THE RELATIONSHIP BETWEEN METACOGNITIVE STRATEGY TRAINING AND VOCABULARY ACQUISITION

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ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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Jüri onay sayfası

Ebru Eylem Geçkil Maroney tarafından hazırlanan "üst bilişsel strateji eğitimi ve kelime edinimi arasindaki ilişki" adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi İngiliz Dili Öğretimi Bilim Dalı'nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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Eğitim Bilimleri Enstitüsü Müdürü   …………………………..

To my beloved grandmother İfaket Çavuşoğlu,

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ÜST BİLİŞSEL STRATEJİ EĞİTİMİ VE KELİME EDİNİMİ ARASINDAKİ İLİŞKİ

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ÖZ

Pek çok yabancı dil öğrencisinin yeni öğrenilen sözcükleri akılda tutmakta sorun yaşadığı bilinen bir durumdur. Dil öğreniminde zorluk çeken öğrencilerin özellikle kelime öğrenmede ciddi problemler yaşadığı söylenebilir. Bu araştırmanın amacı yabancı dil öğretiminde üst bilişsel strateji eğitimi ve yabancı dil öğrenmede zorluk çeken öğrencilerin kelime bilgisi arasındaki ilişkiyi belirlemektir. Bu amacı gerçekleştirmek için, Bahçeşehir Üniversitesi İngilizce Hazırlık okulunda orta seviyede İngilizce eğitimi almakta olan iki öğrenci grubuna kelime öğrenme ve üst bilişsel stratejilerini kullanma düzeylerini ölçmeye yönelik bir anket uygulanmıştır. Daha sonra bu iki gruptan deney grubu olarak belirlenen gruba beş hafta süreyle kelime öğrenme stratejileri, üst bilişsel strateji eğitimi ile birlikte verilmiştir. Eğitimin başında deney grubu ile kontrol gruplarının bu seviyedeki kelime bilgileri yazar tarafından hazırlanan bir kelime testi ile ölçülmüştür. Araştırmanın sonunda aynı kelime testi son-test olarak uygulanmış ve iki grubun elde ettiği sonuçlar karşılaştırılmıştır.Kelime öğrenme stratejisi envanterinden elde edilen sonuçlara göre yabancı dil öğrenmede sorun yaşayan öğrenciler kelimenin anlamını öğrenme stratejilerini ve sosyal stratejileri en yüksek düzeyde kullanırken, bilişsel stratejileri düşük oranda kullanıyor. Diğer taraftan araştırmanın sonunda deney grubu kelime testinden kontrol grubuna göre çok daha yüksek puanlar almıştır (Den.Post-Test M=75,588; Kont.Post-Test.M= 47,941.) Bu sonuçlar kelime öğrenme statejilerinin üst bilişsel statejilerle birlikete öğretilmesinin kelime öğrenmede etkili oduğuna işarettir.

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ABSTRACT

Foreign language learners experience a lot of difficulty during the retrieval process of newly encountered words. The main aim of this research is to discover the relationship between teaching vocabulary learning strategies along with metacognitive strategies and vocabulary acquisition of unsuccessful language learners. To realize this aim, the research was conducted at the Bahçeşehir University Preparatory School of English. Two pre-intermediate repeat level groups of students participated in the research. A Vocabulary Strategy Use Survey is used to determine the vocabulary strategy use of the subjects at the outset of the study. In addition, a vocabulary achievement test was administered as a pre-test to both the experimental and control groups. For five weeks, the experimental group received training on vocabulary learning strategies combined with metacognitive strategies. The control group, on the other hand, learned the same words through traditional methods. At the end of the study, the vocabulary achievement test used at the beginning of the training was applied to both groups as a post-test and the results were compared. According to the findings of the questionnaire, the repeat students rely on Determination strategies and Social discovery strategies the most to learn new words, whereas they do not use Cognitive strategies as much. Additionally, the results of the Post-test demonstrate that training unsuccessful language learners with vocabulary learning strategies along with metacognitive strategies has a positive effect on helping these learners expand their vocabulary size, as the experimental group received higher scores on the post-test compared to the control group (Exp.Post-Test.M=75,588; Cont.Post-Test.M= 47,941).

Science Code: 6.021

Key Words: metacognition, metacognitive strategy training, vocabulary learning strategies

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Supervisor: Assocciate Professor Paşa Tevfik Cephe

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

ELT   English Language Teaching

ESL   English as a Second Language

Prep. School   Bahçeşehir University Preparatory School of English

SLIL   Strategy Inventory for Language Learning

S^2R Strategic Self-Regulation Model of Language Learning

VLSQ   Vocabulary Learning Strategies Questionnaire

VLS   Vocabulary Learning Strategies

VLT   Vocabulary Achievement Test

CHAPTER I

INTRODUCTION

1.1. Introduction

The difference that makes the difference in learning a foreign language has been under discussion for the last forty years. Researchers have been curious about the advantages that seem to put successful learners one step ahead of other, less accomplished ones. In 1975, when Rubin wrote an article giving some clues about these advantages, she drew language teaching professionals' attention to a new concept called ''learning strategies''. According to Oxford (1990), strategies are steps taken by students to enhance their own learning. Inspired by the use of strategies, a new approach to learning has arisen. It is now believed that unsuccessful learners can be transformed into successful learners by applying strategies that successful learners have been using.

Vocabulary knowledge is considered a crucial component of language learning. It is acknowledged that it is almost impossible for a learner to comprehend or produce language without having any lexical knowledge. For this reason, many techniques to present new vocabulary items in the classroom environment have been developed. However, there is not enough data about the cognitive processes taking place in learners' minds. A teacher may present a new word in one lesson and find out that his/her learners cannot recall the meaning of that word in the next lesson. Most learners, on the other hand, complain about the huge number of words they are expected to acquire and the challenges they face in remembering those words. However, it has also been observed that not all learners experience the same difficulty in word retrieval. Therefore, the focus should be shifted to the strategies that successful learners use in order to learn and retain knowledge of new words they encounter.

For the last thirty years a large amount of research has been conducted on language learning strategies (Chamot, 2001; Chen, 2007; Griffiths, 2007). The focus of some of this research was on metacognitive strategies which are about one's awareness of his learning and thinking processes. Learners who are knowledgeable about their own strengths and weaknesses, their own cognitive processes and who take responsibility for their own learning process are believed to be more accomplished than those who are not.

Unfortunately, finding one's own strengths and weaknesses and developing strategies accordingly seems to have been left completely to learners in traditional language learning settings. Even if teachers are willing to guide their learners, they are bound to a syllabus, which puts time pressure on them. New structures and new vocabulary items are presented in every other lesson and learners are expected to acquire all this new input in a limited time. With all of this input, most learners lose concentration and feel frustrated about how and what to study (Oxford,1990). Some of these learners continuously fail to achieve success in acquiring new words and as a result, cannot seem to improve their foreign language proficiency. Nonetheless, it is assumed that if these unsuccessful learners are taught metacognitive strategies like advance planning, monitoring and evaluating, along with vocabulary learning stategies, they may become more conscious learners who are aware of their individual needs and that they may learn more successful ways to meet those needs.

1.2. Problem

Learners in foreign language classrooms are overwhelmed with the heavy burden of learning new vocabulary. Furthermore, students, particularly the ones who are already struggling to learn a foreign language, fail to remember these words. A lot of research has been done to help learners deal with the challenging task of acquiring all this novelty through training them with vocabulary learning strategies (Fraser, 1999; Nalkesen, 2011; Morin and Goebel Jr, 2001; Tezgiden, 2006; Torun, 2010; Wang and H. Thomas, 1995). Some of it has been shown to be successful, yet some of it has not.

On the other hand, some researchers have suggested that it is a better idea to teach vocabulary learning strategies along with metacognitive strategies, which are about managing one's own learning process depending on one's needs (Mizumoto & Takeuchi,

2009; Rasekh & Ranjbary, 2003; Zhao, 2009). Moreover, the results of these studies have proved that learners should not only be taught the vocabulary learning strategies, but they should also be guided to discover the best strategies that suit their learning style.

One of the main points to mention here is that no research has been conducted which demonstrates the relationship between metacognitive knowledge and vocabulary learning in Turkey. Furthermore, the focus of the three relevant studies that were done in Japan, Iran and China (Mizumoto and Takeuchi, 2009; Rasekh & Ranjbary, 2003; Zhao, 2009) were not on low-achiever language learners.

1.3. Aim and Scope of the Study

The aim of this study is to explore the vocabulary learning strategies and metacognitive strategies of a group of low-achiever foreign language learners at the Bahçeşehir University Preparatory School of English.

A second aim of the study is to determine whether there is a relationship between using vocabulary learning strategies along with metacognitive strategies and the retention of new words.

1.4. The Significance of the study

There are three studies that have been conducted on the effects of metacognitive strategy training on vocabulary retention outside Turkey (Mizumoto & Takeuchi, 2009; Rasekh & Ranjbary, 2003; Zhao, 2009). The significance of this study is that firstly, it is the first study that attempts to reveal the relationship between metacognitive awareness and vocabulary retention in Turkey.

Another important aspect of this study is that no other study has been conducted which aims to examine the effects of vocabulary strategy training combined with metacognitive strategies on vocabulary knowledge with unsuccessful foreign language learners.

1.5. Assumptions and Research Questions

Thirty-four repeat students participated in this study. There were seventeen students in the experimental group and seventeen students in the control group.

The assumptions are:

1. Unsuccessful EFL learners are not knowledgeable about vocabulary learning strategies.
2. The vocabulary learning strategies used by Bahçeşehir University Preparatory School of English School repeat level students have not yet been examined.
3. Metacognitive strategy training develops vocabulary knowledge of unsuccessful language learners.
4. The students in the experimental group will get higher grades in the vocabulary achievement test at the end of the study.
5. Similar research has not yet been conducted at the Bahçeşehir University Preparatory School of English.

The research questions are:

1. What are the vocabulary learning strategies that are applied by unsuccessful language learners at B1 (Pre-intermediate) level at Bahçeşehir University?
2. Will the students in the experimental group get higher grades in the vocabulary achievement test given as a post-test than the students in the control group?
3. Is there a clear relationship between metacognitive strategy training and vocabulary acquisition of weak language learners?

1.6. Limitations.

This study is limited to a group of pre-intermediate repeat level foreign language learners studying English at the Bahçeşehir University Prep. School. There are 5 groups in total at this level, and the study was carried out with two groups one of which was assigned as experimental and the other one as the control group. The learners receive 24 hours of English instruction per week, but the study was limited to three hours a week over a course of five weeks. The study is limited to the main course classes. The vocabulary items which were covered in the study were limited to the vocabulary items provided in the compiled materials that had been prepared by the institution and used at this level.

CHAPTER II

REVIEW OF LITERATURE

3.1. Introduction

In this chapter, in order to provide background for the study, related literature will be reviewed. Firstly, brief information about language learning strategies and language learning strategy training models will be presented. Secondly, the main terms as metacognition and metacognitive strategy training will be defined and a summary of studies regarding metacognitive strategy training will be given. Finally, strategies, techniques and previous research connected to vocabulary learning and teaching will be examined.

3.2. Relevant Theories

In this section a brief explanation of theories that comprise the basis for language learning strategies such as like Schema Theory, Cognitive Information Processing Theory, Activity Theory, Cognitive Load Theory and Neurobiological aspects of Cognition will be discussed.

3.2.1. Schema Theory

Schema theory is considered the fundamental theory which explains language learning strategies used by successful learners. In particular, it is linked with the strategies "paying attention" and "organizing" (Oxford, 2011). According to Chi, Glaser, and Rees (cited in Oxford, 2011, p. 48) "A schema (plural= schemata) is a mental structure by which

the learner organizes information." Therefore, in order to learn new information, one should link it with old information meaningfully in one's mind so that there will be permanent learning.

3.2.2. Cognitive Information Processing Theory

According to the Cognitive Information Processing Theory there are three stages in learning new information. When a person learns a new thing for the first time, he has "declarative knowledge", which is effortful and conscious. If it is not practiced it could disappear over time. If a learner practices this newly learnt knowledge, he becomes familiar with it and although the knowledge is still not habitual or automatic, it is less effortful and is called "associative knowledge". Finally, in the last stage knowledge becomes "automatic and unconscious" (Chamot & O'Malley, 2006).

3.2.3. Activity Theory

Activity theory is a theory that was first put forward in the former Soviet Union as a reaction to behaviorist approaches which regarded human behavior as comprised of imitation and conditioned reactions. In this theory, human action is seen as a whole unit which includes the subjects, the goal and the environment. Kaptelinin et al. (1995) further explains the concept as follows:

> "The human mind comes to exist, develops, and can only be understood within the context of meaningful, goal-oriented, and socially determined interaction between human beings and their material environment." (Kaptelinin et al., 1995, p. 190)

Oxford (2011) adapts the theory to learning strategies by referring to the *subject* as the learner, the *goals* as the problems to be solved during learning, the *actions* as the strategies to apply to overcome difficulties, the *conditions* as the immediate situations that the learners are in, and the *operations* as the tactics that learners employ under certain conditions.

3.2.4. Cognitive Load Theory

Cognitive load is the amount of activity and information that working memory has to handle in an instant. According to Cognitive Load Theory, there is a variety of

Cognitive Loads, such as *Intrinsic*, *Extraneous* and *Germane* (Oxford, 2011). Intrinsic load is about the difficulty or simplicity level of the material, so it cannot be changed. Extraneous Load, on the other hand, is related to external stimulators that are not directly connected to the material itself. They usually distract the recipient, and as a result, interfere in reception during the information process. Thus, the amount of Extraneous Load should be reduced when presenting new material. Finally, Germane Load includes examples, exercises and tests regarding the material itself, which helps build schema and makes it easier for recipients to take the material in and store it in long-term memory (Chandler & Sweller, 1992). Therefore, a student can work on parts of a task such as writing an essay separately to make it easier to handle, or another student can watch a movie in the target language with the L2 subtitles on. Lastly, one other student can deactivate the unnecessary and irrelevant graphs and simulations on a computer program when practicing a foreign language to lessen the amount of extraneous load (Oxford, 2011).

3.2.5. Neurobiological aspects of Cognition

Oxford (2011) points out that different parts of the brain are responsible for different kinds of learning. Thus, the application of learning strategies is linked to the neurobiological aspects of cognition. To illustrate, in order to learn a new word through the use of visual processing, the right frontal-parietal regions should be activated.

3.3. Language Learning Strategies

In the past few decades, there has been a shift in focus from the teacher to the learner in language classrooms, especially with the change in views and approaches to language teaching and learning. It is now widely accepted that teaching is not adequate on its own to ensure learning and acquisition. To maintain retention in the learner, the learners' active involvement in the learning process is necessary.

Rubin, who drew attention to the learner's role in an article written in 1975, was the first writer to mention "Good Language Learners." She pointed out that although teachers may do their best, it is the learners' responsibility to process input. Since teachers cannot read and manipulate their learners' minds, it becomes harder to maintain learning. However, Rubin (1975) claims in her article that good language learners have their own

ways of applying strategies and techniques to achieve success. Thus, Rubin was the first to discuss good language learners' strategies. She states that foreign language learning is not merely related to aptitude and motivation; it also includes learning strategies employed by the learners.

According to Stern (cited in Ellis, 2001, p. 531), learning strategies are techniques which refer to particular forms of observable learning behavior. Moreover, Weinstein and Mayer (cited in Ellis, 2001, p. 531) describe learning strategies as the behaviors and thoughts that a learner engages in during learning that are intended to influence the learners' encoding process. Oxford (1990) suggests that "learning strategies are the steps taken by learners to enhance their own learning". Chamot (2001) also defines learning strategies in a similar way. She suggests that learning strategies are techniques or procedures applied by the learner to facilitate a learning task. She also adds that although learning strategies are directly unobservable, they may result in specific behaviors. Cohen (2002) states that learning strategies are conscious and semi-conscious acts of learners which help them gain knowledge and retain information effectively. Rubin (Cited in Wenden & Rubin, 1987, p. 23) defines learning strategies as strategies which contribute to the development of the language system which the learner constructs and which affect learning directly.

Oxford (1990) states that employing language learning strategies enhances "the growth of communicative competence" in general and she notes that language learning strategies

- contribute to the main goal, communicative competence.
- allow learners to become more self-directed.
- expand the role of teachers.
- are problem oriented.
- are specific actions taken by the learner.
- involve many aspects of the learner, not just the cognitive.
- support learning both directly and indirectly.
- are not always observable.
- are often conscious.

- can be taught.
- are flexible.
- are influenced by a variety of factors.

3.3.1. Research on Language Learning Strategies

A lot of research has been done on language learning strategies since the publication of Rubin's (1975) article on the characteristics of successful language learners. Rubin claimed that if the techniques and strategies employed by good language learners were identified, classified and introduced to the learners who have difficulty in learning languages, the less successful learners could also improve their skills in language learning. Rubin was the first author to discuss learning strategies, which she listed by observing and talking to successful language learners at schools in California and Hawaii and by interviewing teachers about their observations related to the strategies that good language learners benefit from when learning a second/foreign language. Although Rubin's article was not based on a systematic research, it inspired many other scholars to seek and isolate language learning strategies to help weak learners become aware of and develop learning skills.

Oxford is one of the most prominent professionals of language learning strategies research. Ehrman and Oxford (1990) investigated the strategies used by 20 learners at the School of Foreign Language Studies, Foreign Service Institute, in the USA. They used the Strategy Inventory for Language Learning (SLIL) which had previously been designed by Oxford and which was based on one of the initial language learning strategies systems that was devised by the same author. The subjects were also given The Myers-Briggs Type Indicator (MBTI) to identify their psychological type and learning style. The results revealed that there was not a significant difference among the learners in terms of gender, occupation and age. However, there was a considerable difference in terms of psychological types, namely learning styles. To illustrate, extraverted students were more likely to use social strategies compared to introverted learners, whereas extraverts were less likely to use cognitive strategies. On the other hand, introverts tended to use metacognitive strategies more than affective strategies. The study provided crucial data about the relationship between personality types and preferred learning strategies.

Moreover, the initial results of the study suggested that Introverts, Intuitives, Feelers and Perceivers had more advantages than Extroverts in terms of success, as learning a language requires intuition, inference, and pattern seeking skills. This sort of information could be valuable, particularly when designing a language program for different types of learners, so that students could receive training which was compatible with their learning style. However, overall it appears that the coordination of the strategies depending on the task type is more effective than learners' preferred learning style.

Chamot and O'Malley (1990) carried out two major studies to investigate language learning strategies. The first focused on ESL learning strategies and the second focused on EFL learning strategies. The first study (cited in O'Malley & Chamot, 1990) was conducted with seventy high school students and twenty-two teachers at three schools in a mid-Atlantic State in the USA. The students were chosen amongst beginner and intermediate level learners of English. The main aims of the study were (1) to identify learning strategies used by ESL learners (2) to find out whether or not the strategies could be classified and (3) to discover if the strategies differed according to the task or proficiency level of the learners. To realize the objectives of the study, researchers devised a student interview frame and a teacher interview frame in which the questions were parallel with those in either frame. They also made use of data collected from classroom observations. Most of the data was gathered from small group discussions with the students and the observations as teachers tend to talk mostly about the strategies that they apply to teach language items. The second study (Chamot & Kupper, 1989) was a longitudinal project to investigate the use of language learning strategies of foreign language learners and their teachers. The project consisted of three studies, (1) a descriptive study to identify learning strategies, (2) a longitudinal study to find out the different strategies used by successful and unsuccessful learners and (3) a Course Development Study in which EFL instructors demonstrated ways to teach language learning strategies. The subjects were sixty-seven effective and ineffective high school Spanish language learners. The students were asked to discuss the special tricks that they were using during language activities in small groups. The discussions were taped and transcribed. The strategies were categorized according to the previous research regarding language learning strategies. The results of the study revealed that students at higher levels use more strategies than students in lower level groups. Moreover, it was found that students at all levels were using cognitive strategies more than metacognitive strategies. However, the most commonly used

metacognitive strategy was planning instead of monitoring and evaluation. Furthermore, students at lower levels were reported to have used repetition, translation and transfer, yet students at higher levels benefitted more from inferencing, along with repetition and translation. The major significance of the study was that it was the first study to focus on strategy use at all levels rather than focus on strategy use of only successful language learners.

In Turkey, Çavuşoğlu (1992) is one of the earliest researchers to investigate the use of language learning strategies by Turkish EFL learners. She mainly focused on the relationship between language proficiency and strategy use of language learners. She conducted a survey with a group of university students which formed the advanced level learners, and a group of high school students which formed that upper-intermediate level group. The results of the study demonstrated that advanced level learners were benefiting from more diverse language learning strategies and used them more frequently compared to upper-intermediate learners. Nevertheless, she also concluded that gathering qualitative data could have given more in depth analysis of the use of strategies by these learners.

Can (2004) carried out research on the relationship between Multiple Intelligences and strategies used by successful language learners. The study was done with eighty-three tertiary level students studying at state and private universities in Istanbul. SLIL (Oxford, 1990) was used to find the most commonly used strategies. According to the findings of the study, Cognitive Strategies were the most preferred strategies, followed by Metacognitive Strategies and Memory Strategies. On the other hand, Affective Strategies, and Social Strategies were the least commonly applied strategies. The findings of the study also suggest that there is a correlation between verbal/linguistic intelligence and learning strategies such as Cognitive Strategies, Compensation Strategies, Affective Strategies, and Cooperating with others, which is listed under Social Strategies.

Karatay (2006) carried out research with forty-four adult learners of English. He administered SLIL by Oxford (1990) and the results of the questionnaire suggested that (1) trying to discover how to be a better learner of English, (2) asking the other person to slow down or repeat if the listener doesn't understand what has been said in English, and (3) paying attention when someone is speaking English are reported to be the most frequently used strategies among these learners.

Cesur (2008) is one of the researchers who conducted an extensive survey whose participants included students from five state universities and thirteen private universities in Istanbul, Turkey. He first administered a language learning strategies questionnaire, and then administered a language proficiency test, which he developed himself. The findings of the study demonstrated that the Turkish university English preparatory class students used compensation strategies and then metacognitive strategies most frequently, followed by memory, cognitive, social and affective strategies. It was also revealed that strategies like cognitive, memory, compensation and the auditory learning style have a direct positive effect on the academic success of the learners.

Çakır (2012) also focused on the relationship between the use of language learning strategies and academic achievement. The researcher conducted a survey with 170 students at an English Preparatory Programme of a state university in Turkey. She administered an English language learning strategies inventory, interviewed the participants through e-mail, and administered a proficiency test. She then compared the results of the proficiency test with the results of the strategy inventory. She discovered that there was no significant correlation between strategy use and learner achievement. However, the findings of the study revealed that higher level students used more strategies compared to lower level students, which was similar to the results of the study that was done previously by Chamot et al (1989.) The results of Çakır's study also demonstrated that there were six strategies that were commonly used by these students which were (1) using a dictionary to check the meanings of words, (2) watching movies in English, (3) listening to songs in English, (4) watching TV shows in English, (5) learning from the teacher, and (6) noticing the mistakes that they make when speaking or writing and learning from them.

3.3.2. Classifying Language Learning Strategies

Since learning strategies are not directly observable, it is difficult to classify them. However, most writers try to classify learner strategies through the use of questionnaires, making observations, conducting retrospective interviews and think alouds since those have been the most reliable ways to gather data. Thus, the classification schemes categorized by writers are generally identified based on learning strategies which directly affect a learning task, like memory strategies for vocabulary retention (Chamot, 2004).

Rubin (Rubin &Wenden, 1987), who was the first researcher to focus on language learning strategies, places learning strategies into two main categories: cognitive and metacognitive strategies. Rubin also provides additional strategies subordinate to these main strategies. She talks about six strategies under the title of cognitive strategies: (1) clarification / verification (2) guessing / inductive inferencing (3) deductive reasoning (4) practice (5) memorization and (6) monitoring. Nevertheless, she does not explain metacognitive strategies in an itemized manner. She explains that metacognitive strategies include overseeing and reviewing the material, regulating one's own learning, self- directing and planning one's own learning. If these strategies are described in detail, cognitive strategies are strategies that require analyzing, synthesizing and processing information, whereas metacognitive strategies are about regulating, orchestrating, planning and evaluating one's learning process and the effectiveness of cognitive strategies. Clarification, one of the strategies among cognitive strategies, is used when there is a need for confirmation. It is used when the learner wants to be certain about the new language he encounters. Guessing incorporates learners activating their background knowledge about an upcoming topic, which will allow them to comprehend the language without difficulty. Deductive reasoning is a problem solving strategy in which learners look for rules to form their own criteria in the target language. It includes analogy, analysis and synthesis. Practice refers to strategies like repetition, rehearsal, experimentation, the application of rules, imitation, and an attention to detail which facilitate the storage of information. Memorization is another cognitive strategy to foster recall; it covers strategies like organization, grouping, rehearsal and mnemonic techniques.

Chamot and O'Malley (1990) categorize language learning strategies in a more detailed manner based on a longitudinal study done by Chamot, Küpper, and Impring-Hernandez (cited in Chamot & O'Malley, 1990). The main difference between their classifications is their focus on strategies used by foreign language learners. These authors present learning strategies under three main titles, which are *Metacognitive Strategies*, *Cognitive Strategies* and *Socio Affective Strategies*. Therefore, Chamot and O'Malley's classification system is different from Rubin and Wenden's (1987) in its addition of the Social/Affective aspect of learning a language.

Table 1. Foreign Language Learning Strategies

Metacognitive Strategies	Cognitive Strategies	Social /Affective Strategies
1. Planning	1. Repetition	1. Questioning for Clarification
2. Directed attention	2. Resourcing	2. Cooperation
3. Selective Attention	3. Grouping	3. Self – talk
4. Self-management	4. Note-taking	4. Self-reinforcement
5. Self-Monitoring	5. Deduction / Induction	
6. Problem identification	6. Substitution	
7. Self –Evaluation	7. Elaboration	
	8. Summarization	
	9. Translation	
	10. Transfer	
	11. Inferencing	

(O'Malley & Chamot, 1990, p. 137-139)

Nonetheless, the most inclusive and recent list of learning strategies is presented by Rebecca L Oxford (2011). This latest version is quite similar to the one identified by Chamot and O'Malley's (1990) taxonomy of strategies in terms of its main classifications like Cognitive, Affective and Sociocultural-Interactive, yet it differs in its further categorization.

Table 2. Taxonomy of Language Learning Strategies

Cognitive (Strategies for remembering and processing language)		Affective (Strategies linked with emotions beliefs, attitudes, and motivation)		Sociocultural-interactive (Strategies for context, communication, and culture)	
Metacognitive Strategies	Cognitive Strategies	Meta-affective strategies	Affective Strategies	Meta-SI Strategies	Sociocultural - Interactive Strategies
1. Paying Attention to Cognition	1. Using The Senses to understand and Remember	1. Paying Attention to Affect	1. Activating Supportive Emotions, Beliefs, and Attitudes	1. Paying Attention to Contexts, Communication, and Culture	1. Interacting to learn and Communicate
2. Planning for Cognition	2. Activating Knowledge	2. Planning for Affect	2. Generating and Maintaining Motivation	2. Planning for contexts, Communication, and Culture	2. Overcoming Knowledge Gaps in Communicating
3. Obtaining Resources for	3. Reasoning	3. Obtaining and using		3. Obtaining and Using	3. Dealing with

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Cognition		resources for Affect		Resources for Contexts, Communication, and Culture	Sociocultural Contexts and Identities
4. Organizing for Cognition	**4.** Conceptualizing with Details	**4.** Organizing for Affect		**4.** Organizing for contexts, communication, and Culture	
5. Implementing Plans for Cognition	**5.** Conceptualizing Broadly	**5.** Implementing plans for Affect		**5.** Implementing Plans for contexts, communication, and Culture	
6. Orchestrating Cognitive Strategy Use	**6.** Going Beyond the Immediate Data	**6.** Orchestrating Affective Strategy Use		**6.** Orchestrating strategy use for Contexts, communication, and Culture	
7. Monitoring Cognition		**7.** Monitoring Affect		**7.** Monitoring for Contexts, Communication, and culture	
8. Evaluating Cognition		**8.** Evaluating Affect		**8.** Evaluating for Contexts, Communication, and Culture	

Adapted from Oxford (2011)

3.3.3. Strategy Training in Language Learning

Strategy training is the explicit teaching of how, when, and why students should employ FL/SL learning strategies to promote success in education (cited in Chen, 2007).

