

**REPUBLIC OF TURKEY**  
**ABANT İZZET BAYSAL UNIVERSITY**  
**INSTITUTE OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**SELF-REGULATED CAPACITY FOR VOCABULARY LEARNING**  
**IN TURKISH HIGH SCHOOL STUDENTS:**  
**AN EXPERIMENTAL STUDY**

**RECEP BİLİCAN**

**BOLU-2012**

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**AN EXPERIMENTAL STUDY**

**M.A.THESIS**

**by**  
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**BOLU-2012**

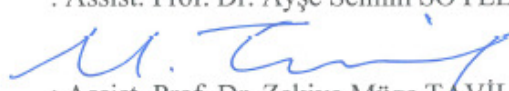
## TO THE INSTITUTE OF EDUCATIONAL SCIENCES

This thesis titled “Self-Regulated Capacity for Vocabulary Learning in Turkish High School Students: An Experimental Study” and presented by Recep BİLİCAN has been approved as a thesis of Master of Arts in English Language Teaching. 22/06/2012

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## **ABSTRACT**

### **SELF-REGULATED CAPACITY FOR VOCABULARY LEARNING IN TURKISH HIGH SCHOOL STUDENTS: AN EXPERIMENTAL STUDY**

**M.A., Program of English Language Teaching**

**Supervisor: Assist. Prof. Dr. Ayşegül Amanda YEŞİLBURSA**

**June 2012, 92 Pages**

This study intended to investigate the general attitudes of a group of high school EFL students towards language learning strategies, particularly vocabulary learning strategies, and to investigate whether or not one month awareness-raising program for self-regulated vocabulary learning can increase the use of vocabulary learning strategies autonomously and the rate of success among the students. At the time of the study all the participants were in the same proficiency level (B1). The data were gathered through inventory, the self-regulated capacity for vocabulary learning (the SRCvoc) prepared by Tseng, Dörnyei and Schmitt (2006), which was translated to Turkish by a researcher with a PhD in ELT.

The instrument, based on the notion of self-regulation drawn from the field of educational psychology by Tseng, Dörnyei and Schmitt (2006), is composed of 20 items in five subscales. The participants responded to the inventory during B1 level. The data were analyzed through SPSS (17.0) to find (a) the construct validity of the SRCvoc with the current sample, (b) the theSRCvoc use profile of the current sample, (c) the effect size of one month raising-awareness program for self-regulated vocabulary learning on the success of the experimental group, (d) self-regulated vocabulary learning behaviour displayed in the journals of the participants, and (e) significant differences between the weekly quiz results of the control group and experimental group before and during the awareness raising sessions.

The findings of the study revealed that after conducting, EFA to get valid data, six items of the inventory were taken out, and five categories decreased to four categories named; commitment, meta-cognitive, satiation, and emotion control. It is revealed that one month raising awareness program did not achieve to increase the SRCvoc level of the experimental group significantly. Also it was found that although there is significant difference between the pre-test and the post-test results of the experimental group, they could not outperformed the control group significantly in the post-test. The last finding was that while the control group was significantly more successful than the experimental group in the pre-training weekly vocabulary quizzes, the experimental group was more successful than the control group in the post-training weekly vocabulary quizzes, yet the difference was not statistically significant.

**Keywords:** Language, Self-Regulation, Vocabulary Learning Strategies

## ÖZET

### TÜRK LİSE ÖĞRENCİLERİNDE KELİME ÖĞRENİMİ İÇİN ÖZ-DÜZENLEME KAPASİTESİ: DENEYSEL BİR ÇALIŞMA

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Bu çalışma, İngilizceyi yabancı dil olarak öğrenen bir grup öğrencinin dil öğrenme, özellikle de kelime öğrenme stratejilerine karşı tutumunu ve öz-düzenlemeli kelime öğrenmek için bir aylık farkındalık oluşturma programının öğrenciler arasında kelime öğrenme stratejilerini bağımsız olarak kullanmalarını ve başarı oranını artırıp artırmadığını araştırmak için yapılmıştır. Çalışmanın yapıldığı esnada öğrenciler aynı dil seviyesindeydiler (B1). Veriler, Tseng, Dörnyei ve Schmitt (2006) tarafından hazırlanan ve İngilizce eğitimi alanında doktora sahibi olan bir araştırmacı tarafından Türkçeye çevrilen kelime öğrenimi için öz-düzenleme kapasitesi anketi sonuçları kullanılarak toplanmıştır.

Tseng, Dörnyei ve Schmitt (2006) tarafından oluşturulan ve eğitim psikolojisi alanından ortaya çıkan öz-düzenleme kavramına dayanan kelime öğrenme stratejileri anketi 20 maddelik 4 kategoriden oluşmaktadır. Katılımcılar anketi B1 seviyesindeyken cevaplandırmışlardır. Veriler SPSS (17.0) programı kullanılarak (a) SRCvoc anketinin mevcut katılımcılarla yapılan geçerlilik durumunu, (b) mevcut katılımcıların öz-düzenlemeli kelime stratejilerini kullanma durumunu, (c) öz-düzenlemeli kelime öğrenimi için yapılan bir aylık farkındalık oluşturma programının katılımcıların başarısı üzerindeki etki oranını, (d) katılımcıların günlüklerinde sergiledikleri öz-düzenlemeli kelime öğrenme davranışlarını, ve (e) kontrol grup ile deney grubunun farkındalık

programından önce ve sonra yapılan haftalık kelime test sonuçları arasındaki önemli farklılıkları araştırmak için yapılmıştır.

Bu çalışmanın sonuçları, doğrulayıcı faktör analizi yapıldıktan sonra altı maddenin anketten çıkarılması gerektiği ve varolan beş kategorinin dört kategori olarak belirlenmesini ortaya çıkarmıştır. Bir aylık farkındalık oluşturma programının deney grubunun SRCvoc seviyelerini artırmayı gerçekleştirmediği ortaya çıkmıştır. Ayrıca, deney grubunun ön test ve son test arasındaki sonuçları arasında önemli bir fark bulunmasına rağmen, deney grubunun son testte kontrol gruba önemli derecede bir üstünlük sağlayamadığı görülmüştür. En son olarak, farkındalık programı öncesinde yapılan haftalık kelime testlerinde kontrol grubu deney grubundan önemli derecede üstün iken, farkındalık programı esnasında yapılan haftalık kelime testlerinde deney grubu kontrol gruptan daha başarılı olmuştur, fakat bu fark istatistiksel olarak önemli değildir.

**Anahtar Kelimeler:** Dil, Öz Düzenleme, Kelime Öğrenme Stratejileri

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

**Recep BİLİCAN**

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## LIST OF ABBREVIATIONS

|               |                                                  |
|---------------|--------------------------------------------------|
| <b>AGFI</b>   | : Adjusted Goodness of Fit Index                 |
| <b>BBC</b>    | : British Broadcast Channel                      |
| <b>CAE</b>    | : Certificate of Advanced English                |
| <b>CLT</b>    | : Communicative Language Teaching                |
| <b>CFA</b>    | : Confirmatory Factor Analysis                   |
| <b>EL</b>     | : English Learner                                |
| <b>ELT</b>    | : English Language Teaching                      |
| <b>EFL</b>    | : English as a Foreign Language                  |
| <b>eVoc</b>   | : Electronic Vocabulary                          |
| <b>FCE</b>    | : First Certificate Examination                  |
| <b>FonF</b>   | : Focus on Form                                  |
| <b>FonM</b>   | : Focus on Meaning                               |
| <b>GFI</b>    | : Goodness of Fit Index                          |
| <b>L2</b>     | : Second Language                                |
| <b>LLS</b>    | : Language Learning Strategies                   |
| <b>LPS</b>    | : Lexical Processing Strategies                  |
| <b>NFI</b>    | : Normed Fit Index                               |
| <b>RFI</b>    | : Relative Fit Index                             |
| <b>SEM</b>    | : Structural Equation Model                      |
| <b>SI</b>     | : Strategy Instruction                           |
| <b>SRCvoc</b> | : Self-Regulated Capacity in Vocabulary Learning |
| <b>SRL</b>    | : Self- Regulated Learning                       |
| <b>SPSS</b>   | : Statistical Program for Social Sciences        |
| <b>TBLT</b>   | : Task-Based Language Learning                   |
| <b>VLS</b>    | : Vocabulary Learning Strategies                 |

# **CHAPTER I**

## **1. Introduction**

This chapter presents the background to the study, the setting in which the research was conducted, the purpose, the research questions, and the significance of the study. Going through each part, understanding of the study will be more elaborate and explicit.

### **1.1. Background of the Study**

The purpose of strategy-based instruction is to raise awareness of responsibilities for their efforts and using the target language among learners. Another aim is to increase the efficiency of the learners by allowing them to experience the learning process individually. It is reported by the teachers who have used this approach that students become more efficient in completing classroom language tasks, take more responsibility for planning their own learning outside class, and gain more confidence in their ability to learn and use the target language (Cohen, 2000).

Language learning strategies (LLS) research has not been without its critics. Although definitions of LLSs appear to be logical and exhaustive, they leave several issues open. The most fundamental one is this: What exactly is the difference between engaging in an ordinary learning activity and a strategic learning activity? For example, if someone memorizes vocabulary by simply looking at a bilingual vocabulary list, most people would say that this is an example of learning. But if the person applies some colour marking code to highlight the words in the list which he or she still does not know, suddenly we can start talking about strategic learning. But what is the difference?

The colour code? (Dörnyei, 2005).

Fifteen years later, Dörnyei (2005) concludes that the necessary theoretical clarification about the nature of the learning strategy concept did not happen, which resulted in a marked shift in the evolution and status of the notion of learning strategy both in educational psychology and L2 research. In the former field, the term *learning strategy* was first marginalized and then virtually abandoned by the research community in favour of the more versatile concept of *self-regulation*.

Zimmerman (1998) defines self-regulation as self-generated thoughts, feelings, and actions for attaining academic goals. For instance, the purpose of the research on academic self-regulation was to explain proactive efforts of students to identify their personal initiative, resourcefulness, persistence, and sense of responsibility on their own. Therefore, motivational variables such as goal-setting, self-beliefs, and intrinsic interest have been incorporated in most self-regulated learning models as central features.

Tseng, Dörnyei and Schmitt (2006) have outlined a new approach to conceptualizing and assessing strategic learning, based on the notion of self-regulation drawn from the field of educational psychology. Instead of focusing on the outcomes of strategic learning, they stress the importance of the learners' innate self-regulation capacity that fuels their efforts to search for is highlighted and personalized strategic learning mechanism. Hence, they named this concept the self-regulating capacity for vocabulary learning (hereafter, SRCvoc). What makes this approach different is that it is situated in one particular language learning domain, vocabulary learning. The reason of this focus has partly been the significance of the mastery of vocabulary in second language acquisition process.

To date, the SRCvoc scale (Tseng et al., 2006) has been little researched. A very recent study was carried out with the instrument in a Japanese EFL setting (Mizumoto & Takeuchi, 2012). The piloting phase revealed that factor structures were different from those in the original study. The main study suggests that the scale can be a valid

measure of self-regulation capacity in vocabulary learning in a Japanese EFL environment.

The research conducted by Rose (2011) in Japanese language learning environment brought criticism towards self-regulation. Participants in this study reported using environmental control strategies for the sole purposes of regulating satiation, meta-cognitive, and emotional control. In addition to this, the study also found there to be a complex relationship between the other four categories. That is, a breakdown in any category of motivational control had a clear impact on other categories. Such intricate relationships, therefore, suggest the proposed model of motivation control, may indeed suffer from the same definitional fuzziness for which previous models of strategic learning have been criticised.

## 1.2. Statement of the Problem

Students learning English in Turkish setting usually report having problems to cope with the large lexicon of this language. The observed attitudes of the high school students towards vocabulary learning is based on rote memorization techniques for the preparation of the official exams on the eve of the exam date. In addition, most of the students do not attempt to put effort in order to enlarge their lexicon in an organized way on a regular basis such as following periodicals, reading story books, or keeping vocabulary notebooks. Therefore, they often complain about not knowing or remembering the words they need while doing especially productive activities like speaking and writing. Moreover, the range of vocabulary they reflect in the class activities is very limited that constrains the effectiveness of their expression. There are essential factors to make students more successful on the condition that they follow the process by themselves. According to Dörnyei (2005), the source of success behind the proactive strategic learners is not the exact nature of the strategies, tactics, or techniques that they apply, but rather the fact that they do apply them. That is, what makes strategic learners special lies in creative effort they put willingly into their own learning.

This study aims to explore the self-regulated capacity of a group of students for learning English vocabulary at a private high school. It also aims to investigate the effect of one month awareness raising program for self-regulated vocabulary learning on the success of the participants.

### 1.3. Research Questions

The following questions were addressed in the current thesis;

1. What is the construct validity of the Turkish version of SRCvoc
2. What are the SRCvoc levels of the current samples?
3. Does one month of awareness raising sessions increase the SRCvoc levels of the experimental group?
4. What self-regulated vocabulary learning behaviour do the participants display in their weekly journal entries?
5. Are there any significant differences between the weekly quiz results of the control group and experimental group before and during the awareness raising sessions?

### 1.4. Significance of the Study

This study attempted to determine to what extent one month awareness raising program for self-regulated vocabulary learning can be successful with high school students. First of all, the results proved validation of the SRCvoc in Turkish setting. The results of this study provided valuable data to high school English teachers regarding the significance and the influence of the factors like age of the participants and the duration of the training program on the effective application of the SRCvoc. This study adds data to the considerably limited research database in terms of the use of the SRCvoc with different age groups at different English levels in a wide range of contexts.

### 1.5. Setting

The current study is conducted in Ahmet Ulusoy Anatolian and Science Schools. Ahmet Ulusoy is a private high school located in Ankara having the authorization for International Baccalaureate Program (IB) and International General Certificate of Secondary Education (IGCSE). The students of this school are exposed to an intensive English language education program supported by native speakers in the first and the second year. Throughout the secondary education, the students are made to sit for Cambridge ESOL examinations (Key English Test, Preliminary English Test, and First Certificate English) after taking preparatory after-school courses. There are also students who are active members of Model United Nations (MUN) where English is the medium of all the mock debates and students take on the roles of the representatives of different countries to discuss the global issues.

## **CHAPTER II**

### **2. Literature Review**

This chapter will present a brief history of the research on foreign language learning theories, particularly on learning and teaching vocabulary, in order to provide a background to the current study. The nature and the place of vocabulary in learning English will be emphasized as the starting point. The historical trends and recent approaches to vocabulary teaching together with practical tips will form one of the body parts of this section. Language learning strategies, vocabulary learning strategies, and strategy training will be explained in detail from the theoretical and the experimental perspectives. The various studies carried out on learning strategies in general, strategy-based training, and meta-cognition will be reviewed. This will be followed by the definitions of self-regulation and the introduction of the SRCvoc (Self-regulated capacity for vocabulary learning) together with the limited number of studies done on self-regulated vocabulary learning.

#### **2.1. The Nature of English Vocabulary**

The vocabulary of modern English largely comes from two major sources. Germanic languages, particularly Anglo-Saxon, are the main source of the high frequency words of English. These words are the oldest words of English, are typically short, and combine with other words rather than prefixes or suffixes to refer to related ideas. The other major source is Latin either directly through the influence of the church or directly through French. Typically these words are multisyllabic, have prefixes and suffixes and can make related words by adding prefixes and suffixes. Having vocabulary from both Germanic and Latinate sources complicates the learning of

English. First, there is more vocabulary to learn. Second, words referring to the same general concept are not visibly related to each other. Third, although Anglo-Saxon and Latinate words may refer to roughly the same ideas, they carry different status messages (Nation, 2005).

According to Thornbury (2002), an educated native speaker will probably have a vocabulary of around 20,000 words (or more accurately, 20,000 word families). This is the result of adding a thousand words a year to the 5,000 he or she had acquired by the age of five. An English dictionary includes many more: the Longman Dictionary of Contemporary English, for example, boasts 'over 80,000 words and phrases', while the Oxford English Dictionary contains half a million entries. Most adult foreign language learners, however, will be lucky to have acquired 5,000 words families even after several years of study.

Nation (2005:581) shares his observations about the frequency of English vocabulary as follows:

- The most frequent word in a text, usually *the*, will account for about 6%-7% of the running words in the text.
- The ten most frequent words will account for about 25% of the running words in a text.
- The 100 most frequent words will account for about 50% of the running words in the text.
- The 1,000 most frequent words will account for at least 70%-80% of the running words in the text.

The majority of 100 high frequency words are grammar-or function-words such as *has, to, did, she, were, etc.*, and not content words like *answer, depend, large, extent, learner, needs*, etc. Most researchers nowadays recommend a basic vocabulary of at least 3,000 word families, while for more specialised needs, a working vocabulary of over 5,000 word families is probably desirable. Students aiming to pass the Cambridge First Certificate Examination (FCE), for example, should probably aim to understand at least 5,000 words even if their productive vocabulary is half that number (Thornbury,

2002:21).

Having discussed the nature of English vocabulary and the difficulties it can pose to EFL learners, in the following section the discussion will turn to what type of word knowledge is necessary in vocabulary acquisition and how words are learnt.

## 2.2. Knowing a Word

The typical accepted indicator of knowing a word is giving its equivalent in the mother tongue. In this sense, receptive knowledge of a word and recognition of that word in a literary text seems to be enough. However, as Lewis and Hill (1985) clarify, simply memorising the word does not complete the process. For students to use the word actively, they need to know the contexts in which it can occur, the possible and impossible collocations of the word (words it can, or cannot, co-occur with) as well as more details of the connotational meaning of the word.

