

T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE EFFECTS OF STRATEGY TRAINING ON VOCABULARY DEVELOPMENT

MASTER'S OF ART THESIS

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DEVELOPMENT

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ABSTRACT

THE EFFECTS OF STRATEGY TRAINING ON LEARNERS' VOCABULARY DEVELOPMENT

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Vocabulary knowledge is one of the most important factors that affect the language learning process. However, it is a problem for learners to learn vocabulary due to the lack of vocabulary learning strategies. The purpose of this study was to determine whether teaching learners vocabulary learning strategies explicitly helps them improve their vocabulary knowledge. The present study was carried out during the first term of the 2008-2009 academic year at University of Gaziantep, Higher School of Foreign Languages. One hundred Level B (pre-intermediate) preparatory class students, who were chosen randomly, participated in the study. First, a pilot study was conducted and reliability of the questionnaire was calculated as .81 while it was .79 for the proficiency test. The control and the experimental group were administered the pre-questionnaire and pre-proficiency test before the treatment started. The analysis of the data obtained from those suggested that two groups do not have a statistical difference in terms of vocabulary proficiency ($p = .407$) and percentage of using vocabulary learning strategies. The treatment took eight weeks during when the subjects in the experimental group had lessons two-hour a week about vocabulary learning strategies and had opportunity to use these strategies doing activities. The subjects were given the post-questionnaire and the post-proficiency test after the treatment. The results suggested that the groups had a statistical difference in terms of vocabulary proficiency ($p = .023$). The analysis of the data revealed that teaching vocabulary learning strategies explicitly helps learners adopt more strategies, which leads vocabulary development. The experimental group was observed to use more vocabulary learning strategies after the treatment and while there was no statistical difference between the control and the experimental groups in terms of proficiency before the treatment, the subjects in the experimental group improved their vocabulary knowledge much more than the control group.

Key Words: Vocabulary learning strategies, Strategy instruction

ÖZET

STRATEJİ EĞİTİMİNİN ÖĞRENCİLERİN KELİME GELİŞİMİNE ETKİSİ

UĞURLUER, Yeliz

Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD

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Kelime bilgisi dil öğrenme sürecini etkileyen en önemli etkenlerden biridir. Ancak, kelime öğrenmek, kelime öğrenme stratejilerinin eksikliğinden dolayı öğrenciler için sorun olmaktadır. Bu çalışmanın amacı, öğrencilere kelime öğrenme stratejilerini öğretmenin kelime gelişimine katkı sağlayıp sağlamadığını belirlemektir.

Bu çalışma 2008-2009 öğretim yılının ilk döneminde Gaziantep Üniversitesi Yabancı Diller Bölümü'nde yapılmıştır. Çalışmaya hazırlık sınıfı B kuru öğrencilerinden rastlantısal örneklemeyle seçilmiş yüz kişi katılmıştır. Deneysel çalışmaya başlamadan önce uygulamada kullanılacak anket ve yeterlik sınavıyla pilot uygulama yapılmış ve anketin güvenirliği .81, yeterlik sınavının güvenirliği ise .79 olarak hesaplanmıştır. Katılımcılara, deneysel süreç önce ve sonrasında olmak üzere anket ve yeterlik sınavı verilmiştir. Deneysel süreç sekiz hafta sürmüş olup haftada iki saatlik kelime öğrenme stratejilerini öğreten ve öğrencilerin bu stratejilerini kullanmalarını sağlayacak aktiviteler içeren derslerden oluşmaktadır. Ön ve son anketin sonuçları betimsel yöntemlerle yorumlanmış, yeterlik sınavından elde edilen veriler ise uygulama sonrasında deney grubu ile kontrol grubu arasında anlamlı bir fark olup olmadığını belirlemek amacıyla incelenmiştir.

Verilerin analizi, öğrencilere kelime öğrenme stratejilerini öğretmenin öğrencilerin daha fazla kelime öğrenme stratejisi kullanmasına katkı sağladığını ve bunun da yeterlik seviyesini yükselttiğini ortaya koymuştur. Uygulama sonrasında deney grubunun kontrol grubuna oranla daha fazla kelime öğrenme stratejisi kullandığı ve uygulama öncesi kelime yeterlik seviyeleri arasında anlamlı bir fark yokken ($p = .407$), uygulamadan sonra yapılan yeterlik sınavı sonuçları karşılaştırıldığında, deney grubuyla kontrol grubu arasında istatistiksel olarak anlamlı bir fark bulunmuştur ($p = .023$).

Anahtar Kelimeler: Sözcük öğrenme stratejileri, Strateji eğitimi

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INTRODUCTION

1.1. PRESENTATION

In this chapter, the focus will be on the rationale of doing this study. The importance of the vocabulary is going to be introduced first. Following the background information, definitions of vocabulary will be presented and historical background of vocabulary teaching will be discussed. Then, purpose of the study is going to be explained and limitations and assumptions will be discussed as well as the hypothesis.

1.2. BACKGROUND INFORMATION

Words have a vital role in expressing our thoughts, ideas, feelings, and emotions during the act of communication. Certain words represent certain feelings and emotions, which makes vocabulary have a central position in language and it becomes indispensable for the language learner although it has not always received much attention in the area of second language acquisition research and practice. A language has several components; such as grammar, skills like listening, writing, reading and speaking, and vocabulary. All these elements are interrelated. In order to be competent in a language, the learner needs to be competent in each constituent, as well as style and register. However, when the second language acquisition (SLA) history is analyzed, it is seen that most approaches have lacked giving balanced importance to each fraction of a language.

Vocabulary is just as important as other elements and general attitudes of teachers towards vocabulary teaching have been peripheral learning, to leave it to the learners while studying other skills. This attitude generally results in students' lack of enough vocabulary knowledge in order to be competent in the target language. As language is seen as a whole, it can be claimed that success in a language depends upon

upon proper use of vocabulary, which means teaching vocabulary with conscious attention reckoning on techniques and strategies in vocabulary teaching.

1.3. WHAT IS VOCABULARY?

Vocabulary has been defined variously by different scholars. Harmer (1991) sees the structure of a language as a skeleton and vocabulary as vital organs and flesh. Sentences do not have a meaning without proper vocabulary. Diamond and Gutlohn (2006) define vocabulary as the knowledge of words and word meanings. Steven Stahl (2005) defined it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Knowing a word is also defined as knowing its spelling, pronunciation, collocations (i.e. words it co-occurs with), and appropriateness (Nation, 1990). Therefore, lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge which in turn requires a variety of strategies to gain the knowledge.

According to Lehr, Osborn and Hiebert (2004), vocabulary is more complex than what a simple definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations.

Schmitt (2008) states that although many teachers and learners consider a word 'learned' if the spoken and written form of the word is learned, a learner needs to know much more about lexical items, especially if they are going to be used productively. Nation (2001) provides the best description of 'word knowledge' (Table 1)

Table 1.1. What Word Knowledge Includes

Form: Spoken	R What does the word sound like?
	P How is the word pronounced?
Written	R What does the word look like?
	P How is the word written and spelled?
Word Parts	R What parts are recognizable in this word?
	P What word parts are needed?
Meaning: Form and meaning	R What meaning does it signal?
	P What word forms can be used?
Concepts and referents	R What's included in the concept?
	P What items can the concept refer to?
Associations	R What other words does it make us think?
	P What other words could be used instead?
Use: Grammatical Functions	R In what patterns does the word occur?
	P In what patterns must we use the word?
Collocations	R What types of words occur with this one?
	P What type of words must we use with it?
Constraints in use	R Where, when and how often to be seen?
	P Where, when and how often can we use it?

Most of the definitions agree that vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Diamond and Gutlohn (2006) states that vocabulary is achieved through both indirect exposure to words and explicit instruction word-learning strategies in time. In other words, vocabulary is learning/teaching vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. While teaching vocabulary, a teacher is supposed to be aware of vocabulary learning strategies so as to be contributive to the learners' development of vocabulary.

1.4. HISTORICAL BACKGROUND OF VOCABULARY TEACHING

Throughout the second language acquisition (SLA) history, the role of vocabulary in language teaching has always been viewed variously in approaches

since the first periods of language teaching up to the present day. To begin with the historical background of vocabulary teaching, in the period of Grammar Translation Method, which dominated language teaching in 1920s, detailed explanations of grammar were given to language learners in L1 and paradigms to memorize along with bilingual vocabulary lists to learn. Communication and interaction was not important, but the main focus was on understanding literature. Hence, the teachers dealt with formal and literary vocabulary. The vocabulary of the early readings was strictly controlled (Hişmanoğlu, 2008).

The Direct Method, which was developed in the U.S. by Sauver (1874, cited in Ünal, 2006) and promoted by Berlitz (1878, cited in Richards and Rodgers, 2001), prioritized relating meaning directly with L2 without translation. They believed that the context was really important for language acquisition and interaction was considered central to language learning. Thus, the emphasis was on interaction for language acquisition and acquiring an acceptable pronunciation from the beginning. It introduced vocabulary through classroom objects, mime, drawings and explanations, or even by means of texts supplemented by pictures.

The Situational Language Teaching which emphasized the need to develop reading skills was introduced in Great Britain during 1930s. Micheal West (1930 cited in Zimmerman, 1997) the forerunner of this approach, advocated the improvement of vocabulary skills for the purposes of improving reading skills. In the Oral Approach, grammar and vocabulary was carefully chosen and graded. This ultimately led to the Vocabulary Control Movement and West's 'A General Service List of English Words' 1953, which had a permanent effect on the grading of vocabulary (Schmitt 2000, Zimmerman 1997). In Situational Language Teaching, the meaning of words was not to be given via explanation in either the mother tongue or the target language but was to be induced from the way the form was used in a situation. The learner was expected to deduce the meaning of a particular vocabulary item from the situation in which it was presented. The meaning of new words was not conveyed through translation. It was made clear visually with objects, pictures, action and mime (Richards and Rodgers 2001:36-38).

For the Audio-Lingual Method, founded by American Structural Linguists during World War II, the main objective of language teaching was the acquisition of structural patterns. Fries (1945), Rivers (1968) and Twaddell (1980) (cited in

Richards and Rodgers, 2001), the proponents of this method supported presenting learners structural frames. They also believed that learners could gain vocabulary at a later stage according to their individual lexical needs in particular situations. It was believed that too much vocabulary early in the language learning process would lead to a false sense of security in students. The importance given to structural patterns overweighed that of vocabulary in the Audio-Lingual Method and vocabulary learned in the classroom was only used to illustrate and practice structural topics. Thus, vocabulary was kept to a minimum while the learners were mastering sound system and grammatical patterns.

The Cognitive Approach, which emerged as a reaction against the defects of the Audiolingual Approach and its behavioristic features at the end of the 1960s and beginning of the 1970s, took as its theoretical base the Transformational-Generative Grammar of Chomsky (Stern 1991:169). In this approach, the acquisition of an adequate vocabulary was crucial for successful second language use. Students could not use the structures and functions during the act of communication without having sufficient amount of vocabulary. In a cognitive class, the language teacher had to move from competence to performance. To put it another way, he was expected to follow the presentation, practice and the application stages. To teach the meanings of the lexical items, techniques like contextualization, demonstrations, drawings, real objects, flashcards, OHP, etc. were used to a great extent. Moreover, synonyms, antonyms, hyponyms, collocations, cognates and semantic fields, etc. were also utilized by language teachers (Şenel 2002:161).

The 1970s witnessed the development of communicative methods, the common concern of which was bringing language learners into closer contact with the target language by prioritizing fluency over accuracy. The proponents of communicative methodology, some of whom were Wilkins (1972), Widdowson (1978) and Rivers (1983) (Rivers, once a supporter of Audio-lingual Method, altered her views later on and became a strong supporter of communicative approaches) acknowledged the importance of vocabulary (cited in Zimmerman, 1997). They argued that as notional and functional syllabi are governed with themes and situations, their content should be determined by semantics rather than by syntax. Direct vocabulary instruction was still ignored and attracted little interest in this method. Also, the focus of attention was directed to the correct use of communicative

categories and language as discourse. It was believed that learners could master the lexical systems in the same way as they master the syntactic system: with considerable exposure to language. In other words, L2 vocabulary would develop with natural communicative exposure in the target language, just as L1 vocabulary, which develops through contextualized, naturally sequenced language (Zimmerman, 1997).

The Natural Approach, developed by Krashen (1989), emphasizes comprehensible and meaningful input instead of grammatically correct production. For Krashen, comprehensible input is crucial to acquire the language and comprehensibility relies on the meaning of vocabulary items; therefore, without comprehension of vocabulary items, acquisition will not occur. It has been recommended in the Natural Approach that interesting and relevant vocabulary input should be provided to language learners to help them achieve the mastery of language. Krashen (1989) underlies the significance of vocabulary to the language learning process in the following words: "Excellent reasons exist for devoting attention to vocabulary and spelling. First, there are practical reasons. A large vocabulary is of course, essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that lack of vocabulary is a major problem.... On the theoretical level, the study of the acquisition of the vocabulary and spelling ability can help us understand language acquisition in general" (p. 440).

In 1993, Michael Lewis published a book entitled *The Lexical Approach* in order to find solutions for the problems of ELT. The Lexical Approach can be summarized in a few words: language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks. Teachers using the Lexical Approach will not analyze the target language in the classroom, but will be more inclined to concentrate learners' attention upon these chunks. This new approach is understood as a serious attempt at revaluation for the individual teacher and the profession as it develops many of the fundamental principles advanced by proponents of Communicative Approaches. The Lexical Approach develops many of the fundamental principles advanced by proponents of the Communicative Approach. The most important difference is the increased understanding of the

nature of lexis in naturally occurring language, and its potential contribution to language pedagogy. Key principles of Lexical Approach are:

- Language consists of grammaticalised lexis, not lexicalized grammar.
- The grammar/vocabulary dichotomy is invalid; much language consists of multi-words 'chunks'.
- A central element of language teaching is raising students' awareness of, and developing their ability to 'chunk' language successfully.
- Although structural patterns are known as useful, lexical and metaphorical patterning are accorded appropriate status.
- Collocation is integrated as an organizing principle within syllabuses.
- The central metaphor of language is holistic - an organism; not atomistic - a machine.
- It is the co-textual rather than the situational element of context which are of primary importance for language teaching.
- Grammar as a receptive skill, involving the perception of similarity and difference, is prioritized.
- Receptive skills, particularly listening, are given enhanced status.

Lewis and Hill (1992) propose some techniques while teaching vocabulary:

- A vocabulary item can be more than a word
- Do not discuss the structure of lexical items
- There is a difference between active and passive vocabulary
- Explain difference of meaning, not meaning
- Words are often best taught in groups
- Vary the way you explain
- Words can link grammatically as well as thematically
- Record words together which occur together

Here, we would like to establish a relationship between lexical approach and our study. Lexical approach puts emphasis on vocabulary and vocabulary teaching. Our study aims to figure out how much it affected today's classrooms.

1.5. STATEMENT OF THE PROBLEM

Vocabulary takes its ineluctable place in all language studies as it is in the basis of all language skills. It has a crucial role in comprehension of reading and listening studies and also vital for competency in writing and speaking. However, for a long time it was assumed that vocabulary would be best taught while the other skills are being taught, which was proven to be inefficient.

Vocabulary teaching and learning constitute a major problem for both EFL instructors and students. Read (2004) states that second language learners are typically conscious of the extent to which limitations in their vocabulary knowledge hamper their ability to communicate effectively in the target language since lexical items carry the basic information load of the meanings they wish to comprehend and express. This gives vocabulary study a salience for learners that may be lacking in the acquisition of other features of the language system. However, language teachers are often unsure about how to incorporate vocabulary learning into their teaching best. Traditional techniques of presenting new words in class or requiring students to memorize lists of vocabulary items seem old-fashioned in the context of current task-based language programs.

While learning a foreign language, one of the main causes of learners' failure is lack of comprehension, which generally results from lack of vocabulary learning strategies, and at this point teachers' responsibility becomes vital as teaching vocabulary is two-fold: teaching vocabulary and teaching how to learn vocabulary. Teachers are responsible for using various strategies to teach vocabulary and also teaching them to learn vocabulary. For today's available technology and materials in classrooms, in theory there is no limit in how many vocabulary activities a teacher can use, but in practice there is a bit restriction for using them. There are many things to do and focus on while teaching a language. That's why, one of the main responsibilities of a teacher has become to teach learners how to learn.

It is clear that making lists of vocabulary and making sentences with these words are not enough to teach vocabulary. These methods have been used for years in our country, and the results are not satisfying. Studies reveal that learning strategies differ from one student to another. In today's crowded classes it seems impossible to teach each student the way he/she learns, or even to determine how he/she learns.