3.3.3.1. Changing Teacher Roles in Strategy Training

Traditionally the teacher is seen as the authoritative figure and the source of knowledge in the classroom. With the emergence of learning strategy training models, these perceived roles have been replaced by new ones which allow learners to be more active in the classroom.

Oxford (1990) suggests that a teacher who is training his/her learners with language learning strategies should be willing to adopt roles such as facilitator, helper, guide, consultant, advisor, coordinator, idea person, diagnostician and co-communicator.

In addition to the functions mentioned by Oxford (1990), Cohen (2011) suggests that teachers should act as catalysts to encourage their learners to discover their strengths and weaknesses. They should be able to act as a coach to help their learners develop their L2 strategies by working with them individually and finally as a researcher in order to diagnose their learners' current strategies, coordinate activities and help their students evaluate the effectiveness of the strategies they are using.

3.3.4. Language Learning Strategy Training Models

Although there is no clear "winner" amongst strategy training models, there are three main concepts which are widely accepted as successful. Most strategy training models share a common ground. To illustrate, nearly all models support the idea of presenting strategies in learners' native language so that the instruction can be conducted even at the beginning levels (Oxford, 2011). The second similarity is that most models tend to start instruction by assessing the prevailing strategies, which is done with the help of an assessment tool. These tools, which are usually in the form of a questionnaire, can be prepared by the researcher himself or previously published ones could be used. Oxford (2011) and Chamot (2005) suggest that discussions, retrospective interviews or think aloud processes can also be applied to learn about the learners' use of strategies. Furthermore, all models agree on the vitality of fostering metacognitive awareness and using modeling and demonstration to present the strategies. Finally, most researchers believe that it is a better idea to integrate the strategy instruction into language classes rather than give the instructions separately, as it will provide learners with practice using real L2 tasks (Oxford, 2011).

There are three widely accepted strategy based instruction models in literature. These training models are suggested by Chamot (2004), Oxford (2011), and Cohen (2011). All the models mentioned above are briefly presented in the table below, but the model designed by Oxford will be discussed in further detail.

Table 3. Language learning Strategy Training Models

Oxford's Strategy Training Model (Oxford, 2011)	Chamot's Strategy Training Model (Chamot, 2005)	Cohen's Strategy Training Model (Cohen, 2011)
1 Prepare: Identify Current Strategies, Raise Initial Awareness	**1** Preparation	**1** Determine the learners' needs and resources available for instruction
2 Continue to Raise Awareness:	**2** Presentation	**2** Select the strategies
3 Model and Name Strategies:	Teacher modeling	**3** Consider the benefits of integrated strategy instruction
	Naming strategies	
4 Practise: Use, Combine, and Monitor Strategies:	**3** Practicing Strategies	**4** Consider motivational issues
5a Evaluate and Transfer:	**5** Self- evaluation	**5** Prepare the materials and activities
5b Expand and Adapt	**6** Expansion	**6** Conduct explicit strategy instruction
6 Learners Continue to increase Ownership	**7** Assessment	**7** Evaluate and revise the strategy instruction

(Adapted from Chamot, 2005; Cohen, 2011; Oxford, 2011)

3.3.4.1. Direct Strategy Based Instruction Model by Oxford

The strategy instruction model proposed by Oxford (2011) is described as an aide to the S2R model. She also states that the direct strategy instruction model should be implemented in combination with the S2R model, as they are complementary.

The steps of the model can be explained as follows:

1 Prepare: Identify Current Strategies, Raise Initial Awareness: The instruction starts with determining learners' current strategies by providing them with questionnaires or playing strategy games such as the Embedded Strategies Game or the Strategy Search Game (Oxford, 1990).

2 Continue to Raise Awareness: In this second stage, learners reflect on the ways they cope with tasks and continue to discover the strategies that they are using. During this phase, they list the strategies and try to find the ones that were most helpful for them. In table 3 it can be seen that neither Chamot's (2005) nor Cohen's models includes this stage.

3 Model and Name Strategies: This third stage is common in all three models. The teacher introduces, names and demonstrates the strategies explicitly. Oxford (2011) indicates that demonstration could be done by the learners as well.

4 Practise: *Use, Combine, and Monitor Strategies:* As the name suggests, learners practice the strategies and monitor themselves to see whether or not they are using them in the way they were modeled (Oxford, 2011).

5a Evaluate and Transfer: In the first part of this strategy, learners evaluate the efficacy of the strategies and they try to find ways to apply the strategies to similar tasks.

5b Expand and Adapt: In the latter part of this phase learners try to use strategies with different tasks and after deciding on the success or failure of the strategy they either adopt it or cease using it. During this stage, the teacher's guidance begins to dissipate.

6 Learners continue to increase Ownership: In this final stage, learners develop ownership, which means they begin to apply the process by themselves and decide on the most appropriate strategy that matches with their needs (Oxford, 2011).

3.4. Metacognition, Metacognitive Strategies and Metacognitive Strategy Training

In this part metacognition, metacognitive strategies and metacognitive strategy training models will be presented.

3.4.1. Metacognition

Metacognition can be briefly described as "thinking about thinking, what we know and what we don't know" (Blekey, 1990). Although a number of studies had previously been done, the term metacognition first became a buzzword in an article in 1979 (Flavell, 1979). Flavell states that metacognition is the knowledge one possesses about one's cognition. It includes active monitoring, regulation and orchestration of cognitive strategies such as information processing. Thus, metacognition plays an important role in language acquisition (Flavell: 1979). Metacognitive knowledge is composed of knowledge or beliefs about how factors or variables act and interact in different ways to affect the course and

outcome of cognitive enterprises. There are three major components of these factors or variables—person, task, and strategy (Flavell: 1979). The knowledge related to person is the awareness of one's strengths and weaknesses about oneself. The knowledge about the task consists of the data one possesses.

3.4.2. Metacognitive Strategies

Since metacognition is concerned with guiding the learning process itself, it includes strategies for planning, monitoring and evaluating both language use and language learning (Harris, 2003).

In this paper, the classification of metacognitive strategies by Oxford (2011) will be presented, as it is the latest and most elaborate list of strategies. Oxford (2011) calls them "Construction Managers" as they help learners manage their development in the target language. The author also offers some functions and techniques related to these strategies.

 1. **Paying Attention to Cognition:**

Paying attention to cognition more broadly (general attention)
I pay attention to explanation in every lesson, because it is important for doing the exercises.

Paying attention to cognition more sharply (focused attention)
I decide to focus my attention primarily on the prefixes of Russian verbs in the next week so that I can learn them efficiently.

 2. **Planning for Cognition:**

Setting cognitive goals
For a given task, I have to figure out my goals: whether I should emphasize communicative fluency or accuracy of using grammar and vocabulary. Sometimes my goal can be both at the same time.

Planning ahead for cognition

I think about whether the language task is important or not and how much time I want to spend on it. If it does not seem as important as other things, I will not spend as much time on it.

3. Obtaining Resources for Cognition:

Identifying and finding technological resources for cognition

I find the best online dictionary and online thesaurus for English.

Identifying and finding print resources for cognition

I identify the books of stories I need for further reading in Yiddish.

4. Organizing for Cognition:

Prioritizing for cognition

I prioritize my bookmarked websites according to the degree of relevance to my Japanese learning.

Organizing the study environment and materials for cognition

I need bright light to study, so I sit in the brightest place in the apartment when I study Arabic.

5. Implementing Plans for Cognition:

Thinking about the plan

I remember my plan to take notes about the key characters as I read Pushkin's Pikovaya Dama (The queen of Spades). This will help me with my paper.

Putting the plan into action for affect

While reading Pikovaya Dama, I take notes about the appearance, emotions, actions, and major statements of each of the key characters.

6. Orchestrating Cognitive Strategy Use:

<u>Orchestrating cognitive strategy use for fluency</u>
When I try to go for communicative fluency, I consciously choose a bunch of strategies or tactics that all work together, such as identifying relevant vocabulary in advance, thinking of topics I am likely to discuss, and identifying collocations that I can recognize and use.

<u>Orchestrating cognitive strategy use for accuracy</u>
When I am doing a task that focuses on accuracy, I switch over my strategies to those that work for precision. I especially like to use two types of reasoning: figuring out the grammar rule from examples and applying a rule to new situations.

<u>Orchestrating cognitive strategy use for balance</u>
If I focus only on strategies for accuracy in Turkish, I can hardly communicate because I try to be perfect; so then I must try to readjust the strategy balance in favor of both fluency and accuracy.

7. Monitoring Cognition:

<u>Monitoring cognitive performance during a task</u>
I check to see whether the generalization I made (using the grammar rule in a new situation) turned out to be correct.

<u>Monitoring ease of learning</u>
I predict which parts of the new Russian lesson will be easy and which will be difficult.

<u>Monitoring by making a judgment of learning (JOL)</u>
During the exercise, I consider whether I know the vocabulary and structures well enough to do a good job in the next test or on an exercise that builds on this one.

<u>Monitoring via a feeling of knowing (FOK)</u>
After I have studied a lesson and done the exercises, I sense whether I will be able to recognize a certain Arabic sentence or phrase on the upcoming Arabic quiz.

Monitoring cognitive strategy use

During the reading task, I determine whether the strategies I am using are working well for me. In other words, do I understand what I am reading? If not, I try to think of other strategies that would help.

8. Evaluating cognition:

Evaluating cognitive progress and performance

After every task, I do a judgment of my learning: how much do I remember? What did I learn? Why is it important?

Evaluating cognitive strategy use

I think about my learning strategies to see which ones have worked the best for me in the long run and which ones no longer support me at my level of proficiency.

3.4.3. Metacognitive Strategy Training Models

Most experts (Anderson, 2002; Chamot, 2005; Oxford, 2011) argue that metacognitive strategies should be taught explicitly and systematically to help learners take control of their own learning. In this part, metacognitive strategy models by Anderson (2002) and Chamot (2005) will be presented. Moreover, Strategic Self-Regulation Model by Oxford (2011) will be examined as it is related to managing one's own learning strategies for success.

3.4.3.1. Anderson's Metacognitive Strategy Training Model

Anderson (2002) proposes a five step model to teach metacognitive strategies:

Preparing and Planning for Learning: At this stage, the main aim is to help learners set more realistic goals about their learning. The teacher acts as a guide to help the learner identify his goals and the ways to reach these goals.

Selecting and Using Learning Strategies: Once learners decide on their goals, the strategies should be selected according to the nature of the task. To illustrate, the teacher should

demonstrate word analysis strategies to guess the meaning of the unknown words from context and provide learners with practice to show how to choose and apply the most relevant word analysis strategy when reading a text.

Monitoring Strategy Use: Once the learners start using the strategies, they should keep monitoring themselves, which means they should check whether or not they are employing the strategies accordingly. For example, when students apply word analysis strategies to infer the meaning of the unknown word, they could look up the meaning of the word in a dictionary to see if their guess was correct.

Orchestrating Various Strategies: Orchestrating the use of strategies involves the effective coordination of diverse strategies. Learners should be instructed to employ different strategies at the same time. For example, when learning a word they should know, it is a good idea to write down the collocation, synonym and/or antonym of that word. Moreover, they should be aware of a variety of different ways to remember the meaning, spelling, use and pronunciation of words, and apply them in combination. Finally, they should be able to choose a different strategy if the strategy that they tried did not work for them.

Evaluating Strategy use and Learning: This final step is closely related to the previous steps. While monitoring strategy use and managing strategies the learners should evaluate the effectiveness of the strategy that they applied. Only in this way will they be able to change their tactics and try out a different strategy. This stage also leads back to the planning phase, since the learners might need to revise their goals and plans accordingly (Anderson, 2002).

3.4.3.2. Chamot's Metacognitive Strategy Training Model

The metacognitive strategy training model that Chamot (2005) provides is similar to Anderson's (2002) model. It is comprised of stages like planning, monitoring, problem-solving, and evaluating. However, she highlights that this model is recursive rather than sequential and that it could be applied whenever the student needs help with a certain task. For instance, if a student does not notice that he is having problems with the comprehension of a text, he could be told to monitor his thinking process during a reading

or listening task to identify the problem, and then to apply one of the problem-solving strategies to overcome the problem.

3.4.3.3. Strategic Self-Regulation (S2R) Model of Language Learning

According to Oxford (2011) *metaknowledge* is not only about one's awareness of his own thinking processes. The author claims that *metaknowledge* operates in two other domains as well: affective and socio-culturalinteractive. She states that cognitive, affective and sociocultural dimensions are interrelated and affect each other constantly, and that as a result, they can't be examined separately. Oxford (2011) summarizes the metastrategies as in table 4.

Table 4. Metastrategies and strategies in the Strategic Self-Regulation (S2R) Model of Learning

Metastrategies and strategies	Purpose
8 Metastrategies	
Paying attention	
Planning	Managing and controlling L2 learning in a general sense, with a focus on understanding one's own needs and using adjusting the other strategies to meet those needs.
Obtaining and Using Resources	
Organizing	
Implementing Plans	
Orchestrating Strategy Use	
Monitoring	
Evaluating	
6 strategies in the cognitive dimension:	
Using the senses to understand and remember	
Activating knowledge	Remembering and processing the L2 (Constructing, transforming, and applying, L2 knowledge)
Reasoning	
Conceptualizing with details	
Conceptualizing broadly	
Going beyond the immediate data	
2 Strategies in the affective dimension:	

Activating and supportive emotions, beliefs, and attitudes	Handling emotions, beliefs, attitudes, and motivation in L2 learning
Generating and maintaining motivation	
3 Strategies in the sociocultural-interactive dimension:	
Interacting to learn and communicate	Dealing with issues of contexts, communication, and culture in L2 learning.
Overcoming knowledge gaps in communicating	
Dealing with sociocultural context	

(Oxford, 2011:16)

3.4.4. Research on the Effects of Metacognitive Strategy Training on Skills

A lot of research has been done about the effects of metacognitive strategy training on learning different skills and areas in the target language, both in Turkey and in other countries (Carrell &Pharis & Liberto, 1989; Dülger, 2007; Lam, 2009; Muhtar, 2006; Yeşilbursa, 2002).

To start with, Carrell, et al (1989) carried out a study with 26 students registered to a language school at Southern Illinois University to find out the effects of metacognitive strategy training on enhancing reading skills in an ESL environment. Eight of the subjects formed the control group, and they did not receive any training, while nine students trained with semantic mapping and the other nine students trained with Experience-Text-Relationship method. At the beginning of the study, the students were administered the Inventory of Learning Processes by Schemeck, Ribich, and Ramanaiah (Cited in Carrell et al, 1989), and a pretest to test their reading skills. After a four-day training combined with metacognitive strategies, all three groups were given the same reading test as a post-test and the results of the tests were analyzed. According to the post-test results, there was significant improvement in the success of the experimental groups who had received training. On the other hand, there was no change in the control group's results.

Lam (2009) is one of the few researchers who has tried to find out the influence of metacognitive strategy training on oral task performances in EFL classes. Forty secondary school students aged 13-14 participated in the study. There were twenty students in the

experimental group who received five months of training on metacognitive strategies to develop their speaking skills. The group had eight sessions, each of which lasted for eighty minutes. During the training, they focused on metacognitive strategies like problem identification, planning content, planning language, evaluation, asking for help, giving help and positive self-talk. The data was collected from group work discussions, self-report questionnaires, observations and stimulated retrospective student interviews. The oral performances of both groups were taped and transcribed at the beginning and at the end of the training. The results of the post-test revealed that the experimental group had improved their speaking skills a great deal.

In her study, Yeşilbursa (2002) focused on the impact of metacognitive strategy training on listening skills. The researcher held a training session for three days with twenty-three ELT freshman students at Gazi University, eleven of whom were in the experimental group. The findings of her study showed that metacognitive strategy training does not have a direct effect on improving listening comprehension skills. However, the researcher also added that if the training had been done over a longer period of time, the results might have been different, as the immediate results of the daily tests demonstrated a difference between the control group and the experimental group.

Another researcher, Muhtar (2006), has highlighted the significance of metacognitive strategy training on reading skills. In the study, the researcher taught metacognitive strategies to 15 students in an experimental group for 4 sessions, while the control group did not receive any special training during their reading skills classes. The results of the post-test revealed that there was a significant difference between the control group and the experimental group. The experimental group got higher scores on the post-reading test, which could be interpreted as a positive effect of metacognitive strategy training.

Finally, Dülger (2007) describes the outcomes of metacognitive strategy training on writing skills. The study was conducted during the second term of an academic year with 77 university freshman students in total and the findings of the study suggest that the experimental group who received metacognitive strategy training along with their writing classes received higher levels of achievement than the control group who did not receive any special training.

3.5. Vocabulary Teaching , Vocabulary Learning Strategies, and Research on the Effects of Vocabulary Learning Strategy Training

3.5.1. Knowing a word

Knowing a word in another language entails the knowledge of a variety of factors. Learners need to know the meaning, written and spoken form, grammatical category, connotations or associations of the words, collocations, register, frequency and the derivations of the word in order to recognize and use the word (Thornbury, 2002).

According to Webster's Third New International dictionary, there are about 470,000 words in English. However, in order to operate in English, knowing about 20,000 words would be enough (McCarten, 2007).

If knowing a word includes this many aspects, and if there are this many words to be acquired, it would not be a mistake to conclude that teaching and learning a word are challenging and demanding tasks to achieve.

3.5.2. Vocabulary Teaching

Since learners need to consider a variety of factors in order to use a word appropriately in certain contexts, language teachers have a crucial responsibility in teaching new words as effectively as possible in classroom environments. In order to realize this, they need to keep in mind some vital questions like

- how many words to teach in a 45 minute lesson.
- whether to present the form or the meaning first.
- how to present the meaning and the form.
- what learners need to know about a word and how much of this information should be presented at a time.
- the number of students in a class and the requirements of the syllabus.

3.5.2.1. Vocabulary Presentation Techniques

Although there is no perfect way to present vocabulary items with magical results, the most acknowledged methods will be presented in this part.

Translation: This entails providing the L1 equivalent of the target word when it comes up at any stage of the lesson. Despite being criticized by many professionals, this method has always been considered as requiring the least time (Thornbury, 2002).

Visual aids (pictures /drawings / realia / videos): This involves showing images or objects which represent the meaning of the target word. For example, the teacher might present a picture of an animal and tell students that it is a "cow" and then write the word on the board. This method is widely used because it is both memorable and saves time. (McCarten, 2007).

Actions and Gestures: In this technique, the meanings of lexical items are introduced by mimes and gestures. For instance, to establish the meaning of the verb "to walk", a teacher walks slowly and tells students what she is doing. Not every teacher is willing to use this method because it requires a little bit of dramatic ability and some teachers object to the idea of using drama, mostly because of their own cultural background and the size of their classes.

Definitions: Teachers can also explain the meaning of the target word by providing the dictionary definition. This can also be done by giving the synonym or antonym of the word.

Examples: Teachers can provide the meanings of some words by giving examples of these words. In this case, teachers can generally make use of the context to express the meaning and it also provides an opportunity to present parts of speech and the collocations of the word if there are any (Nation, 2004).

Situations: This method involves providing learners with a scenario which includes the target word being presented.

<u>Drilling:</u> This technique is generally used to have learners practice the pronunciation of new words.

<u>Reading and listening texts:</u> Exposing learners to words in reading or listening texts by guiding them to guess the meaning from context is another way to present new vocabulary.

The techniques mentioned above tend to focus on mostly conveying the meaning of the words rather than their form. What's more, presenting one meaning of a word does not always guarantee that learners will be able to recognize these words when they encounter them in different contexts or that they will be able to use these new words in different situations. More importantly, teaching abstract nouns and academic vocabulary require different techniques other than using visuals or actions. When teaching these words, sometimes defining them or giving examples would not be enough. Thus, teaching a new word is a more complicated task than it seems.

Some teachers believe that when they introduce a new vocabulary item, their students will be able to recall the meaning or the form of these words whenever they see them or need them. However, our experience as teachers proves that this is not usually the case. Although some of our learners can use and remember words when they need them, many others cannot. In fact, studies show that up to 80 % percent of new material is lost to students within the initial 24 hours. Thus, it would be unwise to expect all of our learners to recall these new words when they require them. Still, we do know that most of our learners have a substantial amount of vocabulary knowledge despite all of the issues. It is suggested that two main factors determine the acquisition of new words. Firstly, learners tend to retain words which they perceive as easy to learn faster than ones they consider challenging. Secondly, learners are likely to remember words which they learn over spaced sessions (Thornbury, 2002).

3.5.3.   The factors that make material more memorable

<u>Simplicity:</u> Material which is easy to understand, short and clearly designed is more memorable. If it is not clear or if it is confusing, the learner will spend too much time on it. In this case, the physical length or the way a word is pronounced could determine the

simplicity level of the target item. The word may "stick" more if it is short or if it can be pronounced easily.

Unexpectedness: If the material has an unpredictable ending, such as a reading text with an unexpected conclusion, it will be remembered more easily.

Concreteness: Concrete materials are easier to remember compared to abstract concepts. Seeing the material makes storing the information easier, as it also helps the reader create images in her mind.

Credibility: If the material is sensible or believable, then it becomes more memorable for its audience. People tend to forget things quickly which do not seem to be real or genuine. They usually remember objects or matters which they can relate to their own lives.

Emotions: Feelings help build strong associations in memory. Therefore, a material which arouses excitement, fear, or sadness can be recalled better, compared to a material which does not make us feel anything.

Stories: People can recall the parts of a material better if the parts are presented in a context. Therefore, when people are exposed to new materials through meaningful stories, it is easier for them to retrieve the parts.

3.5.3.1. Ways to make teaching materials more memorable

Repetition: Research suggests that to be able to recall a language item, one should encounter it up to sixteen times (Bilbrough, 2011). Therefore, the materials used to present language items should recycle the language items regularly, or else either learners or teachers should revise them frequently.

Personalization: The material should be relevant to learners' life so that learners can identify with the language. In this way, the items will be more meaningful and thus, more memorable. Therefore, when presenting a new item, it is useful to give examples from learners' own lives, or have the learners see connections with the material and their own lives.

Motivation: People feel motivated to learn about things that they are curious about or when they need to know about them as a means to an end. If the material is not important to them, they may forget it quickly.

Chunking: Information is stored in people's long-term memory in chunks rather than as isolated items. Hence, when presenting a new language item, the items should be presented as a whole unit so that learners can remember and use them as chunks of language.

Associations: Human memory tends to store information by associations. It links the old information with the new to form a meaningful connection. The greater the number of associations the more likely the learner can retrieve the information from the long-term memory. Therefore, instructors should help their learners make as many associations as possible with the newly presented material.

Contextualization: Presenting a grammatical or lexical item in a context not only makes it more memorable, but it also demonstrates the pragmatic use of the target language. New information should be presented in a meaningful context whenever possible.

Affective Factors: Adding emotional features to a material can make it more memorable as people tend to remember things that arouse feelings in them. Hence, presenting a language item through a fun activity, or a story with a shocking ending could make the material "stickier".

Physicality: Associating the new language item with physical movements, mimes or gestures can make the material more memorable, as it includes the application of physical sense. Thus, when presenting a material, the activities could be designed to make learners move.

Decision Making: People tend to remember the results of their own decisions. Thus, making a decision about how to remember a language item, dwelling on the process, and talking about it could make the material more memorable on the part of the learner. Therefore, it is suggested that learners are told to talk about their decision-making processes.

3.5.4. Vocabulary Learning Strategies

Some ESL / EFL teachers expect their students to recall the meaning and the form of a new word and use it appropriately in a different context once they introduce the word through one of the presentation techniques. Nevertheless, they tend to ignore the fact that learners need multiple encounters to store these new words in their long-term memory and that it takes quite a long time to start using them in writing and speaking. What's more, for some learners seeing these new words multiple times will not be sufficient to recognize or use them. More importantly, one's vocabulary knowledge in another language is not limited to the number of the words that are presented in the class. Then why is there a difference in terms of lexical knowledge among students in the same class with the same teacher and presentation techniques? Furthermore, how do some learners seem to achieve a higher level of success in acquiring new words than others? It is believed that some learners make use of some memory tricks and so-called vocabulary learning strategies to remember these words (Oxford & Crookall, 1990).

In their article Oxford and Crookall (1990) categorize vocabulary learning strategies into four main groups (table). According to their article, *decontextualizing* refers to learning new words without any contexts. Therefore, these techniques include memorizing bilingual vocabulary lists, using flashcards which contain the word and a representative image, and using a dictionary to look up the meaning of the word. Semi-contextualizing is learning a new word with a partial context which allows some meaningful association. Thus, the techniques in this category can be listed as grouping the words thematically or grammatically, learning words through associations like antonyms or synonyms, using visual or aural imagery, and the keyword method, which is making use of visual and aural imagery together to recall the words. Linking the word with physical action, physical sensation, which is trying to remember the associated feeling and semantic mapping, are also techniques listed under the title semi-contextualizing. Reading, listening, writing and speaking practice are all considered as fully contextualizing techniques, as they provide learners with complete, meaningful contexts. Finally, structured reviewing is a technique which can be used along with any other techniques that have been previously used. This technique involves looking at the words again at increasing intervals. Oxford and Crookall (1990) state that fully contextualized techniques are more effective in

providing permanent learning. However, they add that learners' styles are also crucial in determining the success of these techniques.

Table 5. Vocabulary Learning Strategies

Decontextualizing Techniques	Semi-Contextualizing Techniques	Fully Contextualizing Techniques	Adaptable
Wordlists	Word Grouping	Reading and listening Practice	Structured Reviewing
Flashcards	Word or concept association	Speaking and Writing Practice	
Conventional Dictionary use	Visual imagery		
	Aural imagery		
	Keyword		
	Physical Response		
	Physical Sensation		
	Semantic Mapping		

Adapted from Crookall & Oxford (1990)

In a later publication, Oxford (2011) identifies vocabulary learning strategies as using or creating vocabulary clusters or webs, Total Physical Response techniques, the use of real objects for vocabulary learning, dictionary look up, the "keyword technique" linking sound and images, early and self-initiated use of new words, selective attention, note-taking, reading for vocabulary learning, linking new information with previous knowledge, keeping a vocabulary notebook, mentally linking synonyms, constructing meanings and analogies, using personal experiences to develop vocabulary, making T-charts, contextual guessing and rote repetition.

However, one of the most extensive lists of vocabulary learning strategies is listed by Gu and Johnson (1996). In their study, they asked 850 non-English major students at a Chinese university to complete a vocabulary learning questionnaire. The main objective of the research was to identify the relationship between learners' vocabulary strategy use and their vocabulary knowledge. They used two instruments that they prepared based on the research that had been done previously. The first one was a questionnaire to find out the vocabulary learning strategies that the students were using to learn new words in English. The second was a vocabulary size test, which was a combination of two vocabulary tests used in previous research. The questionnaire they developed consisted of three parts which

were: personal information, beliefs about learning and vocabulary learning strategies. After analyzing and comparing the data that they gathered from the results of questionnaires and vocabulary size test, they found that two metacognitive strategies, self-initiation and selective attention, had had a positive effect on vocabulary learning. Contextual guessing, the skillful use of dictionaries, note-taking, paying attention to word formation, contextual encoding and the activation of newly learned words also positively connected with the test results. On the other hand, it was revealed that visual repetition and pure memorization of bilingual vocabulary lists negatively correlated with language proficiency and vocabulary size test results. One other significant outcome of the study was that successful foreign language learners usually make use of multiple strategies rather than one single strategy to cope with the amount of vocabulary they are required to commit to their long-term memory in a limited time. The list of vocabulary learning strategies that is adapted from Gu and Johnson's (1996) questionnaire can be found in Appendix I.

