

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

**THE VOCABULARY LEARNING STRATEGIES OF HIGH SCHOOL EFL
LEARNERS**

Engin YILDIZ

MASTER OF ARTS

ADANA / 2019

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Member of Examining Committee: Prof. Dr. YONCA ÖZKAN

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To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN LİSE ÖĞRENCİLERİNİN KELİME ÖĞRENME STRATEJİLERİ

Engin YILDIZ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

Danışman: Dr. Öğr. Üyesi Meryem AKÇAYOĞLU MİRİOĞLU

Temmuz 2019, 71 sayfa

İlkokuldan üniversiteye kadar Türkiye’deki bütün okullarda İngilizce, öğrenciler için zorunlu bir derstir. Bu nedenle İngilizce dersi öğrencilerin öğrenim gördükleri okula ve sınıfa göre değişmekle beraber haftada en az iki saat okutulmaktadır. Bu uzun dil eğitim sürecine rağmen dili konuşabilme, yazabilme veya anlayabilmenin başarısı optimal seviye olarak kabul edilmesi açısından hâlâ yetersizdir. Son yirmi yılda teknoloji ilerlemiş, olanaklar artmış ancak bir dili etkili bir şekilde öğrenmenin başarısı karşılıklı olarak yüksek bir seviyeye ulaşamamıştır.

Kelime bilgisi, bir dil öğrenmenin genel kabul gören önemli bir yönü olduğundan bu çalışmanın amacı, 9. sınıf öğrencileri tarafından kullanılan kelime öğrenme stratejilerini araştırmak, hangi kelime öğrenme stratejilerini en çok ve en az kullandıklarını bulmaktır. Bu çalışmanın diğer bir amacı da, bu stratejileri kullanma açısından kız ve erkek öğrenciler arasında herhangi bir fark olup olmadığını ortaya çıkarmaktır.

Bu hedeflerin ışığında, bu çalışmaya dokuzuncu sınıfta öğrenim gören 172 öğrenci katılmış ve 25 maddeden oluşan bir kelime öğrenme stratejisi anketi doldurmaları istenmiştir. Ayrıca on öğrenciyle bir yarı yapılandırılmış görüşme gerçekleştirilmiştir. Veriler toplandıktan sonra frekans, yüzde ve ortalamalar kullanılarak bir analiz yapılmıştır.

Verilerin analizi sonucunda öğrencilerin en çok kullandıkları stratejilerin Sosyal (Keşif) Strateji ve Kararlılık Stratejisi olduğu tespit edilmiştir. En az kullanılan stratejiler ise Sosyal (Pekiştirme) Strateji ve Üstbilişsel Stratejidir. Cinsiyet açısından, kız ve erkek öğrenciler arasında stratejilerin kullanımı bakımından genel olarak çok önemli bir fark görülmemiştir. Bununla birlikte strateji maddeleri teker teker ele

alındığında, bazı küçük farklılıklar göze çarpmaktadır. Bu araştırmanın bulgularının kelime öğrenme stratejilerinin öğretimi konusunda öğretmenlerin ve öğrencilerin kendilerini geliştirmelerine yardımcı olması, ayrıca bu çalışmanın sonuçlarını dikkate alarak öğrencilerin strateji kullanımlarıyla ilgili olarak öğretmenlerin daha uygun ders kitapları ve materyalleri seçmelerine de katkı sağlaması beklenmektedir.

Anahtar Kelimeler: Kelime bilgisi, kelime öğrenme stratejileri, strateji kullanımı, cinsiyet açısından fark, kelime öğrenme stratejileri anketi



ABSTRACT**THE VOCABULARY LEARNING STRATEGIES OF HIGH SCHOOL EFL
LEARNERS****Engin YILDIZ****Master of Arts, English Language Teaching****Supervisor: Assist. Prof. Dr. Meryem AKÇAYOĞLU MİRİOĞLU****July 2019, 106 pages**

In all schools in Turkey, from primary school until university, English is a compulsory subject for students. Therefore, English is taught for at least two hours a week depending on the school or grade the students are studying at. In spite of this long language education period, the success in terms of being able to speak, write or understand the language is still insufficient to be accepted as an optimal level. In the last two decades, technology has improved, opportunities have increased but the success of learning a language efficiently has not reached to a high level correlatively.

Since vocabulary is a generally accepted important aspect of learning a language, the purpose of this study was to investigate the vocabulary learning strategies adopted by 9th grade students, to find which vocabulary learning strategies they used mostly and which ones they used the least. Another purpose of this study was to find whether there were any differences between male and female learners in terms of using these strategies.

In the light of these aims, 172 9th grade students took part in this study and they were asked to fill in a questionnaire of 25 vocabulary learning strategy items. Also, a semi-structured interview with ten students was held. After the data was collected, an analysis was made by using frequency, percentages, and means.

As a result of the data analysis, it has been found that the mostly used strategies by the students are Social (Discovery) Strategy and Determination Strategy. The least used strategies are Social (Consolidation) Strategy and Metacognitive Strategy. In terms of gender, there was generally no significant difference of strategy use between female and male students. However, when the strategy items are looked into individually, there are some slight differences. It is expected that the findings of this study will contribute

the teachers in terms of improving themselves and their students about the instruction of VLSs and by taking the results of this study into account, it will also help the teachers to select more appropriate course books and materials related with the strategy use of their students.

Keywords: Vocabulary, vocabulary learning strategies, use of strategy, questionnaire of vocabulary learning strategies



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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter includes statement of the problem, the purpose of the study, the research questions, the importance of the study and operational definitions.

1.2. Background of the Study

What do the learners need to learn a language? How can this learning be achieved? When the literature reviews are inspected, it will be seen that there are a lot of similar views about the important aspects of learning a language. These aspects are grammar and vocabulary. Learning just the rules of grammar has no value as a speaker, a reader, a writer or a listener needs to know the meaning of many words so as to provide the flow of a sentence with a right grammar. But when we compare vocabulary and grammar, the importance of the former is much more preponderant. An article written by Alqahtani (2015) mentions how much vocabulary is important in language teaching. As it is stated although it had been neglected for a very long time, its importance started to be known and understood after the 1980s. It became a “hot” point in searches and surveys because it is the unique aspect that provides the learners to communicate competently. And in case of its deficiency, a great advantage will be lost.

Feet of a person are the vital elements for his walking and similarly, vocabulary is a vital element for foreign language learners in order to speak, understand, write and read in the target language. Folse (2004) implies that a number of different aspects such as “pronunciation, syntax, culture” are entailed in language learning but vocabulary is the most important of all aspects. Vocabulary is an important part of learning a language and this importance derives from the reason that learning a language will enable language learners to communicate easily with each other and master other aspects of language. That’s why vocabulary learning strategies aroused interest among specialists such as linguists, psychologists and language teachers for a long time (Levenston, 1979). Although students study in the same schools and classes and the teacher gives the same learning material, the strategies shown by them are not the same. The factors influencing the use of vocabulary learning strategies affect their choices, too. While

choosing a vocabulary learning strategy, some particular factors become the reason of this choice. When the factors and reason of that choice are known and understood clearly, its benefit to the teachers and researchers will be much and thus the teachers will have better opportunities to design more appropriate materials for the students.

Every student might make his studies with a different style and might also use a different strategy to learn new words and improve his vocabulary background. The first objective of this study is to analyze vocabulary learning strategies used by the 9th Grades Anatolian High School Students and the secondary objective is to find the most and least frequently used vocabulary learning strategies used by the students. This study will provide us an evaluation of learning behaviors of teenagers (high school students) in order to acquire the vocabulary of a second language. This study also aims at raising learners' awareness of their own learning, and having them learn about other strategies they can use for improving their vocabulary. Knowing a word is different from using a word. Sometimes you may know the meaning of the words, but using it requires some more competence. So distinguishing them from each other is a good and useful method to observe the vocabulary learning task generally. In other words, remembering words and using them spontaneously in various language contexts are aimed by vocabulary learning (McCarthy, 1984). Actually, evidence suggests that “the knowledge aspect (both breadth and depth) requires more conscious and explicit learning mechanisms whereas the skill aspect involves mostly implicit learning and memory (Ellis, 1994).” Therefore, VLSs should include strategies for both using and knowing a word.

1.3. Statement of the Problem

Taking the job or work seriously is the opening key of success in every field. Likewise learning English or any other language requires seriousness in terms of studying grammar, learning words, reading, listening to conversations, watching videos, etc. Students should not regard English just as a subject which has to be studied before an exam and then not needed afterwards. Learning the language continues lifelong and our target should be to achieve permanent learning. And to provide this, learning and applying some strategies will be a good way. Şener (2015) conducted a study at a state university with 304 education faculty students who were studying English Language Teaching. She investigated which vocabulary learning strategy the students preferred and whether there was a relationship between their strategy use and size of vocabulary.

The results revealed that the first year students' vocabulary size was higher than the fourth year students' vocabulary size. Normally improvement should go on positively in every grade, but the result is the exact opposite. Here the strategies for vocabulary learning should be known and applied so that the learners are not going to fall into a decline.

1.4. Purpose of the study

The purpose of this study is to investigate vocabulary learning strategies adopted by 9th grade students of Ali Rıza Özderici Anatolian High School in the 2015-2016 academic year. The purpose of the study is to find most and least frequently used vocabulary learning strategies employed by the 9th year students. A 25-item questionnaire which is adapted from Schmitt's taxonomy for VLSs will be used as an instrument in this study. Frequency, percentages, and means will be used in order to analyze the collected data.

1.5. Research Questions

The main purpose of this study is to investigate vocabulary learning strategies employed by 9th grade students. On the light of this general purpose, answers to the following questions will be sought:

1. What are the most frequently used vocabulary learning strategies employed by the 9th grade students?
2. What are the least frequently used vocabulary learning strategies employed by the 9th grade students?
3. Are there any significant differences between vocabulary learning strategies used by the 9th grade students in terms of gender?

1.6. The Importance of the Study

This study has a few significances. First of all, it will provide an understanding for the 9th graders in terms of their vocabulary strategy. Secondly, as it deals with a bleeding wound in the name of learning a foreign language in Turkey, I think it will help the learners to build a stronger background of vocabulary and also it will show teachers an extra way to walk in the streets of vocabulary learning. Although a lot of

studies have been made in this field they are not thought to be enough. So this study will fill a part of the gap in terms of vocabulary strategy usage and teaching.

In Turkey foreign language instruction in state schools starts in the 2nd grade of primary schools and continues throughout high schools and foreign language education is also applied nearly at every branch at universities. With such a long period of language education, when the success is asked, it is a pity that most students, parents and teachers will accept the truth of insufficient success. Now that the language teaching is regarded as insufficient and vocabulary learning is a very important component of language learning, then it should be accepted that vocabulary learning capacity of students is also insufficient.

In this study, students will be able to see their capacity of using strategies while learning. It will provide them to learn about more strategies and use them in their learning.

Consequently, the significance of this study can be explained in three ways:

1. The result of the study can enable us to know which VLSs the students use most frequently and which they use the least frequently.
2. The teachers can benefit from the findings by developing effective vocabulary teaching and VLSs can be provided successfully for students.
3. It is expected that the findings will give information about the students' background and their background can serve as a feedback. Then this feedback can have a contribution in terms of improving the techniques in the process of teaching learning and then finding the best techniques for teaching vocabulary and improving students' knowledge about the items of vocabulary.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents vocabulary learning and its importance, the definition of vocabulary, LLSs (language learning strategies) and their definitions, classifications, VLSs (vocabulary learning strategies) and their classifications with specific related research.

2.1. The Definition of Vocabulary

This part examines the different definitions of vocabulary made by different experts. As different people think differently about words and vocabulary there is not a single definition.

Neuman and Dwyer (2009, p. 385) define vocabulary as words which a learner must know so that he does not have difficulty during his speech and communication. The more words a speaker knows the more effectively he will be able to give his messages or express his feelings. According to Nunan (1999, p. 101) vocabulary is a list consisting of many words to be learnt at the targeted language. According to Zimmerman (cited in Coady and Huckin, 1998) “vocabulary is central to language and of critical importance to the typical language learning”.

Another definition is made by Graves (2000) defining vocabulary “as the entire stock of words belonging to a branch of knowledge or known by an individual.” Graves’ definition is extended by Krashen (1998, as cited in Herrel, 2004) and Krashen states that in a speaker’s mind the mental vocabulary is being organized by lexicon and a person’s mental lexicon is that person’s vocabulary knowledge. However, Miller (1999, as cited in Zimmerman, 2007) states that vocabulary is a group of words which are the basic building blocks used for producing sentences and comprehending them.

