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**EXPLORING THE EFFECTS OF VOCABULARY LEARNING
STRATEGY INSTRUCTION ON STUDENTS' PRACTICES IN THE
LIGHT OF TEACHERS' PERCEPTIONS**

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KELİME ÖĞRENME STRATEJİSİ ÖĞRETİMİNİN ÖĞRENCİ
UYGULAMALARINA ETKİSİNİN ÖĞRETMEN ALGILARI
İŞİĞİNDA İNCELENMESİ

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Dedicated to the children of villages...

TEZ ONAY SAYFASI

Hüseyin YANCI tarafından hazırlanan “EXPLORING THE EFFECTS OF VOCABULARY LEARNING STRATEGY INSTRUCTION ON STUDENTS’ PRACTICES IN THE LIGHT OF TEACHERS’ PERCEPTIONS” (KELİME ÖĞRENME STRATEJİSİ ÖĞRETİMİNİN ÖĞRENCİ UYGULAMALARINA ETKİSİNİN ÖĞRETMEN ALGILARI IŞIĞINDA İNCELENMESİ) başlıklı çalışma aşağıdaki jüri tarafından 18/04/2024 tarihinde yapılan savunma sınavı sonucunda oy birliği ile Amasya Üniversitesi Sosyal Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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18/04/2024

Hüseyin YANCI

İmza

ABSTRACT

EXPLORING THE EFFECTS OF VOCABULARY LEARNING STRATEGY INSTRUCTION ON STUDENTS' PRACTICES IN THE LIGHT OF TEACHERS' PERCEPTIONS

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This study aimed to investigate the effects of using language learning strategies (LLS) on secondary school EFL students' vocabulary knowledge and teachers' perceptions of teaching strategies. The study sample consisted of secondary school EFL teachers and secondary school students studying at a state school in Sivas, Türkiye. The study was conducted in a mixed-method research design. The data was gathered through quantitative and qualitative data collection tools. The quantitative data was collected through a questionnaire for teachers and pre- and post- tests for students. 119 teachers were surveyed through a vocabulary teaching strategies (VTS) questionnaire (Ölmez, 2014), and 26 students were tested at the beginning and end of the 9-week intervention. This study also has an aspect of experimental design due to the 9-week intervention with students. There were two classes of fifth graders in the school. One of the classes was selected as control and other one as experimental due to the implementation of the intervention. While the experimental group students studied the vocabulary with explicit instruction of vocabulary learning strategies (VLS), the control group did not have explicit instruction of the strategies in routine course book flow. In the beginning, both group participants' previous knowledge of the target vocabulary was tested with a pre-test. At the end of the 9-week intervention period, both groups took another test including similar content to the pre-test. The pre-test and post-test were administered to examine the effects of the intervention. The test scores of the groups were submitted to the SPSS program for statistical analysis. On the other hand, the content analysis method was used to collect and analyze qualitative data. 13 students in the experimental group were interviewed, and their responses were analyzed by using the MAXQDA software. In the final step, teachers' and students' preferences and attitudes towards VLS were identified by comparing the teacher

questionnaire's results and the student's interview. The findings showed that there was a discrepancy between teachers and students in terms of practice and attitudes towards VLS although both groups had a positive impression on using VLS. Besides it was revealed that the instruction of VLS developed students' vocabulary knowledge at a considerable level compared to the regular coursebook flow. Therefore, further studies are suggested to take advantage of the findings in this study with pedagogical implications.

Keywords: language learning strategies, vocabulary as a sub-skill in EFL, vocabulary learning/teaching strategies, explicit instruction



ÖZET

KELİME ÖĞRENME STRATEJİSİ ÖĞRETİMİNİN ÖĞRENCİ UYGULAMALARINA ETKİSİNİN ÖĞRETMEN ALGILARI IŞIĞINDA İNCELENMESİ

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Bu çalışma, dil öğrenme stratejilerini (DÖS) kullanmanın ortaokul öğrencilerinin kelime bilgisi ve İngilizce öğretmenlerinin öğretim stratejilerine ilişkin algıları üzerindeki etkilerini ortaya çıkarmayı hedeflemiştir. Çalışmanın örneklemini, Sivas'taki ortaokul İngilizce öğretmenleri ve bir devlet okulunda öğrenim gören ortaokul öğrencilerinden oluşmaktadır. Çalışma karma yöntem araştırma deseninde yürütülmüştür. Veriler nicel ve nitel veri toplama araçlarıyla toplanmıştır. Nicel veriler öğretmenlerden bir anket ve öğrencilerden ilk ve son testler aracılığıyla toplanmıştır. 119 öğretmene kelime öğretim stratejileri (KÖS) anketi (Ölmez, 2014) uygulanmış ve 26 öğrenci 9 haftalık öğretimin başında ve sonunda test edilmiştir. Bu çalışma, öğrencilerle yapılan 9 haftalık öğretim nedeniyle deneysel tasarım yönüne de sahiptir. Okulda 5. sınıflardan oluşan iki sınıf vardı. Uygulamanın yapılabilmesi için sınıflardan biri kontrol, diğeri ise deneysel olarak seçilmiştir. Deney grubu öğrencileri kelime öğrenme stratejilerinin (KÖS) doğrudan öğretimi ile kelime çalışırken, kontrol grubu rutin ders kitabı akışında stratejilerin doğrudan öğretime maruz bırakılmamıştır. Başlangıçta, her iki gruptaki katılımcıların hedef kelimelere ilişkin ön bilgileri bir ön test ile sınanmıştır. 9 haftalık öğretim döneminin sonunda her iki grup da ön teste benzer içerikte bir test daha almıştır. Öğretimin etkilerini incelemek için ön test ve son test uygulanmıştır. Grupların test puanları istatistiksel analiz için SPSS programında çalışılmıştır. Öte yandan, nitel verilerin toplanması ve analiz edilmesi için içerik analizi yöntemi kullanılmıştır. Deney grubundaki 13 öğrenci ile görüşülmüş ve yanıtları MAXQDA yazılımı kullanılarak analiz edilmiştir. Son aşamada, öğretmen anketi sonuçları ile öğrenci görüşmeleri karşılaştırılarak öğretmen ve öğrencilerin KÖS'e yönelik tercih ve tutumları belirlenmiştir. Bulgular, her iki grubun da KÖS kullanımı için olumlu bir izlenime sahip olduğuna işaret etse de öte yandan uygulama ve KÖS'e yönelik tutumlar açısından öğretmenler ve öğrenciler arasında bir uyumsuzluk olduğunu göstermiştir. Ayrıca, KÖS öğretiminin normal ders kitabı planlamasında ilerleyen planlamaya kıyasla öğrencilerin kelime bilgisini önemli düzeyde geliştirdiği ortaya çıkmıştır. Bu nedenle, bu

çalışmadaki bulgulardan pedagojik çıkarımlarla faydalanmak için daha fazla çalışma yapılması önerilmektedir.

Anahtar Kelimeler: dil öğrenme stratejileri, EFL'de bir alt beceri olarak kelime bilgisi, kelime öğrenme/öğretme stratejileri, doğrudan öğretim



FOREWORD

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ABBREVIATIONS

Abbreviations	Explanations
ACL	American culture and language
CEFR	Common European framework of reference for languages
EFL	English as a foreign language
ELL	English language and literature
ELT	English language teaching
LLS	Language learning strategies
MoNE	Ministry of national education
SILL	Strategy inventory for language learning
SLA	Second language acquisition
SPSS	Statistical package for the social sciences
VLS	Vocabulary learning strategies
VTs	Vocabulary teaching strategies

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Learning second/foreign languages is highly popular all around the world and people show great interest in facilitators affecting learning. Mainly, learners look for convenient and fast ways to learn second/foreign languages for themselves. Therefore, language learning strategies (henceforth LLS) appear efficient in advancing learners' process in language learning. Educators also highlight the importance of developing learners' LLS to improve language skills effectively (Woolfolk, 1998). According to the cognitivist theory, EFL learners need to know a rich collection of LLS and how to use them in variable situations to enhance language skills (Weinstein & Mayer, 1996). While teachers can use LLS in an instructional way to raise students' awareness, learners take advantages of using proper LLS according to their learning styles and preferences. Considering learners' choices on LLS, Cohen (1998) defines LLS as by consciously selecting, retaining, recalling, and applying information about a foreign language, learners can enhance their ability to learn and use the language. As a result, learners locate new knowledge and practices in the mind by means of LLS.

Various studies were conducted regarding LLS, mainly on describing and categorizing strategies as in Rubin (1975), O'Malley and Chamot (1990) and Oxford (1990). The last author also created the Strategy Inventory for Language Learning (SILL), which enables the assessment of LLS used by learners. To figure out students' choices on LLS, the SILL is mostly used as a tool. Consequently, it is fair to say qualifying learners with distinctive strategies and revealing what learners prefer to use may advance EFL classes. On the other hand, learning vocabulary appears as a milestone for students. Hence students' choices among LLS provide permanent learning of vocabulary (Oxford, 1990).

To make learners choose appropriate strategies, teachers can provide explicit instruction with the adoption of LLS. Teachers are able to use LLS with explicit instruction in the class while teaching vocabulary because they are also responsible for students' learning process in addition to the objectives of the lesson. LLS make learners autonomous and self-directed as the strategies are apt to be used individually or in groups. O'Malley and Chamot (1990) argue that explicit instruction in teaching LLS is more effective than implicit (embedded) instruction because students are aware of what the strategy is and how it is applied

by explicit instruction. Therefore, in this study, students are expected to be exposed to and practice LLS in a purposeful manner, which completes the gap between theoretical aspects of LLS in the class.

1.2. Purpose of the Study

The class environment does not present the ground on which teachers and students verbalize the choices of learning or teaching vocabulary in the flow of the syllabus. In other words, as a crucial part of learning vocabulary, vocabulary learning strategies (henceforth VLS) need to be reviewed by both teachers and students in terms of practical implementation in the class. This study aims to investigate EFL teachers' perceptions and application of vocabulary teaching strategies (henceforth VTS) in view of secondary school students' classroom practices with explicit instruction of VLS. Subsequently the study reveals the differences about the VLS students use, and the VTS teachers implement in the class, which is a gap between the parties of education.

1.3. Significance of the Study

A key purpose of this study is to add to the literature on foreign language education by examining how VLS work in teaching target vocabulary rather than using traditional teaching methods. This study is basically motivated by the idea that the VLS are overlooked by both the teachers of English and learners in secondary schools. The substantial studies shows that the surveys collecting data on the choices over VLS are dominant in the literature; however, this study investigated the efficiency of the strategies by considering the differences between students and teachers via using a mixed method. Hence, the core of the study is comparing the choices made by both parties of education and filling the gap between teachers and students, which may contribute to existing literature. Also, the findings may be of some pedagogical value to foreign language teachers, foreign language learners who face difficulties discovering and consolidating target vocabulary, and researchers who are interested in vocabulary teaching and VLS in general.

1.4. Research Questions

This study researches the answers to two main questions:

1. Are there significant differences between teachers' VTS and students' VLS in terms of vocabulary learning and teaching?
2. What are the teachers' perceptions and the application of VTS?
3. What are the students' perceptions and the application of VLS?
4. Is there a significant discrepancy between training secondary school students for VLS through explicit teaching and traditional vocabulary teaching?

1.5. Limitations and Assumptions

Despite being inclusive in structure with the research topic and its methodology, this study has some limitations. Firstly, only teachers and students at secondary schools participated in the research, so other levels of education can create different findings. Then, although the participants (teachers and students) were from the same context (secondary schools in Sivas), their schools have different locations, which may have been reflected in the results. Next, the study was conducted in Sivas, which might be restrictive in terms of sampling. The sampling of teachers was described by the number of the teachers who filled the questionnaire out of the secondary school EFL teachers in Sivas, which is also a limitation for the study. Besides the period of the instruction based on VLS can be extended to a larger period and the effects of the instruction can be observed at a longer time. On the other hand, there are several classifications for VLS in the literature; however, a questionnaire based on Schmitt's taxonomy was used with a shortened form to fulfill the requirements of the context. Full form of the questionnaire or other classifications can reach various findings.

The researcher had some assumptions about this study. On the top, the participants (both teachers and students) would show interest in VLS and spend time with joy during the study. The participants were assumed to participate in the data collection process sincerely. Then the participation was anticipated in adequate number to reveal the general trend in EFL settings.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In the field of foreign language education, the pedagogical approach has increasingly shifted towards prioritizing the learners' needs, aligning closely with their interests, and fostering a dynamic, reciprocal relationship between students and their educators. This evolution underscores the growing recognition of the critical role that fulfilling learners' specific needs and empowering them to assume greater responsibility in their learning journey plays in the success of language acquisition (Cohen, 2003; Rubin, 1975). It is a perspective that emphasizes the importance of educators not merely as sources of knowledge but as facilitators who guide students in discovering the most effective strategies for learning a new language. According to Oxford (2003), exemplary teachers are those who provide their students with the tools and insights necessary to navigate the complexities of language learning, equipping them with strategies that extend beyond the classroom and can be adapted to various learning environments.

One of the key concepts in this educational paradigm is the learner's LLS, defined by Oxford (1990) as specific cognitive, affective, and psychomotor processes aimed at enhancing the acquisition, storage, retrieval, and use of information in language learning. These strategies are not only designed to enhance learning efficiently but are also adaptable, allowing learners to apply them in different contexts and for various learning objectives. Within the broad spectrum of LLS, VLS have garnered increasing attention from a diverse array of stakeholders, including researchers, educators, language learners, and curriculum developers (Goundar, 2015). The heightened interest in VLS can be attributed to their proven effectiveness in simplifying the process of vocabulary acquisition, thereby empowering learners with the autonomy to manage their learning experience more effectively (Nation, 2001).

The emphasis on VLS highlights the recognition of vocabulary as a foundational element of language learning. By mastering effective VLS, learners can significantly enhance their ability to acquire and retain new vocabulary, which is a critical step towards achieving fluency. Moreover, VLS offer learners a sense of control over their learning process, enabling them to tailor their study habits and strategies to best suit their individual learning styles and preferences. This learner-centered approach not only facilitates more effective language

acquisition but also contributes to a more engaging and motivating learning experience. Thus, the focus on VLS within the context of LLS represents a pivotal aspect of contemporary foreign language education, reflecting a broader shift towards more personalized, strategic, and empowered learning methodologies.

2.2. Language Learning Strategies (LLS)

Different academics have different ideas about what learning strategies are, but in the broadest sense, learning strategies are actions and thoughts that help learning (Oxford, 1990; Schmitt, 1997). Learning techniques affect the way people teach and learn. Using different ways to learn is a good way to improve how well people are taught and how well they learn. Using learning strategies has many benefits, such as making the student more aware and improving the student's ability to learn, giving the student the ability to learn on their own, making learning fun, and coaching the learners for real life (Özer, 2002).

Since the classical era, people have tried to find ways to memorize textual information, which has led to the use of LLS (Serçe, 2013). Since Rubin (1975) and Stern (1976) investigated LLS for the first time in the mid-1970s, a lot has been written about these strategies. After a change in the perspective that puts the students' activities at the center of learning a language, research on LLS has accelerated. Then, more and more people have started to realize that learning a language is mostly about how hard the learner works, not how smart or talented they are. Recently, it is clear that people are naturally interested in how language learners learn and use their native language.

Academics talked and wrote a lot about LLS in the 1990s, and they came up with many ways to describe them. Oxford (1990) states that LLS are specific ways of thinking intended to facilitate learning with their effective and adaptable nature to other environments. Cohen (1998) proposes that LLS are processes that the learner chooses and that can help the learner learn a second or foreign language by storing, retrieving, and using information about the second or foreign language.