On the other hand, Schmitt (1998) focused on compiling and classifying the taxonomy of vocabulary learning strategies. He prepared the initial list of strategies by going through previous research outcomes. Then, he asked teachers' opinions and asked learners to write the vocabulary learning strategies that they were applying. The final list contains 53 items which were grouped into two main categories: discovery strategies and consolidation strategies. Schmitt (1998) also classified the vocabulary learning strategies in a system that had previously been designed by Oxford (1990). Therefore, there were four main groups that were identified in this way: Social Strategies (SOC), Memory Strategies (MEM), Cognitive Strategies (COG) and Metacognitive Strategies (MET). Schmitt (1998) added one more group, as he believed that some strategies used to find the meanings of unknown words in a text could not be put in any of the earlier four groups. The taxonomy of vocabulary learning strategies can be found in appendix I.

Discovery Strategies

Determination Strategies

When learners encounter an unknown word in a text, they deploy determination strategies to find the meanings of these words. These strategies can be listed as a) guessing the meaning from context, in which learners make use of contextual clues and refer to parts

of speech to figure out the meaning; b) guessing from an L1 cognate which means trying to infer the meaning by focusing on the loanwords (words which come from the same roots in different languages, or words that are borrowed from other languages); c) using reference materials, for example, looking up the meaning of the word in a dictionary; and d) Social Strategies, which entails asking someone else the meaning of the word.

Among these strategies, it is suggested that paying attention to the word's part of speech could be misleading, so it is a better idea to use this strategy to confirm the meaning of the word. Using contextual clues is indicated as the best way to determine the meaning of the word, as it is accepted as a more communicative and meaningful way of thinking. It is indicated that using the L1 cognate of the word could be useful only if the learners feels close to the target language. Using dictionaries is another way of finding out the meaning of the new word. It has been accepted as an effective strategy, as it includes physical movement and effort on the part of the learner. However, monolingual dictionaries are believed to be more influential in helping learners remember the word. Finally, asking a classmate or teacher the meaning of a new word is considered a social strategy used to discover the meaning of the word. This is the least effective way to recall the word, yet it is the fastest and the most used one amongst the other strategies. What's more, the person who is being asked should either share the same L1 or have good paraphrasing skills.

Consolidation Strategies

Social Strategies

Social strategies are used not only to find out the meaning of an unknown word, but also to practice and learn new words. To illustrate, learners might work in groups with their friends to recycle the words, which encourages active learning and motivation as there is less pressure and fewer time constraints. It is also a cooperative style of work, which provides opportunities for students to learn from each other.

One other strategy that could be listed in this group is practicing lexical items with native speakers. It is assumed that exposure to the target language and the chances to practice new words could be the stimulator in this kind of learning.

Memory Strategies

Memory Strategies are the most commonly used techniques by ESL/ EFL learners to learn new words. These strategies usually involve associating the new word with an image, sound or an already known word. Students also study these words with their semantically related pairs or groups. It has been found out that a lot of learners still try to learn words through memorizing bilingual vocabulary lists (Gu & Jonhson,1996), yet most theorists suggest that in order to acquire a word, one should be engaged with the word through using multiple senses.

Pictures/ Imagery

It has been suggested by many experts that new words can be retrieved more easily if they are learnt with a representative picture or image (Schmitt, 1998). Therefore, students can either cut and paste or draw pictures in their vocabulary notebooks to remind them of the words that they are learning. Associating a new word with a visual also includes creating a mental image of the word in mind or linking the word with a vibrant past experience.

Related Words

Another way of remembering words is to learn them with the words that are semantically related to them. This could include the opposites, synonyms, meronyms or hyponyms (Schmitt, 1998). To give an example, a cat and a dog are the hyponyms of the group animals, annoyed and irritated are synonyms, dead and alive are antonyms. These related words can be learnt more effectively if they are demonstrated in a semantic map (Oxford, 1990). Finally, words such as "huge", "big", "small" and "tiny" that can be ranked in a scale can be learnt easily (Schmitt, 1998).

Unrelated Words

Research has suggested that words that have no connection to each other can also be learnt through the PEG and the Loci method. The idea in the PEG method is to first memorize words that rhyme with numbers one to ten, like "one is a bun, two is a shoe,

three is a tree etc." The next step is to visualize the new word in connection to these numbers. For example, the learner visualizes "a mug hanging from a branch of a tree" to remember the word "mug".

The Loci method can also be used to remember words that are not related to each other. In this method, the leaner picks a familiar place, and then imagines a list of words in different parts of this place in his mind (Schmitt, 1998).

Grouping

One other helpful way of remembering words is grouping them in a meaningful way. This could be grouping them according to their initial words like putting all the words starting with the letter "a" in one group, or according to their part of speech like verbs, nouns, adjectives, etc.

Words can be grouped spatially as well. For instance, one can draw a square or a triangle and write each word on the list in each corner of the shape.

One other way of grouping words in order to better recall them is to create a story or a dialogue using them. It does not matter if the story is nonsensical or absurd. It is only important that the connections between the words help the learner retrieve the word and use it in a meaningful sentence when needed.

Word's Orthographical or Phonological form

The way words are spelt or pronounced can be an aid for learners to create a mental hook. Learners can simply focus on the spelling or the pronunciation of the words to make meaningful associations to enhance recalling. They can visualize the spelling of the word in their mind, or draw pictures with the letters of the word. Some research has shown that underlining or highlighting the initial letter of a word is an effective way of recalling words.

The Keyword method, which combines what L1 and L2 words mean and sound, has been investigated the most. In this method, the learner needs to find a word in his mother tongue that sounds similar to the word in the target language. Then, he should come up with an image that represents both words (Schmitt, 1998). To illustrate, a native

speaker of English learning Turkish associates the pronunciation of the word "moose" with the Turkish word "muz" (banana). Then, he visualizes "a moose eating a banana" to remember the word "muz" in Turkish.

Other Memory Strategies

Some other ways of learning vocabulary are applying physical action, focusing on the roots and affixes and parts of multiwords and idioms.

Focusing on the affixes of a word is not only good for inferring the word meaning, but it is also good for consolidating the meaning of the word. Therefore, words can be separated into meaningful parts to make associations to facilitate recalling.

One other memory trick to help learners better remember words is to employ physical action. It has been suggested that some action words like swimming or running can be transferred to long-term memory by doing the action and saying the word aloud or writing it down.

Cognitive Strategies

Oral and written repetition of words, keeping a vocabulary notebook, study aids like taking notes during the classes and making use of vocabulary sections of course books can be listed under the cognitive strategies.

Oral and written repetition is a widespread technique used to learn new words. It involves writing the word or saying it aloud several times until the learner makes sure that he can remember the meaning, pronunciation, or spelling of the word. Despite being criticized by many experts, the strategy has been proven to be useful in mastering vocabulary by many learners (Schmitt, 1998).

Using bilingual or monolingual wordlists and flashcards has been used by many language learners as well. Even though these tools are utilized to present new vocabulary, learners keep using them to recycle the words. One essential use of these word lists and flashcards is that they can be taken everywhere so that the learners can check them

whenever they want to. Besides, flashcards provide learners opportunities to group and regroup the words when reviewing them, which helps them better remember the words.

Taking notes during classes can also help learners form their personal vocabulary logs, which enhances acquisition when reviewing the words. Studying the vocabulary parts of course books and sticking labels on their respective objects also provides learners opportunities for multiple encounters with the words.

A lot of research has suggested that keeping a vocabulary notebook promotes the internalization of words. It has been also recommended that words should be written along with their multiple meanings, collocations and different parts of speech. One other benefit of keeping a vocabulary notebook is that it gives students a chance to review words.

Metacognitive Strategies

Metacognitive strategies are related to learners' regulation of their own learning process. Metacognitive strategies include planning, monitoring and evaluating one's study habits and learning. That is why setting realistic goals about the number of words to be learnt in a specific time, setting up the most suitable study environment, looking for opportunities to practice and revise the words, trying to figure out the best ways that suit one's learning style and being aware of one's strengths and weaknesses and acting accordingly are considered metacognitive strategies.

Apart from Schmitt (1998) and Gu & Johnson (1996), many studies regarding the use of vocabulary learning strategies have been carried out in Turkey as well.

One of the first studies to identify vocabulary learning strategies employed by Turkish students was done at Anadolu University in Eskişehir (Ekmekçi, 1999). The study was conducted with 120 freshman students at the English Language Teaching Department of the university. The results of the study revealed that the students preferred strategies which focused on word structure and selective attention and it was also found that visual repetition had a negative impact on TOEFL scores.

Şener (2003) also researched the relationship between preferred vocabulary learning strategies of Turkish EFL learners and their vocabulary size. In order to identify the strategies used by students, the researcher devised a 58-item questionnaire based on Schmitt's (1998) taxonomy of vocabulary learning strategies. She found out that Determination strategies and Memory strategies were the most commonly used strategies categorically. Furthermore, guessing the meaning from context, taking notes in the class and interacting with native speakers were the most commonly used strategies, whereas, using semantic feature grids, keeping a diary, and setting goals were the least used strategies individually. On the other hand, she also found that Cognitive and Metacognitive groups were the most successful groups; yet the Social strategy group was the least successful group. The researcher concluded that teaching vocabulary learning strategies could help learners expand their vocabulary size.

Çelik and Toptaş (2010) conducted another survey with 95 tertiary level students at Ankara University. The researchers devised a 5-likert scale questionnaire whose stategic categories were based on Schmitt's (1998) taxonomoy of vocabulary learning Strategies like the one developed by Şener (2003). Their questionnaire differed only in one way: there were five categories instead of six, as they had only one category for Social Strategies. According to the results of the study, Determination Strategies were the most commonly used strategies by Turkish EFL learners among the five categories, followed by Social Strategies and Memory Strategies, yet Metacognitive Strategies were the least commonly used strategies. The findings of the study also showed that low-level learners use Social strategies more than higher-level students.

Finally, Bozgeyik (2011) carried out research to investigate the relationship between vocabulary strategy use of Turkish EFL learners and their vocabulary size. The study was done with 252 participants who were students at the preparatory school of English at Gaziantep University. A vocabulary learning strategies questionnaire, which was adapted from the one that had previously been developed by Şener (2003), was administered to determine the strategies used by students. Moreover, the vocabulary level test, which had been created by Ekmekçi (1999), was used to measure the vocabulary knowledge of the students. The results of the study demonstrated that Turkish EFL learners mostly prefer to write down the new vocabulary and they can remember a word better if its

explanation is read or heard. Guessing the meaning from context, using bilingual dictionaries and paying attention to the words uttered by native speakers appeared to be among the most commonly used strategies as well.

However, there are not any studies that have been done to investigate vocabulary learning strategies that are deployed by unsuccessful language learners in Turkey. It has been suggested by many researchers that research should be done to find out the strategies employed by less proficient language learners and ways to support their learning process.

2.5.5. Research on the Effects of Vocabulary Learning Strategy Training

On the other hand, some studies have focused on the impact of training learners with individual vocabulary learning strategies (Fraser, 1999; Morin and Goebel Jr, 2001; Wang and H. Thomas, 1995).

To start with, Wang and Thomas (1995) implemented a study with a group of psychology students to explore the long-term effects of the keyword method. They divided the participants into six groups, and conducted three studies with two groups each. In each paired group, one group was instructed with the keyword method and the other was not. The only difference between the paired groups was that they were tested on the words at different intervals. The findings of the test results demonstrated that the keyword method was highly influential for immediate recalls, yet delayed-test performances were revealed to be less effective.

Fraser (1999) is another researcher who tried to discover the relationship between another individual vocabulary learning strategy, (guessing the word meaning from context) and word recall. Nineteen subjects, who were studying in an English for Academics Course at a Francophone university, worked on eight texts for five months. The strategies were taught to help inferencing were noticing cognates, paying attention to grammatical function, prefixes and suffixes of the words, and identifying discourse markers. The researcher found that training learners with inferencing strategies did not have a direct impact on learners' vocabulary retention. However, the inferencing strategy proved to be effective on learners' pace of reading. Nonetheless, the research yielded a positive effect on recall when students tried using a dictionary after attempting to guess the meaning from

context, as opposed to consulting a dictionary without first having tried to guess the meaning from context.

Morin and Goebel Jr. (2001) tried to find out whether or not applying the semantic mapping strategy had a beneficial effect on word retrieval. The participants of the study were English-speaking Spanish learners at a College in the USA in two classes. One of the classes was assigned as an experimental group and instructed words with semantic mapping and communicative activities, whereas the students in the other group were taught the words merely through communicative activities. At the end of the term, both groups were given a questionnaire which included 104 Spanish words, and the students were asked to provide the L1 equivalent of the words and rank their familiarity on a 4-point likert scale. The findings of the study suggested that there was not a significant difference between the two groups in terms of vocabulary recall. However, the students in the semantic mapping group appeared to be more familiar with the words in the questionnaire.

Some researchers in Turkey have tried to discover the effects of training EFL learners with a variety of vocabulary learning strategies on word recall (Nalkesen, 2011; Tezgiden, 2006; Torun, 2010).

In a study, Tezgiden (2006) conducted a vocabulary learning strategy instruction, which was limited to three sessions. In these sessions, the researcher worked with the class teacher in planning these three fifty minute lessons. They focused on teaching guessing the word meaning from context, dictionary strategies and memory strategies in these sessions. There were 50 subjects in total, twenty-four who were in the experimental group and who received training on vocabulary learning strategies. A vocabulary achievement test and vocabulary learning strategies questionnaire were administered to both groups as a pre-test and post-test and the scores were compared. The results showed that there was no considerable difference between the two groups in terms of success. The researcher stated that the results might be attributed to the limited time that was allocated to the training.

Torun (2010) focused on the impact of vocabulary learning strategy instruction on the vocabulary proficiency of learners, just as Tezgiden had previously (2006). The main difference in Torun's (2010) research was that the training lasted for 8 weeks, as it was thought that it would take time for the learners to internalize the vocabulary. One hundred

students participated in the study and fifty of them were in the experimental group. The students in the experimental group received two hours of training each week over the course of eight weeks. At the end of the training, a vocabulary achievement test was administered to both groups and it was revealed that the students in the experimental group did far better than the ones in the control group.

Nalkesen (2011) focused on the effects of vocabulary strategy training on learner autonomy. She conducted a three-week training course with three 70-minute sessions. There were 10 students in the experimental group and 10 students in the control group. The researcher administered a questionnaire to find out the strategies that the participants were already using. She also administered a 30-item vocabulary achievement test, which included the words from the syllabus. The findings of the vocabulary achievement test that was given at the end of the training and the strategy use questionnaire suggested that there was not a significant difference between the two groups in terms of vocabulary knowledge or learner autonomy.

Nevertheless, all the studies mentioned in this section ignored the importance of teaching metacognitive strategies along with vocabulary learning strategies.

2.5.6. Research on Vocabulary Acquisition and Metacognitive Strategy Training

As has been mentioned, various studies have been done to investigate the impact of vocabulary strategy training on ESL / EFL learners' vocabulary knowledge. Likewise, a lot of research has been conducted to seek the relationship between metacognitive strategy training and a range of skills and areas. However, there are fewer studies concerning the effects of metacognitive strategy training on vocabulary knowledge.

One of these studies was conducted by Rasekh and Ranjbary (2003) in an intensive English course at the Tehran Institute of Technology over a course of ten weeks. The research had a control and experimental group design and there were twenty-seven students in the experimental group and twenty-six students in the control group. The researchers prepared a vocabulary achievement test (VAT) which included forty multiple-choice questions covering the vocabulary in the course book. This test was given to the students at the beginning and at the end of the training. Both groups were taught cognitive

strategies related to vocabulary learning, yet the experimental group also received metacognitive training while being taught vocabulary learning strategies. The instruction model was based on Chamot and O'Malley's (1996) Cognitive Academic Language Learning Approach (CALLA) strategy based instruction model, which consists of five stages: *preparation*, *presentation*, *practice, evaluation* and *expansion*. During the evaluation phase, students were asked to fill in learning logs and complete checklists and open-ended questionnaires to assess the effectiveness of strategies and monitor their progress. In the end, the results of the VAT were compared to identify the differences between the two groups. According to the findings of the VAT, the experimental group outperformed the control group, which proved metacognitive strategy training to be successful.

A similar study was carried out by Zhao (2009) with college students in China. There were one hundred and thirty-four participants, sixty-eight of whom were in the experimental group and sixty-six of whom were in the control group. Like Rasekh and Ranjbary (2003), the researcher in this study taught vocabulary learning strategies to both groups, but integrated metacognitive strategy training into the lessons of the control group in which the focus was on vocabulary learning strategies. Another similarity is that the researcher prepared a VAT to give as a pre-test, yet the vocabulary in this test was from the previously covered lists. He prepared another VAT to use as a post-test, which included the words that were taught during the five-week training. One of the main differences between these studies is that Zhao (2009) administered a questionnaire which the researcher designed to identify the subjects existing strategies at the outset of the training. The questionnaire was based on SLIL (Oxford, 1990).

One other study was carried out by Mizumoto and Takeuchi (2009) with 146 female learners who were enrolled in two Japanese universities in 2006. At the onset of the study, they had the students complete a vocabulary learning strategies questionnaire which was developed by the researchers. The items on the questionnaire were categorized according to Schmitt's (1997) and Gu and Johnson's (1996) taxonomy of vocabulary learning strategies. The participants of the study were also given a vocabulary achievement test to identify their vocabulary knowledge. After analyzing the results of the questionnaire and vocabulary achievement test, the researchers gave explicit instruction on vocabulary learning strategies to the participants for ten weeks. The vocabulary learning strategies

taught were the use of collocations or phrases, imagery strategies, written and oral rehearsal, the grouping of semantically related words, the keyword method, synonyms and antonyms, and focusing on the prefixes and suffixes to recall the words. The taining model was based on CALLA by Chamot and O'Malley (1996), so it included stages such as preparation, presentation, practice, expansion and evaluation. At the end of the training the students were given the same vocabulary learning strategies questionnaire and the vocabulary achievement test. The findings revealed that the experimental group began using more diverse strategies than the control group and the vocabulary test results of the experimental group were higher than that of the control group.

On the other hand, it seems that no research on the relationship between metacognitive strategy training and vocabulary retention has been carried out with weak language learners at a Turkish University preparatory school of English.

CHAPTER III
METHOD

3.1. Introduction

The present study was conducted to determine whether teaching vocabulary learning strategies combined with metacognitive strategies has a relationship with vocabulary learning. In this chapter, the research plan, subjects of the study, the instruments used in the study, the training procedures and the data collection methods will be discussed.

3.2. Research Design

The first objective of the study is to identify the vocabulary learning and metacognitive stategies applied by repeat students at university preparatory classes in Turkey. A second aim is to explore whether there is a significant relationship between applying vocabulary learning strategies along with metacognitive strategies and expanding under-achiever learners' vocabulary knowledge. In order to realize this aim, vocabulary learning strategies like (1) determination strategies, (2) memory strategies like picture/ sound association, keyword method, and metacognitive strategies like (3) paying attention to cognition, (4) planning for cognition, (5) obtaining resources for cognition, (6) implementing plans for cognition, (7) monitoring cognition, and (8) evaluating cognition were taught as the target strategies to be practiced.

The study was conducted during the fall term of the 2013-2014 academic year over a course of five weeks in November and December. Both qualitative and quantitative methods were used to find the correlation between the application of vocabulary learning strategies along with metacognitive strategies and vocabulary retention. The subjects were

English preparatory class students who have been in the programme for over a year. The students were randomly assigned to their classes by the instutition at the start of the term, and the researcher was teaching both groups. As the study was about vocabulary learning, the researcher's main course class was assigned as the experimental group.

The week before the training, both groups were given a background information form, vocabulary learning strategies questionnaire (Bozgeyik, 2011) and a vocabulary achievement test (VAT) (see Appendix II, III, and IV). The day before the first session, the students in the experimental group were given a vocabulary learning portfolio which included a list of vocabulary learning strategies, metacognitive strategies and the list of words that were going to be presented in the following sessions. With the help of these learner portfolios, students in the experimental group had the opportunity to practice the strategies they were introduced to during the training and work on their strategy use in a systematic way. Furthermore, they set goals and reflected on and evaluated their strategy use. On the other hand, the control group didn't receive any special treatment, yet they were presented the same words in either a context or through visuals. At the end of five weeks, the vocabulary achievement test that was administered at the beginning was given as a post-test to both groups. Finally, post interviews were also held with the experimental group as a whole and in pairs with volunteer students (see Appendix VIII and IX).

3.3. Setting and Participants

The present study was conducted at the Bahçeşehir University Preparatory School of English, Istanbul, inTurkey. As the university is an English-medium one, students who are not proficient enough in English are obliged to attend the one year intesive language programme at the English Preparatory School before they continue their English medium academic classes. In this programme students receive 24 contact hours of English per week, which include 14 hours of main course instruction and 10 hours of academic writing instruction. The main course classes involve improving reading, speaking, and listening skills, and cover the areas of grammar and vocabulary. The students are expected to succeed in the proficiency exam after about 9 months at the end of the academic year in order to be able to start their academic courses. The current study was held during the main course classes over a 5-week period in November and December of 2013.

34 subjects, 17 in the control group and 17 in the experimental group, participated in the study. Since the focus of the study was repeat level students, the study was conducted with pre-intermediate repeat level students who were in their second year in the programme. In the experimental group, there were 11 male students and 6 female students, whereas in the control group there were 13 male students and 4 female students. The subjects in both the control and experimental groups were at pre-intermediate level (CEF-B1), and they had failed the previous levels many times and the English Proficiency exam. The two Pre-Intermediate level classes, were chosen owing to the fact that the researcher was already lecturing these two classes during the fall term of the 2013- 2014 academic year. The students involved in the study were from various departments of Bahçeşehir University, and they all volunteered to participate in the study.
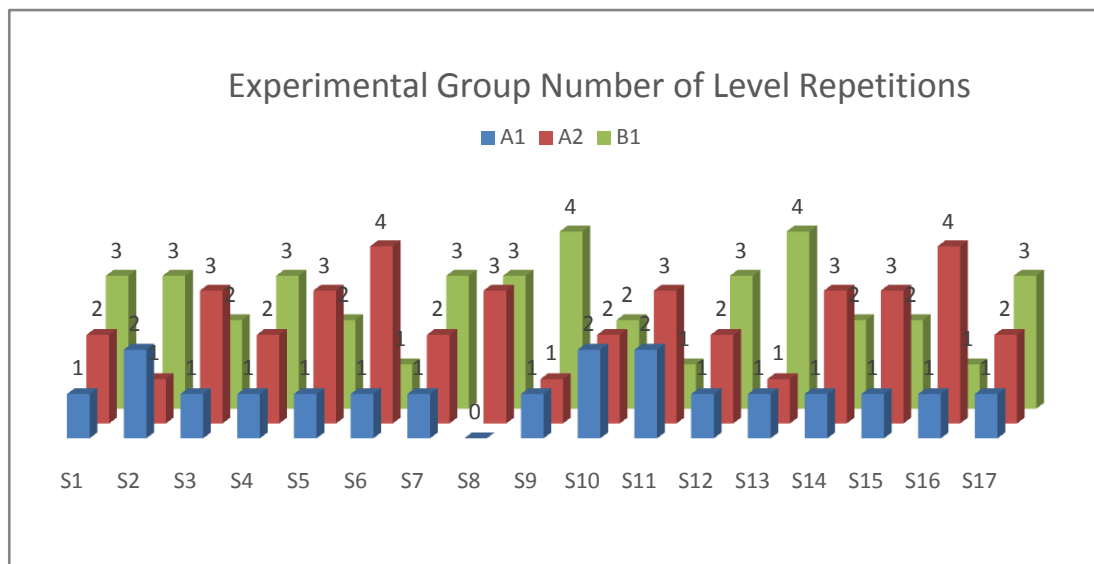
Figure. 1

Figure 1 shows the number of level repetitions for the students in the experimental group from September 2012 to September 2013 over six modules, each of which lasts for eight weeks. They all had low self-esteem in terms of learning English and they were not motivated to study English. The students in this group were all between the ages of 17-20. Moreover, there was 1 student from the Faculty of Arts and Science, 1 student from the Faculty of Architecture and Design, 6 students from the Faculty of Economics and Administrative Sciences, 4 from the Faculty of Communication, 2 from the Faculty of Engineering and 3 from the Faculty of Educational Sciences. In terms of their academic background on the other hand, 7 of them were graduates of a State High School, 3 of them

were graduates of an English-medium State High School, and 8 of them were Private English-medium High School graduates. Among these students, 7 of them had been learning English between 0-1 years, 4 of them for 1-5, and 6 of them for 5-10.
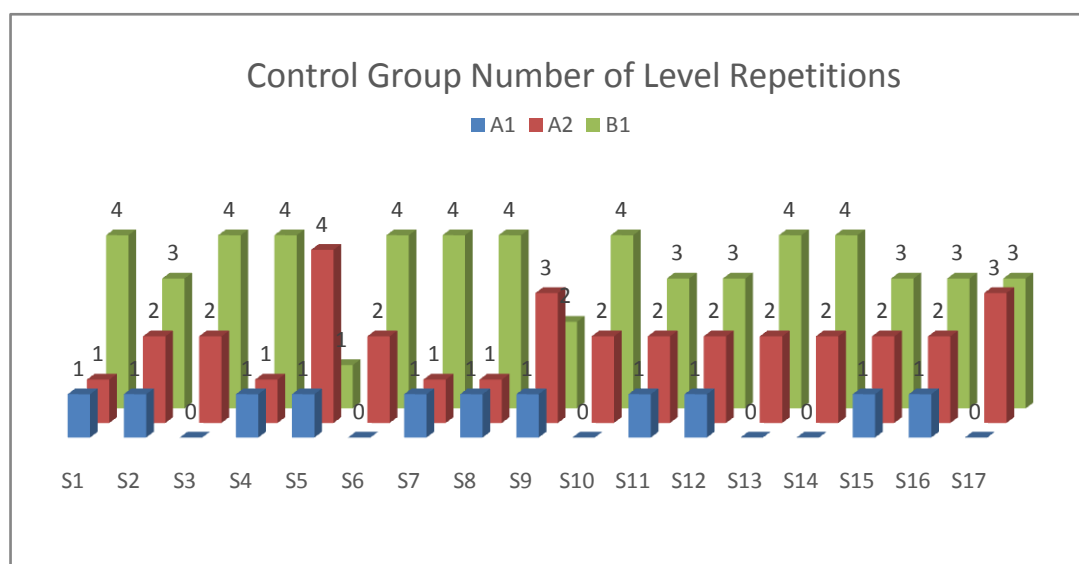
Figure . 2

The students in the control group had also repeated many levels before they started this module. Besides, they were not confident about learning English and their motivation level was low. The subjects in this group were also from various majors. 3 of them were from the Faculty of Architecture and Design, 5 of them were from the Faculty of Economics and Administrative Sciences, 4 were from the Faculty of Communication, 4 were from the Faculty of Engineering and 1 was from the Faculty of Educational Sciences. In terms of academic background, 6 student were graduates of a State High School, 6 of them were from an English-medium State High School and finally, 6 of them had graduated from a Private English-medium High School. 6 had been learning English for between 0 and 1 year, 4 between 1 and 5 years, and 7 between 5 and 10 years.

3.4. Data Collection

3.4.1. Data Collection Instruments

To collect data, both quantitative and qualitative methods are used. A vocabulary learning strategies questionnaire (see Appendix III) was given, and a vocabulary achievement test (see Appendix V) was administered at the beginning of the study to both

groups. During the training, students in the experimental group used a learner portfolio (see Appendix VII) and in the post-stage of the study both groups were administered the same vocabulary achievement test that was applied before the training. Finally, some students in the experimental group volunteered to be interviewed by the teacher to give post-training feedback (see Appendix X).