2.1.1. Vocabulary Learning

As Oxford (1990:5) agrees we learn and improve a lot of skills throughout our school life among which we can count listening, reading, speaking and writing and these are basically the main skills in language teaching and wherever you go in the world, whatever language you learn, these would be the fundamental skills to be

improved.. When we learn a language, we mainly aim at being able to communicate competently. Vocabulary is a vital element for all language skills and therefore, communicating competently can be achieved by improving vocabulary learning and teaching. While there are many students thinking that vocabulary learning is easy, there are also many others who think that it is one of the most difficult parts of learning a language. They are right as they have serious problems while they are trying to remember large amounts of vocabulary necessary to communicate fluently and understand texts easily. Kristiansen (1998) states that when a learner understand twenty five percent of the words, he understands what is read, written or spoken quite better. That is the more a learner increases his vocabulary capacity the better he is able to understand the language. This judgment agrees with another one stating that learning words is one of the primary and crucial issues that students will face during the process of foreign language instruction. As vocabulary is vital part of language application, when the learners have little diction knowledge they encounter with some problems in second language instruction (Asgari & Mustapha, 2011).

There are more than one million words in English and thousands of words in other languages. Memorising the needed words requires a lot of time and energy. However we can never have a full mastery of vocabulary because the vocabulary of every language is very detailed and a lot of words have got more than one meaning some of which are also complicated. And also a learner needs to spare most of the time of his life to achieve this mastery. (Kamil & Hiebert 2005:2). From that explanation, we can understand that it is nearly impossible to learn all words in a language but only a limited number of words that require one's needs according to the reason for learning the language. For example, the "Collins Cobuild English Dictionary for Advanced Learners (2001)" consists of more than 110.000 words, phrases and definitions. In fact, all these words are not known even by native speakers and they are also not able to use all of them appropriately. Besides, individuals use some sets of vocabulary (sets such as colours, animals, the body, etc.) use them according to their purposes when the need arises. For example, using a word which has different meanings in spoken and written language may cause misunderstandings, so it is very important to find and use the proper vocabulary for the occasion. (Kamil & Hiebert 2005:3).

According to Nation (1990:2), distinguishing direct and indirect vocabulary learning from each other is useful. According to him direct vocabulary learning has a

feature of being a situation in which exercises and activities such as word- building exercises and vocabulary games are done by learners. Yet, when a vocabulary learner learns indirectly, he involves in the observation and investigation process of learning the words, becomes more interested in vocabulary learning, and he pays more attention to the meaning given to words. Nation (1990:2) extends his argument that for example if the number of words a learner understands in a message is high, he can succeed at learning vocabulary considerably well although he doesn't have a full concentration and attention for vocabulary learning.

Vocabulary learning is affected by many features and learning a word becomes more difficult because of these features. Carter and McCarthy (1988:13) mention that a teacher's understanding is connected with a learner's apprehension and point of view about the difficulty of words in terms of learning vocabulary influentially and so the role of the teacher in vocabulary learning should be taken into account, too. Carter and McCarthy (1988:13) continue that because of some reasons a word might be difficult and as a result of these many possible reasons and complicated process of learning it is very difficult to make an appropriate classification.

Nation (1990:33-50) mentions three different factors that have an effect on making a word hard to learn. The first factor is the learner's English learning in the past and the language that he started to learn after he was born that is his mother tongue because mother tongue affects the second language vocabulary acquisition and sometimes it may become an obstacle of learning between them. For example, when words are not in accordance with a word of another language it can be difficult to understand what the word means and how it functions. The second factor that has an effect on making the words hard in learning a second language is the way a word is learned or taught. It's supported that unless a good organization is made in the learning situation, it is sure that serious problems will occur in learning a word. As stated by Nation (1990:43) this "unteaching" is quite common. As a result, teaching can have positive, neutral and negative effects. When the teaching has a positive effect, the learners succeed in the objectives of being good at language learning in a shorter and faster time. When the effect is neutral, then it means that nothing is learned. However when the effect is negative, the learner may have learnt a lot of things but this learning will have a negative effects on the previos learning period or on the learning period that is going to be experienced in the future. The third and last factor that has an effect on making a word hard to learn is that fundamentally, it is really more difficult to learn

some words than others. According to Nation (1990:48), verbs and adverbs are generally more difficult to learn than nouns and adjectives. In addition, when it is asked to tell or remember the meaning of a word it looks easy, however when it comes to the production of the word when it is needed to be used it seems more difficult to remember its meaning.

Laufer (1997, p. 154) has studied the intralexical factors that affect vocabulary learning and she states that whether a word is short or long, whether it has one meaning or more than one meaning, the phonological characteristics of the word and its semantic features, length of the word, features of its concept and meaning, whether it is abstract or concrete are some of the elements which have important effects on learning the words easier.

2.2. Language Learning Strategies

Learning strategies are very important in the sense that they accelerate the learning process and make it more effective and pleasant. During the learning process, the students often encounter with unknown vocabulary and concepts difficult for comprehending the content. Cameron (2000, p. 40) comments, "...if they are not understanding, they cannot be learning." In this context, learning strategies have a vital importance in a language learning period. In this section, firstly how LLSs have been defined in various ways by different researchers will be introduced, and then the classification of VLSs will be introduced.

2.2.1. Definitions of Language Learning

A lot of definitions and descriptions about LLSs have been made so far. One of them describes LLSs as items which enable the learners to escape from difficulties during learning and make the process easier (Oxford 1990, Griffiths 2008). LLSs can support various phases of learning so at every level they enable the learners to improve themselves. During the process of using these strategies, whether they are used efficiently or inefficiently will give us a clue about the amount of information gained, as well as the things which are learned and how we will organize the learnt material and furthermore, how long the learnt material that is saved in mind will endure in the memory (O'Malley and Chamot 1990).

According to Oxford (1990) students apply these steps in order to improve their own learning which results in self-directed involvement and activeness of them in developing communication. After they choose the appropriate language learning strategies, they will feel confident and this will significantly help them improve their proficiency.

Oxford (1990) makes a more detailed definition and she says that LLSs are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (1990, p. 8). In a recently published book, she also states that LLSs have a crucial role by enabling students direct their own learning (Oxford, 2011).

Oxford (1990) adds that language learning strategies also promote learners’ self-dependence outside the classroom. According to her (1990, p. 10), self-directed learners feel confident step by step and they get involved and be proficient. Besides, Oxford (1990, p. 9) has compiled a number of items which include the characteristics of language learning strategies and give the opportunity to recognize language learning strategies.

Table 1.

Features of language learning strategies.

1. Contribute to the main goal, communicative competence
2. Allow learners to become more self-directed
3. Expand the role of teachers
4. Are problem-oriented
5. Are specific actions taken by the learner
6. Involve many aspects of the learner, not just the cognitive
7. Support learning both directly and indirectly
8. Are not always observable
9. Are often conscious
10. Can be taught
11. Are flexible
12. Are influenced by a variety of factors

Language learning strategies adapted from Oxford, R. (1990, p. 9).

O'Malley and Chamot (1990:1) think that strategies for learning are “special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information”. With a consistency to their statements, it was stated by Gu (2003:2) that “a learning strategy is a series of actions a learner takes to facilitate the completion of a learning task. A strategy starts when the learner analyses the task, the situation, and what is available in his/her own repertoire. The learner then goes on to select, deploy, monitor and evaluate the effectiveness of this action, and decides if s/he needs to revise the plan and action”.

Moreover, it is mentioned by Oxford (1990, p. 8) that a learning strategy includes “a plan, step, or conscious action toward achievement of an objective.” Also, Griffiths (2008, p. 87) agrees that learning strategies are not chosen or defined randomly, on the contrary, they are chosen and defined consciously. They are “activities consciously chosen by learners for the purpose of regulating their own language learning.” However, Cohen (2007, p. 31) claims that at the first stages of learning it may seem that while the learners are choosing the strategies they are aware of what they are doing, but at the later stages, when their language level increases and they feel competent enough, they do not choose them consciously any more because these activity turns out to be automatic.

2.2.2. Classification of Language Learning Strategies

Various kinds of strategies are used for various kinds of tasks and skills in language learning (Cohen 2007, p. 38). One of the claims is that some language learners who are not efficient enough at learning a foreign language tend to use strategies which are not appropriate for certain tasks and consequently they do not succeed in fulfilling them (Vann and Abraham 1990, Gu 2003, O'Malley and Chamot 1990, Chamot 2008). As long as the learners make these kind of mistakes so frequently they won't be able to get a long way in language learning and it will be an obstacle for them in terms of reaching their goals. But they can be successful and better learners if they find and use the right strategy in order to make better tasks.

According to O'Malley and Chamot (1990, p. 8, 44, 45) LLSs can be grouped in three types:

- 1) The first type of strategy is metacognitive strategy which includes making a plan of language learning, monitor it and make an evaluation of the learning activity
- 2) The second strategy is cognitive strategy which includes the use of information that has just been learnt, making practice and revision, organizing what is going to be learnt and elaboration
and
- 3) The third strategy is social or affective strategy which include communicating with people and controlling ideas over impacts (e.g. ways of reducing uneasy feelings and stress etc.).

O'Malley (1987, p. 133) states that classifying these three strategies (metacognitive, cognitive and social-affective strategies) distinguishes them. We understand from O'Malley and Chamot's (1990, p. 44) statements that when a comparison is made between metacognitive strategies and other strategies, the metacognitive strategies have higher and broader features which control learning activity at a general level. Metacognitive strategies help students complete their tasks successfully. Planning and organizing printed and oral output, watching out what is produced during and after a task, and making an evaluation after accomplishing a task are among these tasks. Metacognitive strategies distinguish proficient learners from the less proficient ones. Metacognitive strategies give opportunity to learners so that they can make decisions about their learning independently (Cohen 1998, p. 7).

Cognitive strategies involve some strategies such as repeating the new learnt item, grouping and classifying the words, making inferences and guessing, using summarizing and deduction techniques (O'Malley & Chamot 1990, p. 44-45).

Language learning process is not just intellectual. Social and emotional factors are also important elements of this process. Communication between people is related to social behaviours and social strategies which help learners to achieve more effective language learning. Social or affective strategies have also a wide range of strategies which involve group work activities, asking somebody to learn, talking by one-self in order to control sensations related to learning.

Oxford (1990, p. 8-9, 14, 15) states five categories of LLSs which are

“metacognitive, cognitive/memory, affective, social and compensation strategy groups”.

According to Oxford (1990, p. 8), “metacognitive strategies help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competence.” The affective strategies “develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning.” Social strategies “provide increased interaction and more empathetic understanding.” Cognitive strategies “are highly useful for understanding and recalling new information (1990, p. 9).” Compensation strategies “aid learners in overcoming knowledge gaps and continuing to communicate authentically.” Oxford supports that teaching language learning strategies is highly possible and applicable, and she encourages strategy training so that the learners can be aware of the items and the way they learn them. To her, “strategy training would help learners become more aware of the strategies they are using and to evaluate the utility of those strategies” and in addition they become “more proficient at employing appropriate strategies (1990, p. 12).” Being successful or failing at learning necessitates using all types of strategies efficiently.

2.3. Vocabulary Learning Strategies

Vocabulary sufficiency of a learner is important especially in speaking, and also while you're reading in a foreign language its importance cannot be overlooked. Language learners know that words are very crucial during a language learning period and they are aware that learning strategies will make their learning more effective and will shorten and ease their route of learning the language. According to the result of his study, İlter states that using the VLSs in teaching Turkish as a foreign language is one of the factors increasing success. For this reason, an active participation of learners should be ensured by using effective and efficient strategies in the development of vocabulary knowledge (İlter, 2014). In this part, the approach of VLS is introduced and studied in more detail in the following subsequent parts.

2.3.1. Definitions of Vocabulary Learning Strategy

Some definitions are made for VLSs. For example, Sökmen (1997:237) summarizes that “vocabulary learning strategies are basically actions made by the

learner in order to help them to understand the meaning of a word, learning them and to remember them later”. Similar to Sökmen’s summary of VLS, Tok and Yığın define vocabulary learning strategy as the effort by the learner to learn new words or to make the words they learn permanent (Tok and Yığın, 2013, p. 266).

By giving the learner a chance of knowing about different vocabulary learning strategies, he can improve and increase his autonomy and self-determination and thus he can use these known strategies to develop his learning process. As Schmitt (1997:200–201) states many learners use VLSs and no learner underestimates the importance of vocabulary in learning a foreign language.

It’s indicated by O’Malley and Chamot (1990:7) that, education of foreign language learners primarily concentrates on teaching them vocabulary. They also state that VLSs are the most frequently used and recognized type of language learning strategies. Ellis (1985:103–104) mentions that learners are able to recognize words and be aware of them much better than recognizing the pronunciation of a word or knowing a grammar rule.

