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**AN INVESTIGATION INTO EFL LEARNERS' PERCEPTIONS OF
VOCABULARY LEARNING STRATEGIES**

**THESIS BY
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DEDICATION

To Solmaz and Veyis Aslan

ETHICS DECLARATION

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

15/ 10/ 2020

Seyda ASLAN TUNÇ

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ABSTRACT**AN INVESTIGATION INTO EFL LEARNERS' PERCEPTIONS OF
VOCABULARY LEARNING STRATEGIES****Seyda ASLAN TUNÇ****Master of Arts, Department of English Language Education****Supervisor: Dr. Aysun YURDAIŞIK DAĞTAŞ****October 2020, 98 pages**

Vocabulary learning, which is one of the most fundamental items of a language, has claimed its popularity among other elements of a language in foreign language learning. There have been many investigations about lexical gains of the students and how they process it. Thus, the purpose of this study is to discover the perceptions of students towards the importance of vocabulary learning and to detect students' vocabulary learning strategies (VLS). A mixed method that includes a 5-point Likert survey and semi-structured interviews with voluntary students were applied to increase the fruitfulness of the collected data. 138 university preparatory students who will study in the faculty of engineering, the faculty economics, administrative and social sciences and translation department at a private university in Mersin participated in the current study. Moreover, another objective of the current research is to enlighten the relationship between students' demographic differences and the strategies they use to learn vocabulary. Students' age, English proficiency, majors and gender were taken into consideration as study's variables. The results obtained through The Statistical Package of Social Sciences software program (SPSS) and theme analysis of the interviews have indicated that most of the preparatory learners strongly believe that learning vocabulary is highly important in foreign language learning. Besides, statistical results demonstrated that there is no statistically significant difference between students' demographic variables and their vocabulary learning strategies. It was also found that students favor Metacognitive and Determination Strategies more than the other types of VLS such as Social, Memory, and Cognitive Strategies while learning vocabulary.

Keywords: Vocabulary learning strategies, metacognitive strategies, determination strategies, social strategies, memory strategies, cognitive strategies

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN KELİME ÖĞRENİMİ STRATEJİLERİNE YÖNELİK ALGILARINA YÖNELİK BİR ÇALIŞMA

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Bir dilin en temel öğelerinden biri olan kelime öğrenimi, yabancı dil öğreniminde bir dilin diğer unsurları arasında popülerliğini kazanmıştır. Öğrencilerin kelime kazanımları ve nasıl işledikleri hakkında birçok araştırma yapılmıştır. Bu nedenle, bu çalışmanın amacı öğrencilerin kelime öğreniminin önemine ilişkin algılarını keşfetmek ve öğrencilerin kelime öğrenme stratejilerini (VLS) tespit etmektir. Toplanan verilerin verimliliğini artırmak için 5'li Likert anketi ve gönüllü öğrencilerle yarı yapılandırılmış görüşmeleri içeren karma bir yöntem uygulanmıştır. Araştırmaya Mersin'deki özel bir üniversitede mühendislik fakültesi, iktisadi, idari ve sosyal bilimler fakültesi ve çeviri bölümünde okuyacak 138 üniversite hazırlık öğrencisi katılmıştır. Ayrıca, çalışmanın bir diğer amacı mevcut araştırma öğrencilerin demografik farklılıkları ile kelime öğrenmek için kullandıkları stratejiler arasındaki ilişkiyi aydınlatmaya çalışmaktır. Öğrencilerin yaşları, İngilizce yeterlilikleri, bölümleri ve cinsiyetleri, araştırmanın değişkenleri olarak dikkate alınmıştır. Anketin SPSS analizi ve görüşmelerin tema analizi ile elde edilen sonuçlar, hazırlık öğrencilerinin çoğunun yabancı dil öğreniminde kelime öğrenmenin çok önemli olduğuna inandığını göstermiştir. Ayrıca, istatistiksel sonuçlar öğrencilerin demografik değişkenleri ile kelime öğrenme stratejileri arasında istatistiksel olarak anlamlı bir fark olmadığını göstermiştir. Buna ek olarak, öğrencilerin kelime öğrenirken Meta bilişsel ve Belirleme Stratejilerini Sosyal, Bellek ve Bilişsel Stratejiler gibi diğer VLS türlerinden daha fazla tercih ettikleri bulunmuştur.

Anahtar Kelimeler: Kelime öğrenme stratejileri, meta bilişsel stratejiler, belirleme stratejileri, sosyal stratejiler, bellek stratejileri, bilişsel stratejiler

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ABBREVIATIONS

FLL	: Foreign Language Learning
VLS	: Vocabulary Learning Strategies
EFL	: English as a Foreign Language
LLS	: Language Learning Strategies
LL	: Language Learning
SLA	: Second Language Acquisition
SILL	: Strategy Inventory Language Learning
L1	: First Language
L2	: Second Language
SPSS	: Statistical Package for the Social Sciences
TOEFL	: Test of English as a Foreign Language
IELTS	: International English Language Testing System

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CHAPTER I

1. INTRODUCTION

In this chapter, background of the study, statement of the problem, purpose of the study, research questions, and definitions of terms are included so as to introduce the main points of the study. The current study specifically aims to understand the preparatory learners' perceptions of vocabulary learning strategies and its importance in learning English.

1.1. Background of the Study

It is widely acknowledged that learning a foreign language is a long and highly demanding process for language learners until they become proficient users of the language. Language learners put a great amount of effort over a period of time, with the aim to maintain the development of their language learning skills such as reading, writing, listening, and speaking throughout this process. In this aspect, being a component of the learning process, vocabulary, as suggested by Lewis (1993), "the core or heart of language", has its fundamental place in Foreign Language Learning (FLL) regarding the mastery of a language. That is to say, without knowing the meaning of the words, it is almost impossible to comprehend the intended meaning or communicate well. Taken into consideration that FLL is based on the development of a considerable amount of vocabulary, unfortunately, a noticeable amount of learners face challenges related to the acquisition of vocabulary in their language study. They experience great difficulty due to the lack of enough vocabulary knowledge, and as Meara (1980) points out, most of the learners accept that vocabulary acquisition constitutes the largest of their problems in learning a foreign language.

Although grammar has often been considered as a crucial constituent of language learning, vocabulary has been emphasized a lot more in terms of learner competence. On this issue, Ellis (1996) puts forward that vocabulary mistakes prevent learners from understanding more when compared to grammatical mistakes made by them. Ellis's statement is affirmed by Vermeer (1992) in that the main part of learning a new language contains learning new lexical items, and vocabulary knowledge acts as a key to mutual understanding of the users of the language. In addition, Vermeer (1992) adds that knowing grammar is not sufficient by itself to gain proficiency in language. Likewise,

McCarthy (1990) states that regardless of the success of the learners in grammar knowledge, forming a meaningful communication in the second language without a certain amount of words to express themselves cannot be managed successfully.

Along with the challenges that learners have concerning lexical items while learning a foreign language, learners find themselves in need to overcome their problems and act accordingly. Yet, no matter how they try to cope with the challenges on their own, there are certain ways that they can be supported throughout their learning such as making them aware of the use of strategies to learn, specifically vocabulary learning strategies, since learning strategies assist the acquisition of vocabulary as well as facilitating the second language acquisition and providing effective ways for learners to become more autonomous in the course of learning.

Over the past few decades, there has been a remarkable focus on lexical competence, applied linguistics and the influence of progress in language learning and teaching; therefore, more teachers and researchers in the field are aware that vocabulary acquisition and the use of strategies should be central in language programs (Fowle, 2002). In this regard, a considerable amount of studies, which have created insights into both vocabulary learning process and the strategies that are employed by learners, has been carried out by researchers. Among these studies, a number of researchers, namely, Oxford (1990), O'Malley & Chamot (1990), Gu & Johnson (1996) and Schmitt (1997) have proposed a range of classifications for VLS from their own perspectives; yet Schmitt's (1997) taxonomy has been implemented to fit the purpose of the research. Schmitt (1997), divides VLS into two main groups as discovery and consolidation strategies. The former refers to the strategies that learners use in order to learn the meaning of a word when they see it for the first time whereas the latter is concerned with strategies that are used by learners upon encountering the previously learned word for the next time.

1.2. Statement of the Problem

Language learners generally acknowledge that vocabulary is of high importance during their learning practices; however, they are also aware that learning new lexical items establishes an overwhelming load on their shoulders. Many English as a Foreign Language (EFL) students at university preparatory classes in Turkey also often face difficulty in gaining proficiency in classrooms, particularly about vocabulary. In this

aspect, the need for strategy use in order to promote their lexical development, gain autonomy and independence and self-direct their learning process has a pivotal role since preparatory students are expected to pass a proficiency exam at the end of the academic year and continue their studies in their departments.

Taking the abovementioned literature into consideration, in order to gain the necessary independence and autonomy related to vocabulary learning and to facilitate their current and future studies, it is essential that students at preparatory classrooms raise awareness concerning the use of vocabulary strategies in their education. Therefore, perceptions of students learning English in the preparatory program need to be identified in terms of their use of vocabulary learning strategies. Furthermore, the findings obtained from this study may shed light to teachers and curriculum designers at Foreign Languages Departments of universities so that they may reach a better understanding of learner needs, take the implications of the outcomes of the current research into consideration during teaching English as a Foreign Language and help their students in their life-long learning experiences in a better way.

1.3. Purpose of the Study

The purpose of the current study is to explore preparatory class learners' use and perceptions of VLS at a private university in Mersin. It specifically intends to find out the types and most and least frequently adopted VLS. The research also concentrates on the importance of VLS in foreign language learning from the preparatory class students' perspectives.

1.4. Research Questions

Below are the questions that match the purpose of the current research:

1. What types of vocabulary learning strategies do university students employ?
2. Do the vocabulary learning strategies differ according to
 - a. gender
 - b. proficiency
 - c. age
 - d. major?
3. What are the experiences and views of preparatory students regarding vocabulary learning strategies?

1.5. Functional Definitions of the Terms

Language Learning Strategies (LLS)

According to O'Malley and Chamot (1990), language learning strategies are "special actions that each learner uses to understand new information effectively".

Vocabulary Learning Strategies (VLS)

Catalan (2003) defines the strategy of vocabulary learning as:

Knowledge about the mechanism (processes, strategies) used aiming to learn vocabulary as well as actions or steps that are taken by students a. to find out the definition of unknown lexical items b. to retain them in long-term memory c. to remember them at will d. to use them in spoken and written mode. (p. 56)

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

Language learning strategies are a vital part of language learning since they support the students during the process of their own learning as well as fostering an individual's self-government, self-rule and self-direction (Oxford & Nyikos, 1989, p. 291). Therefore, before examining the literature on VLS, this chapter is going to engage in the early studies on language learning in Section 2.2 initially via including definitions and taxonomy of language learning strategies. Section 2.3 proceeds with the literature concerning the role of vocabulary in foreign language learning and the current studies. Finally, Section 2.4 presents the definitions and classifications of VLS, following previous studies carried out on VLS.

2.2. Language Learning Strategies

Numerous studies have been conducted related to Second Language Acquisition for over the last few decades after the researchers moved their shift from teachers towards learners. Skehan (1991, p. 285) describes this shift as an “explosion activity” in the field of language learning and teaching. Hosenfeld (1979, p. 52) stated “instead of focusing upon the teaching act and considering learning as adapting to this act, it is essential to examine the learning act as a primary step, and view teaching as adapting to learning.”

Particularly, the developments in cognitive psychology have had contributions on this gradual shift towards learner-oriented education; since from the cognitive perspective, language learners were not regarded as passive recipients of the learning process, but they were considered as active participants who directly and voluntarily affected the learning process.

While learners were considered as the prominent components of the learning environment thanks to learner-oriented education, instructors began to observe that some learners were better at language learning than others, which triggered the need to investigate the notion of the good learner. Therefore, since then, among all the studies on LLS, the main attention has been on analyzing what good language learners do during their learning process based on their self-reports or observations (Rubin and Wenden,

1987). Upon the continuous research carried out so as to determine the elements that formed the notion of the good language learner, the studies revealed that the students who displayed better performance in language learning were assumed to employ certain strategies that assisted their learning process. Griffiths and Parr (2001) in their study assert that the distinction between the successful and less successful learners is the application of strategies.

In that sense, the notion of good language learners and the impact of their strategy use in foreign language classrooms have held the attention for a few decades. Thus, various researchers in the field have defined and classified language learning strategies, which will be briefly presented in the following sections.

2.2.1. Definition of Language Learning Strategies

LLS have been described in the context of foreign language learning by various researchers for decades. Wenden and Rubin (1987: 19) explain LLS as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". They expand their definition by adding that these strategies enrich the improvement of the language system that the learner builds and influence learning directly (1987).

Oxford (1990) later suggests a helpful definition, mentioning that LLS are instruments that the learner adopts in order to help acquisition, retention, and usage of information. She also expands this definition by including "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (Oxford, 1990: 8). From Oxford's (1990: 9) perspective, LLS are composed of twelve features. First of all, LLS are non-observable specific actions that are taken by the learner, including a variety of aspects of the learner other than cognitive, and they are affected by different means. In addition to being flexible and often conscious, they are problem-oriented, and they can be taught. Additionally, they promote self-directed learning and communicative competence, increase the role of teachers as well helping learning both directly and indirectly.

O'Malley and Chamot (1990) introduce another definition to the literature, which is similar to Oxford's (1990). They mention in their book that LLS are "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain information" (p. 85). Similarly, Nunan (1991, p. 168) perceives language learning

strategies as “the mental processes which learners employed to learn and use the target language”.

On the other hand, Cohen (1996, 3) refers to strategies in two terms: strategies adopted by learners to acquire new language as ‘second language learning’ and methods that are employed by learners to practice the existing language they have as ‘language use strategies’. In this respect, Cohen (1996, 5) perceives learning strategies as a series of actions that the learner prefers deliberately during learning processes, which may bring actions taken to improve learning.

Taking all the above mentioned definitions into account, it can be concluded that the change in foreign language learning from teacher-oriented towards learner-oriented education has contributed to literature in certain aspects. Accordingly, related research has paved the way to find out more about what language learners experience during their learning processes, particularly about methods they employ while learning a foreign language. In addition, the scholars with the proposed definitions for LLS share the common view that no matter how they are adopted by the learners, they create a path to promote learners’ language learning process.

2.2.2. Classifications of Language Learning Strategies

Strategies that language learners employ during language learning have been identified and described by many researchers. As a consequence, a variety of scholars in the field have proposed classifications for LLS, or also known as taxonomies. However, many of these attempts to classify LLS reflect relatively similar categorizations with no remarkable major changes. Nevertheless, studying them will definitely help language teachers to understand LLS within a multi- aspect besides creating their own teaching framework to improve their students’ learning in and outside the learning environment. The most remarkable classifications of LLS are demonstrated in the following sections.

2.2.2.1. Rubin’s Classification of Language Learning Strategies

Considered as one of the pioneers of the LLS studies, Rubin differentiates between direct strategies which influence learning directly and indirect strategies which promote learning indirectly. Rubin’s (1987) classification consists of three major types, which are Learning Strategies, Communication Strategies, and Social Strategies.

