

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**PERCEPTIONS OF 8TH GRADERS AND EFL TEACHERS CONCERNING L2
VOCABULARY LEARNING STRATEGIES**

Melek YOLCU

MASTER OF ARTS

ADANA / 2019

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MASTER OF ARTS

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To ukurova University Institute of Social Sciences

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ABSTRACT**PERCEPTIONS OF 8TH GRADERS AND EFL TEACHERS CONCERNING L2
VOCABULARY LEARNING STRATEGIES****Melek YOLCU****Master of Arts, English Language Teaching****Supervisor: Assist. Prof. Dr. Meryem AKÇAYOĞLU****August 2019, 166 pages**

Although vocabulary is an indispensable part of foreign language learning and it is acknowledged that it is of paramount importance in language learning and teaching, it is still learnt and taught by some traditional vocabulary learning strategies. As the learning process requires not only learners' but also teachers' efforts, the current study gathered both of their perceptions about vocabulary learning strategies under a single roof. Hence, it aimed to investigate and compare the perceptions of teachers and learners regarding the importance and application of vocabulary learning strategies.

In this study, mixed methods sequential explanatory design was applied. The research group consisted of 398 8th grade EFL students and 26 EFL teachers from 15 different secondary schools in Hatay. In order to collect quantitative data, student and teacher version of VLS questionnaires which were based on Schmitt's taxonomy of VLS were conducted at first. Then, semi-structured interviews with 9 volunteer teachers and focus group interviews with 45 volunteer student participants were carried out in order to obtain qualitative data. The quantitative data were analysed via Statistical Package for Social Sciences (SPSS) edition 22. In order to analyse and interpret the qualitative data, thematic analysis was utilized.

The findings of this study revealed that EFL learners and teachers attribute a great level of importance to vocabulary learning and teaching. As for application of those strategies, it was found out that the strategies that are given most importance were applied on a larger scale by learners. However, teachers seem to have difficulty in implementing the strategies that they consider more important. Some factors such as intensity of the curriculum, the course book that is insufficient in meeting the needs,

exam-oriented instruction to 8th graders, limited weekly course hours, lack of equipments and indifferent learners to learning were determined to restrain teachers to instruct different kinds of VLS. Furthermore, the strategies instructed by teachers were found to be utilized widely by their students.

Keywords: Vocabulary learning, vocabulary learning and teaching strategies, strategy instruction, learner and teacher perceptions



ÖZET

8. SINIFLARIN VE YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMENLERİNİN KELİME ÖĞRENME STRATEJİLERİNE YÖNELİK ALGILARI

Melek YOLCU

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Dr. Meryem AKÇAYOĞLU

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Yabancı dil öğreniminin vazgeçilmez bir parçası olmasına, dil öğrenimi ve öğretiminde her şeyden önemli olduğu kabul edilmesine rağmen, kelimeler halen bazı geleneksel kelime öğrenme yöntemleri ile öğrenilmekte ve öğretilmektedir. Öğrenme süreci sadece öğrencilerin değil, öğretmenlerin de çabalarını gerektirdiğinden, bu çalışma hem öğrencilerin hem de öğretmenlerin kelime öğrenme stratejileri hakkındaki algılarını tek çatı altında toplamıştır. Böylece, öğretmen ve öğrencilerin kelime öğrenme stratejilerinin önemi ve uygulanmasına ilişkin algılarını araştırmayı ve karşılaştırmayı amaçlamıştır.

Bu çalışmada, açılımlayıcı sıralı karma yöntem uygulanmıştır. Araştırma grubu, Hatay'daki 15 farklı ortaokuldan yabancı dil öğrenen 398 sekizinci sınıf öğrencisi ve 26 İngilizce öğretmeninden oluşmaktadır. Nicel veri toplamak için, öncelikle Schmitt'in kelime öğrenme stratejileri sınıflandırmasına dayanan öğrenci ve öğretmen anketleri uygulanmıştır. Daha sonra, nitel verilerin elde edilmesi için 9 gönüllü öğretmenle yarı yapılandırılmış görüşmeler ve 45 gönüllü öğrenci katılımcı ile odak grup görüşmeleri gerçekleştirilmiştir. Nicel veriler, Sosyal Bilimler için İstatistik Paketi'nin (SPSS) 22. sürümü ile analiz edilmiştir. Nitel verileri anlamak ve yorumlamak için tematik analiz kullanılmıştır.

Bu çalışmanın bulguları, öğrenciler ile öğretmenlerin kelime öğrenimi ve öğretiminin onlar için büyük önem taşıdığını ortaya koymuştur. Bu stratejilerin uygulanmasına gelince, en fazla önem verilen stratejilerin öğrenciler tarafından daha büyük çapta uygulandığı görülmüştür. Ancak, öğretmenler daha önemli gördükleri stratejileri uygulamada zorluk çekiyor gibi görünmektedir. Müfredatın yoğunluğu,

ihtiyaların karřılanmasında yetersiz olan ders kitapları, 8. sınıflarda sınav odaklı ğretim, haftalık ders saatlerinin sınırlı kalması, araç gere eksikliėi ve ğrenmeye kayıtsız kalan ğrenciler gibi bazı faktrlerin, ğretmenleri farklı kelime ğrenme stratejilerinin ğretme konusunda sınırlandırdıėı belirlenmiřtir. Ayrıca, ğretmenlerin ğrettiėi stratejilerin, ğrencileri tarafından geniř lde kullanıldıėı tespit edilmiřtir.

Anahtar kelimeler: Kelime ğrenimi, kelime ğrenme ve ğretme stratejileri, strateji eėitimi, ğrenci ve ğretmen algıları



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ABBREVIATIONS

L2	: Second/foreign language
EFL	: English as a foreign language
ELT	: English Language Teaching
VLS	: Vocabulary Learning Strategies
LLSs	: Language Learning Strategies
DET	: Determination Strategies
SOC	: Social Strategies
MEM	: Memory Strategies
COG	: Cognitive Strategies
META	: Metacognitive Strategies
SPSS	: Statistical Package of Social Sciences

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Vocabulary forms the core element of the language proficiency and without it a meaningful communication cannot be provided and the intended meaning cannot be conveyed (Ghazal, 2007; Schmitt, 2010). It was thought secondary to grammar and attached little attention in the past. Additionally, vocabulary knowledge was considered to be obtained incidentally, that is the reason why it faded into background from other aspects of language (Brown, 2001). However, language researchers have recently highlighted the significance of vocabulary knowledge and vocabulary has become popular in the field of language learning and teaching. Consequently, many studies on lexical acquisition, retention of lexical items and vocabulary learning and teaching instruction have been conducted (Richard & Renandya, 2002).

Vocabulary learning and teaching is a multi-dimensional issue. In order to master the foreign or second language, extensive knowledge about lexical items which involves the meaning, the form, the usage, the spelling, the grammatical information so forth is required (Thornbury, 2002). Besides, it is not expected to make progress at different aspects of lexical knowledge at once, as it undergoes a process in which this lexical acquisition improves step by step (Takac, 2008). However, this process could be challenging for language learners and teachers. Learners accept that they have much difficulty in vocabulary learning. Teachers, on the other hand, come up against that challenge of assisting learners to better learn vocabulary efficiently. Vocabulary learning strategies (VLS) to manage this challenging process can be needed. If learners take charge of their own learning, become aware of substantial strategies and are able to employ these strategies in their learning process, vocabulary learning will be much easier for them (Ruutemets, 2005). As Nation (2008) emphasized, at this point teachers can guide their students to take on responsibility in their own learning and to deal with this learning process.

Vocabulary learning strategies (VLS) are tools for reinforcing and facilitating language learners' lexical development. With a move from teacher-centered to learner-centered approach, VLS came into much prominence. When it is taken into account

that each learner has a different personality and learning style, helping learners to find their best learning strategies becomes the focal point in the teaching-learning process. With the application of suitable strategies, learners can be provided to promote their independence, autonomy and self-determination, so that they can take control of their own learning and become lifelong learners (Oxford & Nyikos, 1989). For that reason, students are required to get an influential instruction about different kinds of strategies (Cohen, 2003). At this point, strategy instruction is acknowledged as crucial necessity for efficient application of strategies. Strategy instruction aims to create consciousness of strategies so that learners know about the most effective ways of learning target language, evaluate their own learning and choose efficient strategies according to their learning objectives (Cohen, 2003 ; Anderson, 2005) . Actually, the actions and attitudes of teachers who are the instructor of the strategies are thought to determine the effectiveness of this instruction process (Oxford, 1990). Therefore, teachers' awareness should be raised and they should be trained on strategy instruction for a better performance, as well.

1.2. Statement of the Problem

Vocabulary learning is an indispensable task for foreign and second language learners. In an attempt to foster vocabulary learning of L2 and vocabulary teaching, many approaches, strategies, techniques and practices have been promoted (Hatch, & Brown, 1995). However, this skill is usually learned and taught by some traditional vocabulary learning strategies such as vocabulary wordlists, repetition and memorization (Schmitt, 1997) even if the importance of learning and teaching vocabulary is mostly accepted by EFL learners and teachers. Moreover, it is thought that this important and challenging part of language learning often regards language learners to a large extent. However, this vocabulary learning process concern not only learners but also teachers (Ölmez, 2014), because to be able to gain an awareness about how to learn vocabulary and to promote their autonomy, learners should be guided and trained by their teachers. It is also asserted that teaching vocabulary is not only about teaching the lexical items, but also supplying the language learners with strategies that will help them improve their vocabulary knowledge (Hulstijn, 1993). Hence, the teachers are expected to introduce different types of vocabulary learning strategies in an efficient way. In order to accomplish it, the teachers themselves should have a faith in

the significance of VLS instruction and they should have knowledge of implementing VLS so as to reflect it to their students. However, most of the EFL teachers seem that they don't instruct vocabulary learning strategies and students don't have much knowledge about VLS, except traditional ones. Some researches points out that if teachers are not aware of the instruction of vocabulary or any other teaching practices for lexical items, vocabulary teaching and learning may become tough (Berne& Blachowicz, 2008). Therefore, an investigation to compare teacher and learners' perceptions about vocabulary learning and teaching strategies may provide better understanding of the present situation and potential problems about VLS.

1.3. Purpose of the Study

The main purpose of this study is to investigate and compare the perceptions of 8th grade Turkish EFL learners and their EFL teachers concerning the importance and use of vocabulary learning and teaching strategies. Besides, the study attempts to unearth how frequently 8th grade EFL students and EFL teachers apply vocabulary learning strategies (VLS) in their vocabulary learning/teaching process and what the relationship is between perceived importance level and perceived application level of VLS regarding EFL learners and teachers .

In line with the purpose, the study is designed to address the following three research questions:

1. What is the relationship between perceived importance level and perceived application level of second language (L2) Vocabulary Learning Strategies (VLS) with regard to
 - a) 8th grade EFL learners?
 - b) secondary school EFL teachers?
2. What are the most and least frequently used VLS among the
 - a) 8th grade EFL learners?
 - b) secondary school EFL teachers ?
3. What are the experiences and views of
 - a) 8th grade EFL learners exposed to L2 VLS?
 - b) secondary school EFL teachers ?

1.4. Significance of the Study

As being the cornerstone for all language skills, comprehension and effective and meaningful communication, vocabulary has been regarded as a crucial part in language learning. So, the number of research studies regarding vocabulary and vocabulary related issues has arisen in recent years. Thereby, various kinds of studies regarding vocabulary have been conducted by different researchers. However, most of the studies on vocabulary related issues have been conducted to examine either learners' perceptions or teachers' perceptions on VLS. There are few studies integrating both learners and teachers' perceptions in a research (Ölmez, 2014; Amiryousefi, 2015; Asyiah, 2017). Moreover, most of the VLS studies carried out with university students or high school students. However, the number of studies comparing secondary school students and teachers' vocabulary learning/teaching strategies and their perceptions is very limited (Şerabatır, 2008; Asyiah, 2017) both in Turkish EFL context and across the world. Hence, the perceptions of both EFL learners and EFL teachers regarding the issue of vocabulary learning and teaching needs to be explored more in detail. Ölmez (2014) investigated the perceptions of high school students and teachers about VLS. Amiryousefi (2015) examined the Iranian EFL students and teachers's belief regarding how useful VLS are. In this study, EFL learners and teachers' perceptions on how important VLS are and to what extend these VLS are employed will be explored. As many researchers asserted, beliefs about VLS have an effect on the achievement of language learning and teaching (Amiryousefi, 2015). This study might shed light on the perceptions of EFL teachers and learners about the importance and use of VLS. Besides, it can inform us about the current strategy instruction at local level and the reflection of this instruction on EFL learners.

1.5. Scope of the Study

The current study examines the EFL teachers and EFL learners perceptions about the importance and application level of vocabulary learning and teaching strategies. 398 8th grade learners and 26 EFL teachers from 15 different public secondary schools in Samandag, a district of Hatay, Turkey constitute the research group of this study. This study was carried out in the first semester of academic year of 2018- 2019.

1.6. Limitation of the Study

This study includes some limitations. This study was conducted to investigate and compare the EFL learners and teachers' perceptions on vocabulary learning and teaching strategies. While the number of EFL learners was 398, only 26 teachers participated in this study. In order to make a fairer comparison, more teachers' participation might be ensured. In addition to this, two kinds of instruments which are questionnaires and interviews were used in this study in order to find out the perceptions of teachers and learners on the importance and usage of vocabulary learning strategies. However, with an aim to observe students' and teachers' vocabulary learning/ teaching strategies directly, some other instruments like observation, journals or diaries can be included in this study.

1.7. Definitions of Terms

Language Learning Strategies (LLS)

Language learning strategies are special methods or ways used by the learners for processing, comprehension and retention of the new information (O'Malley and Chamot, 1990)

Vocabulary Learning Strategies (VLS)

Vocabulary learning strategies are related to any set of techniques or actions that language learners utilize to understand, remember any vocabulary items, to enhance their vocabulary learning and to improve their vocabulary knowledge.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter provides the theoretical framework behind the importance of vocabulary learning, language learning strategies, strategy instruction, vocabulary learning strategies and the previous researches on vocabulary learning strategies. Firstly, the importance of vocabulary learning, the definition of vocabulary and the aspects of “knowing a word” are described. Some basic approaches to vocabulary learning are also mentioned. Then, some significant points concerning language learning strategies and strategy training are explained. Lastly, vocabulary learning strategies (VLS), some taxonomies of VLS focusing on Schmitt’s and previously conducted researches on VLS are discussed in the end of this chapter.

2.2. The Importance of Vocabulary Learning

With a crucial role in providing the basis of communicative competence, comprehension, writing and reading skills, vocabulary learning is an essential part of a second/foreign language (L2) learning. According to Umarova (2018) there is a strong relationship between the number of vocabulary learned by language learners and their level of communicative competence. Schmitt (2000) pointed out that "second language students need approximately 2000 words to maintain conversations, 3000 words families to read authentic texts, and as many as 10,000 words to comprehend challenging academic texts". Alqahtani (2015) also emphasizes how critical vocabulary knowledge is in language learning process stating that poor vocabulary knowledge reduces the quality of the communication in target language. The importance of lexical knowledge in enhancing communication skills has been pointed out by Schmitt (2000) as well. Many other researchers found out that a rich lexical knowledge improves writing and reading skills (Chou, 2011; Viera, 2017; Gürbüz, 2016; Karakoç & Köse, 2017). In terms of Hancioğlu (2004)'s view, inadequate lexical knowledge may also impede the grammatical knowledge. The structures, forms and functions that a person need to use in a language cannot energise in a healthy communication without sufficient vocabulary knowledge (Nunan, 1991).

Based on the literature, it can be concluded that vocabulary knowledge makes it easy to promote communicative competence and all language skills including listening, speaking, reading, writing and also grammar knowledge. That is the reason why EFL teachers should make contributions to students' vocabulary learning process and facilitate their vocabulary learning strategies.

2.3. What is "Vocabulary"

Vocabulary is regarded as a crucial element of a language in terms of providing the comprehension and the use of a particular language. In order to provide a better understanding of vocabulary learning, it is essential to differentiate between the terms “vocabulary” and “word”. Some researchers defined these two words relatively (Hornby et al., 1984; Richards et al., 1992). Hornby et al., (1984) compared these two terms and defined *word* as “sound or combination of sounds forming a unit of the grammar or vocabulary of a language”, whereas vocabulary as “the total number of words which make up a language; and a range of words known to, or used by a person”. Richards et al. (1992) describe the term word as “the smallest of the linguistic units which can occur on its own in speech or writing” (p. 406), but vocabulary, as “a set of lexemes which includes single words, compound words and idioms” (p. 400).

According to Longman Dictionary of Contemporary English (1995), *vocabulary* is ‘all the words that someone knows, learns or uses.’ In Oxford Advanced Learner’s Dictionary (2012) vocabulary is described as ‘the body of words used in a particular language’. Read (2000) critiqued that vocabulary doesn't only mean individual words. However, vocabulary also include multi-word units such as idioms, phrasal verbs, compound nouns and different kinds of expressions. Lessard (2013) support his view stating that vocabulary refers not only to single words or single lexical items of a language, but also to phrases or lexical chunks including several words having a particular meaning.

From the definitions above, ‘word’ is considered as the smallest significant unit of language phrases and sentences. A *vocabulary* can be viewed as to stand either single lexical units/words or chunks and phrases conveying specific meaning(s) in a language.

2.4. What is "Knowing a Word"

According to Ellis (1994), *knowing a word* refers to "the knowledge about the word's form, meaning and basic use in context receptively and productively" (p.539). Differentiating between knowing and using a word, he asserts that 'knowing a word' includes explicit learning and consciousness while 'using a word' embodies implicit learning and memory. There are various important aspects of knowing a word, which can be accounted as meaning, spelling, pronunciation, register, morphology, syntax, receptive and productive knowledge etc. All these aspects of a word are considered as "word knowledge" (Schmitt, 2000, p.5). According to Nation (2005), knowing a word has different kinds of aspects. He classifies these aspects of knowledge into three categories: knowing the form, knowing the meaning and knowing the usage of the word (p.583-585). *Knowing the form of the word* regards to the sound, spelling and word parts. *Knowing the meaning of the word* is about connecting the form and meaning, knowing the referents of the concept and knowing the word's associations. As for *knowing the usage of the word*, it refers to grammatical functions and collocations of the word. Table 1 provides the details of what knowing a word involves from Nation's perspective.

Table 1.
What is Involved in Knowing a Word

What Is Involved in Knowing a Word?		
Form:	spoken	R What does the word sound like? P How is the word pronounced?
	written	R What does the word look like? P How is the word written and spelling?
	word parts	R What parts are recognisable in this word? P What word parts are needed to express the meaning?
Meaning:	form and meaning	R What meaning does this word form signal? P What word form can be used to express this meaning?
	concepts and referents	R What is included in the concept? P What items can the concept refer to?
	associations	R What other words does this make us think of? P What other words could we use instead of this one?
Use:	grammatical functions	R In what patterns does the word occur? P In what patterns must we use this word?
	collocations	R What words or types of words occur with this one? P What words or types of words must we use with this one?
	constraints on use	R Where, when, and how often would we expect (register, frequency, etc.) to meet this word? P Where, when, and how often can we use this word?

Note: R: Receptive; P: Productive (Nation, 2005, p. 584)

As specified, knowing a word, in fact, doesn't only involve the meaning and the form of the word. Learners can have knowledge about a word at different levels. At this point, an important distinction is made between *receptive vocabulary knowledge* and *productive vocabulary knowledge* which also take place in Nation's (2005) framework about vocabulary knowledge (Table 1). Receptive knowledge, which is also known as passive knowledge, represents the knowledge required in reading and listening whereas productive knowledge, called as active knowledge, regards the knowledge used in writing and speaking (Schmitt, 2000; Nation, 2001; Hiebert and Kamil, 2005). Knowing the meaning and the form of the lexical item may be sufficient for receptive knowledge. However, for productive knowledge it requires more aspects of knowing a word.

After all, knowing all these aspects of a lexical item is not always necessary. As Siriwan (2007) states, such factors as the needful language skill, the aim of the learning vocabulary, the situation that communication will take place and the level of the learner determine what aspect of knowing a word a learner should master in. For example, it is not really necessary to teach young learners the morphology or syntax of the lexical item as they could find it too complicated and confusing.

2.5. Basic Approaches to Vocabulary Learning

To enhance learners' vocabulary learning abilities and master a language, effective vocabulary learning approaches are required. According to Nation (1990), vocabulary learning is classified into two different groups : *direct vocabulary learning approach*, and *indirect vocabulary learning approach*. These approaches are addressed differently as *implicit and explicit vocabulary learning* (Sökmen, 1997 ; Laufer & Hulstijn, 2001), *incidental and intentional vocabulary learning* (Read, 2004) and *incidental and explicit vocabulary learning* (Schmitt, 2000). Apart from these, Hunt and Beglar (2002) mention about a new approach which is called *independent strategy development*.

Direct vocabulary learning, which is also regarded as explicit or intentional vocabulary learning by some researchers, emphasize explicit and conscious vocabulary learning in a contextualized or mostly in decontextualised setting (Laufer & Hulstijn, 2001). Learners focus on the meaning and form of a vocabulary using vocabulary lists or dictionaries in direct approach (Oxford, 1990) According to Caldwell, Jennings, Lerner and Richek (1996) specific words or some other structures are mastered by the

learner in a systematic way in direct learning. Direct vocabulary learning provides especially beginner-level learners to learn basic and common vocabularies that is used in everyday life (Nation, 1990). On the contrary, indirect or implicit vocabulary learning pertains to the incidental formation of lexical knowledge in different contexts after the exposure to the language. (Nation, 1990 ; Read, 2000). Schmitt (2000) maintains that when the learner pays attention to the language use and comprehension of the context during the exposure rather than vocabulary learning, then the vocabulary acquisition occurs. Supporting Schmitt's (2000) maintenance, Nation (2001) claims that indirect approach is an unconscious learning process and in this process vocabulary learning happens incidentally in a contextualised environment concentrating on the activities and tasks such as extensive reading and listening. Read (2004) states that at the time when communicative approach was prime, incidental or implicit vocabulary learning was thought to largely take place without any significant educational interference if sufficient input was provided to learners. However, many researchers regard this notion as unreasonable. Various scholars recommend integrating direct and indirect, explicit and implicit or incidental and intentional approaches into the vocabulary learning process. Hulstijn (2001) underlines the importance of integration of these approaches pedagogically stating that it is useful to regard incidental vocabulary learning as a supplementary component to the intentional vocabulary learning, because both of the approaches are fundamental to carry out. He emphasize that incidental learning provides the learners to acquire a great deal of vocabulary but it doesn't assure that it is adequate to keep vocabularies everlastingly. So, it should be reinforced with intentional learning. Corresponding with Hulstijn's statement, Barcroft (2004, p.201) notes that it is illogical to view vocabulary learning only incidental or only intentional.

It is evident that language learners can learn vocabulary through direct or indirect vocabulary learning. Language learners may gain knowledge of words intentionally or learn vocabulary incidentally, generally through a reading and listening activity; so we can conclude that not only direct but also indirect vocabulary learning approach is necessary and useful to master vocabulary items. For a better vocabulary development, these approaches should have supplementary roles by stabilizing each other.

As learner autonomy is increasing in value in vocabulary learning, independent strategy development is reaching significance, as well. Independent strategy use can promote vocabulary development substantially and can be complementary to the other

vocabulary learning approaches (Hunt & Beglar, 2002). They signifies that the setting in which the learning takes place and proficiency levels of learners may affect the use of these approaches. Therefore, rather than looking for the best approach to vocabulary learning, incorporating the learners themselves in the learning process is more important.

2.6. Language Learning Strategies (LLSs)

Since 1970s, there has been a significant movement in language learning and language teaching . Accordingly, great importance was attached to the process of learning L2 and the learning strategies that individual learners utilize (Hismanoglu, 2000). As a consequence of growing number of studies on cognitive psychology which pertains to *mental processes*, learning strategies came into prominence (O'Malley & Chamot, 1990). In the light of cognitive theories, how language learners control their learning with deliberate efforts, how they employ the learning strategies to manage and improve their language learning were focused on (Griffiths, 2004). Accordingly, the teachers were expected to help their learners to find their best way in learning and to provide them learn themselves (Rubin, 1975). Oxford (2003) confirms that capable teachers enable learners to create awareness about learning strategies and provide them with a good number of suitable strategies since individual learners may not be conscious of language learning strategies that can facilitate their learning process. As Hosenfeld (1979) emphasises “instead of focusing upon the teaching act and viewing learning as adapting to this act, we should initially focus upon the learning act and view teaching as adapting to learning.” In this sense, teachers’ responsibility is to observe how students employ L2 tasks and apply methods in order to improve unskillful learners’ strategies based on the skillful learners’ strategies (Hosenfeld, 1979). As a result of the inclination to the learner-oriented movement, behaviours and features of a *good language learner* were put under the microscope (Rubin, 1975). According to the studies on LLSs, succesful language learners are those who take advantages of learning strategies. Various kinds of characteristics of ‘good language learner’ were presented by different researchers (Rubin, 1975; Stern, 1975; Rubin and Thompson, 1994) taking personal characteristics, styles, and strategies into account. However, from one of the earliest researcher, Rubin (1975)’s perspective, a successful language learner has seven characteristics. These are classified as “willing to guess/ making inferences, willing to

communicate, brave enough to make mistakes, attending to form/analyzing information, willing to repeat and practice, monitoring learning process, joining in meaning.” Broadening Rubin’s ‘good language learners’ characteristics, Stern(1975) mentioned about ten features that a successful language learner could employ . These early studies by Rubin and Stern not only supplied precious informaton on LLSs, but also made inroads into the following various studies on language learning strategies.

2.6.1.Definitions of Language Learning Strategies

Although definitions and classifications of LLSs have been controversial, this issue is still drawing attention of many researchers since language learning strategies are very efficient in facilitating learning (Griffiths, 2004). This increasing awareness in LLSs research paved the way to “explosion of activity” as Skehan (1989) defined. Rubin (1975) defined learning strategies as “the techniques or devices which a learner may use to acquire knowledge”. O’Malley and Chamot (1990) mention about learning strategies as special methods or ways used by the learners for processing, comprehension and retention of the new information. Some other researchers adressed the language learning strategies with a more broad and expansive definition. Oxford (1990) describes learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, more transferable to new situations.” Underlining the *mental process* in language learning strategies, Nunan (1991) defines these strategies as *mental processes* applied by the learners in order to understand and practise the target language (p.168)”. L2 learning strategies were also clarified by Cohen (1996) as “the steps or actions selected by learners either to improve the learning of a second language, the use of it, or both”.. As a more recent explanation, Takac’s (2008) definition is a kind of inclusive of different descriptions. She defined language learning strategies as “specific actions, behaviours, steps or techniques that learners use (often deliberately) to improve their progress in development of their competence in the target language (p.52).”

When we contrast the definitions, it can be interpreted that some of the researchers concentrated on the behavioral aspects while explaining language learning strategies, some other scholars focused on the mental processes that a language learner apply. That is the reason why the researchers don’t arrive at a consensus about the definition of language learning strategies.

2.6.2. Classifications of Language Learning Strategies

Language learning strategies have been defined by many scholars and a wide variety of definitions were proposed. Besides, these scholars have presented various taxonomies of language learning strategies. As a matter of fact, these classifications don't differ much (Zare, 2012). In the following, taxonomies of LLSs by Rubin (1987), O'Malley and Chamot (1990) and Oxford (1990) will be clarified.

Leading in the field of language learning strategies, Rubin (1987) asserted a two component taxonomy that include *direct learning strategies* which has an effect on learning directly and *indirect learning strategy* which facilitates learning indirectly. In her taxonomy, Rubin categorised the *direct learning strategies* in six sub-groups which are *clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice*, and the *indirect learning strategies* into two sub-category which are *creating opportunities for practice, production tricks*.

As for the classifications of O'Malley and Chamot (1990) language learning strategies are divided into three groups that include *metacognitive, cognitive and social/affective strategies*. Accordingly, metacognitive strategies are related to high level of learning processes such as planning to learn, organizing the process of learning, self-monitoring and self-evaluation (Ölmez, 2014). *Cognitive strategies* are about the individual learning tasks that are used by the learner directly in order to process the information including note taking, translating, repetition, deduction, inferencing, summarizing (Hismanoglu, 2000). Social/affective strategies, also known as socio/affective strategies, refer to the cooperative or interactive learning ways. Interacting with peer, cooperating with others, questioning for clarification and self-talk can be considered under social/affective strategies list.

As a more comprehensive classification, Oxford's (1990) taxonomy composes of two major components which are *direct and indirect strategies*. Direct strategies of Oxford taxonomy have *memory strategies, cognitive strategies and compensation strategies*; on the other hand, *indirect strategies* embrace *metacognitive strategies, affective strategies and social strategies*. Oxford (1990) additionally subdivided these six categories of strategies into a variety of sets

According to Oxford's classification, while memory strategies concern about the tasks used to store and recall information, cognitive strategies are about the mental processes employed by the learner to comprehend their learning. When it comes to

compensation strategies, they serve the purpose of making up for the limitations or gaps in knowledge. Even if the learners don't have enough grammar knowledge or vocabulary knowledge, they can manage to produce the target language with such strategies as guessing or inferencing (Apari, 2016). As for indirect strategies, metacognitive strategies relate to the actions used by the learner to organize and manage the learning process. Affective strategies provide learners to modify emotions and attitudes while social strategies motivate the learners to cooperate and learn with others (Oxford, 1990). Oxford (1990) admitted that these categories might coincide with one another. She also acknowledged that there is still a conflict about the definition, classification, number, demarcation of LLSs (p.17). But still, by comparison with previous taxonomies of LLSs, Oxford's classification is considered as a substantially comprehensive taxonomy of language learning strategies by scholars (Ellis, 1994 ; Schmitt, 1997). So, Schmitt (1997) predicated on Oxford's classification of LLSs in order to constitute his taxonomy of vocabulary learning strategies, which will be explained in the following parts.

2.7. Strategy Instruction

The term "*strategy*" is derived from a Greek word "*strategia*" which was formerly used for military meaning and then took on a new meaning in education. This term, in fact, refers to the "general approaches and specific actions or techniques used to learn a second language" (Cohen, 1996). In literature, the terms such as strategy, technique (Stern, 1983) or tactic (Seliger, 1984) have been used with the same meaning. In this study, as commonly used terms *strategy* and *technique* will be employed interchangeably. Likewise, among different names referring to instruction of language learning strategies in the literature such as "strategy instruction", "strategy training" or "learning-to-learn training" (Oxford, 1990), "strategy instruction" and "strategy training" will substitute each other.

As it was highlighted in previous sections, language learning strategies can be applied by the learners in order to enhance their language development. Hence, language learners can have the chance to choose the strategies according to their personal learning styles, needs and interests. Yet, efficient and effective use of language learning strategies requires more than personal preferences. First of all, the learners should be informed about the strength of using language learning strategies consciously

for a fast and effective learning (Nyikos & Oxford, 1993). So, they need an influential instruction on various kinds of learning strategies (Nunan, 1991; Cohen, 2003). At this point teachers' guidance is necessary in order to provide their learners with suitable strategies (Oxford, 2003). As Oxford (1996a) points out, if the learners are not directed or forced to apply a certain set of strategies, they generally employ the learning strategies relevant to their basic learning styles. However, with the help of strategy instruction, teachers can support learners to "stretch" their learning styles and to expand awareness of learning strategies so that learners can have the chance to check out a wider range of appropriate strategies other than their basic style preference (Oxford, 2003). Besides, the students can become more self-governing, autonomous and lifelong learners (Allwright, 1990). Since the focus in language teaching has become more learner-based and interactive, assisting learners to supply their own needs and to take more responsibility in their own language learning is getting more prominent (Cohen, 2003). Therefore, as Oxford (1994) stated, in strategy instruction teachers should assist their learners to promote their not only affective and social strategies but also intellectually related strategies taking their personal learning styles, particular aims and currently used strategies into consideration. She also asserts that teachers must get training so as to determine learners' current strategies, to find out the strategies that will be most associated with their learning style and needs and to help learners to employ a well-organized strategy use.

Cohen (2003) summarizes the objectives of the strategy instruction as as describing one's own strengths and weaknesses, knowing the most effective ways of learning the target language, amplifying diverse problem-solving skills, trying both the familiar and unfamiliar strategies, deciding on how to deal with a language task, observing and evaluating their own performance and applying efficient strategies in new contexts. According to Ehrman, Leaver and Oxford (2003) in order for a strategy to be effective and useful it should be well associated with L2 task, suitable for learner's learning style preferences to some extent and effectively employable by the learner and linked to other related strategies. On the other hand, there are several factors influencing the strategy instruction to be successful which are outlined as the learning context, learning task, learners' proficiency level, learners' former experience and cultural backgrounds, learning styles, the span of training and the educator (Chamot & Rubin, 1994). As Oxford (1990) maintained, especially the attitude of teachers and their knowledge about those strategies are believed to determine the effectiveness of the

strategy instruction. In a similar vein, emphasizing on the effect of teacher factor in strategy training, Flaitz and Feyten (1996) asserted that teachers may feel discomfort since the majority of teachers themselves have never been trained about how to teach strategy to their students. With respect to this, it can be concluded that teachers need to be taught about the use of strategies and their awareness should be raised for a better performance in strategy instruction.