Most recent vocabulary studies focus on importance of incidental vocabulary learning, which is learning new words while you are listening or reading a passage without intention to learn them. However, it is obvious that incidental vocabulary learning is not enough to be competent in language. For vocabulary acquisition, awareness of both teachers and learners is essential. As Holstijn, Hollander and Greidanus (1996) put it;

“It appears that vocabulary growth stems partly from reading and listening. On closer examination, however, it turns out that readers often fail to spontaneously learn the meanings of previously unknown words encountered in texts for one or several of the following reasons:

1. Sometimes, learners simply fail to notice the presence of unfamiliar words or believe that they know a word when, in fact, they do not.
2. Sometimes, learners do notice the presence of unfamiliar words but decide to ignore them.
3. The contextual information may be so redundant that readers fail to connect the form of the unknown word to the meaning contained in the context. In other words, they may only pay attention to the meaning and ignore the unfamiliar word form. For learning to take place, however, attention must be focused not exclusively on the meaning of the target word, but also on the connection between the word's form and meaning
4. Often, the meanings of unknown words are not inferrable from the context. Readers also frequently make erroneous inferences and, hence, learn words incorrectly (Bensoussan & Laufer, 1984; Carnine,

Kameenui, & Coyle, 1984; Dubin & Olshtain, 1993; Huckin & Haynes, 1993; Hulstijn, 1992; Laufer & Sim, 1985; Summers, 1988).

5. Even when readers have a dictionary available during reading, they do not look up all unknown words, especially when they are reading texts longer than a few hundred words (Hulstijn, 1993; Krantz, 1991). Perhaps L2 learners make more use of the dictionary when reading short texts. Knight (1994) found that L2 learners who had to read and retell in L1 a 250-word text made frequent use of the dictionary. In Knight's study, participants read the text on the screen of a computer monitor and accessed the dictionary via computer. However, when there is a new-item overload, regardless of whether a text is short or long, even good L2 learners soon abandon their intentions to look up new items (Jones, 1995).

6. Usually, a single encounter with a new word does not guarantee its acquisition. Nagy, Her-man, and Anderson (1985), therefore, called the learning of words through reading a 'process of small increments.'"

As vocabulary is the 'key' for success in language learning, it is important to find ways to teach vocabulary. The most efficient way is to teach learners how they can differentiate between important and unimportant or necessary and unnecessary vocabulary items. For such awareness, learners need to develop some strategies, which would eventually help them for other language skills. Otherwise, learners will go on having difficulty in use of the foreign language.

1.6. PURPOSE OF THE STUDY

Studies on vocabulary acquisition have generally been on learner strategies or the process of learning vocabulary. However, students' awareness of this learning process is also crucial. This experimental study aims to find out whether teaching vocabulary learning strategies to the learners explicitly affects their vocabulary development. There are various strategies in learning vocabulary, whose efficiency would change depending on the learners' styles. In order to find out the effect of the explicit teaching of strategies, the students were lectured two hours a week for eight

weeks about these strategies, answering a pretest and posttest of proficiency in vocabulary and were asked to answer a questionnaire and the results were analyzed in order to see if there is a relationship between use of strategies and vocabulary development.

1.7. HYPOTHESES

If the students know how they can learn new vocabulary – vocabulary learning strategies - and have chance to work out these strategies during some classes, they will adopt some of these strategies, which will result in vocabulary development. When a group of students are instructed on the vocabulary learning strategies explicitly, there will be a statistical difference between this group and the traditionally-lectured group in vocabulary development.

1.8. LIMITATIONS

There are two basic limitations of this study. Firstly, that is a study which was conducted at University of Gaziantep, Higher School of Foreign Languages. The sampling was done among B (intermediate) level, preparation class students and a hundred out of 425 students participated in the study. That is why, the results of the research might be specific to the target group. Another important limitation is that the questionnaire might not include all vocabulary learning strategies.

1.9. ASSUMPTIONS

This study was conducted among B level students of preparation class students in Higher School of Foreign Languages, University of Gaziantep, assuming that the placement test done at the beginning of the term was valid and reliable, so all the students were in the same level in English. It was also assumed that during the experimental period, the control group was lectured with traditional techniques and the participants answered the tests sincerely.

CHAPTER 2

REVIEW OF LITERATURE

2.1. PRESENTATION

In this chapter, the focus will be firstly on the importance of vocabulary teaching and the relationship of vocabulary with other skills. After that, the decision process on what to teach and how to teach will be discussed and studies on vocabulary teaching will be introduced.

2.2. THE IMPORTANCE OF VOCABULARY IN LANGUAGE TEACHING

Vocabulary knowledge is one of the basic elements in second language (L2) acquisition. Acquiring a large and varied vocabulary is not only essential for language learning but also for communicative competence. Lado (1990) indicated that humans acquire and learn words, names, titles, expressions, sayings, and formulas as undifferentiated lexical items first, and then develop systems to store and retrieve the lexemes and combine them into phrases and sentences.

In a language classroom, the teachers are supposed to help learners learn and store the vocabulary information. By learning new words, students can increase their listening, speaking, reading and writing skills and can improve their comprehension and production in L2, which is the main target of most language classrooms. Findings of various studies carried out about vocabulary teaching support that vocabulary is a principle contributor to comprehension, fluency, and achievement. In a study, Haynes and Baker (1993, cited in Shen, 2008) came to the conclusion that the most significant handicap for L2 readers is not lack of reading strategies but in fact it is insufficient

vocabulary in English. What this study indicates is that the threshold for reading comprehension is, to a large extent, lexical. Lexical problems will, therefore, hinder successful comprehension. Similarly, Bromley (2007) states that vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70–80% of all comprehension.

The main tool of communication is the vocabulary one uses to send or get the message. Without the required vocabulary, the other elements of language are insufficient for an effective communication. Therefore, it is essential to make decisions on what to teach on vocabulary.

2.2.1. Vocabulary and Reading

The crucial role of vocabulary in language teaching has been noticed particularly during reading studies in classes. Fluent readers recognize and understand many words, and they read more quickly and easily than those with smaller vocabularies (Allington, 2006; Samuels, 2002, cited in Bromley, 2007). Students with large vocabularies understand text better and score higher on achievement tests than students with small vocabularies (Stahl and Fairbanks, 1986). It is obvious that for comprehension of the passage, the reader is supposed to understand the lexical items in the text.

Until recently, it was thought that vocabulary can be taught through reading exercises. Nevertheless, low-level students generally lack sufficient vocabulary knowledge that is necessary to understand the reading text. Thus, they are discouraged from reading. As they do not read much, they do not have the chance to learn new words and improve their guessing skills, which eventually results in their failure. The failure of most students has proven that some basic vocabulary and vocabulary guessing strategies are also needed in order to comprehend the text. Ediger (1999) specified the reason behind learners' failure in reading as lack of vocabulary. That's why; researchers have looked for ways to teach both reading and vocabulary.

The National Reading Panel in 2000 concluded that in order to decide on the comprehension development, a critical analysis of role of vocabulary knowledge

should be done as ability to read with comprehension requires some vocabulary learning strategies that help continuous vocabulary development.

Similarly, Zhang and Anual (2008) conducted a case study to figure out the role of vocabulary in reading comprehension in Singapore by testing learners' vocabulary knowledge and reading ability. The results suggest that significant correlation exists between learners' vocabulary level and reading comprehension.

These results are comparable to those obtained by Hu and Nation (2000) in a study of the relationship between vocabulary coverage and reading comprehension of fiction texts. Hu and Nation also found that knowledge of 80 percent of the words was the minimum threshold but that most learners needed to know around 98 percent in order to read independently.

Nagy, Herman, and Anderson (1985, cited in Cunningham, 2005) attempted to determine the amount of knowledge children acquire about unfamiliar words during natural reading. They asked 57 eighth-grade students to read one of two excerpts (approximately 1,000 words) taken from a junior- high-level text. The students then completed a multiple-choice vocabulary test assessing their knowledge of 15 target words from the passage they read and 15 words from the alternative text. The multiple- choice test was designed to assess the amount or degree of knowledge about a word. Students were also asked to participate in an individual interview aimed at determining partial word knowledge. Results indicated that children made small but statistically reliable gains in word knowledge after reading words in context.

In another study, August, Carlo, Dressler and Snow (2005, cited in Al-Jarf, 2007) found that English language learners who experienced slow vocabulary development were less able to comprehend texts at the grade level than their English-only peers. Such students were likely to perform poorly on assessments in these areas and were at risk of being diagnosed as learning disabled.

In another study, Helen S. Apthorp (2006) examined the effectiveness of vocabulary based reading activities and the students in treatment group performed significantly higher in vocabulary and reading exercises compared to control group.

Kaivanpanah and Zandi (2009) conducted a research parallel to the previous one to find out the effects of vocabulary and grammatical knowledge and came up with the conclusion that depth of vocabulary knowledge is significantly related to reading performance.

The research results indicate that there is strong relationship between vocabulary knowledge and reading comprehension, which supports the idea that teaching vocabulary is an issue that needs more direct attention of language teachers.

2.2.2. Vocabulary and Writing

In a text construction, lexical terms play a prominent role as well as grammatical structures. For an instructor, a well-designed writing has several components such as content, organization, punctuation and use of the language. However, one of the most essential skills is that the style and the vocabulary choice should be appropriate to the asked format. As it is a skill that requires production, most learners have difficulty in differentiating between informal and formal styles and they have difficulty in using vocabulary variedly. Before writing, learners need to meet vocabulary in different contexts like reading or listening texts. Otherwise, the restricted vocabulary would reduce their ability to write academic texts.

Hinkel (2004) suggests that writing an academic-level essay demands on students' fluency with lexical classes of verbs. Similarly, Brynidssen (2000) states that the richness of the vocabulary knowledge has a direct influence on the writer's descriptiveness, accuracy and, quality. Brynidssen (2000) also states that during the writing process, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly.

In their study, Olinghouse and Leaird (2008) aimed to find out the relationship between measures of written vocabulary and writing quality. When they analyzed the results, they found out that there is a relationship between vocabulary knowledge and writing quality.

The researchers agree that vocabulary knowledge determines the quality of a written text. In order to be able to write an expansive text, not only a wide variety of vocabulary is necessary, but also some basic information about the vocabulary based on the appropriate style and register is essential.

2.2.3. Vocabulary and Listening

Listening is one of the receptive skills and the listener is supposed to get the message in order to make a conversation, or answer questions in a language class. However, in order to be successful in either duty, the listener needs to know the target vocabulary with its pronunciation and sometimes spelling.

Nation (1990) argues that giving attention to vocabulary is unavoidable as inadequate vocabulary knowledge will cause frustration of learners and result in failure in skills such as reading or listening. He specifies the following:

1. Material is prepared with vocabulary learning as a consideration;
2. Words are dealt with as they happen to occur;
3. Vocabulary is taught in connection with other language activities.
4. Time is spent either in class or out of school on the study of vocabulary without an immediate connection with some other language activity.

Holstijn (2001) states that learning vocabulary through listening requires some deliberate attention of students (cited in Nation, ed. Hinkel, 2005). In an experimental study, Elley (1989) measured the extent of vocabulary development through reading aloud procedure. The findings support that incidental vocabulary acquisition is reinforced when the teachers explain the vocabulary and the frequency of the words determines the acquisition.

Chang (2007) completed a study on the impact of vocabulary preparation on second language listening comprehension. The participants were given three different lengths of preparation time to study new vocabulary that would be heard in a listening text. The instruments involved a vocabulary test, a listening comprehension test, and a questionnaire to elicit their confidence levels and strategy use. The results suggested that the previous vocabulary study definitely promoted vocabulary knowledge, and resulted in improvement of listening skills.

One study of Japanese learners' listening comprehension by Bonk (2000) showed that, although some learners could achieve adequate understanding of short expository texts by knowing as little as 80 percent of the vocabulary, most needed more than 95 percent coverage, and quite a few students could not really understand the texts even though they apparently had some knowledge of all the words. Thus, while further investigation is necessary, it appears that the vocabulary learning goals for minimum levels of both listening and reading comprehension need to be set somewhat higher than the 95 percent coverage that has been widely recommended until now.

2.2.4. Vocabulary and Speaking

While speaking, it is a big problem for most of the students to find the right words. Due to the spontaneous nature of speaking, vocabulary is generally misused. To overcome this problem, learners need to turn their passive vocabulary into active vocabulary. To speak competently requires choosing the correct style and register. That is why, vocabulary knowledge is one of the most important factors in speaking competence.

Although there aren't many studies on the relationship between speaking and vocabulary, based on the studies on vocabulary and other skills, and the nature of speech, it can be claimed that vocabulary is a vital contributor to speaking.

2.2.5. Vocabulary and Grammar

Although grammar and vocabulary are traditionally accepted as separate parts of a language, studies suggest that they are interrelated and can be combined successfully. Many course books have separate parts under the title of grammar and vocabulary. However, grammar is just as essential for vocabulary development as vocabulary is for grammar comprehension. Hunston, Francis and Manning (1997) claim that all words have patterns and similar patterns share aspects of meaning. They claim that a lexical syllabus promotes accuracy, fluency and flexibility. That is why; they should be covered both for the sake of grammar and vocabulary with a lexical syllabus.

In a study, Al-Jarf (2006) conducted an experimental research employing a method proved to be effective in enhancing vocabulary learning by struggling EFL college students. In their first semester, freshman students were required to take a vocabulary course that consisted of 50 lessons (2000 words), each consisting of a presentation page and a practice page. To help the students learn, retain, apply and relate a word, the instructional approach focused on connecting the printed form of the word with its pronunciation (the hidden sounds, double and silent letters, and homophones), with its part of speech, singular or plural form, synonym or antonym, English & Arabic meanings, usage, component parts, previously-encountered words and others while presenting the new vocabulary items in each lesson. Categorization, association, and visualization skills and mnemonic approaches were emphasized. Out of class extensive reading and listening activities were also encouraged. Quizzes required the students to make the above-mentioned connections. Comparisons of pre and posttest results and of the experimental and control groups' test scores revealed significant differences in vocabulary knowledge and skills.

2.3. WHAT TO TEACH AS VOCABULARY

The crucial role of vocabulary in language acquisition has stimulated researchers to think about how to teach new words. About this issue, McCarten (2007) states that teachers need to make choices on what and how much to teach. However, before deciding on what to teach, teachers need to determine which vocabulary they want their students to use when they speak or write (active or productive vocabulary) and which vocabulary they are supposed to recognize but not necessarily be able to produce (passive or receptive vocabulary).

When vocabulary is analyzed deeply, it is seen that it is not easy to decide on what or to what extent to teach vocabulary. That's why, researchers have tried to make distinctions among different forms of vocabulary. The first distinction is made between oral and written language. Due to the nature of language, spoken and written language show differences both in form and vocabulary. While oral vocabulary includes the words or phrases used during listening and speaking activities, which are generally referred as elements of spoken language, written language consists of reading and writing activities.

It is important that the instructors have different expectations on oral and written language. For written language, Kamil and Hiebert (2005) state it is much more extensive and diverse than the vocabulary of oral language. Knowing these differences makes it easier for teachers to determine their program and expectations.

It is also suggested that teachers of language should be aware of the difference between receptive and productive vocabulary knowledge. Although it is still argued, it is widely accepted that receptive vocabulary is wider than productive vocabulary and it occurs first. Thus, teachers need to make a distinction between the vocabulary items they expect the students to be able to use actively and the vocabulary items they can only recognize and understand but cannot explain as that can influence all the judgments about the learners' competence in vocabulary of the target language.

Figure 2.1. shows relationship between different types of vocabulary.

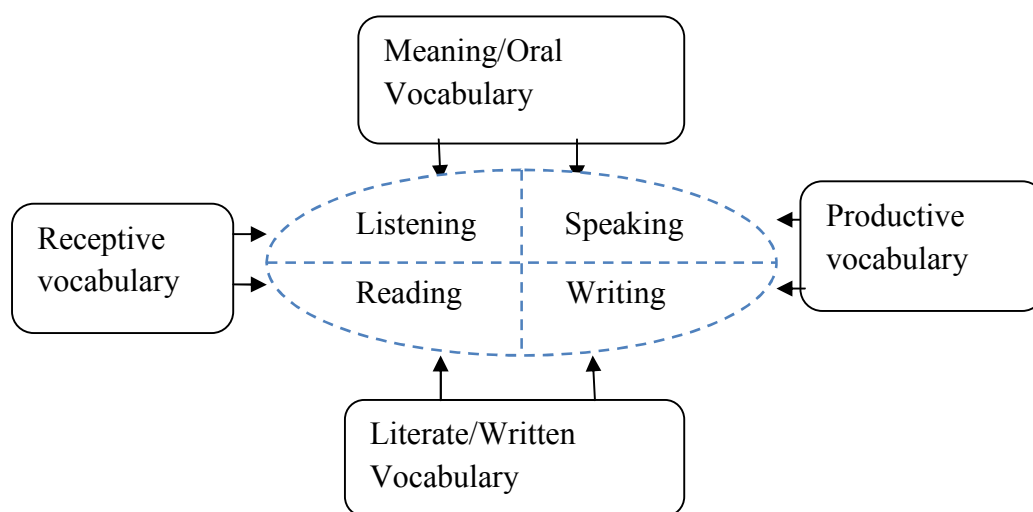


Figure 2.1. The Relationship Between Different Types of Vocabulary

2.4. HOW TO TEACH VOCABULARY

Once the content is shaped, the teachers need to decide on how to teach vocabulary. According to Baker (2003), teaching vocabulary occurs in different stages. First the teacher conveys the pronunciation and the meaning of the word. Second the teacher checks that the students have understood. Third the teacher

consolidates and tries to have the students relate the word to their personal experience and use it context (cited in Rahimi and Sahragad, 2008).