3.4.1.1. Vocabulary Learning Strategies Questionnaire

Strategy assessment is the first step in all strategy based instruction models. The data that is gathered can be used as a source for course objectives and for diagnostic purposes. Oxford (1996) states that "Questionnaires are among the most efficient and comprehensive ways to assess frequency of language learning strategy use." To identify the current strategies used by the participants, the questionnaire (see Appendix III) that was originally devised by Şener (2003) and later adapted by Bozgeyik (2011) was used. There were 58 items in the original questionnaire whose items were based on the taxonomy of vocabulary learning strategies by Schmitt (1998) (see Appendix I). In the adapted version by Bozgeyik (2011) there were 71 item in the questionnaire that the subjects rated on a five-point scale from 1 (never) to 5 (always). Schimitt's (1998) taxonomy of vocabulary learning strategies were divided into two categories as Discovery strategies and Consolidation strategies. Furthermore, these two categories were classified into sub-categories. To illustrate, Discovery strategies were categorized as Determination strategies and Social strategies, whereas Consolidation strategies were classified as Memory strategies, Cognitive strategies, Metacognitive strategies and Social strategies. Therefore, each item in the questionnaire represents one of these strategies. The reliability of the questionnaire was tested on Cronbach's Alpha, and it was 0,918. In addition to the questionnaire, a " background information form" was also added at the beginning to collect data about the learners (see Appendix II). The background information form and the questionnaire were given to both the experimental and control groups a week before the first training session and the students were given about thirty minutes to complete them. The Turkish version of the instruments was used to preclude any misundertstandings and ensure reliability because of the participants' level of English.

3.4.1.2. Vocabulary Achievement Test

The vocabulary achievement test was developed by the researcher (see Appendix IV). The test included 40 questions, each of which targeted one of the words in the target vocabulary list (see Appendix V). The test is a multiple-choice test, which mainly assesses the meanings of the words at recognition level and there are four options. The distracters were also chosen from the target vocabulary list. A native speaker of English proofread the test, and some experienced teachers gave feedback on it before it was administered. The test was administered to both the experimental and control groups as a pre-test, a week before the first training session. The students were given thirty minutes to answer the questions on the test, as it was a multiple-choice one. The same test was given as a post-test a week after the last training session for both groups.

3.4.1.3. Learner Portfolio

Both Chamot (2005) and Oxford (2011) suggest that learner portfolios are an effective tool to help learners develop metacognitive awareness. Yang (2003) also adds that learner portfolios provide concrete evidence of improvement for learners, which can act as a motivational tool. They help learners reflect on their performance and give them a different point of view about teacher and learner roles in the learning process by promoting learner involvement. Most importantly, they enhance learner autonomy, as they give learners responsibility for their own learning. As a result, a learner portfolio was developed by the researcher to guide the learners in using vocabulary learning strategies and to monitor their use of strategies (see Appendix VII). The portfolio included the list of metacognitive strategies by Oxford (2011) and the list of vocabulary learning strategies adapted from the questionnaire by Bozgeyik (2011). The target list of words was also added to the portfolio so that the learners could apply the strategies in each session. At the end of each week, the learners were asked to answer the questions in the portfolio which aimed at the evaluation of the strategies that the students applied in that week. The questions also made students plan their learning for the upcoming week.

3.4.1.4. Post interviews

Semi-structured post interviews with the students in the experimental group were held to get feedback on the effectiveness of the training. First, a whole class discussion was held the day after the last training session, and then some volunteer students were interviewed in pairs. The post interview questions were open-ended questions which were aimed at learning about students' ideas about the training in a more detailed way (See Appendix IX).

3.5. Direct Strategy Based Instruction

Chamot (1996) expressed in her CALLA model that it is more effective to teach strategies explicitly. Therefore, direct strategy based instruction was carried out during the study as the main objective was to raise learners' awareness of vocabulary learning strategies and their own strategy use. Oxford (2011) states that in many studies it was found that it is more effective to do strategy training in the learners' mother tongue if the group is a monolingual one and the teacher shares the same language as the participants. Thus, the training was done mainly in Turkish, yet when the names of the strategies were presented, or when the students made sentences in English, English and Turkish were used interchangeably.

The vocabulary learning strategies that were taught were based on the taxonomy of vocabulary learning strategies by Schimitt (1998). The metacognitive Strategy Training model on the other hand, was based on the model by Anderson (2002). Therefore, after being presented the vocabulary learning strategies, the students in the experimental group were assigned to *select and use the strategies* for the target words, and *monitor* their use while experimenting with the strategies. They were also asked to make use of multiple strategies and to try to *organize* these strategies effectively. Finally, they were asked to *evaluate* the effectiveness of the strategies that they applied and to make *plans* for the subsequent sessions.

3.5.1. The Training Procedures

The week before the training, the students in both groups were given the VLSQ and VAT. The results of the questionnaire were analyzed and the less frequently used strategies were identified. Then, vocabulary learning strategies, combined with a metacognitive strategies syllabus was devised based on the findings of the VLSQ (see Appendix VI). The researcher also created materials to present, model, practice, monitor and evaluate the strategies (see Appendix VIII). Both groups were exposed to the target words in the reading texts that were used in the classes. However, only the experimental group received vocabulary learning strategy training combined with metacognitive strategy training.

The day before the first training session, the teacher, who is also the researcher, held a discussion with the students in the experimental group. The students and the teacher discussed the importance of learning strategies in general, and the importance of having good vocabulary knowledge in a foreign language. They also talked about why meaningful learning is more effective than rote memorization. Then, the first activity (see Appendix VIII, activity 1) was done to raise the students' awareness on prevailing vocabulary learning strategis. Afterwards, the students were presented with the taxonomy of vocabulary learning strategies by Schmitt (1998) and the second activity (see Appendix VIII, activity 2) was applied to make the students become familiar with diverse vocabulary learning stategies. The activity was adapted from Oxford's embedded strategies game (1990). Finally, the teacher distributed the learner portfolios to the students and she presented a plan to recycle and review new words. She also gave brief information about the learner portfolio, the 5-week strategy training and what would be expected from the students.

Until the end of the 10th session at the beginning of the 4th week, every lesson started with the teacher strategy presentation and demonstration and students practicing it in pairs and then individually. At the end of every lesson, the students were asked to use different strategies to remember the target words of the day and to share it with their classmates. There were only student presentations in which students worked on the target words of the day in pairs and presented the strategy to their classmates in the last five sessions. The students were also assigned to answer the questions in their learner portfolio at the end of the 3rd, 6th, 9th and 12th sessions. The aim of the questions was to assist the

learners in assessing the effectiveness of the strategies that they applied in that week and to make plans for the following week. The researcher did not introduce any new strategies in the 11th, 12th, 13th, 14th and 15th sessions. Instead, these sessions were all conducted by the students. They worked in pairs, selected the strategies to apply the target words, shared their ideas with their classmates and evaluated their effectiveness together. During these sessions, the teacher acted as a guide and an observer.

In the first session, lexis related fundamental terms like collocations, synonyms and antonyms were introduced. After that, some online websites like Oxford Advanced Learners' Dictionary and Oxford Collocations dictionary online were presented and the students were shown how they could benefit from these online tools. Then, some dictionary activities were done with the students (see Appendix VIII, activity 3). Target words of the session were lack (v), entail (v), and capable (adj.)

In the second session, the focus was on parts of speech and related terminology such as nouns, verbs, adjectives, adverbs and their functions in a sentence. Moreover, the significance of knowing about the meaning and functions of some specific suffixes and prefixes was presented. In this session, some activities to demonstrate how affixation knowledge can help learners guess, recall and use a new word were conducted (see Appendix VIII, activity 4). The target words of the session were raise (v), deliberately (adv), and improvise (v).

In the third session, guessing a word's meaning from context, which is one of the important strategies among Determination Strategies, was introduced. In this session, the clues to facilitating inferring unknown words from context were taught. The cues that were presented in this session were *using world knowledge*, *definition clues*, *example clues*, *comparison clues*, *contrast clues* and *referent clues*. The students were first presented the tactics, and then they were assigned to practice the strategy at both a sentence and paragraph level (see Appendix VIII, activity 5). The target words for this session were accomplish (v), and perceive (v).

The focus of the fourth session was a memory strategy, which was the Keyword method. Students were first given some examples of teacher provided keywords, and then they were asked to practice the technique with the target words on the list (see Appendix

VIII, activity 6). The target words of the session were endurance (n), permanent (adj), and plain (adj).

In the fifth session, another memory strategy, association, was introduced. According to the results of VLSQ some students were already using the picture/image association strategy to recall words (see Appendix VIII, activity 7). Moreover, some students were even composing songs, or trying to write short poems making use of rhyming to be able to transfer the new words into their long- term memory. Thus, this session was rather more learner-centered, as students had the chance to show their drawings, and share their poems with their friends in the class. This strategy was the most used one among all the vocabulary learning strategies throughout the training. The target words of the day were constraint (n), precise (adj), and surrender (v).

The focus of the sixth session was social strategies, mainly the benefits of studying with a friend. In this session, the teacher and the students discussed how students could work together effectively to learn vocabulary. The students checked the items in their vocabulary learning strategies list and listed some activities that they could do together. These activities included testing each other on the definitions, antonyms or synonyms of the words, playing games like taboo or scrabble in English, making crossword puzzles and playing charades by acting out the words. The target words of the day were relieve (v) and beam (n).

In the seventh session, the students were presented one of the memory strategies known as the Peg system. After the teacher's presentation, the students made a list of the words that they had studied until the seventh session and they tried to apply the method to recall the words on the list (see Appendix VIII, activity 8). The target words of the day were rigid (adj), custom (n), and avoid (v).

The group focused on another memory strategy called the Loci method in the eighth session (see Appendix VIII, activity 9). They found it rather interesting and some of them tried to draw the picture of their own apartment or bedroom and wrote the words on different locations in the picture. Some of them also said that they were going to write the words on A4 size papers and put them in different locations in their apartments. The target words of the day were evolve (v), preserve (v), and diverse (adj).

In the ninth session, the students were told that there were other methods to practice the spelling of new words apart from writing the word over and over many times. Thus, a crossword puzzle that had been created by the teacher was presented and then the students were asked to work with a friend to make a new crossword puzzle with the words on the list (see Appendix VIII, activity 10). The target words of the day were extensive (adj), utilize (v), and enhance.

Drawing mind maps was the focus of the tenth session. Although the students were already familiar with this method, they stated that they had never thought of applying it to remembering a word. Therefore, in this session after being presented a sample mind map of a new word, they drew their own mind maps for the target words of the day (see Appendix VIII, activity 11). Some of them also tried drawing maps for some of the previously learnt words. The target words of the day were resent (v), inevitable (adj), and halt (n).

In session fifteen before the post-session, an activity to revise all the vocabulary learning strategies was applied (see Appendix VIII, activity 13). The students were assigned to work in pairs to find solutions to learner problems related to vocabulary learning processes. Apart from revising all the vocabulary learning strategies the activity allwed the learners to evaluate the usefulness of the activities and share their experiences with the strategies they practiced throughout the training.

3.5.2. The Training Materials

The training materials were mostly created by the researcher (see Appendix VIII, activity 1). The first activity, which was used to demonstrate the importance of vocabulary learning strategies and raise learners' awareness of their prevailing strategies, was adapted from Bilbrough (2011, p. 46).

The second activity, which aimed at getting the students examine the vocabulary learning strategies more closely, was adapted from Oxford (1990). In this activity, the students were provided with some strategies that were applied by some language learners to remember words and they were to match the strategies with the strategies in their learning portfolios (see Appendix VIII, activity 2).

The third activity was utilized to present some terms such as synonyms, antonyms, collocations, and phonetic symbols. This activity also allowed the researcher to introduce some useful websites for students to look up collocations and synonyms of the words (see Appendix VIII, activity 3).

The exercises in the fourth activity were used to help learners become familiar with the parts of speech and the importance of affixation knowledge in guessing the meanings of unknown words from context and remembering the new words (see Appendix VIII, activity 4). The exercises were put together by the researcher in accordance with the target vocabulary of the day.

The text used to practice guessing the meaning of the unknown word from context strategy was taken from the Intermediate level workbook of New English File by Seligson, et all (2006). However, the sentence level exercises were prepared by the researcher (see Appendix VIII, activity 5).

The exercises used to present the Keyword method, Picture association, Peg System, Loci system, crossword puzzles and semantic mapping were also created by the researcher (see Appendix VIII, activity 6, 7, 8, 9, 10, and 11).

Finally, the activity to consolidate the vocabulary learning strategies and to help learners evaluate the "problems and solutions" exercise was adapted from Oxford's *Strategy Search Game* (1990: 30).

Harmer (2007) states the activities and exercises should be related to learners, and they should be appealing and engaging, so that learners enjoy participating in classes. Therefore, when designing the materials, the researcher tried to make them as interesting as possible in order to involve the learners in the process. One other important factor that was kept in mind was that the exercises should allow the researcher to revise and recycle the target words periodically.

3.6. Data Analysis

The data collected were fed into the Statistical Program for Social Sciences (SPSS) for Windows, version 16.0. First, the reliability of the VLSQ was measured by Cronbach's Alpha and it was found to be 0,918. The reliability of the post VAT was 0,830. It is known that the closer the value is to 1, the more reliable it is. If it is above 0,7 it is considered adequate and anything above 0,8 is considered optimal.

To uncover the most commonly used vocabulary strategies by repeat level learners, the mean scores for participants' responses to the VLSQ were first calculated for each item for frequency. Secondly, the mean scores for the responses for each vocabulary learning strategy were calculated (Determination, Social/Discovery, Social/ Consolidation, Memory, Cognitive and Metacognitive).

An independent samples t-test is used to compare the means of two different groups, so in order to compare the results of the pre-tests and post-tests of the experimental and control groups, an independent paired samples t-test was applied. On the other hand, a dependent pairs samples t-test compares the means of two variables for a single group. In order to find out if the training had had any impact on the behavior of the experimental group, a dependent samples t-test was run. Therefore, the results of the pre-test and the post-test of the experimental group were analyzed by using a dependent paired sample t-test.

CHAPTER IV
RESULTS AND DISCUSSION

4.1. The Results of the Vocabulary Learning Strategies Questionnaire (VLSQ)

The reliability of the questionnaire was found to be 0,918, which is considered as high since the Cronbach Alpha value is close to 1.

Table 6. Means and Standard Deviations for the Most Commonly Used Strategies in VLS categories in terms of Frequency of Use

	N	Minimum	Maximum	Mean	Std. Deviation
Determination	34	2	4	3,26	,459
Social Discovery	34	2	4	2,86	,683
Memory	34	1	4	2,74	,656
Metacognitive	34	1	4	2,66	,650
Social Consolidation	34	1	5	2,62	1,008
Cognitive	34	1	4	2,50	,677
Valid N (listwise)	34				

The results of the VLSQ suggest that Determination Strategies (M=3,26, SD=,459) are the most commonly used strategies with a moderate use (Oxford, 1990) followed by Social Discovery strategies (M= 2,86, SD=,683) and Memory Strategies (M=2,74, SD=,656). On the other hand, Cognitive strategies are revealed to be the least commonly used strategies (M=2,50, SD=,677) among all six categories followed by Social Consolidation strategies (M= 2,62, SD=1008) and Metacognitive Strategies (M=2,66, SD=,650). Determination strategies had been found to be the most commonly used vocabulary learning strategy category by Turkish EFL university students according to the results of studies which had previously been done by Şener (2003), Çelik and Toptaş

(2010) and Bozgeyik's (2011) as well. There are also similarities between the findings of the present study and the previous studies in terms of the least commonly used strategies by Turkish EFL learners. To illustrate, Cognitive strategies are among the least commonly preffered vocabulary learning strategies according to the findings of the studies done by Şener (2003) and Çelik and Toptaş (2010). However, there is only one noteworthy difference between the findings of the current study and the results of the study done by Bozgeyik (2011). Social Discovery strategies were one of the least commonly used strategies in the latter, whereas these strategies are the second most commonly used strategies according to the results of the current study.

Table 7- Means and Standard Deviations for the Most Commonly Used VLS

Rank	Strategy No	Strategy	Strategy Category	Mean	SD
1	2	When I do not know the meaning of a word, I look it up in a bilingual dictionary.	DET	4,53	,706
2	14	When I do not know a word, I try to guess it by connecting it to a word in Turkish.	DET	4,00	1,044
3	4	If I don't know a word, I ask the teacher to translate it into Turkish.	DET	3,97	,904
4	20	I try to remember words by connecting them to something in Turkish (e.g. sabotage-sabotaj)	MEM	3,91	1,055
5	46	When I learn a new word, I say it many times to remember its pronunciation and meaning.	COG	3,85	1,019

When table 7 is examined, it can be seen that looking up an unknown word in a bilingual dictionary (M=4,53, SD=,706) has the highest mean score, followed by guessing the meaning of an unknown word by connecting it to a word in Turkish (M=4,00, SD=,1044), asking a teacher for the L1 equivalent of an unknown word (M=3,97, SD=,904), remembering the meaning of a new word by its L1 cognate (M=3,91, SD=1,055) and auditory repetition to transfer the word into long term memory (M=3,85, SD=1,019). The findings share similarities with the results of some prior studies. To illustrate, using bilingual dictionaries for comprehension strategy is one of the most commonly used vocabulary learning strategies in two other studies (Ekmekçi, 1999; Bozgeyik, 2011). Ekmekçi (1999) found that Oral Repetition strategies were the most commonly used strategies among rehearsal strategies to recall the words. However, these

results are different from the ones found by Şener (2003). The findings of her study indicate that guessing from textual context, taking notes in class and interacting with native speakers are the most commonly used vocabulary learning strategies by Turkish EFL learners.

Table 8. Means and Standard Deviations for the Least Commonly Used VLS

Rank	Strategy No	Strategy	Strategy Category	Mean	SD
62	34	I learn new words by writing them on a piece of paper in a particular shape. (e.g. : animal dog Δ cat)	MEM	1,82	,968
63	50	I take the cards, which have English words on one side and the Turkish meaning on the other side, wherever I go.	COG	1,76	1,350
64	55	While watching TV, I write down the words or phrases I hear.	COG	1,74	1,024
65	43	When I learn new words with similar meanings, I draw a grid to remember their meaning. 		hands	sky	weather	 	Clean	□			 	Clear		□	□		MET	1,74	,963
66	57	I keep a diary in English.	COG	1,00	,000

According to the results of the VLSQ, keeping a diary (M=1,00, SD=,000), using semantic grids to differentiate synonyms (M=1,74, SD=,963), writing down the phrases they hear while watching TV (M=1,74, SD=1,024), carrying word cards which have L1 equivalents of the words on the other side (M=1,76, SD=1,350) and using semantic grids to study hyponyms (M=1,82, SD=,968) can be listed as the least commonly used vocabulary learning strategies by the participants of the current study. These findings share similarities with some of the previously done studies. For instance, Şener (2003) found that using semantic feature grids, keeping a diary, and setting goals were the least commonly used strategies by Turkish EFL learners, and Bozgeyik (2011) also found out that keeping a diary, carrying vocabulary cards to revise new words and using semantic grids are the least

commonly used strategies by Turkish EFL learners. These findings indicate that the current study has some overlapping features with similar studies that were done before.

4.2. The Results of the Vocabulary Achievement Test (VLT)

Independent Samples t- tests were run to compare the scores of the experimental and control groups on the pre-tests and post-tests.

Table 9- Descriptive Statistics for independent Samples t-tests for the mean scores of pre-tests and post-tests of both experimental and control group.

		N	Mean	Std. Deviation	Std. Error Mean
Pre-test Results	Experimental	17	1,618	3,0543	,7408
	Control	17	1,912	2,8681	,6956
Post-Test Results	Experimental	17	75,588	13,5361	3,2830
	Control	17	47,941	11,2928	2,7389

If the *mean* score is analyzed in table 9 (Experimental group, 1,912 %; Control group 1,618 %), it could be stated that there was not any difference between the two groups before the training. The pretest results also suggest that the the participants were not familiar with the words on the test as the mean scores are considerably low. In order to find out whether or not the means are significantly different, the p-value, which is labeled as Sig. (2-tailed) in table 10 should be checked. It is seen that the p-value is less than 0.05 ($p < 0.05$) (pvalue= .774<0.05), so it could be concluded that there was no significant difference between the two groups before the treatment in terms of vocabulary knowledge.

However, if the mean scores for the post-test results in table 9 are examined (ExpGr. Post-test M=75,588, SD= 13,5361; Cont.Gr. Post-Test M= 47,941, SD=11,2928), it could be stated that the means score of the experimental group was much higher than the control group's means score on the test. If the p-value is checked in table 10, it could be concluded that there is a significant difference between the means scores of the post-test results of the groups at the p<0.05 level (pvalue = .000 < .05).

Table 10- Output for Levene's Test for Equality of Variances for pre-test and post-test scores of both groups

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test Results	Equal variances assumed	,000	1,000	-,289	32	,774	-,2941	1,0162	-2,3640	1,7758
	Equal variances not assumed			-,289	31,874	,774	-,2941	1,0162	-2,3644	1,7761
Post-Test Results	Equal variances assumed	,639	,430	6,466	32	,000	27,6471	4,2755	18,9382	36,3559
	Equal variances not assumed			6,466	31,004	,000	27,6471	4,2755	18,9272	36,3669

In order to find out whether or not the treatment had a significant effect on the vocabulary knowledge of the participants in the experimental group, the means scores of the experimental group on the test before the training and the means scores on the post-test after the training were compared by a dependent samples t-test.

Table 11. Descriptive Statistics for dependent Samples t-tests for the mean scores of pre-tests and post-tests of both experimental and control group.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental Group Pre-test Results	1,912	17	2,8681	,6956
	Experimental Group Post-test Results	75,588	17	13,5361	3,2830
Pair 2	Control Group Pre-test Results	1,618	17	3,0543	,7408

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental Group Pre-test Results	1,912	17	2,8681	,6956
	Experimental Group Post-test Results	75,588	17	13,5361	3,2830
Pair 2	Control Group Pre-test Results	1,618	17	3,0543	,7408
	Control Group Post-test Results	47,941	17	11,2928	2,7389

The *Mean* shows the average score of the students on the test before the training and after the training. It can be seen that the mean score of the post-test results of the experimental group is much higher than the pre-test results (Pretest, 1,912; Post-test 75,588). Furthermore, if table 12 is examined, it can be noted that the p-value is less than 0.05 ($p<0.05$), so it could be said that the pre-test and post-test scores of the experimental group statistically differ significantly. In this case, it could be suggested that the participants did better on the test after receiving the treatment and that they learned the words effectively.

Table 12 – Output for Levene's Test for Equality of Variances for dependent paired pre-test and post-test scores of both groups

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Experimental Group Pre-test Results - Experimental Group Post-test Results	-73,6765	14,7139	3,5686	-81,2416	-66,1113	-20,646	16	,000
Control Group Pre-test Results - Control Group Post-test Results	-46,3235	11,7632	2,8530	-52,3716	-40,2754	-16,237	16	,000

If the pre-test and post-test results of the control group are examined, it can be stated that there is a large difference between the two mean scores (Pre-test, 1,618; Post-

test, 47,941). This result can also be confirmed by checking the pvalue, which is less than 0.05 at the p-level (p<0.05). Hence, the group which did not receive any treatment actually learnt not all but most of the words on the target vocabulary list. However, their post-test mean score is much lower than the experimental group's mean score, which means that the 5-week treatment had a much more significant effect on the vocabulary knowledge of the experimental group.

In addition to the group mean scores, individual cases in both groups should be examined as well.

Table 13. Individual Case Sumaries of Experimental Group

Case Number	DET	SOC/D	MEM	SOC/C	COG	MET	Total	Pre-test	Post-Test
1	2,70	1,75	2,34	2,00	2,15	2,88	2.30	5	72.5
2	2,80	3,75	3,21	2,50	3,15	2,88	3.04	0	90
3	2,90	2,50	2,34	3,00	2,00	2,88	2.60	0	72.5
4	3,30	3,25	2,86	3,50	2,85	2,75	3.08	2.5	55
5	3,20	2,75	2,86	1,00	1,77	3,50	2.51	0	67.5
6	2,80	3,00	3,48	1,00	3,69	2,25	2.70	0	87.5
7	3,10	4,50	3,10	3,50	2,69	3,00	3.31	0	90
8	3,70	3,00	3,45	2,50	2,00	3,88	3.08	0	92.5
9	3,60	2,00	2,34	3,50	3,31	4,25	3.16	7.5	72.5
10	3,20	2,50	2,66	2,00	2,00	2,75	2.51	0	70
11	3,40	3,25	2,79	2,50	2,69	2,50	2.85	0	77.5
12	2,60	2,25	3,14	4,00	2,38	2,00	2.72	0	52.5
13	3,20	2,75	2,83	3,00	2,54	3,62	2.99	5	77.5
14	3,50	1,75	2,45	2,50	2,92	3,25	2.72	5	90
15	3,40	3,00	2,72	2,00	2,08	2,75	2.65	0	85
16	3,30	2,00	2,90	4,00	2,38	2,62	2.86	0	82.5
17	3,20	2,25	2,72	2,00	2,00	2,38	2.42	7.5	50

If the table above is examined, it can be seen that the lowest score from the post-test was 50 % and the 92,5 % which shows that all the participants in the experimental group learned at least half of the words on the target vocabulary list. Four of them got between 90 and 100, three of them got between 80 and 90, six of them got between 70 and

80, only one of them got 67,5 % and three of them got between 50 and 60. If the highest scores are analyzed, it can be seen that they belong to the only students who use the strategies the most (Post-test= 90, Total= 3,04; Post-test= 90, Total= 3,31; Post-test=92,5, Total= 3,08) with one exception (Post-test= 90, Total= 2,72). However, this one case was reported to have benefitted from metacognitive strategies the most (MET=3,25). This result also overlaps with the other top cases results. To illustrate, the student who got 92,5 % from the post-test reported using metacognitive strategies the most (3,88).

Table 14. Individual Case Sumaries of Control Group

Case Number	DET	SOC/D	MEM	SOC/C	COG	MET	Total	Pre-test	Post-Test
1	3,80	2,00	1,69	1,00	2,54	2,50	2.25	0	50
2	3,90	3,50	4,34	5,00	3,69	3,38	3.96	7.5	62.5
3	2,50	2,75	2,10	2,50	2,15	1,38	2.23	0	57.5
4	3,20	2,75	2,45	2,50	1,85	2,38	2.51	7	50
5	3,40	3,00	3,07	3,50	3,38	2,00	3.05	0	45
6	3,60	2,50	2,97	1,50	2,62	2,62	2.63	0	52.5
7	4,00	2,50	3,83	4,50	2,92	3,38	3.52	0	47.5
8	4,00	3,50	2,93	2,50	3,23	2,62	3.13	0	55
9	3,90	4,00	3,83	4,00	3,15	2,50	3.56	5	55
10	3,10	4,00	2,48	2,00	1,54	2,12	2.54	0	35
11	2,90	3,25	2,90	2,50	1,77	2,00	2.55	0	45
12	2,70	2,75	1,66	2,00	1,85	1,88	2.13	0	55
13	3,40	2,75	1,55	3,50	2,23	3,12	2.75	0	62.5
14	3,40	3,25	2,83	2,50	3,62	2,38	2.99	7.5	25
15	3,60	3,50	2,14	1,50	1,08	1,38	2.19	0	35
16	2,00	1,75	1,28	1,50	1,54	2,00	1.67	0	55
17	3,50	3,25	3,07	2,00	3,08	2,62	2.92	0	27.5

A similar result can be seen in the experimental group individual case summaries as well. The student who got the highest score on the post-test (62,5 %) in this group reported 3,96 total use of strategies and 3,38 use of metacognitive strategies. Another student who scored 62,5 reported using 2,75 total use of strategies, which could be considered as low, yet he reported using 3,12 use of metacognitive strategies.