According to Ellis (1985:103–104) vocabulary is the part of language that learners are aware of, however Sökmen (1997:237) states that the role of vocabulary in language learning is being overlooked and its importance isn’t understood enough. He adds that in the past vocabulary acquisition didn’t have an enough crucial role when compared with its role now. It can be concluded from his statements that today learners are more aware of VLS as their need for them is growing more than it was in the past.

A lot of studies have been done on strategies and their use and the results of some are consistent in some way. Jiménez Catalán (2003:57) points out that “the line between language learning strategies and vocabulary learning strategies is by no means clearly defined and studies on vocabulary learning overlap with studies on communication strategies”. Schmitt (1997:200) notes that when we have a look at the written articles and the researches done it is possible to see and read about a lot of studies related with LLSs and vocabulary learning, however the number of studies and discussions about VLSs are very less. So he regards the researches done on the field of VLSs as typically individual strategies.

During the process of foreign language teaching, identifying the vocabulary learning strategies of the students is very effective. Besides, encouraging them to use strategies and teaching them strategies to improve language success are important and

effective as well. Factors such as individuals' cultures, past experiences, social and economic situations, intelligence types, relevance, levels of knowledge, the styles of learning, and the strategies of learning they use influence learning. So each person has different learning time and strategy (Tok and Yığın, 2014). According to Schmitt (1997:223), research has shown that there is not a certain and only one strategy for a learner. As the time passes, as the learner improves himself and also gets older, as he becomes more efficient and sufficient in the language study, then the strategy he uses changes according to the learner and his needs. That's why some of the strategies are used more popularly in certain age groups when compared with other age groups.

2.3.2. Classification of vocabulary learning strategies

L2 VLSs can be classified in several different ways. Many specialists have made different definitions for vocabulary, language learning and strategy. This difference is also made while classifying vocabulary learning strategies. Sökmen (1997:237–257) summarizes that “the main categories of vocabulary learning strategies are implicit and explicit teaching of words”. When the learners are taught implicitly, the context is the main key for inferring the meaning of the word. Yet, when the learners are taught explicitly, they try to use different techniques. For example they consolidate and make relation between the new learnt words and the already known words.

According to Nation (1990:160), learners must memorise about three thousand words so that they can guess the meaning of unknown words. If they do not have an enough capacity it will definitely be difficult for them to use their reading skills in the represented context. Nation (1990:160–161) continues that some cues such as grammatical form of the word, punctuation and the learner's experience are used in order to guess the meanings of unfamiliar words correctly. According to Nation (1990:167), when a learner finds a keyword from his mother tongue and makes a connection between keyword and the new word's meaning it turns out to be very useful so he suggests using this method. However, as Nation (1990:167) states it is proved by the studies that the keyword technique can be applied by both the adults and the children and it can be used for every word. Nation (1990:169) points out that studying lists of prefixes and roots can help learners because by having information about prefixes and roots, a learner can control his own learning and check whether he

guessed the unknown word correctly from the context. Although Schmitt's taxonomy is used in our study, some others such as Oxford (1990), Gu and Johnson (1996) and Nation (2001) had taxonomies.

As it was mentioned above there are different ways to classify L2 VLSs. But the first form of classification was developed by Oxford (1990). In her classification dimension, LLSs were grouped into six categories as social, memory, cognitive, metacognitive, affective and compensation.

In the classification of Gu and Johnson (1996) four main vocabulary learning strategies are suggested for learners of a second language. These are "metacognitive, cognitive, memory and activation strategies." Learners who employ metacognitive strategies use "selective awareness and self-initiation strategies." In other words they are able to make differentiation among words in terms of their importance. The learners know which words require an initial importance for learning and understanding a reading text and which do not require an urgent importance. By the way the learners who employ "self- initiation strategies" try to apply various methods and tools so as to make the vocabulary items more understandable. In Gu and Johnson's taxonomy cognitive strategies include guessing strategy, using dictionaries and note-taking strategies. While using guessing strategies the learners make connections with their present and prior knowledge in order to guess the meaning of a word. Memory strategies include two items. The first item is revision (repeating words and making word lists) and the second item is encoding strategies including "association, imagery, visual, auditory, semantic, and contextual encoding". By means of activation strategies the learners learn some new words and then they use these new learnt words in a sentence in different contexts. The summary of explanations made above can be shown as follows:

STRATEGIES	Metacognitive	*Selective attention: Identifying essential words for comprehension *Self-initiation: Using a variety of means to make the meaning of words clear
	Cognitive	* Guessing: Activatating background knowledge, using linguistic items *Use of dictionaries *Note taking
	Memory	*Rehearsal: Word lists, repetition, etc. *Encoding: Association (imagery, visual, auditory, etc.)
	Activation	*Using new words in different contexts

Figure 1 The classification of Gu and Johnson (1996)

However, in the taxonomy of Nation (2001) different vocabulary learning strategies are suggested. Three general divisions are made in the taxonomy and they are “planning, sources and processes.” In the planning category the learners make a decision of choosing the focusing point on the vocabulary item and they decide to arrange the time and frequency of focusing attention on words. The strategies of the first division include “choosing words, choosing aspects of word knowledge and choosing strategies and planning repetition.” In the sources category in Nation’s taxonomy getting information about the word is added. The way to get this information can be acquired by looking at the word form, by context, by a dictionary, or by making a connection with other languages. The last category in Nation’s taxonomy (2001) is the process and learners focus on founding their knowledge of words by using strategies such as “noticing, retrieving and generating strategies.” According to Nation, by using noticing strategy a learner can better see the word item to learn. Noticing strategies contain constituting vocabulary notebooks by writing the words in them and making oral or visual repetition of words by writing the words on cards. Retrieval strategies include remembering the items which had been encountered before. It contains recalling knowledge in the same way it was originally stored. Nation (2001) explains that generating strategies contain connecting the new characteristics of data to the existing knowledge through visualization, analyzing words, “semantic mapping and using scales and grids.” The summary of explanations made above can be shown as follows:

General class of strategies	Types of strategies
Planning: choosing what to focus on and when to focus on it	• Choosing words to focus on • Choosing aspects of word knowledge to focus on • Choosing appropriate strategies to use and when to switch to another strategy • Planning repetition (increasingly spaced repetition)
Sources: finding information about the words	• Analysing word parts • Using the context • Consulting a reference source in L1 and L2 words (e.g. dictionaries, glosses) • Comparing similarities and differences in L1 and L2 words (e.g. cognate words)
Processes: establishing knowledge	• Noticing (seeing a word as an item to be learnt, e.g. keeping a notebook, using word cards, written and verbal repetition) • Retrieving (recall of previously learnt/met items, e.g. meeting a word in a new context, covering parts of a word recorded in a notebook) • Generating (generation of word knowledge, e.g. using a word in new contexts across the 4 skills)

Figure 2 Taxonomy of Nation (2001)

According to Cook (2001, p.66–68) it is also possible to divide vocabulary learning strategies into two groups. The first group can be the one concentrating on comprehending the meaning of words and the other one can be the group including the strategies for acquiring words.

According to Cook (2001, p. 66–67) there are four strategies for comprehending the meaning of words (Cook 2001, p. 66–67)

1. Guessing from the situation or context

It is a type of strategy that help learners with the unknown words they see while reading a text. By using contextual clues for inferring the meaning of unknown words, the learners do not depend heavily on dictionaries and they do not insist on word-by-word translation which will provide students to understand better more efficiently.

2. Using a dictionary

There are many advantages of using a dictionary and in language learning and teaching process, the importance of using dictionaries can not be denied. In the very early stages of language learning, for example, a bilingual dictionary can be a very useful learning resource. If the students learn how to use a dictionary effectively, it can help them in selecting the appropriate meaning to a given context.

3. Making deductions from the word form

Some words are spelled or pronounced the same way but have different meanings. The same words can be used either as a noun or as a verb. There are a lot of words in English such as “lead, water, cry” that may require a deduction from the form of the word.

4. Linking to cognates (finding words which are similar in two different languages)

Schmitt (1997) defines cognates as “words in different languages which have descended from a common parent word”. When there are similarities and differences between the word forms and their meanings, it is important to pay this situation attention. Because word forms and word meanings have an important role in language learning in terms of helping the learner learn more quickly. When there are lexical similarities between the two languages it is more possible to enhance the effect of vocabulary acquisition. Words such as *hamburger, music, cinema, theatre, film, actor* are just a few examples for English and Turkish learners.

Strategies for acquiring words (by Cook 2001, p. 69–70)

1. Repetition and rote learning

Storing a large amount of foreign words in memory is a common problem that language learners encounter. And naturally, repeating new words until

they are recognized is the best and easiest strategy to cope with this problem. The number and timing of repetitions are also important in using this strategy.

2. Organizing words in the mind

Classifying words in some ways can be helpful for learners in terms of description. When words are organized in mind in some patterns such as *fruits, clothes, animals*, or grammatically such as *noun, verb, adjective*, it helps us know other words within the same category.

3. Linking to existing knowledge

The students' background knowledge is vital in terms of accessing the information stored in memory. The more permanent the learnt words are, the easier to link to existing word knowledge.

Inferring meanings from the context is a very popular and common vocabulary learning strategy but some criticize it. For example, Sökmen (1997, p. 237–255) thinks that although many thought that inferring the word meaning from texts was a main and vital vocabulary skill, it is neither a fast process nor an effective way to learn words. Using this strategy doesn't even guarantee that you won't make any errors. Besides, he argues that the learners' competence to understand the language may not be at a sufficient level to learn words efficiently by just making inference from the context.

2.3.3. Schmitt's taxonomy of vocabulary learning strategies

After Oxford (1990) and Nation (1990) another important classification is made by Schmitt (1997). He developed a taxonomy of VLSs by combining Oxford's (1990) taxonomy of VLSs. He also took into account Nation's (1990) distinction between discovery and consolidation strategies in vocabulary learning. Schmitt's taxonomy is important for the first instrument used to gather data in this study was Vocabulary Learning Strategies Questionnaire which included 25 items based on Schmitt's Taxonomy. His taxonomy contains:

(1) Discovery: discovering the meaning of unfamiliar words

a) *Determination strategies* (finding meaning without asking for help from

- others)
- b) *Social strategies* (making cooperation with others to find meaning)
- (2) Consolidation: remembering words as soon as their meanings are found
 - a) *Social strategies*
 - b) *Memory strategies* (mnemonics)
 - c) *Cognitive strategies* (strategies involving mental processing, but without the use of mnemonics)
 - d) *Metacognitive strategies* (related with the management of learning)

There are already two taxonomies of vocabulary learning strategies. The first one belongs to Oxford (1990) and the second one belongs to Schmitt (1997) whose taxonomy is based on the former's. Although it's based on Oxford's taxonomy, Schmitt revised it so that it functions usefully as a tool, especially after we categorize VLSs. There are two main groups of strategies in Schmitt's (1997) taxonomy. They are discovery and consolidation strategies. Discovery strategies are used for finding the meaning of a new word, whereas consolidating strategies are used for consolidating a word after once it has been learnt the first time. Discovery strategies consist of determination strategies and social strategies whereas the consolidation strategies include the four: social, memory, cognitive and metacognitive strategies.

Strategies for the Discovery of a New Word's Meaning

In this group, there are two strategies: Determination Strategies (abbreviated as DET) and Social Strategies (abbreviated as SOC). The name of the strategies will be shown in the table and the contents of these strategies will be given in the subsequent chapters.

Table 2.

Determination and Social Strategies

DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Monolingual dictionary
DET	Word lists
DET	Flashcards
SOC	Ask the teacher for an L1 translation
SOC	Ask the teacher for paraphrase or synonym of a new word
SOC	Ask the teacher for a sentence including the new word
SOC	Ask classmates for meaning
SOC	Discover new meaning through group work activity

Strategies for Consolidating a Word Once it has been Encountered

In this group, there are four strategies: Social Strategies (abbreviated as SOC), Memory Strategies (abbreviated as MEM), Cognitive Strategies (abbreviated as COG), and Metacognitive Strategies (abbreviated as MET). The contents of these strategies will be given in the subsequent chapters.

Table 3.

Social, Memory, Cognitive and Metacognitive Strategies

SOC	Study and practise meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native-speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Image word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use Semantic maps
MEM	Use 'scales' for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use the new word in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written Repetition
COG	Word Lists
COG	Flash Cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to a tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass a new word
MET	Continue to study word over time

Source: Schmitt (1997), pp. 207-8

In Schmitt's taxonomy VLSs are divided into five sub-groups; The first is determination strategies, the second is social, the third is memory, the fourth is cognitive and the fifth is metacognitive strategies. However, Schmitt (1990, p. 204) notes that it is not so easy to draw a line between a variety of strategies and their variations. For example, talking with a native speaker can be identified as a social strategy, however it can also be identified as a metacognitive strategy.