In the teaching process, there are various techniques a teacher can make use of, such as giving a short definition of the target word, telling the correspondence of the word in the native language of the learners, asking the learners to make notes or write stories using the words, showing pictures or realias. Presenting the new words in a context is thought to be an effective method. Synonym and antonyms of the words are also helpful in the learning process. However, the presentation of the new words does not necessarily mean that the word is going to be learned. There must be some consolidation and practice processes dealing with the new words in order to assure that the learner can use the word actively.

On the other hand, one of the basic questions in language classrooms is whether vocabulary is acquired incidentally or there should be explicit instruction. Many scholars have argued that incidental vocabulary learning is more meaningful and more common while others believed vocabulary should be taught explicitly. There are various studies supporting both the views.

According to Schmitt (2008), vocabulary learning process should both include incidental and explicit vocabulary learning activities. He also claims that:

“Although engagement-rich explicit exposure is most effective in promoting learning, there are inevitable limitations in the number of times that teachers and materials writers can have such contact, which means that many of the meetings which learners need to consolidate and enhance their knowledge of lexical items must come from the extensive exposure generated by the meaning-focused input strand, from which incidental learning can occur. As a consequence, teachers and materials writers need to consider the maximization of meaning-focused exposure as an equal partner to explicit vocabulary learning, and thus actively promote and manage it.”

Hulstijn, Hollander and Greidanus (1996) conducted a research to understand whether reoccurrence of unknown words through reading passages foster the incidental vocabulary learning. They found out that the result is encouraging only if the vocabulary is presented in a meaningful context. Otherwise, most people ignore the unknown words and they do not try to learn them.

Rieder (2002) shares the opinion that incidental vocabulary acquisition is not enough for learners suggesting that it is not acceptable to think that inferring a word's definition means that word is learnt. Rieder also adds that text meaning of a word cannot represent all forms of a word, and so it is not sufficient. Similarly, according to Sökmen (2007) although having inference skills may contribute to vocabulary growth, rich vocabulary is not necessarily a consequence of having inference skills. All in all, implicit incidental learning seems to be a slow and inefficient process which does not necessarily imply long-term retention.

As there are studies supporting both incidental and explicit teaching occur, the teachers' role is to create opportunities for both forms to ensure teaching really occurs.

2.4.1. Vocabulary Learning Strategies

Students can increase their vocabulary knowledge formally in the classroom and informally through communication with others and out of class activities. Many instructional strategies were devised and used by L2 language teachers to develop the general and academic vocabulary of students. Nation (1990) supports the idea that vocabulary should be taught in a systematic and principled approach due to following reasons:

1. Since there is considerable research on vocabulary, we have good information about what to do about vocabulary and about what vocabulary to focus on.
2. There is a wide variety of ways for dealing with foreign or second language learning.
3. Both learners and researchers see vocabulary as being a very important, if not the most important, element in language learning. Learners feel that many of their difficulties in both receptive and productive language use result from inadequate vocabulary.

Vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies (Nation, 2001). Language learning strategies encourage greater overall self-direction for learners. Self-directed learners are independent learners who are capable of assuming responsibility for their

own learning and gradually gaining confidence, involvement and proficiency (Oxford, 1990). Research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking. But they are mostly inclined to use basic vocabulary learning strategies (Schmitt, 1997, cited in Ghazal, 2008). This in turn makes strategy instruction an essential part of any foreign or second language program.

In his study, Hogben (1996) points out successful learners used more strategies than less successful learners; and they tried to use different kinds of techniques and disciplines for learning new vocabulary, as well. Furthermore, Ahmed (1989) in his research suggests that more proficient learners are aware of what they learn about words and use more strategies than their less proficient peers (cited in Kojic- Sabo and Lightbown, 1999).

As most of the research puts it, learning strategies are supposed to make learning easier. Oxford (1990) suggests that ‘learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferrable to new situations’. Similarly, O’Malley and Chamot (1990) defined learning strategies as ‘the special thoughts or behaviours that individuals use to help them comprehend, learn and retain new information’ (cited in Kirkgoz, 2000). Another definition of learning strategies was made by Cohen (1998) as ‘a process consciously chosen by students that result in action, taken to enhance the learning or use of a second language... through storage, retention, recall and application.’ (cited in Peacock and Ho, 2003). An early definition by Rigney (1978) of learning strategy as operations employed by the learner for acquiring, retaining, retrieving or performing information (cited in Griffiths, 2003).

Some researchers implied the importance of mixed approach to vocabulary teaching. For Example, Simpson and Others (1987) stressed the importance of using mixed methods, learning vocabulary in context, maintaining student interest, and active learning. They recommended the use of three generative vocabulary strategies: Student-initiated vocabulary study, the keyword method of imagining, and concept cards. Similarly, Johnson and Steele (1996) recommended several generative vocabulary-building strategies: Vocabulary selection strategies, personal word lists,

semantic mapping, imagery, and computer-assisted instruction. Peters & Dixon (1987) also recommended using learning new labels; learning concepts; and learning to learn meanings. For effective vocabulary instruction, Burke (2004) also suggested scaffold instruction; multiple modes and graphic organizers.

Rather than compiling a taxonomy, Hatch and Brown (2000) divide vocabulary learning strategies into five essential steps composed of great number of various strategies:

- 1) encountering new words (with sources of new words being reading, watching TV, listening to radio, conversations with native speakers, textbooks, wordlists, dictionaries, etc.);
- 2) creating a mental picture (visual, auditory or both) of word form (e.g. relating a new word with L1 words or other FLs with similar sounds, using phonetic script, relating to already acquired English words that sound similarly);
- 3) learning the word's meaning (e.g. asking the native speaker for the meaning, creating a mental image of the meaning, guessing from context);
- 4) creating a strong linkage between word form and meaning in the memory (regardless of the memory strategy used _ as long as it is used); and
- (5) using words (in example sentences, collocations, various contexts, conversations, etc.).

Woodard (1998, cited in Al-Jarf, 2006) also suggested some strategies for teaching vocabulary. Those included teaching word origins and structural analysis; using semantic mapping/webbing; showing students how to attack analogies; reading aloud; dramatize; showing students how to use the dictionary; using cloze sentences; and using computer programs.

As Folse (2004) explains, the findings of memory studies – that grouping words into meaningful sets facilitates *memorization* – were over-interpreted to a teaching principle that states that grouping words into semantic sets facilitates learning. However, in the memory studies, subjects were asked to memorize known words. Conversely, L2 learners are initially encountering unknown words. When they encounter unknown words for the first time, grouping them into sets with similar features together can actually make learning more difficult, as they can easily become confused with one another.

2.4.1.1. Studies on vocabulary learning strategies

It is suggested that language teachers should provide students with not only specific words but also with strategies necessary to expand their vocabulary knowledge (Hulstjin, 1996). Anderson (2005, cited in Hinkel Ed.) states that there are no good or bad strategies; there is good or bad application of strategies. He states that the most effective strategy instruction occurs when it is integrated into regular classroom instruction.

Effective use of vocabulary learning strategies is an important factor in development of vocabulary for learners. However, learners may need explicit instruction on the use of strategies in order to practice different strategies to be able to find the most appropriate one for themselves in terms of individual differences. Cohen (1998) believes that 'the consciousness' aspect of learning strategies is one of the most important factors as it is what distinguishes a strategy from processes that are not strategic.

It was found in Nassaji's study (2004) that ESL students who had wider vocabulary knowledge made more effective use of certain types of lexical inferencing strategies than their weaker counterparts. This indicates that depth of vocabulary knowledge makes a significant contribution to inferential success over and above the contribution made by the learner's degree of strategy use. It can be concluded that, vocabulary teaching has been overlooked and needs more attention and awareness in order to be able to teach vocabulary successfully.

Ooi and Kim-Seoh (1994) also conducted a research to discuss some findings on the lexical competence of a group of undergraduates who are not native-speakers of English, but who have been through an education system in which that language is the medium of instruction. The data indicates that they have a problem which is related to use rather than to inadequate knowledge of word-meaning. It is argued that the teaching of vocabulary depends on the integration of lexis, grammar, and discourse, and that this can be achieved if lexis is taught through reading. Given the evidence, it is suggested that traditional criteria for item selection might have to give way to new ones that would allow specific learner needs to be more directly attended to.

Apart from investigating particular classroom activities, some researchers have focused on the opportunities for vocabulary acquisition offered by classroom

talk in general. Lightbown, Meara, and Halter (1998) analyzed transcripts of teacher-centered activities in classes following both the audio-lingual and communicative approaches to language teaching. They found that although the communicative teachers used a wider range of words, the oral input in both types of classroom contained relatively few new words that might contribute to a growth in the learners' vocabulary knowledge. The lexical value of the teacher talk, particularly by the audio-lingual teachers, was providing repeated exposure to the high-frequency vocabulary of English.

In a similar study, Tang and Nesi (2003) compared transcripts from secondary school English classrooms in Hong Kong and Guangzhou. Their results showed the influence of the rather different types of language syllabus and teaching methods in the two administrative divisions of China where these cities are located. The teacher in Hong Kong adopted a more flexible approach, incorporating a range of activities, materials, and topics, which produced more lexical variation and lower-frequency words. In Guangzhou, the treatment of vocabulary was much more systematic, within a strictly controlled lesson plan that left little opportunity for spontaneous interaction between the teacher and students. Although both teachers engaged in explicit teaching of preselected words, using a variety of techniques, the Hong Kong classroom offered more interactionally modified input and opportunities for incidental learning. In that sense, it could be seen as a lexically richer environment for vocabulary acquisition.

Most vocabulary teaching literature advises learners to keep vocabulary notebooks to help promote vocabulary acquisition as well as learner autonomy. Yet, there have been few studies of the vocabulary notebooks kept by students studying English as a foreign language. James McCrostie (2007) examined the vocabulary notebooks kept by 124 first year English majors at a Japanese university to determine: (1) the sources from which students choose words, (2) the types and frequency of words selected, and (3) the reasoning behind word selection. The study found that students draw the words for their notebooks overwhelmingly from textbooks, favor certain parts of speech, have difficulty identifying high frequency words, and view all words they do not know as equally important. These findings provide teachers and researchers with new information about vocabulary notebooks and show how standard notebook strategies do not always meet students' vocabulary learning needs.

Vann and Abbraham (1990) investigated the use of language learning strategies by unsuccessful learners while doing different kinds of tasks and found that what separated unsuccessful learners from successful learners was not the lack of appropriate strategies but the inability to choose the right strategy for the task. The result of the study indicated that unsuccessful learners appear to be active strategy users but they often cannot use the strategies that are suitable to the task. Apparently, they have the inability to use meta-cognitive strategies which would enable them to evaluate the task and then help them use a suitable learning strategy (cited in Richards and Lockhart, 1994).

In another study, Bozatlı (1998) investigated successful learners' vocabulary learning strategies and found out that successful learners are active strategy employers and they use several strategies more frequently than others.

Similarly, Şahin (2003) conducted a study in order to find out whether learning about vocabulary learning strategies help learners acquire vocabulary more easily and whether they change the learners' attitude towards vocabulary learning. According to the results, vocabulary learning strategies training does not affect the attitudes of learners but help them improve their learning strategies.

Kıvanç (2003) studied the effect of the cognitive construct of Field Dependence and Independence on vocabulary learning in an EFL context by using two distinct vocabulary teaching strategies, namely 'word list' and 'semantic mapping' and found out that field independent subjects benefited from semantic mapping more than field dependent counterparts. In another study, Evşen Ünal (2006) investigated the role of vocabulary instruction on learners' vocabulary knowledge. The findings indicated that the interactive vocabulary instruction can be utilized as an effective vocabulary teaching method in language learning classrooms.

Can (2007) also conducted a case study with the purpose of investigating the possibilities of teaching lexical items proposed in the curriculum utilizing authentic and realistic situations to be created in the implementation of art and craft activities with the purpose of developing and cultivating students' interest in learning English vocabulary and basic vocabulary treasure in communicative competency. The variables focused on here include the use of various art and craft activities in

vocabulary teaching as independent and the success level of the students participating in the study in their learning English vocabulary as dependent variables. Through the findings of this study, evidence to highlight the relationships between students' vocabulary learning performance and the use of art and craft activities is revealed.

As most of the studies in the field suggest, vocabulary is an indispensable part of learning a foreign language. Without vocabulary, there is no way to use the language efficiently. However, when it comes to teaching vocabulary, there are various strategies, techniques, and methods that the teachers can benefit from. It is important to find out the most efficient way to teach vocabulary. The studies highlight the importance of strategy training due to the fact that it is teachers' responsibility to teach students how to learn.

CHAPTER THREE

METHODOLOGY

3.1. PRESENTATION

This chapter presents the design of the study, the statistical techniques applied to the data, the participants, sampling and the instruments. The methodology and the procedure of the study, including the pre and post tests and questionnaires, is the main component of this chapter.

3.2. RESEARCH DESIGN

Experimental research design was adopted in this study in accordance with the aim. The purpose of the study was to find out whether there would be a statistical difference between the control and the experimental group after the experimental group had lessons on vocabulary learning strategies. The data was obtained through a questionnaire and a proficiency test, which were administered to the control and the experimental groups both before and after the treatment. The results of the questionnaire were analyzed quantitatively, using frequencies and percentages. The data obtained from the pre and post proficiency tests was analyzed via SPSS 15.0 (Statistical Package for Social Sciences) using t test.

3.3. RESEARCH POPULATION AND SAMPLING

In this study, experimental research design was adapted so as to find out whether teaching vocabulary learning strategies directly contributes to vocabulary learning process. The subjects are students at University of Gaziantep, Higher School of Foreign Languages. They all take a placement test at the beginning of the term and placed in levels according to the results of this test, assumed to have validity and

reliability. The subjects in this study were all chosen among B level (pre-intermediate) students, who are supposed to have basic skills in English.

The University of Gaziantep, founded by the government, is located in the south-east region of Turkey. The number of undergraduate students is approximately 15.000. The Engineering and Medicine faculty students are required to take an English preparatory class in their first year as well as the students of Vocational School of Tourism and Hotel Management. However, students who study Vocational School of Tourism and Hotel Management have a different curriculum from other prep-students. The subjects of the present study are either in an engineering or medicine department.

There were 1108 preparatory class students, 425 of whom were placed in level B. In this research, 100 out of 425 level B students were chosen and in line with the purpose of the study, the subjects were placed as experimental and control group. The study included one hundred students: fifty in the control group and fifty in the experimental group, who were chosen randomly.

3.4. DATA COLLECTION AND INSTRUMENTS

As this research aims to find out the relationship between explicit strategy training and vocabulary proficiency, the subjects were given a proficiency exam, which was developed by the researcher according to the level of the students, before the treatment in order to identify the learners' individual vocabulary knowledge. They were also given a questionnaire to find out how much they make use of vocabulary learning strategies. The questionnaire was adapted from Rebecca Oxford's study SILL (Strategy Inventory for Language Learning, 1989) in accordance with the aim of the study.

During the treatment, the control group had no direct instruction on vocabulary learning strategies, while the experimental group took a two-hour lesson a week for eight weeks on vocabulary learning strategies. Except the treatment lessons, the groups followed the same schedule and pacing with the same materials. The lessons included information on vocabulary learning strategies going on with activities on the use of instructed strategy.

The treatment lessons (see Appendix B) were planned on the basis of vocabulary learning strategies that the experimental group was aimed to be able to use efficiently and consciously. Each lesson was planned by the researcher with the purpose of providing the learners with enough input and encouraging them to try different learning strategies to find out the most compatible ones with their styles.

3.5. PROCEDURE, DATA COLLECTION AND ANALYSES

3.5.1. Pilot Study

Before the application of the questionnaire aiming to examine how often the subjects use the vocabulary learning strategies and the proficiency test, they were applied to fifty students from the same level students. The Cronbach's alpha reliability score for the questionnaire was calculated as .81 while it was calculated as .79 for the proficiency test, which suggested that they fit for the purpose of the study.

3.5.2. Data Collection

The treatment process took sixteen hours in eight weeks – two hours a week. During the lessons, the researcher observed the students to ensure that the learners understand the activities and they are actively involved in the learning process. The application was especially expanded to eight weeks supposing that internalizing strategy use for vocabulary learning would take some time.

3.5.3. Data Analysis

After the treatment, both the control group and the experimental group were given the same proficiency test and the questionnaire again. The results of the proficiency test were analyzed through SPSS – a statistical package for social sciences- with t test, a comparison of means of pre and post proficiency tests of the experimental and the control group. The data obtained from the questionnaires were analyzed through quantitative methods employing descriptive strategies, such as frequencies and percentages.

3.6. SAMPLE LESSON PLAN

The experimental process took eight weeks, two hours a week. For the treatment, each lesson was planned according to the target vocabulary learning

strategy and activities were added so as to assure that the learners really understand what the strategy is about and give the learners chance to use the strategy actively in the classroom. Following is a sample lesson plan.

(DAILY) LESSON PLAN		
PART ONE	Teacher's Name: Yeliz Ugurluer	Class(es): G 25/5
	Lesson Name: English	Date: December 15, 2008
	Book Name:	Duration: 100 minutes
	Unit Name & Number:	Topic: Vocabulary learning strategies
	Objectives of the lesson	Linguistic: To memorize vocabulary with help of pictures.
		Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.
		(Expected) Behaviours: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
	Unit Concepts:	Word groups with picture cards. Acting out the actions. How to remember a word (by repeating, remembering its place on board or page)
	Anticipated Problems:	Students may have difficulty in using all the strategies.

