattern Matrix^a

	Component	
	1	2
VAR00031	,867	
VAR00008	,820	
VAR00010	,820	

VAR00007	,803
VAR00005	,777
VAR00004	,773
VAR00047	,765
VAR00032	,753
VAR00001	,747
VAR00009	,746
VAR00046	,744
VAR00042	,723
VAR00002	,713
VAR00033	,690
VAR00006	,660
VAR00045	,641
VAR00043	,637
VAR00003	-,452
VAR00044	-,436
VAR00034	,378
VAR00038	,880
VAR00049	,867
VAR00050	,866
VAR00039	,859
VAR00041	,735
VAR00036	,660
VAR00037	,584
VAR00048	,539
VAR00040	,364
VAR00035	-,334

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

3.5.5. Teachers Questionnaire about Vocabulary Teaching Strategies

Fifteen items in this questionnaire are about VSS, and ten items are about teacher-centered vocabulary teaching strategies. Through the questionnaire for teacher participants, the aim is to show the rate of practicing both VSS and teacher-centered vocabulary teaching strategies among the English language teachers.

In this questionnaire, the researcher used the same items in the student questionnaire about vocabulary teaching strategies. Since the items in student questionnaire have been analyzed in terms of explanatory factor analysis, the items in this questionnaire, which were conducted to different participants or the universe consisted of teacher participants, were only tested within the frame of reliability analysis. However, in the student questionnaire, naturally, the universe is students, and in this questionnaire, the universe is teachers. Therefore, the items have been adapted according to teacher participants. For instance;

In the student questionnaire: Our teacher sets us free to select unknown words from reading.

In the teacher questionnaire: I set my students free to select unknown words from reading.

Table 15

Reliability Statistics of 15 Items about VSS

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,756	,754	15

Table 16

Reliability Statistics of 10 Items about Teacher-Centered

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,747	,726	10

Table 17

Reliability Statistics of 25 Items (The Whole Questionnaire)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,820	,817	25

Based on the answers taken from both teachers and students, the researcher tries to reveal whether or not VSS is practiced by English language teachers not only through the answers of the teacher participants but also the responses of the students.

3.6. Data Collection Procedures

The study participants were selected from a secondary school in Malatya from two different classes. All of them were informed that they did not have to participate in questionnaires, and vocabulary assessment tests and their grades would not be affected positively or negatively if they rejected or accepted to take part in these questionnaires and tests. Moreover, we had assured that their answers to the questionnaires and vocabulary tests would be used just for the sake of academic purposes and kept confidentially.

After we were allowed to apply these questionnaires and tests with the school administration's permission, the participants were free to fill the consent form. Afterwards, both pre-tests and post-tests of the autonomy and social learning questionnaire, vocabulary teaching strategies questionnaire and vocabulary assessment test were applied to both the experimental and the control group. Pre-Vocabulary assessment test was applied at the end of 3, and Post-Vocabulary assessment test was applied at the end of week 17.

3.6.1. Implementation of Questionnaires

Autonomy-social learning pre-questionnaire and vocabulary teaching strategies questionnaire were applied at the end of the 3rd week because it would be inconvenient to apply the questionnaires without any treatment. Moreover, the researcher tried to demonstrate the starting point of two groups in terms of their autonomy and social learning development and types of vocabulary learning strategies.

At the beginning of the 7th week, the experimental group began to be trained through VSS.

At the end of the 12th week, the researcher applied the same questionnaire in order to measure VSS adopting and autonomy and social learning development. The primary purpose was to show and underline the shift from teacher-centered strategy to VSS.

At the end of the 17th week, the researcher applied the same questionnaire in order to see the ultimate results of VSS adopting, autonomy and social learning development.

3.6.2. Creating groups

VSS requires making a group activity; therefore, during the 7th week students in the experimental group were divided into ten separate groups since they were to be trained through VSS which necessitates a small number of student for the following eleven weeks. This group/buddy up selection was not created haphazardly. It was created according to the pre-test results of the vocabulary achievement test and autonomy-social learning questionnaire since each group needed a model and imitator as stressed in Social Learning Theory. The groups were created within the frame of the following procedures:

3.6.3. Grouping considering test results of the vocabulary achievement test

40 students formed 10 groups.



In each group, it was planned to be...



1 student who got a point between 95-100 from the pre-test of the vocabulary achievement test.

1 student who got a point between 86-94 from the pre-test of the vocabulary achievement test.

1 student who got a point between 65-78 from the pre-test of the vocabulary achievement test.

1 student who got a point below than 64 from the pre-test of the vocabulary achievement test.

The pre-test results may seem high, but the students' school is one of the best secondary schools in Malatya, considering the results of the entrance test for high schools in Türkiye.

3.6.4. Grouping considering results of the autonomy and social learning questionnaire

It was not possible to have ten students who had high points in different ten groups in terms of both vocabulary achievement test and autonomy and social learning percentages compared to other students. At this point, the researcher tried to include ten students who did better in vocabulary achievement test than the rest and ten students who had higher autonomy and social learning level than the rest. The purpose here was to make the ten different groups as heterogeneous as possible. In this way, students with different attributions such as vocabulary, autonomy, and social learning level could positively affect the other group members.

3.6.5. Duration

In a semester, there are seventeen weeks, and in the first six weeks, teacher-centered vocabulary teaching was conducted to two groups. In the 7th week, the experimental group was introduced with VSS, and for this group, the experimental study was scheduled to be applied for eleven weeks. The total sessions hours of eleven weeks were 44 hours; nevertheless, not all of these session hours were spent on vocabulary teaching through VSS. Concerning the control group, they continued to be taught through teacher-centered vocabulary teaching for the rest of the weeks. Elaborate procedure for the whole semester is given below in table 18.

Table 18

Weekly Schedule for Strategy Training

Week	Strategy of the control group	Activities in the control group	Strategy of the experimental group'	Activities in the experimental group
From 1 to 6	Teacher-Centered Strategy	Using a dictionary, facial expressions, prefixes and suffixes giving definitions, translations, opposite or the same meaning of the unknown words.	Teacher-Centered Strategy	Using a dictionary, facial expressions, prefixes and suffixes giving definitions, translations, opposite or the same meaning of the unknown words.
7	Teacher-Centered Strategy	The teacher does not introduce any new type of strategy. She continues to use teacher-centered vocabulary teaching strategies.	VSS	The teacher introduces Vocabulary Self Collection Strategy to the students and explains the students' steps to follow.
8	Teacher-Centered Strategy	The same activities used during week 1 to 6 are practiced.	VSS	Students are encouraged to identify the words that they find exciting or challenging in a reading passage and asked to explain why they have chosen these words.
9	Teacher-Centered Strategy	The same activities used during week 1 to 6 are practiced.	VSS	Students are promoted to use the clues in the contexts to guess and understand the meaning of an unknown word in a reading passage.
10	Teacher-Centered Strategy	The same activities used during week 1 to 6 are practiced.	VSS	Students are engaged in a discussion of the words to clarify, elaborate and extend the meaning of words and then prepare a final word list made of essential words discussed in class.
11	Teacher-Centered Strategy	The same activities used during week 1 to 6 are practiced.	VSS	Students are encouraged to learn words from group discussions.
From 12 to 17	Teacher-Centered Strategy	The same activities used during week 1 to 6 are practiced.	VSS	Students are very familiar with every single step of Vocabulary Self Collection Strategy. From now on, they will practice all the steps of the strategy holistically until week

3.7. Data Analysis

The quantitative data collected from vocabulary tests, autonomy, social learn and strategy questionnaires were analyzed through (SPSS) Statistical Package for the Social Sciences Program. In order to decide what type of tests, either "parametric" or "non-parametric" ones, would be more suitable for the purpose of analyzing the collected data, "a test of normality" was conducted, involving both "Kolmogorov-Smirnov test" and "Shapiro-Wilk test." Then "independent sample t-test" was used to make a comparison of the experimental and the control group through vocabulary test scores, questionnaires about autonomy, social learning, and VSS. Then "paired sample t-test" was utilized to make a comparison of both the pre and post-test scores of the control and the experimental groups.

The quantitative data collected from both vocabulary tests and autonomy-social learning questionnaires were analyzed via SPSS program. As autonomy, VSS and social learning are the major topics of the study, a correlation between autonomy, vocabulary self-collection strategy and social learning were examined by a mixed design split-plot ANOVA.

According to "Kolmogorov-Smirnov test" and "Shapiro-Wilk test", an overall assessment of the ultimate results reveals that the data of the post vocabulary test and the pre vocabulary test seem to have a "non-normal distribution." Based on "Kolmogorov-Smirnov test", the vocabulary test includes values and these values can be described as significant in terms of statistics ($p < .05$), which clearly demonstrate that these tests have "non-normal distribution". Moreover, "Saphiro-Wilk test" also indicated that the distribution of the scores of the Post Vocabulary Test was non-normal ($p < .05$) since they involve statistically significant scores. The results are given in Table 19.

Table 19

Tests of Normality of Pre and Post Vocabulary Achievement Test

		"Kolmogorov-Smirnov"			"Shapiro-Wilk"		
		Statistic	df	Sig.	Statistic	df	Sig.
Post Vocabulary Test	Control	.188	40	.001	.904	40	.002
	Experimental	.196	40	.000	.912	42	.004
Pre Vocabulary Test	Control	.148	40	.027	.934	40	.022
	Experimental	.173	40	.004	.906	40	.003

a. "Lilliefors Significance Correction"

This analysis revealed non-normally distributed figures. Concerning this issue, George & Mallery (2010) suggest that "the values for skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution" (George & Mallery, 2010). To determine skewness and kurtosis a statistical analysis was performed. The results are shown in Table 20.

Table 20

Test of Skewness & Kurtosis

		Skewness	Kurtosis
Post Vocabulary Test	Control	-.747	-.390
	Experimental	-.421	-1.185
Pre-Vocabulary Test	Control	-.715	-.317
	Experimental	-.273	-1.415

The data shown in Table 20 indicates a set of consistent results proposing that the data seems to be distributed in a normal way. For this reason, "parametric tests" can be utilized for them.

"An independent-samples t-test" was performed to make a comparison of vocabulary pre-test performance in two conditions: the experimental and the control. The results can be viewed in Table 21.

Table 21

Results of t-test and Descriptive Statistics for Pre Vocabulary Achievement Test by the Control and Experimental groups

	“Vocabulary Achievement Test”						95% CI for Mean Difference	t	df
	Control			Experimental					
	M	SD	n	M	SD	n			
Pre Vocabulary Test	42.50	10.03	40	45.80	8.40	40	-7.41, -0.82	-1.59	78

One cannot observe any significant difference regarding the scores of the control (M=42.50, SD=10.03) and the experimental (M=45.80, SD=8.40) groups; $t(78)=-1.59$, $p=0.122$. In terms of available results, it is clear that before two groups were divided into two separated groups, their vocabulary levels were close to each other.

"An independent-samples t-test" was performed to compare vocabulary post-test performance in control and experimental conditions. The results are shown in Table 22.

Table 22

Results of t-test and Descriptive Statistics for Post Vocabulary Achievement Test by the Control and Experimental groups

		“Vocabulary Achievement Test”						95% CI for Mean Difference	
		Control			Experimental				
		M	SD	n	M	SD	n	t	df
Post Vocabulary Test		44.52	9.76	40	50.40	6.14	40	-9.51, -2.23	-3.22* 65.70

* $p < .05$.

The available scores reveal a significant difference between the control (M=44.52, SD=9.76) and the experimental (M=50.04, SD=6.14) conditions; $t(65.70)=-3.22$, $p=0.002$. These ultimate results propose that teacher-centered vocabulary teaching strategy makes a difference in the results of the pre and post vocabulary tests, but when it is compared to VSS conducted to the experimental group, it is not as highly effective as VSS. In brief, the results propose that the learners perform better in terms of vocabulary development when they have a chance to practice VSS.

A paired-samples t-test was conducted to compare the pre-vocabulary test and post-vocabulary test performance of control condition. The results can be viewed in Table 23.

Table 23

Results of t-test and Descriptive Statistics for the Control Group by Pre and Post-test Performance

	Pre-test			Post-test			95% CI for Mean Difference	t	df
	M	SD	n	M	SD	n			
The control group	42.50	10.03	40	44.52	9.76	40	0.84, 3.21	3.46*	39

* p <.05.

One can say that there is a difference in the pre-test (M=42.50, SD=10.03) and post-test (M=44.52, SD=9.76) scores in the control condition; $t(39)=3.46$, $p=0.001$. These ultimate results propose that teacher-centered vocabulary teaching affects students' vocabulary development; however, this effect is not as high as in the experimental group.

A paired-samples t-test was conducted to make a comparison of the pre vocabulary test and post vocabulary test performance of the experimental condition. The results can be viewed in Table 24.

Table 24

Results of t-test and Descriptive Statistics for the Experimental Group by Pre and Post-test Performance

	Pre-test			Post-test			95% CI for Mean Difference	t	df
	M	SD	n	M	SD	n			
The Experimental Group	45.80	8.40	40	50.40	6.14	40	-5.97, -3.23	-6.78*	39

* p <.05.

The available scores reveal a significant difference in regard to the comparison of pre-test (M=44.52, SD=9.76) and post-test (M=44.52, SD=7.76) in the experimental condition;

$t(39)=3.46$, $p=0.001$. These ultimate results propose that VSS is highly efficient concerning vocabulary development.

In order to decide what type of tests, either "parametric" or "non-parametric" ones, would be more suitable for the purpose of analyzing the collected data from both experimental and the control group during the 3rd week, "a test of normality" was conducted, involving both "Kolmogorov-Smirnov test" and "Shapiro-Wilk test." An overall assessment of the ultimate results reveals that the data indicated a normal distribution except for the results of the experimental group responses regarding autonomy and social learning. Based on "Kolmogorov-Smirnov test", parts of the questionnaire determining whether VSS is implemented or not for the control and the experimental group and the results of the responses to the parts of questionnaire evaluating autonomy and social learning for the control group include values. These values can be described as insignificant in terms of statistics ($p<.05$), clearly demonstrating that the results of the responses to the parts of the questionnaire regarding autonomy and social learning for the experimental group have "non-normal distribution". Moreover, "Saphiro-Wilk test" also indicated that the results of the responses to the parts of questionnaire regarding social learning for both the control and the experimental group were normally distributed ($p>.05$). The results of the responses to the parts of questionnaire regarding autonomy and determining whether VSS is implemented or not for the experimental group were not normally distributed ($p <.05$). The results are demonstrated in Table 25.

Table 25

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
"VSS"	Control	.095	38	.200	.970	38	.396
	Experimental	.111	40	.200	.932	42	.018
"Autonomy"	Control	.086	38	.200	.973	38	.469
	Experimental	.154	40	.018	.937	40	.027
"Social Learning"	Control	.108	38	.200	.980	38	.720
	Experimental	.168	40	.006	.946	40	.055

a. "Lilliefors Significance Correction"

This analysis revealed non-normally distributed figures. Concerning this issue, George & Mallery (2010) suggest that "the values for skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution" (George & Mallery, 2010). To determine skewness and kurtosis, a statistical analysis was performed. The results can be viewed in table 26.

Table 26

Test of Skewness and Kurtosis

		Skewness	Kurtosis
VSS	Control	-.257	.080
	Experimental	1.036	1.334
Autonomy	Control	-.306	-.129
	Experimental	.786	.201
Social Learning	Control	-.032	-.759
	Experimental	.669	-.070

The data shown above and obtained from the results of the responses to the parts of the questionnaire determining whether VSS is implemented or not and evaluating autonomy and social learning for both the control and the experimental group indicate a set of consistent results proposing that the data seems to be distributed in a normal way. For this reason, "parametric tests" can be utilized for them.