4.3. Feedback from Learner Portfolios

At the end of every three sessions, the participants in the experimental group were asked to answer questions which helped made them reflect on their stategy use in that week. At the end of the last session, they were asked to give feedback on the whole process and the training. They were told that they could write either in English or in Turkish, so that they would not feel constrained.

Overall, all the participants stated that the training was beneficial and that it had helped them learn words faster. They also mentioned that they had never before considered how they learned effectively. Some of the comments that were written in Turkish and translated to English are as follows:

"I have always had difficulty in remembering things in general. And I was terrible at remembering words in English. I used to believe that I was not cut out for learning a foreign language. Throughout the training, I worked really hard, but after a while I noticed that by applying some of the strategies it wasn't as challenging to keep the words in mind for a long time. I understood that I had not been making use of the right strategies for me. Now I feel more confident about learning words."

"I didn't know about vocabulary learning strategies before this training. By applying the strategies, I started to expand my vocabulary knowledge. However, the best part of the training was discovering the strategies that suit me the best."

"I believe that we should use these vocabulary strategies constantly so that they can become part of our learning processes and we can start applying them unconsciously, like driving a car."

"At first I learned I could draw pictures to remember the words. Then, I discovered that I shouldn't draw pictures to remember words. I found out that everybody has their own way of learning things."

"I enjoyed the training sessions a lot. I had a lot of fun and I didn't understand how the time went by so quickly during the sessions. Normally I get bored a lot and I don't want to to anything in the lessons. I felt like I was useful and I should be there to help my friends. I felt that my presence in the class was important."

"This training taught me that learning can occur with systematic action. You need to find your weaknesses, then you need to try out different techniques to overcome them and then you need to make study plans. But you also need to be able to stick to your study plans, which is difficult for me most of the time."

"I learnt all the words we covered during the sessions. My only regret could be that I wish there were separate vocabulary classes in which we were trained the words with these strategies. I'm sure we could learn more words in this way. Although the purpose of this study was just done for five weeks, I benefited from it a lot."

The students reported that as a result of the training, they learned vocabulary learning strategies, they learned about the most effective techniques that worked for them to learn new words and they gained self-confidence in learning new words. One of the most essential comments that should be highlighted here might be that most of them reported that they had had fun while they were trying out the strategies and that they did not feel bored.

4.4. Post –Training feedback

After the last session of the training, the researcher held an informal feedback session with the whole class. The subjects who received the treatment said that they were happy to learn the vocabulary learning strategies, as they had helped them learn new words. Furthermore, the learners pointed out that they had become more aware of the importance of planning, monitoring and evaluating their study skills. They said that they had always been told that there were only certain ways to learn things and that everybody should learn in the same way. Nevertheless, they now feel that they can learn anything and they do not have to try to learn things in the same way as everybody else. They stated that the most important thing that they had learned during this study was that they should not be afraid of trying out new methods to learn things, not only when learning new words in a foreign language, but also when learning anything new in life. They said that they understood everybody could learn, but through different techniques.

The researcher also held semi-structured interviews with students in pairs. During these interviews, the students stated that before the training, they would just memorize their bilingual vocabulary list the day before the weekly vocabulary exams, yet during the training, they realized that they could actually learn the words. In this way, they began to understand the academic texts better and even began to use the words in their academic writing classes. They also highlighted that they noticed they had already been applying some of the strategies, yet the strategies they were deploying were helpful in either remembering the meaning of the word or the spelling of it, but not both. They said that most of the time they would confuse synonyms, antonyms and collocations. A few students stated that they especially liked the learner portfolios, as they helped them study more systematically and helped them see what they had learnt, which gave them a sense of achievement. They said that this sense of achievement motivated them to apply the strategies more and to study more. Some students also mentioned that they felt that they were actually creative people who could come up with original and interesting ideas. Finally, the majority of students indicated that they felt more confident and secure about learning words in English, compared to the time prior to the training.

4.5. Discussion of the Results

The findings of the current study demonstrate that the participants benefitted from Determination Strategies (M=3,26) and Social Discovery Strategies (M=2,86) more than the other strategy categories. Another significant finding of the questionnaires is that these learners did not use metacognitive and cognitive strategies as much, as these require deep processing skills, but would actually help them learn new words. Therefore, the strategies stated above could be listed as the most commonly used vocabulary learning strategies by repeat students.

Nation (2001) suggests that low-achiever learners use dictionaries more to find out the meaning of unknown words in a context, as it is more time saving, but that successful learners try to make use of guessing strategies. This suggestion overlaps with the results of the current study. The findings of the VLSQ suggest that the participants of the current study mostly rely on bilingual dictionaries to discover the meaning of an unknown word rather than work out the meaning as suggested in the results of the study done by Şener (2003). However, Nation (2001) also adds that students should not use bilingual

dictionaries constantly since it might demotivate them and make them refrain from reading. Oxford also states that (1990) ''Prolonged dependence on bilingual dictionaries retards development of proficiency in the new language'' which seems the case in the current study. In terms of consolidation strategies, learners have a tendency to make use of oral repetition, which is pure rote memorization. Nation (2001) states further that learners should use spaced repetition rather than mass repetition to be able to internalize new words. Gairns and Redman (2001) also point out that oral repetition could be useful in recalling when the learner first encounters the word, yet to provide long-term retention of the word, the students need to use strategies which require deeper processing. Nation (2001) highlights that one valuable technique to do spaced repetition is the use of vocabulary cards rather than oral repetition. Nevertheless, using vocabulary cards is rated as the least commonly used strategy by the participants of the current study. Using semantic grids (M=1,74) was another strategy which was rated as one of the least commonly used strategies. Oxford (1990) points out that using semantic grids and grouping appear to be more beneficial for higher level language learners, as their vocabulary size is larger than the low-level learners. However, the author also emphasizes that using these grids can help low level learners organize information in their mind and as a result, store the words in their long term memory more effectively. Nevertheless, as the results of the study demonstrated, the participants of the study did not utilize these strategies. The researcher of the current study believes that all these findings regarding the individual vocabulary learning strategies of repeat students demonstrate that these learners have low self-confidence, lack autonomy and are mostly teacher dependent.

According to the results of the post-VAT, the performance of the experimental group exceeded that of the control group. These findings show that the 5-week training actually promoted the vocabulary learning skills of the experimental group. This conclusion also answers the third research question. Thus, it could be stated that there is a clear and strong relationship between metacognitive strategy training and vocabulary acquisition of weak language learners.

The findings of the individual case summaries also demonstrate that the use of strategies, particularly metacognitive strategies, is closely correlated to the expansion of vocabulary knowledge. Therefore, training students with metacognitive strategies to guide

them and help them discover the most effective strategies for each one of them can lead to success in vocabulary retention, even with unsuccessful language learners.

Raffini (cited in Dörnyei, 2005) argues that "students with high self-esteem are more likely to succeed in learning because they have a clearer sense of direction regarding their priorities and goals." He further adds that "students with positive views of themselves may strive to live up to their self-image and thus be more likely to achieve highly in school on this basis." Both the student comments in the learner portfolios and the interviews yielded that the study had helped them develop self-esteem in terms of learning new words. Therefore, it could be said that metacognitive strategy training was successful in building self-confidence in learners and as a result, helped them achieve success in learning new words.

CHAPTER IV
CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The main objective of the current study was to identify whether or not there is a relationship between training weak language learners with vocabulary learning strategies along with metacognitive strategies and the vocabulary development pace of these learners.

To reach this aim, the current study was carried out with two pre-intermediate repeat level groups at a private Turkish university in Istanbul, Turkey. In total, thirty-four students took part in the study, seventeen of whom formed the experimental group and the other seventeen the control group. A week before the training both groups were given a vocabulary learning strategies questionnaire along with a background information form. A vocabulary achievement test, which was developed by the researcher, was also administered to both groups to identify whether or not they knew the words on the target vocabulary list which were to be taught. Then, a vocabulary strategy training syllabus was devised based on the data that was collected from the questionnaires. The experimental group received a five-week training on VLS with metacognitive strategies. They kept a learner portfolio in which they took notes regarding their performance in the activities and exercises and the strategies that they applied during the sessions. At the end of every third session, the students in the experimental group reflected on their strategy use and made study plans for the following week based on their self-evaluation.

The findings of the questionnaire demonstrate that these weak language learners tend to use Determination strategies and Social Discovery strategies at a higher rate than other strategies like Cognitive and metacognitive strategies, which require deeper thinking skills. These results share similarities with the results of some other studies that were previously done. For instance, Bozgeyik (2011) also found out that Determination strategies were among the most commonly used strategies by Turkish EFL learners and the

findings of the study done by Ekmekçi (1999) demonstrate that Turkish EFL learners rely on oral repetition more than any other consolidation strategies. However, if the individual strategies are analyzed, it can be seen that the participants of the current study differ from the subjects in Bozgeyik's (2011) study in that the strategies that weak learners use show that they are far more teacher dependent and that they lack autonomy.

A week after the last training session both groups were given the same VAT that was given before the training. The experimental group outperformed the contol group on the post-test. Tezgiden (2006) and Nalkesen (2011) did research with similar research designs in which they taught students VLS, but without metacognitive strategies. The results of the post-tests yielded that there was no significant difference between the experimental and control groups in terms of vocabulary knowledge. Both researchers stated that the main reason for the result could be the limited time that was allocated for the trainings and they suggested that additional research could be done by implementing a longer training period. Their suggestion is validated by Torun's (2010) extended 8-weeks of instructional study and her subsequent results. In her study, the students in the experimental group got higher scores than the students in the control group. The findings of the current study are in line with Torun (2011) as the training was held over a longer period and it resulted in greater success on the part of the experimental group. The present study, however, differs from Torun (2011) in that it focuses solely on the weak learners' performance. It is this last aspect which makes the study significant for foreign language instructors dealing with lower ability learners.

The main focus of the current study was helping unsuccessful language learners in vocabulary acquisition. The results of the post-VAT illustrate that teaching vocabulary learning strategies along with metacognitive strategies enhances the vocabulary knowledge of these underachiever students. Therefore, the first pedagogical implication that could be drawn from this result could be the necessity of teaching these strategies to these learners.

Another implication that could be drawn from the previous implication could be the requirement of designing a vocabulary training syllabus to be integrated into the language teaching curriculum. However, designing a curriculum will bring two main requirements. Firstly, the researcher in the current study believes that language teachers should be equipped with both vocabulary learning strategies and metacognitive strategies. Therefore,

a training model could be designed to train the teachers. Secondly, materials and exercises should be developed to be used with both the students and the teachers for training purposes.

On the other hand, the VLSQ revealed that these struggling learners are not independent, lack autonomy and are not aware of their learning styles and the strategies that suit their learning styles. The pedagogical implication that could be drawn from this finding is that in order to provide a more effective teaching environment, teachers should help these learners identify their strengths and weaknesses and guide them with the strategies that are appropriate for them. Furthermore, teachers should help these learners gradually become more independent learners who can seek information on their own by showing them they can achieve success on their own.

One final classroom implication of the study could be the use of learner portfolios, particularly with unsuccessful learners. The main feedback received from the students was that they enjoyed keeping the portfolios and that they thought that it was beneficial. One reason for this positive feedback was that they were able to see their success, which was motivational, and it provided a reason for recycling the words. These portfolios could even be included in the assessment.

5.3. Suggestions for Further Study

The current study aimed to shed light on the relationship between metacognitive strategy training and vocabulary retention. Based on the findings regarding the positive impact of metacognitive strategy instruction on expanding vocabulary knowledge of unsuccessful EFL learners, some suggestions for further reseach could be made.

Language teachers are the ones who primarily decide on how to implement their classes. Consequently, they are the ones to decide on the ways to teach vocabulary. Therefore, teachers' knowledge and approaches related to metacognitive strategy instruction and vocabulary learning strategies could be investigated.

One other point to highlight here is that the current study was carried out in an EFL environment in a monolingual class in which the students and the researcher shared the

same language, namely L1. Thus, a similar study could be conducted in a multilingual class in L2 (English) to investigate whether or not it makes any difference to hold the training sessions in the target language with low-achievers.

Next, the present research was conducted only with paper and pencil and with teacher student face to face interaction. During the training sessions, particularly at the beginning, there was a lot of teacher guidance and there were time constraints. Therefore, through applying a similar research design, the effects of metacognitive strategies on vocabulary acquisition of struggling learners could be researched in distance education in an online environment.

Fourthly, the focus of the current study was on the relationship between training nonachievers with VLS combined with metacognitive strategies, yet as Oxford (2011) states in her latest book, metastrategies do not only include metacognitive strategies. Therefore, another study could be done to examine the effects of metastrategies through the application of the Strategic Self-Regulation Model of Language Learning (S2R) on either language learning or vocabulary retention.

The results of the present study demonstrate that there is a strong relationship between teaching slow learners VLS along with metacognitive strategies. Further research could be done to investigate the effects of this connection on different skills like reading or writing with a similar research design.

The design of the current study allowed the researcher to investigate primarily the passive vocabulary knowledge of the learners at recognition level. A similar study could be done to find out whether or not students can actually make use of the words, which they learned through applying the strategies, in productive skills like speaking and writing.

Finally, the results of the weekly vocabulary exams which were administered by the instutition were not included in the analysis of the present study. Therefore, more research could be done by including the results of the exams which are administered in the instutition to discover whether or not students are able to transfer the strategies they acquired in learning other words.

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APPENDICES

Appendix I

Taxonomy of Vocabulary Learning Strategies by Schmitt

Strategies for the Discovery of a new word's meaning

DET   Analyse part of speech

DET   Analyse affixes and roots

DET   Check for L1 Cognate

DET   Analyse any available pictures or gestures

DET   Guess from textual context

DET   Bilingual dictionary

DET   Monolingual dictionary

DET   Word lists

DET   Flash cards

SOC   Ask teacher for an L1 translation

SOC   Ask teacher for paraphrase or synonym of new word

SOC   Ask teacher for a sentence including the new word

SOC   Ask classmates for meaning

SOC   Study and practice meaning in a group

SOC   Teacher checks students' flash cards or word lists for accuracy

SOC   Interact with native-speakers

MEM   Study word with a pictorial representation of its meaning

MEM   Image word's meaning

MEM   Connect word to a personal experience

MEM   Associate the word with its coordinates

MEM   Connect the word to its synonyms and antonyms

MEM   Use semantic maps

MEM   Use "scales" for gradable adjectives

MEM   Peg method

MEM   Loci method

MEM   Group words together to study them

MEM   Group words together spatially on a page

MEM   Use new word in sentences

MEM   Group words together within a storyline

MEM   Study the spelling of a word

MEM   Study the sound of a word

MEM   Say new word aloud when studying

MEM   Image word form

MEM   Underline the initial letter of the word

MEM   Configuration

MEM   Use keyword Method

MEM   Affixes and roots (remembering)

MEM   Part of speech (remembering)

MEM   Paraphrase the word's meaning

MEM   Use semantic feature grids

MEM   Use cognates in study

MEM   Learn the words of an idiom together

MEM   Use physical action when learning a word

COG   Verbal repetition

COG   Written repetition

COG   Word lists

COG   Flashcards

COG   Take notes in class

COG   Use the vocabulary section in your textbook

COG   Listen to tape of word lists

COG   Put English labels on physical objects

COG   Keep a vocabulary notebook

MET   Use English-Language Media (songs, movies, newscasts, etc.)

MET   Testing oneself with word practice

MET   Use spaced word practice

MET   Skip or pass new word

MET   Continue to study word over time

(Schmitt, 1998)

<h1 style="text-align:center">List of Vocabulary Learning Strategies by Gu and Johnson</h1>

Metacognitive Regulation: (12)

1. Selective attention

Knowing when a new word or phrase is essential for adequate comprehension of a passage.

Knowing which words are important to learn.

Having a sense of which word can be guessed and which word can't be.

Looking up words that are being interested in.

When meeting a new word or phrase, having a clear sense of whether it will be needed to be remembered.

Knowing what cues should be used in guessing the meaning of a particular word.

Making a note of words that seem important.

2. *Self-initiation (5)*

Besides textbooks, looking for other readings that fall under one's interest.

Learning words other than the teacher tells the students to learn.

Focusing on the words even though they are not exam related to examinations.

Caring about vocabulary items even though the teacher does not explain them in class.

Using various means to make clear vocabulary items that are not quite clear.

Guessing Strategies (12)

1. Using background knowledge/wider context

Using alternative cues and trying again when failing to guess the meaning of a word.

Making use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word.

Checking guessed meaning against the wider context to see if it fits in.

Making use of knowledge of the topic when guessing the meaning of a word.

Looking for other words or expressions in the passage that support the guess about the meaning of a new word.

Looking for any definitions or paraphrases in the passage that support the guess about the meaning of a word.

2. Using linguistic cues/immediate context

Making use of the grammatical structure of a sentence when guessing the meaning of a new word.

Looking for any examples provided in the context when guessing the meaning of a new word.

Making use of the part of speech of a new word when guessing its meaning.

Checking guessed meaning against the immediate context to see if it fits in.

Analysing the word structure (prefix, root, and suffix) when guessing the meaning of a word.

Dictionary Strategies (17)

1. Dictionary Strategies for Comprehension

When an unfamiliar word is seen again and again, looking it up.

Looking up a word when confirming a guess about it.

Looking up a word when not knowing it prevents the understanding of a whole sentence or a whole paragraph.

Looking up words that are crucial to the understanding of the sentence or paragraph it appears.

2. Extended dictionary strategies

Paying attention to the examples of use when looking up a word in a dictionary.

Looking for phrases or set expressions that go with the word that is being looked up.

Consulting a dictionary to find out about the subtle differences in the meanings of English words.

When we want to know more about a word we already have some knowledge of, we look it up.

When not knowing the usage of a word we already have some knowledge of, we look it up.

Making a note when trying to distinguish between the meanings of two or more words

When looking up a word in the dictionary, reading sample sentences illustrating various meanings of the word.

When getting interested in another new word in the definitions of the word that is looked up, looking up this word as well.

3. Looking- up strategies

If the new word is inflected, removing the inflections to recover the form to look up (e.g., for created, look for created)

If the new word seems to have a prefix or suffix, trying the entry for the stem.

If the unknown word appears to be an irregularly inflected form or a spelling variant, scanning nearby entries.

If there are multiple senses or homographic entries, using various information (e.g, part of speech, pronunciation style, collocation, meaning, etc.) to reduce them by elimination.

Trying to integrate dictionary definitions into the context where the unknown was met and arrive at a contextual meaning by adjusting for complementation and collocation, part of speech, and breadth of meaning.

Note-Taking Strategies (9)

1. *Meaning-oriented note-taking strategies*

Making a note of the meaning of a new word which is known to be commonly used.

Making a note when the word is relevant to our personal interest.

Putting synonyms and antonyms together in a notebook.

Writing down the English synonyms or explanations of the word that is looked up.

Writing down both the L1 equivalent and the English synonyms of the word.

2. *Usage-oriented note-taking strategies*

Making a note when a useful expression or phrase is seen.

Taking down the collocations of the word.

Taking grammatical information about a word when looking it up.

Noting down examples showing the usages of the word.

Memory Strategies: Rehearsal (12)

1. Using word lists

Making vocabulary lists of new words that we meet.

Writing the new words on one side of a card and their explanations on the other side.

Keeping the vocabulary lists of new words that we make.

Going through our vocabulary list several times until we are sure that we do not have any words on that list that we still don't understand.

Making vocabulary cards and taking them with us wherever we go.

Making regular and structured reviews of new words that are memorized.

2. Oral repetition

When trying to remember a word, repeating it aloud.

Repeating the sound of a new word to remember the word.

When trying to remember a word, repeating its pronunciation in mind.

3. Visual repetition

When trying to remember a word, writing it repeatedly.

Memorizing the spelling of a word letter by letter.

Writing both the new words and their L1 equivalents repeatedly in order to remember it.

Memory Strategies: Encoding (24)

1. Association/elaboration

Remembering a group of words that share a similar part in spelling.

Associating a group of new words that share a similar part in spelling with a known word that looks or sounds similar to the shared part.

Creating a sentence in L1 when linking a new word to a known word.

Attaching physical sensations to certain words (e.g., stinking) when trying to remember them.

2. Imagery

Acting out a word to remember it better.

Creating a mental image of the new word to help remember it.

Associating one or more letters in a word with the word meaning to help me remember it (look has two "eyes" in the middle)

Creating mental images of association when linking a new word to a known word.

3. Visual encoding

Visualizing the new word to help remember it.

Associating a new word to a known English word that looks similar.

Remembering the spelling of a word by breaking it into several visual parts.

4. Auditory encoding

Remembering words that sound similar together.

Remembering words that are spelled similarly.

Associating a new word with a known English word that sounds similar.

5. Word-structure

Analyzing words in terms of prefixes, stems, and suffixes.

Deliberately studying word formation rules to remember more words.

Memorizing commonly used stems and prefixes.

6. Semantic encoding

Trying to create semantic networks in mind and remembering words in meaningful groups.

When meeting a new word, searching memory to see if any synonyms or antonyms can be found.

Grouping words into categories (e.g., animals, utensils, vegetables etc.)

7. Contextual encoding

When trying to remember a word, remembering the sentence in which the word is used.

Deliberately reading books in areas of interest so that finding out and remembering the special terminology that is known in learner's native language.

Remembering the new word together with the context where the new word occurs.

Learning words better when they are put in contexts (e.g., phrases, sentences, etc.)

Activation Strategies (5)

Trying to read as much as possible to make use of the words to be remembered.

Making sentences using the newly learned words.

Trying to use the newly learned words as much as possible in speech and writing.

Trying to use newly learned words in real situations.

Trying to use newly learned words in imaginary situations in mind.

Gu and Johnson (1996)

Appendix II

Kişisel Bilgi Formu

Sevgili Öğrenciler

  Lütfen aşağıda sizden istenen bilgileri doldurunuz. Lütfen her bir soru için bir kutucuğu işaretleyiniz. Eğitim ve öğretim sürecinde yapılacak çalışmalar açısından verdiğiniz bilgilerin doğruluğu önemlidir.

1 Adınız / Soyadınız: _____

2 Mezun olduğunuz Lise Türü:

Genel Devlet Lisesi ☐ Yabancı Dil Ağırlıklı Devlet Lisesi ☐ Yabancı Dil Ağırlıklı ☐ Devlet Lisesi

3 Cinsiyetiniz: Bayan ☐   Erkek ☐

4 Yaşınız: 17-20 ☐   20-25 ☐ 25-30 ☐

5 Ne kadar zamandır İngilizce öğreniyorsunuz?: 0-1 yıl ☐ 1-5 yıl ☐ 5-10 yıl ☐

6 Daha önce İngilizce konuşulan bir ülkede yaşadınız mı? Cevabınız evet ise nerede ve ne kadar kaldınız?

7 Bölümünüz: _____

8 Bu bölümü seçme sebebiniz:

_____

9 Eğitiminiz süresince barınma şekliniz: aile ☐ı evde arkadaşlarla ☐   yurtta ☐

10 Aşağıda verilen seviyeleri kaç kere tekrar ettiniz?

A1	A2	B1

General Information Form

Dear Students,

Thank you for taking the time to complete this short questionnaire. Please mark one box for each question. Your responses will be kept confidential.

1 Name / Surname: _____

2 What type of high school did you graduate from? :

State High School ☐   English –Medium State high School ☐   Private English ☐

Medium High School

3 Gender: Female   ☐   Male   ☐

4 Age: 17-20 ☐   20-25 ☐   25-30 ☐

5 How long have you been learning English? :   0-5 yıl ☐   5 yıl ☐   5 ☐

10 yıl

6 Have you ever lived in an English speaking country? If yes, where and how long did you

stay?

7 Major: _____

8 Why did you choose this major? :

_____

9 accommodation style: with family ☐   sharing a flat with friends ☐   dormitory ☐

10 How many times have you repeated the levels below?

A1	A2	B1

Kelime Öğrenme Stratejileri Anketi

Sevgili Öğrenciler,

Bu anket öğrencilerin yabancı dilde kelime öğrenme stratejilerini kullanma düzeylerini belirlemek üzere düzenlenmiştir. Lütfen her bir ifadeyi dikkatlice okuyunuz. Bu stratejileri ne kadar sıklıkla kullandığınızı **Hiçbir zaman (1) , Nadiren (4) , Bazen (3) , Genellikle (4), Her zaman (5)** seçeneklerinden sadece bir tanesi için kutucuğa (X) işareti koyarak belirtiniz.