	Presumed Knowledge:		Students are supposed to know the related vocabulary.
	Possible Solutions:		They don't have to use all the strategies separately.
	Technological Devices:		—
	Student Resources:		Dictionaries, Thesaurus, Word Banks.
	Teacher Resources:		Compiled activities on Vocabulary
PART TWO	PROCESS	Time	25 minutes
			Linguistic:
			Lexical: Any vocabulary group
			Skills: Guessing & Remembering
		P R O C E D U R E ONE	In the beginning, students will be explained about the objective of the lecture. Then, the first strategy is introduced to the students. The teacher writes the strategy on the board and asks the Ss to make guesses about what kind of a strategy it is. They try to remember whether they have ever used this strategy or not. Then the teacher gives more examples on that strategy and hands out a paper consisting of sentences made up with the vocabulary the students already know. She wants the students to read the sentences for 2 minutes. After that, the Ss hand in the papers and this time the teacher hands out another sheet of sentences with synonyms or antonyms of the vocabulary in the previous paper. In the second paper, the sentences are scrambled, but the meanings

PART TWO			are the same. The teacher wants the Ss to find and underline the new word and write the already known word under it with pairs. If it is a synonym, they are supposed to write the exact word; if it is antonym, they are supposed to write 'not' and the word.
		Techniques	Guessing
		Expected Behaviours	Students will be stimulated to think, work with their friends.
	PROCESS	Time	25 minutes
			Linguistic: Making sentences with new vocabulary using various structures.
			Lexical: Any vocabulary group
			Skills: writing, speaking
		P R O C E D U R E	The teacher introduces the strategy assuming that they are already familiar with this strategy. She writes the new vocabulary they have studied in the previous part of the lecture and asks the Ss to make sentences with this vocabulary creating a story based on this vocabulary. The Ss make groups and think of a story, then they write sentences together for fifteen minutes. Meanwhile, the teacher walks along the Ss to check their sentences so as to make sure they don't misuse the vocabulary. After that, the spokesperson of the group stands up and read their story to the class. Then, they vote each other and choose the best story.

		TWO	
		Techniques	Group work, making sentences, making up a story
		Expected Behaviours	Students will be stimulated to think, write correct sentences and compete with their friends.
P A R T T W O	P R O C E S S	Time	25 minutes
			Linguistic:
			Lexical: Any vocabulary group
			Skills:
		P R O C E D U R E THREE	In order to introduce the strategy, the teacher starts the lesson with a poem. The students read the poem and they comment on it. Then the teacher writes ten new words on the board and asks the students to find as many as words that go together each of them. After finishing brainstorming, the teacher wants the Ss to try to write a poem consisting of three to five lines together with their groups. They think about the vocabulary that may go together. After five minutes, they read aloud their poems. Then the teacher hands out a worksheet of homophone words. They do the activity for five minutes and then check the answers.
		Techniques	

		Expected Behaviours	Students will be stimulated to think, write a poem with words that go together.
P A R T T W O	P R O C E S S	Time	25 minutes
			Linguistic:
			Lexical: Any vocabulary group
			Skills: guessing
		P R O C E D U R E FOUR	The teacher introduces the strategy to the class and wants them to make pairs. Then, they are supposed to think of a memory of them that they would use the vocabulary they have just learned. They write a summary of the event and the ones who want to share their memory tell about them and the others guess which vocabulary it is about.
		Techniques	Pair work, guessing, writing
		Expected Behaviours	Students will be stimulated to think, think about their related memories and tell about them.

PART THREE	Assessment & Evaluation:	Individual: Group: Mixed-ability: Strong Learners: Weak Learners:
PART FOUR	Possible Problems and Solutions Related to the Application of the Plan	Students may have difficulty in expressing themselves due to lack of structure knowledge. That's why, the teacher monitors the activities all the time to help them express themselves correctly.

As it is seen in the lesson plan, the focus of the lesson is on vocabulary learning while the activities are designed in a way that supports the use of vocabulary learning strategies making learners use different strategies as much as possible. However, it is important to start lessons with the introduction of the target strategy, which sustains the ultimate goal of the present study. The treatment took eight weeks and the strategies in the questionnaire that the subjects were administered before the strategy instruction were introduced one by one during the treatment with activities in accordance with the aim of the present study.

CHAPTER 4

RESULTS AND DISCUSSION

4.1. PRESENTATION

In this chapter, the data obtained from the questionnaires and the proficiency tests will be analyzed in detail. First of all, the reliability value of the questionnaires and the proficiency tests will be calculated. After that, t test will be applied to the data obtained from the control group and the experimental group's performance in the proficiency test and the results of the pretests and posttests will be compared with the purpose of analyzing the effects of treatment process. Following that, it will be analyzed whether there is an increase in use of vocabulary learning strategies after treatment.

4.2. FINDINGS OBTAINED FROM PROFICIENCY TESTS

At the beginning of the research both the control group and the experimental group took a vocabulary proficiency test so as to be sure that the groups are in the same level. The results were compared through independent sample t test. The results of the proficiency test suggest that there is no significant difference ($p < 0.05$) between the control group and experimental group before the treatment. (See Table 1)

Table 4.1. Differences between Control Group and Experimental Group in Terms of Pre-Proficiency Test Results

GROUP	N	Mean	sd	t	P
Experimental	50	34.56	11.05	1.91	.407
Control	50	30.44	10.58		

As seen in the table 4.1., the vocabulary knowledge of the students was close to each other before the treatment started. The statistical results proved that the groups do not have a significant difference in terms of vocabulary knowledge in target language. The mean for control group is 34.56 while it is 30.44 for the experimental group. The test included 40 questions each 2.5 points and the scores are out of 100.

Table 4.2. Differences Between Control Group and Experimental Group in Terms of Post-Proficiency Test Results

GROUP	N	Mean	sd	t	p
Experimental	50	69.22	8.27	-9.45	.023
Control	50	50.10	11.65		

Table 4.2. presents the comparison between the results of the control group's and the experimental group's performance in the post-proficiency test which the subjects took after 8 weeks they took the pre-test. During this eight-week process, the experimental group took lessons on vocabulary learning strategies, two hours a week. The treatment proved to be effective as while there was no significant difference between the control and experimental groups in the pre-test, the evaluation of the post-test shows a significant difference ($p < 0.05$) with a mean of 69.22 in the experimental group and 50.10 for the control group. It is seen that during this process, the experimental group had more progress than the control group and their mean increased much more than the control group. According to these results, it can be claimed that the treatment was beneficial for the experimental group.

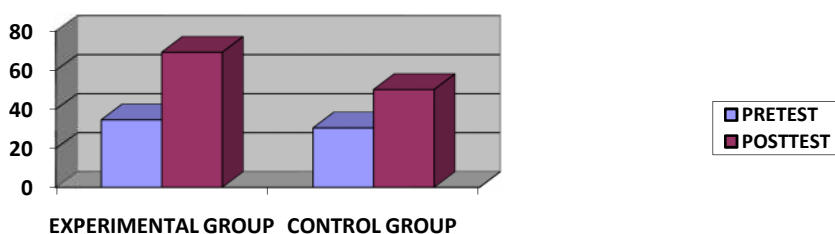


Figure 4.1. The Results of the Pre and Post Proficiency Tests for the Experimental and the Control Group

4.3. THE EVALUATION OF PRE AND POST QUESTIONNAIRES

In this study, one of the aims was to see whether the treatment process would make any difference in adapting vocabulary learning strategies. For this purpose, the subjects were given a pre-questionnaire before the treatment. The questionnaire included thirty-three items and was a five-scale questionnaire. When the treatment was over, the subjects were given the same questionnaire again and the results were analyzed in terms of frequency.

Table 4.3. “I think of the relationships between what I already know and new things I learn in English.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	0	0	12	24	22	44	14	28	2	4
	Post-test	0	0	11	22	18	36	19	38	2	4
Experimental Group	Pre-test	2	4	16	32	17	34	12	24	3	6
	Post-test	1	2	16	32	15	30	12	24	6	12

Table 4.3. presents the frequencies of the answers given to the questionnaire item one by the control and experimental groups in pre and post application. The analysis of the control group's answers to the first item in the pre and post questionnaire shows that there is not a significant statistical difference in use of the strategy. The number of people who answered as 'never' is the same for the control group in both the pre and post-questionnaire. When the experimental group's answers are analyzed, it is seen that the number of people who said 'never' or 'rarely' is almost the same. There is just a little difference in the number of people who said 'always. Thus, it can be claimed that there is not a significant difference between the experimental and the control group in the use of the strategy defined as item one.

Table 4.4. “I use new English words in a sentence so I can remember them.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	4	8	18	36	12	24	18	36	0	0
	Post-test	4	8	14	28	21	42	8	16	2	4
Experimental Group	Pre-test	4	8	17	34	13	26	14	28	2	4
	Post-test	0	0	12	24	16	32	16	32	6	12

Table 4.4. indicates the frequencies of the answers given to the second item of the questionnaire by the experimental and control groups. The analysis of the change in the pre and post questionnaire results shows that the groups have similar attitudes towards this strategy. While in control group 44% of the students never or rarely use the strategy, in the experimental group it is 42% in the pre-questionnaire. However, in the post-questionnaire it is observed that in the control group 36% of the students informed that they never or rarely used the strategy whereas only 24% of the experimental group chose ‘never’ or ‘rarely’. That shows the experimental group benefited from the strategy instruction and they started to use the strategy actively.

Table 4.5. “I remember a new English word by making a mental picture of a situation in which the word might be used.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	6	12	10	20	14	28	16	32	4	8
	Post-test	3	6	14	28	18	36	8	16	6	12
Experimental Group	Pre-test	5	10	12	24	13	26	14	28	6	12
	Post-test	2	4	8	16	12	24	20	40	8	16

Table 4.5. presents the answers of the subjects to the questionnaire item three. When the results of the pre-questionnaire is compared, it is seen that 32% of the control group answered this item as ‘never’ or ‘rarely’ and 60% of them chose ‘sometimes’ or ‘generally’. For the experimental group, the results are similar. 34%

of them said ‘never’ or ‘rarely’ and 54% of the experimental group answered as ‘sometimes’ or ‘generally’. Nevertheless, the result of the post questionnaire is a bit different. While the proportion of ‘never’ and ‘rarely’ is 34% for the control group it declined to 20% in the experimental group, which supports the idea that the strategy instruction affected the use of this strategy.

Table 4.6. “I use rhymes to remember new English words”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	8	16	14	28	20	40	8	16	0	0
	Post-test	12	24	14	28	10	20	10	20	4	8
Experimental Group	Pre-test	14	28	14	28	17	34	3	6	2	4
	Post-test	12	24	12	24	7	14	10	20	9	18

Table 4.6. presents the frequency of answers given to the item 4, which is about using rhymes to remember new English words. The table indicates that the control group used the strategy more commonly than the experimental group before the treatment. However, after the treatment the experimental group seems to use the strategy more commonly. It is clear that the experimental group learned to use the rhymes in order to remember vocabulary.

Table 4.7. “I use flashcards to remember new English words.”

ITEM 5		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	32	64	12	24	6	12	0	0	0	0
	Post-test	27	54	12	24	8	16	2	4	0	0
Experimental Group	Pre-test	36	72	7	14	3	6	0	0	4	8
	Post-test	20	40	8	16	7	14	9	18	6	12

Table 4.7. shows the frequencies of answers given to the questionnaire item 5, which asks how often they use flash cards to remember vocabulary. Before treatment, it is seen that most of both the experimental and the control group almost

never use this strategy. After the treatment, the experimental group shows an increase in use of this strategy, which seems to be a conclusion of the strategy instruction and the activities done in the classroom.

Table 4.8. “I physically act out new English words.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	24	48	16	32	0	0	6	12	4	8
	Post-test	22	44	14	28	5	10	7	14	1	2
Experimental Group	Pre-test	23	46	18	36	5	10	1	2	3	6
	Post-test	15	30	15	30	6	12	10	20	4	8

Table 4.8. is on the frequency results of answers given to the questionnaire item 6 by the subjects. It is about physically acting the new words. It is seen that I is not a popular technique to learn vocabulary. In the pre-questionnaire, 80% of the control group and 82% of the experimental group answered this item as ‘never’ or ‘rarely’. After the treatment, 60% of the experimental group answered as ‘never’ or ‘rarely’ and the ones who said ‘generally’ increased from 2% to 20%.

Table 4.9. “I remember the new words or phrases by remembering their location on the page.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	4	8	16	32	18	36	8	16	4	8
	Post-test	3	6	15	30	17	34	10	20	5	10
Experimental Group	Pre-test	8	16	13	26	19	38	9	18	1	2
	Post-test	6	12	1	2	22	44	15	30	6	12

Item 7 of the questionnaire is about remembering the words with their location in a book. According to Table 4.9., 60% of the control group claimed they used this strategy sometimes, generally or always while in the experimental group it

is % 58 in the pre-questionnaire. In the post-questionnaire, 64% of the control group chose among ‘sometimes’, ‘generally’ or ‘always’ but it is 86% for the experimental group, which supports the idea that strategy instruction is beneficial for learners.

Table 4.10. “I remember the new words or phrases by remembering their location on the board.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	F	%
Control Group	Pre-test	10	20	16	32	14	28	6	12	4	8
	Post-test	10	20	13	26	17	34	6	12	4	8
Experimental Group	Pre-test	15	30	15	30	12	24	7	14	1	2
	Post-test	14	28	13	26	14	28	10	20	1	2

Table 4.10. presents the frequency of answers of the subjects to the questionnaire item 8, which is about remembering a new word by its location on the board. According to the results shown in Table 4.10., there is not a significant difference in the answers given to that item in the pre and post-questionnaire. In the pre-questionnaire, 52% of the control group answered as ‘never’ or ‘rarely’ and 60% of the experimental group chose ‘never’ or ‘rarely’. In the post-questionnaire the results are similar. 46% of the control group chose ‘never’ or ‘rarely’ while 54% of the experimental group still answered as ‘never’ or ‘rarely’. This shows that the strategy instruction did not help learners use that strategy more commonly.

Table 4.11. “I say new English words several times.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	12	24	22	44	12	24	2	4	2	4
	Post-test	8	16	14	28	15	30	10	20	4	8
Experimental Group	Pre-test	12	24	20	40	11	22	3	6	4	8
	Post-test	6	12	12	24	15	30	10	20	7	14

Table 4.11. presents the answers given to the questionnaire item 9. According to the pre-questionnaire, the control group and the experimental group have similar attitudes towards saying new words several times. In the pre-questionnaire, 68% of the control group and 64% of the experimental group answered item 9 as ‘never’ or ‘rarely’. After the treatment process, the results show that 44% of the control group and %36 of the experimental group chose ‘never’ or ‘rarely’. This shows that in both groups there was an increase in use of this strategy in time. The increase in the experimental group can be explained by the treatment. However, the control group might have learned to use that strategy by their own experiences in time.

Table 4.12. “I write new English words several times.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	8	16	30	60	10	20	0	0	2	4
	Post-test	9	18	15	30	12	24	12	24	2	4
Experimental Group	Pre-test	23	46	12	24	7	14	4	8	4	8
	Post-test	10	20	11	22	12	24	7	14	10	20

The questionnaire item 10 is about writing new words several times and table 4.12. presents the frequencies of the subjects’ answers to this item. In the pre-questionnaire, 76% of the control group chose either ‘never’ or ‘rarely’ and 70% of the experimental group answered as ‘never’ or ‘rarely’. In the post-questionnaire, 48% of the control group and 42% of the experimental group answered as ‘never’ or ‘rarely’. The results show that both the control and the experimental group answered more positively in the post-questionnaire. This indicates that a strategy development can occur by experiences of a learner as well as with direct instruction.

Table 4.13. “I try to talk like native English speakers.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	6	12	14	28	8	16	20	40	2	4
	Post-test	5	10	18	36	14	28	11	22	2	4
Experimental Group	Pre-test	11	22	10	20	18	36	9	18	2	4
	Post-test	11	22	10	20	6	12	8	16	15	30

Item 11 in the questionnaire is about trying to talk like a native speaker in order to practice new vocabulary and Table 4.13. presents the answers given by the subjects to this item. When the control and experimental groups are compared, it is seen that the number of people who answered as ‘never’ or ‘rarely’ does not change much in the pre and post-questionnaires. However, in the experimental group the number of people who answered positively does not change but while only 4% of the experimental groups chose ‘always’ in the pre-questionnaire, it is 30% in the post-questionnaire. This supports that the subjects who were already familiar with the strategy started to use it more often.