In Nunan's (1991) view, LLS are the mental processes learners employ to learn and O'Malley and Chamot (1990) asserts that LLS are the use of the target language by “absorbing, learning, or remembering new information” (p.1). Some scholars regard at LLS as the actions or behaviors of learners, while others focus on how learners think. Oxford (1990, cited in Kesmez, 2020) finds that LLS make students more self-directed, strengthen the responsibilities

of language teachers, put an emphasis on problem-solving, and include several non-cognitive skills that can be taught and are affected by different situations.

Since the 1970s, there has been a huge shift in how people learn and teach languages. Thus, the operation of learning a foreign language and the LLS used by each learner have been given a lot of weight (Hismanoğlu, 2000). Cognitive psychology, which is the study of how the mind works (O'Malley & Chamot, 1990), grew in popularity as more studies were done on it. Based on cognitive theories, the focus was on how language learners take charge of their own learning and how they use learning methods to manage and improve their language skills (Griffiths, 2004). For this reason, teachers must help students figure out the best way for them to learn and give them chances to learn on their own (Rubin, 1975). Oxford (2003) confirms that good teachers help students become aware of how to learn and show them a variety of good ways to learn. This is because students may not know about LLS that can help them learn. As a result of the learner-centered movement, the behaviors and traits of a good language learner have been closely looked at (Rubin, 1975). Research on LLS shows that people who use learning strategies are more likely to learn a language well. Some scholars (Rubin, 1975; Stern, 1975) came up with different types of standards for the best student considering personal traits, styles, and methods.

2.3. LLS Classification

Learning attitudes encompass a broad spectrum of cognitive, affective, and physiological characteristics that collectively serve as dependable indicators of how learners perceive, engage with, and adapt to their educational environments. According to Keefe (1979), these attitudes are pivotal in understanding the dynamics of the learning process because they directly influence the learners' approach towards acquiring new knowledge, their level of engagement in the learning activities, and their capacity to adjust to various educational contexts. This multifaceted nature of learning attitudes highlights the complexity of the learning process and highlights the importance of considering these psychological and physiological factors when designing and implementing educational strategies.

In the domain of language learning, the term of learning strategies has been subject to extensive study and debate, leading to the emergence of various definitions and classifications that aim to categorize and explain the methods learners use to acquire a new language. Among the scholars who have made significant contributions to this field are Rubin (1975), Oxford (1990), and Stern (1992). Each of these pioneers has proposed their own frameworks for

organizing language learning strategies, reflecting their perspectives on the most effective approaches to language acquisition.

Although there are similarities in how these authors categorize and describe LLS, it is Oxford's taxonomy, introduced in 1990, that has become a cornerstone for subsequent research, especially in the field of VLS. Oxford's comprehensive inventory of LLS offers a detailed and nuanced understanding of the various techniques that learners can employ to enhance their language acquisition efforts. This inventory is particularly valued for its depth and breadth, encompassing a wide range of cognitive, metacognitive, affective, and social strategies that learners can adopt to improve their vocabulary acquisition and overall language proficiency.

The significance of Oxford's work in this area cannot be overstated, as it has laid the foundation for much of the contemporary research on VLS. By providing a structured and detailed classification of LLS, Oxford has enabled researchers and educators to explore more deeply the specific methods that learners use to expand their vocabulary. This, in turn, has facilitated the development of targeted teaching methodologies and materials designed to support learners in their language learning journey. Consequently, Oxford's inventory has not only advanced academic understanding of LLS but has also had a profound impact on practical approaches to language teaching and curriculum development, ensuring that learners are equipped with the necessary tools and strategies to achieve language proficiency.

2.3.1. Rubin's Classification

Grenfell and Macaro (2007) highlight that Rubin's pioneering work in the domain of LLS marks a seminal point in the academic exploration of how learners approach language acquisition. Rubin's analytical framework, as further expounded by Kesmez (2020), divides LLS into two principal categories: direct and indirect strategies. This dualistic classification serves to delineate strategies based on their mode of influence on the learning process, with Alamdari (2010) elucidating that direct strategies explicitly target the mechanics of language learning, whereas indirect strategies encompass methods that facilitate language acquisition in a more subtle, less direct manner.

Direct strategies are characterized by their straightforward approach to facilitating language acquisition, integrating cognitive processes (such as understanding and processing new information) and metacognitive processes, which involve planning for, monitoring, and evaluating one's learning activities. These strategies are instrumental in enhancing the learner's

engagement with the language through active manipulation and comprehension of linguistic elements. Kesmez (2020) further clarifies that direct strategies not only involve the cognitive and metacognitive realms but also extend to include specific tactics that learners employ to directly confront and assimilate new language constructs.

Indirect strategies, conversely, offer support to the language learning process through mechanisms that might not immediately pertain to the direct study of the language itself but significantly contribute to the overall learning environment. These strategies encompass communication and social tactics, which facilitate language learning through interaction, exposure, and practical application in social contexts. Such strategies leverage the social nature of language, encouraging learners to engage in conversation, seek clarification, and utilize the language in authentic communicative scenarios. Rubin's (1987) detailed enumeration of six direct strategies includes:

1. Clarification/verification: Seeking further explanation or confirmation to ensure understanding.
2. Monitoring: Self-observing and regulating one's language learning process.
3. Memorization: Employing memory techniques to retain language information.
4. Guessing/inductive inference: Making educated guesses about meanings or language rules.
5. Deductive reasoning: Applying logical reasoning to understand language rules.
6. Practice: Actively using the language to improve fluency and comprehension.

Following this, Rubin (1987) expands upon her initial categorization by presenting a refined taxonomy of LLS, distinguishing between direct strategies, which exert an immediate impact on language learning, and indirect strategies, which influence learning outcomes in a mediated fashion. Within the realm of indirect strategies, Rubin identifies subcategories that include strategies for creating opportunities for language practice and employing "production tricks" or clever methods to facilitate language use and comprehension.

Trendak (2015) observes that the strategies identified by Rubin are not mutually exclusive and often intersect across multiple categories, indicating a complex interplay between different types of learning strategies. This observation underlines the multifaceted nature of language learning, where strategies may overlap, complement, or reinforce each other, contributing to a holistic learning experience. Rubin's work, thus, provides a

foundational framework that continues to influence contemporary research and pedagogical practices in language learning strategy development, offering insights into the diverse and dynamic ways through which learners navigate the complexities of acquiring a new language.

2.3.2. Oxford's Classification

In 1990, Oxford came up with a thorough and systematic way to group LLS; the core categorization was same with the Rubin's (1987) methods as direct and indirect (Oxford, 1990). Direct strategies are those that help one learns the target language directly (Oxford, 1990). These include memory, cognitive, and compensatory strategies. Learners can remember new language information by using memory aids like flashcards, mnemonic devices, and visualization techniques (Yolcu, 2019). To understand and use new language information, cognitive strategies like comparing and contrasting, analyzing, and synthesizing, and evaluating and creating are used. When a learner does not have the right language skills, they can use non-linguistic ways to communicate, like gestures and facial expressions. In addition to this, indirect strategies are those that help learn a language in a roundabout way (Oxford, 1990). These include metacognitive, emotional, and social strategies. Metacognitive strategies help people manage their learning by using higher order thinking skills like planning, monitoring, and evaluating (Oxford, 1990). Emotional strategies are ways to make a learning environment that is positive and productive, like setting goals, dealing with stress, and staying motivated (Oxford, 1990). Social strategies help individuals learn a language by getting them to talk to and interact with other people (Oxford, 1990). It is important to note that these categories of strategies often overlap and interact with each other, and it is best to combine different strategies for learners (Oxford, 1990). Some researchers have criticized Oxford's taxonomy though because it does not distinguish between strategies for learning a second language and strategies for using a second language (Ellis, 1994). Still, Oxford's system is thought to be one of the most complete. It is based on a typology from 1985 that was subsequently changed and thrived (Trendak, 2015). Below, Table 1 shows the characteristics of Oxford's categorization:

Table 1. Language Learning Strategy Characteristics

Language Learning Strategies (LLS)
LLS contribute to the main goal, communicative competence.
LLS allow learners to become more self-directed.
LLS expand the role of language teachers.
LLS are problem oriented.

LLS are specific actions taken by the learner.
 LLS involve many aspects of the learner, not just the cognitive.
 LLS support learning both directly and indirectly.
 LLS are not always observable.
 LLS are often conscious.
 LLS can be taught.
 LLS are flexible
 LLS are influenced by a variety of factors.

Note. Reprinted from Language learning strategies: What every teacher should know (p.9), R. L. Oxford, 1990, New York: Newbury House/Harper & Row.

2.3.3. Stern's Classification

Stern's (1992) comprehensive exploration into LLS yields a detailed categorization that identifies five principal strategy types, each playing a pivotal role in the language learning process. These categories encompass a broad range of techniques and approaches, reflecting the multifaceted nature of language acquisition. They are as follows:

Management and Planning Methods: This category emphasizes the importance of self-regulation and organization in the learning process. Stern (1992) highlights the critical role of learners in taking active control of their educational journey. By adopting management and planning strategies, learners effectively become their own teachers, with the actual instructor serving more as a consultant or a guiding resource. This approach encourages students to set their learning objectives, manage their time effectively, and monitor their progress, thereby fostering a sense of ownership and responsibility towards their language learning (Stern, 1992).

Cognitive Strategies: According to Hardan (2013), these strategies involve direct engagement with the language through analytical processing, manipulation, or transformation of learning materials. Cognitive strategies are foundational, enabling learners to tackle language problems head-on by employing methods such as analyzing grammatical structures, memorizing vocabulary through mnemonic devices, or synthesizing new language information. These strategies are crucial for developing a deep understanding of the language and facilitating its active use.

Communicative-Experiential Techniques: These strategies, as described by Rashed (2018), focus on the practical use of language in real-life communication scenarios. Techniques such as circumlocution, gesturing, paraphrasing, and soliciting repetition or explanations fall under this category. Stern (1992) posits that through communicative-experiential strategies, learners engage in uninterrupted dialogue, which not only enhances their fluency and comprehension but also builds confidence in using the language in social contexts. This hands-

on approach enables learners to experiment with and apply their language skills in interactive settings, promoting more natural language acquisition.

Interpersonal Strategies: These strategies involve learners interacting with others, leveraging social dynamics to facilitate language learning. Through collaboration and communication with peers, learners can receive feedback, practice language use in a supportive environment, and develop linguistic competence through observation and emulation. This collaborative learning approach not only improves language skills but also fosters a sense of community and mutual support among learners.

Affective Strategies: Addressing the emotional dimensions of language learning, affective strategies are employed to manage emotions, motivation, and attitudes towards language learning. Kesmez (2020) discusses how negative feelings towards the language, or its native speakers can create barriers to learning. By recognizing and addressing these emotional challenges, learners can employ strategies such as positive self-talk, relaxation techniques, or seeking social support to overcome barriers and maintain motivation. Affective strategies are crucial for sustaining engagement and perseverance in the face of difficulties.

Each of these categories emphasizes the complexity and diversity of strategies available to language learners. Stern's classification provides a comprehensive framework that acknowledges the cognitive, communicative, social, and emotional facets of language learning, offering learners a rich toolkit to navigate the challenges of acquiring a new language. With the use of these strategies, learners can tailor their approach to meet their interests, preferences, and contexts, thereby improving their language learning efficiency and effectiveness.

2.4. Vocabulary Learning Strategies (VLS)

Vocabulary occupies a pivotal role in the architecture of language learning, analogous to the bricks that constitute the foundation and structure of a skyscraper, as posited by Mothe (2013). This analogy stresses the indispensable nature of vocabulary in achieving linguistic proficiency. Kocaman and Cumaoglu (2014) have further emphasized the critical importance of equipping students with effective strategies for vocabulary learning. They advocate for a pedagogical approach that not only instructs learners in the application of these strategies but also actively encourages their utilization to excel in language instruction. This perspective is rooted in the understanding that mastery of vocabulary is a cornerstone of successful communication in a second language.

Since the 1970s, the domain of second language acquisition (SLA) has increasingly focused its scholarly attention on VLS, highlighting their significance in the process of language learning (Khair, 2017). Within this academic discourse, Oxford (1990) introduces the concept of the self-sufficient learner. Such learners are characterized by their autonomy and responsibility over their learning journey. This independence empowers them to discern and select the most efficacious LLS tailored to their unique educational needs and objectives. This approach to learning advocates for a learner-centered model, wherein individuals are active in their linguistic development, not passive recipients of knowledge.

Empirical research, as noted by Li (2009), substantiates the claim that employing a diverse array of strategies in vocabulary learning significantly enhances the breadth and depth of lexical acquisition. This diversity in learning approaches enables learners to engage with new vocabulary in multiple contexts, thereby facilitating better retention and application of language. Similarly, Rashed (2018) acknowledges the broad spectrum of stakeholders who recognize the value of LLS, including language learners, educators, researchers, and instructional designers. This widespread acknowledgment stems from the realization that a nuanced understanding of different VLS can profoundly influence the design of effective curriculum materials (Goundar, 2015).

The emphasis on VLS and their role in language education reflects a comprehensive approach to language instruction. It acknowledges the multifaceted nature of vocabulary acquisition and the need for strategies that are both flexible and adaptable to the diverse learning styles and objectives of students. By fostering an environment where learners are encouraged to explore and apply various VLS, educators can significantly enhance the efficacy of language instruction, ultimately leading to more profound and enduring linguistic proficiency.

2.4.1. Definition of Vocabulary

Vocabulary has been defined in a variety of ways by authors over the course of the history of language learning and teaching. Barcroft et al. (2011) described vocabulary as "all the words in a language, or the total lexicon of a language". According to Lessard-Clouston (2013, p. 2), vocabulary is "the vocabulary of a language, including individual items and phrases or chunks of more than one word that convey the same meaning as individual words".

"Word" and "vocabulary" are two different things. Richards and Schmidt (2002, p. 580) define "word" as "the smallest unit of language that can stand by itself in a text". Carter (2012,

p. 20) underlines the orthographic aspect with “a word is any string of letters with a space or punctuation mark on each side”. In a simpler way, Sheeler and Markley (2000) point out that a word is a meaningful body consisting of sounds or letters.

The idea of VLS relates to the attempt to describe vocabulary (Nation, 2001). According to Catalan (2003) VLS is the branch under the term LLS. Cameron (2001) states that VLS can be described as assisting acts learners use to facilitate their learning by using or remembering words. Catalan (2003, cited in Kesmez, 2020) made a definition which was inspired by the studies of Oxford (1990), Rubin (1987), and Schmitt (1997). As stated in the definition, VLS are used by students for the sake of understanding unknown words, to keep them in long-term memory, to recall them from time to time, and to use them in a text.

Oxford (2003) points out that the effectiveness of the methods (LLS) depends on several things, such as how the student learns. Asgari and Mustapha (2011) propose that most people who are learning a language do not know about VLS, hence it is up to the student to find ways to make learning vocabulary easier and faster.

2.4.2. Vocabulary Knowledge

Graves (2006, p. 12) states that vocabulary knowledge is "the ability to choose situations in which the word is used effectively, remember other meanings of the terms, and figure out exactly when the word does not apply." But Ölmez (2014) asserts that knowledge based on vocabulary has a wide notional aspect in which definitions can create ambiguity. Meara (1996) claims that lexical capability has a descriptive impact on language skills. From the same perspective, Nation (2001) suggests teachers and learners focus on the vocabulary that is used often because they are the building blocks of writing and speech. In addition, Schmitt (2010) states that there is not always a clear link between a word and its referent which might be a person, thing, action, or circumstance in the real or imagined world. In some cases, you must describe the idea that a word stands for in order to explain what it means. Moreover, Lightbown and Spada (2006) also mention how important it is to choose the right words for the right place. Their saying goes that we can communicate even if our words are not spelled correctly, pronounced correctly, or lack the right grammatical markers, but we cannot communicate if we do not use the right phrase in the right context.

