T.C.
AKDENIZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

MA THESIS

VOCABULARY LEARNING STRATEGIES OF TURKISH EFL LEARNERS IN THE SCHOOL OF FOREIGN LANGUAGES: NECMETTIN ERBAKAN UNIVERSITY SAMPLE

Emine YILMAZ

ENGLISH LANGUAGE TEACHING
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ÖZET

YABANCI DİLLER YÜKSEKOKULU'NDA İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİNİN KELİME ÖĞRENME STRATEJİLERİ: NECMETTİN ERBAKAN ÜNİVERSİTESİ ÖRNEĞİ

YILMAZ, Emine

Yüksek Lisans, Yabancı Diller Eğitimi Anabilim Dalı

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Bu çalışmanın amacı, Necmettin Erbakan Üniversitesi hazırlık sınıfı öğrencileri tarafından kullanılan kelime öğrenme stratejilerini araştırmaktır. Amaç, en çok ve en az kullanılan stratejileri bulmak ve cinsiyet, lise mezuniyeti, akademik branş, İngilizce öğrenmeleri bölüm açısından zorunlu mu/seçmeli mi gibi değişkenler ile kelime öğrenme stratejileri kullanımı arasındaki farklılıkları tespit etmekti. Çalışma Necmettin Erbakan Üniversitesi Yabancı Diller Yüksek Okulu'nda 169 öğrencinin katılımıyla gerçekleştirildi. Bu çalışmada kullanılan Kelime Öğrenme Stratejileri (VLS) anketi Gu ve Johnson (1996) ve Gu (2005) tarafından tasarlanmış ve Kulikova (2015) tarafından değiştirilmiş bir versiyonudur. Sonuçlara göre kelime öğrenme stratejilerinde en sık kullanılan kategori bilişsel stratejilerdir. Katılımcıların büyük çoğunluğu sözlük stratejilerini en sık kullandıklarını bildirirken, kelime öğrenme stratejilerinin en az kullanılan kategorisi tekrarlama stratejileridir. VLS anketi araştırmacı tarafından uyarlanmış ve Türkçeye çevrilmiştir. SPSS aracılığıyla elde edilen sonuçların istatistiksel analizi, Türk EFL öğrencilerinin cinsiyeti, lise mezuniyeti, akademik anadalı, İngilizce öğrenmeleri bölüm açısından zorunlu mu/seçmeli mi gibi değişkenler ile kelime öğrenme stratejileri arasında istatistiksel olarak anlamlı bir ilişki olmadığını göstermiştir. Ancak, değişkenlere göre Türk EFL öğreniciler tarafından tercih edilen stratejiler arasında farklılık olduğu gözlemlenmiştir. Sonuçlar tartışılmış, teorik ve pedagojik çıkarımlar sunulmuştur.

Anahtar kelimeler: *Kelime Öğrenme Stratejileri, Cinsiyet, Akademik Branş*

ABSTRACT

VOCABULARY LEARNING STRATEGIES OF TURKISH EFL LEARNERS IN THE SCHOOL OF FOREIGN LANGUAGES: NECMETTIN ERBAKAN UNIVERSITY SAMPLE

YILMAZ, Emine

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The purpose of this study is to explore the vocabulary learning strategies used by Turkish EFL learners in the School of Foreign Languages at Necmettin Erbakan University. The aim is to find out the most and the least frequently used strategies and to identify the differences in strategy use between gender, high school graduation, academic major, compulsory or selective English courses and vocabulary learning strategies. The study was conducted at Necmettin Erbakan University School of Foreign Languages with the participation of 169 students. The Vocabulary Learning Strategies (VLS) questionnaire used in this study was designed by Gu and Johnson (1996) and Gu (2005), and was a modified version by Kulikova (2015). The VLS questionnaire was adapted and translated into Turkish by the researcher. According to the results, the most frequently used category of vocabulary learning strategies is cognitive strategies. The great majority of participants reported using dictionary strategies most frequently whereas the least frequently used category of vocabulary learning strategies is rehearsal strategies. The statistical analyses of the results through SPSS indicated no statistically significant relationship between Turkish EFL learners' gender, high school graduation, academic major, compulsory or selective English courses and their vocabulary learning strategies. However, there was a difference between the strategies preferred by Turkish EFL learners according to the variables. The results are discussed and theoretical, and pedagogical implications are offered.

Keywords: *Vocabulary Learning Strategies, gender, academic major*

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
L2	Second Language/ Foreign Language
LLS	Language Learning Strategies
VLS	Vocabulary Learning Strategies
SPSS	Statistical Package for Social Science

CHAPTER I
INTRODUCTION

1.1. Introduction

This chapter consists of the background of the study, statement of the problem, significance of the study, research questions and finally limitations and assumptions related to the study.

1.2. Background of the Study

Vocabulary is a major issue to language learning because learners who are without sufficient vocabulary cannot communicate with others or express themselves. The importance of vocabulary formed the central focus of a study by Wilkins (1972) in which the author highlighted that "whereas without grammar very little is able to be conveyed, without vocabulary nothing is able to be conveyed" (pp. 111–112). In the same vein, this view is supported by Lewis (1993) who writes that "lexis is the core or heart of language" (p. 89). Particularly, it is vital for learners to acquire more productive vocabulary knowledge and to improve their vocabulary learning strategies. The significance of vocabulary is known instinctively by learners. Schmitt (2010) emphasizes the importance of vocabulary with these words, "learners carry around dictionaries and not grammar books" (p. 4).

Vocabulary learning is an incremental process, both for sheer numbers of words and for specific lexical items (Schmitt, 2010, p. 19). Research indicates the aspects of vocabulary knowledge seem to go from zero to partial to more precise development (Nation & Webb, 2011). Language learning generally includes a lot of different literacy activities and practices, and without some width and depth of vocabulary knowledge these are difficult to grasp. A number of studies have demonstrated that the use of learning strategies in conscious and coordinated is linked with language achievement and proficiency (O'Malley & Chamot, 1990). Language learning strategies are defined as "specific actions, behaviours, steps, or techniques used by students to enhance their learning" (Scarcella & Oxford, 1992, p. 63). Every person has a special learning strategy. Therefore, finding the best effective strategy provides to become more component in the target language. In addition to, Oxford (2006)

mentions, “when the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning”(p. 359).

Vocabulary learning strategies are useful in learning/reviewing new word or phrases (Schmitt, 2000). Otherwise students simply forget what they are learning and have learned. Effective vocabulary learning strategies appear to be positively related to both acquire new words and improve other language skills (Kojic-Sabo and Lightbown, 1999). As argued by Sarani and Kafipour (2008), VLSs have a positive effect on students’ performance in language learning. Learners need to know the strategies in order to use better language. Knowing strategy is an essential factor in language learning. Therefore, to have the mastery of a language, learners need to learn vocabulary; and to learn vocabulary, they need to learn vocabulary learning strategies.

1.3. Statement of the Problem

Learning a foreign language especially, English has a vital role in Turkish education system. For instance students in primary schools in Turkey start learning a foreign language, English, in the 2nd grade and continue taking English courses until the end of their university education. Throughout their education students generally get integrative language courses which foster four language skills. However, in reality students mostly instructed with the grammar rules of the target language and go over some reading activities in their courses. Additionally it can be claimed that an important aspect of language teaching, -vocabulary teaching- is generally neglected during the classroom activities.

In the field of English as foreign language learning (EFL), one of the biggest challenges that foreign language learners face in a new language learning process is to learn or acquire vocabulary. Moreover, it can be claimed that foreign language learners seem that they have not sufficient knowledge on vocabulary learning strategies which might lead them become more proficient learners in their target language.

Additionally, it seems that most of the foreign language teachers in Turkey do not have sufficient background in teaching vocabulary strategies. Taking such facts into consideration, examining if learners use any vocabulary learning strategies might shed lights on the procedure of teaching and learning English as a foreign language.

Thus, the aim of the present study is to examine EFL learners' vocabulary learning strategies and attempt to illustrate the vocabulary learning strategy use of the EFL learners, so as to contribute to both teachers and learners who might benefitted while teaching or learning target language vocabulary.

1.4. Significance of the Study

English is one of the mostly taught foreign languages in Turkey and a great majority of the students meet with English throughout their education processes, even some students start learning English in kindergarten. The reasons of their difficulty in learning English may have various explanations. However, it can be claimed that one of the main reasons is their lack of knowledge and education on language learning strategies, specifically, their lack of knowledge and education on vocabulary learning strategies.

The reason for this lack of knowledge and education is the neglect of the importance of vocabulary in language learning. This study can raise awareness about the importance of vocabulary and vocabulary learning strategies when learning a language.. Increasing this awareness means more research in this area, which can provide solutions to different questions such as what kind of problems the learners encounter in the field of vocabulary learning, why they have difficulty learning vocabulary and which techniques enable them to learn vocabulary better. Determining vocabulary learning strategies used by students can contribute to this area in terms of both teaching and learning. Accordingly, students can be trained on the strategies they prefer, or if learners still have difficulty in learning vocabulary, they can identify and correct them.

In addition, this study may draw attention to the individual differences in language learning. The relationship between differences such as gender, academic major, high school graduation, compulsory or elective English courses, and vocabulary learning strategy can help language teachers understand students' needs and apply appropriate teaching methods according to their needs.

1.5. Aim and Scope

This study focuses on EFL learners' vocabulary learning strategies and attempt to illustrate the vocabulary learning strategy use of the EFL learners. In addition, it aims at

investigating whether vocabulary learning strategy use show any differences depending on the variables such as the gender, academic major, high school graduation, compulsory or selective English course. The participants of the study were the preparatory school students of various undergraduate programs at Necmettin Erbakan University. All the students were considered to be at level B1. They had 30 hours of English every week. These groups had different instructors, mostly native Turkish speakers.

The researcher will identify vocabulary learning strategies used by Turkish EFL students and will use quantitative techniques such as surveys to determine which strategies are used most frequently and least, and these strategies determined by the researcher will contribute to both teachers and learners while teaching and learning vocabulary in the target language. In this study, age will not be an important factor since the participants' ages are close, but each age will be represented, but the gender and academic majors of students will be an important factor as the researcher tries to find the main factors that can be caused by differences in the use of vocabulary learning strategies.

1.6. Research Questions

The aim of this study is to determine vocabulary learning strategies of Turkish EFL learners in the School of Foreign Languages at Necmettin Erbakan University and to examine the learners' usages of vocabulary learning strategies according to different variables. This study will, therefore, address the following research questions and seek for answers:

1. What are the vocabulary learning strategies used by Turkish EFL learners?
2. Is there any relationship between vocabulary learning strategies and gender of the participants?
3. Is there any relationship between vocabulary learning strategies and academic majors of the participants?
4. Is there any relationship between vocabulary learning strategies and compulsory or selective English course of the participants?

1.7. Limitations and Assumptions

The research has some limitations and assumptions as well as the strengths set out above. Firstly, the data collected within the scope of this research are limited to 169 EFL

students who continue their training in the School of Foreign Languages at Necmettin Erbakan University in the spring semester of 2019-2020 academic year. Since it is quite hard to reach the universe, the research was conducted with a sampling which was assumed as representative for the universe. Finally, it was assumed that all the participants clearly understood the statements in the questionnaire and answered them honestly and sincerely.

1.8. Definition of Terms

Second language: Any additional language learned in addition to the mother tongue. Throughout the present study this term is also used to indicate foreign language.

Foreign language: Any additional language learned in addition to the mother tongue in context where it is not widely used in the speech community.

CHAPTER II
REVIEW OF LITERATURE

2.1. Introduction

In this chapter, an overall framework of the concept of vocabulary, language learning strategies, the definition of learning strategies and language learning strategies, taxonomy of language learning strategies, the definition of vocabulary learning strategies and classification of them will be introduced, and review of recent studies will be presented.

2.2. Vocabulary

Vocabulary is an important component in foreign language learning. For this reason, the interest of researchers in this area has increased in recent years and there are also various definitions emphasizing the importance of vocabulary by many researchers. Numerous studies have attempted to explain vocabulary learning (e.g. Harmer 1997; Krashen 1989; River 1968; Schmitt 2000; McCarthy 1990; Thornburry 2002; Read 2000; Nation 2000; Richards and Renandya 2002). Nevertheless, almost every research that has been written on vocabulary includes nearly the same definition. One of these definitions has been suggested by Harmer (1997) that "if the structures of a language compose the skeleton of language, in that case, it is vocabulary that ensures the vital organ and flesh" (p. 153). In other words, vocabulary is a building block and a language cannot be thought without vocabulary. A broader perspective has been adopted by River (1968) who argues that "language is not only made up of dry bones but also comes to life with words and It is a living, growing entity, clothed in the flesh of words" (462). In fact, the following lines from Schmitt (2000) boast the significance of vocabulary in second language learning clearly lexical knowledge is paramount to communicative competence and to the acquisition of a second language" p. 55.

Vocabulary is the core of a language, and words are necessity to a language learner. Krashen (1989) highlights the need to learn vocabulary items, he said, "First, a large vocabulary is indispensable for dexterity of a language. Second, language learners know this well; they always carry dictionaries instead of grammar books, and mention that the lack of vocabulary is a major problem." (p.440). As it can be understood from the definition, language students are also aware that vocabulary learning is an important factor for communication in a language. Similarly, McCarthy (1990, p. viii) states that "even if the student learns grammar

very well and L2's sounds are successfully understood, the lack of words to explain a wider range of meaning, communication with L2 cannot be realized in a meaningful way". According to a definition provided by Thornburry (2002: 114), "Spending most of your time reading grammar does not improve English much. The most development takes place with learning more words and expressions. While very little can be transferred with grammar, it is possible to convey almost anything with words." Briefly, Krashen (1989), McCarthy (1990), Thornburry (2002) emphasized the importance of the word in communicating in foreign language and using language effectively.

Vocabulary knowledge is a multi-purpose and complicated structure (Read, 2000). It contains countless types of word knowledge, such as meaning, form, collocation and register (Nation, 2000; cited in Ta Tseng; 2008: 258). In another study, Richards and Renandya (2002) see language proficiency as the main part of vocabulary and form the basis of how well students speak, listen, read and write. There is a different relationship between word and language use. For example, Vocabulary affects language use, using language improves vocabulary, world knowledge increases vocabulary and language use, etc. (Nation, 1993 in Schmitt, 2015 p.6.). Namely, vocabulary knowledge is a critical tool for second language learners because an inadequate vocabulary in L2 retards successful communication. In another study, Schmitt (2000) defines lexical knowledge as "is centre to communicative competence and to the acquisition of a second language" p. 55).