Table 4.14. “I practice the sounds of English.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	2	4	18	36	14	28	16	32	0	0
	Post-test	6	12	15	30	20	40	8	16	1	2
Experimental Group	Pre-test	6	12	18	36	15	30	8	16	3	6
	Post-test	4	8	16	32	16	32	5	10	9	18

Table 4.14. presents the frequency of answers given to the item 12 of the questionnaire. According to the results, in the pre-questionnaire the number of subjects who chose ‘never’ or ‘rarely’ is twenty in the control group and twenty four in the experimental group. In the post-questionnaire, the number is twenty one in the control group and twenty in the experimental group. Thus, it is clear that there is a

significant difference. When the positive answers are compared, it is seen that in the control group the number of people who chose ‘sometimes’ is fourteen and ‘generally’ is chosen by sixteen people in the pre-questionnaire. However, in the post-questionnaire, the number of ‘sometimes’ increased to twenty and the number of ‘generally’ decreased from sixteen to eight. For the experimental group, it is seen that the number of people who chose ‘always’ increased from three to nine, which indicates that the ones in the experimental group who were already familiar with the strategy of practicing sounds started to use it more often than they used before the treatment.

Table 4.15. “I use the English word I know in different ways.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	6	12	12	24	24	48	6	12	2	4
	Post-test	7	14	19	38	18	36	4	8	2	4
Experimental Group	Pre-test	5	10	20	40	21	42	3	6	1	2
	Post-test	3	6	16	32	24	48	6	12	1	2

Item 13 of the questionnaire is about using a word in different ways and table 4.15. presents the frequency of answers of the subjects to this item. According to the results, 36% of the control group and 50% of the experimental group chose either ‘never’ or ‘rarely’ in the pre-questionnaire. However, in the post-questionnaire it increased to 52% in the control group and decreased to 38% in the experimental group. Besides, the number of people who chose ‘sometimes’ or ‘generally’ increased in the experimental group. This can be seen as a proof of benefit of the strategy instruction.

Table 4.16. “I watch English language TV shows.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	2	4	6	12	20	40	18	36	4	8
	Post-test	3	6	10	20	20	40	12	24	5	10
Experimental Group	Pre-test	1	2	17	34	11	22	16	32	5	10
	Post-test	1	2	10	20	16	32	19	38	4	8

According to table 4.16., watching English language TV shows is a common strategy among subjects. The frequencies show that as it is already a commonly used strategy, there is not a statistically significant difference between the control and the experimental group in terms of increase in use of the strategy in pre and post-questionnaire.

Table 4.17. “I go to movies spoken in English.”

		Never		Rarely		Sometimes		Generally		Always	
		F	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	4	8	6	12	18	36	14	28	8	16
	Post-test	1	2	12	24	16	32	17	34	4	8
Experimental Group	Pre-test	1	2	22	44	11	22	13	26	3	6
	Post-test	1	2	15	30	16	32	10	20	8	16

Table 4.17. presents the frequency results of the answers given to the item 15 in the questionnaire. According to the table, 20% of the control group and 46% of the experimental group chose ‘never’ or ‘rarely’ in the pre-questionnaire while in the post-questionnaire 26% of the control group and 32% of the experimental group chose ‘never’ or ‘rarely’. This indicates that although the proportion of ‘rarely’ and ‘never’ in the control group is less, the decrease in answers as ‘never’ or ‘rarely’ in the experimental group shows that experimental group benefited from the strategy instruction.

Table 4.18. "I read for pleasure in English."

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	10	20	22	44	14	28	4	8	0	0
	Post-test	10	20	18	36	11	22	8	16	3	6
Experimental Group	Pre-test	13	26	11	22	23	46	3	6	0	0
	Post-test	7	14	9	18	22	44	8	16	4	8

Table 4.18. presents the results of the answers given to the questionnaire item 16 by the subjects. According to these results, in both groups, there is an increase in use of the strategy in the post-questionnaire. In the pre-questionnaire, the number of people who chose 'never' or 'rarely' is thirty two in the control group while it is twenty-four in the experimental group. In the post-questionnaire, the number is twenty eight in the control group and 16 in the experimental group. When the other answers are compared, it is seen that the use of strategy is more common in the experimental group.

Table 4.19. "I write notes in English."

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	14	28	18	36	16	32	0	0	2	4
	Post-test	13	26	16	32	17	34	2	4	2	4
Experimental Group	Pre-test	21	42	15	30	9	18	4	8	1	2
	Post-test	12	24	14	28	12	24	8	16	4	8

Table 4.19. shows the frequencies of answers given to the item 17 in the questionnaire. The results indicate that in the pre-questionnaire, the control group seems to use this strategy more often than the experimental group. However, in the post-questionnaire, it is seen that the subjects in the experimental group started to write notes in English more often than the control group. However, the results of the pre and post-questionnaire of the control group do not have a big difference.

Therefore, it is seen that the experimental group could take the advantage of the treatment.

Table 4.20. "I write letters in English."

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	24	48	24	48	2	4	0	0	0	0
	Post-test	22	44	16	32	7	14	5	10	0	0
Experimental Group	Pre-test	31	62	14	28	3	6	0	0	2	4
	Post-test	24	48	12	24	5	10	7	14	2	4

The table 4.20. summarizes the analysis of the questionnaire item 18, which is about writing letters in English. When the data is analyzed, it is seen that both the control group and the experimental group started to use the strategy of writing letters in English in the post-questionnaire. The experimental group might have benefited from the treatment but the control group might have increased the use of strategy as a result of language development.

Table 4.21. "I write messages in English."

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	16	32	12	24	16	32	6	12	0	0
	Post-test	10	20	20	40	14	28	6	12	0	0
Experimental Group	Pre-test	18	36	16	32	13	26	3	6	0	0
	Post-test	12	24	12	24	10	20	12	24	4	8

Item 19 of the questionnaire is about writing messages in English and Table 4.21. presents the data that shows how often the subjects used this strategy. In the pre-questionnaire, 56% of the control group and 68% of the experimental group answered this item as either 'never' or 'rarely', and in the post-questionnaire 60% of the control group and 48% of the experimental group chose 'never' or 'rarely'. This

indicates that the control group started to use the strategy less than before while the experimental group started to write messages in English more often, which supports that the treatment was beneficial for the subjects.

Table 4.22. “I look for words in my own language that are similar to new words in English.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	0	0	4	8	12	24	26	52	8	16
	Post-test	4	8	9	18	20	40	13	26	4	8
Experimental Group	Pre-test	3	6	1	2	12	24	25	50	9	18
	Post-test	1	2	2	4	11	22	26	52	10	20

Table 4.22. presents the information on the use of strategy defined as item 20 in the questionnaire. The frequencies show that there is a decrease in use of strategy in the control group when the pre and post-questionnaires are analyzed. The comparison of the experimental group’s answers in the pre and post-questionnaire shows that there is not an important difference in use of the strategy as it was already a commonly used strategy before the treatment.

Table 4.23. “I find the meaning of an English word by dividing it into parts that I understand.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	12	24	10	20	15	30	8	16	5	20
	Post-test	15	30	12	24	8	16	10	20	5	10
Experimental Group	Pre-test	12	24	13	26	7	14	10	20	8	16
	Post-test	7	14	11	22	16	32	8	16	8	16

Table 4.23. presents the frequencies of answers given to item 21 in the questionnaire by the control and experimental groups in the pre and post-questionnaires. In the pre-questionnaire, it is seen that the control group answered as

‘never’ or ‘rarely’ by 44% and in the post-questionnaire this ratio is 54%. This shows that they started to use this strategy less than before. For the experimental group, there is an increase in use of the strategy after treatment, which shows that the subjects in the experimental group benefited from the strategy instruction.

Table 4.24. “I try not to translate word-for-word.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	F	%	f	%
Control Group	Pre-test	4	8	10	20	10	20	20	40	6	12
	Post-test	4	8	8	16	20	40	8	16	10	20
Experimental Group	Pre-test	4	8	9	18	9	18	15	30	13	26
	Post-test	3	9	7	14	11	22	14	28	15	30

Table 4.24. presents the frequency of answers given to questionnaire item 22, which is trying not to translate word-for-word. When the frequencies of pre and post-questionnaire are analyzed, it is seen that the control group’s answers to the items are close so there is not a significant difference in terms of use of the strategy. However, the experimental group shows an increase in use of the strategy after treatment, which supports the idea that learners benefit from strategy instruction.

Table 4.25. “To understand unfamiliar English words, I make guesses.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	F	%	F	%	F	%	f	%
Control Group	Pre-test	0	0	0	0	20	40	24	48	6	12
	Post-test	3	6	3	16	18	36	22	44	4	8
Experimental Group	Pre-test	0	0	8	16	22	44	14	28	6	12
	Post-test	0	0	3	6	13	26	12	24	12	24

Table 4.25. presents the results of the questionnaire item 23, which is about making guesses about unfamiliar English words. The results indicate that this strategy is one of the most commonly used strategies for both the control and the

experimental group. That's why, there is not a significant difference between the pre-questionnaire and post-questionnaire results.

Table 4.26. "When I can't think of a word during a conversation in English, I use gestures."

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	4	8	14	28	16	32	12	24	4	8
	Post-test	3	6	15	30	14	28	11	22	7	14
Experimental Group	Pre-test	4	8	12	24	16	32	12	24	6	12
	Post-test	2	4	9	18	14	28	12	24	13	26

Table 4.26. presents the frequencies of answers given to item 24 in the questionnaire. When the results are compared, it is seen that in the pretest, the control group and the experimental group had similar answers to this item. However, in the post-questionnaire the experimental group seems to have made more progress than the control group and they started to use the target strategy more commonly.

Table 4.27. "I make up new words if I do not know the right ones in English."

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	2	4	8	16	14	28	20	40	6	12
	Post-test	3	6	12	24	14	28	18	36	3	6
Experimental Group	Pre-test	3	6	19	38	9	8	14	28	5	10
	Post-test	2	4	12	24	13	26	13	26	10	20

Item 25 in the questionnaire is about making up new words and table 4.27. presents the frequencies of answers given to this item by the control and the experimental group. When the results of the control group are compared, it is seen that there is not a statistical difference between the pre and post-questionnaire results. There is a slight decrease in the use of strategy overall. However, in the experimental group an increase is observed in the post-questionnaire. That indicates the

experimental group started to use this strategy more commonly after treatment, which was the aim of the treatment.

Table 4.28. "I read English without looking up every new word."

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	0	0	16	32	12	24	10	20	12	24
	Post-test	1	2	14	28	14	28	17	34	4	8
Experimental Group	Pre-test	5	10	9	18	12	24	12	24	12	24
	Post-test	2	4	5	10	8	16	19	38	16	32

Table 4.28. presents the frequencies of answers given to item 26, which is about not looking up each unknown word while reading. The analysis of the data shows that 32% of the control group and 28% of the experimental group answered this item as 'never' or 'rarely' in the pre-questionnaire. After treatment, it is seen that 30% of the control group and 14% of the experimental group chose 'never' or 'rarely'. These results show that experimental group started to use this strategy more commonly. This is assumed to be a result of the treatment process.

Table 4.29. "If I can't think of an English word, I use a word or phrase that means the same thing."

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	0	0	0	0	14	28	28	56	8	16
	Post-test	3	6	8	16	14	28	22	44	3	6
Experimental Group	Pre-test	2	4	5	10	10	20	25	50	9	18
	Post-test	1	2	3	6	12	24	20	40	14	28

Table 4.29. presents the frequencies of answers given to the item 27 in the questionnaire. When the results of the control group are analyzed, it is seen that in the pre-questionnaire, they used the strategy much more commonly than they did in the post-questionnaire. The reason for that might be other strategies replacing that

one in time. However, in the experimental group, the results show that there is an increase in the use of this strategy in the post-questionnaire when compared to the pre-questionnaire. It is assumed that this is a result of the strategy instruction.

Table 4.30. “I review new words in English by writing.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	4	8	18	36	10	20	14	28	4	8
	Post-test	5	10	15	30	12	24	14	28	4	8
Experimental Group	Pre-test	9	18	14	28	11	22	11	22	5	10
	Post-test	6	12	5	10	15	30	12	24	12	24

Item 28 in the questionnaire is about reviewing new words by writing and table 4.30. presents the results of the pre and post-questionnaires for this item. According to these results, the control group seems to use the strategy almost the same as they did in the pre-questionnaire. However, when the results of the experimental group are compared, an increase is observed in the use of this strategy. In the pre-questionnaire, 54% of the of the experimental group chose among ‘sometimes’, ‘generally’, and ‘always’. In the post questionnaire, the ratio is 78%. The result of this change might be due to the treatment process.

Table 4.31. “I translate the new word while I am trying to learn it.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	4	8	16	32	12	24	16	32	2	4
	Post-test	4	8	17	34	12	24	15	30	2	4
Experimental Group	Pre-test	1	2	13	26	11	22	21	42	4	8
	Post-test	1	2	9	18	13	26	21	42	6	12

Table 4.31. presents the frequencies of answers given to the questionnaire item 29 by the control and the experimental groups. When the results of the control group in the pre and post questionnaire are compared, it is seen that their answers to

the pre and post-questionnaire are almost the same. There is hardly any change and this shows that they did not change their attitudes towards this strategy. When the results of the experimental group are compared, it is seen that four people who chose ‘rarely’ in the pre-questionnaire answered as ‘sometimes’ or ‘always’ in the post questionnaire. Thus, it is clear that there is only a slight increase in the use of the strategy. That might be because it was already a popular strategy among the subjects before the treatment.

Table 4.32. “I read in order to improve vocabulary.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	6	12	16	32	16	32	10	20	2	4
	Post-test	2	4	20	40	21	42	7	14	0	0
Experimental Group	Pre-test	2	4	19	38	19	38	9	18	1	2
	Post-test	2	4	12	24	20	40	9	19	7	14

Table 4.32. presents the frequencies of answers given to item 30 in the questionnaire. The results indicate that in the pre-questionnaire 44% of the control group and 42% of the experimental group chose either ‘never’ or ‘rarely’. However, when the results of the post-questionnaire shows that 44% of the control group and 28% of the experimental group answered as ‘never’ or ‘rarely’. This shows that the control group did not make progress in use of this strategy while the experimental group seems to use this strategy more commonly after the treatment.

Table 4.33. “I speak in English whenever I can in order to use the new words.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	0	0	14	28	22	44	14	28	0	0
	Post-test	5	10	14	28	18	36	14	28	0	0
Experimental Group	Pre-test	8	16	14	28	20	40	8	16	0	0
	Post-test	3	6	8	16	22	44	13	26	4	8

Table 4.33. summarizes the results of the pre and post-questionnaire item 31 for the control and the experimental groups. According to this table, the control group started to use this strategy less in the post questionnaire than they did in the pre-questionnaire. When the results of the experimental group is compared, it is seen that they started to use this strategy more commonly in the post-questionnaire than they did in the pre-questionnaire. While the number of people who answered positively is twenty-eight in the pre-questionnaire, it is thirty-nine in the post-questionnaire, which seems to be a result of the strategy instruction and the activities done during the treatment.

Table 4.34. “I listen to things in English whenever I can to learn new vocabulary.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	2	4	16	32	14	28	18	36	0	0
	Post-test	1	2	14	28	15	30	18	36	2	4
Experimental Group	Pre-test	3	6	11	22	23	46	12	24	1	2
	Post-test	1	2	12	24	20	40	11	22	6	12

Table 4.34. presents the results of the questionnaire item 32 for the control and the experimental group. According to the table, 36% of the control group and 28% of the experimental group answered this item negatively in the pre-questionnaire and in the post questionnaire, the ratio for the control group is 30% and it is 26% for the experimental group. Analysis of these results shows that there is not a significant difference in negative sentences in the experimental group. However, when the positive answers are compared, it is observed that there is an increase in the number of people who answered as ‘always’, which can be explained as the treatment helped students who were already familiar with this strategy.

Table 4.35. “I try to use new vocabulary while studying grammar.”

		Never		Rarely		Sometimes		Generally		Always	
		f	%	f	%	f	%	f	%	f	%
Control Group	Pre-test	2	4	8	16	16	32	18	36	6	12
	Post-test	2	4	14	28	14	28	14	28	6	12
Experimental Group	Pre-test	5	10	13	26	8	16	20	40	4	8
	Post-test	2	4	8	16	12	24	18	36	10	20

Table 4.35. presents the results of the questionnaire item 33, which is about studying new vocabulary with grammar. According to these results, 20% of the control group answered this item negatively in the pre-questionnaire, while it is 36% for the experimental group. When the results of the post-questionnaire are compared, it is seen that 32% of the control group and 20% of the experimental group chose ‘never’ or ‘rarely’. That indicates the experimental group made use of this strategy after the treatment and they started to use this strategy more actively than they did before.

The analysis of the questionnaire items shows that the experimental group used more strategies than the control group in the post-questionnaire while there was not a statistical difference between the groups in the pre-questionnaire. However, not all the items were used more after the treatment. Some of the strategies in the questionnaire were not employed by most of the students while some of the strategies were used commonly by both the control and the experimental group.

CHAPTER FIVE

CONCLUSION

5.1. PRESENTATION

In this chapter, the focus will be on the analysis of the results of the study. The data obtained from the analysis of the study will be examined with relation to other studies. Following that, suggestions for new research will be given.

5.2. SUMMARY OF THE RESEARCH

Since the present study aimed at finding out whether teaching the vocabulary learning strategies explicitly helps the learners employ more vocabulary learning strategies and if this would lead them to vocabulary development, an experimental research design was adopted and one hundred subjects participated in the study: fifty in the control group and fifty in the experimental group. The subject who participated in this study were supposed to be in the same level as they had taken a placement test and placed within the same level, level B, in which students are accepted to have basic information in grammar and vocabulary in English. When the subjects were given the pre-questionnaire and the pre-proficiency test, it was seen that there was not a significant difference between the control and the experimental group. Afterwards, the treatment process started for the experimental group and the control group continued to take lessons in the traditional way.