Learning strategies, which contribute to the language system directly, are grouped into two particular kinds: 1. Cognitive Learning Strategies and 2. Metacognitive Learning Strategies. Rubin (1987) addresses six Cognitive Learning Strategies, contributing directly to the processes employed in language learning or problem solving in learning. These strategies are clarification/ verification, deductive reasoning, memorization, guessing/ inductive inferencing, monitoring, and practicing. These strategies refer to direct analysis, transformation, or syntheses as the essential parts in problem solving. Metacognitive Learning Strategies, on the other hand, are used to supervise, organize or self-manage language learning. They have four sub strategies such as prioritizing, planning, determining goals, and self-management.

The next category, Communication Strategies, do not directly contribute to the language learning since the primary concern is on the phase of taking part in an oral communication and having a clear understanding of the speaker's intended meaning. According to Rubin and Wenden (1987: 26), speakers tend to use these strategies when they face with some difficulty in communicating, or when they are misunderstood by the other speaker.

The last subcategory is Social Strategies. These indirectly contribute to learning because they involve occasions where gaining, recalling, and direct use of language are not required in the course of the language process (Rubin & Wenden, 1987, p.23).

2.2.2.2. O'Malley's Classification of Language Learning Strategies

LLS are classified under three main groups as Metacognitive Strategies, Cognitive Strategies, and Socio-affective Strategies by O'Malley, Chamot, Stewner-Manzanares, Russo and Küpper, L. (1985).

As O'Malley et al. (1985) suggest in their LLS classification, Metacognitive Strategies refer to the executive function. More precisely, they are strategies which involve self-management, selective attention, self-evaluation and self-monitoring. The second subgroup is Cognitive Strategies, which are based on the usage and conversion of the learned information. Repetition, inferencing, organizing, summarizing, imagery, deduction, and elaboration are the key factors led by Cognitive Strategies. Finally, Socio-affective Strategies refer to peer interaction and native users of the language. These strategies may be exemplified as collaboration, questioning in order to clarify a point, rephrasing, and self-talk of the learners.

2.2.2.3. Oxford's Classification of Language Learning Strategies

It may be essential to mention that Oxford's categorization (1990) of language learning strategies is considered as one of the most important strategy among all the proposed ones. Ellis (1996) describes Oxford's study as "the most comprehensive classification of learning strategies to date" (p. 539). Similarly, Dörnyei (2005) agrees that it is the most universally approved classification.

Oxford (1990) incorporated each single strategy mentioned in the earlier studies by various scholars into her own classification scheme. Following her first systematic categorization proposed in 1985, she revised and introduced a new pattern called as The Strategy Inventory for Language Learning (SILL) in 1990. SILL contained sixty-four strategies that are subdivided into six sections, whose goal was to determine the frequency of a learner's strategy application. Oxford typified strategies as direct and indirect strategies. The former is concerned with mental processes, and they are categorized under three groups as memory, cognitive and compensation strategies whereas the latter supports the learners indirectly while they focus, plan, and evaluate during the learning process. Indirect strategies are formed under three subsections that are affective, social, and metacognitive strategies. This categorization, by Oxford (1990, p.17) is presented in Table 1 as follows:

Table 1.

Direct and Indirect strategies (Oxford, 1990)

<p>DIRECT STRATEGIES</p> <p>Memory Strategies</p> <ul style="list-style-type: none"> A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing action <p>Cognitive Strategies</p> <ul style="list-style-type: none"> A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structures for input and output <p>Compensation Strategies</p> <ul style="list-style-type: none"> A. Guessing intelligently B. Overcoming limitations in speaking and writing <p>INDIRECT STRATEGIES</p> <p>Metacognitive Strategies</p> <ul style="list-style-type: none"> A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning <p>Affective Strategies</p> <ul style="list-style-type: none"> A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature <p>Social Strategies</p> <ul style="list-style-type: none"> A. Asking questions B. Cooperating with others C. Empathizing with others

2.3. Vocabulary and Language Learning

Vocabulary is often stressed by researchers and educators in language learning. Since the early 1980s, the role of vocabulary knowledge has gradually gained a stronger awareness thanks to the concept of ‘communicative competence’. Palmberg (1986) affirms this concept by stating that communicative approaches to foreign language are generally learner-oriented, and these approaches highlight the significance of the practice of lexical items in which the aim is to enable learners to meet the affordances to interact with one another. In this sense, vocabulary, among all the skills, contains a vital position in acquisition and sufficient vocabulary is needed so that meaningful communication can be achieved. Similarly, McCarthy (1992) states that it is not possible to communicate meaningfully in a foreign language when the user of the language lacks sufficient range of vocabulary. Thus, it may be said that lack of variety of vocabulary use of the learners may prompt certain challenges related to communication in using a foreign language. The centrality of lexical knowledge and utilization of a language therefore requires a perspective which is needed to be considered. As Richards and Renandya (2002) put forward lexical knowledge serves as a center element of language aptitude and gives a great part of the premise to students’ listening, reading, speaking and writing performances. Similarly, Read (2004, p. 146) posits ‘... lexical items convey the fundamental data heap of the implications they wish to understand and express.’

Besides the importance of vocabulary regarding communicative competence, two alternative points for the centrality of lexical knowledge to second language acquisition are put forward by Barcroft (2004) by mentioning students’ lexical development as a distinguished dimension of L2 learning and as an important factor in attaining grammatical knowledge. Thus, it would be comprehensive to say that the abovementioned aspects validate the noteworthy role that vocabulary knowledge holds when learning a language.

On the contrary, there have been conflicting views of scholars related to the significance of vocabulary in language learning. In spite of its importance, it has been an ignored area in foreign language teaching programs when compared with other aspects of languages (Zimmerman, 1997). However, due to the fact that the quantity of focus on vocabulary development in terms of both L2 research and pedagogy within the last decades has reached a considerable extent, vocabulary is no longer disregarded (Decarrico, 2001; Henriksen, 1999; Paribakht & Wesche, 1997). In this sense, it would

also be comprehensive to emphasize the role of teachers in language classrooms in terms of their contributions to learners' vocabulary learning and development. More explicitly, language teachers have a great responsibility of their own lexical development and active involvement of their learners during the process of vocabulary acquisition in the learning environment they build in and out of language classrooms. According to Nation (2008), language teachers are in charge of leading learners in this process through motivating them so as to attract their attention towards vocabulary study and providing them with practical methods that would advance their lexical knowledge.

2.4. Vocabulary Learning Strategies

Nation (2001) points out that VLS has always maintained its role as an essential component of language learning. Thus, scholars have worked on defining vocabulary learning strategies in the context of foreign language learning, and they have proposed classifications for vocabulary learning strategies. They have also investigated students' vocabulary strategy application and contributed to the literature with valuable results. The present section aims to briefly discuss the mentioned aspects related to VLS.

2.4.1. Definitions of Vocabulary Learning Strategies

A considerable number of definitions related to VLS in the literature have been highlighted. Schmitt (1997) defines VLS as any actions to learn words. On the other hand, Cameron (2001) describes VLS, in a more detailed way, as "actions that learners take to help themselves understand and remember vocabulary" (p. 92). According to Nation (2001), VLS are language learning strategies "which in turn are part of general learning strategies" (p. 217). Another definition for VLS is given by Chamot (2005, p.112) as "procedures that facilitate a learning task." Chamot also adds that strategies are used intentionally and they are operated based on the users' aim. Brown (2007, p. 132), on the other hand, sees VLS as "those specific attacks that we make on a given problem that vary considerably within each individual". Another definition by Naveh et al. (2001, p. 105) for VLS is these strategies are "a special instructional tool and way of going about directly or explicitly as well as the independent word learning skills required to learn words independently." The last but not the least, from Catalan's (2003) perspective, VLS represent knowledge related to what learners do in order to learn the definition of the

unknown words they encounter, keep those words in long-term memory, remember them as they are required in comprehension, and use them in spoken and written discourse.

Regarding the abovementioned definitions provided by researchers in the field, the common sense is that vocabulary learning strategies, no matter how implicitly, explicitly, dependently, or independently they are adopted, support language learners during language learning process.

2.4.2. Classifications of Vocabulary Learning Strategies

When classification of VLS is concerned, there has been a number of researchers who have created various taxonomies; and as a result of their studies, both learners and educators have gained insights regarding how vocabulary is learned and they have also been enlightened about strategy application of learners while learning vocabulary.

One of the most prominent taxonomies that has contributed to literature and language learning is by Oxford (1990). The scholar classifies vocabulary learning strategies under two main sections as direct and indirect strategies. In her classification, direct strategies include “Memory”, “Cognitive”, and “Compensation” strategies. She suggests that memory strategies enable the learner to keep the new information in mind and recall it while cognitive strategies are methods learners form in mind to assist them to master and generate what they have learned in various ways. Finally, as for the compensation strategies, learners make use of these strategies when there is an absence of sufficient knowledge of the target language (Oxford, 1990). On the other hand, indirect strategies, which do not relate to learners’ direct involvement but help them to regulate their learning process, are subdivided into “Metacognitive”, “Affective”, and “Social” strategies. While metacognitive strategies enable the students to arrange, organize, and evaluate their learning, affective strategies help them gain discipline of their beliefs and emotions as well as their motivations about learning. Of the indirect strategies, the last one is social strategies, which boost the learners’ communicative skills through inquiries, collaboration, and empathizing with others (Oxford,1990).

Another taxonomy was proposed by Gu and Johnson (1996). They presented 91 items of strategies under two major categories: “Metacognitive Regulation” and “Cognitive Strategies”. These categories included six sub-categories: 1. Guessing Strategies, exemplified as using grammatical clues or background information. 2. Dictionary Strategies, which are used for looking up strategies, comprehension, or

extended dictionary strategies. 3. Rehearsal Strategies that are about visual or oral repetition, or using lists of words. 4. Note-taking Strategies, in which the focus is on understanding or the usage of the meaning. 5. Encoding Strategies, which are related to using word-structure, contextual, visual or auditory encoding, grouping, images, or illustration. 6. Activation Strategies, which can be exemplified as recalling lists of facts by making connections between common words using a figure, or retaining lists by means of illustrations of particular places.

Apart from these classifications, Nation (2001) created a classification of VLS, which is divided into three main groups. These are planning, sources, and processes, where the focus is on lexical knowledge, the sources of vocabulary and the process of attaining vocabulary. When looked into details, the first one, planning involves learners selecting to which words they would specifically draw their attention, or to when they would draw their attention. The learner starts with selecting the words and the elements to consider about lexical knowledge, then continues with selecting the strategies, and finally, plans repetition. At the sources stage, the learner analyses the words contextually and consults a reference source like a dictionary in L1 or in L2 in order to gather information about the words. Finally, the process stage involves the learner's establishing knowledge with noticing, retrieving and generating. Noticing, addressed by Nation, is seeing the word that is aimed to be learned. Several examples for noticing are writing down the target word in a vocabulary notebook, writing it down on a word card, or repeating it orally. As for retrieving, the learner focuses on remembering the information about words as it was formerly deposited. The final subcategory of processes stage is generating. Generating is related to adding new aspects of knowledge to formerly learned information by mind-picturing examples of words and analyzing words in addition to using grids or scales.

Compared with the abovementioned taxonomies, Schmitt's taxonomy (1997) of VLS features a broader scope and is considered as more comprehensive according to several researchers (Segler, Pain, & Sorace, 2002; Takač, 2008). Schmitt (1997) developed his own taxonomy of vocabulary learning strategies based on Oxford's (1990) language learning strategy classification, which are Memory, Compensation, Affective, Social, Cognitive, and Metacognitive Strategies. He grouped VLS under two main headings: "Discovery" and "Consolidation" Strategies. The first group involves techniques that learners employ to discover the meaning of a new word when they first see it. The second group is concerned with strategies that are useful to the learners so as

to reinforce the meaning of the word when they encounter it for the next time. The scholar later divided the Discovery and Consolidation Strategies into subsections. Discovery Strategies are illustrated under two subgroups as Determination and Social Strategies. Determination Strategies are concerned with methods that language learners apply on their own, in other words, without consulting a second party, in order to find out the meaning of a word. These strategies may be exemplified as learners' exploitation of parts of speech, roots, or affixes of a word, associations with L1, inferring meaning from the given context, analysis of pictures, photographs, or gestures, use of flashcards, wordlists, and bilingual or monolingual dictionaries. The second group under Discovery Strategies is Social Strategies. These strategies refer to learners' interaction with others during the process of vocabulary learning, and they can be exemplified as consulting the teacher for the L1 translation, an example sentence, a synonym or paraphrase of a word. Additionally, learners find out what the word means by asking their classmates or learn a new vocabulary item by means of team-based activities. As for Consolidation Strategies, which are utilized to remember the lexical items, are subdivided into four as Social, Memory, Cognitive, and Metacognitive Strategies. Social Strategies consist of studying and practicing the meaning of the previously learned word in a group, interaction with native speakers of the language, and teacher's checking student's wordlists or flashcards for accuracy. The next subgroup, Memory Strategies, are about connecting the word with a previous individual experience, or its synonym or antonyms, associating the word with its coordinates, imaging word for or meaning, using semantic maps, building word groups or wordlists to study, and uttering the word aloud while studying. As mentioned earlier, the third Consolidation Strategy, which covers the usage of wordlists, oral or written repetition, keeping a vocabulary notebook, and tagging English labels on physical objects, are examples under the umbrella of Cognitive Strategies. The final category in Schmitt's (1990) inventory of vocabulary learning strategies is Metacognitive Strategies, which are used to control and evaluate vocabulary learning. They can be specified as learners' application of word tests, studying at regular intervals, and use of media in English Language through songs, movies, or news broadcasts.

2.4.3. Previous Research on Vocabulary Learning Strategies

VLS has been a growing interest as a research topic by a considerable number of researchers for a couple of decades. Several research studies have been carried out for

various purposes such as to determine the use and effectiveness of VLSs of learners and to discover variables that affect students' strategy preferences such as age, gender, characteristics, motivation, beliefs, culture, learning style (Catalan, 2003; Çelik & Toptaş, 2010 ; Fan, 2003 ; Kalajahi,et al., 2012; Rahimy &Shams, 2012 ; Schmitt, 1997).

Various scholars have carried out studies to explore the frequency of VLS in a rank from the least to the most commonly used. In the research conducted by O' Malley et al. (1990), participants employed "repetition" as the most common strategy; however, strategies that involved a deeper manipulation of information such as making inference or keyword method were found far less frequently used. Similarly, Lawson and Hogben's (1996) study revealed that learners employed easy repetition strategies more than the elaborate strategies. Another research study concerned with the most frequently employed vocabulary learning strategy and its usefulness was administered to a group of 95 Turkish EFL students by Çelik and Topbaş (2010). According to the study, participants found metacognitive strategies as the most useful whereas they regarded social strategies as the least useful. On the contrary, Doczi (2011) administered a questionnaire based on Schmitt's (1997) taxonomy. She investigated the role of VLS employed by Hungarian secondary and tertiary level students. The comparative study exposed that learners adopted social and metacognitive strategies less frequently.

Researchers have also conducted comparative studies so as to explore the relationship between the usefulness and frequency of VLS. To give an example, Schmitt (1997) carried out an extensive survey which involved 600 Japanese learners at different ages, varying from junior high school, high school, and university students as well as adult learners. The results of the study displayed that 85% of the participants used a bilingual dictionary to discover the meaning of a word. Oral and written repetitions were also found useful by the participants as the second and third commonly employed vocabulary learning techniques. Regarding the outcomes of the survey, it should be noted that learners at Japanese schools are presented English vocabulary through word lists, and they memorize the words and grammar through repetition.