Nation (2005:584) provides us with a more systematic categorisation of vocabulary knowledge in Table 2-1 (see Appendix 1). Different aspects of knowledge are grouped into three: form, meaning, and usage. The form of a word is about its spelling, sound, and word parts; the meaning refers to the link between form and meaning, a concept for the word and its possible referents, and other words of related meaning it can be associated; usage includes parts of speech and sentence patterns, collocations of the word, formality and informality, politeness and rudeness of the word.

Richards (1976:83) proposes the following assumptions about vocabulary knowledge:

1. The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.
2. Knowing a word means knowing the degree of probability of encouragement that word in speech or print. For many words we also know the sort of words

most likely to be found associated with the word.

3. Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
4. Knowing a word means knowing the syntactic behaviour associated with the word.
5. Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
6. Knowing a word entails knowledge of the network of associations between that word and other words in the language.
7. Knowing a word means knowing the semantic value of a word.
8. Knowing a word means knowing many of the different meanings associated with a word.

### 2.3. The Place of Vocabulary Learning in ELT

From the traditional methods to the recent post-methodological trends in ELT, vocabulary learning has always been an indispensable part of language mastery. A separate attention has been given to vocabulary to deal with the probable challenges of learning words with new sounds, spellings and affixation in every single method.

It would be impossible for language learners to either comprehend or produce any piece of the target language without some knowledge of vocabulary. Therefore, the growth of vocabulary knowledge is one of the essential prerequisites for language acquisition (Anglin, Miller, & Wakefield, 1993).

McCarthy (1990) states that vocabulary is the single and biggest component of any language course depending on the experience of many language teachers. While accurate use of grammar and master of L2 sounds contribute to the development of a language, communication in an L2 just cannot happen in any meaningful way without words. However, vocabulary may be considered as the least systematized and the least well catered for of all the aspects of learning a foreign language.

Read (2004) draws attention to the fact that second language learners are aware of the extent to which limited vocabulary knowledge hinder effective communication in the target language since the meanings of the messages are conveyed to the recipient through lexical items. This gives vocabulary study a salience for learners that may be lacking in the acquisition of other features of the language system.

Due to the large lexicon of English, vocabulary learning at a high level is one of the main challenges confronting EFL learners. On the one hand, most foreign learners may not fully reach the level of an educated native speaker in a real sense. On the other hand, every EFL learner must spend a considerable time to reach the vocabulary requirements for even daily conversation and the modest reading of authentic materials (Tseng, Dörnyei, & Schmitt, 2006). It is clear that without vocabulary, it seems impossible for a learner to be active not only in productive skills (speaking and writing) but also in receptive skills (listening and reading).

Chamot (2005) emphasises that learning new vocabulary in a second language is a continuing process rather than a single event. It is the beginners' assumption that vocabulary learning is all that is involved in second language acquisition and may focus their efforts and strategies on this single component. Effective vocabulary retention requires more deep processing strategies like association rather than rote learning techniques.

Schmitt (2008) asserts that learners need large vocabularies to successfully use a second language, and so high vocabulary targets need to be set and pursued. Due to the fact that vocabulary learning is a complex and gradual process, different approaches may be appropriate at different points along the incremental learning process.

The following section deals with the different approaches to vocabulary teaching over the history of ELT.

## 2.4. Historical Trends in Second Language Vocabulary Instruction

The history of language teaching is the history of ideas about what language is and how languages are learned. The application to language teaching of theories concerning the nature of language and language learning has led to a succession of different instructional methods. The reasons for rise and fall of methods are often independent of either the theories behind those methods or their effectiveness in practice. The major attempts to elaborate a systematic and rational foundation for methods in the twentieth century arose out of the movement toward vocabulary control in the 1920s and 30s. This movement saw vocabulary as a major component of a language syllabus (Richards, 1984:7).

In the method era, the weight of vocabulary studies changed from method to method. In the following section, the differences in the theory and applications of language skills, particularly vocabulary, across methods will be presented.

### 2.4.1. The grammar-translation method

As the name indicates, detailed explanations of grammar in native language were provided and translation of long passages of classics was a regular task in this method. Typical lessons consisted of a reading selection, two or three long columns of new vocabulary items with native-language equivalents and a text. Teaching of vocabulary was based on definition and etymology (Zimmerman, 1997). While there was room for vocabulary learning, it was restricted to only the supply of long lists of words.

### 2.4.2. The direct method

There are remarkable differences between the Grammar Translation Method and the Direct Method. While grammar was taught deductively in the Grammar Translation Method, it was taught inductively in the Direct Method. Vocabulary was dealt with using memorisation as a single rote learning technique for the sake of translation of

texts in the Grammar Translation Method. However, with the Direct Method, more fundamental vocabulary techniques which are still popular in today's ELT world were started to be used in classes (Zimmerman, 1997).

As Richards and Rodgers (2001) point out, the principles of the Direct Method go back to the German Scholar F. Franke. According to Franke, a language could best be taught by using it actively in the classroom. Instead of analytical procedures and explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Speaking began with systematic attention to pronunciation. Only every day vocabulary and sentences were taught. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

#### 2.4.3. The audio-lingual method

The audio-lingual method of language teaching was based on the theory that foreign language learning is basically a process of mechanical habit formation. Therefore, reinforcement is vital element in the learning process as it increases the likelihood that the behaviour will occur again and eventually become a habit. A lesson in audio-lingual method starts with listening to a dialogue that includes the key structures to be studied afterwards. The dialogue is exploited through drilling, repetition and memorization. The meanings of the words are learned in that linguistic and cultural context, not in isolation (Richards & Rogers, 2001).

Brown (2006) considers the Audiolingual Method (ALM) as a prime example of cyclical nature of the mid-twentieth century, which borrowed tenets from its predecessor, the Direct Method by almost half a century while breaking away entirely from the Grammar Translation Method. The ALM, with its focus on oral pattern drilling, was firmly grounded in linguistic and psychological theory.

Larsen-Freeman (2000) states that the major object of audio-lingual method was acquisition of structural patterns. Simplicity and familiarity were the key factors in

the selection of vocabulary items. New words were introduced through the drills, but only enough words to make the drills possible.

#### 2.4.4. Communicative approach

According to Brown (2000:266), Communicative Language Teaching (hereafter, CLT) is best understood as an approach, not a method. It is therefore a unified but broadly based theoretical position about the nature of language and of language learning and teaching. Brown identifies some major departures from earlier approaches with the emerge of communicative approach. In CLT, considerably less attention is paid to the overt presentation and discussion of grammatical rules than was traditionally done. A great deal of use of authentic language is implied in CLT, as one of the main purposes is to build fluency. Finally, much more spontaneity is present in communicative classrooms: students are encouraged to deal with unrehearsed situations under the guidance, but not control, of the teacher.

CLT was a principled response to the perceived failure of the audiolingual method, which was seen to focus exclusively and excessively on the manipulation of the linguistic structures of the target language. The proponents of CLT sought to move classroom teaching away from a largely structural orientation that relied on a reified rendering of pattern practices and toward a largely communicative orientation that relied on a partial simulation of meaningful exchanges that take place outside the classroom. They also introduced innovative classroom activities (such as games, role plays, and scenarios) aimed at creating and sustaining learner motivation. The focus on the learner and the emphasis on communication made CLT highly popular among ESL teachers (Kumaravadivelu, 2006:61).

The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence. Competence is defined in terms of the expression, interpretation, and negotiation of meaning. The identification of learner communicative needs provided a basis for curriculum design. Terms sometimes used to refer to features of CLT include process oriented, task based, and inductive, or

discovery oriented (Savignon, 2005:635).

Zimmerman (1997) has more to say about the place of vocabulary in CLT. Vocabulary has been out of attention and the attention has been turned toward the appropriate use of communicative categories, and toward language as discourse. It is believed that vocabulary can be developed in contextualized, naturally sequenced language. As a result of this, natural and communicative exposure to L2 is promoted to develop vocabulary.

#### 2.4.5. The natural approach

Krashen and Terrel (1983) identified the Natural Approach with what they call “traditional” approaches to language teaching. Traditional approaches are defined as “based on the use of language in communicative situations without recourse to native language. Unlike proponents of CLT, however, Krashen and Terrel give little attention to a theory of language. What they do describe about the nature of language emphasizes the primacy of meaning. The importance of vocabulary is stressed, suggesting the view that a language is essentially its lexicon and only inconsequently the grammar that determines how the lexicon is exploited to produce messages (Richards & Rogers, 2001:178).

Krashen called for a reformation of our thinking about how languages are acquired. He contended that structures are acquired automatically, implicitly, and informally through natural, developmental processes only, not through attention to awareness. It is useless to discuss or analyze forms or encourage learners to do so, because overuse of the built-in ‘monitor’ will inhibit language acquisition. In this approach, attention is placed solely on meaning. ‘Acquisition’ is the goal, not formal ‘learning’ (Oxford, 2005).

Zimmerman (1997) points out that Natural approach methodology emphasises comprehensible and meaningful input rather than grammatically corrected production. It follows, then, that vocabulary, as a bearer of meaning, is considered by the Natural

Approach to be very important to the language acquisition process. The recommended teaching method for vocabulary, as for all aspects of language, emphasizes the importance of interesting and relevant input; student attention should be focused on the understanding of messages. Krashen's (1989) suggestion for students beyond the beginning levels, is reading to acquire new vocabulary as the most efficient means.

#### 2.4.6. Silent way

Gattegno's Silent Way likewise draws on his individual philosophy of learning, which involves the conscious use of one's intelligence to heighten learning through listening, generalizing, and expressing oneself. The teacher is trained to engage students in experimenting, practising, and problem solving, and the teacher is relatively silent for much of this process. Language is presented through pictures, objects, or situations to enable links to be made more directly between sounds and meanings. Word charts, pictures, and coloured rods are used to stimulate speech. There is, however, a strong linguistic focus to Silent Way. Vocabulary, grammar, and accuracy are emphasised, although mastery of language is claimed not be the only goal (Richards, 1984).

#### 2.4.7. Task-based learning

Another major strand in language teaching in the 1980s was Task-Based Language Teaching (TBLT). In the 1980s, the terminology concerning language instruction tasks became a bit clearer, though certainly not conclusive across all theorists. Long created Task-Based Language Teaching, which he described as reflecting a 'focus on form' (*FonF*), as contrasted with a 'focus on meaning' (*FonM*), exemplified by Krashen (Oxford, 2006).

Kumaravadivelu (2006:65) argues that TBLT is not linked to any particular method. He reckons that it is beneficial to look at task for what it is: a curricular content rather than a methodological construct. In other words, different methods can be employed to carry out language learning tasks that seek different learning outcomes.

#### 2.4.8. The lexical approach

Lewis (2000) believes that activities that raise conscious awareness of the lexical nature of language and its component chunks can aid acquisition. Within the lexical approach, less attention will be paid to individual words and substantially less to traditional grammar structures; in contrast, much more time will be devoted to ensuring that students are aware of the lexical items, particularly collocations, which carry much of the (referential) meaning in written text, and institutionalised utterances, which carry the meaning (in this case mostly pragmatic) of natural spoken text. Many of the activities will be of the receptive, awareness-raising kind.

Since the 1990s, the field of ELT has entered a period that has been named the post-method condition (see, e.g. Kumaravadivelu, 1994; 2001). This period is characterised by the playing down of the role of a particular teaching method, and the consequent recognition of the contributions of the learner as an individual to the learning process. As a consequence of influence of educational psychology theories language learning was given a considerable amount of attention (see, e.g. Williams and Burden, 1997; Dörnyei, 2005). The following section deals with behaviourist and cognitive theories, the latter of which forms the theoretical framework of this thesis.

### 2.5. Educational Psychology Theories in Foreign Language Learning

The nature of language and definitions of language including its domains was handled by the prominent linguists such as Leonard Bloomfield, Edward Sapir, Noam Chomsky, David Ausubel, etc. between 1940s and 1960s. There were two main perspectives: behaviourist and cognitive. Behaviourism was the preceding and accepted psychology which promoted observation of human behaviours. Cognitive psychology, on the other hand, proposed a contrast approach which emphasised mental processes as the name indicated.

### 2.5.1. Behaviouristic theory

According to this theory, language is a fundamental part of total human behaviour. The behaviouristic approach focused on the immediately perceptible aspects of linguistic behaviour-the publicly observable responses-and the relationships or associations between those responses and events in the world surrounding them. A behaviourist might consider effective language behaviour to be the production of correct responses to stimuli. If a particular response is reinforced, it then becomes habitual or conditional. Thus, children produce linguistic responses that are reinforced (Brown, 2000).

### 2.5.2. Cognitive theory

Cognitive psychologists asserted that meaning, understanding, and knowing were significant data for psychological study. Instead of focusing rather mechanistically on stimulus-response connections, cognitivists tried to discover psychological principles of organization and functioning. Cognitive psychologists, like generative linguists, sought to discover underlying motivations and deeper structures of human behaviour by using a rational approach. That is, they freed themselves from the strictly empirical study typical of behaviourists and employed the tools of logic, reason, extrapolation and inference in order to derive explanations for human behaviour (Brown, 2000).

## 2.6. Language Learning Strategies

If we were to summarize the concept of LLSs, we could say that it was the response to the single question of how a foreign language can be learned efficiently and properly. Initially, successful language learners were asked their ways of improving themselves in a foreign language and used by others as strategies. Later, the concern of appropriateness was raised by the methodologists and practitioners due to the fact that every learner is unique and he or she has his or her own specific context and learning environment. The 'teachability' component of language-learning strategy was taken into

consideration by the contemporary educators and researchers that showed their willingness to harness the potential which LLS would seem to have for enhancing an individual's ability to learn language (Griffiths & Parr, 2001)

LLSs are conscious actions that learners take to improve their language learning (Anderson, 2005). There may be two kinds of strategies: observable ones such as taking notes during an academic lecture to recall information better and mental ones such as thinking about what one already knows on a topic before reading a passage in a textbook. The research conducted so far revealed a strong relationship between LLS use and L2 proficiency. Proficient L2 learners have been found to have a wider repertoire of LLS and draw on them to accomplish L2 tasks. On the other hand, research supports the concept that less proficient L2 learners use a small number of LLS and do so in a less effective manner (Anderson, 2005:757).

Swan (2008) thinks that the key element of the notion of 'strategy' is problem-solving. A strategy is not simply what you do to obtain a result; rather, it is the way you choose to deal with questions that arise on the way to obtaining that result. In other words, a strategy is one of several possible ways of solving a problem: the way that you think will work best, or that you are most comfortable with. Surprisingly, however, in discussion of language learning discussions, the choice-of-solution element is not always prominent.

According to Chamot (2005), learning strategies are procedures that facilitate a learning task. Learners are often conscious with their goals in their minds while choosing strategies, especially in the beginning stages when they tackle an unfamiliar language task. When repeated exposure enables learners to become familiar with a learning strategy, they may use it with some automaticity, but most learners will, if required, be able to call the strategy to consciousness awareness.

William and Burden (1997:145) simply define learning strategies as a tactic used by a player. Similar to a player having a tactic in his mind throughout the match to win the game, a conscious learner having certain learning strategies in his mind is

expected to assess the situation, to plan, to select appropriate skills, to co-ordinate them, to monitor their effectiveness and to revise the plan when necessary. Learners need to be proactive to use the strategies purposefully and appropriately.

There is also the argument that an activity becomes strategic when it is particularly appropriate for the individual learner. Accordingly, strategic learning will happen providing that purposeful effort is exerted to select, and pursue, learning procedures that learners believe will enhance their individual effectiveness. In other words, it is not the strategies that make them better learners, but the rather the fact that they put creative effort into trying to improve their own learning. In this case, the focus shifts from the product (the actual techniques employed) to the self-regulatory process itself and specific learning capacity underlying it (Schmitt, 2010).

#### 2.6.1. Taxonomies of language learning strategies

Dörnyei (2005:169) synthesises a list of LLSs based on previous research:

1. Cognitive strategies, involving the manipulation or transformation of the learning materials/input(e.g., repetition, summarizing, using images),
2. Meta-cognitive strategies, involving higher-order strategies aimed at analyzing, monitoring, evaluating, planning, and organizing one's own learning process,
3. Social strategies, involving interpersonal behaviours aimed at increasing the amount of L2 communication and practice the learner undertakes (e.g., initiating interaction with native speakers, cooperating with peers),
4. Affective strategies, involving taking control of the emotional (affective) conditions and experiences that shape one's subjective involvement in learning,

#### 2.6.2. Metacognitive strategies

It is believed that metacognition involves both declarative (self-knowledge, world knowledge, task knowledge, strategy knowledge) and procedural knowledge

(planning for learning, monitoring a learning task while it is in progress, and evaluating learning once a task has been completed) (Chamot, 2005). While declarative knowledge is necessary in the pre-task stage that shows the readiness of the learner, procedural knowledge helps the learner to be more autonomous and proactive in following his or her own learning process.

During the late 1970s and early 1980s, a new perspective on students' individual differences began to emerge from research on meta-cognition and social cognition. *Meta-cognition* is defined as the awareness of and knowledge about one's own thinking. Students' deficiencies in learning were attributed to a lack of meta-cognitive awareness of personal limitations and an inability to compensate (Zimmerman, 2002).