Therefore, learners need vocabulary but they regard the acquisition of vocabulary as their biggest challenge (Green & Meara, 1995; Meara, 1980). According to Laufer (2001), almost all second language learners and teachers know that learning L2 means the learning of great numbers of words. As expected, many students faced with this difficult task are worried about learning thousands of words. Vocabulary learning in L2 lets you know what kind of rules apply or what kind of word elements need to be learned first. According to Oxford's definition (1990), he describes vocabulary as "by far the largest and uncontrollable component in learning any language, regardless of foreign language or mother tongue due to thousands of different meanings." Sokmen (1997) argues that students cannot "learn all the vocabulary they need in their class" and helps students learn how to obtain words on their own (p. 225). In summary, it has been deduced from the definitions given above that the vocabulary has an undeniable effect on language learning. Vocabulary is central in language learning. In other words, it can be said that vocabulary learning is a sub-category of language

learning strategies. For this reason, it is primarily necessary to examine language learning strategies.

2.3. Language Learning Strategies

2.3.1. Definition of Learning Strategies

Learning strategies consist of a series of techniques that are consciously applied when learning a foreign language and they enable learners to be more planned, organized and motivated. According to Oxford's (1990) definition, she notes that the term strategy approach derives from ancient Greece, which has navy meaning; the most fantastic administration of the troops in a regular campaign. However, today, the word means the planning and implementation of the measures taken to attain an aim, as properly as observing and assessing the movement in the direction of the desired result (Gu, 2005). The terms language learning strategy or learner strategy which refer to learners' efforts to learn are broadly accepted in L2 acquisition (Takač, 2008). Learning strategy is substantially useful in learning situations. In another study, Ellis (1995) suggests that a strategy is an intellectual or behavioural exercise related to a particular stage in the language acquisition and use process. Using strategy makes it easy when a learner acquires facility in their use and familiarity (O'Neil, 1978). Similarly, Oxford (1990) emphasizes that learning strategies are "special activities to make learning simpler, quicker, more fun, more independent, more effective and easier to adapt to new situations" (p. 8).

In another overview on learning strategies done by Chamot (1989; 13) is defined as methods used by students to grasp, retain and remember current knowledge and skills. Learning strategies are processes that allow the information to be collected, stored or received by the learner (Rigney, 1978). Richards and Platt (1992) have put forward a new definition of learning strategies, in which learning strategies are "intentional behaviors and thoughts that occur during learning to enable learners to better understand, acquire, or remember new information" (p. 209). In a similar definition, learning strategies are defined as "student's behavior or thoughts that aim to influence the student's coding process during learning" (Weinstein & Mayer, 1986, p.353). In other words, learning strategies are the formulas of the language that helps learning a language, keeping it in memory and remembering it.

In her investigation into learning strategies, Tarone (1983), the learning strategy is "an effort to promote linguistic and sociolinguistic competence in the target language to

incorporate them into cross-language competence" (p. 67). In another study, Rubin (1987) argues that learning techniques are "strategies which contribute to the development of the language device which the learner constructs and have an effect on getting to know directly" (p. 22).

As a result, learning strategies can guide students while learning a foreign language. Indeed, not only the use of learning strategies, but also language learning strategies are a useful tool for foreign language learning.

2.3.2. Definitions of Language Learning Strategies

Many researchers and experts have defined language learning strategies from different perspectives. As noted by Brown (1990), there are a number of different definitions about the term *language learning strategies* in literature but the most common one is that learning strategies are processes that might directly help and contribute to learning. Similarly, Cohen (1998) put it, language learning strategies are not good or bad on their own, but they are potentially helpful for learners to progress in language tasks.

Rubin (1975), Stern (1975) and Naiman et al. (1978) explicitly mention that although some students are exposed to the same teaching methods and learning environment, they are more successful than others in learning a second or foreign language.

In her review of language learning strategies, Rubin (1975:43) notes the need for language learning strategies are techniques or systems used to acquire knowledge by a language learner. Chamot (1987) gave more details in respect of language learning strategies and suggested that techniques, approaches or purposive actions that learners adopt as a means to promote learning and remember both linguistic and content information could all be in the category of LLSs. Oxford (1990) offers another similar definition of language learning strategies as being are specific actions, behaviours, steps, or techniques learners use often consciously to improve their progress in apprehending, internalizing, and using the L2. When language learning strategies are used appropriately, they usually result in improved proficiency or overall or specific skill areas (Oxford et al., 1993: Thompson & Rubin, 1993, p.3).

In a different study, Nunan (1991: 168) highlights language learning strategies as “the mental processes “mental processes that students use to learn and use the target language”. On the other hand, language learning strategies, in general, are the processes language learners put to use in learning a language consciously or unconsciously (Richards & Schmidt, 2002). Ridley (1997) also stressed that strategies include procedures followed by learners either

consciously or unconsciously. Similarly, Cohen (1998:5) gives a definition of language learning strategies "techniques that are deliberately chosen by students and can cause action to improve the learning or use of a language by storing, recalling and applying information about this language".

Weinstein and Mayer (1986) emphasize that language learning strategies are manners and opinions which learners pursue during learning, and which are designed to have an impact on learners' encoding process. In another work by Wenden (1987), language learning strategies are described as language behaviours that students employ to learn and regulate their L2 learning processes, in terms of learners' knowledge about strategies as well as features of L2 learning.

Oxford (1990: 9) summarizes a list of 12 main features of language learning strategies as follows:

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

Figure 2.1. The List Of Twelve Features Of LLS By Oxford (1990:9)

Language learners using an appropriate language learning strategy will succeed in their tasks (Richard, 1994). In summary, language learning strategies are utilized by language learners as a means to collect and to use information that learners have acquired, saved or recalled, and can additionally promote self sustaining learning. (O'Malley & Chamot, 1990:78-9; Nisbet & Shucksmith, 1986:12, 92).

2.3.3. Factors affecting FL strategy use

Many factors are believed to have an impact on learners' use of language learning strategies. Some of these have been shown to have a strong influence on students' language proficiency, learning style, motivation, and gender levels using different types of strategies. According to Oxford (1989);

> Many factors influence learning strategy choice: language being learned; duration; degree of awareness; age; sex; affective variables, such as attitudes, motivation level/intensity, language learning goals, motivational orientation, personality characteristics, and general personality type; learning style; aptitude; career orientation; national origin; language teaching methods; and task requirements (p. 236)

According to Oxford and Nyikos (1989), better language learners generally use strategies appropriate to their stage of learning, personality, age, the purpose for learning the language, and type of language. While the appropriate learning strategy allows us to know about the performance of good language learners, inappropriate learning strategies enable us to understand where poor language learners make mistakes. If appropriate learning strategies are used, it is ensured that students take responsibility for their learning by improving learner autonomy, independence and self-direction. Also, cognitive psychology shows that learning strategies help students absorb new information into their existing mental structures or schemes, thereby creating increasingly rich and complex schemes. (p. 291).

Many researchers have studied the factors that influence the choice of language learning strategies. As seen Figure 2.2 in a review by Oxford (1989:291);

The factors affecting the choice of LLS
1) language being learned;
2) level of language learning, proficiency, or course;
3) degree of metacognitive awareness;
4) sex;
5) affective variables such as attitudes, motivation, and language learning goals;
6) specific personality traits;
7) overall personality type;
8) learning style;
9) career orientation or field of specialization;
10) national origin;
11) aptitude;
12) language teaching methods;
13) task requirements; and, if relevant,
14) type of strategy training

Figure 2.2. The Factors Affecting The Choice Of LLS

There are many factors that affect the choice of the strategy used among students learning a second language. Findings on how these factors affect the choice of strategy from existing studies have been synthesized by Oxford (1990; p. 3-4) as follows;

Motivation: More motivated students use more strategies than less motivated students, and the particular reason for studying language is important in choosing strategies. (Oxford, 1990; p. 3-4).

Gender: Females reported more general strategy use than males in many studies, except for some particular strategies. (Oxford, 1990; p. 3-4).

Cultural background: Rote memorization and other forms of memorization were more common among some Asian students than students with other cultural backgrounds. Some other cultures also turned out to encourage this strategy among students (Oxford, 1990; p. 3-4).

Attitudes and beliefs: They were noticed to have a profound effect on the strategies learners select, with negative attitudes and beliefs often leading to poor strategy use or lack of orchestration of strategies (Oxford, 1990; p. 3-4).

Type of task: The nature of the task has helped identify strategies that are used naturally to perform the task. (Oxford, 1990; p. 3-4).

Age and L2 stage: Students of different ages and stages of L2 learning used different strategies, with specific strategies often being used by older or more advanced students (Oxford, 1990; p. 3-4).

Learning style: Learning style usually determined the preference of L2 learning strategies. (Oxford, 1990; p. 3-4).

Tolerance of ambiguity: Learners who were more tolerant of ambiguity used meaningfully different learning strategies in some samples than did students who were less tolerant of ambiguity. (Oxford, 1990; p. 3-4).

2.3.4. Taxonomy of Language Learning Strategies

Language Learning Strategies are placed in a particular category by a great deal of researchers (O'Malley et al. 1985; Oxford 1990; Rubin and Wenden, 1987; Stern 1992; etc.). However, most of those initiatives that classify language learning strategies replicate the classification of language learning strategies equally, while not radical modification. Then the classification of language learning strategies of Rubin (1987), Oxford (1990), O'Malley (1985) and Stern (1992) will be examined:

2.3.4.1. Rubin's (1987) Classification of Language Learning Strategies

Rubin (1987), one in all the pioneers within the field of strategy, discriminates between strategies contributing to direct learning and indirect learning. Rubin stated that students use three types of LLS which contribute them to learn languages directly or indirectly (Figure 2.2.)

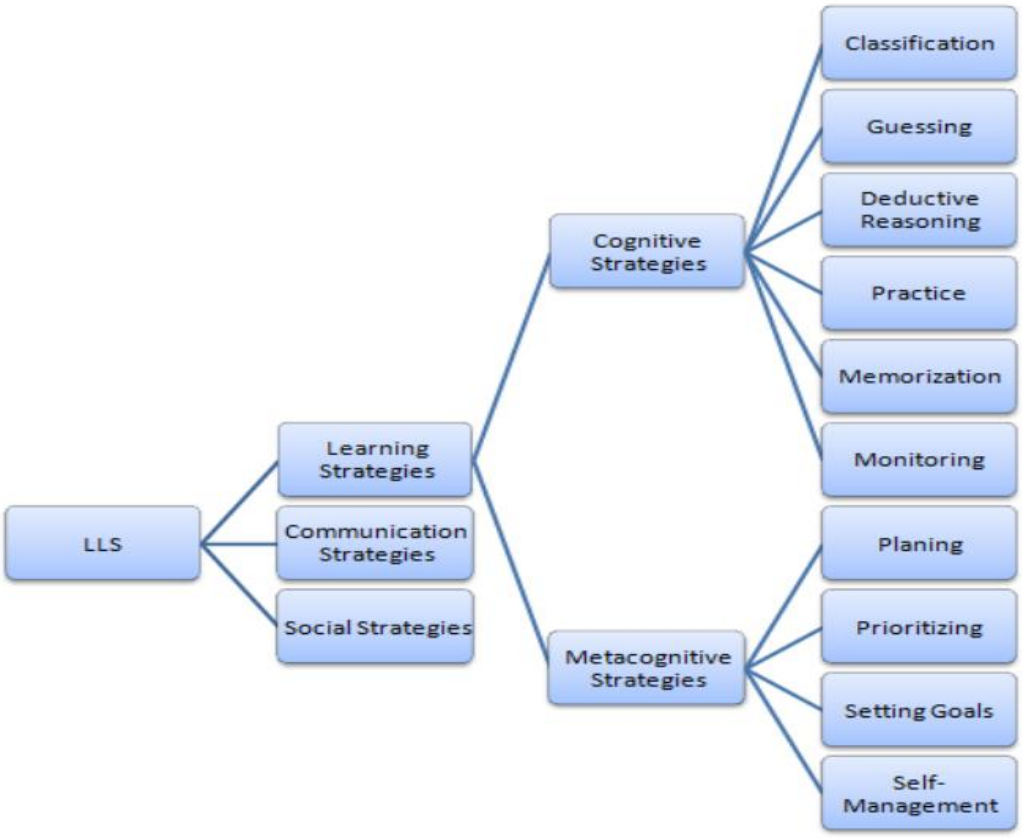

Figure 2.3. Rubin's (1987) Classification

Communication Strategies

These strategies are less directly connected to language learning due to their focus on the process of participating in a conversation and determining the meaning of speech or explaining the speaker's message. Communication strategies are utilized by speakers when faced with some trouble since their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

Social Strategies

These are activities that students are exposed to and provide opportunities to apply their knowledge. Even though those strategies provide exposure to the target language, they contribute indirectly to learning because they do not cause directly to language acquising, storing, retrieving and using of language. (Rubin and Wenden 1987: 23-27).