Apart from the aforementioned research studies, Gu and Johnson (1996) investigated the correlation between VLS and its impact on learning. They administered a questionnaire to 850 undergraduates who studied at Beijing University in China. The questionnaire consisted of three sections which are demographic data, use of VLS, and beliefs about vocabulary learning. The findings uncovered that the participants mainly prefer to use strategies that focus on meaning more rather than strategies that involve

memorization or repetition. Additionally, they reported that they adopt a combination of strategies such as guessing, note-taking, using dictionary rather than single ones.

As for more recent studies on foreign language learners' vocabulary strategy use, Hişmanoğlu and Turan (2019) focused on the frequency of vocabulary learning strategy use by 85 preparatory students at a state university in Turkey. The researchers administered a scale developed by Kocaman and Cumaoglu (2014). They found out that Turkish EFL students at preparatory program employed VLS at a medium level and favored affective strategies more than other VLS. In addition, the results showed a significant difference between individual variables such as students' gender, proficiency level, performance, and their application of VLS. Another research was conducted on a group of 219 learners by Khresheh and Ruwaili (2020) aiming to understand the most preferred VLS and the relationship between the VLS and students' gender. Based on their findings, the researchers concluded that students mostly preferred to use memory strategies whereas they least frequently used cognitive strategies. Additionally, a statistically significant difference was found between VLS application and gender of the students; however, no significant disparity was found between gender and other strategies of vocabulary learning.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

The present study aims to explore preparatory class students' experiences and perceptions of VLS at a private university in Mersin. It specifically investigates the types of VLS as well as the most and the least commonly adopted categories of VLS, based on Schmitt's (1997) Taxonomy. The present study also investigates the significance of VLS in foreign language learning from the preparatory class students' perspectives. The researcher employed both quantitative and qualitative research methods to formulate the research questions. Therefore, a mixed methods research methodology was applied in order to reach more comprehensive results. This chapter provides information about the methods that were used in order to collect the data and how it was analyzed. It also presents details about the participants and setting of the study. Additionally, this chapter gives information regarding the instruments that were adopted by the researcher during the study. In the last section, the procedures related to data collection and analysis are described in a detailed manner.

3.2. Research Design

The present research exploring EFL preparatory class learners' experiences and perceptions of VLS is a mixed methods descriptive study. The rationale behind the study being descriptive is due to the fact that this type of study aims at defining a case completely and carefully (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2013). Additionally, according to Creswell (2003), data obtained qualitatively enables the researcher to exceed the statistically gathered results, but it also allows the researcher to understand the respondents' perspectives in terms of behavioral aspects. From Tellis's (1997) point of view, the researcher will unearth the process and results of a phenomenon by means of full observation, reconstruction, and analysis of the cases thoroughly. In addition, the researcher will observe the events systematically, analyze, and present the data that is collected over a period of time. In this manner, the data was collected both quantitatively and qualitatively in the current study. The researcher aimed to reach a large number of student perceptions on the significance and application of vocabulary learning

strategies through questionnaires and in-depth data by conducting semi-structured interviews.

3.3. The Context of the Study

The current research study was conducted at Toros University School of Foreign Languages Department, in Mersin. Toros University is a foundation university, in which English preparatory class programs have been available since 2009-2010 Academic Year. Since then, the preparatory classes have been compulsory regarding departments which are Psychology, Business, International Trade and Logistics, International Finance, Electrical and Electronic Engineering, Industrial Engineering, Computer and Software Engineering, Civil Engineering, and Translation. At the beginning of the academic year, an English Proficiency Exam is held, which students are required to take. Students who obtain a passing grade of 60 or above may start their education in faculty departments. However, students below the passing grade are obliged to take a placement test so as to be placed in the appropriate level (A1, A2, B1) classrooms, and they receive a complete academic year of preparatory English Language Education. All levels are expected to reach B2 (Upper-Intermediate) level at the end of the academic year. Lessons in School of Foreign Languages focus on all skills in an integrative way. Students have 22-24 lesson hours of English courses depending on their levels per week. These lessons are based on receptive skills such as listening and reading, and also productive skills such as writing and speaking. Students are also taught 'Use of English' lessons under the course called Main Course. Main Course covers the majority of the schedule, with a total of 15 lesson hours a week whereas each of the other courses are 3 or 4 lesson hours a week. The students do not have a separate vocabulary instruction, but they are taught vocabulary implicitly or explicitly through reading texts, listening or speaking activities as a part of their instruction.

3.4. Participants

Initially, the official permission was obtained from the administrative council of the School of Foreign Languages (Appendix 7). Following that, the questionnaire was implemented in the 7th week of the academic year, within a 20-minute- allocated time. The data was collected from a total of 138 participants through random sampling. 74 male and 64 female students participated in the study. 123 of the participants aged between 18-

23 while 12 of them aged between 24-29. There were also 3 participants whose ages ranged from 30 and above. As for the participants' English proficiency levels, 40 students from A1 level, 81 students from A2 level, and 17 students from B1 level participated in the study. Additionally, out of 138 participants in total, 65 of them would study at the Faculty of Economics, Administrative and Social Sciences, 68 would study at the Faculty of Engineering, and 5 students would study Translation at the School of Foreign Languages the upcoming academic year, as presented in Table 2.

All the participants were ensured beforehand that the demographic data they would present in the questionnaire would be only for the purpose of the study and be kept confidential.

As for the qualitative data of the study, interviews were held in the 8th and 10th week of the academic year. Four students from each level (A1, A2, B1), with a total of twelve participants, were purposefully selected on a voluntary basis for the interviews. The rationale behind purposeful sampling was because interviews are used to display self-examination or analysis of the participants' own thoughts, impressions, and feelings. The participants' accurately expressing their perceptions on VLS is of great importance. In this sense, the researcher asked the instructors for their opinions regarding the most appropriate students who would take part in the interviews, from which in-depth data could be received.

Table 2.

Distribution of the Participants according to Variables

Gender	Age	Proficiency Level	Department
Male (n. 74)	18-23 (n. 123)	A1 (n. 40)	Economics,
Female (n. 64)	24-29 (n. 12)	A2 (n. 81)	Administrative
	30 + (n. 3)	B1 (n. 17)	and Social Sciences (n. 65)
			Engineering (n. 68)
			Translation (n. 5)

3.5. Data Collection

In the current mixed methods study, the methods used to gather data were a survey and interview. For the quantitative data, the instrument utilized in the survey was a 58-item questionnaire based on Schmitt's (1997) taxonomy for vocabulary learning strategies, which was designed specifically for the purpose of the study. As for the qualitative data, the questions of the semi-structured interview were in line with the parts of the questionnaire. Further information about the two instruments are provided below.

3.5.1. The Questionnaire

The questionnaire administered in the research was adapted from the vocabulary learning strategy classification based on Schmitt's (1997) taxonomy. The necessary adaptations such as explanations and exemplifications were made so that the items could be appropriate regarding the participants' background knowledge, competence level, and learning environment. Additionally, it was translated into L1 (Turkish) to avoid any confusion or misunderstanding (Aparı, 2016). The researcher of the current study administered the questionnaire that was adapted by Aparı (2016).

Schmitt's (1997) taxonomy of VLS involves a total of 58 strategies (14 for discovery and 44 for consolidation). It is divided into six strategy groups: determination strategies (9 items for discovery), social strategies (5 items for discovery), social strategies (3 items for consolidation), memory strategies (27 items for consolidation), cognitive strategies (9 items for consolidation) and metacognitive strategies (5 items for consolidation).

The vocabulary learning strategy questionnaire consisted of two parts. Part I was designed to gather information about the respondents' about age, gender, the faculty department they would study, and their opinion about the importance of learning vocabulary in learning English whereas Part II of the questionnaire included the respondents' use of vocabulary learning strategies. The 58-item questionnaire was applied so as to unearth the types and frequency of VLS Toros University preparatory class students employed. A 5 point Likert scale (5= always use it; 4= often use it; 3= sometimes use it; 2= rarely use it; 1= never use it) was used in order to indicate the frequency of the strategy use.

3.5.2. The Interviews

The qualitative data was collected through semi-structured interviews. The interviews were conducted face to face, and the questions were in parallel with the goal of the research and content of the questionnaire. The semi-structured interview involved five open-ended questions in total. More precisely, the questions were specifically designed to reveal the participants' experiences and perceptions concerning the importance of learning vocabulary and the strategies they employed to learn and consolidate the words. The interviews were conducted with a total of 12 participants so as to gather information regarding the respondents' perceptions of VLS. Furthermore, to make the participants express their opinions on VLS use comprehensively, and to ensure a friendly and secure atmosphere, the interviews were carried out in L1 (Turkish).

3.6. Data Collection

In the context of the current investigation, mixed method has been selected to gather data. The current study aims to examine and portray the VLS types that learners adopt and to represent self-reported data upon the significance of VLS in learning English while coping with unfamiliar vocabulary items. It also aims to understand whether individual variables such as gender, proficiency level, age, and major have an influence on students' application of VLS. Hence, both VLS questionnaire and one-to-one semi-structured interviews were used since they were assumed to be the appropriate methods for data collection in this study.

As it was stated before, the current study was carried out at Toros University School of Foreign Languages Department. The questionnaires were administered to a total of 138 participants by the researcher and instructors during class time on 31st October, 2019. The participants were first assured that the information they would provide in the survey would stay confidential, and then given approximately 20 minutes for the completion of the questionnaire. After the implementation of the questionnaires, the researcher interviewed a total of twelve participants, on a one-to-one basis, on 5th, 6th, 7th, 19th, 20th November, 2019, within the office hours at the researcher's office. Before the interview, the researcher provided each participant with the essential details such as the aim of the research, the fact that they would be audio-recorded during the interview, and they were asked to fill in a consent form. They were also assured that pseudonyms would be used instead of their real names in the study.

3.7. Data Analysis

The data in the present study was obtained through two different instruments during the research, and it was analyzed both quantitatively and qualitatively. Statistical Package for the Social Sciences (SPSS) was used in order to analyze the quantitative data. First, the quantitative data was analyzed using descriptive statistics. Before carrying out t-test and ANOVA tests, the statistical distribution of the data was checked and it was observed that the data collected from the underlying population is normally distributed. Following the analysis of the questionnaires, the interviews that were conducted with the students were analyzed qualitatively. As mentioned before, the interviews were audio-recorded so that the researcher could easily transcribe the data word by word. Upon the interviews transcribed verbatim, they were subjected to content analysis. Consequently, data regarding the participants' experiences and perceptions of VLS was presented.

3.8. Reliability

In order to assure the validity and reliability of the instrument adopted in the study, the researcher initially reviewed the related literature and took the commonly acceptable scale into consideration. As stated, the questionnaire used in the current study was based on Schmitt's (1997) VLS Taxonomy, and it was adapted by Aparı (2016) by means of essential modifications such as exemplifications, explanations, and translation into the Turkish Language so as to avoid any kind of misinterpretation or confusion. Additionally, experts in the field were consulted during the adaptation and translation of the scale to ensure face and content validity. As for the reliability of the instrument used, the researcher checked the Cronbach Alpha values, which are presented in Table 3 below.

Table 3.

Internal Consistency Coefficients of Each Strategy Dimension of the Scales

Scale	Dimensions	Number of Items	Cronbach's
To discover the meaning of a word	Determination Strategy	9	.603
	Social (Discovery) Strategy	5	.672
	Social (Consolidation) Strategy	3	.548
To consolidate the meaning of a word once it has been encountered	Memory Strategy	27	.886
	Cognitive Strategy	9	.796
	Metacognitive Strategy	5	.577

As can be seen in Table 2, Determination Strategy has a value of .603 and Social (Discovery) Strategy has a value of .672. Besides, Cronbach's Alpha value for Memory Strategy is .886, and as for Cognitive Strategy, Cronbach's Alpha value is .796. Therefore, the values presented show that the scale is reliable since they are greater than .60. Social (Consolidation) Strategy, having a value of .548, and Metacognitive Strategy which has a value of .577 are considered acceptable in terms of the reliability of the scale since values are between .50 and .60.

CHAPTER IV

4. FINDINGS

4.1. Introduction

The aim of this study is to understand the perceptions and experiences of students at Toros University Foreign Languages Department regarding VLS. The study also aims to unearth the students' perceptions on the importance of vocabulary learning as well as investigating whether gender, age, major, and proficiency level have an impact on students' application of VLS. First, the descriptive results of the quantitative analysis are discussed. Then, the qualitative results of the study are presented through interpretations.

4.2. Results from the Questionnaire

4.2.1. Perceptions on the Importance of Vocabulary Learning

Considering the research with the purpose of discovering experiences and perceptions of EFL students related to VLS, the participants were asked to respond on a 5 point Likert scale ranging from 1= Not important at all, 2= Somewhat important, 3= Important, 4= Quite important, 5= Extremely important in Part I of the questionnaire. After applying "Descriptive" test for the first research question in SPSS, Table 4 below was drawn in line with the results.

Table 4.

The Importance of Vocabulary Learning

Items	Percentage	
Not important at all	%	7
Somewhat important	%	4.3
Important	%	9.4
Quite important	%	22.5
Extremely important	%	63

As it can be seen in Table 4, when asked to a total number of 138 students about how important they think vocabulary learning is in FLL, the majority of the students think vocabulary learning is extremely important, with a percentage of 63 whereas only 7% of

the respondents consider that it is not important at all. Therefore, the role of learning vocabulary is of high importance in learning a foreign language according to the majority of EFL students studying at School of Foreign Languages at Toros University.

4.2.2. Descriptive Results of the Scale by Strategies

To unearth the perceptions of EFL students about VLS, the participants were asked to determine the types of VLS they employ for the discovery and consolidation of a lexical item. In this section, the descriptive results that indicate the frequencies for the types of strategies and each strategy with items are presented.

The scale used in this study consists of six strategies with a 5-point Likert type. The results of the descriptive analysis of the strategies, Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, and Metacognitive, are summarized in Table 5. below:

Table 5.

Descriptive Results for the Strategies

Strategy	Number of Items	Mean	Standard Deviation
Metacognitive	5	3.36	.798
Determination	9	3.35	.615
Social (Discovery)	5	3.18	.851
Cognitive	9	3.01	.819
Memory	27	2.78	.644
Social (Consolidation)	3	2.55	.960

This finding shows that students make use of Metacognitive Strategies (M=3.36) most, which may be exemplified as learning vocabulary through media in the English language and reviewing lexical items by means of tests as well as doing vocabulary revision. As for the next most frequently utilized strategy, Determination Strategies (M=3.35), it is apparent that students often analyze roots and parts of speech of a word as well as they benefit from dictionary use in order to enhance their vocabulary learning. Additionally, students often learn the meaning of new words by asking for definition from their teacher or classmates, which may be given as an example for Social (Discovery) Strategy (M=3.18). Nevertheless, students use Cognitive Strategies, which involve repetition and taking notes for the previously learned lexical items less frequently than the aforementioned strategies. Additionally, students utilize Memory Strategies (M=2.78)

less frequently in order to consolidate the words that they learn previously. In other words, they do not frequently reinforce the lexical items by strategies such as association of words with personal experience, images, or semantic maps. Finally, student rarely use Social (Consolidation) Strategy (M=2.55), which involves group work activities and communication with native speakers of English.

4.2.3. Findings on Determination Strategies

Determination Strategies, the first subcategory under the main category of Discovery Strategies, are illustrated in nine items. Table 6 below indicates the responses given to these items.