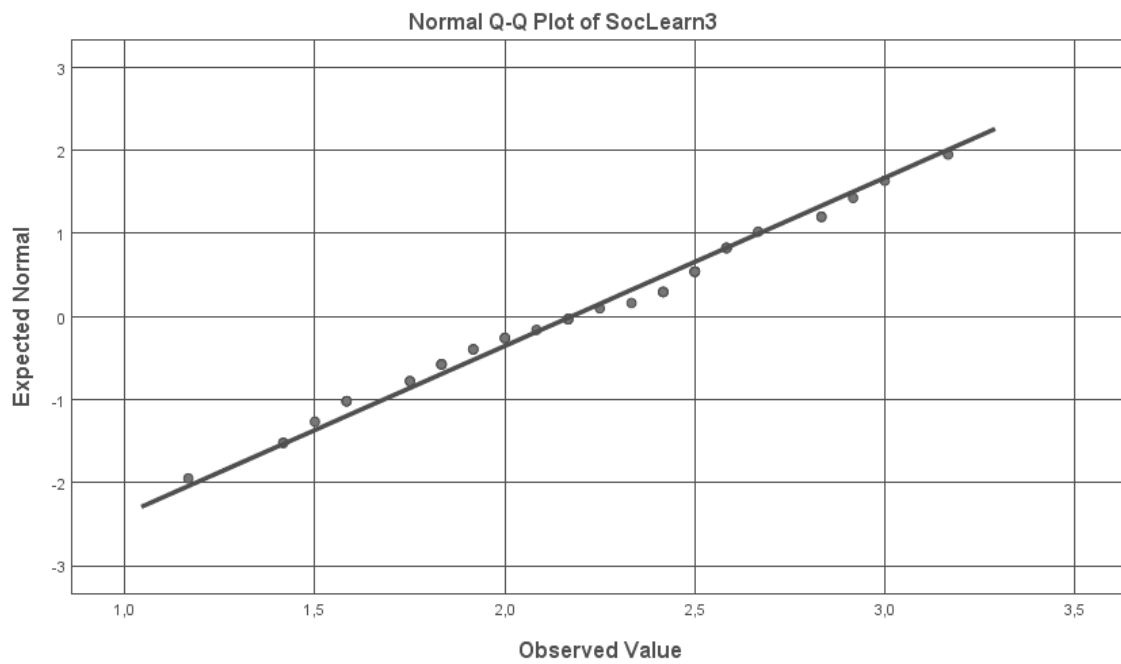


Figure 12. Normal probability plots of the 3rd week pre-questionnaire about social learning

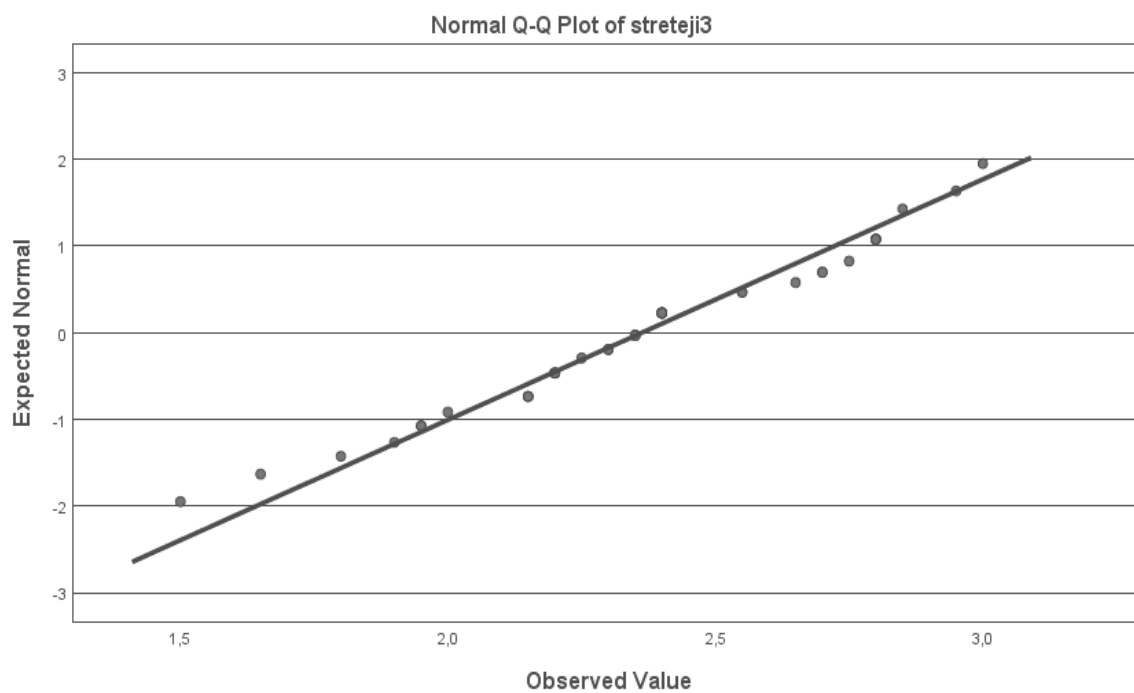


Figure 13. Normal probability plots of the 3rd week pre-questionnaire about adopting VSS

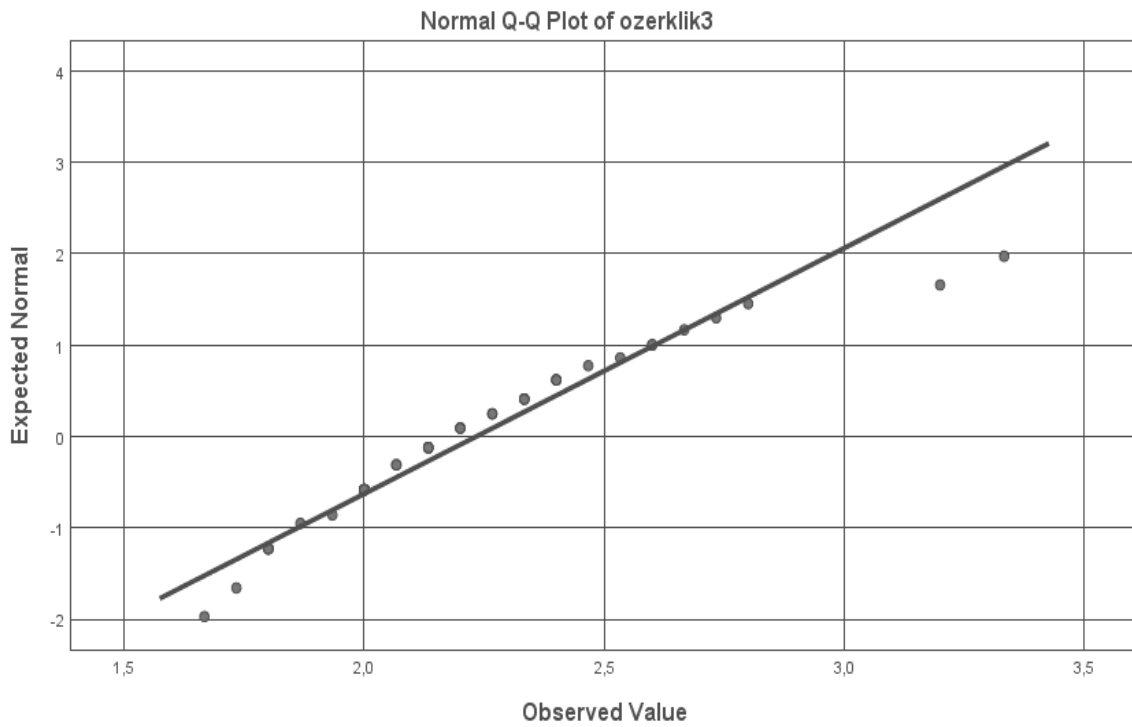


Figure 14. Normal probability plots of the 3rd week pre-questionnaire about autonomy development

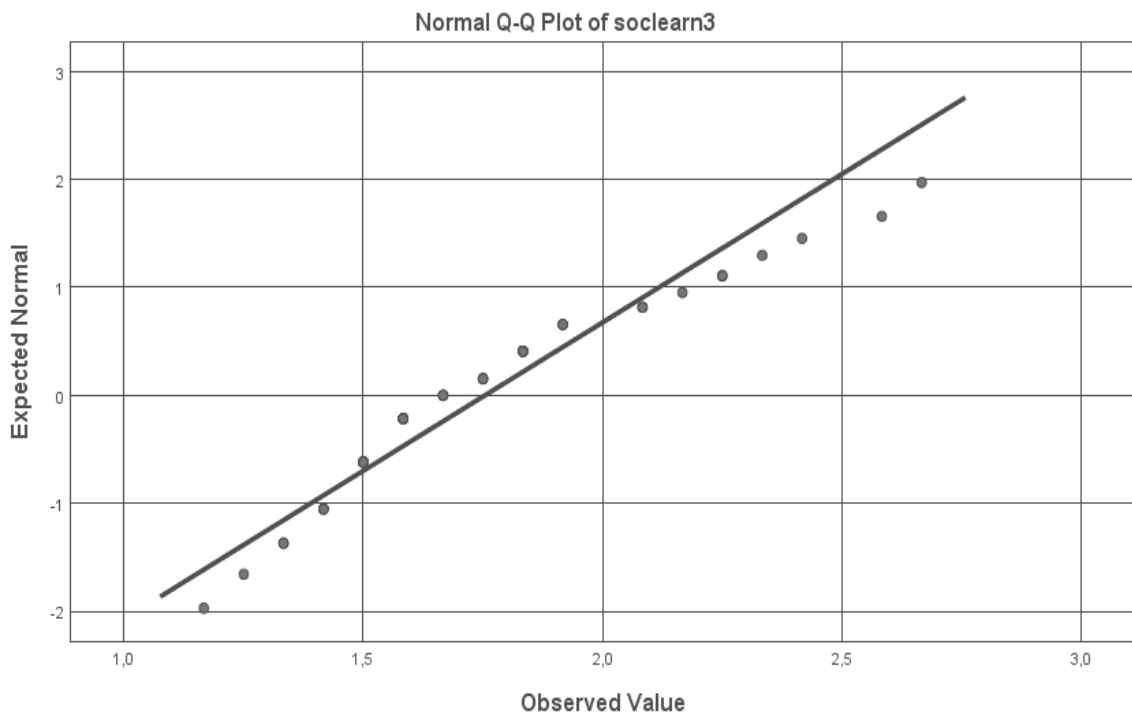


Figure 15. Normal probability plots of the 3rd week post-questionnaire about social learning

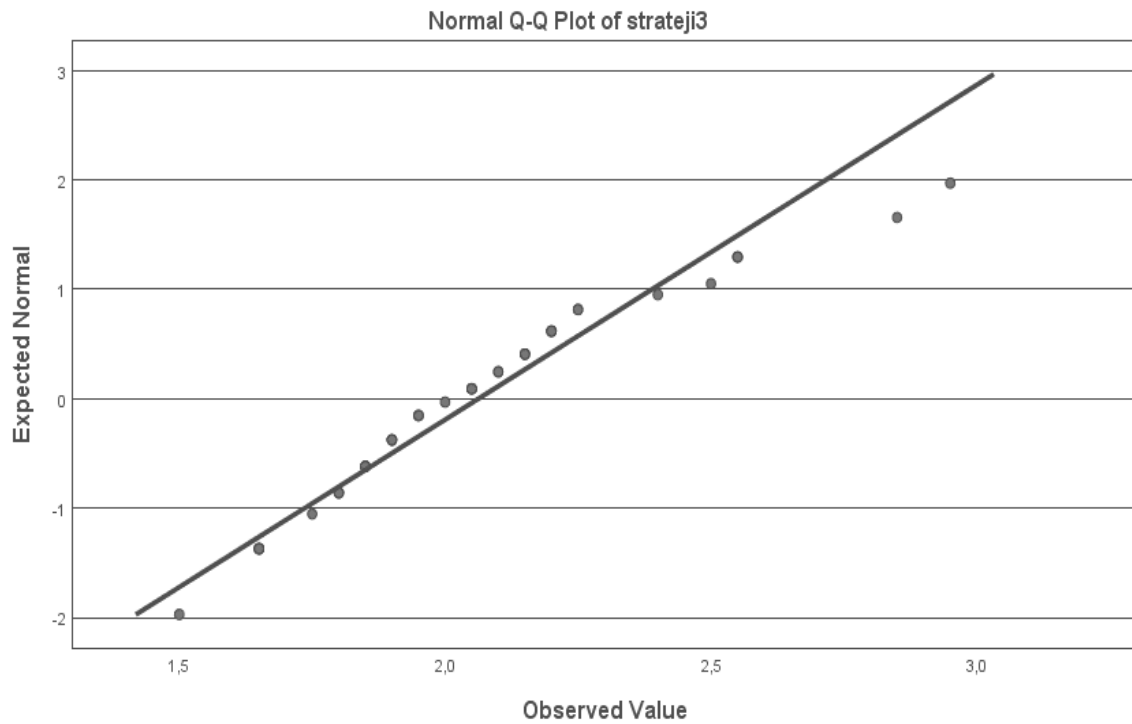


Figure 16. Normal probability plots of the 3rd week post-questionnaire about adopting VSS

Three "independent-samples t-test" was performed to make a comparison of adopting VSS, autonomy development and social learning in both the control and the experimental settings. The results can be viewed in Table 27.

Table 27

Results of t-test and Descriptive Statistics for Adopting VSS , Autonomy and Social Learning for the 3rd Week

	“Questionnaire Results”						95% CI for Mean Difference		t	df
	Control			Experimental						
	M	SD	n	M	SD	n				
VSS	2.36	.36	38	2.06	.32	40	.14, .50	3.56*	76	
Autonomy	2.55	.42	38	2.23	.37	40	.17, .47	4.19*	76	
Social Learning	2.17	.49	38	1.75	.36	40	.20, .60	3.98*	76	

* p < .05.

The available scores reveal the starting point of the two groups. The results are close to each other. For the control group ($M=2.36$, $SD=.36$) and the experimental group ($M=2.06$, $SD=.32$) in terms of adopting VSS; $t(76)=3.56$, $p=0.001$. Regarding autonomy development, difference for the control group ($M=2.55$, $SD=.42$) and for the experimental group ($M=2.23$, $SD=.37$); $t(76)=4.19$, $p=0.000$. For social learning, scores for the control group ($M=2.17$, $SD=.49$) and the experimental group ($M=1.75$, $SD=.36$.); $t(76)=3.98$, $p=0.000$.

In order to decide what type of tests, either "parametric" or "non-parametric" ones, would be more suitable for the purpose of analyzing the collected data the control group on the 3rd and the 12th week, "a test of normality" was conducted, involving both "Kolmogorov-Smirnov test" and "Shapiro-Wilk test". An overall assessment of the ultimate results reveals that the data indicated a normal distribution. Based on "Kolmogorov-Smirnov test", the parts of the questionnaire determining whether VSS is implemented or not for the control group and the results of the answers to the parts of the questionnaire evaluating autonomy and social learning for the control group include values. These values can be described as insignificant in terms of statistics ($p>.05$). This clearly demonstrates that the responses to the parts of the questionnaire regarding autonomy and social learning for the control group have "normal distribution." Moreover, "Saphiro-Wilk test" also indicated that the results of the responses to the parts of questionnaire regarding autonomy and determining whether VSS is implemented or not and the results of the responses to the parts of the questionnaire regarding social learning for the control group were normally distributed ($p>.05$). The results can be viewed in Table 28.

Table 28

Tests of Normality

		"Kolmogorov-Smirnov"			"Shapiro-Wilk"		
		Statistic	df	Sig.	Statistic	df	Sig.
VSS	3rd-week	.117	38	.200	.972	38	.455
	12th-week	.105	38	.200	.961	38	.205
Autonomy	3rd-week	.095	38	.200	.970	38	.396
	12th-week	.097	38	.200	.960	38	.197
Social Learning	3rd-week	.108	38	.200	.980	38	.720
	12th-week	.141	38	.055	.965	38	.266

a. Lilliefors Significance Correction

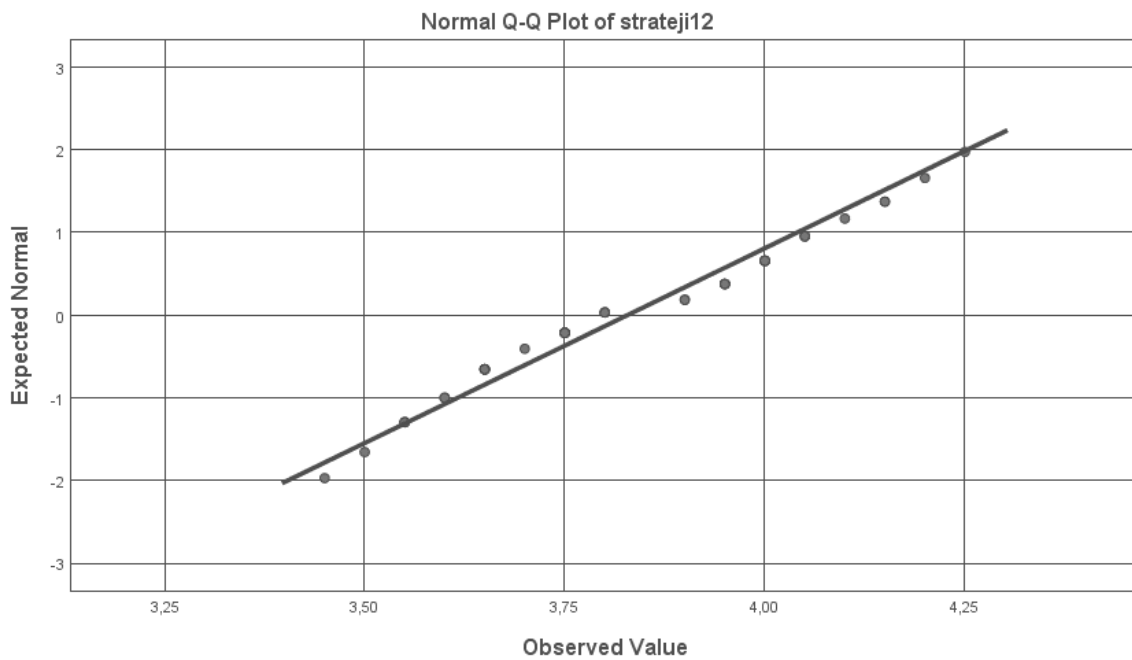


Figure 17. "Normal probability plots" of the 12th week pre-questionnaire about adopting VSS

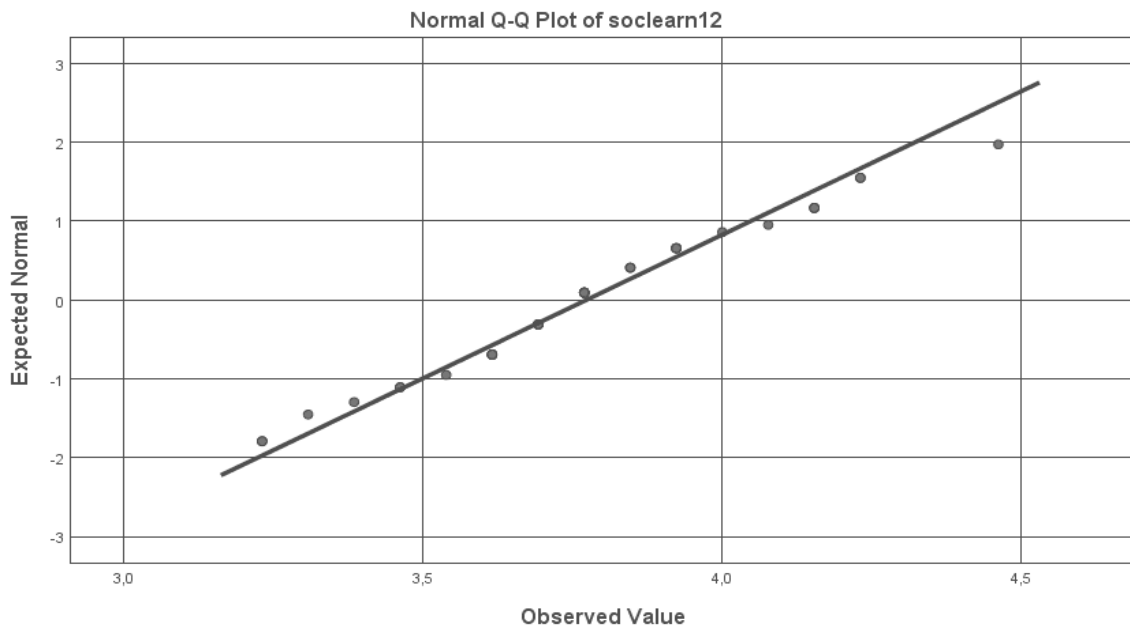


Figure 18. "Normal probability plots" of the 12th week pre-questionnaire about social learning

