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THE INSTITUTE OF SOCIAL SCIENCES
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145980

VOCABULARY LEARNING STRATEGIES EMPLOYED BY PREPARATORY CLASS STUDENTS AT ADANA ANATOLIAN TEACHER TRAINING HIGH SCHOOL

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in the subject of
ENGLISH LANGUAGE TEACHING

Adana / 2004

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To my dear parents

Güler Arslan and Halil Arslan

ACKNOWLEDGEMENTS

I especially would like to express my deepest gratitude to my thesis advisor, Assistant Professor Doctor Jülide İNÖZÜ for her professional advice, guidance, comments and invaluable support throughout the preparation of this thesis.

I would like to thank Assistant Professor Doctor Hasan BEDİR for his comments.

I must also thank the students who participated in this study.

I would like to express my deepest thanks to my parents Güler and Halil ARSLAN whose love, patient and encouragement were important for me. I am also grateful to my sister Esen ARSLAN for her love and support.

Most of all, I am deeply indebted to my husband, Murat HANCIOĞLU, for his understanding, support, tolerance and love.

ABSTRACT

VOCABULARY LEARNING STRATEGIES EMPLOYED BY PREPARATORY CLASS STUDENTS AT ADANA ANATOLIAN TEACHER TRAINING HIGH SCHOOL

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Thesis of Master of Arts, English Language Teaching Department

Advisor: Asst.Prof.Doctor Jülide İNÖZÜ

September 2004, 72 pages

This study aims to identify vocabulary learning strategies which are known by preparatory class students attending Adana Anatolian Teacher Training High School. Moreover, the second purpose of this study is to observe to what extent students can employ the vocabulary learning strategies they are aware of.

In this study, a VLS questionnaire prepared by Marin and think-aloud protocols were used with 90 participants from the preparatory classes of Anatolian Teacher Training High School. After the VLS was completed by the participants, ten students were selected by the researcher for think-aloud protocols. The data obtained from VLS questionnaire were analysed in five categories: determination strategies, social strategies, cognitive strategies, memory strategies and metacognitive strategies. The frequencies and percentages were computed and shown in tables. Then, the protocols of ten students were transcribed and strategies used by the participants were grouped in a taxonomy.

The findings of this study indicate that the participants are not successful enough to employ the vocabulary learning strategies which they believe that they know.

Key Words: Vocabulary Learning Strategies, Cognitive Strategies, Metacognitive Strategies, Social Strategies, Think-aloud

ÖZET

ADANA ANADOLU ÖĞRETMEN LİSESİNDE HAZIRLIK SINIFI ÖĞRENCİLERİNİN UYGULADIKLARI KELİME ÖĞRENME STRATEJİLERİ

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Eylül 2004, 72 sayfa

Bu çalışma Adana Anadolu Öğretmen Lisesi öğrencileri tarafından bilinen kelime öğrenme stratejilerini tespit etmeyi amaçlamaktadır. Ayrıca, bu çalışmanın ikinci amacı öğrencilerin bildikleri kelime öğrenme stratejilerini ne ölçüde uygulayabildiklerini gözlemlemektir.

Bu çalışmada, Marin tarafından hazırlanan kelime öğrenme strateji anketi ve sesli düşünme tekniği Anadolu Öğretmen Lisesi hazırlık sınıfına devam eden 90 katılımcıya uygulandı.

Kelime öğrenme strateji anketi 90 öğrenci tarafından tamamlandıktan sonra, on öğrenci sesli düşünme tekniğinin uygulanması amacıyla seçildi.

Anketten elde edilen veriler beş kategoride , sosyal stratejiler, bilişsel stratejiler, metabilişsel stratejiler, hafizaya yönelik stratejiler, analiz edildi. Sıklık ve yüzdelik veriler hesaplandıktan sonra tablolar halinde gösterildi. On öğrenci tarafından uygulanan sesli düşünme tekniği ile ilgili veriler yazıya döküldü ve öğrenciler tarafından kullanılan stratejiler bir sınıflandırma tablosunda gruplandırıldı. Bu çalışmanın sonuçları katılımcıların bildiklerine inandıkları kelime öğrenme stratejilerini uygulamada yeterince başarılı olamadıklarını göstermiştir.

Anahtar Kelimeler: Kelime Öğrenme Stratejileri, Bilişsel Stratejiler, Metabilişsel Stratejiler, Sosyal Stratejiler, Sesli Düşünme.

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LIST OF ABBREVIATIONS

VLS	Vocabulary Learning Strategies
VOLSI	Vocabulary Learning Strategies Inventory
EFL	English as a Foreign Language
L2	Second Language
FL	Foreign Language

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Psychologists, linguists and language teachers often describe second/foreign language learning process as a relatively challenging task which requires to adopt certain strategies to solve the problem. Language learning in general and vocabulary learning in particular are such problem solving tasks at different levels of complexity (Gu, 2003:1). In the field of foreign language learning, the importance of vocabulary knowledge has been emphasized by language researchers especially in the last two decades. Baker, Simmons and Kameenui (1995) claim that learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge.

Having enough vocabulary knowledge which is known to play a key role in the individuals' proficiency in foreign language, depends on focusing on how students can best learn vocabulary. In FL learning, vocabulary acquisition is very significant in that learners frequently face difficulties. According to Kufaishi (1988), it has been presumed that vocabulary can be acquired through reading and practicing other language skills. This procedure which does not aim to teach learners the ways to engage meaningfully with new words causes problems in learning process.

With the recent focus in applied linguistics and lexical competence and the impact of developments on language learning and teaching, many language teachers and researchers are now aware of the fact that vocabulary learning and strategies used in this learning process should be a central part of language programmes (Fowle, 2002). In the last two decades, researchers have started to pay considerable attention to vocabulary learning strategies which have a key role in solving learners' problems in this issue. Holden (1999:42) mentions that "vocabulary learning strategies offer learners a chance both to develop the range and breadth of their own learning styles." The huge number of new lexical items that should be presented in lessons cause problems for both learners

and teachers. That's why vocabulary learning strategies have a significant place in independent learning where learning styles and independence are given importance to (Fowle, 2002). As Harmon (2000) states :

> Teachers must capitalize on students' independent language use through speaking and reading to improve their word knowledge. As students read longer and more difficult readings, and as they are exposed to a variety of independent word-learning strategies, they can build their vocabularies on their own (p.2).

Both findings of researchers stress the curicial role of vocabulary learning strategies in learning process. The problem is, however, making learners aware of employing the strategies in a successful way.

1.2 Statement of the Problem

Linguists and researchers have frequently emphasized the difficulties learners face in learning vocabulary. In spite of the fact that vocabulary has been presumed as one of the major problems confronting EFL learners, the important role of vocabulary learning strategies has been ignored by many researchers and language teachers (Kufaishi, 1988). As Denker (1998:1) states "for the last two decades, researchers have started to pay considerable attention to lexical acquisition. Although researchers into the field of language learning strategies often mention vocabulary learning strategies, these are rarely explored in any depth." In spite of current studies, which indicate the significance of strategies in learning vocabulary, most of the language teachers leave vocabulary learning to students and rarely teach vocabulary learning strategies and techniques (Oxford and Scarcella, 1994).

The vocabulary learning process has been described as problematic by most foreign language learners and teachers. As an English teacher, my experiences and informal interviews with students show that language learners have serious problems with learning new vocabulary items and retaining them. Most of the students mention that without enough vocabulary it is impossible to speak and write in English well. If the reasons of problems are taken into consideration, it can be supposed that vocabulary learning strategies are not known enough by students. Learners may also not use the

strategies they know or they may not be aware of vocabulary learning strategies in the learning process.

Therefore, difficulties students have to cope with in vocabulary learning require teachers to find out to what extent learners are aware of vocabulary learning strategies. Besides, whether learners use the strategies they know is also another aspect of this study.

1.3 Purpose of the Study

The aim of this study is first to explore vocabulary learning strategies which students are aware of. The researcher aims to analyze the quality and quantity of the strategies learners know while dealing with unknown vocabulary. Another purpose of this study is to find out to what extent learners use vocabulary learning strategies they know.

This research may serve an important purpose, that is, the analysis of the strategies known by the students may lead English teachers to help learners in terms of developing new strategies to find solutions for problems in vocabulary learning and retaining. In this way, English teachers may also evaluate their own knowledge of how to teach vocabulary. Furthermore, this study may provide relevant information to design a yearly plan and course syllabi which can meet learners' needs in vocabulary learning process.

1.4 Research Questions

This study seeks answers to the following research questions :

1) What vocabulary learning strategies are students aware of ?

2) What kind of vocabulary learning strategies do they use?

3) Do students employ vocabulary learning strategies as they read an English text ?

This study relies on the data collected from the students in seeking answers to the questions mentioned above.

1.5 Operational Definitions

1) Learning Strategies : Richards and Platts (1992:209) define learning strategies as "intentional behavior or thoughts used by learners during learning so as to better help them understand , learn, or remember new information."

2) Cognitive Strategies : Rubin and Wenden (1987:24) define cognitive strategies as "steps and operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials."

3) Metacognitive Strategies : Schmitt (1997:205) defines metacognitive strategies as "a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study."

4) Socioaffective Strategies : As Hişmanoğlu (2000:5) states socioaffective strategies are the ones which "... are related with social-mediating activity and transacting with others."

1.6 Assumptions and Limitations of the Study

There were two limitations to the study. The first one was that individual variables such as age, sex, social and economical backgrounds of the students were not taken into consideration since all of the students passed an official high school entrance exam. Therefore, it is assumed that all students would share a similar background.

The second limitation was that, as this study was designed for prep classes the number of the participants was limited. Thus, the findings are specific to this study and it is impossible to make generalizations.

CHAPTER 2

REVIEW OF LITERATURE

This chapter starts with a review of language learning strategies in general and vocabulary learning strategies in particular. It gives information about foreign language learning and the role of vocabulary in learning process. This chapter also focuses on vocabulary learning strategies and different types of them. Relevant studies on vocabulary learning strategies are also discussed in this chapter.

2.1 Learning Strategies

In the field of language learning and teaching over the last few decades a gradual but prominent shift has taken place with greater emphasis on learners and learning rather than on teachers and teaching (Lessard-Clouston, 1997). Particularly, developments in cognitive psychology influenced this new shift which examines how learners process new information. Q'Malley and Chamot (1990) summarises how this process is defined by cognitive theory.

> In cognitive theory, individuals are said to "process" information, and the thoughts involved in this cognitive activity are referred to as "mental processes". Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information (p.1).

In line with Q'Malley and Chamot, Wenden and Rubin (1987:19) define learning strategies as " ...any sets of operations, steps, plans, outlines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." According to Mayer (1988, cited in Lessard-Clouston,1997:2) learning strategies are " behaviours of a learner that are intended to influence how the learner processes information." All of these definitions reflect the roots of learning strategies in cognitive science which supports an essential assumption that learners process information and learning includes such information processing (Lessard-Clouston, 1997).

It is obvious that learning strategies are involved in all learning, regardless of the content and context. One of the areas in which learning strategies are used is foreign language learning and teaching. Within foreign language education, language learning strategies are used by learners to complete speaking, reading, vocabulary, listening or writing activities presented in language lessons (Kinoshita, 2003). In the field of foreign language learning and teaching, a number of definitions of language learning strategies have been indicated by researchers and educators. Rubin (1987:22) stresses that language learning strategies " are strategies which contribute to the development of the language system which the learner constructs and affect learning directly." In her study, Oxford (in Lessard-Clouston, 1997) also provides this helpful definition of language learning strategies:

> ... language learning strategies – specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability (p.2).