Two different approaches about strategy instruction exist in the literature, which are *explicit* and *implicit strategy instruction*. In implicit strategy instruction, which was also defined as “Blind training” (Wenden, 1987, p.159), the learners are not taught or mentioned about how, why and when to employ a particular strategy overtly (Oxford, 2011). Explicit strategy training, on the other hand, embodies teachers’ raising their learners’ consciousness, modeling to think strategically, naming the strategy and demonstrating the use of it, providing the learners to practice the new strategies, to transfer their learning to new tasks and to evaluate themselves (Chamot, 2004; Chamot, 2005). Many researchers believe that explicit strategy instruction is more effective than implicit strategy instruction (Oxford, 1990; Chamot, 2004; Grenfell & Harris, 2004). By ascertaining the weaknesses of implicit strategy training which was stated as *uninformed strategy training*, Kinoshita (2003) asserts that not all language learners are so competent in target language as to comprehend the given instructions and to have the awareness to notice the implied strategy. Hence, informed strategy instruction may be more effective in creating consciousness about the aim and use of the specific strategy, in enhancing data repository about different strategies and in providing the learners to use the strategies efficiently and for long term.

Another discussion regarding the strategy instruction is whether the training should be fulfilled independently by means of *separate strategy instruction* or integrated into the curriculum of language learning classes via *integrated strategy instruction*. Even though there is less consensus on which of these strategies are useful to apply, most of the researchers agree on the integrated strategy instruction (Grenfell & Harris, 1999; Chamot, 2004) since with this strategy, the learners are provided with the chance to perform learning strategies with actual learning tasks (Oxford & Leaver, 1996).

2.8. Vocabulary Learning Strategies (VLSs)

Vocabulary learning strategies (VLSs), which is the focal point of the current study, is the sub-group of language learning strategies and this topic has drawn

considerable interest in second language acquisition (SLA) since the seventies (Khair, 2017). With a movement to learner-centeredness, the effects of learners' behaviours on language acquisition/learning have been investigated since then. According to Oxford (1990), self-sufficient learners are autonomous and responsible for their self learning so they can utilize the most suitable LLSs for their own learning. As a result, they become self confident and proficient in language learning. In a similar vein, many researchers underscored the importance of VLS use. Accordingly, using a diverse range of vocabulary learning strategies was asserted to enhance the vocabulary acquisition (Gu & Johnson, 1996; Schmitt, 1997; Li, 2009; Goundar, 2015). These strategies have become more of an issue not only for language learners but also for teachers, researchers and even instructional coordinators (curriculum developers) because in order to design suitable materials in line with the objectives of the course and, it is necessary to know about various kinds of VLS (Goundar, 2015). VLSs may attract teachers and language learners attraction, because in the language learning process, the learners are always faced with vocabulary learning which is an everlasting and tough task. Accordingly, a different range of tactics, techniques, strategies and approaches have been propounded so as to provide more efficient vocabulary instruction in this field. Besides, many researchers endeavored to categorize these strategies and identify the key points regarding VLS. In an attempt to summarize the important points about VLS, firstly, the definitions of VLS are provided in the following sections of this chapter, Then, prominent VLS researchers' taxonomies are discussed. As Schmitt's (1997) taxonomy constitutes a source for the current study, the researcher of the study puts a special emphasis on it. Lastly, the previous studies conducted about VLS are mentioned and discussed.

2.8.1. Defining Vocabulary Learning Strategies

Vocabulary learning strategies are considered to be a sub-category of language learning strategies (Nation, 2001: 217), so that the definition of VLS takes its source from the definition of LLSs (Catalan, 2003). According to Cameron's (2001, p. 92) definition, VLS attribute to the "the actions that learners take to help themselves understand and remember vocabulary items", which seems to include the notion of "knowing" a word but it is lack in notion of "using" a word. Intaraprasert (2004:9) made a definition referring to VLS as "any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-

learned words, and to expand their knowledge of vocabulary.” Although this definition seems to be broader than Cameron’s, it doesn’t attribute to productive vocabulary learning, either. The most extensive definition is provided by Catalan (2003) whose VLS definition is based on Rubin (1987); Wenden (1987); Oxford (1990); and Schmitt (1997) referring VLS as “knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode” (p. 56). As it can be seen in Catalan’s definition, vocabulary learning strategies regard not only the receptive but also the productive vocabulary knowledge.

2.8.2. Taxonomies (Classification) of Vocabulary Learning Strategies

Many scholars have made an attempt to define and classify VLS in recent years. The endeavors for classification systems have considerably contributed to knowledge of vocabulary strategies (Siriwan, 2007). Some of these classifications such as Gu and Johnson’s (1996), Nation’s (2001) and Schmitt’s (1997) will be identified and discussed in this section. Schmitt’s taxonomy will be overemphasized as it forms the basis for the current study.

2.8.2.1. Gu and Johnson’s (1996) Classification

Gu and Johnson’s taxonomy is considered as a broad in scope list of vocabulary learning strategies with 108 items. Their vocabulary learning questionnaire was applied to 850 advanced Chinese learner participants in order to get participants’ beliefs on vocabulary learning and the strategies they use. This taxonomy consists of two parts. One part is regarding to *beliefs about vocabulary learning* with 17 statements. The other part contains 91 items about *vocabulary learning behaviours* which is divided into two main parts: *metacognitive and cognitive strategies*. Metacognitive strategies includes two sub-groups : *selective attention* and *self attention*. Cognitive strategies are divided into six sub-categories : *guessing strategies, dictionary strategies, note-taking strategies, rehearsal strategies, encoding strategies and activation strategies* (Table 2).

Table 2.
Gu & Johnson's VLS Classification

Vocabulary learning beliefs			1. Vocabulary should be memorized (8 items); 2. Vocabulary should be picked up naturally (4 items) 3. Vocabulary should be studied and used (5 items)
Vocabulary behaviours	learning	Metacognitive strategies	1. Selective attention (7 items) 2. Self-initiation (5 items)
		Cognitive strategies	1. Guessing strategies (12 items) 2. Dictionary strategies (17 items) 3. Note-taking strategies (9 items) 4. Memory strategies: rehearsal (12 items) 5. Memory strategies: encoding (24 items) 6. Activation strategies (5 items)

2.8.2.2. Nation's (2001) Classification

Nation (2001) created a taxonomy which differs from other taxonomies in that it is based on theory. In his taxonomy, he distinguished aspects of vocabulary knowledge from sources of vocabulary knowledge and learning processes (Nation, 2001, p.353). Nation's taxonomy composed of three main groups of strategies which are *planning*, *sources* and *processes* and sub-categories of each of these strategies. With three sub-categories, 'planning strategies' concern about 'deciding on where to focus attention, how to focus the attention, and how often to give attention to the item' (p. 218). The seven strategies under the group of 'sources' regard to finding and using information about all aspects of words. The 'process' of learning covers three strategies to establish the vocabulary knowledge. The three main strategies of Nation's taxonomy and their subsets are demonstrated in Table 3.

Table 3.
Nation's VLS Classification

Category 1- Planning (Choosing what to focus on and when to focus on it)	• Choosing words • Choosing the aspects of word knowledge • Choosing strategies • Planning repetition
Category 2-Source (Finding information about words)	• Analysing the word • Using word parts • Learning from word cards • Using context • Using a dictionary • Consulting a reference source in L1 and L2 • Using parallels in L1 and L2 •
Category 3-Processes (Establishing knowledge)	• Noticing • Retrieving • Generating

As it can be understood from the Table 3, Nation's taxonomy of VLS which has three main categories with a broad range of sub-categories embodies cognitive and metacognitive strategies.

2.8.2.3. Schmitt's (1997) Classification

Schmitt's classification of VLS is regarded as almost the most extensive taxonomy among all the VLS taxonomies. What makes this classification comprehensive is that many sources, such as a wide range of reference books, students' self reports on vocabulary learning, teachers' views and practise were consulted and those strategies were reviewed according to the feedbacks coming from these sources (Schmitt, 1997). However, Schmitt believes that his taxonomy should be regarded as '*a dynamic working inventory which suggests the major strategies*' rather than an '*exhaustive*' one (p. 204). Schmitt's taxonomy which has a total of 58 individual items is divided into two major categories. *Discovery strategies* regard to the strategies that are applied to find out the meaning of a new lexical item when it is first encountered while *consolidation strategies* refer to the strategies that are utilized to remember and consolidate the meaning of these lexical items. In Schmitt's classification of VLSs, Oxford's (1990) taxonomy of LLSs was taken as a basis. Accordingly, Schmitt's taxonomy was grouped into four categories in line with Oxford's, nominately *social*

strategies (SOC), *memory strategies* (MEM), *cognitive strategies* (COG) and *metacognitive strategies* (MET). However, Schmitt includes one more category which is called as *determination strategies* (DET) because he criticizes Oxford's taxonomy for inadequacy in a type of strategy employed to find out a new word's meaning by the learners themselves, without receiving any support from someone else. So, two main groups of discovery strategies and consolidation strategies and five sub-groups of them including determination, social, memory, cognitive and metacognitive strategies are presented in Table 4 (Schmitt, 1997, pp. 207-208).

Table 4.

Schmitt's Taxonomy of Vocabulary Learning Strategies

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

(Table 4. Continued)

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

As it can be seen from Table 4, this taxonomy of 58 items has two major categories: *discovery strategies* and *consolidation strategies*. *Discovery strategies* refer to the strategies to collect information with the aim of finding out the meaning of a new word whereas consolidation strategies includes the strategies employed to consolidate or reinforce the meaning of the lexical items so that the learners can retain and remember the words later. In Schmitt's taxonomy of VLS (1997), there are two subsets of discovery strategies which are *determination strategies* and *social strategies*. On the other hand, *consolidation strategies* are subdivided into four categories: *social strategies*, *memory strategies*, *cognitive strategies* and *metacognitive strategies*.

Determination strategies regard to those strategies utilized by the learners in order to discover what the new word means without consulting to anybody else. Determination strategies include nine different strategies such as using reference materials like bilingual or monolingual dictionaries, flash cards or wordlists; analysing

the lexical items in terms of affixes and roots; guessing the word's meaning from the context or from L1 cognate. Therefore, the learners individually can reach the information about new lexical item using these determination strategies.

Social strategies, on the other hand, embody eight vocabulary learning strategies which are applied either to discover or to consolidate a word interacting with someone else, for example teachers, classmates or any group. If a learner asks classmates to learn the meaning of a word, this can be classified under discovery /social strategy. However, if the learner study or practice the word with classmates, this strategy will be consolidation/ social strategy.

Including a wide range of strategies (27 items) in Schmitt's taxonomy (1997), *memory strategies*, also known as mnemonics, comprise the techniques that are consulted to associate between the new lexical items and the previous lexical knowledge. Hence, the learners can relate the new words to their experiences or pre-existing knowledge so as to encode those words, retrieve them easily and provide permanent learning. Such techniques as using *semantic maps*, *linking a word in L2 to a keyword which sounds alike in L1*, *grouping words together in a storyline*, *linking the new word to its visual mentally or connecting the new word to a personal experience to keep it in mind* can be examples of memory strategies.

According to Schmitt (1997, p.215), *cognitive strategies* focus more on repetition strategies and the mechanical aspects of learning vocabulary rather than mental processing in which point cognitive strategies differ from memory strategies. Cognitive strategies include deliberate language manipulation and transformation. *Preparing wordlists*, *repeating the words verbally or writing them several times*, *taking notes about the words in class*, *keeping a vocabulary notebook and repeating those words at regular intervals* can be given as examples for cognitive strategies. In Schmitt's taxonomy, there are nine techniques under the category of cognitive strategies.

Metacognitive strategies deals with the strategies that help learners control their learning, evaluate or test themselves, so that learners can make conscious decisions about their own learning process and make evaluation of their personal development in vocabulary learning. Schmitt (1997, p.216) asserts that *using English-language media such as songs, movies, newscasts etc*, *testing oneself with word test*, *continuing to study word over time and using time efficiently to study vocabulary* are some of the metacognitive strategies.

Even so, Schmitt specifies that in practical terms, one can have great difficulty in deciding on which category a specific strategy or its different variations should be classified since some strategies can be assigned to different strategy categories according to the situation and the purpose that the strategy is used. He reflects his opinions as :

In practice, it was quite difficult to decide where to draw the line between different strategies and their numerous variations. For example, classmates could ask each other for translations, paraphrases, examples of the new word in a sentence, a picture illustrating the new word's meaning, etc. If every possible permutation was listed, the list would have soon become too cumbersome to be of any practical use. We attempted to include all major strategies on this list; however it is admitted that the process of deciding which variations to incorporate depended on the author's subjective judgment (Schmitt, 1997, p.204).

2.8.3. Related Researches Vocabulary Learning Strategies

There have been a wide range of studies conducted on different aspects of VLS including the usefulness and frequency of employed VLS, effects of strategy instruction, teaching of VLS, VLS applied by good and poor learners, the relationship between strategy use and vocabulary mastery etc. The vast majority of the studies on VLS were carried out with university students (Karakoç, 2011; Easterbrook, 2013; Ta'amneh, 2014; Kulikova, 2015; Leilei, 2016), however very few studies were conducted with secondary school students (Şerabatır, 2008; Asyiah, 2017).

Schmitt (1997) carried out an extensive survey research with 600 Japanese EFL learners including junior high school students, high school students, collage students and adult learners. The purpose of the study was to find out most commonly utilized VLS by the participants and the tendency of “good” and “poor” learners toward vocabulary learning. According to the research results, the most frequently used strategy is a bilingual dictionary which is followed by verbal and written repetition, guessing from context. However, the least commonly used strategies are semantic map, key word method and L1 cognates of the words. It was also identified that the strategies that are regarded as useful by proficient learners are those strategies that need “deeper” processing.

Catalan (2003) conducted a research study with 581 Spanish L2 learners (279 males and 302 females) in order to find out the VLS employed by male and female learners. She also wanted to know If there was a difference between the number and the variety of VLS used by both genders. Schmitt's (1997) taxonomy of VLS was made

use of in this study. The results indicated that there is a significant difference in the number of VLS used by males and females although they generally use the same strategies. Females were found out to use more strategies in total. Commonly used discovery strategies were listed as using a bilingual dictionary, guessing from context and asking the teacher and classmates, while most popular consolidating strategies were determined as taking notes in class, saying the word aloud when studying, using English-language media, and using new words in sentences.

Siriwan (2007) conducted a well-attended study with 1,481 university students in Rajabhat. She aimed to examine the types and frequency of VLS used by the participants and whether there is a relationship between VLS and participants' gender, major field of study, previous language learning experience and vocabulary proficiency. According to the findings, the frequency of students' VLS use significantly differ according to these variables. Students who have high vocabulary proficiency level use individual strategies including bilingual dictionary, guessing from context, listening to English songs, lectures, presentation etc more than low vocabulary proficiency level students. Besides, female students most of whom are majoring in English reported using more social/effective strategies and , whereas male most of whom majoring in science fields were determined to employ visual and tactile VLS. That is, females students' strategy use frequency is higher than their male counterparts. However, previous language learning experience in which years of study was taken as a basis, was revealed that it didn't have an effect on students' choice of VLS.

Another research study was conducted by Şerabatır (2008) with 337 students from 6th and 7th grades in Turkey. The aim of the study was to reveal if such variables as gender, private course or lesson, academic achievement, participant's mother/father's level of education and attitudes toward English course have any effect on their VLS use. The results showed that while social and note taking strategies were commonly used, metacognitive strategies preferred much less. It was also found out that female students employ more VLS than male students and successful students reported using note-taking and social strategies more common than unsuccessful students. Those students who have a higher attitude level towards English use different kinds of VLS including metacognitive, social, repetition, note taking and strategies oriented to organization. Education level of participants' mothers was also reported to have an impact on VLS use. The students with highly educated mothers had a tendency to use social strategies

more than other strategies. However, private lessons or courses were identified not to affect the strategy use of students.

In a study conducted by Zhang (2011) , effective and less effective learners' vocabulary learning strategies use were compared. The study was carried out with 35 Chinese English major students. According to this research, the strategies used by effective and less effective college students differed from each other. Moreover, six of the VLS that effective students employ were determined to be the same, which were listed as having interest in English,

listening and reading, learning words in sentence, using bilingual dictionary, reading English books in spare time and studying the spelling. The students also reported that vocabulary learning is the most significant thing and it forms the basis of SLA.

Another study conducted with Chinese university students by Easterbrook (2013) attempted to find out the students' vocabulary learning strategies use and its effect on vocabulary development and compare it with students' language learning beliefs. The findings revealed that students' VLS use was strongly associated with students' beliefs about language learning. It slightly affected the English vocabulary size, as well. The most commonly used strategies were reflected as guessing the meaning of the word, using a dictionary, learning the spelling, writing the word down, learning its pronunciation, saying it aloud, and connecting it with the Chinese meaning. The belief that learning English will provide a better job opportunity was also commonly stated.

In their research study, Aytakin and Güven (2013) investigated whether the strategy instruction was effective in vocabulary learning or not. The study was carried out with 70 preparatory class students, studying at different departments in Mersin University and 30 instructors of English at the same university. As being study group, 35 students were instructed on VLS for 10 weeks, while the control group didn't take any explicit instruction on VLS. It was also purposed to raise instructors' consciousness of VLS. The results showed that VLS instruction had a positive effect in learning and storing lexical items in long term. As for teachers, the vast majority of them reported that strategy instruction was very crucial and it is needed especially in writing, vocabulary and reading skills.

Ta'amneh (2014) carried out a research with 98 college students in order to explore students' perceptions regarding vocabulary learning strategies and their effectiveness. According to the results obtained from questionnaires and interviews, the most popular strategy was rote learning . Accordingly, students were found out to give

priority to repeating words aloud, grouping the words, writing words many times or skipping the word that is not necessary for a better understanding of a text. Some other techniques like translation, keeping a vocabulary notebook, connecting the word to a personal experience, writing words several times, using physical actions to learn a word and paraphrasing words' meaning were regarded as effective in enhancing vocabulary learning. However, the participants found it difficult to use such technological tools as computers, electronic dictionaries, mobile phones and educational websites in their learning process as they require much practice in order to have an acquaintance with those tools. Vocabulary learning was also considered an important element in learning language.

In a similar research study conducted by Ölmez (2014), the students' use and teachers' instruction of VLS were compared in terms of importance and application level. This research was carried out with 548 ninth grade high school learners and 56 EFL teachers in Antalya, Turkey. The results of the study indicated that teachers and students attached great importance to the use and instruction of VLS. The VLS that were attributed great importance by the students and by the teachers were employed in large measure. As for application of VLS, teachers stated to apply a great variety of strategies whereas learners' use of VLS were found to be restricted when compared to teachers'.

In her dissertation study, Kulikova (2015) examined the self-reported use of VLS and beliefs about vocabulary learning of 97 American university students who were at the start of studying Russian as a foreign language. Besides that, the relationship between students' beliefs and the applied VLS and their constancy over the term were investigated using self-report online questionnaires applied at the beginning and at the end of the term and interviews. The results showed that participants frequently used the rehearsal strategies, particularly repetition technique, dictionary, guessing from context, note taking strategies. However, they reported some changes in VLS at the end of semester, in which they stated less agreement in learning from context. It was found out, contrary to the allegations, western learners also frequently use those memorization techniques as the Asian learners do. On the other hand, association, word structure and imaginary techniques were reported to be least frequently used strategies. This study determined versatile relationships between VLS and vocabulary learning beliefs.

Another dissertation study was conducted by Aparı (2016) who investigated the types and frequency of VLS used by preparatory school students at a private university

in Turkey. In this study, Schmitt's taxonomy of VLS questionnaire was conducted to 350 participants and semi-structure interviews were done with 10 participants. According to the results, social (discovery) strategies were reported to be the most frequently used strategies while memory strategies were the least popular strategies. "Asking the teacher for an L1 translation of the new word", "using bilingual dictionary" and "repeating the word verbally" are the most common strategies, while "underlining the initial letter of the word", "keeping wordlist/flashcards and let the teacher check them", "skipping or passing the new word" were indicated as the least common strategies.

In an experimental research study, Khair (2017) also investigated the vocabulary learning strategies employed by 80 English major university students in Sudan. It was found out that the most frequently used strategy was metacognitive strategy which was "concentrating on vocabulary items that are expected to come in exam". It was followed by cognitive strategies and memory strategies. However, social strategy was reported to be the least used strategy. Accordingly, using dictionary, asking classmates, writing the words many times, keeping a notebook to write down the words were among the commonly used techniques.

Asyiah (2017) conducted a case study with one English teacher and 30 junior high school students in order to reveal teachers and students' perceptions about the vocabulary learning, to examine the strategies employed in vocabulary teaching and learning and to investigate the impact of VLS use on students' vocabulary mastery. The findings indicated that both teachers and students have positive insights toward vocabulary teaching/learning and they agree that vocabulary should be taught and learnt in context. Teachers reported to use fully contextual strategy as the most frequent strategy, in which the vocabulary was taught by integrating the four English skills. Students were found out to use determination and metacognitive strategy most commonly. The most popular determination strategy was indicated as students "understanding the meaning from the context" and commonly used metacognitive strategy was "using English media, songs etc". However, "using dictionary" and "identifying the word class" were not popular strategies. This study also revealed the use of VLS had an impact on students' vocabulary mastery.

A recent study carried out by Noprianto and Purnawarman (2019) so as to reveal the frequency of VLS use of high school students and to examine the relationship between the use of VLS and their affixes knowledge. This study included 116 male and female students. The results showed that students applied VLS at a medium level and

the most popular strategy was found out to be determination strategy which was followed by social strategy. Accordingly, “using a bilingual dictionary” and “asking classmates for the meaning of unknown word” were reported as the most frequently used strategies. Moreover, it was identified that the use of VLS considerably contributed to students’ knowledge of affixes.



CHAPTER III

RESEARCH METHODOLOGY

This chapter introduces a general outline of the research methodology by emphasizing the key aspects of this research. Initially, the research questions of the study are presented restating the main purpose of the study. Then, the research paradigm and research design of the study are defined in detail concerning the rationale to use mixed-methods design. Next, the research setting and participants are clarified. Following this part, data collection instruments, pilot study, data collection procedure and analysis are revealed. Lastly, this chapter emphasizes the trustworthiness and ethical issues of the study.

3.1. Research Questions

The main purpose of the present research is to investigate the perceptions of 8th grade Turkish EFL learners and their EFL teachers concerning the importance and use of Vocabulary Learning and Teaching Strategies. In line with the purpose, the study is designed to address the following four research questions:

1. What is the relationship between perceived importance level and perceived application level of second language (L2) Vocabulary Learning Strategies (VLS) with regard to
 - a) 8th grade EFL learners?
 - b) secondary school EFL teachers?
2. What are the most and least frequently used VLS among the
 - a) 8th grade EFL learners?
 - b) secondary school EFL teachers ?
3. What are the experiences and views of
 - a) 8th grade EFL learners exposed to L2 VLS?
 - b) secondary school EFL teachers ?

3.2. Research Paradigm

Kuhn (1962) defines the research paradigm as “the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed”. According to Lather (1986) a research paradigm is about researcher’s beliefs and philosophy that form how a researcher sees the world, and how s/he interprets and acts within that world. Similarly, Guba and Lincoln (1994) ,who are pioneers within the field, define a paradigm as fundamental set of beliefs or "worldview" that clarify the nature of the world, the individuals in that world and the relationship between this world and its components. Blakie (2010) stated the paradigm as “assumptions made about the nature of social reality and the way in which we can come to know this reality” (p. 9). Kivunja and Kuyini (2017) interpret the research paradigm as the conceptual lens through which the methodological perspectives of the research are examined to choose the research methods that will be utilized and how the data will be analysed. Paradigms are significant as they provide opinions and principles which have an effect on what should be studied, how it should be studied, and how the results of the study should be interpreted (Kivunja and Kuyini, 2017). In other words, paradigm determines the research process as well as the choice of methods and methodology.

A number of paradigms have been presented by researchers (Chilisa, 2011; Kawulich, 2012; Scotland, 2012; Kivunja and Kuyini, 2017) . Chilisa (2011) mentioned about some of the most frequently used research paradigms. According to her, *positivist/post-positivist research paradigm* is about discovering laws which are universal ; *constructivist/interpretative research paradigm* is related to comprehending and describing humankind nature; *transformative/emancipatory research paradigm* is about to demolish myths and give the power to people in order to change society entirely; *postcolonial/indigenous research paradigm* is based on challenging deficit thinking of the previous colonized and reproduce a structure of knowledge that bring hope and support transformation and social change among those who are stuck historically. It is also important to note that it is quite possible to integrate several research methodologies into one research paradigm (Kivunja and Kuyini, 2017).

The main purpose of *constructivist/interpretative paradigm* is to ‘get into the head of the subjects being studied’(Kivunja and Kuyini, 2017), hence, the researcher can try to understand, explore and interpret the individuals' thoughts and the world that they

experience. Emphasis is put on the viewpoint of the individual being observed, rather than the viewpoint of the researcher (Scotland, 2012). In *constructivist/interpretative research paradigm*, the research takes place in a natural setting (Kawulich, 2012). The research questions are usually open-ended and expressive without directing the participant (Creswell, 2003). Data collection tools of this paradigm are mainly open-ended interviews, focus groups, open-ended questionnaires, open-ended observations, think aloud protocol and role-playing, visual aids, personal/official documents, informal interactions and drawings. (Scotland, 2012; Chilisa & Kawulich, 2012)

Within the *constructivist/interpretative research paradigm*, the researcher seeks to find out the experiences, ideas and perceptions of EFL learners and their EFL teachers. To be able to get subtle nuances of participants' thoughts and meaning of the context, the researcher established a reliable communication with harmony and confidence (Denzin & Lincoln, 1998). The research was situated in the natural setting of participants who were learning or teaching in secondary schools.

3.3. Research Design

A research design is a *blue print* which is applied to guide the study in gathering, measuring and analyzing the data (Pandey & Pandey, 2015). According to Kothari and Gang (2016) a research design includes the methods and procedures of a scientific study. The researchers also state that the type and the sub-type of a study, hypothesis, research questions and data collection tools are clarified by the research design. Creswell (2014) points out that research designs have varied as a result of the improvement in computer technology, which provides complex data analysis and new methods of conducting research. The most commonly used types of research designs are *qualitative*, *quantitative* and *mixed methods* research design. (Creswell, 2014).

3.3.1. Mixed Methods Research Design

Mixed methods research is generally defined as a research design which combines quantitative and qualitative research techniques, methods, approaches or beliefs into a same, single study to understand a research problem. (Johnson & Onwuegbuzie, 2004; Creswell, 2012; Creswell, 2014; Onwuegbuzie & Combs, 2011; Creswell et. al, 2011). Johnson et al. (2007) describe mixed methods research as combination of qualitative and quantitative research. The basis of the mixed method research design is to combine

the qualitative and quantitative approaches so that it enables a more total comprehension of the research problem than a merely single approach (Creswell, 2014).

Although different kinds of mixed method designs exist in educational research, most commonly used designs are classified into six groups, which are *convergent* design, *explanatory sequential* design, *exploratory sequential* design, *embedded* design, *transformative design* and *multiphase design*. (Creswell & Plano-Clark, 2011). In this study an *explanatory sequential* design is adopted.

3.3.2. Mixed Methods Sequential Explanatory Design

It is claimed that the mixed-methods sequential explanatory design is the most "straightforward" design (Tashakkori, Teddlie & Teddlie, 2003) which is very common in the field of educational research (Ivankana, Creswell and Stick, 2006; Creswell, 2014). In the sequential explanatory design, quantitative research is conducted and analyzed at first phase. Then, it is followed by the collection and analysis of qualitative data (Creswell, 2014; Tashakkori et al. 2003; Creswell and Plano Clark, 2011). Qualitative and quantitative data are incorporated in the phase of interpretation of the study (Tashakkori et al., 2003). It is assumed that the results of the qualitative data is helpful to interpret and elaborate on the initial quantitative data results (Creswell & Plano Clark, 2011; Ivankana et al., 2006). The statistical results gathered from the quantitative data are expanded and refined with qualitative data analysis in order to explore participants' views thoroughly (Creswell, 2003).

According to Creswell (2009), *sequential explanatory design* is advantageous in that it is easy to apply and it has opportunities to explore the quantitative results in depth. However, this design has some limitations since the researcher needs a long time and different resources to gather and analyze both data types (Ivankova et al., 2006). Figure 1 represent the sequential explanatory design.

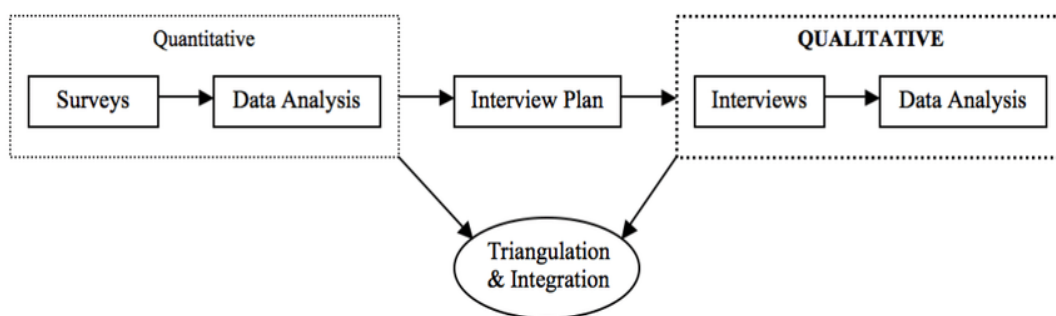


Figure 1. Sequential Explanatory Design

Source: Creswell, 2003.

3.3.3. Rationale for Adopting Mixed Methods Research Design

As stated by Creswell et al. (2011) the rationale of adopting mixed method research design is to increase the strengths and to decrease the weaknesses of each type of designs. Mixed method research design help the researchers to benefit from the advantages of both qualitative and quantitative research approaches and enable them to obtain robust and meaningful data about the research problem (Johnson, 2007; Ivankova et al., 2006), since neither quantitative nor qualitative methods are sufficient separately. (Ivankova et al., 2006).

In the present research study, the researcher made use of mixed method research design with the aim of collecting rich data by triangulating different kinds of data collection tools. By administering questionnaires, quantitative data were gathered from the 8th grade Turkish EFL learners and their EFL teachers revealing how important the vocabulary learning strategies were and how frequently they were used. Their perceptions were further investigated via semi-structured and focus group interviews. Comprehensive information about the views and experiences of 8th grade Turkish EFL learners and their EFL teachers was obtained.

The researcher conducted the study by collecting quantitative data in the first phase and qualitative data in the second phase. In the first phase of the study, quantitative data were gathered by means of student and teacher questionnaire each of which consists of 58 items. In the second phase, the qualitative data were obtained via semi-structured interview with teachers and focus group interviews with the students.

Greene et al (1989) point out that using mixed method research design strengthen the validity of the study since each of the quantitative and qualitative method “*converge or corroborate one another*”. Hence, both quantitative and

qualitative data were collected through questionnaires, semi structured and focus group interviews in order to provide the triangulation of the data. To clarify mixed methods sequential explanatory design used in this study, the visual was presented below (See Table 5)

Table 5.
The Design Procedures of the Study

PHASE	PROCEDURE	PRODUCT
Quantitative data Collection	Conducting the questionnaires (students n=398 teachers n=26)	Numeric data
Quantitative data Analysis	Inputting the questionnaires data on SPSS edition 22	Descriptive statistics (frequencies)
Relating quantitative and qualitative phases	Choosing participants for interview and developing interview questions	Voluntary participants (students n=45, teachers n=9)
Qualitative data Collection	Conducting semi-structured interviews with teachers and focus group interviews with students	Interview transcripts.
Qualitative data Analysis	Coding and thematic analysis	Codes and themes
Integration of the both results	Interpreting and explaining of the data	Discussion, implications and future research.

3.4. Selecting Participants

Selecting participants or sampling refers to choosing a number of participants from a defined population in order to substitute for that population (Pandey & Pandey, 2015). There are many researchers focusing on the importance of the sampling. Cochran (1977) noted that sampling requires great attention in a research study since it provides accurate and efficient estimation for our purpose. Marshall (1996) points out that selection of the subjects in a research study is a prominent phase because it is not practical and economic to analyse all the population. Likewise, Pandey and Pandey (2015) confirm that sampling is crucial in that it enables the research findings to be economical and precise. It is very pivotal for a researcher to decide which sampling

technique is suitable for the research study (Etikan, Musa & Alkassim, 2016). *Convenience sampling* pertains to select samples that are both easily accessible and voluntary to take part in a study (Teddlie and Yu, 2007). According to Dörnyei (2007), in convenience sampling, the participants are accessible, available at a given time, nearby and willing to participate in the study.

On the purpose of exploring the perceptions of 8th grade Turkish EFL learners and their EFL teachers concerning the importance and use of Vocabulary Learning and Teaching Strategies, convenience sampling was employed in this study since the participants were chosen from the schools in Samandag where the students and teachers were accessible and voluntary to participate. The students and teachers were selected for the study as they were both available and willing to contribute to the study. Furthermore, the participants were attainable to allocate time for semi-structured and focus group interviews.