Metacognitive strategies operate at a higher level, which provides learners with reflective skills to think about their own learning process. Such strategies are quite effective in raising awareness of learners about what they are doing and the actual process of learning. The utmost important outcome of metacognitive strategies is the ability to manage and regulate consciously the use of appropriate learning strategies for different situations (Williams & Burden, 1997).

Anderson (2005) also suggests that the metacognitive strategies play a more significant role because once a learner understands how to regulate his or her own learning through the use of strategies, language acquisition should proceed at a faster rate. A learner can visualise his/her thought with this ability. Moreover, it enables him/her to reflect and evaluate his/her thinking healthily in order to make specific changes in his/her learning style.

In the following section, general attitudes towards vocabulary learning strategies, and particular vocabulary learning strategies from past to recent time will be presented.

### 2.6.3. Vocabulary learning strategies

One approach of facilitating vocabulary learning that has attracted increasing attention is vocabulary learning strategies (VLS). Simple memorization, repetition, and note-taking seem to be among the commonly used VLS. Learners prefer these more mechanical strategies to more complex ones requiring significant active manipulation of information (imagery, inferencing, Keyword Method). There are countless different vocabulary learning strategies (Schmitt, 2010).

Nation (2005) categorises vocabulary strategies into four major groups: guessing from context, learning from word cards, using word parts, and using a dictionary. He highlights the significance of practice on the strategies until learners are able to use them with confidence and ease. This means that each strategy needs to be studied, practiced with feedback, and learners should be able to use them fluently after a while. Once the learners can recognise the high frequency words, strategy development should be endorsed. While students are familiarising with high frequency vocabulary, strategy development should be introduced.

Nation and Newton (1997) deduce practical implications from the sequencing and selection of vocabulary. They suggest that academic and technical vocabulary lists can be used to make it easier for teachers and learners to treat these types of vocabulary in the same way as high-frequency vocabulary-namely, by learning these items directly through vocabulary exercises or individual learning. Because there are relatively few high-frequency words that are essential for effective use. Besides, they give a very good coverage of text. Because of the huge number of low-frequency words, learners can easily guess from the context on the condition that they know the high-frequency words.

Cognitive strategies include repetition and using mechanical means to study vocabulary, including keeping vocabulary notebooks. Learners may be exposed to a word in a word list or on a flash card. However, such strategies are used for revision afterwards. Taking notes is an essential activity that encourages learners to plan their own personal scheme for newly learned words, and offers another chance for additional

exposure during the review (Schmitt, 1997).

### *Definitional approach*

Students learn a phrase or synonym that defines a word. The success of definitional approach depends on background knowledge of learners about a topic. Two advantages of this approach are clear: a large number of words can be covered, and a definition is not very time consuming (Herman and Dole, 1988). In this model, a network of concept nodes and links between the nodes represents a person's knowledge about a word. Understanding a word involves activation and spreading along the links of network, first to closely related concepts to more distant concepts (Stahl and Fairbanks, 1986).

### *Contextual approach*

Stahl and Fairbanks (1986) define contextual knowledge as knowledge of a core concept and how that knowledge is realized in different contexts. In this model, students read one or more sentences provided by the teacher that specifically illustrate the meaning of a word. While reading, the clues in context help a learner to learn part or all of the meaning of a word incidentally (Herman and Dole, 1988).

### *Lexical-processing strategy use*

The lexical processing strategies are the ones that L2 learners use to comprehend a reading text. Lexical processing strategies (LPSs) provide the strategic options an L2 reader has when he or she encounters an unfamiliar word: ignore and continue reading, consult a dictionary or another individual, or infer word meaning on the basis of linguistic and contextual clues (Fraser, 1999).

### *Incidental learning of vocabulary*

An influential distinction in vocabulary studies has been between incidental and

intentional learning. The basic issue is that learners can acquire vocabulary incidentally, in the sense of a by-product of their main learning activity inside or outside the class. It is inevitably true that extensive reading is the primary source of incidental learning, albeit at a rather lower rate (Read, 2004).

No matter how explicit exposure is effective in promoting learning, there is a time and frequency limitation. This means that learners need to consolidate and enhance their knowledge of lexical items by being exposed to extensive reading, from which incidental learning can occur. As a consequence, maximization of meaning-focused exposure as an equal partner to explicit vocabulary learning needs to be taken into consideration by teachers and material writers (Schmitt, 2008). This type of learning vocabulary is grouped under meaning-focused input.

The empirical research on incidental learning by Huckin and Coady (1999) clarifies the questions remain unsettled. The basic finding is that incidental learning is not entirely “incidental” as the learner must pay at least some attention to individual words. In addition to this, at least 3,000 word families at sight-recognition level is needed for a successful incidental learning. In order to prevent from imprecision and misrecognition in guesswork, learners are supposed to have a well-developed core vocabulary, a stock of good reading strategies, and some prior familiarity with the subject matter.

#### *Explicit vocabulary learning*

Students pay deliberate and direct attention to vocabulary while reading a text intensively which fits into the strand of language-focused learning. A wide range of vocabulary exercises are used in intensive reading. Activities such as pre-teaching vocabulary, glossing, matching words in the text with definitions provided at the end of the text, word part building and analysis, and finding collocations enables students to study and learn words explicitly (Nation, 2005).

In the study done by (Schmitt and Sonbul, 2010), the students in the Read-Only

condition, gained very little from recall. On the other hand, the students in the Read-Plus condition produced higher scores at all three levels of mastery. On the basis of these findings, it may be concluded that an uninstructed, incidental approach to L2 vocabulary acquisition does result in lexical gains, but they are modest. However, direct instruction clearly adds value to the learning process and leads to greater learning. The main pedagogical implication of this study is based on the superiority of incidental + explicit learning over incidental learning alone.

### *Vocabulary notebooks*

There are two main reasons for teachers to encourage students to keep vocabulary notebooks. The utmost aim is to acquire new lexical items. The secondary aim is fostering learner autonomy. Vocabulary notebooks can take a plethora of forms from bound notebooks with fixed pages, to loose-leaf binders with movable pages, to small index cards small enough to fit into a pocket (McCrostie, 2007).

In his study on vocabulary notebooks, Fowle (2002) experienced that the relatively simple task of incorporation of vocabulary notebooks into the language program of teenage learners brought outcomes that are broader than the narrow linguistic aim of aiding vocabulary learning. In addition to promoting learner independence, it provided learners with being exposed to a wide range of vocabulary learning strategies. The more practical and attractive feature is that they do not require high technology or expensive resources which make it accessible to all language learners.

### *eVoc strategies*

An eVoc strategy is an electronic, or technology-based, strategy that teachers can use to develop students' vocabulary learning and interest in words. These strategies use technology to support the wide reading, direct instruction, active learning, and interest in word that are essential to vocabulary development. Ten eVoc strategies are listed as follows:

1. Learn from visual displays of word relationships within text,
2. Take a digital vocabulary field trip,
3. Connect fun and learning with online vocabulary games,
4. Have students use media to express vocabulary knowledge,
5. Take advantage of online word reference tool that are also teaching tools,
6. Support reading and word learning with just-in-time vocabulary reference support,
7. Use language translators to provide just-in-time help for ELs,
8. Increase reading volume by reading digital text,
9. Increase reading volume by listening to digital text with a text-to-speech tool and audio books
10. Combine vocabulary learning and social service

(Dalton and Grisham, 306-317, 2011)

### *Practical vocabulary tips*

Lewis and Hill (1985) agree that the most difficult and the most ineffective means of explaining vocabulary are the most widely used-these are translation, giving a synonym, and providing a verbal explanation. There are occasions when each is appropriate, but more interesting, effective and memorable ways of explaining vocabulary might be more preferable in many other cases. These are: demonstration, using realias, drawing or sketching, using scales or grades on the board, and using the dictionary.

Scrivener (1994:236-237) has prepared the following list of lexical practice activities and games:

- discussions, communicative activities and role-play requiring the use of the lexical items;
- making use the lexis in written tasks,
- matching pictures to lexical items;
- matching parts of lexical items to other parts, e.g. beginnings and endings;
- matching lexical items to other, e.g. collocations, synonyms, opposites, sets of

related words, etc.;

- using prefixes and suffixes to build new lexical items from given words;
- classifying items into lists;
- using given lexical items to complete a specific task;
- filling in crosswords, grid or diagrams;
- filling in gaps in sentences;
- memory games.

An important focus in LLS research has been on the possibilities of training learners to use LLSs. The following section will discuss the main ideas of LLS training.

## 2.7. Strategy Training

While early research aimed to identify only the strategies of ‘good language learners’, it was not long before language educators realized the insufficiency of simply recognizing learners’ contributions. Learners, particularly those not among the group of so-called ‘good’ learners, need to be trained in learning strategies to exploit their potential and increase their autonomy (Larsen-Freeman, 2000).

As a result of a study in Japan, Schmitt (2000) concludes that learners do use strategies and find them helpful. This requires incorporation of strategy training into our classes, but how effective such training will be is a question mark in mind. The research brings inconsistent results: some studies report a reasonable degree of success, whereas others report only limited success, or even student resistance. Outside factors such as support from the school administration also affects strategy training.

From a social-cognitive perspective (Pressley, 1994, as cited in Gettinger & Seibert, 2002), during the first phase, called modelling, students acquire study strategies through social modelling, task structuring, and social praise. Application of the strategy that approximates the model’s performance is achieved by the learner in the second stage called the imitative level. The third phase, or the self-control phase, is the third

one includes the independent use of the strategy by the learner while performing transfer tasks; in theory, a student's use of a strategy becomes internalized during this phase. Systematic adaptation of learning strategies to different situations by the students is evidence of self-regulation in the fourth phase of development (Gettinger & Seibert, 2002).

The study by Griffiths (2003) revealed that higher level students made highly frequent use of a large number of language learning strategies. An examination of the patterns underlying reported language learning strategy use suggests that higher level students frequently used strategies related to interaction with others, to vocabulary, to reading, to the tolerance of ambiguity, to language systems, to the management of feelings, to the management of learning, and to the utilisation of available resources. When compared with the strategies favoured by lower level students, the strategies typical of higher level students appeared to be more sophisticated and more interactive, suggesting that the differences in strategy use by higher and lower level students may have a qualitative as well as quantitative dimension.

To round out the discussion of context, it should be mentioned that learners' age, level of education, and experimental context (i.e., classroom vs. laboratory) may also influence the effectiveness of strategy instruction (SI). It may be of interest, for example, to determine whether greater (meta)cognitive capacity of adults offers an advantage over children or whether the control afforded by conducting research in a lab enhances the effects of SI. Results from the subgroups analyses indicate a surprisingly clear picture how different contexts, treatments, outcomes, and aspects of study quality relate to the effectiveness of SI. SI appears to yield outcomes for language learning and use in which more advanced students are enabled to more accurately incorporate novel strategies into their strategic repertoire (Plonsky, 2011).

The study by Wong and Nunan (2011) shed light on the differences between more and less effective learners. Examining the results from the study as a whole, the main differences between the more effective and less effective learners seem to be attitudinal. The more effective learners were found to be more active and ready to take

control of their own learning. They spent significantly more time out of class practising English and displayed a greater degree of autonomy than the less effective learners. All of the strategies deployed by more effective learners that emerged as statistically significant carried with them an active learning aspect regardless of the style to which they correspond.

Swan (2008) claim that sensitizing students to the role of strategies and giving them training in their use is obviously constructive thing to do on the condition that strategies are genuinely teachable, clearly targeted and plausibly effective. Metacognitive strategies that lead students to organize and assess their learning are believed to bring more success in all fields of study.

The purpose of strategy-based instruction is to raise awareness of responsibilities for their efforts and using the target language among learners. Another aim is to increase the efficiency of the learners by allowing them to experience the learning process individually. It is reported by the teachers who have used this approach that students become more efficient in completing classroom language tasks, take more responsibility for planning their own learning outside class, and gain more confidence in their ability to learn and use the target language (Cohen, 2000).

However, LLS research has not been without its critics. Although definitions of LLSs appear to be logical and exhaustive, they leave several issues open. The most fundamental one is this: What exactly is the difference between engaging in an ordinary learning activity and a strategic learning activity? For example, if someone memorizes vocabulary by simply looking at a bilingual vocabulary list, most people would say that this is an example of learning. But if the person applies some colour marking code to highlight the words in the list which he or she still does not know, suddenly we can start talking about strategic learning. But what is the difference? The colour code?(Dörnyei, 2005).

Another empirical question is what the distinguishing features of learning strategies are. Weinstein et al. (2000, as cited in Dörnyei, 2005) offered three critical

characteristics: goal-directed, intentionally-invoked, and effortful. The problem with these intuitively appealing attributes is that they can also be true about hard work and focused learning in general. Does that mean that hard and focused learning is by definition strategic? On the other hand, Cohen (1998, as cited in Dörnyei, 2005) highlighted a further important aspect of learning strategies, the *element of choice*. However, choice is still not enough to distinguish strategies from non-strategies because students tend to make several choices concerning their learning process that are not strategic in the strict sense, that is, which do not necessarily involve appropriate and purposeful behaviour to enhance the effectiveness of learning (Dörnyei, 2005).

Fifteen years later, Dörnyei (2005) concludes that the necessary theoretical clarification about the nature of the learning strategy concept did not happen, which resulted in a marked shift in the evolution and status of the notion of learning strategy both in educational psychology and L2 research. In the former field, the term *learning strategy* was first marginalized and then virtually abandoned by the research community in favour of the more versatile concept of *self-regulation*.

## 2.8. Self-Regulation

Zimmerman (1998) defines self-regulation as self-generated thoughts, feelings, and actions for attaining academic goals. For instance, the purpose of the research on academic self-regulation was to explain proactive efforts of students to identify their personal initiative, resourcefulness, persistence, and sense of responsibility on their own. Therefore, motivational variables such as goal-setting, self-beliefs, and intrinsic interest have been incorporated in most self-regulated learning models as central features.

Contemporary research tells us that self-regulation of learning is not a single personal trait that individual students either possess or lack. Instead, it involves the selective use of specific processes that must be personally adapted to each learning task. The component skills include: (a) setting specific proximal *goals* for oneself, (b)

adopting powerful *strategies* for attaining the goals, (c) *monitoring* one's performance selectively for signs of progress, (d) *restructuring* one's physical and social context to make it compatible with one's goals, (e) managing one's *timeuse* efficiently, (f) *self-evaluating* one's methods, (g) *attributing* causation to results, and (h) *adapting* future methods (Zimmerman, 2002).

Zimmerman (1998) formed six dimensions of self-regulation using six question words (why, how, when, what, where, and with whom) to highlight the context-specific nature of self-regulation process. The question "why" addresses students' motivation to self-regulate their studying. The question "how" is about study skills and it requires to let students choose or adapt their own way to study. The question 'when' is to encourage students to plan their time more effectively. The question "what" is related to students' overt behavioural performance. The question "where" leads to arrangement of physical environment by the learner. The final question "with whom" concern the social dimension of studying, that is self-regulated learners are aware of how study partners, coaches, or instructors can help or hinder their learning.

Specifically in the field of ELT, when it was clear that observation of good language learners and their strategies was not fruitful, the researchers started exploring the secret of strategic learners' 'pro-activeness' focusing on the self-regulatory process and the specific learner capacity underlying it. Thus, scholars increasingly recognized that the source of success behind the proactive strategic learners is not the exact nature of the strategies, tactics, or techniques that they apply, but rather the fact that they do apply them. That is, what makes strategic learners special lies in creative effort they put willingly into their own learning (Dörnyei, 2005).

When children reach an age when SRL processes should have emerged developmentally, their failures to use these processes are attributed usually one or more of three factors: Students may not believe that a known self-regulation process will work, is needed, or preferable in a particular learning context; they may not believe that they can successfully execute an otherwise effective self-regulation response; or they may not be sufficiently desirous of a particular learning goal or outcome to be

motivated to self-regulate (Zimmerman, 2001:7).

To understand the concept of ‘self-regulation’ better from a broader perspective, Dörnyei (2005:192) synthesised a long list of integrated and interrelated micro-processes, and other components based on an extensive review of the related literature. This list is as follows:

- Goal setting
- Strategic planning
- Action plans and action schemata
- Monitoring and meta-cognition
- Action control
- Volitional control mechanisms
- Strategic tactics and operations
- Effective time management
- Self-motivational beliefs
- Evaluation and self-reflection
- Receiving and processing feedback
- Experiencing pride and satisfaction with one’s efforts
- Establishing a congenial environment

Zimmerman (2001) underlines the three words, additional preparation time, vigilance and effort as the requirements assumed by most theorists for students to regulate their academic learning. Theorists, on the other hand, differ over the type of outcomes they emphasize: Operant researchers tend to prefer extrinsic outcomes, whereas other researchers tend to prefer intrinsic ones such as self-perceived success or mastery.

#### 2.8.1. Goal setting in self-regulation

Goals incorporating specific performance standards are more likely to enhance learning and activate self-evaluations than general goals. Specific goals boost performance by greater specification of the amount of effort required for success and

the self-satisfaction anticipated. Specific goals promote self-efficacy because progress is easy to gauge. Proximal goals result in greater motivation than distant goals. It is easier to gauge progress toward a proximal goal, and the perception of progress raises self-efficacy. Proximal goals are especially influential with young children, who do not represent distant outcomes in thought (Schunk, 1990:74).