From these definitions, it can be concluded that there is a change in foreign language education which now emphasizes the processes and features of language learning strategies rather than the early focus on the product of linguistics or sociolinguistic competence (Lessard-Clouston, 1997). In her teacher-oriented text, Oxford (1990:9) summarises her view of language learning strategies by listing twelve key features as shown in Table 1 :

Table 1: Features of Language Learning Strategies

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

As it is shown in Oxford's table, language learning strategies are learner generated and they enhance language learning by developing language competence.
In addition to their features, classification of language learning strategies has also been focused on by many scholars. Oxford (1990) divides language learning strategies into two main classes, direct and indirect, which are further divided into 6 groups. In Oxford's taxonomy, direct strategies includes memory, cognitive and compensation strategies. Memory strategies are those used for storage of information, cognitive strategies are mental strategies learners use to make sense of their learning, and compensation strategies help learners to overcome knowledge gaps to continue the communication. In Oxford's system, indirect strategies refer to metacognitive, affective and social strategies. As this classification shows, metacognitive strategies help learners to improve their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language.

We can also refer to O'Malley and Chamot's framework (1985:38) which divides language learning strategies into three main subcategories: metacognitive,

cognitive and social mediation strategies. The three types of strategies are illustrated in the following manner:

Table 2 : O'Malley & Chamot Maximal List of Strategies

A. Metacognitive strategies:	**advance organisers:** planning the learning activity in advance. "You review before you go into class."
	directed attention: deciding to concentrate on general aspects of a learning task.
	selective attention: deciding to pay attention to specific parts of the language input or the situation that will help learning.
	self-management: trying to arrange the appropriate conditions for learning- " I sit in the front of the class so I can see the teacher."
	advance preparation: planning the linguistic components for a forthcoming language task.
	self-monitoring: checking one's performance as one speaks- "Sometimes I cut short a word because I realize I've said it wrong."
	delayed production: deliberately postponing speaking so that one may learn by listening "I talk when I have to, but I keep it short and hope I'll be understood."
	self-evaluation: checking how well one is doing against one's own standards.
	self-reinforcement: giving oneself rewards for success.
B. Cognitive strategies:	**repetition:** imitating other people's speech overtly or silently.
	resourcing: making use of language materials such as dictionaries.
	directed pysical response: responding physically, as

with directives.

translation: using the first language as a basis for understanding and/or producing the L2.

grouping: organising learning on the basis of common attributes.

note-taking: writing down the gist etc of texts.

deduction: conscious application of rules to processing the L2.

recombination: putting together smaller meaningful elements into new wholes.

imagery: visualising information for memory storage- "Pretend you are doing something indicated in the sentences to make up about the new word."

auditory representation: keeping a sound or sound sequence in the mind- "When you are trying to learn how to say something, speak it in your mind first."

key word: using key word memory techniques, such as identifying an l2 word with an L1 word that it sounds like.

contextualisation: placing a word or phrase in a meaningful language sequence.

elaboration: relating new information to other concepts in memory.

transfer: using previous knowledge to help language learning – "If they are talking about something I have already learnt (in Spanish), all I have to do is remember the new information and try to put it into English."

inferencing: guessing meanings by using available information–"I think of the whole meaning of the sentence, and then I can get the meaning of the new

	word." **question for clarification:** asking a teacher or native for explanation, help, etc.
C. Social Mediation strategies: cooperation: working with fellow-students on language	

While dealing with the classification of language learning strategies, it is important to note that the usage of these strategies are interconnected and they can provide support one to the other (Oxford, 1990).

There is a direct relationship between learning strategy research and vocabulary learning strategy research since language learning is basically dependent on vocabulary knowledge. There is no doubt that vocabulary learning can not be isolated from language learning in general.

2.2 Vocabulary and Language Learning

In foreign language learning and teaching area researchers and educators frequently stres the significance of vocabulary in learning and teaching process. Especially since the early 1980s, the introduction of the concept of "communicative competence" brought a stronger awareness of the curical role of vocabulary knowledge. As Palmberge (1986:16) states "such communicative approaches to foreign language teaching were often learner-centered in nature and stress the importance of vocabulary practice which aimed at providing learners with opportunities to interact with one another." In this period there was a renewed interest in vocabulary. Researchers began to emphasize the fact that possessing a large number of vocabulary items is necessary for the success in social, professional and intellectual life since vocabulary is a vehicle for self-expression and communication (Kufaishi, 1988). In the following quote, Hatch (1983) expresses the centrality of the lexicon to both acquisition and use.

> ...it is the lexical level that adult second language learners claim is most important. When our first goal is communication, when we have little of the new

> language at our command, it is the lexicon that is crucial...The words...will make basic communication possible (p.83).

Lewis (1993:133) agrees with Hatch by stating that "The basis of language is lexis. It has been, and remains, the central misunderstanding of language teaching to assume that grammar is the basis of language." Vocabulary has a curicial role for effective communication and without enough vocabulary, grammatical knowledge can not be a key of thought and interpretation as limited vocabulary has a negative effect on comprehension.

For the last two decades researchers have started to pay considerable attention to lexical acquisition which has been a significant problem for second and foreign language learners. The findings of researchers on lexical acquisition address that lexical errors are both the most common among second language (L2) learners and they are also the most disruptive for native speakers in terms of interpretation.

Researches on vocabulary learning show that, for most of the learners direct vocabulary instruction is beneficial and necessary since students are not able to acquire the whole vocabulary just by meaningful reading, speaking, listening, and writing. In this respect, vocabulary learning strategies have an important role in learning and teaching process due to the fact that learners can be taught explicitly how to improve their own vocabulary by teaching them appropriate vocabulary learning strategies rather than letting them learn vocabulary in their own way (Rasekh and Ranjbary, 2003). The following section examines the vocabulary learning strategies in detail.

2.3 Vocabulary Learning Strategies

In the field of language learning strategies, researchers often mention the role of vocabulary learning strategies, however these strategies have rarely explored in any depth. Schmitt (1997:200) states that "Although there has been relatively little attention paid to the area of vocabulary learning strategies, it is an area in which learners seem to consciously use discrete learning strategies such as inferring the meaning of a new word from its context." Teachers can not possibly directly teach all the words that students

need to learn, so students need a repertoire of strategies they can use to learn words on their own.

In vocabulary learning process, it is often emphasized by theorists and researchers that the strategies a learner uses and the effectiveness of these strategies mostly depend on the learner himself. This learner–oriented process view of vocabulary learning focuses on the relation between vocabulary learning strategy preferences and individual differences which include age, sex, language aptitude, intelligence, prior knowledge, motivation, self-concept, personality and cognitive and learning style (Gu, 2003). These person-dependent factors require to know different types of vocabulary learning strategies as learners may use various strategies related to their language proficiency and evaluation of learning task. While discussing his experience on vocabulary learning strategy training, Lessard-Clouston (1997:8) agrees with Gu stating that "vocabulary learning is a very individualised activity which requires a variety of vocabulary learning strategies for success in understanding and using English vocabulary, whether or not one is eventually tested on it." Thus, in the following section, it will be useful to discuss taxonomy of vocabulary learning strategies and then to describe the types of these strategies which are the cornerstone of vocabulary learning process.

2.4 Taxonomy of Vocabulary Learning Strategies

Research on learning strategies has become increasingly popular especially in the last twenty years. A number of researchers attempted to develop a classification scheme of language learning strategies (Rubin, 1987; Cohen, 1990; Oxford, 1990; Wenden, 1991). However, vocabulary learning strategies is a relatively new area of study in English language teaching. Although individual vocabulary learning strategies have been researched (Lawson and Hogben, 1996; Avila and Sadoski, 1996; Van Hell and Mahn, 1997), there are a few scholars (Stoffer, 1995; Schmitt, 1997) who have investigated and organized a classification schemes as a whole (in Kudo, 1999, p,5).

Stoffer (1995) is one of the researchers who developed a questionnaire to measure specifically vocabulary learning strategies. She administered this Vocabulary

Learning Strategy Inventory (VOLSI) and as a result of her study, Stoffer (1995, as cited in Kudo,1999, p.6) demonstrated that the 53 items on the VOLSI clustered into nine categories by factor analysis as follows:

1. Strategies involving authentic language use
2. Strategies used for self-motivation
3. Strategies used to organize words
4. Strategies used to create mental linkages
5. Memory strategies
6. Strategies involving creative activities
7. Strategies involving a physical action
8. Strategies used to overcome anxiety
9. Auditory strategies

The other researcher who investigated many strategies together is Schmitt (1997). He proposed his own taxonomy of vocabulary learning strategies which is somewhat different from Stoffer's. The following table shows excerpts from Schmitt's taxonomy.

Table 3: Schmitt's Taxonomy of Vocabulary Learning Strategies

Dimension	Discovery	Consolidation
Determination	Analyse part-of-speech Analyse affixes, roots Check for L1 cognate Guess from context Consult dictionary Use word lists	
Social	Ask teacher Ask classmates Group work	Group study/practice Teacher checks word lists Interact with L1 speakers
Memory		Imagine of word meaning

		Connect to related words Group words together Study word sound/spelling Keyword method Use physical action Use cognates Paraphrase word meaning Underline initial letter
Cognitive		Verbal/written repetition Note-taking Put L2 labels on objects
Metacognitive		Use L2 media Test yourself Continue study over time Skip/pass new word

Schmitt classifies the strategies into five groups: social strategies refer to interaction with others; memory strategies are used to relate new materials to existing knowledge; cognitive strategies mean the manipulation of the language by the learner; metacognitive strategies involve decision-making about the the learning process,and determination strategies are used while deducing the meaning of a new word by one's self (in Fowle,2002).

2.5 Types of Vocabulary Learning Strategies

In recent years, the studies on vocabulary learning strategies have frequently focused on the role of individual differences in vocabulary learning. According to Holden (1999), each learner has his or her own individual learning style so different learners naturally react differently to different strategies. It is therefore important that learners should be presented various types of vocabulary learning strategies which will

help them have an opportunity to become more aware of their individual learning styles. In the following part, there are some vocabulary learning strategies which can be useful for learners both to develop the range and breadth of their vocabularies and to reach a better understanding of their own learning styles.

2.5.1 Mnemonic Strategies

Mnemonic means aiding memory. Mnemonic (memory-enhancing) strategies are used for the initial acquisition and subsequent application of unfamiliar vocabulary. To Atkinson and Raugh (1975, as cited in Gu,2003) vocabulary learning is basically a memory issue and mnemonics should be a key factor in foreign language vocabulary learning. Thus, learners need to experiment with different kinds of mnemonics strategies to see which ones work best for them.

In the following section, there are four types of mnemonics; linguistic mnemonics, spatial mnemonics, visual mnemonics, and physical mnemonics will be described.

2.5.1.1 Linguistic Mnemonics

a) The Keyword Method

One of the most studied mnemonics is the *keyword method*, in which the foreign word is remembered by being linked to a keyword that is a sound-alike native word. Another way of using this method is creating a visual image that involves both the foreign word and the native word (Atkinson, 1975,as cited in Gu, 2003). Chamot, Barmhardt, Dinary and Robbins (1999:30) define the usage of the keyword method in three steps:

> Step 1: Think of a "keyword" that sounds like the new word, and imagine it as a picture.
>
> Step 2: Think of a Picture that describes the meaning of the new word or information.
>
> Step 3: Link the pictures together mentally. Crazy-linking pictures are easy to remember.

b) The Peg Method

The peg method is a linguistic mnemonic which allows unrelated items, such as words in a word list, to be recalled by linking them with a set of memorized "pegs". For example, if a learner is trying to learn words which describe types of weather, he can think the days of the week as a peg and associate them with a certain type of weather (Holden, 1999).