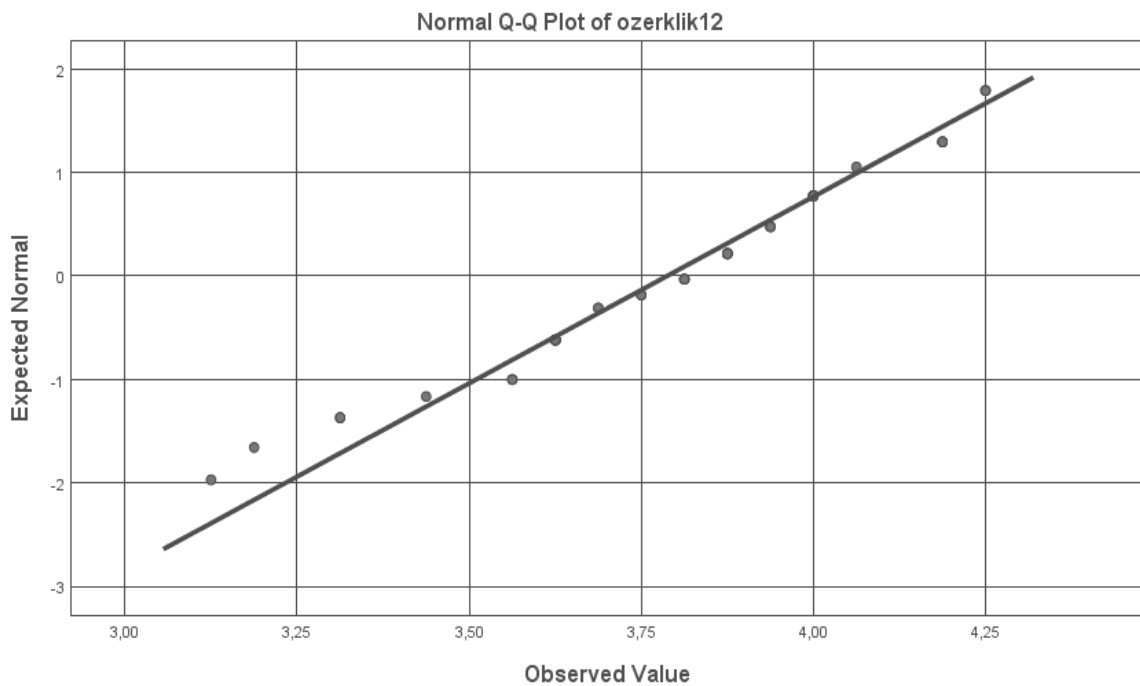


Figure 19. "Normal probability plots" of the 12th week pre-questionnaire about autonomy development

"Three paired-samples t-test" was performed to make a comparison between the 3rd and the 12th-week conditions of the control group in terms of adopting VSS, autonomy development and social learning. The results can be viewed in Table 29.

Table 29

Results of "t-test" and "Descriptive Statistics" for the Control Group in terms of Adopting VSS, Autonomy Development and Social Learning on the 3rd and the 12th Week Conditions.

	Week						95% CI for Mean Difference	t	df
	3			12					
	M	SD	n	M	SD	n			
VSS	2.36	.36	38	2.32	.31	38	.14, .50	1.03	37
Autonomy	2.55	.42	38	2.47	.32	38	.17, .47	1.67	37
Social Learning	2.17	.49	38	2.18	.38	38	.20, .60	-.24	37

* $p < .05$.

One can say that there is no difference in the 3rd week pre-test ($M=2.36$, $SD=.36$) and the 12th week post-test ($M=2.32$, $SD=.31$) scores of adopting in the control condition; $t(37)=1.03$, $p=0.31$. These ultimate results propose that in the control group adopting VSS is not observed.

One can say that there is no difference in the in the 3rd week pre-test ($M=2.55$, $SD=.42$) and the 12th week post-test ($M=2.47$, $SD=.32$) scores of autonomy development in the control condition; $t(37)=1.67$, $p=0.103$. These ultimate results propose that teacher-centered vocabulary teaching does not affect autonomy development.

One can say that there is no difference in the 3rd week pre-test ($M=2.17$, $SD=.49$) and the 12th week post-test ($M=2.18$, $SD=.38$) scores of social learning in the control condition; $t(37)=-0.24$, $p=0.81$. These ultimate results propose that teacher centered vocabulary teaching does not affect social learning.

In order to decide what type of tests, either "parametric" or "non-parametric" ones, would be more suitable for the purpose of analyzing the collected data from the experimental group on the 3rd and the 12th week, "a test of normality" was conducted, involving both "Kolmogorov-Smirnov test" and "Shapiro-Wilk test". An overall assessment of the ultimate results reveals that the data in this study indicated a normal distribution except for the results of the experimental group responses to social learning on the 3rd week. Based on "Kolmogorov-Smirnov test", parts of the questionnaire determining whether VSS is

implemented or not for the control and the experimental group and the results of the responses to the parts of questionnaire evaluating autonomy for the experimental group include values. These values can be described as insignificant in terms of statistics ($p > .05$), clearly demonstrating that the results of the answers to the parts of the questionnaire regarding autonomy and social learning for the experimental group have "normal distribution" distribution except for the results of the experimental group responses to social learning on the 3rd week ($p < .05$). Moreover, "Saphiro-Wilk test" also indicated that the results of the responses to the parts of questionnaire regarding social learning and those regarding autonomy for the experimental group and determining whether VSS is implemented or not for the experimental group revealed both normal and non-normal distributions. The results are demonstrated in Table 30.

Table 30

"Tests of Normality"

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VSS	3rd-week	.112	40	.200	.945	40	.050
	12th-week	.125	40	.117	.961	40	.177
Autonomy	3rd-week	.111	40	.200	.932	40	.018
	12th-week	.104	40	.200	.963	40	.210
Social Learning	3rd-week	.156	40	.016	.933	40	.020
	12th-week	.131	40	.084	.973	40	.442

a. Lilliefors Significance Correction

This analysis revealed "a quite normally distributed data" with only slight "non-normally distributed" figures. Concerning this issue, George & Mallery (2010) suggest that "the values for skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution" (George & Mallery, 2010). To determine "skewness and kurtosis" a statistical analysis was performed. The results can be viewed in Table 31.

Table 31

Test of "Skewness and Kurtosis"

		Skewness	Kurtosis
“VSS”	3rd-week	.840	.630
	12th-week	.35	.155
Autonomy	3rd-week	1.036	1.334
	12th-week	- .439	- .031
Social Learning	3rd-week	.826	.104
	12th-week	.213	.196

The data shown in Table 31 indicates a set of consistent results proposing that the data seems to be distributed in a normal way. For this reason, "parametric tests" can be utilized for them.

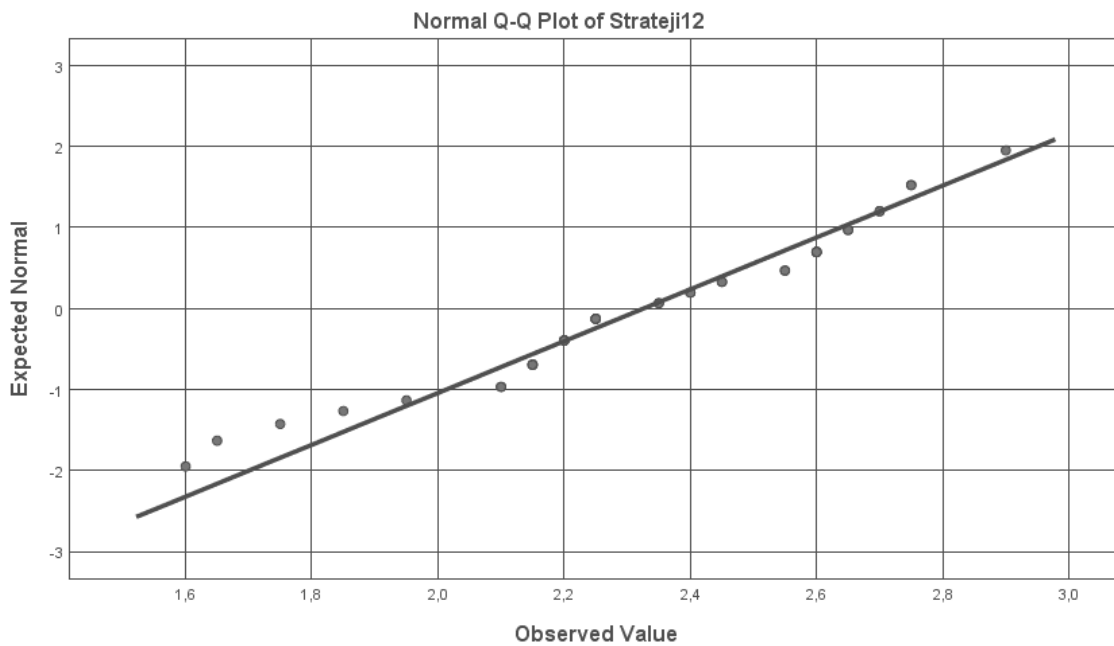


Figure 20. "Normal probability plots" of the 12th-week post-questionnaire about adopting VSS

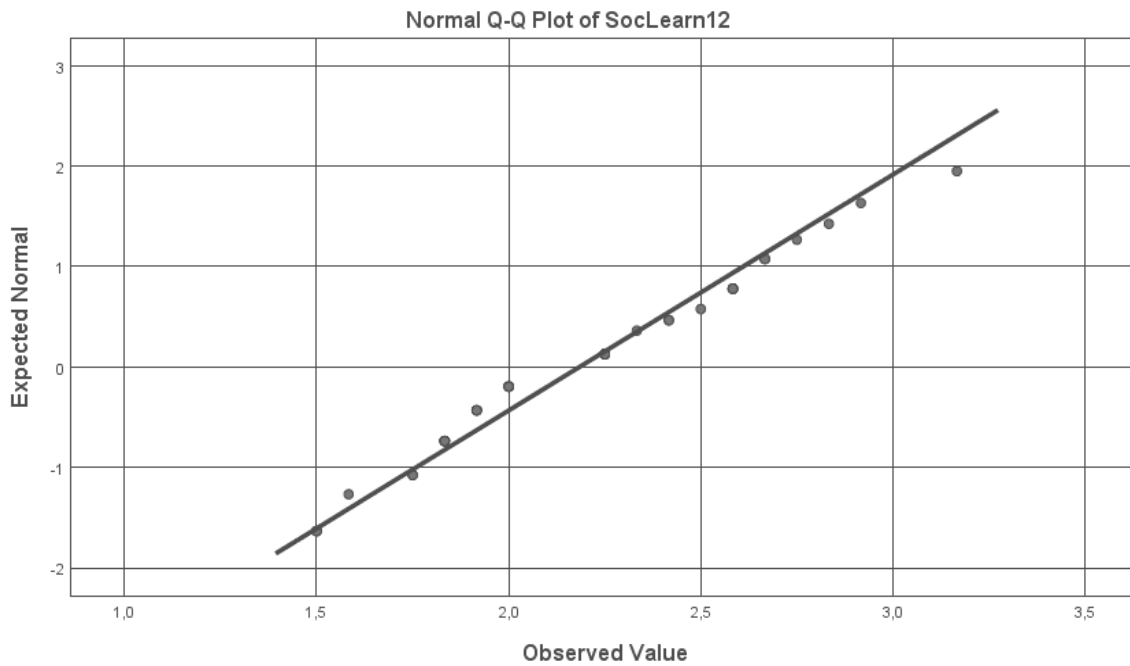


Figure 21. "Normal probability plots" of the 12th week post-questionnaire about social learning

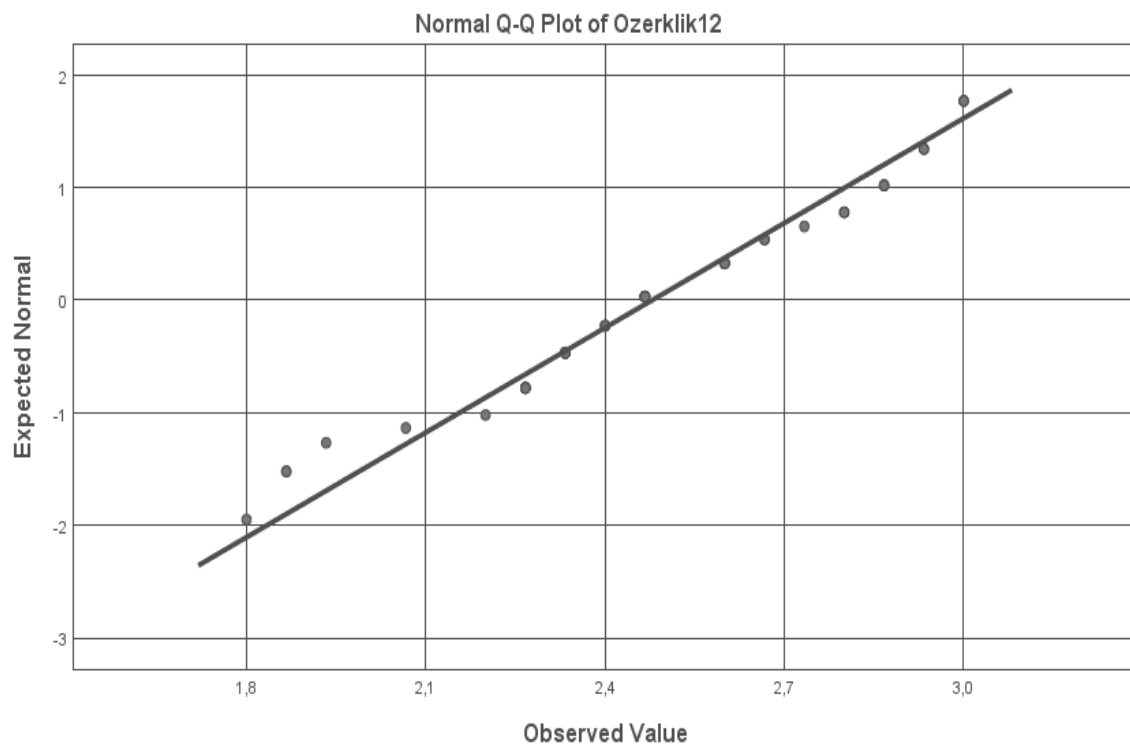


Figure 22. "Normal probability plots" of the 12th-week post-questionnaire about autonomy development

"Three paired-samples t-test" was performed to make a comparison of the experimental group in terms of adopting VSS, autonomy development and social learning on the 3rd and the 12th week conditions. The results can be viewed in Table 32.

Table 32

Results of "t-test" and "Descriptive Statistics" for the Experimental Group in terms of Adopting VSS, Autonomy Development and Social Learning on the 3rd and the 12th Week Conditions.

	Week						95% CI for Mean Difference	t	df
	3			12					
	M	SD	n	M	SD	n			
VSS	2.06	.32	40	3.83	.21	40	-1.89, -1.64	-28.01*	39
Autonomy	2.23	.37	40	3.79	.28	40	-1.69, -1.42	-23.31*	39
Social Learning	1.75	.36	40	3.78	.27	40	-2.16, -1.87	-28.13*	39

* p < .05.

One can say that there is a significant difference in the 3rd week pre-test (M=2.06, SD=.32) and the 12th-week post-test (M=3.83, SD=.21) scores of adopting VSS in the experimental condition; $t(39)=-28.01$, $p=0.00$. These ultimate results propose that adopting VSS is clearly observed in the experimental group.

One can say that there is a significant difference in the 3rd week pre-test (M=2.23, SD=.37) and the 12th week post-test (M=3.79, SD=.28) scores of autonomy development in the experimental condition; $t(39)=-23.31$, $p=0.00$. These ultimate results propose that VSS is highly efficient concerning autonomy development.

One can say that there is a significant difference in the 3rd week pre-test (M=1.75, SD=.36) and the 12th week post-test (M=3.78, SD=.27) scores of social learning in the experimental condition; $t(39)=-28.13$, $p=0.00$. These ultimate results propose that VSS is highly efficient concerning social learning.

In order to decide what type of tests, either "parametric" or "non-parametric" ones, would be more suitable for the purpose of analyzing the collected data from the control group on the 3rd and 17th week, "a test of normality" was conducted, involving both "Kolmogorov-Smirnov test" and "Shapiro-Wilk test". An overall assessment of the ultimate results reveals that the data in this study indicated a normal distribution. Based on "Kolmogorov-Smirnov test", parts of questionnaire determining whether VSS is implemented or not for control and the experimental group and the results of the responses to the parts of

questionnaire evaluating autonomy and social learning for the control group include values. These values can be described as insignificant in terms of statistics ($p > .05$). Clearly demonstrating that the results of the responses to the parts of questionnaire regarding adopting VSS, autonomy development and social learning for the control group have "normal distribution". Moreover, "Saphiro-Wilk test" also indicated that the results of the responses to the parts of questionnaire regarding social learning and autonomy and determining whether VSS is implemented or not for the control group were normally distributed ($p > .05$). The results can be viewed in Table 33.