### 2.8.2. Self-regulation and age

Each of the theories focuses attention on different factors for student failures to self-regulate when learning. Most formulations assume that very young children cannot self-regulate during learning any formal way. Although both cognitive constructivists and Vygotskians assume that most children develop a capacity to self-regulate during the elementary school years, they differ in their belief about the initial cause of this incapacity. Constructivists of a Piagetian orientation assume young children's egocentrism is a crucial factor limiting self-regulation, whereas Vygotskians stress the importance of young children's inability to use language covertly to guide functioning. Constructivists who favour Flavell's (1979) view tend to emphasize limitations in young children's metacognitive functioning as the primary factor for their incapacity to self-regulate during learning (Zimmerman, 2001:6).

### 2.8.3. Self-regulated capacity for vocabulary learning

Tseng, Dörnyei and Schmitt (2006) have outlined a new approach to conceptualizing and assessing strategic learning, based on the notion of self-regulation drawn from the field of educational psychology. Instead of focusing on the outcomes of strategic learning, they stress the importance of the learners' innate self-regulation capacity that fuels their efforts to search for is highlighted and personalized strategic learning mechanism. Hence, they named this concept the self-regulating capacity for vocabulary learning (hereafter, SRCvoc). What makes this approach different is that it is situated in one particular language learning domain, vocabulary learning. The reason of this focus has partly been the significance of the mastery of vocabulary in second language acquisition process.

Tseng et al. (2006:85-86) used a structural equation model (SEM) approach to describe what self-regulation entails in terms of vocabulary learning. They developed a model which suggests that SRCvoc consists of five facets:

- Commitment control, which helps to preserve or increase the learners' original goal commitment
- Meta-cognitive control, which involves the monitoring and controlling of concentration, and the curtailing of any unnecessary procrastination
- Satiation control, which helps to eliminate boredom and to add extra attraction or interest to the task
- Emotion control, which concerns the management of disruptive emotional states or moods, and the generation of emotion that will be conducive to implementing one's intentions
- Environmental control, which helps to eliminate negative environmental influences by making the environment an ally in the pursuit of a difficult goal

SRCvoc in turn drives the use of vocabulary strategies. However, in this model, there are two components of strategic behaviour: Strategic Vocabulary Learning Involvement and Mastery of Vocabulary Learning Tactics. The first component refers to the 'quantity' facet that includes discovery and improvement of particular tactics with effortful covert or overt acts. The second component refers to the 'quality' facet that concerns mastery of special covert or overt learning methods to acquire vocabulary (Schmitt, 2010).

#### 2.8.4. Studies using SRCvoc

To date, the SRCvoc scale (Tseng et al., 2006) has been little researched. A very recent study was carried out with the instrument in a Japanese EFL setting (Mizumoto and Takeuchi, 2012). The piloting phase revealed that factor structures were different from those in the original study. The main study suggests that the scale can be a valid measure of self-regulation capacity in vocabulary learning in a Japanese EFL environment.

The research conducted by Rose (2011) in Japanese language learning environment brought criticism towards self-regulation. Participants in this study reported using environmental control strategies for the sole purposes of regulating satiation, meta-cognitive, and emotional control. In addition to this, the study also found there to be a complex relationship between the other four categories. That is, a breakdown in any category of motivational control had a clear impact on other categories. Such intricate relationships, therefore, suggest the proposed model of motivation control, may indeed suffer from the same definitional fuzziness for which previous models of strategic learning have been criticised.

Reflecting the scarcity of research using SRCvoc in the international literature, no studies have been conducted to date using the instrument in a Turkish setting to the researcher's knowledge. This represents a significant gap in the literature to which the current study aims to contribute.

## **CHAPTER III**

### **3. METHODOLOGY**

This chapter presents the information about the participants, the instruments used, the training procedures, the training materials, and the method for data collection and analysis. The aim of the study was two-fold. First, it aimed to determine the self-regulating capacity in vocabulary learning (SRCvoc) of a group of students enrolled at a private high school. Second, it aimed to investigate the outcomes of a one-month programme of weekly the SRCvoc awareness-raising sessions on the SRCvoc of these students and on their vocabulary achievement.

#### **3.1. Participants**

The participants were 14 year-old 9th graders (n=31, 100% male) enrolled at a private high school in the city of Ankara. 19 students consisted the experimental group and 12 students the control group. Both groups had been exposed to one-week of English classes when they were administered placement and diagnostic tests before the beginning of the school year. The test results showed that their proficiency level was pre-intermediate. The students in the control group had been studying English for five to eight years, while those in the experimental group had been studying English for five to fourteen years. The students in the control group had been educated in a state school for a longer than those in the experimental group. While none of the students in the control group had spent any time in an English speaking country, five students in the experimental group had lived in an English speaking country for one to nine years.

### 3.2. Instruments

The data collection instruments used in this study were a Turkish version of the Self-Regulatory Capacity in Vocabulary Learning (SRCvoc) (Tseng et al., 2006), a short Background Questionnaire, a pre-test, a post-test, four unit tests, and the students' weekly journals.

The SRCvoc (Tseng et al., 2006, see Appendix 4) is a self-report questionnaire which aims to measure learners' self-regulating capacity in foreign language vocabulary learning. The model suggested by Tseng et al. (2006) proposed a five-factor structure: commitment control, meta-cognitive control, satiation control, emotional control and environment control. Each factor consists of four variables. Participants mark their responses on a six-point Likert type scale ranging from 'strongly disagree' (1) to 'strongly agree (6)'. In order to prevent lack of comprehension of the instrument items due to the participants' relatively low language proficiency (pre-intermediate) the SRCvoc items were translated into Turkish by the researcher. A bilingual Turkish-English speaker back translated the items to check for any ambiguities, and a researcher with a Ph.D. in ELT confirmed the wording. The linguistic reliability of the instrument was thus ensured. The construct reliability of the SRCvoc was investigated with confirmatory factor analysis (CFA) (see Data Analysis section).

The Background Questionnaire was attached to the SRCvoc as Part A to gather general information about the participants such as gender, age, English level, years spent learning English, whether they had ever been to any English speaking country, and years spent being educated in state schools and private schools.

Pre-tests and post-tests (See Appendix 5) were identical and consisted of sixty questions, in four different forms. Target vocabulary items were chosen from the reading texts of the main course book. In Part One, students were required to fill in the blanks with the words given in the box; Part Two was a matching exercise; Part Three composed of multiple-choice questions; in Part Four, the students were expected to read the definitions and find out the word with the first letter given.

Apart from the pre-tests and post-tests, weekly unit tests (See Appendix 10) were used to measure the progress of the students during the training weeks. These tests were composed of mechanical drills from the workbook.

In order to collect qualitative data to support the quantitative data, students were provided with journals before the sessions commenced. At the beginning and end of each session, the participants made entries in their journals about their vocabulary learning strategy choices, goals, plans and feedback. They were free to write either in English or in Turkish. They were guided by directive questions given by the researcher, who was also the teacher of both the control and experimental groups.

### 3.3. Data Collection Procedure

#### 3.3.1. Administration of the SRCvoc

The SRCvoc was administered to 102 students (86 males and 16 females) in total, two weeks before the training with the help of the colleagues in different classes. The participants were reminded that participation was voluntary and that there were no rights or wrong answers. They were also assured that the demographic information in Part A would be kept anonymous.

#### 3.3.2. Administration of pre-tests and post-tests

The pre-test was administered one week before the training session to both the experimental and control groups. The subjects were reminded that they had not been taught the target words yet and they should read every single question and do as much as they could. Instructions were given for each part in Turkish to be more elaborate and explicit. The post-test was given one week after the training program to both groups. The students were asked to reflect their knowledge and it was reminded that the results would not be used for grading. The time given to participants was equal both in the pre-test and the post-test. The duration of the tests was 30 minutes

### 3.4. Awareness-Raising Session Materials

The main material used in the awareness-raising sessions was the course book (throughout the year), *Aim High 2 Student's Book* written by Falla, Davies, and Hudson (2010). The ordinary curriculum set for the two groups was not changed. The program was based on fifteen words in each text. Four different texts in this coursebook were used for the awareness-raising sessions in its natural order. Besides the passages, all the activities in each unit for the reading and vocabulary sections such as comprehension questions, discussion questions and vocabulary exercises were adapted with some changes. Weekly Unit tests were generated using the exercises from the workbook.

Every session started with a Powerpoint (see Appendix 6) presentation prepared by the researcher to inform students about the roadmap of that week. In the first week, keeping a vocabulary note-book was promoted for the students in the experimental group. They used it as a fundamental material for recording vocabulary and doing vocabulary homework. The students were allowed to use the back of the note-books as journals to note down their comments during the whole awareness-raising process. In the second week, more teacher-generated materials were preferred which were all about the target words. A categorisation, an ordering and a writing activity were prepared. In the third week, a presentation of a well-known portrait about the topic of that week was shown to students. In addition to this, an authentic reading material, a puzzle (see Appendix 7), an ordering exercise in different format (see Appendix 8) and vocabulary extension exercise (See Appendix 9) were used as extra materials. In the fourth week, videos about the topic of the unit were watched for a change as visual support and authentic material. Another visual material was a Powerpoint presentation of the target words in that week. An authentic reading text, a puzzle, a categorisation and a timeline exercise were prepared and used in the class.

### 3.5. Awareness-Raising Procedure

The experimental group received two hours instruction in each week, while the

control group received no training (For the training procedure of the experimental group, See Table 3-1, Appendix 2). The awareness-raising sessions were based around the items of the SRCVoc. It must be stressed here that due to the results of the CFA conducted to determine the construct validity of SRCvoc (see Chapter 4 of this thesis), all the environment control items and two of the emotional control items were deleted and disregarded as a basis for the awareness-raising sessions.

Before the program started, the subjects were familiarized with the vocabulary learning strategies. First, they were invited to tell as many vocabulary learning strategies as they could. The elicited words were recorded on the board in a list. Then, with the contribution of the researcher and several attentive students, the list was extended. As the final step, a general discussion as a whole class was held about the significance of using vocabulary learning strategies. At the end of this introductory session, students were told that they would concentrate on a different aspect of vocabulary strategies to be more self-regulated learners each week.

In the first training session, commitment control strategies were focused in detail. The students were asked why goal setting was important in vocabulary learning. It was decided that they would set vocabulary goals for each week and write them in their journals at the beginning of each week. Then, difficulties and problems that prevent students from reaching their vocabulary goals were discussed. Brainstorming possible techniques and strategies to overcome the difficulties followed the previous discussion. More strategies were provided as options in the presentation by the researcher. As an outcome of this session, students were asked to choose their own special techniques to learn the target vocabulary and record them in their journal at the beginning of each week.

The second session was based on meta-cognitive control strategies. How to keep concentration focused and how to prevent procrastination while learning vocabulary were discussed. While some ideas were kept as optional techniques to be chosen and used by students outside the classroom, some others were decided to be compulsory to be used in the class as modelling activities. For example, students chose

their own 'Words of the Day' as an optional activity; at the same time, they were required to prepare a poster using their own drawings (See Appendix 11) or pictures as a compulsory activity.

The third session focused on satiation control strategies and consisted of three parts: (1) the ways of increasing desire to learn new words, (2) the ways of eliminating boredom while learning vocabulary, (3) the ways of regulating mood to invigorate the learning process. For each point, a variety of ideas were brainstormed together with the students and some of them were decided to be used in the class and outside the class. To make students more eager to learn new words, an authentic listening text downloaded from BBC Podcast website including both known and unknown words about crime terminology (the subject of the unit) was used as a source of reinforcement. It was discussed with students that using short span of time for learning vocabulary and doing enjoyable activities after or before vocabulary learning sessions may work to eliminate boredom. A sketch about the topic of the unit was played by the students in the class. Different roles were allocated to as many students as available. It was aimed to make students use the target vocabulary in a real life situation and invigorate the vocabulary learning process.

The fourth session, which concentrated on emotion control, had a single emotional focal point that was about to reduce the stress while learning vocabulary. Due to the fact that the subjects were at pre-intermediate level and the material they used were not too challenging and intensive, they expressed they did not feel much stress about learning vocabulary. Therefore, the first step was to help them realise that vocabulary learning might be more stressful in more academic work in the future, even if it did not seem to be difficult at that time. A reading text was photocopied from a CAE (Certificate of Advanced English) textbook and handed out to students. They were expected to read and do some exercises about the text. The aim was to give an idea about how difficult texts they might be reading at university. As a class activity, the participants watched some animated cartoons about the related figures that had fairly simple language. It was planned to invite another English speaking subject teacher to the class was planned to make the students listen to the same topic from a different

person, but it could not be realised due to that teacher's illness (For the syllabus design of the training program, See Table 3-2, Appendix 3).

### 3.5.1. Weekly quizzes

Quizzes are one of the assessment tools that are applied at the end of each unit. The purpose is to check the performance of learners weekly and offer assistance if there is any unclear subject. As the training program lasted four weeks and four units were covered, four quizzes were administrated during the program. There were two parts, grammar and vocabulary, in each quiz. The questions were compiled from the coursebook and the workbook students are studying. The duration of the quizzes was 30 minutes. The same questions were asked and the same amount of time was given to both the experimental and the control groups.

### 3.5.2. Weekly vocabulary journals

Journals were decided to be used as an essential qualitative data collection source. The primary objective was to make students reflect on their own performance and progress. They were asked to set goals and select appropriate strategies for themselves for learning the target words at the beginning each week. When one week program was completed, learners evaluated themselves by stating whether or not the techniques they used helped them to achieve their goals. The subsidiary aim was to make students acquire vocabulary recording techniques through using a vocabulary notebook. Students made a variety of word lists, categorisations and mind-maps.

The students in the experimental group made entries into their journals at the beginning of the week when they set their goals and chose their vocabulary learning strategies. At the end of the week, they evaluated the previous week in terms of the effectiveness of the strategies they used and the success rate they achieved in learning the target vocabulary. Students were guided with only some leading questions such as, "What do you want to achieve in vocabulary learning this week?", "Which of the vocabulary learning techniques suggested by the teacher or your friends do you think

you would like to use?''.

On the other hand, one side of the journal was also used as a vocabulary notebook by the learners to note down the ideas brainstormed by the whole class, to do both compulsory and optional vocabulary homework, and to write the detailed explanations of the target vocabulary provided by the teacher. The aim was to enable learners to follow the process in a more organised way.

On the very first day of the training process, all the participants in the experimental group took the journals for granted. It was reminded that they would bring the journals to the English lessons every day in case they needed to take any notes. For each journal entry, last five minutes of class time was saved so as to eliminate the excuse of forgetting to do this task at home.

### 3.6. Data Analysis Procedures

All statistical analyses were carried out using the Statistical Program for Social Sciences (SPSS) for Windows version 17.0 and AMOS 16.0. This section reports on how the SRCVoc model was validated with the current data set, and how descriptive and inferential statistics were calculated in order to answer the research questions.

#### 3.6.1. Data screening

Before running any statistical analysis, it is necessary to screen the data in order to determine any variables which may distort the results (Tabachnick & Fidell, 2007). After the data had been entered into SPSS, data were screened for outliers. None were detected. Missing Variable Analysis revealed there were no missing variables. The data were then checked for kurtosis, skewness and normality.

### 3.6.2. Model validation of SRCvoc

The usual procedure to test the validity of an instrument which has been adapted to a new context is confirmatory factor analysis (hereafter, CFA), which is a theory driven technique in which it is possible to determine how well a set of data fits to a hypothetical model (Schreiber, Stage, King, Nora, & Barlow, 2006). In CFA, variables are fixed a priori to load on specific factors (Bandalos, 1996). Because of the small size of the current sample and the non-normally distributed data, the Scale-Free Least Squares method was chosen. A number of indices can be used when assessing model fit. In the current study, the Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Relative Fit Index (RFI), and Normed Fit Index (NFI) were calculated (see, e.g. Schreiber, et al., 2006). The minimum cut off point for model validation is  $\geq .90$  for GFI, RFI and NFI respectively (Byrne, 2001). All statistical tests were run with SPSS 17.0 and AMOS 16.0.

### 3.6.3. Data Analysis for the Questionnaire, Test Scores, and Weekly Quizzes

Due to the small size of the sample, non-parametric tests were chosen (Field, 2009). The Mann-Whitney test, which is the non-parametric equivalent of the independent samples t-test, was used to determine if there were any significant differences between the results of the pre-training questionnaire, the post-training questionnaire, the pre-test and post-tests results of the control and experimental groups. The Wilcoxon signed-rank test, which is the non-parametric equivalent of the two related samples t-test, was used to investigate if there were any significant differences between the pre-training and post-training questionnaire scores, and the pre-test and post-test scores within each group. The Wilcoxon signed-rank test, was also used to investigate if there were any significant differences between the pre-training and post-training vocabulary quiz scores, and the pre-training and post-training vocabulary quiz scores within each group.

#### 3.6.4. Analysis of the weekly journal entries

The entries of the journals were submitted to content analysis, a research technique which classifies the words of a text into categories which are defined according to the focus of the research (Johnson & Onwuegbuzie, 2004). The journals were analysed according to the number of entries, the number of the techniques, the language of the journals, and the time for submission of journals for check.

## CHAPTER IV

### 4. RESULTS

The aim of this chapter is to present the results of the data analysis procedures related to each of the research questions. The results of the statistical tests conducted will be presented in the order of the research questions.

#### 4.1. Results Relating to Research Question 1

“What is the construct validity of the Turkish version of SRCvoc?”