2.5.1.2 Spatial Mnemonics

a) The Loci Method

This method refers to spatial mnemonics and in order to use the loci method, one imagines a familiar location such as a room of a house or shops along a street.Then, one associates the parts or sections of the place with a new word or phrase that he has learned. For example, if a learner passes a street lined with shops, he can associate a word with each of the shops, and later, as he recalls the shops in order, he also recalls the words that he matched with each one (Holden, 1999).

b) Spatial Grouping

Spatial grouping refers to rearranging words on a page to form different kinds of patterns such as triangles, squares, and columns. To use this strategy, students should try to write words in various ways on paper. For instance, they can draw pictures using words. The following figure shows how this strategy can be used by learners (Holden, 1999:46).

Figure 1: Directions of a Bird

north

northwest northeast

west east

southwest southeast

south

2.5.1.3 Visual Mnemonics

Visualization

This strategy is a visual mnemonic which is an effective and efficient way to memorize vocabulary. Instead of using real pictures, visualization refers to strategy which is used through mental images, photographs, charts, graphs or the drawing of pictures (Weaver and Cohen, 1997). It can be useful for learners to visualize a word they need to remember. This way is much more affective than merely repeating the words (in http://www.public.asu.edu/~ickpl/learningvocab.htm). Visualization may help learners to retain new words in a meaningful way.

2.5.1.4 Physical Mnemonics

The Physical Response Method

The physical response method describes physical mnemonics which requires learner to move his body or his parts of his body in a certain way that illustrates the meaning of a word. It is assumed that physically enacting the information in a word or a sentence results in a better recall than simply repeating a word or a sentence (in http://www.public.asu.edu/~ickpl/learningvocab.htm).

2.5.2 Grouping

In psychology it is well known that if the material to be memorized is organized in groups, learners can use this organisation to remember the new items . In vocabulary learning, this strategy can be employed by separating new words, units or groups that are easy to remember. For instance, grammatical function (noun, verb, adjective, etc.) topic (weather, school, personality, etc.) language function (apology, request, permission, etc.) or even words that start with the same letters can be grouped by the learners (Holden, 1999).

2.5.3 Elaborating

Elaborating means relating the new information to itself in a way that helps you remember it. This strategy can be used by relating new words in English to other words you already know. For example, if it is necessary to remember the foreign language word for cat you can think of word for dog. The other alternative can be thinking a superordinate term animal (in http://www.public.asu.edu/~ickpl/learningvocab.htm).

2.5.4 Semantic Mapping

In vocabulary learning process, this strategy can be used by arranging the words into a diagram with a key word at the the top and related words as branches linked to the key word and to each other. Learners can practice this strategy individually or they can study in a group (in http://www.public.asu.edu/~ickpl/learningvocab.htm).

2.5.5 The Narrative Chain

This strategy can be used by making up a story using the new words in a context or setting that helps you remember. One of the ways of using the narrative chain is linking words in a list together into a sentence or a story. It works best if you can visualize the actions or images of each word. While employing this strategy, words which help in associating with a topic can be grouped together. Then, these associations can be connected by writing a short story containing new words (Holden, 1999). This strategy may be useful for learners to check how many of the words they remember.

2.5.6 Dictionary Strategies

Learners and language teachers often use dictionaries as a tool which helps them to gain further understanding about both grammatical features and usage of new vocabulary items. The usage of dicitionary is often seen as a simple activity. However, Scholfield (1982, as cited in Gu,2003) argues that making use of dictionary is rather a complex process that requires the active participation of the learner. So, it is necessary

for learners to employ synthesized dictionary strategies which increases the effect of dictionary use in learning vocabulary.

2.5.7 Note-taking Strategies

Learners can use different strategies if they want to take notes. After they get information about a new word, they may take notes in the form of vocabulary notebooks, vocabulary cards, or simply notes along the margins. Some learners can leave their notes in the order in which they appear. Others can copy over their notes after class, putting words into groups.

Various types of note-taking strategies can affect the vocabulary learning process in a useful way. Thus, all teachers should know the important role of note-taking strategies in vocabulary learning (Gu,2003).

2.6 Studies Done On Vocabulary Learning Strategies

In recent years , the number of the studies on vocabulary learning strategies has increased. Most of the researchers have focused on the identification , description and classification of vocabulary learning strategies by using questionnaires and think-aloud protocols as an instrument. In his study Gu (2003) uses think-aloud protocols to examine vocabulary learning strategies employed by two successful adult Chinese EFL learners. For this study, Participants were chosen from 978 third-year non-English majors at Beijing Normal University based on their scores and on the annual nation-wide English proficiency test, College English Test (CET) Band 4. To become familiar with the think-aloud procedure, the participants took part in a 20 minute training session. After this process, they were asked to interrupt their reading and verbalise about what they understood and thought when they encountered a new word. Think-aloud protocols were audiotaped as subjectes carried out these tasks. After transcribing the think-aloud data, the researcher derived categories from existing research and transcriptions. These categories were applied to the data to identify the strategies each participant used. The result of this study show that learners are different from each other as they use various strategies related to personal differences.

Another study which is related to vocabulary learning strategy research has been done by Kudo (1999). The aim of this study was to describe vocabulary learning strategies and to systematically categorize those strategies. For this study, the data were collected from Japanese senior high school students. The number of the participants was 504 and they were selected randomly. The data were obtained through a questionnaire which contained 56 strategies. The findings of this study show that the strategies most frequently used are rote learning, and the strategies less commonly used are those that involve deeper cognitive processing, such as the key word technique, and semantic mapping.In addition to this, according to Kudo (1999), this study provides evidence that strategies may not be culture-specific.

In his study Fan (2003) examines the frequency of use, perceived usefulness, and actual usefulness of second language vocabulary learning strategies employed by Hong Kong learners. There are three aims of this study (a) to find out the vocabulary size of the tertiary students and whether they need help with academic vocabulary, (b) to identify the strategies that are conductiveto learning vocabulary in general and the strategies that are especially useful for learning high-and low- frequency words in particular, and (c) to look at the discrepancies among the frequency of use, the perceived usefulness, and the actual usefulness of vocabulary learning strategies. The participants in this study included 1.067 learners who are the students of higher education. In this study, a vocabulary test and a vocabulary learning strategy questionnaire are used for data collection. For data analysis, ANOVA and Multiple Regression are employed by the researcher. The results of this study sheed light on the strategy profile of the Hong Kong learners in general. It also shows the complexity involved in strategy use.

In another study on vocabulary which was carried by Lessard-Clouston (1998), it was aimed to investigate and compare the vocabulary learning strategies of five non-native English-speaking and six native English-speaking graduate students of theology in a core course. The non-native English speaking students were all native speakers of Cantonese or Mandarin Chinese. Specifically, the purpose of the researcher in designing this study was to explore what vocabulary learning strategies the non-native and native English speaking students use to learn the specialized vocabulary of their discipline. In addition to this, the researcher aimed to discuss how these vocabulary learning strategies

may be classified and whether a particular approach or strategy predicts success in lexical acquisition. Individual variations in vocabulary learning strategies were also discussed in this study. In this study, the relevant data were collected using a test of theological language which elicited information about both breadth and depth of vocabulary knowledge at the beginning and end of the term. In addition to this, data were gathered by mid-term interviews with each student, and a term –end questionnaire on specific vocabulary learning opportunities and strategies. The results of data analysis confirmed the expectation that most of the students do not use structured vocabulary learning strategies, and that structure in vocabulary learning strategies does not appear to predict success in developing vocabulary knowledge.

The other study which focused on second language vocabulary learning strategies was designed by Schmitt and Schmitt (1993). This study mainly examined the analysis and classification of possible strategies used by 600 Japanese subjects, ranging from junior high school students to adults. This research on vocabulary learning strategies was synthesized into two lists of strategies: 14 methods for initial learning of a new word's meaning and 28 strategies for studying and remembering a word's meaning once it is known. The first list included methods such as use of reference materials, working with others, analyzing words from available information, creating systems to analyze words, using knowledge of other languages, and avoidance. The second list contains strategies like repetition, study of formal and grammatical aspects, creation and use of study aids, perseverance, physical actions, manipulation of meaning, association systems, and imaging. By using these two lists, the researcher determined how 600 Japanese subjects ranked their use and the utility of various strategies. Vocabulary learning strategies which were considered to be most helpful and least helpful were also listed and discussed briefly.

In another study, Jones et.al (2000) examined whether vocabulary learning strategies and pair-learning formats can be profitably combined or not. In this study, the participants were 100 sixth-grade students from middle school located in a semirural community near a mojor midwestern university. Students studied a list of new vocabulary items according to either an individual or pair format for studying and testing. The results showed some substantial benefits of mnemonic strategy use on

measures of definition recall, as well as of students' ability to remember information from a narrative passage that featured the vocabulary items. Moreover, it was observed that in the mnemonic condition, studying as a pair and being tested individually was as effective as both studying and being tested as a pair.

All these studies are sample documentations which prove the importance of vocabulary learning strategies. They all aim to provide information about different populations related to their awareness of vocabulary learning strategies and the usage of these strategies in learning process.

This study attempts to find out to what extent Turkish high school learners are aware of vocabulary learning strategies and usage of them in learning tasks.

There is no doubt that knowing much about these processes would contribute a lot to both the teachers and the researchers while designing vocabulary learning activities.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This descriptive study is designed to investigate the vocabulary learning strategies used by prep class students at Ayşe Atıl Anatolian Teacher Training High School. In this chapter, an overall design of the study will be presented. The detailed information about the subjects, the instruments, procedure and data analysis will be stated.

3.2 Subjects

90 students (30 male, 60 female) who are at the preparatory class of Ayşe Atıl Anatolian Teacher Training High School, Adana participated in this study. The average age of the students is 15. In general, the participants come from middle-class families. All of the students had taken an official exam in order to be a student at this school. Thus, it is assumed that the participants share a similar intellectual background. When the proficiency level is taken into consideration, it can be said that participants' knowledge of English is at pre-intermediate level.

3.3 Instrumentation

In this study two instruments were used. Firstly, the vocabulary learning strategies questionnaire was applied by the researcher (see Appendix I). This questionnaire was retrived from Marin (2003) and it involved 78 statements which symbolize various vocabulary learning strategies. The questionnaire includes three sections: dealing with unknown vocabulary, taking vocabulary notes and retaining vocabulary. A closed-questionnaire was preferred because this type of questionnaire can be used if specific information is to be collected (Chamot et al.1999). As it was mentioned before, one of the aims of this study is to find out vocabulary learning

strategies students are aware of and this closed- questionnaire is suitable to gather the specific information about vocabulary learning strategies students know.

The second instrument of this study was think-aloud protocols. A think-aloud is a technique which requires participants to verbalize their thought processes while working on a task. In general, these processes can refer to the person's learning strategies which are used to complete the specific language task (Chamot et.al 1999). Think-aloud protocols can be employed to assess progress in an area of learning strategies. A think-aloud protocol is a version of verbal report which can be conducted by asking the participant to work through the task at hand and think aloud about how he is performing the given task. In think-aloud protocols, the data can be collected through audio-or video-recorder, checklist or record sheet (Delett et.al, 2002).