3.5. Research Setting

This section of the study will give elaborated information about the research site and also the research participants.

3.5.1. Research Site

This study was conducted in 15 public secondary schools from different regions of Samandag, a district of Hatay, Turkey in the Academic Year of 2018-2019. To conduct the present research in the secondary schools in Samandag, special permission was requested from the provincial directorate of national education. After the approval, the questionnaires were dispatched to all 33 secondary schools in Samandag via provincial directorate of national education. All the details about the study including the purpose, the importance of the study and information about the researcher were clarified. The EFL teachers and their students in the schools were requested to participate in the study. The study was conducted at those schools whose EFL teachers were willing to take part in the research. So, data were gathered by the researcher from those 15 secondary schools in Samandag. In each of these schools, four hours of English in a week is taught to 8th graders

3.5.2. EFL Teacher Participants

In the present study, 26 EFL teachers (n=9 male, n=17 female) participated in quantitative data collection part. All of the participants were teaching English to 8th graders at that time or had taught before at least once. Although there were 34 EFL teachers in all those 15 secondary schools in 2018-2019 academic year, 8 of the teachers were not involved in the research as the study was based on the voluntary participation . *Convenient sampling* was used in order to select the EFL teacher participants, because convenient sampling is based on collecting information from participants who are readily available to the researcher (Etikan et al., 2016). Table 3 below presents detailed demographic information about the teacher participants for the quantitative data collection part.

Table 6.

Demographics of Teacher Participants for the Quantitative Data

Variables	Number (Total = 26)
Age	
20-29 years	6
30-39 years	19
40-49 years	1
50 years and more	-
Sex	
Female	17
Male	9
Major	
English Language Teaching	16
English Language and Literature	9
American Culture and Literature	-
Translation and Interpreting Studies	-
English Linguistics	-
Other	1
Graduation Degree	
BA	26
MA	-
PhD	-
Teaching Experience	
Less than a year	-
1-5 year(s)	5
6-10 years	15
11-15 years	6
16 years and more	-

(Table 6. Continued)

Teaching 8th graders	
In 2018-2019 academic year	22
Before	26
VLS training	
Received	2
Not received	24
Volunteer for Interview	
Male	1
Female	8

Nine teacher participants (n=1 male, n=8 female) took part in qualitative data collection part. A semi-structured interview was carried out with these nine teachers at their available time. All the interviewed teachers were voluntarily engaged in the research, so they eagerly shared their opinions about the issue.

3.5.3. Student Participants

The number of students participating in the quantitative data collection part of the research was 401, however, three of the questionnaires had to be discarded since many questions had been left uncompleted by the respondents. According to Mwape and Mumba (2012), the researcher should discard the questionnaire provided that twenty-five percent or more of the questions in a questionnaire have not been replied since they find it ineligible. Hence, the student form of vocabulary learning strategies was applied to a total of 398 students. The qualitative data were obtained from 45 of those students who accepted to join in the qualitative part of the study after the questionnaires were conducted.

In the present study, the student participants were selected from 8th grade learners. The researcher found it most appropriate to choose the student participants among 8th graders because they are supposed to learn wide range of English words in order to achieve in Turkey's high school entrance exam (LGS). The students are tested on their Turkish, Maths, Religion and Ethics, English Foreign Language, Science, Revolution History and Kemalism in this exam. In the English language section of the test, ten questions are required to be answered. A good vocabulary knowledge is needed to succeed in English test. Therefore, 8th grade students and EFL teachers are expected to give weight to vocabulary learning and vocabulary teaching.

Table 7 illustrates demographic information about participant students for the

quantitative data collection part. The schools of the participant students are represented with numbers in order to maintain confidentiality policy.

Table 7.

The Demographic of the Student Participants in Quantitative Data

	Number (n=398)
Gender	
▪ Male	182
▪ Female	216
Schools	
School 1	45
School 2	21
School 3	29
School 4	30
School 5	13
School 6	15
School 7	23
School 8	36
School 9	31
School 10	42
School 11	53
School 12	13
School 13	20
School 14	8
School 15	19

3.6. Data Collection Tools

According to Karim (2007) utilising more than one data collection tool or technique provides triangulation and it is very important in order to provide bias free, valid and generalised research results. Investigating the issue from multiple points of view promotes accuracy (Neuman, 2014, p.166). In this study, the data were gathered through different tools to prevent research bias and to increase validity and reliability of a study.

In this mixed methods study, the data collection tools were structured questionnaires, semi-structured interviews and focus group interviews. In quantitative data collection part, student form and teacher form of questionnaires were conducted to students and their EFL teachers. In qualitative data collection part, semi-structured interviews were used to get in-depth information about vocabulary teaching strategies from EFL teachers while focus group interviews were utilised to obtain detailed views from 8th grade students about vocabulary learning strategies. The following sections

present information in detail about these data collection tools.

3.6.1. Questionnaires

In educational research studies questionnaires are popular and commonly used data collection tools (Boynton & Greenhalgh, 2004; Burns, 2000; Munn & Drever, 1990). According to Brown (2001) questionnaires are some kinds of written instruments which contain certain questions or statements to which the participants should reply by writing or choosing from available answers. Oppenheim (1992) notes that questionnaires help the researchers collect information about people's experience, opinions, attitudes, and behaviours.

In the present study, the researcher administered structured questionnaire. The student and teacher forms of questionnaires used in the current study are validated questionnaires which are adapted from Ölmez's (2014) study. Utilising a validated questionnaire is very useful not only because it is time saving but also it gives the researchers the opportunity to compare their own findings with those of the original one (Boynton & Greenhalgh, 2004). In Ölmez's (2014) study, the student questionnaire was also in Turkish and it was formed according to Schmitt's (1997) taxonomy of vocabulary learning strategies involving a total of 58 strategies (14 for discovery and 44 for consolidation) and Catalán's (2003) questionnaire of vocabulary learning strategies, which was designed based on Schmitt's taxonomy. As it is mentioned before, Schmitt's taxonomy of VLS contains five strategy groups: determination strategies (9 items), social strategies (8 items), memory strategies (27 items), cognitive strategies (9 items) and metacognitive strategies (5 items). The teacher's questionnaire was based on the student questionnaire. The teacher's questionnaire was formed in English in Ölmez's (2014) study. The questionnaires for teachers and students were designed to have similar questions. In order to compare student and teacher perceptions, the examples and explanations in the items were used equivalently.

Permission for the use of the questionnaires was received from the researcher through e-mail. A pilot study was conducted to 15 students and three EFL teachers to review if the questionnaire items and the terms used were clear enough and easy to understand. At this phase, the researcher searched the participants' opinions and asked for their suggestions for the items of questionnaire. Accordingly, a few amendments in wording were made only in student questionnaire in order to eliminate the ambiguity in

several words. The questionnaire for students was conducted in Turkish so that they would feel more comfortable to respond the questionnaires efficiently and avoid any miscomprehension that may stem from their English language skills. However, the questionnaires for EFL teachers were given in English. Both of the questionnaires begin with a covering letter which clarifies the aim of the study simply and the sections in the questionnaire and besides informs about the institution, the researcher and her contact details. It is also stated that there are no right or wrong answers for the questionnaire items to be filled in. It is guaranteed that the data obtained from the questionnaires will be kept confidential and only be used for scientific purposes. Furthermore, it is pointed out that participation is voluntary basis. All the participants were informed about the research and its purpose and the ones who agreed to take part in the study completed the questionnaire. The participants also filled out a consent form to approve that they participate in the study entirely voluntarily. The consent form was given in the beginning and it was asked if any volunteer participants would like to take part in the interviews. Those students who were willing for the interview were given a parent permission form and asked to write down their contact information.

In this study, student and teacher questionnaires include mainly five-point likert-type scales of questions to find out student' and their EFL teachers' perceptions about vocabulary learning and teaching strategies. In those student and teacher forms questionnaires, two kinds of five-point likert scales located at the right and left sides of the items were used. One of the scales shows the level of importance of VLS (1: not important at all, 2: somewhat important, 3: important, 4: quite important, 5: extremely important) and the other scale indicates the level of application of VLS (1: never apply it, 2: rarely apply it, 3: sometimes apply it, 4: usually apply it, 5: always apply it).

The questionnaires consisted of two main parts. The first part was designed to get information about participants. In this part the students were required to write down their gender and school name. However, the teachers were supposed to give more detailed information about their age, gender, the department they graduated from, the type of degree, years of teaching experience, the grades they are teaching now , whether they taught to 8th graders previously, whether they got any training on vocabulary learning strategies and whether they want to participate voluntarily in the interview . The second part includes a total 58 items in both student and teacher's questionnaires. The first 14 items are about VLS used to discover the meanings of the new words, the other 44 items are about VLS used to reinforce the learning of the words. The

questionnaires used in the study are inserted into Appendix part.

3.6.2. Semi-structured Interview

Easwaramoorthy and Zarinpoush (2006) describes the research interview as a conversation for collecting information between the interviewer organizing the process of the conversation and an interviewee responding to those questions. McNamara (1999) points out that interviews are very advantageous in that the interviewer can obtain the story behind a participant's experiences and can seek in-depth information around an issue. There are primarily three types of research interviews: *structured*, *unstructured* and *semi-structured*. In structured interviews, the content and procedures of the interview are organized in advance and interviewees are asked pre-determined questions, which is described as closed situation. In contrast to this, unstructured interviews are like open situation in which the content, sequence and wording of the interview totally depend on the interviewer who involves the participant in an open and informal conversation. (Cohen, Manion & Morrison, 2007).

In the current study, semi-structured interviews were implemented to the EFL teachers in order to get in-depth understanding and supplementary data to elicit teacher participants' experiences and perceptions in detail. Semi-structured interviews are, as commonly stated, a type of interview done in professional surveys (Russell, 2006). In this kind of interview the researcher asks previously arranged questions on an issue in a particular order and depending on the participants' answers ask supplementary questions for clarification (Easwaramoorthy and Zarinpoush, 2006). It allows the researcher to find out the experiences and views of the participants with the help of a flexible guide so that the interviewer can get richer data on the perspectives, conception and sense of interviewees (Trigueros, 2017). The rationale behind the use of a semi-structured interview with EFL teachers in this study is that it is based on flexible conversation giving the opportunity to the participants to utter their ideas and views with their own words so that the researcher can gather in-depth information concerning research questions (Galletta, 2013).

Semi-structured interviews were conducted to EFL teacher participants in order to explore their thoughts and practices regarding the use and instruction of VLS. Nine teachers participated in the interview voluntarily. The interview with each teacher lasted about 10-15 minutes. The interview with each teacher participant was conducted after

teacher questionnaires were completed. The participant teachers also filled in written consent form and informed about their contact information. The interviews were conducted at their schools at an available time for both the researcher and participants. After the permission was received from the participants, the interviews were audio recorded without distracting the respondent in order to use and analyse the collected information properly.

3.6.3. Focus-Group Interviews

Morgan (1996) defines focus groups as a research method gathering data by means of group interaction about an issue decided by the researcher. In focus group interviews, the researcher introduces himself/herself briefly, defines the purpose of the research, reminds the basic rules about confidentiality and anonymity of the interview (Desai & Potter, 2006, p,159). The participants should also be mentioned about the tape recording at the beginning of the interview. The researcher has an active role in moderating the group discussion in order to collect data (Krueger, 1994). According to Morgan and Krueger (1993) focus groups have a *synergy* that make the interviews more fertile. The interaction in focus groups which is called "the group effect" (Carey, 1994) provides valuable insights and in-depth data to the research (Morgan & Krueger, 1993).

In this study, focus group interviews were conducted with student participants. The focus groups included 3 to 5 participants. According to Morgan (1992), in smaller groups, not only the participants have more time to discuss their ideas and experiences but also the moderator manage it easily .Five groups of students included three participants, five groups consisted four participants and two groups involved five participants. In the focus group interviews, five questions were directed to the students. The questions were designed compatible with the questions in teacher interviews. The researcher informed the participants about the issue and the process of focus group interviews in advance, so the participants were able to think over the topic. At the beginning, the researcher reminded that the interviews would be audio-taped and the confidentiality and anonymity of the participants would be ensured. The focus group interviews took place at the schools. The interviews lasted 32 to 44 minutes. The researcher conducted the interview asking the questions to students one by one and moderating the interview so that the students could comment on each others' views and perceptions. The focus group interviews were very productive with regard to supplying

invaluable perceptions and opinions, in-depth information and deep understanding to the current study. The focus-group interview questions are presented in Appendix part.

3.7. Data Collection Procedure

3.7.1. Pilot Study

A pilot study can be defined as a “small scale version or trial run in preparation for a major study” (Polit, Beck, & Hungler, 2001, p. 467). After conducting a pilot study the researcher might get insight into the instruments' feasibility, that is, whether the instruments are inappropriate or complicated or where the tools could fail (Teijlingen van & Hundley, 2001).

The pilot study was conducted to ensure the effectiveness of the student and teacher questionnaires and interview questions and to avoid any ambiguities. 15 students and three EFL teachers at the secondary schools took part in the piloting of the questionnaires. With the help of piloting, the researcher obtained data related to the content of the questionnaires. According to the data and feedback gained from the participants, some changes were made in wording only in student questionnaire so that some vocabularies would be clearer to the students. After the final versions of the two questionnaires, experts opinion was received in order to evaluate the questionnaires.

The interview questions were also piloted with three students and teachers in order to check whether the questions are comprehensible enough, provide deeper information about the participants' perceptions and the data obtained from the interviews could supplement and enhance the data from the questionnaire. Thus, the interview questions would elaborate on students' and teachers' perception about the use and importance of VLS. After the feedback from the students the researcher decided to conduct focus group interviews with the students instead of semi-structured interviews so that new insights and information would be gained from the study. Based on the experts' opinions, the final interview questions were formed.

3.7.2. Main Data Collection Procedure

3.7.2.1. Quantitative Data Collection

The main data collection process started in December, 2018 after the pilot study was completed and the data collection instruments were revised depending on the

feedback. The questionnaires had been sent to 33 secondary schools in Samandag via the Hatay Provincial Directorate of National Education. The aim and the importance of the study, the details about the researcher were also explained clearly. The study conducted at those schools whose EFL teachers were willing to participate in the research. Data were gathered by the researcher from those 15 secondary schools. Firstly, the researcher visited each school and received permission verbally from the headmasters of the schools. Then, EFL teacher(s) of each school were met and reminded about the aim and process of the research. In each school, student participants were chosen from different classes where participant EFL teachers were or had been instructing. The questionnaires were conducted to students during class time in each school. Before the researcher handed out the questionnaires, student participants were all informed about the purpose of the study, its voluntary basis, confidentiality and ethical issues. They were kindly asked to sign the consent form at the beginning and asked if any volunteer participants would like to take part in the interviews. The students who were volunteer for the interview were given a parent permission form and asked to write down their contact information. The questionnaires were distributed to the volunteer students as hard copies and they were requested to fill the questionnaire throughout class time. In the process of applying the student questionnaires, the course instructor and the researcher provided Scaffolding role in order to clarify students' mind. Scaffolding is defined as a support and guidance which is provided by more knowledgeable or capable individual (teacher or parent) to carry out a task that the children would not be able to complete independently (Wood, Bruner & Ross, 1976). Hence, key points about the questionnaire were pointed out and students were demanded to fill out each scale gingerly, level of importance and level of application, at the right and left column of the paper for each item. The implementation of the student questionnaire took about 35 minutes. 401 student participants filled in the questionnaire and consent form, however three of the questionnaires were excluded since more than 20 percent of each questionnaire were left uncompleted. So a total of 398 students completed the questionnaire.

As for the teacher questionnaire, all volunteer EFL teachers in those fifteen schools filled in the questionnaire. In total, there were 34 EFL teachers in these 15 secondary schools. However, 26 of them were willing to participate in the study. So, the researcher administered the questionnaires to these 26 volunteer EFL teachers (n=9 male, n=17 female). As in the students' data collection procedure, the teachers were

enlightened again about the aim of the study, confidentiality and ethical considerations and they were also explained that the study is based on voluntary basis. Besides, the researcher supplied the teachers with consent form in order to clarify the details of the study and volunteer teachers were kindly demanded to sign the consent form. Then, the questionnaires were delivered as printouts. Those who were volunteer for interviews were asked to tick the box at the demographic part of the questionnaire and write a contact number. All of the teachers completed the questionnaires during class time or their break time. It lasted about 30-35 minutes. The teacher questionnaires were conducted in English. The quantitative data collection process was fulfilled in two weeks in December in 2018-2019 academic year. After the questionnaires were completed, the data were uploaded by the researcher on SPSS edition 22.

3.7.2.2. Qualitative Data Collection

Qualitative data was collected as a second phase of the study after the quantitative data were gathered and analyzed. In this study, the qualitative data were a complementary data source which was a follow-up process of quantitative data, so that it helps to improve, extend, explain and contextualize the results of the quantitative data. In the qualitative data collection process, semi-structured interviews with the teacher participants and focus group interviews with the students were applied in each of the schools after the implementation and enhancement of the pilot study. Both the semi-structured and focus group interviews were conducted in Turkish in order that the participants feel more comfortable and express themselves more clearly. Before each interview began, the researcher reconfirmed the participants' willingness to take part in the interviews and reminded about the ethical issues and their confidentiality. The participants were informed that they could withdraw from the interview at any time for any reasons. However, there were no teachers or no students discontinued the study. All the interviews were applied at the schools at a suitable and quiet room that was allocated by the headmaster. After getting permissions from the participants, each interview was audio recorded in order to be transcribed for the data analysis. The researcher asked five predetermined questions for each student and teacher interview, but additional questions according to the issue were directed to the participants and they were allowed to express their experiences and perceptions freely, without any limitations. The questions in both questionnaires were designed in line with each other.

Teacher's semi-structured interviews were conducted with 9 volunteer teachers (n=8 female, n=1 male) . They lasted about 10-15 minutes. Students' focus group interviews, were done with 45 willing students (n=26 female, n=19 male), who delivered their parent consent form. The student participants were given information about the issue and the implementation of the focus groups interviews. There were 12 focus groups, which included 3 to 5 students. Five groups of students included three participants, five groups consisted four participants and two groups involved five participants. The focus group interviews were carried out in nine different schools. Three of the schools had more than five 8th grade classes and more than three different EFL teachers so in these three schools 2 focus groups were formed. Each focus group interview took 32 to 44 minutes. The researcher transcribed the data in English verbatim with a colleague with a doctoral degree on the English Language Studies. The qualitative data collection was completed in January at the end of the first semester.

3.8 Data analysis procedures

3.8.1. Quantitative Data

The quantitative data gained from the student and teacher questionnaires were analysed via Statistical Package for Social Sciences (SPSS) edition 22. SPSS is a flexible and popular package program that provide the researcher with many different types of analyses, data transformations, and forms of output (Arkkelin, 2014). It is commonly used in the social and behavioral sciences in order to manipulate, analyse and demonstrate the data (Landau & Everit, 2014) . While analysing the data received from the student and teacher questionnaires, the researcher benefited from different statistical methods including descriptive statistics, frequency analysis, correlational statistics in an attempt to describe and understand the features of the data. The quantitative data were also presented in tables and figures. The analysis of the questionnaires was done under specific categories. In this study, both student and teacher VLS questionnaires are based on Schmitt's (1997) taxonomy of VLS. Schmitt largely classified all vocabulary learning strategies into two main categories: discovery strategies which are used to discover a new word's meaning, and consolidation strategies which are utilised to consolidate a word when it has been encountered. He also divided the discovery and consolidation strategies into five subcategories which are

determination strategies ,social strategies, memory strategies, cognitive strategies and metacognitive strategies. Figure 2 shows the categories of Schmitt's taxonomy.

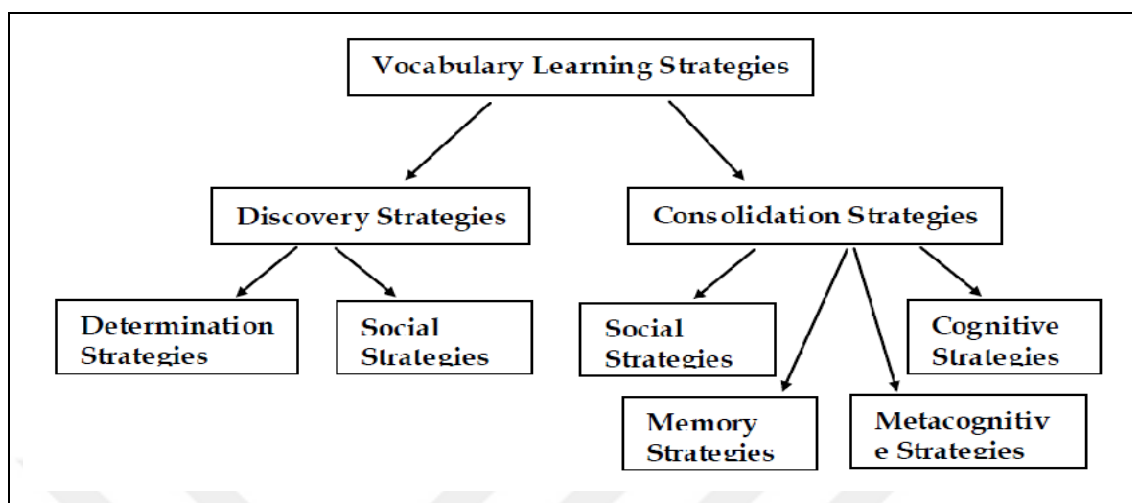


Figure 2. Schmitt's Taxonomy of Vocabulary Learning Strategies

Source: 1997, pp.205-210

3.8.2. Qualitative Data

In order to analyse the data obtained from semi-structured and focus group interviews, thematic analysis was utilised. Thematic analysis is a process used to identify patterns or themes in qualitative data (Maguire & Delahunt, 2017). According to them, a good thematic analysis doesn't simply summarise the data, but also interprets and makes sense of it. There are many different kinds of thematic analysis approaches (Boyatzis, 1998). In the present study, the researcher followed Braun and Clarke's (2006, p. 87) six step guide to do thematic analysis.

Step 1: Become familiar with the data,

Step 2: Constitute initial codes,

Step 3: Search for themes,

Step 4: Revise themes,

Step 5: Define and name themes,

Step 6: Prepare a report.

In this current study, firstly, the sound recordings of the semi-structured interviews and focus group interviews were written verbatim by the researcher. Then,

all these transcribed data were revised so as to check if there was any inaccuracy. While transcribing the data, the researcher applied the colleague support and member checking technique to review the document and to reduce misunderstanding caused by the researcher (Creswell, 2007). Member checks are very crucial to enhance and ensure the credibility or validity of the data finding (Lincoln & Guba, 1985). After the completion of transcribing, the responses of student and teacher participants were read word by word. Accordingly, certain codes, recurring themes and strategies mentioned by the participants were categorised in line with the research questions. Moreover, intercoder reliability is maintained by two independent coders in order to ensure the objectivity and validity of the data. The data obtained from the participants' interviews were analysed in order to explore students and teachers perceptions and experiences about the VLS. Finally, the results of the qualitative data were merged with the quantitative data.

3.9. Trustworthiness of the study

The current study is a mixed-method research in which both quantitative and qualitative research methods are utilised. There are different criteria to establish trustworthiness in quantitative and qualitative methods. . Quantitative research designs include reliability, validity, and objectivity; qualitative research designs involve credibility, transferability, dependability, and confirmability (Guba & Lincoln, 1981).

In quantitative research, *validity* concerns about whether the data are accurately measured while *reliability* is about the accuracy of the research tools (Heale & Twycross, 2015). A valid instrument actually measures what it aims to measure; a reliable instrument, on the other hand, is basically dependable, consistent and replicable over time and over groups of participants (Cohen et al, 2007).

In the present study, the expressions in the students' and teachers' questionnaires were consistent, as in both of the questionnaires same concepts were aimed to be measured under the same categorisation. In order to determine the internal consistency of the instruments, Cronbach's Alpha score was calculated. An acceptable reliability score of Cronbach's Alpha is one that is 0.7 and higher (Shuttleworth, 2015). In this study, the score of Cronbach's Alpha coefficient for students' questionnaire was 0.96, and for teachers' questionnaire was 0.94. These scores indicate high reliability of both instruments. Moreover, the questionnaires were piloted before the main data collection

and accordingly some items redesigned and improved in terms of wording. Using apparent instructions and plain language prevented the misunderstandings and helped the participants read, understand and respond effectively. Furthermore, conducting the questionnaires on two different groups of participants, teachers and students, and comparing their perceptions strengthen the reliability and validity of the research study. Beside that, only the researcher herself conducted the questionnaires in the schools, which was very important to minimize the researcher bias about data collection. Distribution of the questionnaires was provided by the researcher in person so that the consistency in applying the questionnaires was assured.

Lincoln and Guba (1985) stated that trustworthiness of a study is crucial to evaluate its value. According to them, *credibility* is the reliance on the truth of the findings; *transferability* shows whether the findings are applicable in other contexts; *dependability* shows that the findings are consistent and could be repeated; *confirmability* demonstrates how the researcher is confident and unbiased in the truth of the qualitative research's findings.

With the aim of establishing the criteria for qualitative research studies suggested by Guba and Lincoln (1985), the researcher took some steps in the qualitative part of the study. In order to increase the credibility, the prolonged engagement of the participants was provided. Thus, the researcher spent sufficient time to speak with a range of individuals and develop relationships, rapport and trust with subjects of the study. Direct quotations from the participants were also used to improve the credibility. Hence, the reader can in person review and critique the credibility of the study and verify the interpretations (Cope, 2014). In addition, colleague support and member checking were provided to validate accuracy, provide completeness and ensure the credibility and validity of the data finding (Birch & Miller, 2000). Lincoln and Guba (1985) point out that member checking is the most crucial technique for establishing credibility. Triangulation was also used to provide credibility for the study. It refers to using multiple methods in data collection in order to facilitate a deeper understanding (Pandey & Patnaik, 2014). In this study, multiple sources and participants which were students and EFL teachers, and multiple instruments which were questionnaires, semi-structured and focus group interviews made contribution to provide the triangulation. In order to enhance transferability, the researcher explained all the details about the research methods, research site and research subjects. Thus, the readers can have information about whether the findings and conclusions of the study are applicable to

other contexts and populations. Dependability was supplied by describing in detail the data collection methods, the context of the study, the participants, analysis, and interpretation.

The researcher achieved confirmability by reporting how conclusions and analysis were established, and illustrating that the findings were taken directly from the data (Cope, 2014). So, rich and vivid quotes were exhibited from the participants to depict each issue.

3.10. Ethical issues

In all kinds of research studies, ethical considerations are of great importance. From the point of view of Creswell (2014), first and above all, the researcher must show respect to the rights, needs, values, and desires of the subjects. There are two primary issues to take into consideration with regard to ethical issues, which are voluntary participation and informed consent. In this study, ethical principals and standarts were assured. Before conducting this study at secondary schools in Samandag, firstly, approval from the Hatay Provincial Directorate of National Education was received by clarifying the aim, the participants, the research site and the plan of the study. Afterwards, the voluntary participation of the respondents was ensured and the participants were all informed that the participation in the study is entirely voluntary and they are free to withdraw from the study at anytime they want. Each volunteer participant was given a consent before the implementation of the questionnaires. The consent form included the aim of the study, the the aim of the study and information about the researcher. The student participants who filled out the questionnaire and willing to take part in focus group interviews were delivered a parent consent form. It was pointed out that the gathered data would be kept confidential and anonymous and utilised only for scientific purposes. While applying the questionnaires, the researcher provided Scaffolding role in order to point out the key points about the questionnaire and ensured that the statements were comprehended entirely. The interviews were conducted with voluntary students whose parents were informed about the study and willing teachers. Each interview was audio recorded by courtesy of the participants. During the interviews, any attitudes that would lead to misunderstanding and disturbance was avoided. It was guaranteed that the confidentiality and anonymity of the interviewees would be protected. So each participant was given a number to symbolize who they are. The researcher had good communication and builded rapport

in order to get rich data from the subjects (Guillemin & Heggen, 2009). The participants were provided with calm and safe atmosphere in order to express their ideas and experiences in a stress-free setting.



CHAPTER IV

FINDINGS

This research study investigates the perceptions of 8th grade Turkish EFL learners and their EFL teachers about L2 vocabulary learning and teaching strategies. In this chapter the findings of quantitative and qualitative data analysis will be presented addressing the following research questions:

1. What is the relationship between perceived importance level and perceived application level of second language (L2) Vocabulary Learning Strategies (VLS) with regard to
 - a) 8th grade EFL learners?
 - b) secondary school EFL teachers?
2. What are the most and least frequently used VLS among the
 - a) 8th grade EFL learners?
 - b) secondary school EFL teachers ?
3. What are the experiences and views of
 - a) 8th grade EFL learners exposed to L2 VLS?
 - b) secondary school EFL teachers ?

The qualitative and quantitative data will be presented sequentially. Firstly, the importance and application level of VLS use in terms of EFL learners and teachers will be presented and the correlation between the importance and application level will be given based on the quantitative data. Next, the data derived from interviews conducted to EFL learners and teachers will be discussed under themes and sub-categories.

4.1. Quantitative Data Analysis Findings

EFL teachers' and EFL learners' 5 point Likert type questionnaire consist of fifty-eight items which are categorised into five different strategies. These strategies are determination strategies ,social strategies, memory strategies, cognitive strategies and metacognitive strategies. The findings obtained from the questionnaires were presented in regard to the five strategies on the basis of EFL teachers' and EFL learners' perceived importance and application level of VLS use. Under each headline of

strategies, the findings from EFL teachers and EFL learners will be demonstrated separately.

4.1.1. Analysis of Determination Strategies

Determination Strategies are the strategies which are used to discover the meaning of the new word. The strategy of determination has nine items in EFL learners' and EFL teachers' scale. These strategies were investigated through items 1,2,3,4,5,6,7,8,9 in the questionnaires. The distribution of EFL learners and teachers' perceived importance and application level of determination strategy will be shown respectively and the correlation between the importance and application level of each group will be presented under each group.

4.1.1.1. Perceived Importance and Application Level of EFL Learners Regarding Determination Strategies

Table 8 illustrates the perceived importance level of EFL learners related to the Determination Strategies. There were 398 EFL learners filling in the questionnaire. However, two of the learner participants didn't give any answer to the fifth item, and each of the seventh and eighth item has one participant missing. Determination strategies were investigated through items 1 to 9 in the students' questionnaire. Findings show that more than half of EFL learners ($N=218$, $\%=54.8$) found it extremely important to look up a bilingual dictionary in order to find out the word's meaning ($M=4.12$, $SD=1.148$) while only 12 participants ($\% 3$) considered it as not important at all. "Learning the word through English-Turkish word lists" was determined as the second extremely important item by student participants ($N= 176$, $\%= 44.3$). Besides, 153 learners (38.6%) revealed that it is extremely important to guess the word's meaning from the text/context in which the word appears. It is apparent from Table 8 that looking up a monolingual dictionary to find out the word's meaning has the lowest mean score. $18,6\%$ of the participants ($N=74$) reflected that using monolingual dictionary to find out the meaning of the new word is not important at all. In other words, the least important perceived strategy to find out the meaning of the new word is to look up at a monolingual dictionary ($M=3.12$, $SD= 1.1472$) while the most important perceived strategy is to look up a bilingual dictionary ($M=4,12$, $SD=1.1148$). The second and third least important strategies are "*Analyzing the part of speech of the*

word to guess its meaning (Noun, verb, adjective, adverb, etc)” (M=3.14) and “Analyzing affixes and roots of the new word when guessing its meaning” (M=3.15) which have very close mean scores. 6.3% of the participants (N=25) revealed that it is not important at all to analyze the speech of the word to guess its meaning for example if it is noun, verb, adjective or adverb. 10.3% of them (N=41) asserted that while guessing the meaning, analyzing affixes and roots of the new word is not important at all.

The distribution of the perceptions of the EFL learners’ importance level regarding Determination Strategy will be illustrated in Table 8.

Table 8.