2.3.4.2. O'Malley's (1985) Classification of Language Learning Strategies

O'Malley et al. (1985:582-584) classify language learning strategies into three main subcategories:

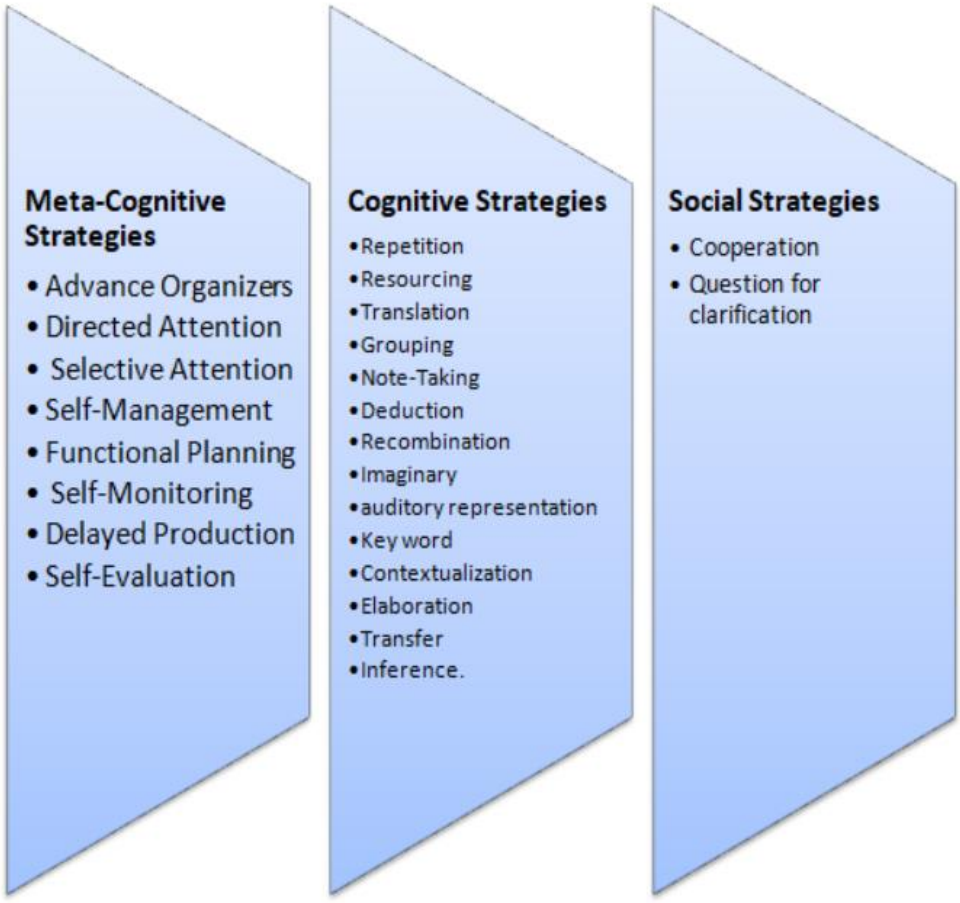

Figure 2.4. O'Maley's (1985) Classification

2.3.4.3. Oxford's (1990) Classification of Language Learning Strategies

Oxford (1990: 9) sees the purpose of language learning strategies for the development of communicative competence. Language learning strategies are divided into two main classes: direct and indirect and they are divided into 6 groups. In her system, metacognitive strategies help students manage their learning. Affective strategies are about the learner's emotional requirements like confidence, whereas social strategies cause to increased interactivity with the target language. Cognitive strategies make possible learners to operate language material, memory strategies help the student relate second language elements or concepts, and compensation strategies help learners to get over information gaps to continue the communication. Oxford's (1990:17) taxonomy of language learning strategies is shown in the following:

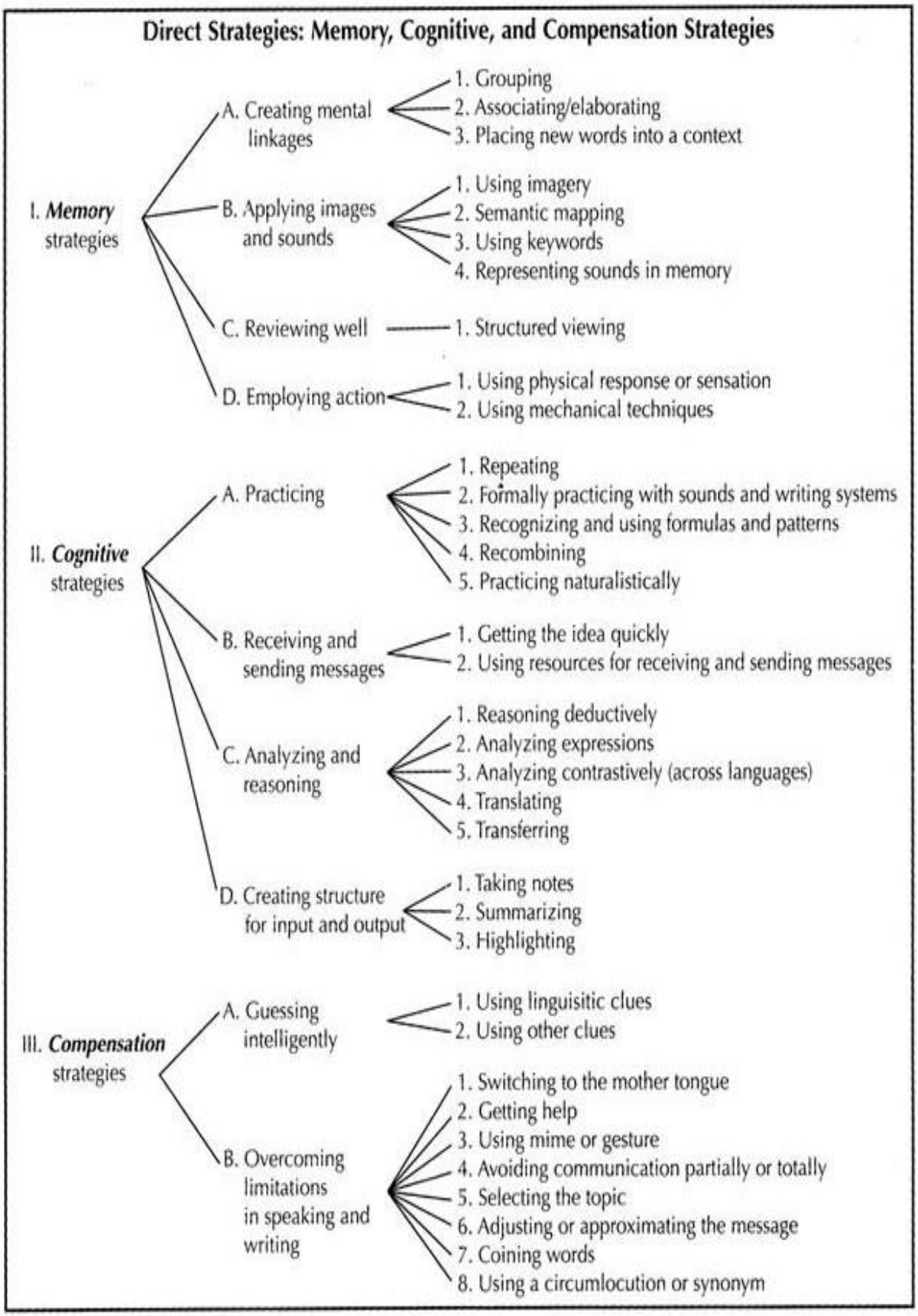

Figure 2.5. Oxford's (1990) Direct Strategies

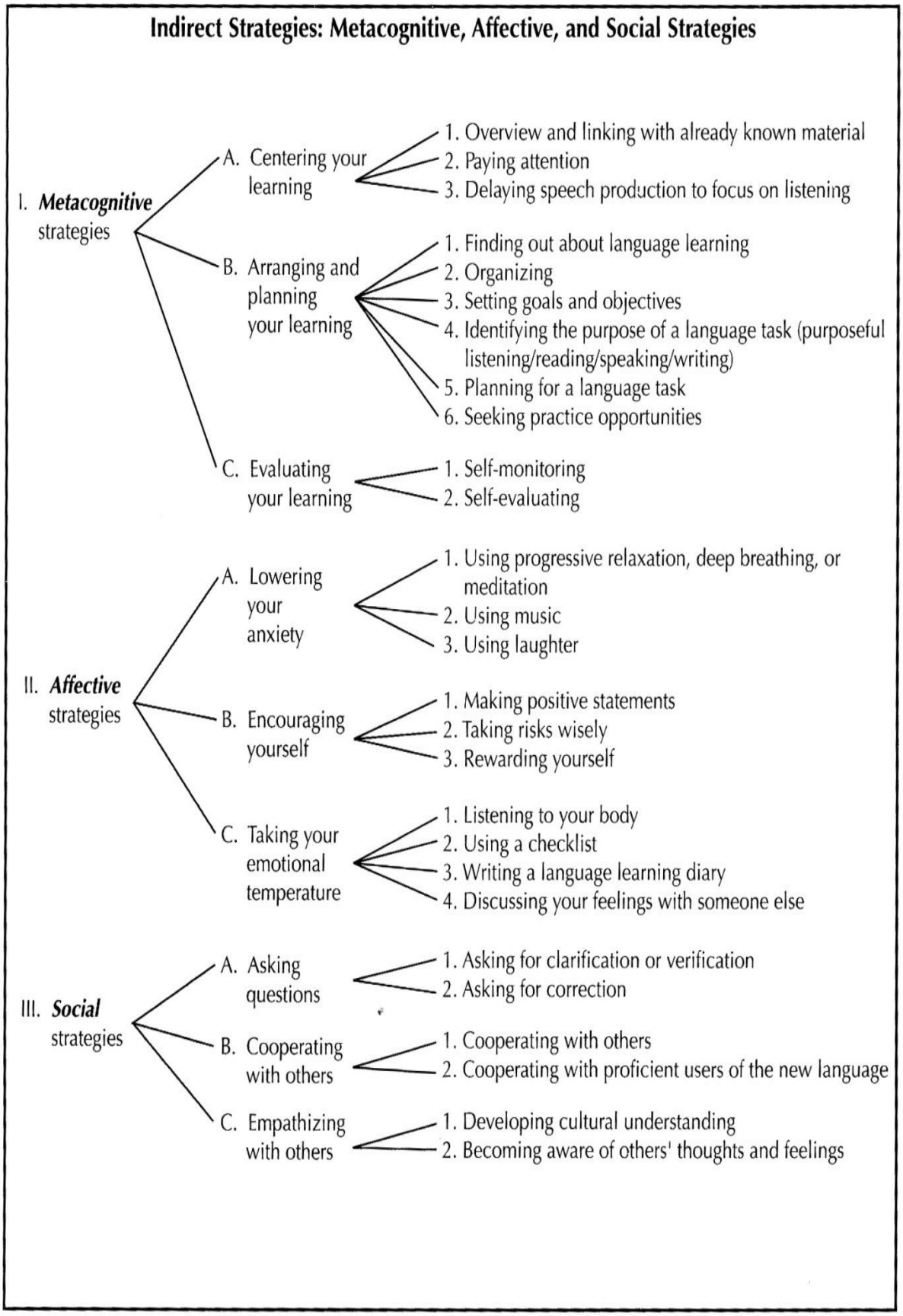

Figure 2.6. Oxford's (1990) Indirect Strategies

2.3.4.4. Stern's (1992) Classification of Language Learning Strategies

Stern (1992:262-266) classifies five main language learning strategies. These are as follows:

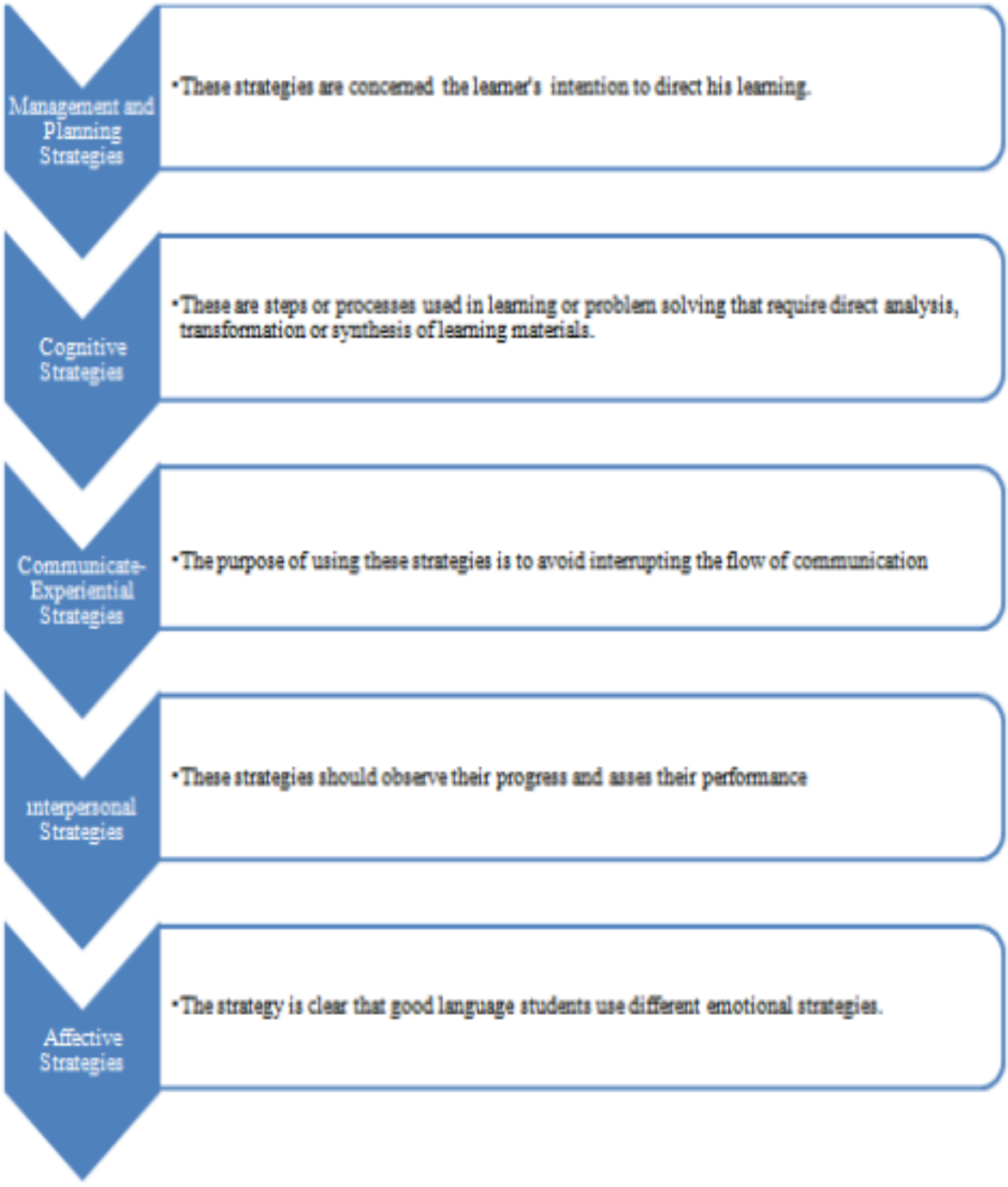

Figure 2.7. Stern's (1992) Classification

2.4. Vocabulary Learning Strategies

The word *vocabulary* has long been linked to lists of words, and *vocabulary learning strategies* are equivalent to techniques that help memorize these lists. (Gu and Johnson, 1996: 644). Learning vocabulary is a long and endless process. According to (Gu, 2018), we begin the whole process of language learning by learning the most simple words and phrases, and we never stop improving our vocabulary even at the highest level. Therefore (Gu, 2018) claims that "strategic learning is a intentional, dynamic and iterative process for resolve a learning problem, boosting the learning pace, or making the learning process efficient, effective, and pleasant". Vocabulary is becoming increasingly significant for language acquisition. (Uberman, 1998, p.20).

Vocabulary learning strategies can be defined as learning a package of sub-sets of vocabulary as well as learning how to utilize strategies to cope with unknown or unfamiliar words (Siriwan, 2007). Meanwhile, Cameron (2001) defines vocabulary learning strategies as "the actions that learners take to help themselves understand and remember vocabulary items" (p. 92).

Similarly, Catalan (2003) explains her working definition for VLS as "knowledge about the mechanisms (processes and strategies) used so as to learn vocabulary as well as steps or actions taken by learners to (a) find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode" (p. 56).