Think-aloud protocols can be effectively used in vocabulary learning strategy research. In this study, the think-aloud method was employed with ten students who were chosen by the researcher. While selecting these participants, the first term official reports were accepted as a criterion. The students who get higher than 85 points in English lesson were selected as a participant for think-aloud protocols. The participants were given a text taken from the coursebook named, Knockout written by May (1999). The text was about the consumption of fast-food in Europe. The text was fairly difficult especially with respect to some vocabulary items. The text was also authentic which gives the researcher a chance to observe the participants while coping with real language outside the classroom. All of these aspects of the material help the researcher examine to what extent students can use the vocabulary learning strategies they know.

3.4 Procedure

The data of this study was gathered in two phases. First, the vocabulary learning strategy questionnaire (see Appendix I) was distributed to 90 subjects both of whom are the preparatory class students of Anatolian Teacher Training High School. Before administering the questionnaire, all the explanations were given in Turkish in order to create a relaxed atmosphere and to help students understand the instructions easily.

While participants were completing the questionnaire, some statements were also explained in Turkish by the researcher.

In the second phase of data collection, think-aloud protocols were used as an instrument to examine whether students actually employ the vocabulary learning strategies they chose in VLS questionnaire. 10 participants were invited to a meeting in which they were all informed about what they were expected to do by the researcher. They all agreed to participate in this study. Then a time schedule was prepared and each participant was given an hour of an appointment for the think-aloud protocols. Each participant was met individually in the library of school as it was important to have a quiet and comfortable setting. In every session, the participant was at a table with a video recorder, an instruction sheet written in the participants' native tongue (Turkish), a practice text and a real text in front. The expected time to be spent by each participant was about an hour. Each participant was met once. As it was necessary to train participants on think-aloud procedures, before data collection had started , the practice text (see Appendix II) was given to the participants after their having read the instructions (see Appendix IV & V) on thinking aloud. This was done just to give information about the procedures involved in the think-aloud task. The instructions were also read by the researcher aloud before the practice session started in order to be sure that the participants understood what they were really expected to do.

After this warm-up stage was completed and participants got used to following the procedure of think-aloud, each participant was given the real task (see Appendix III) for data collection. The students were asked to stop for each sign of asterix and say what they thought when they encountered with an unknown word. While expressing their ideas loudly, participants used their native language. In this way, the researcher aimed to help participants to explain their opinions easily.

3.5 Data Analysis

The data analysis of VLS questionnaire (see Appendix I), was designed based on five categories shown in Schmitt's (1997) taxonomy of vocabulary learning strategies (see page 13). This taxonomy included the following categories: "Determination

Strategies", "Social Strategies", "Cognitive Strategies", "Memory Strategies" and "Metacognitive Strategies". Frequencies and percentages for each of the 78 statements were computed and the findings were discussed. These procedures will be explained in detail in Chapter 4.

The second instrument of this study was think-aloud protocols. In order to analyse these protocols, the video-recorded responses of ten participants were transcribed verbatim by the researcher. Verbalisations of the participants were all in Turkish. While analysing the data, vocabulary learning strategies the participants used during the protocols were grouped using a taxonomy. The taxonomy will be discussed in detail in Chapter 4. (see page 46).

While organising the taxonomy, all of the strategies used by the participants were shown in the scheme. This was done, since one of the main purposes of this study was to find out to what extent participants employ the vocabulary learning strategies they are aware of.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

This chapter deals with the results derived from the analysis of the data which came from VLS questionnaire and think-aloud protocols.

The frequencies and perceptages of the strategies in the questionnaire and the findings of think-aloud protocols will be displayed in tables and the results will be discussed in detail.

4.2 Data Analysis

4.2.1 Analysis of the Questionnaire

The first instrument of this study is a Vocabulary Learning Strategies Questionnaire developed by Marin (2003). The data obtained from this questionnaire are analysed in five categories which are shown in Schmitt's (1997) taxonomy of vocabulary learning strategies: determination strategies, social strategies, cognitive strategies, memory strategies and metacognitive strategies (see page 13). Frequencies and percentages for each of the 78 statements are computed and the findings are displayed in the tables. In the VLS questionnaire, the students were supposed to respond the questionnaire on a 5 point Likert scale ranging from 1 to 5: 1-Never or almost never true of me, 2-Rarely or seldom true of me, 3-Sometimes true of me, 4-Generally true of me, 5-Always or nearly true of me.

4.2.1.1 Determanition Strategies

In the VLS questionnaire the first category, determination strategies, is demonstrated between the first and the nineteeth strategies. In Schmitt's (1997) taxonomy, determination strategies involve analysing part-of-speech, affixes and

roots, checking for L1 cognate, guessing from context, consulting dictionary and using word list. The following table shows the frequencies and percentages of determination strategies.

Table 4 : The Frequencies and Percentages of Determination Strategies

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1.I check if the word looks similar to Turkish	8	8.89	22	24.44	24	26.67	22	24.44	14	15.56
2.I analyse the structure of the word (i.e. Prefixes: mishear and suffixes:homeless) or parts of the word.	3	3.33	15	16.67	23	25.56	41	45.56	8	8.89
3.I analyse the grammatical category of the word by looking at the sentence.	6	6.67	6	6.67	14	15.56	38	42.22	26	28.89
4.I guess the meaning of the word by its sound,i.e.I say it aloud and guess.	42	46.67	22	24.44	16	17.78	8	8.89	2	2.22
5.I guess the meaning by looking at the pictures accompanying the text.	2	2.22	9	10.00	22	24.44	37	41.11	20	22.22
6.I guess the meaning with the help of the words in the sentence.	1	1.37	4	5.48	14	19.18	32	43.84	22	30.14

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
7.I guess the meaning by the topic of the text in which the word appears.	11	12.22	25	27.78	27	30.00	20	22.22	7	7.78
8.I keep on reading and try to guess later on from the context.	9	10.00	11	12.22	21	23.33	34	37.78	15	16.67
9.I skip the word if I do not manage to guess the meaning.	45	50.00	26	28.89	11	12.22	5	5.56	3	3.33
10.I look up the word in an English-Turkish-English dictionary.	0	0.00	2	2.22	7	7.78	24	26.67	57	63.33
11.I look up the word in my electronic translator.	69	76.67	6	6.67	7	7.78	6	6.67	2	2.22
12.I look up the word in an English-English dictionary.	23	25.56	17	18.89	35	38.89	14	15.56	1	1.11
13.I look up the word on the internet if possible.	69	76.67	8	8.89	5	5.56	3	3.33	5	5.56
14.I look up the word in the dictionary and check its meaning	1	1.11	1	1.11	12	13.33	27	30.00	49	54.44
15.I look up the the dictionary and check pronunciation	2	2.22	13	14.44	17	18.89	31	34.44	27	30.00
16.I look up the word in the dictionary and check its spelling	21	23.33	32	35.56	20	22.22	10	11.11	7	7.78

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
17.I look up the word in the dictionary and check its grammatical category.	6	6.67	10	11.11	16	17.78	35	38.89	23	25.56
18.I look up the word in the dictionary and check example sentences and fixed expressions.	7	7.78	6	6.67	7	7.78	32	35.56	38	42.22

When we look at the table 4, we see that in general more than 65 % of the participants check if the word looks similar to Turkish (statement 1). Second and third statements, analysing the structure and grammatical category of words, are also popular among more than 80 % of the participants. Moreover, the statements 4,5,6,7,8 and 9 refer guessing strategies. Here, the results underline that more than 70 % of the participants do not guess the meaning of the word by its sound or skip the word if they do not manage to guess the meaning (statements 4 and 9). However, it is significant to indicate that a noteworthy number of participants (more than 60 %) guess the meaning by looking at the pictures, the other words in the sentence or the topic of the text. They also keep on reading and try to guess later from the context (statements 5,6,7,8).

In the last part of this category, the statements are related to the usage of dictionary, electronic translator and internet. The findings demonstrate that nearly 97 % of the participants look up the word in an English-Turkish dictionary. On the other hand, the results of statement 12 indicate that English-English dictionary is preferred about 56 % of the participants. In addition to this, it is obvious that only 17 % of the participants use an electronic translator to look up the new word (statement 11). Except electronic translator, the usage of the internet is also not common among participants(14 %). Moreover, the last four statements of this category show that

more than 80 % of the participants check the meaning, pronunciation, and grammatical category of the word in the dictionary. However, only about 40 % of the participants check the spelling of the word in the dictionary.

As the results of table 4 show, the most favourite determination strategies are analysing the structure and grammatical category of the word (statements 2 and 3), guessing the meaning by looking at the pictures and other words in the sentence or paragraph (statements 5 and 6), looking up the word in an English-Turkish dictionary(statement 10), checking the meaning, pronunciation and grammatical category of the word from dictionary (statements 14,15 and 17) and checking example sentences in the dictionary (statement 20). It seems that students especially pay attention to the structure and grammatical category of words. This finding supports the idea that language teachers may frequently focus on the importance of analysing structure and grammatical category of words in learning vocabulary. Another important result in statement 10 indicates that students would rather to use bilingual dictionary rather than using monolingual dictionary. Students may prefer to look up English-Turkish dictionary since it is easier to understand the meaning in their native language. In addition to this, some language teachers may not encourage learners enough to use English-English dictionary to check the unknown words. Furthermore, in the usage of dictionary participants pay attention to checking the meaning, pronunciation and grammatical category of words (statements 14, 15 and 17). Students might think that controling the meaning, pronunciation and grammatical category from dictionary is significant to learn and retain new words.

If unpopular strategies are taken into consideration, it is obvious that students do not seem to be in favour of using strategies such as guessing the meaning of the word by its sound, skipping the word, looking up the word in an electronic translator or on the Internet and checking the word's spelling in the dictionary. It can be easily inferred that students usually do not focus on guessing the meaning by its sound. One reason might be that some language teachers do not give learners a chance to say the word aloud and guess its meaning. The other unpopular strategies, using an electronic translator or the internet, supports the idea that students do not aware of using technological devices in learning vocabulary. Since most of the students do

not know the useful effects of technology in learning vocabulary, it is necessary for teachers to encourage learners to use these devices in learning new words. Thus, it can be concluded that although students are aware of some determination strategies, they still need to be taught different types which they do not know. So, language teachers should be a guide and give learners a chance to practise various strategies which support creative learning rather than rote learning.

4.2.1.2 Social Strategies

The second category of VLS questionnaire includes social strategies. It is a wellknown fact that learning a language requires learners to interact with other people in order to improve communication and social strategies facilitate interaction with others. In the taxonomy of vocabulary learning strategies outlined by Schmitt (1997), social strategies involve asking teacher and classmates, group study, teacher's checking of word lists and interacting with L1 speakers. The following table shows the frequencies and percentages of social strategies indicated between number nineteen and twenty-nine in VLS questionnaire.