Table 6.

Determination Strategies

Items		Never	Rarely	Sometimes	Often	Always	Mean
6. I use a bilingual dictionary to find out the meaning of the new word.	%	8	3.6	13	19.6	55.8	4.11
5. I try to guess the meaning of the unknown word from the textual context in which the word appears.	%	4.3	3.6	18.1	26.8	47.1	4.08
4. I analyze any available pictures and gestures accompanying the word.	%	5.1	8.0	18.8	31.2	37.0	3.86
3. I check for the L1 cognate of the new word.	%	11.6	11.6	23.9	20.3	32.6	3.50
1. I analyze the part of speech of the new word to guess its meaning.	%	2	22.5	29	29	12.3	3.16
2. I analyze the affixes and the root of the new word when guessing its meaning.	%	10.1	22.5	29.7	22.5	15.2	3.10
8. I learn the word through English-L1 wordlists.	%	18.1	20.3	27.5	20.3	13.8	2.91
7. I use a monolingual dictionary to find out the meaning of the new word.	%	22.5	25.4	15.9	16.7	19.6	2.85
9. I infer the meaning of the word from the flash cards shown by the teacher in class.	%	28.3	22.5	21.7	16.7	12.3	2.59

As it can be seen in Table 6 above, students stated that they always used a Turkish-English or English- Turkish dictionary in order to learn the definition of a new word. Therefore, Item 6 *I use a bilingual dictionary to find out the meaning of the new word* is

the most frequently employed determination strategy with the highest mean score (M= 4.11). Students also stated that they tried to guess the definition of the unknown word from the textual context in which the word appears (Item 5, M= 4.08) followed by a mean score of 3.86 for item 4 *I analyze any available pictures or gestures accompanying the word*. Additionally, Item 3 *I check for the L1 cognate of the new word* with a mean score of 3.50, Item 1 *I analyze the part of speech of the new word to guess its meaning* with a mean score of 3.16, following Item 2 *I analyze the affixes and the root of the new word when guessing the meaning* with a mean score of 3.10 were stated by the students regarding the use of Determination Strategies, which are employed by students in order to discover the meaning of a new word. On the other hand, the results demonstrate that students employ Item 8 *I learn the word through English-L1 wordlists* with a mean score of 2.91 and Item 7 *I use a monolingual dictionary to find out the meaning of a new word* with a mean score of 2.85 less frequently than the aforementioned Determination Strategies. Above all, the least frequently employed determination strategy is Item 9 *I infer the meaning of the word from the flash cards shown by the teacher in class* with the lowest mean score (M= 2.59).

When the results are taken into consideration, it can be inferred that students mostly prefer to learn new words by translating the words into English or Turkish through bilingual dictionaries. In addition, they often use the strategies of guessing the meaning of the words from the context they are provided and associating Turkish equivalences of the English words, accompanying the analysis of the part of speech or the root of the new words while learning new vocabulary. On the contrary, they rarely prefer to go over English-Turkish wordlists and use an English-English dictionary when they want to learn the meaning of a new vocabulary item. Finally, students almost never try to deduce meaning from the flash cards that are shown by their teacher in the classroom.

4.2.4. Findings of Social Strategies (Discovery)

Social Strategies are the second sub-category of Discovery Strategies. The category has five items presenting the distributions of the participants' opinions.

Table 7.

Social Strategies (Discovery)

Items	Never	Rarely	Sometimes	Often	Always	Mean
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1. I ask the teacher for the L1 translation of the new word.	%	11.6	10.9	22.5	23.9	31.2	3.52
4. I ask classmates for the meaning of the word.	%	15.2	12.3	21.7	23.2	27.5	3.35
2. I ask the teacher for a paraphrase or synonym of the new word.	%	12.3	16.7	26.8	27.5	16.7	3.19
5. I discover the meaning of a new word through group work activity.	%	14.5	16.7	24.6	27.5	16.7	3.15
3. I ask the teacher for a sentence including the new word.	%	16.7	26.8	34.1	13	9.4	2.71

According to Table 7, the most frequently used Social Strategy with the highest mean score ($M= 3.52$) is Item 1 *I ask the teacher for an L1 translation of the new word*. Another frequently used strategy is Item 4 *I ask classmates for the meaning of the word* with a mean score of 3.35, following Item 2 *I ask the teacher for a paraphrase or synonym of the new word* with a mean score of 3.19. Students also stated that they employed Item 5 *I discover the meaning of a new word through group work activity* with a mean score of 3.15. On the contrary, Item 3 *I ask the teacher for a sentence including the new word* is the least frequently used strategy among Social Strategies with the lowest mean score ($M= 2.71$).

These findings show us that when students encounter a new word for the first time, they almost always ask their teacher to give the Turkish equivalent of the word, and often ask their teacher to provide them with a paraphrase or similar meaning to the new word they encounter. Additionally, they often make use of the classroom environment, in which they consult their friends about the definition of a new word. However, they rarely ask their teacher for an example sentence in which they could see the target word.

4.2.5. Findings of Social Strategies (Consolidation)

Social Strategies, under the umbrella of Consolidation Strategies in the questionnaire, has three items which illustrates the descriptive results of the opinions of the students related to the mentioned strategy use.

Table 8.

Social Strategies (Consolidation)

Items	Never	Rarely	Sometimes	Often	Always	Mean
8. I try to use the new word in interactions with native-speakers.	% 28.3	12.3	20.3	21	18.1	2.88
6. I study and practice the meaning of a word in a group in class or outside class.	% 28.3	24.6	26.1	16.7	4.3	2.44
7. I keep wordlists/flashcards and my teacher checks students' flash cards or wordlists for accuracy.	% 35.5	23.9	16.7	18.1	5.8	2.34

It can be understood from Table 8 that the most frequently used Social Strategy to consolidate the previously learned word is Item 8 *I try to use the new word in interactions with native- speakers* with the highest mean score (M= 2.88). Another frequently used strategy is Item 6 *I study and practice the meaning of a word in a group in class or outside class* with a mean score of 2.44. These findings show us that students are almost always in an effort to use the new words they have learned before in social settings such as while communicating with native speakers of English and doing vocabulary revision with their classmates in or outside the classroom. On the other hand, Item 7 “*I keep wordlists/flashcards and my teacher checks students’ flashcards or wordlists for accuracy*” has the lowest mean score (M= 2.34). Given the fact that nearly 36% of the students almost never employed Item 7, it can be inferred that students lack the opportunity to benefit from flash card use while revising vocabulary either on their own or by the help of their teacher.

4.2.6. Findings on Memory Strategies

Having 27 items, Memory Strategies cover the largest place among the Consolidation Strategies in the questionnaire. Table 9 reflects the students’ responses related to those 27 items.

Table 9.

Memory Strategies

Items		Never	Rarely	Sometimes	Often	Always	Mean
15. I study the sound of a word carefully.	%	2.9	7.2	20.3	22.5	47.1	4.03
14. I study the spelling of a word carefully.	%	3.6	5.1	21.7	26.8	42.8	4.00
24. I connect English words of similar form and meaning in my first language.	%	8.7	10.9	19.6	27.5	33.3	3.65
16. I say the new word aloud when studying.	%	12.3	18.1	15.9	18.1	35.5	3.46
9. I use some memory techniques such as the Loci Method which uses visualization to organize and recall information. For example, I remember the words by visualizing their locations or place.	%	11.6	15.9	18.8	25.4	28.3	3.42
4. I associate the word with its coordinates (related words).	%	10.1	15.2	26.8	27.5	20.3	3.32
12. I use new words in sentences to consolidate their meaning.	%	9.4	14.5	34.1	24.6	17.4	3.26
25. I learn a new word together with an idiom associated with it.	%	13	16.7	23.9	24.6	21.7	3.25
3. I connect the meaning of a word to a personal experience.	%	13.8	18.1	28.3	21.7	18.1	3.12
22. I analyze the part of speech of the word (noun, verb, adjective, adverb, linker, etc.) to remember it	%	24.6	18.8	31.2	15.2	10.1	2.96
13. I group words together within a storyline, i.e. "cats", "like", "fish"; "ice-cream", "tastes", "good".	%	23.9	16.7	29.7	17.4	12.3	2.77
5. I connect the word to its synonyms and antonyms.	%	14.5	28.3	33.3	14.5	9.4	2.76
27. I use semantic feature grids; for instance: car, train, plane=transportation; cat, dog, bird=pets	%	23.2	23.9	21.7	18.8	12.3	2.73

21. I analyze the affixes and the root of the word to remember it.	%	23.9	19.6	30.4	16.7	9.4	2.68
23. I paraphrase the meaning of a word to consolidate the word.	%	14.5	23.2	27.5	21	13.8	2.67
1. I study the new word with a pictorial representation of its meaning: through photographs, images or drawings.	%	31.2	15.2	23.9	15.2	14.5	2.66
10. I group the words together to study them; i.e. I relate the new word to other words from the same class, same meaning or same family.	%	27.5	18.8	21.7	23.2	8.7	2.66
20. I think of a L1 word that sounds like the new word and then think of a visual image combining the meaning of the new word and the meaning of the L1 word.	%	38.4	13	19.6	8.7	20.3	2.59
2. I study the word by forming an image of its meaning.	%	26.8	20.3	29.7	13.8	9.4	2.58
19. I note the form of a word and make the configuration of it. For example, "I like watermelon."	%	33.3	19.6	21	13.8	12.3	2.52
26. I use physical action to enhance memorization of a new word.	%	42	16.7	18.8	13.8	8.7	2.30
17. I image the word form to learn it thoroughly; i.e. the word "zoo" looks like the number "200".	%	55.8	15.2	13	8	8	1.97
11. I group the words together spatially on a page or notebook by forming geometrical patterns like columns, squares, triangles, circles...etc.	%	49.3	26.8	14.5	3.6	5.8	1.89
18. I underline the initial letter of the word.	%	71	15.2	9.4	0.7	3.6	1.50

As can be seen in Table 9, the most frequently used Memory Strategy is Item 15 *I study the sound of a word carefully* with the highest mean score (M= 4.03). According to the results illustrated, 47.1% of the participants stated that in order to consolidate the word they have previously learned, they always pay particular attention to the sound of it. The results also indicate that Item 14 *I study the spelling of a word carefully*, with a mean score of 4.00, and Item 24 *I connect English words of similar form and meaning in my first language*, with a mean score of 3.65 are frequently adopted strategies by students in order to consolidate the word they have previously learned in addition to Item 16 *I say the word aloud when studying* with a mean score of 3.46.

On the other hand, as the table demonstrates, students stated that rarely used Item 6 *I use semantic maps (word trees)* and Item 17 *I image the word form to learn it thoroughly*, sharing the same mean score of 1.97. Another less frequently adopted strategy, with a mean score of 1.89, stated by students is Item 11 *I group the words together spatially on a page or notebook by forming geometrical patterns like columns, squares, triangles, circles etc.* The least frequently employed strategy among Memory Strategies is Item 18 *I underline the initial letter of the word* with the lowest mean score (M= 1.50). The majority of the students (71%) stated that they never mark the first letter of the word in order to reinforce the word they have learned.

4.2.7. Findings on Cognitive Strategies

Cognitive Strategies, which are related to consolidation of the previously learned words, are composed of nine items. The distributions of the students' responses are demonstrated below.

Table 10.

Cognitive Strategies

Items	Never	Rarely	Sometimes	Often	Always	Mean	
9. I keep a vocabulary notebook.	%	6.5	10.9	14.5	13	55.1	3.99
1. I repeat the word verbally.	%	5.1	13.8	18.8	21	41.3	3.79
5. I take notes about the word in class.	%	11.6	10.9	19.6	21	37	3.60
6. I revise the vocabulary section in my textbook.	%	14.5	16.7	20.3	19.6	29	3.31
2. I write the word several times.	%	15.9	19.6	25.4	18.8	20.3	3.07
3. I use wordlists and revise them to consolidate their meaning.	%	17.4	23.9	24.6	18.8	15.2	2.90
4. I use flash cards with the representation of the word to consolidate meaning.	%	42.8	15.9	19.6	13.8	8	2.28
7. I listen to tapes of word lists.	%	40.6	26.8	18.8	7.2	6.5	2.12
8. I put English labels on physical objects to enhance memory of a word.	%	55.8	13	13	10.1	8	2.01

As stated by Table 10, Item 9 *I keep a vocabulary notebook* is the most frequently adopted strategy among the Cognitive Strategies with the highest mean score (M= 3.99). 55.1% of the respondents stated that they almost always used a vocabulary notebook to write down the new vocabulary items they learned so as to consolidate them. Another frequently employed strategy is Item 1 *I repeat the word verbally*, with a mean score of 3.79. Respondents also stated that they used Item 5 *I take notes about the word in class*, which has a mean score of 3.60, following Item 6 *I revise the vocabulary section in my textbook* with a mean score of 3.31. In order to remember the previously learned words, the respondents declared that they used Item 2 *I write the word several times*, having a mean score of 3.07 as well as stating the use of Item 3 *I use wordlists and revise them to consolidate their meaning*, which has a mean score of 2.90. Additionally, Item 4 *I use flash cards with the representation of the word to consolidate their meaning* was stated by the respondents with a mean score of 2.28. The respondents also affirmed that they employed Item 7 *I listen to tapes of wordlists*, having a mean score of 2.12. On the other hand, Item 8 *I put English labels on physical objects to enhance memory of a word* is the least frequently adopted with the lowest mean score (M= 2.01). 55.8% of the students stated that they almost never preferred to write English equivalents of the words on physical objects in order to keep them in their memory.

These findings show us that the majority of the students store the vocabulary items they learned before in a notebook to reinforce the lexical items. They also make use of oral repetition of the words quite often so as to be able to remember them. Among other cognitive strategies, students sometimes benefit from variety of techniques such as note-taking, and revision by means of wordlists and textbook. However, regarding the use of visual materials, they rarely revise vocabulary through flash cards, and they almost never prefer to stick English labels on physical objects for a later review of the formerly learned vocabulary items.

4.2.8. Findings on Metacognitive Strategies

The last strategy to consolidate a word which is previously learned in the questionnaire is Metacognitive Strategies. There are five items in this strategy group. The distributions of the respondents' opinions are displayed below.

Table 11.

Metacognitive Strategies

Items	Never	Rarely	Sometimes	Often	Always	Mean	
1. I use English-language media (songs, movies, newscasts, etc.).	%	6.5	6.5	13	14.5	59.4	4.13
5. I continue to study the word over time.	%	15.2	15.2	28.3	18.8	22.5	3.18
3. I review the words that I've learned in regular interval to enhance memorization.	%	17.4	16.7	28.3	17.4	20.3	3.06
2. I test myself with word tests.	%	38.4	15.2	26.1	8.7	11.6	2.39
4. I skip or pass the new word.	%	49.3	24.6	12.3	8.7	5.1	1.95

As maintained by Table 11, the most frequently used Metacognitive Strategy is Item 1 *I use English-language media (songs, movies, newscasts, etc.)* with the highest mean score (M= 4.13). According to the descriptive results, additionally, Item 5 *I continue to study the word over time*, with a mean score of 3.18, was stated by the respondents as well as declaring the use of Item 3 *I review the words I've learned in*

regular interval to enhance memorization, having a mean score of 3.06. The respondents also affirmed that they employed *Item 2 I test myself with word tests*, which has a mean score of 2.39. On the contrary, *Item 4 I skip or pass the new word* is the least frequently preferred strategy among the Metacognitive Strategies with the lowest mean score (M= 1.95).