Intaraprasert (2004) sees VLSs as "any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary" (p. 9).

Appreciating the importance of both areas (vocabulary and learning strategies) has led to important research in each, but where they intersect - vocabular learning strategies - has attracted remarkable attention. (Schmitt, 1997, p.199).

Gu (2003) provides an unique review of research on a great range of strategies for vocabulary learning, making the point that 'the choice, use, and effectiveness of vocabulary learning strategies based on the task, the learner, and the learning context' (p. 1).

2.4.1. Classification of Vocabulary Learning Strategies

When classifying learning strategies, academics have different ways to classify language learning strategies (Intaraprasert 2004, p. 10). They make an important contribution to the knowledge of vocabulary strategies. Below is a summary, brief discussion and evaluation of the classification systems of vocabulary learning strategies defined in different contexts by different scientists, such as Cohen (1987), Hogben and Lawson (1996), Weaver and Cohen (1997), Schmitt (1997), Gu and Johnson (1996), Nation (2001), and Cook (2001).

2.4.1.1. Cohen's Classification of Vocabulary Learning Strategies

Cohen (1987) divided the strategies to learn vocabulary into three groups:

Category 1: Strategies for Remembering Words

- Using Rote-repetition by repeating the word and its meaning until it seems to have stuck;
- Using Mnemonic Associations:
  1. By linking the word to the sound of a word in the native language to the sound of a word in the language being learned, or to the sound of a word in another language;
  2. By attending to the meaning of a part or several parts of the word;
  3. By noting the structure of part or all of the word;
  4. By placing the word in the topic group to which it belongs;
  5. By visualising the word in isolation or in a written context;
  6. By linking the word to the situation in which it appeared;
  7. By creating a mental image of the word;
  8. By associating some physical sensation to the word;
  9. By associating the word to a keyword; and
  10. By using of mnemonic device in order to create a cognitive link between an unfamiliar foreign language word or its translation by means of a cognitive mediator

Category 2: Semantic Strategies:

- Thinking of synonyms so as to build a network of interlinking concepts;
- Clustering words by topic group or type of word; and
- Linking the word to the sentence in which it was found or to another sentence;

Category 3: Vocabulary Learning and Practising Strategies

- Word and Structure Analysis (analyse the word according to its roots, affixes, and inflections as a way to understand its meaning);
- The Learning of Cognates (words in two languages which are from the same source);
- Using a Dictionary;
- The Use of Flash Cards;
- Grouping; and
- Cumulative Vocabulary Study

Figure 2.8. Cohen's (1987) Classification

2.4.1.2. Hogben and Lawson's Classification of Vocabulary Learning Strategies

Hogben and Lawson (1996) divided the strategies into four categories.

Category 1: Repetition

- Reading of related word;
- Simple rehearsal;
- Writing of word and meaning;
- Cumulative rehearsal;
- Testing

Category 2: Word Feature Analysis

- Spelling;
- Word classification;
- Suffix

Category 3: Simple Elaboration

- Sentence translation;
- Simple use of context;
- Appearance similarity;
- Sound link

Category 4: Complex Elaboration

- Complex use of context;
- Paraphrase;
- Mnemonic

Figure 2.9. Hogben and Lawson's (1996) Classification

2.4.1.3. Weaver and Cohen's (1997) Classification of Vocabulary Learning Strategies

Weaver and Cohen's (1997) classified the vocabulary learning strategies as follow:

Category 1: Categorisation:

- Categorise vocabulary items according to meaning,
- Categorise vocabulary items according to part of speech,
- Categorise vocabulary items according to formal vs. informal language forms,
- Categorise vocabulary items according to alphabetical order, or types of clothing or food;

Category 2: Keyword mnemonics:

- Find a native-language word or phrase with similar sounds,
- create a visual image that ties the word or phrase to the target-language word;
- Learn *pato* in Spanish by selecting the similar-sounding English word 'pot'
- Create a mental image of a duck with a pot on its head);

Category 3: Visualisation:

- Learn vocabulary items through mental images, photographs, charts, graphs, or the drawing of pictures;

Category 4: Rhyme/rhythm:

- Make up songs or short ditties;

Category 5: Language transfer:

- Use prior knowledge of native, target, or other language structures;

Category 6: Repetition:

- Repeat words over and over to improve pronunciation or spelling,
- Try to practise the words using all four language skills:
  - write new sentences,
  - make up stories using as many new words as possible,
  - read texts that contain those new words,
  - purposely use the words in conversation and listening for them as they are used by native speakers

Figure 2.10. Weaver and Cohen's (1997) Classification

2.4.1.4. Schmitt's Classification of Vocabulary Learning Strategies

Schmitt (1997: 206) distinguished the strategies into two main groups: Discovery strategies: They are used to determine the meaning of new words when came across for the first time. This group contains determination and social strategies. Determination strategies are subcategories of discovery strategy. These are;

- analyzing parts of speech,
- affixes and roots,
- checking for L1 cognate,
- analyzing pictures and gestures,
- guessing from textual context,
- using dictionary,
- word lists and flashcards.

Social strategies are among discovery-social strategies. They are;

- asking teacher for L1 translation, paraphrase or synonym, asking teacher for a sentence including the new word,
- asking classmates the meaning and discovering the meaning cooperatively

Consolidation strategies: The strategies are used to consolidate the meaning of words when they are encountered again. Consolidation strategies have four subcategories:

Social strategies:

- Studying and practicing meaning in a group,
- teacher's checking students' flashcards or word lists for accuracy,
- interacting with native speakers.

Memory strategies:

- studying word with pictures,
- imagining, word's meaning,
- connecting word to a personal experience,
- associating the word with its coordinates,
- connecting the word to its synonyms and antonyms,
- using semantic mapping,
- grouping words together,
- using new words in sentences,
- studying word spelling and sound,

- using keyword method,
- paraphrasing word meaning,
- using cognates,
- using physical action.

Cognitive strategies:

- Verbal/written repetition,
- using word lists,
- using flashcards,
- note-taking,
- using vocabulary section in textbooks,
- putting foreign language labels on objects,
- keeping vocabulary subjects.

Metacognitive strategies:

- Using foreign language media,
- testing oneself with word tests,
- using spaced word practice,
- skipping/passing new word,
- continuing to study new word over time.

2.4.1.5. Gu and Johnson's Classification of Vocabulary Learning Strategies

Gu and Johnson (1996, p. 650-651) divided the strategies into six based on the students' responses to the self-reporting questionnaire.

Category 1. Guessing Strategies

- To use background knowledge/wider context
- To use linguistic cues/immediate context

Category 2. Dictionary Strategies

- Dictionary strategies for comprehension
- Expansive dictionary strategies
- Looking-up strategies

Category 3. Note-taking Strategies

- Meaning-oriented note-taking strategies
- Usage oriented note taking strategies

Category 4. Rehearsal Strategies

- Using word lists
- Oral repetition
- Visual repetition

Category 5. Encoding Strategies

- Association/Elaboration
- Imagery
- Visual encoding
- Auditory encoding
- Using word-structure
- Semantic encoding
- Contextual encoding

Category 6. Activation Strategies

- Memorizing list of facts
- Remembering vocabulary lists
- Creating an acoustic or image

Figure 2.11. Gu and Johnson's (1996) Classification

2.4.1.6. Nation's Classification of Vocabulary Learning Strategies

Nation (2001) developed a general classification for vocabulary learning strategies. He divided them considering the needs, sources and process of learning.

According to Nation's (2001) classification, vocabulary learning strategies are divided into three groups:

Category 1: Planning: (Choosing what to focus on and when to focus on it)

- Choosing words;
- Choosing the aspects of word knowledge;
- Choosing strategies; and
- Planning repetition

Category 2: Sources: (Finding information about words)

- Analysing the word;
- Using word parts;
- Learning from word cards;
- Using context;
- Using a dictionary;
- Consulting a reference source in L1 and L2; and
- Using parallels in L1and L2

Category 3: Processes: (Establishing knowledge)

- Noticing;
- Retrieving; and
- Generating

Figure 2.12. Nation's (2001) Classification

2.4.1.7. Cook's Classification of Vocabulary Learning Strategies

Cook (2001, p. 66) divided the vocabulary learning strategies into two groups:

Category 1. Strategies for comprehensing the meaning of words

- Guessing from the situation or context
- Using a dictionary
- Making deductions from the word form
- Linking to cognates

Category 2. Strategies for learning words

- Repetition and rote learning
- Organizing words in the mind
- Linking to existing knowledge

2.5. Studies on Vocabulary Learning Strategies

Language learning researchers have looked at vocabulary learning strategies in recent years, focusing on variables such as proficiency level, age and gender of different populations from different countries. Some of the studies are similar and some have obtained different findings. In this part, a few studies are revised.

Ahmed (1989) investigated the vocabulary learning strategies used by 300 Sudanese EFL students in terms of good and bad learners. Ahmed collected the data of this study using self-report, monitoring and interview. The results showed that large differences between groups lie in micro strategies rather than macro strategies that students use in vocabulary learning.

In another study, Gu and Johnson (1996) surveyed 850 Beijing University students with nearly 6 years of English learning experience. They aimed to establish the relationship between learners' vocabulary learning strategies and outcomes in learning English. Participants reported that they used a wide variety of vocabulary learning beliefs and strategies regarding both word size and general English proficiency.

Schmitt's (1997) surveyed 600 Japanese EFL students from 4 different ages; such as middle school learners, high school learners, university learners, and adult learners. According to results, firstly, the most frequently used strategies involved using a bilingual dictionary. Secondly, more commonly used strategies were verbal and written repetition. Lastly, the other strategies were studying the spelling, guessing from context, and saying the word aloud.

Gu (2010) conducted a research on the changes of word learning strategies of 100 Chinese EFL students and their effect on word development. The questionnaire was applied twice by the researcher, at the beginning and end of the year. The findings showed significant differences in strategy use before and after six months. A positive relationship was found between the vocabulary size and the active word ratio.

Kulikova (2015) presented a study investigating vocabulary learning strategies and beliefs about vocabulary learning. This study was transferred to 97 participants who started to learn Russian at the American university. Data collection was conducted with an online self-report questionnaire twice at the beginning and end of the Fall semester. According to the descriptive analysis obtained, the participants stated that they believed they would be highly motivated and successful in learning Russian. According to another analysis, the most frequently used vocabulary learning strategies are dictionary, guessing and note-taking strategies, while the least used strategies are repetition strategies among rehearsal strategies.

When one of the studies on gender is examined, Catalan (2003) conducted a descriptive study on gender difference in the use of L2. The study was conducted on 582 Spanish-speaking students learning Basque and English as a second language. It aimed to learn whether there is a difference in terms of the distribution and number of strategies used by male and female students. The results showed a significant difference. According to these results, they showed that the strategies that female students use more are formal rules, input elicitation, rehearsal and planning strategies, while male students use image strategies more. It was determined that female students generally use more strategies than male students.

A large-scale study was conducted by Gu (2002) investigating Chinese EFL students' vocabulary learning strategies. The purpose of this study is based on two main factors; gender and academic department and the effect of these two factors on Chinese EFL students' vocabulary learning strategies. Participants consist of 337 students, 118 males and 180 females studying in the Art and Science departments. The results of the study showed that female students are superior to male students in terms of both English size and English proficiency. Another result is that art students performed better than science students.

Çelik and Toptaş (2010) examined the vocabulary learning strategies preferred by Turkish EFL learners. The researcher especially focused on strategy usage frequency and aid rate, strategy structure and strategy usage of different levels. Participants consist of 95 Turkish EFL students from three different levels. According to the results obtained from the findings, determination strategies were the most used and cognitive strategies were the least used.

Şener (2015) investigated the relationship between pre-service English teachers' vocabulary learning strategies preferences and English sizes. A quantitative research design was applied to the participant consisting of 304 pre-service English teachers. After analyzing

the findings of the study, determination strategies were the most frequently used strategies, while cognitive strategies were the least preferred strategies.

In another study, Büyükahıska and Çebi Kozallık (2018) aimed to determine the frequency of use of vocabulary strategies used by university students and to find out whether there is a relationship between the vocabulary strategies used by students in terms of variables such as their gender, curriculum, class levels, etc. The scale developed by Kocaman and Kızılkaya Cumaoğlu (2014) was applied to university students studying in 368 English Teaching Department and German Teaching Department. According to the information obtained from the results of the research, gender is not an important factor in the use of strategy, but there are significant differences in the use of cognitive strategies for male and female students. Another variable, the year of education in the ELT program is not an important factor in the use of vocabulary strategy. The English and German Teaching Department reported that students' most frequently used strategies were memory and compensation strategies.

Derici (2019) researched vocabulary learning strategies used by high school students. It was aimed to determine the most and least used discovery and consolidation strategies of the participants consisting of 556 high school students. In addition, in this study, it was investigated whether there is a relationship between variables such as gender, grade level, school type, age and vocabulary learning strategies used by high school students. As a result of the study, important data were obtained.

In another study, Hişmanoğlu and Turan (2019) investigated the word learning strategies of Turkish EFL students. This study was applied to 85 Turkish EFL students. Researchers used the "Vocabulary Learning Strategies Scale" developed by Kocaman & Cumaoglu (2014) to collect data. According to the results of this study, it was obtained that students' vocabulary learning strategies were at medium level. As a result of the study, the most frequently used strategies were affective strategies, while the least used strategies were social strategies. There was a significant difference between gender, English proficiency, success and students' vocabulary learning strategies.

In the study conducted by Akbulut (2020), it was aimed to investigate the most frequently and least frequently used vocabulary learning strategies of Turkish EFL students and to examine the relationship between morphological competence and vocabulary learning strategies. The participants of this study consist of 102 Translation and Interpreting students. In the study, two measurement tools named "Vocabulary Size Test" and "Vocabulary

Learning Strategies Questionairre" was used. According to the results of the study, the most commonly used strategies are guessing and dictionary strategies, while the least used strategy is word list and visual repetition strategies. When the students are grouped according to low, medium and high levels, the students who are at a high level preferred the guessing, dictionary, notebook use and note taking strategies as the most frequently used strategies.

Another study was presented by Görgöz and Tican (2020) to investigate whether there is a relationship between middle school students' self-regulation skills and vocabulary learning strategies. Participants of the study consisted of 990 middle school students from 5th to 8th grade. According to the results obtained from the study, the relationship between students' self-regulation ability and word learning strategies was found to be above the middle value.

CHAPTER III
METHOD

3.1. Introduction

In this chapter, information about the participants, the setting, the instruments, data collection and analysis procedures are presented.