The distribution of perceived importance level of EFL learners related to Determination Strategy

Importance level	Not important at all		Somewhat important		Important		Quite Important		Extremely Important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
DET1: Analyzing the part of speech of the word to guess its meaning. (Noun, verb, adjective, adverb, etc.)	25	6.3	98	24.6	149	37.4	48	12.1	78	19.6	3.14	1.177
DET2: Analyzing affixes and roots of the new word when guessing its meaning.	41	10.3	78	19.6	135	33.9	70	17.6	74	18.6	3.15	1.229
DET3: Checking for an English-Turkish cognate (linking the English word to a Turkish word, e.g. music-müzik.)	31	7.8	73	18.3	96	24.1	77	19.3	121	30.4	3.46	1.302
DET4: Analyzing any available pictures or gestures accompanying the word	33	8.3	86	21.6	99	24.9	70	17.6	110	27.6	3.35	1.309
DET5: Guessing the word’s meaning from the text/context in which the word appears	16	4.0	36	9.1	93	23.5	98	24.7	153	38.6	3.85	1.153
DET6: Looking up a bilingual dictionary to find out the word’s meaning	12	3.0	34	8.5	67	16.8	67	16.8	218	54.8	4.12	1.148
DET7: Looking up a monolingual	74	18.6	73	18.4	94	23.7	43	10.8	113	28.5	3.12	1.472

dictionary to find out the word's meaning													
DET8: Learning the word through English-Turkish word lists	7	1.8	41	10.3	93	23.4	80	20.2	176	44.3	3.95	1.118	
DET9: Deducing the meaning of the word from flashcards and posters	33	8.3	58	14.6	97	24.4	87	21.9	123	30.9	3.53	1.289	

Table 9 clarifies the perceived application level of EFL learners regarding the Determination Strategies. Among 398 EFL learners filling the questionnaire, two of the participants left the item five unanswered, and each of the seventh and eighth item has one participant missing as in the importance level scale. The perceived application level regarding determination strategies was investigated through items 1, 2, 3, 4, 5, 6, 7, 8, 9 as in line with the importance level. As can be seen from Table 9 with highly ranked values, item 8 “*looking up a bilingual dictionary to find out the word's meaning*” and item 6 “*learning the word through English-Turkish word lists*” have approximate mean scores. 43.7% of the learner participants (N=174) stated that they always look up a bilingual dictionary to find out the meaning of a word. 43,1% of the participants (N=171) reflected that they always learn the word through English- Turkish word list. “Guessing the word's meaning from the text/context in which the word appears” is another commonly used item (M=3.84, SD=1,178). The results also show that with the lowest mean score of 2.75, the least applied strategy to find out the meaning is to look up a monolingual dictionary. 33% of the participants (N=131) revealed that they never use monolingual dictionary in order to find the meaning. The other two strategies that are used less than the others are “*Analyzing the part of speech of the word to guess its meaning (Noun, verb, adjective, adverb, etc.)*” (M=3.02, SD=1,097) and “*Analyzing affixes and roots of the new word when guessing its meaning*”(M= 3,03 , SD=1,237). These two minutely ranked strategies have very similar mean scores. According to the findings, 10,3% of the participants (N=41) never analyze the part of speech of the word to guess its meaning and 12,8% of the participants (N=93) never analyze the affixes and roots of the new word when guessing its meaning.

The distribution of the perceptions of the EFL learners' application level regarding Determination Strategy will be illustrated in Table 9.

Table 9.

The distribution of perceived application level of EFL learners related to Determination Strategy

Application level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
DET1: Analyzing the part of speech of the word to guess its meaning. (Noun, verb, adjective, adverb, etc.)	41	10.3	86	21.6	124	31.2	120	30.2	27	6.8	3.02	1.097
DET2: Analyzing affixes and roots of the new word when guessing its meaning.	51	12.8	93	23.4	102	25.6	99	24.9	53	13.3	3.03	1.237
DET3: Checking for an English-Turkish cognate (linking the English word to a Turkish word, e.g. music-müzik.)	25	6.3	57	14.3	74	18.6	111	27.9	131	32.9	3.67	1.244
DET4: Analyzing any available pictures or gestures accompanying the word	42	10.6	70	17.6	85	21.4	82	20.6	119	29.9	3.42	1.353
DET5: Guessing the word's meaning from the text/context in which the word appears	19	4.8	43	10.9	69	17.4	118	29.8	147	37.1	3.84	1.178
DET6: Looking up a bilingual dictionary to find out the word's meaning	19	4.8	44	11.1	66	16.6	95	23.9	174	43.7	3.91	1.212
DET7: Looking up a monolingual dictionary to find out the word's meaning	131	33.0	62	15.6	67	16.9	50	12.6	87	21.9	2.75	1.556
DET8: Learning the word through English-Turkish word lists	22	5.5	34	8.6	68	17.1	102	25.7	171	43.1	3.92	1.200
DET9: Deducing the meaning of the word from flashcards and posters	47	11.8	60	15.1	84	21.1	89	22.4	118	29.6	3.43	1.361

Table 10.

The correlation between perceived importance level and perceived application level of Determination Strategies regarding EFL learners

		Application level of Determination Strategies
Importance level of Determination Strategies	Pearson Correlation(r)	,780
	Significance(2-tailed) (p)	,0001
N		394

**. Correlation is significant at the 0.01 level

Correlations were computed between the perceived importance level and perceived application level of Determination Strategies for 394 EFL students. Results indicated a statistically significant relationship ($r=.780$, $p<0,05$). According to the Table 10 there was a strong positive linear relationship between the perceived importance level and perceived application level of Determination Strategies. Thus, taking into account the statistical data, it can be noted that learners use mostly those determination strategies that they consider as mostly important. As it was shown in Table 8 and 9, the most important strategies perceived by EFL learners, which are “looking up a bilingual dictionary to find the meaning of the word”, “learning from English-Turkish word list” and “guessing the word’s meaning from the text/context ” are also stated as the most commonly used strategies. Furthermore, the least important strategies perceived by the student participants were also reported as the least commonly applied strategies . These techniques were “*Looking up a monolingual dictionary to find out the meaning*” , “*Analyzing the part of the speech while guessing the meaning*” and “*Analyzing the affixes and roots of the new word when guessing the meaning*”.

4.1.1.2. Perceived Importance and Application Level of EFL Teachers Regarding Determination Strategies

Table 11 shows the perceived importance level of EFL teachers related to the Determination Strategies. All EFL teachers filled in the questionnaire (N=26). Determination strategies were investigated through items 1 to 9 in the teachers’ questionnaire. According to the findings, no one responded *not important at all* for the items of this strategy except the items DET 2 and DET 8. With the highest mean value,

the most important technique was reported as *teaching students to guess the word's meaning from the text/context in which the word appears* ($M=4.385$). 61.5% of the participants ($N=16$) found this technique extremely important. This strategy was perceived at least somewhat important. *Teaching students to deduce the meaning of the word from flashcards and posters* was also attached great importance and rated second most important among the determination strategies ($M=4.077$). It is apparent that it was considered at least important. 42.3% of the participants ($N=11$) reported that it is extremely important. It can be concluded that teachers place great importance on deduction strategies. The third most important strategy was stated as *teaching students to analyse any available pictures or gestures accompanying the word* ($M=4.038$). 38.5% of teachers ($N=10$) found it extremely important, while 53.8% of them ($N=14$) stated that is important or quite important. *Teaching students to analyse the part of speech of the word to guess its meaning (Noun, verb, adjective, adverb, etc.)* was ranked fourth most important strategy and also it has the highest number of teachers who rated quite important ($M=3.654$). It was followed by *asking students to check for an English-Turkish cognate (linking the English word to a Turkish word, e.g. music-müzik.)* and *asking students to look up a bilingual dictionary to find out the word's meaning* with the same mean values ($M=3.615$). However, more teachers perceived *asking students to look up a bilingual dictionary to find out the word's meaning* as extremely important than *asking students to check for an English-Turkish cognate*. 73.1% of the participants ($N=19$) stated that *asking students to look up a monolingual dictionary to find out the word's meaning* is either somewhat important or important while 26.9% of them ($N=8$) found it either quite important or extremely important. With minimal differences in means, the least important strategies were reported as *asking students to learn the word through English-Turkish word lists* ($M=2.933$) and *teaching students to analyse affixes and roots of the new word when guessing its meaning* ($M=2.846$). *Asking students to learn the word through English-Turkish word lists* has the highest number of teachers who rated important ($\%=53.8$).

The distribution of the perceptions of the EFL teachers' importance level regarding Determination Strategy will be demonstrated in Table 11.

Table 11.

The distribution of perceived importance level of EFL teachers related to Determination Strategy

Importance level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
DET1: Teaching students to analyze the part of speech of the word to guess its meaning. (Noun. verb. adjective. adverb. etc.)	0	0.0	2	7.7	9	34.6	11	42.3	4	15.4	3.654	.8458
DET2: Teaching students to analyze affixes and roots of the new word when guessing its meaning.	2	7.7	7	26.9	11	42.3	5	19.2	1	3.8	2.846	.9672
DET3: Asking students to check for an English-Turkish cognate (linking the English word to a Turkish word. e.g. music-müzik.)	0	0.0	4	15.4	9	34.6	6	23.1	7	26.9	3.615	1.0612
DET4: Teaching students to analyze any available pictures or gestures accompanying the word	0	0.0	2	7.7	5	19.2	9	34.6	10	38.5	4.038	.9584
DET5: Teaching students to guess the word's meaning from the text/context in which the word appears	0	0.0	1	3.8	4	15.4	5	19.2	16	61.5	4.385	.8979
DET6: Asking students to look up a bilingual dictionary to find out the word's meaning	0	0.0	5	19.2	8	30.8	5	19.2	8	30.8	3.615	1.1341
DET7: Asking students to look up a monolingual dictionary to find out the word's meaning	0	0.0	9	34.6	10	38.5	4	15.4	3	11.5	3.038	.9992
DET8: Asking students to learn the word through English-Turkish word lists	1	3.8	6	23.1	14	53.8	4	15.4	1	3.8	2.923	.8449
DET9: Teaching students to deduce the meaning of the word from flashcards and posters	0	0.0	0	0.0	9	34.6	6	23.1	11	42.3	4.077	.8910

When the perceptions of student and teacher participants regarding the importance level of determination strategies are compared, it can be concluded that teachers give more importance to deduction based and visual assisted techniques such as guessing the word's meaning from the text and deducing the meaning of the word from visuals while students attached more importance to using bilingual dictionary and word listing strategies.

Table 12 shows the perceived application level of EFL teachers related to the Determination Strategies. All EFL teachers filled in the questionnaire (N=26). The findings indicated that most of the strategies are at least rarely applied, but two of the strategies are at least sometimes applied. The most commonly applied strategy is *teaching students to guess the word's meaning from the text/context in which the word appears* which was also perceived as the most important item (M=4.577) This is applied at least sometimes and as stated 61.5% of the teachers always apply it (N=16). Although it was ranked 5th most important strategy, *asking students to check for an English-Turkish cognate (linking the English word to a Turkish word. e.g. music-müzik)* was stated as the second most applied strategy (M=4.077). This item was applied at least sometimes. The number of teachers stating that they apply it sometimes or usually is the same (N=8). 38.5% of the teachers always apply it. With an approximate mean value, *teaching students to analyze any available pictures or gestures accompanying the word* was ranked the third commonly used strategy (M=4.038). However, as it was stated, more teachers always apply this strategy than the second most rated item. *Teaching students to analyze the part of speech of the word to guess its meaning (Noun. verb. adjective. adverb. etc.)* most ranked fourth most applied strategy (M=3.808). More than half of the teachers revealed that they usually apply this strategy (%=61.5, N=16). *Asking students to look up a bilingual dictionary to find out the word's meaning* was stated the fifth most important and most applied strategy (M=3.769). More teachers stated that they always apply this strategy (%=38.5, N=10). 61.6% of the participants revealed that they either rarely, sometimes or usually apply it. Although *teaching students to deduce the meaning of the word from flashcards and posters* was given great importance, it is ranked the sixth most used strategy and 26.9 % of the participants always apply it (M=3.615) This strategy is mostly sometimes used (%=38.5). *Asking students to learn the word through English-Turkish word lists* has a higher mean value than the importance level and was determined the seventh most used strategy (M=3.269). More teachers stated that they sometimes apply it (%=30.8, N=8). One of

the teachers asserted that he/she never apply it. *Teaching students to analyze affixes and roots of the new word when guessing its meaning* was ranked the same in the application and importance level, but the application mean value is higher than importance level ($M=3.038$). The highest number of teachers that sometimes apply a strategy belongs to this item ($N=11$). 88.5% of the participants apply it at least rarely ($N=23$). The lowest mean value belongs to the *asking students to look up a monolingual dictionary to find out the word's meaning* ($M=2.077$) as in the students finding. 38.5% of the participants alleged that they never apply this technique ($N=10$) while none of the participants claimed to have always used it.

The distribution of the perceptions of the EFL teachers' application level regarding Determination Strategy will be displayed in Table 12.

Table 12.
The distribution of perceived application level of EFL teachers related to Determination Strategy

Application level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
DET1: Teaching students to analyze the part of speech of the word to guess its meaning. (Noun, verb, adjective, adverb, etc.)	0	0.0	1	3.8	6	23.1	16	61.5	3	11.5	3.808	.6939
DET2: Teaching students to analyze affixes and roots of the new word when guessing its meaning.	3	11.5	3	11.5	11	42.3	8	30.8	1	3.8	3.038	1.0385
DET3: Asking students to check for an English-Turkish cognate (linking the English word to a Turkish word, e.g. music-müzik.)	0	0.0	0	0.0	8	30.8	8	30.8	10	38.5	4.077	.8449
DET4: Teaching students to analyze any available pictures or gestures accompanying the word	0	0.0	1	3.8	8	30.8	6	23.1	11	42.3	4.038	.9584
DET5: Teaching students to guess the word's meaning from the text/context in which the word appears	0	0.0	0	0.0	1	3.8	9	34.6	16	61.5	4.577	.5778
DET6: Asking students to look up a bilingual dictionary to find out the word's meaning	0	0.0	4	15.4	8	30.8	4	15.4	10	38.5	3.769	1.1422

(Table 12. Continued)

DET7: Asking students to look up a monolingual dictionary to find out the word's meaning	10	38.5	8	30.8	4	15.4	4	15.4	0	0.0	2.077	1.0926
DET8: Asking students to learn the word through English-Turkish word lists	1	3.8	6	23.1	8	30.8	7	26.9	4	15.4	3.269	1.1156
DET9: Teaching students to deduce the meaning of the word from flashcards and posters	1	3.8	2	7.7	10	38.5	6	23.1	7	26.9	3.615	1.0983

Table 13.

The correlation between perceived importance level and perceived application level of Social Strategies regarding EFL learners

Spearman's rho		Application level of Determination Strategies
Importance level of Determination Strategies	Correlation Coefficient	,662
	Significance(2-tailed) (p)	,0001
N		26

**. Correlation is significant at the 0.01 level

The correlations between the perceived importance level and perceived application level of Determination Strategies regarding 26 EFL teachers were computed. As non-parametric version of Pearson Correlation, Spearman's rank correlation was used to analyze the association between variables since the number of teacher was insufficient. Results indicated a statistically significant relationship ($r_s = .662$, $p < 0.05$). According to results, there was a moderate positive relationship between the variables.

4.1.2. Analysis of Social Strategies

Social Strategies are used to discover the meaning of the new word or to consolidate a word interacting with others. This strategy has eight items in EFL learners' and EFL teachers' scale. Social strategies were examined through questionnaire items 10, 11, 12, 13, 14, 15, 16, 17. The items 10 to 14 are about the social strategies to discover the meaning of a new word while the items 15 to 17 are the social strategies related to the consolidation of a word. The distribution of EFL learners

and teachers' perceived importance and application level of social strategy will be shown respectively.

4.1.2.1. Perceived Importance and Application Level of EFL Learners Regarding Social Strategies

Tablo 14 shows the perceived importance level of ELF learners related to the Social strategies. For each of SOC1, SOC7 and SOC8 items, there is one participant that didn't give an answer. According to the Table 14, the most important strategy is stated to be "*Asking teacher for Turkish translation of English word*" with much highest mean score of 4.5. Only 11 participants (2.8%) ranked this strategy as not important at all. It has the highest number of learners (N= 206) who considered that it is extremely important. The second most important technique was ranked as "*Trying to use the new word in interactions with native speakers*". 91.1% of the participants (N=362) attached at least somewhat importance to this technique while 8.8% of participants (N=35) thought that it is not important at all. As thirdly most ranked items, *asking teacher for paraphrase or synonym of the new word* and *asking classmates for the meaning of the word* have the same mean score of 3.54. While 25 participants reflected that *asking teacher for paraphrase or synonym of the new word* is not important at all, 36 participants identified that *asking classmates for the meaning of the word* is not important at all. However, the number of participants stating that it is extremely important to ask classmates for the meaning of the word (N=134) is higher than the number of the participants asserting that it is extremely important to ask teacher for a paraphrase or synonym of the new word. According to the results, participants considered *keeping word lists/flashcards and getting teacher to check for accuracy* as the fourth most important technique (M=3.48). 30.2% of the participants (N= 120) determined the level of this technique as extremely important while 9.1% of them stated that it is not important at all. As can be seen in Table 14, *discovering the meaning of a new word through group work* (M=3.211) and *studying and practising the meaning of the word in pairs/ groups in class and outside class* (M=3.06) have approximate mean scores. It can be deduced from these results that EFL students gave less importance to these techniques which are practised in pairs or groups.

The distribution of the perceptions of the EFL learners' importance level regarding Social Strategy will be shown in Table 14.

Table 14.

The distribution of perceived importance level of EFL learners related to Social Strategies

Importance Level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
SOC1: Asking teacher for Turkish translation of the English word	11	2.8	47	11.8	59	14.9	74	18.6	206	51.9	4.05	1.180
SOC2: Asking teacher for a paraphrase or synonym of the new word	25	6.3	67	16.8	92	23.1	95	23.9	119	29.9	3.54	1.250
SOC3: Asking teacher for a sentence including the new word	38	9.5	77	19.3	95	23.9	87	21.9	101	25.4	3.34	1.303
SOC4: Asking classmates for the meaning of the word	36	9.0	59	14.8	91	22.9	78	19.6	134	33.7	3.54	1.329
SOC5: Discovering the meaning of a new word through group work	52	13.1	81	20.4	94	23.6	73	18.3	98	24.6	3.211	1.3618
SOC6: Studying and practicing the meaning of the word in pairs/groups in class and outside class	45	11.3	98	24.6	123	30.9	52	13.1	80	20.1	3.06	1.278
SOC7: Keeping word lists/flashcards and getting my teacher to check for accuracy	36	9.1	57	14.4	104	26.2	80	20.2	120	30.2	3.48	1.300
SOC8: Trying to use the new word in interactions with native speakers	35	8.8	51	12.8	83	20.9	68	17.1	160	40.3	3.67	1.348

Tablo 15 shows the perceived application level of ELF learners related to the Social strategies. In each of SOC1, SOC7 and SOC8 items, one participant didn't give

an answer. Analyzing the data in Table 16, it can be understood that with the highest mean score of 3.95 “*Asking teacher for Turkish translation of the English*” rank first which means that most of the learner participants ask their EFL teacher to translate the Turkish word into English. It was reported that 46.1 % of the participants (N=183) always apply this strategy. Almost 90% of the learners revealed that they use this technique leastwise. The second highly ranked item is “*Asking classmates for the meaning of the word*”(M=3.54, SD=1.315). All the participants except 39 of them (%=9.8) ask classmates for the meaning of the word. “*Asking teacher for a paraphrase or synonym of the new word* “ was the third most popular strategy with a mean score of 3.36. 10.1% of the participants (N=40) reported that they never apply this strategy. According to the results, the least applied strategies which are *studying the meaning of the word in groups, using the new words in interactions with groups, keeping word lists/flashcards and getting teacher to check for accuracy* have minimal differences in means (2.92-2.63). It is notable to point out that all these least applied strategies are used to consolidate a new word. Thus, it can be concluded that learner participants mostly use the strategies to discover the meaning of a new word interacting with their teacher or classmates, however they don’t consolidate the word much..

The distribution of the perceptions of the EFL learners’ application level regarding Social Strategy will be presented in Table 15.

Table 15.

The distribution of perceived application level of EFL learners related to Social Strategies

Application level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
SOC1: Asking teacher for Turkish translation of the English word	18	4.5	42	10.6	66	16.6	88	22.2	183	46.1	3.95	1.208
SOC2: Asking teacher for a paraphrase or synonym of the new word	40	10.1	71	17.8	89	22.4	100	25.1	98	24.6	3.36	1.299
SOC3: Asking teacher for a sentence including the new word	61	15.3	91	22.9	97	24.4	74	18.6	75	18.8	3.03	1.336
SOC4: Asking classmates for the meaning of the word	39	9.8	55	13.8	79	19.8	103	25.9	122	30.7	3.54	1.315
SOC5: Discovering the meaning of a new word through group work	89	22.4	74	18.6	83	20.9	73	18.3	79	19.8	2.947	1.4353
SOC6: Studying and practicing the meaning of the word in pairs/groups in class and outside class	98	24.6	106	26.6	92	23.1	51	12.8	51	12.8	2.63	1.325
SOC7: Keeping word lists/flashcards and getting my teacher to check for accuracy	79	19.9	84	21.2	101	25.4	56	14.1	77	19.4	2.92	1.387
SOC8: Trying to use the new word in interactions with native speakers	109	27.5	74	18.6	78	19.6	58	14.6	78	19.6	2.80	1.478

Table 16.

The correlation between perceived importance level and perceived application level of Social Strategies regarding EFL learners

		Application level of Social Strategies
Importance level of Social Strategies	Pearson Correlation(r)	,724
	Significance(2-tailed) (p)	,0001
N		395

**. Correlation is significant at the 0.01 level

The correlations between the perceived importance level and perceived application level of Social Strategies for 395 EFL students were computed. According to the results, the correlation is statistically significant. It is remarkable to note that there is a strong positive linear relationship between the perceived importance level and perceived application level of Social Strategies regarding students ($r=,724$, $p<0,05$). Thus, analyzing the data, it can be asserted that the social strategies that EFL learners viewed as mostly important are also those that are used commonly. As it was demonstrated in Table 14 and 15, the most important social strategy highly ranked by EFL learners was *asking teacher for Turkish translation of the English word* which was also the most applied technique by the learners. Moreover, the least important techniques were found to be those related to the pair or group work activities. Accordingly, one of the least applied technique was also related to the pair or group work activities.

4.1.2.2. Perceived Importance and Application Level of EFL Teachers Regarding Social Strategies

Tablo 17 shows the perceived importance level of ELF teachers related to the Social strategies. All the teachers answered the items related to the social strategies. All the items except SOC 1 and SOC 4 were responded as at least somewhat important. According to the results, the most important technique was determined as *asking students to use the new word in interactions with native speakers* ($M=4.115$). 42.3% of the participants found it extremely important. 50% of them view this technique either important or quite important. With the same mean value, “*Getting students to discover*

the meaning of a new word through group work” and *“asking students to study and practice the meaning of the word in pairs/groups in class and outside class”* were ranked the second most significant techniques ($M=3.692$). However, *asking students to study and practice the meaning of the word in pairs/groups in class and outside class* was responded at least important by 50% of the teachers. The number of teachers viewing these strategies extremely important are also the same ($N=5$, $\%=19.2$). It is possible to deduce that while practising vocabulary, teachers give particular importance to native interactions and group working. As the third most important technique, *teaching students to keep word lists/flashcards and which I check for accuracy* has 3.654 mean value. 23.1% of the participants ($N=6$) attached extreme importance to this technique while 65.4% of them perceived it either important or quite important. *“Getting students to ask me for a sentence including the new word”* and *“Getting students to ask me for a paraphrase or synonym of the new word”* have the same mean value ($M=3.538$). More than half of the participants perceived it important to *get students to ask them for a sentence including the new word* ($\%=57.7$, $N=15$) and 38.4% of them viewed this item either quite important or extremely important. As for *“Getting students to ask me for a paraphrase or synonym of the new word”*, exactly half of the participants thought that it is important while 46.1% of them considered it either quite important or extremely important. One of the least important technique was mentioned as *getting students to ask classmates for the meaning of the word* ($M=2.962$). More than half of the teachers found this technique important ($\%=57.7$, $N=15$). Only one participant considered this as not important at all. Teachers reflected that *getting students to ask me for turkish translation of the english word* is the least important technique ($M=2.50$). While 15.4 % of the participants ($N=4$) reported that it is not important at all to get the students ask for the Turkish translation of an English word, 42.3 % of them ($N=11$) stated that it is somewhat important.

Comparing the findings of teachers to learners’ with regard to importance level of social strategies, it can be concluded that while teachers attach great importance to group/pair working in learning vocabulary, learners consider those techniques as the least important. As learners place great importance on asking teacher for Turkish translation of English word, teachers rank this as the least important. On the other hand, both teachers and learners attach great importance to use new words in interactions with native speakers.

The distribution of the perceptions of the EFL teachers' importance level regarding Social Strategy will be shown in Table 17.

Table 17.

The distribution of perceived importance level of EFL teachers related to Social Strategies

Importance level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
SOC1: Getting students to ask me for Turkish translation of the English word	4	15.4	11	42.3	6	23.1	4	15.4	1	3.8	2.500	1.067
SOC2: Getting students to ask me for a paraphrase or synonym of the new word	0	0.0	1	3.8	13	50.0	9	34.6	3	11.5	3.538	.7606
SOC3: Getting students to ask me for a sentence including the new word	0	0.0	1	3.8	15	57.7	5	19.2	5	19.2	3.538	.8593
SOC4: Getting students to ask classmates for the meaning of the word	1	3.8	5	19.2	15	57.7	4	15.4	1	3.8	2.962	.8237
SOC5: Getting students to discover the meaning of a new word through group work	0	0.0	2	7.7	9	34.6	10	38.5	5	19.2	3.692	.8840
SOC6: Asking students to study and practice the meaning of the word in pairs/groups in class and outside class	0	0.0	0	0.0	13	50.0	8	30.8	5	19.2	3.692	.7884
SOC7: Teaching students to keep word lists/flashcards and which I check for accuracy	0	0.0	3	11.5	9	34.6	8	30.8	6	23.1	3.654	.9774
SOC8: Asking students to use the new word in interactions with native speakers	0	0.0	2	7.7	4	15.4	9	34.6	11	42.3	4.115	.9519

Table 18 displays the perceptions of EFL teachers' application level related to Social Strategies. According to the results, except the least employed two techniques, all the techniques have minimal differences in mean values. The findings revealed that commonly applied technique was stated as *getting students to ask me for a paraphrase or synonym of the new word* (M=3.50). All the participants apply it at least rarely. The number of students who sometimes or usually apply this technique is the same (N=10, %=38.5). 11.5% of the teachers stated that they always use this technique (N=3). "*Getting students to ask me for a sentence including the new word*" and "*Asking students to study and practice the meaning of the word in pairs/groups in class and outside class*" have the same mean values (M=3.423). Half of the teachers stated that they sometimes get students to ask them for a sentence including the new word and this technique is used at least rarely. *Asking students to study and practice the meaning of the word in pairs/groups in class and outside class* is reported to be usually employed at most (N=11), 42.3%, 26.9% of the participants stated that they sometimes apply it. With the same mean values, "*Getting students to discover the meaning of a new word through group work*" and "*Teaching students to keep word lists/flashcards and which I check for accuracy*" are rated third most employed techniques (M=3.308). More teachers usually apply the former (N=8) while more teachers rarely apply the latter (N=10). The frequency of usually and always using the technique "*Teaching students to keep word lists/flashcards and which I check for accuracy*" is the same (N=6), 23.1%. The fourth most applied technique was reported as getting students to ask classmates for the meaning of the word (M=3.192) and it was applied at least rarely. More teachers stated that they rarely apply it (N=9), 34.6%. 50% of the participants apply this technique either *sometimes* or *usually*, 15.4 % of them always employ it. One of the least commonly used technique was reported as "*Getting students to ask me for Turkish translation of the English word*" (M=2.962). More teachers stated that they sometimes get students to ask them the Turkish translation of the word (N=8), 30.8% while 11.5% of the participants reported that they never applied this technique (N=3). Quite the least used technique was reported to be "*Asking students to use the new word in interactions with native speakers*". Although it was given the greatest importance, it was stated that it was the least employed technique among the social strategies. Almost half of the teachers notified that they never asked students to use the new word in interactions with native speakers (N=12), 46.2% and 42.3% of them reported that they

rarely applied it. None of the teachers stated that they always or usually applied this technique.

The distribution of the perceptions of the EFL teachers' application level regarding Social Strategy will be presented in Table 18

Table 18.

The distribution of perceived application level of EFL teachers related to Social Strategies

Application level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
SOC1: Getting students to ask me for Turkish translation of the English word	3	11.5	6	23.1	8	30.8	7	26.9	2	7.7	2.962	1.148
SOC2: Getting students to ask me for a paraphrase or synonym of the new word	0	0.0	3	11.5	10	38.5	10	38.5	3	11.5	3.500	.8602
SOC3: Getting students to ask me for a sentence including the new word	0	0.0	3	11.5	13	50.0	6	23.1	4	15.4	3.423	.9021
SOC4: Getting students to ask classmates for the meaning of the word	0	0.0	9	34.6	7	26.9	6	23.1	4	15.4	3.192	1.0961
SOC5: Getting students to discover the meaning of a new word through group work	1	3.8	6	23.1	7	26.9	8	30.8	4	15.4	3.308	1.1232
SOC6: Asking students to study and practice the meaning of the word in pairs/groups in class and outside class	1	3.8	4	15.4	7	26.9	11	42.3	3	11.5	3.423	1.0266
SOC7: Teaching students to keep word lists/flashcards and which I check for accuracy	0	0.0	10	38.5	4	15.4	6	23.1	6	23.1	3.308	1.225
SOC8: Asking students to use the new word in interactions with native speakers	12	46.2	11	42.3	3	11.5	0	0.0	0	0.0	1.654	.6895

Table 19.

The correlation between perceived importance level and perceived application level of Social Strategies regarding EFL teachers

Spearman's rho		Application level of Social Strategies
Importance level of Social Strategies	Correlation Coefficient	,657
	Significance(2-tailed) (p)	,0001
N		26

**. Correlation is significant at the 0.01 level

In order to see the relationship between the perceived importance level and perceived application level of Social Strategies regarding 26 EFL teachers, correlation was computed. According to these findings, there is a statistically significant relationship between the variables ($r_s = .657$, $p < 0.05$). It is also concluded that there was a moderate positive relationship between the perceived importance level and perceived application level of Social Strategies.

4.1.3. Analysis of Memory Strategies

Memory Strategies consists of techniques which are used to remember and retain a word using mnemonic devices or grouping. There are 27 items in EFL learners' and EFL teachers' scale. Memory strategies were analyzed through questionnaire items 18 to 44. The distribution of EFL learners and teachers' perceived importance and application level of social strategy will be presented respectively.

4.1.3.1. Perceived Importance and Application Level of EFL Learners Regarding Memory Strategies

Table 20 shows the perceived importance level of ELF learners related to the Memory strategies. For each of MEM5, MEM11, MEM17, and MEM22 items one participant; for the items MEM23, MEM25, MEM26 three participants and for MEM12 and MEM18 eight participants didn't give an answer. The results indicated that with the highest mean value ($M = 4.25$) *studying the spelling of the word carefully* was ranked as the most important technique. All participants, except 2.3% of them, considered this technique at least somewhat important and more than 60% of participants reported that it is extremely important. With a very approximate mean value, the second most important memory strategy was reported as *studying the sound of the word carefully*

($M=4.24$). Only 7 participants (1.8%) thought that this technique is not important at all. It is apparent that while practising and retaining the word, students placed great importance on how it is written and pronounced. *Using the new words in sentences* was ranked third among the most important strategies ($M=3.98$). 45.9% of participants reported that this technique is extremely important while 3.3% of them valued it as not important at all. *Connecting the new word to cognates, words of similar form and meaning in Turkish (e.g. "sport-spor", "guitar- gitar")* was ranked forth and 45% of participants ($N=179$) considered it as extremely important while 5% of them ($N=20$) found it not important at all. The fifth most important item was stated as *studying the word by imaging its meaning* ($M= 3.84$). As it can be seen in the table 21, 93.5% of the learners find this technique at least somewhat important and 172 participants asserted that it is extremely important. It was also reported that *associating the new word with its coordinates (like linking the word "spoon" with the words of "fork" and "knife".)* is at least somewhat important by 92.6% of participants. ($M=3.61$). 7.5% of the participants ($N=30$) didn't find this techniques important at all. 31.7% of the participants ($N=126$) reported that *using semantic feature grids (potato, mushroom, broccoli = vegetables)* is extremely important while 8.8% ($N=35$) of them consider this technique not important at all ($M=3.60$). 92.7% of the participants stated that *using scales for gradable adjectives* is at least somewhat important, but 7.3% of them ($N=29$) attached no importance at all to this item ($M=3.52$). While 33.2% of the participants ($N=132$) perceived *saying new word aloud when studying* as extremely important, 12.3% of them thought that it is not important at all ($M= 3.51$) . *Paraphrasing a word's meaning* was reflected as at least somewhat important by 91.4% of participants and not important at all by 8.6 % of them ($N=34$, $M=3.49$). With an approximate mean value *using a Turkish keyword with a similar sound in order to learn the new word, and connecting the English word to this Turkish word* was perceived extremely important by 30.4% of participants ($N=121$) and 10.1% of them gave no importance at all to this item. Although 88.1% of the participants viewed *connecting the new word to its synonyms and antonyms* ($M=3.46$) at least somewhat important, 11.8 % of them ($N=47$) stated that it is not important at all. The number of the participants reporting that *studying the new word with a pictorial representation of its meaning* ($N=117$, $M= 3.41$) is extremely important is higher than the participants stating that *connecting the word to a familiar place* is extremely important ($N=111$, $M=3.42$). *Grouping words together to study them (words grouped in terms of their meanings, word classes such as "clothes: shirt, skirt.)*

($M=3.38$), *relating words to its parts of speech (noun, verb, adjective)*($M=3.33$), *configuring the word and arranging it into its parts in order to memorize it better* ($M=3.31$) have approximate mean values but the number of the participants attaching no importance to these techniques is higher at *relating words to its parts of speech (noun, verb, adjective)*. 81.2% of the EFL learners reflected that *grouping words together within a storyline* at least somewhat important while 15.8 % of them didn't find it important at all ($M=3.166$). With minimal differences in means, More learners (83.3%) considered that *learning the words of an idiom together as if they were just one word* is more important at least somewhat than *using physical action/body language to learn a new word* (81.9%). The least three important techniques that were reported by EFL learners are *linking the new word to another word that rhymes with it (like "two is a shoe", "three is a tree", "four is a door".)* ($M=2.97$), *grouping words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles)* ($M=2.80$), *underlying the initial letter of the word* ($M=2.26$). While 18.6% of the participants ($N=74$) reported that *linking the new word to another word that rhymes with it* is not important at all, 22.4% of the participants ($N=89$) thought so for *grouping words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles)*. 42.6% ($N=166$) of the participants stated that *underlying the initial letter of the word* is not important at all, which is much higher than the other techniques.