Ebru Eylem Geçkil

Kelime Öğrenme Stratejileri	Hiçbir zaman	Nadiren	Bazen	Genellikle	Her zaman
1. Eğer bir kelimenin anlamını bilmiyorsam, on ek, son ek ve kelimenin kökünü inceleyerek tahmin etmeye çalışırım.	1	2	3	4	5
2. Bir kelimenin anlamını bilmiyorsam, İngilizce-Türkçe sözlük kullanırım.	1	2	3	4	5
3. Bir kelimenin anlamını öğrenmek için sadece İngilizce yazılmış sözlük kullanırım.	1	2	3	4	5
4. Bir kelimeyi bilmiyorsam, öğretmenden onu Türkçeye çevirmesini isterim.	1	2	3	4	5
5. Bir kelimeyi bilmiyorsam, öğretmenden o kelimenin anlamını İngilizce olarak açıklamasını isterim.	1	2	3	4	5
6. Bir kelimeyi bilmiyorsam, öğretmenden onu bir cümlede kullanmasını isterim.	1	2	3	4	5
7. Bir kelimeyi bilmiyorsam, anlamını sınıf arkadaşlarıma sorarım.	1	2	3	4	5
8. Bir kelimenin anlamını bilmiyorsam, onu sınıf içi grup çalışmaları yaparak öğrenmeye çalışırım.	1	2	3	4	5
9. Yazılı bir metinde gecen kelimeyi bilmiyorsam, onun anlamını etrafındaki cümlelerden çıkarmaya çalışırım.	1	2	3	4	5
10. Televizyon seyrederken anlamını bilmediğim kelimeleri hareketlere bakarak tahmin etmeye çalışırım.	1	2	3	4	5
11. Anadili İngilizce olan birini dinlerken bir kelimenin ve deyimin anlamını ses tonuna dikkat ederek tahmin etmeye çalışırım.	1	2	3	4	5
12. Yeni kelimelerin anlamlarını ezberlemek için kelime listesi yaparım.	1	2	3	4	5
13. Kelime öğrenmek için sıklıkla birlikte kullanılan kelimelere dikkat ederim ve bu kelimeleri birlikte öğrenmeye çalışırım. (örn. *correct*-answer; *true*-story)	1	2	3	4	5
14. Bir kelimenin anlamını bilmiyorsam, onu Türkçede bildiğim bir kelimeye benzeterek tahmin etmeye çalışırım. (e.g.: coctail-kokteyl)	1	2	3	4	5
15. Öğrendiğim yeni kelimeleri ve deyimleri unutmamak için yabancılarla konuşarak bu yeni kelimeleri ve deyimleri kullanmaya gayret ederim.	1	2	3	4	5
16. Bir kelimenin anlamını resimli sözlükten bulursam, onu daha iyi öğrenirim.	1	2	3	4	5
17. Yeni kelimelerin açıklamalarını (tanımlarını) okumak yerine resimlerine bakarak daha iyi öğrenirim.	1	2	3	4	5
18. Kelime ve deyimleri hatırlamak için kafamda hayali resimler canlandırırım. (örn: sırıtmak kelimesinde Kemal Sunal'ı hatırlarım.)	1	2	3	4	5
19. Birbirleriyle bir şekilde bağlantılı kelimeleri grup halinde hatırlarım. (örn: yellow-green-blue)	1	2	3	4	5

20. Kelimeleri akılda tutmak için Türkçedeki kelimelerle bağlantı kurmaya çalışırım. (örn: sabotage-sabotaj)	1	2	3	4	5
21. Bir kelime veya deyimi öğrenince onu daha önce bildiklerimle ilişkilendirmeye çalışırım.	1	2	3	4	5
22. Bir kelimenin anlamını hatırda tutmak için o kelimenin çağrıştırdığı anlamlardan veya hislerden yararlanırım. (örn: white-innocence)	1	2	3	4	5
23. Sıfatları hatırlamak için onları büyükten küçüğe ya da şiddetliden hafife doğru sıralarım. (örn: enormous-big- small)	1	2	3	4	5
24. Öğrendiğim kelimeleri üstte bir anahtar kelime, aşağıda onunla ilgili kelimeleri yazarak sema halinde düzenlerim. (örn: hospital→doctor-nurse-patient vb.)	1	2	3	4	5
25. İçinde yeni kelime veya deyimlerin kullanıldığı örnek cümleleri hatırlamaya çalışırım.	1	2	3	4	5
26. Yeni kelimeler öğrendiğimde onları kafamda bir odada değişik yerlere koyarak anlamlarını akılda tutarım.	1	2	3	4	5
27. Bir kelimeyi hatırlamak için değişik sesleri ve imajları kullanırım. (örn. "whistle" için ıslık sesi, "bark" için hav hav sesi vb.)	1	2	3	4	5
28. Öğrendiğim kelimenin birden fazla anlamı varsa bu anlamlarını da öğrenirim. (örn. soil: toprak, toz, kir)	1	2	3	4	5
29. Bir kelimenin anlamını kafamda pekiştirmek için arkadaşlarımla beraber çalışırım.	1	2	3	4	5
30. Bir kelimenin anlamını öğrenmek ve hatırda tutmak için onu gözümün önünde canlandırmaya çalışırım.	1	2	3	4	5
31. Bir kelimenin anlamını öğrenmek için onun hangi kelime grubuna (isim, sıfat, fiil vb.) ait olduğunu çıkarmaya çalışırım.	1	2	3	4	5
32. Öğrendiğim kelimenin değişik gramer yapılarını da öğrenirim. (örn: I felt shy; I felt the wind; I felt that I was wrong).	1	2	3	4	5
33. Öğrenmek istediğim kelimeleri renk, bicim, fonksiyon, iyi, kotu gibi gruplara ayırarak öğrenmeye çalışırım. (örn. helpful, generous× mean, selfish)	1	2	3	4	5
34. Kelimeleri kağıt üzerine belirli bir şekilde yazarak öğrenirim. Örn: : animal dog Δ cat)	1	2	3	4	5
35. Yeni kelimeleri öğrenirken daha önce bildiğim kelimelerle yeni kelimeler arasında bir bağ yaratmak için o kelimeleri bir cümle ya da hikaye içinde kullanırım.	1	2	3	4	5
36. Eğer öğreneceğim kelime deyimsel fiillerin içinde geçiyorsa bu deyimsel fiilleri de öğrenirim. (örn: take→take on, take off, take up)	1	2	3	4	5
37. Bir kelimenin telaffuzunu aynı sese benzeyen diğer kelimelerle bağlantı kurarak hatırlarım.	1	2	3	4	5
38. Yeni kelimeleri hatırlamak için kafiye kullanırım.	1	2	3	4	5
39. Kelimenin anlamını akılda tutmak için köküne ve önek son-ekine dikkat ederim.	1	2	3	4	5
40. Daha önceden öğrendiğim bir kelimenin açıklamasını duyarsam veya okursam, bildiğim o kelimeyi hatırlarım.	1	2	3	4	5
41. Şarkı sözlerini öğrenmem benim daha fazla kelime öğrenmeme ve hatırlamama yardımcı olur.	1	2	3	4	5
42. Bir kelimeyi öğrenirken onun anlamını hatırlamak için onu hareketlerle yaparım. (örn: göz kırpmak)	1	2	3	4	5
43. Anlamca yakın olan kelimeleri öğrendiğimde anlamını hatırlamak için sema çizerim. Örneğin.	1	2	3	4	5
44. Yeni kelimelerin anlam ve yazılışlarını unutmamak için defalarca yazarım.	1	2	3	4	5
45. Yeni kelimeleri hatırlamak için kafiye kullanmam.	1	2	3	4	5

For item 44:

	hands	sky	weather
clean	✓		
clear		✓	✓

46. Bir kelime öğrendiğimde anlamını ve telaffuzunu hatırlamak için birçok kez söylerim.	1	2	3	4	5
47. Öğreneceğim kelimeleri es anlamlıları ve zıt anlamlarıyla beraber öğrenirim. (örn: white-black, crysmile vb.)	1	2	3	4	5
48. Kelimenin anlamını akılda tutmak için köküne ve önek son-ekine dikkat etmem.	1	2	3	4	5
49. Küçük küçük kağıtlara bir yüzüne kelimenin Türkçe diğer yüzüne İngilizce anlamını yazarım.	1	2	3	4	5
50. İngilizce ve Türkçe anlamlarını yazdığım küçük kâğıtları nereye gidersem yanıma alırım	1	2	3	4	5
51. Kelimelerin anlamlarını hatırlamak için bos vakitlerimde küçük kartların bir yüzünü okur anlamını hatırlamaya çalışırım.	1	2	3	4	5
52. İngilizce kitaplarımın sonundaki kelime listesine çalışırım.	1	2	3	4	5
53. Yeni öğrendiğim kelimeleri bir deftere değişik halleriyle yazarım. (isim/fiil/sıfat gibi)	1	2	3	4	5
54. Yeni kelimeleri kullanarak İngilizce kısa notlar ve mesajlar yazarım.	1	2	3	4	5
55. Televizyonda İngilizce bir program seyrederken duyduğum sözcükleri not alırım..	1	2	3	4	5
56. Öğreneceğim kelimeleri es anlamlıları ve zıt anlamlarıyla beraber öğrenmem.	1	2	3	4	5
57. İngilizce günlük tutarım.	1	2	3	4	5
58. Her gün belli bir miktar kelime öğrenmeye çalışırım.	1	2	3	4	5
59. Öğrendiğim yeni kelimeleri belli bir sure sonra tekrar ederim. (örn: bir gün-bir hafta-bir ay sonra)	1	2	3	4	5
60. Kelimelerle, resimlerini esleştirirsem onları kolayca ezberlerim	1	2	3	4	5
61. Sınıfta yeni kelime öğrendiğimde not tutarım.	1	2	3	4	5
62. Kitapların kelimeyle ilgili olan bölümlerindeki alıştırmaları yaparım.	1	2	3	4	5
63. Yabancılarla konuşurken onların kullandığı kelimelere dikkat ederim.	1	2	3	4	5
64. Yeni kelimeleri öğrenmedeki başarımı ilerlememi kontrol etmek için kendi kendimi test ederim.	1	2	3	4	5
65. İngilizce dergi veya gazete okuduğumda bilmediğim kelimelerin altını çizerim.	1	2	3	4	5
66. Yeni kelime öğrenmek için fırsatlar yaratırım.	1	2	3	4	5
67. İngilizce günlük tutmam.	1	2	3	4	5
68. Uzun vadede kelime hazinemi geliştirmek için amaçlar belirlerim. (örn: yıl sonuna kadar 500 kelime öğreneceğim)	1	2	3	4	5
69. Bir parçada yeni kelimeye rastlarsam, durup onu sözlükten ararım.	1	2	3	4	5
70. Sınıfta yeni kelimeleri öğrendiğimde not tutmam.	1	2	3	4	5
71. Bir parçada yeni kelimeyle karsılaşırsam, onu hemen sözlükten aramam fakat onu tekrar görürsem ararım.	1	2	3	4	5

Vocabulary Learning Strategies Questionnaire

Dear Students,

This questionnaire has been designed to investigate the vocabulary learning strategy use of learners in learning a foreign language. Please read each statement carefully. Put a cross (X) next to each statement by choosing **Never (1) , Hardly Ever (2) , Sometimes (3) , Ususally (4) , Always (5)** representing the most suitable response for you.

Ebru Eylem Geçkil

Vocabulary Learning Strategies	Never	Hardly Ever	sometimes	usually	always
1. If I do not know the meaning of a new word, I try to guess the meaning by means of its roots, prefix or suffix.	1	2	3	4	5
2. When I do not know the meaning of a word, I look it up in a bilingual dictionary.	1	2	3	4	5
3. When I do not know the meaning of a word, I look it up in a monolingual dictionary.	1	2	3	4	5
4. If I do not know a word, I ask the teacher to translate it into Turkish.	1	2	3	4	5
5. When I do not know the meaning of a word, I ask the teacher to explain the meaning of it in English.	1	2	3	4	5
6. When I do not know a word, I ask the teacher to make a sentence including the new word.	1	2	3	4	5
7. If I do not know a word, I ask my classmates for meaning.	1	2	3	4	5
8. If I do not know the meaning of a word, I try to discover the meaning through group work activities.	1	2	3	4	5
9. If I do not know the word in a written text, I try to guess the meaning of it from the surrounding sentences.	1	2	3	4	5
10. When I am watching TV, I try to guess the meaning of a word by paying attention to gestures.	1	2	3	4	5
11. When I listen to a native speaker, I try to guess the meaning of a word or expression by paying attention to his/her intonation.	1	2	3	4	5
12. I make lists of words with their meanings to memorize them.	1	2	3	4	5
13. In order to learn words, I pay attention to those words which are used together very often and I try to learn these words together. (e.g. *correct*-answer; *true*-story)	1	2	3	4	5
14. When I do not know a word, I try to guess it by connecting it to a word in Turkish.	1	2	3	4	5
15. In order not to forget the expressions or idioms that I have learned, I try to use them when I speak to foreigners or when I speak to my friends in English.	1	2	3	4	5
16. I learn the meaning of a word better when I look it up in a picture dictionary.	1	2	3	4	5
17. I learn the meanings of words better by looking at pictures rather than by reading their definitions.	1	2	3	4	5
18. In order to remember words or phrases, I think of imaginary pictures in my mind. (e.g. "grin" reminds me of a funny actor, Kemal Sunal.)	1	2	3	4	5
19. I remember groups of words which are connected in some way (e.g.: yellow-green-blue)	1	2	3	4	5

20. I try to remember words by connecting them to something in Turkish (e.g. sabotage-sabotaj)	1	2	3	4	5
21. When I learn a new word or phrase, I try to associate it with words that I already know.	1	2	3	4	5
22. In order to learn a new word, I make use of the feelings that the word is associated with. (e.g.: white-innocence)	1	2	3	4	5
23. To remember the adjectives, I try to set them in a scale. (e.g.: enormous-big- small)	1	2	3	4	5
24. I arrange the words into a diagram with a key word at the top and associated words as branches linked to the keyword: hospital→ doctor-nurse-patient etc.)	1	2	3	4	5
25. I try to remember sample sentences including the new words or phrases.	1	2	3	4	5
26. When I learn a number of new words, I visualize them in different places in a room so that I can remember them.	1	2	3	4	5
27. I use a combination of sounds and images to remember the new word. (e.g. "whistle" icin ıslık sesi, "bark" icin hav hav sesi vb.)	1	2	3	4	5
28. If the word I want to learn has more than one meaning, I learn them, too. (e.g. soil: stain, earth)	1	2	3	4	5
29. I study with my friends to consolidate the meaning of new words.	1	2	3	4	5
30. To learn a new word, I try to visualize it.	1	2	3	4	5
31. In order to learn the meaning of a word, I try to guess which part of speech it belongs to (adjective, noun etc.).	1	2	3	4	5
32. I learn the different grammatical usages of target words: (e.g. I felt shy; I felt the wind; I felt that I was wrong).	1	2	3	4	5
33. I learn important words by grouping them in terms of their color, size, or any feature that makes sense to me.	1	2	3	4	5
34. I learn new words by writing them on a piece of paper in a particular shape. (e.g. : animal dog Δ cat)	1	2	3	4	5
35. When I learn new words, I link them together into a sentence or a story to create an association with the words I already know.	1	2	3	4	5
36. If the words take place in phrasal verbs, I try to learn these phrasal verbs, too. (e.g. take→ take on, take off, take up)	1	2	3	4	5
37. I remember the pronunciation of a word by connecting it to other words with the same sound.	1	2	3	4	5
38. I use rhyming to remember new words.	1	2	3	4	5
39. I pay attention to the root or prefix or suffix to reinforce its meaning.	1	2	3	4	5
40. When I read or hear the explanation of a word, I remember a word I have learned before.	1	2	3	4	5
41. I learn lyrics of songs, which help me to learn more words.	1	2	3	4	5
42. When learning a new word, I physically act it out to remember its meaning.	1	2	3	4	5
43. When I learn new words with similar meanings, I draw a grid to remember their meaning.	1	2	3	4	5
44. I write the new words several times not to forget their meanings and spellings.	1	2	3	4	5

In item 43 the following grid appears:

	hands	sky	weather
Clean	✓		
Clear		✓	✓

45. I don't use rhyming to remember the new words.	1	2	3	4	5
46. When I learn a new word, I say it many times to remember its pronunciation and meaning.	1	2	3	4	5
47. I learn the synonyms and antonyms of target words: (e.g. white-black, cry-smile etc.)	1	2	3	4	5
48. I don't pay attention to the root, prefix or suffix of the word in order to remember it.	1	2	3	4	5
49. I write the new words on cards, which contain the English word on one side and its Turkish meaning on the other.	1	2	3	4	5
50. I take the cards, which have English words on one side and the Turkish meaning on the other side, wherever I go.	1	2	3	4	5
51. When I have free time, I read the word cards that I prepared and I try to remember either the Turkish meaning or the English meaning of the words.	1	2	3	4	5
52. I study the vocabulary lists at the end of the course books.	1	2	3	4	5
53. I write down the different parts of speech of the new words in my vocabulary notebook. (decide (v), decision (n), decided (adj.))	1	2	3	4	5
54. I write notes and messages in English using the new words.	1	2	3	4	5
55. While watching TV, I write down the words or phrases I hear.	1	2	3	4	5
56. I don't learn words with their synonyms or antonyms.	1	2	3	4	5
57. I keep a diary in English.	1	2	3	4	5
58. I try to learn a certain number of words each day.	1	2	3	4	5
59. I review the new words I learned after a certain time. (e.g. a day, a week, a month later)	1	2	3	4	5
60. When I match the new words with words I have to learn, I remember them better.	1	2	3	4	5
61. When I learn new words in the class, I write them anywhere available.	1	2	3	4	5
62. I do exercises in the special vocabulary sections of the textbooks.	1	2	3	4	5
63. I pay attention to the words of native speakers when I speak with them.	1	2	3	4	5
64. I test myself to check my progress in learning new words.	1	2	3	4	5
65. When I read a newspaper or magazine in English, I underline new words.	1	2	3	4	5
66. I look for opportunities to learn new words.	1	2	3	4	5
67. I don't keep a diary in English.	1	2	3	4	5
68. I set long term goals to increase my vocabulary knowledge (e.g.: 500 words by the end of the year).	1	2	3	4	5
69. When I encounter a new word in a text, I stop reading and look it up in a dictionary.	1	2	3	4	5
70. I don't take notes when I learn a new word in the classroom.	1	2	3	4	5
71. When I read an English text, I do not look each new word up in a dictionary but only when I see it again	1	2	3	4	5

Appendix IV

Vocabulary Achievement Test

Read the sentences and circle the correct option

1. We will have to go shopping first because we _____ the cheddar cheese to make a pizza.

a) enforce   **b)** lack   **c)**evolve   **d)**resent

2. Learning a foreign language will _____ learning grammar, studying vocabulary, practicing speaking, and listening.

a) surrender   **b)** relieve   **c)** entail   **d)** perceive

3. Martin has a lot of experience teaching children, so he is _____of working here at the pre-school.

a) capable   **b)**plain   **c)**inevitable   **d)**reluctant

4. It is really hard to _____ a child in these days because of the financial and educational problems in the country.

a)devote   **b)** raise   **c)** overlap   **d)** captivate

5. The police believe that the fire at the office was started _____.

a) deliberately   **b)** permanently   **c)**extensively   **d)**precisely

6. Tolga Cevik on the show Komedi Dukkani likes to _____ rather than use a script.

a) abuse   **b)**resent   **c)**improvise   **d)** overlap

7. Were you able to _____ your task for your boss?

a) accomplish   **b)** raise   **c)** enforce   **d)** enhance

8. We _____ the world around us in different ways and this creates variety of ideas.

a)devote   **b)** perceive   **c)**praise   **d)** improvise

9. A high level of_____ is important if you want to run a marathon.

a)reluctance   **b)** beam   **c)**halt   **d)** endurance

10. After the battle, the enemy force _____ quickly as they lost a lot of soldiers.

a) surrendered   **b)** captivated   **c)**accomplished   **d)** abused

11. Tom usually takes aspirin to _____the pain of his headaches.

a)enforce   **b)** praise   **c)** relieve   **d)** embrace

12. The weather forecaster's predictions were _____; he said it would snow heavily today and it did.

a) precise   **b)** plain   **c)** rigid   **d)**desperate

13. It is _____ that living closer to work has many advantages.

a)resentful   **b)** plain   **c)**innovative   **d)** improvised

14. Ceren's decided to apply _____ make-up, so that she will not need to constantly remove it.

a) sarcastic   **b)**reluctant   **c)** permanent   **d)** inevitable

15. We saw a _____ of light coming down from a police helicopter last night.

a) halt   **b)** beam   **c)**probation   **d)** devotion

16. Our teacher is very _____and he does not let students use a mobile phone in his class.

a) permanent   **b)** rigid   **c)** diverse   **d)** extensive

17. It is a/an _____ in Turkey to hold a henna night for the bride the night before the wedding.

a)endurance   **b)**halt   **c)**beam   **d)** custom

18. After their break-up, Jason tried to _____ seeing his ex-girlfriend for a few days.

a)utilize   **b)**resent   **c)** avoid   **d)**enhance

19. Darwin believed that living creatures had to _____ over time in order to survive.

a)entail   **b)**perceive   **c)**praise   **d)** evolve

20. Environmentalists try to _____nature by warning people.

a) abuse   **b)** preserve   **c)** surrender   **d)**relieve

21. Because there are people from all over the world living there, Toronto is one of the most _____ cities in the world.

a) diverse   **b)** permanent   **c)** rigid   **d)**reluctant

22. The company is planning to run a new advertisement to _____ its reputation.

a) evolve   **b)** enhance   **c)**captivate   **d)**perceive

23. Many teachers try to _____as many teaching tools as they can in the classroom to help their students learn.

a) preserve   **b)** entail   **c)** utilize   **d)** lack

24. Matt did _____research on his topic for his final project in class.

a)sarcastic **b)**ignorant **c)**reluctant **d)** extensive

25. Vanessa will _____her father if he does not let her go skiing with her friends this winter.

a)utilize **b)**accomplish **c)** resent **d)**raise

26. It was _____ that Michael would fail his exam after he did not attend class or do any of his homework.

a)extensive **b)**innovative **c)** inevitable **d)**deliberate

27. The police ordered the man to _____outside the office.

a)beam **b)** halt **c)**lack **d)** resent

28. It is important that police officers _____traffic rules to prevent car accidents.

a)overlap **b)**devote **c)** enforce **d)**entail

29. That new 3D fantasy movie will _____anyone who watches it.

a) captivate **b)**improvise **c)**perceive **d)**abuse

30. Jimmy is well known to be _____; he's rarely serious.

a)inevitable **b)**diverse **c)** sarcastic **d)**capable

31. After being in prison for six months, Fred was let out on _____.

a)custom **b)**halt **c)** probation **d)**constraint

32. There are a lot of _____people in the world, due to the poor education systems in most countries.

a)extensive **b)** ignorant **c)**capable **d)** rigid

33. She _____ her position as manager by giving jobs to her friends*.*

a)lacked **b)**devoted **c)** abused **d)**entailed

34. Doctors fought a _____battle to save the little girl's life, but she died after four days in the intensive care at hospital.

a)reluctant **b)** desperate **c)**diverse **d)**ignorant

35. Apple has released many popular and _____products into the marketplace in the past 30 years.

a) innovative **b)**desperate **c)**rigid **d)** plain

36. Most of Sally and Gina's ideas for the project are different, but a few of them _____.

a) devote **b)**captivate **c)** abuse **d)** overlap

37. Our boss often _____his workers when he sees them working hard.

a) overlaps **b)** praises **c)**improvises **d)** resents

38. The ideas have been enthusiastically _____ by the new administration; they accepted to apply the new rules.

a)lacked **b)**embraced **c)**overlapped **d)**devoted

39. Jim was _____to go to the gym every day to exercise, as he was getting too tired at work.

a) permanent **b)** diverse **c)**extensive **d)** reluctant

40. She _____ all her life to her children, in the end she noticed that she didn't do anything for herself.

a) devoted **b)**utilized **c)**relieved **d)** embraced

Answer Key

1. B	7. A	13. B	19.D	25.C	31.C	37. B
2. C	8. B	14. C	20.B	26.C	32.B	38. B
3. A	9. D	15.B	21.A	27.B	33.C	39. D
4. B	10. A	16.B	22.B	28.C	34.B	40. A
5. A	11.C	17.D	23.C	29.A	35.A	
6. C	12. A	18.C	24.D	30. C	36. D	

Appendix V

The list of target words

Week 1	Week 2	Week 3	Week 4	Week 5
lack (v)	endurance (n)	rigid (adj)	resent (v)	abuse (v)
entail (v)	surrender (v)	custom (n)	inevitable (adj)	desperate (adj)
capable (adj)	relieve (v)	avoid (v)	halt (v)	innovative (adj)
raise (v)	constraint (v)	evolve (v)	enforce (v)	overlap (v)
deliberately (adv)	precise (adj)	preserve (v)	captivate (v)	devote (v)
improvise (v)	plain (adj)	enhance (v)	sarcastic (adj)	reluctant (adj)
accomplish (v)	permanent (adj)	utilize (v)	probation (n)	embrace (v)
perceive (v)	beam (n)	extensive (adj)	ignorant (adj)	praise (v)

Appendix VI

Training Schedule

	Session Number	Dates	Words	Metacognitive Strategy Instruction Stage	Target Vocabulary Learning Strategy& Activities done in the session
		Monday, 4th November	• Questionnaires and the Vocabulary Achievement test were given		
Week 1	Introductory Session	Monday, 11th November	• Introduction to Learning strategies • Discussing the importance of vocabulary knowledge • Highlighting the importance of meaningful learning rather than rote memorization • Presenting a plan to review and recycle the new words		
	1	Tuesday, 12th November	lack (v) entail (v) capable (adj)	Presentation Practicing Strategies Monitoring the Strategy Use	Dictionary activities (Collocations, synonyms, antonyms, confusables, phonetic alphabet)
	2	Wednesday, 13th November	raise (v) deliberately (adv.) improvise (v)	Presentation Practicing Strategies	Parts of Speech (Useful affixes)
	3	Thursday, 14th November	accomplish (v) perceive (v)	Presentation Practicing Strategies Evaluation of Strategies Preparation and Planning for Learning	Determination Strategies (Guessing the word meaning from context) Using world knowledge, synonyms, definitions etc.
Week 2	4	Tuesday, 19th November	endurance (n) permanent (adj) plain (adj)	Presentation Selecting and Using Strategies Orchestrating Strategies Monitoring the Strategy Use	Keyword technique
	5	Wednesday, 20th November	constraint (n) precise (adj) surrender (v)	Presentation Selecting and Using Strategies Orchestrating	Association Picture /image and sound

				Strategies Monitoring the Strategy Use	
	6	Thursday, 21ˢᵗ November	relieve (v) beam (n)	Presentation Practicing Strategies Evaluation of Strategies Preparation and Planning for Learning	Social strategies the use of studying with a friend
Week 3	7	Tuesday, 26ᵗʰ November	rigid (adj) custom (n) avoid (v)	Presentation Selecting and Using Strategies Orchestrating Strategies Monitoring the Strategy Use	Peg method
	8	Wednesday, 27ᵗʰ November	evolve (v) preserve (v) diverse (adj)	Presentation Selecting and Using Strategies Orchestrating Strategies Monitoring the Strategy Use	Loci Method
	9	Thursday, 28ᵗʰ November	extensive (adj) utilize (v) enhance(v)	Presentation Practicing Strategies Evaluation of Strategies Preparation and Planning for Learning	Writing meaningful sentences Crossword puzzles for spelling
Week 4	10	Tuesday, 3ʳᵈ December	resent (v) inevitable (adj) halt (n)	Presentation Selecting and Using Strategies Orchestrating Strategies Monitoring the Strategy Use	drawing mind maps the use of semantic mapping
	11	Wednesday, 4ᵗʰ December	enforce (v) captivate (v) sarcastic (adj)	Presentation Selecting and Using Strategies Orchestrating	Problems and Solutions

			Strategies Monitoring the Strategy Use	
12	Thursday, 5th December	ignorant (adj) probation (n)	Presentation Selecting and Using Strategies Monitoring Strategy use Evaluation of Strategies Preparation and Planning for Learning	student presentations
13	Tuesday, 10th December	abuse (v) desperate (adj) innovative (adj)	Presentation Selecting and Using Strategies Orchestrating Strategies Monitoring the Strategy Use	student presentations
Week 5 14	Wednesday, 11th December	overlap (v) praise (v) embrace (v)	Presentation Selecting and Using Strategies Orchestrating Strategies Monitoring the Strategy Use	student presentations
15	Thursday, 12th December	devote (v) reluctant (adj)	Presentation Selecting and Using Strategies Monitoring Strategy use Evaluation of Strategies Preparation and Planning for Learning	student presentations
Week 6 Post-Session	Thursday, 19th December	Vocabulary Achievement test was given Student interviews were held.		

Vocabulary Learning Strategies Portfolio Sample

Strategy Training Learner Portfolio

Trainer: *Ebru Eylem Geçkil*

Learner:_____

2013/2014 Academic Year

Multiple Intelligences

Think about your own study habits by looking at the following statements. Tick the relevant boxes.

	Type of Intelligence	Always	Sometimes	Never
When you are doing homework				
1. You feel it. You do something active.				
2. You talk it through in your head.				
3. You find what is most meaningful.				
4. You analyze it.				
5. You concentrate on the details.				
6. You try to see it.				
7. You talk it through with someone.				
8. You set rhythm to it.				
When you don't understand something.				
9. You walk around and move your hands.				
10. You define the problem and work on it logically.				
11. You go outside into a park or garden.				
12. You put on relaxing music or sing the problem.				
13. You go off by yourself to find the key to it.				
14. You repeat, or phrase, to understand the words.				
15. You work through it with a partner.				
16. You picture it, or draw it.				

Metacognitive Strategies

Strategy	Some Basic Functions
1. Paying Attention to Cognition:	• Paying attention to cognition more broadly (general attention)
	• Paying attention to cognition more sharply (focused attention)
2. Planning for Cognition:	• Setting cognitive goals
	• Planning ahead for cognition
3. Obtaining Resources for Cognition:	• Identifying and finding technological resources for cognition
	• Identifying and finding print resources for cognition
4. Organizing for Cognition:	• Prioritizing for cognition
	• Organizing the study environment and materials for cognition
5. Implementing Plans for Cognition:	• Thinking about the plan
	• Putting the plan into action for affect
6. Orchestrating Cognitive Strategy Use:	• Orchestrating cognitive strategy use for fluency
	• Orchestrating cognitive strategy use for accuracy
	• Orchestrating cognitive strategy use for balance
7. Monitoring Cognition:	• Monitoring cognitive performance during a task
	• Monitoring ease of learning
	• Monitoring by making a judgment of learning (JOL)
	• Monitoring via a feeling of knowing (FOK)
	• Monitoring cognitive strategy use
8. Evaluating cognition:	• Evaluating cognitive progress and performance
	• Evaluating cognitive strategy use

Memory Tricks!

Reviewing and Recycling

None	Introduction of new material	Grouping, associating/ elaborating, putting new words into a context, using imagery, etc.

None — — — — — — — — Introduction of new material — — — — — — — Grouping, associating/ elaborating, putting new words into a context, using imagery, etc.