3.2. Research Design

This study adopted the relational survey design of quantitative research methods In this study, descriptive statistics and relational statistics were used. Since descriptive statistics and relational statistics were used in the research, the survey design was used. For that reason, it was decided that the best survey design for this investigation is the relational survey design. Relational survey designs are research models that aim to determine the presence or degree of co-variation between two or more variables (Karasar, 2002, p. 81). This study aims to examine the relationship between Turkish EFL learners' vocabulary learning strategies and variables such as gender, high school graduation, academic major, compulsory or selective English course.

3.3. Setting

The study was conducted at Necmettin Erbakan University. All participants were placed in classes according to their departments. Aircraft Engineering, Aviation Management, International relations and Industrial Engineering students were grouped together. The medium of instruction is either completely (100%) or partially (30%) English all of the departments. Participants from different majors had different levels of English proficiency. The English proficiency levels of the participants were determined with an official placement exam held at the beginning of the fall semester of the 2019-2020 academic year. Participants from all classes had 30 hours of intensive English a week at level A1 and B1.

3.4. Participants

The participants of this study were selected through convenient sampling, which is the most common non-probability sampling technique in EFL studies. The target population meeting specific practical criteria, such as geographic closeness, availability, or easy accessibility are selected for research purposes (Dörnyei, 2010). The participants of this current study were composed of 169 preparatory school students at a state university based in Konya. The gender distribution of the participants is almost equal. As seen in the table 3.1, 169 students participated in the study. While 83 (49.1%) of these students were male, 86 (50.9 %) students were female.

Table 3.1. The Gender of Participants

Demographic Informatıon	**Group**	**Frequency (*f*)**	**Percentage (%)**
Gender	Male	83	49.1
	Female	86	50.9
	Total	169	100.0

The mother tongue of all participants was Turkish, except for a few participants, and their English level was intermediate.

There were wide ranges of departments the students were studying. The participants of the present study are the students of varying majors. Their majors and the frequencies presented in Table 3.2 .

Table 3.2. The Department of Participants

Demographic Information	**Group**	**Frequency (*f*)**	**Percentage (%)**
Department	Computer engineering	1	.6
	Electrical and electronic engineering	1	.6
	Industrial engineering	8	4.7
	Aviation management	78	46.2
	Faculty of law	1	.6
	Mechanical engineering	3	1.8
	Mechatronics engineering	2	1.2
	Political science and public administration	2	1.2
	Tourist guiding	2	1.2
	Aircraft engineering	38	22.5
	International relations	33	19.5
	Total	169	100.0

As seen table 3.2, the students taking part in the study were studying in eleven different departments: computer engineering (f=1), electrical and electronic engineering (f=1), industrial engineering (f=8), aviation management (f=78), faculty of law (f=1), mechanical engineering (f=3), mechatronics engineering (f=2), political science and public administration (f=2), tourist guiding (f=2), aircraft engineering (f=38) and international relations (f=33). They had 30 hours of English every week. These groups had different instructors, mostly native Turkish speakers.

Table 3.3 presents information about the age of the participants. According to their ages, they were grouped into three categories: 18-20 (f=109), 20-25 (f=58), and 35 and over (f=2).

Table 3.3. The Age of Participants

Demographic Information	**Group**	**Frequency (*f*)**	**Percentage (%)**
Age	18-20	109	64.5
	20-25	58	34.3
	35 and over	2	1.2
	Total	169	100.0

Table 3.4 shows the high school graduation of the participants.

Table 3.4. The High School of Graduation of Participants

Demographic Information	**Group**	**Frequency (*f*)**	**Percentage (%)**
High school of graduation	The open-high school	3	1.8
	Basic high school	4	2.4
	Private high school	6	3.6
	High school of social studies	5	3.0
	Anatolian Imam hatip /Imam hatip high school	8	4.8
	Vocational high school	15	8.9
	Teacher training high school	1	.6
	Science high school	6	3.6
	Anatolian high school	120	71.4
	Total	168	100.0

As seen table 3.4, the participants graduated from nine different high school types which were as follows: the open high school (f=3), basic high school (f=4), private high school (f=6), high school of social studies (f=5), imam hatip/Anatolian imam hatip high school (f=8), vocational high school (f=15), teacher high school (f=1), science high school (f=6) and Anatolian high school (f=120).

Participants have options to take English courses in the prep school, that is, some of the participants have to take English courses as compulsory while some of them participated to the courses on voluntary bases. Regarding this fact and based on the demographics of the participants their distribution is presented in Table 3.5.

Table 3.5. Compulsory or selective English Courses

Demographic Information	**Group**	**Frequency (*f*)**	**Percentage (%)**
English Language	Compulsory	157	92.9
	Elective/optional	12	7.1
	Total	169	100.0

As seen in Table 3.5, while 157 participants take the English courses compulsory, 12 of them take the course as selective or voluntary bases.

The responses to another question about *the reasons for learning English* (Table 3.6) showed that the main reasons were preferred by the participants.

Table 3.6. The reasons for learning English

Demographic Information	**Group**	**Frequency (*f*)**	**Percentage (%)**
Reason to learn English	Required for my department	50	29.6
	Required for my environment	1	.6
	My parents' advice	1	.6
	I think it will be useful for my profession in the future	106	62.7
	I think it will work for me while travelling	3	1.8
	I want to work abroad	8	4.7
	Total	169	100.0

According to table 3.6, the responses showed that the main reason was career occasion. Although the reason for students to learn English were grouped into six categories. The option “I think it will be useful for my profession in the future” was the leading one (f=106) among the others. It was followed by “Required for my department” (f=50), “I want to work abroad” (f=8), “I think it will work for me while travelling” (f=3), “Required for my environment” (f=1) and “My parents' advice” (f=1) respectively.

3.5. Data Gathering Instruments

In this study quantitative data were collected through an online self-report questionnaire. The questionnaire was administered to discover learners' preferences vocabulary learning strategies in learning English vocabulary during their whole year of studying English. The questionnaire was administered during the spring term. Before applying the questionnaire, it was said that only volunteer students could participate in the study and this information note was added to the questionnaire. For this reason, all of the participants in this study filled the questionnaire voluntarily. The Vocabulary Learning Strategies (VLS) questionnaire used in this study was designed by Gu and Johnson (1996) and Gu (2005), and a modified version by Kulikova (2015). The full form of the questionnaire is given in the appendix (Appendix A). The VLS questionnaire was adapted and translated into Turkish by the researcher. The Turkish version was translated back to English by two experienced English teachers, and these versions were compared with the original version and the questionnaire was finalized. The questionnaire consisted of two parts. The first part contained 8 demographic information asking questions about their gender, their academic major, their high school graduation, and whether you take English courses compulsory or selective. The second part consists of 44 items on vocabulary learning strategies and covered three categories: memory, cognitive, and affective strategies. In the memory strategies have 26 items that were divided into two subcategories: rehearsal strategies and encoding strategies. In the cognitive strategies have 16 items that included guessing, dictionary, note-taking, activation, and using technology. The 6-point Likert scale used by Kulikova (2015) was used for the answers of the participants. The response possibilities were used as Kulikova (2015); (1) I always do that, (2) I often do that, (3) I sometimes do that, (4) I seldom do that, (5) I very rarely do that, (6) I never do that. (p.99)

3.6. Data Collection and Analysis

The study was conducted in the spring semester of the 2019-2020 academic year. The study was carried out in the form of a survey with data collected through Google Forms, a web-based application of Google Docs, to create forms for data collection. It is a widely used online tool that does not require payment and allows users to collect information easily and efficiently. To recruit participants, the URL link of the survey was shared with the

participants by sending an e-mail and placing it on a web page. Users of this application receive both the instant results and summary of the data collected with graphs and charts.

In this survey study, Statistic Package for Social Sciences (SPSS) version 26.00 was used to analyze the data quantitatively by the researcher. First, descriptive statistics were computed for each variable to analyze the frequency distribution of the participants' responses to each item of vocabulary learning strategies. The answers to the questionnaire were analyzed in terms of frequencies, means and the standard deviations of the items listed in the questionnaire.

CHAPTER IV
FINDINGS

4.1. Introduction

In this chapter, the analysis of the data is presented followed by findings and interpretations of these findings.

The findings related to the first research question aiming to learn which vocabulary learning strategies EFL students use are presented below with the percentage and frequency values of the answers given by the participants to each item.

4.2. Findings of Item-based Analysis for Each Strategy

In the part, the findings obtained from item-based analysis for each strategy were presented according to the relevant strategy category through descriptive statistics.

Table 4.1. Descriptive statistics for using word lists rehearsal strategies

Item	1+2+3	4+5+6	M	SD	N
WL1.	69.20	30.80	2.70	1.46	169
WL2.	16.00	84.00	4.79	1.32	169
WL3	24.90	75.10	4.44	1.31	169
WL4.	86.40	13.60	2.07	1.28	169
WL5.	43.30	56.70	3.73	1.33	169

In Table 4.1, descriptive statistics for using word lists rehearsal strategies were presented. When the findings were examined, it was seen that the students did not prefer the strategy “making vocabulary flashcards for new words to memorise them easily”. While the total percentage of the students stating that they used this strategy “never, rarely or seldom” was 69.20 %, those stating that they used it “sometimes, often or always” was 30.80 %. For the second strategy, on the other hand, a large quantity of the students (84 %) stated they “sometimes, often or always” kept lists of new vocabulary words. According to the findings, it was found that the students showed almost the same tendency for the strategy “going through their own vocabulary list several times until to be sure they know all of the words on the list.” Whereas 75.10 % of the students preferred it “sometimes, often or always”, 24.90 %

of them either did not use or utilized from this strategy “rarely or seldom”. The findings also revealed that a considerable part of the students (86.40 %) did not use or benefited from the strategy “making flashcards and taking them wherever they go” seldom or rarely. Compared to other strategies, the strategy “making regular review of new words they’ve memorised” had closer results for both sides but the percentage of the students (56.70 %) stating they used this strategy at least “sometimes, often or always” was higher than “seldom, rarely or never” (43.30 %).

Table 4.2. Descriptive statistics for repetition rehearsal strategies

Item	1+2+3	4+5+6	M	SD	N
R1.	29.60	70.40	4.36	1.61	169
R1.	23.10	76.90	4.49	1.49	169
R3.	47.40	52.60	3.62	1.83	169
R4.	48.50	51.50	3.49	1.80	169

In Table 4.2, descriptive statistics for rehearsal strategies regarding repetition were presented. As can be seen in the table, a major part of the students used the strategy “repeating a new word aloud helps me to recall it” (70. 40%) and “repeating new words by studying” (76. 90%) at least sometimes, often or always”. Besides, the findings clarified that the students divided into almost two equal parts in the third and fourth strategy. However, the percentage of those underlying that they used the third (52. 60 %) and fourth strategy (51.50 %) at least “sometimes, often and always was greater than others.

Table 4.3. Descriptive statistics for association encoding strategies

Item	1+2+3	4+5+6	M	SD	N
AS1.	53.80	46.20	3.25	1.57	169
AS2.	43.20	56.80	3.63	1.73	169
AS3.	47.90	52.10	3.50	1.75	169
AS4.	37.90	62.10	3.91	1.61	169
AS5.	26.04	73.96	4.21	1.47	169

In Table 4.3, descriptive statistics for encoding strategies regarding association were given. According to the findings, out of five encoding strategies, the students merely showed a low tendency for the first strategy. While the percentage of the students using this strategy

"seldom, rarely or never" was 53. 80 %, the percentage of those utilising it "sometimes, often or always" was 46. 20 %. For the second (56.80 %), the third strategy (52.10%), fourth strategy (62.10%). And the fifth strategy a higher percentage of the students stated that they sometimes used them at least or more "often or always". However, compared to other strategies, the fifth strategy is preferred by more students.

Table 4.4. Descriptive statistics for imagery encoding strategies

Item	1+2+3	4+5+6	M	SD	N
IM1.	48.50	51.50	3.43	1.71	169
IM2.	27.90	72.10	4.12	1.53	169
IM3.	52.70	47.30	3.29	1.79	169

In Table 4.4, descriptive statistics for imagery encoding strategies were presented. When the findings were examined, it was seen that the percentage of the students using the first strategy (51.50%) was higher than those who did not prefer it frequently (48.50%). Since the ratios were close to each other, it could be deduced that the students' preferences for this strategy did not show a sharp positive or negative tendency in terms of usage frequency. However, the findings revealed that there was an opposite preference for the second strategy While the percentage for "sometimes, often and always" was 72.10 %, it was 27.90% for "seldom, rarely and never". This finding can be interpreted that a large number of students used it as an imagery encoding strategy. According to the findings, the students divided into almost two equal parts in terms of their preferences; however, the percentage of students using it less frequently (52.70%) higher than using more frequently (47.30%).

Table 4.5. Descriptive statistics for visual encoding strategies

Item	1+2+3	4+5+6	M	SD	N
VE1.	51.50	48.50	3.35	1.73	169
VE2.	62.10	37.90	3.00	1.59	169

In Table 4.5, descriptive statistics for visual encoding strategies were presented. As seen in the table, the students did not prefer the visual encoding strategies frequently. Although there was a big gap between the students, the percentage of students who did not utilise from the first (51.50%) and the second strategy (62.10 %) was greater than the others. Nevertheless, the ratio between groups was closer in the first strategy than the second one.

Table 4.6. Descriptive statistics for semantic encoding strategies

Item	1+2+3	4+5+6	M	SD	N
SE1.	43.70	56.30	3.80	1.46	169
SE2.	48.00	52.00	3.57	1.74	169

In Table 4.6, descriptive statistics for semantic encoding strategies were given. The findings showed that the percentage of the students using the first (56.30%) and second (52.00%) strategies more frequently (sometimes, often, always) was greater than those using less frequently (seldom, rarely, never). In other words, the students tended to practice these strategies as semantics encoding. It should not be forgotten that there were a considerable number of students who did not use both strategies in general.

Table 4.7. Descriptive statistics for contextual encoding strategies

Item	1+2+3	4+5+6	M	SD	N
C1.	32.00	68.00	4.14	1.46	169
C2.	40.20	59.80	3.93	1.43	169
C3.	30.80	69.20	4.21	1.46	169

In Table 4.7, descriptive statistics for contextual encoding strategies were presented. As seen in the table, most of the students utilized from three contextual encoding strategies. The percentage for the first strategy was 68 % on more frequently using students, it was 59.80 % for the second strategy and 69.20% for the third strategy. These findings can be interpreted that a higher number of students in each strategy related to contextual encoding preferred while learning new words in a foreign language.