Table 33

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VSS	3rd week	.117	38	.200	.972	38	.455
	17th week	.120	38	.180	.966	38	.289
Autonomy	3rd week	.095	38	.200	.970	38	.396
	17th week	.097	38	.200	.972	38	.440
Social Learn	3rd week	.108	38	.200	.980	38	.720
	17th week	.141	38	.200	.981	38	.742

a. Lilliefors Significance Correction

The analysis revealed a quite normally distributed data with only slight non-normally distributed figures. The data shown above and obtained from the results of the responses to the parts of questionnaire determining whether VSS is implemented or not and evaluating autonomy and social learning in the control group indicates a set of consistent results proposing that the data seems to be distributed in a normal way. For this reason, "parametric tests" can be utilized for them.

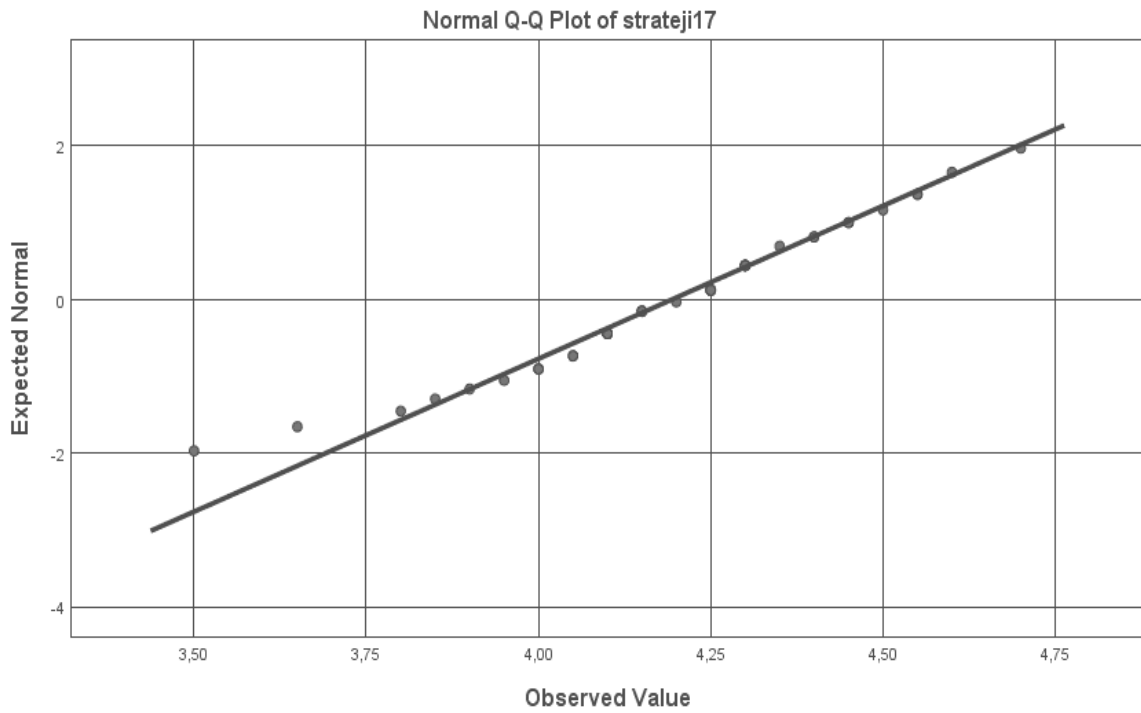


Figure 23. "Normal probability plots" of the 17th week pre-questionnaire about adopting VSS

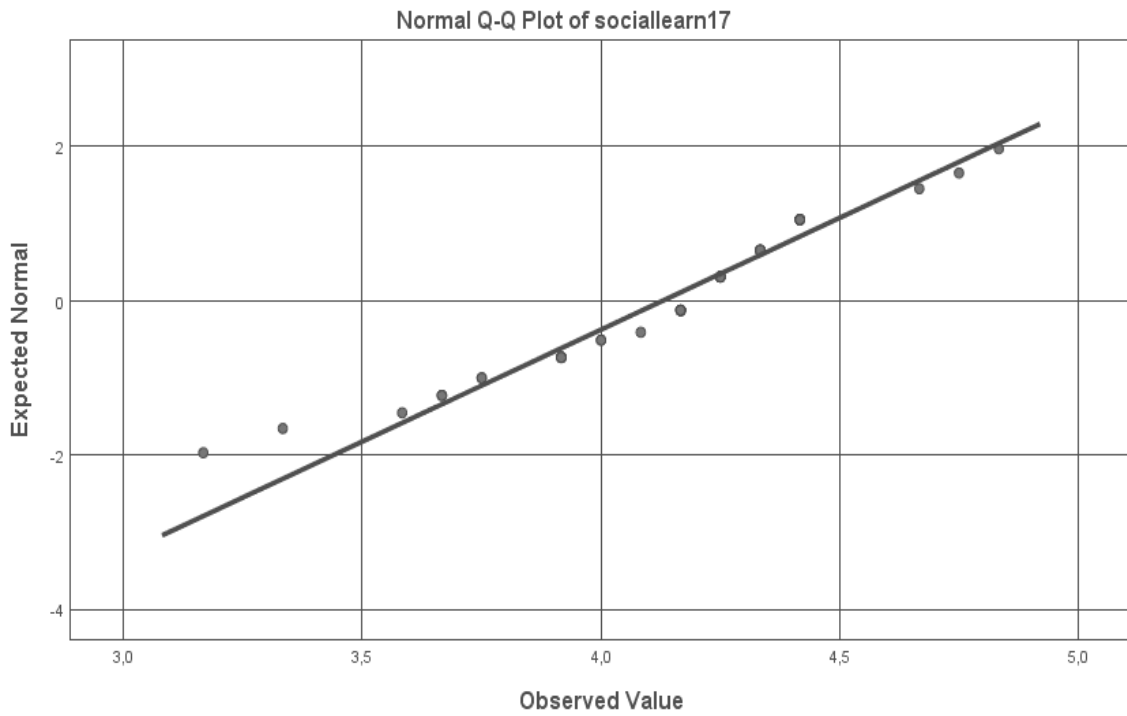


Figure 24. "Normal probability plots" of the 17th-week pre-questionnaire about social learning

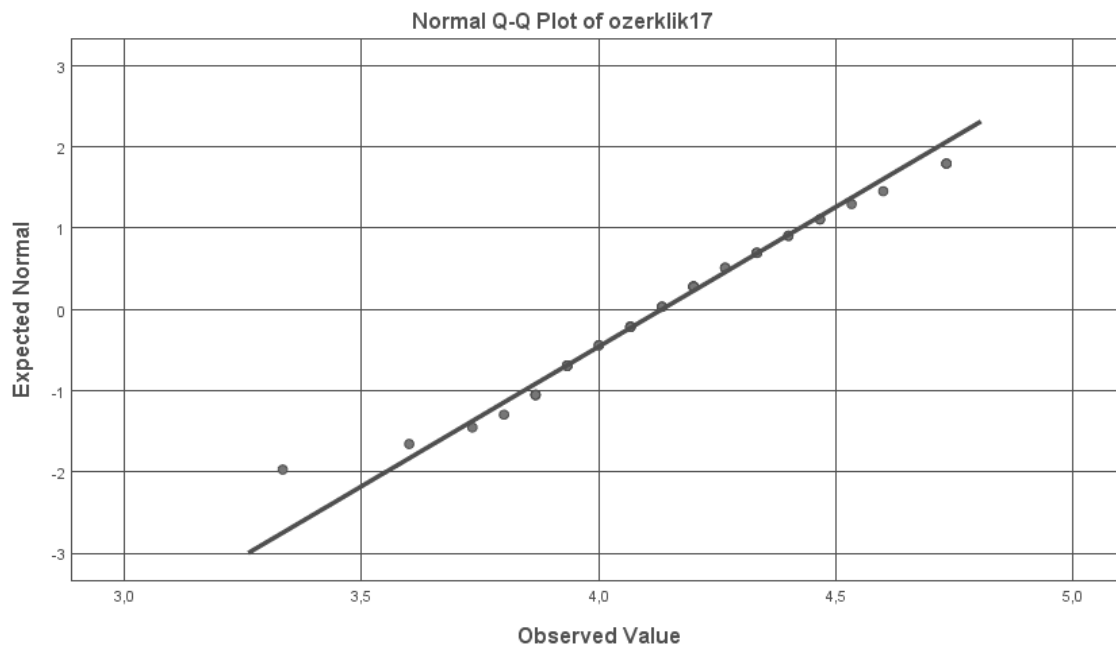


Figure 25. "Normal probability plots" of the 17th-week pre-questionnaire about autonomy development

"Three paired-samples t-test" was performed to make a comparison of the control group in terms of adopting VSS, autonomy development and social learning on the 3rd and the 17th week conditions. The results can be viewed in Table 34.

Table 34

Results of "t-test" and "Descriptive Statistics" for the Control Group of in terms of Adopting VSS, Autonomy Development and Social Learning on the 3rd and the 17th Week Conditions.

	Week						95% CI for Mean Difference	t	df
	3			17					
	M	SD	n	M	SD	n			
“VSS”	2.36	.36	38	2.30	.37	38	.01, .11	2.53*	37
Autonomy	2.55	.42	38	2.46	.41	38	.02, 2.51	2.51*	37
Social Learning	2.17	.49	38	2.13	.45	38	-.10, 1.24	1.24	37

* p < .05.

One can say that there is a difference in the 3rd-week pre-test ($M=2.36$, $SD=.36$) and the 17th-week post-test ($M=2.30$, $SD=.37$) scores of adopting VSS in the control condition; $t(37)=2.53$, $p=0.016$. These ultimate results propose that adopting VSS is observed in the experimental group to some extent.

One can say that there is a difference in the 3rd-week pre-test ($M=2.55$, $SD=.42$) and the 17th week post-test ($M=2.46$, $SD=.41$) scores of autonomy development in the control condition; $t(37)=2.51$, $p=0.016$. These ultimate results propose that in the control group concerning autonomy a slight effect is observed.

One can say that there is no difference in the 3rd week pre-test ($M=2.17$, $SD=.49$) and the 17th week post-test ($M=2.13$, $SD=.45$) scores of social learning in the control condition; $t(37)=1.24$, $p=0.223$. These ultimate results propose that in the control group concerning social learning, no effect is observed.

In order to decide what type of tests, either "parametric" or "non-parametric" ones, would be more suitable for the purpose of analyzing the collected data from the experimental group on the 3rd and the 17th week, "a test of normality" was conducted, involving both "Kolmogorov-Smirnov test" and "Shapiro-Wilk test". An overall assessment of the ultimate results reveals that the data in this study indicated a normal distribution except for the results of the experimental group responses to social learning on the 3rd week. Based on "Kolmogorov-Smirnov test", the parts of the questionnaire determining whether VSS is implemented or not for the control and the experimental group and the results of the responses to the parts of questionnaire evaluating autonomy and social learning in the experimental group include values. These values can be described as insignificant in terms of statistics ($p>.05$), except for the results of the experimental group responses to social learning on the 3rd week which were statistically significant ($p<.05$). This clearly demonstrates that the results of the responses to the parts of the questionnaire regarding adopting VSS, autonomy development and social learning for the experimental group have "normal distribution" except for the results of the experimental group responses to social learning on the 3rd week. Moreover, "Saphiro-Wilk test" also indicated that the results of the responses to the parts of the questionnaire regarding social learning and the results of the responses to the parts of the questionnaire regarding autonomy for the experimental and determining whether VSS is implemented or not for the experimental group revealed both normal and non-normal distributions. The results are demonstrated in table 35.

Table 35

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VSS	3rd-week	.112	40	.200	.945	40	.050
	17th-week	.104	40	.200	.977	40	.577
Autonomy	3rd-week	.111	40	.200	.932	40	.018
	17th-week	.084	40	.200	.982	40	.753
Social Learning	3rd-week	.156	40	.016	.933	40	.020
	17th-week	.193	40	.001	.948	40	.064

a. Lilliefors Significance Correction

The analysis revealed a quite normally distributed data with only slight non-normally distributed figures. Concerning this issue, George & Mallery (2010) suggest that "the values for skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution" (George & Mallery, 2010). To determine skewness and kurtosis a statistical analysis was performed. The results can be viewed in table 36.

Table 36

Test of Skewness and Kurtosis

		Skewness	Kurtosis
VSS	3rd-week	.840	.630
	17th-week	-.482	.659
Autonomy	3rd-week	1.036	1.334
	17th-week	-.140	.603
Social Learn	3rd-week	.826	.104
	17th-week	-.658	1.005

The data shown in table 36 indicates a set of consistent results proposing that the data seems to be distributed in a normal way. For this reason, "parametric tests" can be utilized for them.

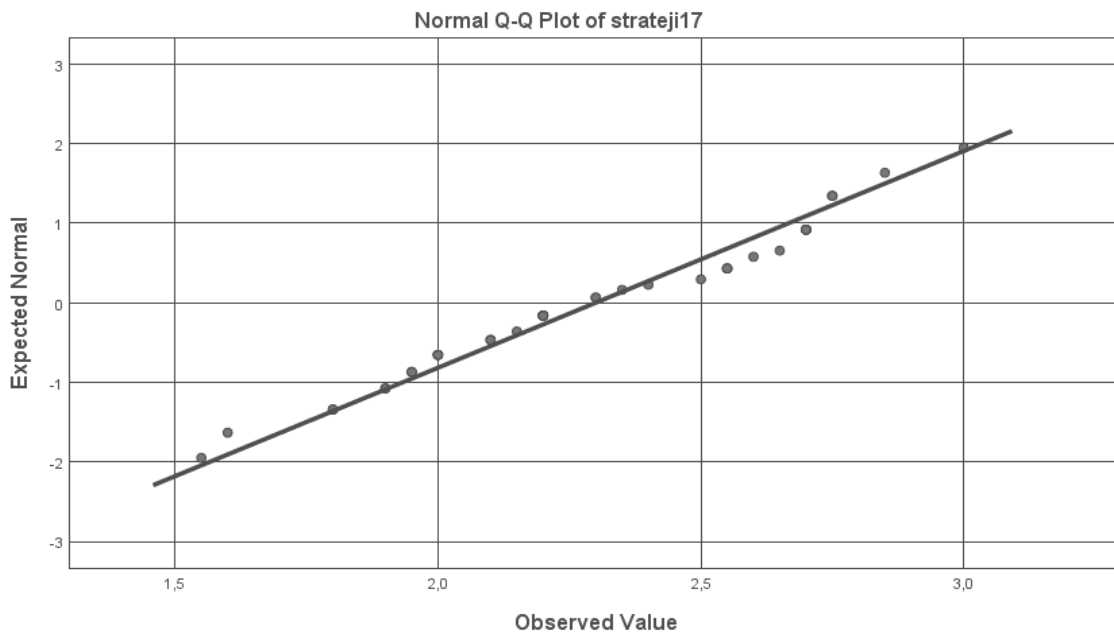


Figure 26. "Normal probability plots" of the 17th-week post-questionnaire about adopting VSS

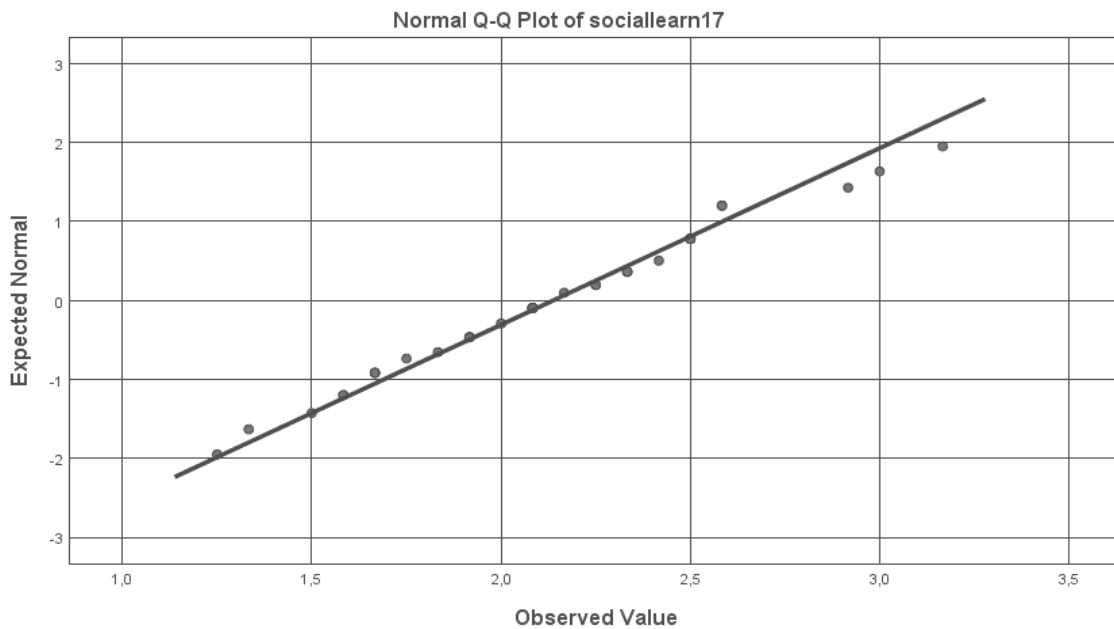


Figure 27. "Normal probability plots" of the 17th-week post-questionnaire about social learning

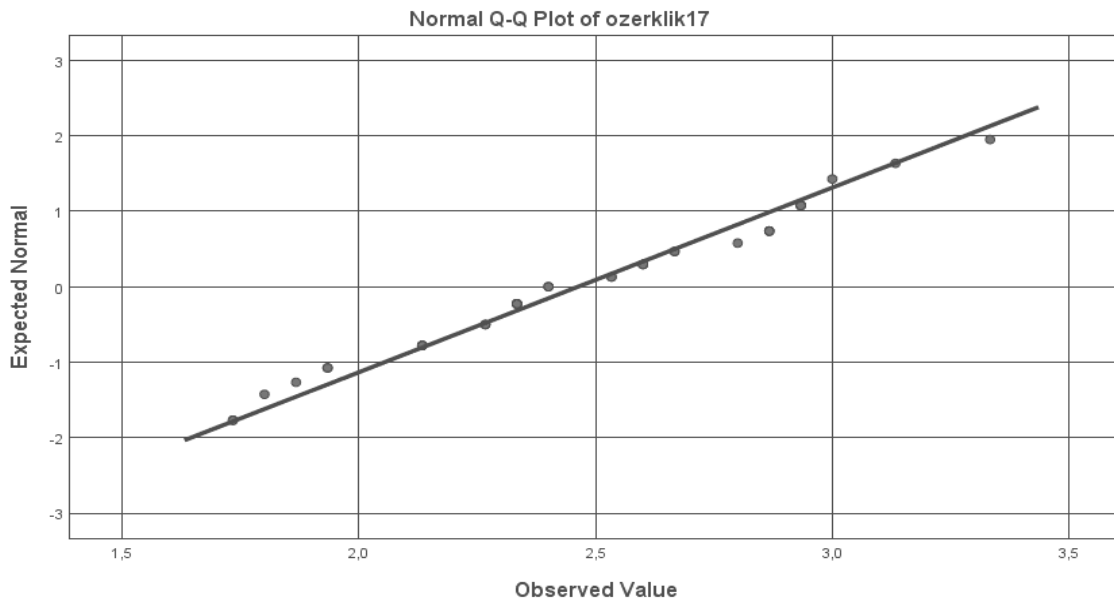


Figure 28. "Normal probability plots" of the 17th-week post-questionnaire about autonomy development

"Three paired-samples t-test" was performed to make a comparison between the 3rd and the 17th week conditions of the experimental group in terms of adopting VSS, autonomy development and social learning. The results can be viewed in table 37.