2.4.3. VLS Classification

In the history of language teaching, the question of how to teach a foreign language well has always been a topic of dispute. Because of this, many ways have been thought of and used along the way. Methods and approaches used to teach a foreign language have changed over time to make up for a method's pros and cons. Therefore, these efforts have helped make foreign language teaching better and give people more options in this field.

Many scholars have tried to explain what VLS are. Cameron (2001) considers that language learners use VLS to ensure vocabulary they comprehend and retain the vocabulary of the target language. Ölmez (2014) disagrees with the previous definition and points out that while teachers do give a full dependance on VLS, they leave out the productive parts of vocabulary and only include the receptive parts. Therefore, Ölmez (2014) highlights learning words should not be limited to understanding their meanings or remembering them. Instead, the creative parts of VLS should also be considered.

Since the late 1980s, VLS have gotten a lot of attention on their own and as parts of LLS (Kesmez, 2020). Different studies that investigate how students learn new words organize VLS in different ways by themselves. Balıdede and Lokmacioğlu (2014) say the similarities are much more important than the differences in terms of the classification of VLS. They also claim that while all the techniques listed have some similarities, their numbers, and ways of being grouped are different (Fan, 2003). As an example, Catalan explains VLS in an elaborated way. According to Catalan (2003), VLS are composed of knowledge of the mechanisms (processes, strategies) used to learn vocabulary, the steps or actions students take to:

1. understand the meaning of unknown vocabulary
2. keep them in long-term memory
3. retain them when needed
4. practice them in oral or written texts

2.4.4. O'Malley and Chamot's Classification

According to the comprehensive classification system developed by O'Malley and Chamot (1990), LLS can be broadly categorized into three distinct types: metacognitive, cognitive, and social/affective strategies. This categorization provides a framework for understanding the various approaches learners can adopt to enhance their language acquisition process.

Metacognitive strategies refer to the higher order thinking skills that involve the regulation and oversight of one's own learning process. Ölmez (2014) elaborates on these strategies, highlighting their role in the planning, organization, monitoring, and evaluation of learning activities. These strategies enable learners to take control of their educational journey, allowing for a more structured and focused approach to language learning. By engaging in metacognitive strategies, learners can assess their progress, identify areas of difficulty, adjust their learning strategies accordingly, and set realistic goals, thereby optimizing their learning outcomes.

Cognitive strategies, on the other hand, are directly involved with the learning tasks themselves. Hismanoğlu (2000) describes these strategies as the specific actions undertaken by students to facilitate the acquisition, storage, and retrieval of information. Such strategies include taking notes to capture important information, translating to understand and internalize foreign language concepts, repeating phrases or words to enhance memorization, deducing meanings of unknown words from context, drawing logical conclusions, and synthesizing information to create a coherent understanding of the language. These activities engage the learners actively with the material, promoting deeper comprehension and retention of the language.

Social-affective strategies encompass the interpersonal and emotional dimensions of language learning. Ölmez (2014) points out that these strategies involve interaction with others and the management of emotions and attitudes towards learning. Examples of social strategies include engaging in conversations with peers, collaborating with others on language tasks, and seeking clarifications from teachers or native speakers. Affective strategies may involve managing one's emotions through self-encouragement, or relaxation techniques to reduce anxiety. By utilizing social-affective strategies, learners can benefit from the supportive dynamics of group learning, gain insights from the diverse perspectives of their peers, and maintain a positive and motivated attitude towards their language studies.

Together, these three categories of LLS offer a holistic approach to language acquisition. They encompass the cognitive processes involved in learning, the metacognitive oversight necessary for self-regulation, and the social and emotional aspects that enrich the learning experience. By understanding and applying these strategies, language learners can enhance their proficiency in a second language more effectively and efficiently.

2.4.5. Gu and Johnson's Classification

Gu (1994) analyzed the process of vocabulary learning in three stages: the learner's first handling of the word after defining it when encountering a new word, the lexical strategies that occur when the learner checks the word, and the reinforcement strategies that the learner uses to place the word in long-term memory. With 108 categories, Gu and Johnson's taxonomy can be considered as a complete list of ways to learn new words (Rashed, 2018). There are two parts to this taxonomy. There are 17 statements in the section about what people think about learning a language. The second part has 91 items about how people learn new words. It includes two main parts: metacognition and cognitive techniques. Metacognitive strategies are divided into two types of attention. selective and self. On the other hand, the cognitive strategies are classified in six categories of strategies: activation, dictionary techniques, encoding, guessing, note-taking, and rehearsal (Gu & Johnson, 1996).

Gu and Johnson (1996) formed a taxonomy depending on the answers students gave to a vocabulary learning questionnaire to report by themselves. In the study, the questionnaire was given to 850 advanced Chinese language learners to find out what they thought and how they learned new words. They answered the questionnaire in a study investigating the relationship among the strategies Chinese advanced-level language learners used, the size of their vocabularies, and their level of competence. After the analysis was done, most of the people who took part thought that they should carefully learn language and use it in a variety of situations instead of just memorizing the terms. As a result, Gu and Johnson (1996) came up with three important ways to look at the VLS to learn more about it: attitudes about learning vocabulary, metacognitive techniques, and cognitive methods. With this aim, they studied the belief about how to learn new words: whether words should be memorized or learned by using them. Then, VLS were described with cognitive and metacognitive strategies. There are two types of metacognitive strategies: "selective attention" and "self-initiation". On the other side, the first steps in cognitive methods are initial handling, consolidation, and activation. The first three sub-strategies are part of the initial handling stage. They are contextual guessing strategies, dictionary strategies and note-taking strategies. In the consolidation stage, the other strategies are put together: rehearsal strategies and encoding strategies. The last step is the activation phase which means practicing the words in variable contexts (Kesmez, 2020).

2.4.6. Nation's Classification

Nation theorized VLS to be a component of LLS as well as common strategies to learn. In the classification of VLS, Nation (2001) used the characteristics of language learning and distinguished vocabulary dimensions, vocabulary resources and learning processes. In Nation's classification, VLS were categorized into three groups: resources, planning, process (Çelik & Toptaş, 2010). Planning is defined as making up the mind on the things to focus on and when to focus on them; resources are defined as finding information about the word and processes are defined as creating information. There are seven strategies under the title of resources, and they are utilized to discover and employ the words. Then, there are three ways to learn new words that make up the process of learning. Here it should be highlighted that Nation's taxonomy differs from other relevant studies in terms of classification ground as the taxonomy was built on the theory rather than the studies (Apari, 2016).

2.4.7. Schmitt's Classification

According to Schmitt, there is a lack of a comprehensive classification in the field of VLS and a lack of large-scale studies based on comprehensive classifications. For this reason, Schmitt (1997) stated that Oxford's classification does not include a category for discovering the meaning of a new word and that some strategies are suitable for more than one group, for this reason Oxford's classification is inadequate in classifying VLS. Schmitt tried to correct such problems while creating his own classification (Little & Kobayashi, 2015). Schmitt's taxonomy is known as the most thorough and well-known way to classify VLS because it has several advantages over other ways. Considering the advantages of this taxonomy, Catalan (2003) alleges that Schmitt's taxonomy can be applied to measure a learner's choices on the strategies because of its complete structure. Additionally, he states that the taxonomy is easy to use with technology and helps coders, classifiers, and programmers organize and manage data.

Schmitt's taxonomy of VLS was first based on Oxford's (1990) four types of LLS: social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Conversely Schmitt (1997) does not think that Oxford's organization is inclusive to cover vocabulary-based techniques, and moreover it does not provide opportunities to find meaning for learners. Therefore, he formed determination strategies in VLS (Schmitt, 1997). He applies this inclusion due to the thought that Oxford's taxonomy does not have enough information about how learners understand the meaning of a new word on their own without help. As Schmitt

(1997) points out, his taxonomy is more of a working inventory which suggests a range of major tactics than an exhaustive textbook.

Schmitt (1997), who defines VLS as methods and behaviors that can help learners acquire and maintain vocabulary knowledge, developed a classification of VLS based mainly on Oxford (1990) and also on the classifications made by Cook and Mayer (1983) and Nation (1990). Schmitt's taxonomy is made up of 58 separate items that are put into two main groups (Appendice-1). This taxonomy divides strategies into two groups as discovery and consolidation. In this case, he made a distinction between techniques that are "good for remembering a word after it has been introduced" and those that are "helpful for the first discovery of a word's meaning" (Schmitt, 2000, p. 135). There are two kinds of discovery strategies that language learners use to figure out what a new word means: determination strategies and social strategies. Besides, there are four groups of consolidation strategies that are used to remember lexical elements. These are social techniques, memory strategies, cognitive strategies, and metacognitive methods.

Discovery strategies are used to discover the meaning of the word encountered for the first time. These strategies indicate the first strategy that the learner uses when encountering a new word, the strategy they use to define the meaning of words. Discovery strategies are separated into two categories: determination and social strategies. While determination strategies refer to the learner's discovering the meaning of the word by himself/herself, social strategies refer to the learner's discovering the meaning of the word by learning it with the help of someone else (Schmitt, 1997; Serçe, 2013). Determination strategies try to determine various information about the form of the new word while also revealing the context and dictionary meaning of the word. Social strategies, on the other hand, define the process of discovering a new word by associating it with other members of society. These strategies refer to learning a new word through interaction with others. Teachers play an important role in social strategies as they provide the translation of the word in the mother tongue, the explanation of its meaning in the target language and its use in sentences (Behforouz & Ghaithi, 2022, Thiendathong & Sukying, 2021).

The second category is the consolidation strategies used to reinforce the meaning to ensure the retention of the discovered word (Schmitt, 1997). The components of consolidation strategies are metacognitive strategies cognitive strategies, memory strategies, and social strategies. Social strategies in the category of consolidation strategies differ from social strategies in determination strategies in that their main purpose is practice and reinforcement. The purpose of memory strategies is to ensure that new words are better learned and retained

in the learner's mind through memory associations (Behforouz & Ghaithi, 2022). Cognitive strategies refer to using mechanical ways for repetition and vocabulary learning, and these strategies are like memory strategies. They are mostly based on oral or written repetition, note-taking, labeling, and listening. Metacognitive strategies, on the other hand, are related to strategies developing students to control their own learning and evaluate and test themselves (Miroğlu, 2020). Since metacognitive strategies involve making conscious decisions about the learning process, they require awareness in the process of learning and promote learners to use of the most efficient tactics (Çelik & Topbaş, 2010; Thiendathong & Sukying, 2021).

Most people agree that Schmitt's VLS classification is the most complete of all VLS taxonomies (Güreş, 2019). This classification is seen to be effective when resources are considered. Yolcu (2019) highlights that different reference books and students' self-reports on how they learned vocabulary are reflected to teachers' perspectives and practices. Catalan (2003) states that Schmitt's classification is widely used in different studies because it has various advantages over other classifications. The advantages of this classification can be summarized as follows: it can be adapted for assessment purposes, it can be used to collect responses from learners easily, it is based on memory theories as well as learning strategy theory, it is technologically simple, it can be applied to learners in different educational situations and target languages, it is sensitive to relevant strategies, and it allows comparison with other studies (Catalan, 2003). In addition, Schmitt's classification is the most comprehensive classification because it refers to various sources such as reference books, student self-reports, teacher opinions and practices, and revision of strategies with feedback (Miroğlu, 2020). However, Pavičić Takač (2008) states that Schmitt's taxonomy only includes major vocabulary learning strategies based on the author's subjective opinion. It can be hard to tell if a procedure is a separate and independent strategy or just one of its variations, which would make a classification impossible to handle. For example, it has been said that it is hard to tell the difference between cognitive and memory methods because both involve manipulating language to remember words. Despite having criticism, Schmitt's taxonomy still stands as the most inclusive classification for VLS with its sub-branches.

2.4.8. Hatch and Brown's VLS

Hatch and Brown (1995) discussed VLS in 5 steps. These steps are encountering new words, creating a mental picture, learning the meaning of words, creating a strong link between word form and meaning in memory, and using words (Göçen, 2020; Khatib et al., 2011). These

five steps are indispensable elements of the vocabulary learning process, even if they are used minimally. It can also be said that the extent to which the learner uses each step depends on the learning goal.

Shen (2003) proposed the 5R model by renaming these steps as retrieval, recognition, storage, correction, and reuse in four language skills. In the 5R model, Shen defines the process as a dynamic cyclic system. Each of the steps in the model can involve forward or backward loops. For step 1 in the model, learners have several choices to encounter the new word. After encountering and identifying new words, learners consciously or unconsciously try to identify the form or meaning of words in general in step 2. Learners may guess or analyze the meanings of words. Learners may look up the meaning of words in a dictionary or with the help of someone else, apart from their mental effort. However, steps 3 and 4 of the vocabulary learning process may not be realized if learners forget the word or do not encounter the word frequently. The line between 3-4 refers to this. The active use line can be used to divide learners' receptive and productive knowledge. From step 1, some words can be learned and then go directly to step 5.

2.5. Instruction for Vocabulary Learning Strategies

Historically, the term strategy comes from the Greek word "strategia," which was used in military settings before being adapted to education (Cohen, 1996). Language learning methods are referred to as language learning mechanisms (Cohen, 1996). There is no clear distinction between strategy, technique, and tactic in the literature (Stern, 1983). Because strategy and technique are so common, they will be used the same way in this study.

In Cohen's (2003) view, strategy instruction aims to assist people in identifying their strengths and weaknesses, knowing how to learn the target language, improving problem-solving skills, using both familiar and new strategies, making decisions about the best way to approach a language task, evaluating their own performance, and adapting their strategies to new situations as needed. When it comes to the implementation of VLS, Oxford (1990) and many other experts agreed that LLS can be taught and given in training (Rashed, 2018). Oxford (2003) assumes that teachers are required to give learners the right answers to meet the needs. However, by using proper strategy training, teachers can help students beware of their learning styles and become more aware of distinctive way of learning. By practicing the method, students can try out a wider range of techniques than just their favorite one (Oxford, 2003). Additionally, it is clear that the more strategy training courses language learners take, the faster

they learn the language on their target (Angel, 2008). Even though strategy training has been shown to work many times, this assumption is rarely backed up by research (Angel, 2008). Oxford (1990, p. 204) says that this could be due to the following reasons:

1. The length of training session (“Is it too short?”)
2. The difficulty of training task (“Is it too hard?”)
3. Integration of VLS instruction to the regular class flow
4. Students’ previous addiction and lack of needs assessment

Research shows that explicit and implicit strategy training are two different ways to teach (Yolcu, 2019). In implicit strategy education the students are not told how, why, and when to use a certain method (Oxford, 2011). On the other side, explicit strategy training has teachers raise their students' awareness, show them how to think strategically, define the method, and show them how to use it. They also let students do self-evaluation, try out the new techniques, apply what they have learned to other tasks, (Chamot, 2004; Chamot, 2005). Several studies (Chamot, 2004; Grenfell & Harris, 2004; Oxford, 1990) show that teaching explicit strategies is more effective than teaching implicit strategies (Angel, 2008). Kinoshita (2003) talks about the problems with implicit strategy training, which is called as "uninformed strategy training." In Kinoshita's view, every student is not well enough at the target language to understand the instructions and figure out the right way to do things. Accordingly, informed strategy training may be better at making people aware of the strategy's goal and how to use it, increasing the amount of information about multiple strategies, and assist students for their further learning (Angel, 2008). Another controversial part of strategy education is whether training should be done on its own (through separate strategy teaching) or as part of a language learning program's curriculum (through integrated strategy instruction). Although there is no agreement on the best instruction for teaching strategies, most researchers agree that integrated strategy instruction is the best (Yolcu, 2019). This is because it gives students the chance to practice and use the strategies in real-world situations (Angel, 2008).