Table 4.8. Descriptive statistics for word structure analysis encoding strategies

Item	1+2+3	4+5+6	M	SD	N
WS1.	62.20	37.80	2.98	1.57	169
WS2.	71.60	28.40	2.62	1.42	169

In Table 4.8, descriptive statistics for word structure analysis encoding strategies were given. According to the findings, the number of students using strategies related to word structure analysis encoding less frequently (seldom, rarely, never) were lower than the others. While the ratios between the groups were 62.20 % (sometimes, often, always) versus 37.80%

(seldom, rarely, never) in the first strategy, it was 71.60% (sometimes, often, always) versus 28.40% (seldom, rarely, never) in the second strategy. In sum, it can be said that the word structure analysis encoding strategies were not commonly preferred by the students while learning new words.

Table 4.9. Descriptive statistics for cognitive and affective vocabulary learning strategies: dictionary items

Item	1+2+3	4+5+6	M	SD	N
D1.	18.90	81.10	4.42	1.29	169
D2.	9.50	90.50	5.17	1.21	169
D3.	9.50	90.50	5.08	1.19	169

In Table 4.9, descriptive statistics for dictionary strategies of cognitive and affective vocabulary learning were presented. As seen in the table, there was a sharp gap between the students' preferences. The students stated that they utilised from those three strategies frequently. The percentage of students choosing "sometimes, often and always" option in the strategies were 81.10 %, 90.50% and 90.50% respectively. On the other hand, the ratios for the students on the opposite side were 18.90%, 9.50% and 9.50%. These ratios constitute a shred of significant evidence for the students' preferences in the dictionary strategies.

Table 4.10. Descriptive statistics for cognitive and affective vocabulary learning strategies: note-taking strategies

Item	1+2+3	4+5+6	M	SD	N
N1.	10.00	90.00	5.24	1.16	169
N2.	17.70	82.30	4.81	1.37	169
N3.	10.70	89.30	5.06	1.19	169

In Table 4.10, descriptive statistics for note-taking strategies of cognitive and affective vocabulary learning were presented. The findings revealed that the students used note-taking strategies frequently. When the findings were examined in detail, the significant difference between the groups can easily be understood. Thus, the findings showed that there was a ratio of 90% versus 10 % in the first strategy, 82. 30% versus 17. 70% in the second strategy and 89, 30% versus 10.10% in the third strategy.

Table 4.11. Descriptive statistics for cognitive and affective vocabulary learning strategies: guessing strategies

Item	1+2+3	4+5+6	M	SD	N
G1.	14.80	85.20	4.78	1.22	169
G2.	29.60	70.40	4.28	1.40	169
G3.	27.20	72.80	4.33	1.31	169
G4.	58.60	41.40	3.10	1.61	169

In Table 4.11, descriptive statistics for guessing strategies of cognitive and affective vocabulary learning were presented. According to the findings, the students stated they used three strategies (the first, second and third) more frequently but one strategy (fourth) less frequently. When the ratios were analysed, it was seen that there a gap between the groups 85.20% versus 14.80 % in the first strategy, 70.40% versus 29.60% in the second strategy and 72.80% versus 27.20% in the third strategy. For the last strategy, the findings indicated the opposite side since the ratios were in favour of less frequently using students (58.60% versus 41.40%). In conclusion, it can be said that while the students utilised from the first three strategies more frequently, they preferred the last strategy less frequently.

Table 4.12. Descriptive statistics for cognitive and affective vocabulary learning strategies: activation strategies

Item	1+2+3	4+5+6	M	SD	N
AC1.	40.80	59.20	3.93	1.43	169
AC2.	27.80	72.20	4.30	1.30	169
AC3.	24.80	75.20	4.37	1.47	169

In Table 4.12, descriptive statistics for activation strategies of cognitive and affective vocabulary learning were presented. As seen in the table, the higher number of students stated that they used all the strategies related to activation more frequently. Whereas the ratio for more frequently using students was 59.20% in the first strategy, it was higher in the second strategy (72.20%) and the highest value (75.20%) in the third strategy. These findings indicated that activation strategies, especially for the second and third ones, were generally preferred and practised by the students.

Table 4.13. Descriptive statistics for cognitive and affective vocabulary learning strategies: technology strategies

Item	1+2+3	4+5+6	M	SD	N
T1.	16.50	83.50	4.78	1.47	169
T2.	17.70	82.30	4.78	1.42	169
T3.	9.50	90.50	5.22	1.14	169

In Table 4.13, descriptive statistics for technology strategies of cognitive and affective vocabulary learning were presented. The percentages in the strategies were examined, it was seen that all three strategies were frequently preferred by the students. In addition to the percentages, it can be understood from the mean values of the items. While the mean value for the first and second strategy was 4.78 (close to often), it was 5.22 (higher than often) in the third strategies.

Table 4.14. Descriptive statistics for cognitive and affective vocabulary learning strategies: affective strategies

Item	1+2+3	4+5+6	M	SD	N
AF1.	56.80	43.20	3.24	1.57	169
AF2.	31.40	68.60	4.15	1.43	169

In Table 4.14, descriptive statistics for affective strategies of cognitive and affective vocabulary learning were presented. As can be understood from the table, the findings are twofold. While the percentage of students using the first strategy lower than the others, the percentage of using the second strategy higher than the others. However, mean values gave a more detailed position of the students' preferences. It was 3.24 in the first strategy and close to seldom usage, but it was 4.15 and higher than sometimes usage.

4.3. Findings Of The Comparisons Between Demographic Information Of The Students And Vocabulary Learning Strategies

In this part, the findings obtained as a result of chi-square test applied for each strategy regarding the demographic information of the students. Since there was merely one student in some departments, the departments were reorganised considering the similarities and university admission grades. Therefore, the departments which were subcategories of engineering were considered as a whole and categorised as "engineering". Since the

departments “aviation management” and “international relations” had the sufficient number of students, they were left as they are. Finally, the departments “faculty of law”, “political science and public administration” and “tourist guiding” were collected in a category entitled with “other departments”. The results showing a significant relationship/change were shown in bold to make them more noticeable for the readers.

Table 4.15. Chi-square test results of the students’ demographic information and using word lists rehearsal strategies

Item	Gender	High school graduation	Department	Compulsory or selective English courses
WL1	$\chi 2$=14.706	$\chi 2$=54.628	$\chi 2$=24.271	$\chi 2$=2.283
	p=.012	p=.061	p=.061	p=.809
WL2	$\chi 2$=11.390	$\chi 2$=45.090	$\chi 2$=11.597	$\chi 2$=3.669
	p=.044	p=.267	p=.709	p=.598
WL3	$\chi 2$=4.127	$\chi 2$=22.640	$\chi 2$=14.334	$\chi 2$=9.131
	p=.531	p=.988	p=.500	p=.104
WL4	$\chi 2$=10.493	$\chi 2$=39.314	$\chi 2$=33.257	$\chi 2$=6.789
	p=.062	p=.501	**p=.004**	p=.237
WL5	$\chi 2$=7.497	$\chi 2$=35.546	$\chi 2$=17.568	$\chi 2$=24.067
	p=.186	p=.675	p=.286	**p=.000**

In Table 4.15, chi-square test results which were computed to test whether students’ preferences in using word lists rehearsal strategies change according to their demographic information were presented. In terms of gender, the significant difference was found in the first and second strategy. The detailed results showed that female students used these strategies more frequently than males. While there was no significant relationship was found in terms of high school graduation, there was one significant change in the fourth strategies in terms of their department. The detailed results revealed that students in international relations used the fourth strategy at the highest frequency. They were followed by other departments, engineering and aviation management. In terms of English language situation, the significant change was found in the fifth strategy. The detailed results clarified that the students studying English as a compulsory used the fifth strategy more frequently than the others. In terms of

the reason to learn English, the significant changes were found in the second, third and fifth strategies.

Table 4.16. Chi-square test results of the students' demographic information and repetition rehearsal strategies

Item	Gender	High school graduation	Department	Compulsory or selective English courses
R1	$\chi 2$=11.169	$\chi 2$=44.617	$\chi 2$=33.962	$\chi 2$=33.673
	p=.048	p=.284	**p=.003**	**p=.000**
R2	$\chi 2$=4.656	$\chi 2$=28.943	$\chi 2$=25.903	$\chi 2$=6.915
	p=.459	p=.903	**p=.039**	p=.227
R3	$\chi 2$=8.351	$\chi 2$=3.867	$\chi 2$=17.099	$\chi 2$=8.079
	p=.138	p=.311	p=.313	p=.152
R4	$\chi 2$=9.173	$\chi 2$=45.991	$\chi 2$=23.847	$\chi 2$=9.977
	p=.102	p=.238	p=.068	p=.076

In Table 4.16, chi-square test results which were computed to test whether students' preferences in repetition rehearsal strategies change according to their demographic information were presented. In terms of gender, a significant change was found in the first strategy. The detailed results showed that females were higher values than males in terms of using the first strategy. When it comes to high school graduation, there was no significant change between the students in any strategy. However, in terms of their departments, there were significant changes in the first and second strategies. The detailed results revealed that the students in aviation management used these strategies the most frequently among the others. They were followed by engineering, international relations and other departments. In terms of the English language, there was a significant change in the first strategy. According to the detailed results, the students learning English as a compulsory subject had better frequencies than the others.

Table 4.17. Chi-square test results of the students' demographic information and association encoding strategies

Item	Gender	High school graduation	Department	Compulsory or selective English courses
AS1	$\chi 2$=6.440	$\chi 2$=39.435	$\chi 2$=24.642	$\chi 2$=1.990
	p=.266	p=.495	p=.055	p=.850
AS2	$\chi 2$=7.477	$\chi 2$=36.751	$\chi 2$=9.767	$\chi 2$=2.317
	p=.188	p=.617	p=.834	p=.804
AS3	$\chi 2$=4.352	$\chi 2$=53.708	$\chi 2$=10.722	$\chi 2$=4.402
	p=.500	p=.072	p=.772	p=.493
AS4	$\chi 2$=3.779	$\chi 2$=35.112	$\chi 2$=9.512	$\chi 2$=5.384
	p=.582	p=.690	p=.849	p=.371
AS5	$\chi 2$=2.628	$\chi 2$=44.450	$\chi 2$=18.277	$\chi 2$=14.422
	p=.757	p=.290	p=.248	**p=.013**

In Table 4.17, chi-square test results which were computed to test whether students' preferences in association encoding strategies change according to their demographic information were presented. According to the findings, no significant relationship was found between the strategies and demographic information in terms of the students 'genders, high school graduation, department. On the other hand, there was a significant change in the fifth strategy in terms of English language. The detailed results showed that the students learning English as a compulsory subject had greater values than the others.

Table 4.18. Chi-square test results of the students' demographic information and imagery encoding strategies

Item	Gender	High school graduation	Department	English language
IM1	$\chi 2$=2.940	$\chi 2$=30.174	$\chi 2$=25.066	$\chi 2$=6.805
	p=.709	p=.870	**p=.049**	p=.236
IM2	$\chi 2$=4.193	$\chi 2$=46.527	$\chi 2$=13.975	$\chi 2$=5.148
	p=.522	p=.222	p=.527	p=.398
IM3	$\chi 2$=5.837	$\chi 2$=44.102	$\chi 2$=23.706	$\chi 2$=3.847
	p=.322	p=.302	p=.070	p=.572

In Table 4.18, chi-square test results which were computed to test whether students' preferences in imagery encoding strategies change according to their demographic information were presented. According to the findings, no significant relationship was found between the strategies and demographic information in terms of the students 'genders, high school graduation, compulsory or selective English courses. On the other hand, there was a significant change in the first strategy in terms of their departments. The detailed results revealed that while the students in aviation management had the greatest values among the others, the students in "other departments" had the lowest values.

Table 4.19. Chi-square test results of the students' demographic information and visual encoding strategies

Item	Gender	High school graduation	Department	Compulsory or selective English courses
VE1	$\chi 2$=1.814	$\chi 2$=39.214	$\chi 2$=21.630	$\chi 2$=6.163
	p=.874	p=.505	p=.118	p=.291
VE2	$\chi 2$=8.681	$\chi 2$=42.075	$\chi 2$=13.656	$\chi 2$=20.670
	p=.123	p=.381	**p=.000**	**p=.001**

In Table 4.19, chi-square test results which were computed to test whether students' preferences in visual encoding strategies change according to their demographic information were presented. The findings showed that there was no significant change in the strategies in terms of the students' genders, high school graduation. In contrast, there was a significant change in the second strategy in terms of their departments and English language. The detailed results pointed out that the students studying in "other departments" used this strategy at the highest level. Contrary to other findings, the students in aviation management and engineering departments used this strategy at the lowest levels. Besides, the students learning English "elective/optional" had higher values than the others in terms of utilising from this strategy.

Table 4.20. Chi-square test results of the students' demographic information and semantic encoding strategies

Item	Gender	High school graduation	Department	Compulsory or selective English courses
SE1	$\chi 2$=4.731	$\chi 2$=37.828	$\chi 2$=19.880	$\chi 2$=2.617
	p=.450	p=.568	p=.177	p=.759
SE2	$\chi 2$=5.188	$\chi 2$=31.493	$\chi 2$=21.880	$\chi 2$=8.456
	p=.393	p=.830	p=.111	p=.133

In Table 4.20, chi-square test results which were computed to test whether students' preferences in semantic encoding strategies change according to their demographic information were presented. The findings showed that the students' preferences in using semantic encoding strategies did not significantly change according to their genders, high school graduation, departments, compulsory or selective English courses.

Table 4.21. Chi-square test results of the students' demographic information and contextual encoding strategies

Item	Gender	High school graduation	Department	Compulsory or selective English courses
C1	$\chi 2$=5.261	$\chi 2$=41.185	$\chi 2$=13.108	$\chi 2$=12.882
	p=.385	p=.419	p=.594	**p=.025**
C2	$\chi 2$=3.186	$\chi 2$=34.622	$\chi 2$=14.492	$\chi 2$=10.110
	p=.671	p=.711	p=.489	p=.072
C3	$\chi 2$=2.685	$\chi 2$=50.630	$\chi 2$=17.293	$\chi 2$=1.282
	p=.748	p=.121	p=.302	p=.937

In Table 4.21, chi-square test results which were computed to test whether students' preferences in contextual encoding strategies change according to their demographic information were presented. The findings revealed that the students' preferences in using contextual encoding strategies did not significantly differ according to their genders, high school graduation, departments and the reason to learn English. In terms of English language, a significant change occurred in the first strategy. In the detailed results, it was seen that the students learning English as a compulsory subject had higher values than those who learned it as an elective/optional subject.