The distribution of the perceptions of the EFL learners' importance level regarding Memory Strategies will be demonstrated in Table 20.

Table 20.

The distribution of perceived importance level of EFL learners related to Memory Strategies

importance level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
MEM1: Studying the new word with a pictorial representation of its meaning: through images, photographs or drawings	38	9.5	78	19.6	82	20.6	83	20.9	117	29.4	3.41	1.341
MEM2: Studying the word by imaging its meaning	26	6.5	39	9.8	78	19.6	83	20.9	172	43.2	3.84	1.260
MEM3: Connecting the word meaning to a personal experience	48	12.1	72	18.1	106	26.6	63	15.8	109	27.4	3.28	1.357
MEM4: Associating the new word with its coordinates (like linking the word “spoon” with the words of “fork” and “knife”).)	30	7.5	56	14.1	85	21.4	97	24.4	130	32.7	3.61	1.277
MEM5: Connecting the new word to its synonyms and antonyms	47	11.8	49	12.3	94	23.7	87	21.9	120	30.2	3.46	1.347
MEM6: Using semantic maps	41	10.3	57	14.3	92	23.1	78	19.6	130	32.7	3.50	1.346
MEM7: Using “scales” for gradable adjectives	29	7.3	75	18.8	88	22.1	72	18.1	134	33.7	3.52	1.320
MEM8: Linking the new word to another word that rhymes with it (like “two is a shoe”, “three is a tree”, “four is a door”).)	74	18.6	79	19.8	101	25.4	73	18.3	71	17.8	2.97	1.358
MEM9: Connecting the word to a familiar place (like envisioning that you are placing the food, the names of which you are learning, to the kitchen while studying the words about the food.)	29	7.3	71	17.8	112	28.1	75	18.8	111	27.9	3.42	1.265
MEM10: Grouping words together to study them (words grouped in terms of their meanings, word classes such as “clothes: shirt, skirt, trousers”)	39	9.8	68	17.1	101	25.4	83	20.9	107	26.9	3.38	1.307
MEM11: Grouping words together spatially	89	22.4	101	25.4	77	19.4	62	15.6	68	17.1	2.80	1.398

on a page, card or notebook by forming geometrical patterns (triangles, squares, circles,												
MEM12: Using the new word in sentences	13	3.3	31	7.9	81	20.8	81	20.8	179	45.9	3.98	1.140
MEM13: Grouping words together within a storyline	63	15.8	71	17.8	98	24.6	69	17.3	97	24.4	3.166	1.391
MEM14: Studying the spelling of the word carefully	9	2.3	26	6.5	59	14.8	65	16.3	239	60.1	4.25	1.073
MEM15: Studying the sound of the word carefully	7	1.8	21	5.3	65	16.3	80	20.1	225	56.5	4.24	1.020
MEM16:Saying the new word aloud when studying	49	12.3	49	12.3	84	21.1	84	21.1	132	33.2	3.51	1.379
MEM17: Imaging the word form	33	8.3	60	15.1	104	26.2	98	24.7	102	25.7	3.44	1.251
MEM18: Underlining the initial letter of the word	166	42.6	78	20.0	68	17.4	36	9.2	42	10.8	2.26	1.370
MEM19: Configuring the word and arranging it into its parts in order to memorize it Better(“in-side”, “out-side”.)	46	11.6	75	18.8	101	25.4	61	15.3	115	28.9	3.31	1.367
MEM20: Using a Turkish keyword with a similar sound in order to learn the new word, and connecting the English word to this Turkish word. (like imagining that a child who has a toothache is holding his/her tooth while learning the word “tooth” which has a similar sound with the Turkish verb “tutmak”.)	40	10.1	53	13.3	106	26.6	78	19.6	121	30.4	3.47	1.316
MEM21: Remembering the word affixes and roots	31	7.8	53	13.3	92	23.1	93	23.4	129	32.4	3.59	1.276
MEM22: Relating the word to its part of speech (Noun, verb, adjective, adverb, etc.)	56	14.1	62	15.6	88	22.2	78	19.6	113	28.5	3.33	1.398
MEM23:Paraphrasing the word’s meaning	34	8.6	58	14.7	100	25.3	88	22.3	115	29.1	3.49	1.283
MEM24: Connecting the new word to cognates, words of similar form and meaning in Turkish (e.g. “sport-	20	5.0	39	9.8	79	19.8	81	20.4	179	45.0	3.90	1.219

spor", "guitar-gitar")												
MEM25: Learning the words of an idiom together as if they were just one word	66	16.7	72	18.2	109	27.6	80	20.3	68	17.2	3.03	1.321
MEM26: Using physical action/body language to learn a new word	71	18.0	83	21.0	93	23.5	63	15.9	85	21.5	3.02	1.398
MEM27: Using semantic feature grids (potato, mushroom, broccoli = vegetables)	35	8.8	37	9.3	105	26.4	95	23.9	126	31.7	3.60	1.261

Table 21 shows the perceived application level of ELF learners related to the Memory strategies. For each of MEM5, MEM11, MEM17, and MEM22 items one participant; for the items MEM23, MEM25, MEM26 three participants and for MEM12 and MEM18 eight participants left those items unanswered. According to the Table 21, the most popular four strategies have minimal differences in mean values (3.70-3.99). With the highest mean score, *studying the sound of the word carefully* ranked the first mostly used technique. Only 14 participants reported that they never applied it. The second mostly applied technique was revealed as *connecting the new word to cognate words of similar form and meaning in Turkish*. Although it was rated the second among the techniques of memory strategies, it had the highest number of students who stated that they always applied it (N=198). Only 25 participants reported that they never used this technique. The third mostly applied technique is *studying the spelling of the word carefully*. 95.2% of the participants reported that they used this technique at least rarely. The number of students stating that they always apply this technique is higher than most of the other items (N= 182). Besides, *studying the word by imaging its meaning* was ranked as the fourth commonly used item (M=3.70). Only 7.5% of the learners (N=30) expressed that they never applied it. So, it can be inferred that while retaining the new word, EFL learners mostly pay attention to its pronunciation and spelling and making connection to a similar word in Turkish. The lowest mean belongs to *underlying the initial letter of word* (M=2.06). Almost half of the participants reported that they never applied this technique (%=48.7, N=190). The other less popular techniques have approximate mean values ranging from 2.48 to 2.96. These strategies are *grouping words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles)* (M=2.48), *grouping words together within a storyline* (M=2.518), *linking the new word to another word that rhymes with it (like "two is a shoe", "three is a tree", "four is a door".)* (M=2.66), *learning the words of an idiom*

together as if they were just one word ($M=2.72$), using physical action/body language to learn a new word ($M=2.75$), Relating the word to its part of speech (Noun, verb, adjective, adverb, etc.) ($M=2.95$) and using semantic maps ($M=2.96$). Among these strategies, grouping words together spatially on a page, card or notebook by forming geometrical pattern and grouping words together within a storyline have the highest number of students that never applied it ($N=139$, $N=137$ respectively). Hence, it can be inferred that the least applied techniques are mostly about grouping strategies.

The distribution of the perceptions of the EFL learners' application level regarding Memory Strategies will be given in Table 21.

Table 21.

The distribution of perceived application level of EFL learners related to Memory Strategies

Application level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
MEM1: Studying the new word with a pictorial representation of its meaning: through images, photographs or drawings	64	16.1	69	17.3	73	18.3	93	23.4	99	24.9	3.24	1.412
MEM2: Studying the word by imaging its meaning	30	7.5	50	12.6	74	18.6	99	24.9	145	36.4	3.70	1.283
MEM3: Connecting the word meaning to a personal experience	54	13.6	78	19.6	98	24.6	71	17.8	97	24.4	3.20	1.363
MEM4: Associating the new word with its coordinates (like linking the word "spoon" with the words of "fork" and "knife".)	38	9.5	50	12.6	83	20.9	102	25.6	125	31.4	3.57	1.305
MEM5: Connecting the new word to its synonyms and antonyms	72	18.1	76	19.1	95	23.9	74	18.6	80	20.2	3.04	1.383
MEM6: Using semantic maps	85	21.4	81	20.4	79	19.8	71	17.8	82	20.6	2.96	1.437
MEM7: Using "scales" for gradable adjectives	61	15.3	88	22.1	87	21.9	84	21.1	78	19.6	3.08	1.352

MEM8: Linking the new word to another word that rhymes with it (like “two is a shoe”, “three is a tree”, “four is a door”.)	104	26.1	94	23.6	89	22.4	57	14.3	54	13.6	2.66	1.361
MEM9: Connecting the word to a familiar place (like envisioning that you are placing the food, the names of which you are learning, to the kitchen while studying the words about the food.)	51	12.8	75	18.8	91	22.9	81	20.4	100	25.1	3.26	1.359
MEM10: Grouping words together to study them (words grouped in terms of their meanings, word classes such as “clothes: shirt, skirt, trousers”)	65	16.3	75	18.8	109	27.4	64	16.1	85	21.4	3.07	1.362
MEM11: Grouping words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.)	139	34.9	89	22.4	64	16.1	53	13.3	53	13.3	2.48	1.421
MEM12: Using the new word in sentences	30	7.7	57	14.6	80	20.5	99	25.4	124	31.8	3.59	1.279
MEM13: Grouping words together within a storyline	137	34.4	87	21.9	65	16.3	49	12.3	60	15.1	2.518	1.4471
MEM14: Studying the spelling of the word carefully	19	4.8	41	10.3	66	16.6	90	22.6	182	45.7	3.94	1.210
MEM15: Studying the sound of the word carefully	14	3.5	35	8.8	68	17.1	106	26.6	175	44.0	3.99	1.132
MEM16: Saying the new word aloud when studying	57	14.3	54	13.6	84	21.1	85	21.4	118	29.6	3.38	1.402
MEM17: Imaging the word form	38	9.6	70	17.6	108	27.2	93	23.4	88	22.2	3.31	1.260
MEM18: Underlining the initial letter of the word	190	48.7	76	19.5	62	15.9	33	8.5	29	7.4	2.06	1.286
MEM19: Configuring the word and arranging it into its parts in order to memorize it Better(“in-side”, “out-side”).	80	20.1	74	18.6	74	18.6	76	19.1	94	23.6	3.08	1.458

MEM20: Using a Turkish keyword with a similar sound in order to learn the new word, and connecting the English word to this Turkish word. (like imagining that a child who has a toothache is holding his/her tooth while learning the word “tooth” which has a similar sound with the Turkish verb “tutmak”.)	60	15.1	74	18.6	70	17.6	79	19.8	115	28.9	3.29	1.437
MEM21: Remembering the word affixes and roots	46	11.6	67	16.8	102	25.6	80	20.1	103	25.9	3.32	1.330
MEM22: Relating the word to its part of speech (Noun, verb, adjective, adverb, etc.)	89	22.4	75	18.9	80	20.2	74	18.6	79	19.9	2.95	1.439
MEM23: Paraphrasing the word’s meaning	53	13.4	61	15.4	111	28.1	80	20.3	90	22.8	3.24	1.324
MEM24: Connecting the new word to cognates, words of similar form and meaning in Turkish (e.g. “sport-spor”, “guitar-gitar”)	25	6.3	38	9.5	59	14.8	78	19.6	198	49.7	3.97	1.263
MEM25: Learning the words of an idiom together as if they were just one word	97	24.6	87	22.0	98	24.8	57	14.4	56	14.2	2.72	1.356
MEM26: Using physical action/body language to learn a new word	109	27.6	87	22.0	68	17.2	57	14.4	74	18.7	2.75	1.469
MEM27: Using semantic feature grids (potato, mushroom, broccoli = vegetables)	43	10.8	59	14.8	100	25.1	82	20.6	114	28.6	3.41	1.328

Table 22.

The correlation between the importance level and application level of Memory Strategies regarding EFL learners

		Application level of Memory Strategies
Importance level of Memory Strategies	Pearson Correlation(r)	,836
	Significance(2-tailed) (p)	,0001
N		372

**. Correlation is significant at the 0.01 level

The perceived importance level and perceived application level of Memory Strategies for 394 EFL students were correlated. According to the results, the correlation between the variables was statistically significant ($p < 0.01$). Correlation statistics indicated that there was a strong, almost perfect, positive linear relationship between the perceived importance level and perceived application level of memory strategies regarding students ($r = .836$, $p < .05$). It can be concluded that the memory strategies that were attached great importance by the EFL learners were also those strategies that were applied commonly or the exact opposite situation could happen.

4.1.3.2. Perceived Importance and Application Level of EFL Teachers Regarding Memory Strategies

Table 23 shows the perceived importance level of ELF teachers about the memory strategies. There is one participant not giving any answer to MEM 29, MEM 35, MEM 36 and MEM 40. The findings showed that the great majority of the memory strategies were perceived at least somewhat important. The reported most important seven strategies have mean values between the range of 4.00- 4.320. *Teaching students to use new words in sentences* was considered the most important technique ($M = 4.320$). All the participants perceived this technique at least important. More than half of the teachers reported that it is extremely important ($\% = 52$, $N = 13$). *Teaching students to connect the new word to its synonyms and antonyms* was ranked the second most important technique ($M = 4.308$). 88.5% of the participants perceived this technique either extremely important or quite important. With the same mean values, *Teaching students to study the new word with a pictorial representation of its meaning: through*

images, photographs or drawings” and *“Teaching students to use semantic maps”* were ranked third most important techniques ($M=4.192$) The former was stated to be at least important, while the latter was reported to be at least somewhat important. Both of these techniques were considered extremely important at the same frequency ($\%=38.5$, $N=10$). While 42.3% of the participants stated that *teaching students to study new word with a pictorial representation of its meaning* is quite important, 46.2% of the participants reported that teaching students to use semantic maps is quite important. *“Teaching students to associate the new word with its coordinates (like linking the word “spoon” with the words of “fork” and “knife”)”* and *“Teaching students to group words together to study them”* were ranked the fourth most significant techniques with the same mean values ($M=4.154$) .Both of these techniques perceived as at least important. The frequency values in both of these techniques are totally the same. For each of these techniques, 38.5% of the participants stated that those techniques are extremely important and quite important. *Teaching students to use physical action/body language to learn a new word* was rated fifth and perceived as at least somewhat important. Most of the participants viewed it as quite important ($\%=42.3$, $N=11$) while 38.5% of them found it extremely important. *Teaching students to connect the word meaning to a personal experience (like thinking about the last summer holiday while studying the word “holiday”.)* was considered at least important ($M=4.038$). Half of the participants determined this technique as quite important and 26.9% of them stated it is extremely important. *Asking students to say the new word aloud when studying* was reported to be at least important ($M=4.00$). The frequencies of participants stating that this technique is extremely important and quite important are equal ($\%=34.6$, $N=9$). The rest of the techniques, except MEM 18 which was reported to be the least important, have approximate mean values between 3.923 and 3.154. Ranking the eighth most important techniques, *“Teaching students to connect the new word to cognates, words of similar form and meaning in Turkish (e.g. “sport-spor”, “guitar-gitar”)”* and *“Teaching students to use “scales” for gradable adjectives”* were determined to have the same mean values and be considered at least important ($M=3.923$). 42.3% of the participants ($N=11$) identified that it is important to teach students to connect the new word to cognates and 34.6% of them ($N=10$) thought it is extremely important. 73.1% of the participants considered that teaching students to use scales for gradable adjectives is either important or quite important. Half of the participants revealed that it is quite important to *teach students students to connect the word to a familiar place (like*

envisioning that you are placing the food, the names of which you are learning, to the kitchen while studying the words about the food (M=3.846) while 26.9% of them (N=7) perceived this technique as important. “Asking students to study the spelling of the word carefully” and “Teaching students to use semantic feature grids (potato, mushroom, broccoli = vegetables)” were ranked the tenth most important techniques with the same mean values (M=3.808). While 38.5% of the participants (N=10) found it quite important to ask students to study the spelling of the word carefully, 30.8% of them (N=8) stated that this is extremely important. 30.7% of the participants (N=8) considered it either somewhat important or important. More teachers stated that teaching students to use semantic feature grids (potato, mushroom, broccoli = vegetables) is quite important (%=34.6, N=9) while 30.8% of them reported to perceive it as important. The frequency of the participants revealing that this technique is extremely important is 26.9 % (N=7). Moreover, the participants determined that asking students to study the sound of the word carefully is at least somewhat important. The number of the participants stating that this technique is important or extremely important is equal (N=9, %=26.9). More teachers considered that this technique is quite important (%=34.6). It is clear that verbal repetition and written repetition were found to be similarly important. Teaching students to configure the word and arrange it into its parts in order to memorize it better (“in-side”, “out-side”.)” and “Teaching students to learn the words of an idiom together as if they were just one word” have the same mean value (M=3.654). 96.2 % of the participants stated that teaching students to configure the word and arrange it into its parts is at least somewhat important. More teachers determined this technique as quite important (%34.6, N=9). Only one participant stated that this technique is not important at all. Although they had the same mean value, teaching students to learn the words of an idiom together as if they were just one word was perceived at least somewhat important and most frequently it was stated as important (%=42.3, N=11). Teaching students to paraphrase the word’s meaning was ranked thirteenth most important technique (M=3.520) and also it was stated at least somewhat important. More than half of the participants viewed this technique as important (%=56, N=14) while 40 % of them considered it either quite important or extremely important (N=10). With a 3.500 mean value, teaching students to group words together within a storyline was reported at least somewhat important. While 46.2% of the participants (N=12) reflected it as quite important or extremely important, half of the participants determined it as important. “Teaching

students to group words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.” and “Teaching students to relate the word to its part of speech (Noun, verb, adjective, adverb, etc.)” have the same mean values ($M=3.423$) and both of them were given at least somewhat importance. However, the frequency of the participants stating that it is important was higher with the technique of *teaching students to relate the word to its part of speech* ($\%=42.3$). Besides, for both of these techniques, 42.3 % of the participants found them either quite important or extremely important ($N=11$). With a 3.360 mean value, *teaching students to image the word form* was reported to be important by the majority of the participants ($\%=44$, $N=11$). The number of the participants perceiving this technique as *somewhat important* and *extremely important* was equal ($\%=20$, $N=5$). The following most important technique was stated to be *teaching students to use a Turkish keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish word* ($M=3.308$). More participants found this technique important ($\%=46.2$, $N=12$) while 26.9% of them perceived it as extremely important. The same number of participants stated that it is somewhat important and extremely important ($N=3$, $\%=11.5$). *Teaching students to link the new word to another word that rhymes with it (like “two is a shoe”, “three is a tree”, “four is a door”).* was ranked among the least important techniques ($M=3.231$). This technique was viewed at least somewhat important. More teachers reported that it is important ($\%=38.5$, $N=10$) and 38.5 % of the participants perceived it either quite important or extremely important. With the minimal difference in mean, *teaching students to remember the word affixes and roots* was reported to be one of the least important memory strategies ($M=3.154$). More participants determined this technique as important ($\%=38.5$, $N=10$). The number of the participants identifying this technique as *somewhat important* and *quite important* is equal ($N=5$, $\%=19.2$). The number of participants stating that this technique is extremely important doubled the number of participants perceiving this technique as not important at all. The lowest mean value belongs to *teaching students to underline the initial letter of the word* ($M=2.840$). 12% of the participants ($N=3$) didn’t attach any importance at all to this technique while 32% of them ($N=8$) considered it somewhat important. 56 % of the participants stated that this technique is at least important.

The distribution of the perceptions of the EFL teachers’ importance level regarding Memory Strategy will be demonstrated in Table 23.

Table 23.

The distribution of perceived importance level of EFL teachers related to Memory Strategies

Importance level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
MEM1: Teaching students to study the new word with a pictorial representation of its meaning: through images, photographs or drawings	0	0.0	0	0.0	5	19.2	11	42.3	10	38.5	4.192	.7494
MEM2: Teaching students to study the word by imaging its meaning	1	3.8	1	3.8	7	26.9	10	38.5	7	26.9	3.808	1.020
MEM3: Teaching students to connect the word meaning to a personal experience (like thinking about the last summer holiday while studying the word "holiday".)	0	0.0	0	0.0	6	23.1	13	50.0	7	26.9	4.038	.7200
MEM4: Teaching students to associate the new word with its coordinates (like linking the word "spoon" with the words of "fork" and "knife".)	0	0.0	0	0.0	6	23.1	10	38.5	10	38.5	4.154	.7845
MEM5: Teaching students to connect the new word to its synonyms and antonyms	0	0.0	1	3.8	2	7.7	11	42.3	12	46.2	4.308	.7884
MEM6: Teaching students to use semantic maps	0	0.0	1	3.8	3	11.5	12	46.2	10	38.5	4.192	.8010
MEM7: Teaching students to use "scales" for gradable adjectives	0	0.0	0	0.0	9	34.6	10	38.5	7	26.9	3.923	.7961
MEM8: Teaching students to link the new word to another word that rhymes with it (like "two is a shoe", "three is a tree", "four is a door".)	0	0.0	6	23.1	10	38.5	8	30.8	2	7.7	3.231	.9081
MEM9: Teaching students to connect the word to a familiar place (like envisioning that you are placing the food, the names of	0	0.0	1	3.8	7	26.9	13	50.0	5	19.2	3.846	.7845

which you are learning, to the kitchen while studying the words about the food.)													
MEM10: Teaching students to group words together to study them (words grouped in terms of their meanings, word classes such as “clothes: shirt, skirt, trousers”)	0	0.0	0	0.0	6	23.1	10	38.5	10	38.5	4.154	.7845	
MEM11: Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.)	0	0.0	5	19.2	10	38.5	6	23.1	5	19.2	3.423	1.026	
MEM12: Teaching students to use the new word in sentences	0	0.0	0	0.0	5	20.0	7	28.0	13	52.0	4.320	.8021	
MEM13: Teaching students to group words together within a storyline	0	0.0	1	3.8	13	50.0	10	38.5	2	7.7	3.500	.7071	
MEM14: Asking students to study the spelling of the word carefully	0	0.0	5	19.2	3	11.5	10	38.5	8	30.8	3.808	1.096	
MEM15: Asking students to study the sound of the word carefully	0	0.0	3	11.5	7	26.9	9	34.6	7	26.9	3.769	.9923	
MEM16: Asking students to say the new word aloud when studying	0	0.0	1	3.8	7	26.9	9	34.6	9	34.6	4.000	.8944	
MEM17: Teaching students to image the word form	0	0.0	5	20.0	11	44.0	4	16.0	5	20.0	3.360	1.036	
MEM18: Teaching students to underline the initial letter of the word	3	12.0	8	32.0	7	28.0	4	16.0	3	12.0	2.840	1.213	
MEM19: Teaching students to configure the word and arrange it into its parts in order to memorize it Better(“in-side”, “out-side”).)	1	3.8	4	15.4	5	19.2	9	34.6	7	26.9	3.654	1.164	
MEM20: Teaching students to use a Turkish keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish word.	1	3.8	3	11.5	12	46.2	7	26.9	3	11.5	3.308	.9703	
MEM21: Teaching students to remember the word affixes and roots	2	7.7	5	19.2	10	38.5	5	19.2	4	15.4	3.154	1.155	

MEM22: Teaching students to relate the word to its part of speech (Noun, verb, adjective, adverb, etc.)	0	0.0	4	15.4	11	42.3	7	26.9	4	15.4	3.423	.9454
MEM23: Teaching students to paraphrase the word's meaning	0	0.0	1	4.0	14	56.0	6	24.0	4	16.0	3.520	.8226
MEM24: Teaching students to connect the new word to cognates, words of similar form and meaning in Turkish (e.g. "sport-spor", "guitar-gitar")	0	0.0	0	0.0	11	42.3	6	23.1	9	34.6	3.923	.8910
MEM25: Teaching students to learn the words of an idiom together as if they were just one word	0	0.0	2	7.7	11	42.3	7	26.9	6	23.1	3.654	.9356
MEM26: Teaching students to use physical action/body language to learn a new word	0	0.0	2	7.7	3	11.5	11	42.3	10	38.5	4.115	.9089
MEM27: Teaching students to use semantic feature grids (potato, mushroom, broccoli = vegetables)	0	0.0	2	7.7	8	30.8	9	34.6	7	26.9	3.808	.9389

Table 24 displays the perceived application level of ELF teachers about the memory strategies. One participant left MEM 29, MEM 35, MEM 36 and MEM 40 unanswered. The findings revealed that the majority of the strategies were at least rarely applied. The most commonly used seven strategies were reported to have mean values between the range of 4.231-3.808. The other mean values accumulated between the range of 3.00-3.692 except the least applied ones. The highest mean value belongs to *Teaching students to connect the new word to its synonyms and antonyms* (M=4.231). It was reported to be used at least sometimes. Almost half of the participants stated that they always apply it (N=12, %=46.2). 30.8% of them usually apply this technique (N=8) and 23.1% of them sometimes use it. The second most applied strategy was reported to be *Teaching students to use the new word in sentences* (M=4.00). More participants revealed to employ this technique usually (N=11, %=44). 32% of the participants mentioned that they always teach students to use the word in sentences while 24% of them either rarely or sometimes apply this technique. *Teaching students to connect the new word to cognates, words of similar form and meaning in Turkish (e.g. "sport-spor", "guitar-gitar")* was ranked third mostly used technique (M=3.962). It was reported to be used at least sometimes. The frequency of the participants

sometimes or usually applying this technique is equal (%=34.6, N=9). 30.8% of them noted that they always use this technique. *Asking students to say the new word aloud when studying* was reported to be the fourth most important technique (M=3.923). More participants asserted that they usually apply this technique (%=42.3). The frequency of the participants always or sometimes applying this technique is the same (%=26.9). The fifth most popular strategy was determined to be *“Teaching students to group words together to study them (words grouped in terms of their meanings, word classes such as “clothes: shirt, skirt, trousers”)”* (M=3.885). This is at least rarely applied. Most of the participants noted that they usually or always employ this technique (%65.4) while 26.9% of them sometimes apply it. *Teaching students to use “scales” for gradable adjectives* was rated the sixth most important technique (M=3.846). 26.9 % of the participants stated that they always use this technique. The same number of participants was found out to use this technique either sometimes or usually (N=9, %=34.6). With the same mean value *“Teaching students to associate the new word with its coordinates (like linking the word “spoon” with the words of “fork” and “knife”.)”* and *“Teaching students to use physical action/body language to learn a new word”* were ranked seventh among the memory strategies and these strategies were at least rarely employed (M=3.808). More teachers stated that they sometimes *teach students to use physical action/body language to learn a new word* (%=42.3, N=11) while 53.9% of the participants asserted that they always or usually apply this strategy. As for *“Teaching students to associate the new word with its coordinates”*, 57.7 % of the participants claimed that they always or usually utilize this strategy, while 42.3 of them rarely or sometimes use it. *Asking students to study the sound of the word carefully* was rated eighth most important technique among memory strategies (M=3.692). Teacher participants signified that they mostly employ this technique usually (%=38.5). This strategy was found out to be sometimes and always applied with the same frequency (%23.1, N=6). It was also applied at least rarely (N=1, %=3.8). *“Teaching students to connect the word meaning to a personal experience (like thinking about the last summer holiday while studying the word “holiday”.)”* and *“Teaching students to connect the word to a familiar place (like envisioning that you are placing the food, the names of which you are learning, to the kitchen while studying the words about the food.)”* have the same mean values (M=3.654). 30.8% of participants (N=8) noted that they always *ask students to study the spelling of the word carefully* and 30.8% of them also reported to use this technique usually. 34.6% of them (N=9) either rarely or sometimes apply this

technique but 3.8 % of them never apply it. *Teaching students to use semantic feature grids (potato, mushroom, broccoli = vegetables)* was ranked tenth commonly applied technique ($M=3.538$). It was reflected to be used at least rarely. 19.2 % of the participants ($N=5$) remarked that they rarely use this technique, while 30.8% of them ($N=8$) claimed to apply it sometimes. 50% of the participants stated that they use this technique either always or usually. *Teaching students to learn the words of an idiom together as if they were just one word* was reported to be the eleventh most used strategy ($M=3.500$) and it was stated to be used sometimes by most participants ($\%=46.2$, $N=11$). 15.4 % of the participants ($N=4$) asserted that they rarely use it, while 38.4% of them usually or always apply this technique. With the same mean value, *teaching students to use semantic maps* was determined to be always used by 26.9 % of the participants ($N=7$), the same number of participants applying this technique sometimes. 23.1 % of the participants reported that they usually teach students to use semantic maps. Only one participant noted not to use this technique at all. With the same mean value ($M=3.423$), “*Teaching students to study the word by imaging its meaning*” and “*Teaching students to connect the word to a familiar place (like envisioning that you are placing the food, the names of which you are learning, to the kitchen while studying the words about the food.)*” were rated twelveth among the memory strategies. The frequency of participants claiming that they sometimes employ these strategies are equal ($\%=30.8$). For both of these strategies, 50% of the participants indicated that they either usually or sometimes apply them. For *teaching students to study the new word with a pictorial representation of its meaning: through images, photographs or drawings* ($M=3.385$), more participants determined that they usually apply it ($\%=30.8$, $N=8$). 42.3% of them stated that they rarely or sometimes apply it while 7.7 % of the participants expressed that they never use it. *Teaching students to paraphrase the word’s meaning* was stated to be applied at least rarely ($M=3.320$). 44% of the participants ($N=11$) reflected that they sometimes apply it, 40% of them usually or always use this technique .16% of the participant teachers rarely apply ($N=4$). Although *Teaching students to configure the word and arrange it into its parts in order to memorize it better (“in-side”, “out-side”.)* and *Teaching students to relate the word to its part of speech (Noun, verb, adjective, adverb, etc.)* have identical mean values, the frequency of participants using the strategy sometimes is much higher with *Teaching students to relate the word to its part of speech* ($\%=50$). For both techniques, 19.2 % of participants reported to use these techniques rarely. 46.1% of participantats stated they

they usually or or always *teach students to configure the word and arrange it into its parts*, while this frequency decreased to 30.7 % with the strategy of *teaching students to relate the word to its part of speech*. “*Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.)*” and “*Teaching students to use a Turkish keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish word*” were found out to have identical mean value ($M=3.077$). The number of participants stating that they always or usually *teach students to group words together spatially on a page, card or notebook by forming geometrical patterns is the same* ($N=4$, $\%=15.4$). 38.5% of the participants reported that they rarely use this technique ($N=10$) while 30.8 % of them sometimes apply it ($N=8$). On the other hand, the number of participants who sometimes *teach students to use a Turkish keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish word* is equal to those who usually apply it ($N=9$, $\%=34.6$). The number of the participants noting that they rarely use this technique ($N=7$) is more than the number of those stating they always use it ($N=2$). *Teaching students to image the word form* was reported to be used at least rarely ($M=3.00$). More than half of the teachers reported that they sometimes apply this technique ($\%=52$, $N=13$) and 20% of them usually or always use it ($N=5$). The reported least commonly used three strategies have mean values between 2.923 and 2.692. *Teaching students to remember the word affixes and roots* was identified to be one of the least used strategies with a 2.923 mean value. 7.7% of the participants ($N=2$) remarked that they never apply this strategy. 34.6 % of the participants ($N=9$) reported that they rarely use this while 57.7% of them asserted to use this strategy at least sometimes. *Teaching students to underline the initial letter of the word* was also noted one of the least used techniques ($M=2.731$). The frequency of participants reflecting that they always or usually apply this technique was identical ($\%=15.4$, $N=4$). With the same lowest mean value, the least applied two strategies were determined as “*Teaching students to link the new word to another word that rhymes with it (like “two is a shoe”, “three is a tree”, “four is a door”.)*” and “*Teaching students to group words together within a storyline*” ($M=2.692$). Most of the participants emphasized that they rarely teach students to link the new word to another word that rhymes with it strategy ($\%=38.5$, $N=10$) and 11.5% of the participants remarked that they never apply it ($N=3$). The same number of participants defined that they sometimes or usually use this technique ($N=6$, $\%=23.1$). On the other hand, none

of the participants claimed that *they always teach students to group words together within a storyline*. Most of the teachers reported that they rarely use this technique (%=42.3, N=11). 53.8% of the participants alleged that they either sometimes or usually apply this technique (N=14).

The distribution of the perceptions of the EFL teachers' application level regarding Memory Strategy will be reflected in Table 24.

Table 24.