2.3.3.1. Discovery Strategies

In Schmitt's taxonomy, discovery strategies include two sub-groups which are determination and social strategies. These two strategies are generally used for discovering the meaning of a word.

2.3.3.1.1. Determination Strategies

According to Schmitt (1997, p. 208) "determination strategies are a part of discovery strategies and strategies such as guessing the meaning based on structural knowledge, guessing from L1 cognate, guessing from context or using reference material are included in determination strategies." They also include analysing the part of speech, analysing the word parts that constitute the word, analyzing any available pictures or gestures, using a bilingual dictionary, guessing from the textual context, using word lists (e.g. a list of words presented in a glossary), using flash cards, using a monolingual dictionary. As Schmith (2000) points out for learners who use determination strategies it would be easier to find what a word means by using dictionaries, infer the meaning from the setting of the word, and determine whether it is an adjective, a verb, or a noun etc. To conclude, determination strategies provide the learners to learn individually and as a result of this individual learning they do not need to ask for help from anybody to find the meaning of new words (Schmitt, 2000).

2.3.3.1.2. Social Strategies

When a learner asks help in order to find the meaning of a new word, he is using both social and discovery strategies. So social strategies can function as discovery strategies as well (Schmitt, 1997, p. 209). Students can use social strategies when they need to define a word's meaning by asking for some help from a friend in the class, from the instructor, or from somebody who is speaking the language as a

native. That is to say, social strategies are a kind of encouragement style for learners to communicate with each other confidently and these strategies also give the students a chance to learn from the other students (Schmitt, 2000).

Learning is a lifelong process. So it doesn't occur only in class. It's experienced at school, at home, in the street and everywhere. We also use these strategies in our daily life outside the class by speaking to our instructors, friends or native speakers. These kinds of activities reinforce information and make our learning permanent. To give an example for social strategies, the Turkish students who are learning English ask the teacher what the English word means in Turkish or vice versa, they ask the teacher to explain the word or tell another word similar to it in meaning, ask the teacher to use the English word in a sentence, ask their friends in the class for meaning, and lastly they try to find the meaning by working in pairs.

2.3.3.2. Consolidation Strategies

Consolidation strategies include several different strategy types. According to Schmitt's taxonomy, consolidation strategies have four sub-groups; social, memory, cognitive and metacognitive strategies. According to Schmith (1997, p. 211) the learners can use consolidation strategies effectively as they can be regarded as useful techniques which the learners can use to learn or practise vocabulary.

2.3.3.2.1. Social Strategies

In Schmitt's (1997) taxonomy, social strategies are very important in language learning because they have the key elements in acquiring the language. For example, in a class the students learn the language with a group and this urges the learners to be active in learning process, and also they improve their team working abilities as the teacher does not intervene much. As a result of this strategy the students' self-confidence enhances and this provides them to have extra time to use the language in the class (Schmitt, 1997, p. 211). In Social Strategies the students study and practise meaning by group work, the teacher checks whether students' flash cards or word lists are accurate or not, and the students make an endeavour to interact with native-speakers and use English orally.

2.3.3.2.2. Memory Strategies

Memory strategies including large numbers of strategies are applied by learners

in order to remember words. In other words, learners get help from memory strategies to learn the new words by mental processing and they make a connection between the new words and their learning experiences. (Schmitt, 2000). For example, when the learner comes across a word such as “chicken”, he directly groups this word under the category of animals which have two legs since he had acquired this information from his prior experiences. Memory strategies are divided into three groups: In the first group the learner uses his imagination and he creates a strong relation between the word and its meaning, in the second group he uses the strategies so that he connects the words altogether to remember them, in the third group some aspects of vocabulary knowledge to learn the meanings permanently. Memory strategies include studying the word with a picture of its meaning, associating the word to a personal experience (e.g. making a connection with the word “ball” with an experience of playing with “football”), grouping words using a mind map, using a scale for gradable adjectives (e.g. *it's ok*, *it's good*, *it's perfect*), grouping words together within a storyline, connecting the new word to another word that sounds similar and linking the two words by a visual image.

Schmitt (1997, p. 211–13) mentions that memory strategies are traditionally known as mnemonics and they are one type of consolidation strategies. In memory strategies, the learner tries to make a relation of the word with his previous knowledge, for example, he uses pictures to infer the meaning instead of defining it or relating it to a word we already know. Besides, in memory strategies the learners use unrelated words or group them according to some categories such as synonyms.

2.3.3.2.3. Cognitive Strategies

Schmitt (2000) explains that “cognitive strategies deal with mechanical aspects of learning vocabulary and are not related to mental processing.” The users of cognitive strategy make new sentences and use the words in these sentences, study the pronunciation of the words, study word parts such as prefixes or roots, they always revise the words so that they keep them in mind permanently, they prepare word lists and use flash cards that include both the meaning and the visual on each side, they read the sections related with vocabulary in a textbook and they keep a notebook to write down the unfamiliar words in it. According to Schmitt's taxonomy (1997, p. 215), there is a similarity between cognitive strategies and memory strategies but as he says

“they do not concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary”. For example writing a word on paper or saying it loudly for a few times, preparing word lists, studying with flash cards and taking notes while studying are among cognitive strategies which are also traditional ones.

2.3.3.2.4. Metacognitive Strategies

The learners who are the users of metacognitive strategies are aware of their capability. They look for opportunities to learn, record their learnings and look back over those experiences. That is to say, metacognitive strategy users make a clear observation of their own learning, give decisions about learning, make an assessment of their improvement in their learning activity, they use media such as watching English videos, listening to English songs, news, etc. They can also help learners to specify suitable vocabulary learning strategies for learning new words (Schmitt, 2000).

As it can be concluded from the statements above, by means of metacognitive strategies, it becomes easier for learners to control their learning and it gives the chance of evaluation which also applies to Schmitt's (1997) taxonomy. Schmitt (1997, p. 216) points out that when the learners watch films, read books, and get in touch with native speakers, effective metacognitive strategies will get a great exposure to L2. Using time efficiently and having the knowledge of when a new word should be studied actively are other useful metacognitive strategies.

2.3.4. Schmitt's Study on Vocabulary Learning Strategies

Schmitt (1997) carried out a study of vocabulary learning strategies and looked into the strategies used by learners, which strategies they found the most helpful and which they found the least helpful. The data for his study was collected by using questionnaires and he used his taxonomy in the analysis. In this study the participants were given a list including 58 strategies and they were asked to write down the strategies they used in their learning which strategies they found the most helpful.

In Schmitt's (1997) study there were 600 Japanese participants who were learning English. As this study required the participation of a wide profile of the learners, surveys were distributed to four different groups. The first group was the students of a junior high school whose ages ranged from 7 to 9 years. The second

group was high school students whose ages ranged from 10 to 12. The third group was university students and the last group was adult learners.

In this study Schmitt (1997) found ten vocabulary learning strategies which were mostly used. The numbers below show the percentages of each strategy used by participants.

1. Bilingual dictionary	85%
2. Verbal repetition	76%
3. Written repetition	76%
4. Study the spelling	74%
5. Guess from textual context	74%
6. Ask classmates for meaning	73%
7. Say new word aloud	69%
8. Take notes in class	64%
9. Study the sound of a word	60%
10. Word lists	54%

According to Schmitt (1997), the most used six strategies and most helpful ten strategies are similar to each other. The most helpful strategies according to Schmitt's study are the following:

1. Bilingual dictionary: It is a way to reach the meaning of a word directly. A Turkish student learning English commonly look up the meaning of words by using a Turkish-English or English-Turkish dictionary.
2. Say new word aloud: In this strategy the students say the new learnt word aloudly so that it helps them hearing it and I think it also helps them improve their pronunciation.
3. Written repetition: Writing the words a few times sometimes works and many students choose this strategy in their learning process.
4. Connect word with synonyms/antonyms: This strategy is also very effective and important in terms of enhancing our word capacity. While learning words it would be better to learn them with synonyms or their opposites. If you learn words such as *difficult*, *far*, *heavy*, it might be easier to learn the words *easy*, *near*, and *light*.

5. Continue over time: Permanent learning can only be obtained by studying regularly and continuously. That's why it is important to continue using vocabulary learning strategies.
6. Study spelling: The students' knowledge of the links between letters, sounds and meaning is essential for them to become confident communicators. For example if the Turkish students learn the phonograms -that the sound of "sh" is spelled with the Turkish letter "ş", they will be able to pronounce the sounds they hear in a word more accurately.
7. Ask the teacher for paraphrase/synonym: When students encounter an unfamiliar word, instead of looking up a dictionary they ask the teacher to explain the word by giving example, its synonym or by making some connections in order to guess the meaning.
8. Take notes in class: Taking notes is also a common strategy used by students. Taking notes in the class and revising them after the lesson will be very useful in making learning permanent.
9. Analyse pictures/gestures: Sometimes just by looking at a picture or a gesture, it is possible to understand the meaning of a word. An ordinary picture representing rain, or a gesture representing salutation, for example, can provide the learner to acquire the target word.
10. Verbal repetition: Like written repetition, verbal repetition is also another strategy students choose to use. In my opinion using that strategy not only helps students memorize words quickly but also helps them improve their spelling and communication skills.

The least helpful strategies, according to the students' reports, were "using cognates, association strategies, mental imagery, using a physical action, using prefixes or suffixes to guess and studying in groups." In some circumstances, choosing a strategy and stating it as helpful or not depends on the learner's first language and the target language. To give an example, a Spanish student who is learning English as an L2 will probably state that cognates are very helpful. Because about 30 % of the Spanish words are similar to the words in English. However a Chinese or a Japanese student who is learning English as his L2 may state that cognates have nothing to do in terms of helping them to learn English.

Schmitt (1997) comments that as some strategies are in the middle of the range,

it is hard to conclude certainly for these strategies are neither the most popular nor the least popular. His study suggests that Japanese learners of English especially use a bilingual dictionary. Another quite popular strategy among these learners is guessing from context. Furthermore, the participants preferred asking a classmate or a teacher frequently which shows that they often used social strategies. The study also conveyed that the patterns of the strategy use can change in the course of time and therefore some strategies were particularly more popular in certain age groups than in others. The results of Schmitt's (1997) study also suggested that the learners are open to new strategies as long as they are introduced to and trained in them.

2.4. Related Research

Medani (as cited in McCarthy, 1990) did a research on Arabic learners of English and investigated the vocabulary learning strategies of good and poor learners. According to his research, successful learners and under-achievers were not the same. There was a considerable variation in their using of vocabulary learning strategies. While successful learners use a wide variety of strategies, the under-achievers use less strategies. For example, the under-achievers do not seem to practise new words as well as the successful learners. When the successful learners had a chance of practising the new words (i.e. when they write compositions) they used that opportunity. What is more, they asked more questions than the under-achievers to be sure of their knowledge and the successful learners also tested themselves by studying and revising word lists.

In an experiment, O'Malley et al. (1990) have found that participants have mostly mentioned that they use repetition strategy. However the participants used the strategies which require deeper and more involved manipulation of information (i.e. imagery, inferencing, Keyword Method) less frequently.

Schmitt (1997) conducted a large-scale research in Japan based on his taxonomy of vocabulary learning strategies. He surveyed 600 Japanese respondents and attempted to identify the ways in which "good" and "poor" learners move toward lexical learning. While he was doing that research he regarded the strategies used by respondents and which they felt most useful and revealed that the pattern of usage is nearly the same for all Japanese learners. It has been found that the Japanese obtain their vocabulary learning basically by means of written repetition but the older the Japanese learners get the less they use written repetition together with the use of paired associate words (L2 –

L1) on lists and cards. Additionally, it has been found that strategies which are accepted as useful by mature students involve “deeper” processing and greater cognitive effort.

Catalan (2003) carried out a VLS with 450 Spanish students who were learning English as their second language. She aimed to find if there were behavioural differences between genders who were studying English during the time of learning vocabulary. She focused on the differences in the number and variety of VLSs (Vocabulary Learning Strategies) used by female and male students. The results showed that there were not big differences between each other. The number of VLSs used by females were almost the same with the VLSs males used. Also, the types of strategies in use were approximately the same (2003, p. 61, 62). When the minor differences were inspected closely, they showed that some strategies offered in the questionnaire were used more by females. The females used the discovery and consolidation strategies more than males. Although different types of strategies were preferred by both females and males, females chose to use formal rule strategies, input elicitation strategies, repetition strategies and planning strategies and male students preferred to use different imagery strategies.