When the findings are taken into consideration, it can be said that most of the students almost always prefer to reinforce the previously learned vocabulary items by listening to songs, watching movies, or following newscasts in English. In order to memorize the words, they also often do vocabulary revision regularly. However, they prefer to check vocabulary through tests less than the aforementioned techniques. In addition, it can be inferred from the least frequently used strategy that students pay utmost importance to the word when they encounter it again since they almost never move onwards without remembering the word.

4.3. The Impact of Independent Variables on the Use of VLS

The second research question addressed intended to find out whether students' gender, proficiency level, age, and department influenced their application of VLS. In this aspect, with the purpose in mind, after applying One-Way ANOVA test, the results for each variable are drawn in the tables below.

Table 12.

Strategies	Gender	N	M	S.D.	T	P
Determination	Male	64	3.33	3.38	.539	.102
	Female	74	3.38	3.33	.548	
Social	Male	64	2.85	3.06	1.695	.349
	Female	74	3.06	2.85	1.702	
Memory	Male	64	2.67	2.91	2.221	.713
	Female	74	2.91	2.67	2.211	
Cognitive	Male	64	2.87	3.17	2.135	.342
	Female	74	3.17	2.87	2.149	
Metacognitive	Male	64	3.28	3.46	1.335	.190
	Female	74	3.46	3.28	1.316	

Independent T-test Results for Subscales in terms of Gender

Note: S.D. = Standard Deviation, P=Significance, * $p \leq .05$

In the light of Table 12, the effect of gender variable on subscales is illustrated. There are 64 male and 74 female participants conducted this survey. Independent T-test demonstrates that the significance results are higher than ,05 referring that there is no meaningful difference among genders. Therefore, it can be understood that students' use of determination, social, memory, cognitive and metacognitive strategies do not have any relationship with learners' gender.

Table 13.

ANOVA Results for VLS in terms of Proficiency Level

Strategies	Level	Number	Mean	S.D.	F	P
Determination	A1	40	3.3528	.54076	.200	.819
	A2	81	3.3402	.68185		
	B1	17	3.4444	.44618		
	Total	138	3.3567	.61571		
Social	A1	40	2.9875	.68862	.942	.392
	A2	81	2.9830	.76897		
	B1	17	2.7206	.73491		
	Total	138	2.9520	.74225		
Memory	A1	40	2.7491	.75315	.493	.612
	A2	81	2.8304	.60346		
	B1	17	2.6776	.57687		
	Total	138	2.7880	.64498		
Cognitive	A1	40	3.0750	.78098	1.698	.187
	A2	81	3.0549	.80472		
	B1	17	2.6732	.94238		
	Total	138	3.0137	.81974		
Metacognitive	A1	40	3.3650	.91359	.056	.945
	A2	81	3.3778	.77524		
	B1	17	3.3059	.64077		
	Total	138	3.3652	.79814		

Note: * $p \leq .05$

In this study, participants from various English proficiency levels were given a survey. In this respect, Table 12 above presents results that display the correlation between participants' levels and their application of vocabulary learning strategies. Via SPSS program, One-Way ANOVA test was applied. The results demonstrate that significance values are higher than .05 meaning that there is no correlation between students' English Levels such as A1, A2, and B1 (framed in accordance with Common European Framework), and use of vocabulary learning strategies.

Table 14.

ANOVA Results for VLS in terms of Age

Strategies	Age	Number	Mean	S. D.	F	P
Determination	18-23	123	3.3360	.58023	.731	.483
	24-29	12	3.4907	.89073		
	30 and older	3	3.6667	.88889		
	Total	138	3.3567	.61571		
Social	18-23	123	2.9573	.75151	.074	.928
	24-29	12	2.9375	.64733		
	30 and older	3	2.7917	.97093		
	Total	138	2.9520	.74225		
Memory	18-23	123	2.7654	.65034	.988	.375
	24-29	12	3.0370	.39323		
	30 and older	3	2.7160	1.19804		
	Total	138	2.7880	.64498		
Cognitive	18-23	123	2.9837	.82041	.814	.445
	24-29	12	3.2963	.65191		
	30 and older	3	3.1111	1.44444		
	Total	138	3.0137	.81974		
Metacognitive	18-23	123	3.3203	.78583	2.484	.087
	24-29	12	3.8500	.66674		
	30 and older	3	3.2667	1.40475		

Note: S. D= Standard Deviation, P= Significance, *p≤.05

The purpose of Table 14 is to display the effect of the age variable on students' vocabulary learning strategies. The table also shows that there are some learners whose ages are older than usual university student profile. Therefore, researcher desired to look for if there is any correlation between learners' strategies and age factor. One-Way ANOVA test was done, and the result has concluded to be higher than .05.

Table 15:

ANOVA Results for VLS in terms of Department

Strategies	Departments	Number	Mean	S. D.	F	P
Determination	F.E.A.S.S.	65	3,39	.58	1.940	.148
	Engineering	68	3,28	.64		
	Translation	5	3,80	.25		
	Total	138	3,35	.61		
Social	F.E.A.S.S.	65	3,07	.69	1.766	.175
	Engineering	68	2,83	.77		
	Translation	5	2,87	.87		
	Total	138	2,95	.74		
Memory	F.E.A.S.S.	65	2,87	.69	2.081	.129
	Engineering	68	2,68	.59		
	Translation	5	3,05	.44		
	Total	138	2,78	.64		
Cognitive	F.E.A.S.S.	65	3,09	.83	.587	.558
	Engineering	68	2,93	.78		
	Translation	5	3,02	1.16		
	Total	138	3,01	.81		
Metacognitive	F.E.A.S.S.	65	3,38	.89	.729	.484
	Engineering	68	3,32	.70		
	Translation	5	3,76	.66		
	Total	138	3,36	.79		

Note: F.E.A.S.S.= The Faculty of Economics, Administrative and Social Sciences, S. D= Standard Deviation, P= Significance, *p≤.05

The table 15 above depicts different majors of the participants who contributed to this study. According to collected data, the number of students in The Faculty of Economics, Administrative and Social Sciences, and Engineering seems to be very similar, while the translation students are a few. The department differences among students may have caused particular vocabulary learning strategies, however, in regard to One-Way ANOVA test, significance values are higher than 0.05 referring there is no meaningful association between the departments of students and strategies they apply.

4.4. Findings from the Interviews

This section provides qualitative data which was received from one-to-one partially-structured interviews. As mentioned before, the oral interviews were conducted on a voluntary basis. 12 students participated in the study, and each participant was reassured about the confidentiality of the responses and that they would be used only for the aim of the study carried out by the researcher. The interviewees were required to fill in a consent form before the interview was done. Several participants felt worried that their level of English was not sufficient to express themselves; however, the researcher assured that the interview would be carried out in Turkish to avoid misunderstanding and mistranslation.

As it was stated before, the primary purposes of the interviews were to deepen our understanding regarding the views and experiences of university students' vocabulary learning. The findings are demonstrated under main and sub-themes. These sub-themes are followed as: Determination, Social, Memory, Cognitive, and Metacognitive Strategies. Therefore, the themes were linked with the strategy types in the VLS questionnaire developed by Schmitt (1997).

4.4.1. Students' Perceptions of Vocabulary Learning

The first interview question aimed at understanding learners' perceptions concerning vocabulary learning while learning a foreign language. The thematic analysis of the interview transcripts demonstrated that students attributed a high degree of importance to vocabulary learning. In addition, the respondents mentioned the reasons why learning vocabulary constitutes a significant place in foreign language learning process. The following table indicates the commonly stated reasons why learners consider vocabulary learning important during foreign language learning process.

Table 16.

Commonly Stated Reasons for Vocabulary Learning

	Reasons
The importance of Learning Vocabulary	<p>to comprehend and convey the intended meaning in a sentence</p> <p>to communicate with foreign people</p> <p>to get better grades in tests</p> <p>to be a global person</p>

Several excerpts from participants' reported data are provided below:

Participant 1: *To me, vocabulary is very important in order to understand something or someone in that language. If you do not know the definition of words when you read a paragraph or listen to someone talking, you miss almost the most important details in those sentences.*

Participant 4: *Learning vocabulary is important because I believe that only with sufficient vocabulary, we can express ourselves better. For example, even if a person cannot make a sentence like 'Can you fetch me the water, please?', he or she can say 'Water' instead, and can be easily understood. So, without words, we mean very little.*

Participant 3: *Perhaps the most important factor in learning a language is vocabulary learning. When I speak with someone in English, if I cannot convey my way of thinking to the listener just because I do not know the exact word in English, I give up speaking. Lack of vocabulary affects my way of expressing myself in the best way.*

One of the most commonly stated reasons to learn vocabulary is to comprehend and convey the intended meaning in a sentence. As can be seen from above-mentioned statements, vocabulary is considered highly influential in expressing oneself in the best way.

Participant 11: *Learning vocabulary is definitely important. For instance, when you are abroad, good vocabulary knowledge helps you communicate well.*

Participant 9: *Even if you make grammatically perfect sentences, foreigners do not understand you if you have weak vocabulary. Therefore, it has a prominent role in communication.*

Participant 8: *We do not learn vocabulary for the sake of education, but to actively participate in the world of communication. For example, the more you know words in English, the better you communicate with tourists around or businessmen while doing business.*

The above stated excerpts display that participants emphasize the role of vocabulary knowledge in terms of communicative purposes with foreigners.

Participant 2: *Learning vocabulary helps me get better grades in school exams. I encounter a variety of words in exams, especially in reading and listening tests. If I know the meaning of many of those words, I manage to give the correct answers.*

Participant 7: *A good number of vocabulary is essential if you aim a good result in a test. Think of TOEFL, IELTS or YDS (Foreign Language Exam) exams. Many questions in those exams are best solved by knowing the lexical items in texts.*

As can be seen above, the respondents perceive that vocabulary knowledge and size are important matters in one's performance in language tests.

Participant 4: *I believe that when you have strong vocabulary knowledge, you use that language more successfully. And this brings you opportunities that are endless in the world of business, politics, and almost every area. It is much easier to be a global citizen.*

Participant 12: *Knowing a foreign language is best possible by having a good number of words in your mind. With the help of a great vocabulary size, you can live and work in any part of the world without being stuck in just one country.*

As it can be clearly seen above, participants commonly express that knowing good vocabulary paves the way to a global world.

4.4.2. Students' Experiences of VLS

In accordance with the aim of the research, the interviewees were asked about the strategies they employed so as to discover a new word and consolidate it. When interview transcripts were analyzed, two main themes emerged: Basic VLS employed by students and VLS preferred due to personal interests. More explicitly, learners preferred basic strategies and strategies that appealed to their personal interests during the discovery and consolidation processes of vocabulary learning. Therefore, in this aspect, the following sections will reveal learners' vocabulary strategy application by referring to Schmitt's (1997) taxonomy of VLS.

4.4.2.1. Commonly Employed VLS Strategies (Discovery)

The second interview question addressed to the participants was about their preferences of strategy use in order to discover a new vocabulary item. When responses were analyzed, it was found that students favored Determination Strategies among Discovery Strategies. Looking the word up in a bilingual dictionary and analyzing the part of speech of the new word to guess its meaning are the most frequently adopted strategies based on the reported data. Guessing the definition of the unknown word from the textual setting in which the word emerges, is also another frequently employed VLS by the participants.

Table 17.

Commonly Employed Discovery Strategies

Commonly Employed Discovery Strategies		- deducing meaning from context (DET5) - analyzing part of speech of the word (DET1) - using a bilingual dictionary (DET6)
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Some remarkable excerpts from the interview related to Discovery Strategies among VLS are presented below:

Participant 5: *When I see a new word, I check the context, and force myself to deduce the meaning.*

Participant 2: *I try to understand the part of speech of the unknown word in the sentence. I also analyze the prefixes and suffixes of that word. For example, I think about the word 'define' and try to figure out the meaning of the word 'definition'. Next, I immediately check the meaning from the dictionary on my mobile. I always pay attention to pronunciation and collocations of the new word because you need to learn a word by all means. Otherwise, you cannot use it effectively.*

Participant 10: *I always try to infer the meaning of the word from the context first, but then I check the meaning in a bilingual dictionary.*

Participant 7: *My main technique to discover a new word is to look it up in a bilingual dictionary. By this way, I make sure that I learn the definition correctly.*

During the interviews, the participants also added that they benefitted from digital dictionary applications when they encountered a new word in English. The following excerpts related to the use of digital, namely mobile phone dictionary applications, are indicated below:

Participant 5: *I often look new words up in my mobile dictionary. I find it practical and useful because I can learn the Turkish meaning of words in a short time.*

Participant 10: *Digital dictionaries are my favorite interest. They are also time-saving. For example, I can reach definitions, derivations, or example sentences more quickly when compared to paper dictionaries.*

Participant 11: *Mobile phone dictionary is handy, and it offers more than a paper dictionary. It does not only provide you with definitions, but also it teaches you how to pronounce the word correctly.*

4.4.2.2. Commonly Employed VLS Strategies (Consolidation)

The third interview question posed to the participants aimed at identifying the vocabulary learning strategies they employed in order to consolidate a previously learned word. When the responses of the participants in the interviews were analyzed, ‘Social Strategies’, ‘Memory Strategies’, ‘Cognitive Strategies’, and ‘Metacognitive Strategies’ were highlighted as the most frequently preferred strategies by the participants regarding the reinforcement of the vocabulary items. The table below presents the commonly preferred Consolidation Strategies by the participants:

Table 18.

Commonly Employed Consolidation Strategies

Commonly Employed Consolidation Strategies	<ul style="list-style-type: none"> - communicating with native speakers (SOC8) - using the word in a sentence (MEM12) - repeating the word loudly (MEM16) - relating the word to a personal experience (MEM3) - writing the word multiple times (COG2) - revising vocabulary sections in textbooks (COG6) - keeping a vocabulary notebook (COG9) - using English-language media (MET1)
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As can be seen above, revising words through interactions with native speakers, was mentioned by two of the interviewees. Both participants stated that they made use of the Internet technology, namely chat sites and social media while reviewing vocabulary with the native speakers of the language. The following interview excerpts present students' use of the mentioned strategy.

Participant 4: *I have a lot of friends from various nationalities. We often chat via social media. ... if you really want to improve your vocabulary, that's a perfect way to learn new phrases and practice the already learned vocabulary items.*

Participant 9: *... There are hundreds of people from different nationalities on an application called Tandem. I teach them Turkish, and in return practice English with them. I have learned as many new words as I have learned from lessons.*

Among the 'Memory Strategies', the descriptive analysis indicates that using new words in sentences to consolidate their meanings, is one of the most frequently adopted strategies. The following presents several interview excerpts that address the commonly used 'Memory Strategy'.

Participant 4: *When I learn new words, I always use them in a sentence first.*

Participant 10: *We learn at least ten new vocabulary items a day. I choose half of those words and try to use them in paragraph writing.*

Participant 8: *The best way to remember the words is to use them in your own sentences. I always benefit from writing lessons as we have to write paragraphs as homework every week. I think using a variety of words makes my writing look rich and advanced.*

Besides using new words in a sentence, the descriptive results revealed that uttering the new word aloud was another commonly used strategy when students wanted to remember the word that they had learned previously. Below are the interview excerpts which address the use of the mentioned strategy.