LLS can be taught and trained, and training in LLS can be a good way to help people learn languages. When learning a second language, the word "strategy" refers to the plans and plans of action that are used. Strategy instruction aims to help students figure out their strengths and weaknesses, learn the best ways to learn the target language, improve their problem-solving skills, work on known and inspiring strategies, decide how to deal with a language task, evaluate their performance, and use successful strategies in new situations. The number of

research showing explicit strategy instruction is superior to implicit strategy instruction, and it is mostly thought that integrated strategy instruction is the best way to teach strategy (Chamot, 2004; Grenfell & Harris, 2004). But the effectiveness of strategy training can depend on things like how long the training is, how hard the task is, how well it fits into the regular classroom, and how well students' first method is evaluated and what they need (Angel, 2008; Oxford, 2002). To make strategy training more effective, it is important to think about these factors and carefully plan and carry out the training (Angel, 2008; Chamot, 2004; Chamot, 2005).

2.6. Importance of Teaching Vocabulary in ELT

Vocabulary acquisition is a cornerstone of language learning and is particularly emphasized in ELT. The theoretical underpinnings of vocabulary instruction based on several key principles from both linguistics and cognitive psychology. Primarily, the growing nature of vocabulary acquisition covers that learners acquire language gradually, building upon existing knowledge through repeated exposure and meaningful use. This perspective is supported by the input hypothesis, which suggests that learners acquire language best through comprehensible input that is slightly beyond their current level of proficiency. Furthermore, the interactionist theory of language acquisition highlights the role of social interaction in learning. It suggests that engagement with more competent language users can scaffold learning, providing learners with the support they need to understand and use more complex language. This is particularly relevant for vocabulary learning, where contextual clues and explicit instruction can significantly enhance understanding and retention (Liu, 2013).

Another crucial theoretical aspect is the distinction between declarative and procedural memory systems. Vocabulary initially enters the learner's declarative memory, where facts and information are stored. Through practice and repeated use, this knowledge can become to be processed, as it allows for the automatic use of vocabulary in appropriate contexts. Thus, effective vocabulary teaching must engage both types of memory through varied teaching strategies, such as explicit instruction, meaningful contextualization, and ample opportunities for practice. These theories collectively inform a comprehensive approach to vocabulary teaching in ELT, emphasizing the importance of varied and repeated exposure to new words, the use of rich and comprehensible input, and the integration of social interaction into learning activities. By understanding these theoretical foundations, educators can better design instructional strategies that enhance vocabulary acquisition and contribute to greater language proficiency (Papathanasiou, 2009).

Effective vocabulary instruction in ELT incorporates a variety of pedagogical approaches, tailored to accommodate diverse learning styles and to use the natural processes of language acquisition. One fundamental approach is the direct teaching of vocabulary, which involves explicit explanations of word meanings, usage, and pronunciation. This method is particularly beneficial for beginner learners and when introducing words that learners are unlikely to encounter frequently in their daily interactions or readings. Another significant approach is the use of context-rich instruction, where vocabulary is taught through narratives, discussions, or texts that provide rich contextual clues to word meanings. This method aligns with the lexical approach, which includes that language comprehension and production are facilitated by knowledge of collocations and chunked phrases rather than isolated words (Lewis, 1993). In practical terms, this approach encourages the teaching of vocabulary in phrases or chunks, thereby enhancing both comprehension and the natural use of language.

Task-based learning also plays an important role in vocabulary acquisition. This pedagogical method involves learners in real-world tasks that require the active use of target vocabulary. Tasks are designed to be engaging and relevant to the learners' interests and needs, thereby increasing motivation and the likelihood of retention (Willis, 1996). By engaging learners in tasks that mimic real-life language use, vocabulary is learned incidentally and retained more effectively. Incorporating technology in vocabulary instruction is another contemporary approach that works for modern learners who are increasingly digital natives. Digital tools and platforms offer dynamic, interactive environments where learners can engage with language in multimodal formats, including audio, video, and interactive exercises. Such tools not only cater to diverse learning preferences but also enable the repetition and reinforcement necessary for effective vocabulary acquisition (O'Keeffe, 2012).

Assessing vocabulary knowledge is critical to effectively assess the progress of learners and to apply instructional strategies accordingly. Vocabulary assessment in ELT can take various forms, each serving different pedagogical purposes. One common method is the use of discrete-point tests, such as matching words to definitions or filling in blanks with appropriate words. These tests are useful for measuring specific knowledge of word meanings and can be easily quantified to track progress. However, the limitation of discrete-point tests is that they often fail to capture the depth of a learner's vocabulary knowledge, including their ability to use words appropriately in different contexts. To address this, more comprehensive assessments are used, such as productive vocabulary tests where learners must use words in context, or receptive vocabulary tests that measure understanding through listening or reading

activities. These types of assessments provide a more holistic view of a learner's vocabulary competence (Coombe, 2011).

Performance-based assessments are also integral in vocabulary assessment. These involve observing learners' use of vocabulary in authentic communicative tasks, such as conversations, presentations, or written compositions. This method is particularly valuable because it assesses not just knowledge of vocabulary but also the ability to use it effectively in real-life contexts. Moreover, ongoing informal assessments, such as learner self-assessments and teacher observations during interactive activities, play a crucial role in understanding the continuous development of vocabulary knowledge. These assessments help identify areas where learners need more support and allow for the immediate adjustment of instructional strategies to better meet learner needs (Teng, 2015).

2.7. Vocabulary Learning Strategies in the World

The acquisition of an extensive and nuanced vocabulary is essential for academic success, particularly in settings where English serves as a second or foreign language. Recent research across various global academic contexts has investigated into the effectiveness of different VLS, focusing on their impact on the breadth and depth of vocabulary knowledge. These studies investigate how specific strategies, whether cognitive, metacognitive, or social, can significantly enhance vocabulary learning and retention. This body of research highlights the distinctive preferences and effectiveness of strategies among students of different educational levels and linguistic backgrounds, suggesting tailored approaches that cater to diverse learning needs. From first-year university students in China to law students in Helsinki and EFL learners in Iran and Indonesia, these investigations provide crucial insights into the complex dynamics of vocabulary acquisition in educational settings.

Zhang and Lu (2015) investigated the efficacy of various VLS in relation to the breadth and depth of vocabulary knowledge. The research involved 150 first-year university students in China who completed the vocabulary levels test, a meaning recall task, and the depth of vocabulary knowledge test, in conjunction with a VLS survey. The study employed structural equation modeling to analyze the effects of different learning strategies on vocabulary knowledge. Results indicated that strategies focusing on learning the forms and associative meanings of words significantly predicted both the breadth and depth of vocabulary knowledge. However, the study also found that the effectiveness of these strategies varied depending on whether they influenced passive recognition or active recall of vocabulary. These

findings highlight the complexity of vocabulary learning and suggest nuanced approaches to teaching that can provide to the diverse learning needs of students (Zhang and Lu, 2015).

Deborah C. Clarke's study investigated the efficacy and reception of different VLS among law students in an English for Specific Academic Purposes (ESAP) setting at the University of Helsinki. The study put attention on the challenges of constructing a syllabus that accommodates the diverse vocabulary needs of students at various academic levels and with different professional experiences. Clarke's research prioritized the complex interrelation between vocabulary knowledge and academic success, particularly in reading comprehension and fluency. The researcher examined the use of both corpora, like the academic word list, and various learning strategies including Schmitt's taxonomy of vocabulary-learning strategies. The study (Clarke, 2018) revealed students' preferences for certain VLS (traditional cognitive strategies like rote memorization), and their effectiveness continued to play a crucial role in students' learning experiences due to their familiarity and ease of use although these strategies were sometimes seen as less effective. Additionally, the findings emphasized the importance of tailored vocabulary instruction that considered students' backgrounds and learning preferences. This approach allowed for the development of personalized learning strategies promoting long-term retention and active usage of vocabulary. Clarke's study contributed to the pedagogical understanding of vocabulary acquisition in higher education and provided insights into how VLS can be integrated into academic English courses to enhance student outcomes effectively.

Other study focusing on the effectiveness and variety of VLS employed by English learners was done by Zhihong Bai. Bai (2018) explored the intrinsic complexity of vocabulary as a fundamental linguistic component and examined the empirical data surrounding the use of various learning strategies that students adopt. This study details the categorization of these strategies into cognitive, metacognitive, and socio-affective, while analyzing the factors influencing strategy selection such as age, motivation, personality, and gender. This research was crucial for framing vocabulary acquisition in educational settings, suggesting that effective strategy training could significantly enhance language learning outcomes. The findings emphasized that while vocabulary was routinely memorized, applying strategies integrating words into active use leads to deeper, more functional language skills (Bai, 2018). This study supports the notion that comprehensive strategy training should be specified to individual learner profiles to optimize vocabulary retention and usage, which is essential for the development of communicative competence in language education. This analysis was pertinent to the broader discourse on language acquisition strategies, offering insights into how educators

can better structure their teaching approaches to cater to diverse learning needs and preferences. By aligning with Bai's conclusions, educators can foster more engaging and effective vocabulary learning experiences, ultimately enhancing overall language proficiency.

The researchers (Ghalebi et al., 2021) explored VLS among different academic levels of EFL learners. The research involved 218 English language students at an Iranian university, ranging from bachelor's to Ph.D. levels. The study aimed to determine whether there were significant differences in the use of VLS among undergraduate and postgraduate students. The researchers utilized both quantitative and qualitative methodologies, employing surveys that included open-ended and closed-ended questions. The findings revealed that while there were significant differences in the VLS between undergraduate and postgraduate students, no significant differences were observed between the master's and Ph.D. students. Specifically, the study highlighted that higher academic levels tended to employ more metacognitive strategies, which involve planning, monitoring, and evaluating one's own learning, suggesting a more self-directed approach to vocabulary acquisition. This study is particularly relevant for educators and curriculum developers as it emphasizes the importance of aligning teaching strategies with the learners' educational level to enhance vocabulary learning efficacy. The insights gained from this study can guide EFL teachers in designing instructional materials and activities that cater to the specific needs of their students across different academic stages (Ghalebi et al., 2021).

The study by Wahyudin et al. (2021) investigated into the various VLS employed by EFL students at the Universitas Teknokrat Indonesia. Through a survey involving 120 non-English major students, the research categorized strategies into cognitive, metacognitive, memory, and determination strategies. The findings (Wahyudin et al., 2021) indicated that cognitive strategies, particularly using new words in sentences, were the most prevalent, while the creation of mental images was least employed. This study highlighted the significant role that structured VLS played in enhancing language comprehension and fluency at the tertiary level. This examination of VLS provided a foundational comparison for similar educational contexts, emphasizing the need for educators to tailor vocabulary instruction that aligns with empirically tested learning preferences and strategies. The study also suggested adjustments in pedagogical practices to better support vocabulary acquisition among tertiary-level EFL students, which can be critical for effective language learning and broader academic success.

2.8. Vocabulary Learning Strategies in Türkiye

The studies on VLS are mostly dependent on the research of VLS in the process of teaching -learning process rather than the theories. Therefore, the findings of the previous studies in Türkiye are vital with contextual clues in them.

To start, the aim of the study conducted by Biçer and Polatcan (2015) is to examine the VLS of foreign students learning Turkish at Atatürk University Language Teaching Research and Application Center according to their language level. In this study designed in the survey model, data were collected from 50 foreign students. In this study, the "Vocabulary Learning Strategies Scale in a Foreign Language" developed by Kocaman and Kızılkaya Cumaoğlu (2014) was used. Arithmetic mean, standard deviation, ANOVA and LSD tests were used to analyze the data. As a result of the study, it was determined that there was a significant difference between language levels in terms of the use of VLS. It was determined that C1 level students' VLS scores were lower than other language levels. It was stated that this situation can be considered that C1 level students are reluctant to acquire new information.

The study conducted by Tok and Yığın (2014) focused on vocabulary learning methods within LLS. In this study, it was examined how B2 level students studying at Çanakkale Onsekiz Mart University's Turkish Language Teaching, Application and Research Center (TÖMER) developed their Turkish vocabulary. At the same time, VLS used by multilingual students while learning Turkish were compared with the strategies used in their previous language learning experiences and the similarities and differences between these two situations were revealed. In the study, a qualitative analysis was conducted with the case study method and the demographic information and interview notes obtained as a result of semi-structured interviews with 51 international students were evaluated with descriptive statistical methods.

The main purpose of the study conducted by Serçe (2013) was to evaluate the effects of VLS training on students' achievement, retention of knowledge and strategy use. The study was conducted using a quasi-experimental design with a pre- and post-test on control group. In addition, another objective of the study was to determine how students perceived the VLS study using the case study method was designed and interviews were used as data collection method. The study was conducted among students studying in the English preparatory class at Selçuk University School of Foreign Languages in the 2012-2013 academic year. The study group consisted of 42 students in total, with equal numbers in the experimental and control groups. Personal Information Form, Beginning and Lower-intermediate Vocabulary Achievement Tests, VLS Questionnaire and Standardized Open-ended Interview Form were used for data

collection. The students in the experimental group were given VLS training with direct instruction method for 10 weeks. According to Serçe (2013) the results of the research were explanatory in terms of the effects of using VLS training. VLS training increased the success of beginner and lower-intermediate level students and the retention of what they learned. The training increased the level of strategy used by the students. The feedback of the students in the experimental group about the training showed that they used different strategies in the vocabulary learning process depending on various factors and that these strategies made multifaceted contributions to their learning process. The students expressed positive opinions that the strategy training applied should be maintained in future studies and made suggestions in this regard.

2.9. Vocabulary Learning Strategies in MoNE

In the ever-evolving landscape of education, the Ministry of National Education (MoNE) plays a pivotal role in shaping the curricula that cater to the holistic development of students. Among the myriad components that constitute a robust educational framework, vocabulary acquisition stands out as a cornerstone in enhancing linguistic competence, fostering comprehension, and facilitating effective communication. The Ministry's approach to VLS highlights a multi-layered methodology, aimed at optimizing the assimilation and retention of new words in a manner that is both engaging and efficacious. The MoNE's strategic framework for vocabulary learning is anchored in evidence-based pedagogical practices, drawing upon contemporary research in linguistics, cognitive psychology, and educational technology. This framework is designed to accommodate the diverse learning needs of students, promoting differentiated instruction and personalized learning pathways. Central to the Ministry's strategy is the acknowledgment of vocabulary learning not as an isolated endeavor but as an integral component of language development, interwoven with reading, writing, speaking, and listening skills (Memiş, 2019).

A critical aspect of the MoNE's VLS is the emphasis on contextual learning. The understanding that words derive their meanings from context leads to the adoption of teaching strategies that immerse students in rich linguistic environments. This is achieved through curated reading materials, multimedia resources, and real-life interactions that provide students with the opportunity to encounter new vocabulary in varied and meaningful contexts. Such an approach not only aids in the acquisition of vocabulary but also the development of inferencing skills, enabling students to deduce the meanings of unknown words from the surrounding

textual cues. Moreover, the Ministry advocates for the systematic integration of explicit vocabulary instruction within the curriculum. This involves direct teaching of word meanings, including definitions, synonyms, antonyms, and examples of usage. Teachers are encouraged to employ a variety of instructional techniques, from semantic mapping and word walls to flashcards and digital quizzes, to reinforce word learning. The goal is to create a rich lexical environment in the classroom where students are continually exposed to and engaged with new vocabulary. The role of metacognitive strategies in vocabulary learning is another area of focus for the MoNE. Students are taught how to become autonomous learners through the use of strategies such as self-monitoring, goal-setting, and reflective practice. This includes training students in the use of dictionaries and thesauruses, both print and digital, as well as in techniques for effective notetaking and the organization of personal vocabulary notebooks. The cultivation of these metacognitive skills empowers students to take charge of their own vocabulary learning, fostering a sense of ownership and a lifelong love for words (Saydam, 2018).