Also, Gu (2002) conducted an extensive survey by using a VLS questionnaire with 645 EFL university students from China. He searched the relationship between learning strategies and gender and considered the effect of gender in the learning process and the strategy choices of EFL students. The results of his survey showed similarities with the one carried out by Catalan. Gu (2002, p. 35, 40) found that gender plays a big and effective role in learning a second language. His study prove that females learn language more successfully than males in every area of it. Moreover, according to the vocabulary size test, females know much more words and according to the College English Test, females shwed generally more proficiency in English than males (Gu 2002, p. 40, 35, 51). Additionally, while women were using VLSs they had a tendency to be more flexible than men and also they had a wider variety of strategies in use. (2002, p. 44, 51).

Another questionnaire was conducted by Fan (2003). The number of participants was 1067 Chinese EFL university students. He attempted to discover their choice in using VLSs, the frequency of using them, and among the strategies, which ones the students regarded as being useful when studying L2 words. The VLS questionnaire consisted of 60 items including strategies related with management, strategies related with guessing, using dictionary, strategies such as repetition, association and grouping.

Fan (2003, p. 228) found that although the students believed that a significant number of the VLSs in the questionnaire were useful they didn't employ most of them or they didn't use them very often. According to the reports of the students they most often used and believed to be as the most useful strategies were: "revising words, paying particular attention to new words when reading, increasing vocabulary by reading (media texts), guessing meaning from context when reading, using dictionary while reading, using dictionary to find grammatical information and analyzing words by sound segments in order to remember them later." Strategies that were used least often and perceived least useful were "the keyword technique, studying wordlists and linking words from Chinese to English based on similar sounds (2003, p. 229)".

Gu and Johnson's (1996, p. 643) study was carried out with 850 university students in Beijing by using a VLS questionnaire with 91 items. Their aim was to find out which VLSs Chinese university students were using while they were learning English. Also, they wanted to find out if there were any relationships between the students' strategies and results in learning English. According to the findings of their study the most successful language students were those who were studying English words by spending much time outside class. Proficient students also used VLSs in learning tasks efficiently. It's noted by Gu and Johnson that as the proficient students tended to work harder, motivated themselves much better and as they were more willing to try out various strategies, the the range of techniques they used came out with a higher and wider number. While the ones using strategies actively succeeded, those ones who used strategies passively couldn't accomplish that. They had an inclination to rely on rote learning and visual memorization from lists. From that investigation, it can be understood that these students were not good at trying new strategies and so they could not develop their learning skills (1996, p. 666). Gu and Johnson (1996, p. 654) mark that the Chinese students "generally responded negatively to rote memorization strategies." Instead, the students preferred to use strategies related with guessing and dictionary. Note-taking and oral repetition were popular among the Chinese students. Using word lists was not their preference, and they preferred neither imagery nor activation strategies. The results further showed that there was a reciprocal relation between metacognitive strategies and good proficiency scores (1996, p. 643). While there was a positive correlation with learning vocabulary from lists and the capacity of vocabulary, this correlation was not seen in general proficiency (1996, p. 656).

Mizumoto and Takeuchi (2009) examined if it would be effective to teach

VLSs explicitly. They wanted to learn whether there will be an improvement in the students' knowledge of vocabulary and use of VLSs when they are instructed about strategies explicitly at university English classes. The subjects were all females and they spent a ten-week instruction period practicing VLSs. As a result of the instruction period the students who had practised VLSs used vocabulary learning strategies more competently. After the 10-week instruction period they had enhanced the number of strategies compared to their former status and they also improved their awareness about finding the strategies which were personally more appropriate for them and which were inappropriate. Some of the participants had a feeling of motivation in English just after they received instruction. They gained the feeling of confidence having them believe that they had the strength and competency to succeed at learning English vocabulary. Mizumoto and Takeuchi note that the students whose English level were below the average and didn't use VLSs very often benefited more from the instruction (2009, p. 437, 440, 443). After a short time these students realized that choosing to use as many strategies as they can is beneficial. Moreover, knowing that different VLSs are actually beneficial provided passive students to generally increase their motivation towards language learning (2009, p. 441). However, students who were already using strategies actively did not show improvement in expanding strategies during the period of instruction. According to Mizumoto and Takeuchi, the reason of this unchangeability was that the strategies preferred personally by students were already found and that the students didn't want to change them (2009, p. 442).

In a study conducted by Amirian and Heshmatifar (2013) a search was made so as to find out which strategies were most and least used by EFL learners at a university in Iran. There were 74 male and female participants whose ages were between 19-34 and a vocabulary learning questionnaire by Schmitt was used to collect data. According to the results of this study, the students employed determination strategies much more generally and commonly. That is the students had an inclination for getting help from dictionaries and for guessing from context. Whereas, among students, social strategies were the least popular.

Another study conducted by Asgari and Bin Mostapha (2011) examined the type of vocabulary learning strategies used by Malaysian ESL students at a university. An open-ended interview was conducted with ten students. The conclusion of the investigation was that the ESL Malaysian students mostly used determination and

cognitive strategies including learning words by means of reading activity, using a dictionary, make use of the words which are learnt in daily chatting atmosphere, etc.

Şener (2015) conducted a study and examined the vocabulary learning strategy preferences and vocabulary size of pre-service English teachers at a state university in Turkey. With an employment of a quantitative research design, 304 pre-service teachers attended to the research. According to the results of this study, while determination strategy had the highest frequency of usage, the cognitive strategy had the lowest frequency of usage. The results also revealed that the first year students' vocabulary size was higher than the fourth year students' vocabulary size.

Astika, G. (2016) made an investigation at secondary schools to find out whether there are differences among vocabulary learning strategies across "school levels, gender, and ability groups" according to their English grades. 706 students from 8 secondary schools involved in this study and for data collection the researcher used a questionnaire developed using a taxonomy consisting of "cognitive, metacognitive, memory, and determination categories." The general results showed that the students mostly relied on using determination strategies with a consistency across gender, ability groups, and school levels. That is the students tend to use dictionaries to find and learn the meaning of the word. Direct translation seems to be the best, easiest and fastest way for them to acquire vocabulary knowledge. When the level of the schools, the level and gender of the students were compared, a similarity is indicated clearly.

Noprianto and Purnawarman (2019) conducted a study with an intention to find out how often Indonesian high school students use vocabulary learning strategies. They also intended to understand the relationship between their knowledge of affixes and usage of VLSs according to their reports. 116 first grade male and female high school students whose ages were between fourteen and seventeen years old participated in this study. The results showed that the participants mostly preferred "*using a bilingual dictionary*" which is an item of Determination strategies. The second mostly used strategy was "*asking their classmates for the meaning of unknown words*" which is an item of social strategies. Additionally, it was found that the participants' Vocabulary Learning Strategies made a contribution to their information about affixes.

CHAPTER III

METHODOLOGY

This chapter presents research design, participants, context of the study, data collection procedure, data collection instruments and data analysis.

3.1. Research Design

This study entitled "The Vocabulary Learning Strategies of High School EFL Learners" is a mixed method research which requires the collection of information about variables or phenomenon within a population through the use of a questionnaire. This design involves data collection at a single point in time from samples representing a population. Creswell (2007, p. 9) defines mixed methods research as a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. This study is conducted in 9th grade classes of an Anatolian High School and designed as a mixed method research study to analyse the vocabulary learning strategies the students use in depth.

3.2. Participants

The study was conducted in 9th grade classes of an Anatolian High School during the academic year of 2015-2016. The school was a public school in İstanbul in Eyüp district. The number of students was 172 and they were 15 years old. Personal information of the students is shown at Table 1.

Table 4.

The Respondents' General Information

		f	%
Sex	Female	89	51.7
	Male	83	48.3
Age	15-16 years old	171	99.4
	Older than 16	1	0.6
How long have you been learning English?	3-5 years	85	49.4
	6-10 years	85	49.4
	More than 10 years	2	1.2
Have you taken any private course or lesson before?	Yes	86	50
	No	86	50
TEOG Degree	Between 350-400	163	94.8
	Over 400	9	5.2
Do you speak any language except English?	German	156	90.7
	Arabic	2	1.2
	Kurdish	7	4.1
	Other	7	4.1

From Table 1, approximately 52 % of the students were female, 100 % of the students were between 15 and 16 years old (99.4 %). Nearly half of the students (49.4 %) studied English for 3-5 years and another half of the students studied English for 6-10 years (49.4 %). Only two students (1.2 %) studied English for more than ten years. Fifty % of the students had taken a private course at least once during their school life and fifty % had never taken any private course. As we had mentioned before, the students had to take an official exam (TEOG) to enter Anatolian High School. The highest grade in TEOG is 500. Approximately 95 % of the students had taken a grade between 350 and 400 and more than 5 % of the students (nine students) had taken a grade higher than 400. And these were chosen for the semi-structured interview. 100 % of the students are studying German as a second foreign language at school. Apart from that, more than 10 % of the students are speaking a language which is their mother tongue.

3.3. Data Collection Instruments

The first instrument used in this study was Vocabulary Learning Strategies Questionnaire based on Schmitt's Taxonomy. It was designed by Schmith (1997, Akt. Riankamol, 2008) specifically for the purpose of investigating vocabulary learning strategies used by students.

The second instrument was to be a semi-structured interview with ten students. The students for the interview were chosen from students who got the highest marks from the official exam (TEOG) held by the Turkish Ministry of National Education in the eighth year of primary school in order to enter high school.

3.3.1. Vocabulary Learning Strategies Questionnaire

The first instrument used to gather data in the study was Vocabulary Learning Strategies Questionnaire which included 25 items based on Schmitt's Taxonomy. It was designed by Schmith (1997, Akt. Riankamol, 2008) specifically for the purpose of investigating vocabulary learning strategies used by students. There are about 56 strategies from 6 categories in Schmitt's Taxonomy. Riankamol (2008), who had made a similar study, chose 25 items among vocabulary learning strategies and used them. When it was considered that the measurement instruments could create disadvantages in terms of applicability as they included many items, selecting these 25 strategies of Schmitt used by Riankamol had been deemed suitable.

According to the questionnaire, the first category is Determination Category. And it involves three strategies "I use a bilingual dictionary to help me translate English words into the Turkish language, I use pictures illustrated in the textbook to find the word meanings, I learn the meaning of words by identifying its part of speech."

The second category is Social (Discovery) Category and it involves four strategies "I ask the teacher to translate the words into Turkish, I ask the teacher to put an unknown word into a sentence to help me understand the word meaning, I ask my classmate for meaning, I know some new words when working in group works."

The third category is Social (Consolidation) Category and it involves three strategies "I practice English in group work activities, I ask native speakers for help, I learn words about the culture of English speaking countries."

The fourth category is Memory Category and it involves four strategies “I write a new word in a sentence so I can remember it, I study a spelling of new words, I use physical actions when learning words, I speak words out loud when studying.”

The fifth category is Cognitive Category and it involves six strategies “I repeatedly practice new words, I write a new word on a flash card so I can remember it, I learn words by listening to vocabulary CDs, I record vocabulary from English soundtrack movies in my notebook, When I try to remember a word, I write or say it repeatedly, I make vocabulary cards and take them with me wherever I go”.

The sixth category is Metacognitive Category and it involves five categories “I listen to English songs and news, I memorize word from English magazines, I review my own English vocabulary cards for reviewing before the next lesson starts, I do not worry very much about the difficult words found when reading or listening, I pass them, I use online exercise to test my vocabulary knowledge”.

Reliability of the questionnaire is also tested. The results are shown below.

Cronbach's Alpha	Number of Items
,711	25

When we look at Cronbach's Alpha Result, it can be concluded that the questionnaire is reliable and Cronbach's Result is acceptable as it is bigger than 0.7.

3.3.2. Semi-Structured Interview

The second instrument used to gather data in the study was an interview form. This interview was held with ten students. A semi-structured interview form was used in these interviews. During the preparation period of this interview form, primarily a literature review was made and then expert opinions were taken and necessary corrections were made. Accordingly, the final version of the interview form consisted of two main parts:

The first part of the interview (Questions 1 to 3) was concerned about gathering basic information about interviewees, when they started to learn English, what they thought about their language learning ability, and the importance of English in their life and its effect in their career in the future. The second part of the interview (Questions 1 to 7) focused on the students' VLSs they applied both inside and outside an English

classroom. In this part it is purposed to find which VLSs the students used in language learning how they overcame problems related with learning new vocabulary. The questions used in the investigation can be summarised as follows:

Part I:

Q1: an investigation of when the interviewee started to learn English

Q2: an investigation that asks what the interviewee thinks about his/her ability to learn English language

Q3: The importance of English in the interviewee's life and what effect English learning will have in his/her career in the future are investigated

Part II:

Q1: What the interviewee thinks about the difficult aspects of learning English is investigated in this question and it's asked what they do in order to cope with any difficulty or problem

Q2: an investigation of each interviewee's opinion on what aspects are necessary for learning English

Q3: an investigation of each interviewee's opinion on what aspects of problems he/she has in learning vocabulary items

Q4: an investigation of the interviewee's opinion on which language skill he/she uses VLSs the most frequently

Q5: an investigation of the interviewee's use of vocabulary learning strategies to discover the meaning of new English vocabulary items

Q6: an investigation of the interviewee's use of vocabulary learning strategies to remember the meaning of English vocabulary items that have just been learnt.