Table 5 : The Frequencies and Percentages of Social Strategies

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
19.I ask classmates,friends or relatives for a Turkish translation.	5	5.56	9	10.00	21	23.33	35	38.89	20	22.22
20.I ask classmates,friends or relatives for a definition in English.	12	13.33	31	34.44	18	20.00	19	21.11	10	11.11
21.I ask classmates,friends or relatives the spelling or pronunciation of the word.	11	12.64	14	16.09	22	25.29	27	31.03	13	14.94
22.I ask native speakers for a definition in English.	78	86.67	6	6.67	3	3.33	1	1.11	2	2.22
23.I ask native speakers for the spelling and pronunciation of the word.	77	85.56	4	4.44	5	5.56	4	4.44	0	0.00
24.I ask the teacher for a Turkish translation.	5	5.56	15	16.67	23	25.56	33	36.67	14	15.56
25.I ask the teacher for a definition in English.	30	33.33	17	18.89	24	26.67	11	12.22	8	8.89
26.I ask the teacher for an example sentence.	34	37.78	17	18.89	15	16.67	18	20.00	6	6.67

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
27.I ask the teacher for the spelling or pronunciation of the word.	6	6.67	13	14.44	14	15.56	35	38.89	22	24.44
28.I ask the teacher for the word's use(i.e.how and when it can be used appropriately).	11	12.22	16	17.78	30	33.33	25	27.78	8	8.89
29.I ask the teacher for the grammar of the word (e.g.if the word is followed by an -ing form or to-infinitive).	10	11.11	9	10.00	35	38.89	20	22.22	16	17.78

In this category, statements 19,20 and 21 are related to interaction between learners and their classmates, friends or relatives in vocabulary learning process. In general, a substantial number of students (more than 70%) seem to ask classmates, friends or relatives for a Turkish translation, spelling and pronunciation of the word (statement 19 and 21). However, nearly 52% of the participants communicate with classmates, friends or relatives for a definition in English (statement 20). The results support the idea that students probably find it easy to learn the definition of words in Turkish rather than in English. This category also includes two statements, 22 and 23, about the interaction between learners and native speakers. One can easily see that nearly 90% of the participants do not communicate with native speakers for definition, spelling, or pronunciation of the unknown words. As most of the students do not have an opportunity to interact with native speakers, it is necessary for language teachers to create an authentic atmosphere in which learners can practise English with native speakers.

In the category of social strategies, the last six statements, 24,25,26,27,28,29, focus on the relationship between teachers and students in the process of learning vocabulary. The results show that a noteworthy number of students (more than 70 %) ask the teacher for a Turkish translation, spelling, pronunciation, word's use or grammar of the word. However, if the statements 25 and 26 are taken into consideration, it can be said that more than half of the students do not ask the teacher for a definition in English or an example sentence. So, it seems that find it difficult to learn the definitions of words in English. It may also be an easy way for language teachers to teach the definition of new words in Turkish. Moreover, it is necessary to underline the finding related to example sentence. Since more than half of the students do not ask the teacher for an example sentence in which new vocabulary items are used, it can be supposed that in language classrooms students may focus on memorisation and rote learning. For that reason, language teachers should organise a classroom environment in which learners use new words in conversations or paragraphs which includes sentences related to their daily life.

4.2.1.3 Cognitive Strategies

The third category of Schmitt's (1997) vocabulary learning strategies taxonomy is named as cognitive strategies. Cognitive strategies provide higher order thinking process which gives learners a chance to analyse, synthesise and transform new information to keep a record of new words and retrieve them easily. In the taxonomy, cognitive strategies include verbal and written repetition, note-taking and putting L2 labels on objects. In the table 6 below the frequencies and percentages of cognitive strategies in VLS questionnaire are displayed clearly.

Table 6 : The Frequencies and Percentages of Cognitive Strategies :

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
30.I write down information about new word in the margins of the textbook or where the word occurs.	4	4.44	7	7.78	8	8.89	33	36.67	38	42.22
31.I write down new words on my English notebook.	24	26.37	5	5.49	12	13.19	16	17.58	34	37.36
32.I write down new words in a specific vocabulary section at the end or top of my English notebook.	37	41.11	15	16.67	13	14.44	10	11.11	15	16.67
33.I write down new words on my vocabulary notebook.	49	54.44	6	6.67	4	4.44	13	14.44	18	20.00
34.I write down new words on cards or small pieces of paper,which I carry with me.	45	50.00	25	27.78	10	11.11	9	10.00	1	1.11
35.I write down new words on wall charts ,posters and small pieces of paper,which I stick somewhere at home.	48	53.33	12	13.33	15	16.67	7	7.78	8	8.89
36.I record new words on audio-cassettes.	86	94.51	2	2.20	3	3.30	0	0.00	0	0.00
37.I keep vocabulary notes in a computer or other electronic devices.	81	90.00	3	3.33	2	2.22	2	2.22	2	2.22
38.I write down new words and their Turkish translation.	0	0.00	2	2.22	9	10.00	17	18.89	62	68.89
39.I write down new words and their definitions in English.	23	25.56	6	6.67	9	10.00	11	12.22	41	45.56
40.I write down antonyms and synonyms beside new words.	21	23.33	40	44.44	21	23.33	8	8.89	0	0.00
41.I write down the new word along with my own drawings.	77	85.56	10	11.11	2	2.22	1	1.11	0	0.00

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
42.I write down example sentences using the new word.	1	1.11	10	11.11	11	12.22	49	54.44	19	21.11
43.I write down the pronunciation of new words.	38	42.22	27	30.00	17	18.89	5	5.56	3	3.33
44.I write down the grammatical category of new words.	0	0.00	6	6.59	13	14.29	20	21.98	52	57.14
45.I write down the grammatical behaviour/pattern of the word(e.g.depend on and not depend of).	1	1.11	6	6.67	10	11.11	21	23.33	52	57.78
46.I write down information about the appropriate context or situation in which the word can be used.	13	14.44	32	35.56	27	30.00	13	14.44	5	5.56
47.I write down the contextual reference for the new word (e.g.page number or lesson,where I saw the word).	12	13.33	11	12.22	6	6.67	15	16.67	46	51.11
48.I organise new words by unit or lesson of the textbook.	19	21.11	17	18.89	13	14.44	16	17.78	25	27.78
49.I classify new words into their grammatical category(e.g.verbs in one section ,nouns in another).	46	51.11	15	16.67	10	11.11	9	10.00	10	11.11
50.I classify new words by meaning groups(e.g.animals,verbs involving motion).	44	48.89	18	20.00	18	20.00	7	7.78	3	3.33
51.I organise new words by alphabetical order or sections.	70	77.78	4	4.44	5	5.56	5	5.56	6	6.67

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
52.I write down new words in the order I meet them.	16	17.78	7	7.78	12	13.33	19	21.11	36	40.00
53.I use different devices to highlight the words you consider important.(e.g.capital letters,coloured pens or markers,asterisks,lines,etc.).	8	8.89	10	11.11	10	11.11	23	25.56	39	43.33
54.I say the word aloud several times.	15	16.67	20	22.22	30	33.33	19	21.11	6	6.67
55.I repeat the words silently in my mind.	1	1.11	14	15.56	14	15.56	40	44.44	21	23.33
56.I write the words several times.	4	4.44	9	10.00	17	18.89	22	24.44	38	42.22
57.I listen to the words recorded on tape.	86	95.56	2	2.22	1	1.11	0	0.00	1	1.11
58.I just repeat the English word alone.	46	51.11	23	25.56	10	11.11	6	6.67	5	5.56
59.I say the word and its Turkish translation.	8	8.89	4	4.44	15	16.67	29	32.22	34	37.78
60.I repeat example sentences several times.	27	30.00	31	34.44	20	22.22	7	7.78	5	5.56
61.I repeat the word and its English definition.	22	24.44	6	6.67	12	13.33	23	25.56	27	30.00
62.I repeat the spelling of the word several times,letter by letter.	19	21.11	6	6.67	20	22.22	28	31.11	17	18.89

While examining the results in detail, it is necessary to underline some important points in the category of cognitive strategies. Firstly, the strategies between thirty and fifty-three are related to note-taking. Here, the rates give us information about to what extent participants can keep a record of new vocabulary or organise new words for effective word storage by using note-taking strategies. If

the statements between thirty and thirty-seven are taken into account, it is obvious that a noteworthy number of the particiants (more than 87%) write down information about new word in the margins of the textbook or where the word occurs (statement 30). More than 68% of the participants also write down new words on their English notebooks(statement 31). In addition to this, if the findings of statements 32,33,34 and 35 are examined, one can easily see that more than half of the participants do not write down new words in a specific vocabulary section, on vocabulary notebooks, cards, posters, wall charts or small pieces of paper. These results show that participants usually prefer to study in a non systematic way in note-taking process. One reason which causes students to keep notes randomly may be related to lack of strategy training in vocabulary learning. Some language teachers may not teach different alternatives in keeping a record of new words. So, language teachers should show learners various note-taking strategies in vocabulary teaching period. Furthermore, as the statements 36 and 37 indicate, more than 93% of the participants do not aware of using electronic devices to keep vocabulary notes. The participants may not have enough information or opportunity to use technological devices such as computers or audio-cassettes to record new words. It is clear that students need to learn how to benefit from technology in the process of taking notes.

The statements between thirty-eight and forty-seven also focus on note-taking strategies related to translation, definition and extended information such as antonyms, synonyms, grammatical category or pronunciation of new words. When the results are taken into consideration, it is obvious that almost all of the participants write down the new words and their Turkish translation (statement 38). Then, as the statement 39 mentions, more than 65 % of the participants write down new words and their English definitions. These findings support the idea that students may be taught and wanted to focus on new words with their Turkish translation and definitions in English. Moreover, since more than 88% of the students write down example sentences using the new words, it is clear that in language classes students may have a chance to personalize the process of learning vocabulary (statement 42). However, the statement of 41 shows that more than 96% of the students do not write down the new word along with their own drawings or

pictures. So, it seems that participants do not aware of different strategies to personalize their knowledge except writing down example sentences using new words.

The statements 44,45 and 47 again show that students consider the grammatical category, pattern of words or contextual reference as important factors in learning vocabulary. However, statements 40,43 and 46 emphasize that more than 60% of the participants do not give the necessary importance to factors such as antonyms, synonyms, pronunciation and the context in note taking process. This supports the idea that some language teachers may not focus on the significant role of writing down the antonyms, synonyms and pronunciation of words or appropriate situation in which the word is used.

While keeping notes in vocabulary learning, the other important aspect is organising and classifying new words. On the one hand, the statement of 48 indicates that more than 60 % of the participants organise new words by unit or lesson of the textbook. Then, as it is shown in statement 52, more than 70% of the participants write down new words in the order they meet them. On the other hand, a significant number of the participants (more than 65%) do not classify new words in their grammatical category, meaning groups or alphabetical order. This means that there is a lack of strategy training to organise new words in different sections. So, language teachers should give information about various ways of classifying new vocabulary to be successful in word storage.

In the last part of this category, the statements between fifty-three and sixty-two are related to retrieving words. It should be pointed out that verbal and written repetition are significant ways to remember new words. In this section, the fifty third statement mentions that about 80% of the participants use different devices to highlight the words they consider important. All of the other statements (54,55,56,57,58,59,60,61 and 62) show that rote repetition is preferred by most of the participants. It should also be underlined that more than 60% of the participants do not just repeat the English word alone or example sentences several times. However, more than 85% of the students say the word and its Turkish translation. Students may think that it is easier to remember the word and its meaning by

repeating it with Turkish translation. Students may also find it difficult to repeat the example sentences in which new words are used. Thus, it seems that it is necessary for language teachers to encourage learners about meaningful repetition instead of rote repetition. If learners do not repeat new words in a meaningful context it can be difficult for them to store new vocabulary for a long time.

4.2.1.4 Memory Strategies

In Schmitt's (1997) taxonomy of vocabulary learning strategies, the fourth category involves memory strategies which require the learners to use their mental power in order to handle the learning process of the target language. Memory strategies help learners remember new words by connecting new things they learn with the old ones. In this taxonomy there are some memory strategies such as imagining of word meaning, connecting the word to related words, studying the sound and spelling of a word, using Keyword Method, paraphrasing the word's meaning, underlining the initial letter of a word, using physical action and cognates. The following table contains the frequencies and percentages of memory strategies in VLS questionnaire designed by Marin (2003). In the questionnaire the strategies between number sixty-three and seventy-four include memory strategies.