In alignment with the digital age, the Ministry's VLS heavily incorporates educational technology. Online platforms, apps, and digital games that specialize in vocabulary training offer interactive and fun ways for students to engage with new words. These technologies not only provide personalized learning experiences but also enable the tracking of individual progress, offering insights that can inform further instruction. The gamification of vocabulary learning, through points, badges, and leaderboards, adds an element of motivation and competition that can enhance student engagement and retention. The assessment of vocabulary knowledge is another critical component of the MoNE's strategy. Formative assessments, such as quick writes, exit tickets, and vocabulary journals, provide ongoing feedback to both teachers and students about the learning process. Summative assessments, on the other hand, evaluate the accumulation of vocabulary knowledge over time, incorporating both receptive (recognition and comprehension) and productive (usage and generation) measures. The Ministry emphasizes the importance of using assessment data to inform instruction, ensuring that teaching strategies are responsive to the needs of the learners (Bal & Demiral, 2021).

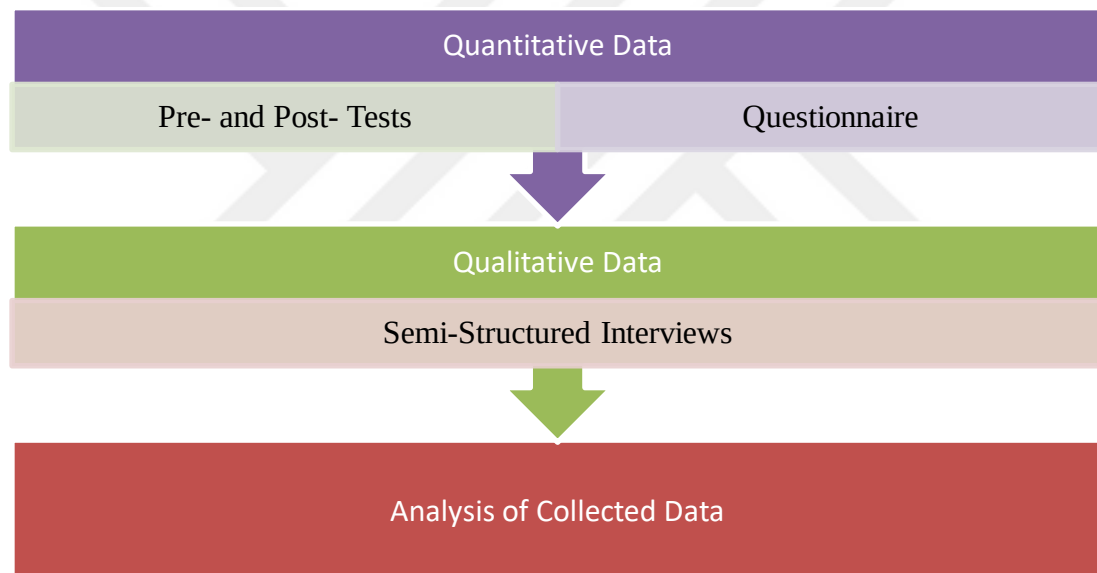
CHAPTER III

3. METHODOLOGY

The main purpose of this study was to evaluate whether teaching vocabulary to secondary EFL learners in compliance with the implementation of VLS would be effective. With this aim, the research method was designed to illustrate the reflections of both EFL teachers and learners. The research method is presented in these sections: the research design, the participants, the data collection procedures, the data instruments, and the data analysis.

3.1. Research Design

Figure 1. Research Design



The study mainly aims to reveal the differences between students' practices and teachers' perceptions in terms of VLS. In the pursuit of this objective, a mixed-methods research design was planned to be conducted. While deciding on the design, the existent literature was decisive due to the frequent choice of quantitative data by itself. The researcher considered reaching accurate data on VLS from a wide range of angles. Neuman (2014) explains this as accuracy is increased by investigating the issue from multiple perspectives. Researchers use mixed-methods research to examine a research problem from multiple perspectives, combining qualitative and quantitative research methods, approaches, and beliefs (Creswell, 2014). Therefore, the design was selected to integrate both qualitative and quantitative data. According to Creswell (2005), mixed method research allows researchers to

better understand the research problem and assert that the data will be collected both qualitatively and quantitatively. Besides, in the field of education, mixed methods designs are becoming an increasingly popular option due to the nature of researching topics (Pereira, 2011). The reason for this popularity is the inquiry to verbalize the calculations made by the quantitative research model with the reflections of all variables. According to Creswell and Plano Clark (2011), qualitative data is functional to analyze and understand quantitative data results. For this reason, both kinds of data are collected into the interpretation section (Tashakkori et al., 2003). In the end, this type of research provides inclusive and rich findings in terms of pedagogical inquiry.

On the other hand, a quasi-experimental design was utilized as the most appropriate research design for the study to reveal the effects of VLS on students' achievement in target vocabulary after VLS-based instruction. In experimental research, the aim is to determine if a particular method of implementation results in any significant outcome (Creswell, 2014). Therefore, the researcher implemented a particular way of instruction for the experiment group and excluded it from another group's syllabus. In this way, the researcher determined if there was any meaningful significance between the groups in terms of learning outcomes. However, from a methodological perspective, it should be noted if the researcher uses the experimental method with a sample selected previously from the population, this is a quasi-experimental study rather than a real experiment (Osmanović & Maksimović, 2022). The quasi-experimental design appears under the title of experimental research design in which factors and independent variables are compared to determine their effects on the dependent variable, as well as their interactions with other factors (Tisngati et al., 2020). Here, as mentioned above, quasi-experimental design differs from true experimental design in terms of randomization of selecting participants. In a quasi-experimental design, participants are selected non-randomly because of practical or ethical issues (Dörnyei, 2007). As this study was conducted with students from two classes from the same school, random selection was not possible due to the applicability and ethical considerations. Although Shadish et al. (2002) warn about the threats of non-random selection, quasi-experimental design is underlined to be effective when qualitative and quantitative models are shaped well in an authentic educational environment for the small or limited size of samples. On the grounds of the pros and cons of the design, to overcome non-random selection disadvantages such as the effects of existing variables in the context, a pre-test and post-test were utilized. By using them, the reflections of possible independent variables other than VLS intervention were minimized and considered to reach clear findings.

Considering the reasons mentioned previously, this study was planned in four steps. Firstly, the data on teachers' perception of VLS was collected via a questionnaire. As the second step, all students' vocabulary knowledge was tested with a pre-test. Then, while the experimental group was studying in VLS-based instruction, the control group continued with the regular flow of the syllabus. After ending the implementation of VLS-based instruction in the experimental group, both groups were tested with a post-test. In the end, students in the experimental group were interviewed with a semi-structured interview. The quantitative data was interpreted with SPSS and the interviews were interpreted through MAXQDA content analysis. Finally, the researcher analyzed all collected data by doing comparisons.

3.2. Setting and Participants

3.2.1. Setting

The setting of the study was handled in two aspects. While deciding on the sampling, convenience sampling was utilized to consider the conditions of the setting and the researcher's preferences. In convenience sampling, the researcher worked with the groups who were easily accessed. Therefore, the experimental part of the research was conducted in a state school where the researcher was on duty as an EFL teacher. As there were two classes of 5th graders in the school, the researcher selected one of the classes as control group and other one was as experiment group. These two groups were very similar in terms of educational context. The aim of the researcher was to differ the groups in separate classes due to the exposure to the intervention. Firstly, at the state school where the intervention was implemented, students use transportation to reach the school from surrounding villages. The school is in a village which is forty-one km away from the city center. While the school is equipped with smart boards and internet, the physical conditions are at the common standards of MoNE. Then the teacher participants were secondary school EFL teachers working at secondary schools in Sivas, Türkiye. The group of EFL teacher participants who work in state schools in Sivas were invited to fill in the VLS questionnaire which was online and there was no face-to-face contact between the researcher and teacher participants. Both teachers and students were from state schools and reside in Sivas where they share the commonalities of the context. It should be noted that teachers were from other secondary state schools in Sivas while students were from the school where the researcher was on duty. Here, the aim was to conduct the intervention and tests with school under the supervision of the researcher. By this way, the researcher was able to observe the classes from firsthand and implement the plans. Besides the possibility of variables

reflecting to the results such as other instructor's and observer's effect was eliminated. As a result, the population of the teachers was selected as the secondary school EFL teachers in Sivas, where all participants shared the commonalities of the context.

3.2.2. Participants

While deciding on the sampling of students and teachers, convenience sampling was utilized to consider the conditions of the setting and the researcher's preferences. The convenience sampling method is a non-probability or non-random sampling technique in which members of the target population who are easily accessible, geographically nearby, available during a given time, or willing to participate are included in the study (Dörnyei, 2007). One of the most convincing reasons to use convenience sampling was the researcher was on duty in English classes of all student participants, thus the intervention was implemented directly by the researcher. As the students were in secondary state schools in Sivas, the researcher aimed to reach secondary school EFL teachers in Sivas, defining the population who shared the commonalities with the students in the context. Besides, the students of experiment and control groups were in the same secondary school as in similar surroundings and from the same background. Likewise, secondary school EFL teachers were under similar circumstances as in state schools and Sivas.

3.2.2.1. Student Participants

The first group of participants are secondary school students who are aged between 11 and 12 years old. The student participants study in the 5th class of a state school and reside in surrounding villages. According to CEFR criteria, the average English level is described as A1 and A2. In the beginning, the study was planned to be conducted with 28 students; however, two students did not attend most of the intervention (more than %50 in a 9-week intervention) and their data was excluded from the research as thought to be invalid in terms of validity and reliability. Hence there were 13 students in each group who were in separate classes as experimental and control groups.

Table 2. Demographic Profile of Student Participants

		<i>N</i>	%
Age	11	9	34.62
	12	17	65.38
Gender	Female	12	46.15
	Male	14	53.85
Grade	5 th	26	100

3.2.2.2. Teacher Participants

The second group of participants is the secondary school EFL teachers who were in service at state schools in the Sivas, Türkiye. The secondary school EFL teachers were selected as convenient sample because they were easy to be accessed (Teddlie and Yu, 2007). According to the records of the Ministry of National Education (MoNE, 2023), the number of EFL teachers working at secondary schools in Sivas was 237. Through the MoNE online bulletin board, the researcher contacted the teachers. To obtain the data on EFL teachers' perceptions and applications on VTS, this group of participants was invited to participate in VTS questionnaire through an online form and only volunteer teachers filled the questionnaire. Out of 237 secondary school EFL teachers in Sivas, 119 volunteer teachers filled out the questionnaire, which means the study reached half of the target group sampling reference. The sampling was described as 119 teachers in 237 secondary school teachers in Sivas. The reasons related to the number of teachers filling out the questionnaire may vary. As the researcher did not have any face-to-face contact with teacher participants, the questionnaire was filled out of teachers' free will. Therefore, the questionnaire was carried out on a voluntary basis. Moreover, some teachers may have not interested in the research topic or not been in service during the allowed time.

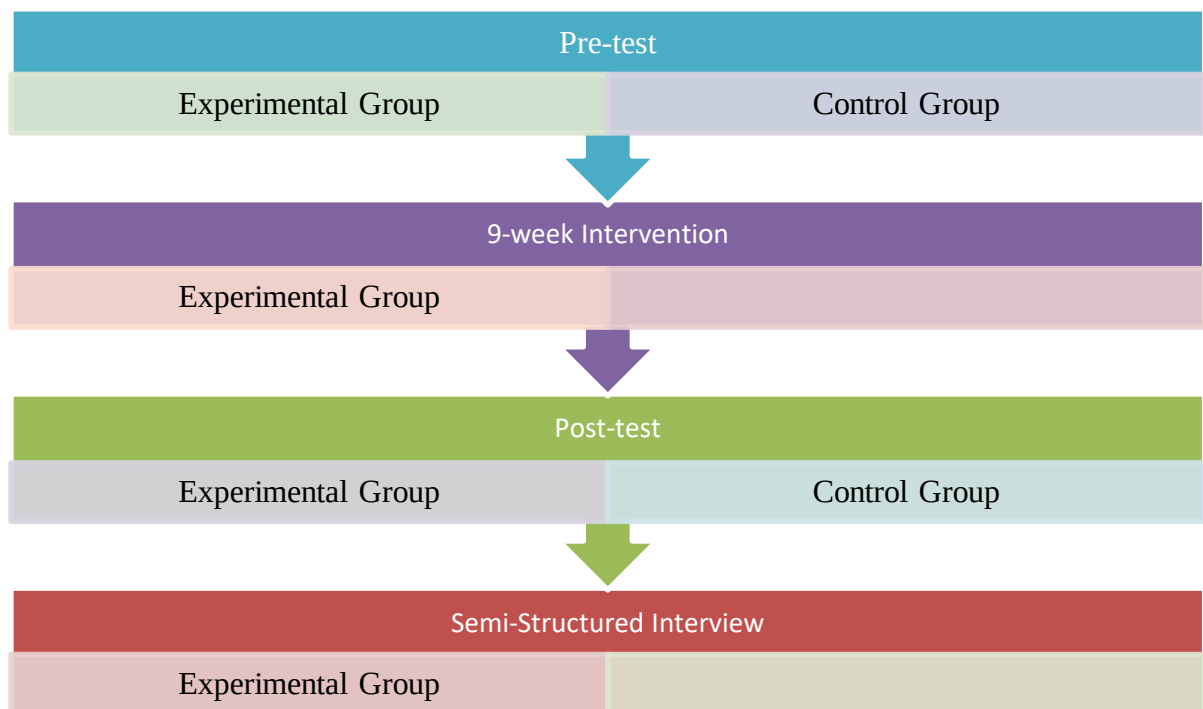
Table 3. Demographic Profile of Teacher Participants in Sivas

		<i>n</i>	%
Secondary School EFL Teachers in Sivas	Female	180	75.94
	Male	57	24.06
Teachers Filling out the Questionnaire	Female	83	69.75
	Male	36	30.25

3.3. Data Collection Procedure

To collect the data, the instruments were planned to be a questionnaire, pre-and post-tests, and semi-structured interviews. The data collection process was conducted in the second term of the 2022-2023 academic year after having procedural permits (see Appendix 2, 3, 4). The authorization for the research was granted by the Amasya University Social Sciences Ethics Committee on 23.12.2022 with the reference number E-30640013-108.01-107983 (see Appendix 2). Then, the Sivas Provincial Directorate of National Education approved the research on 17.02.2023 with the reference number, E-92255297-605.01-70562126 (see Appendix 3). The data collection process started with the pre-test which was parallel to the post-test. Secondly, while the experimental part of the research was completed over a period of nine weeks, the questionnaire form was filled by teachers almost at the same period. The questionnaire form was prepared on Google Forms and shared with teachers online. After completing the intervention, the post-test was applied to both groups, and semi-structured interviews were conducted with the experiment group in a day. All data were collected on a voluntary basis and the participants' informed consent was collected via consent forms giving information about the research in detail.

Figure 2. Data Collection Procedure



3.4. Data Collection Instruments

3.4.1. Questionnaire

To collect quantitative data about EFL teachers' choices of strategies in secondary schools, 'Vocabulary Teaching Strategies Questionnaire' was utilized. The literature on educational research shows the functionality and efficiency of questionnaires to reach valid and reliable data (Chamot, 2004; Gu & Johnson, 1996; Oxford, 1990; Pavičić Takač, 2008; Schmitt, 1997; Trendak, 2015). Oxford (2013) suggests that questionnaires are effective instruments in terms of doing comparisons with variables in the light of the numbers. The questionnaire, which is also called an inventory, was planned to collect data from secondary school teachers of English for three months. This questionnaire was adapted from the one that was used in the study of Ölmez (2014) who investigated VLS from the point of view of both teachers and learners in the high schools. While choosing this questionnaire for this study, the researcher considered the adaptation of the questionnaire in Ölmez's (2014) study according to the context of Türkiye and the validity of the questionnaire because questionnaire items require being previously reviewed by a group of experts to be validated (Smith & Johnson, 2018). Originally, the questionnaire was created as a taxonomy by Schmitt (1997) and turned out to be a questionnaire as worded by Catalán (2003). In Catalan's study (2003), Schmitt's questionnaire is noted as being adaptable to learners of various ages, educational backgrounds, and target languages and highlighted with its technological simplicity making it easier for computer programs to code, sort out, and control data. Then, Ölmez (2014) adapted the questionnaire by adding five-point Likert scales to obtain broad perspectives of participants. The scales indicate the level of importance (1) not important at all, (2) somewhat important, (3) important, (4) quite important, (5) extremely important, and the level of application (1) never apply it, (2) rarely apply it, (3) sometimes apply it, (4) usually apply it, (5) always apply it) of vocabulary teaching strategies.