Table 37

Results of "t-test" and "Descriptive Statistics" for the Experimental Group in terms of adopting VSS, Autonomy Development and Social Learning on the 3rd and the 17th Week Conditions.

	Week						95% CI for Mean Difference	T	df
	3			17					
	M	SD	n	M	SD	n			
VSS	2.06	.32	40	4.19	.25	40	-2.27, -1.99	-31.07*	39
Autonomy	2.23	.37	40	4.13	.29	40	-2.04, -1.76	-27.54*	39
Social Learning	1.75	.36	40	4.13	.34	40	-2.54, -2.21	-29.79*	39

* p < .05.

One can say that there is a significant difference in the 3rd week pre-test ($M=2.06$, $SD=.32$) scores and in the 17th week post-test ($M=4.19$, $SD=.25$) scores of adopting VSS in the experimental condition; $t(39)=-31.07$, $p=0.00$. These ultimate results propose that adopting VSS is clearly observed in the experimental group.

One can say that there is a significant difference in the 3rd week pre-test ($M=2.23$, $SD=.37$) scores and in the 17th week post-test ($M=4.13$, $SD=.29$) scores of autonomy development in the experimental condition; $t(39)=-27.54$, $p=0.00$. These ultimate results propose that VSS is highly efficient concerning autonomy development.

One can say that there is a significant difference in the 3rd week pre-test ($M=1.75$, $SD=.36$) and 17th week post-test ($M=4.13$, $SD=.34$) scores of social learning in the experimental condition; $t(39)=-29.79$, $p=0.00$. These ultimate results propose that VSS is highly efficient concerning social learning.

CHAPTER IV

FINDINGS AND CONCLUSION

4.1. Introduction

In this chapter, the findings regarding the study are presented and analyzed with respect to the research questions of the study. Moreover, the conclusion is introduced, and some suggestions are made in order to reveal the efficiency of VSS in both vocabulary and autonomy development.

4.2. Findings

Research Question 1: Is there any significant difference in the vocabulary level of the students before and after VSS training?

As it is mentioned before, vocabulary is a crucial part of language learning and teaching. On account of this fact, one of the primary purposes is to reveal VSS's effect on vocabulary development.

Table 38

Vocabulary Achievement Test Results

Participants	The experimental group					The control group					
	Pre	Post	Pre	Post	Inc.	Participants	Pre	Post	Pre	Post	Inc.
P1	55	58	94.82	100	5.18	P1	43	44	74.13	75.86	1,72
P2	56	57	96.55	98.27	1,72	P2	53	53	91.37	91.37	0

P3	57	58	98.27	100	1,72	P3	50	53	86.20	91.37	5.18
P4	50	51	86.20	87.93	1,72	P4	53	57	91.37	96.55	6.90
P5	47	45	81.03	77.58	3.44	P5	24	27	41.37	46.55	5.18
P6	39	41	67.24	70.68	3.44	P6	47	50	81.03	86.20	5.18
P7	55	56	94.82	96.55	1,72	P7	42	41	72.41	70.68	1,72
P8	40	44	68.96	75.86	6.90	P8	38	42	65.51	72.41	6.90
P9	46	54	79.31	93.10	13.79	P9	50	52	86.20	89.65	3.44
P10	36	41	62.06	70.68	8.62	P10	54	52	93.10	89.65	3.44
P11						P11	33	29	56.89	50.00	6.90
P12	36	40	62.06	68.96	6.90	P12	46	52	89.65	89.65	0
P13	44	54	75.86	93.10	17.24	P13	34	37	58.62	63.79	5.18
P14	33	32	56.89	55.17	1.72	P14	49	50	84.48	86.20	1,72
P15	53	54	91.37	93.10	1,72	P15	47	39	81.03	67.24	13,79
P16	49	48	84.48	82.75	1,72	P16	55	53	94.82	91.37	3.44
P17	54	55	93.10	94.82	1,72	P17	51	52	87.93	89.65	1,72
P18	50	54	86.20	93.10	6.90	P18	42	44	72.41	75.86	3.44
P19	55	57	94.82	98.27	3.44	P19	46	53	79.31	91.37	12,04
P20	49	50	87.93	82.75	1.72	P20	40	42	68.96	72.41	3.44
P21	57	56	98.27	96.55	1,72	P21	17	19	29.31	32.75	3.44
P22						P22	37	40	63.79	68.96	5.18
P23	35	42	60.34	72.41	12.04	P23	51	41	87.93	70.68	17,25
P24	38	44	65.51	75.86	10.32	P24	54	56	93.10	96.55	3.44
P25	38	47	65.51	81.03	15.48	P25	45	51	77.58	87.93	
P26	50	52	86.20	89.65	3,44	P26	48	54	82.75	93.10	
P27	33	46	56.89	79.31	22.36	P27	45	53	77.58	91.37	
P28	56	58	96.55	100	3.44	P28	42	49	72.41	84.48	
P29	49	57	84.48	98.27	13.79	P29	56	55	96.55	94.82	1,72
P30	54	56	93.10	96.55	3.44	P30	31	35	53.44	60.34	6.90

P31	36	41	62.06	70.68	8.60	P31	33	35	56.89	60.34	3.44
P32	35	49	60.34	84.48	24.08	P32	46	51	79.31	87.93	8.62
P33	51	54	87.93	93.10	5.18	P33	55	55	94.82	94.82	0
P34	39	54	67.24	93.10	25.86	P34	24	30	41.37	51.72	10.35
P35	52	55	89.65	94.82	5.18	P35	29	32	50.00	55.17	5.18
P36	57	58	98.27	100	1,72	P36	28	29	48.27	50.00	1,72
P37	51	57	87.93	98.27	10.32	P37	28	33	48.27	56.89	8.62
P38	35	46	60.34	79.31	18.92	P38	46	48	79.31	82.75	3.44
P39	32	43	55.17	74.13	18.92	P39	36	40	62.06	68.96	6.90
P40	31	38	53.44	65.51	12.04	P40	52	53	89.65	91.37	1,72
P41	37	46	63.79	79.31	15.48	P41					
P42	56	56	96.55	96.55		P42					
P43	46	48	79.31	82.75	3.44	P43					
P44	49	52	84.48	89.65	5.18	P44					
Correct Answers	1783	1966					1700	1781			
Total grades	3074	3389					2931	3070			
Difference		315						139			
Mean difference		7.87						3.48			
Pre-post-test results	76.85	84.72					73.27	76.75			

At first, the starting point of the students assigned to both the experimental group and the control group was determined in order to show progress of the experimental group after VSS implementation. The starting point of both groups seems high since their school is one of the most successful ones according to the central exam results. Besides, the level of the students in the control group was also specified to reveal whether there would be an important improvement in terms of their vocabulary development after the process. The researcher analyzed every single student progress, and the findings are given below:

In the experimental group, only 4 students performed less in their post-test compared to their pre-test and these decreases are 1.72 for 3 students and 3.44 for 1 student. Moreover, 1 student performed the same in both the pre and post-test.

In the control group, 6 students performed less in their post-test compared to their pre-test and these decreases are 1.72 for 3 students and 3.44 for 2 students, 17.25 for one student. Moreover, 2 students performed the same in both the pre and post-test.

While the mean of decrease in the experimental group is 2.15, the mean in the control group is 7.18. This finding may be regarded as the results of individual differences within groups; therefore, these decreases may not indicate the effectiveness or ineffectiveness of the strategies implemented to both groups. To overcome this ambiguity, the increase in both the experimental and the control groups are given below:

In the experimental group, 36 students performed better in their post-test compared to their pre-test and the total point of this increase is 315.

In the control group, 34 students performed better in their post-test compared to their pre-test and the total point of this increase is 139.

While the mean of increase in the experimental group is 7.87, in the control group it is 3.48.

Based on these findings, it can be claimed that there is a significant difference in the vocabulary level of the students in the experimental group before and after VSS training. Besides, findings show that in terms of the vocabulary level of students in the control group to whom teacher-centered strategy was implemented, there is a difference regarding their pre and post-tests results; nevertheless, this difference is not as significant as the difference in the experimental group.

Research Question 2: Is there any significant discrepancy in the autonomy development of the students before and after VSS implementation?

Table 39

Results of "t-test" and "Descriptive Statistics" for Autonomy by the Control and the Experimental Groups for the 3rd Week

	Control			Experimental			95% CI for Mean Difference	t	df
	M	SD	n	M	SD	n			
Autonomy	2.55	.42	38	2.23	.37	40	.17, .47	4.19*	76

* $p < .05$.

Analyzing the pretest results of both the experimental and the control groups, it was found out that the students' responses to the questionnaire items concerning the autonomy indicated that their sense of autonomy was not highly improved. The available scores revealed the starting point of the two groups. The results were close to each other.

Table 40

Results of "t-test" and "Descriptive Statistics" for the Experimental Group in terms of Autonomy Development on the 3rd and the 17th Week Conditions.

	Week						95% CI for Mean Difference	T	df
	3			17					
	M	SD	n	M	SD	n			
Autonomy	2.23	.37	40	4.13	.29	40	-2.04, -1.76	-27.54*	39

* $p < .05$.

When the pre-test results of the experimental group conducted in the 3rd week and post-test conducted in the 17th week were analyzed, it was figured out that the students' responses to the items in questionnaire concerning the autonomy showed that their sense of autonomy was remarkably improved. After VSS had been implemented for 11 weeks, the autonomy development of the students in the experimental group was improved a lot compared to their pre-test results.

Research Question 3: Does the teacher-centered vocabulary teaching strategy foster the autonomy development of the students?

Table 41

Results of "t-test" and "Descriptive Statistics" for Autonomy in the Control and the Experimental Groups for the 3rd Week

	Control			Experimental			95% CI for Mean Difference	t	df
	M	SD	n	M	SD	n			
Autonomy	2.55	.42	38	2.23	.37	40	.17, .47	4.19*	76

* p < .05.

Considering the analysis of the pretest results of both the experimental and the control groups, it was observed that the students' responses to the questionnaire statements concerning the autonomy revealed that their sense of autonomy was not improved a lot. The available scores revealed the starting point of the two groups and they were close to each other.

Table 42

Results of "t-test" and "Descriptive Statistics" for the Control Group in terms of Autonomy Development on the 3rd and the 17th Week Conditions.

	Week						95% CI for Mean Difference	t	df
	3			17					
	M	SD	n	M	SD	n			
Autonomy	2.55	.42	38	2.46	.41	38	.02, 2.51	2.51*	37

* p < .05.

When pre-test results of the control group conducted in the 3rd week and post-test conducted in the 17th week were analyzed, it can be claimed that the students' responses to the questionnaire items concerning the autonomy indicated that their sense of autonomy was not improved. Teacher-centered strategy had been implemented for 17 weeks, and the autonomy development of the students in the control group was nearly the same as their starting point.

Research Question 4: Does VSS contribute to social learning of students from others?

Table 43

Results of "t-test" and "Descriptive Statistics" for Social Learning by the for the 3rd Week

	Control			Experimental			95% CI for Mean Difference	t	df
	M	SD	n	M	SD	n			
Social Learning	2.17	.49	38	1.75	.36	40	.20, .60	3.98*	76

* p < .05.

Analyzing the pretest results of both the experimental and the control groups, it was figured out that the students' responses to the items in questionnaire concerning the social learning showed that their sense of social learning was not improved so much. The available scores revealed the starting point of the two groups. There was no significant gap between the two groups; however, the control group results were higher than the ones in the experimental group.

Table 44

Results of "t-test" and "Descriptive Statistics" for the Experimental Group in terms of Social Learning on the 3rd and the 17th Week Conditions

	Week						95% CI for Mean Difference	T	df
	3			17					
	M	SD	n	M	SD	n			
Social Learning	1.75	.36	40	4.13	.34	40	-2.54, -2.21	-29.79*	39

* p < .05.

When pre-test results of the experimental group conducted in the 3rd week and post-test conducted in the 17th week were analyzed, it was observed that the students' responses to the questionnaire statements concerning the social learning revealed that their sense of direct or indirect learning was highly improved. After VSS had been implemented for 11

weeks, the social learning of the students in the experimental group was highly improved compared to their pre-test results.

Research Question 5: Does the teacher-centered vocabulary teaching strategy contribute to social learning of students?

Table 45

Results of "t-test" and "Descriptive Statistics" for Social Learning by the for the 3rd Week

	95% CI for Mean Difference						t	df	
	Control			Experimental					
	M	SD	n	M	SD	n			
Social Learning	2.17	.49	38	1.77	.36	40	.20, .60	3.98*	76

* p < .05.

Analyzing the pretest results of the both experimental and the control groups, it was found out that the students' responses to the questionnaire items concerning the social learning indicated that their sense of social learning was not improved so much. The available scores revealed the starting point of the two groups. There was no significant gap between two groups; however, the results of control group were higher than the experimental group results.

Table 46

Results of "t-test" and "Descriptive Statistics" for the Control Group in terms of Social Learning on the 3rd and the 17th Week Conditions

	Week						95% CI for Mean Difference	t	df
	3			17					
	M	SD	n	M	SD	n			
Social Learning	2.17	.49	38	2.13	.45	38	-.10, 1.24	1.24	37

* p < .05.

When pre-test results of the control group conducted in the 3rd week and post-test conducted in the 17th week were analyzed, it can be claimed that the students' responses to the items in questionnaire concerning social learning showed that their sense of direct or

indirect learning was slightly improved. Teacher-centered strategy had been implemented for 17 weeks and social learning of students in the control group was nearly the same as their starting point.

Research Question 6: What is the rate of practicing teacher-centered vocabulary teaching strategy among teachers?

The aim is not to make a comparison of the gathered findings through the answers to this question as it is made in the control and the experimental groups. The researcher tries to demonstrate the rate of practicing teacher-centered vocabulary teaching strategies among the teachers by asking some standard vocabulary teaching techniques.

Item 1.

I show my students real objects and classroom objects, etc.

Table 47 shows the attitudes of the teachers for Item 1. 6.6 % of the teachers stated that they ‘never’ show their students real objects, and classroom objects etc. 16.6 % of the teachers declared that they "rarely" demonstrate these objects. 36.6% of the teachers have chosen "sometimes" and 26.6% of them have marked "usually" in terms of item 1. Finally, 13.3 % of the teachers indicated they ‘always’ show their students real objects, and classroom objects etc.

Table 47

The Responses of the Teachers to Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	6,6	6,6	6,6
	rarely	5	16,6	16,6	23,3
	sometimes	11	36,6	36,6	60
	usually	8	26,66	26,6	86,6
	always	4	13,3	13,3	100
	Total	30	100,0	100,0	

From rarely to always, the rate of practicing the technique in item 1 is 93.3 % among English language teachers. This means most of the teachers practice the technique in item 1 which is a teacher-centered vocabulary teaching technique.

Item 2.

I inform my students about important unknown words in a reading passage.

Table 48 shows the attitudes of the teachers for Item 2. 3.3 % of the teachers stated that they ‘rarely’ inform their students about important unknown words in a reading passage. 6.6 % of the teachers declared that they "sometimes" focus on important unknown words. 26.6% of the teachers have chosen "usually" and 63.3% of them have marked "always" in terms of providing their learners with important unknown words in a reading passage.

Table 48

The Responses of the Teachers to Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	1	3,3	3,3	3,3
	sometimes	2	6,6	6,6	10
	usually	8	26,6	26,6	36,6
	always	19	63,3	63,3	100
	Total	30	100,0	100,0	

The rate of the teachers' responses to the statements in item 2 is 100 %. This means all of the teachers make use of this teacher-centered vocabulary teaching technique.

Item 3.

I use facial expressions and gestures to explain the meanings of new words.