Table 7 : The Frequencies and Percentages of Memory Strategies

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
63.I relate new words to other English words with similar sounds or spelling.	13	14.44	13	14.44	30	33.33	19	21.11	15	16.67
64.I relate the new words to antonyms or synonyms in English.	28	31.11	20	22.22	24	26.67	13	14.44	5	5.56

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
*65.I associate new words with similar words in another foreign language I have studied.	13	14.44	9	10.00	37	41.11	17	18.89	14	15.56
66.I associate new words with a similar word in Turkish.	7	7.78	16	17.78	38	42.22	13	14.44	16	17.78
**67.I use the keyword method.	19	21.11	17	18.89	32	35.56	9	10.00	13	14.44
68.I relate new words to words which usually go together in speech or writing (e.g.words with do and words with make).	7	7.78	18	20.00	23	25.56	31	34.44	11	12.22
69.I associate new words with semantically related words or group of words.(e.g.flood&water,arm chair&parts of living room).	32	35.56	24	26.67	16	17.78	10	11.11	8	8.89
70.I visualise the written form (spelling)or the meaning of new words.	6	6.67	6	6.67	14	15.56	31	34.44	33	36.67
71.I associate new words with my personal experience.(e.g.fall in love).	28	31.11	19	21.11	25	27.78	10	11.11	8	8.89
72.I associate new words with the place I see or hear them(e.g.books,movies,songs,magazines,situations).	4	4.44	8	8.89	18	20.00	40	44.44	20	22.22
73.I associate new words with physical action I do	31	34.44	22	24.44	16	17.78	16	17.78	5	5.56

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
74.I think of prefixes and suffixes that can be attached to the new word(e.g.soft-soften-softener).	11	12.22	26	28.89	30	33.33	22	24.44	1	1.11

* = Students also learn German

** = Keyword method was explained by the researcher

As it is seen in the table 7, there are some memory strategies which are known by the participants. More than 60 % of the students relate new words to other English words with similar spelling. A significant number of the participants (more than 70%) also associate new words with similar words in Turkish or another foreign language. It seems that students are aware of the similarities between their native language and other foreign languages they have studied. Moreover, a noteworthy number of the participants (more than 70%) relate new words to words which usually go in speech or writing (statement 68). On the other hand, more than 60% of the participants do not associate new words with semantically related words or group of words (statement 69). Statements 71 and 73 also mention that more than half of the participants do not associate new words with their personal experience or physical actions that they imagine. It means that students usually cannot reflect the concept of abstraction to vocabulary learning process. The results of statements 70 and 72 also supports the idea that as more than 85% of the students visualise the written form or associate new words with the places they see, it is obvious that students generally concretize the vocabulary learning period. For that reason, it is essential for language teachers to show learners different strategies to associate new words with both their personal experiences and imagination.

4.2.1.5 Metacognitive Strategies

The fifth category of Schmitt's (1997) taxonomy is named as metacognitive strategies which help learners understand their own learning capabilities. In the taxonomy, metacognitive strategies are described as using L2 media, testing yourself, continuing to study a word over time and passing new word. In VLS questionnaire designed by Marin (2003), the last four strategies are related to metacognitive strategies. The following table shows the frequencies and percentages of metacognitive strategies.

Table 8 : Frequencies and Percentages of Metacognitive Strategies

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
75.I quiz myself or have others quiz me on new words.	30	33.33	17	18.89	18	20.00	11	12.22	14	15.56
76.I use as many new words as possible my everyday conversation or when writing in English.	6	6.67	15	16.67	20	22.22	29	32.22	20	22.22
77.I make up imagined conversations and stories in which I use new words.	39	43.33	26	28.89	16	17.78	4	4.44	5	5.56
78.I look for opportunities to encounter new words or review words in English(e.g.reading magazines,watching movies,using internet,listening to the radio,etc).	17	18.89	16	17.78	14	15.56	26	28.89	17	18.89

When the results are examined, it can be said that more than 60 % of the participants are aware of the two strategies, using as many new words as possible their everyday conversation and looking for opportunities to encounter new words such as reading magazines, watching movies,etc. However, more than half of the students seem not to quiz themselves on new words (statement 75). In addition to this, statement 77 is also unpopular among students. More than 70% of the participants do not make up imagined conversations and stories in which they use new words. The results again show that students need to learn how to benefit from the power of imagination in vocabulary learning and it is the duty of language teachers to change the atmosphere of the classroom by organising activities which include abstraction.

After analysing 78 strategies in five categories, it will be useful to discuss the results in general. The findings of VLS questionnaire require to mention some important points about vocabulary learning. Firstly, it is obvious that students are aware of only some types of vocabulary learning strategies and it is not enough for them to achieve the aims in learning new words. So, language teachers should have an overwhelming agreement on strategy training in vocabulary learning process. Learners need to employ various vocabulary learning strategies which enable them to learn and retain new vocabulary items. Language teachers should not forget the fact that vocabulary learning strategies help learners open the doors of success in learning new words.

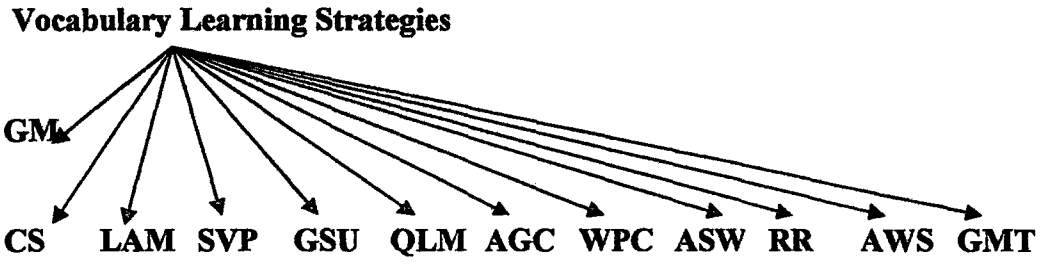
4.2.2 Analysis of Think- Aloud Protocols

This section deals with the analysis of data collected from ten students through think-aloud protocols. In the analysis, the following procedures were used:

1) The recorded verbal protocols of ten prep-class students attending Anatolian Teacher Training High School were transcribed verbatim.

2) The vocabulary learning strategies used by the participants in think-aloud protocols were grouped under the following headings. The taxonomy is the modified version of the one shown in Tuyan (1998:28).

Figure 2 : Vocabulary Learning Strategies Taxonomy



Note. *GM*=Guessing Meaning from Context, *CS*=Code-Switching, *LAM*=Look for an Appropriate Word to Get the Meaning, *SVP*=Solve Vocabulary Problem, *GSU*=Generalise Meaning Skipping Unknown Words, *QLM*=Question Long Term Memory, *WPC*=Word Pronouncing Concern, *RR*=Relate to Reference Words, *AGC*=Analysing the Grammatical Category, *AWS*=Associating New Words with a Similar Word in Native Language, *ASW*=Analysing the Structure of the Word, *GMT*=Guessing th Meaning by the Title of the Text.

Each of the strategies shown in the above taxonomy was described in table 9 with an explanation and example from the protocol. This table served as the criteria through which protocols were analysed.

Table 9 : Vocabulary Learning Strategies and Their Explanations

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
a. Guess meaning from context	The reader judges the meaning of a word considering the overall meaning of a stimulus sentence/context.	In this paragraph the writer gives information about fast-food sales in Europe. I do not know the meaning of the word " non-existent" but it should have a negative meaning because the sales of

		chicken takes minor share in Britain and Spain. So , in Italy it should be lower.
b. Code Switching	The reader uses an English word while responding in Turkish to the stimulus sentence.	According to market research *report* Mintel states that Britons will *spend* lots of money on hamburgers, pizzas and chicken meals.
c. Look for an appropriate word to get the meaning	The reader forces his short term memory to find a word which can summarise or reflect the thought in his mind.	The big corporations open thousands of new restaurants each year. What do people say for them?-big companies.
d. Solve vocabulary problem	The reader understands the meaning of a word by giving an equivalent of it.	One chain plans to open a new one, that is like a chain of restaurants,hotels.
e. Generalise Meaning Skipping Unknown Words	The reader gives brief summary ignoring some unknown words.	In mainland Europe , the fast-food sales are lower than Britain. People spend less money on fast-food.

** the starred word is being said in English.

f. Question Long Term Memory	The reader questions his memory to call back some information from long term memory into short term memory.	What does this associate with?
g. Analysing the grammatical category	The reader decides on the grammatical category that the word presents.	The success of fast food in general lies in the standardized menus.In this sentence, the word 'standardized' is an adjective.
h.Word Pronuncing Concern	The reader expresses concern about pronouncing a word correctly or attempt to pronounce a word two or more times	Italians come bottom of the fast-food league-league-league.
I. Analysing the Structure of the Word	The reader analyse the structure of the word (i.e.prefixes,suffixes).	In Italy sales of fast food chicken are almost non-existent. The word 'non-existent' has a prefix 'non'.
j. Relate to Reference Words	The reader relates previously stated content to reference words in order to establish intrasentecial ties	It says "they point out", in the text. Most probably these people are the researchers of Mintel company.
k. Associating New Words with a Similar Word in Native Language	The reader associate the new word with a similar word in his own language	In Britain the average of sale is the highest one. The word 'average' is also used in Turkish.

1.Guessing the Meaning by the Title of the Text	The reader guesses the meaning of unknown word from the title.	This title is about the fast food in Europe.The word 'continent' should be related to Europe.

The table 10 below shows a sample analysis from one of the participant's think-aloud protocols.

Table 10 : A Sample from S2's Coded Think-Aloud Protocol

Think-Aloud Protocol			
Student-2			
Stimulus Sentence	Responded Protocol	Description of the Strategy	Strategy Identified
Hamburger **dominate** the fast-food market, particularly in France, where they account for 88 per cent of fast-food sales.	'... the word of 'dominate' is also used in Turkish (dominant) in the meaning of control and autority.'	The reader associates a word with a similar word in his own language.	Associating New Words with a Similar Word in Native Language

As presented in table 10, each protocol was analysed to determine the cognitive operations the participant undertook while dealing with unknown words. For instance, in the sample above, the researcher decided that the participant had used the strategy 'AWS= Associating New Words with a Similar Word in Native Language'.

3) After the strategies employed by the participants were classified in a taxonomy and students were coded (S1, S2, S3, S4...), all the transcribed protocols were re-

examined in order to make sure that the verbalized protocols corresponded to the strategy.

In order to obtain ' intra- rater reliability', three randomly selected protocols were re-rated by the researcher five days after the first analysis to compare the degree of agreement between the first and second analyses (Gordon, 1987, cited in Selinger and Shohamy, 1989). A high degree of agreement (95%) was achieved between the two analyses of the protocols.

4) After the strategies had been described, the quality of vocabulary learning strategies was examined. Here, the quality symbolizes the variety of vocabulary learning strategies in terms of type and nature. The following table presents the quality of vocabulary learning strategies used by participants.

Table 11 : The Quality of Vocabulary Learning Strategies Used by Participants

STRATEGIES	PARTICIPANTS (N=10)
1.Looking for an Appropriate Word	5
2.Guessing Meaning from Context	10
3.Code Switching	5
4.Solve Vocabulary Problem	4
5. Skipping Unknown Words	10
6.Question Long Term Memory	2
7.Word Pronouncing Concern	4
8.Relate to Reference Words	3
9.Analysing the Grammatical Category	8
10.Associating New Words with a Similar Words in Native Language	10

11.Analysing the Structure of the Word	8
12.Guessing the Meaning by the Title of the Text	3

A total of 12 strategies which had been presented in Tables 11 indicated that only three of these strategies used by all of the participants. These were guessing meaning from context, skipping unknown word, and associating new words with a similar word in native language. The findings also support the idea that most of the students pay attention to grammatical category and structure of the words. However, it was observed that only 2 participants used the strategies labelled as "Question Long Term Memory" and 3 participants employed the strategies "Relate to Reference Words", "Guessing the Meaning by the Title of the Text".