As a data collection instrument, the questionnaire is presented in three sections. The first section is about demographics including teachers' background information such as age, gender, teaching experience, academic degree, and training on VTS. The second section is built on the discovery strategies which teachers use to teach new vocabulary and the third one is filled with consolidation strategies which teachers use to strengthen students' learning of vocabulary. The questionnaire includes a total of 58 strategies which are divided into fourteen discovery strategies and forty-four consolidation strategies. Based on Schmitt's (1997)

taxonomy of VLS, there are five strategy groups: determination (9), social (8), memory (27), cognitive (9), and metacognitive (5) (see Appendix 1). In this study, the questionnaire formed by Ölmez (2014) was used with some changes which are explained in the section 3.5.1. Piloting Questionnaire.

The questionnaire was used by some researchers (Ölmez, 2014; Kesmez, 2020; Rashed, 2018) and the validity and reliability were highlighted to be efficient previously. Ölmez (2014) made some adaptations to the form of Schmitt's questionnaire and found reliability in Cronbach Alpha as determination strategies .70, social strategies .75, memory strategies .90, cognitive strategies .83, and metacognitive strategies .53. On the other hand, Kesmez (2020) reached .93 Cronbach Alpha' reliability when using the questionnaire to reveal the VLS application level of the lecturers. In this study, the researcher checked the reliability of VLS application and importance levels of teachers. According to the results of Cronbach Alpha tests, the importance level was .95, and the application level was .94. All the data associated with reliability and consistency were consolidated in the research. Also, in terms of validity, the questionnaire was applied to a small group of teachers and the researcher made interviews with them on the usefulness of the questionnaire. More data was given in terms of piloting the questionnaire at the section 3.5.1. Questionnaire.

3.4.2. Intervention

Although the intervention was not a direct data collection tool, it was a crucial part of the research in terms of experimental design. The intervention was a significant part of the research as it was implemented only in the experiment group between pre- and post- tests. Mainly, the intervention was based on a 9-week syllabus which was built on the outcomes of the MoNE curriculum. Hence the classes were instructed for the same outcomes, but the experiment group had VLS instruction through the 9-week intervention. There were three units that were planned with VLS instructions. While preparing the plans, the researcher stated the target vocabulary with specific VLS (see Appendix 5). Besides, the lesson plans (see Appendix 6) were prepared to conduct the lessons based on VLS instruction. Those plans include the date, time, topic pattern, outcomes, methods and VLS, tools and resources, functions and languages, activities, assignments, and assessment and evaluation.

3.4.3. Pre- and Post- Tests

To collect quantitative data from secondary school students, the other data collection instrument was vocabulary tests. Pre- and post- tests assist educational researchers in assessing the effects of interventions, educational programs, or treatment. Student learning can be assessed through pre- and post- session quizzes; the results can then be used to improve the curriculum, course, and teaching strategies (Boyas et al., 2012). In this study, there is an intervention period which is between pre-and post-tests. Williams and Brown (2017) assert that to determine whether the changes are likely to be caused by the intervention rather than random variation, paired t-tests can be used in statistical analysis.

Pre-test was utilized at the beginning of strategy training for the sake of describing the students' readiness to target vocabulary. Then the students in the experiment group were exposed to the VLS instruction and studied on target vocabulary with lesson plans based on VLS for nine weeks. At the end of these nine weeks, all students' achievement in using VLS was measured through a post-test. Pre- and post- tests were administered simultaneously to the participants in the control group and experimental group. Lastly the effects of the VLS instruction were enlightened by the results gathered through the tests.

Pre- and post- tests (see Appendix 12) consist of vocabulary focusing on questions from the publications of a private testing company which allowed the use of the tests with a written claim (see Appendix 7). Both tests include the same content of vocabulary (target vocabulary) and focus on testing the students' vocabulary knowledge. Thus, the tests are parallel tests that increase the reliability of the measurement and establish validity by ensuring evidence (Boyas et al., 2012). The questions were isolated from the possible effects of students' previous knowledge in terms of grammar and vocabulary. Each of these tests has fifty questions and five sections: matching the words with correct pictures, matching the halves of phrases, finding the odd one, completing the dialogue, and multiple-choice questions. The sections were pointed separately from each other as a hundred points in total. To see the possible deficits, the tests were applied to a similar group of students in a different school in Sivas as a pilot study. The details about piloting the tests were given in the section 3.4.3. Piloting Intervention and Pre- and Post- Tests. Then, the final forms of the tests were defined with the views of the experts who are ESL researchers from different universities.

3.4.4. Semi-Structured Interview

To reach qualitative data, a semi-structured interview was used in this study because semi-structured interviews are common in educational research as a functional tool to collect qualitative data. While doing the semi-structured interview, teacher asks the questions related to the teachers' questionnaire, then follows up with additional questions if necessary (Easwaramoorthy & Zarinpoush, 2006). On that ground, the semi-structured interview (see Appendix 10) was conducted through three main and five additional questions which were formed according to the research questions. The main questions were to reveal students' choices on discovery and consolidation strategies with the favored ones. The additional questions were used to deepen the students' expression. This way, the findings of the interview were also compared with teachers' questionnaires. The interview questions were checked by a researcher with a Ph.D. in Turkish language education and formed to the appropriate level for secondary school students. Due to the low proficiency level of students, the interviews were done in Turkish, the student's native language, and later the recordings were interpreted by the researcher. On behalf of ethical consideration, pseudonyms were used instead of students' names. The length of the interviews was three minutes on average per participant and only the students in the experiment group were invited to participate in the interviews voluntarily. Each participant attended the interview in an isolated room from the rest of the school as face-to-face individual interviews were considered to minimize the reflections of interviewees (Pavičić Takač, 2008). On the other hand, the strong part of semi-structured interviews is their referencing effect on other sources of data. As a result of cross-referencing interview data with other sources, researchers can confirm interpretations made by interviewees and ensure that findings are trustworthy (Clark & Johnson, 2020). In this way, the quantitative data was referenced with the qualitative data collected through the semi-structured interviews.

3.4.5. Expert View Forms

In the study, the researcher used expert view forms (see Appendix 8, Appendix 9) to collect feedback about validity of the instruments. Firstly, the experts were invited to state their evaluation on pre- and post- tests. With this aim, the researcher asked seven questions and additional comments in the form. The questions were shaped in terms of relevancy, suitability, length, validity, appropriateness, design and paralleling of the tests. To see these points separately for each test, pre- and post-tests were presented in two independent lines in the form. To see the reliability of the form filled by the experts, Miles and Huberman (1994) formula

(Reliability=Agreement/ Agreement+Disagreementx100) was used. The reliability coefficient of 85% showed that the analysis was highly reliable. As a result, expert view form was seen to be suitable for the research. Then the researcher used another form to see expert views about the shortened version of the questionnaire. The form included six questions and additional comments. Basically, the questions are concentrated on the validity of the questionnaire.

3.5. Pilot Study

A pilot study whose details given below was carried out to ensure the clarity and applicability of the chosen methods and procedures. To increase the likelihood of assessing any problems that might arise in the main study, a smaller group of participants holding the characteristics like the sampling were selected in same context.

3.5.1. Piloting Questionnaire

A pilot study was designed to check clarity and applicability of the questionnaire. The main objective of the pilot study was to see if it would work on the purpose of the research. Then the researcher wanted to check if the questionnaire items were understandable and other relevant factors such as timing and grammar.

The questionnaire was created as a taxonomy by Schmitt (1997) and Ölmez (2014) made some modifications to the questionnaire. Then, Rashed (2018) formed the VTS questionnaire by excluding some items after completing the pilot study. Furthermore, the researcher revised the questionnaire to achieve target data in a clearer manner. According to the research goals, the changes were motivated by a desire to get rid of obstructions to the questionnaire's real purpose within the unique context of the research. Firstly, the questionnaire was intended to be presented in a form which was time-efficient and practical for secondary school teachers in the context. Instead of using 58 items, the researcher exempted some items and reached 35 items. This was preferred with reference to preventing fatigue caused by administering a lengthy questionnaire, thereby preventing boredom and tiredness (Brown, 2016). With this aim, generic items were employed instead of some items (below) exempted from the questionnaire.

- Asking students to study and practice the meaning of the word in pairs/groups in class and outside class.
- Teaching students to keep word lists/cards which I check for accuracy.

- Teaching students to study the new word with a pictorial representation of its meaning: through images, photographs, or drawings.
- Teaching students to associate the new word with its coordinates (like linking the word “spoon” with the words of “fork” and “knife”).)
- Teaching students to use semantic maps, e.g. nurse hospital doctor illness medicine.
- Teaching students to connect the word to a familiar place (like envisioning that you are placing the food, the names of which you are learning, to the kitchen while studying the words about the food).
- Teaching students to group words together to study them (words grouped in terms of their meanings, word classes such as “clothes: shirt, skirt, trousers”).
- Asking students to say the new word aloud when studying.
- Teaching students to image the word form.
- Teaching students to remember the word affixes and roots.
- Teaching students to relate the word to its part of speech (Noun, verb, adjective, adverb, etc.).
- Teaching students to connect the new word to cognates, words of similar form and meaning in Turkish (e.g. “sport-spor”, “guitar-gitar”).
- Teaching students to use semantic feature grids (potato, mushroom, broccoli = vegetables).
- Asking students to use verbal repetition of the word.
- Asking students to write the word several times.
- Teaching students to make word lists and revise them.
- Teaching students to use flashcards with the representation of the word to consolidate meaning.
- Asking students to revise the vocabulary sections in their textbook.
- Teaching students to keep a vocabulary notebook.

Then some items looked ambiguous for the participants, therefore they were enriched with visuals and examples which clarified the statements. These are:

- Teaching students to deduce the meaning of word from a flashcard or poster.
- Teaching students to learn the words of an idiom together as if they were just one word.
- Teaching students to use spaced word practice to revise vocabulary.

Lastly, the items “Asking students to use new words in interaction with native speakers” were excluded from the questionnaire because this item does not fit into the local context. Besides ““Asking students to use monolingual dictionary”, “Teaching students to use “scales” for gradable adjectives (e.g. small-smaller-smallest).”and “Teaching students to paraphrase the word’s meaning.” were excluded from the questionnaire due to the proficiency level of students.

After reaching the shortened version with the approval of the research supervisor, both versions were conducted with ten EFL teachers who were in service at secondary schools in Sivas. These teachers were excluded from the actual questionnaire due to their familiarity with the content. In various studies regarding the premises of pilot study, the sample size changes according to the complexity of the research; however, it is estimated at least between ten to twenty (Arain, 2010; Julious, 2005; Thabane, 2010). To conduct the interviews in a fair amount of time, ten EFL teachers working in secondary schools in Sivas filled out the online questionnaire. Then, the researcher conducted interviews with the participants and noted their reflections about the items in the questionnaire. The interviews showed that teachers were aware of the strategies to teach vocabulary, but they did not consider all of them in the class completely. Also, the participants of the pilot study stated that the shortened version was more understandable and time efficient. Therefore, the researcher chose to use the shortened version of the questionnaire that fits in research goals. At the last step, the questionnaire was reviewed by an expert, who was an ESL lecturer with M.A. and the shortened version was found to be useful with the aim of the research. With the advice of the expert, the validity and reliability of the questionnaire were calculated with the shortened version of questionnaire and compared with the results of previous studies in which the questionnaire took part. The values related to the validity and reliability of the questionnaire can be found in the section 3.4.1. Questionnaire.

3.5.2. Piloting Intervention and Pre- and Post- Tests

To see the possible deficits, intervention and pre/post tests were applied to a group of students in a different school in Sivas as a pilot study. The researcher planned to see how the intervention worked at a smaller group of participants who were in same age and grade. The group of students included seventeen 5th grade students studying in a state school with the common standards of MoNe.

The intervention was piloted in a week via the plan of the first week from the 9-week syllabus. In this week, the researcher was the main conductor of the classes and implemented the classes according to the VLS oriented 9-week plans. It was observed that students showed great interest in VLS; however, they did not have knowledge about them. So, the intervention was found to be functional in terms of the research. Also, it was seen that teacher had to remind the strategies regularly to draw students' attention on using VLS. Therefore, the researcher decided to supply intervention with reminders and definite numbers of strategies for each lesson.

When the pre- and post-tests were to be piloted, the researcher asked for the views of experts one of whom was an ESL lecturer with M.A. in ELT and the other was a researcher with Ph.D. in ELT by using expert view form. The expert views pointed out that the tests had clarity and intelligibility in terms of research targets; however, the design of the tests was to be reviewed in terms of visuality and numbering with the aim of preventing confusion and presenting a clear and fresh layout. Therefore, the tests were supplemented by changing fonts, numbers, letters on the scope of feedback from the experts. At the end, the tests reached to the last form for the pilot study.

Pre- and post-tests were planned to be used before and after the intervention in the main research. Hence these tests were applied similarly to the same group of intervention in the pilot study. The pre-test was implemented before students were not exposed to the vocabulary in units 7, 8 and 9. The post-test was implemented after units 7, 8 and 9 were completed by students. The answers showed consistency with the questions in terms of evaluating vocabulary knowledge. When the researcher had conversation with students, they stated that there were some vocabularies they did not know in pre-test. This was the result of what pre-test searched before implementing variable. Then, when the students were asked the understandability of the tests, they stated the instructions were clear and the questions were well-shaped in terms of paper design. Some of the students asked for the grading of each question, hence it was included to the tests by researcher later.

Tablo 4. Descriptive Statistics of Pre/Post Tests

Pilot Study Group	M	SD	t	p
T1	23.52	7.05	-8.337	0.001*
T2	48.70	18.41		

To check the general appropriateness of the pre- and post- tests, the results were interpreted with descriptive statistics. The p value (sig.) at the 95% is 0.001, and since it is below 0.05, there is a strong significant difference between the pre-test and post-test means. As the p value is kept below 0.05, there is a significant difference between T1 and T2 values ($p < 0.05$). T2 values were significantly higher than T1 values. The gap between pre-test and post-test is 0.90 and can be interpreted as a high correlation between pre-test and post-test. This means that a student with a high pre-test result also has a high post-test result, and a student whose pre-test result is low has a low post test result. Finally, pre- and post-tests results were considered suitable to collect data from the students.

3.5.3. Piloting Interviews

Interview questions were piloted with the same group after intervention. While the questions were prepared according to the research questions, the most understandable expressions were searched for the students. Consequently, the time allotted to the interview was checked and seen to be suitable. The main questions were supported with additional ones to deepen students' comprehension. Due to the low proficiency level of students, the interviews were done in Turkish. The interview questions were checked by a researcher with a Ph.D. in Turkish language education and the interview reached to the last form appropriate to secondary school students.

3.6. Data Analysis

3.6.1. Quantitative Data Analysis

The quantitative data collected by the questionnaire and achievement tests were analyzed through SPSS (Statistical Package for Social Sciences) version 25. According to Gogoi (2020), SPSS is a useful package that uses different technical commands to produce suitable outputs when dealing with large quantities of variables within a short time. Using SPSS to determine the frequencies and percentages of the demographic variables, descriptive analysis was conducted on the participants' demographic information. While revealing the demographics of participants, the variables were marked as gender, age, department of graduation, teaching experience, previous teaching to 5th graders, last education level, and knowledge in VLS.