CFA using Scale-Free Least Squares method was conducted to determine the construct validity of SRCVoc with the current sample. First, all the items which were related to environmental control (items 3, 14, 17 and 20) and items 12 and 15 which were related to emotional control did not survive this process and were hence deleted from the scale. The indices showed that a 2<sup>nd</sup> order factor structure best explained the data set with all the values above the suggested minimum cut off points for model validation (Byrne, 2001) (GFI=.98, AGFI=.97, RFI=.97, NFI=.98).

#### 4.2. Results Relating to Research Question 2

“What are the SRCvoc levels of the current samples?”

The pre-questionnaire results revealed that level of SRCvoc in the experimental group ( $Mdn=4.14$ ) did not differ significantly from the control group ( $Mdn=4.43$ )

before the training started,  $U=91$ ,  $z=-.93$ ,  $ns$ ,  $r=-.17$ . It means that at the beginning of the study both the experimental group and the control group were similar in terms of self-regulated capacity for vocabulary learning.

Another finding is that the difference between the scores of the experimental group ( $Mdn=15.00$ ) and the control group ( $Mdn=12.00$ ) in the pre-test was not significant preceding the training process,  $U=100.5$ ,  $z=-.55$ ,  $ns$ ,  $r=-.10$ . This result proved that neither group had superiority over one another in terms of the knowledge of the target vocabulary at the beginning of the study and could therefore be treated as being equal at the starting point.

#### 4.3. Results Relating to Research Question 3

“Does one month of awareness-raising sessions increase the SRCvoc levels of the experimental group?”

Comparative analysis of the pre-questionnaire results ( $Mdn=4.14$ ) and the post-questionnaire results ( $Mdn=4.21$ ) of the experimental group resulted in non-significant difference after one month raising awareness session,  $z=-.81$ ,  $ns$ ,  $r=.19$ . There was a non-significant difference between the pre-questionnaire results ( $Mdn=4.43$ ) and the post-questionnaire results ( $Mdn=4.25$ ) of the control group,  $z=1.16$ ,  $ns$ ,  $r=.33$ . This was quite normal as not any explanation about strategies and strategy training was provided for the control group.

The post-questionnaire results of the experimental group ( $Mdn=4.21$ ) did not differ significantly from the post-questionnaire results of the control group ( $Mdn=4.25$ ),  $U=98.00$ ,  $z=-.93$ ,  $ns$ ,  $r=-.17$ , suggesting that the self-regulated strategy training in vocabulary which was carried out in this study was not effective. Several possible explanations to account for this finding will be discussed in Chapter V.

The difference between the pre-test results ( $Mdn=15.00$ ) and the post-results ( $Mdn=47.00$ ) of the experimental group was significant,  $z=-.81$ ,  $p=.000$ ,  $r=.19$ . Every

student in the experimental group increased their scores in the post-test which was expected as they studied all the target words in detail. The increase rate ranged from 9 to 40, although every student was exposed to the same training.

The difference between the pre-test results ( $Mdn=12.00$ ) and the post-test results ( $Mdn=48.00$ ) of the control group was also significant,  $z=3.06$ ,  $p=.002$ ,  $r=-.88$ . All

students in the control group increased their scores in the post-test. There was a wide range of success rate from 11 to 48. This was something expected because even the control group was presented all the target vocabulary.

The post-test results of the experimental group ( $Mdn=47.00$ ) did not differ significantly from the post-test results of the control group ( $Mdn=48.00$ ),  $U=98.00$ ,  $z=.65$ ,  $ns$ ,  $r=.12$ . So, it is arguable that the success of the experimental group is due to the strategy training. The students in the experimental were expected to be more successful than the students in the control group because of one-month raising-awareness program they received for vocabulary learning. One fact is that not all students in the experimental group responded to the program at the same level. Another observed experience is that there are students in the experimental group who utilized the training program and increased their scores at the ideal level.

#### 4.4. Results Relating to Research Question 4

“What self-regulated vocabulary learning behaviour do the participants display in their weekly journal entries?”

For most of the students, it was the first time they had set goals for vocabulary learning. All students took notes of the general ideas brainstormed by the whole class. However, it was clear from the journals that a wide range of vocabulary strategies were considered and planned to be used which indicated that particularly attentive students did not restrict themselves to the ready-made techniques provided by their peers and the teacher. With the help of the journals, students categorise the vocabulary, make their weekly plans for learning vocabulary, and self-evaluate their choices of vocabulary learning strategies for each week.

In Table-4-1 below, the journal performance of each student in the experimental group is displayed.

**Table 4-1:** The Journal Performance of the Experimental Group

| Participant | Journal submission for check | No. entries in journal | Language of Journal | No. of techniques in journal | Pretest Result | Post-Test Result |
|-------------|------------------------------|------------------------|---------------------|------------------------------|----------------|------------------|
| 13          | One week late                | 4                      | English             | 6                            | 38             | 59               |
| 14          | On time                      | 5                      | English             | 9                            | 11             | 47               |
| 15          | Not submitted                |                        |                     |                              | 27             | 46               |
| 16          | Not submitted                |                        |                     |                              | 6              | 26               |
| 17          | One week late                | 6                      | English             | 10                           | 47             | 60               |
| 18          | On time                      | 5                      | Turkish             | 10                           | 15             | 55               |
| 19          | One week late                | 3                      | Turkish             | 4                            | 12             | 25               |
| 20          | One week late                | 3                      | English             | 5                            | 41             | 53               |
| 21          | Not submitted                |                        |                     |                              | 12             | 44               |
| 22          | On time                      | 5                      | English             | 9                            | 18             | 51               |
| 23          | On time                      | 2                      | English             | 6                            | 6              | 32               |
| 24          | One week late                | 4                      | Turkish             | 7                            | 4              | 17               |
| 25          | One week late                | 2                      | English             | 5                            | 42             | 57               |
| 26          | One week late                | 3                      | English             | 7                            | 22             | 54               |
| 27          | On time                      | 5                      | Turkish             | 10                           | 8              | 47               |
| 28          | Not submitted                |                        |                     |                              | 7              | 21               |
| 29          | Not submitted                |                        |                     |                              | 38             | 56               |
| 30          | On time                      | 6                      | Turkish             | 14                           | 23             | 50               |
| 31          | One week late                | 2                      | Turkish             | 4                            | 11             | 18               |

It might be meaningful to look at the journal performance of the experimental

group as each student has individual attitude towards the journal writing. Only 6 students submitted their journals on time; 8 students remembered to bring their journals one week after the teacher's announcement; there were 5 students who did not submit their journal at all due to various reasons. The number of the students who kept journals regularly and properly was limited to 6. It is clear from the table that students who regulated themselves in journal writing have the most improvement in the class. It can be concluded that journal writing helped students regulate themselves particularly in learning vocabulary and that it contributed to the success rate.

In order to gain more insight into how each individual approached to journal writing, we may have a close look at their statements. About selecting vocabulary strategies, one wrote that "I think I will read a book and write some words with their definitions. I want to watch a TV programme, actually TV series and I will try to prepare word cards". Another wrote, "I note down the words and write their Turkish meanings and then memorise them. My vocabulary learning technique is using the words in everyday life as they become more memorable".

About setting goals, one wrote, "This week I want to study the words hard, internalize their meanings, and be more successful in the exam". Another wrote that "I am planning to learn 75% of the target words of this week. I am aiming to learn 10 words out of 15 in the reading text and half of the words in the vocabulary extension part".

It was another task for students to comment on what they did and if the techniques they used were successful or not. One student noted down, "I tried some techniques. I did some exercises everyday to remember words that I learned. I wrote their definitions without a dictionary. Writing their definitions really helped me. I watched TV programmes and it was not so bad. I also prepared word cards but it did not work. Another commented that "I bought Cambridge Vocabulary book. It has pictures and word definitions. As the words are categorised, it helps me understand better. I took notes of Turkish meanings of some words I had difficulties. Finding synonyms did not work so I check the words in the previous units".

#### 4.5. Results Relating to Research Question 5

“Are there any significant differences between the weekly quiz results of the control group and experimental group before and during the awareness raising sessions?”

The results of the Mann-Whitney test showed that the difference between pre-training quiz results of the control group ( $Mdn=33.25$ ) and the experimental group

( $Mdn=31.00$ ) was significant,  $U=55.50$ ,  $z=-2.37$ ,  $p\leq.001$ . It is clear that the control

group significantly outperformed the experimental group in the pre-training quiz results. However, in the post-training weekly quiz results, the situation is different. The difference between the post-weekly quiz results of the experimental group ( $Mdn=47.40$ )

and the control group ( $Mdn=45.83$ ) was not significant,  $U=107.00$ ,  $z=-.29$ ,  $p\geq.001$ . The

experimental group appears to have outperformed the control group, although this difference is not significant.

The difference between the pre-training quiz results ( $Mdn=33.25$ ) and the post-training quiz results ( $Mdn=45.83$ ) was significant,  $z=-4.08$ ,  $p\leq.001$ . This showed that

although the control group received no training, they increased their quiz scores significantly. There was also a significant difference between the pre-training quiz results ( $Mdn=31.00$ ) and the post-training quiz results ( $Mdn=47.50$ ) of the experimental

group,  $z=-3.82$ ,  $p \leq .001$ .

Due to the fact that quiz results affect the final grades, nearly all students put effort to increase their scores. It may be more meaningful to look at individual cases to find out if raising awareness program was fruitful indeed or not because of the small sample size of the particularly experimental group. Before the training program, the experimental group was not as successful as the control group in vocabulary quizzes. In the control group, four students had an average above 40 out of 50 and nobody had an average below 30 out of 50 in pre-training quizzes. On the other hand, in the experimental group, six students had an average below 20 out of 50, three students had an average below 30 out of 50, and only two students had an average above 40 out of 50 (See Table 5).

In Table-4-2 below, the individual case studies of experimental group in weekly unit quizzes is reflected.

**Table 4-2.** Weekly Quiz Performance of the Experimental Group

|       | Pre-Training Unit Quizzes |        |        |       | Post-Training Unit Quizzes |        |        |        |       |
|-------|---------------------------|--------|--------|-------|----------------------------|--------|--------|--------|-------|
|       | 1.Quiz                    | 2.Quiz | 3.Quiz | Mean  | 1.Quiz                     | 2.Quiz | 3.Quiz | 4.Quiz | Mean  |
| NNo   | 50%                       | 50%    | 50%    | 50%   | 50%                        | 50%    | 50%    | 50%    | 50%   |
| 13    | 36.5                      | 34.5   | 35.75  | 35.6  | 50                         | 50     | 50     | 47.5   | 49.37 |
| 14    | 28.5                      | 25.5   | 32     | 28.66 | 47.5                       | 45     | 45     | 50     | 46.87 |
| 15    | 31                        | 31     |        | 31    | 50                         | 42.5   | 50     | 50     | 48.12 |
| 16    | 19                        | 9      | 9.75   | 12.58 | 32.5                       | 20     | 30     | 17.5   | 25    |
| 17    | 44                        | 37.5   | 46.25  | 42.58 | 50                         | 50     | 50     | 50     | 50    |
| 18    | 36.5                      | 30.5   | 34.5   | 33.83 | 45                         | 50     | 50     | 50     | 48.75 |
| 19    | 24                        | 7.5    | 19.5   | 17    | 47.5                       | 27.5   | 50     | 37.5   | 40.62 |
| 20    | 41                        | 31     | 28     | 33.33 | 50                         | 40     | 50     | 50     | 47.5  |
| 21    | 6                         | 22.75  | 27     | 18.58 |                            | 42.5   | 42.5   | 53     | 45    |
| 22    | 39                        | 32     | 23     | 31.33 | 45                         |        | 47.5   | 45     | 45.83 |
| 23    | 29                        | 17     | 15.25  | 20.41 | 7.5                        | 22.5   | 37.5   | 30     | 25    |
| 24    | 22.5                      | 11.5   | 20.25  | 14.75 | 30                         | 22.5   | 40     | 17.5   | 27.5  |
| 25    | 33.5                      | 45.5   | 45.75  | 41.58 | 50                         | 45     | 50     | 50     | 48.75 |
| 26    | 22                        | 33.2   | 24.75  | 26.25 | 50                         | 50     | 50     | 50     | 50    |
| 27    | 34.5                      | 30.5   | 34.5   | 33.16 | 50                         |        | 50     | 45     | 48.33 |
| 28    | 6                         | 16     | 20.75  | 14.25 | 27.5                       | 32.5   | 30     |        | 30    |
| 29    | 41                        | 30     | 35.25  | 35.41 | 50                         | 50     | 50     | 50     | 50    |
| 30    | 40.5                      | 34.75  | 37.5   | 37.58 | 50                         | 50     | 47.5   | 50     | 49.37 |
| 31    | 16.5                      | 18     | 14     | 16.16 | 22.5                       |        |        |        | 22.5  |
| Total |                           |        |        | 27.58 |                            |        |        |        | 43.11 |

Although the difference is not significant, the experimental group performed better in the post-training quizzes. This may be attributed to the vivid and fresh knowledge of the target words supported by the techniques and strategies they used at that time. While no student achieved full score in the pre-training quizzes in the experimental group, three students got full scores in all post-training quizzes, and six students got full scores in three quizzes. In terms of quiz averages, there were only two students who had an average above 40 in the pre-training quizzes, but in the post-training quizzes, this number increased to fourteen. This means that except for five students, the majority of the experimental group was considerably successful in vocabulary quizzes while the raising awareness program going on.

In Table-4-3 below, individual cases studies of control group in weekly quizzes are given:

**Table 4-3.** Weekly Quiz Performance of the Control Group

|       | Pre-Training Unit Quizzes |               |               |             | Post-Training Unit Quizzes |               |               |               |             |
|-------|---------------------------|---------------|---------------|-------------|----------------------------|---------------|---------------|---------------|-------------|
|       | 1.Quiz<br>50%             | 2.Quiz<br>50% | 3.Quiz<br>50% | Mean<br>50% | 1.Quiz<br>50%              | 2.Quiz<br>50% | 3.Quiz<br>50% | 4.Quiz<br>50% | Mean<br>50% |
| 1     | 45.5                      | 45.5          | 43.5          | 44.83       | 50                         |               | 50            | 50            | 50          |
| 2     | 16.5                      | 42            | 43.25         | 33.91       | 32.5                       | 50            | 50            | 50            | 45.62       |
| 3     | 24.5                      | 38,5          | 44            | 35.66       | 27.5                       | 40            | 50            | 45            | 40.62       |
| 4     | 24                        | 37            |               | 30.5        | 30                         | 40            | 47.5          | 50            | 41.87       |
| 5     | 25.5                      | 28.5          | 36.5          | 30.16       | 42.5                       | 50            | 50            | 42.5          | 46.25       |
| 6     | 30                        | 47            | 47            | 41.33       | 50                         | 50            | 50            | 50            | 50          |
| 7     | 34                        | 42            | 45            | 40.33       | 20                         | 40            | 50            | 45            | 38.75       |
| 8     | 30                        |               | 36.5          | 33.25       | 30                         | 35            | 50            | 30            | 36.25       |
| 9     | 19                        | 40            | 40.5          | 33.16       | 32.5                       | 45            | 50            | 50            | 44.37       |
| 10    | 28                        | 40.5          | 42.5          | 37          | 37.5                       | 50            | 45            | 50            | 45.62       |
| 11    | 26.5                      | 40.5          | 39            | 35.33       | 25                         | 37.5          | 40            |               | 34.16       |
| 12    | 38                        | 39            | 48.5          | 41.83       | 50                         | 50            | 50            | 50            | 50          |
| Total |                           |               |               | 36.44       |                            |               |               |               | 43.62       |

On the other hand, the control group also kept and even increased their quiz averages in post-training quizzes. There were only four students who had an average above 40 but this number increased to nine. Furthermore, three students got full scores and except for one student, all students got full score at least one time in the post-training vocabulary quizzes (See Table 4-3).

## **CHAPTER V**

### **5. DISCUSSION**

In this section, the results of this study will be discussed in the order of the research questions section by section. The discussion section will reveal the similarities and differences of the studies conducted in the different parts of the world and also in Turkey. Not only statistical data but also qualitative feedback and observed experiences will be mentioned.

#### **5.1. Discussion Relating to Research Question 1**

“What is the construct validity of the Turkish version of the SRCvoc?”

The results of the CFA suggested that SRCvoc was best explained by a second order model, with all items subsumed by a general factor. This is in parallel with the original study by Tseng et al. (2006). However, unlike the original study, the results of the current CFA showed that not all items were valid in the current context. Two of the items related to emotion control and all of the items related to environment control were not validated. The study conducted by Mizumoto and Takeuchi (2012) in a Japanese context also supported the second order model, however none of the items related to satiation control and commitment control were validated. These results suggest that SRCvoc is sensitive to cultural differences, and hence further studies conducted in different contexts would shed more light on the concept.

#### **5.2. Discussion Relating to Research Question 2**

“What are the SRCvoc levels of the current samples?”

Related to the second research question, which is to reflect the SRCvoc levels and the knowledge of the target vocabulary of the current samples, data analysis indicated that both experimental and control group had a similar attitude towards self-regulated vocabulary learning and its related strategies. While they were filling in the SRCvoc questionnaire for the first time, the questions addressed to the teacher by the two groups about the lack of understanding certain items were alike. Due to the fact that they had never been taught English, particularly vocabulary, using strategies on a regular basis with a sense of self-regulation, the participants approached the questionnaire at a low consciousness level.