Following the treatment, the groups were administered the same questionnaire and the proficiency test again. The results of this study were two-fold. One fold of the research was concerned about the subjects' proficiency levels in vocabulary. The other fold was about to what extent the subjects used the vocabulary learning strategies. The data was first analyzed in terms of the subjects' proficiency levels in vocabulary. Then,

the change in strategy use was investigated. The analysis of the results showed that the experimental group really benefited from the strategy instruction.

5.3. CONCLUSION

As vocabulary is seen as the key element of a language, it needs to be achieved in order to be able to achieve any skill in a language. As Haynes and Baker (1993) stated the most significant handicap for L2 readers is lack of necessary vocabulary (cited in Shen, 2008). The same thing was also claimed by Kaivanpanah and Zandi in 2008 in a research that they found out that vocabulary is a significant contributor to reading comprehension. It is also known that vocabulary is valid for other skills as well. Bonk (2000) stated that most listeners need to know 95 percent of vocabulary in order to understand a listening text. Hinkel (2004) suggested that a successful writer depends on his/her vocabulary knowledge.

Although almost all language teachers agree that vocabulary is the basic element of a language, people are still confused about how to teach or learn vocabulary. This study was conducted to find out the contribution of teaching vocabulary learning strategies explicitly to vocabulary development.

An overall analysis of the present study suggests that the hypothesis that the learners would benefit from direct vocabulary learning strategies instruction is supported by the data to be true. The pre and post-proficiency test results also point out that the treatment changed the levels of the subjects. The results of the tests were analyzed through independent t test and the analysis of the pre-proficiency test, which was administered at the beginning of the term, showed no significant difference. The value of p was calculated as .407 for the pre-proficiency test. However, the analysis of the post-proficiency exam indicated that the subjects in the experimental group answered the test differently. The value of p for the post-proficiency exam was calculated as .023 ($p < .05$), which shows that there is a significant difference between two groups, regarding the benefits of the experimental group.

The post-questionnaire results indicated that the experimental group had adopted more strategies when compared to the pre-questionnaire whereas for the control group, there was not a significant difference in terms of use of learning

strategies. While there was no significant difference between the control and the experimental group in terms of strategy use in the pre-questionnaire, the analysis of the post-questionnaire revealed that the experimental group used the vocabulary learning strategies more commonly than the control group.

These results show that when the students are taught vocabulary learning strategies directly and if they are given a chance to use these strategies actively, they may adopt the appropriate strategies for themselves, according to their own learning styles and strategies. Once they start to use vocabulary learning strategies more commonly, they become more successful learners. As Nielsen suggests (n.d.),

“In attempting to introduce vocabulary learning strategy training into a second language classroom, research alerts us to the following potential pitfalls: Certain cultural groups are likely to have quite different opinions regarding what VLS they consider useful, which may result in resistance to learning some types of alternative vocabulary learning strategies. In addition, there may be some resistance to VLS involving deeper elaboration, because of the cognitive effort required in memorizing words in this manner.”

5.4. DISCUSSION

This study has been carried out upon the hypothesis that teaching learners how to learn vocabulary promotes their vocabulary knowledge with an increase in the use of the strategies. It is widely accepted that vocabulary is an inevitable part of a language and for mastery in a language, it needs to be achieved. However, vocabulary is also one of the major problems that the learners face while learning a language. The main cause of this problem is that the learners lack vocabulary learning strategies. Fan (2005) stated that the notion of independent successful learners is closely related to the increasing importance now attached to the learner-centered approach to language teaching, which is based on the assumption that language learners who take greater control of their learning will become more successful than those who do not.

O'Malley, Chamot and Kupper (2006) conducted a study on learning strategies used by beginning and intermediate esl students. Findings indicated that students used more strategies when the task was not complicated and that the

teachers were generally unaware of the students' learning strategies and rarely taught learning strategies.

The present study shed some light on the relation between strategy instruction and use of strategies. As the analysis of the questionnaire points out, the subjects who received instruction on vocabulary learning strategies have increased their use of strategy more than the subjects who did not. That indicates teaching vocabulary learning strategies directly has a positive effect on learners' use of these strategies. That helps the learners adopt more strategies to learn vocabulary.

Bayram (2009) also investigated the effects of the explicit and implicit teaching of vocabulary on students' vocabulary learning and retention levels through reading texts. The experimental group had explicit lessons while the control group just encountered vocabulary in reading texts. The results of the study revealed that the experimental group benefited from the treatment, studying vocabulary explicitly.

Similar to the present study, Fan (2005) did a study on Asian students' use of strategy while learning English and looked for relationship between the use of strategies and their performance in vocabulary. The results of this study suggests that there is a complicated relationship among how frequently the learning strategies are used, how useful they are perceived to be by the learners, and how useful they actually are in enhancing the learners' vocabulary.

In line with the present study, Aktekin and Güven (2007) looked for effects of raising learners' awareness of vocabulary strategy learning. As for the conclusion for the study, they found that strategy instruction made difference and made the learners aware of the strategies they adopted during the learning process.

The present study also looked for relationship between use of strategy and vocabulary proficiency. The primary purpose was to determine whether there would be an increase of strategy use and this would affect the proficiency level of the subjects if they were instructed vocabulary learning strategies explicitly. The results of the pre-proficiency test showed that there was not a significant difference between the control and the experimental group. Their scores were close. However, after treatment the same proficiency exam was given to the both groups again and results of this post-proficiency exam showed that the experimental group did much better

than the control group and there was a significant difference between two groups. Bozatlı (1998) also concluded that successful language learners are generally those who employ vocabulary learning strategies.

The findings of the questionnaire showed difference for items. While some of them were used much more commonly compared to the pre-questionnaire results, some showed a slight difference after the treatment. The reason might be learner styles and individual differences. Another reason behind that could be cultural attitude toward learning a foreign language. In other words, some of the instructed strategies might be far from their learning habits and that might have caused the difficulty in adopting that strategy.

Gu and Johnson (1996) point out that “students consistently adopt types of strategies based either on their beliefs about vocabulary and vocabulary learning, or on other preexisting cognitive or social factors” Gu (2003) also reviewed studies on vocabulary learning strategies and came to the conclusion that effectiveness of vocabulary learning strategies depend on the task, the learner, and the learning context. For vocabulary learning, Smith (2008) suggests that when the classrooms become word laboratories, where the students have chance to experiment with words, word usage and try on new words to see how they fit, students adopt more new vocabulary.

When the results of the questionnaires were analyzed for the control group, it was seen that in some strategies mentioned in the questionnaire, there is an increase while in some others there is a decrease in use. That might be because when there is no explicit instruction on learning strategies, the learners’ experiences lead them to these strategies and they teach themselves. It is known that learners adopt different learning strategies while trying to learn something even though they are not aware. However, the comparison of the control and the experimental group indicated that the strategy use in vocabulary learning has increased in the experimental group much more than the control group, which was the main purpose of this study supposing that would also result in a higher proficiency score, which did actually.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

This experimental study aimed at finding out whether teaching learners’ vocabulary learning strategies explicitly affects the learners’ strategy use while

learning vocabulary and if this would change their vocabulary proficiency. The data was gathered through a questionnaire and a proficiency test, which were first applied before the treatment. After that, the same questionnaire and the proficiency exam were given after the treatment. Then, the data was analyzed and the analysis indicated that the experimental group benefited from explicit instruction of vocabulary learning strategies.

This study was administered in University of Gaziantep, Foreign Languages Department. The subjects were chosen among level B students. Level B students are supposed to know basic grammar and vocabulary in English. They are pre-intermediate students. The same design might be used with different levels to see if teaching vocabulary learning strategies helps learners adopt more strategies in all levels.

The same design might also be used with different vocabulary learning strategies in order to find out the strategies that are mostly adopted. Following that, the reason behind the popularity of some strategies could be looked for.

Another research could be carried out to determine the relationship between the use of vocabulary learning strategies and other skills. In another study, the relationship between the increase in vocabulary learning strategies and development in reading skills might be investigated.

Besides, other research designs could be adopted to find out the relationship between the use of vocabulary learning strategies and vocabulary knowledge.

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APPENDICES

APP. A QUESTIONNAIRES

Appendix A.1. Questionnaire (English Version)

Dear students,

This questionnaire is a section a master thesis named ‘An experimental study on the contribution of teaching learners vocabulary learning strategies to their vocabulary development’. The questionnaire is designed to determine how often the learners use vocabulary learning strategies and the data obtained from the questionnaire will only be used for the study. It is important that you read the statements carefully and answer them sincerely for the reliability of the study.

Thank you very much for your participation and valuable contribution to the study.

Yeliz

UĞURLUER

		Never	Rarely	Sometimes	Generally	Always
PART A						
1	I think of the relationships between what I already know and new things I learn in English.					
2	I use new English words in a sentence so I can remember them.					
3	I remember a new English word by making a mental picture of a situation in which the word might be used.					
4	I use rhymes to remember new English words.					
5	I use flashcards to remember new English words.					
6	I physically act out new English words.					
7	I remember the new words or phrases by remembering their location on the page.					
8	I remember the new words or phrases by remembering their location on the board.					
Bölüm B						
9	I say new English words several times.					
10	I write new English words several times.					
11	I try to talk like native English speakers.					
12	I practice the sounds of English.					
13	I use the English word I know in different ways.					

14	I watch English language TV shows spoken in English.					
15	I go to movies spoken in English.					
16	I read for pleasure in English.					
17	I write notes in English.					
18	I write messages in English.					
19	I write letters in English.					
20	I look for words in my own language that are similar to new words in English.					
21	I find the meaning of an English word by dividing it into parts that I understand.					
22	I try not to translate word-for-word.					
Bölüm C						
23	To understand unfamiliar English words, I make guesses.					
24	When I can't think of a word during a conversation in English, I use gestures.					
25	I make up new words if I do not know the right ones in English.					
26	I read English without looking up every new word.					
27	If I can't think of an English word, I use a word or phrase that means the same thing.					
Bölüm D						
28	I study new words by writing.					
29	I do translation while learning a new language.					
30	I look for opportunities to read in English whenever I can.					
31	I look for opportunities to speak English whenever I can.					
32	I look for opportunities to do listening in English to learn vocabulary.					
33	While I'm studying grammar, I try to use the new words.					

Appendix A.2. Questionnaire (Turkish Version)

Sevgili öğrenciler,

İngiliz dili eğitimi alanında tez aşamasında yüksek lisans öğrencisiyim. Bu anketin sonuçları sadece tez çalışmamda kullanılacaktır. Soruları içtenlikle cevaplamanız çalışmanın güvenilirliği için çok önemli olduğundan cümleleri dikkatli bir şekilde okuyarak size en uygun seçeneği seçerek cevaplamanızı rica ederim. Katılımınız için teşekkürler.

Yeliz UĞURLUER

		Hiç bir zaman	Nadiren	Bazen	Genellikle	Her zaman
Bölüm A						
1	Yeni öğrendiğim kelimelerle bildiklerim arasında bağlantı kurarım.					
2	Yeni öğrendiğim kelimeleri cümle içinde kullanarak hatırlarım.					
3	Yeni bir kelimeyi öğrenirken o kelimenin kullanılacağı bir olayı hayalimde canlandırırım.					
4	Yeni kelimeleri hatırlamak için kafiyeden (uyaktan) yararlanırım.					
5	Yeni kelimeleri hatırlamak için kelime kartlarından yararlanırım.					
6	Yeni kelimeleri öğrenirken taklit yaparım (ör: 'kalk' eylemini fiziksel olarak yapmak gibi)					
7	Yeni kelime ya da kelime gruplarını sayfadaki yerini anımsayarak hatırlarım.					
8	Yeni kelime ya da kelime gruplarını tahtadaki yerini anımsayarak hatırlarım.					
Bölüm B						
9	Yeni kelimeleri defalarca söylerek çalışırım.					
10	Yeni kelimeleri defalarca yazarak çalışırım.					
11	İngilizce sesletim çalışmaları yaparım: örneğin 'friend' kelimesini /frend/ olarak okurum.					
12	İngilizce seslerin pratiğini yaparım.					
13	Bildiğim kelimeleri farklı şekillerde kullanırım.					
14	İngilizce yayınlanan TV programlarını izlerim.					
15	İngilizce yayınlanan filmleri izlerim.					
16	Zevk için İngilizce metinler okurum.					
17	İngilizce not yazarım.					
18	İngilizce mektup yazarım.					
19	İngilizce mesaj yazarım.					

20	Yeni kelimelerin kendi dilimdeki karşılıklarını düşünürüm.					
21	Kelimeleri eklerine bölerek, anlamını parçalardan çıkarmaya çalışırım.					
22	Çalışırken kelimesi kelimesine çeviri yapmam .					
Bölüm C						
23	Bilmediğim kelimelerin anlamını tahmin ederim.					
24	Konuşurken İngilizce bir kelimeyi hatırlayamadığımda, hareketlerle anlatmaya çalışırım.					
25	Eğer gerekli kelimeyi bilmiyorsa, yeni kelimeler oluştururum.					
26	İngilizce okurken bütün kelimelerin anlamına bakmam.					
27	Bir kelimeyi hatırlayamadığımda, onun yerine kullanılacak başka kelime ya da kelime gruplarını kullanırım.					
Bölüm D						
28	İngilizcede öğrendiğim kelimeleri yazarak çalışırım.					
29	Yeni kelime öğrenirken çeviri yaparım.					
30	Yeni kelime öğrenmek için İngilizce okuma fırsatlarını değerlendiririm.					
31	Öğrendiğim kelimeleri kullanmak için İngilizce konuşma fırsatlarını değerlendiririm.					
32	Yeni kelime öğrenmek için İngilizce dinleme fırsatlarını değerlendiririm.					
33	Dilbilgisi çalışırken öğrendiğim kelimeleri kullanmaya özen gösteririm.					

APP.B. PROFICIENCY TEST

Appendix B Proficiency Exam

A- Choose the best option to complete the sentences

1-Because her skin was extremely to the sun's rays, Julie had to sit in the shade for the most part of her holiday.

- A) competent B) accustomed
C) appropriate D) improper E) sensitive

2- It took us a long time to persuade the cat to come down the tree, but we managed it

- A) swiftly B) extremely
C) eventually D) abundantly E) permanently

3- She was so angry that she gave him back her engagement ring;, she said that she never wanted to see him again.

- A) otherwise B) therefore
C) nevertheless D) even though E) moreover

4-After many years of hard work and study, Sandra finally realized herto be a doctor.

- A) intelligence B) ambition
C) knowledge D) patience E) hesitation

5-Charities wouldn't be able to exist if some people did notdonate their time and money.

- A) generously B) scarcely
C) desperately D) casually E) wastefully

6-"I'm warning people," said the spokesperson firmly, "if things continue like this, an accident is.....!"

- A) unlikely B) inevitable
C) improbable D) needless E) enviable

7-He deserves to be proud of his accomplishments considering the.....of his early life.

- A) hardship C) flexibility
B) abundance D) presence E)attendance

8-It rainedthroughout our holiday in Hawaii, so we came back rather frustrated.

- A) exclusively B) instantly
C) constantly D) enormously E) adequately

9-Your record has been so poor that I'm afraid it will be impossible toyou for a promotion.

- A) convince B) concentrate
C) interrupt D) recommend E) commence

10- Because of the bombing at the airport, there are now no litter bins there for.....reasons.

- A) security B) cancellation
C) dominance D) density E) explosion

B- Find the synonym of the underlined word

11. Eagles deliberately position their nests in high trees or on cliffs away from other animals.

- a) intentionally b) independently c) conveniently d) constantly

12. Rhythm, although associated most often with music, is a component of poetry as well.

- a) an element b) an attraction c) a virtue d) a material

13. Proper insulation prevents heat loss during the winter and allows the building to remain cool in summer.

- a) aids b) stops c) reduces d) produces

14. It is inevitable that smoking will damage your health.

- a) invading b) unhealthy c) unavoidable d) intriguing

15. Before landing the plane, the pilot checked with the tower for verification of her location.

- a) information about b) guidance on c) mention of d) confirmation of

C- Choose the most suitable alternatives to complete the texts.

BABY TROUBLES

Unfortunately, many couples who dearly want to have a child ⁽¹⁶⁾ _____ that they are unable to do so. There are a couple of reasons for this lack of fertility. As the years pass, a woman's ability to have a child ⁽¹⁷⁾ _____ seriously. Many career women plan to have a child after their career has been firmly ⁽¹⁸⁾ _____. But then they discover that they have waited too long and time has

⁽¹⁹⁾ _____ for them. Another cause of the problem is when one of the future parents, more often the male, has been ⁽²⁰⁾ _____ to dangerous chemicals and radioactive materials, etc. But for a large ⁽²¹⁾ _____ of the couples, the cause is usually unknown. Doctors are unable to ⁽²²⁾ _____ the reason even after many tests. For many such couples, the desire to have a child ⁽²³⁾ _____ an endless series of journeys from clinic to clinic and from doctor to doctor. As each of these medical visits requires the payment of a large ⁽²⁴⁾ _____, they get poorer and poorer. In other words, these visits may not prove to be successful or ⁽²⁵⁾ _____ for the couples.