Table 5. Frequency of Socio-Demographic Characteristics of Teacher Participants

Variable	Group	n	%
Gender	Female	83	69.75
	Male	36	30.25
Age	20-29	30	25.21
	30-39	64	53.78
	40-49	25	21.01
Department of Graduation	ELT	90	75.63
	ELL	24	20.17
	ACL/ Translation and Interpretation	5	4.20
Teaching Class	5 th grade	80	26.50
	6 th grade	68	22.50
	7 th grade	72	23.80
	8 th grade	82	27.20
English Teaching Experience	less than 1 year	5	4.20
	1-5 years	23	19.33
	6-10 years	37	31.09
	11-15 years	34	28.57
	more than 15 years	20	16.81
Previously Teaching 5th Graders	Yes	112	94.12
	No	7	5.88
Last Education Level	Bachelor's degree	87	73.11
	Master's / PhD	32	26.89
Having Knowledge About Vocabulary Learning Strategies	Yes	42	35.29
	No	77	64.71

A great number of teachers are female teachers (69.75%). The rate of male teachers is 30.25%. Traditionally, women have been overrepresented in the field of ELT. The rates on gender distribution are also similar to the records of secondary school EFL teachers in Sivas (female: 75.94%, male: 24.06%) (MoNE, 2023). The largest age group is teachers between the ages of 30-39 (53.78%). This is followed by teachers between the ages of 20-29 (25.21%) and teachers between the ages of 40-49 (21.01%). Most teachers graduated from the department of English Language Teaching (ELT) (%75.63), and those who graduated from the department of English Language and Literature (ELL) were 20.17%. The rate of teachers graduating from the ACL/Translation and Interpreting department is 4.20%. Among the classes taught, the highest rate (27.20%) belongs to teachers teaching the 8th grades. It is followed by teachers teaching the 5th grades with 26.50%. Most of the EFL teachers (31.09%) have experienced teaching English between 6-10 years. Additionally, 28.57% have been teaching for 11-15 years. Almost all of the participants (94.12%) have taught the 5th graders before. Most of the participants (73.11%) finalized the undergraduate level as the last educational degree, while

the rest (26.89%) studied at the master's or doctoral level. 35.29% of the participants stated that they were knowledgeable about VLS, while 64.71% stated that they did not have knowledge about this subject. The first part of the questionnaire provided an overview of teachers' demographic characteristics and professional experience.

The results of the questionnaire were then subjected to Cronbach's Alpha reliability analysis. There were two kinds of Likert-type scales (1-5) as the level of importance and the level of application, so the reliability was calculated separately for each.

Table 6. Normality and Reliability Results Regarding Scale Levels

Variable	M	Min.	Max.	SS	Skewness	Kurtosis	Cronbach's Alpha
The Importance Level	124.99	35.00	175.00	23.78	-0.566	-0.218	0.951
The Application Level	118.45	35.00	175.00	22.69	1.047	1.105	0.940

It was seen that the importance levels were distributed between values 35-175 with a mean of 124.99 ± 23.78 , and the application levels were distributed between values 35-175 with a mean of 118.45 ± 22.69 . Considering the assumption, it was seen that the scale levels showed a normal distribution, and parametric tests were applied in comparison and relationship tests.

For the reliability of the scale, the internal consistency coefficient Cronbach's Alpha test statistic was used. Reliability coefficients were determined considering the intervals as follows: $0.00 \leq \alpha < 0.40$ (unreliable); $0.40 \leq \alpha < 0.60$ (low confidence); $0.60 \leq \alpha < 0.80$ (highly reliable); and $0.80 \leq \alpha < 1.00$ (highly reliable) (Kalaycı, 2008). According to his assumption, it was seen that the internal consistency coefficient of the importance level was highly reliable at .95, and the internal consistency coefficient of the application level was highly reliable at .94.

The normality of the achievement tests (T-test) was checked, so all instruments were to be expected at maximum reliability and validity standards. While investigating whether the variables came from a normal distribution, Skewness and Kurtosis coefficients were used, and according to Tabachnik and Fidell (2013), if the Skewness and Kurtosis values are between -1.50 and +1.50, it is accepted that the variables come from a normal distribution. Besides, while identifying the appropriate statistical tests to analyze the data based on certain variables, the Kolmogorov-Smirnov and Shapiro-Wilk tests were also employed.

Table 7. Normality and Reliability Results Regarding Scale Levels

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
The Importance Level	0.063	119	.200*	0.980	119	0.079
The Application Level	0.052	119	.200*	0.984	119	0.188

The importance and application levels show a normal distribution ($p>0.05$). While examining the differences between groups, t-tests and ANOVA were used since the variables came from a normal distribution. In the case of differences in the ANOVA test, differences were calculated with the Tukey test, considering the assumption of homogeneity of variances. The parametric aspect of the data was appropriate to consider the discussion of collected data with variables. As a result, differences between groups were calculated using the dependent samples t-test independent variables. Pearson correlation tests were used when examining the relationship between continuous variables. While interpreting the results, .05 was used as the significance level; it was stated that there was a significant difference if $p<.05$ and no significant difference if $p>.05$.

3.6.2. Qualitative Data Analysis

To evaluate the qualitative data, the interviews were planned to be noted by the researcher and analyzed through the content analysis method. The students in the experiment group participated in semi-structured interviews which focused on research questions. Turkish was the medium language due to the proficiency level of the students and interviews were recorded by the researcher. Then the content of the interviews was transferred to the MAXQDA software which is an excellent computer-based tool assisting researchers in monitoring, analyzing, and interpreting qualitative materials (Creswell, 2014). By grouping the notes under the relevant themes using MAXQDA, it became possible to analyze the frequency of the code for each theme that emerged during the interviews. While doing the categorization of the data, research questions were considered to find relevant data to be compared with the teachers' questionnaire.

Figure 3. Themes and Codes

The screenshot displays the MAXDicto software interface, which is used for document analysis and coding. The interface is divided into several sections:

- Top Menu Bar:** Includes options like Giriş Sayfası, İçerikler, Kodlar, Memolar, Değişkenler, Analiz, Karma Yöntemler, Görsel Araçlar, Raporlar, Stats, and MAXDicto.
- Toolbar:** Contains icons for creating new projects, opening projects, saving, and other document management functions.
- Left Panel (Belge Sistemi):** Shows a hierarchical view of the document system with folders for documents (Belgeler) and codes (Kod Sistemi).
- Right Panel (Belge ... (4 Paragraflar)):** Displays the text of the document being analyzed, with specific words and phrases highlighted in red and blue.
- Bottom Panel (Kod Sistemi):** Shows a list of codes and themes, including:
 - 4.The least preferred VLS
 - 3. The most preferred strategies
 - 7. Consolidation of the vocabulary
 - 1. Discovery of the meaning of vocabulary
 - Kümler

The document text in the right panel includes the following paragraphs:

- Hocam sözlükten araştırdım. Öğretmenleri me sorardım, arkadaşlarıma sorardım. Arkadaşlarımda n yardım aldım, bilmiyorlarsa, birlikte anlamaya çalıştım.
- Sekillerle içine kovarız. Yani kelimenin etrafına sekiler çizerim. Kodlama yaparım.
- En çok hangisi faydalı oldu? Cümlelerin içinden anlamını çıkarma.
- En az? Kelime etrafında diğer kelimeleri biriktirme.

CHAPTER IV

4. FINDINGS

In this section, the findings were presented with research questions. While quantitative findings include the data collected through VTS questionnaires and students' tests, qualitative findings consist of the data from the semi-structured interview with students in the experimental group. The questionnaires and students' tests were calculated via the SPSS statistical program and the interviews were interpreted through MAXQDA. Besides, this part of the study includes descriptive statistics.

4.1. Findings Related to the First Research Question: Are there significant differences between teachers' VTS and students' VLS in terms of vocabulary learning and teaching?

With the aim of revealing if there were significant differences between students' VLS and teachers' VTS, the findings from both groups were handled together. The data showing teachers' questionnaire results (see Appendix 11) and the figures (Figure 6 and Figure 7) showing data from interviews with students were interpreted together. To synthesize data from both resources, the codes from the interviews were matched with the strategies in teachers' questionnaire. It was clearly seen that teachers and students were not on the same line in terms of the strategies related to vocabulary. The comparison of the most/least preferred strategies (Table 8) shows that there are significant differences between students' VLS and teachers' VTS.

Table 8. The Comparison of the Most/Least Preferred Strategies

	The Most Preferred	The Least Preferred
Teachers	9,4,17, 28 ,20,27,5,3,31,16, 15	34, 24 ,33, 26 ,25,18, 19 ,2,6,21,7
Students	24,19,17, 9 ,25,30, 15 ,6, 28 ,8	19 , 26 , 24 ,28,16,48,1,9,17

When the most preferred strategies were considered, there are only three strategies favored by both teachers and students. These are (I9) "Teaching students to understand the

meaning of words through cards and posters", (I15) "Teaching students to connect the word meaning to a personal experience", (I28) "Teaching students to take notes about the word in class". On the other hand, the least preferred strategies by teachers and students were (I19) "Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns", (I24) "Teaching students to underline the initial (first) letter of the word", (I26) "Teaching students to learn the words of an idiom together as if they were just one word (takeiteasy)". To sum up, it was found that only six out of thirty-five strategies meant similar interest for teachers and students.

4.2. Findings Related to the Second Research Question: What are the teachers' perceptions and the application of VTS?

To find out the teachers' perceptions and the application of VTS, teachers' questionnaire was examined. In the direction of investigating the teachers' choices on VTS, 119 secondary school teachers' responses were analyzed through SPSS. The findings of the VTS questionnaire were presented by statistics and tables. Initially, the descriptive statistics are presented about the first part of the questionnaire which includes the demographics of the teacher participants. Then teachers' reflections on VTS questionnaire are presented by importance and application levels.

4.2.1. Demographics of the Questionnaire

The findings about demographics were mentioned previously in the methodology. In this section, descriptive statistics about the first part of the questionnaire are presented, and the first part of the questionnaire is handled with importance and application levels.

Table 9. Comparison of Variables with Importance Level

Variable	Group	The Importance Level		Statistics		
		M	SD	Test Value	p	Difference
Gender	Woman	124.73	25.35	0.178 ^t	0.859	-
	Male	125.58	20.01			
	20-29	128.50	19.59			
Age	30-39	126.25	24.28	1.655 ^a	0.196	-
	40-49	117.56	26.30			
	ELT	123.68	22.62			
Department of	ELL	128.83	27.30	0.566 ^a	0.569	-

Graduation	ACL/ Translation and Interpretation	130.20	29.10			
English Teaching Time	Less than 1 year	136.00	34.45			
	1-5 years	128.30	19.21			
	6-10 years	129.97	23.98	1.85 ^a	0.124	-
	11-15 years	121.35	21.16			
	more than 15 years	115.40	27.45			
Previously Teaching 5 th Graders	Yes	123.95	23.91	-1.94 ^t	0.014*	-
	No	141.71	14.07			
Last Education Level	Bachelor's Degree	124.83	22.14	0.124 ^t	0.902	-
	Postgraduate	125.44	28.15			
Having Knowledge About Vocabulary Teaching Strategies	Yes	126.31	22.37			
	No	124.27	24.63	0.445 ^t	0.657	-

When the data on genders were compared, there was no considerable difference between the importance levels of teachers according to the gender variable (Female and Male) ($p = 0.859$). That is, gender did not have a statistically significant effect on the significance levels. Similarly, there was no significant difference between the importance levels of teachers according to the age variable (20-29, 30-39 and 40-49 age ranges) ($p = 0.196$). As another variable, there was no significant difference between the importance levels of teachers according to the department of graduation (English Teaching, English Language and Literature, ACE/Translation, and Interpreting) ($p = 0.569$). Furthermore, there was no significant difference between the importance levels of teachers according to the duration of teaching English (less than 1 year, 1-5 years, 6-10 years, 11-15 years, and more than 15 years) ($p = 0.124$). However, there was a significant difference between the importance levels of teachers who had taught 5th grades before and those who had not ($p = 0.014$). As a variable, having taught 5th grade before differed from others in terms of significance level. There was no significant difference between the importance levels of teachers according to their last education level (Bachelor's and Master's/Ph.D.) ($p = 0.902$). In addition, no significant difference was found between the importance levels of teachers according to having knowledge about vocabulary teaching strategies (Yes and No) ($p = 0.657$). In summary, as a result of these analyses, it was seen that there was a significant difference between the importance levels of teachers only in the "Previously Teaching 5th Grade" variable ($p < 0.05$).

Table 10. Comparison of Variables with Application Level

Variable	Group	The Application Level		Statistics		
		M	SD	Test value	p	Difference
Gender	Woman	119.01	24.90	0.412 ^t	0.681	-
	Male	117.14	16.74			
Age	20-29	119.43	17.09	0.441 ^a	0.645	-
	30-39	119.47	24.08			
	40-49	114.64	25.25			
Department of Graduation	ELT	117.49	21.99	0.737 ^a	0.481	-
	ELL	119.67	25.21			
English Teaching Time	ACL/ Translation and Interpretation	129.80	24.10	1.166 ^a	0.33	-
	Less than 1 year	127.20	22.33			
	1-5 years	117.22	15.39			
	6-10 years	123.19	25.76			
	11-15 years	117.15	20.28			
	more than 15 years	111.10	26.85			
Previously Teaching 5 th Graders	Yes	117.98	23.11	-0.89 ^t	0.375	-
	No	125.86	13.35			
Last Education Level	Bachelor's Degree	118.52	20.99	0.057 ^t	0.955	-
	Postgraduate	118.25	27.15			
Having Knowledge About Vocabulary Teaching Strategies	Yes	120.95	23.20	0.889 ^t	0.376	-
	No	117.08	22.44			

Firstly, there was no significant difference between the implementation level of teachers according to the gender variable (Female and Male) ($p = 0.681$). That is, gender did not have a statistically significant effect on the level of implementation. Additionally, there was no significant difference between the implementation level of teachers according to the age variable (20-29, 30-39 and 40-49 age range) ($p = 0.645$). Besides, no significant difference was identified between the application level of teachers according to the department of graduation (English Teaching, English Language and Literature, ACE/Translation and Interpreting) ($p = 0.481$). Moreover, there was no significant difference between teachers' application level according to the duration of teaching English (less than 1 year, 1-5 years, 6-

10 years, 11-15 years and more than 15 years) ($p = 0.33$). While the variable 'having previously taught 5th graders' showed a significant difference in importance level, there was no significant difference between the application level of teachers who had previously taught 5th graders and those who had not ($p = 0.375$). As another variable, there was no significant difference between the application level of teachers according to their last education level (Undergraduate and Postgraduate) ($p = 0.955$). Additionally, there was no significant difference between teachers' application levels according to VLS (Yes and No) ($p = 0.376$). In summary, when these analyses were considered as a whole, no significant difference was detected between the variables regarding teachers' application level ($p > 0.05$).

Table 11. Relationship between Importance and Application Levels

Variable	Statistics	The application level
The importance level	R	.907**
	P	0.001*
	N	119

There was a statistically significant relationship with high strength ($r=0.907$) in the same direction between the level of importance and the level of application ($p<0.05$). As the level of importance increased, the level of application also increased.

4.2.2. Teachers' Perceptions of VTS

The teachers' questionnaire has two scales which include importance and application levels. The data showing teachers' perceptions of VTS was examined by considering the SPSS results of importance scale (see Appendix 11). To be brief, the ten most important VTS were illustrated in Table 9.