As for the results of the pre-tests, there was no significant difference between the experimental and the control group. One of the reasons for this similarity could be the fact that many participants had not been taught a certain number of the target vocabulary before. Another similarity is neither group waited until the end of the test time which was thirty minutes. As they were not familiar with the words, they did not attempt to guess them from the context. The most essential fact about the pre-test was that students did not do the test with a concern of getting a grade that would affect the average of their overall scores. That could explain why not only experimental group but also control group had a similar approach and an approximate mean from the pre-test.

Motivation was considered to be a source of a number of different kinds of attitudes. “Instrumental” and “Integrative” motivation were identified by Gardner and Lambert as two different clusters of attitudes. The instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. There is no superiority of one over another. There is no single means of learning a second language: some learners in some contexts are more successful in learning a language if they are

integratively oriented, and other in different contexts benefit from an instrumental orientation (Brown, 2000). In the context where the study was conducted, the students did not have any concrete benefit from participation in the study. The study was voluntary and the results of the tests did not have any effect on their academic grades. It can be concluded from the results of the pre-test and the post-test that the students in this context needed instrumental motivation which was supported with the successful weekly quiz results that affected their final grades.

### 5.3. Discussion Relating to Research Question 3

“Does one month of awareness-raising sessions increase the SRCvoc levels of the experimental group?”

The comparative results of the pre- and post-questionnaires of the experimental and control group show that there is not a significant difference between the pre- and post-questionnaires of the experimental group and between the post-questionnaires of the experimental and the control group. It is clear that even within the experimental group, not a considerable raising-awareness of the self-regulation process for vocabulary learning was achieved and the level could not be increased. Regarding these results, it can be concluded that one month was not enough to make the learners believe that the suggested items in the SRCvoc would help them learn the vocabulary better and more efficiently. When the age of the participants considered, it can be said they may not be cognitively mature enough to conceptualise the theory behind the questionnaire and foresee the practical implications and outcomes of the strategies they can gain when they use them in a self-regulated manner. Each of the theories focuses attention on different factors for student failures to self-regulate when learning. Most formulations assume that very young children cannot self-regulate during learning any formal way (Zimmerman, 2001). To round out the discussion of context, it should be mentioned that learners' age, level of education, and experimental context (i.e., classroom vs. laboratory) may also influence the effectiveness of strategy instruction (SI). It may be of interest, for example, to determine whether greater (meta)cognitive capacity of adults

offers an advantage over children or whether the control afforded by conducting research in a lab enhances the effects of SI(Plonsky, 2011).

The results of the The Wilcoxon signed-rank test to compare the means of the post-tests of the experimental and the control group show there to be no significant difference between the means at the  $p < 0.05$  level, indicating that there was no difference between the groups one month after training.

One explanation for this finding might be the observed and uncovered differences between the students in the experimental group and the control group which cannot be reflected in the statistics. The first difference is about their academic success. The control group consisted of only students from the Science section who proved themselves to be successful by coming among the first two thousand positions in the high school entrance exam. On the other hand, the experimental group composed of students from only Anatolian section who had a success rate ranged from two thousand and two hundred positions to one hundred thousand positions in the same exam. Depending on the academic background and academic success, the experimental group had versatile responses to the raising awareness sessions. The second difference is about the class atmosphere. While the students in the experimental group only come together in English classes, the students in the control group are always together in all lessons. So, there is a better class atmosphere in the control group based on the shared experiences and similar academic background. One of the fundamental fact that distinguishes the control group from the experimental group is except for two students, all the others have been studying for TUBITAK (The Scientific and Technological Research Council of Turkey) Olympics in different subjects intensively since the last August when the school was not opened. Regarding all these differences between the two groups, it can be said that the students in the control group are already self-regulated to obtain a challenging academic goal stated above and used their skills in learning the target vocabulary in English lessons without any need for explicit training. It can also be said that as the students in the control group are more intelligent as a whole class, they learnt the fifteen selected words, which is respectively a lot easier target compared to the exams in Science Olympics, faster and more easily than the

experimental group.

Unlike the findings in this study, The SRL (Self-regulated learning) condition facilitated the shift in the learners' mental models significantly more than did the control condition in the study conducted by Azevedo and Cromley (2004). The verbal protocol data indicated that this was associated with the use of SRL variables taught during training. The participants of the study were 131 undergraduate students and their mean age is 22.1 years old.

The findings of this study seems to be incompatible with the findings of Cotteral and Murray (2008) who explored the experiences of students enrolled in a self-directed learning course which focused on the development of linguistic and meta-cognitive knowledge and skills. As the data analysis demonstrated, the students' experience was characterised by a meta-cognitive awakening involving both knowledge and skill. The number of the participants was 269 and they were 3<sup>rd</sup> graders. The course lasted over a semester.

Due to the scarcity of the studies conducted on the self-regulation for learning vocabulary, the studies on self-regulation in other disciplines are also taken into consideration for comparison and contrast. One study was conducted by Fuchs vd (2003) to enhance mathematical problem solving with self-regulated learning strategies. 24 teachers, with 395 students, were assigned randomly. Treatments were conducted for 16 weeks. The findings of the pre-tests and post-tests showed that SRL positively affected performance in contrast to the findings of the current study.

Yeşilbursa (2002) obtained similar results after applying one week of training on using meta-cognitive skills in listening skills with Turkish undergraduate ELT students. The results of the pre-tests and post-tests of the experimental group failed to reach significance level. Apart from this, there is another similarity in the number of the participants. In Yeşilbursa's study, there were twelve students in the experimental group and eleven students in the control which is quite near the number of the participants in this study.

Considering all the studies conducted on self-regulation mentioned above, three factors seem to play vital roles in using SRL effectively in different subjects. These are sample size, the age of participants, and the duration of raising awareness sessions. Among the studies, there are obvious differences in the number and age of the participants, and the time allocated for such a process. Each factor will be analysed more in detail for the findings of this study below.

In order to have two equal groups in terms of age and level as experimental and control, the number of the experimental group was limited to 19 and the control group was 12. This was due to the contextual realities of the school environment where the study was conducted. This model is called ‘convenience sampling’. It is not purposive but largely practical: the researcher uses those who are available (Dörnyei, 2007). Because of the small sample size, The Wilcoxon signed-rank test was applied instead of paired sample t-tests. When individual cases of the especially experimental group are analysed, it will be clarified that there is wide range of increases between the pre-test and post-test results and more participants are needed to have a better understanding of the effect of such a raising awareness process. This is justified in the studies conducted by Azevedo and Cromley (2004), Cotteral and Murray (2008), and by Fuchs vd (2003) where the number of participants were 131, 269 and 395.

The age of participants may be a critical factor for the efficiency of the self-regulation process. Zimmerman (2001) supports this idea that each of the theories focuses attention on different factors for student failures to self-regulate when learning. Most formulations assume that very young children cannot self-regulate during learning any formal way. Constructivists who favour Flavell’s (1979) view tend to emphasize limitations in young children’s meta-cognitive functioning as the primary factor for their incapacity to self-regulate during learning. Although the participants of this study are not really young learners, but they may be considered as not old or mature enough to transform their mental abilities into academic tasks when they are compared to the participants of other studies who are usually university students.

Zimmerman (2001) underlines the three words, additional preparation time,

vigilance and effort as the requirements assumed by most theorists for students to regulate their academic learning. In addition to the limited time (only four weeks) for raising awareness of the students for self-regulated vocabulary learning, the participants did not seem to be willing and motivated for setting goals and spending extra time outside the class to regulate this process. Another explanation is that it was the first time for all the learners they had seen self-regulation as a learning approach and they had not used this approach in other subjects before. It can be concluded that one month might not be enough to expect students at the age of fourteen to understand the benefit of self-regulated learning and use it in their own learning in an autonomous way.

#### 5.4. Discussion Relating to Research Question 4

“What self-regulated vocabulary learning behaviour do the participants display in their weekly journal entries?”

Immediately after the first introduction of the raising awareness program, the subjects were informed that they would write their vocabulary learning goals set by themselves at the beginning and self-evaluation at the end of each week in their journals distributed by the researcher for free. As the writing in a foreign language is disregarded by most of the students, journal writing was treated with caution and it was done in five minutes' time at the end of lessons.

Although the participants were reminded that they should bring their journals to every English lesson, different students forgot their journals at different times and could not make entries regularly. Moreover, there were a few students who lost their journals at all and could not use them for the rest of the program.

The task for the students was not difficult as they were not expected to evaluate the whole program in a more subjective manner writing lengthy paragraphs like in other studies. Instead, they were asked to make a simple plan and reflect on their own performance by answering the directive questions posed by the instructor.

The general performance of the students about keeping journals regularly was not as expected. Only six students submitted their journals on time; eight students remembered to bring their journals one week after the teacher's announcement; there were five students who did not submit their journal at all. As mentioned before, the experimental group consisted of students from different classes who came together for English lessons. They had different academic background and success before they started this high school. The heterogeneity in the academic studies along with the effect of age is reflected in journal writing which resulted in irregular and inconsistent studies across the learners in the experimental group.

The utmost important finding is the correlation between keeping journals and being successful in the post-test. The students who put effort to regulate themselves by setting goals, selecting appropriate strategies, and evaluating their progress and keeping the record of all these steps in their journals are the ones who have the most improvement. It is also clear from the Table-4-1 (Chapter-IV, page 47) which shows the individual journal performance of the experimental group that the students who did not submit their journals did not manage to regulate themselves without using a journal and failed to improve their vocabulary knowledge as much as expected.

The finding about journal writing is similar to the one in the study conducted by Zimmerman (2008). In his study, the diary proved to be a more sensitive online measure of studying than traditional questionnaire measures. When diary measures were analyzed using time-series methodology, they were shown to be of equal or greater sensitivity to change than pre-test and post-test questionnaire measures of SRL by students in the training group.

## 5.5. Discussion Relating to Research Question 5

“Are there any significant differences between the weekly quiz results of the control group and experimental group before and during the awareness raising

sessions?”

The results of the weekly tests yield interesting information to be discussed. Approving the previously mentioned difference between the control group and the experimental group in terms of their academic success, the students in the control group were significantly more successful than the students in the experimental group in the pre-training quiz results. Moreover, the control group increased their scores in the post-training quiz results significantly without receiving any training.

In terms of the performance of the experimental group particularly in the post-training quizzes, the students increased their scores significantly. Furthermore, they outperformed the control group in the post-training quizzes although the difference is not significant statistically. The experimental group managed to reverse the situation after receiving one month training. What makes this finding striking is the fact that while the experimental group did not convert the knowledge of the raising awareness program into remarkable success in the post-test, they did it in the post-training quizzes while the process was going on.

Yeşilbursa (2002) had similar test results in her study. The results of the first daily test show an insignificant decrease in relation to the pre-test, but the results of the second daily test are significantly higher than those of the pre- and post-test, with eight of the twelve subjects scoring higher. These results suggest that some kind of improvement had occurred during the second training session. Similarly, in the current study, while no student achieved full score in the pre-training quizzes in the experimental group, three students got full scores in all post-training quizzes, and six students got full scores in three quizzes.

Based on the feedback from both the experimental and the control group that the vocabulary sections in the pre-training quizzes were challenging, those sections in the post-training quizzes were simplified by the researcher to make them more student-friendly for both groups. The first conclusion might be that the experimental group was remarkably successful and outperformed the control group due to two reasons: (1)

simplified version of vocabulary parts and (2) focus and awareness of the students raised by the training program. The second conclusion might be that the control group kept and increased their success due to two reasons: (1) simplified version of vocabulary parts and (2) their regular study skills and concern of final grades. The final conclusion might be that the control group was outperformed by the experimental group because of lack of a raising-awareness program for vocabulary learning.

## **CHAPTER VI**

### **CONCLUSION**

#### **6. OVERVIEW OF THE STUDY**

Strategies for self-regulated vocabulary learning of the students at Private Ahmet Ulusoy High School were investigated in this study. Additionally, the related literature on language learning strategies, particularly vocabulary learning strategies, and strategy training was reviewed. Answers to five research questions were provided. Five research questions were as follows:

1. What is the construct validity of the Turkish version of the SRCvoc?
2. What are the SRCvoc levels of the current samples?
3. Does one month of awareness raising sessions increase the SRCvoc levels of the experimental group?
4. What self-regulated vocabulary learning behaviour do the participants display in their weekly journal entries?
5. Are there any significant differences between the weekly quiz results of the control group and experimental group before and during the awareness raising sessions?

In order to answer these questions, the SRCvoc was administered to 102 students in different ages and at different English levels as the pilot study and 19 students in the experimental group and 12 students in the control group who were the 9<sup>th</sup> graders aged fourteen. First of all, descriptive data (means, standard deviations, and frequencies) were portrayed. Then, by using SPSS 17.0 and AMOS 16.0, the statistical data was obtained. According to the CFA, 6 items of the questionnaires were deleted

and five categories were reduced to four categories in order to enable the validity issue. To support the statistical data, weekly vocabulary unit tests of the participants before and after the raising-awareness program were compared and reflected. Journal entries of the students provided extra qualitative and significant data to answer the research questions.

### 6.1. Pedagogical Implications

The findings of this study imply that ELT teachers might have more difficulties in applying a self-regulated approach to young learners. In other words, age of learners is a critical factor to determine the effectiveness of self-regulation process. This is because, self-regulation requires learners to have characteristics such as resourcefulness, persistence, personal initiative, and sense of responsibility (Zimmerman, 1998). It seems that university students can adopt those qualifications and have vigilance and preparation for such a demanding process more easily due to the maturity their age brings to their life. So, it would be advisable for researchers in a high school to conduct a study with older students like 11<sup>th</sup> graders who have acquired self-study skills and improved cognitive and meta-cognitive mental skills until then.

Another implication of this study concerning the students' attitudes is that they can be more motivated for self-regulated learning extrinsically. This is not for the purpose of the comparative study of the two groups, but for the sake of helping the learners adopt self-study skills and learn more efficiently. When they see an immediate effect and result as a kind of increase in their scores, they pay more attention and they become more involved in the process. Extrinsic motivation may be lessened gradually as the learners get the pleasure of conducting their own learning process and become more successful which increase their intrinsic motivation.

In the light of the findings, it can be concluded that high school students, particularly 9<sup>th</sup> graders, need more time to become self-regulated learners. A whole semester should be devoted and it should be started from the very beginning of the

school. Self-regulation can be introduced as an English lesson system that is to be applied not only in learning vocabulary but also in learning other skills. On top of that, if this is applied in more classes at different levels, more accurate reasons of failure can be identified comparing and contrasting observed experiences obtained by different colleagues.

## 6.2. Limitations of the Current Study and Suggestions for Future Research

The study had some limitations concerning the number of subjects. The first limitation in this study is that the results obtained from the study may not be sufficient enough to account for the general tendencies of all the students at different levels in different classes in a private high school in Ankara. Therefore, the outcomes of this study reflect the performance and characteristics of only a small part of the target population.

Second, this experimental study required to have two groups at the same level and same age. This is why only the 9<sup>th</sup> graders at the age of fourteen at the pre-intermediate level were included in the study. As this was a prerequisite for the study, the other nonparametric differences between the experimental and the control group such academic success, homogeneity, and group ambience had to be disregarded, which had great influences on the results of the study.

The following suggestions for further research come out of the outcomes of this study. To start with, to be able to generalize the results on the target population, the number of the subjects could be increased.

In a further study, it is anticipated that comparing two homogeneous groups in terms of both their English levels and academic levels will reveal more accurate results about the effectiveness of a self-regulation awareness program over a certain period of time. In a case where the participants in both groups have a similar classroom atmosphere and similar pace of learning, the contribution of self-regulation process

might be appeared more clearly.

This study can be replicated with two groups at a higher level of English. The study can be focused on the influence of the level of the target language on learning vocabulary in self-regulated way.

A similar study can be conducted with similar groups at the same age over a longer period of time. By this way, it can be tested if the effectiveness of such a raising awareness program increases as the subjects might have more time to adapt themselves to self-regulated learning.

In addition, studies comparing 9<sup>th</sup> graders and 11<sup>th</sup> graders at different levels would provide an understanding of the effect of maturity and learning experiences on self-regulation process. This implies that the same questionnaire and related strategies may be experienced at different rates in different classroom contexts.

### 6.3. Conclusion

The results of this study revealed that age is a critical factor to take into consideration before a raising awareness program for self-regulated learning is commenced. Due to this concern, it may take longer time for high school students to adapt themselves to self-regulated learning. More practice should be done together with students on self-regulated learning in other subjects which might help them conceptualise and adopt this system in order to reach their long-term educational goals.

There was not a significant difference between the SRCvoc levels of the experimental and the control group after one month raising awareness program the experimental group received. Similarly, the experimental group did not make a significant difference in the post-test results compared to the results of the control group. The true explanations for such a failure are carrying out this study with the small samples based on the contextual restrictions and disregarding the differences between

the experimental and control group regarding their academic aims and success, the heterogeneity of the experimental group, and the homogeneity of the control group. When individual performances of the experimental group are analysed, it will be clear that there were a certain number of students who improved themselves to a great extent. Approving the heterogeneity of the same group, there were also some lower-profile students who did not have expected progress due to lack of participation and motivation. However, while the control group was significantly more successful than the experimental group in the pre-training weekly quizzes, the experimental group outperformed the control group in the post-training weekly quizzes although the difference is not significant statistically.