As the results of think-aloud protocols show, students can only employ a limited number of vocabulary learning strategies they are aware of. During the process of protocols, the researcher observed that when the participants came across with an unknown word, they frequently tried to guess the meaning from the context and if they could not, they preferred to skip the unknown word. Moreover, it was also observed that the most commonly used strategy was analysing the grammatical category and structure of words. In the process of think-aloud protocols, participants especially thought about the word's part-of-speech. It seems that in language classes, grammatical features of a word, i.e. whether is it a noun or verb, are focused rather than its semantic qualities related to word usage. Thus, students may think that without focusing on the grammatical category or structure of words it is almost impossible to guess the meaning of unknown words. It is obvious that students do not practise enough in using various vocabulary learning strategies in their language learning process. For this reason, language teachers should organise various activities in which learners can use vocabulary learning strategies in different situations.

To sum up, if the findings of VLS questionnaire and think-aloud protocols are taken into consideration, it can be concluded that although the results of VLS questionnaire support the idea that students know some types of vocabulary learning strategies, the think-aloud protocols demonstrate that participants are not successful enough in employing the strategies which they are aware of. The most important reason which causes students to be unsuccessful may be especially the lack of practice and strategy training. It can be said that language teachers should examine the methods and procedures which they follow in teaching vocabulary. They should have enough information about the usage of vocabulary learning strategies and they should particularly teach how to employ vocabulary learning strategies in different context. A delibrate teaching of vocabulary learning strategies is a must if we want to teach new words effectively.

CHAPTER 5

CONCLUSION

5.1 Introduction

In this chapter, the results of the study are discussed and implications of the study are presented. Then, suggestions for further research are made.

5.2 Summary of the Study

The present study was concerned with two aims: first, to provide a detailed description of vocabulary learning strategies which students attending prep classes of Ayşe Atıl Anatolian Teacher Training High School, Adana, Turkey, are aware of and second, to find out to what extent students can transfer their theoretical knowledge of vocabulary learning strategies to their performance.

With respect to the above mentioned aims, two instruments, a VLS questionnaire and think-aloud protocols, were used for data collection. The subjects of this study were ninety students who attended prep classes of Ayşe Atıl Anatolian Teacher Training High School at the time of the study. First, all participants were given the VLS questionnaire developed by Marin (2003). The results of the questionnaire were discussed in five categories which were shown in Schmitt's (1997) taxonomy of vocabulary learning strategies. Second, in order to examine to what degree students can employ the vocabulary learning strategies they know, think-aloud protocols were used. Among the ninety participants, ten students whose marks of English lesson are over 85 were chosen and they were invited to a meeting in which they were all informed about what they were expected to do by the researcher. These students were also asked if they could volunteer to participate in this study. In order to gain insight about what vocabulary learning strategies participants can use, they were given a reading passage and asked to verbalise their thoughts about the unknown words they faced in the sentences of the

passage. These protocols were recorded and transcribed verbatim. Then, the vocabulary learning strategies used in protocols were shown in a taxonomy.

5.3 Discussion of the Results and Conclusion

The data gathered from the questionnaire were analysed under five categories: determination strategies, social strategies, cognitive strategies, memory strategies and metacognitive strategies. When the results of five categories are taken into consideration, it is necessary to say that in the category of determination strategies, students especially focus on the structure and grammatical category of words. For example, the results of the questionnaire show that more than 50% of the participants pay attention to the structure and grammatical category of new vocabulary items. This finding supports the idea that language teachers underline the importance of structure and grammatical category of new words in vocabulary teaching process. Another significant finding indicated that more than 60% of participants preferred using English-Turkish dictionary rather than English-English dictionary or electronic translater and internet. This means that some students are not aware of using technological devices to learn the meaning of unknown words. Since most of the schools are not equipped with educational technology, this result is expected. However, it should be expected from students to benefit from technology in learning vocabulary.

In the analysis of VLS questionnaire the second category includes social strategies. Social strategies refer interacting with classmates, teachers, friends, relatives or native speakers. Analysis of social strategies confirmed that students preferred communicating with classmates, teachers, friends or relatives for Turkish translation, definition, spelling or pronunciation of the words. However, more than 80 % of the participants would rather not to interact with native speakers. It is clear that students do not have enough opportunities to communicate in English with a native speaker and it can be one of the drawbacks of language education in our country.

The third category of the questionnaire consists of cognitive strategies which are related to keeping notes or verbal and written repetition of new words. In the analysis of cognitive strategies, it was found that taking notes on English notebook with Turkish

translations and English definitions was favoured by participants. However, using vocabulary notebooks which include only new vocabulary items was not popular among participants. Another interesting point about cognitive strategies was that more than 50% of the students were not aware of the strategies such as writing down new words on wall charts, posters, cards or small pieces of papers. It is obvious that most students do not know different types of note-taking strategies. This result supports the idea that some language teachers or learners may not be aware of the important role of note-taking strategies in learning and teaching vocabulary.

Cognitive strategies also include statements about verbal and written repetition. As the results indicated, more than 60% of participants repeat the words silently and write the new vocabulary items several times. Saying the word and its Turkish translation and repeating the word and its English definition were the other favourite strategies which were chosen by more than 50% of participants. Nevertheless, listening to the words recorded on tape was the least preferred strategy (1%). Moreover, repeating example sentences was also not popular among participants. It is apparent that while teaching vocabulary some language teachers mainly focus on teaching new words and their English definitions by asking students to write and repeat them several times. However, saying the word aloud and repeating the example sentences seem not to be given enough importance by some language teachers. This means that students may not have enough opportunity to use words in a meaningful context.

In the analysis of questionnaire, the fourth category focused on was the memory strategies. The findings show that visualising written form or meaning of new words and associating new words with their places were favoured by more than 60% of the participants. But, in general, students were seen not to be aware of the strategies such as relating new words to antonyms or synonyms in English, associating new words with their personal experience or associating new words with physical action. These results show that different methods such as total physical response are not taught enough in vocabulary teaching.

The last part of VLS questionnaire analysis is related to metacognitive strategies. The results showed that using as many new words as possible in everyday conversations or looking for opportunities to encounter new words were popular strategies among

nearly half of the participants. However, more than 50% of the participants were not aware of the strategies such as *quizing themselves on new words* and *making up imagined conversations or stories using new words*. It is clear that students may need to learn how to test themselves on newly learned vocabulary items.

As it was mentioned before, the second aim of this study was to determine to what extent students can employ the vocabulary learning strategies which they are aware of or they believe they employ. By using think-aloud protocols, the researcher aimed to observe the students' performance in employing vocabulary learning strategies while reading an English text. After giving detailed information about the procedure of think-aloud protocols, each of the ten participants were asked to read the given text and verbalise their thoughts when they came across with an unknown word. The protocols were transcribed verbatim and the vocabulary learning strategies used by participants were found out. The findings revealed some significant results. First, participants used a very limited number of vocabulary learning strategies during think-aloud protocols. Only twelve strategies were employed by the participants. Three strategies, guessing meaning from context, skipping unknown words and associating new words with similar words in native language, were employed by all participants. Analysing the grammatical category and structure of words was also popular among participants. Strategies such as questioning long term memory, relating new words to reference words or guessing the meaning from title of the text were some other strategies used by the participants. It was observed that participants especially used determination strategies. On the other hand, social, cognitive, memory and metacognitive strategies were not commonly used by the students in think-aloud protocols. These results make it clear that although the participants seem to know some of the strategies as shown in VLS questionnaire, they are not successful enough in transfering their theoretical knowledge to actual use since they usually focus on rote repetition. This is an important point which emphasises the fact that students need delibrate training and practice in using vocabulary learning strategies.

As a conclusion, the findings of this study demonstrate that students need a strategy training in order to learn various vocabulary learning strategies and moreover they need to have a chance to practise the strategies they know. So, language teachers

should create a classroom atmosphere to encourage learners to employ the vocabulary learning strategies they learn.

5.4 Implications of the Study

There has been a prominent shift within the field of language learning and teaching in the last years with greater emphasis being put on vocabulary learning and teaching. It is obvious that effective vocabulary learning and teaching can only be achieved when language teachers are aware of the significant role of vocabulary learning strategies in the learning and teaching process. For this reason, we can suggest that language teachers should always remember the vocabulary learning strategies as an important factor to help learners cope with problems in learning vocabulary.

In this study, we have dealt with vocabulary learning strategies employed by prep class students attending high school. It is apparent that students need to follow an effective strategy training which will give them a chance to practise and refine the use of strategies they have learnt. So, language teachers should focus on strategy training and they should not hesitate to use as many techniques as possible while dealing with vocabulary in the classroom environment to encourage learners to choose the strategies most helpful to them. By enabling students to benefit from a variety of strategies, language teachers can help learners take control of their own vocabulary learning.

This study may also provide some helpful implications for language teachers of high schools in the process of selecting language coursebooks and other language teaching materials. Language teachers should note that while choosing language teaching materials it will be useful to control whether they include vocabulary sections which give importance to strategy training in learning vocabulary.

5.5 Suggestions for Further Research

This study is limited to preparatory class students attending high school. A further research may be conducted with preparatory class students of universities or postgraduate students in order to investigate the vocabulary learning strategies in different proficiency levels.

As the participants passed an official exam, they were supposed to have similarities related to educational factors. So, in this research, some factors such as motivation, cultural background, attitudes and beliefs, type of task, tolerance of ambiguity were not taken into consideration. A further study may focus on the relation between these factors and usage of vocabulary learning strategies.

A further research may also be carried out in order to study the possible effects of strategy training on the usage of vocabulary learning strategies.

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APPENDICES

Appendix 1

VOCABULARY LEARNING STRATEGIES QUESTIONNAIRE

The following questionnaire aims to collect information about the vocabulary learning strategies you use in vocabulary learning process. Your answers will be useful for language teachers to improve the teaching of vocabulary so that you may learn more in the future.

Before you start, listen to the instructions carefully. When you complete the questionnaire please be honest. Read the statement and choose only one response number(1 throgh 5 as below) that most apply to you when learning English vocabulary. Please, review the response numbers below before you start.

1. Never or almost never true of me.
2. Rarely or seldom true of me.
3. Sometimes true of me.
4. Generally true of me.
5. Always or nearly true of me.

Thank you very much for your participation.