↓

15 minutes   Review*

↓

1 hour   Review*

↓

3 hours   Review*

↓

1 day   Review*

↓

2 days   Review*   Any relevant practicing and memory strategies

↓

4 days   Review*

↓

1 week   Review*

↓

2 weeks   Review*

↓

etc.   Automatic Use

Vocabulary Learning Strategies	Used
1. If I do not know the meaning of a new word, I try to guess the meaning by means of its roots, prefix or suffix.	
2. When I do not know the meaning of a word, I look it up in a bilingual dictionary.	
3. When I do not know the meaning of a word, I look it up in a monolingual dictionary.	
4. If I don't know a word, I ask the teacher to translate it into Turkish.	
5. When I do not know the meaning of a word, I ask the teacher to explain the meaning of it in English.	
6. When I do not know a word, I ask the teacher to make a sentence including the new word.	
7. If I do not know a word, I ask my classmates for meaning.	
8. If I do not know the meaning of a word, I try to discover the meaning through group work activities.	
9. If I do not know the word in a written text, I try to guess the meaning of it from the surrounding sentences.	
10. When I am watching TV, I try to guess the meaning of a word by paying attention to gestures.	
11. When I listen to a native speaker, I try to guess the meaning of a word or expression by paying attention to his/her intonation.	
12. I make list of words with their meanings to memorize them.	
13. In order to learn words, I pay attention to those words which are used together very often, and I try to learn these words together. (e.g. *correct*-answer; *true*-story)	
14. When I do not know a word, I try to guess it by connecting it to a word in Turkish.	
15. In order not to forget the expressions or idioms that I learned, I try to use them when I speak to foreigners or when I speak to my friends in English.	
16. I learn the meaning of a word better when I look it up in a picture dictionary.	
17. I learn the meanings of words better by looking at the pictures than reading their definitions.	
18. In order to remember words or phrases I think of imaginary pictures in my mind. (e.g. "grin" reminds me of a funny actor, Kemal Sunal.)	
19. I remember groups of words which are connected in some way(e.g.: yellow-green-blue)	
20. I try to remember words by connecting them to something in Turkish (e.g. sabotage-sabotaj)	
21. When I learn a new word or phrase, I try to associate it with the words that I already know.	
22. In order to learn a new word I make use of the feelings that the word is associated. (e.g.: white-innocence)	
23. To remember the adjectives, I try to set them in a scale. (e.g.: enormous-big- small)	
24. I arrange the words into a diagram with a key word at the top and associated words as branches linked to the keyword: hospital→ doctor-nurse-patient etc.)	
25. I try to remember the sample sentences including the new words or phrases.	
26. When I learn a number of new words, I visualize them in different places in a room so that I can remember them.	
27. I use a combination of sounds and images to remember the new word. (e.g. "whistle" icin ıslık sesi, "bark" için hav hav sesi vb.)	

28. If the word I want to learn has more than one meaning, I learn them, too. (e.g. soil: stain, earth)	
29. I study with my friends to consolidate the meaning of new words.	
30. To learn a new word I try to visualize it.	
31. In order to learn the meaning of a word I try to guess which part of speech it belongs to (adjective, noun etc.)	
32. I learn the different grammatical usages of target words: (e.g. I felt shy; I felt the wind; I felt that I was wrong).	
33. I learn important words by grouping them in terms of their color, size, or any feature that makes sense to me.	
34. I learn new words by writing them on a piece of paper in a particular shape. (e.g. : animal dog △ cat)	
35. When I learn new words, I link them together into a sentence or a story to create an association with the words I already know.	
36. If the words take place in phrasal verbs, I try to learn these phrasal verbs, too. (e.g. take→ take on, take off, take up)	
37. I remember the pronunciation of a word by connecting it to other words with the same sound.	
38. I use rhyming to remember new words.	
39. I pay attention to the root or prefix, suffix to reinforce its meaning.	
40. When I read or hear the explanation of a word, I remember the word I have learned before.	
41. I learn lyrics of songs because it helps me learn more words.	
42. When learning a new word, I physically act it to remember its meaning.	
43. When I learn new words with similar meanings, I draw a grid to remember their meaning.	

	hands	sky	weather
Clean	✓		
Clear		✓	✓

44. I write the new words several times not to forget their meanings and spellings.	
45. When I learn a new word, I say it many times to remember its pronunciation and meaning.	
46. I try to learn the synonyms and antonyms of target words: (e.g. white-black, cry-smile etc.)	
47. I write the new words on cards which contain the English word on one side and its Turkish meaning on the other.	
48. I take the cards which have English words on one side and the Turkish meaning on the other side wherever I go.	
49. When I have free time I read the word cards that I prepared, and I try to remember either the Turkish meaning or the English meaning of the words.	
50. I study the vocabulary lists at the end of course books.	
51. I write down the different parts of speech of the new words in my vocabulary notebook. (decide (v), decision (n), decided (adj))	
52. I try to write notes and messages in English using the new words.	
53. While watching TV, I write down the words or phrases I hear.	
54. I keep a diary in English.	

55. I try to learn certain number of words every day.	
56. I review the new words I learned at intervals after a certain time. (e.g. a day, a week, a moth later)	
57. When I match the new words with words I have to learn I remember them better.	
58. When I learn new words in the class, I write them down.	
59. I do the vocabulary exercises in books or online.	
60. I pay attention to the words of native speakers when I speak with them.	
61. I test myself to check my progress in learning new words.	
62. When I read a newspaper or magazine in English, I underline the new words.	
63. I look for opportunities to learn new words.	
64. I set long term goals to increase my vocabulary knowledge (e.g.:500 words by the end of the year)	
65. When I encounter a new word in a text, I stop reading and look it up in a dictionary.	
66. When I read an English text, I do not look each new word up in a dictionary but I look them up only when I meet it again	

Week 1

lack (v)

entail (v)

Learner Diary Week 1 11th November 2013 – 15th November 2013

This week I used these strategies…	
These strategies helped me remember these words because…	
This week I learned…	
This is difficult for me to remember because…	
This is difficult for me to use in a sentence because…	
I need to revise/look back…	
My plan for next week is to revise/look back…	

Further Notes

Learner Diary Weeks 1, 2, 3, 4 and 5

During this training I used these strategies…	
During this training I learned…	
This training was useful for me because…	
This training was <u>not</u> useful for me because…	
This training could have been more successful if…	
My plan for the future is to revise/look back…	

General Views about the training

Appendix VIII

Activities used to present and practice strategies

Activity 1

- Look at the words and their Turkish equivalents in the table below.

- You have 10 seconds to memorize them.

- Turn over the paper and write as many words as you remember from the list.

exacerbate (v)	gitgide kötüleşmek
equidistant (adj)	eşit uzaklıkta
aspire (v)	can atmak
derail (v)	raydan çıkmak
exuberant (adj)	hayat dolu
suffrage (n)	oy kullanma kakkı
unsung (adj)	duyulmamış
meager (adj)	yetersiz
array (n)	sıralanmış
sprawl (v)	dağılmak
blaze (v)	alevlenmek
feverish (adj)	ateşli

1. How many words did you remember?

2. How did you remember the words and their meanings? Did you use any strategies to remember them?

3. Work with a partner and share the strategies that you used to remember the words.

(Bilbrough, N. (2011). Memory Activities for Language Learning. Cambridge University Press, The UK, p.46)

Activity 2

Strategy matching Activity

Work with a partner. Look at the strategies that learners used to remember words. Try to match them with the strategies in the strategies list. Give reasons for your choices.

1. I remember the meaning of the verb "hurry" by associating its sound with the word "hurraaa" in Turkish.

2. I remember the meaning of the adjective "terrified" with its synonym "frightened".

3. I write the new words on a piece of paper and test myself if I remember their meanings.

4. To remember the word "ghost" in English I have drawn a picture of it.

5. The way the number "two" sounds reminds me of the day "Tuesday" so that I don't confuse the day "Tuesday" with "Thursday".

6. To learn the food vocabulary I made a semantic map.

7. To remember the meaning of the word "postwar" I examine its prefix "post" which means "after", so that I know that it means "after the war".

8. The verb "preserve" reminds me of the word "prezervatif" (condom) in Turkish so that I remember that it means "to protect something."

9. I remember the meaning of the word "happy" with its antonym "sad".

Activity 3

Dictionary activities

A) Find the meanings of the words in column A and match them with its synonyms in B.

Words	Synonyms
1. raise	**a.** shortage
2. entail	**b.** achieve
3. lack	**c.** bring up
4. capable	**d.** intentionally
5. deliberately	**e.** involve
6. accomplish	**f.** skilled

B) Math the words in column A with their antonyms in   column B

words	antonyms
1. capable	**a.** planned
2. accomplish	**b.** abundance
3. improvise	**c.** incapable
4. lack	**d.** fail

B) Phonetic Alphabet

Examine the International phonetic alphabet below.

Now try to read these words that are written in phonetic alphabet. Then, write the words next to their phonemic counterparts

1. /əˈkʌmplɪʃ / → _____   **3. /** ɪnˈtenʃənl / →

_____

2. / pəˈsepʃn / → _____   **4. /** ʃɔːrtɪdʒ /   →

_____

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C) Confusables

raise (v) vs rise (v)

Look at the sentences below. Then, put a tick (✓) if the sentence is correct, or put a cross (X) if the sentence is incorrect. Give reasons for your choice.

- Both kids were rose in the countryside.

- Small businesses feel the effects of recent raises in Dollar.

quiet (adj) vs quite (adv)

- It is a quiet neighborhood.

- This soup is quite salty.

affect (v) vs effect (n)

- The affects of war will be discussed in the next lesson.

- Some commercials effect children negatively.

D) Collocations

Collocations are words and phrases that are commonly used together

- Look up the words "lack", "capable" and "raise" in your online collocation dictionaries. What are the collocations of these words? (Oxford Collocations Dictionary online)

- Then, write the sample sentences in your learner portfolio.

(http://oxforddictionary.so8848.com/o#.Uu57sM05ljp)

Activity 4

Parts Of Speech

A) Identify the parts of speech of the underlined words in the following sentences.

During his show, he <u>improvises</u>.

His <u>improvised</u> speech at the wedding reception was influential.

<u>Improvisation</u> is a skill that is difficult to develop.

B) The most common suffixes that determine the parts of speech!

Verb	Noun	Adjective	Adverb
-ify → beaut**ify**	**-ion** → decis**ion** **-tion** → improvisa**tion**, educa**tion** **-ment** → pay**ment** -ness → happy**ness** -ty → hones**ty**, beau**ty** **-ence** → def**ence** **-ery** → discov**ery** **-ism** → femin**ism** -al → arriv**al**	-ive → decis**ive** - al → education**al** - ful → doubt**ful** - less → doubt**less** - able → comfort**able** **-ed** → educat**ed**, improvis**ed**	**-** ly

Find more examples! And write them in the second row accordingly!

C) Circle the correct option.

1. a) incapable   **b)** uncapable   **c)** discapable

2. a) improvisement   **b)** improvisement   **c)** improviseness

3. a) accomplishment   b) accomplisation   c) accomplisness

4. a) perceivement   b) perception   c) perceiveness

5. a) entailment   b) entailtion   c) entailness

D) Match the Prefixes with their meanings

prefix	example	meaning
1. de-	defrost, demoralize	**a.** before
2. dis-, dif-	discontinue, disappear, disadvantage	**b.** reversal, undoing, downward
3. ex-	ex-president, ex-wife	**c.** after
4. pre-	pre-school, preview	**d.** not
5. post-	postwar	**e.** out of, former
6. re-	rebuild, reconsider, rewrite	**f.** in favor of
7. pro-	pro-government	**g.** under, beneath
8. sub-	under, beneath	**h.** again, restore

Can you think of more words?

E) Match the suffixes with their meanings

prefix	example	meaning
1. -cide	suicide, pesticide	a. with something, included
2. -er	producer, observer, lawyer	b. not harmful, not affected
3. -free	sugar-free, stress-free	c. killing
4. -ful	beautiful, roomful (of people)	d. extent, measurement
5. –proof	waterproof, fireproof	e. similar
6. –some	fearsome	f. occupation
7. –wise	clockwise,	g. characteristic of something
8. -wide	nationwide,	h. without

F) Write as many words as possible!

ex -		-able
im -		-er
trans-	**port**	- ation
re-		-ble
de-		-er
sup-		-ive

G) Match the verbs from the trans- column with their collocations in the next column

1. transfuse	**a.** liver
2. transact	**b.** article
3. translate	**c.** business
4. transmit	**d**. package
5. transplant	**e.** blood
6. transport	**f.** message

Activity 5

Guessing the word meaning from Context

Using the world knowledge

Often you can guess the meaning of a word just by using your own knowledge of the world and how things work. For example look at this sentence:

> I didn't sleep well because my neighbor's dog was *yapping* all night.

You can guess the meaning of yapping by thinking about your knowledge of dogs and your knowledge of sleep. You can guess that "yapping" is some kind of noise, probably like barking.

Definition Clues

A word's meaning is often given by including its definition in the sentence. The definition is connected to the word with a linking word, usually a verb.

> *Giggling* involves laughing in a silly way.

The verb "involve" acts as a linker to define the word "giggle" here in the sentence above.

Example clues

Example clues give you examples of the unknown word. You must find out what the examples have in common in order to figure out the meaning of the word. Examples are usually introduced by expressions like these: such as, for instance, including, for example, and like. Let's examine the sentence below:

> The reporter talked to many auto-industry *executives* including company presidents and vice presidents.

This sentence gives you examples of "executives" in a company.

Comparison Clues

Comparison clues show that two or more things are alike. Words like similar, as well as, both, too and likewise show that comparison is possible. Let's analyze the following sentence:

> Washing windows is a *tedious* job. Similarly, cleaning the oven is boring.

The word "similarly" shows that there is something the same in the two sentences. We can guess that *tedious* and *boring* have similar meanings.

Contrast Clues

With contrast clues, you use the opposite of known information to guess the meaning of an unknown word. Connecting words like

> Although some old people *abhor* change, most of them enjoy new things and experiences.

Referent Clues

A Referent Clue is a word that refers to something mentioned previously but in a different way, mostly through using a synonym. Let's have a look at the example sentence below.

> She had bought a new *trilby* for him. As soon as she gave it to him, he was very happy and put **it** on **his** head.

By examining the referent clues "it" and "his", it could be guessed that a *trilby* is something that is put on one's head.

A) Try to guess the meanings of the bold written words in the sentences below.

1. She **tugged** at the door but it wouldn't open.

2. It was a difficult task, but we managed to **accomplish** it.

3. I **perceived** a change in his behavior, although it's not seen clearly.

4. In my country it's a **custom** for women to get married in a white wedding dress.

5. The police **halted** the protest by spraying water on the protestors.

6. With her beauty and charm, she **captivated** film audiences everywhere. People were fascinated by her prettiness.

7. The prisoner was put on **probation**, so if he sees an officer every day, he won't go to prison.

8. **Extensive** research has been done into this disease in order to find out all the aspects of it.

9. The school's curriculum was so narrow and **rigid** that it didn't allow teachers to act flexibly in the lessons.

10. Before she left she had gone into her kitchen, **ostensibly** to lock the back door, but in fact to look at her new food-mixer.

11. During the reception, they served variety of **beverages** such as tea, coffee and coke.

B) *You are not going out dressed like that*

The older generation is appalled by how younger people choose to dress. But youth passion cultures have been coming and going for the last fifty years or more. Here's a quick guide to some key movements in our fashion history.

A TEDDY BOYS With the birth of rock "n" roll in the 1950s came the Teds, who rejected the dull functional clothes of that parents' generation. Teddy boys wore knee length coats with velvet or satin cuffs and collars, and pointed suede shoes. The most distinctive feature of this look was the "quiff", which was created by combing the hair back and holding it in position with hair cream.

Teddy girls wore circular skirts, white fitted shirts, and scarves tied around their necks.

B MODS Emerging in the 1960s, young working class Mods (originally short for moderns) tended to wear smart Italian designed suits, polo shirts, and have neat haircuts. They rode Vespa motor scooters.

Young Mod women abandoned the traditional ladylike fashions of the 1950s and instead chose tight sweaters and mini-skirts.

C SKINHEADS Skinheads, or "skins" appeared in the late 1960s. They had a strict dress code consisting of a shaved head, turned-up jeans, braces, and Doctor Marbeau boots. Skins were strongly influenced by the styles of West Indian immigrants to the UK and listened to aka and reggae music.

D PUNKS In the mid 1970s the punks arrived. For many, Jonny Rotten, lead singer of The Sex Pistols, personified punk's anarchic and provocative image with his spiky hair, black boots, and torn clothes held together with safety-pins. Although punks considered themselves anti-fashion, the look was in fact masterminded by the band's manaer Malcolm Molaren and fashion designer Vivienne Westwood, who ran a clothes shop together on the King's road in London.

Match the highlighted words with the correct definition

1. Not interesting _____

2. Horrified _____

3. Made to follow the shape of the body _____

4. The end part of sleeves _____

Resources

Robinson, J. (2010). Understanding Vocabulary in Context

Retrieved at "http://www.ysasaojp.info/VocabTests/GCT/Clues_for_guessing.pdf"

Seligson, P. (2006). New Enlish File: Intermediate. Oxford University Press, The UK

Activity 6

a) **How did you learn the days of the week?**

b) **Examine the table below and see how I learnt them. Can you find any different ideas?**

Days of the week	Associations
Monday	"**Mono**" means 1 in Latin and **Mon**day is the first day of the week.
Tuesday	"**Tue**" sounds like the number "**two**", and "**Tuesday**" is the **second** day of the week.
Wednesday	??
Thursday	??
Friday	**Fri**days are **FREE**!!!!
Saturday	"**Saturn**" is the sixth planet and "**Satur**day" is the sixth day of the week.
Sunday	**Sun**days are **SUN**NY!

Keyword method

Target word	Meaning	Turkish Keyword
sneak (v)	to go into a place secretly	sinek
moose (n)	an animal like a deer	muz
harsh (adj)	cruel, severe and unkind	harç
bribe (v)	the sum of money that is given to someone to persuade them help you	biber
goal (n)	something that you hope to achieve	gol
plain (adj)	simple	
permanent (adj)	lasting for a long time	
endurance(n)	the ability to continue doing sth difficult	

Activity 7

Picture Association

1 Match the pictures with the words.

Pictures					
Words	seek	happy	balloon	love	individual

Draw simple pictures for the words below.

Words	pencil	angry	surrender	constraint	precise
Pictures					

Activity 8

Peg system

1-bun Visualize the first item in a bun

2-shoe Visualize the second word associated with a shoe

3-tree Visualize the third item growing from a tree

4-door Visualize the fourth item associated with a door

5-hive Visualize the fifth item associated with a hive or with bees

6-sticks Visualize the sixth item associated with sticks

7-heaven Visualize the seventh item associated with heaven

8-gate Visualize the eighth item associated with a gate

9-wine Visualize the ninth item associated with wine.

10-hen Visualize the tenth item associated with a hen.
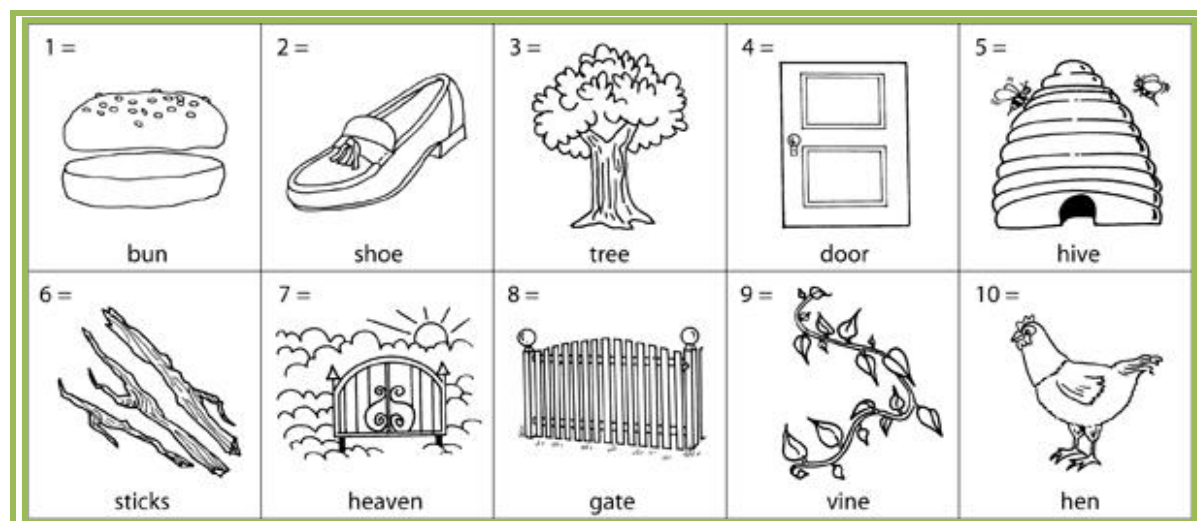
http://en.wikipedia.org/wiki/Mnemonic_peg_system

http://college.cengage.com/collegesurvival/wong/essential_study/6e/assets/students/protected/wong_ch06_in-depthmnemonics.html

Activity 9

Loci System

Make a list of things that you see in the picture below.

_____
_____
_____
_____
_____
_____
_____

The picture is the mental image of a man's shopping list. Do you think that this is an effective way of remembering the list? Do you think you can apply the method to remember new words?

Steps for Creating a Loci System

1. Make a list of the words you need to remember.

2. Draw (or visualize) a plan of a familiar place.

3. On paper or mentally, attach a picture of the first word you need to remember inside the first location or room on your floor plan.

4. Continue walking through the floor plan attaching one item to each room.
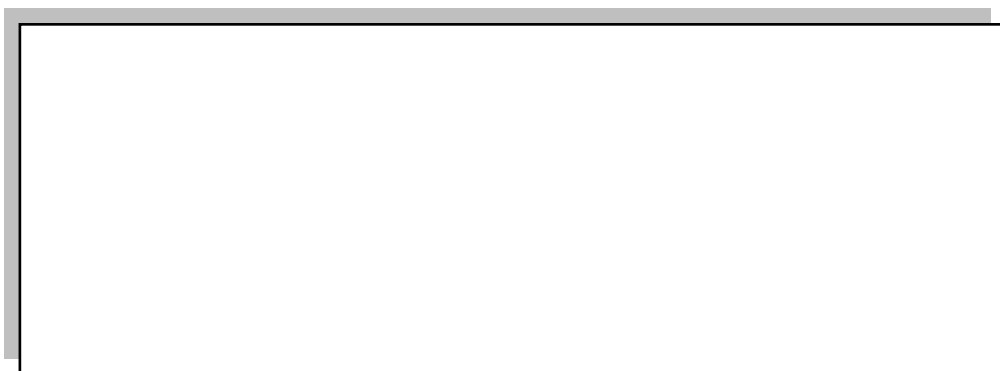
Activity 10

Making crossword puzzles for spelling
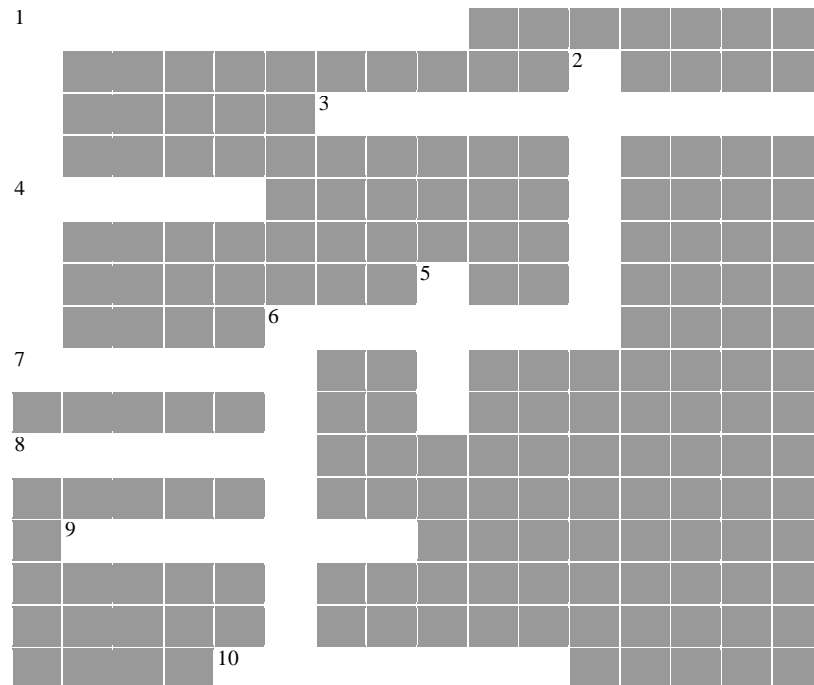
A) Do the crossword puzzle below

ACROSS	DOWN
1. covering a large area of something	1. the ability to continue doing something difficult
3. a thing that limits something	2. clear and accurate
4. very strict and difficult to change	5. a line of light
6. to protect something	6. lasting for a long time
7. to change gradually from a simple to a more complicated form	
8. tradition	
9. to increase the value of something	
10. to use something	

B) Now work with a friend and prepare your own crossword puzzle for the words below.

lack		entail		capable		raise	deliberately	diverse
improvise accomplish			surrender			relieve	plain	avoid

Across

_____

_____

_____

_____

_____

_____

_____

Down

_____

_____

_____

_____

_____

_____

_____

Activity 11

Semantic Mapping

Figure 3.4 Example of a Semantic Map for "Hair" Using Related Words. (*Source*: Brown-Azarowicz, Stannard, and Goldin (1986, p. 32).)
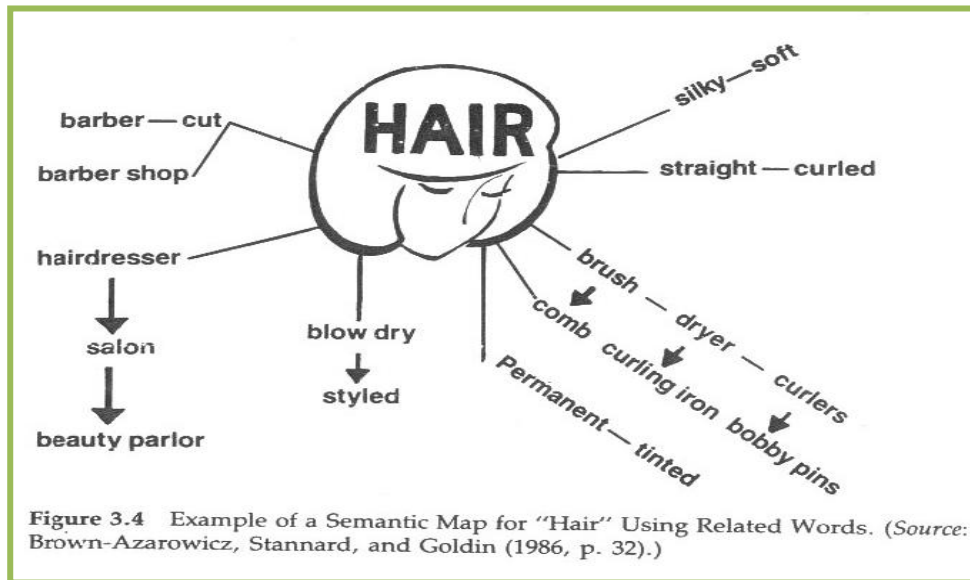
Now it's your Turn!!

Try to come up with as many words as possible related to the word below. And then, make a semantic map!

Activity 12

Collocations Domino

confidence	**capable**	of lying	**raise**	a child	**deliberate**
act	**preserve**	the environment	**sarcastic**	comment	**improvised**
speech	**avoid**	the risk	**financial**	constraints	**beam**
of light	**enforce**	a law	**put on**	probation	**relieve**
pain	**accomplish**	a task	extensive	**investigation**	**lack**

Activity 13

Problems and Solutions

Read the problems that some English learners have. Work with a friend and try to give some advice.

1 I always make spelling mistakes when I write a word in English.

2 I always have problems with the pronunciation of English words.

3 I have problems with English words that are used together (collocations). For example, I always confuse whether or not I should use "do" or "make" with the word "homework".