The findings of this study may give insights to English teachers in terms of maintaining and improving self-regulated learning environment in their classes to enable their learners acquire effective life-long learning skills particularly to learn English. In other words, great expectations from the high school learners in a limited time may result in early give up for both teachers and students. It can be concluded that the gradual involvement of the learners in every step of their learning process and establishing such a rich and demanding environment will be more influential in determining the success rate of not only teachers but also learners in learning English in today's post-method era.

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## APPENDICES

### APPENDIX 1

**Table 2-1:** Categorisation of Vocabulary Knowledge (Nation, 2005)

|         |                                                 |   |                                                               |
|---------|-------------------------------------------------|---|---------------------------------------------------------------|
| Form    | Spoken                                          | R | What does the word sound like?                                |
|         |                                                 | P | How is the word pronounced?                                   |
|         | Written                                         | P | What does the word look like?                                 |
|         |                                                 | R | How is the word written and spelled?                          |
|         | word parts                                      | R | What parts are recognizable 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?           |
|         | concept 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<br>(register,frequency,etc.) | R | Where, when, and how often would we expect to meet this word? |
|         |                                                 | P | Where, when, and how often can we use this word?              |

*Note:* In Column 3, R:receptive knowledge. P=productive knowledge

## APPENDIX 2

**Table 3-1:** The Awareness-Raising Procedure of the Experimental Group

| Date                    | Strategy Focused          | Subject and Target Vocabulary                                                                                                                                |
|-------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16.11.2011              |                           | Pre-Questionnaire                                                                                                                                            |
| 30.11.2011              |                           | Pre-test                                                                                                                                                     |
| 05-09.12.2011<br>WEEK 1 | Commitment Strategies     | <i>Unusual Festivals</i> dousing poor respect relieve elderly chase steep concussion soar protest herd sign up tie horn leap                                 |
| 12-16.12.2011<br>WEEK 2 | Meta-cognitive Strategies | <i>Disaster</i> erupt chunk collapse catastrophe unleash landslide flood tidal wave devastate smash havoc flatten plunge warning evacuate                    |
| 19-23.12.2011<br>WEEK 3 | Satiation Strategies      | <i>Computer Crime</i> chaos crash halt investigation trace charge guilty suspended sentence clue release arrest tip-off reward trial vital                   |
| 26-20.12.2011<br>WEEK 4 | Emotional Strategies      | <i>Great Journeys</i> merchants inspired theology pilgrimage caravan ambassador shipwreck destination contemporary route abandoned coast pilot cargo retired |
| 05.01.2012              |                           | Post-Test                                                                                                                                                    |

## APPENDIX 3

Table 3-2: Syllabus Design of the Experimental Group

| Subject and Dates        | Purpose                                                                                                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 1 Unusual Festivals | To teach students the target vocabulary by making students set goals and use their own special vocabulary techniques                              | Before the lesson started, the students wrote their goals and techniques they would use to learn the first group of target words. As the warm-up activity, the teacher wrote the jumbled title on the board to make students work out. It was asked which festival was the most dangerous and which one had been banned for one year. There was a whole class discussion about the festivals in Turkish culture. Then, the students skimmed the text to learn the answer of the lead-in questions. Following this, the students were put into three groups randomly and each group was responsible for just one text and its questions. A vocabulary matching exercise followed the reading activity. Self-correction and peer correction techniques were used for the students' errors. A fill-in the gap activity was done to foster the new vocabulary. At the end of the day, students noted the words in their vocabulary notebooks by grouping them under the headings of the three texts.                                                                                                                         |
| WEEK 2 Disasters         | To teach students to learn the target vocabulary by keeping their concentration focused and preventing procrastination                            | The lesson started with the 'Hangman' game for the key word of the unit, 'disaster'. A presentation about natural disasters was shown and the class discussed the possible scenarios afterwards. Before reading, the students described the diagram on the book. The text was scanned for the numbers and their meanings. Then, the students skimmed the text for answering the comprehension questions. The following activity was vocabulary matching exercise. After the meanings of the words were clarified, a variety of activities were offered like putting the words in a meaningful order, categorisation of the words, and completing the sentences with the target words. As a productive activity, students were asked to write a paragraph to a question using the words. The final step was to spread fifteen target words over the week so only three words a day would be learned with the strategies the students would choose for themselves.                                                                                                                                                         |
| WEEK 3 Computer Crime    | To teach students the target vocabulary by enabling students eliminate boredom<br>To make students be more impatient with learning new vocabulary | As a pre-reading activity, the students were told to tell as many crime words as they remembered. A portrait of a notorious hacker was presented. The students read the text to match the title with the paragraphs. Then, they listened to the text and answered the multiple-choice questions. Before the vocabulary matching exercise on the book, alphabetical ordering of the words was completed. In two groups, the students stood up and lined up in the correct order holding the target word cards to make a meaningful process of a criminal investigation. Later, a debate was held about a moral issue from the text. A vocabulary extension form was completed with the related terminology. A board race was organized requiring students from two groups to write the synonym of the word the teacher uttered faster than his opponent on the board. To make students feel the need to learn more crime words, the students listened to authentic news bulletin and took notes of the known and unknown words. A sketch about a bank robbery was acted out by the majority of the students in the class. |
| WEEK 4 Great Journeys    | To teach the target vocabulary using the authentic materials<br>To enable students reduce stress while learning vocabulary                        | Videos of Great Explores were watched at the beginning of the lesson. Some of the target words were presented using pictures on the computer. The students read and listened to the text to answer the comprehension questions. A word grid puzzle was solved in a competitive atmosphere before students completed the vocabulary matching exercise on the book. Semantic and syntactic word categorisations were done on separate worksheets. Students were asked to complete a 'Timeline' about the journeys in the text and read an authentic text together with a word formation exercise as homework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## APPENDIX 4

### KELİME ÖĞRENME STRATEJİ ENVANTERİ

DEĞERLİ ÖĞRENCİLER,

İngilizce kelime öğrenimine nasıl yaklaştığınızı araştırmak istemekteyim. Zamanınızı bu envanteri doldurmak için kullanırsanız çok memnun kalacağım. Katılmak gönüllüdür, ve vereceğiniz bilgiler gizli kalacaktır.

#### A BÖLÜMÜ

1. Ad ve Soyad:
2. Sınıf:
3. Yaş:
4. Cinsiyetiniz: Erkek / Kız
5. İngilizce Seviyeniz: Başlangıç, Temel, Orta Seviye Öncesi, Orta Seviye, Orta Seviye Üstü, İleri Seviye
6. Kaç yıldır ingilizce çalışıyorsunuz?  
\_\_\_\_\_ yıldır.
7. Kaç yıl devlet okulunda okudunuz? Hangi sınıflar?  
a. \_\_\_\_\_ yıl.  
b. 1.Sınıf, 2.Sınıf, 3.Sınıf, 4.Sınıf, 5.Sınıf, 6.Sınıf, 7.Sınıf, 8.Sınıf
8. Kaç yıl özel okulda okudunuz? Hangi sınıflar? school?  
a. \_\_\_\_\_ yıl.  
b. 1.Sınıf, 2.Sınıf, 3.Sınıf, 4.Sınıf, 5.Sınıf, 6.Sınıf, 7.Sınıf, 8.Sınıf
9. Yurt dışında eğitim gördünüz mü?  
\_\_\_\_\_ yıl \_\_\_\_\_ da.

| <b>B<br/>BÖLÜMÜ</b> |                                                                                                      | <b>Kesinlikle<br/>Katılıyorum</b> | <b>Katılıyorum</b> | <b>Kısmen<br/>Katılıyorum</b> | <b>Kısmen<br/>Katılmıyorum</b> | <b>Katılmıyorum</b> | <b>Kesinlikle<br/>Katılmıyorum</b> |
|---------------------|------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------|-------------------------------|--------------------------------|---------------------|------------------------------------|
| 1                   | Kelime öğrenmenin yeniliği kaybolunca, bu konu ile ilgili hemen sabırsızlanırım.                     | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 2                   | Kelime öğrenimi ile ilgili sıkıntı yaşadığımda bu stresi nasıl azaltacağımı biliyorum.               | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 3                   | Kelime çalışırken öğrenme ortamı uygun değilse problemi çözmeye çalışırım.                           | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 4                   | Kelime öğrenirken öğrenme hedeflerimi gerçekleştirmek için özel tekniklerim var.                     | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 5                   | Kelime öğrenirken düşüncelerimi odaklamak için özel tekniklerim var.                                 | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 6                   | Kelime öğrenimi stresini azaltmak için kullandığım metodlardan memnunum.                             | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 7                   | Kelime öğrenirken hedeflerimi beklenenden daha hızlı başarabileceğime inanıyorum.                    | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 8                   | Kelime öğrenme sürecinde bıkkınlığı gidermek için kullandığım yollardan memnunum.                    | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 9                   | Kelime öğrenirken konsantrasyonumu kontrol etme metodlarının etkili olduğunu düşünüyorum.            | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 10                  | Kelime öğrenirken kendime belirlediğim hedeflere ulaşana dek azimliyimdir.                           | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 11                  | Mesele kelime öğrenmeye gelince işi sonraya erteleme eğilimini engellemek için özel tekniklerim var. | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 12                  | Kelime öğrenimi ile ilgili stres yaşadığımda basitçe vazgeçmek isterim.                              | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 13                  | Kelime öğrenimi hedeflerimi başarabilmek için tüm zorlukların üstesinden gelebileceğime inanıyorum.  | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 14                  | Kelime öğrenirken öğrenmeyi daha etkin kılmak için ortamı nasıl düzenleyeceğimi biliyorum.           | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 15                  | Kelime öğrenimi ile ilgili stres yaşadığımda bu problemin üstesinden hemen gelirim.                  | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 16                  | İş kelime öğrenmeye gelince işi sonraya erteleme eğilimini kontrol etme metodlarım etkilidir.        | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 17                  | Kelime öğrenirken öğrenme ortamının önem arzettiğinin farkındayım.                                   | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 18                  | Kelime öğrenme sürecinde herhangi bir bıkkınlık duygusunun üstesinden gelebileceğimden eminim.       | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 19                  | Kelime öğrenmekten sıkıldığımda öğrenme sürecini canlandırmak için modumu düzenlemeyi bilirim.       | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |
| 20                  | Kelime öğrenirken iyi bir çalışma ortamı ararım.                                                     | 1                                 | 2                  | 3                             | 4                              | 5                   | 6                                  |

## STRATEGY INVENTORY FOR VOCABULARY

DEAR STUDENTS,

I'm interested to know how you approach learning English vocabulary. I would be very grateful if you take the time to complete this questionnaire. Participation is voluntary, and the information collected will be kept anonymous.

### PART A

1. Name and Surname:
  
2. Class:
  
3. Age:
  
4. Gender: Male / Female
  
5. English Level: Beginner, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced
  
6. How long have you been studying English?  
For \_\_\_\_\_ years.
  
7. How long have you studied in a state school? Which classes?  
c. For \_\_\_\_\_ years.  
d. Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Year 7, Year 8
  
8. How long have you studied in a private school? Which classes?  
a. For \_\_\_\_\_ years.  
b. Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Year 7, Year 8
  
9. Have you ever been abroad for education? How long?  
For \_\_\_\_\_ years in \_\_\_\_\_.

| PART B |                                                                                                                          | Strongly agree | agree | partly agree | Slightly disagree | disagree | Strongly disagree |
|--------|--------------------------------------------------------------------------------------------------------------------------|----------------|-------|--------------|-------------------|----------|-------------------|
| 1      | Once the novelty of learning vocabulary is gone, I easily become impatient with it.                                      | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 2      | When I feel stressed about vocabulary learning, I know how to reduce this stress.                                        | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 3      | When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.            | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 4      | When learning vocabulary, I have special techniques to achieve my learning goals.                                        | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 5      | When learning vocabulary, I have special techniques to keep my concentration focused.                                    | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 6      | I feel satisfied with the methods I use to reduce the stress of vocabulary learning.                                     | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 7      | When learning vocabulary, I believe I can achieve my goals more quickly than expected.                                   | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 8      | During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.                           | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 9      | When learning vocabulary, I think my methods of controlling my concentration are effective.                              | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 10     | When learning vocabulary, I persist until I reach the goals that I make for myself.                                      | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 11     | When it comes to learning vocabulary, I have my special techniques to prevent procrastination.                           | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 12     | When I feel stressed about vocabulary learning, I simply want to give up.                                                | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 13     | I believe I can overcome all the difficulties related to achieving my vocabulary learning goals                          | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 14     | When learning vocabulary, I know how to arrange the environment to make learning more efficient.                         | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 15     | When I feel stressed about my vocabulary learning, I cope with this problem immediately.                                 | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 16     | When it comes to learning vocabulary, I think my methods of controlling procrastination are effective                    | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 17     | When learning vocabulary, I am aware that the learning environment matters.                                              | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 18     | During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.                      | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 19     | When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process. | 1              | 2     | 3            | 4                 | 5        | 6                 |
| 20     | When I study vocabulary, I look for a good learning environment.                                                         | 1              | 2     | 3            | 4                 | 5        | 6                 |

## APPENDIX 5

### PRE-TEST AND POST-TEST

Name and Surname:

Class:

Score:

**A- Complete these sentences with the words from the box.**

|       |            |         |         |         |       |       |     |
|-------|------------|---------|---------|---------|-------|-------|-----|
| Chase | concussion | douse   | elderly | herd    | horns | leap  |     |
| Pour  | protest    | relieve | respect | sign up | soar  | steep | tie |

1. Could you \_\_\_\_\_ some water into my glass, please?
2. Only one goat on our farm has got big \_\_\_\_\_ and he's not dangerous.
3. The little boy often falls off his bicycle and hits his head. He usually has \_\_\_\_\_ and his parents take him to hospital.
4. There isn't a bridge but the river is very narrow. We can \_\_\_\_\_ from one side to the other.
5. Children should always show \_\_\_\_\_ to older people and speak politely to them.
6. On safari we saw a \_\_\_\_\_ of elephants drinking water at a lake.
7. I throw the paper plane into the sky and it \_\_\_\_\_ high into the air.
8. A lot of \_\_\_\_\_ people find it difficult to move around.
9. It took me thirty minutes to cycle up the \_\_\_\_\_ hill and five to cycle down the other side!
10. He has decided to \_\_\_\_\_ for a course at the Arab Studies School to study Arabic.
11. These tablets \_\_\_\_\_ the pain of headaches and soon stop them.
12. The firemen had to \_\_\_\_\_ the fire with water for three hours before they could control it.
13. Our dog always \_\_\_\_\_ cats but he never catches them!
14. He does not like shoes with laces because it is difficult for him to \_\_\_\_\_ them together.
15. The people don't want a new road and they've organized a \_\_\_\_\_ against it in the city centre.

**B- Match the words with the definitions.**

- |                |                                                                   |
|----------------|-------------------------------------------------------------------|
| 1. Erupt       | a. To move people from a place because it isn't safe.             |
| 2. Chunk       | b. To make something flat.                                        |
| 3. Collapse    | c. Explodes and throws out fire and rocks.                        |
| 4. Catastrophe | d. To destroy or damage something badly.                          |
| 5. Unleash     | e. To cause something that has a very dangerous effect.           |
| 6. Landslide   | f. A large piece of something.                                    |
| 7. Flood       | g. To hit something with a lot of force.                          |
| 8. Tidal wave  | h. When rocks suddenly fall down the side of a mountain.          |
| 9. Devastate   | i. To cover and fill a place with water.                          |
| 10. Smash      | j. A disaster that causes a lot of damage and suffering.          |
| 11. Havoc      | k. fell quickly from a high place.                                |
| 12. Flatten    | l. something telling people about possible danger.                |
| 13. Plunged    | m. To suddenly fall down.                                         |
| 14. Warning    | n. A very large moving part of sea water that destroys the coast. |
| 15. Evacuate   | o. A situation when there is a lot of confusion and damage.       |

**C- Choose the best option to complete the sentences.**

1. The economic \_\_\_\_\_ in Greece was so severe that the prime minister had to resign.  
a. expenses    b. chaos    c. situation    d. uncertainty
2. The system of computers \_\_\_\_\_ and I lost three hours' worth of work.  
a. broke down    b. went    c. crashed    d. destroyed.
3. Heavy snowfalls brought traffic to a \_\_\_\_\_.  
a. halt    b. hurdle    c. blockage    d. mess
4. The authorities are planning to launch a full-scale \_\_\_\_\_ into the crash.  
a. search    b. observation    c. investigation    d. inspection
5. Police are trying to \_\_\_\_\_ a young woman who was seen near the accident.  
a. catch    b. trace    c. ask    d. kill



7. A journey to a holy place P \_ \_ \_ \_ \_
8. A group of people and animals travelling  
together, especially across a desert C \_ \_ \_ \_ \_
9. People who were alive at the same time C \_ \_ \_ \_ \_
10. People who buy and sell things M \_ \_ \_ \_ \_
11. Left forever A \_ \_ \_ \_ \_
12. The land next to the sea C \_ \_ \_ \_
13. Accidents at sea that destroys ships S \_ \_ \_ \_ \_
14. Someone who represents their country A \_ \_ \_ \_ \_
15. Give somebody the confidence to do something I \_ \_ \_ \_ \_