- | | | | |
|--------------------------|----------------------|-----------------------|-----------------------|
| 16. a) discover | b) invent | c) explore | d) investigate |
| 17. a) deserts | b) declines | c) dies out | d) cuts down |
| 18. a) progressed | b) promoted | c) established | d) extended |
| 19. a) kept up | b) run out | c) gone out | d) given up |
| 20. a) introduced | b) enforced | c) exposed | d) applied |
| | | | |
| 21. a) majority | b) proportion | c) ratio | d) rate |
| 22. a) deter | b) determine | c) depend | d) deceive |
| 23. a) turns into | b) turns over | c) takes over | d) takes up |
| 24. a) fee | b) tuition | c) pension | d) purchase |
| 25. a) economic | b) economical | c) frustrating | d) financial |

D- Choose a suitable adverb from the box to complete the text. There are 10 gaps and 12 adverbs.

of course	at last	nearly	still	too	only	especially
even	fortunately	at least	seriously	exactly		

My husband and I were driving home from work on Friday night when we had an accident. We stopped at traffic lights and a car crashed into us. ⁽²⁶⁾
_____ we weren't injured, just a bit shocked. The driver of the other

car was all right, ⁽²⁷⁾ _____. Both of the cars were damaged - ⁽²⁸⁾ _____ ours. It looked much worse than the other driver's car. ⁽²⁹⁾ _____ his engine was working and he could drive home. We couldn't ⁽³⁰⁾ _____ start our car. I phoned someone to come and pick it up and take it to a mechanic. We waited and waited and ⁽³¹⁾ _____ he came. Then we went to the police station and told them ⁽³²⁾ _____ what happened and they wrote a report. When we got home it was ⁽³³⁾ _____ midnight and we were really tired. We went to bed but we couldn't sleep very well. We ⁽³⁴⁾ _____ slept for four hours. The car is ⁽³⁵⁾ _____ at the mechanic's. We're going to pick it up on Tuesday.

E- Complete the following text using the correct form of the words in brackets (6 x 1 = 6 points)

A Bad Day At The Office

Last week, the president of Shell held a meeting with his staff because business had not been going well. First of all, the company's earnings had gone down drastically after the Accountancy Department had made a serious ⁽³⁶⁾ _____ (calculate) with some important statistics, and this had had a ⁽³⁷⁾ _____ (disaster) effect on their profits. Secondly, he had asked his business analysts to put forward some proposals for their entrance into a new and very ⁽³⁸⁾ _____ (competition) market in China, but the plans were not ready and they were losing money. He told them if they wanted to succeed, they needed to show more ⁽³⁹⁾ _____ (commit) to their work. The worst problem, however, was that a new Shell engineering project had been stopped after a serious accident at one of the Shell sites in which two people were badly hurt. This terrible ⁽⁴⁰⁾ _____ (fortune) had inevitably resulted in even more financial losses because they had to pay money to the affected families.

APP. C LESSON PLANS

Appendix C.1. Lesson Plan for the First Week

LESSON PLAN	
Teacher's Name: Yeliz UĞURLUER	Date: November 14, 2008
Class Name: G 25/ G 5	Duration: 100 minutes
Book Name: -	Unit Name:-
Objectives of the lesson: Linguistic: To memorize vocabulary with help of pictures. Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.	Expected behaviors: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
Unit concepts: Word groups with picture cards. Acting out the actions. How to remember a word (by repeating, remembering its place on board or page)	Anticipated problems: Students may have difficulty in using all the strategies.
Presumed knowledge: Students are supposed to know the related vocabulary.	Possible Solutions: They don't have to use all the strategies separately.
Student resources: Dictionaries, Thesaurus, Word Banks.	Teacher resources: Compiled activities on Vocabulary
PROCEDURE ONE	
Time: 25 minutes	
Techniques: Guessing	
Expected Behaviors: Students will be stimulated to think, work with their friends.	
Process: In the beginning, students will be explained about the objective of the lecture. Then, the first strategy is introduced to the students. The teacher writes the strategy on the board and asks the Ss to make guesses about what kind of a strategy it is. They try to remember whether they have ever used this strategy or not. Then the	

teacher gives more examples on that strategy and hands out a paper consisting of sentences made up with the vocabulary the students already know. She wants the students to read the sentences for 2 minutes. After that, the Ss hand in the papers and this time the teacher hands out another sheet of sentences with synonyms or antonyms of the vocabulary in the previous paper. In the second paper, the sentences are scrambled, but the meanings are the same. The teacher wants the Ss to find and underline the new word and write the already known word under it with pairs. If it is a synonym, they are supposed to write the exact word; if it is antonym, they are supposed to write 'not' and the word.

PROCEDURE TWO

Time: 25 minutes

Techniques: Group work, making sentences, making up a story

Expected Behaviors: Students will be stimulated to think, write correct sentences and compete with their friends.

Process: The teacher introduces the strategy assuming that they are already familiar with this strategy. She writes the new vocabulary they have studied in the previous part of the lecture and asks the Ss to make sentences with this vocabulary creating a story based on this vocabulary. The Ss make groups and think of a story, then they write sentences together for fifteen minutes. Meanwhile, the teacher walks along the Ss to check their sentences so as to make sure they don't misuse the vocabulary. After that, the spokesperson of the group stands up and read their story to the class. Then, they vote each other and choose the best story.

PROCEDURE THREE

Time: 25 minutes

Techniques: Group work, making sentences, making up a story

Expected Behaviors: Students will be stimulated to think, write correct sentences and compete with their friends.

Process: In order to introduce the strategy, the teacher starts the lesson with a poem. The students read the poem and they comment on it. Then the teacher writes ten new words on the board and asks the students to find as many as words that go together each of them. After finishing brainstorming, the teacher wants the Ss to try to write a poem consisting of three to five lines together with their groups. They think about the vocabulary that may go together. After five minutes, they read aloud their poems.

Then the teacher hands out a worksheet of homophone words. They do the activity for five minutes and then check the answers.
PROCEDURE FOUR
Time: 25 minutes
Techniques: Pair work, guessing, writing
Expected Behaviors: Students will be stimulated to think, think about their related memories and tell about them.
Process: The teacher introduces the strategy to the class and wants them to make pairs. Then, they are supposed to think of a memory of them that they would use the vocabulary they have just learned. They write a summary of the event and the ones who want to share their memory tell about them and the others guess which vocabulary it is about.

Appendix C.2. Lesson Plan for the Second Week

LESSON PLAN	
Teacher's Name: Yeliz UĞURLUER	Date: November 21, 2008
Class Name: G 25/ G 5	Duration: 100 minutes
Book Name: -	Unit Name:-
Objectives of the lesson: Linguistic: To be able to use vocabulary learning strategies actively Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.	Expected behaviors: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
Unit concepts:	Anticipated problems: Students may have difficulty in using all the strategies.
Presumed knowledge: Students are supposed to know the related vocabulary.	Possible Solutions: They don't have to use all the strategies separately.
Student resources: Dictionaries, Thesaurus, Word Banks.	Teacher resources: Compiled activities on Vocabulary
PROCEDURE ONE	
Time: 30 minutes	
Techniques: Guessing, pair work, making sentences, making up a story	
Expected Behaviors: Students will be stimulated to think, work with their friends.	
Process: In the beginning, students will be explained about the objective of the lecture. Then, the first strategy is introduced to the students. The teacher writes the strategy on the board and asks the Ss to make guesses about what kind of a strategy it is. They try to remember whether they have ever used this strategy or not. Then the teacher gives more examples on that strategy and hands out a paper consisting of pictures showing a story. The students look at the pictures and the vocabulary items about these pictures and they try to guess the meaning of the vocabulary. Then, they make sentences using this vocabulary to tell the story with pairs. Then they read the story.	

PROCEDURE TWO	
Time: 30 minutes	
Techniques: Acting out	
Expected Behaviors: Students will be able to act out and guess the new-learned vocabulary.	
Process: The teacher introduces the strategy as it is a game. She writes the new vocabulary they have studied in the previous part of the lecture and asks the Ss to act out the vocabulary without telling the word and try to make their friends guess which word he/she is acting out. The class is divided into two groups and each group chooses a word and one member of the other group tries to act this word for his/her group can guess it in two minutes.	
PROCEDURE THREE	
Time: 20 minutes	
Techniques: Remembering the place of the word	
Expected Behaviors: Students will be stimulated to think and remember the place of the word.	
Process: In order to introduce the new strategy, the teacher starts the lesson with some examples. The students think whether they have similar experiences. They tell whether they remember where they saw a word before; where on the board or in the book. The teacher gives information about visual intelligence and asks the students whether they learn better when they see or hear something. Then, the teacher hands out a paper consisting of fifty words with five groups. After the students look at the paper for a few minutes, she wants the students to hand in the papers. After that, the teacher asks students to close their eyes and says one of the words and the students try to remember which group this word belongs to.	
PROCEDURE FOUR	
Time: 20 minutes	
Techniques: Pair work, guessing, writing, playing a game	
Expected Behaviors: Students will be able remember words and make up sentences using them.	
Process: The teacher introduces the strategy to the class and introduces a game. The students are supposed to say one of the words. When the first student says the word, the other repeats that word and another word. The third student is supposed to repeat the first two words and then say another word. It goes on	

like that until everyone makes a mistake in remembering. Then, they make pairs and they are supposed to think of as many example sentences as they can to use the new vocabulary. The aim is to use it in a sentence and say it aloud.

Appendix C.3. Lesson Plan for the Third week

LESSON PLAN	
Teacher's Name: Yeliz UĞURLUER	Date: November 28, 2008
Class Name: G 25/ G 5	Duration: 100 minutes
Book Name: -	Unit Name:-
Objectives of the lesson: Linguistic: To be able to use vocabulary learning strategies actively Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.	Expected behaviors: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
Unit concepts:	Anticipated problems: Students may have difficulty in guessing different forms of vocabulary or in understanding pronunciation charts.
Presumed knowledge: Students are supposed to know the related vocabulary.	Possible Solutions: With group work, stronger Ss may help the weak ones.
Student resources: Dictionaries, Thesaurus, Word Banks.	Teacher resources: Compiled activities on Vocabulary
PROCEDURE ONE	
Time: 40 minutes	
Techniques: Group work, making sentences	
Expected Behaviors: Students will be stimulated to think, work with their friends.	
Process: In the beginning, students will be explained about the objective of the lecture. Then, the first strategy is introduced to the students. The teacher writes the strategy on the board and asks the Ss to make guesses about what kind of a strategy it is. The teacher asks the students to make groups consisting of five students. The groups choose a name for themselves and the teacher divides the board so these groups have their own parts. Then the teacher writes ten different	

words on the board and wants the students to make as many sentences as they can in five minutes using these words. When the time is up, the group reads their sentences aloud and if the sentence is a correct one, they count the number of the words they are supposed to write in the sentence and they all are counted and the group which used the most words correctly wins the game.
PROCEDURE TWO
Time: 40 minutes
Techniques: Pair work
Expected Behaviors: Students will be able to understand the phonetic alphabet and transcript the newly-learned vocabulary.
Process: The teacher introduces the strategy and hands out a copy that shows the phonetic symbols of the words. The copy also includes some examples vocabulary that has that sound. After analyzing the symbols, the students try to find one more example for each symbol with pairs. When they are done, the teacher writes ten words that they have just studied. With the help of the computer and projection, the students listen to the pronunciation of the words. Then the teacher asks them to write the words with phonetic alphabet making use of the copy. They work in pairs and hands in the papers after ten minutes. The teacher checks the words. After that, the teacher hands out a paper consisting of pronunciations of some familiar vocabulary. They try to guess which words they are and write down their guesses. Then the teacher tells the correct words.
PROCEDURE THREE
Time: 20 minutes
Techniques: Self-study, using dictionary
Expected Behaviors: Students will be stimulated to think on possible answers and words.
Process: The teacher tells the students about the importance of knowing different forms of the words and gives some examples of already known words. Then the teacher hands out a worksheet on word formation. The students answer them individually using dictionaries. When they have difficulty in finding an example, they call the teacher and ask for help.

Appendix C.4. Lesson Plan for the Fourth week

LESSON PLAN	
Teacher's Name: Yeliz UĞURLUER	Date: December 5, 2008
Class Name: G 25/ G 5	Duration: 100 minutes
Book Name: -	Unit Name:-
Objectives of the lesson: Linguistic: To be able to use vocabulary learning strategies actively Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.	Expected behaviors: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
Unit concepts:	Anticipated problems: Students may have difficulty in understanding native pronunciation
Presumed knowledge: Students are supposed to know the related vocabulary.	Possible Solutions: The teacher gives information about the content of the programs so that they can guess the unknown vocabulary and understand easily.
Student resources: Dictionaries, Thesaurus, Word Banks.	Teacher resources: Compiled activities on Vocabulary
PROCEDURE ONE	
Time: 50 minutes	
Techniques: Testing, self-correction	
Expected Behaviors: Students will be able to understand native pronunciation and follow an English conversation.	
Process: To start with, students will be explained about the objective of the lecture. Then the teacher gives learners information on what they are going to watch and the content of these programs. They are also informed that they will have a vocabulary quiz based on the programs they will watch. The programs are reflected via the projector and they watch the programs with English subtitles.	

After finishing watching, the teacher asks the students what they think about the programs they have watched. After a few comments, she hands out a quiz on new vocabulary they learned and gives them 10 minutes to answer it. After the quiz, they watch the programs again to check their answers and revision. At the end of the lesson, the teacher hands out the students DVDs in English so they can go on watching things in English.

PROCEDURE TWO

Time: 50 minutes

Techniques: Pair work

Expected Behaviors: Students will be able to understand the phonetic alphabet and transcript the newly-learned vocabulary.

Process: The teacher hands out students newspaper articles on topics they might be interested in. The students read the article silently and underline the unknown vocabulary. After finishing reading, the teacher asks the students to come to the board and write the vocabulary items they don't know one by one. Then, they try to guess the meaning and write definitions for these words all together. When this activity is done, the teacher asks the students to make two groups. Each group prepares an exercise on the vocabulary on the board. They give the exercise to the other group. The group that finishes first and correctly is the winner.

If there is still time, the teacher wants the groups to talk about the article and how they would feel if it happened to them.

Appendix C.5. Lesson Plan for the Fifth Week

LESSON PLAN	
Teacher's Name: Yeliz UĞURLUER	Date: December 12, 2008
Class Name: G 25/ G 5	Duration: 100 minutes
Book Name: -	Unit Name:-
Objectives of the lesson: Linguistic: To be able to use vocabulary learning strategies actively Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.	Expected behaviors: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
Unit concepts:	Anticipated problems: Students may not be familiar with writing notes.
Presumed knowledge: Students are supposed to know the related vocabulary.	Possible Solutions: The teacher starts the lesson with a warm-up speech and introduces the topic with examples.
Student resources: Dictionaries, Thesaurus, Word Banks.	Teacher resources: Compiled activities on Vocabulary
PROCEDURE ONE	
Time: 50 minutes	
Techniques: writing with different genres.	
Expected Behaviors: Students will be able to send a message, write a letter or note in English.	
Process: In the beginning, students will be explained about the objective of the lecture. Then the teacher gives learners information on what they are expected to do. The teacher mentions about her notes about the lessons, about birthdays and other plans and asks the students if they ever write notes and when. First, students are stimulated to think about a situation that they would need to write a note. In pairs, they create a situation. Then, they decide the content of the note, they start writing. The teacher monitors reminding that the notes are as short as	

possible and written to remind someone something. Then, the same procedure goes on for writing a short message to someone. In pairs, they write messages to each other. In the classroom. Afterwards, they write a short letter to someone in the future. While they are doing these activities, the teacher monitors the students and helps them when they need. At the end of the activities, the teacher asks the students what they think about writing notes, messages in English, how difficult they find it. Following the activity, the teacher assigns the students to write notes and messages in English at the weekend.
PROCEDURE TWO
Time: 50 minutes
Techniques: Pair work
Expected Behaviors: Students will be able to infer meaning of words through reading sentences.
Process: The teacher hands out students a worksheet about vocabulary. In the worksheet, the words are used in sentences with different meanings in order to show students that a word can have different meanings and they need to infer the correct meaning from the context. The students work on the worksheet and underline the same words in sentences, for example: "I need to get changed." and "She changed her mind." The teacher writes these examples on the board and wants the students to think about meaning of 'changed' in these sentences. Following that, the students work on the other examples and think about Turkish correspondents of the words.