4 I have difficulty in remembering appropriate words to express my ideas when I speak to a foreigner.

5 When I write or speak in English I always make a mistake in using the correct form of the word, for example, confusing "decide with decision". (Parts of speech)

6 I always have difficulty in using the correct preposition when I make a sentence in English, for example, "He is *in* the fifth floor", rather than "He is *on* the fifth floor".

7 I confuse some words and misuse them a lot like "fun and funny", "excited and nervous".

8 I make mistakes when I try to use phrasal verbs and idioms. For instance, I may confuse "look into" with "look over".

9 I choose the wrong words when I try to make a sentence in English, for example,

10 I have difficulty in using the appropriate words and expressions in the correct situation. For example, one time when I applied for a job, I wrote "gonna" rather than "going to", and later I learnt that it was too informal. (Formality vs informality)

Appendix IX

Student interview Questions in Turkish

Çalışmadan önce

1 Kelimeleri öğrenmekte güçlük çekiyor muydunuz? Eğer cevabınız evet ise ne tür problemler yaşıyordunuz?

2 Kelime öğrenmek konusunda kendinize güveniyor muydunuz?

3 Kelime öğrenme stratejileri hakkında bilginiz var mıydı? Uyguladığınız ve faydalı olduğunu düşündüğünüz stratejiler var mıydı?

4 Sizin öğrenme şeklinize uygun kelime öğrenme stratejilerinin hangileri olduğunun farkında mıydınız?

Çalışma sonrasında

1 Çalışmadan önce kelime öğrenmekte problemler yaşıyorduysanız, çalışma sonrasında iyi ya da kötü yönde bir değişme oldu mu? Cevabınız evet ise ne tür değişiklikler oldu?

2 Çalışmanın kelime öğrenimi konusunda kendinize olan güveniniz üzerinde bir etkisi oldu mu?

3 Her haftanın sonunda hafta boyunca kullandığınız stratejilere yönelik bazı sorular cevapladınız. Sizce bu soruları cevaplamak kelime öğreniminizde olumlu ve ya olumsuz bir etkiye neden olmuş mudur? Cevabınız evet ise, ne gibi etkilerden söz edebilirsiniz?

4 Sizce bu çalışmanın kelime öğreniminiz üzerinde bir etkisi oldu mu? Cevabınız evet ise ne gibi?

5 Beş haftalık çalışmamız sırasında kelime listesinden sadece 40 kelimeyi işledik. Siz öğrendiğiniz kelime öğrenme stratejilerini listedeki diğer kelimeler için de uygulamaya başladınız mı?

Student Interview Questions in English

Before the training

1 Did you use to have difficulties in learning new words before the training? If yes, what sort of problems did you use to have?

2 Did you use to have self-confidence in learning new words?

3 Were you knowledgeable about vocabulary learning strategies? Did you use to apply any strategies that you used think beneficial for you?

4 Were you aware of the vocabulary learning strategies that are suitable for your learning style?

After the training

1 If you had had any difficulties in learning new words before the training, have you experienced any positive or negative changes after the training? If you say yes, please name them.

2 Do you think that the training has enhanced your self-confidence?

3 At the end of every week, you answered questions regarding the strategies you applied that week. Do you think that answering these questions had a positive or negative effect on your vocabulary learning process? If you say yes, please name them

4 Do you think that the training has had a positive effect on your vocabulary learning process? If you say yes, please name them.

5 We have covered only 40 words from your vocabulary list in this 5-week training. Have you started applying vocabulary learning strategies to learn other words in the list?

Appendix X

A Sample Student Interview Transcript in Turkish

19 Aralık, 2013

T: Arkadaşlar öncelikle katıldığınız için teşekkür ederim. Başlayalım mı?

S1 & S2: Başlayalım.

T: İki bölüme ayırdım ben soruları, bu çalışmayı yapmadan önce ve çalışmanın sonrasında şeklinde. Birinci soru şu. Bu çalışmadan önce kelimeleri öğrenmekte güçlük çekiyor muydunuz? İlk önce onu bir sorayım.

S1: Yani… Çekiyordum tabii ki. Bir şeyi öğrenmek de zaten kelimeye özel değil her şeyi öğrenmekte zorluk çekiyordum. Ezberlemek daha kolay tabii ki de. Ama çalışma sayesinde kelimeyi ezberlemek değil öğrendiğimi fark ettim.

T: Yani ezber konusunda çok problemin yoktu aslında. Hani ezberliyordun diyelim.

S1: Ezberliyordum, sınavıma giriyordum, yüksek not bir şekilde alıyordum. Ama asla kelimeyi öğrenmiyordum, bir hafta sonra o kelimeyi unutuyordum.

T: Sen unutuyordun yani? Çünkü ben senin aslında kelime bilgin iyi diye biliyordum da.

S1: İlk başlarda böyleydi.

T: Şimdi, yani çalışmadan sonra kelimelerin anlamları daha uzun süreli aklında kalmaya başladı diyebilir miyiz mesela?

S1: Aynen öyle oldu. Mesela çalışmanın ilk haftasındaki kelimeleri şimdi dahi sorsanız hepsini şak diye söyleyebilirim anlamlarını.

T: Peki, sana sorayım aynı soruyu, yani daha önce güçlük çekiyor muydun kelime öğrenmede?

S2: Güçlük zaten çekiyordum, kelimede sürekli bir güçlüğümüz vardı. Gramer ok her şey ok ama kelimeleri oldu mu mevzu sıkıntılıydı.

T: Ne tarz problemler vardı?

S2: Öğrenemiyorduk.

T: Peki sence nedenleri ne olabilir?

S2: Tekrar etmediğimiz için olabilir veya bu tip stratejileri daha önce öğrenmediğimiz için olabilir.

T: Peki, diğer soruya geçersek eğer soru şu. Aslında bu soru bir öncekiyle bağlantılı oldu. Çalışmadan önce kelime öğrenimi konusunda kendinize güveniyor muydunuz?

S2: Şöyle diyeyim, ben Eylül Proficiency'e girerken en çok korkum kelimeydi. Şimdi bu çalışmadan sonra kelimeden artık hiç korkmamaya başladım.

S1: Benimde aynı şekilde. Sonuçta reading kelime, diğer bütün her şey gramer kelime. Her şey kelimeden geçiyor. En büyük korkum kelimeydi ama artık değil.

T: Aslında cevaplamış oldunuz ama kelime öğrenme stratejileri hakkında bu çalışmadan önce bilginiz var mıydı?

S1: Yani açıkçası benim bu kadar kapsamlı bir şekilde yoktu. İçlerinden birkaç tanesini bilmeden kendimin yaptığını fark ettim ama bu kadar kapsamlı değil.

T: Farkında olmadan yaptıkların vardı yani, mesela hangileri?

S1: Mesela resim çizerdim çok sıkıştığımda aklımda kalsın diye artık böyle sınava yakın son dakikalarda artık kriz geçirip hala ezberleyemediğim için.

T: Peki normalde nasıl çalışıyordunuz? Çalışmamızdan önce yeni kelimeleri öğrenmek için neler yapıyordunuz?

S2: Ben şöyle bir şeye inanıyordum: bir kelimeyi yedi defa yazarsam mutlaka aklımda kalır. Yazıyordum ama olmuyordu yani.

T: Anlamları peki?

S2: Anlamları, eş anlamlıları, zıt anlamlıları ama bir süre sonra hepsi birbirine karışıyordu. Stratejilerden mesela kelimenin içinden çıkarmayı öğrendim eş anlamlıları zıt anlamlıları. O yüzden artık zorlanmamaya başladım.

T: Sizin öğrenme şeklinize uyan kelime stratejilerine dair bilginiz var mıydı?

S2: Artık ezberlemiştim ben orda, 25-31-38-51

T: Çalışmanın sonrasında sanırım değil mi, yani öncesinde bilginiz yoktu?

S2: Yok, hayır, çalışma öncesinde yoktu.

T: Çalışmanın genel anlamda kelime öğreniminize bir faydası oldu mu sizce?

S2: Şimdi benim burada yaptığım bir hesaplama var. Okulda olduğumuz kelime sınavlarımın sonuçları. Çalışmanın öncesindeki kelime sınavlarımın ortalaması 76.1'miş. Bu dört tane haftalık kelime testi sonuçlarının ortalaması. Çalışma süresince 5 hafta boyunca olduğumuz kelime testlerinin ortalaması ise 88.1. Burada ortalama da 12 puanlık bir artış var. Bu benim için çok ciddi bir artış. Bir de şunu düşünün bu 88.1 ortalama 5 haftalık ortalama yani 5'e böldüm, diğerinde 4'e böldüm. Ortalama daha yüksek olabilirdi yani. Onu da değerlendirelim. Normalde aslında ikisi de 4e 4 olsaydı 90 ve ya 92 bile olabilirdi ortalama.

T: Teşekkür ederim. Diğer soru, her haftanın sonunda o hafta öğrendiğimiz kelimelere uyguladığımız stratejilere yönelik sorular vardı. Mesela bu hafta hangi stratejileri uyguladınız, bu stratejilerden hangileri sizin için faydalı oldu vb? Sizce bu haftalık soruların bu süreçte olumlu ya da olumsuz bir etkisi oldu mu? Sizce o sorular gerekli miydi mesela?

S1: Bence gerekliydi. Çünkü ne yaptığımızı bilmemize yol gösterdi diye düşünüyorum. Şu stratejiyi kullandım diye oraya yazdığımda o stratejiyi kullandığımı biliyordum. Bir kafa karışıklığı yaşamadım en azından. Bir hafta belli stratejileri kullandıysam, diğer hafta da onları kullandım mesela.

T: Neden aynı stratejileri kullandın sence?

S1: İşime yarayan stratejileri ayırt etmemde yardımcı oldu mesela. Resim yaparak öğrendiysem kelimeyi bir hafta diğer hafta da resim yaptım mesela.

T: Peki hiç şunu fark ettiniz mi, mesela bunu yaptım ama hiçbir işe yaramadı dediğiniz oldu mu?

S2: Zaten ilk hafta uyguladığım strateji sayısı biraz fazlaydı sonra gitgide düşmeye başladı. Bir süre sonra benim 25-31-38-51 benim hayat stilim haline geldi. (Gülüşmeler…) Yani mesela keyword metodu en çok kullandığım strateji haline geldi. Yeni kelimeyi Türkçe'de bir kelimeyle bağdaştırıp hikâye uydurmaya başladım. Sonra kelimenin yazılışından basit

resimler çizip aklımda tutuyordum. En çok ta kelimenin sonundaki seslerden kafiye yoluyla şiir gibi kısa cümleler yazmayı seviyordum. Kelimenin verb, noun gibi diğer hallerini yazıp içinden anlamlı hatırlatacak bir şey çıkarmaya çalışıyordum. Mesela "deliberate" kelimesinin "libe" kısmını Türkçedeki "bile bile" kelimesiyle gem anlam hem de ses olarak benzemesinden dolayı hatırlıyorum. Sonuç olarak ikinci haftadan sonra kullandığım stratejiler taneye indi, kendime uygun olanları, işe yarayanları kullanmaya başladım.

T: Son soruya gelelim. Beş hafta içinde biz toplam 40 kelimeye yoğunlaştık. Bizim kelime listelerimizde bu sayıdan çok daha fazla kelime vardı, belki 100 tane vardır aşağı yukarı. Bu stratejilerin kullanımını sadece öğrendiğimiz 40 kelimeyle mi sınırlı tuttunuz yoksa kelime listelerimizdeki diğer kelimeleri öğrenmek için de uygulamaya başladınız mı?

S2: Benim açımdan ben hep o şekilde devam ettirdim. Beş hafta boyunca ne öğrendiysem onu devam ettirdim. Her hafta yapılan kelime sınavlarımızda listede kaç kelime varsa bu stratejilerin hepsini uygulayarak çalıştım. Bundan sonra da uygulayacağımı düşünüyorum her şekilde.

S1: Ben de aynı şekilde. Diğer kelimelere de uyguladım. Ancak hepsine değil çünkü bazen listede çok fazla kelime oluyordu dolayısıyla hepsine oturup resim yapmadım ama hepsiyle cümle kurdum, onlara uygun içinde geçen şarkı buldum. Çünkü şarkıyla direk beynime giriyor kelimeler. Yani artık böyle delirme noktasında hatırlayamadığım kelimelere oturup resim de yaptım ama.

T: Peki çok teşekkür ederim katıldığınız için. Başarılarınızın devamını diliyorum.

A Sample Student Interview Transcript in English

December, 19th 2013

T: First of all thank you very much for your participation. Let's get started.

S1 & S2: Let's start

T: I have divided the questions into two parts like before the training and after the training. Who wants to go first?

S2: Nida, should start first.

T: Here's the first question. Did you use to have difficulty in learning words before we had this training?

S1: Er…. Definitely. I was having difficulty in not only learning words but also learning everything in English. It is easier to memorize vocabulary lists, but with this study, I became aware that I can actually learn words.

T**:** Can we say that you didn't have any problems with memorizing the meanings of new words?

S1: Yes, I was memorizing the Turkish meanings of the words, taking my vocabulary exam, then, I was getting high marks on the vocabulary exams one way or another. However, I was never able to learn the words because after a week or so I used to forget them.

T: Oh! So… Overtime you used to forget the meanings of the words that you memorized.

S1: It was like that at the beginning.

T: Then, now, I mean after the training can we say that you're able to remember the words even after a long time?

S1: Yes, that's definitely the case. For example, if you ask the meanings of the words that we covered in the first, I can tell you the meanings immediately.

T: OK. Let me ask you the same question Atakan. Did you use to have trouble before we had this training?

S2: Yes, I certainly used to have difficulty in remembering words. Grammar was OK but when it was learning vocabulary it was always a problem.

T: What kinds of problems did you use to have?

S2: I was not able remember them

T: OK. What do you think the reasons were?

S2: It could be because I was not reviewing them or it could be because I did not know about vocabulary learning strategies.

T: OK let's move onto the next question. Actually, this question is quite related to the previous ones. Did you use to have self-confidence about learning new words before the training?

S2: Let me put it this way. Last September when I took the proficiency exam the vocabulary section was the part I was most scared of. However, after this training, I am not afraid of it anymore.

S1: Same with me. At the end of the day all skills and areas like reading and grammar require vocabulary knowledge. Vocabulary knowledge is the starting point of knowing English.The most important problem was learning vocabulary, but it's not anymore.

T: Were you knowledgeable about vocabulary learning strategies? Did you use to apply any vocabulary learning strategies?

S1: To be honest I did not use to have extensive knowledge about them. Nevertheless, I noticed that I had already been applying some of them.

T: So, you were already applying some of them Can you give us some examples?

S1: For example, I used to draw pictures to remember the words if I was having a hard time in remembering some of the words just the day before our weekly vocabulary exams.

T: Then how did you use to study the words? What did you use to do to learn new words before the training?

S2: I used to believe that I could learn a word if I write it down seven times over and over. I used to write them down, but I was not able to remember the words.

T: What about the meanings?

S2: Their meanings, synonyms, antonyms etc. However, I used to confuse them all after a while. On the other hand, during the training I learnt to remember the opposites and synonyms by making up stories with the word. Now I am not having any difficulty anymore.

T: Did you use to be knowledgeable about the vocabulary learning strategies that suited your learning style?

S2: I memorized the numbers of the strategies that I used throughout the study. 25-31-38-51

T: You mean after the training I guess, not before the training.

S2: No, I didn't use to know about them.

T: What about after the training?

S2: I want to share the calculations that I made about my weekly vocabulary exam results. The mean of 4 vocabulary exams that I took before the training was 76.1. And here is the mean score of the 5 vocabulary exams that I took during the training which was 88.1. There is 12 point increase, and this is a significant increase for me. Besides, think about this, the mean score 88.1 was the result of 5 weeks, which means I divided the total into 5, yet the total score before the training was divided into 4. What I mean is that the mean score for the exams that I took during the training could have been higher something like 90 or 92 if it had been for 4 weeks.

T: Thank you. Next question. At the end of every week on Thursdays there were questions that you had to answer in your learner portfolios. They were about the strategies that you used during the training to see whether or not they worked for you. For example, which strategies have you used this week, which one of these strategies were helpful to remember the words? Do you think these questions were necessary or useful during this process?

S1: I think they were necessary because they helped us be aware of what we were doing and they guided us in learning about ourselves. For example, I knew which strategy I applied when I wrote it there. I didn't get confused. If I used one strategy one week and if

it helped me remember the meaning of the word, the following week I applied the same one.

T: Why do you think you used the same strategies throughout the training?

S1: Those questions helped me distinguish the strategies that didn't work for me. If I was able to remember the word by drawing pictures one week, I kept doing it in the upcoming weeks as well.

T: What about the strategies that didn't work for you?

S2: Actually, at the beginning I was trying out almost all the strategies, but gradually the number of strategies that I used decreased. After a while strategies number 25-31-38-51 became my life style. For example, keyword method became the strategy that I used the most. I started to make up stories by associating a new word in English with a word in Turkish. I also used to draw simple pictures with the spelling of the word to recall its meaning. I like learning the meanings of the words by writing short poems and rhyming the most.

T: Let's come to the last question. We covered 40 words in 5 weeks. However, there were a lot more words in your vocabulary lists, even maybe a hundred words in total. So, did you only apply the strategies to the 40 words that we covered during the training, or did you try to apply them to the other words on your vocabulary lists when you were preparing for your weekly vocabulary exams.

S2: I applied the strategies to all the words on our vocabulary lists. I applied whatever I learnt throughout 5 weeks. I prepared for weekly vocabulary exams in the same way as I learnt the words during the training. I will keep using the strategies

S1: Same with me. I applied the strategies to other words as well, but not all the strategies because sometimes there were too many words on our weekly vocabulary lists and I couldn't draw pictures for all of them. However, I used all of them in meaningful sentences, and I found relevant songs on the internet because I can remember the words through the songs the best. Nevertheless, I also drew pictures when I felt to stressed out and couldn't remember the word.

T: OK. Thank you very much for your participation. I hope you will be very successful in your studies.

Appendix XI

Means and Standard Deviations for the Most Commonly Used VLS

Rank	Strategy No	Strategy	Strategy Category	Mean	SD
1	2	When I do not know the meaning of a word, I look it up in a bilingual dictionary.	DET	4,53	,706
2	14	When I do not know a word, I try to guess it by connecting it to a word in Turkish.	DET	4,00	1,044
3	4	If I don't know a word, I ask the teacher to translate it into Turkish.	DET	3,97	,904
4	20	I try to remember words by connecting them to something in Turkish (e.g. sabotage-sabotaj)	MEM	3,91	1,055
5	46	When I learn a new word, I say it many times to remember its pronunciation and meaning.	COG	3,85	1,019
6	40	When I read or hear the explanation of a word, I remember the word I have learned before.	MEM	3,82	1,167
7	9	If I do not know the word in a written text, I try to guess the meaning of it from the surrounding sentences.	DET	3,62	1,015
8	63	I pay attention to the words of native speakers when I speak with them.	MET	3,59	,988
9	7	If I do not know a word, I ask my classmates for meaning	SOC/D	3,53	1,080
10	12	I make list of words with their meanings to memorize them.	DET	3,44	1,160
11	39	I pay attention to the root or prefix, suffix to reinforce its meaning.	MEM	3,44	1,284
12	13	In order to learn words, I pay attention to those words which are used together very often, and I try to learn these words together. (e.g. *correct*-answer; *true*-story)	MEM	3,38	1,256
13	47	I learn the synonyms and antonyms of target words: (e.g. white-black, cry-smile etc.)	MEM	3,24	1,394
14	21	When I learn a new word or phrase, I try to associate it with the words that I already know.	MEM	3,21	1,067
15	6	When I do not know a word, I ask the teacher to make a sentence including the new word.	SOC/D	3,15	1,019
16	41	I learn lyrics of songs, which help me to learn more words.	MEM	3,12	1,343
17	28	If the word I want to learn has more than one meaning, I learn them, too. (e.g. soil: stain, earth)	MEM	3,12	1,431

18	69	When I encounter a new word in a text, I stop reading and look it up in a dictionary.	COG	3,12	1,274
19	44	I write the new words several times not to forget their meanings and spellings.	COG	3,09	1,505
20	71	When I read an English text, I do not look each new word up in a dictionary but only when I meet it again	MET	3,06	1,434
21	61	When I learn new words in the class, I write them anywhere available.	COG	3,06	1,347
22	30	To learn a new word I try to visualize it.	MEM	3,03	1,167
23	16	I learn the meaning of a word better when I look it up in a picture dictionary.	MEM	3,00	1,414
24	18	In order to remember words or phrases I think of imaginary pictures in my mind. (e.g. "grin" reminds me of a funny actor, Kemal Sunal.)	MEM	2,94	1,434
25	22	In order to learn a new word I make use of the feelings that the word is associated. (e.g.: white-innocence)	MEM	2,91	1,264
26	59	I review the new words I learned after a certain time. (e.g. a day, a week, a moth later)	MET	2,85	1,234
27	64	I test myself to check my progress in learning new words.	MET	2,82	1,445
28	11	When I listen to a native speaker, I try to guess the meaning of a word or expression by paying attention to his/her intonation.	DET	2,82	1,507
29	10	When I am watching TV, I try to guess the meaning of a word by paying attention to gestures.	DET	2,82	1,141
30	62	I do exercises in the special vocabulary sections of the text books.	COG	2,82	1,242
31	19	I remember groups of words which are connected in some way(e.g.: yellow-green-blue)	MEM	2,79	1,250
32	17	I learn the meanings of words better by looking at the pictures than reading their definitions.	MEM	2,79	1,388
33	31	In order to learn the meaning of a word I try to guess which part of speech it belongs to (adjective, noun etc.)	DET	2,79	1,366
34	25	I try to remember the sample sentences including the new words or phrases.	MEM	2,76	1,208
35	38	I use rhyming to remember new words.	MEM	2,74	1,442
36	60	When I match the new words with words I have to learn I remember them better.	MEM	2,71	1,404

37	32	I learn the different grammatical usages of target words: (e.g. I felt shy; I felt the wind; I felt that I was wrong).	MEM	2,71	1,219
38	29	I study with my friends to consolidate the meaning of new words.	SOC/C	2,68	1,147
39	37	I remember the pronunciation of a word by connecting it to other words with the same sound.	MEM	2,65	1,098
40	5	When I do not know the meaning of a word, I ask the teacher to explain the meaning of it in English.	SOC/D	2,62	,954
41	53	I write down the different parts of speech of the new words in my vocabulary notebook. (decide (v), decision (n), decided (adj))	COG	2,59	1,373
42	36	If the words take place in phrasal verbs, I try to learn these phrasal verbs, too. (e.g. take→ take on, take off, take up)	MEM	2,59	1,351
43	1	If I do not know the meaning of a new word, I try to guess the meaning by means of its roots, prefix or suffix.	DET	2,56	1,375
44	33	I learn important words by grouping them in terms of their color, size, or any feature that makes sense to me.	MEM	2,50	1,161
45	49	I write the new words on cards which contain the English word on one side and its Turkish meaning on the other.	COG	2,44	1,521
46	54	I write notes and messages in English using the new words.	COG	2,38	1,256
47	24	I arrange the words into a diagram with a key word at the top and associated words as branches linked to the keyword: hospital→ doctor-nurse-patient etc.)	MEM	2,38	1,415
48	65	When I read a newspaper or magazine in English, I underline the new words.	MET	2,35	1,228
49	52	I study the vocabulary lists at the end of the course books.	COG	2,32	1,408
50	66	I look for opportunities to learn new words.	MET	2,29	1,115
51	58	I try to learn certain number of words each day.	MET	2,26	1,310
52	51	When I have free time I read the word cards that I prepared, and I try to remember either the Turkish meaning or the English meaning of the words.	COG	2,26	1,524
53	15	In order not to forget the expressions or idioms that I learned, I try to use them when I speak to foreigners or when I speak to my friends in English	SOC/C	2,21	1,343
54	26	When I learn a number of new words, I visualize them in different places in a room so that I can remember them.	MEM	2,21	1,225

| 55	35	When I learn new words, I link them together into a sentence or a story to create an association with the words I already know.	MEM	2,18	1,267
56	42	When learning a new word, I physically act it to remember its meaning	MEM	2,18	1,336
57	8	If I do not know the meaning of a word, I try to discover the meaning through group work activities.	SOC/D	2,15	1,019
58	23	To remember the adjectives, I try to set them in a scale. (e.g.: enormous-big- small)	MEM	2,06	,983
59	3	When I do not know the meaning of a word, I look it up in a monolingual dictionary.	DET	2,03	,904
60	68	I set long term goals to increase my vocabulary knowledge (e.g.:500 words by the end of the year)	MET	2,03	1,267
61	27	I use a combination of sounds and images to remember the new word. (e.g. "whistle" icin ıslık sesi, "bark" icin hav hav sesi vb.)	MEM	2,03	1,141
62	34	I learn new words by writing them on a piece of paper in a particular shape. (e.g. : animal dog Δ cat)	MEM	1,82	,968
63	50	I take the cards which have English words on one side and the Turkish meaning on the other side wherever I go.	COG	1,76	1,350
64	55	While watching TV, I write down the words or phrases I hear.	COG	1,74	1,024
65	43	When I learn new words with similar meanings, I draw a grid to remember their meaning. (grid: columns hands, sky, weather; rows Clean, Clear)	MEM	1,74	,963
66	57	I keep a diary in English.	COG	1,00	,000

Appendix XII

Sample Pages from Learner Portfolios

raise (v) yetiştirmek

#S: bring up, take care up, nurture

I was raised in Istanbul.
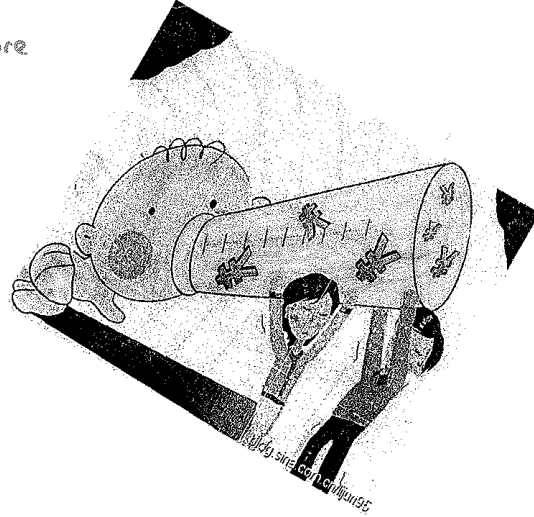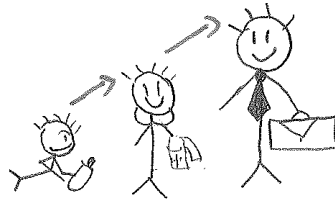
evolve (v) evrim geçirmek #S: develop, grow

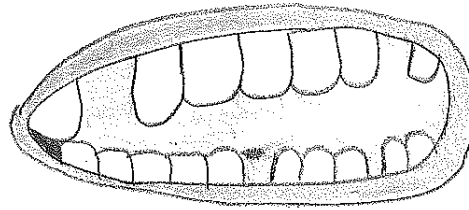Micheal Jackson evolves after the face - lifting.

lack (v) eksik

He <u>lacks</u> self-confidence
      verb

lack X Full
ek - sik

utilize (v) = kullanmak

use (v)

     <u>utili kullarsn</u>

✗ She utilize their

✗ He utilized
their ability

(utilize)
(use) ⟩ kullanek

Curriculum Vitae

Personal Information

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BA	Anadolu Üniversitesi English Language Teaching	2005
MA	Gazi Üniversitesi English Language Teaching	2014

Experience/ Years	Employment
Zonguldak Karaelmas Üniversitesi / 2 years	EFL Instrcutor
Atılım Üniversitesi /2 years	EFL Instrcutor
Bahçeşehir Üniversitesi / 4 years	EFL Instrcutor