Q7: an investigation of the interviewee's use of VLSs that he/she has already been aware of using

3.4. Data Analysis

The statistical package, SPSS program, was used to analyze the data obtained from the questionnaires. The descriptive statistics were used to find frequencies, percentage, and mean. Also, a t-test was used in order to see the similarities and differences between males and females. Before filling out the questionnaire, the students were asked to answer as honestly as possible. Since all the participants'

English level was not the same, the questionnaire was translated into Turkish. The participants were asked to indicate if they had used a particular strategy. Moreover, from these 172 students used for the questionnaire, ten students were selected as representatives for interviews. All interviews were conducted in Turkish, the first language of the interviewees, to assure that they understood questions correctly.



CHAPTER IV

FINDINGS

4.1. Introduction

This chapter presents the findings acquired from the data collected from VLS questionnaire and the interview with students. In parallel with the research questions, firstly the quantitative findings and then the qualitative findings of the study are presented below.

4.2. Quantitative Findings of the Research

The quantitative findings of the research are obtained by a vocabulary learning strategies questionnaire. The findings of the research are shown by numbers and percentages in tables.

4.2.1. Points Obtained from Vocabulary Learning Strategies Questionnaire

The standard deviations and means of the 172 students who have taken the questionnaire according to six categories are shown in Table 5.

Table 5.

Percentage of Overall Strategy Use

Strategy Category	N	Mean ($\bar{X}$)	SD
Determination	172	2.85	1.14
Social (Discovery)	172	2.92	1.11
Social (Consolidation)	172	2.30	1.21
Memory	172	2.67	1.29
Cognitive	172	2.45	1.12
Metacognitive	172	2.42	1.23

The findings show that in six categories, the most frequently used strategies by the respondents were Social (Discovery) Strategy with the highest mean score 2.92 and Determination Strategy with a mean score of 2.85. It can be inferred from those scores that the students mostly prefer asking their classmates for meaning and using an

English-Turkish dictionary to help them translate English words into the Turkish language. Also, they usually learn some new words when working in group works.

Meanwhile, the least used strategies were Social (Consolidation) strategies with the lowest mean score (2.30) following that Metacognitive Strategy with the second lowest mean score (2.42). Social (Consolidation) Strategies include practising English in group work activities, asking native speakers for help, learning words about the culture of English speaking countries. As most students think that the class atmosphere is artificial, not natural for English conversations and as they know that nobody in the class is a native speaker, and that they do not have the chance share the same atmosphere with natives, it can be understood why the least used strategies are Social (Consolidation) Strategies. Metacognitive Strategy users make preparation for the lesson, evaluate their own learning, and continue their vocabulary studies perpetually. But as my students lack the testing of themselves and their studies, plans and preparations are not continuous, the mean score of of their Metacognitive Strategy use is only 2.42.

4.2.2. Findings Related to the Vocabulary Learning Strategies' Frequency of Use

Vocabulary Learning Strategies Questionnaire includes 25 vocabulary learning strategies grouped into six categories. The strategies in each category are presented on separate tables below. The arithmetic mean and standard deviation distributions of responses to the items given by students for the Determination Category are displayed in Table 6.

Table 6.

Descriptive Statistics of Strategy Use in Individual Item of Determination

Determination Strategy items	N	Mean ($\bar{X}$)	SD
1. I use a bilingual dictionary to help me translate English words into the Turkish language.	172	3,33	1,003
2. I use pictures illustrated in the textbook to find the word meanings.	172	2,58	1,214
3. I learn the meaning of words by identifying its part of speech.	172	2,65	1,221

According to determination strategies, the results show that respondents most frequently used the strategy item 1; “I use a bilingual dictionary to help me translate English words into the Turkish language. ($\bar{X} = 3.33$). Meanwhile, the least used strategy was item 2; “I use pictures illustrated in the textbook to find the word meanings.” ($\bar{X} = 2.58$).

Table 7 displays the arithmetic mean and standard deviation distributions of responses to the items given by students for the Social Strategies (Discovery) Category.

Table 7.

Descriptive Statistics Use in Individual Item of Social Strategies (Discovery)

	N	Mean ($\bar{X}$)	SD
4. I ask the teacher to translate the words into Turkish.	172	2,98	1,175
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	172	1,94	1,074
6. I ask my classmate for meaning.	172	3,41	1,107
7. I know some new words when working in group works.	172	3,35	1,091

According to the frequency of social strategies for discovery, the results show that to interact with other people in vocabulary learning, the strategy, which the students use most frequently was item 6; “I ask my classmate for meaning.” ($\bar{X} = 3.41$). While the least used strategy was item 5; “I ask the teacher to put an unknown word into a sentence to help me understand the word meaning..” ($\bar{X} = 1.94$).

Table 8 shows the arithmetic mean and standard deviation distributions of responses to the items given by students for the Social Strategies (Consolidation) Category.

Table 8.

Descriptive Statistics of Strategy Use in Individual Item of Social (Consolidation)

	N	Minimum	Maximum	Mean	Std. Deviation
8. I practice English in group work activities.	172	1	5	2,71	1,241
9. I ask native speakers for help.	172	1	5	1,85	1,203
10. I learn words about the culture of English speaking countries.	172	1	5	2,34	1,200
Valid N (listwise)	172				

To promote vocabulary acquisition, the respondents used the Social strategies for consolidation most frequently, by the item 8; “I practice English in group work activities.” which had the highest mean score of 2.71. The strategy which the respondents used least frequently was item 9; “I ask native speakers for help.” with the lowest mean score by 1.85.

Table 9 shows the arithmetic mean and standard deviation distributions of responses to the items given by students for the Memory Strategy Category.

Table 9.

Descriptive Statistics of Strategy Use in Individual Item of Memory

	N	Minimum	Maximum	Mean	Std. Deviation
11. I write a new word in a sentence so I can remember it.	172	1	5	2,54	1,105
12. I study the spelling of new words.	172	1	5	2,11	1,197
13. I use physical actions when learning words.	172	1	5	2,74	1,395
14. I speak words out loud when studying.	172	1	5	3,29	1,470
Valid N (listwise)	172				

The results from the table show that the Memory strategy which the respondents most frequently used for storing and retrieving new information was item 13; “I use

physical actions when learning words.” ($\bar{X} = 2.74$). Meanwhile, the least used strategy by the respondents was item 12; “I study a spelling of new words.” ($\bar{X} = 2.11$).

Table 10 shows the arithmetic mean and standard deviation distributions of responses to the items given by students for the Cognitive Strategy Category.

Table 10.

Descriptive Statistics of Strategy Use in Individual Item of Cognitive

	N	Minimum	Maximum	Mean	Std. Deviation
15. I repeatedly practice new words.	172	1	5	3,13	1,103
16. I write a new word on a flash card so I can remember it.	172	1	5	2,35	1,354
17. I learn words by listening to vocabulary CDs.	172	1	5	1,91	,993
18. I record vocabulary from English soundtrack movies in my notebook.	172	1	5	2,28	1,295
19. When I try to remember a word, I write or say it repeatedly.	172	1	5	3,56	1,130
20. I make vocabulary cards and take them with me wherever I go.	172	1	5	1,51	,895
Valid N (listwise)	172				

Table 10 shows that to develop automatic vocabulary retrieval, the Cognitive strategy that the students used most frequently, was item 19; “. When I try to remember a word, I write or say it repeatedly.” ($\bar{X} = 3.56$), while the strategy “I make vocabulary cards and take them with me wherever I go.” was least used ($\bar{X} = 1.51$).

Table 11 shows the arithmetic mean and standard deviation distributions of responses to the items given by students for the Metacognitive Strategy Category.

Table 10.

Descriptive Statistics of Strategy Use in Individual Item of Metacognitive

	N	Minimum	Maximum	Mean	Std. Deviation
21. I listen to English songs and news.	172	1	5	3,47	1,378
22. I memorize word from English magazines.	172	1	5	2,08	1,289
23. I review my own English vocabulary cards for reviewing before the next lesson starts.	172	1	5	1,75	1,038
24. I don't worry very much about the difficult words found when reading or listening, I pass them.	172	1	5	2,36	1,246
25. I use on-line exercise to test my vocabulary knowledge.	172	1	5	2,44	1,244
Valid N (listwise)	172				

Table 11 shows the results of the most frequently used strategy of Metacognitive was item 21; “I listen to English songs and news.” by the respondents ($\bar{X} = 3.47$), while the item 23; “I review my own English vocabulary cards for reviewing before the next lesson starts.” was least used ($\bar{X} = 1.75$).

4.2.3. Findings Related to Gender Differences

Table 11.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
1-I use a bilingual dictionary to help me translate English words into Turkish language	F	89	3,51	1,035	,110
	M	83	3,14	,939	,103
2-I use pictures illustrated in the textbook to find the word meanings	F	89	2,71	1,227	,130
	M	83	2,45	1,192	,131
3-I learn meaning of words by identifying its part of speech	F	89	2,53	1,178	,125
	M	83	2,78	1,260	,138
4-I ask the teacher to translate the words into Turkish	F	89	3,00	1,197	,127
	M	83	2,95	1,157	,127
5-I ask the teacher to put an unknown word into a sentence to help me understand the word meaning	F	89	2,02	1,168	,124
	M	83	1,86	,964	,106
6-I ask my classmate for meaning	F	89	3,61	1,114	,118
	M	83	3,19	1,064	,117
7-I know some new words when working in group works	F	89	3,52	1,013	,107
	M	83	3,18	1,149	,126
8-I practice English in group work activities	F	89	2,81	1,339	,142
	M	83	2,60	1,126	,124
9-I ask native speakers for help	F	89	1,94	1,265	,134
	M	83	1,76	1,133	,124
10-I learn words about the culture of English speaking countries	F	89	2,48	1,188	,126
	M	83	2,18	1,201	,132
11-I write a new word in a sentence so I can remember it	F	89	2,61	1,094	,116
	M	83	2,47	1,119	,123
12-I study a spelling of new words	F	89	2,12	1,242	,132
	M	83	2,10	1,154	,127
13-I use physical actions when learning words	F	89	2,97	1,457	,154
	M	83	2,51	1,291	,142
14-I speak words out loud when studying	F	89	3,85	1,248	,132
	M	83	2,69	1,456	,160
15-I repeatedly practice new words	F	89	3,24	1,168	,124
	M	83	3,02	1,024	,112
16-I write a new word on a flash card so I can remember it.	F	89	2,63	1,449	,154
	M	83	2,06	1,183	,130
17-I learn words by listening to vocabulary CDs	F	89	1,97	1,071	,114
	M	83	1,84	,904	,099

18-I record vocabulary from English soundtrack movies in my notebook	F	89	2,30	1,360	,144
	M	83	2,25	1,228	,135
19-When I try to remember a word, I write or say it repeatedly	F	89	3,76	1,108	,117
	M	83	3,35	1,120	,123
20- I make vocabulary cards and take them with me wherever I go	F	89	1,42	,795	,084
	M	83	1,72	1,425	,156
21-I listen to English songs and news	F	89	3,80	1,281	,136
	M	83	3,12	1,400	,154
22-I memorize word from English magazines	F	89	2,25	1,376	,146
	M	83	1,89	1,169	,128
23-I review my own English vocabulary cards for reviewing before the next lesson starts	F	89	1,72	1,000	,106
	M	83	1,78	1,083	,119
24-I do not worry very much about the difficult words found when reading or listening, I pass them	F	89	2,18	1,183	,125
	M	83	2,55	1,290	,142
25-I use on-line exercise to test my vocabulary knowledge	F	89	2,44	1,270	,135
	M	83	2,45	1,222	,134

There are 89 females and 83 males in this study. When we look at the mean scores of strategy use between males and females, it can be concluded that there are not very big differences in terms of using vocabulary learning strategies. However, in some strategies, the small differences are worth being mentioned. The biggest difference is seen in the fourteenth item “I speak words out loud when studying “. The mean score of females is 3.85 and the mean score of males is 2.69. Another difference is seen in the twenty-first item “I listen to English songs and news”. The mean score of females is 3.80 and the mean score of males is 3.12. The result shows that while learning vocabulary, females prefer listening to English songs and news more than males. From my own experiences in teaching English to high school students, I have also observed that females have a more tendency to foreign culture and foreign language. Moreover, females are more interested and inclined to learn English than males. That situation shows itself in female students’ choosing language departments more than males at schools. Another difference is in the sixteenth item “I write a new word on a flash card so I can remember it”. The mean scores are 2.63 (females) and 2.06 (males). Again the mean score of females is higher than males. Females use flash cards more often than males. The thirteenth item “I use physical actions when learning words” is used more by females than males. The mean scores are 2,97 (F) and 2,51 (M).