Participant 4: *While I am studying the new words I have learned before, I often repeat them loudly a couple of times.*

Participant 12: *Repeating the word loudly helps me focus on the meaning and pronunciation.*

Throughout the interviews, only two participants mentioned connecting the meaning of a word to a personal experience, presented as follows:

Participant 1: *I often make up short stories or write about my past experiences using the words I learned in the lessons. This is really helpful to revise vocabulary. It helps me see the same word again and think about their meanings one more time.*

Participant 5: *Although it doesn't fit all contexts, I try to connect a few new words I have learned with either my own past experiences, or experiences of my friends or family members. This way, words stay in my mind with a sense of meaning.*

As it was mentioned before, the second frequently used strategy that the results indicated was Cognitive Strategies. The majority of the participants mentioned that they wrote the word a couple of times, reviewed the vocabulary parts in their textbook and kept a vocabulary notebook when they wanted to consolidate the vocabulary items they previously learned. The following excerpts are taken from the interviews:

Regarding writing the newly learned word several times, Participant 2 stated that:

Participant 2: *I memorize the words better when I write them ten times.*

Similarly, Participant 10 applies the same strategy in a larger extend by incorporating writing the word several times with connecting the word to its synonyms and antonyms.

Participant 10: *To me, learning vocabulary is not only remembering the meaning. You must pay attention to correct spelling, too. Therefore, I write the most complicated ones on a piece of paper until I get the correct spelling. In the meantime, I always try to recall the meaning, synonym, or antonym of those word because words by using a range of vocabulary makes my writing look elegant. Also, I get better grades in my listening and writing exams.*

Another Cognitive Strategy that most of the participants frequently employed was revising lexical items in the course book. Below are several excerpts from the reported data.

Participant 5: *I benefit a lot from my course books. The vocabulary is given in separate sections in the units, and by this way, I can see them in groups or under categories. When I want to study vocabulary before exams, I test myself by looking at those sections and doing the related exercises at the back of the course books.*

Participant 3: *I do my weekly vocabulary revision in my main course and reading textbooks. They are given in lists with the meanings and example sentences, so I can see everything as a whole about the unit.*

Participant 11: *There is a vocabulary section in our reading quizzes and exams. So, I study the vocabulary parts in the book regularly.*

As for the last commonly employed Cognitive Strategy, all the participants mentioned keeping a vocabulary notebook when they were asked about what they did in order to remember the words they learned.

Participant 11: *Our teachers make us keep a vocabulary notebook for all the skill lessons. At first, I thought it was a burden, but now I think it is a great idea. Keeping a vocabulary notebook is far more useful for a foreign language learner than using a notebook for everything he or she learns. I do not only revise the words, but I also revise derivations of those words, definitions, synonym, antonyms, and contextual meaning in sample sentences. It is like a dictionary to me.*

Participant 9: *I have a vocabulary notebook for each lesson. I revise the words regularly, focusing on their meaning, but some words are difficult to remember, so I pick those up and write them again in my notebook, add different example sentences.*

The final Consolidation Strategy the respondents stated that they frequently preferred to use was Metacognitive Strategies. The use of English-language media such

as films, newscasts, or songs was the most commonly employed strategy reported by all the interviewees.

Participant 9: I listen to my favorite songs in English and hear many words that I've learned in my lessons. I have realized that I learn new words as well as revising the previous ones.

Participant 4: I follow the world news first on a Turkish channel, and soon after I watch the news on a British TV channel. I concentrate on the vocabulary items that the presenters use. By this way, I find it easier to understand the details and also give myself a chance to encounter the words and phrases I have learned in classes. It has worked well many times.

Participant 7: I watch movies and TV dramas a lot and encounter many familiar words. It is as helpful as revising vocabulary in my books and vocabulary notebook.

Participant 4: Movies are like a teacher revising what you have learned in lessons. I watch movies on a regular basis, sometimes with English subtitles or without them. I often hear or see the same words that we are taught in classes, so I pay attention to vocabulary used in the movies more often than before.

4.4.3. Students' Emotional Experiences during Vocabulary Studies

The present section is concerned with emotional experiences of learners while learning lexical items. Therefore, the fourth interview question was addressed to the participants in order to understand what learners feel when they encounter a new vocabulary item. Besides, the fifth interview question was posed to unearth learners' feelings when they see the word that they learned previously.

In the light of the responses given, the commonly stated positive emotions that learners experience during the discovery and consolidation stages of vocabulary studies were thrill and relief while the most common negative feelings were stated as anxiety and disappointment. Table 19 below demonstrates the emotions that participants stated that they emerge in the course of the discovery and consolidation of a vocabulary item.

Table 19.

Learners' Emotions during the Discovery and Consolidation of a Word

Positive	Negative
Thrill	Anxiety
Relief	Disappointment

Several interview excerpts regarding the positive feelings students experience while learning lexical items are indicated as follows:

Participant 1: *I feel very excited because an undiscovered meaning is a thrilling challenge to me. It is important to wonder about new things to learn when you are learning a foreign language. ... I simply challenge the new word. If I can guess the meaning correctly before I am told, I am the winner.*

Participant 2: *Seeing a word for the first time is definitely thrilling. For example, I was a beginner level student when I learned the words 'glad' and 'pretty'. I realized that these adjectives can be used in numerous contexts. So, when I encounter new words, I immediately want to move on to the next stage, which is using it.*

Participant 4: *I know everything is just right if I can tell myself that I know the definition of the word. At that moment, I feel a kind of relief.*

Below are the excerpts that display the negative emotions students experience during vocabulary learning.

Participant 5: *When I see an unknown word, I panic at first. I ask myself over and over whether I have seen that word before or not. My mouth keeps dry until I learn the meaning of the word. This happens mainly in exams.*

Participant 6: *An unfamiliar word creates negative feelings like anxiety right away. If that feeling comes out during an exam, I start thinking that I might get a low grade out of that exam. This is a great pressure.*

Participant 5: *If I cannot remember anything about the word such as the definition or synonym of it, I'm totally disappointed, particularly when that word is a commonly used one in my lessons.*

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter provides the discussion of the findings and conclusion of the study in relation to the relevant literature. Then, implications are provided. Finally, limitations and recommendations for further studies are put forth.

5.2. Discussions Related to Research Question 1

As it was stated before, the first research question aims to explore the types of VLS that students employ. According to the outcomes of the questionnaire, it was found that a major part of the students (63%) attribute a notable importance to vocabulary knowledge in foreign language learning. Besides, the responses in the interviews revealed that all the participants stated that vocabulary learning had a great significance while learning a foreign language. This directs us to the consequence that students regard learning lexical items as an invaluable aspect of learning a foreign language. Yet, in this sense, it is also noteworthy to mention the use of vocabulary learning strategies, being a sub-category of language learning strategies, in terms of facilitating vocabulary acquisition since as it was asserted by Horwitz (1988), learners find vocabulary acquisition as the most central component of language learning. Therefore, students' attributing great importance to learning vocabulary may also be considered as a basis to the need for the implementation of VLS effectively.

When the findings related to students' preferences of VLS types were evaluated, it was found that students favor Metacognitive (Consolidation) and Determination Strategies (Discovery) more than the other types of VLS, which are Social Strategies (Consolidation), Social Strategies (Discovery), Memory Strategies (Consolidation), and Cognitive Strategies (Consolidation). This finding of the present study partially differs from Aparı's (2016) findings. Aparı (2016) administered Schmitt's (1997) VLS questionnaire to 300 EFL students at a preparatory school in Turkey to investigate the frequency of VLS types. The results indicated that the students utilized Determination and Cognitive Strategies a lot more frequently compared to other strategies in order to discover the meaning of a new word. In addition, another research carried out

by Hişmanoğlu and Turan (2019) found that while affective strategies were the commonly used vocabulary learning techniques by Turkish EFL preparatory students, social strategies held the lowest frequency. Last, in contrast to the present study, Abbasnejad and Kamali (2019) concluded that memory strategies were the most frequently adapted VLS type whereas social one was found to be the least preferred strategy. Nation (2001) points out that introducing a strategy to learners and leaving the rest of the work on their shoulders is not sufficient by itself. Therefore, in order to reach favorable results regarding the use of a wide range of VLS, teachers should inspire their students to make good use of all strategies by VLS instruction and training. By this way, they could provide the students with affordances that respond to the needs and expectations of the students who have different learning styles, strategy preferences and motivation.

Taking the findings related to Determination Strategies into consideration, it was found that students most frequently use bilingual dictionaries to find out the meaning of a new word. This finding of the study partially coincides with the one carried out by Schmitt and McCarthy (1997) in that use of a bilingual dictionary in order to learn the definition of an unknown vocabulary item was the most preferred strategy among Determination Strategies. On the other hand, the qualitative results of the present study differ from Schmitt and McCarthy's (1997) in that students prefer to use mobile phone dictionary applications when they search for an English or Turkish equivalent of a new word. The rationale behind the distinction between the two studies concerning the use of mobile phone dictionary may be the date when the study was conducted. More precisely, Schmitt and McCarthy's (1997) research date back in the late 1990s, when mobile phone applications were not in use. On the other hand, the least utilized strategy among Determination Strategies is inferring the meaning of the word from the flash cards demonstrated by the teacher in class. The rationale behind this may be due to teachers' lack of use of flash cards, or flash cards rarely being used for the purpose of making inferences to guess the meaning of vocabulary items by teachers. Another reason might be that teachers may be generating classroom activities with the help of technological tools more than they once did with the help of flash cards. Thus, it can be said that flash cards and Web2.0 tools may still be integrated into vocabulary activities at regular intervals. Additionally, by making students become more familiar with deducing the meaning of a word through flash cards, teachers could provide their students with opportunities to meet a range of strategies so that they could make good use of VLS when they learn or recycle vocabulary items. What is more, by taking advantage of digital tools,

collaboration and interaction in the classroom environment can be maintained more successfully.

When Social Strategies were examined closely, students mostly prefer to ask the teacher to translate the unknown vocabulary item into Turkish, and they often consult their classmates to learn the meaning of a word in the classroom environment. Similar to the present study, in a research carried out by Schmitt (1997), young learners depended on their classmates more than their teacher in the classroom to discover the meaning of words. Also, in the light of Atifnigar, Zaheer, and Alokozay's research (2020), highly used language acquisition methods are the social strategies by which native speakers, teachers and students are asked about the meanings of common words in English communication. In this aspect, it can be said that university students tend to communicate with their teachers as well as their peers to discover new words. In addition to these, Schmitt (1997) asserted that as learners mature, the percent of asking teachers for word definitions gets higher. Participants of the present study also frequently reinforce vocabulary by communicating with native speakers by means of social media and other digital platforms. Therefore, it can be said that university students employ Social Strategies by incorporating conventional methods with contemporary ones. Hence, it could be quite beneficial to integrate social digital platforms into curriculum content to encourage more learners to take part in the active learning process.

In the analysis of both the questionnaire and interviews, it was found that the most favored Memory Strategies were studying the sound of a word carefully, saying the word aloud and connecting the words to a personal experience so as to consolidate a previously learned vocabulary item. However, students were seen to favor strategies such as using semantic maps, grouping words by forming geometrical patterns and imaging the word form less than the other strategies. Therefore, it can be concluded that participants of this study make good use of applying sounds as well as creating personal linkages to vocabulary items whereas they may not be aware of the strategies that link verbal language with visual images among Memory Strategies.

In the analysis of Cognitive Strategies, which include statements about repetition and mechanical means such as wordlists, note taking, and vocabulary notebooks, the questionnaire and interview results revealed that the most preferred strategy is keeping a vocabulary notebook. Students also favored strategies such as oral and written repetition of words, but they also combine these strategies with techniques such as repeating parts of speech, synonyms and antonyms of the words they learn. On the other hand,

participants almost never tag physical objects to study the previously learned words later. Therefore, it is apparent that students apply a variety of Cognitive Strategies among which they favor vocabulary notebook most. The rationale behind this may be the fact that keeping a vocabulary notebook is often encouraged by preparatory class instructors at Toros University. They are also taught how to organize a vocabulary notebook in order to enhance memory of a word. Therefore, it can be inferred that students, by the guidance of their teachers, not only meet certain techniques to retain vocabulary knowledge, but they are also guided to become self-responsible learners.

The last part of VLS analysis is Metacognitive Strategies, which promotes self-monitoring and self-evaluation by means of certain methods to improve vocabulary retention. The outcomes of the present study unearthed that most of the students (59.4%) prefer to watch movies, listen to songs or follow broadcasts in English for the consolidation of words they learn. Feng and Barry (2019) carried out an experimental research and deduced that learners most commonly favored metacognitive strategy as it affords them more opportunities to be a part of peer-to-peer interactions and self-regulate their learning upon observing others' performances. Therefore, it can be concluded that students seem to individualize their strategy use through the sources that they perceive as beneficial and appropriate for their personal interests. Additionally, since Metacognitive Strategy use is considered as a path to students' independent learning, teachers could also promote their students' self-reinforcement by integrating appropriate media resources into lessons more often; however, they should take the differences among the learners' linguistic, cultural background knowledge, or learning styles into consideration (Yamato, 2000).

5.3. Discussions Related to Research Question 2

The second research question was meant to find out if demographic variables show any difference on students' application of vocabulary learning strategies. In line with the Likert survey investigation, the researcher was able to outline the individual differences such as gender, English proficiency level, age and major thanks to SPSS analysis. As for the strategy use, no significant difference was detected between male (74) and female (64) students (see Table 11). However, it was presumed that gender would have an influence on learners' VLS use because of female students' high interest in communication, willingness to develop their skills and autonomy. In this respect, this is

an unexpected result of the study. The findings of some similar studies such as Fan (2003), Pourshahian, Azarfam, and Kalajahi (2012) disclaim the meaningful difference of gender.

It can be deduced from the results that students' proficiency level is not linked with VLS use. This is not in line with the study of Riazi, Sadighi and Zare (2005) in that their data suggests that as learners' proficiency level get higher, they applied more VLS particularly cognitive related ones. This current study also shed light on age variable as seen (see Table 13). Like other variables, age indeed is not found to be a significant difference. Among 138 participants, the ones whose age is older than usual university student profile are 15, which leads the researcher to question whether age is a meaningful difference. The collected data depicted the insignificant relationship between age and VLS. This brings to mind that the sampling in this study contained age groups that are close to each other. Nevertheless, Stoffer (1997) concluded the opposite result on this study claiming different age group of student use variety of VLS.

As stated before, the surveys were given to students from three different faculties. These students study in various disciplines. Throughout their faculty years, the terminology they are exposed to as well as the field of work they will be in differ accordingly. In addition to that, their personal interest can be shaped according to their majors. To illustrate, it can be expected that engineering students may tend to follow international engineering practices, or that F.E.A.S.S. students may be into latest news in their field. Similarly, translation students must be intertwined with English at all times since the English language appears in all the courses they are obliged to take in the faculty. Apart from the fact that all these students need to master the English language, their English dependences are possible to vary as well. In reference to statistics, the major difference is far from being significant which is an unexpected finding of the study. Yet, the rationale behind this result could be the fact that students are not placed according to their departments, but they are levelled according to the placement test grades at the beginning of the academic year. In contrast to the current study, certain studies like Siriwan's (2007) explored major field of study as a factor in VLS use.