SECTION I. Dealing with unknown vocabulary.					
How I guess the meaning of new words	**1**	**2**	**3**	**4**	**5**
1. I check if the word looks similar to Turkish.	O	O	O	O	O
2. I analyse the structure of the word (i.e. prefixes: **mis**hear and suffixes: home**less**) or parts of the word (i.e. compounds: **housewife**).	O	O	O	O	O
3. I analyse the grammatical category of the word by looking at the sentence.	O	O	O	O	O
4. I guess the meaning of the word by its sound, i.e. I say it aloud and guess.	O	O	O	O	O
5. I guess the meaning by looking at the pictures accompanying the text.	O	O	O	O	O
6. I guess the meaning with the help of the words I know in the sentence or paragraph.	O	O	O	O	O
7. I guess the meaning by the topic of the text in which the word appears.	O	O	O	O	O
8. I keep on reading and try to guess later on from the context.	O	O	O	O	O
9. I skip the word if I do not manage to guess the meaning.	O	O	O	O	O
How I use dictionaries and other sources					
10. I look up the word in an English-Turkish dictionary.	O	O	O	O	O
11. I look up the word in my electronic translator.	O	O	O	O	O
12. I look up the word in an English-English dictionary.	O	O	O	O	O
13. I look up the word on the internet if possible,(i.e. on-line dictionaries)	O	O	O	O	O
14. I look up the word in the dictionary and check its meaning(s).	O	O	O	O	O
15. I look up the word in the dictionary and check its pronunciation.	O	O	O	O	O
16. I look up the word in the dictionary and check its spelling.	O	O	O	O	O
17. I look up the word in the dictionary and check its grammatical category(i.e. if the word is a verb, noun, adjective or both a verb and noun).	O	O	O	O	O
18. I look up the word in the dictionary and check example sentences and/or fixed expressions.	O	O	O	O	O
Whom I ask and what information I request.	**1**	**2**	**3**	**4**	**5**
19. I ask classmates, friends or relatives for a Turkish translation.	O	O	O	O	O

20. I ask classmates, friends or relatives for a definition in English.	O	O	O	O	O
21. I ask classmates, friends or relatives the spelling or pronunciation of the word.	O	O	O	O	O
22. I ask native speakers for a definition in English.	O	O	O	O	O
23. I ask native speakers for the spelling or pronunciation of the word.	O	O	O	O	O
24. I ask the teacher for a Turkish translation.	O	O	O	O	O
25. I ask the teacher for a definition in English.	O	O	O	O	O
26. I ask the teacher for an example sentence.	O	O	O	O	O
27. I ask the teacher for the spelling or pronunciation of the word.	O	O	O	O	O
28. I ask the teacher for the word's use (i.e. How and when it can be used appropriately).	O	O	O	O	O
29. I ask the teacher for the grammar of the word, (e.g. if the verb is followed by an-**ing** form or to-infinitive: **consider going** or **consider to go.**	O	O	O	O	O
SECTION II. Taking Vocabulary Notes					
Places where I keep a note of new words (and any information about them).	**1**	**2**	**3**	**4**	**5**
30. I write down information about new word in the margins of the textbook or where the word occurs.	O	O	O	O	O
31. I write down new words on my English notebook (i.e. the one I use for my English course or other courses).	O	O	O	O	O
32. I write down new words in a specific vocabulary section at the end or top of my English notebook.	O	O	O	O	O
33. I write down new words on my vocabulary notebook.	O	O	O	O	O
34. I write down new words on cards or small pieces of paper, which I carry with me.	O	O	O	O	O
35. I write down new words on wall charts, posters and small pieces of paper, which I stick somewhere at home.	O	O	O	O	O
36. I record new words on audio-cassettes.	O	O	O	O	O
37. I keep vocabulary notes in a computer or other electronic devices.	O	O	O	O	O
Kind of information I record about new words.	**1**	**2**	**3**	**4**	**5**
38. I write down new words and their Turkish translation.	O	O	O	O	O
39. I write down new words and their definitions in English.	O	O	O	O	O
40. I write down antonyms or synonyms beside new words.	O	O	O	O	O

41. I write down the new word along with my own drawings or pictures.	O	O	O	O	O
42. I write down example sentences using the new word.	O	O	O	O	O
43. I write down the pronunciation of new words.	O	O	O	O	O
44. I write down the grammatical category of new words.	O	O	O	O	O
45. I write down the grammatical behavior/pattern of the word, (e.g. depend **on** and not depend **of**).	O	O	O	O	O
46. I write down information about the appropriate context or situation in which the word can be used.	O	O	O	O	O
47. I write down the contextual reference for the new word (e.g. Page number, unit or lesson, film, song, where I saw the word).	O	O	O	O	O
How I organise my notes about new words.	**1**	**2**	**3**	**4**	**5**
48. I organise new words by unit or lesson of the textbook.	O	O	O	O	O
49. I classify new words into their grammatical category, (e.g. verbs in one section, nouns in another).	O	O	O	O	O
50. I classify new words by meaning groups, (e.g. animals, verbs involving motion).	O	O	O	O	O
51. I organise new words by alphabetical order or sections, (i.e. words beginning with A in one section, with B etc).	O	O	O	O	O
52. I write down new words in the order I meet them.	O	O	O	O	O
53. I use different devices to highlight the words you consider important. (e.g. capital letters, colored pens or markers, asterisks, lines, etc).	O	O	O	O	O
SECTION III. Memorising/Retaining Vocabulary					
Things I do repeatedly to help myself retain new words.					
A. Ways I do repetition.	**1**	**2**	**3**	**4**	**5**
54. I say the word aloud several times.	O	O	O	O	O
55. I repeat the word silently in my mind.	O	O	O	O	O
56. I write the word several times.	O	O	O	O	O
57. I listen to the words recorded on tape.	O	O	O	O	O
B. Information that I handle repeatedly.	**1**	**2**	**3**	**4**	**5**
58. I just repeat the English word alone.	O	O	O	O	O
59. I say the word and its Turkish translation.	O	O	O	O	O
60. I repeat example sentences several times.	O	O	O	O	O
61. I repeat the word and its English definition.	O	O	O	O	O
62. I repeat the spelling of the word several times, letter by letter.	O	O	O	O	O

Associations I make to help myself retain words.	**1**	**2**	**3**	**4**	**5**
63. I relate new words to other English words with similar sounds or spelling (e.g. **link&wink, row&raw).**	O	O	O	O	O
64. I relate new words to antonyms or synonyms in English (e.g. **tall&short, view&opinion).**	O	O	O	O	O
65. I associate new words with similar words in another foreign language I have studied.	O	O	O	O	O
66. I associate new words with a similar word in Turkish.	O	O	O	O	O
67. I use the Keyword Method.	O	O	O	O	O
68. I relate new words to words which usually go together in speech or writing (e.g. words with **do** and words with **make**).	O	O	O	O	O
69. I associate new words with semantically related words or group of words (e.g.**flood&water, armchair&parts of living room**).	O	O	O	O	O
70. I visualize the written form(spelling) or the meaning of new words.	O	O	O	O	O
71. I associate new words with my personal experience.(e.g. fall in love).	O	O	O	O	O
72. I associate new words with the place I see or hear them (e.g. books, movies, songs, magazines, situations).	O	O	O	O	O
74. I think of prefixes and suffixes that can be attached to the new word (e.g. soft, soften, softer).	O	O	O	O	O
What I do to practice or consolidate new words.	**1**	**2**	**3**	**4**	**5**
75. I quiz myself or have others quiz me on new words (e.g. practising giving meanings in all possible manners, playing memory games, etc.)	O	O	O	O	O
76. I use as many new words as possible my everyday conversation or when writing in English.	O	O	O	O	O
77. I make up imagined conversations and stories in which I use new words.	O	O	O	O	O
78. I look for opportunities to encounter new words or review words in English (e.g. reading magazines, watching movies, using internet, listening to the radio, etc.).	O	O	O	O	O

Appendix 2

PRACTICE TEXT

Lightning rips through teenagers' tent

Sixteen-year-old David Burren and his friends had a very lucky escape last night after lightning struck his tent.

David Burren lives with his family on a farm in Kent. He finished his school exams last Friday and had a party on the farm for some friends. After the party, some of the boys decided to sleep in a large tent in a field behind the house.

At 1 a.m. the teenagers went to bed. It was a stormy night and it was difficult to sleep. They laughed and joked, but then suddenly lightning ripped through the nylon wall of the tent. It struck a metal pole in the tent.

"It was about 3 a.m.," said David.

"There was a big bang and a flash of light. Somebody shouted, 'Run, everyone, run'." The boys ran across the field to the house. But then they realised that their friend, Stefan Brown, 15, was still in the tent.

"Two of us went back to get Stefan. He was unconscious. We thought he was dead," said David. "We pulled him out and put him on the grass. There were burns all over his face. After a few minutes, he started talking – about football, I think."

Ambulances took seven of the teenagers to the General Hospital where they were treated for burns and shock. Fortunately none of them were seriously hurt.

Appendix 3

REAL TEXT

THE FAST-FOOD CAPITAL OF EUROPE

0

Britain spends more on fast food than any of the other main western European countries, according to a market research report. Mintel, who carried out the study, estimates that Britons will spend almost £2.5 billion on hamburgers, pizza and chicken meals sold through fast-food chains this year, an average of £41 per head.

1

Hamburgers dominate the fast-food market, particularly in France, where they account for 88 per cent of fast-food sales. The proportion is only marginally smaller in Italy and Germany (66 per cent and 85 per cent respectively). In Britain and Spain sales are more evenly divided between hamburgers and pizzas, while chicken takes a minor share. In Italy sales of fast-food chicken are almost non-existent.

2

The survey's findings equate to the average Briton eating a hamburger every five days, or two pieces of fried chicken every three weeks, the researchers say. They also point out that if UK consumption continues to grow at present rates it will soon approach per capita American levels.

3

Hamburgers are relatively cheaper in Britain than any of the other countries surveyed, with McDonald's and the British firm Burger King competing aggressively for market share. Food prices and other costs also tend not to be so high as on the Continent.

4

This may help to explain why the figures for people in mainland Europe are much lower. The estimated expenditure is £29 per head in France, £20 in Germany and £11 in Spain. The Italians come bottom of the fast-food league, spending only £3 per head.

5

The big corporations, however, are set to expand dramatically everywhere, with thousands of new restaurants opening each year. One chain plans to open a new one every three hours, most of them outside the US and many of them in Europe.

6

Chris Butcher, Mintel's leisure analyst, said yesterday: 'Fast food is benefiting from the increasing trend towards snacking and convenience foods. Britain is the fast-food capital of Europe. The success of fast food in general lies in the standardized menus, where quality, quantity and price are guaranteed.'

7

Standardized the food certainly is. Company rule books spell out exactly how to grill or fry, as well as precise cooking times and temperatures. The burger, like other kinds of fast food, is a simple product and appeals because there is only one way to prepare it. No matter where you buy one, what you get will be basically the same thing.

Appendix 4

INSTRUCTION SHEET

1. You will be given a news item to be read.

2. As you are reading, when you see an asterisk, stop reading and talk out loud about what you are thinking and ;

   a. explain what was happening in the news item;

   b. explain what you thought when you confronted a word that you donot know;

   c. explain what you did when you come to a word that you donot know;

   d. discuss anything else about the text or vocabulary items in the text.

   e. discuss problems related with vocabulary and how you try to solve them.

3. You will not be interrupted or assisted once you begin.

Appendix 5

YAPILMASI GEREKENLER

1. Şimdi size okumanız için bir gazete makalesi verilecek.

2. Asterix gördüğünüzde okumayı durdurup;

a. Makalede ne olup bittiğini açıklayınız.

b. Bilmediğiniz bir kelimeyle karşılaştığınızda ne düşündüğünüzü açıklayınız.

c. Bilmediğiniz bir kelimeyle karşılaştığınızda ne yaptığınızı açıklayınız.

d. Makaleyle ve makaledeki kelimelerle ilgili başka bir şey yaptıysanız, bunu da tartışabilirsiniz.

e. Makaledeki kelimelerle ilgili karşılaştığınız problemleri ve bunları nasıl çözmeye çalıştığınızı da tartışabilirsiniz.

3. Okumaya başladıktan sonra size müdahale yada yardım edilmeyecek.

NOT: Bu çalışmada harcadığınız süre yada verdiğiniz cevapların doğru olup olmadığı bir önem taşımamaktadır. Önemli olan buradaki düşünme tarzınızdır.

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