The distribution of perceived application level of EFL teachers related to Memory Strategies

Application level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
MEM1: Teaching students to study the new word with a pictorial representation of its meaning: through images, photographs or drawings	2	7.7	4	15.4	7	26.9	8	30.8	5	19.2	3.385	1.202
MEM2: Teaching students to study the word by imaging its meaning	1	3.8	4	15.4	8	30.8	9	34.6	4	15.4	3.423	1.064
MEM3: Teaching students to connect the word meaning to a personal experience (like thinking about the last summer holiday while studying the word "holiday".)	1	3.8	4	15.4	5	19.2	9	34.6	7	26.9	3.654	1.164
MEM4: Teaching students to associate the new word with its coordinates (like linking the word "spoon" with the words of "fork" and "knife".)	0	0.0	3	11.5	8	30.8	6	23.1	9	34.6	3.808	1.059
MEM5: Teaching students to connect the new word to its synonyms and antonyms	0	0.0	0	0.0	6	23.1	8	30.8	12	46.2	4.231	.8152
MEM6: Teaching students to use	1	3.8	5	19.2	7	26.9	6	23.1	7	26.9	3.500	1.208

semantic maps												
MEM7: Teaching students to use “scales” for gradable adjectives	0	0.0	1	3.8	9	34.6	9	34.6	7	26.9	3.846	.8806
MEM8: Teaching students to link the new word to another word that rhymes with it (like “two is a shoe”, “three is a tree”, “four is a door”.)	3	11.5	10	38.5	6	23.1	6	23.1	1	3.8	2.692	1.087
MEM9: Teaching students to connect the word to a familiar place (like envisioning that you are placing the food, the names of which you are learning, to the kitchen while studying the words about the food.)	0	0.0	5	19.2	8	30.8	10	38.5	3	11.5	3.423	.9454
MEM10: Teaching students to group words together to study them (words grouped in terms of their meanings, word classes such as “clothes: shirt, skirt, trousers”)	0	0.0	2	7.7	7	26.9	9	34.6	8	30.8	3.885	.9519
MEM11: Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.)	0	0.0	10	38.5	8	30.8	4	15.4	4	15.4	3.077	1.092
MEM12: Teaching students to use the new word in sentences	0	0.0	2	8.0	4	16.0	11	44.0	8	32.0	4.000	.9129
MEM13: Teaching students to group words together within a storyline	1	3.8	11	42.3	9	34.6	5	19.2	0	0.0	2.692	.8376
MEM14: Asking students to study the spelling of the word carefully	1	3.8	5	19.2	4	15.4	8	30.8	8	30.8	3.654	1.231
MEM15: Asking students to study the sound of the word carefully	0	0.0	4	15.4	6	23.1	10	38.5	6	23.1	3.692	1.010
MEM16: Asking students to say the new word aloud when studying	0	0.0	1	3.8	7	26.9	11	42.3	7	26.9	3.923	.8449

MEM17: Teaching students to image the word form	0	0.0	7	28.0	13	52.0	3	12.0	2	8.0	3.000	.8660
MEM18: Teaching students to underline the initial letter of the word	6	23.1	7	26.9	5	19.2	4	15.4	4	15.4	2.731	1.401
MEM19: Teaching students to configure the word and arrange it into its parts in order to memorize it Better(“in-side”, “out-side”.)	2	7.7	5	19.2	7	26.9	7	26.9	5	19.2	3.308	1.225
MEM20: Teaching students to use a Turkish keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish word.	1	3.8	7	26.9	9	34.6	9	34.6	2	7.7	3.077	1.016
MEM21: Teaching students to remember the word affixes and roots	2	7.7	9	34.6	8	30.8	3	11.5	4	15.4	2.923	1.197
MEM22: Teaching students to relate the word to its part of speech (Noun, verb, adjective, adverb, etc.)	0	0.0	5	19.2	13	50.0	3	11.5	5	19.2	3.308	1.010
MEM23: Teaching students to paraphrase the word’s meaning	0	0.0	4	16.0	11	44.0	8	32.0	2	8.0	3.320	.8524
MEM24: Teaching students to connect the new word to cognates, words of similar form and meaning in Turkish (e.g. “sport-spor”, “guitar-gitar”)	0	0.0	0	0.0	9	34.6	9	34.6	8	30.8	3.962	.8237
MEM25: Teaching students to learn the words of an idiom together as if they were just one word	0	0.0	4	15.4	12	46.2	3	11.5	7	26.9	3.500	1.067
MEM26: Teaching students to use physical action/body language to learn a new word	0	0.0	1	3.8	11	42.3	6	23.1	8	30.8	3.808	.9389
MEM27: Teaching students to use semantic feature grids (potato, mushroom, broccoli = vegetables)	0	0.0	5	19.2	8	30.8	7	26.9	6	23.1	3.538	1.067

Table 25.

The correlation between the importance level and application level of Memory Strategies regarding EFL teachers

Spearman's rho		Application level of Memory Strategies
Importance level of Memory Strategies	Correlation Coefficient (r_s)	,763
	Significance(2-tailed) (p)	,0001
N		22

**. Correlation is significant at the 0.01 level

The correlation was computed in an attempt to see the relationship between the perceived importance level and perceived application level of Memory Strategies regarding EFL teachers. The findings indicated that there is a statistically significant relationship between the variables ($r_s=.763$, $p<0,05$). It is also remarkable to manifest that there was a strong positive relationship between the perceived importance level and perceived application level of Memory Strategies.

4.1.4. Analysis of Cognitive Strategies

Cognitive Strategies are used to master vocabulary by means of such activities as repetition, word lists, notebook for vocabulary. This strategy has nine items in EFL learners' and EFL teachers' scale. Cognitive strategies were examined through questionnaire items 45, 46, 47, 48, 49, 50, 51, 52, 53. The distribution of EFL learners and teachers' perceived importance and application level of social strategy will be shown separately.

4.1.4.1. Perceived Importance and Application Level of EFL Learners Regarding Cognitive Strategies

Table 26 demonstrates the perceived importance level of ELF learners related to the cognitive strategies. For each of COG1, COG2 and COG3 items, there was one participant that didn't give an answer. According to the results, the highest mean belongs to *using verbal repetition of the word* ($M=4.26$). More than half of the learners determined it as extremely important ($N=227$, $\%=57.2$). Only 2.5% of the participants ($N=10$) stated that it is not important at all. *Keeping a vocabulary notebook* was rated the second most important technique among cognitive strategies, however it had the

highest number of participant who found it extremely imported (M=4.17, N=231). 4.8% of the participants perceived it as not important at all. The third mostly ranked item was *taking notes about a word in a class* (M=4.7). 95.4% of the participants reported that this technique is at least somewhat important while 4.5% of them (N=18) didn't find it important at all. The fourth most important technique was reported as *revising the vocabulary sections in their textbooks* (M=3.97). 94.2% of the EFL learners informed that *revising the vocabulary sections in their textbooks* is at least somewhat important while 5.8 % of the learners (N=23) stated that it is not important at all. *Making word lists and revising them* was ranked fifth most important (M=3.93). 94.3% of the participants reported that it is at least somewhat important. 5.8% of them (N=23) didn't attached any importance at all. Although the number of students reporting that it is not important at all was equal in the fourth and fifth most important items (N=23), more participants perceived that *revising the vocabulary sections in their textbooks* (N=187) is extremely important than *making word lists and revising them* (N=177). With 3.85 mean value, *writing the word several times* was stated as extremely important by 46.3% of the participants (N=184) and not important at all by 8.8% of them (N=35). *Using flashcards with the representation of the word to consolidate meaning* had 3.45 mean value and 90.3% of the participants find it at least somewhat important as 9.8% of them (N=39) didn't perceive it as important at all. One of the least important technique was reported as *putting English labels on physical objects* (M=3.39). 86.2% of the participants indicated that it is at least somewhat important and 13.8% of them stated that it is not important at all. *Listening to recordings and and CD of the word* was ranked as the least important item among the cognitive strategies. 21.6% of the learners (N=86) regarded it as not important at all.

The distribution of the perceptions of the EFL learners' importance level regarding Cognitive Strategies will be given in Table 26.

Table 26.

The distribution of perceived importance level of EFL learners related to Cognitive Strategies

Importance level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
COG1: Using verbal repetition of the word	10	2.5	18	4.5	59	14.9	83	20.9	227	57.2	4.26	1.032
COG2: Writing the word several times	35	8.8	42	10.6	55	13.9	81	20.4	184	46.3	3.85	1.342
COG3: Making word lists and revising them	23	5.8	27	6.8	80	20.2	90	22.7	177	44.6	3.93	1.200
COG4: Using flashcards with the representation of the word to consolidate meaning	39	9.8	54	13.6	103	25.9	91	22.9	111	27.9	3.45	1.292
COG5: Taking notes about the word in class	18	4.5	32	8.0	63	15.8	77	19.3	208	52.3	4.07	1.187
COG6: Revising the vocabulary sections in their textbook	23	5.8	30	7.5	71	17.8	87	21.9	187	47.0	3.97	1.213
COG7: Listening to recordings and CDs of word lists	86	21.6	67	16.8	99	24.9	62	15.6	84	21.1	2.98	1.427
COG8: Putting English labels on physical objects	55	13.8	55	13.8	89	22.4	79	19.8	120	30.2	3.39	1.397
COG9: Keeping a vocabulary notebook	19	4.8	25	6.3	55	13.8	68	17.1	231	58.0	4.17	1.172

Table 27 demonstrates the perceived application level of ELF learners related to the cognitive strategies. For each of COG1 and COG2 items, there was one participant and for item COG3, there were two participants that didn't give an answer. The results indicated that the most commonly applied strategy was *using verbal repetition of the word* (M=4.08). More than half of the students (N=217, %=54.7) reported that they always use this technique. However, only 5.5 % of the learners (N=22) stated that they never apply it. *Taking notes about the words in class* was rated second among the cognitive strategies (M=3.89). 46.5% of the learners revealed that they always use it (N=185). 92% of the participants reported that they at least rarely use this technique and

8% of them (N=32) never use it. The third mostly used strategy was determined to be *keeping a vocabulary notebook* (M=3.82). 45.2% of the participants reflected that they always use this technique (M=180) but 9.8% of them never use it (N=39). The fourth mostly rated strategy is *making word lists and revising them* (M=3.72). It was stated that 39.4% of the participants always use this technique (M=156) and 61.6% of them rarely, sometimes or usually use it. 9.1% of the learners reported that they never use this technique (N=39). It was followed by *revising vocabulary sections in their textbook* (M=3.68). It was reported that 36.2% of the participants (N=144) always apply this technique while 8.3% of them never apply it (N=33). With an approximate mean value (M=3.67) *writing the word several times* was reported to be always applied by 40.3% of the participants (N=160) and never applied by 11.6% of them (N=46). 20.4% of the participants stated that they always *use flashcards with the representation of the word to consolidate meaning* (N=3.07). Most of the participants (%=27.4) stated that they sometimes apply this technique. 18.3% of them never applied it. *Putting English labels on physical objects* was reported as used less than most of the cognitive strategies (M=2.95). More students stated that they never apply this technique (N=88, %=22.1). The rate of the students that rarely, sometimes, usually or always apply this technique varied between 17.8% and 20.9%. The least popular strategy was reported as *listening to recordings and CDs of word lists* (M=2.49). 34.9% of the participants reported that they never use this technique (N=139), and 65.2% of the participants stated that they use it at least rarely.

The distribution of the perceptions of the EFL learners' application level regarding Cognitive Strategies will be given in Table 27.

Table 27.

The distribution of perceived application level of EFL learners related to Cognitive Strategies

Application Level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
COG1: Using verbal repetition of the word	22	5.5	31	7.8	57	14.4	70	17.6	217	54.7	4.08	1.224
COG2: Writing the word several times	46	11.6	44	11.1	64	16.1	83	20.9	160	40.3	3.67	1.396
COG3: Making word lists and revise them	36	9.1	43	10.9	72	18.2	89	22.5	156	39.4	3.72	1.325
COG4: Using flashcards with the representation of the word to consolidate meaning	73	18.3	66	16.6	109	27.4	68	17.1	81	20.4	3.07	1.445
COG5: Taking notes about the word in class	32	8.0	37	9.3	60	15.1	84	21.1	185	46.5	3.89	1.305
COG6: Revising the vocabulary sections in their textbook	33	8.3	47	11.8	78	19.6	96	24.1	144	36.2	3.68	1.296
COG7: Listening to recordings and CDs of word lists	139	34.9	87	21.9	68	17.1	44	11.1	60	15.1	2.49	1.442
COG8: Putting English labels on physical objects	88	22.1	82	20.6	74	18.6	71	17.8	83	20.9	2.95	1.451
COG9: Keeping a vocabulary notebook	39	9.8	37	9.3	60	15.1	82	20.6	180	45.2	3.82	1.353

Table 28.

The correlation between the importance level and application level of Cognitive Strategies regarding EFL learners

		Application level of Cognitive Strategies
Importance level of Cognitive Strategies	Pearson Correlation(r)	,762
	Significance(2-tailed) (p)	,0001
	N	394

**. Correlation is significant at the 0.01 level

The perceived importance level and perceived application level of Cognitive Strategies for 394 EFL students were correlated. The results showed that the correlation between the variables was statistically significant ($p < 0.01$). According to the correlation statistics, there was a strong, positive linear relationship between the perceived importance level and perceived application level of cognitive strategies regarding students ($r = .762$, $p < 0.05$). It is possible to deduce that EFL learners mostly use the cognitive strategies that they perceive mostly important or they don't use the strategies that are viewed as not important at all.

4.1.4.2. Perceived Importance and Application Level of EFL Teachers Regarding Cognitive Strategies

Table 29 indicates the perceived importance level of ELF teachers related to the cognitive strategies. There was one participant that didn't give an answer to the item COG2. Most of the strategies except were perceived at least somewhat important. Two of the strategies were viewed at least important. The findings reveals that the highest mean belongs to *teaching students to take notes about the word in class* ($M = 4.192$). Almost half of the participants attached extreme importance to this technique ($\% = 46.2$, $N = 12$) while 30.8% of them considered it quite important ($N = 8$). 23 % of the participants stated that this technique is important or somewhat important. The second most important cognitive strategy is *teaching students to keep a vocabulary notebook, which was stated to be at least somewhat important* ($M = 3.923$). Most of the participants found it quite important ($\% = 38.5$, $N = 10$) while 30.8% of them considered it extremely important. 30.8 % of them reported that this technique is either important or somewhat important. *Teaching students to put English labels on physical objects* was ranked third

most important technique ($M=3.808$). This technique was determined to be at least important by most of the participants ($\%=46.2$, $N=12$). The frequency of participants reporting that this technique is extremely important or quite important was equal ($\%=26.9$, $N=7$). *Teaching students to use flashcards with the representation of the word to consolidate meaning* was rated fourth among the cognitive strategies ($M=3.769$) and it was noted to be at least somewhat important. More teachers claimed that this technique is important ($\%=42.3$, $N=11$). Equal number of participants remarked that this technique is quite important or extremely important ($\%=26.9$, $N=7$). With minimal difference in means, *asking students to use verbal repetition of the word* was reported to be the fifth most important item ($M=3.731$) It was asserted to be at least somewhat important. The number of participants stating that this technique is extremely important is equal to the number of participants considering it quite important ($N=7$, $\%=26.5$). This technique was specified to be important by 38.5 % of the participants. *Asking students to listen to recordings and CDs of word lists* was pointed out to be at least important ($M=3.692$). Almost half of the participants found it important ($\%=46.2$, $N=12$). 38.5 % of the participants claimed that listening to recordings and CDs of word lists is quite important while 15.4 % of them considered that it extremely important. “*Asking students to revise the vocabulary sections in their textbook*” and “*Teaching students to make word lists and revise them*” were found out to have same mean values ($M=3.577$). When we compare these two strategies, we can see that both were reported to be at least somewhat important. While the former strategy was considered quite important by most of the participants (38.5%) the latter one perceived important at most (34.6 %). The least important technique was identified as “*Asking students to write the word several times*” ($M=2.960$). 12% of the participants claimed that asking students to write the word several times is not important at all ($N=3$). More than half of the participants reflected that this technique is either important or somewhat important (52 %, $N=13$), however 36 % of them found it quite important or extremely important ($N=9$).

The distribution of the perceptions of the EFL teachers’ importance level regarding Cognitive Strategies will be manifested in Table 29.

Table 29.

The distribution of perceived importance level of EFL teachers related to Cognitive Strategies

Importance level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
COG1: Asking students to use verbal repetition of the word	0	0.0	2	7.7	10	38.5	7	26.9	7	26.9	3.731	.9616
COG2: Asking students to write the word several times	3	12.0	7	28.0	6	24.0	6	24.0	3	12.0	2.960	1.241
COG3: Teaching students to make word lists and revise them	0	0.0	4	15.4	9	34.6	7	26.9	6	23.1	3.577	1.026
COG4: Teaching students to use flashcards with the representation of the word to consolidate meaning	0	0.0	1	3.8	11	42.3	7	26.9	7	26.9	3.769	.9081
COG5: Teaching students to take notes about the word in class	0	0.0	1	3.8	5	19.2	8	30.8	12	46.2	4.192	.8953
COG6: Asking students to revise the vocabulary sections in their textbook	0	0.0	5	19.2	6	23.1	10	38.5	5	19.2	3.577	1.026
COG7: Asking students to listen to recordings and CDs of word lists	0	0.0	0	0.0	12	46.2	10	38.5	4	15.4	3.692	.7359
COG8: Teaching students to put English labels on physical objects	0	0.0	0	0.0	12	46.2	7	26.9	7	26.9	3.808	.8494
COG9: Teaching students to keep a vocabulary notebook	0	0.0	2	7.7	6	23.1	10	38.5	8	30.8	3.923	.9348

Table 30 demonstrates the perceived application level of ELF teachers related to the cognitive strategies. As in the importance scale, one participant left the item COG 2 unanswered. According to the findings, the highest mean value belongs to *teaching students to take notes about the word in class* (M=4.192), which is totally consistent with the findings of importance scale. More participants (%=42.3, N=11) stated that they always teach students to take notes about the word in class. 38.5% of them noted

that they usually apply it (N=10) while 29.2 % of them claimed to use this technique either sometimes or rarely. “*Teaching students to keep a vocabulary notebook*” was ranked the second most used technique, which was also perceived as the second important technique (M=3.808). Equal number of participants asserted that they always or usually apply this technique (N=9, %=34.6). 26.9 % of the teachers either sometimes or rarely employ it. Only 3.8 % of them (N=1) never apply this technique. Although it was ranked the fifth most important technique, *Asking students to use verbal repetition of the word* was rated the most commonly used third technique (M=3.692). It was identified to be used at least rarely. Almost half of participants expressed that they usually use it (%=46.2, N=12), which was also reported to be the highest frequency of application among cognitive strategies. The number of participants claiming that they always use this technique is equal to the number of participants employing it sometimes (N=5, %=19.2). As they were determined to have the same mean values in importance scale, “*Teaching students to make word lists and revise them*” and “*Asking students to revise the vocabulary sections in their textbook*” shared identical mean values in application scale, too (M=3.538). The number of participants sometimes applying those techniques was identical (N=5, %=19.2). Only one participant emphasized that he/she never apply any of these techniques. However, more participants signified that they *always* teach students to make word lists and revise them (%=30.8, N=8). The number of participants asserting that they rarely or usually apply this technique was equal (N=6, %=23.1). On the other hand, more teachers reported that they *usually* ask their students to revise the vocabulary sections in textbooks (%=34.6, N=9). 23.1 % of teachers stated that they always use this technique (N=6).

The distribution of the perceptions of the EFL teachers’ application level regarding Cognitive Strategies will be reflected in Table 30.

Table 30. *The distribution of perceived application level of EFL teachers related to Cognitive Strategies*

Application Level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
COG1: Asking students to use verbal repetition of the word	0	0.0	4	15.4	5	19.2	12	46.2	5	19.2	3.692	.9703
COG2: Asking students to write the word several times	4	16.0	7	28.0	6	24.0	4	16.0	4	16.0	2.880	1.332
COG3: Teaching students to make word lists and revise them	1	3.8	6	23.1	5	19.2	6	23.1	8	30.8	3.538	1.272
COG4: Teaching students to use flashcards with the representation of the word to consolidate meaning	0	0.0	7	26.9	7	26.9	7	26.9	5	19.2	3.385	1.098
COG5: Teaching students to take notes about the word in class	0	0.0	1	3.8	4	15.4	10	38.5	11	42.3	4.192	.8494
COG6: Asking students to revise the vocabulary sections in their textbook	1	3.8	5	19.2	5	19.2	9	34.6	6	23.1	3.538	1.174
COG7: Asking students to listen to recordings and CDs of word lists	2	7.7	5	19.2	7	26.9	9	34.6	3	11.5	3.231	1.142
COG8: Teaching students to put English labels on physical objects	1	3.8	5	19.2	8	30.8	8	30.8	4	15.4	3.346	1.093
COG9: Teaching students to keep a vocabulary notebook	1	3.8	4	15.4	3	11.5	9	34.6	9	34.6	3.808	1.200

Table 31.

The correlation between the importance level and application level of Cognitive Strategies regarding EFL teachers

Spearman's rho		Application level of Cognitive Strategies
Importance level of Cognitive Strategies	Correlation Coefficient (r_s)	,891
	Significance(2-tailed) (p)	,0001
N		25

**. Correlation is significant at the 0.01 level

The correlation between the perceived importance level and perceived application level of Cognitive Strategies regarding 25 EFL teachers was computed. The findings indicated that there is a statistically significant relationship between the variables ($r_s=.891$, $p<0,05$). It is noteworthy to highlight that there was a rather strong positive relationship between the perceived importance level and perceived application level of Cognitive Strategies. The correlation coefficient of Cognitive Strategies ($r_s=.891$) was identified to be the highest value among all the strategies.

4.1.5. Analysis of Metacognitive Strategies

Metacognitive strategies (MET) are used to control and evaluate one's own learning process. This strategy has five items in EFL learners' and EFL teachers' scale. Metacognitive strategies were examined through questionnaire items 54, 55, 56, 57, 58. The distribution of EFL learners and teachers' perceived importance and application level of metacognitive strategy will be demonstrated respectively.

4.1.5.1. Perceived Importance and Application Level of EFL Learners Regarding Metacognitive Strategies

Table 32 shows the perceived importance level of ELF learners related to the metacognitive strategies. For item MET1, there were 2 participants; for items MET3 and MET5 each, there were three participants; for item MET4 there were five participants that didn't give any answer. The results demonstrated that the most important perceived technique among metacognitive strategies was *continuing to study the word over time* ($M=4.119$). More than half of the participants stated it is extremely important ($N=201$, $\%=50.9$). 97% of the participants reported that *continuing to study*

the word over time is at least somewhat important but 3% of them found it not important at all. *Testing themselves with word tests* was ranked second ($M=4.088$) More than half of the participants found this technique extremely important ($N=200$, $\%=50.3$) and 45.7% of them believed that it is at least somewhat important. Only 4% of the participants thought that it is not important at all ($N=16$). The third most important item was reported as *using spaced word practice to revise vocabulary* ($M=3.98$). 96% of the participants considered this technique at least somewhat important and 46.8% of them thought that this technique is extremely important ($N=185$). Only 16 participants (4.1%) didn't give any importance at all to this item. *Using English language media for vocabulary learning (e.g. songs, films, newscasts.)* was rated fourth with 3.57 mean value. 90% of the participants reported that it is at least somewhat important, however 10.1% of them didn't consider it important at all. The least important technique was reported as *skipping or passing the new word and ignoring it* ($M=2.58$). 42.5% of the participants ($N=167$) stated that this technique is not important at all. 57.5% of them thought that it is somewhat important.

The distribution of the perceptions of the EFL learners' importance level regarding Metacognitive Strategies will be given in Table 32.

Table 32.

The distribution of perceived importance level of EFL learners related to Metacognitive Strategies

Importance level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
MET1:Using English language media for vocabulary learning (e.g. songs, films, newscasts.)	40	10.1	58	14.6	75	18.9	84	21.2	140	35.3	3.57	1.361
MET2:Testing themselves with word tests	16	4.0	20	5.0	77	19.3	85	21.4	200	50.3	4.088	1.119
MET3: Using spaced word practice to revise vocabulary	16	4.1	33	8.4	80	20.3	81	20.5	185	46.8	3.98	1.172
MET4: Skipping or passing the new word and ignoring it	167	42.5	53	13.5	43	10.9	39	9.9	91	23.2	2.58	1.640
MET5:Continuing to study the word over time	12	3.0	24	6.1	70	17.7	88	22.3	201	50.9	4.119	1.091

Table 33 shows the perceived application level of ELF teachers related to the cognitive strategies. As in the importance level of metacognitive strategies, there were 2 participants that didn't give any answer for item MET1, three participants for each of items MET3 and MET5 and five participants for item MET4. The results showed that the most commonly applied technique was *continuing to study the word over time* ($M=3.932$). Although it was ranked as the second important item, most of the student stated that they apply it mostly. Most of the students reported that they always apply it ($\%=41$, $N=162$). 55% of the participants rarely, sometimes or usually apply it. Only 16 participants (4.1%) reflected that they never use this technique. *Testing themselves with word tests* was rated second most commonly used technique ($M=3.889$) although it was reported as the most important technique. However, it had the highest number of learners who always apply it among the other metacognitive strategies ($N=177$, $\%=44.5$). 26 participants (6.5%) stated that they never use this technique. *Using spaced word practice to revise vocabulary* was reported as the third mostly used technique ($M=3.57$). 31.4% of the participants always apply it ($N=124$). The percentages of the participants applying this technique sometimes or usually were determined proximate (21.5%- 25.1%). 35 participants (8.9%) reported that they never use spaced word practise to revise vocabulary. *Using English language media for vocabulary learning (e.g. songs, films, newscasts.)* was asserted one of the least applied technique ($M=3.29$) 15.4% of the learners reported that they never use English language media for vocabulary learning ($N=61$) and 17.1% of them rarely use this technique. 72.6% of them sometimes, usually or always use it. The lowest mean belongs to *skipping or passing the new word and ignoring it* ($M=2.07$). More than half of the participants reflected that they never skip or pass the new word ($N=203$, $\%=51.7$). The distribution of the perceptions of the EFL learners' application level regarding Metacognitive Strategies will be submitted in Table 33.

Table 33.

The distribution of perceived application level of EFL learners related to Metacognitive Strategies

Application Level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
MET1:Using English language media for vocabulary learning (e.g. songs, films, newscasts.)	61	15.4	68	17.1	82	20.7	67	16.9	119	30.0	3.29	1.440
MET2:Testing themselves with word tests	26	6.5	38	9.5	67	16.8	90	22.6	177	44.5	3.889	1.254
MET3: Using spaced word practice to revise vocabulary	35	8.9	52	13.2	85	21.5	99	25.1	124	31.4	3.57	1.293
MET4: Skipping or passing the new word and ignoring it	203	51.7	75	19.1	44	11.2	28	7.1	43	10.9	2.07	1.378
MET5:Continuing to study the word over time	16	4.1	33	8.4	75	19.0	109	27.6	162	41.0	3.932	1.139

Table 34.

The correlation between the importance level and application level of Metacognitive Strategies regarding EFL learners

		Application level of Metacognitive Strategies
Importance level of Metacognitive Strategies	Pearson Correlation(r)	,715
	Significance(2-tailed) (p)	,0001
N		392

**. Correlation is significant at the 0.01 level

The correlation between perceived importance level and perceived application level of Metacognitive Strategies was computed for 392 EFL learners. According to the results the correlation between those variables was statistically significant ($p < 0.01$).

The correlation statistics indicated that there was a positive, strong linear relationship between the perceived importance level and perceived application level of metacognitive strategies ($r=.715$ $p<0,05$). It can be concluded that EFL learners mostly use the metacognitive strategies that they view mostly important or they don't use the strategies that perceive as not important at all.

4.1.5.2 Perceived Importance and Application Level of EFL Teachers Regarding Metacognitive Strategies

Table 35 shows the perceived importance level of ELF teachers related to the metacognitive strategies. For each of items MET2 and MET3, there was one participant; for item MET4, there were two participants that didn't give any answer. According to the results, with approximate mean values, the most significant two techniques (MET1 and MET2) were reported to be at least important. *Teaching students to test themselves with word tests* was stated as the most important technique ($M=4.160$). More than half of the participants noted that this is quite important ($\%=52$, $N=13$). While 32 % of the participants attached extreme importance to this technique, half of these participants perceived this strategy as important ($\%=16$, $N=4$). With minimal difference in mean, *teaching students to follow and use English language media for vocabulary learning (e.g. songs, films, newscasts)* was ranked second among metacognitive strategies ($M=4.154$). When compared with the first technique, it can be revealed that less participants found this technique quite important, but more participants viewed this extremely important. 19% of them notified that teaching students to follow and use English language media for vocabulary learning is important ($N=5$). *Teaching students to use spaced word practice to revise vocabulary* was reflected to be third most important technique ($M=3.480$). The number of participants stating that this technique is important equals to the number of those remarking that it is either quite important or extremely important ($\%=44$, $N=11$). 8% of them ($N=2$) considered it somewhat important, while only 4% of them didn't find this technique important at all. The lowest mean value belongs to "*Asking students to skip/pass the new word and ignore it*" ($M=1.625$). More than half of the participants ($\%=54.2$, $N=13$) stated that this technique is not important at all while 33.3 % of them perceived it as somewhat important ($N=8$). 12.5 % of teachers expressed that it is either important or quite important ($N=2$).

The distribution of the perceptions of the EFL teachers' importance level regarding Metacognitive Strategies will be demonstrated in Table 35.

Table 35.

The distribution of perceived importance level of EFL teachers related to Metacognitive Strategies

Importance level	Not important at all		Somewhat important		Important		Quite important		Extremely important		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
MET 1: Teaching students to follow and use English language media for vocabulary learning (e.g. songs, films, newscasts.)	0	0.0	0	0.0	5	19.2	12	46.2	9	34.6	4.154	.7317
MET 2: Teaching students to test themselves with word tests	0	0.0	0	0.0	4	16.0	13	52.0	8	32.0	4.160	.6880
MET 3: Teaching students to use spaced word practice to revise vocabulary	1	4.0	2	8.0	11	44.0	6	24.0	5	20.0	3.480	1.045
MET 4: Asking students to skip/pass the new word and ignore it	13	54.2	8	33.3	2	8.3	1	4.2	0	0.0	1.625	.8242
MET 5: Asking students to continue to study the word over time	3	11.5	4	15.4	6	23.1	5	19.2	8	30.8	3.423	1.390

Table 36 indicates the perceived application level of ELF teachers related to the metacognitive strategies. According to the results, it is remarkable to note that the importance scale findings were consistent with application scale findings. As the perceived most important technique, *teaching students to test themselves with word tests* was also reported the most commonly used technique (M=3.880). It was found out to be used at least sometimes. 40% of the participants (N=10) reflected that they usually apply this, while 36 % of them sometimes employ this strategy (N=9). 24 % of teachers asserted that they always use this (N=6). With the same mean values, "*Teaching students to follow and use English language media for vocabulary learning (e.g. songs,*

films, newscasts.)” and “*Asking students to continue to study the word over time*” were ranked second. For both of these techniques, 7.7 % of the participants (N=2) identified that they never apply them. More teachers reported that they *sometimes teach students to follow and use English media for vocabulary learning* (%=38.5, N=10). 30.8 % of them (N=8) affirmed that they *usually* use this technique, while 19.2 % of them always apply it (N=5). On the other hand, the number of participants signifying that they usually or always *ask students to continue to study the word* were found out to be equal (N=7, %=26.9). 23% of the participants (N=6) reported to use this technique sometimes, but this frequency decreases to 15.4 % with the participants applying this technique rarely (N=4). *Teaching students to use spaced word practice to revise vocabulary* has the third highest mean value (M=3.20). Almost half the participants stated that they sometimes use this technique, which was determined to have the highest frequency (%=48, N=12). 32 % of the participants noted that they always or usually apply it. While 12% of the participants (N=3) stated that they rarely use this technique, 8% of them (N=2) never apply it. The least popular technique was reported to be *asking students to skip/pass the new word and ignore it* (M=1.792) which is also consistent with the importance scale finding of teachers and learners finding. More than half of the participants (%=54, N=13) asserted that they never apply this technique, while 25% of them (N=6) noted that they rarely use it. 20.3% of teachers (N=5) remarked that they either sometimes or usually use this technique.

The distribution of the perceptions of the EFL teachers’ application level regarding Metacognitive Strategies will be given in Table 36

Table 36.

The distribution of perceived application level of EFL teachers related to Metacognitive Strategies

Application Level	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
MET 1: Teaching students to follow and use English language media for vocabulary learning (e.g. songs, films, newscasts.)	2	7.7	1	3.8	10	38.5	8	30.8	5	19.2	3.500	1.104
MET 2: Teaching students to test themselves with word tests	0	0.0	0	0.0	9	36.0	10	40.0	6	24.0	3.880	.7810
MET 3: Teaching students to use spaced word practice to revise vocabulary	2	8.0	3	12.0	12	48.0	4	16.0	4	16.0	3.200	1.118
MET 4: Asking students to skip/pass the new word and ignore it	13	54.2	6	25.0	2	8.3	3	12.5	0	0.0	1.792	1.062
MET 5: Asking students to continue to study the word over time	2	7.7	4	15.4	6	23.1	7	26.9	7	26.9	3.500	1.272

Table 37.