5.4. Discussions Related to Research Question 3

This research question shed light on the experiences and views of preparatory students regarding vocabulary learning strategies. The findings of the qualitative analysis

pointed that while learning vocabulary, students commonly experienced positive emotions such as thrill and relief as well as negative emotions such as negative anxiety and disappointment.

Given the fact that emotions are considered as integral parts of language learning, it is noteworthy to mention that when negative thoughts begin to dominate the learning environment, they act like a border that blocks the progress of the learners holding negative feelings. Thus, experiencing this type of a pressure each time when trying to remember a lexical item may probably lead to weak performances in the classroom environment or in exams. Therefore, the block that negative emotions may create during vocabulary practices in lessons should be taken into consideration by instructors, curriculum designers, and testing units at Department of Foreign Languages at Toros University. Accordingly, students may be exposed to anxiety-reducing activities at regular intervals.

5.5. Conclusion

The study intended to explore EFL students' experiences and perceptions on the application of VLS and to investigate whether gender, age, major, and proficiency level of the students have an impact on their application of VLS. It was carried out with 138 preparatory students at a private university in Mersin. The results suggested that the majority of the students attribute a high level of importance related to vocabulary learning while learning a foreign language. Additionally, when students' application of VLS types were investigated through a 58-item-questionnaire, it was ascertained that students most commonly applied determination and metacognitive strategies whereas social strategies were observed as the least favored strategy type among the five VLS categories. The results also revealed that students held positive emotions such as thrill and relief as well as holding negative emotions such as anxiety and disappointment during the discovery and consolidation of a lexical item. Last, no significant differences were found in regards to gender, age, departments, and proficiency level of the participants having an effect on VLS use.

This study produced similar results with some current studies in the frame of demographic variables. By contrast, the participants of the study revealed the views of the preparatory students at a private university in Mersin on vocabulary learning. Most of the private universities have been buying accreditation programs to fit Common European

Framework and to improve the quality of education in Turkey. However, accreditation by itself may fail to take different demographic variables and students' learning habits into consideration and determine both the global and local needs of EFL students at universities.

5.6. Implications of the Study

The results of the study have shown that a notable number of students perceive vocabulary learning as highly substantial while learning a foreign language besides the common belief that their teachers are influential in introducing vocabulary learning strategies in classrooms. However, learners' awareness concerned with the significance of vocabulary learning might not be sufficient enough by itself to direct their own learning and become autonomous. The results of the study have also indicated that students experience certain negative emotions such as anxiety during the discovery and consolidation of a vocabulary item in the English language.

In the light of the abovementioned outcomes of the current research, it is necessary that certain steps be taken to mentor students in terms of the effective implementation of vocabulary learning strategies. In order to raise awareness on the importance of learners' VLS use, to promote self-managed learning, to reduce the anxiety level of the students while learning vocabulary, and to increase awareness regarding teachers' VLS instruction, the researcher would like to propose the following:

- i. Brown (1987) points out that teachers can help their students to become proficient and self-regulated learners by means of strategy instruction as well as they can teach themselves the ways to improve their own strategies. In this sense, teachers might improve themselves more regarding strategy instruction by attending seminars and courses on vocabulary teaching and strategy instruction.
- ii. Systematically carried out in-service teacher training on VLS instruction, which is by the institutions, might yield more favorable benefits.
- iii. Teachers may generate anxiety reducing classroom activities while teaching or practicing vocabulary. As asserted by Williams & Burden (2000: 39), applying such methodologies improve classroom setting, enhance learning, and lower anxiety levels of the learners.

- iv. Curriculum designers may be hired by the school of Toros University Foreign Languages Department. Accordingly, strategy training programs into language classrooms could be integrated so that the instructors could implement the VLS in all skills systematically. Additionally, feedback concerned with the effectiveness of the strategy training and instruction might be asked from students and teachers at regular intervals so as to reach a deeper understanding and to evaluate the needs of the students as well as identifying the needs for further curriculum development.
- v. Given the fact that the majority of the participants attribute great importance to vocabulary learning, it may be beneficial to incorporate a separate vocabulary lesson into the preparatory program.
- vi. The results also unearthed that the students at Toros University Foreign Languages Department most frequently prefer watching movies, listening to songs, or following broadcasts in English in order to learn and consolidate lexical items. Therefore, when learners' tendency to learn vocabulary through media is taken into consideration, it would be quite beneficial to integrate Web2 tools inside the classroom environment to fulfill the learners' needs and interest and to help them to improve their self-regulated learning skills.

5.7. Limitations and Recommendations for Further Studies

The current study has been valuable in terms of understanding the perceptions of Toros University Preparatory School students with regard to the importance of vocabulary learning in FLL and the types of VLS employed as well as the frequency of students' use of each strategy. On the other hand, there are several limitations of the current research, which should be taken into consideration for future investigations.

First of all, it is not possible to generalize the findings of this study to a large number of students considering that the study is conducted with only a limited number of participants (n= 138) at Toros University Foreign Languages Department. Further research may be carried out with a larger size of preparatory class students at different universities in Turkey in order to reach a deeper understanding on learners' perceptions of vocabulary learning strategy use.

Secondly, given that the present study is applied to preparatory school students at Toros University Foreign Languages Department, it is recommended that a comparative study including the teachers' perceptions of VLS use and instruction might be explored.

Next, the current research was carried out with preparatory school students, it is suggested that students studying English at faculty departments at Toros University might be included in a comparative study regarding students' perceptions of VLS employment.

Another limitation of the study is that because of time constraints, the study was conducted in the first semester of the academic year, when students might not have been exposed to an instruction of a large quantity of vocabulary learning strategies. Therefore, it should be taken into consideration for further investigations that both quantitative and qualitative data as well as student feedback should be collected after longer exposure to language learning throughout the academic year so as to gain valuable insight.

The final limitation observed by the researcher is related to data collection. The data is obtained by questionnaires and interviews in the present study. Therefore, triangulation is suggested for further research. Data might be obtained by means of classroom observations as well as questionnaires and interviews so as to enhance opportunities to view in-depth aspects of vocabulary learning and use of strategies.

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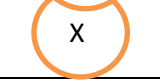
7. APPENDIX

Appendix 1: Ethics Committee Permit Document

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Seyda Aslan Tunç
ÖĞRENCİ NO	20178073
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Preparatory School Students' Perceptions of Vocabulary Learning Strategies at Toros University
TEZİN AMACI	Toros Üniversitesindeki Hazırlık Okulu Öğrencilerinin Kelime Öğrenme Stratejileri Kullanımına İlişkin Algıları
TEZİN TÜRKÇE ÖZETİ	Bu karma araştırmanın amacı kelime öğrenme stratejilerinin kullanımına ilişkin öğrenci algılarını saptamaktır. Öğrenci algılarının araştırma kapsamına alınmasının nedeni kelime öğrenme ve pekiştirme sürecindeki durumun bütününe ulaşmaktır. Betimsel nitelikli araştırmanın çalışma grubunu Toros Üniversitesi Yabancı Diller Bölümünde öğrenimlerini sürdürmekte olan 140 öğrenci oluşturacaktır. Nicel yöntem deseninin kullanılacağı araştırmada katılımcı öğrencilere uygulanacak anketlerle nicel veri toplanacak, elde edilen nicel veriler istatistik programıyla çözümlenecek olup verilerin betimsel çözümlemesi yapılacaktır. Araştırmanın nitel verileri katılımcı 12 öğrenciye uygulanacak olan öğrenci röportajları ile elde edilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Yabancı Diller Bölümü, Toros Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Toros Üniversitesi, Yenişehir, Mersin

1677-5010E

YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	<p>Toros Üniversitesi Yabancı Diller Bölümü Öğrencilerine İngilizce Kelime Öğrenme Stratejilerine İlişkin Algıları çalışması uygulanacaktır.</p>
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	<p>1. Kelime Öğrenme Stratejileri Öğrenci Anketi 2. Kelime Öğrenme Stratejileri Öğrenci Görüşme Formu</p>
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	<p>1) (.....) Sayfa Ölçeği. 2)6..... (.....Altı.....) Sayfa.. Kelime Öğrenme Stratejileri Öğrenci Anketi 3) 1..... (.....Bir.....) Sayfa Kelime Öğrenme Stratejileri Öğrenci Formu. 4) (.....) Sayfa</p>

ÖĞRENCİNİN ADI - SOYADI: Seyda ASLAN TUNÇ		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır		
TARİH: 08 / 10 / 2019				
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI	
Adı - Soyadı: Aysun YURDAIŞIK DAĞTAŞ	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Dr.Öğr.Üyesi	Unvanı:	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası:	İmzası: Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası: Enstitü Müdürlüğünde evrak aslı imzalıdır	
08 / 10 / 2019	/ / 20	08 / 10 / 20	08 / 10 / 2019	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası :	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası :	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır
08 / 10 / 2019	/ / 20	08 / 10 / 20	08 / 10 / 2019	14 / 10 / 2019
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 14 / 10/ 2019 - 10 / 01/ 2020 tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE				
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.				

Part II: Statements of Vocabulary Learning Strategies

Please indicate your response to the following items according to the scale given below.

5 = Always

4 = Often

3 = Sometimes

2 = Rarely

1 = Never

<i>a. <u>Strategies for the discovery of the meaning of a new word</u></i>						
DET 1	I analyze the part of speech of the new word to guess its meaning.	5	4	3	2	1
DET 2	I analyze the affixes and the root of the new word when guessing its meaning.	5	4	3	2	1
DET 3	I check for the L1 cognate of the new word.	5	4	3	2	1
DET 4	I analyze any available pictures and gestures accompanying the word.	5	4	3	2	1
DET 5	I try to guess the meaning of the unknown word from the textual context in which the word appears.	5	4	3	2	1
DET 6	I use a bilingual dictionary to find out the meaning of the new word.	5	4	3	2	1
DET 7	I use a monolingual dictionary to find out the meaning of the new word.	5	4	3	2	1
DET 8	I learn the word through English-L1 wordlists.	5	4	3	2	1

DET 9	I infer the meaning of the word from the flash cards shown by the teacher in class.	5	4	3	2	1
SOC 1	I ask the teacher for the L1 translation of the new word.	5	4	3	2	1
SOC 2	I ask the teacher for a paraphrase or synonym of the new word.	5	4	3	2	1
SOC 3	I ask the teacher for a sentence including the new word.	5	4	3	2	1
SOC 4	I ask classmates for the meaning of the word.	5	4	3	2	1
SOC 5	I discover the meaning of a new word through group work activity.	5	4	3	2	1
<i>b. <u>Strategies for consolidating a word once it has been encountered</u></i>						
SOC 6	I study and practice the meaning of a word in a group in class or outside class.	5	4	3	2	1
SOC 7	I keep wordlists/flashcards and my teacher checks students' flash cards or wordlists for accuracy.	5	4	3	2	1
SOC 8	I try to use the new word in interactions with native-speakers.	5	4	3	2	1
MEM 1	I study the new word with a pictorial representation of its meaning: through photographs, images or drawings.	5	4	3	2	1
MEM 2	I study the word by forming an image of its meaning.	5	4	3	2	1
MEM 3	I connect the meaning of a word to a personal experience.	5	4	3	2	1
MEM 4	I associate the word with its coordinates (related words).	5	4	3	2	1
MEM 5	I connect the word to its synonyms and antonyms.	5	4	3	2	1
MEM 6	I use semantic maps (word trees) to consolidate the meaning of a word.	5	4	3	2	1

MEM 7	I use 'scales' for gradable adjectives.	5	4	3	2	1
MEM 8	I use some memory enhancement techniques such as the Peg Method to learn the words. In other words, I associate the words with nouns that rhyme with the numbers.	5	4	3	2	1
MEM 9	I use some memory techniques such as the Loci Method which uses visualization to organize and recall information. For example, I remember the words by visualizing their locations or place.	5	4	3	2	1
MEM 10	I group the words together to study them; i.e. I relate the new word to other words from the same class, same meaning or same family.	5	4	3	2	1
MEM 11	I group the words together spatially on a page or notebook by forming geometrical patterns like columns, squares, triangles, circles...etc.	5	4	3	2	1
MEM 12	I use new words in sentences to consolidate their meaning.	5	4	3	2	1
MEM 13	I group words together within a storyline, i.e. "cats", "like", "fish"; "ice-cream", "tastes", "good".	5	4	3	2	1
MEM 14	I study the spelling of a word carefully.	5	4	3	2	1
MEM 15	I study the sound of a word carefully.	5	4	3	2	1
MEM 16	I say the new word aloud when studying.	5	4	3	2	1
MEM 17	I image the word form to learn it thoroughly; i.e. the word "zoo" looks like the number "200".	5	4	3	2	1
MEM 18	I underline the initial letter of the word.	5	4	3	2	1
MEM 19	I note the form of a word and make the configuration of it. For example, "I like <i>watermelon</i> ."	5	4	3	2	1
MEM 20	I think of a L1 word that sounds like the new word and then think of a visual image combining the	5	4	3	2	1

	meaning of the new word and the meaning of the L1 word.					
MEM 21	I analyze the affixes and the root of the word to remember it.	54	3	2	1	
MEM 22	I analyze the part of speech of the word (noun, verb, adjective, adverb, linker, etc.) to remember it	54	3	2	1	
MEM 23	I paraphrase the meaning of a word to consolidate the word.	5	4	3	2	1
MEM 24	I connect English words of similar form and meaning in my first language.	54	3	2	1	
MEM 25	I learn a new word together with an idiom associated with it.	54	3	2	1	
MEM 26	I use physical action to enhance memorization of a new word.	54	3	2	1	
MEM 27	I use semantic feature grids; for instance: car, train, plane=transportation; cat, dog, bird=pets	54	3	2	1	
COG 1	I repeat the word verbally.	54	3	2	1	
COG 2	I write the word several times.	54	3	2	1	
COG 3	I use wordlists and revise them to consolidate their meaning.	54	3	2	1	
COG 4	I use flash cards with the representation of the word to consolidate meaning.	54	3	2	1	
COG 5	I take notes about the word in class.	54	3	2	1	
COG 6	I revise the vocabulary section in my textbook.	54	3	2	1	
COG 7	I listen to tapes of word lists.	54	3	2	1	

COG 8	I put English labels on physical objects to enhance memory of a word.	5	4	3	2	1
COG 9	I keep a vocabulary notebook.	5	4	3	2	1
MET 1	I use English-language media (songs, movies, newscasts, etc.)	5	4	3	2	1
MET 2	I test myself with word tests.	5	4	3	2	1
MET 3	I review the words that I've learned in regular interval to enhance memorization.	5	4	3	2	1
MET 4	I skip or pass the new word.	5	4	3	2	1
MET 5	I continue to study the word over time.	5	4	3	2	1

Please specify any strategies that you use to learn vocabulary apart from the strategies mentioned above.

.....

.....

.....

Thank you very much for your time and cooperation.

Appendix 3: Turkish Version of the Questionnaire

Değerli öğrenciler,

Bu anket Çağ Üniversitesi yüksek lisans öğrencisi Seyda Aslan Tunç tarafından yürütülen “The Perceptions of Toros University Foreign Language Department Students on the Application of Vocabulary Learning Strategies / Toros Üniversitesi Yabancı Diller Bölümü Öğrencilerinin Kelime Öğrenme Stratejileri Kullanımı Konusunda Algıları” başlıklı tez çalışmasına yöneliktir. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınızda yer alan bilgiler kesinlikle gizli tutulacaktır ve elde edilecek sonuçlar sadece akademik amaçlı kullanılacaktır. Ankete katılım tamamıyla gönüllülük esasına dayanmaktadır. Bu çalışmayla yabancı dil eğitimi bilimine katkıda bulunulması arzulanmaktadır. Dolayısıyla bütün soruların eksiksiz olarak doldurulması, katkı sağlayacak bir değerlendirme adına oldukça büyük bir önem taşımaktadır.