4.2.3.1. Gender Differences in terms of Overall Strategy Use

Table 12.

Percentage of Gender Differences in terms of Overall Strategy Use

Strategy Category	Gender	N	Mean ($\bar{X}$)	SD	Gender	N	Mean ($\bar{X}$)	SD
Determination	M	83	2.79	0.73	F	89	2.91	0.78
Social (Discovery)	M	83	2.79	0.64	F	89	3.03	0.67
Social (Consolidation)	M	83	2.18	0.82	F	89	2.41	0.93
Memory	M	83	2.43	0.84	F	89	2.88	0.77
Cognitive	M	83	2.47	1.17	F	89	2.55	0.77
Metacognitive	M	83	2.35	0.66	F	89	2.47	0.65

This table shows that in six categories the mean scores of females are higher than males. Especially females tend to use Memory Strategies (M=2.88) more than males (M=2.43).

4.3. Qualitative Findings of the Research

Ten students are interviewed in this study. The findings of this interview are shown below.

4.3.1. Findings on Students' Age When They Started to Learn English

The first question of the first part of the interview form aims at finding when the interviewees started learning English. According to the answers they gave to this question, all the students started learning English in the fourth grade of primary school. However, one participant stated that before the fourth grade his mother had given her English books so that she could learn numbers and colours.

4.3.2. Students' Opinions About Their Ability to Learn English Language

In the interviews the question of "What do you think about your ability to learn English language?" was asked and according to the results of the analysis it was found

that four students thought that their ability of learning English was really enough, three students thought that their ability of learning English was enough and the other three students thought that their ability of learning English was at a medium level, neither really enough nor enough. Direct citations from the opinions of the students are below:

As I have a very good memorization I can learn English quite easily. I find myself talented and prone to English (four students).

I think my English is at a good level (three students).

As English is a difficult language it is difficult to learn it. I have difficulty learning English and I find myself at medium level (three students).

4.3.3. Students' Opinions About the Importance of English in Their Life and Its Effect in Their Career

Generally, all the students are aware of the importance of English. They know that it is an international language and so it is important for them to find a good job easily. Also, the students think that learning English helps them being promoted at work. It is also important for knowing about different cultures and communicating with different people. Direct citations from the opinions of the students are below:

English has an important place in my life because I want to be an interpreter. It is important as it can help us to know different people and cultures. It will also help me find a good job (one student).

Everyone has to speak English, everyone has to learn English. When we are going to get a job, we need another language besides English. That means everyone has to learn. He has an important place in my life. It is important for my future career because I want to be an English teacher (two students).

English is a very important language. It's a universal language. It is so important to me. I do not think I will choose something about English, but it is still important for all occupations. I do not think it will have much influence in my career (three students).

It really has an important place for the job want. I need to learn this language in order to communicate with different cultures and people in different countries. For my future career, if I learn this language and improve myself, I think that I will be able to find a job easily and I will be able to promote (four students).

4.3.4. Students' Opinions About What They Find Difficult in Learning English and How They Solve the Problems

Six students think that the most difficult part of learning English is memorizing words. They find it difficult to keep the meaning in mind and four students find grammar difficult in learning English and they think that's why they can't make sentences easily. In order to solve these problems, the students try to write the words a lot of times, watch English videos, listen to English songs and try to understand the lyrics, and they mostly use dictionary to find the meaning of words. Direct citations from the opinions of the students are below:

The difficult side is that it is the opposite of Turkish by means of grammar. The words are very similar to each other and I am confused with them. To solve this problem I attribute a different meaning to every word, I try to picture it in my mind, I sometimes load an absurd meaning in my mind. If I can not learn I watch videos, listen to music to see how the words are used in the songs and videos. Apart from that, I usually get help from my friends and my teacher (two students).

Grammar is the most difficult part of learning English and the pronunciation is difficult, too. To solve this problem I am coding the head of the word with a Turkish word. Sometimes I have difficulty in making a sentence. I am watching foreign TV series and sometimes I speak English at home (four students).

The most difficult part is memorizing words. For memorizing words first I look at their meanings from a dictionary and write them a few times in my notebook (four students).

4.3.5. Students' Opinions on What Aspects are Necessary for Learning English

Seven students explained that for learning English three aspects are important. They are ambition, patience and ability. Three students think that the necessary things for learning English are knowing the grammar and the words. The findings show that the students think that intrinsic motivation is more important than extrinsic motivation in learning English. Below are some of the opinions of some students.

Vocabulary and grammar are necessary to learn English (three students).

We need to make an effort and we must really want it (one student).

The real desire to learn English is important. I think that there is nothing we can not do when we really want it. Having a good education, a good school and good teachers are important aspects to learn English (four students).

Some ability, a little effort, vocabulary and revision is important (two students).

4.3.6. Students' Opinions on What Aspects of Problems They have in Learning Vocabulary Items

Five students explained that pronunciation is very difficult for them. Some words are nearly pronounced the same and they find it difficult as the written and pronounced form of the words are different. The other four students explained that the words in English are similar to each other in writing so they can't differentiate them and that makes memorising and writing the words more difficult. Only one student explained that she has no problem in learning English words. Below are some of the opinions of some students.

I find it difficult to distinguish words because their spelling is close to each other (one student).

I have difficulty in distinguishing words that are similar to each other. I do not know the meaning of the word, so I can upload countless meanings to that word. Sometimes I can guess the meaning from the context (one student).

The most difficult thing is memorizing words. I forget and confuse the meaning of the words. I need to revise them not to forget, but I do not. I have to work by writing and repeating the words (two students).

I have a lot of difficulty with words that have the same pronunciation. Sometimes it is very difficult to differentiate them (three students).

All the words are very similar to each other and this creates confusion. It is a problem that English is not similar to Turkish as English is not written and pronounced the same (two students).

4.3.7. Students' Opinions On Which Language Skill They Use Vocabulary Learning Strategies The Most Frequently

Four students use vocabulary learning strategies mostly in reading and writing skills. Three students use them in writing, two students use them in listening and speaking and one student use them only in speaking skill. Below are some of the opinions of some students.

I usually like to talk and I listen. I use vocabulary learning strategies in speaking and listening (two students).

I usually use it for reading and writing, but mostly in writing(three students).

Usually by typing and reading frequently (one student).

I use it mostly in writing. I think writing is the most effective language learning strategy (three students)

I use it only when I speak English (one student).

4.3.8. Students' Use of Vocabulary Learning Strategies to Discover the Meaning of New English Vocabulary Items

Eight students explained that they use a dictionary to discover the meaning of new English words. Two of them explained that they try to guess the meaning from the

context of the sentence. The students who look up the words in the dictionary explained that if they don't have a dictionary, they try to find the word online or they ask the teacher or a person who knows the word. Below are direct citations from the responses of the students.

I look up in the dictionary for the meaning of a word I encountered for the first time. If I can not find it in the dictionary, look on the internet. I try to repeat the word continuously (three students).

To find the meaning of a word I meet for the first time, first I look up in the dictionary. If I don't have a dictionary, I ask somebody who knows and learn the words by repeating them (one student).

I usually look up in the dictionary or internet for meaning or ask someone who speaks English well (three students).

I look up in the dictionary and try to guess the meaning and sometimes I ask the teacher (two students).

4.3.9. Students' Use of Vocabulary Learning Strategies to Remember the Meaning of English Vocabulary Items That Have Just Been Learnt

Five students explained that they usually associate the newly learnt words with a similar word in the native language. Three students explained that they revise the words regularly and two students revise the words by writing them on small papers with their meanings. Below are direct citations from the responses of the students.

I attribute different meanings to words. I animate them in my mind. I use my friends' names to learn the meaning. I do not use vocabulary cards . I usually repeat the word and, listen to them (three students).

In order to remember the I have just learned, I code them in my mind, I code them in a sentence (five students).

I use repetition strategy to remember words. I write the words on a small sheet of paper and read them frequently (two students).

4.3.10. Students' Use of Vocabulary Learning Strategies That They have Already Been Aware of Using

As six of ten students are aware that they usually write the words and consult the dictionary for learning, it can be said that the students usually use the determination strategy of vocabulary learning. They also use social strategies as two of them ask the teacher or classmates for meaning. The other two also use memory strategies as they try to remember foreign words by linking them to some keywords that are sound-alike native words. Below are direct citations from the responses of the students.

I usually improve my vocabulary learning by writing and speaking. When I use the words I know it is difficult to forget them (six students).

I do the karaoke of English songs. That improves my pronunciation and it also provides me to keep the meaning of words in my mind. Finally when you repeat the words weekly, you never forget (two students).

I usually ask my friends for the meaning. If neither I nor my friend knows the meaning, then I ask the teacher. To keep the words in my memory, for example, if I am reading a book or listening to music, I write down the words I don't know, look them up in the dictionary and try to use them in sentences (two students).

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, an overall conclusion of the study will be discussed and the implications of the study will be presented. Limitations of the study will be explained, and based on the findings of this study some suggestions for future research will be made.

5.2. Results of Research Questions

- What are the most frequently used vocabulary learning strategies employed by the 9th grade students?

The aim of the first research question of this current study was to reveal the most frequently used vocabulary learning strategies employed by the 9th grade students. According to the results of the study, Social (Discovery) Strategy with a mean score of 2.92 and Determination Strategy with a mean score of 2.85 are the most frequently used strategies. Asking classmates for the meaning of words (3.41), learning new words when working in group work activities (3.35), using a bilingual dictionary to help them translate English words into Turkish language (3.33), asking the teacher to translate the words into Turkish (2.98), using pictures illustrated in the textbook to the word meanings (2.58), and learning meaning of words by identifying its part of speech are the most frequently used vocabulary learning strategies. The results show that the students mostly prefer to ask help from someone such as a teacher or a classmate and they prefer to determine the meaning of words by using dictionaries. As we mentioned about Schmitt's study on vocabulary learning strategies in the previous chapter, it can be seen that there are some correlations in the results of his and our study. According to the results of the study conducted by Schmitt (1997) with 600 Japanese learners of English, among the ten most used vocabulary learning strategies found by Schmitt (1997), "*bilingual dictionary*" with 85 % is the first and "*ask classmates for meaning*" with 73% was the sixth most used strategy. The similarity between Japanese and Turkish learners of English can be seen clearly.

It should be noted that although the most used strategies are the Social (Discovery) and Determination Strategies, when we look at the 25 strategies in the questionnaire as an individual item, with a mean score of 3.56, the 19th item “when I try to remember a word, I write or say it repeatedly” is the first most used strategy item. With a mean score of 3.47 the 21st item “I listen to English songs and news” is the second most used strategy. From these quantitative findings, it can be concluded that “asking others for learning” is very common and the students try to choose the easiest and laziest way to acquire vocabulary knowledge. The findings also proves that the students are not independent learners. That is, they do not take the necessary responsibility for their educational improvement. Asking for help is the first solution that comes to their mind. They do not know when they really need to seek help.

- What are the least frequently used vocabulary learning strategies employed by the 9th grade students?

The findings show that with a mean score of 2.42, the Metacognitive Strategies and with a mean score of 2.45, Cognitive Strategies are the least frequently used vocabulary learning strategies. The twentieth item from the Cognitive Strategies group, “I make vocabulary cards and take them with me wherever I go” is the least used vocabulary learning strategy with a mean score of 1.51. From the Metacognitive Strategy group, the twenty-third item with a mean score of 1.75 is the second least used strategy, “I review my own English vocabulary cards for reviewing before the next class starts”. The third least used strategy is the seventeenth item from the Cognitive Strategy group with a mean score of 1.91, “I learn words by listening to vocabulary CDs”. It can be concluded that strategies such as making repetition, keeping vocabulary notebooks, listening to taped wordlists or using flash cards are not so common among students.

Table 13.