## APPENDIX 6

### Powerpoint Presentation of the Second Week in the Raising-Awareness Program

| <p style="text-align: center;"><b>VOCABULARY LEARNING<br/>STRATEGIES – SECOND WEEK<br/>12/12/2011 9-A</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p style="text-align: center;"><b>How can I keep my concentration<br/>focused while learning vocabulary?</b></p> <p>3. Content-Based Categorisation of Words:</p> <table border="0"> <thead> <tr> <th><u>Geographical Words</u></th> <th><u>The Words of History</u></th> </tr> </thead> <tbody> <tr> <td>Tidal wave</td> <td>Merchants</td> </tr> <tr> <td>Flood</td> <td>Theology</td> </tr> <tr> <td>Erupt</td> <td>Route</td> </tr> <tr> <td>Landslide</td> <td>Destination</td> </tr> </tbody> </table> | <u>Geographical Words</u> | <u>The Words of History</u> | Tidal wave | Merchants | Flood | Theology | Erupt | Route | Landslide | Destination |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------|------------|-----------|-------|----------|-------|-------|-----------|-------------|
| <u>Geographical Words</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>The Words of History</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |                             |            |           |       |          |       |       |           |             |
| Tidal wave                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Merchants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |                             |            |           |       |          |       |       |           |             |
| Flood                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Theology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |                             |            |           |       |          |       |       |           |             |
| Erupt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Route                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |                             |            |           |       |          |       |       |           |             |
| Landslide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Destination                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |                             |            |           |       |          |       |       |           |             |
| <p style="text-align: center;"><b>STAGE 1</b></p> <ul style="list-style-type: none"> <li>• How can I keep my concentration focused while learning vocabulary?</li> <li>• Students' Answers</li> </ul> <p>1. The words of the week on post-its: Sticking the words somewhere (on the door, on the ceiling, on the wall next to your bed) you can see easily in your room</p>                                                                                                                                                                                                                                        | <p style="text-align: center;"><b>How can I keep my concentration<br/>focused while learning vocabulary?</b></p> <p>4. Self-Test: You will prepare a test for yourself and report-record the scores.</p> <ul style="list-style-type: none"> <li>• Test Types: multiple-choice           <ul style="list-style-type: none"> <li>matching the words</li> <li>fill-in the gaps</li> </ul> </li> </ul>                                                                                                           |                           |                             |            |           |       |          |       |       |           |             |
| <p style="text-align: center;"><b>How can I keep my concentration<br/>focused while learning vocabulary?</b></p> <p>2. Relating a group of words with a recent event happened in your country or in the world</p> <p>e.g. <b>Van Earthquake:</b> A severe earthquake happened in Van last week. The earthquake <b>devastated</b> most of the villages in Erciş. Several buildings <b>collapsed</b> in the centre of the city. It is the worst <b>catastrophe</b> we have seen in Van for a long time. The government is still giving the local people <b>warning</b> to <b>evacuate</b> the damaged buildings.</p> | <p style="text-align: center;"><b>How can I keep my concentration<br/>focused while learning vocabulary?</b></p> <p>5. Relating a group of words with a TV Hero <b>Behzat Ç.</b> Words:</p> <p>Investigation, trace, charge, guilty, suspended sentence, clues, arrest</p>                                                                                                                                                                                                                                   |                           |                             |            |           |       |          |       |       |           |             |

## Stage 2

- How can I prevent procrastination?

### 1. Spreading the unknown words over the week

#### Monday Words

Tidal Wave

Landslide

Catastrophe

#### Tuesday Words

Smash

Devastate

Collapse

## How can I prevent procrastination?

### 5. A Task-based or Project-based Vocabulary Learning:

- Preparing A Poster
- Writing A Real Story
- Preparing A Photo Album to Make Flash-Cards
- Preparing A Time Line
- Drawing a Map

## How can I prevent procrastination?

### 2. The Weekly Quiz Concern

Aiming to get higher scores especially in vocabulary sections and increase the average of the quizzes

### 5. A Task-based or Project-based Vocabulary Learning:

#### ➤ Research:

- Which mountain has the most eruptions?
- Which country has the most landslides?
- Which country has the most severe tidal wave?
- Which country has the highest-populated evacuation?

## How can I prevent procrastination?

### 3. Using the words in speaking or writing activities

#### e.g. Pair Work Discussion:

Talk to your friend about what happened in Van last week

#### e.g. Write a paragraph as an answer to the following question:

'What will happen if Mount Ararat erupts?'

### 5. A Task-based or Project-based Vocabulary Learning:

#### ➤ Doing a Morphological Study:

| Base Form | Verb Form | Noun Form   | Adjective Form | Adverb Form     |
|-----------|-----------|-------------|----------------|-----------------|
| Inspire   | Inpire    | Inspiration | Inspirational  | Inspirationally |
| Retire    | Retire    | Retirement  | Retired        |                 |
|           |           |             |                |                 |
|           |           |             |                |                 |

## APPENDIX 7

### PUZZLE

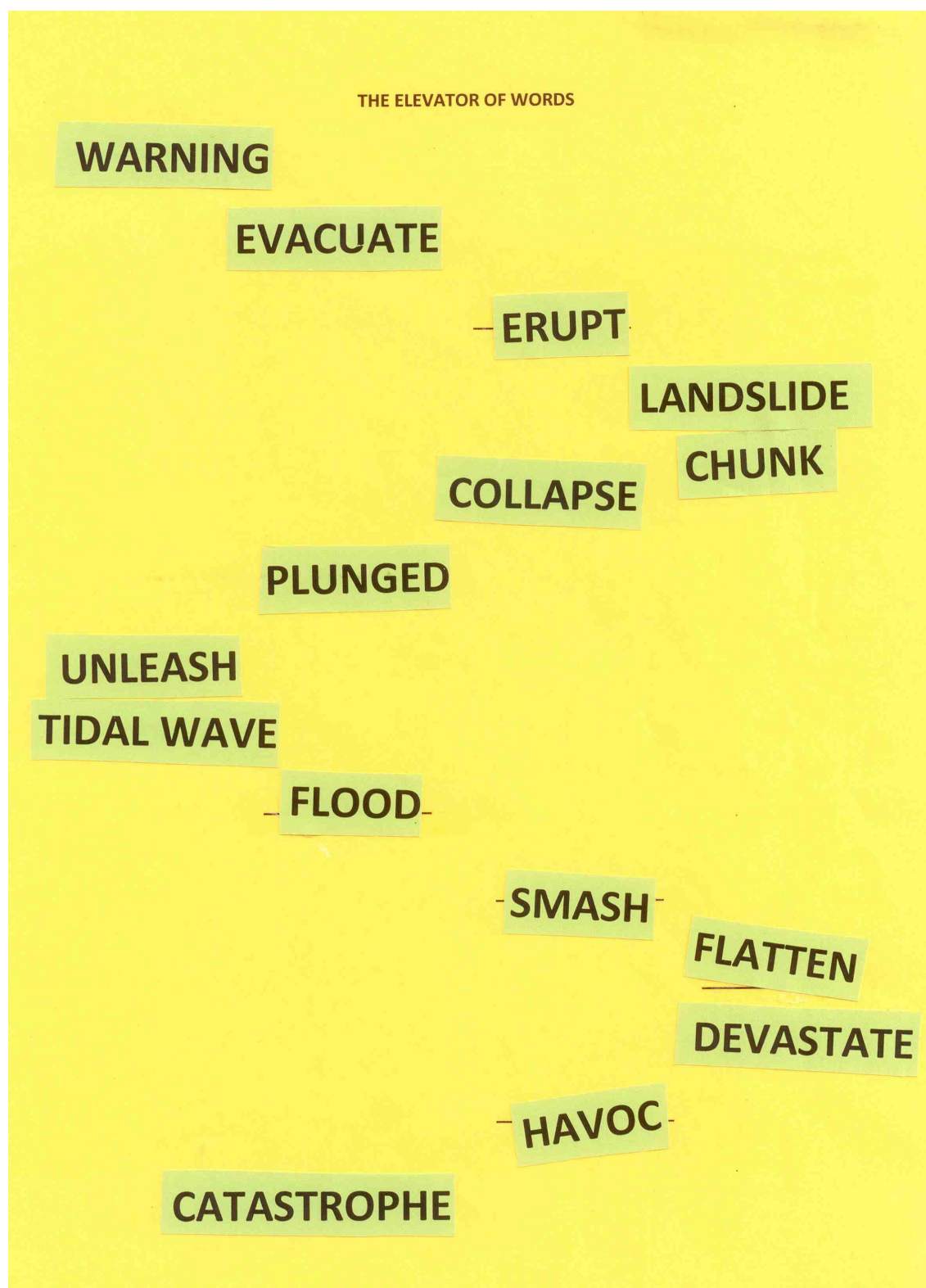
Find the following 20 words in the grid.

Chaos vital evidence investigate theft death penalty fraud court reward forgery  
pickpocket guilty trial release charge trace tip-off arrest deny clue

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T | H | E | F | T | H | N | T | R | E | W | A | R | D | S |
| I | A | D | C | R | N | M | S | E | C | H | T | O | R | E |
| P | Y | S | B | A | D | A | E | V | I | D | E | N | C | E |
| O | K | N | W | C | O | U | R | T | Q | U | E | L | H | S |
| F | R | A | E | E | N | O | R | G | R | E | U | H | A | A |
| F | R | A | U | D | V | R | A | C | G | E | N | T | R | E |
| I | N | V | E | S | T | I | G | A | T | E | Y | N | G | L |
| S | L | I | T | R | O | P | M | U | N | G | B | O | E | E |
| S | F | H | I | N | M | V | U | T | I | E | S | S | T | R |
| C | H | A | O | S | G | V | I | T | A | L | B | R | T | O |
| D | L | C | Y | T | L | A | N | E | P | H | T | A | E | D |
| R | E | F | U | T | E | F | O | R | G | E | R | Y | A | G |
| P | I | C | K | P | O | C | K | E | T | I | V | K | L | E |

## APPENDIX 8

## A VOCABULARY ORDERING EXERCISE



## APPENDIX 9

### A VOCABULARY EXTENSION EXERCISE

#### WORDS OF LAW

QUESTION SOLICITOR CLAIM THEFT CUSTODY JOYRIDING TIP-OFF  
 DEFENDANT ROBBERY TRIAL INVESTIGATE FRAUD COMMUNITY-  
 SERVICE MURDER EVIDENCE WITNESS LAWYER CHARGE DEATH  
 PENALTY FIND-SOMEONE-GUILTY ARSONING ALLEGATIONS CHAOS  
 CRIMINAL BLACKMAILING DENY SENTENCE FORGERY SUSPECT  
 PICKPOCKETING SUSPENDED SENTENCE BURGLARY ARREST  
 PROSECUTOR SMUGGLING CLUES VANDALISM JUDGE TRACE  
 SHOPLIFTING COURT PRISON REWARD VITAL

| CRIME WORDS   | PUNISHMENTS           | ACTIONS                   | PEOPLE     | OTHER WORDS |
|---------------|-----------------------|---------------------------|------------|-------------|
| THEFT         | CUSTODY               | QUESTION                  | SOLICITOR  | CLAIM       |
| JOYRIDING     | COMMUNITY<br>SERVICE  | INVESTIGATE               | DEFENDANT  | TIP-OFF     |
| ROBBERY       | DEATH<br>PENALTY      | CHARGE                    | WITNESS    | TRIAL       |
| FRAUD         | SENTENCE              | FIND<br>SOMEONE<br>GUILTY | LAWYER     | EVIDENCE    |
| MURDER        | SUSPENDED<br>SENTENCE | ARREST                    | CRIMINAL   | ALLEGATIONS |
| ARSONING      | PRISON                | TRACE                     | SUSPECT    | CHAOS       |
| BLACKMAILING  |                       |                           | PROSECUTOR | DENY        |
| FORGERY       |                       |                           | JUDGE      | CLUES       |
| PICKPOCKETING |                       |                           |            | COURT       |
| BURGLARY      |                       |                           |            | VITAL       |
| SMUGGLING     |                       |                           |            | REWARD      |
| VANDALISM     |                       |                           |            |             |
| SHOPLIFTING   |                       |                           |            |             |

## APPENDIX 10

### A SAMPLE FOR WEEKLY UNIT TEST

#### A- Choose the words from the box to complete the sentences.

|            |         |       |         |       |
|------------|---------|-------|---------|-------|
| concussion | point   | flock | elderly | point |
| herd       | boycott | steep | shake   | pour  |

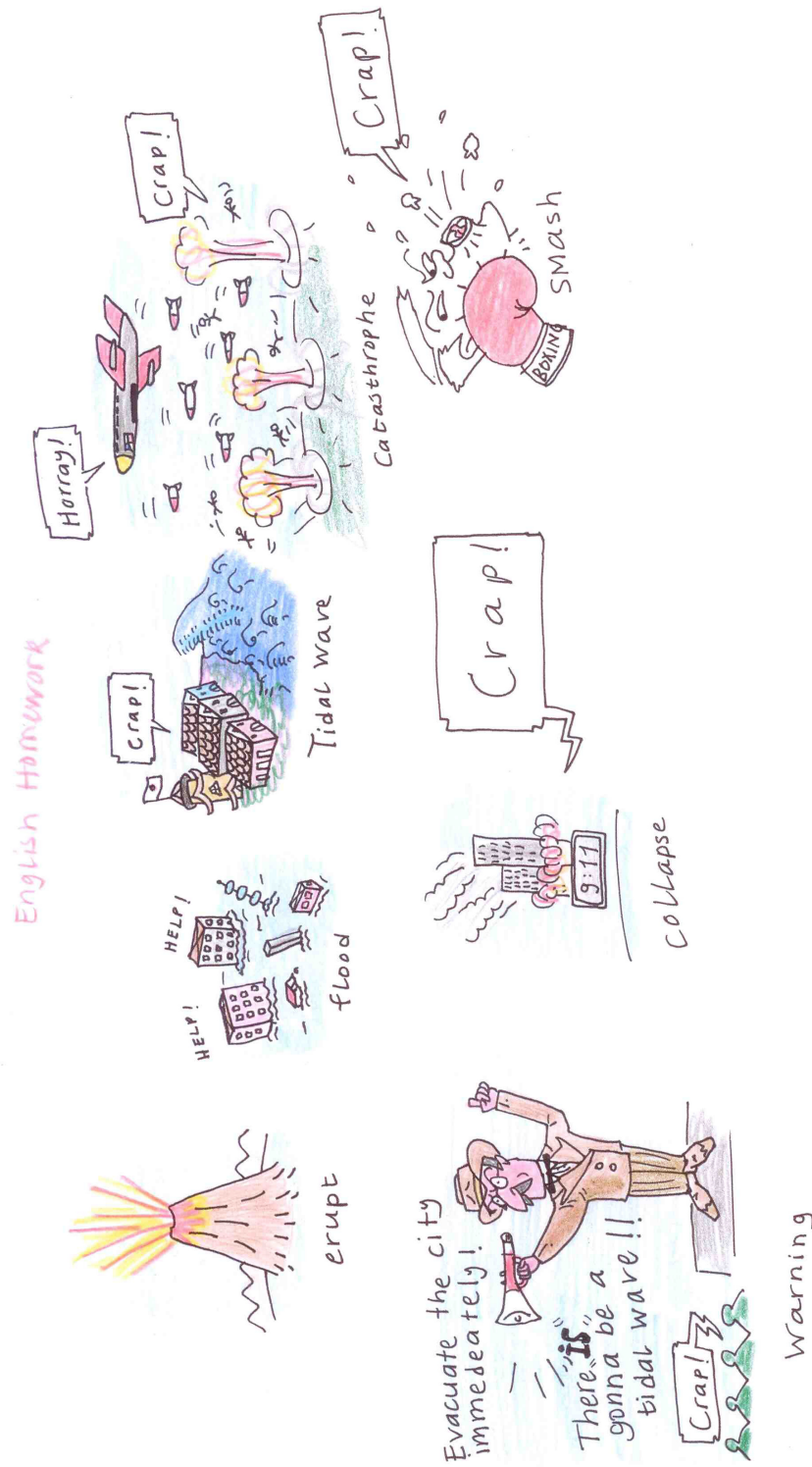
1. It's more polite to say that someone is \_\_\_\_\_ rather than old.
2. I can't climb that mountain. The gradient is too \_\_\_\_\_.
3. Do you \_\_\_\_\_ hands when you meet someone for the first time?
4. She had a car accident and suffered from \_\_\_\_\_.
5. Men sometimes \_\_\_\_\_ their hat when they see someone they know.
6. A group of cows is a \_\_\_\_\_.
7. \_\_\_\_\_ the water from the bucket onto the flowers.
8. It's rude to \_\_\_\_\_ at someone with your finger.
9. I don't agree with the conditions in that factory. Let's \_\_\_\_\_ their products and buy another brand.
10. A group of birds is a \_\_\_\_\_.

#### B- Match the words with their definitions.

- |             |                                                                        |
|-------------|------------------------------------------------------------------------|
| 1. Douse    | a. To run after someone or something                                   |
| 2. Protests | b. Two hard pointed parts that grow on the heads of some animals       |
| 3. Leap     | c. Actions that show that people are against something                 |
| 4. Horn     | d. The feeling that someone is important and that you should be polite |
| 5. Relieve  | e. To jump                                                             |
| 6. Tie      | f. Rise high in the sky                                                |
| 7. Chase    | g. To make an unpleasant situation better                              |
| 8. Sign up  | h. To join a course, an organization or an event                       |
| 9. Soar     | i. Cover someone or something with water                               |
| 10. Respect | j. To fasten by pulling two ends together                              |

## APPENDIX 11

## A POSTER PRESENTATION



Berk Metin 9-11-22