Table 4.22. Chi-square test results of the students' demographic information and word structure analysis encoding strategies

Item	Gender	High school graduation	Department	Compulsory or selective English courses
WS1	$\chi 2$=10.671	$\chi 2$=28.966	$\chi 2$=6.055	$\chi 2$=5.519
	p=.058	p=.902	p=.979	p=.356
WS2	$\chi 2$=8.601	$\chi 2$=68.521	$\chi 2$=10.156	$\chi 2$=3.567
	p=.126	**p=.003**	p=.810	p=.613

In Table 4.22, chi-square test results which were computed to test whether students' preferences in word structure analysis encoding strategies change according to their demographic information were presented. As seen in the table, the students' preferences in using word structure analysis encoding strategies did not significantly change according to their genders, departments, compulsory or selective English courses. The single significant relationship was found in the second strategy in terms of high school graduation. The detailed reports showed that the students graduated from science high school and Anatolian imam hatip/imam hatip high school used the strategy more than others. The ones graduating from the basic high school utilised from it at the lowest level.

Table 4.23. Chi-square test results of the students' demographic information and dictionary strategies of cognitive and affective vocabulary learning

Item	Gender	High school graduation	Department	Compulsory or selective English courses
D1	$\chi 2$=7.411	$\chi 2$=23.143	$\chi 2$=15.495	$\chi 2$=6.450
	p=.192	p=.985	p=.416	p=.265
D2	$\chi 2$=2.590	$\chi 2$=49.503	$\chi 2$=20.482	$\chi 2$=7.145
	p=.763	p=.144	p=.154	p=.210
D3	$\chi 2$=4.282	$\chi 2$=30.325	$\chi 2$=8.088	$\chi 2$=1.901
	p=.510	p=.866	p=.920	p=.863

In Table 4.23, chi-square test results which were computed to test whether students' preferences in dictionary strategies of cognitive and affective vocabulary learning change according to their demographic information were presented. The findings showed that the students' preferences in dictionary strategies of cognitive and affective strategies did not significantly change according to their genders, high school graduation, departments, compulsory or selective English courses.

Table 4.24. Chi-square test results of the students' demographic information and note-taking strategies of cognitive and affective vocabulary learning

Item	Gender	High school graduation	Department	Compulsory or selective English courses
N1	$\chi 2$=16.245	$\chi 2$=83.225	$\chi 2$=10.712	$\chi 2$=4.015
	p=.006	**p=.000**	p=.773	p=.547
N2	$\chi 2$=0.642	$\chi 2$=83.807	$\chi 2$=21.025	$\chi 2$=13.228
	p=.986	**p=.000**	p=.136	p=.021
N3	$\chi 2$=6.910	$\chi 2$=62.403	$\chi 2$=23.504	$\chi 2$=24.849
	p=.227	**p=.013**	p=.074	**p=.000**

In Table 4.24, chi-square test results which were computed to test whether students' preferences in note-taking strategies of cognitive and affective vocabulary learning change according to their demographic information were presented. As seen in the table, there were significant changes in all strategies in terms of the students' high school graduation. In addition to these, the significant changes were found in the first strategy in terms of gender and the third strategy in terms of compulsory or selective English courses. In terms of gender, females had higher usage ratio in the first strategy than males. In terms of high school graduation, the students graduating from basic high school had the highest values among the others. The lowest ratio belonged to those graduating from teacher training high schools. However, it should not be forgotten that the number of students graduating from teacher training high school is quite low; therefore, the students' preferences constituted more portion than the others. In terms of compulsory or selective English courses, the students learning English as a compulsory subject had higher values than the others.

Table 4.25. Chi-square test results of the students' demographic information and guessing strategies of cognitive and affective vocabulary learning

Item	Gender	High school graduation	Department	Compulsory or selective English courses
G1	χ^2=2.334	χ^2=61.169	χ^2=30.277	χ^2=15.040
	p=.801	**p=.017**	**p=.011**	**p=.010**
G2	χ^2=6.401	χ^2=24.977	χ^2=11.574	χ^2=5.218
	p=.269	p=.970	p=.711	p=.390
G3	χ^2=5.661	χ^2=62.303	χ^2=15.981	χ^2=3.019
	p=.341	**p=.014**	p=.383	p=.697
G4	χ^2=15.320	χ^2=33.784	χ^2=19.152	χ^2=4.297
	p=.009	p=.745	p=.207	p=.508

In Table 4.25, chi-square test results which were computed to test whether students' preferences in guessing strategies of cognitive and affective vocabulary learning change according to their demographic information were presented. According to the findings, there were significant changes in the fourth strategy in terms of gender; in the first and third strategies in terms of high school graduation; in the first strategy in terms of department and compulsory or selective English courses. In terms of gender, females had greater values in the relevant strategy than males. In terms of high school graduation, the highest ratio in the first and third strategy was obtained by the students graduating from science high school. They were followed by the open high school, private high school and Anatolian high school. The lowest ratio belonged to teacher training high school and vocational high school. When it comes to the department, the students in engineering and aviation management departments had the highest values in the first strategy. The lowest ratio was obtained by the students in "other departments". In terms of compulsory or selective English courses, the students learning English as an elective/optional subject had a higher value in using the first strategy than the others.

Table 4.26. Chi-square test results of the students' demographic information and activation strategies of cognitive and affective vocabulary learning

Item	Gender	High school graduation	Department	Compulsory or selective English courses
AC1	$\chi 2$=7.923	$\chi 2$=50.836	$\chi 2$=17.802	$\chi 2$=3.116
	p=.161	p=.117	p=.273	p=.682
AC2	$\chi 2$=5.743	$\chi 2$=44.102	$\chi 2$=30.077	$\chi 2$=13.015
	p=.332	p=.302	**p=.012**	**p=.023**
AC3	$\chi 2$=8.569	$\chi 2$=46.889	$\chi 2$=23.320	$\chi 2$=7.949
	p=.128	p=.211	p=.078	p=.159

In Table 4.26, chi-square test results which were computed to test whether students' preferences in the activation strategies of cognitive and affective vocabulary learning change according to their demographic information were presented. The findings revealed that significant changes occurred in the second strategy in terms of department and compulsory or selective English courses. In contrast, no significant relationship was found in any strategies in terms of high school graduation. In terms of the department, the students in aviation management had the highest, the ones in "other departments" had the lowest ratio among the others.

Table 4.27. Chi-square test results of the students' demographic information and technology strategies of cognitive and affective vocabulary learning

Item	Gender	High school graduation	Department	Compulsory or selective English courses
T1	$\chi 2$=2.903	$\chi 2$=48.306	$\chi 2$=5.637	$\chi 2$=2.100
	p=.715	p=.172	p=.985	p=.835
T2	$\chi 2$=8.864	$\chi 2$=41.882	$\chi 2$=17.574	$\chi 2$=11.182
	p=.115	p=.389	p=.286	**p=.048**
T3	$\chi 2$=3.364	$\chi 2$=45.525	$\chi 2$=17.716	$\chi 2$=11.573
	p=.644	p=.253	p=.278	**p=.041**

In Table 4.27, chi-square test results which were computed to test whether students' preferences in technology strategies of cognitive and affective vocabulary learning change according to their demographic information were presented. As can be seen in the table, the significant changes occurred in the second and third strategies in terms of compulsory or selective English courses. On the other hand, no significant relationship was found in any strategies in terms of gender, high school graduation and department. In terms of compulsory or selective English courses, the students taking English as a compulsory subject had higher values in the second and third strategy than the ones taking as an elective/optional subject.

Table 4.28. Chi-square test results of the students' demographic information and affective strategies of cognitive and affective vocabulary learning

Item	Gender	High school graduation	Department	Compulsory or selective English courses
AF1	χ^2=7.611	χ^2=40.826	χ^2=15.325	χ^2=8.664
	p=.179	p=.434	p=.428	p=.123
AF2	χ^2=3.809	χ^2=81.177	χ^2=16.382	χ^2=12.155
	p=.577	**p=.000**	p=.357	**p=.033**

In Table 4.28, chi-square test results which were computed to test whether students' preferences in affective strategies of cognitive and affective vocabulary learning change according to their demographic information were presented. The findings showed that there were significant changes in the second strategy in terms of high school graduation, compulsory or selective English courses. However, no significant relationship was found in any strategies in terms of gender and department variables. In the detailed results, it was found that the students graduating from Anatolian imam hatip/imam hatip high school had the highest value in the second strategy among the others. The lowest rates were obtained by the students in the open high school, private high school and teacher training high school. In terms of compulsory or selective English courses, like in most of the findings, the students taking English as a compulsory subject had greater value in the second strategy than the others.

CHAPTER V
CONCLUSIONS, DISCUSSION AND SUGGESTIONS

5.1. Introduction

In this chapter, the analyses of the results are summed up, discussed and interpreted in relation to the relevant literature and the conclusions about the research questions are presented and discussed. This chapter ends with implications and suggestions for further research.

5.2. Conclusions and Discussion

The first research question focused on vocabulary learning strategies used by Turkish EFL learners in the School of Foreign Languages at Necmettin Erbakan University. More specifically, this study aimed to find out the most and the least frequently used strategies and to identify the differences in strategy use between gender, high school graduation, academic major, compulsory or selective English courses and vocabulary learning strategies reported by 169 Turkish EFL learners through a vocabulary learning strategy online questionnaire. The answers to the questionnaire were analyzed in terms of frequencies, means and the standard deviations of the items listed in the questionnaire. According to the results, the most frequently used category of vocabulary learning strategies is cognitive strategies. The great majority of participants reported using dictionary strategies most frequently. The students reported using those three strategies were the most frequently used ones: 81-90 % of participants reported using them "sometimes, often, and always". The reason for the most common strategy being dictionary strategies means that Turkish EFL learners often use dictionary strategies when they see an unfamiliar word. In addition to the dictionary strategies, the participants reported the active use of strategies that included using technology, taking notes and guessing meaning in the context. In the current study, those strategies were also so popular: the mean value in the note-taking group was 5.24, the mean value in technology group was 5.22 and the mean value in the guessing group was 4.78. The finding of this study is similar to the study conducted by Gu (2005) that participants prefer guessing, dictionary work, and note-taking. Similarly, these findings are similar to Kulikova's (2015) study, which determined that dictionary guessing and note-taking strategies are the most frequently used strategies. The findings obtained from this study are similar to the findings in Akbulut's (2020) study, which states that the most frequently used strategies are guessing and

dictionary strategies, while the least used strategies are word list and visual image strategies. Unlike the findings obtained from these two studies, the participants preferred technology strategies as one of the frequently used strategies in this study. The fact that technology strategies are frequently used strategies shows that learners refer to an online dictionary, online applications and mobile devices while learning a new word. On the other hands, the finding in Çelik and Topbaş' (2010) study to the most and least used strategies showed that whereas the determination strategies were used very commonly by the participants, the cognitive strategies were not employed as much as the other strategies. Likewise, Hişmanoğlu and Turan (2019) stated that the most commonly used strategies are affective strategies, while the least used strategies are social strategies.

The least frequently used category of vocabulary learning strategies is rehearsal strategies. According to the findings, a remarkable part of the participants (86.40 %) did not use from the using word list strategy "making flashcards and taking them wherever they go" seldom or rarely. This finding is in line with Hazel's (2019) which reports the least frequently used vocabulary learning strategies are preparing flashcards to reinforce and recall the meaning of the words in the cognitive categories. Similarly, in Şener's (2015) study, she stated that the use of some mechanical repetition strategies such as 'word lists' and 'flashcards' is least used. In addition, the word structure analysis encoding strategies were not frequently preferred by the participants while learning new words. According to the findings in this study, EFL learners reported that they did not use frequently word-formation rules so as to recognize more words, and they did not analyze new words by their prefixes, stems, and suffixes.

Another result of this study is related to the relationship vocabulary learning strategies in terms of gender, high school and department. There is no significant difference vocabulary learning strategies in terms of gender, high school graduation and department; nonetheless, in rehearsal strategies; word list and repetition, and in cognitive and affective strategies; note-taking, guessing, females had higher values than males. According to a study, Gu (2003) found that females used more strategies than males did. Similarly, in a study by Catalán (2003), he reported that female students used more strategies than male students. In another study, Fan (2003), male and female students normally prefer the same strategies and are very similar to being different. In a different study, Jimenez (2003) found out female students prefer input elicitation strategies, rehearsal strategies and planning strategies while male students prefer more image vocabulary strategies. As for the department, the aviation

management department showed that it has higher values in using some strategies compared to other departments. In Gu's (2002) study, vocabulary learning strategies were considered in terms of academic major and gender. As a result, the academic major was found to be a less powerful factor. Strategy differences have also been found in the arts and sciences, but differences in most strategy categories are less certain than between male and female participants.

Another result of this study is that there was found no significant relationship between vocabulary learning strategies and the students taking English as a compulsory or elective subject, but it has been observed that students learning English as a compulsory subject use almost every strategy. Students preferred at least one of the memory and cognitive-affective strategies at every category. The students preferred at least one of the memory and cognitive-affective strategies at every category whereas students taking English as an elective course preferred only visual strategies at the highest ratio.

5.3. Suggestions

This study aimed to explore vocabulary learning strategies used by Turkish EFL learners. Besides, it investigated whether there is a significant difference between vocabulary learning strategies in terms of age, gender, high school graduation, academic major, English language and reason to learn English. Generalization of these findings, however, is almost impossible due to the relatively small sample size of the study. In this study, an online questionnaire was used to collect data because time and possibilities were limited. In this study, the data were collected through the questionnaire that provided quantitative findings. Different data collection tools such as interview, open-ended questions and voice recording can be used to get better efficiency from the study.

Finally, the study examined preparatory school students learning English, and the sample size was 169 participants. Findings may not generalize on larger student samples. In order to generalize and to verify these findings, the new study may be made to the preparatory school located in different parts of Turkey or larger groups of students.

5.4. Pedagogical Implications

Some pedagogical conclusions can be made about the language learning of the discussion and the findings obtained from this study and previous studies. As Zimmerman

(1998, p. 5) stated “vocabulary is central to language and of critical importance to the typical language learner”. Therefore, exploring vocabulary learning strategies used by students can produce more useful results to increase students' achievements. This may affect our students' being more successful language learners.

Although no statistically significant relationship could be determined between the age, gender, high school graduation, academic major, English language, the reason for learning English, and vocabulary learning strategies, the study findings discussed in the light of the results showed differences in the use of strategy according to some variables. The findings have also underlined the importance of the impact of these learner-related features and vocabulary learning strategies and its components.

The findings of this study can enable teachers to develop vocabulary teaching methods according to the strategies used by learners and provide the necessary environment for their students. Thanks to students' choice of vocabulary learning strategies, language teachers can update the teaching techniques and suggestions of language learners for vocabulary learning according to their language learning needs. Therefore, According to the participants' strategy preferences, foreign language teachers who aim to teach vocabulary more appropriately can learn more about what types of strategies can be taught, which are applicable and which are the most effective strategies. Language teachers play an important role in this regard. They can make their students more independent. The results of this study, which determines the most frequently used strategies, can benefit both language teachers and students in terms of vocabulary teaching and learning.