Appendix C.6. Lesson Plan for the Sixth Week

LESSON PLAN	
Teacher's Name: Yeliz UĞURLUER	Date: December 19, 2008
Class Name: G 25/ G 5	Duration: 100 minutes
Book Name: -	Unit Name:-
Objectives of the lesson: Linguistic: To be able to use vocabulary learning strategies actively Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.	Expected behaviors: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
Unit concepts:	Anticipated problems: Students may have difficulty in remembering meanings of some prefixes and suffixes.
Presumed knowledge: Students are supposed to know the related vocabulary.	Possible Solutions: The teacher gives examples of common words with prefixes and suffixes in English. They can also use their dictionaries.
Student resources: Dictionaries, Thesaurus, Word Banks.	Teacher resources: Compiled activities on Vocabulary
PROCEDURE ONE	
Time: 50 minutes	
Techniques: dividing words into parts, brainstorming	
Expected Behaviors: Students will be able to generalize the meanings of prefixes and suffixes.	
Process: At the very beginning of the lesson, students will be explained about the objective of the lecture. Then the teacher gives learners information on what they are expected to do. The teacher starts the lesson by giving examples of common prefixes and suffixes in English and asks the learners to compare the rules with Turkish. They think about the similarities and differences. After that,	

the teacher writes the prefix -un on the board and asks the students how many words they remember in English starting with -un and talk about the meaning. Then, she does the same thing for other common prefixes and suffixes. The students think aloud and the teacher writes the words on the board. After the introduction, the teacher tells the students that it is a technique to divide a word into its parts so as be able to guess the meaning of the word. She chooses some unknown vocabulary and asks the learners to make guesses about the meaning. This goes on for a few more words. Following that activity, the teachers hands out a story in which some words are underlined and the learners are supposed to guess the meaning of the words. When they are done, the teacher asks them to check their answers with their friends. After that, the teacher gives learners a worksheet of some vocabulary items and prefixes-suffixes. There are some sentences with gaps and the students are supposed to make up new words according to the missing meaning.
PROCEDURE TWO
Time: 50 minutes
Techniques: Group work, using dictionaries
Expected Behaviors: Students will be able to infer meaning of words through the pre-knowledge of prefix and suffixes.
Process: The students are asked to make groups of five. They come together and use their dictionaries to find new ten words for each prefix and suffix they have studied during the first part of the lesson. Next, the purpose is to use the words in sentences in order to practice them. After working for half an hour, the groups share their sentences with each other and see if they have ever used the same or similar words.

Appendix C.7. Lesson Plan for the Seventh Week

LESSON PLAN	
Teacher's Name: Yeliz UĞURLUER	Date: December 26, 2008
Class Name: G 25/ G 5	Duration: 100 minutes
Book Name: -	Unit Name:-
Objectives of the lesson: Linguistic: To be able to use vocabulary learning strategies actively Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.	Expected behaviors: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
Unit concepts:	Anticipated problems: Students may have difficulty in remembering meanings of some prefixes and suffixes.
Presumed knowledge: Students are supposed to know the related vocabulary.	Possible Solutions: The teacher gives examples of common words with prefixes and suffixes in English. They can also use their dictionaries.
Student resources: Dictionaries, Thesaurus, Word Banks.	Teacher resources: Compiled activities on Vocabulary
PROCEDURE ONE	
Time: 50 minutes	
Techniques: using gestures to communicate, playing a game	
Expected Behaviors: Students will be able to realize the importance of body language and gestures in communication.	
Process: In the beginning, students will be explained about the objective of the lecture. Then the teacher gives learners information on what they are expected to do. The teacher starts the lesson by a-few-minute video of Laurel and Hardy. After watching the students are asked if they could understand the topic of the video although there was no speech and they are asked 'how' to stimulate them	

to think about the importance of gesture in communication. Then, the class is divided into two groups and asked to play silent movie. Each group has a represent in each row and tries to tell about a movie without speaking. When the winner is determined, the game is over.

PROCEDURE TWO

Time: 50 minutes

Techniques: Group work

Expected Behaviors: Students will be able to write a dialogue for a show they have watched.

Process: Following the game, the students are asked to write down a transcript for the show they watched in the beginning of the lesson. They can watch the video again if necessary. The teacher scrambles the transcripts and hands them out to the students again and asks them to compare their sentences with their friends'. She mentions that there might be different phrases that mean the same thing.

If there is some time, some groups present the dialogue they have written for the show.

Appendix C.8. Lesson Plan for the Eighth Week

LESSON PLAN	
Teacher's Name: Yeliz UĞURLUER	Date: January 5, 2009
Class Name: G 25/ G 5	Duration: 100 minutes
Book Name: -	Unit Name:-
Objectives of the lesson: Linguistic: To be able to use vocabulary learning strategies actively Lexical: To revise particular vocabulary groups in order to teach Ss certain strategies on how to learn the vocabulary.	Expected behaviors: Students will be able to understand and use the determined vocabulary learning strategies actively both in and out of the classroom.
Unit concepts:	Anticipated problems: Students may have difficulty in doing some activities.
Presumed knowledge: Students are supposed to know the related vocabulary.	Possible Solutions: The teacher gives examples to make the activities clear for them.
Student resources: Dictionaries, Thesaurus, Word Banks.	Teacher resources: Compiled activities on Vocabulary
PROCEDURE ONE	
Time: 50 minutes	
Techniques: integrating the skills, brainstorming, translation	
Expected Behaviors: Students will be able to integrate different skills.	
Process: In the beginning, students will be explained about the objective of the lecture. Then the teacher gives learners information on what they are expected to do. The teacher starts the lesson by a simple sentence in English and asks the students to translate that sentence into Turkish. Then, the teacher writes a complicated idiom in English and asks the students to translate and think about the differences between these translations telling them sometimes word for word translations would be meaningless. After that, the teacher projects some famous sentences and the students work in pairs to make the best translation. When the	

activity is done, the students read aloud their translations and they choose the best one.
PROCEDURE TWO
Time: 50 minutes
Techniques: discussion
Expected Behaviors: Students will be able to write a dialogue for a show they have watched.
Process: Following that activity, the students were asked which skill they think is most related with vocabulary. With a discussion model, they argue about integrating skills with vocabulary and the best methods. It is assumed that some would support that reading is more beneficial for vocabulary, and some will discuss the benefits of other skills.

APP. D COMPILED VOCABULARY ACTIVITIES

Appendix D.1. Activity Sample for the Lesson Plan for the First Week/Procedure One

READ THE SENTENCES FOR TWO MINUTES

- 1- The operation was a complete success.
- 2- Are the flowers in the vase real?
- 3- She is really an emotional person; she always behaves with her feelings.
- 4- I think he is a childish person, not suitable to get married.
- 5- The police managed to save the girl from the fire, so everyone got happy.
- 6- I was satisfied with the service in the hotel.
- 7- The food in the restaurant was so delicious that I ordered one more.
- 8- My mother always criticizes me, never says good things.
- 9- My purse disappeared in a moment; I can't find it now.
- 10- The questions in the exam were quite confusing for me. It took five minutes to understand a question.

FIND THE WORDS MEANING SAME OR OPPOSITE

- 1- Unfortunately, the operation was only a partial success.
- 2- Are the flowers in the vase real or artificial?
- 3- She is really an opposite of rational person; she always behaves with her feelings.
- 4- I think he is immature; not suitable to get married.
- 5- The police managed to rescue the girl from the fire so everyone got happy.
- 6- I was contented with the service in the hotel, it was so good.
- 7- The food in the restaurant was so tasty that I ordered one more.
- 8- My mother never praises me; always says I'm wrong.
- 9- My purse vanished in a moment. I can't find it now.
- 10- The questions in the exam were quite complicated for me. It took five minutes to understand a question.

Appendix D.2. Activity Sample for the Lesson Plan for the First Week/Procedure Three

49

Homophones

Homophones are words that sound the same but are spelt differently. What are the missing homophones in these pairs of sentences?

1 I'm going on a diet. I've put on a lot of weight.

Please wait a minute. I won't be long.

2 I put on the _____ and the car stopped just in time.

This kind of china _____ very easily. Be careful.

3 Would you like another _____ of cake with your tea?

Everyone wanted the war to end and _____ to begin.

4 Can you untie the _____ in this string?

I'm _____ very good at science. I'm better at languages.

5 I didn't tell her what was in the parcel. She _____ by feeling it.

She was a _____ at a wedding I went to recently.

6 'Anyone who _____ gum in class will be sent out.'

I don't know what to _____ on this menu. There are so many good things.

7 You aren't _____ to smoke anywhere in this building.

Sorry, I wasn't talking to anyone in particular. I was just thinking _____.

8 Are you _____ you want to go out in this horrible weather?

Yes, I'd like to go to the beach and walk along the sea _____.

9 That man always _____ at me when I go past his shop. I don't like it.

Don't let's take the lift. I want to walk up the _____.

10 I've never jumped _____ than that. It's my personal record.

Where can I _____ ski boots? I don't have any of my own.

11 There were only ten _____ of seats in the hall so quite a lot of people had to stand.

He gave me a single red _____ on Valentine's Day.

12 Don't park there. It's illegal and you might get _____.

Where is my wallet? I can't _____ it anywhere.

13 Get me a needle and I'll _____ this button on for you.

She didn't pay me back the money last time _____ I refused to lend her any next time she asked.

14 I've had this teddy _____ since I was three.

We haven't yet bought any carpets for our flat. We've got _____ floorboards.

15 They've _____ the thieves who broke into our car.

I've got to go to _____ in three weeks to be a witness.



Lots of silly jokes in English are based on words that sound the same but are spelt differently and have different meanings. Here's one of them:

Question: Why are people who work in a fish shop mean?

Answer: Their job makes them sell fish. (selfish)

**Appendix D.3. Activity Sample for the Lesson Plan for the Second
Week/Procedure One**

2 A clever dog



Appendix D.4. Activity Sample for the Lesson Plan for the Second Week/Procedure Three

A

To collapse

To be trapped

Exhausted

Hesitation

Generous

B

Rescuers

To smash

To split up

Permanently

Constantly

C

To drown

To attack

Endangered

Conquer

To save

D

Outbreak

Remote

To vaccinate

Destination

Deliberately

E

Melting

Imaginative

Crack

Blast

Inevitable

Appendix D.5. ACTIVITY SAMPLE FOR THE LESSON PLAN FOR THE THIRD WEEK/PROCEDURE THREE

53 More word building

Use the words on the right to make a new word which fits the sentences.

- 1 At the show, the magician kept pulling rabbits out of his hat. MAGIC
- 2 Their dog barks a lot but he won't hurt you. He's completely _____. HARM
- 3 There's no _____ between my old bike and my new one. The new one is ten times better. COMPARE
- 4 I'm fed up with your _____. You're acting like a child. BEHAVE
- 5 People are usually quite shy about discussing their _____ in public. BELIEVE
- 6 This juice is full of artificial flavours. It tastes totally _____. NATURAL
- 7 It's been a great _____ getting to know you. I hope we meet again soon. PLEASANT
- 8 Put twenty pence in the machine and you can test your _____. STRONG
- 9 She's very _____. She's going to travel all around the world on her own for a whole year. DEPEND
- 10 There wasn't much of a _____ on the menu so I had a pizza again. CHOOSE
- 11 _____ it rained all weekend so we couldn't go on the cycling trip we'd planned. FORTUNE

- 12 I have very little _____ of the hotels and restaurants in this area. KNOW
- 13 We were all very impressed by the _____ of the countryside. BEAUTIFUL
- 14 In _____ to being good-looking and clever, he is also very rich. ADD
- 15 He's a very _____ person. He loses everything and is always late for meetings. ORGANIZATION
- 16 She grew up in the country and I think she had a very happy _____. CHILD
- 17 He's usually very kind and patient but just _____ he loses his temper. OCCASION



The suffix *-less* often has the meaning *without*. For example a *homeless* person is someone without a home.

The suffix *-ful* often gives the opposite meaning: *thoughtless* and *thoughtful* are opposites. Be careful, though. The opposite of *homeless* is not *homeful*!

Appendix D.6. Activity Sample for the Lesson Plan for the Fifth Week/Procedure two

56 Same word, different meaning

In each pair of sentences below, the missing word is the same but the meaning is different. What are the missing words?

- 1 change Let's go out tonight for a _____. I'm fed up with cooking.
Have you got any ____? I've only got a £10 note.
- 2 _____ My brother can't stand the sight of blood. It always makes him _____.
Her voice on the phone was so _____ that I could hardly hear it.
- 3 _____ She doesn't have a _____ account. She keeps her money under the mattress.
We saw him sitting on the river _____ fishing.
- 4 _____ I can't _____ that man. He really gets on my nerves.
We saw a _____ in the forest when we were camping in California.
- 5 _____ You have to _____ three egg whites to make this pudding.
Argentina _____ Germany 2-0 in the final.
- 6 _____ I don't have to wear a _____ to work. I just go in jeans and a T-shirt.
She bent down to _____ up her shoelace.
- 7 _____ She had a cold and the _____ of her nose was red.
The waiter was really helpful so we gave him a big _____.
- 8 _____ She wants curtains that will _____ her carpet.
It was the most exciting football _____ I've ever seen.

- 9 _____ Use a first-class _____ if you want the letter to arrive by tomorrow.
Everyone began to _____ their feet in time to the music.
- 10 _____ I'm tired. I think I'll go and _____ down for a while.
I didn't say that! That's a _____!
- 11 _____ I need to go to the gym every day to try to get into _____ again.
A rugby ball is a different _____ from a football.
- 12 _____ She dropped my favourite china vase and it _____.
I've just spent all my money on a new sound system. I am now completely _____.
- 13 _____ I parked my car on a double yellow line and I got a £30 _____.
I heard the weather forecast and apparently it's going to be _____ today.
- 14 _____ One, three, five and seven are odd numbers. Two, four, six and eight are _____.
I'm not going out _____ if it stops raining. I'm too cold and tired.
- 15 _____ I have absolutely no _____ in politics. I like art, music and literature.
You can get about 6% _____ in this savings account.
- 16 _____ She's a good teacher because she's very _____.
Doctor Fernandez has received another card from a grateful _____.



Here are some silly jokes based on words that have two meanings.

A: Have you noticed any change in me?

B: No. Why?

A: Well I've just swallowed twenty-five pence by accident.

Question: How do you keep cool at a football match?

Answer: Stand next to a fan.

Appendix D.7. Activity Sample for the Lesson Plan for the Sixth Week/Procedure Two

17

Word building: prefixes

A Make the opposites of these adjectives by putting the correct prefix in front of them. Choose from *un-*, *in-*, *im-*.

- | | | |
|------------------------|-------------------|------------------|
| 1 <u>un</u> attractive | 7 ___ healthy | 13 ___ polite |
| 2 ___ correct | 8 ___ interesting | 14 ___ popular |
| 3 ___ dependent | 9 ___ mature | 15 ___ possible |
| 4 ___ expensive | 10 ___ moral | 16 ___ practical |
| 5 ___ fashionable | 11 ___ patient | 17 ___ sensitive |
| 6 ___ formal | 12 ___ pleasant | 18 ___ usual |

B Complete the sentences with one of the prefixed adjectives above.

- 1 She is so _____. She is seventeen but she acts like a six-year-old.
- 2 He's very _____. He doesn't get lonely although he lives on his own and takes all his holidays on his own.
- 3 The band's last CD was very _____. Hardly anybody bought it and they never played it on the radio.
- 4 The total is _____. They've charged us £15 for the fruit salad!
- 5 This sunny weather is very _____. It's normally cold and wet at this time of year.
- 6 Sally has been looking for a job for months. She looked miserable when Maria kept talking about her new job. Maria shouldn't be so _____. She should think about Sally's feelings.
- 7 We're having a very _____ party on Saturday evening. Come any time after nine and there's no need to dress up.
- 8 He can't even boil an egg or make coffee. In the kitchen he's a very _____ person.
- 9 Your diet is very _____. You eat too much fat and sugar and not enough fruit and vegetables.

- 10 She's always stealing from shops. In my opinion, she's completely _____.

- 11 Mes Amis is an excellent restaurant. The food is delicious and it's very _____. Even I can afford to eat there!

- 12 'I'm tired of waiting for this bus. Let's get a taxi.'

'Don't be so _____. The bus will be here in another five minutes. We can't afford a taxi.'



- *un-* can go before any letters
- *im-* or *in-*? It's easy to decide. We only use *im-* before the letters *m* and *p*: *immobile*, *improbable*.

**APP. E PERMISSION FOR ADMINISTERING THE QUESTIONNAIRE AND
THE PROFICIENCY EXAMS**

**Appendix E Permission for Administration of the Questionnaire and the
Proficiency Tests**

YABANCI DİLLER YÜKSEK OKULU MÜDÜRLÜĞÜ'NE,

Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Dil Eğitimi alanında yüksek lisans öğrencisiyim. “An experimental study on the contribution of teaching learners vocabulary learning strategies to their vocabulary development (Öğrencilere Kelime Öğrenme Stratejilerini Öğretmenin Kelime Gelişimine Katkısı Üzerine Deneysel Bir Çalışma)” adlı tez çalışmam için G-14, 18, 22, 25, 53 ve 55’te anket ve kelime seviye belirleme testi uygulamak için izin istiyorum. Bilgilerinize sunarım. 13.10.2008

Yeliz UĞURLUER TORUN

Adres: Gaziantep Üniversitesi

Yabancı Diller Yüksek Okulu

Tel: =342 317 1682

APP.F. T TEST TABLE

Appendix F T TEST TABLE

SIGNIFICANCE LEVEL FOR ONE-DIRECTION TEST						
df	.10	.05	.025	.01	.005	.000
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
X	1.282	1.645	1.960	2.326	2.576	3.291

CURRICULUM VITAE

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ÖZGEÇMİŞ

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