İlginiz için teşekkürlerimi sunarım.

I. Bölüm: Kişisel Bilgiler

1. Cinsiyetiniz: Kadın Erkek

2. Yaşınız: 18-23 24-29 30 ve üzeri

3. Bölümünüz:

- Psikoloji
- İşletme
- Uluslararası Ticaret ve Lojistik
- Uluslararası Finans
- Elektrik-Elektronik Mühendisliği
- Endüstri Mühendisliği
- Bilgisayar ve Yazılım Mühendisliği
- İnşaat Mühendisliği
- Mütercim Tercümanlık

4. Toros Üniversitesi Yabancı Diller Bölümü’nde hangi seviyede öğrenim görmektesiniz?

A1 (Brighton) A2 (Edinburgh) B1 (Peterborough)

5. Kelime öğrenmenin yabancı dil öğreniminde ne kadar önemli olduğunu düşünüyorsunuz?

(Lütfen 1’den 5’e kadar bir puan veriniz.)

Hiç önemli değil	Biraz önemli	Önemli	Oldukça önemli	Çok önemli
1	2	3	4	5

II. Bölüm: Kelime Öğrenme Stratejileri

Lütfen **kelime öğrenme stratejileri** ile ilgili **her** bir ifadeye katılım düzeyinizi, aşağıda verilen ölçek doğrultusunda belirtiniz.

5= Her zaman

4= Sıklıkla

3= Bazen

2= Nadiren

1= Hiçbir zaman

Strateji Türü	<i>a. <u>Yeni bir kelimenin anlamını keşfetmek için kullanılan stratejiler</u></i>	Her zaman	Sıklıkla	Bazen	Nadiren	Hiçbir zaman
DET 1	Bir kelimenin anlamını tahmin edebilmek için kelimenin türünü (isim, fiil, sıfat, zarf, bağlaç... vb.) analiz ederim.	5	4	3	2	1
DET 2	Bir kelimenin anlamını tahmin ederken kelimenin kökünü ve aldığı ekleri analiz ederim.	5	4	3	2	1

DET 3	Bilmediğim kelimenin ana dildeki kökteşini araştırırım. Örneğin, doctor-doktor; train-tren... vb.	5	4	3	2	1
DET 4	Kelimenin yanındaki resimleri ve kelime söylenirken yapılan jest ve mimikleri analiz ederim.	5	4	3	2	1
DET 5	Bilmediğim kelimenin anlamını bulunduğu parça bütünlüğüne bakarak tahmin etmeye çalışırım.	5	4	3	2	1
DET 6	Kelimenin anlamını bulmak için Türkçe-İngilizce veya İngilizce-Türkçe bir sözlük kullanırım.	5	4	3	2	1
DET 7	Kelimenin anlamını bulmak için İngilizce-İngilizce bir sözlük kullanırım.	5	4	3	2	1
DET 8	Kelimeyi İngilizce'den Türkçe'ye kelime listeleri oluşturarak öğrenirim.	5	4	3	2	1
DET 9	Kelimenin anlamını öğretmenin sınıfta gösterdiği resimli kartlardan çıkarırım.	5	4	3	2	1
SOC 1	Öğretmenime yeni kelimenin Türkçe karşılığını sorarım.	5	4	3	2	1
SOC 2	Öğretmenime yeni kelimenin açıklamasını veya eşanlamını sorarım.	5	4	3	2	1
SOC 3	Öğretmenimden öğrendiğim yeni kelimeyle ilgili örnek cümle vermesini isterim.	5	4	3	2	1
SOC 4	Kelimenin anlamını sınıf arkadaşlarıma sorarım.	5	4	3	2	1
SOC 5	Kelimenin anlamını sınıfta yapılan grup etkinlikleriyle öğrenirim.	5	4	3	2	1

b. Öğrenilen kelimeyi pekiştirmek için kullanılan stratejiler

SOC 6	Kelimenin anlamını sınıf içinde veya sınıf dışında bir grupta beraber çalışır ve pratiğini yaparım.	5	4	3	2	1
SOC 7	Kelime listesi veya resimli kartlar kullanırım ve öğretmenim bunların doğruluğunu kontrol eder.	5	4	3	2	1
SOC 8	Öğrendiğim kelimeyi anadili İngilizce olan kişilerle iletişim kurarken kullanmaya çalışırım.	5	4	3	2	1
MEM 1	Yeni öğrendiğim kelimeyi çalışırken kelimenin anlamını betimleyen fotoğraflar, resimler ve çizimlerden yararlanırım.	5	4	3	2	1
MEM 2	Kelimeyi, onun anlamını yansıtan resimler aracılığıyla çalışırım.	5	4	3	2	1
MEM 3	Kelimeyi yaşanmış bir olayla ilişkilendiririm.	5	4	3	2	1
MEM 4	Kelimeyi onunla bağlantılı olan diğer kelimelerle ilişkilendiririm.	5	4	3	2	1
MEM 5	Kelimeyi eş ve zıt anlamlılarıyla beraber çalışırım.	5	4	3	2	1
MEM 6	Kelimenin anlamını pekiştirmek için kelime ağaçları kullanırım.	5	4	3	2	1
MEM 7	Derecelendirilebilir sıfatlar için ölçek/skala kullanırım.	5	4	3	2	1
MEM 8	Kelimeleri sırasıyla öğrenmek için hafıza arttırıcı teknikler kullanırım. Örneğin, kelimeleri sayılarla kafiyeli olan isimlerle ilişkilendiririm.	5	4	3	2	1

MEM 9	Bilgileri hatırlamak ve düzenlemek için görselleştirme teknikleri kullanırım. Örneğin, kelimeleri, buldukları yeri gözümde canlandırarak hatırlarım.	5	4	3	2	1
MEM 10	Kelimeleri çalışırken gruplara ayırırım. Örneğin, yeni öğrendiğim kelimeyi onunla aynı kelime ailesinden gelen veya aynı anlamlı kelimelerle ilişkilendiririm.	5	4	3	2	1
MEM 11	Kelimeleri sayfaya veya defterime geometrik şekiller (sütun, kare, üçgen, daire, vs.) yardımıyla gruplandırırım.	5	4	3	2	1
MEM 12	Anlamalarını pekiştirmek için yeni kelimeleri cümle içinde kullanırım.	5	4	3	2	1
MEM 13	Bazı kelimeleri hikâye yazar gibi veya anlamlı bir bütün oluşturacak biçimde beraber gruplarım. Örneğin, “cats”, “like”, “fish”; “ice-cream”, “tastes”, “good”.	5	4	3	2	1
MEM 14	Kelimenin yazılışını dikkatlice çalışırım.	5	4	3	2	1
MEM 15	Kelimenin söylenişini dikkatlice çalışırım.	5	4	3	2	1
MEM 16	Kelimeyi yüksek sesle söyleyerek çalışırım.	5	4	3	2	1
MEM 17	Kelimenin yazılışını iyice öğrenmek için imgelerle bağdaştırırım. Örneğin, “zoo” kelimesi “200” sayısına benzemektedir.	5	4	3	2	1
MEM 18	Kelimenin baş harfinin altını çizerim.	5	4	3	2	1
MEM 19	Kelimeyi farklı biçimlerde yazarak çalışırım. Örneğin, “watermelon” kelimesini çalışırken şu şekilde yazarım: “I like <i>watermelon</i> .”	5	4	3	2	1

MEM 20	Anahtar kelimeleri öğrenmek için bazı hafıza teknikleri kullanırım. İngilizce kelimenin okunuşunu Türkçe’deki başka kelimelerle ilişkilendiririm. Örneğin, “children” kelimesini Türkçe’deki “çıldırma” kelimesi ile bağdaştırırım.	5	4	3	2	1
MEM 21	Kelimeyi hatırlamak için kelimenin aldığı ekleri ve kökünü incelerim.	5	4	3	2	1
MEM 22	Kelimeyi hatırlamak için kelimenin türünü (isim, fiil, sıfat, zarf... vb.) analiz ederim.	5	4	3	2	1
MEM 23	Kelimeyi pekiştirmek için anlamını farklı kelimelerle açıklarım. Örneğin, “aunt” kelimesini “my mother’s sister” olarak açıklarım.	5	4	3	2	1
MEM 24	Çalışırken kelimeyi ana dildeki kökteşiyle bağdaştırırım. Örneğin, kelimeyi anadilimde formu ve anlamı benzer kelimelerle ilişkilendiririm. (taxi-taksi, cousin-kuzen, cactus-kaktüs... vb.)	5	4	3	2	1
MEM 25	Bir kelimeyi öğrenirken onunla beraber kullanılan ifadelerle birlikte öğrenirim. Örneğin, “afternoon” kelimesini “in the afternoon” öbeği ile öğrenirim.	5	4	3	2	1
MEM 26	Yeni bir kelimeyi öğrenmek için fiziksel hareketlerden yararlanırım. Örneğin, “cry” kelimesini öğrenirken ağlama hareketi yaparım.	5	4	3	2	1
MEM 27	Kelimeleri anlamlarına göre gruplandırırım veya ortak özelliklerine göre sınıflandırırım. Örneğin, car, train, plane=transportation; cat, dog, bird=pets, ...vb	5	4	3	2	1

COG 1	Kelimeyi sözlü olarak tekrarlarım.	5	4	3	2	1
COG 2	Kelimeyi birçok kez yazarım.	5	4	3	2	1
COG 3	Kelimelerin anlamlarını pekiştirmek için kelime listeleri hazırlar ve bunları tekrar ederim.	5	4	3	2	1
COG 4	Kelimelerin anlamlarını pekiştirmek için üzerinde kelimeyi anlatan resimlerin olduğu kartlardan faydalanırım.	5	4	3	2	1
COG 5	Sınıfta kelimeyle ilgili notlar alırım.	5	4	3	2	1
COG 6	Kitabımdaki kelime bölümünü tekrar ederim.	5	4	3	2	1
COG 7	Kelime listelerini kayıttan dinlerim.	5	4	3	2	1
COG 8	Bir kelimeyi daha iyi aklımda tutabilmek için nesnelerin İngilizce anlamlarını yazıp üzerlerine yapıştırırım. Örneğin, kapının üzerine “door” etiketini asarım.	5	4	3	2	1
COG 9	Kelime defteri tutarım.	5	4	3	2	1
MET 1	İngilizce video, film ve şarkılardan faydalanırım.	5	4	3	2	1
MET 2	Kendimi kelime sınavları yaparak denerim.	5	4	3	2	1
MET 3	Kelimeleri daha iyi aklımda tutabilmek için düzenli aralıklarda tekrar ederim.	5	4	3	2	1
MET 4	Yeni kelimeyi öğrenmeden geçerim.	5	4	3	2	1
MET 5	Belli zamanlarda kelime çalışmaya devam ederim.	5	4	3	2	1

Ankette yer almayan uyguladığınız bir kelime öğrenme tekniğiniz varsa lütfen belirtiniz.

.....

Ankete katılıp zaman ayırdığınız için teşekkür ederim.

Appendix 4: English Version of the Interview Questions

1. What do you think about the importance of vocabulary learning while learning a foreign language? Please explain.
2. What strategies do you apply to discover the meaning of a new word in or outside the classroom environment? Please explain in details.
3. What strategies do you apply to consolidate the words you have learned? Please explain in details.
4. Please tell me about the feelings you have when you encounter a word for the first time.
5. Please tell me about the feelings you have when you encounter a previously learned word.

Appendix 5: Turkish Version of the Interview Questions

1. Sizce kelime öğreniminin yabancı dil öğrenimindeki önemi nedir? Lütfen açıklayınız.
2. Derslerinizde veya dersleriniz dışında İngilizce çalışırken yeni bir kelime ile karşılaştığınızda nasıl bir yol izlersiniz? Varsa kullandığınız stratejileri açıklayınız.
3. Öğrenmiş olduğunuz kelimeleri pekiştirmek için neler yapıyorsunuz? Lütfen açıklayınız.
4. Yeni bir kelime ile karşılaştığınızdaki hislerinizi lütfen anlatınız.
5. Daha önce öğrenmiş olduğunuz bir kelime ile karşılaştığınızdaki hislerinizi lütfen anlatınız.

Appendix 6: Permission Request from Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ **1079** 17.10.2019
KONU: Tez Anket İzini Hakkında

MERSİN TOROS ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178073 numaralı) **Seyda ASLAN TUNÇ**, “**Preparatory school students’ perceptions of vocabulary learning strategies at Toros University**” konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Aysun DAĞTAŞ’ ın tez danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışması kapsamında halen **Üniversitemiz Yabancı Diller Bölümünde halen öğrenim görmekte olan öğrencileri** kapsamak üzere kopyası Ek’de sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli izin verilmesi hususunu bilgilerinize sunarım.

Enstitü Müdürlüğünde kalan asıl sureti
imzalıdır
Prof. Dr. Ünal AY
Rektör

EKLERİ: Onüç sayfa tez anket formu ve Bir sayfa tez etik kurul izin formu fotokopisi.

Appendix 7: Approval from Toros University

T.C.
TOROS ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokul Müdürlüğü

Sayı : 21532369-600/ 420
Konu : Tez Çalışması Kapsamında anket
uygulama izin talebi

30/10/2019

Sayın Öğretim Görevlisi Seyda ASLAN TUNÇ'a ;

İlgi: 30.10.2019 tarihli ve 21532369.02-600/ 15 sayılı yazı

İlgide kayıtlı yazı ile Müdürlüğümüze başvuran Öğretim Görevlisi Seyda ASLAN TUNÇ'un anket uygulamak için izin talebi Bölüm Başkanlığının görüşüne istinaden Müdürlüğümüzce uygun bulunmuştur.

Bilgilerinizi ve gereğini arz ederim.

Prof./Dr. Mustafa Ş. AKSAN
Müdür



T.C.
TOROS ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Bölümü

Sayı : 21532369.02-600/15
Konu : Tez Çalışması Kapsamında Anket
Uygulama İzin Talebi

30.10.2019

YABANCI DİLLER YÜKSEKOKUL MÜDÜRLÜĞÜNE

İlgi : 28.10.2019 tarihli dilekçe

Bölümümüz Öğretim Görevlisi Seyda ASLAN TUNÇ ilgide kayıtlı dilekçesi ile Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dil Eğitimi Yüksek lisans yapmakta olup, tez çalışması kapsamında Yabancı Diller Bölümü öğrencilerine anket uygulama izin talebinde bulunmuştur. Söz konusu başvuruya ilişkin dilekçe ve uygulama dokümanları ekte sunulmakta olup, Bölüm Başkanlığınca uygun bulunmuştur.

Bilgilerinizi ve gereğini arz ederim.

Prof./Dr. Mustafa Ş. AKSAN
Bölüm Başkanı

Ekler;

- 1) Seyda ASLAN TUNÇ' un Dilekçesi (1 sayfa)
- 2) Çağ Üniversitesi Etik Kurul İzin Belgesi (4 sayfa)
- 3) Görüşme Soruları (1 sayfa)
- 4) Uygulanacak Anket (7 sayfa)