Table 49 shows the attitudes of the teachers for Item 3. 6.6 % of the teachers stated that they ‘never’ use mimes and gestures to explain the meanings of new words. 30 % of the teachers declared that they "rarely" use this technique. 33,3% of the teachers have chosen "sometimes" and 23,3% of them have marked "usually" in terms of using item 3. Finally, 6,6 % of the teachers stated that they ‘always’ use mimes and gestures to explain the meanings of new words.

Table 49

The Responses of the Teachers to Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	6,6	6,6	6,6
	rarely	9	30	30	36,6
	sometimes	10	33,3	33,3	70
	usually	7	23,33	23,3	93,3
	always	2	6,6	6,6	100
	Total	30	100,0	100,0	

From rarely to always, the rate of the responses of teachers to item 3 is 93.3 % which means most of the teachers use mimes and gestures to explain the meanings of new words in their classes which is a teacher-centered vocabulary teaching technique.

Item 4.

I give my students the definition of words.

Table 50 shows the attitudes of the teachers for Item 4. 6.6 % of the teachers stated that they 'rarely' give their students the definition of words. 33.3 % of the teachers declared that they "sometimes" give the definition of words. 30 % of the teachers have chosen "usually" and "always" in terms of giving their students the definition of words.

Table 50

The Responses of the Teachers to Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	2	6,6	6,6	6,6
	sometimes	10	33,3	33,3	40
	usually	9	30	30	70
	always	9	30	30	100
	Total	30	100,0	100,0	

The rate of the responses given to item for is 100 %. This means all the teachers provide their learners with the definition of words, which is a teacher-centered vocabulary teaching technique.

Item 5.

I ask my students to use dictionaries to see the meanings of unknown words.

Table 51 shows the attitudes of the teachers for Item 5. 3.3 % of the teachers stated that they ‘rarely’ ask their students to use dictionaries to see the meanings of unknown words. 20 % of the teachers declared that they "sometimes" ask the students for dictionary use. 50 % of the teachers have chosen "usually" for dictionary assistance. Finally, 26.6 % of the teachers said they ‘always’ ask their students to use dictionaries to see the meanings of unknown words.

Table 51

The Responses of the Teachers to Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	1	3,3	3,3	3,3
	sometimes	6	20	20	23,3
	usually	15	50	50	73,3
	always	8	26.6	26,6	100
	Total	30	100,0	100,0	

The rate of the responses given to item 5; I ask my students to use dictionaries to see the meanings of unknown words is 100 % among English language teachers. This means all of the teachers asks their students to use dictionaries which is both a teacher-centered vocabulary teaching and VSS technique.

Item 6.

I teach my students to use their knowledge about prefixes.

Table 52 shows the attitudes of the teachers for the statement in Item 6. 6.6 % of the teachers stated that they ‘rarely’ teach their students to use their knowledge about prefixes. 43,3 % of the teachers declared that they "sometimes" teach the students how to use their knowledge about prefixes. 26,6 % of the teachers have chosen "usually" for prefix assistance. Finally, 23,3 % of the teachers stated they ‘always’ teach their students to use their knowledge about prefixes.

Table 52

The Responses of the Teachers to Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	2	6,6	6,6	6,6
	sometimes	13	43,3	43,3	50
	usually	8	26,6	26,6	76,6
	always	7	23,3	23,3	100
	Total	30	100,0	100,0	

The rate of the responses given to item 6; I teach my students to use their knowledge about prefixes is 100 % among English language teachers. This means all of the teachers make their learners use their knowledge about prefixes, which is a teacher-centered vocabulary teaching technique.

Item 7.

When teaching a new word, I give some other words having the same meaning or opposite meaning along with it (cheap X expensive), (huge = large).

Table 53 shows the attitudes of the teachers for the statement in Item 7. 10 % of the teachers declared that they "sometimes" give some other words having a similar meaning or the opposite meaning with the one under question. 46.7 % of the teachers have chosen "usually" and 43,3 % of the teachers have chosen "always" for this vocabulary teaching technique.

Table 53

The Responses of the Teachers to Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	0	0	0	0
	sometimes	3	10	10	10
	usually	14	46.7	46.7	56.7
	always	13	43.3	43.3	100
	Total	30	100,0	100,0	

The rate of the responses given to item 7; When teaching a new word, I give some other words having the same meaning or opposite meaning along with it (cheap X expensive), (huge = large) is 100 % among English language teachers. This means all of the teachers

make use of antonyms and synonyms in their classes which is a teacher-centered vocabulary teaching technique.

Item 8.

I use the whole of something to describe its parts.

Table 54 shows the attitudes of the teachers towards Item 8. 26.6 % of the teachers declared that they "rarely" use this deductive assistance. 30 % of the teachers have chosen "sometimes" and 30 % of them have marked "usually" in terms of using the technique given in item 8. Finally, 13,3 % of the teachers asserted that they ‘always’ use the whole of something to describe its parts.

Table 54

The Responses of the Teachers to Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	8	26,6	26,6	26,6
	sometimes	9	30	30	56,6
	usually	9	30	30	86,6
	always	4	13,3	13,3	100
	Total	30	100,0	100,0	

From rarely to always, the rate of practicing the technique in item 8 is 100 % among English language teachers. This means teachers use this technique which is a teacher-centered one.

Item 9.

I give my students a translation of the unknown words in Turkish.

Table 55 shows the attitudes of the teachers for Item 9. 10 % of the teachers stated that they ‘rarely’ give their students the translation of the unknown words in Turkish. 10 % of the teachers declared that they "sometimes" use translation technique. 50 % of the teachers have chosen "usually" for translation assistance. Finally, 30 % of the teachers stated they ‘always’ give their students the translation of the unknown words in Turkish.

Table 55

The Responses of the Teachers to Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	3	10	10	10
	sometimes	3	10	10	20
	usually	15	50	50	70
	always	9	30	30	100
	Total	30	100,0	100,0	

Item 10.

I provide my students with many meaningful example sentences in which a new word is used.

Table 56 shows the attitudes of the teachers for Item 10. 23,3 % of the teachers declared that they "sometimes" provide their students with many meaningful example sentences in which a new is used. 46.7 % of the teachers have chosen "usually" and 30 % of the teachers have chosen "always" for this vocabulary teaching technique.

Table 56

The Responses of the Teachers to Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	0	0	0	0
	sometimes	7	23,3	23,3	23,3
	usually	14	46.7	46.7	70
	always	9	30	30	100
	Total	30	100,0	100,0	

Research Question 7: What is the rate of practicing VSS among teachers?

The aim is not to make a comparison or contrast of the gathered findings related to the answers to this question as it is made in control and the experimental groups. The researcher tries to demonstrate the rate of practicing VSS among the teachers by asking VSS application steps.

According to findings, the rate of practicing VSS among teachers is not very high as could be observed in the presentation of the following analysis.

Item 1.

I tell my students to identify the words that they find interesting or challenging in a reading passage.

Table 57 shows the attitudes of the teachers for Item 1. 10 % of the teachers stated that they 'never' tell their students to identify the words that they find interesting or challenging in a reading passage. 43.3 % of the teachers declared that they "rarely" use this technique. 30 % of the teachers have chosen "sometimes" and 16.6% of them have marked "usually" in terms of using item 1.

Table 57

The Responses of the Teachers to Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	3	10	10	10
	rarely	13	43,3	43,3	53,3
	sometimes	9	30	30	83,3
	usually	5	16,6	16,6	100
	always	0	0	0	100
	Total	30	100,0	100,0	

From never to rarely, the rate of practicing item 1; I tell my students to identify the words that they find interesting or challenging in a reading passage is 53,3 % among English language teachers and only 16,6 % of English teachers "usually" practice this technique. This means only a couple of teachers practice item 1 which is a VSS teaching technique.

Item 2.

After my students identify unknown words, I ask them to explain why they have chosen these words.

Table 58 shows the attitudes of the teachers for Item 2. 6.6 % of the teachers stated that they 'never' use VSS given in item 2. 26.6 % of the teachers declared that they "rarely" use this technique. While 33.3 % of the teachers have chosen "sometimes" 26.6 % of them

have marked "usually" in terms of using VSS given in item 2. Finally, 6.6 % of the teachers asserted they 'always' use this technique.

Table 58

The Responses of the Teachers to Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	6,6	6,6	6,6
	rarely	8	26,6	26,6	33,3
	sometimes	10	33,3	33,3	66,6
	usually	8	26,6	26,6	93,3
	always	2	6,6	6,6	100
	Total	30	100,0	100,0	

The rate of responses given to item 2 "After my students identify unknown words, I ask them to explain why they have chosen these words" is 33,3 % among English language teachers. This means practicing item 2 which is a VSS teaching technique is not very commonly used in classes by language teachers.

Item 3.

I encourage my students to use the clues in the contexts to guess and understand the meaning of an unknown word.

Table 59 shows the attitudes of the teachers for Item 3. 3,3 % of the teachers stated that they 'rarely' encourage their students to use the clues in the contexts to guess and understand the meaning of an unknown word. 10 % of the teachers declared that they "sometimes" use contextual clue technique. 46,6 % of the teachers have chosen "usually" for utilizing context. Finally, 40 % of the teachers stated they 'always' encourage their students to use the clues in the contexts to guess and understand the meaning of an unknown word.

Table 59

The Responses of the Teachers to Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	1	3,3	3,3	3,3
	sometimes	3	10	10	13,3
	usually	14	46,6	46,6	60
	always	12	40	40	100
	Total	30	100,0	100,0	

Item 4.

I set my students free to select unknown words from reading texts.

Table 60 shows the attitudes of the teachers for Item 4. 26.6 % of the teachers stated that they 'never' set their students free to determine unknown words in a text. While 33.3 % of the teachers declared that they "rarely" use this technique. 23.3 % of the teachers have chosen "sometimes" and 16.6% of them have marked "usually" in terms of using the technique given in item 4.

Table 60

The Responses of the Teachers to Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	8	26,6	26,6	26,6
	rarely	10	33,3	33,3	60
	sometimes	7	23,3	23,3	83,3
	usually	5	16,6	16,6	100
	always	0	0	0	100
	Total	30	100,0	100,0	

From never to rarely, the rate of practicing item 4; "I set my students free to select unknown words from reading" is 60 % among English language teachers and none of English teachers have marked "always" in regard to practicing this technique. This means English language teachers seldom practice item 4 which is a VSS teaching technique.

Item 5.

“I have my students write the words they have chosen on a flashcard so that they can share these words with class.”

Table 61 shows the attitudes of the teachers for Item 5. 20 % of the teachers stated that they ‘never’ have their students write the words they select on a flashcard. 46.6 % of the teachers declared that they "rarely" use this technique. 23.3 % of the teachers have chosen "sometimes" and 6.6 % of them have marked "usually" in terms of using the technique in item 5. Finally, 3,3 % of the teachers asserted they ‘always’ have their students write the words they select on a flashcard.

Table 61

The Responses of the Teachers to Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	6	20	20	20
	rarely	14	46,6	46,6	66,6
	sometimes	7	23,3	23,3	90
	usually	2	6,6	6,6	96,6
	always	1	3,3	3,3	100
	Total	30	100,0	100,0	

From usually to always, the rate of practicing item 5; “I have my students write the words they have chosen on a flashcard so that they can share these words with the class” is 10 % among English language teachers. This means a small number of teachers practice VSS teaching technique.

Item 6.

I ask my students to vote on words to be learned from a reading passage.

Table 62 shows the attitudes of the teachers for Item 6. 26,6 % of the teachers stated that they ‘never’ have their students write the words they select on a flashcard. 46.6 % of the teachers declared that they "rarely" use this technique. 26.6 % of the teachers have chosen "sometimes" in terms of using the technique.

Table 62

The Responses of the Teachers to Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	8	26,6	26,6	26,
	rarely	14	46,6	46,6	73,3
	sometimes	8	26,6	26,6	100
	usually	0	0	0	100
	always	0	0	0	100
	Total	30	100,0	100,0	

From usually to always, the rate of practicing item 5; I ask my students to vote on words to be learned from a reading passage is 0 % among English language teachers. This means English language teachers barely use item 5 which is a VSS teaching technique.

Item 7.

“I engage my students in a discussion of the words to clarify, elaborate on and extend the meanings of them”

Table 63 shows the attitudes of the teachers for Item 7. 10 % of the teachers responded item 7 with never while 16.6 % of the teachers declared that they "rarely" use this technique. 43.3 % of the teachers have chosen "sometimes" and 26.6 % of them have marked "usually" in terms of using item 2, finally, 3.3 % of the teachers stated they ‘always’ use this technique.

Table 63

The Responses of the Teachers to Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	3	10	10	10
	rarely	5	16,6	16,6	26,6
	sometimes	13	43,3	43,3	70
	usually	8	26,6	26,6	96,6
	always	1	3,3	3,3	100
	Total	30	100,0	100,0	

From never to rarely the rate of practicing item 7; “I engage my students in a discussion of the words to clarify, elaborate on and extend the meanings of them” is 36,6 % among

English language teachers. Moreover, from usually to always the rate of practicing item 7 is 30 % This means practicing the technique in item 7 which is sometimes used.

Item 8.

“I make my students generate a chart, diagram and picture to help remember the meanings of words”

Table 64 shows the attitudes of the teachers for Item 8. 10 % of the teachers stated that they ‘never’ use charts, diagrams etc. 26.6 % of the teachers declared that they "rarely" use them. 20 % of the teachers have chosen "sometimes" and 40 % of them have marked "usually" which means they make use of the technique in item 8. Finally, 3.3 % of the teachers asserted they ‘always’ use this technique in their classes.

Table 64

The Responses of the Teachers to Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	3	10	10	10
	rarely	8	26,6	26,6	36,6
	sometimes	6	20	20	56,6
	usually	12	40	40	96,6
	always	1	3,3	3,3	100
	Total	30	100,0	100,0	

From never to rarely the rate is 36,6 % among English language teachers. Moreover, from usually to always it is 43,3 % This means the technique which is both a teacher centered and VSS teaching one is observed to be used by English language teachers in teaching environment.

Item 9.

I tell my students to prepare a final word list made of important words discussed in the class.

Table 65 shows the attitudes of the teachers for Item 9. 23,3 % of the teachers stated that they ‘never’ use item 9 while 43,3 % of the teachers declared that they "rarely" use the technique. 26,6 % of the teachers have chosen "sometimes" and 6,6 % of them have marked "usually" to mean they ask their learners to prepare a final word list made of important words discussed in the class.

Table 65

The Responses of the Teachers to Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	7	23,3	23,3	23,3
	rarely	13	43,3	43,3	66,6
	sometimes	8	26,6	26,6	93,3
	usually	2	6,6	6,6	100
	always	0	0	0	100
	Total	30	100,0	100,0	

From never to rarely, the rate is 66,6 % among English language teachers. Moreover, from "usually" to "always" the rate of the responses to item 9 is 6,6 % which means this VSS teaching technique is seldom used by English language teachers.

Item 10.

I make my students build their vocabulary knowledge through active participation in "word discussions".

Table 66 shows the attitudes of the teachers for Item 10. 16,6 % of the teachers stated that they 'never' use the technique given in this item. 36,6 % of the teachers declared that they "rarely" use it. 36,6 % of the teachers have chosen "sometimes", 10 % of them have marked "usually" to make their learners to build vocabulary through active participation in word discussions.

Table 66

The Responses of the Teachers to Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	5	16,6	16,6	16,6
	rarely	11	36,6	36,6	53,3
	sometimes	11	36,6	36,6	90
	usually	3	10	10	100
	always	0	0	0	100
	Total	30	100,0	100,0	

From never to rarely, the rate for item 10 is 53,3 % among English language teachers while from "usually" to "always" it is 10 %. This means VSS teaching technique in item 10 is uncommon among English Language Teachers.

Item 11.

I allow my students ample time to determine the unknown words.

Table 67 shows the attitudes of the teachers for Item 11. 20 % of the teachers stated that they ‘never’ use the technique in item 11 while 40 % of the teachers declared that they "rarely" use it. 20 % of the teachers have chosen "sometimes"; however, 10 % of them have marked "usually" in the sense that they allow their students ample time to determine the unknown words.

Table 67

The Responses of the Teachers to Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	6	20	20	20
	rarely	12	40	40	60
	sometimes	6	20	20	80
	usually	6	20	20	100
	always	0	0	0	100
	Total	30	100,0	100,0	

From never to rarely, the rate for item 11 is 60 % among English Language Teachers. Moreover, from "usually" to "always" it is 20 % which means the use of given VSS teaching technique is not prevalent among English Language Teachers.

Item 12.

I check the words my students have chosen as a group in a reading passage.

Table 68 shows the attitudes of the teachers for Item 12. 26,6 % of the teachers stated that they ‘never’ use the technique in item 12 while 26,6 % of the teachers declared that they "rarely" use it. 36,6 % of the teachers have chosen "sometimes" and 10 % of them have marked "usually" as responses to item 12.

Table 68

The Responses of the Teachers to Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	8	26,6	26,6	26,6
	rarely	8	26,6	26,6	53,3
	sometimes	11	36,6	36,6	90
	usually	3	10	10	100
	always	0	0	0	100
	Total	30	100,0	100,0	

From never to rarely, the rate of practicing item 12; I check the words my students have chosen as a group in a reading passage is 53,3 % among English Language Teachers. Moreover, from "usually" to "always" the rate is 10 % This means the use of the given VSS teaching technique is not common among English Language Teachers.

Item 13.

“I ask my students where their nominated word is found in the text.”

Table 69 shows the attitudes of the teachers for Item 13. 40 % of the teachers stated that they ‘never’ use the technique in item 13. 20 % of the teachers declared that they "rarely" use this technique whereas 23,3 % of the teachers have chosen "sometimes" and 16,6 % of them have marked "usually" to respond the statement in item13.