The correlation between the importance level and application level of Metacognitive Strategies regarding EFL teachers

Spearman's rho		Application level of Metacognitive Strategies
Importance level of Metacognitive Strategies	Correlation Coefficient (r_s)	,806
	Significance(2-tailed) (p)	,0001
N		23

**. Correlation is significant at the 0.01 level

The correlation was computed between the perceived importance level and perceived application level of Metacognitive Strategies regarding 23 EFL teachers. According to the results, it can be inferred that there is a statistically significant relationship between the variables ($r_s = ,806$, $p < 0,05$). It is also remarkable to note that there was a strong positive relationship between the perceived importance level and perceived application level of Metacognitive Strategies. The correlation coefficient of Metacognitive Strategies ($r_s = ,891$) was determined to be the second highest value.

4.2. Summary of the Quantitative Finding

4.2.1. EFL Learners' Aspects

In this part, the mean values of the importance and application level of five categories of VLS used by learners are compared. According to the results, cognitive strategies were found out to be the most important strategy among all the strategies ($M=3.79$) and metacognitive strategies are ranked the second ($M=3.67$). The least important strategy group was identified to be memory strategies ($M=3.43$).

As for application level of VLS, cognitive strategies were turned out to be the most frequently employed strategy group ($M=3.49$). This result shows that importance level of cognitive strategies is in line with application level of strategies. The least frequently applied strategy was determined to be social strategies ($M=3.15$). However, the mean value of determination strategy seems to be higher in application level which reveals that determination strategies are applied more even though it is not given that much importance.

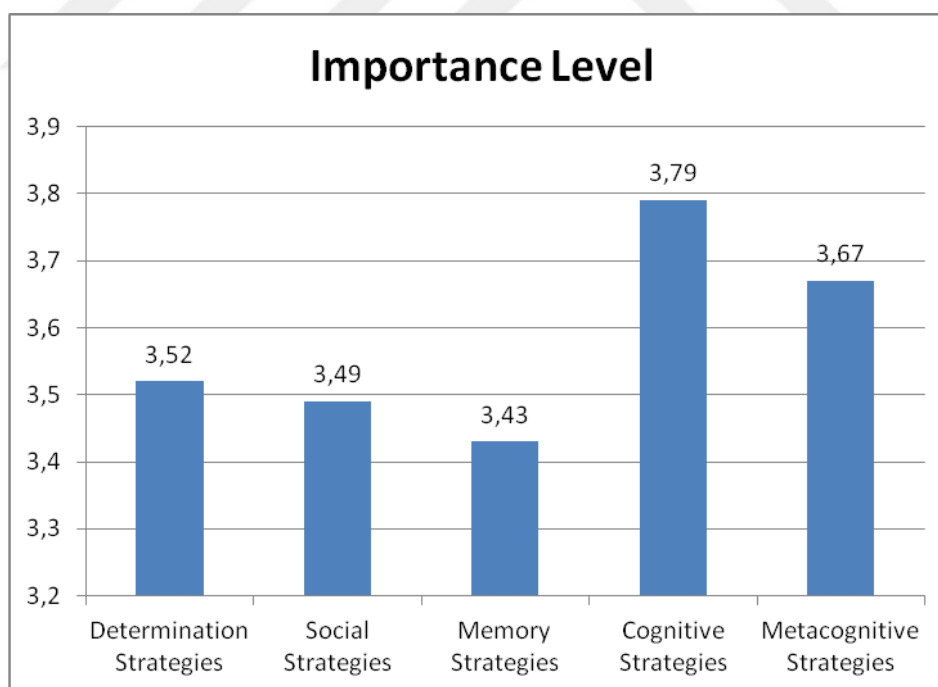


Figure 3. The distribution of VLS importance level for learners

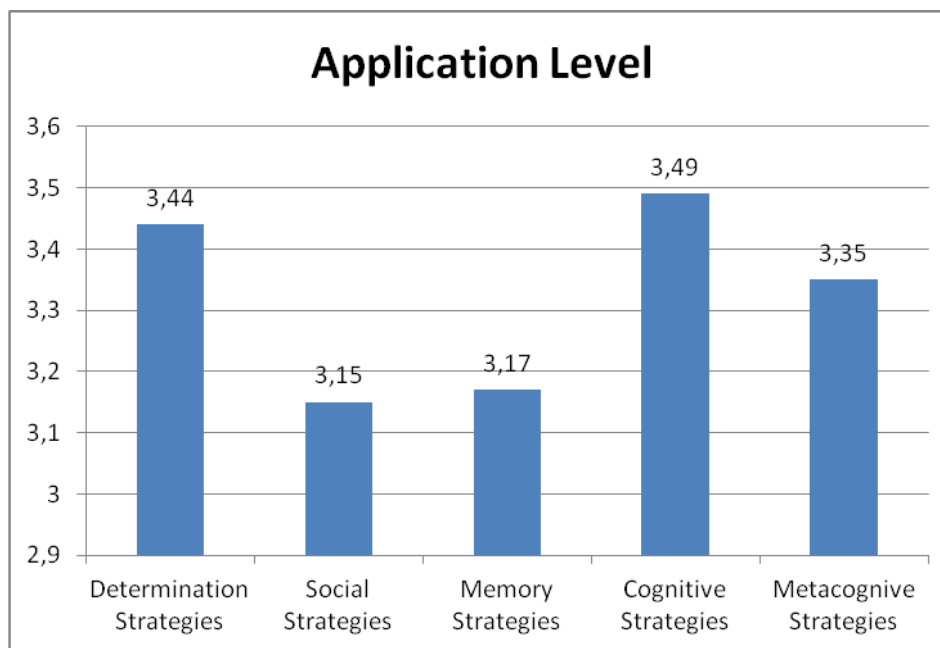


Figure 4. The distribution of VLS application level for learners

4.2.2. EFL Teachers' Aspects

As in the learners' aspects, the mean values of the importance and application level of VLS employed by teachers are compared. The results demonstrate that teachers attached greatest importance to memory strategies among all the strategies ($M=3.77$) and cognitive strategies are ranked the second most important strategies with little difference in mean ($M=3.72$). The least important strategy group was found to be metacognitive strategies ($M=3.3$).

When it comes to application level of VLS, preceding the memory and cognitive strategies, determination strategies were determined to be the most commonly applied strategy group ($M=3.59$) although it was ranked third most important strategy. The second frequently applied strategy was turned out to be cognitive strategies ($M=3.53$), which is followed by memory strategies ($M=3.49$). The least commonly applied strategy group was identified to be metacognitive strategies ($M=3.08$) which is also given the least importance.

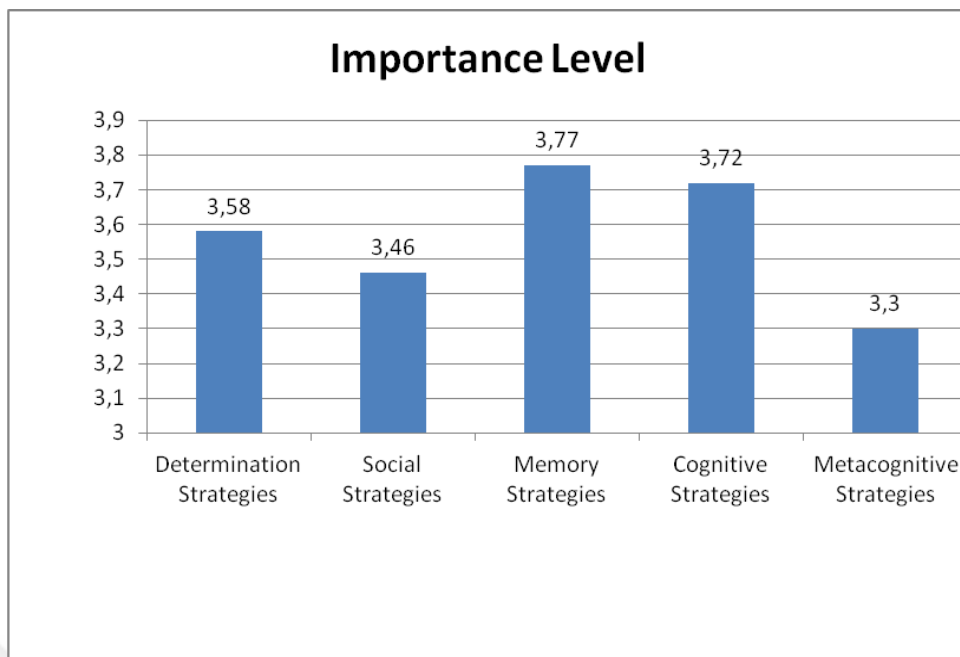


Figure 5. The distribution of VLS importance level for teachers

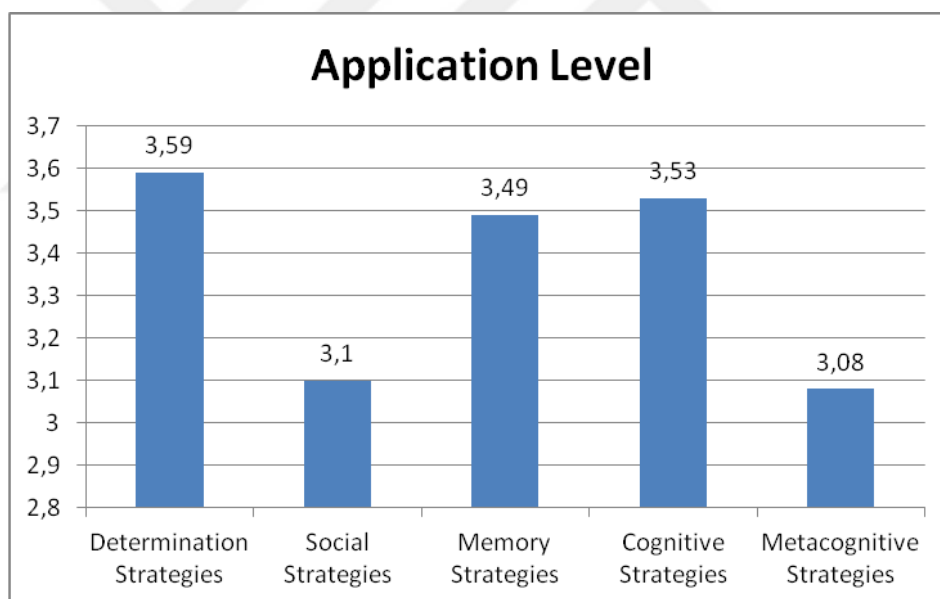


Figure 6. The distribution of VLS application level for teachers

4.3. Qualitative Data Analysis Findings

In this part, the qualitative data obtained from 45 EFL learners and nine EFL teachers through focus group interviews and semi-structured interviews will be demonstrated. The findings will be presented under themes and sub-themes. Under each main theme, the results of EFL learners and EFL teachers' data will be given respectively and excerpts from the participants' interviews will be provided .

4.3.1. The Views about the Significance of Vocabulary Learning

The first question in the interview was addressed in order to reveal the perceptions and the views of the learners and teachers concerning the importance of vocabulary learning and also the reasons why it is important to learn vocabulary in English language learning process.

4.3.1.1. EFL Learners' Views

With the help of thematic analysis of the interview transcripts, it was found out that all the EFL learners participated in the focus group interviews placed great importance on vocabulary learning in the language learning process. Besides, the participants mentioned about the reasons why they find it significant to learn vocabulary. It can be concluded that they specified more reasons than teacher participants to learn vocabulary. Commonly stated reasons are listed below:

Table 38.

Commonly Stated Reasons for Vocabulary Learning

The stated reasons to learn vocabulary	- to communicate with tourists in our country - to communicate with others abroad - to solve the questions at English tests - to find a better job - to improve speaking ability - to understand the meaning of a sentence - to have command of the language - to better understand loanwords in Turkish from English
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Some remarkable excerpts from learners' statements are provided below:

Learner 38: I think vocabulary learning is very important because vocabulary is a prerequisite for understanding the meaning of a sentence. If we don't know the meaning of the words, we cannot understand the sentence, the paragraph or the context that we listen or read.

Learner 1: To me, learning vocabulary is highly important. If people want to learn English, they should start from learning vocabulary. Without knowing vocabulary, it is impossible to understand what you read or what you listen.

Learner 45: Of course, learning vocabulary is extremely important however knowing the meaning of the word is not enough. It is also necessary to know where and how to use it, how to pronounce it.

As can be seen from above-mentioned statements, vocabulary was attached a high level of importance in learning a language and understanding completely.

Learner 25: It is very important to learn vocabulary because it has advantages for our future. For instance, if we have a chance and go abroad, we will have to communicate with people there.

Learner 39: Learning vocabulary is such a significant issue in English language learning. We use English everywhere. When we learn more vocabularies, we improve our wordrobe. Moreover, if we want to study abroad or communicate with tourists in our country, we should be able to speak this language.

Learner 22: For sure, it is quite important to learn English vocabulary. I believe that we will need to communicate with tourists, because our county is a touristic place. For example, I had to talk in English to a salesperson while I was on holiday with my family. If I hadn't known words, I wouldn't have communicated with that man. So, we should learn more words.

Learner 33: It is important. Learning vocabulary will help you in many ways. Suppose that you went abroad. Everyone is talking in a foreign language. In order to understand eachother and communicate, you should know at least some basic words in the common language.

The most commonly stated reasons to learn vocabulary is to be able to communicate with others abroad or in our country. Above-mentioned statements display some excerpts from learners who think that vocabulary knowledge facilitates the communication.

Learner 27: I think, learning vocabulary in English is rather a lot important because if you want to do well in English exams or LGS (entrance to high school exam), you need to know a good number of vocabulary.

Learner 36: Vocabulary learning is quite important since at English tests there are questions related to the vocabulary knowledge .

Learner 5: Learning vocabulary has great importance in that you don't get much difficulty in understanding while you are solving English questions.

The statements above pointed out the significance of learning English vocabulary in terms of the achievement at exams or tests. A good number of students mentioned that vocabulary learning is significant in order to succeed in English exams or to do well in tests.

Some other learners expressed that learning vocabulary is vital for a better business life. Here are some example statements:

Learner 29: Learning vocabulary is important not only for improving one's wordrobe, but also for future business life. In order to find a good job and to be in a high post, you will need to know English, so the first step to know English will be learning vocabulary.

Learner 18: Even if the vocabulary learning is underestimated now, when we start our business life after graduation, the most important thing will be knowing English. So, we should lay the foundations of English from now and we must learn a lot of words.

It was also stated that learning vocabulary has a direct effect on speaking ability :

Learner 4: To learn vocabulary increases the ability of speaking in a foreign language.

Learner 7: Vocabulary learning is very important in that the more words you know, the more you improve your speaking ability.

According to Learner 10 and Learner 13, learning vocabulary is significant in that you have a command of language:

Learner 10: It is very important to learn vocabulary, because if we don't learn or comprehend the vocabularies of a language, we cannot have a command of the language, we cannot speak. So, we should fill that gap first. I think vocabularies in English should be learned from very early ages.

Learner 13: It is quite important because it is the first step in learning a common language. Learning a common language serves the purpose all the time. However, if we don't have a good communication, we cannot express our thoughts. Unexpressed thoughts can lead to bigger problems, like the butterfly effect.

Some of the learners asserted that learning vocabulary is also important in order to understand the loanwords in Turkish.

Learner 31: Learning vocabulary in English is vital, because there are a lot of loanwords in Turkish. When we learn vocabularies, we can also learn those loanwords from English.

Some of the students compared the importance of vocabulary learning to grammar learning. Vocabulary learning was attached more importance than grammar.

Learner 40: I think, learning vocabulary is essential. We start learning grammar much in advance in our educational background. If we don't know vocabulary, we cannot do anything with previously learnt grammar. There is no point in learning grammar without learning vocabulary.

4.3.1.2. EFL Teachers' Views

All the teacher participants, like learner participants, stressed that learning vocabulary is immensely significant. They found it important in that vocabulary is necessary for communication, comprehension and as it forms the basis of the language. Some noteworthy excerpts from teachers' statements are given below:

Teacher 1: To me, the most important thing in a language learning process is vocabulary learning. As you cannot use or understand that language or you cannot speak or write in that language without vocabulary knowledge, it forms the most important part of language learning.

Teacher 2: I think it is the most vital thing because when you don't know the vocabularies, you don't understand what is being mentioned. The most efficient part in comprehending what you are reading or listening is knowing vocabulary.

Teacher 4: I think that vocabulary learning is highly significant. The reason for this is that you can communicate even with simple words instead of a whole sentence. We can make ourselves understood using vocabularies. As communication is of great importance in language learning, so is the vocabulary learning.

Some of the teachers claimed that it is vocabulary that forms the basis of a language, so it should be given great importance. Moreover, more than half of the teacher participants (N=5) put forward that learning vocabulary is much more significant than learning grammar. Some excerpts are provided below:

Teacher 7: It is very paramount because what constitutes a language is vocabulary. That's why learning vocabulary is more essential than learning grammar.

Teacher 9: As it comprises the basis of the language, vocabulary learning is by far the most important thing in language learning process, even more than grammar knowledge. That is why I usually focus on vocabulary teaching.

Teacher 3: In my opinion, the most notable thing is vocabulary learning. If someone doesn't know the grammar structure but know vocabularies in that language, it makes sense and the communication can be meaningful. So, vocabulary learning is much more significant than grammar.

Teacher 6: The most important factor in language learning is vocabulary. Grammar should be in the background. The learners that know more vocabulary can communicate more. That is why I find it extremely important.

4.3.2. The Awareness of VLS

EFL learners and EFL teachers were also asked whether they are familiar with VLS or not. The vocabulary learning strategies that the participants already know were identified.

4.3.2.1. EFL Learners' Views

Most of the learner participants reported that they mostly know repetition strategies such as writing the word several times, repeating the words verbally or memorizing. Learner 1, 4, 5, 15, 18, 19, 20, 24, 25, 26, 28, 31, 32, 33, 34, 35, 39, 43 stated that they are familiar with the repetition strategies. Some of the learners pointed out that they are not aware of any vocabulary learning strategies. But still, different kinds of strategies were uttered by them. Table 40 demonstrates commonly stated VLS that the learner participants familiar with.

Table 39.

VLS Known by Learner Participants

The stated VLS known by learner participants	- Writing the word several times - Repeating the word verbally - Putting the word in a vocabulary box and play games - Using a Turkish or Arabic keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish/ Arabic word* (Encoding words) - Using wordlists (English-Turkish) - Using flashcards with the representation of the word/ Infering the meaning from flashcards - Hanging up the word cards on the real objects - Using wordlists - Translating songs - Learning words from songs, films or social media - Using the word in a sentence - Using applications - Asking teacher or classmates - Using a pocket or online dictionary - Connecting the word to a familiar place (Loci Method) - Keeping a vocabulary notebook - Connecting/ matching the word to its synonyms and antonyms - Using social media, phone, tablet computer in English
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*: Most of the participants know Arabic language which is widely spoken in Hatay.

It is clear from Table 40 that VLS that known by the learners principally are those basic strategies. However, some of the students aware of different strategies such

as connecting the word to a familiar place (Loci Method), using a Turkish or Arabic keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish/ Arabic word and using social media, phone, tablet computer in English. They also mentioned that they heard about these different strategies mostly from social media.

4.3.2.2. EFL Teachers' Views

According to the teacher participants' responses, it was identified that most of the participants know a limited number of vocabulary learning strategies which were mostly basic strategies. Yet, some of the teachers stated that they are familiar with variant strategies including *connecting the word to a familiar place (Loci Method), using a Turkish or Arabic keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish/ Arabic Word*. Teacher 1 and Teacher 3 stated that they don't know how to define the terms of VLS they know, but they are generally classical strategies. Teacher 8 expressed that she know the VLS that she used to apply while learning vocabulary. Teacher 2 and Teacher 9 specified that they are familiar with the VLS that they usually use in the classroom. Table 41 shows the stated VLS known by the teacher participants.

Table 40.

VLS Known by Teacher Participants

The stated VLS known by teacher participants	- Using wordlists (English-Turkish) - Using flashcards with the representation of the word/ Infering the meaning from flashcards - Using a Turkish or Arabic keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish/ Arabic word* (Encoding words) - Using a vocabulary box - Guessing from context - Using dictionary -Using physical action to learn a word -Keeping a vocabulary notebook -Connecting/ matching the word to its synonyms and antonyms -Using the word in a sentence - Connecting the word to a familiar place (Loci Method) -Matching/ Filling the gaps
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*: Most of the participants know Arabic language which is widely spoken in Hatay.

4.3.3. The Usage of VLS

In addition to the views on the significance of VLS, in this part the perceptions of learner participants on the application of VLS and teacher participants on the instruction of VLS will be revealed.

4.3.3.1. EFL Learners' Views

Learner participants reflected their perceptions and views about the application of VLS. As a result of analysing the learners' interview transcripts, three themes were identified: mainly employed vocabulary learning strategies, VLS employed for personal preferences (which will be given under the heading of mainly employed VLS) and views about their teachers' instruction of VLS.

4.3.3.1.1. Mainly Employed VLS

According to the statements verbalized by learners, a vast majority of the them make use of verbal or written repetition of words from the wordlists given beforehand by the teacher. Some of the students pointed out that they write the new word many times until they memorize them. Some others emphasized that they divide the list into several parts and use the repetition techniques for each of the parts day after day. However, while learning from the wordlist, some learners noted not to give much attention to the pronunciation of the word, that is, the pronunciation stays in the background. In addition, more learners reflected to apply "encoding word" technique which refers to use a Turkish or Arabic keyword with a similar sound in an attempt to connect the English word to this Turkish/ Arabic word, which was claimed to be very efficient and fun in vocabulary learning. Besides, using a vocabulary box was also reported to be commonly used. While some of the learners stated to have a common vocabulary box in the classroom, which was also used for vocabulary contest, some others create their own vocabulary box at home. Taking notes about the words on the coursebook was mostly suggested by their teachers . Solving English questions oriented to exam and looking up the unknown words in the pocket or online dictionary were among mainly applied techniques. There are more techniques uttered by the learners. Table 41 demonstrates the stated VLS mainly employed by the learner participants.

Table 41.

Mainly Employed VLS by Learner Participants

Mainly employed VLS by learners	- Verbal or written repetition from wordlists - Using a Turkish or Arabic keyword with a similar sound in an attempt to connect the English word to this Turkish/ Arabic word (Encoding words) - Having a vocabulary box and having vocabulary contest - Taking notes about the words in the coursebook - Solving English questions or vocabulary tests oriented to exam - Use an online /pocket bilingual dictionary - Guessing from pictures/ flashcards - Keeping a vocabulary notebook - Using the new word in sentences - Listening to songs - Watching movies/film series/ cartoons/interview (on EBA etc) - Asking teacher/classmates the meaning of a word - Hanging up sticky notes on different places - Matching pictures with word - Connecting the word to a familiar place (Loci Method) - Reading short stories - Using applications - Using social media, phone, tablet computer in English
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Some remarkable examples pointing out the views of learners on application of VLS are provided below:

Learner 30: At the beginning of each unit, we get a wordlist. I memorize the words reading them aloud many times. During the lesson, we keep the wordlist beside us. When we encounter the unknown words on the coursebook or teacher asks, we can check them easily. I have a vocabulary box. I write Turkish meaning on one side and English meaning on the other side. Then, I pick one paper and I tell Turkish or English meaning. I do it like a game. I also have a vocabulary test book, on which I sometimes do tests in order to revise what I learned. So, the words stick to my mind.

Learner 29: When the teacher gives us the wordlist, I write them on my vocabulary notebook two or three times. Then I try to encode words logically or not. For example I encoded “deliver” as “deli ona ver” making a connection to a Turkish word sound.

Learner 11: As I generally study by reading, I take notes on my coursebook about the new words that we learn in the classroom. Whenever I open the my book, I see those words and read them several times. If I noticed that I forgot any words, then I wrote them on my vocabulary notebook. As I keep writing, I remember them easily.

Learner 6: I write down all the words on my vocabulary notebook from the wordlist given by the teacher until I memorize them. Then, we have a vocabulary contest. Our teacher put the words on the wordlist in the vocabulary box and each of us picks a paper. If you know the meaning of the word, you get a plus, which will affect our term grades.

Learner 44: In addition to the memorizing from the wordlist and writing the words down I learn better with the pictures and flashcards. If I had difficulty learning some words, I print some pictures related to those words.

As can be concluded from the statements of the learners, most of them use the strategies they have already known. Even though they uttered that they know some different strategies which need deep level of cognitive involvement, they still use more primary strategies such as wordlists, repetition strategies, keeping a vocabulary notebook, looking up dictionary etc. Although the majority of the the learners articulated that they most often apply simple strategies, a good number of learners stated to use some distictive strategies which need deeper level of processing such as encoding words or connecting the new word to a Turkish or Arabic word, connecting the word to a familiar place (Loci Method), creating sentences and using them in an imaginery dialogue, watching the same movie with a foreign friend and have a talk on it, watching videos or interviews, drawing caricature, which were found out to be high level of commonly employed for personal preferences. Those learners using such notable strategies even asserted to use the basic strategies , as well, especially for the course success and for the exam. Analyzing the transcripts of the learner participants, it was found out that the students learnt about those distictive strategies mostly from social media, a friend or a relative studying English. Below are some outstanding excerpts from learners statements:

Learner 14: I mostly learn vocabulary by listening to the songs. I don't sing songs just to sing, instead, I pay attention to spelling and pronunciation,too. If I come up with unknown words, I write them five or six times and then I learn them by heart. At home, I form sentences using the new words and try to make up dialogues and talk as if I had a friend beside me.

Learner 1: I set the language of the phone to English. So, I had to learn new words as I exposed to it. That's why, I like it. ...If I don't recognize the word, I usually check it from online dictionary. Beside that, I use some applicattions in order to learn vocabulary. One of my friends mentioned about an application which ask you the meaning of words when you turn your phone on every single day. I find it really catchy.

Learner 10: I often try to learn vocabularies from movies, fim series or cartoons, especially from kids songs. It helps me a lot to learn and to get accustomed to pronunciation. Besides, I have the chance to listen to different accents of English. Apart from these strategies, in order to consolidate the words that I learn during classes, I watch videos or interview. For instance, when we covered the unit about sports, I watched some interviews about sportsmen. For the parts that I didn't undrestand, I used subtitles.

Learner 12: I have friends from Holland and Russia who are my agetates. We watch a common movie. When we watch the same movie, we get a chance to comment on it, because they also have to improve their English. So, we improve our English together. I usually watch it with Turkish subtitle. I stop the movie and write down the words that I don't know... After we watch it, we go online and share our thoughts about it. We compare our unknown words. When I use an inaccurate word, they correct me. Sometimes, we have a reverse situation.

Learner 13: I personally use loci method. For example, I am sitting in my room. I visualize a place that I go all the time or I create in my memory palace. I go to that place on foot. I go out of my room, put on my shoes and go downstairs. When I arrive at that place, I put the words on the shelves there or as I said a memory palace, I associate the new words with the visuals in my memory palace. So, when you associate the words with the visuals, you never forget them and they get stuck to your mind. My other strategy is to memorize words.

Learner 40: I mostly like funny things, for example, I like caricature. I visualize the words as in caricature and keep them in my mind. For example, I used to confuse "present" and "prefer". Our teacher once showed us a caricature. It was really funny. So, I adjusted those confusing words to a similar caricature and I didn't forget them any more, because people don't forget things that they laugh at. That is the reason why I try to draw caricature for the words that make me confused.

Learner 37: I mostly watch Indian and English movies. In Indian movies I hear lots of English words, as well. After a while, those words that are stereotyped stick to my mind. However, I can't watch much these days because I have to study for the exam... I occasionally write paragraphs thanks to my sister who knew high level of English and likes writing. I listen to English songs and try to translate into Turkish.

4.3.3.1.2. Views about Teachers' Instruction of VLS

Learners were also inquired in order to elicit their views about the VLS instruction of their teachers. Thus, the views of students can complete teachers' perceptions about the instructions of the strategies. According to the statements articulated by learners, it can be inferred that the vast majority of the teachers hand out a wordlist or write the unknown words on the board before they begin the related unit, which was stated by some teachers to be the fastest and easiest way of teaching vocabulary because of the limited time and intensive curriculum. As learners asserted, almost all the teachers provide them with the new vocabularies at the beginning of the unit, however the strategies that they use in order to consolidate the meaning vary. While some teachers restricted the vocabulary instruction with wordlists, translating the context on the coursebook, repetition strategies or testing techniques, some others provided the students with different strategies such as presenting audio visual strategies especially on EBA, encoding words, synonyms and antonyms, guessing from context or pictures, playing charade etc. It is also noteworthy to mention that the those

teachers who have the chance to use technological opportunities such as smart board or projection employed more various strategies principally related to audio-visual aids such as vocabulary games, videos, songs, listening to dialogues etc. Some excerpts from learners' statements about their teachers' instruction are given below :

Learner 10: Teacher gives us a wordlist at the beginning of each unit and ask us to memorize them in a week. Then, he gives us a vocabulary test in order to see how much we learned. Later, we do the activities on the coursebook. My teacher sometimes turns on a video about lecturing on EBA related to that unit. There are also dialogues, we listen and then he asks us to translate. We also try to read the dialogue aloud in order to improve our pronunciation. When we make mistakes, he corrects us.

Learner 23: My teacher writes the new words of the unit with Turkish meaning on the board. We must learn those words. She sometimes gives us the synonyms and antonyms of the words. While we are covering the coursebook, she sometimes show us the other versions of the word, for example, she says “ in this example, the word is used as a verb, you can use it as a noun, too.

Learner 17: When we start to a new unit, he/she writes the words on the board or sometimes she/he turn on a video about the new vocabularies on EBA. We write them down on our notebook. My teacher also ask us to write the unknown words that we come up throughout the unit. Besides, we watch videos and listen to the songs on EBA. We learn the words when we repeat them at home .

Learner 2: Firstly, we all look in the content of the unit. Then, he writes the words that we will come across mostly. He writes the sentences that includes the words from the coursebook. Then, we try to guess from pictures or from context. He asks us to translate the context giving the main idea. If we can't, he tries to tell with gestures. Lastly, he writes the meaning of the words on the board. We leave our notebook open during the lesson. So, we write them down. Then, we move to workbook where we have the chance to consolidate the new words... After we cover the unit, we play charade and let us guess the word. He use the smartboard to help us listen to the dialogues. Sometimes, he asks us the important words that we have already learned. We also establish a dialogue in the classroom. Moreover, he holds an examination in order to see what we learnt. Our English classes are full of fun because he wants us to learn English not only for the exams but also to communicate in this common language in the world.

Learner 32: At the time that we had smartboards at school, we used to play vocabulary games, match the pictures with words, completing sentences, listening to the songs. But now ,our teacher hands out a wordlist and make us use a vocabulary box. She runs a vocabulary contest using the vocabulary box. She also teach us to encode words.

Learner 40: Ordinarily, our teacher hands out wordlists and then hold an examination. Apart from that, he lets us listen to the songs related to the topic. There are lots of sites on the internet about vocabulary games or competitions. He downloads such vocabulary games as “Jeopardy” and make us play so that we revise the words that we have learned and remember those that we have forgotten. Furthermore, He tells us to underline the unknown words in the contexts on the coursebook. He writes the meanings on the board

or she ask us to look up in the dictionary. From time to time, he shows us some caricature in order to enjoy vocabulary learning. I think it is very informative.

4.3.3.2. EFL Teachers' Views

Teacher participants identified their views about the instruction of the VLS. As a result of the analysis of EFL teachers' interview transcripts, four themes arose : mainly employed vocabulary teaching strategies, instruction of VLS, factors that restrain the instruction of VLS, in-service training about VLS.

4.3.3.2.1. Mainly Employed Vocabulary Teaching Strategies

According to the statements uttered by the teacher participants, they employ very few kinds of vocabulary teaching strategies although they stated that they knew some different techniques of VLS. Most of the teachers expressed that they give a wordlist of the important vocabularies with Turkish meaning in the beginning of each unit. Teacher 5 and teacher 7 write the important words on the board letting students look up at dictionary. Teacher 6 pointed out that she asks the students to go over the unit, write the unknown words down and look up dictionary. Teacher 4 ask the students to find the new words' meaning as a homework at the very beginning of each unit. Teacher 1, Teacher 2 and Teacher 9 employ a common vocabulary box in the classroom and have vocabulary contest which, as it is stated, motivates and triggers the students to learn. Teacher 3 stated that each of her 8th graders has a vocabulary box. Mostly employed vocabulary teaching strategies are showed below:

Table 42.
Mainly Employed Vocabulary Teaching Strategies

The employed vocabulary teaching strategies	-Giving wordlists of each unit -Asking students to use a bilingual dictionary -Asking students to have a vocabulary box - Teaching students to use a Turkish keyword with a similar sound in order to learn the new word, and to connect the English word to this Turkish word -Guessing from pictures/ flashcards - Asking students to solve vocabulary tests -Using snapwords - Asking students to keep a vocabulary notebook -Asking students to repeat verbally -Asking students to match the words with their synonyms -Teaching vocabularies via word games like Jeopardy or Bingo
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Moreover, some noteworthy excerpts related to the mostly employed vocabulary teaching strategies are displayed below :

Teacher 4: Actually, I follow some usual strategies with 8th graders. I principally give students the new vocabulary list of the unit and let them look up in the dictionary as a homework. Then, I teach them the pronunciation. I ask them to solve the vocabulary tests. I rarely use the flashcards to teach a word. I know some other different techniques like *teaching students to use a Turkish keyword with a similar sound in order to learn the new word* and connecting the word to a familiar place (*Loci Method*) but I never use them because of the time limitation and students level.