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APPENDICES

Appendix A: Vocabulary Learning Strategies Questionnaire By Kulikova (2015)

Strategy Items	Responses (%)					
	1	2	3	4	5	6
1. I make vocabulary flashcards for new						
2. I keep lists of new vocabulary words.						
3. I go through my vocabulary list several times until I am sure I know all of the words on the list.						
4. I make vocabulary cards and take them with me wherever I go.						
5. I make regular review of new words I						
6. Repeating a new word aloud helps me to remember it.						
7. When I am studying new words, I						
8. When I try to remember a word, I write it repeatedly.						
9. I write both the new words and their translations repeatedly in order to remember them.						
10. To remember a new word, I put it						
11. I link a new word to an English						
12. I link a new word to another foreign						
13. I associate words that sound similar.						
14. I associate words that look similar.						
15. I act out a word to remember it						
16. I create a mental image of the new						
17. I associate one or more letters in a word with the word meaning to help me remember it (e.g., *look* has two “eyes” in the middle).						

Strategy Items	Responses (%)					
	1	2	3	4	5	6
18. I visualize the new word to help me remember it.						
19. I learn the spelling of a word by						
20. I try to remember words in meaningful groups.						
21. I group words into categories (e.g., animals, utensils, vegetables) to remember them.						
22. When I want to remember the meaning of a word, I try to recall a sentence in which the word was used.						
23. I remember new words along with the context in which they occur.						
24. I learn words better when I put them						
25. When I learn new words, I analyze them in terms of their prefixes, stems, and suffixes.						
26. I study word–formation rules in order to remember more words						
27. When I see an unfamiliar word						
28. When not knowing a word prevents me from understanding a whole sentence, I look it up.						
29. When I want to confirm my guess						
30. I make a note of words that seem						
31. I make a note when I think the word						
32. I make a note when I see a useful						
33. When reading, I have a sense of which word I can guess and which word I cannot.						
34. I make use of context to guess the meaning of a word I do not know.						

Strategy Items	Responses (%)					
	1	2	3	4	5	6
35. When I guess the meaning of a word, I try to understand what part of speech it is.						
36. When I guess the meaning of a word, I analyze its parts (prefix, root, and suffix).						
37. I make up my own sentences using						
38. I try to use newly learned words as much as possible when I write or speak.						
39. I try to use newly learned words in						
40. I like to use online dictionaries to look up new words.						
41. I use online applications to study						
42. I use mobile devices to study new						
43. If I feel bored or frustrated while						
44. If I feel bored or frustrated while learning vocabulary, I take a break or I remind myself that vocabulary is important, and then I go on.						

1 = I never do that; 2 = I very rarely do that; 3 = I seldom do that; 4 = I sometimes do that; 5 = I often do that; 6 = I always do that

Appendix B. Vocabulary Learning Strategies Questionnaire (Turkish)

Appendix B: Vocabulary Learning Strategies Questionnaire (Turkish)

Yabancı Diller Yüksekokulu'nda İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerinin kelime öğrenme stratejileri: Necmettin Erbakan Üniversitesi Örneği

VOCABULARY LEARNING STRATEGIES OF TURKISH EFL LEARNERS IN THE SCHOOL OF FOREIGN LANGUAGES : NECMETTIN ERBAKAN UNIVERSITY SAMPLE

Bu çalışma, Dr.Öğr.Üyesi Ersen VURAL danışmanlığında, Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Bilim dalı tezli yüksek lisans öğrencisi Emine YILMAZ tarafından yürütülmektedir. Anketimiz, İngilizce öğrenen hazırlık sınıfı öğrencilerinin kelime öğrenirken hangi kelime öğrenme stratejilerini kullandığını öğrenmeyi amaçlamaktadır.
Çalışmamıza sadece Necmettin Erbakan Üniversitesi hazırlık sınıfında okuyan ve gönüllü olarak anketi doldurmayı kabul eden öğrenciler katılabilir.
Çalışmamızın birinci bölümünde katılımcılar hakkında kişisel bilgilere ulaşmak amacı ile çoktan seçmeli sorular sorulmuş, ikinci bölümde ise katılımcıların kullanmış olduğu kelime öğrenme stratejilerinin bulunması amaçlamıştır.
Katkılarınız için şimdiden teşekkür ederim.
Öğr. Gör. Emine YILMAZ
emineylmzzz93@gmail.com

* Gerekli

1. Ad/ Soyad: *

2. 1. Yaşınız *

Yalnızca bir şıkkı işaretleyin.

- ( ) 18-20
- ( ) 20-25
- ( ) 25-30
- ( ) 30-35
- ( ) 35 ve üzeri

3. 2. Cinsiyetiniz *

Yalnızca bir şıkkı işaretleyin.

- ◯ ( ) Kadın
- ◯ ( ) Erkek

4. 3. Medeni Durumunuz *

Yalnızca bir şıkkı işaretleyin.

- ◯ ( ) Evli
- ◯ ( ) Bekar

5. 4. Mezun Olduğunuz Lise *

Yalnızca bir şıkkı işaretleyin.

- ◯ Fen Lisesi
- ◯ Anadolu Lisesi
- ◯ Meslek Lisesi
- ◯ Diğer: _____

6. 5. Bölümünüz *

Yalnızca bir şıkkı işaretleyin.

- ◯ Uçak Mühendisliği
- ◯ Havacılık Yönetimi
- ◯ Endüstri Mühendisliği
- ◯ Uluslararası ilişkiler
- ◯ Diğer: _____

7. 6. İngilizce öğrenmek bölümünüz için zorunlu mu? *

Yalnızca bir şıkkı işaretleyin.

- ◯ Evet, zorunlu
- ◯ Hayır, isteğe bağlı

8. 7. İngilizce öğrenmenizin sebebi; *

Yalnızca bir seçeneği işaretleyiniz

Yalnızca bir şıkkı işaretleyin.

- ◯ Ebeveynlerimin tavsiyesi
- ◯ Diğer dillerden daha kolay olduğunu düşünüyorum
- ◯ Gelecekte mesleğim için yararlı olacağını düşünüyorum
- ◯ Seyahat ederken işime yarayacağını düşünüyorum
- ◯ Yurt dışında çalışmak istiyorum
- ◯ Bölümüm için gerekli
- ◯ Diğer: _____

Kelime Öğrenme Stratejileri Ölçeği

Aşağıda verilen kelime öğrenme stratejilerini ne sıklıkla kullanıldığınızı ölçmek adına birden altıya kadar derecelendirilmiş ifadeler kullanılmıştır. Bunlar;
1-Asla yapmam
2-Çok nadir yaparım
3-Nadiren yaparım
4- Bazen yaparım
5-Sık sık yaparım
6- Her zaman yaparım
şeklinde olası seçeneklerden size en yakın olan ifadeyi işaretlemeniz gerekmektedir.

9. 1. Yeni kelimeler öğrenmek için kelime kartları yaparım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

10. 2. Yeni kelimelerin listesini tutarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

11. 3. Listedeki kelimelerin hepsini bildiğime emin olana kadar kelime listeme birçok kez göz atarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

12. 4. Kelime kartları yaparım ve sürekli yanımda taşırım *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

13. 5. Ezberlediğim yeni kelimeleri düzenli olarak gözden geçiririm. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman Yaparım

14. 6. Yeni bir kelimeyi yüksek sesle tekrar etmek o kelimeyi öğrenmemde bana yardımcı olur. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

15. 7. Yeni kelimeleri öğrenirken içimden sessiz bir şekilde kelimeleri tekrar ederim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

16. 8. Yeni bir kelimeye çalışırken o kelimeyi tekrar tekrar yazarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

17. 9. Yeni kelimeleri hatırlamak için hem yeni kelimeleri hem de Türkçelerini tekrar tekrar yazarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

18. 10. Yeni bir kelimeyi hatırlamak için o kelimeyi Türkçe bir cümle içinde kullanırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

19. 11. Yeni bir kelime ile Türkçedeki benzer seste bir kelime arasında bağlantı kurarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

20. 12.Yeni bir kelime ile bir diğer yabancı dilde ki hatırlayabileceğim bir kelime arasında bağlantı kurarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

21. 13. Benzer seste ki kelimelerle ilişkilendiririm. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

22. 14. Benzer görünen kelimeleri ilişkilendiririm. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

23. 15. Bir kelimeyi daha iyi hatırlamak için onu canlandırırım(rol yapmak, sahnelemek). *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

24. 16. Yeni kelimeyi hatırlamamda bana yardımcı olması için o kelimenin görselini zihnimde oluştururum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

25. 17. Bir kelimedeki bir veya daha fazla harfi, hatırlamama yardımcı olması için kelimenin anlamıyla ilişkilendiririm (ör: "look" kelimesindeki "o" harflerinin gözlerle ilişkilendirilmesi). *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

26. 18. Yeni kelimeleri hatırlamak için onları görselleştiririm. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

27. 19. Bir kelimenin hecelenmesini, o kelimeyi bir kaç parçaya bölerek öğrenirim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

28. 20. Kelimeleri anlamlı gruplar halinde hatırlamaya çalışırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

29. 21. Kelimeleri hatırlamak için onları kategoriler halinde gruplandırırım (örneğin hayvanlar, mutfak eşyaları, sebzeler). *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

30. 22. Bir kelimenin anlamını hatırlamak istediğimde, kelimenin kullanıldığı bir cümleyi hatırlamaya çalışırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

31. 23. Yeni kelimeleri içinde bulundukları bağlamla birlikte hatırlarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

32. 24. Kelimeleri bağlam içine koyduğumda daha iyi öğrenirim (ör. İfadeler, cümleler). *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

33. 25. Yeni kelimeler öğrendiğimde, onları ön ekleri, kökleri ve sonekleri açısından analiz ederim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

34. 26. Daha fazla kelime hatırlamak için sözcük yapımı kurallarını incelerim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

35. 27. Aşina olmayan bir kelimeyle karşılaştığımda, o kelimeye tekrar tekrar açıp bakarım *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

36. 28. Bilmediğim bir kelime bütün bir cümleyi anlamama engel olursa sözlükten bakarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

37. 29. Anlamını tahmin ettiğim bir kelimeyi teyit etmek için sözlüğe bakarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

38. 30. Benim için önemli görünen kelimeleri not ederim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

39. 31. Kelimenin kişisel ilgi alanımla alakalı olduğunu düşündüğümde not ederim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

40. 32. Yararlı bir ifade veya cümle gördüğümde not ederim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

41. 33. Okurken, hangi kelimenin anlamını tahmin edebileceğimi ve hangi kelimenin anlamını tahmin edemeyeceğimi hissederim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

42. 34. Bilmediğim bir kelimenin anlamını tahmin etmek için bağlamı kullanırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapma	◯	◯	◯	◯	◯	◯	Her zaman yaparım

43. 35. Bir kelimenin anlamını tahmin ederken, konuşmanın hangi kısmı olduğunu anlamaya çalışırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

44. 36. Bir kelimenin anlamını tahmin ederken, bölümlerini analiz ederim (önek, kök ve sonek). *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

45. 37. Yeni öğrendiğim kelimeleri kullanarak kendi cümlelerimi oluştururum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

46. 38. Yeni öğrendiğim kelimeleri yazarken veya konuşurken mümkün olduğu kadar çok kullanmaya çalışırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

47. 39. Zihnimde hayali durumlarda öğrendiğim yeni kelimeleri kullanamaya çalışırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

48. 40. Yeni kelimeler aramak için çevrimiçi sözlükleri kullanmayı severim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

49. 41. Yeni kelimeleri çalışmak için çevrimiçi uygulamaları kullanırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

50. 42. Yeni kelimeler öğrenmek için mobil cihazlar kullanırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

51. 43. Kelime öğrenirken sıkıldığımı ya da sinirli olduğumu hissedersem, pes ederim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yaparım

52. 44. Kelime öğrenirken sıkıldığımı veya sinirlendiğimi hissedersem, bir ara veririm veya kendime kelime bilgisinin önemli olduğunu hatırlatırım ve daha sonra devam ederim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	
Asla yapmam	◯	◯	◯	◯	◯	◯	Her zaman yapabilirim

Bu içerik Google tarafından oluşturulmamış veya onaylanmamıştır.

Google Formlar

Appendix C: Approval Letter to Conduct Research

T.C.

NECMETTİN ERBAKAN ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜ

Sayın Emine YILMAZ, 07.10.2019 tarihli dilekçenizdeki "Kelime Öğrenme Stratejileri Ölçeği" adlı anketi uygulama talebiniz Yüksekokulumuzca uygun görülmüştür.

Bilgilerinizi rica ederim.

10.10.2019

Dr. Öğr. Üyesi
Yabancı Diller Yüksekokulu Müdürü

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

☒ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

☐ Tezim/Raporum sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.

Tezimin/Raporumun …… yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

___/___/____

Emine YILMAZ

CURRICULUM VITAE

Personal Information

Name-Surname	: Emine YILMAZ
Place and Date of Birth	: Konya, 19.05.1993

Education

Bachelor of Arts	: Selçuk University Faculty of Literature English Language and Literature
Master of Arts	: Akdeniz University Graduate School of Educational Sciences Department of Foreign Language Education, Program of English Language Teaching (Master's with thesis)
Foreign Languages	: English

Work Experience

Institution Names	: Necmettin Erbakan University, School of Foreign Languages Instructor (2018- …) : Public Education Center Teacher of English (2016-2017)
Contact Information	: e-mail : emineylmzzz93@gmail.com

İNTİHAL RAPORU

VOCABULARY LEARNING STRATEGIES OF TURKISH EFL LEARNERS IN THE SCHOOL OF FOREIGN LANGUAGES: NECMETTIN ERBAKAN UNIVERSITY SAMPLE

EMİNE YILMAZ

ORIJINALLIK RAPORU

%22	%18	%16	%
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCI ÖDEVLERI

BIRINCIL KAYNAKLAR

1	Hanoi University Yayın	%3
2	acikerisim.pau.edu.tr:8080 İnternet Kaynağı	%1
3	ir.uiowa.edu İnternet Kaynağı	%1
4	www.tandfonline.com İnternet Kaynağı	%1
5	www.asian-efl-journal.com İnternet Kaynağı	%1
6	e-space.mmu.ac.uk İnternet Kaynağı	%1
7	docplayer.net İnternet Kaynağı	%1
8	citrafadila.wordpress.com İnternet Kaynağı	%1
9	mafiadoc.com İnternet Kaynağı	<%1

Dr.Öğr.Üyesi Ersen VURAL