Table 69

The Responses of the Teachers to Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	12	40	40	40
	rarely	6	20	20	60
	sometimes	7	23,3	23,3	83,3
	usually	5	16,6	16,6	100
	always	0	0	0	100
	Total	30	100,0	100,0	

From never to rarely, the rate of practicing item 13; I ask my students where their nominated word is found in the text is 60 % among English Language Teachers. Moreover, from "usually" to "always" it is 16,6 % This means practicing this VSS teaching technique is uncommon among English language teachers.

Item 14.

“As an example, I choose one or two words from the reading texts that I believe my students should learn.”

Table 70 shows the attitudes of the teachers for the technique Item 14. 0 % of the teachers stated that they ‘never’ use it while 3,3 % of the teachers declared that they "rarely" use the technique. 30 % of the teachers have chosen "sometimes" and 26,6 % of them have marked "usually" as response to the technique in item 14. Finally, 40 % of the teachers asserted they ‘always’ use this technique.

Table 70

The Responses of the Teachers to Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	0	0	0	0
	rarely	1	3,3	3,3	3,3
	sometimes	9	30	30	33,3
	usually	8	26,6	26,6	60
	always	12	40	40	100
	Total	30	100,0	100,0	

From never to rarely, the rate of practicing the technique in item 14 is 3,3 % among English Language Teachers. Moreover, from "usually" to "always" it is 66,6 % which means this technique is prevalent among English Language Teachers.

Item 15.

I encourage my students to learn words from group discussion.

Table 71 shows the attitudes of the teachers for Item 15. 3,3 % of the teachers stated that they ‘never’ use the technique in item 15 while 3,3 % of the teachers declared that they "rarely" use it. 33,3 % of the teachers have chosen "sometimes" and 53,3 % of them have marked "usually" as responses. Finally, 13,3 % of the teachers stated they ‘always’ use this technique.

Table 71

The Responses of the Teachers to Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	1	3,3	3,3	3,3
	rarely	1	3,3	3,3	6,6
	sometimes	8	26,6	26,6	33,3
	usually	16	53,3	53,3	86,6
	always	4	13,3	13,3	100
	Total	30	100,0	100,0	

From never to rarely, the rate of practicing the technique in item 15 is 6,6 % among English Language Teachers. Moreover, from "usually" to "always" the rate of practicing the technique in item 15 is 66,6 % which means practicing this VSS technique is common among English Language Teachers.

4.3. Conclusion

This study is on the importance of vocabulary and autonomy development in language learning and teaching. It reveals the importance and the efficiency of VSS in both vocabulary and autonomy development. The implementation of VSS is highly compatible with both the classroom environment and curriculum of course-books since the strategy is easy to conduct in any classroom. Except for grammar books, every single coursebook has a reading session which makes the implementation of VSS easier. After a convenient application of VSS, the researcher has demonstrated VSS's efficiency in terms of students' vocabulary progress experienced through VSS for eleven weeks. However, since the study is multifaceted, the only goal of the researcher was not just to conduct a study to seek how to improve the vocabulary size of the students. The other purposes are to show how VSS efficient in both autonomy and learning from the others; in other words, direct or indirect social learning. Based on the results, VSS has been revealed to be helpful for autonomy development and social learning.

It is very clear that students can carry their dictionaries with them; nevertheless, they cannot always have their language teacher beside them. When they study outside of the classroom, they are on their own, and they do not always have a chance to consult their instructor. Apart from this, even if they are in a classroom, they may not ask questions

regarding vocabulary all the time since it is time-consuming and frustrating for both teachers and students to some extent. However, VSS treatment, in terms of autonomy development, gives students a chance to determine a crucial word on their own. By doing so, they begin to practice independent learning, and they become less dependent on their instructors. The more they study in this way, the more they became autonomous.

Besides, students can develop their autonomy level with the help of VSS since this strategy urge them to determine the crucial and exciting words in a reading text without their teacher's assistance. After this selection process, they also need to explain the reason for the selection of these words. This circuit enables them to be free and self-directed. Therefore, students can develop their autonomy level with the help of VSS.

The study revealed that VSS has a significant impact on social learning of the students' from other students. Omaggio (1997) states that teachers need to encourage the students to become interdependent as well as work together collaboratively. In this regard, VSS encourages the students to make group discussions and explain the reasons to nominate important vocabulary items in a reading passage. By way of this strategy, they can observe other students' way of determining the important vocabulary items and explanations. Concerning motivation rooted in social learning theory, students get more actuated to pay attention when they observe the other students also paying attention to the same activity. By doing so, they become more sensitive to learn from the other students both in their group and the class.

In conclusion, VSS is efficient not only in the vocabulary development of the students but also in their autonomy and social learning.

4.4. Pedagogical Implications

One of the main targets of educators is to engage the students in the learning process and keep the students in this process as much as possible without an interruption, which may lead the students to distract their attention. VSS can be regarded as a strategy serving for these purposes. Since VSS enables the students to search for the important vocabulary items in a reading passage individually, it is very difficult for them to divert their interest to another issue.

Moreover, they discuss the vocabulary items with their group members. In such a learning environment, they need to be alert and also they can enjoy what they are doing. On account of these reasons, VSS contributes a lot to engage the students in the learning process. Besides, by means of VSS, the teacher's role in vocabulary teaching decreases while the student's role in vocabulary learning increases. It is evident that vocabulary teaching is very challenging for both students and teachers. To guide learners and teachers regarding this point, Wessels (2011) stresses that vocabulary teaching or learning should be a part of reading instruction for each student. In this context, VSS assists students to learn vocabulary items through reading since students are not just simple listeners and receivers during this strategy process. Students can overcome this vocabulary learning challenge not only with an active role and participation but also without getting bored due to the fact that they are always in search for new and exciting vocabulary items in a reading text. Moreover, in VSS, teachers do not have to make an effort constantly. If they are able to explain and conduct VSS properly, their role in terms of vocabulary teaching will lessen, and they will become just facilitators and supervisors for VSS implementation.

4.5. Suggestions

Considering the attitudes of ELT teachers, the results and limitations of the present study, some implications that may guide further research about language teaching are given below:

- Based on the results of the teachers' questionnaire about vocabulary teaching strategies and the students' pre-questionnaire concerning their teachers' vocabulary teaching strategies, it can be claimed that while teacher-centered strategies is prevalent VSS implementation is uncommon among ELT teachers in terms of vocabulary teaching. However, in language teaching and learning, it is better to have more than one objective. If the purpose is to increase merely the vocabulary size of the students, many vocabulary teaching strategies can be offered especially teacher-centered ones; nevertheless, an effective strategy is required to involve a couple of targets. The first suggestion of the study for both language teachers and learners is to conduct VSS for vocabulary teaching and learning in order to make these objectives real.
- Up to now, many studies concerning the relationship between vocabulary development and autonomy have tried to find out the effectiveness of autonomy in

vocabulary teaching regardless of determining how autonomous students are. If students are not autonomous enough, these studies may not bring fruitful consequences. The initial purpose should be to make students autonomous and then to find out how this autonomy development affects the students' vocabulary mastery in a positive way. To be concise, autonomy development of the students should be taken into consideration initially for further studies.

- Another weak point in vocabulary teaching is that some ELT teachers are in a tendency to teach vocabulary items in isolation; nevertheless, it is not an appropriate way of vocabulary teaching. Davies and Pearse (2000) stated that “an appropriate context helps learners begin to understand the use of the item as well as its basic meaning. The item is associated with a certain type of context or situation” (p. 63). Thus, there should be a meaningful context, and students should learn the vocabulary items within this context. VSS provides the students to make use of the context while they learn new vocabulary items. Therefore, VSS implementation will help the ELT teachers to avoid isolated vocabulary teaching.
- This study was conducted with only 6th grade students who are 12 years old. For this reason, the present study is certain/exclusive to a particular group with the same ages. Age is a distinctive variable in language teaching; therefore, similar studies would be implemented to participants whose ages are higher. Participants who are under 12 years old may face difficulty to properly grasp and implement VSS; so it is not recommended to conduct a similar study with the students under 12 years old.
- A quantitative research method which is mostly studied by statistical methods was used as the research method of the study. However, utilizing a mixed method by using data tools of qualitative research would make the study more substantial.
- The questionnaire items in this study were not responded in an open-ended way. If these items are responded through interviews it would help the researchers to collect more ample and divergent data. Moreover, vocabulary achievement test included only vocabulary items related to reading section of each unit of the course-book. Consequently, the questionnaires about autonomy and social learning and vocabulary achievement test can be improved and extended according to the content and range of the further studies.

- The researcher conducted the study with 80 participants and VSS was implemented to 40 participants by only 1 English language teacher due to lack of time and opportunities. If the number of participants and English language teacher implementing VSS increased, it would strengthen the further studies.
- The present study mainly attempts to determine the efficiency of VSS and illustrate any relation among VSS, autonomy, social learning and vocabulary development; in other words, it tries to find out whether VSS implementation fosters autonomy, social learning and vocabulary development. Moreover, the researcher assumes that VSS may have an effect to reduce affective filter which is associated with some undesirable feelings such as lack of motivation and self-confidence preventing language learning.

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APPENDICES

APPENDIX 1. Student Questionnaire about Vocabulary Teaching Strategies

Dear Students,

The stated opinions here will be of great help to our study. The collected data will be used for only an academic purpose. All the collected information will be kept confidential.

Please read the items and tick off the ones that suit your opinion. Your reliable answers would be appreciated. Thanks for your participation and invaluable contributions.

Halil İbrahim Aksan

M.A Student

Gazi University, Faculty of Education,
ELT department.

	In English language lessons,	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1	Our teacher shows us real objects and classroom objects.					
2	Our teacher informs us about important unknown words in a reading passage.					
3	Our teacher tells us to identify the words that we find interesting or challenging in a reading passage.					
4	After we identify unknown words in a reading passage, our teacher asks us to explain why we have chosen these words.					
5	Our teacher uses facial expressions and gestures to explain the meanings of new words.					
6	Our teacher gives us the definition of words. (pessimistic: a pessimist is someone who is always looking on the dark side of things).					
7	Our teacher encourages us to use the clues in the contexts to guess and understand the meaning of an unknown word in a reading passage.					
8	Our teacher asks us to use dictionaries to see the meanings of unknown words.					
9	Our teacher teaches us to use our knowledge about prefixes (-ir, -im, un) and suffixes (-able, -er, ful) when guessing the meanings of words (subway, unbreakable).					
10	When teaching a new word, our teacher gives some other words having the same meaning or opposite meaning along with it (cheap X expensive), (huge = large).					
11	Our teacher uses the whole of something to describe its parts (e.g., a human body and parts of the human body).					

	In English language lessons,	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
12	Our teacher gives us a translation of the unknown words.					
13	Our teacher sets us free to select unknown words from a reading passage.					
14	Our teacher makes us write the words we have chosen on a flashcard so that we can share these words with the class.					
15	Our teacher asks us to vote on words to be learned from a reading passage.					
16	Our teacher engages us in a discussion of the words to clarify, elaborate on and extend the meaning of words.					
17	Our teacher provides us with many meaningful example sentences in which a new word is used.					
18	Our teacher makes us generate a chart, diagram and picture to help remember the meanings of words.					
19	Our teacher tells us to prepare a final word list made of important words discussed in the class.					
20	Our teacher makes us build their vocabulary knowledge through active participation in "word discussions".					
21	Our teacher allows us ample time to determine the unknown words in a reading passage.					
22	Our teacher checks the words we have chosen as a group in a reading passage.					
23	Our teacher asks us where our nominated word is found in the text.					
24	Our teacher chooses one or two words from a reading text that she/he believes we should learn.					
25	Our teacher encourages us to learn words from group discussions.					

APPENDICES

APPENDIX 2. Student Questionnaire about Vocabulary Teaching Strategies (Turkish Version)

Kelime Öğretim Stratejileri Hakkında Öğrenci Anketi

Sevgili Öğrenciler,

Burada belirtilen görüşler çalışmamıza çok yardımcı olacaktır. Toplanan veriler sadece akademik amaç için kullanılacaktır. Toplanan tüm bilgiler gizli tutulacaktır.

Lütfen maddeleri okuyun ve fikirlerinize uygun olanları işaretleyin. Güvenilir cevaplarınız takdir edilecektir. Katılımınız ve değerli katkılarınız için teşekkür ederiz.

Halil İbrahim Aksan
Yüksek Lisans Öğrencisi
Gazi Üniversitesi Eğitim Bilimleri Enstitüsü
İngiliz Dili Eğitimi Bölümü

	İngilizce derslerinde,	HER ZAMAN	ÇOĞUNLUKLA	BAZEN	NADİREN	HIÇ BİR ZAMAN
1	Öğretmenimiz bize gerçek nesneleri ve sınıftaki nesneleri gösterir.					
2	Öğretmenimiz bize okuma parçasındaki bilinmeyen önemli kelimeleri bildirir.					
3	Öğretmenimiz bize ilginç bulduğumuz ya da bizi zorlayıcı kelimeleri okuma parçasından bulmamızı söyler.					
4	Okuma parçasındaki bilinmeyen kelimeleri belirledikten sonra, öğretmenimiz bu kelimeleri neden seçtiğimizi açıklamamızı ister.					
5	Öğretmenimiz yeni kelimelerin anlamlarını açıklamak için jest ve mimiklerini kullanır.					
6	Öğretmenimiz bize kelimelerin tanımını verir (kötümser: her zaman her şeyin olumsuz tarafına bakan biridir).					
7	Öğretmenimiz bilinmeyen bir kelimeyi tahmin etmek ve anlamını kavramak için okuma parçasındaki cümlelerde (bağlamda) yer alan ipuçlarını kullanmaya teşvik eder.					
8	Öğretmenimiz, bilinmeyen kelimelerin anlamlarını görmemiz için sözlük kullanmamızı ister.					
9	Öğretmenimiz, kelimelerin anlamlarını tahmin ederken örnekler (irresponsible -"ir" örnek) ve sonekler (comfortable- "table" sonek) hakkındaki bilgimizi kullanmamızı ister.					

	İngilizce derslerinde,	HER ZAMAN	ÇOĞUNLUKLA	BAZEN	NADİREN	HİÇ BİR ZAMAN
10	Yeni bir kelime öğretirken, öğretmenimiz onunla aynı anlama veya karşıt anlama sahip başka bir kelime verir (büyük = geniş), (ucuz X pahalı).					
11	Öğretmenimiz bir şeyin tamamını, parçalarını tanımlamak için kullanır (ör. İnsan vücudu ve insan vücudunun kısımları).					
12	Öğretmenimiz bize bilinmeyen kelimelerin Türkçe çevirisini verir.					
13	Öğretmenimiz okuma parçasındaki bilinmeyen kelimeleri belirlemek için bizi özgür bırakır.					
14	Öğretmenimiz, okuma parçasından seçtiğimiz kelimeleri bir karta yazmamızı sağlar, böylece kelimeleri sınıfla paylaşabiliriz.					
15	Öğretmenimiz okuma parçasından öğrenilecek kelimelerle ilgili oy vermemizi ister.					
16	Öğretmenimiz, kelimelerin anlamlarını açıklığa kavuşturmak, detaylandırmak ve genişletmek için okuma parçasındaki kelimelerle ilgili bizi tartışmaya teşvik eder.					
17	Öğretmenimiz bize yeni sözcüklerin kullanıldığı birçok anlamlı örnek cümle sunar.					
18	Öğretmenimiz kelimelerin anlamını hatırlatmaya yardımcı olması için grafik, şema veya resim yapmamızı sağlar.					
19	Öğretmenimiz, sınıfta tartışılan ve önemli kelimelerden oluşan bir kelime listesi hazırlamamızı söyler.					
20	Öğretmenimiz kelime tartışmalarına aktif katılımı kelime bilginizi arttırmamızı sağlar.					
21	Öğretmenimiz okuma parçasındaki bilinmeyen kelimeleri belirlememiz için bize yeterli zaman tanır.					
22	Öğretmenimiz okuma parçasından grup olarak seçtiğimiz kelimeleri inceler.					
23	Öğretmenimiz bize öğrenilmeye aday gösterilen kelimelerin okuma parçasındaki yerini sorar.					
24	Öğretmenimiz öğrenmemiz gerektiğine inandığı bir ya da iki kelimeyi okuma parçasından seçer.					
25	Öğretmenimiz bizi grup tartışmalarından kelime öğrenmeye özendirir.					

APPENDIX 3. Teachers Questionnaire about Vocabulary Teaching Strategies

Dear Teachers,

The stated opinions here will be of great help to study. The collected data will be used for only an academic purpose. All the collected information will be kept confidential.

Please read the items and tick off the ones that suit your opinion. Your reliable answers would be appreciated. Thanks for your participation and invaluable contributions.

Halil İbrahim Aksan

M.A Student

Gazi University, Faculty of Education,
ELT department.

	In English language lessons,	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1	I show my students real objects and classroom objects, etc.					
2	I inform my students about important unknown words in a reading passage.					
3	I tell my students to identify the words that they find interesting or challenging in a reading passage.					
4	After my students identify unknown words in a reading passage, I ask them to explain why they have chosen these words.					
5	I use facial expressions and gestures to explain the meanings of new words.					
6	I give my students the definition of words. (pessimistic: a pessimist is someone who is always looking on the dark side of things).					
7	I encourage my students to use the clues in the contexts to guess and understand the meaning of an unknown word in a reading passage.					
8	I ask my students to use dictionaries to see the meanings of unknown words.					
9	I teach my students to use their knowledge about prefixes (-ir, -im, un) and suffixes (-able, -er, ful) when guessing the meanings of words (subway, unbreakable).					
10	When teaching a new word, I give some other words having the same meaning or opposite meaning along with it (cheap X expensive), (huge = large).					
11	I use the whole of something to describe its parts (e.g., a human body and parts of the human body).					
12	I give my students a translation of the unknown words in Turkish.					