Teacher 2: Unfortunately, I don't use various strategies while instructing 8th graders as they are studying oriented to exam (LGS-entrance to high school exam). I sometimes present them a wordlist with English Turkish meaning, but sometimes I ask them to look up in the dictionary. While teaching the new vocabulary, mostly I use group working technique in which I present the new words, let every student to write one word on a piece of paper and the turkish meaning on the back side of it. Every student first learn the meaning of the word on their own. Then, they teach it to their deskmate,. They become groups of three or four to introduce their own words. When the words are learnt among each group, I change the words among the groups. Besides, I ask them to keep a vocabulary notebook. We keep a common vocabulary box in the classroom.

Teacher 3: I commonly use the technique of matching the synonyms English to English. It is really useful, because students learn the vocabularies with similar meaning at once. I also use snap words. But I cannot create snap words all the time. Besides, at the end of each unit, I ask students to write down the vocabularies they remember about the unit

with their meaning in 20 minutes. They really love it. I think this technique provides great motivation. It gives me a chance to see if they mislearned. Furthermore, my 8th graders personally have a vocabulary box. They have vocabulary contests between each other even at break time.

Teacher 6: I mostly demonstrate the pictures of the new words and ask them to guess the meaning. At the beginning of each unit I write down the words that probably aren't known by the students on the board. Then, my students look up in dictionary. Later, we try to connect the English word to a Turkish word that has a similar sound and make associations. For example, for the word 'develop', we made an association with *deve* (means 'camel' in Turkish). *Deve* (camel) is growing up and thriving. Students love this technique and they don't forget the meaning. Besides, I teach them to translate the texts. When they feel that they understand, then they gain self-confidence and they are motivated. I always tell them to repeat the words they are learning.

Teacher 1: ...We make use of the connections of the English word to a similar Turkish or even Arabic sounds most of the time. For instance, we learnt the word 'Persecution' as '*Pers kralının işkenceleri*'. The students take great pleasure. So, even sometimes they found interesting associations and share them in the classroom.

As can be understood from those statements above, teachers generally take the responsibility of presenting the vocabularies basically. They mostly apply VLS in order to let students discover the meaning of the vocabulary. Wordlists, dictionaries, vocabulary notebooks, guessing the meaning are principally employed determination strategies. A few techniques that are about deeper levels of processing and help students consolidate or retain the vocabularies are used.

4.3.3.2.2. The Instruction of VLS

When they were asked about whether they instruct VLS or not, most of the teachers indicated that they don't teach VLS in particular. Teacher 5, Teacher 2 and Teacher 9 stated that the strategies that they employed are those that were useful in their own learning. Teacher 3, Teacher 7 ask students to share their ideas in the classroom about how they are learning vocabularies and the VLS they usually use, so that their friends can benefit from these strategies. Teacher 8 and Teacher 2 pointed out that they want their students to find their own way in learning vocabulary. Teacher 4 stated that he never teach VLS to 8th graders. The teachers mentioned that they mostly teach their students to *use a Turkish keyword with a similar sound in order to learn the new word, and to connect the English word to this Turkish word and make association (encoding words) and vocabulary box*. Regarding the instruction of VLS, some teachers' excerpts are given below:

Teacher 9: I don't instruct VLS much. But I teach them to make connection between the English word and Turkish or Arabic word which has a similar sound. When my students asked me how to learn vocabularies, I conveyed them the VLS that I used to employ and enjoy using. That is, the strategies that I mentioned were those that helped me learn. Of course, during that time, the technology was not so common. So, I try to include the technology into my teaching process. I make use of forums on social media and I have the chance to benefit from other English teacher's experiences.

Teacher 2: Well, yes, I sometimes teach them how to learn vocabularies. Everyone has a different learning style. Actually, at this point I really don't know whether I should do something for them or whether they are insufficient in learning. They don't know how to study much. When I ask them how they study and learn the vocabularies, they commonly state that they write or repeat verbally many times. I mean, the strategies they use aren't various. That is why, I try to teach them vocabulary during classes because I believe that the words they learn during lesson are permanent. So, everyone finds their own way of learning vocabulary. They mostly employ writing techniques. However, I also teach them to have a vocabulary box in which they can improve themselves gradually. I express them to write the new words on small papers and throw them into the box and study them time to time. Because I used to learn vocabularies in this way. Then I ask them to place the words that they didn't remember into another box. That is to say, I instruct them about some techniques, but I don't know if they apply or not.

Teacher 7: I tell my students to create their own learning style, because each of them has a different learning style. Some keeps a vocabulary notebook using highlighter. I show it to other students and I express that it is their friends style. Some others finds pictures and stick the pictures on the vocabulary notebook, others has sticky papers writing the important words on the related unit.

Although some of the participants reported that they instruct the students about the VLS, actually it turned out that they teach them few variety of strategies which are usually the strategies that they used to benefit from. Teachers also stated that students should apply VLS mostly according to their personal interests.

4.3.3.2.3. The Factors Restraining the Instruction of VLS

The teachers who stated that they never instructed their students about the VLS or those who taught them some strategies highlighted the factors that restrict the instruction of their VLS. Teacher 1 and Teacher 5 stated that they don't have sufficient knowledge about the types of VLS, indeed. The factors such as intensity of the curriculum, insufficient course book, exam-oriented instruction to 8th graders, limited weekly course hours, lack of equipments, indifference of the students to learning were reported to restrain the instruction of VLS. Some important statements of teachers are provided below :

Teacher 4: I don't instruct my students about VLS, because we have limited time and I don't go into VLS as I provide 8th graders with an exam-oriented instruction. So, I show them test techniques.

Teacher 5: To be honest, I don't have enough knowledge on how to teach vocabulary more effectively or which technique will help them more to retain or remember the words. The strategies that I applied were those that I myself noticed useful depending on my experiences. If I knew all the VLS and how they are instructed, which strategies are beneficial to their level, I would teach them accordingly. So, I try to instruct them effectively in my own way depending on my own experiences.

Teacher 7: ...If you have 4 lessons in a week, how can you teach four skills and focus on the vocabulary teaching. When you perform listening skills, you already fall behind the curriculum. I really give importance to listening activities. If I have adequate equipments, I would instruct them differently. When I try to set the projector, I have at least ten minutes loss. If we had a smart-board and internet access, I would log on EBA (Education Information Network). But I only can use the downloaded materials to present to my students. However, these days, we have power cut problem. I love presenting audio visual materials. Conditions and atmosphere of the class, interest of the students is very important. Not all the kids want to learn second language.

Teacher 5: ...I wish I could teach them how to use the vocabularies communicatively. However, the curriculum restricts us. Actually my aim is to provide them to speak, use the vocabularies to communicate, but when you examine the course book, you can see texts more commonly than listening or speaking activities. So, the course book doesn't captivate the students.

4.3.3.2.4. In-service Training about VLS

As the interview was semi-structured, some additional questions were asked according to the flow of the speech. The teachers were directed a question pertaining to participating in an in-service training in order to broaden their horizon about different VLS and instruction of VLS. All the participant teachers asserted to be enthusiastic about in-service training on VLS and VLS instruction. Below are some excerpts from their statements:

Teacher 9: Of course, I would love to join in an in-service training and try different strategies. Sometimes I think to myself "I wish I had employed this technique last year". The techniques that I use this year may change the following year. I try some new strategies year by year. Therefore, I would love to. I do want to learn various strategies with the help of in-service training to be able to apply at my teaching process.

Teacher 1: In deed, I personally desire to have such trainings. As you know, we have to attend a two week seminar before the schools open and after the schools are over. I think, these periods of time would be very suitable if we English teachers attend such an in-service training about VLS or learning strategies. Learning and then applying something innovative would be more beneficial, instead.

Teacher 6: If I had more knowledge about VLS, no doubt, I would instruct differently. I am always open to new ideas, new thought and new strategies. So, an in-service training program sounds good. If it is going to be efficient, I won't refuse attending such trainings.



CHAPTER V

CONCLUSION

5.1. Introduction

This research study aimed to investigate the perceptions of 8th grade Turkish EFL learners and their EFL teachers concerning the importance and use of vocabulary learning and teaching strategies. Besides that, it purposed to compare the 8th grade EFL students' and their teachers' perceptions on how important the Vocabulary Learning Strategies(VLS) are and on how frequently 8th grade EFL students and EFL teachers apply VLS in their vocabulary learning/teaching in English classes in Samandag, a district of Hatay. The relationship between application and importance level of VLS was also identified and the most and the least frequently used VLS among learners and teachers were compared.

In this study, *mixed methods sequential explanatory design* which was based on the *constructivist/interpretative* research paradigm was applied . The research group consisted of 398 8th grade EFL students and 26 EFL teachers from 15 different secondary schools in Hatay. In order to collect quantitative data, student and teacher version of VLS questionnaires which were based on Schmitt's taxonomy of VLS were conducted at first. Then, semi-structured interviews with 9 volunteer teachers and focus group interviews with 45 volunteer student participants were carried out in order to obtain qualitative data. The quantitative data were analysed via Statistical Package for Social Sciences (SPSS) edition 22. In order to analyse and interpret the qualitative data, thematic analysis was utilized. It was also certified that validity, reliability, trustworthiness, credibility, dependability, transferability, and confirmability of the study were provided. Therefore, the research questions were intended to be answered.

In this chapter, results elicited from the analysis of questionnaires and interviews are summarized, discussed and commented referring to the previous studies. Then, the implications of the study are explained and some suggestions for further studies are provided.

5.2. Results and Discussion

Findings obtained from the questionnaires and interviews revealed how EFL teachers and learners valued vocabulary learning strategies and to what extent they used them. It was found that both teachers and learners attached high importance to use of vocabulary learning strategies. In line with these findings, their application level of VLS was identified high, as well. It was found out that there is a significant relationship between application level and importance level of VLS. The students and teachers generally applied the strategies that they found important to use. It goes along with Ölmez's (2014) study in which both teachers and students considered the use and instruction of VLS highly important and Asyiah's (2017) study in which teachers and students perceived learning and teaching vocabulary influential in order to improve language skills.

With regard to perceptions of students about the importance of vocabulary learning, it was found out via interviews that learners attributed great importance to vocabulary learning in that vocabulary knowledge is essential to communicate with others, to achieve in English exams and tests, to have a better opportunity in business life and to improve in language skills. This finding is in line with Zhang's (2011) study in which vocabulary learning was found to be the most important thing that constitutes the basis of second language acquisition and with Easterbrook's (2013) study in which vocabulary learning was stated to be necessary in having a good job in the future. This finding affirms Richard and Renandya (2002) learning vocabulary is pivotal in that it fosters language proficiency and language skills.

According to the findings elicited from students's questionnaire, cognitive strategies have the highest importance level just as in application level. This result coincides with O'Malley and Chamot's (1990) study in which cognitive strategies were also identified as the most popular strategy. The most important techniques among cognitive strategies were also determined to be most commonly used strategies. These strategies are "using verbal repetition of word" "keeping a vocabulary notebook" and taking notes in class". The quantitative findings correspond to the qualitative finding, as most of the learners stated to use these techniques frequently. The indication about verbal repetition approves Nation (2001) who pointed out that in order to attain lexical items fluently, they must be learned well enough, that's why repetition is found to be vital. The students even verbalized to use the strategies that need deep level

cognitive involvement stated to use repetition techniques or take notes about new words, especially on coursebook. Moreover, from the interview findings, the majority of students were found out to have a vocabulary notebook which was strongly recommended by Schmitt and Schmitt (1995) and Allen (1983). The least important cognitive strategy was reported to be *listening to the recording and CD of the word*, which was also indicated as the least employed cognitive strategy. Findings from students' questionnaire also identified that although metacognitive strategies were ranked second most important strategy, in the application level, determination strategies were found to precede metacognitive strategies. This indication reveals that students are aware of the significance of the elaborate strategies which need deeper processing, but they are in tendency to apply more basic strategies. This result is echoed with Schmitt (1997) who states that shallow strategies are tended to be used more than elaborated ones. Accordingly, *continuing to study the word over time* was perceived as the most important and the most popular metacognitive strategy, which also indicates that importance level and application level of this strategy are coherent. This finding confirms the explanation of Zhang (2011) who points out that learners should keep permanence in repeating because using vocabularies repeatedly make it easy to learn. The least commonly used strategy was *skipping or passing the new word* which was also perceived as the least important. This finding is in line with Apari's (2016) study. As for the determination strategies, the most important strategies were stated as "using *bilingual dictionary*", "*learning the word through English –Turkish word lists*" and "*guessing the word's meaning from the context*" and the least important determination strategy was identified to be "using *monolingual dictionary*". Correspondingly, these strategies were reported to be the most frequently applied among determination strategies. In several studies on VLS (Gu & Johnson, 1996; Zhang, 2009; Kulikova, 2015), using dictionaries and guessing from context were also stated as one of the most common strategies. Marckwardt (1973) asserts that "Dictionaries often supply information about language not found elsewhere" (p.369). The qualitative data yields consistent results with these findings. In the interviews, the majority of the students uttered that they generally use wordlists in order to learn the meaning of the word, as well. However, the finding regarding dictionary use contradicts with Sa'd and Rajabi's (2018) study in which *using dictionaries* was stated as one of the least unpopular strategies and it was asserted that the students could be deprived of "dictionary awareness" (Linares, 2002). Although social strategies were reflected as more important

than memory strategies in students questionnaire findings, memory strategies were found to be employed more frequently than social strategies. This indication contradicts to Apari's findings in which social strategies were identified as the most frequently used strategy group, however it is in accordance with Asyiah's (2017) study in which social strategies was the least frequently used strategy. In this study, *asking teacher for Turkish translation of the English word* was found to be the most popular and important technique among social strategies, while *discovering the meaning of the new word through group work* was determined to be the least frequently applied technique and *studying and practising the word in groups* was the least important technique. It could be concluded that learners don't prefer group works in finding out and practising the meaning of the lexical items. As for memory strategies, it was considered the least important strategy group, but used more frequently than stated. The results indicated that *studying the spelling and the sound of the word* were perceived as the most important techniques among memory strategy group whereas *studying the sound of the word carefully* was reported to be the most frequently used strategy. The least commonly utilized technique among social strategies was found to be *underlying the initial letter of word* which goes along with Apari's (2016) finding. At this point, interview findings supplied complementary results. It was notified that a good number of students consolidate the word's meaning by writing it several times or study the words by repeating verbally, however the correct pronunciation of the word is neglected or pushed into the background. This could result from the wordlists which are presented by the teachers who may not focus on the sound of the word but on the spelling and meaning of the word. Taking all the these frequently used strategies into account, it can be determined that these findings are consonant with Easterbrook's (2013) finding. In addition to this, students' interview findings reveal that connecting the new word to a Turkish or Arabic word's sound (encoding words) and using a vocabulary box, which were determined to be instructed by their teachers, are very commonly used elaborative, effective techniques. In accordance with this finding, Ceyhan-Bingöl and Özkan (2019) identified that the implementation of vocabulary box has a pivotal effect in promoting the vocabulary recognition. Another significant finding is that the use of *connecting the new word to a Turkish or Arabic word's sound* strategy might be an outcome of being a bilingual (Turkish-Arabic) or knowing Arabic orally. The study of Keshavarz and Astaneh (2004) which revealed that bilingualism provides learners with better results in vocabulary acquisition seems to support this hypothesis. Additionally, the learners that

benefited from technology were found out to employ different strategies not only in class but also out of classroom. The use of EBA (Education Information Network) which is provided by the Ministry of Education as an educational website was found out to be effective in vocabulary learning and also in enhancing language skills. This indication contradicts Ta'amneh (2014) who claimed that in language learning, use of technology like educational websites, computers, mobiles and electronic dictionaries might be difficult since students require to practice a lot in order to know how it works.

When the questionnaire and interview findings regarding EFL learners' perceptions are evaluated, it can be deduced that the students generally attach great importance to learning vocabulary. They apply the strategies they have already known and they find significant. That is, their knowledge and their perception about VLS affect the use of strategies. It was also identified that although some of the learners stated to know and apply some different strategies that require deep level of cognitive involvement such as connecting the new word to a Turkish or Arabic word(encoding words), connecting the word to a familiar place (Loci Method), making sentences and using them in an imaginery dialogue, solving English tests to practice words they learnt, watching videos or interviews and drawing caricature, almost all the learners reflected to implement mostly the basic strategies. This confirms Schmitt (1997) who emphasized "mechanical strategies are often favoured over more complex one" (p.132) and signified that there is a "propensity toward a more basic type of strategy". Those elaborate strategies were found out to become familiar to learners mostly from social media, friends or relatives and utilized for personal preferences. It can be concluded that EFL teachers need to allocate more time to develop learners' repertoire of VLS so that the learners themselves can implement the VLS according to their personal preference and their interests.

A close examination to the perceptions of teachers about the importance of vocabulary learning/ teaching manifests that all the interviewed teachers attached particular importance to vocabulary learning, because vocabulary knowledge was reported to serve the purpose of communication, comprehension and to constitute the basis of the language. This finding is compatible with both students' perception in this study and Ölmez (2014) and Asyiah's (2017) findings in which vocabulary learning and teaching were perceived as highly significant by teachers in language learning process.

As for the EFL teachers' questionnaire findings, although memory strategies were perceived as the most important strategy group, the most frequently applied

strategy was turned out to be determination strategy group. This finding reveals that teachers are conscious about higher vocabulary teaching strategies (VTS) that require active manipulation of information, however they commonly implement the basic strategies in teaching. The most important and the most frequently used strategies among memory group were defined as *teaching students to use new words in sentences and teaching students to connect new word to synonym and antonyms*. On the other hand, commonly instructed determination strategy was found out to be *teaching students to guess words from the context* whereas the least important and the least frequently applied determination strategy was stated to be *teaching students to use English- Turkish wordlists*. This finding support Nunan (2011) who emphasized that instructing learners to benefit from context clues properly and providing them with various exposures to novel lexical item support independent learning, because it is not enough for students to simply memorize lexical items with meaning on the wordlists in order to incorporate it into personal vocabulary repertoire. However, this questionnaire finding regarding determination strategy contradicts to the interview finding, in which mostly teachers stated to provide students with wordlists or new words with their meanings written on the board. Some teachers reported to let students guess the meaning from context or from pictures before giving the meaning of it. However, giving a wordlist was stated to be more popular during the interviews. The teachers might prefer giving a wordlist because of its being an efficient way of learning in a limited time. It goes along with Chamot and Rubin (1994) who based the selection of teaching strategy on such factors as the available time, context of the learning, the characteristics of learners, their proficiency level, the conditions that the strategy used in etc. As the second most important strategy group was determined to be cognitive strategies which was also ranked the second most frequently employed strategy. Among cognitive strategies, *teaching students to take notes about words in class and teaching them to keep a vocabulary notebook* was perceived highly popular strategies while *teaching them to write words several times* was the least instructed strategy. This finding goes in line with interview findings. Although some of the students conveyed to study the words by writing more than once, actually it turned out to be a technique that was not suggested by the teachers. This finding brings Schmitt's (1997) assumption into mind: the students may use basic or shallow strategies more than complex ones as they are prone to utilize "mechanical strategies" such as repetition, rote learning or memorization. As for metacognitive strategies, they were attached the least importance

and they were identified to be instructed at least level. However, among metacognitive strategy group, *teaching students to test themselves with word test* was the commonly instructed strategy. This indication may confirm an exam based instruction with 8th graders in Turkey, not a communicative approach as they have an important exam called LGS (entrance to high school exam).

At the interviews, teachers emphasized the significance of vocabulary learning and vocabulary teaching when compared to other language skills, acknowledged that students are responsible for their own learning and students should implement the VLS in line with their personal interest and learning habits. While some of the teachers admitted that they instruct VLS that the teachers themselves used to implement in their own learning, some others claimed not to teach any VLS, but leave the rest to students own efforts. As Nation (2001) highlighted, demonstrating and expressing a strategy to students and leaving the rest to the students is definitely not satisfying. Moreover, only few teachers noted to look for effective strategies to apply, whereas most of them remarked to follow mostly basic strategies regarding repetition strategies such as wordlists, dictionary, vocabulary notebook, verbal repetition alongside with several higher strategies such as vocabulary box, encoding words, guessing the meaning, asking students to take notes, vocabulary tests and games, synonyms and antonyms of the words. The majority of those teachers were found out to supply the new vocabularies of each unit themselves. The stated underlying reasons are the limited weekly course hours, the intense curriculum, the course books that lack in meeting the needs of learners and teachers. Hence, the teachers apply the fastest and easiest way of presenting lexical items. However, the teachers who have smartboards or any technological devices in the classroom were found out to employ a variety of strategies like listening to videos, songs, using online dictionary and using educational websites especially EBA.

In line with the learners' interview findings, EFL teachers were found out to instruct mostly two elaborate and effective vocabulary learning strategies which are *connecting the new English word to a Turkish word having similar sound (encoding word)* and *vocabulary box* that students stated to employ commonly. This indication conflicts with Amiryousefi's (2015) finding in which participants believed that keyword method is not useful. However, it is in line with Sagarra and Alba's explanation (2006) who consider this keyword method to enhance learning and retention of the lexical items. Accordingly, it can be concluded that EFL teachers have a vital role in providing

students with various strategies and in raising awareness of VLS, so that learners become aware of different strategies and make choices of them in accordance with their own learning style or personal preference.

Another major finding of the present study is that all the participant teachers in the interview showed willingness to take part in an in-service training in order to broaden their horizon about different VLS and instruction of VLS. In accordance with this, Aytekin and Güven (2013) also advocate strategy training for teachers. In addition, Cohen (1998) underlined the effectiveness of in-service training with this statement: “In-service seminars provide the most extensive and efficient means for training teachers for how to conduct their own strategy training in the form of strategies based instruction”(p.10).

The present study revealed that EFL learners and teachers attribute a great level of importance to vocabulary learning and teaching. As for application level of those strategies, it mostly goes along with importance level, that is, the strategies that are given most importance were identified to be employed by learners and teachers significantly on a larger scale. However, teachers seems to have difficulty in implementing the strategies that they consider more important. Some factors such as intensity of the curriculum, the course book that insufficient in meeting the needs, exam-oriented instruction to 8th graders, limited weekly course hours, lack of equipments and indifferent learners to learning were determined to restrain teachers to instruct different kinds of VLS. Furthermore, the strategies instructed by teachers were found to be utilized widely by their students. At this point, the crucial role of teachers in supplying different kinds of strategies and raise their consciousness about VLS use comes in sight. In addition to those strategies taught by teachers, students as independent learners seems to employ some distinctive strategies in which technology use, social media and social relations play a critical role. It can be concluded that for an effective and useful instruction and implementation of VLS, both EFL teachers and learners should make an effort.

5.3. Implications of the Study

Evidence from the analysis of the findings suggest that the choice of strategies employed by teachers to teach lexical items affects students' preference to some extent. If teachers provide insightful strategies, help the students realize different types of VLS

both discovery and consolidation strategies, guide their learners and teach them how to learn, the learners can achieve autonomy and choose the suitable strategy according to their learning style and personal preference. Beliefs of learners about vocabulary learning strategies affects the implementation of these strategies. If the students believe in the effectiveness of the instructed strategy, the use of strategy may become permanent.

8th grade secondary school learners have a high school entrance exam (LGS) at the end of the term. Hence, they are generally given exam-oriented instruction. The teachers may feel under pressure because of the intense curriculum, limited of time. As a result of that, they may prefer the fastest and easiest way of presenting the new lexical items. If the teachers “don't give the fish but teach the students to fish”, that is, if they teach them how to learn by presenting and implementing deeper vocabulary learning strategies along with shallow VLS, students may enhance vocabulary mastery and vocabulary retention. Technology might help in promoting learners' vocabulary mastery. If the use of EBA and some other educational websites can be generalized, the students will have the chance to see and hear different contexts that the new vocabularies are utilized and the teachers will take the opportunity to provide visual aids and authentic materials. In order to overcome the restriction of exam-based instruction, some precautions might be taken. As noted by teachers in the interviews, the intense curriculum, unsatisfying coursebooks and time constraints are some of the factors that prevent efficient VLS instruction, so that some important steps might be taken in order to dissolve these limitations away. The coursebooks are stated to include many intense contexts and to lack in listening and speaking activities, and this makes the coursebooks unappealing to both teachers and students. Hence, the coursebooks might be examined closely and communicative approach might be involved more into learning context. In order for teachers to provide strategy instruction and to allocate enough time to the other skills especially to speaking and listening activities, the problem of time limitation might be sorted out. Apart from that, strategy training may be incorporated into curriculum and syllabus.

According to the data elicited from demographic information in the questionnaire, only two out of twenty six teachers indicated to have received training on VLS. Besides, during the interviews, the teachers stated to instruct the vocabulary learning strategies that they used to employ in their own learning, which confirms the

questionnaire data. In accordance with this fact, it can be inferred that there is a severe need for an in-service teacher training on VLS

5.4. Suggestions for Further Studies

The aim of this study was to examine the perceptions of EFL learners and teachers regarding vocabulary learning and teaching strategies and to compare their perceptions. While there were 398 learner participants volunteer for the study, only 26 teachers took part in this study. Future studies might be carried out with more teachers for a fairer comparison.

There have been many studies on vocabulary learning strategies conducted with university students. However, the number of studies comparing secondary school students and teachers' vocabulary learning/teaching strategies and their perceptions are very few. Therefore, the study might be replicated in different settings, with different levels or participants for further studies.

In the current study, questionnaires, semi-structured and focus group interviews were utilized. Some instruments other than self-report measures like observations, journals or dairies can be implemented for future studies.

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APPENDICES

Appendix 1. Student Questionnaire

Kelime Öğrenme Stratejileri Öğrenci Formu

Sevgili öğrenciler,
Bu form 8. sınıf öğrencilerinin İngilizce kelime öğrenirken kullandıkları kelime öğrenme stratejileri ile ilgili veri toplamak için tasarlanmıştır. Formun başında kişisel bilgiler, A bölümünde kelimelerin anlamlarını bulmak için kullanılan yöntemler, B bölümünde ise kelimelerin anlamlarını öğrendikten sonra bunları pekiştirmek için kullanılan yöntemler bulunmaktadır. Lütfen aşağıdaki maddeleri dikkatli bir biçimde okuyup her bir yöntemi kullanım açısından ne ölçüde önemli bulduğunuza ve kelime öğrenirken ne ölçüde uyguladığınıza ilişkin görüşünüzü verilen seçeneklerden size uygun olanları işaretleyerek belirtiniz. Dolduracağınız maddeler için doğru veya yanlış bir yanıt yoktur. Vereceğiniz yanıtlar gizli tutulacak ve araştırma dışında başka bir amaçla kullanılmayacaktır. Katılımınız için teşekkür ederim.

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Kişisel Bilgiler

- Cinsiyetiniz: a) Kız b) Erkek
- Hangi okulda okuyorsunuz?.....
- İngilizce ve Türkçe dışında hangi dilleri biliyorsunuz?.....
- Babanızın mesleği nedir?..... Annenizin mesleği nedir?.....

I. Önem Düzeyi					II. Uygulama Düzeyi				
Hiç önemli değil	Biraz önemli	Önemli	Oldukça önemli	Çok önemli	A) I. Anlamları bilinmeyen İngilizce kelimelerin anlamlarını bulmak için kullanılan aşağıdaki yöntemler size göre ne ölçüde önemlidir? (sol sütun / önem düzeyi)	Hiç uygulamam	Nadiren uygulam	Bazen uygulam	Çoğunlukla uygulam
					II. Bu yöntemleri kelime öğrenirken ne ölçüde uyguladığınızı düşünüyorsunuz? (sağ sütun/ uygulama düzeyi)				
					1. Kelimenin türünü inceleme (İsim, fiil, sıfat, zarf, vb.)				
					2. Kelimenin kökünü ve eklerini inceleme				
					3. Kelimenin Türkçede bir benzerinin olup olmadığını kontrol etme (İngilizce kelimeyi Türkçe ile bağdaştırmaya çalışma, music-müzik gibi)				
					4. Kelimeyi açıklayan resimler veya jestler (el, kol, baş hareketleri) varsa bunları inceleme				
					5. Kelimenin anlamını, kelimenin geçtiği metinden veya bağlamdan yararlanarak tahmin etmeye çalışma				
					6. Kelimenin anlamına İngilizce-Türkçe sözlükten bakma				
					7. Kelimenin anlamına İngilizce-İngilizce sözlükten bakma				
					8. Kelimeyi İngilizce-Türkçe kelime listelerinden yararlanarak öğrenme				
					9. Kelime kartlarından (yeni kelimeyi, kelimenin anlamını, fotoğrafını içeren kartlar) ve posterlerden kelimenin anlamını çıkarma				

					10. Öğretmenden İngilizce kelimenin Türkçe karşılığını söylemesini isteme					
					11. Öğretmenden yeni kelimeyi İngilizce olarak farklı kelimelerle açıklamasını veya kelimenin İngilizce eş anlamlısını söylemesini isteme					
					12. Öğretmenden yeni kelimenin geçtiği bir cümle kurmasını isteme					
					13. Kelimenin anlamını sınıf arkadaşlarına sorma					
					14. Grup çalışmasından yararlanarak kelimenin anlamını bulma					



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

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

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

Appendix 2. Teacher Questionnaire

Teacher Form of Vocabulary Learning Strategies

Dear teachers,

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

Thank you for your participation.

Melek Yolcu

Çukurova Üniversitesi Eğitim Fakültesi
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Demographic Information

Age	
a) 20 – 29 years	b) 30 – 39 years
c) 40 – 49 years	d) 50 years and more
Sex	
a) Female	b) Male
Which department did you graduate from?	
a) English Language Teaching	b) English Language and Literature
c) American Culture and Literature	d) Translation and Interpreting Studies
e) English Linguistics	f) Other
Degree	
a) Bachelor's degree	b) Master's degree
c) Doctoral degree	
How long have you been teaching English?	
a) Less than a year	b) 1 – 5 year(s)
c) 6 – 10 years	d) 11 – 15 years
e) 16 years and more	
Which grade level(s) are you teaching this year? (You may choose more than one option.)	
a) 5 th grade	b) 6 th grade
c) 7 th grade	d) 8 th grade
Have you taught English to 8th graders before?	
a) Yes	b) No
Have you received any training on vocabulary learning strategies?	
a) Yes (Please specify what type of training – e.g. seminars on vocabulary learning or VLS, vocabulary courses with a focus on VLS, etc.)	
.....	
b) No	
Would you like to participate voluntarily in an interview as a follow up?	
a) Yes (If Yes, Please write down a contact number)	
b) No	

Vocabulary Learning Strategies

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

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

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

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

Appendix 3. Interview Questions for Students

- 1.İngilizce kelime öğrenimi ile ilgili ne düşünüyorsunuz? Sizce kelime öğrenimi önemli midir?
- 2.İngilizce kelime öğrenmek için nasıl çalışırsınız? Kendi yönteminizi anlatır mısınız?
- 3.Kelime öğrenme yöntemlerini biliyor musunuz? Varsa hangilerini biliyorsunuz?
4. İngilizce öğrenirken kelime öğrenme yöntemlerini kullanıyor musunuz? En çok kullandığınız kelime öğrenme yöntemleri hangileridir?
- 5.İngilizce öğretmeniniz derste size nasıl kelime öğretiyor?



Appendix 4. Interview Questions for Teachers

1. Sizce kelime öğreniminin yabancı dil öğretimindeki önemi nedir?
- 2.Derslerinizde kelime öğretirken nasıl bir yol izlersiniz?
- 3.Kelime öğretme stratejileri hakkındaki düşünceleriniz nelerdir? Hangi kelime öğretme stratejilerini biliyorsunuz?
- 4.Derslerinizde kelime öğretme stratejileri kullanıyor musunuz?Evetse, hangilerini kullanıyorsunuz? En çok kullandığınız stratejiler hangileridir?
- 5.Derslerinizde kelime öğrenme stratejilerini öğretiyor musunuz?
 - a)Öğretirken nasıl bir yol izliyorsunuz?
 - b)Öğretmiyosanız neden?



CURRICULUM VITAE

Adı Soyadı: Melek YOLCU

Doğum Tarihi: 15.11.1990

Derece	Alan	Üniversite	Yıl
Lisans	İngilizce Öğretmenliği	Çukurova Üniversitesi	2012
Y. Lisans	İngiliz Dili Eğitimi	Çukurova Üniversitesi	2019

Yüksek Lisans Tez Başlığı: Perceptions of 8th Graders and EFL Teachers Concerning L2 Vocabulary Learning Strategies

Danışman: Dr. Öğr. Üyesi Meryem AKÇAYOĞLU MİRİOĞLU

Görevler:

Görev Unvanı	Görev Yeri	Yıl
İngilizce Öğretmeni	MEB, Batman	Eylül, 2012 – Haziran, 2015
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