Rank Order of the Most and Least Frequently Used Strategies

Strategy	Category	Mean	SD	Rank
When I try to remember a word, I write or say it repeatedly	Cognitive	3,56	1,130	1
I listen to English songs and news	Metacognitive	3,47	1,378	2
I ask my classmate for meaning	Social (Disc.)	3,41	1,107	3
I know some new words when working in group works	Social (Disc.)	3,35	1,091	4
I use a bilingual dictionary to help me translate English words into the Turkish language.	Determination	3,33	1,003	5
I speak words out loud when studying	Memory	3,29	1,470	6
I repeatedly practice new words	Cognitive	3,13	1,103	7
I ask the teacher to translate the words into Turkish	Social (Disc.)	2,98	1,175	8
I use physical actions when learning words	Memory	2,74	1,395	9
I practice English in group work activities	Social (Cons.)	2,71	1,241	10
I learn the meaning of words by identifying its part of speech	Determination	2,65	1,221	11
I use pictures illustrated in the textbook to find the word meanings	Determination	2,58	1,214	12
I write a new word in a sentence so I can remember it	Memory	2,54	1,105	13
I use on-line exercise to test my vocabulary knowledge	Metacognitive	2,44	1,244	14
I don't worry very much about the difficult words found when reading or listening, I pass them	Metacognitive	2,36	1,246	15
I write a new word on a flash card so I can remember it	Cognitive	2,35	1,354	16
I learn words about the culture of English speaking countries	Social (Cons.)	2,34	1,200	17
I record vocabulary from English soundtrack movies in my notebook	Cognitive	2,28	1,295	18
I study a spelling of new words	Memory	2,11	1,197	19
I memorize word from English magazines	Metacognitive	2,08	1,289	20
I ask the teacher to put an unknown word into a sentence to help me understand the word meaning	Social (Disc.)	1,94	1,074	21
I learn words by listening to vocabulary CDs	Cognitive	1,91	,993	22
I ask native speakers for help	Social (Cons.)	1,85	1,203	23
I review my own English vocabulary cards for reviewing before the next lesson starts	Metacognitive	1,75	1,038	24
I make vocabulary cards and take them with me wherever I go	Cognitive	1,51	,895	25

- Are there any significant differences between vocabulary learning strategies used by the 9th grade students in terms of gender?

When we look at the findings related to gender differences in terms of Overall Strategy Use, it can be concluded that there are not significant differences. But if we look at the 25 strategies one by one there are significant differences in some of them. For example the fourteenth item from the Memory Strategy Category “I speak words out loud when studying” is much higher at females. While the mean score of females 3.85, the mean score of males is 2.69. Another difference can be seen in the sixteenth item from the Cognitive Strategy Category “I write a new word on a flash card so I can remember it”. The mean score of females is 2.63 and the mean score of males is 2.06. The last significant difference is seen in the twenty-first item from the Metacognitive Strategy Category “I listen to English songs and news”. While the mean score of females 3.80, the mean score of males is 3.12.

5.3. Summary of the Study

The purpose of this study is to investigate vocabulary learning strategies adopted by 9th Grade students of Ali Rıza Özderici Anatolian High School in İstanbul. The purpose of the study is to find the most and least frequently used vocabulary learning strategies employed by the 9th year students. Two instruments are used in this study. The first instrument is a 25-item questionnaire adapted from Schmitt’s taxonomy for vocabulary learning strategies. The data obtained from the questionnaires is analyzed by using frequency, percentages, and means. The second instrument used in this study is a semi-structured interview held with ten students. According to the interviews the following information is obtained:

The ten students started to learn English in the fourth grade of primary school. They generally thought that their ability to learn English is enough. Of course, this conclusion is an expected one as the ten students for the interview were chosen among those who got the highest score from the TEOG exam. Naturally, students who are successful tend to have more self-confidence than less successful ones at not only learning a language but also at learning other subjects.

Generally, all the students are aware of the fact that English is important as it is an international language and it helps them find a good job, be promoted at work,

know about different cultures and communicate with different people. Six students think that the most difficult part of learning English is memorizing words and four students find grammar difficult in learning English. In order to solve these problems the students try to write the words a lot of times, watch English videos, listen to English songs and try to understand the lyrics, and they mostly use a dictionary to find the meaning of words. From these findings, it can be seen that there is a correlation between the interview results and questionnaire results.

Seven students explained that for learning English three aspects are important. They are ambition, patience and ability. Three students think that the necessary things for learning English are knowing the grammar and the words. The findings also show that the students think that intrinsic motivation is more important than extrinsic motivation in learning English.

When asked their opinions on what aspects of problems they have in learning vocabulary items, five students explained that the pronunciation is very difficult for them. The other four students explained that the words in English are similar to each other in writing so they can't differentiate them and that makes memorizing and writing the words more difficult. Of course these are normal results because while the students's mother tongue, Turkish, is written and read in the same way, their target language, English, is not written and read in the same way. This is very common for Turkish students who are learning English. As teachers we should support students with listening and writing activities so that then can improve their pronunciation and writing forms of the pronounced words.

Four students use vocabulary learning strategies mostly in reading and writing skills. Three students use them in writing, two students use them in listening and speaking and one student uses them only in speaking skill. This conclusion shows that students generally don't use listening and speaking activities. In Turkey, there is a general perception that the Turkish people can't learn English and some reasons are argued for that. This finding proves that one reason of not learning English is the non-use of speaking and listening skills. A language can not be learnt just by writing or reading.

As eight students explained that they use a dictionary to discover the meaning of new English words and two of them explained that they try to guess the meaning from the context of the sentence, the correlation with the questionnaire is clear. According to the questionnaire, the mean score of using a bilingual dictionary to help them translate English

words into the Turkish language is 3.33 and that is the fifth most used strategy among twenty-five strategies.

When asked the students' use of vocabulary learning strategies to remember the meaning of English vocabulary items that have just been learnt, five students explained that they usually associate the new learnt words with a similar word in the native language. Three students explained that they revise the words regularly and two students revise the words by writing them on small papers with their meanings. This finding shows that successful students share similar characteristics with the general attendants of the study in terms of using some strategies. For example, a cognitive strategy "writing a new word on a flash card to remember its meaning" has a mean score of 2.35 and it is in the sixteenth line in the rank order of usage. Similarly, only two from ten students use this cognitive strategy.

The last question aimed at inquiring the students' use of vocabulary learning strategies that they have already been aware of using. As six of ten students are aware that they usually write the words and consult the dictionary for learning, it can be said that the students usually use the determination strategy of vocabulary learning. They also use social strategies as two of them ask the teacher or classmates for meaning. The other two also use memory strategies as they try to remember foreign words by linking them to some keywords that are sound-alike native words.

5.4. Implications of the Study

In Turkey, the coursebooks are delivered by the Ministry of National Education and they are free. In spite of this, the teachers, especially the language teachers, guide the students to buy a different coursebook because of the poorness in and insufficiency of the free one. And this sometimes creates problems as buying a new book requires an extra budget for parents. This guidance for buying a different coursebook is generally done for the 9th Grades because students take more English classes during this year than the other years.

The result of this study will help teachers select more appropriate books and materials for students. By looking at the results of this study, and at the mostly used strategies by 9th grades, the teachers can focus on the books which give a priority to vocabulary learning. In case they prefer to use the course book given freely to students, they also can benefit from this study in terms of making an evaluation of

the book and making new organizations, selecting the best and most useful materials and methods for students. These will, for sure, help the learners achieve their objectives according to the needs they set for themselves. The teachers may also benefit from the results of this study in order to improve themselves and their students about the instruction of VLSs.

As there is no systematic training about VLSs, the students are not totally aware of them. If the students are trained on learning strategies, their information about strategies will increase and they will also motivate themselves more to learning the language and the word parts of the target language and their awareness can be enhanced and they can learn more effectively (Rubin, 2007). The results of a study conducted Aktekin and Güven (2013) proves Rubin's rightness of his assertions about the importance and effectiveness of strategy training. Aktekin and Güven (2013) examined whether strategy training was effective or not. They conducted the study with 70 elementary level university students at a preparatory class by assigning them as study and control groups. According to the results of the vocabulary test the study group was much more successful than the control group. That is strategy training affected the scores of learners significantly and positively. In the same study the instructors' opinions about strategy instruction were also asked and as a result 90% of the teachers think that it is very important to train students in learning strategies so as to enhance their capacity of vocabulary knowledge.

A study by Memis (2018) investigated the vocabulary learning strategies that learners of Turkish language in Turkey and abroad use. According to the results of the study, A-1 Turkish learners mostly used social and memory and cognitive strategies and the most used strategy was "I need my teacher's help while learning Turkish words" while the least used strategy was "I prefer to learn words required for my course through videos". As our study conducted the VLSs of the 9th graders and their level can be counted between A-1 and A-2, there is a similarity of strategy use between the overseas learners of Turkish and learners of English by Turkish students. Also, the Turkish high school students in our study most frequently used Social (discovery) Strategies which include asking a classmate or a teacher to learn the words. Students always ask others for meaning because they are not independent learners. So we must, as teachers, assign them independent reading, writing and listening tasks.

5.5. Limitations of the Study

This study includes some limitations. Firstly, the study was conducted at Ali Rıza Özderici Anatolian high school and only the 9th graders of this school participated in the study. So the results of this study can not be generalized to all schools and 9th graders. If the population had been larger the results could have been more practicable. Secondly, as one part of the study included a semi-structured interview it might be questioned whether the students reflected their thoughts and perceptions actually.

5.6. Suggestions

One way or the other, successful learners are being able to memorize words and use them but the more important thing is to help unsuccessful students. Teachers should focus on ways to help those unsuccessful students benefit from vocabulary learning strategies and strengthen their learning and in order to do that teachers should make students aware of the importance of being an independent learner and they need to know which strategies they have and which they need to have (Ghazal, 2007). If the teachers recognize their students generally in terms of their abilities, characters, hobbies and family types they will be better guides for them during their teaching.

According to the results of this study metacognitive and social (consolidation), and cognitive strategies are the least used strategies. That is, they do not make vocabulary cards while they are learning English and they do not make a revision or preparation before the lesson starts. When I remember the past it is sure that I owe my own language learning to a frequent revision of subjects and vocabulary. However, the students of this century get bored from these activities immediately. That boredom hinders their using strategies such as testing their vocabulary knowledge, writing the new words on a flash card and making revision. Teachers should find the light to save their students from the darkness of boredom.

To sum up, as Ghazal (2007) mentions vocabulary is one of the most problematical disputes the learners encounter while they are learning a language. Helping them to get rid of this burden can be achieved by teaching them how to use the strategies independently and efficiently. I hope this study will be one of the keystones of this achievement.

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APPENDICES

Appendix 1. Questionnaire of Vocabulary Learning Strategies

Directions

- This of vocabulary learning strategies is designed for students who learn English as a foreign language. You will find about vocabulary learning strategies. Please read each statement.
- Put (x) in the box (5, 4, 3, 2, or 1) that tells the degree of opinion on the strategies you use to learn English vocabulary. Please mark the statement that most describes you.

5: always use it, 4: often use it, 3: sometimes use it, 2: seldom use it, 1: never use it

Statements of Vocabulary Learning Strategies

Put (x) in the box which most describes your opinion on the strategies you use to learn English vocabulary.

The Statement of Vocabulary Learning Strategies	Degree of frequency				
	5	4	3	2	1
1. I use a bilingual dictionary to help me translate English words into Turkish language.					
2. I use pictures illustrated in the textbook to find the word meanings.					
3. I learn meaning of words by identifying its part of speech.					
4. I ask the teacher to translate the words into Turkish.					
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.					
6. I ask my classmate for meaning.					
7. I know some new words when working in group works.					
8. I practice English in group work activities.					
9. I ask native speakers for help.					
10. I learn words about the culture of English speaking countries.					
11. I write a new word in a sentence so I can remember it.					
12. I study a spelling of new words.					
13. I use physical actions when learning words.					

14. I speak words out loud when studying.					
15. I repeatedly practice new words.					
16. I write a new word on a flash card so I can remember it.					
17. I learn words by listening to vocabulary CDs.					
18. I record vocabulary from English soundtrack movies in my notebook.					
19. When I try to remember a word, I write or say it repeatedly.					
20. I make vocabulary cards and take them with me wherever I go.					
21. I listen to English songs and news.					
22. I memorize word from English magazines.					
23. I review my own English vocabulary cards for reviewing before the next lesson starts.					
24. I am not worry very much about the difficult words found when reading or listening, I pass them.					
25. I use on-line exercise to test my vocabulary knowledge.					

Appendix 2. General Information of the Students

Read the statements and put a cross (x) next to the item appropriate for you.

Sex	☐ Female
	☐ Male
Age	☐ 15-16 years old
	☐ Older than 16
How long have you been learning English?	☐ 3-5 years
	☐ 6-10 years
	☐ More than 10 years
Have you taken any private course or lesson before?	☐ Yes
	☐ No
TEOG Degree	☐ Between 350-400
	☐ Over 400
Do you speak any language except English?	☐ German
	☐ Arabic
	☐ Kurdish
	☐ Other

CURRICULUM VITAE

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