	In English language lessons,	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
13	I set my students free to select unknown words from a reading passage.					
14	I have my students write the words they have chosen on a flashcard so that they can share these words with the classroom.					
15	I ask my students to vote on words to be learned from a reading passage.					
16	I engage my students in a discussion of the words to clarify, elaborate on and extend the meanings of them.					
17	I provide my students with many meaningful example sentences in which a new word is used.					
18	I make my students generate a chart, diagram and picture to help remember the meanings of words.					
19	I tell my students to prepare a final word list made of important words discussed in the class.					
20	I have my students build their vocabulary knowledge through active participation in "word discussions".					
21	I allow my students ample time to determine the unknown words in a reading passage.					
22	I check the words my students have chosen as a group in a reading passage.					
23	I ask my students where their nominated word is found in the text.					
24	As an example, I choose one or two words from readings that I believe my students should learn.					
25	I encourage my students to learn words from group discussions.					

APPENDIX 4. Student Questionnaire about Autonomy and Social Learning

Dear Students,

The stated opinions here will be of great help to our study. The collected data will be used for only an academic purpose. All the collected information will be kept confidential.

Please read the items and tick off the ones that suit your opinion. Your reliable answers would be appreciated. Thanks for your participation and invaluable contributions.

Halil İbrahim Aksan

M.A Student

Gazi University, Faculty of Education,
ELT department.

	In English language lessons,	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1	I am able to determine important vocabulary items in a reading text.					
2	I have a clear idea of the purpose of class vocabulary activities set by the teachers in class.					
3	I am able to give the reasons for selecting important vocabulary items in a reading text.					
4	During the lesson, I try to catch the chance to take part in vocabulary learning activities.					
5	I can find crucial vocabulary items in a text without the teacher's assistance.					
6	When I have a problem with vocabulary items, I turn to my teacher.					
7	I think vocabulary items should be taught in a teacher-centered way and students' autonomous vocabulary learning should be auxiliary.					
8	I like to learn vocabulary items autonomously because it gives me a sense of freedom.					
9	I like learning vocabulary items in a text on my own because I know how to do it.					
10	When I have a problem with vocabulary items, I first try to solve it myself and only if I do not manage to do it, I turn to my teacher for help.					
11	I take opportunities to enlarge my vocabulary set in English inside and outside class.					

	In English language lessons,	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
12	I feel relieved when my teacher determines the important vocabulary items in a reading text.					
13	I am easily distracted when I read a text, including many unfamiliar vocabulary items.					
14	I become more concentrated when I focus on unknown vocabulary items by myself.					
15	It is better for me when our teacher gives us time to determine the important vocabulary items in a text.					
16	I can do nothing when our teacher gives us time to determine the important vocabulary items in a text.					
17	I can easily recall the meaning of a vocabulary item when I individually select the one worth learning.					
18	I feel very motivated when I have ample time to determine the important vocabulary items in a text.					
19	I take opportunities such as self-selection to learn vocabulary items autonomously.					
20	I think only my teacher should teach me new vocabulary items.					
21	I enjoy writing the words we select on a flashcard so that we can share them with class.					
22	I like a discussion of the words to clarify, elaborate on and extend the meaning of words.					
23	The list of important vocabulary words discussed in the classroom and created by the group always contributes to my vocabulary learning.					
24	Observing that my friends can learn words allows me to focus better on word learning.					
25	Active participation in word discussions allows me to increase my vocabulary size.					
26	Choosing a word with a group from the reading part motivates me more.					
27	I quickly get distracted when I try to learn words with a group.					
28	Observing that my friends can learn words allows me to focus better on word learning.					
29	When I learn words from my friends, I remember these words better.					
30	When I learn words from my teacher, I remember these words better.					

**APPENDIX 5. Student Questionnaire about Autonomy and Social Learning
(Turkish Version)**

EK Özerklik ve Sosyal Öğrenme ile ilgili Öğrenci Anketi

Sevgili Öğrenciler,

Burada belirtilen görüşler çalışmamıza çok yardımcı olacaktır. Toplanan veriler sadece akademik amaç için kullanılacaktır. Toplanan tüm bilgiler gizli tutulacaktır.

Lütfen maddeleri okuyun ve fikirlerinize uygun olanları işaretleyin. Güvenilir cevaplarınız takdir edilecektir. Katılımınız ve değerli katkılarınız için teşekkür ederiz.

Halil İbrahim Aksan
Yüksek Lisans Öğrencisi
Gazi Üniversitesi Eğitim Bilimleri Enstitüsü
İngiliz Dili Eğitimi Bölümü

	İngilizce derslerinde,	HER ZAMAN	ÇOĞUNLUKLA	BAZEN	NADİREN	HIÇ BİR ZAMAN
1	Bir okuma metnindeki önemli kelimeleri belirleyebilirim.					
2	Öğretmen tarafından belirlenen sınıftaki kelime etkinliklerinin amacı hakkında net bir fikrim vardır.					
3	Bir okuma metnindeki önemli kelimeleri seçme gerekçelerini sunabilirim.					
4	Ders esnasında kelime öğrenme etkinliklerine katılma şansını yakalamaya çalışırım.					
5	Öğretmen yardımı olmadan bir okuma metnindeki önemli kelimeleri bulabilirim.					
6	Kelimelerle ilgili bir sorunun olduğunda öğretmenime yönelirim.					
7	Kelimeler öğretmen merkezli öğretilmeli ve öğrencilerin özerk kelime öğrenmeleri ikinci planda olmalıdır.					
8	Kelimeleri özerk olarak öğrenmeyi seviyorum çünkü bu bana özgürlük hissi veriyor.					
9	Bir metindeki kelimeleri kendi kendime öğrenmeyi seviyorum çünkü bunu nasıl yapacağımı biliyorum.					

	İngilizce derslerinde,	HER ZAMAN	ÇOĞUNLUKLA	BAZEN	NADİREN	HİÇ BİR ZAMAN
10	Kelimelerle ilgili bir sorunun olduğunda, önce kendim çözmeye çalışırım ve eğer bunun üstesinden gelemezsem yardım için öğretmenime başvururum.					
11	Sınıf içinde ve dışında İngilizce kelime dağarcığımı artırma fırsatlarını değerlendiririm.					
12	Öğretmenim bir okuma metnindeki önemli kelimeleri belirlediğinde rahatlamış hissederim.					
13	Birçok bilinmeyen kelime içeren bir metni okuduğumda dikkatim çabuk dağılır.					
14	Bilinmeyen kelimelere kendi başıma odaklandığımda daha konsantre olurum.					
15	Okuma metnindeki önemli kelimeleri belirlememiz için öğretmenimiz bize zaman vermesi benim için olumlu bir durumdur.					
16	Öğretmenimiz bize bir metnindeki önemli kelimeleri belirlemek için zaman verdiğinde hiçbir şey yapamam.					
17	Öğrenmeye değer kelimeleri bireysel olarak seçtiğimde kelimenin anlamını kolayca hatırlayabilirim.					
18	Bir metnindeki önemli kelimeleri belirlemek için yeterli zamanım olduğunda kendimi çok motive hissederim..					
19	Kelimeleri özerk bir şekilde öğrenmek için kendi kendine seçim gibi fırsatları değerlendiririm.					
20	Bence sadece öğretmenim bana yeni kelimeleri öğretmelidir.					
21	Sınıfla paylaşmak için seçtiğimiz kelimeleri bir flashcard üzerine yazmaktan keyif alırım.					
22	Kelimelerin açıklığa kavuşturulması, detaylandırılması ve anlamlarının genişletilmesi için kelimelerin tartışılmasını seviyorum.					
23	Sınıfta tartışılan ve grup tarafından oluşturulan önemli kelimelerinin listesi kelime öğrenmeye her zaman katkıda bulunur.					
24	Arkadaşlarımdan kelime öğrenebileceğini gözlemlemek kelime öğrenmeye daha iyi odaklanmamı sağlar.					
25	Kelime tartışmalarına aktif katılım kelime dağarcığımı artırmama olanak verir.					
26	Okuma metninden bir grupta kelime seçmek beni daha çok motive eder.					
27	Bir grupta kelime öğrenmeye çalıştığımda çabucak dikkatim dağılır.					
28	Arkadaşlarımdan kelime öğrendiklerini gözlemlemek kelime öğrenmeye daha iyi odaklanmamı sağlar.					
29	Arkadaşlarımdan kelime öğrendiğimde, bu kelimeleri daha iyi hatırlarım.					
30	Öğretmenimden kelime öğrendiğimde, bu kelimeleri daha iyi hatırlarım.					

APPENDIX 6. Vocabulary Achievement Test (58 Multiple Choice Questions)

Answer the questions (1-2) according to the pictures.



1. Who takes a nap in the afternoon?

- A) Justin B) Sally
C) Jim D) Kate

2. Jim ---- at the weekends.

- A) plays volleyball B) takes piano courses
C) takes a nap D) goes shopping

3.

I ---- after school.

- A) play games in the park
B) take care of my dog
C) write my diary
D) attend folk dance courses



4. I always ---- my homework before dinner and I make the dinner with my mother.

- A) have B) do
C) visit D) walk

5. Jane ---- her grandparents at the weekends.

- A) visits
B) makes
C) watches
D) studies



6. Bill usually ---- after school.

- A) has breakfast
B) plays football
C) goes shopping
D) plays computer games



7. Which one is false?



get dressed



read a newspaper



run errands



come back home

8. After school, I ---- a folk dance course.

- A) play
B) visit
C) attend
D) come

9. Gina : What's the date today?
Luis : It's 26th ---- 2019.

- A) Monday
B) Seventh
C) Friday
D) September

10. Paul : What do you do after school?
Monica : I ---- and after that, I do my homework.

- A) rest B) make
C) go D) have

1. Jane : I love hamburgers and chips. They are my favourite.

Rosie : I don't like junk food. It's not - - - .

- A) favourite
- B) ingredients
- C) unhealthy
- D) nutritious

2.

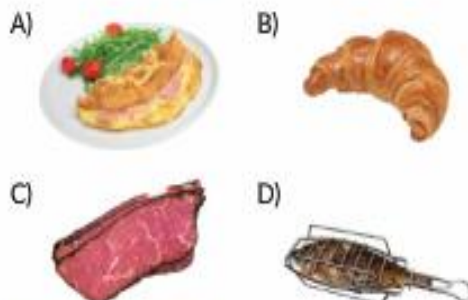
I have - - - for breakfast every morning.



- A) tomatoes, cucumber and cheese
- B) cheese, eggs and honey
- C) cereal, muffins and cucumber
- D) bagels, cheese and olives

3.

I like eating an omelette. It is yummy!



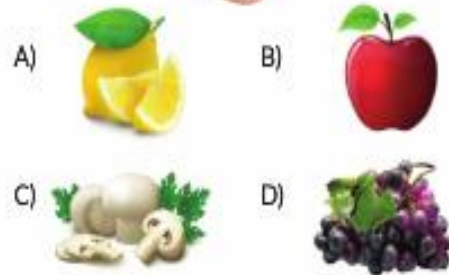
4. Which food is healthy?

NUTRITION FACTS

- | | |
|---|---|
| <p>A) Serving size: 100gr
Calories: 145
Fat: 15gr</p> | <p>B) Serving size: 100gr
Calories: 150
Fat: 16gr</p> |
| <p>C) Serving size: 100gr
Calories: 200
Fat: 5gr</p> | <p>D) Serving size: 100gr
Calories: 200
Fat: 10gr</p> |

5. Which one **isn't** mentioned?

Hi! I'm Jessica. I love bananas, apples and grapes. I hate lemons.



6. British people usually have a cup of coffee at breakfast.



7. Rebecca : Do you want some - - - ?

Olivia : Oh, yes. I'll have some with my croissants.

- A) jam
- B) bagel
- C) butter
- D) cheese



8.

Can I have some more pancakes, please?

I'm sorry, - - - . What about some bagels?



- A) yes, please
- B) it looks great
- C) sure
- D) it's all gone

1. Erica, what are you doing now?

I am waiting in the ---- right now.




- A) traffic jam
B) school building
C) kiosk
D) hotel

2. The town is more ---- than the city. I prefer living in the city.

- A) exciting
B) expensive
C) boring
D) modern

3. I'm Anna. I live in a small ----. Its name is Old Bridge. My father is a farmer here.

- A) skyscraper
B) village
C) house
D) city

4. I'm ---- now. It's beautiful.



- A) driving a car
B) riding a bike
C) selling bagels
D) flying a kite

5. Sue loves dogs and now, she is ---- in the house.

- A) listening to music
B) playing badminton
C) feeding the dog
D) going to work



6. Which one is false?

A)  take care of the cat

B)  sell balloons

C)  ride a bicycle

D)  skip rope

7.

Which one is greener?

---- is greener.



- A) Skyscrapers
B) Uptown
C) Downtown
D) A big city

8.

I live in Istanbul. It is ---- and noisy.

- A) cheap
B) high
C) crowded
D) quiet



9. There are a lot of ---- downtown. They are very tall buildings.

- A) skyscrapers
B) restaurants
C) houses
D) concert



10. My mom and I are downtown. We are ---- for new books at the moment.

- A) running
B) shopping
C) rollerblading
D) waiting

11. What's the weather like in Turkey?

- A) It's foggy.
- B) It's hailing.
- C) It's sunny.
- D) It's snowy.



12. It is ----. It is hot and sunny.

- A) autumn
- B) winter
- C) summer
- D) spring



13. It is autumn. It is ---- today.

- A) rainy
- B) sunny
- C) windy
- D) foggy



14. It is rainy. I need ----.

- A) sound
- B) an umbrella
- C) lightning
- D) thunder



15. ---- has got a scary sound.

- A) Rain
- B) Sun
- C) Winter
- D) Thunder

16. I feel depressed. It means being ----.

- A) tired and needing a rest
- B) unhappy and with no hope
- C) worried and nervous
- D) very happy and cheerful

17. Brain : It is snowing. What can we do?

Alex : We can ----.

- A) fly a kite
- B) play snowball
- C) attend a sports club
- D) go jogging

18. I am riding my bike in the park because it is ----.

- A) cold and windy
- B) snowy and freezing
- C) hot and sunny
- D) rainy and stormy



19. It is rainy outside. I must stay at home.

I feel ----.

- A) sleepy
- B) bored
- C) excited
- D) happy



20. Burr! I feel very ---- because it is freezing.

- A) hot
- B) cold
- C) happy
- D) warm



1. Mark : What is the man selling?

Ella : He is selling ----. They are delicious.

- A) toffee apples
- B) bagels
- C) muffins
- D) balloons



2.

Whoohaa! It's very exciting. I like ----.

- A) Ferris wheels
- B) roller coasters
- C) bumper cars
- D) ghost trains



3. Alicia : What do you ---- bumper cars?

Laura : I think they are fantastic. They are my favourite.

- A) like
- B) think about
- C) feel
- D) want

4. Alex : Let's ride the carousel, Marcus!

Marcus : I think it isn't amazing, it is ----.

- A) fantastic
- B) dull
- C) fun
- D) exciting

5.

I think ghost trains are more ---- because I'm scared of ghosts.



- A) boring
- B) exciting
- C) frightening
- D) amazing

6. I think ---- are very amazing places. You can find lots of interesting rides there.

- A) schools
- B) markets
- C) carnivals
- D) shopping malls



7. Thomas : I like bumper cars. I think they are exciting.

Scott : ---- They are really boring. The roller coaster is fantastic.

- A) Wow, look!
- B) OK.
- C) I disagree.
- D) I agree.

8.

Bumper cars are ----. I like them very much.

- A) exciting
- B) terrifying
- C) boring
- D) dull



9. Hey, friends! I'm Emma. I love ----. They're lovely.



- A) roller coasters
- B) train rides
- C) carousels
- D) Ferris wheels

10.

Let's get on the Ferris wheel, Robin! It's amazing.

Carol, I don't like Ferris wheels. They are ----, but roller coasters are amazing.



- A) interesting
- B) amazing
- C) boring
- D) exciting

1. Hello! I'm Daniel. I'm a/an - - - -. I can repair cars and buses.



- A) nurse
- B) dentist
- C) architect
- D) mechanic

2. Gary : I'm an architect.
Carmen : What can you do at work?
Gary : I - - - -.

- A) treat teeth
- B) plan buildings
- C) cut hair
- D) work in a restaurant

3. I'm a/an - - - -. I can sell new clothes.



- A) saleswoman
- B) manager
- C) engineer
- D) driver

4. My name is Edward. I want to be a - - - - because I like taking care of animals.

- A) tailor
- B) lawyer
- C) vet
- D) manager

5. I - - - - to be a doctor because it is my dream job.



- A) serve
- B) sell
- C) want
- D) design

6. I work in my shop. I can cut and design hair.
I don't work on Tuesdays. I like my job very much.

Guess who I am!



7. I'm a cook. I work in a - - - -.
I cook delicious meals.

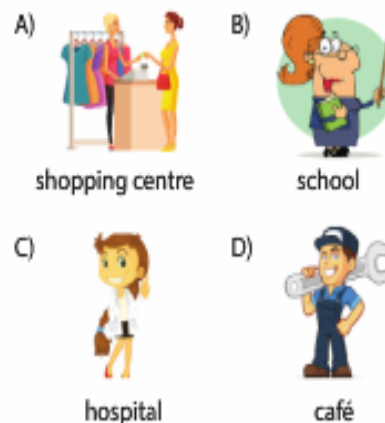
- A) school
- B) hospital
- C) restaurant
- D) supermarket



8. Joe : What do you want to be?
Sue : I want to be a/an - - - - because I like drawing projects of buildings.

- A) worker
- B) engineer
- C) manager
- D) architect

9. Which one is false?



shopping centre

school

hospital

café

10. My father has students. He can teach them a lot of things. He is a/an - - - -.

- A) engineer
- B) manager
- C) teacher
- D) waitress



GAZİLİ OLMAK AYRICALIKTIR..