Table 9. The Importance Levels of VTS – 1

Items	Not important at all		Somewhat important		Important		Quite Important		Extremely important	
	N	%	n	%	n	%	n	%	n	%
I17 Importance	4	3.36	6	5.04	26	21.85	23	19.33	60	50.42
I9 Importance	4	3.36	6	5.04	20	16.81	30	25.21	59	49.58
I20 Importance	2	1.68	6	5.04	27	22.69	26	21.85	58	48.74

I4 Importance	4	3.36	10	8.40	23	19.33	27	22.69	55	46.22
I27 Importance	1	0.84	7	5.88	28	23.53	29	24.37	54	45.38
I28 Importance	2	1.68	8	6.72	24	20.17	33	27.73	52	43.70
I5 Importance	2	1.68	5	4.20	31	26.05	29	24.37	52	43.70
I31 Importance	2	1.68	4	3.36	28	23.53	36	30.25	49	41.18
I16 Importance	2	1.68	8	6.72	28	23.53	36	30.25	45	37.82
I15 Importance	1	0.84	10	8.40	25	21.01	39	32.77	44	36.97

When the SPSS results were examined in terms of importance level, item seven (I7) "Teaching students to connect the new word to its synonyms and antonyms" was selected with extremely important at the importance level by 50.42%, which is the highest rate for the importance level. Then, it was seen that the statement (I9) "Teaching students to understand the meaning of words through cards and posters" was found to be "extremely important" at the importance level with 49.58%, which was the second highest percentage at the importance level. Next, teachers found the statement (I20) "Teaching students to use the new word in sentences" extremely important by 48.74 %, which was the third highest percentage at importance level. Afterwards, it was seen that the statement (I4) "Teaching students to analyze any available pictures or gestures accompanying the word" was agreed upon as "extremely important" with 46.22%. On the fifth place of Table 9, the participants found the statement (I27) "Teaching students to use physical action/body language to learn a new word" extremely important at the importance level by 45.38%. The statement (28) "Teaching students to take notes about the word in class" was ranked at 43.70% with extremely important at the importance level. Then, it was observed that the statement (I5) "Teaching students to guess the word's meaning from the text/context in which the word appears" was considered extremely important at the importance level of 43.70%. The rates for both items were similar in terms of importance level. While the statement (I31) "Teaching students to follow and use English language media for vocabulary learning" was ranked at 41.18% with extremely important, the statement (I16) "Teaching students to associate the new word with its coordinates" was ranked as extremely important with 37.82%. On the bottom of the Table 9, the statement (I15)

"Teaching students to connect the word meaning to a personal experience" was rated as extremely important with 36.97%.

Table 12. The Importance Levels of VTS – 2

Items	Not important at all		Somewhat important		Important		Quite Important		Extremely important	
	N	%	n	%	n	%	n	%	n	%
I34 Importance	47	39.50	36	30.25	19	15.97	9	7.56	8	6.72
I24 Importance	29	24.37	29	24.37	43	36.13	8	6.72	10	8.40
I25 Importance	16	13.45	33	27.73	24	20.17	23	19.33	23	19.33
I33 Importance	13	10.92	33	27.73	31	26.05	24	20.17	18	15.13
I7 Importance	12	10.08	39	32.77	46	38.66	10	8.40	12	10.08
I2 Importance	11	9.24	27	22.69	37	31.09	22	18.49	22	18.49
I26 Importance	11	9.24	22	18.49	44	36.97	20	16.81	22	18.49
I6 Importance	9	7.56	23	19.33	36	30.25	23	19.33	28	23.53
I18 Importance	8	6.72	23	19.33	40	33.61	25	21.01	23	19.33
I19 Importance	7	5.88	23	19.33	33	27.73	30	25.21	26	21.85

While examining the data showing teachers' perceptions of VTS, the ten least important VTS were illustrated in Table 12. On the top of the list, it was seen that 39.50% of the participants did not find the statement (I34) "Asking students to skip/pass the new word and ignore it" important at all. In other words, most of the teacher participants found it insignificant. The second least important of VTS was found to be the expression (I24) "Teaching students to underline the initial (first) letter of the word" not important at all at a rate of 36.13%. Then the statement (I25) "Teaching students to use a Turkish keyword with a similar sound in order to learn the new word and connect the English word to this Turkish word" was seen as "somewhat important" by 27.73%, and "not important at all" by 13.45%. Next, it was seen that 27.73% of the participants found the statement (I33) "Teaching students to use spaced words and practice to revise vocabulary" somewhat important. The fifth of the list was the statement (I7) "Getting students to ask me for Turkish translation of the English word" which was rated as "not

important at all” by 10.08% and “somewhat important” by 32.77%. As the teachers rated the statement (I2) "Teaching students to analyze the word affixes and roots" by 9.24% with “not important at all”, the statement (I26) “Teaching students to learn the words of an idiom together as if they were just one word (“Take it easy”)” was also rated by same percentage. The participants gave less importance to the expressions (I6) "Asking students to look for the word's meaning in a bilingual dictionary" by 7.56% and (I18) "Teaching students to link the new word to another word that rhymes with it" at a rate of 6.72% with “not important at all”. Both expressions were also rated by 19.33 with “somewhat important”. Finally, participants found the statement (I19) “Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns" not important at all by 5.88% and somewhat important by 19.33%.

4.2.3. Teachers’ Application of VTS

The data showing teachers’ application of VTS was examined by considering the SPSS results of application scale (see Appendix 11). On summary, the ten most rated VTS on application scale were shown in Table 13.

Table 13. The Application Levels of VTS -1

Items	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it	
	N	%	n	%	n	%	n	%	n	%
I9 Application	6	5.04	6	5.04	26	21.85	27	22.69	54	45.38
I4 Application	4	3.36	9	7.56	27	22.69	29	24.37	50	42.02
I17 Application	3	2.52	8	6.72	35	29.41	26	21.85	47	39.50
I28 Application	3	2.52	10	8.40	22	18.49	38	31.93	46	38.66
I20 Application	3	2.52	8	6.72	35	29.41	29	24.37	44	36.97
I27 Application	1	0.84	7	5.88	32	26.89	37	31.09	42	35.29
I5 Application	1	0.84	8	6.72	35	29.41	37	31.09	38	31.93
I3 Application	3	2.52	11	9.24	45	37.82	23	19.33	37	31.09
I31 Application	2	1.68	12	10.08	38	31.93	30	25.21	37	31.09
I16 Application	4	3.36	9	7.56	34	28.57	36	30.25	36	30.25

The statement (I9) "Teaching students to understand the meaning of words through cards and posters" had the highest percentage with 'always apply it' at the application level of 45.38%. By this choice, teacher participants mostly stated the interest in using VTS related to visuals. On the second place of the list, the statement (I4) "Teaching students to analyze any available pictures or gestures accompanying the word" was agreed upon as "always apply it" with 42.02% at the application level. Then it was seen that teacher participants rated (I17) "Teaching students to connect the new word to its synonyms and antonyms" by 39.50% with "always apply it". Next, the teacher participants rated the statement (I28) "Teaching students to take notes about the word in class" by 38.66% with "always apply it". The fifth VTS was (I20) "Teaching students to use the new word in sentences" and teacher participants stated "always apply it" by 36.97%. Furthermore (I27) "Teaching students to use physical action/body language to learn a new word" was rated by 35.29% with "always apply it". It was observed that the statement (I5) "Teaching students to guess the word's meaning from the text/context in which the word appears" was always applied with 31.93%. Then, the statement (I3) "Asking students to check for an English-Turkish cognate" was sometimes applied with 37.32% and always applied with 31.09%. Similarly, the strategy (I31) "Teaching students to follow and use English language media for vocabulary learning" was also always applied by 31.09%. At the end of the list, the statement (I16) "Teaching students to associate the new word with its coordinates" was rated by 30.25% with "always apply it".

Table 14. The Application Levels of VTS -2

Items	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it	
	N	%	n	%	n	%	n	%	n	%
I34 Application	46	38.66	36	30.25	23	19.33	9	7.56	5	4.20
I24 Application	36	30.25	31	26.05	40	33.61	4	3.36	8	6.72
I33 Application	26	21.85	34	28.57	25	21.01	17	14.29	17	14.29
I26 Application	22	18.49	22	18.49	38	31.93	19	15.97	18	15.13
I25 Application	19	15.97	33	27.73	32	26.89	16	13.45	19	15.97
I18 Application	17	14.29	31	26.05	35	29.41	20	16.81	16	13.45
I19 Application	16	13.45	26	21.85	28	23.53	29	24.37	20	16.81
I2 Application	14	11.76	29	24.37	38	31.93	22	18.49	16	13.45

I6 Application	13	10.92	24	20.17	42	35.29	25	21,01	15	12.61
I21 Application	12	10.08	20	16.81	47	39.50	20	16,81	20	16.81

When the data showing teachers' application of VTS was examined, the ten least applied VTS were listed on Table 14. First, the statement (I34) "Asking students to skip/pass the new word and ignore it" was rated by 38.66% with "never apply it" at the level of application. Then, it was seen that the participants found the expression (I24) "Teaching students to underline the initial (first) letter of the word" not useful with "rarely apply it" by 26.05% and "never apply it" by 30.25%. Thirdly, the statement (I33) "Teaching students to use spaced words and practice to revise vocabulary" was seen to be rarely applied by 28.57% and never applied by 21.85%. The statement (I26) "Teaching students to learn the words of an idiom together as if they were just one word ("Take it easy")" was rated by 18.49% with "never apply it" and "rarely apply it". On the fifth place of the list, the statement (I25) "Teaching students to use a Turkish keyword with a similar sound in order to learn the new word and connect the English word to this Turkish word" was rarely applied at the rate of 27.73% by teachers. Afterwards, teachers found the statement (I18) "Teaching students to link the new word to another word that rhymes with it" less applicable at a rate of 29.41% with "sometimes apply it". Regarding the statement (I19) "Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns", teachers stated "never apply it" by 13.45% and "rarely apply it" by 21.85%. The participation rates for the variable (I2) "Teaching students to analyze the word affixes and roots" were seen as "sometimes I apply it" with 31.93%. At the end of the Table 14, while the expression (I6) "Asking students to look for the word's meaning in a bilingual dictionary" was found by 35.29% with 'sometimes apply it', the phrase (I21) "Teaching students to group words together within a storyline (like making up a story with the words "cat", "dog" and "hate".)" was stated with "rarely apply it" by 16.81% and with "never apply it" by 10.08%.

4.3. Findings Related to the Third Research Question: What are the students' perceptions and the application of VLS?

In this section, the findings were presented with the data gathered from the semi-structured interviews with thirteen students from the experimental group who were exposed to the intervention. To approach the data gathered from the interview, both qualitative and

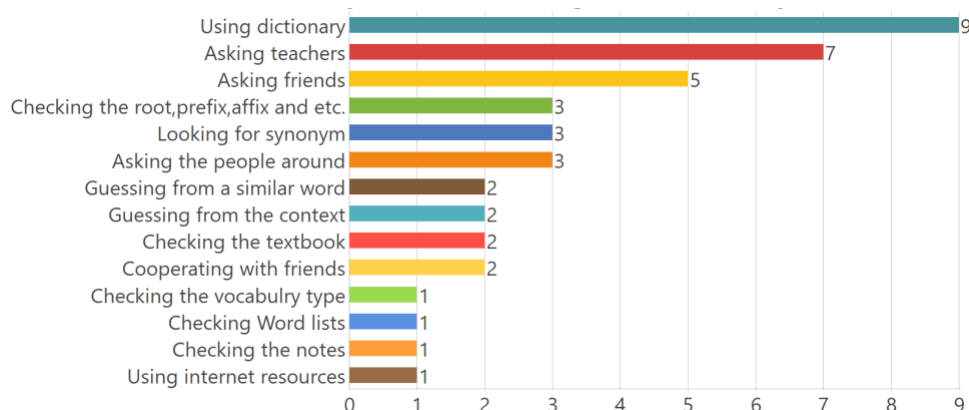
quantitative findings by MAXQDA were given together. The qualitative findings were presented with the exemptions of the interview records. The quantitative findings were illustrated with the figures showing students' responses, which were interpreted through themes and codes by MAXQDA. The interviews were conducted with each student in a separate room voluntarily. There were three main and two supplementary questions in the interviews and each student spent three minutes to complete the interview on average. The interview questions were prepared in the light of the research questions aimed to compare the records from the students and the findings from the teachers' questionnaire.

The findings from the interview were presented in four themes which were shaped by students' responses to the interview questions. The excerpts from the interview were given with pseudonyms (S1, S2, etc.) instead of students' names on behalf of ethical consideration. The first question was about how students discovered the meaning of an unknown vocabulary. The second question was about how students reinforced the meaning of a vocabulary that they had just learned. Then the last question was whether they found VLS helpful in discovering and consolidating the meaning of vocabulary. This question was also supplemented by other two questions to reveal the most and least preferred VLS. On the ground of students' answers, the interviews were interpreted through themes and codes.

4.3.1. Theme 1: The Strategies Used by Students to Learn the Meaning of Unknown Vocabulary

The first question of the interview was about the ways students applied to discover the meaning of a vocabulary. The students were free to state more than one strategy. The discovery of the meaning of a vocabulary was shaped as the theme one according to the students' statements. With the assistance of MAXQDA software, the participants' answers to the first interview question were analyzed, organized, and coded. The codes reached from the responses were illustrated with the number of the students stating the related strategy in Figure 4.

Figure 4. Discovery of the Meaning



According to the analysis of the first interview question, ‘Using dictionary’ appeared at the top of the list as called by nine out of twelve students. The code ‘Using dictionary’ matches with the item ‘Teaching students to use bilingual dictionary’ as a strategy in the teachers’ VTS. As a result, the excerpts above show that most of the students frequently used dictionary to discover the meaning of an unknown vocabulary at first.

“First, I look up the dictionary. I’ll ask you.” (S3)

“I look it up in the dictionary. I ask my teachers; I ask my friends. Outside the school, I get help from my friends and try to understand together.” (S1)

“I’m looking at the dictionary and asking you.” (S12)

“I look it up in the dictionary and ask others for help. I research on the internet.” (S4)

I’m looking it up in the dictionary, trying to guess.” (S9)

“I’ll ask the person next to me first. I look it up in the dictionary or my notebook. I try to find it in my mind. I try to find a synonym.” (S11)

On the other hand, seven of the students called ‘Asking teachers’, which matches with the strategy ‘Getting students ask me for Turkish translation of an English word’ from the teachers’ VTS. That means more than half of the students view their teachers as a resource to discover the meaning of an unknown word after using dictionaries. Then, apart from the teachers, five of the students pointed out ‘Asking friends’ and three of the students’ responses were coded as ‘Asking the people around’. These are associated with the strategy ‘Getting students to ask classmates for the meaning of the word’ from the teachers’ VTS. Besides, these codes show that students used social strategies to discover the meaning of an unknown vocabulary. Some experts showing students’ responses to the first research question are below.

“I ask my friends or teacher. I ask the people around me. I research from books.” (S2)

“I’ll ask the teacher. I’ll ask my friends. From my parents, books, dictionary”. (S5)

“I’ll ask you; I’ll ask my friends. I look it up in the dictionary. I look at the word list in the back of the book. I can do research on the internet.” (S6)

“I get help from my friends and try to understand together.” (S1)

Then, students’ other responses made up the codes ‘Looking for the synonym’, ‘Guessing from a similar word’ ‘Guessing from the context’, ‘Checking the textbook’ ‘Cooperating with friends’, ‘Checking vocabulary type’, ‘Checking word lists’, ‘Checking notes’ in order of students’ preferences. All the codes multiply with the strategies in teachers’ VTS. The related excerpts are shown below.

“I can look at its synonym, I can look at its root.” (S7)

“I’m looking at the Turkish equivalents. I’m looking at word types.” (S8)

“I try to find its type and variety. I am looking for a Turkish equivalent. I try to find a synonym. (S9)

“I’m trying to make it sound like an English word I know. I get help from my teachers or friends.” (S10)

“I try to recognize the letters. I try to create sentences with the words I remember.” (S13)

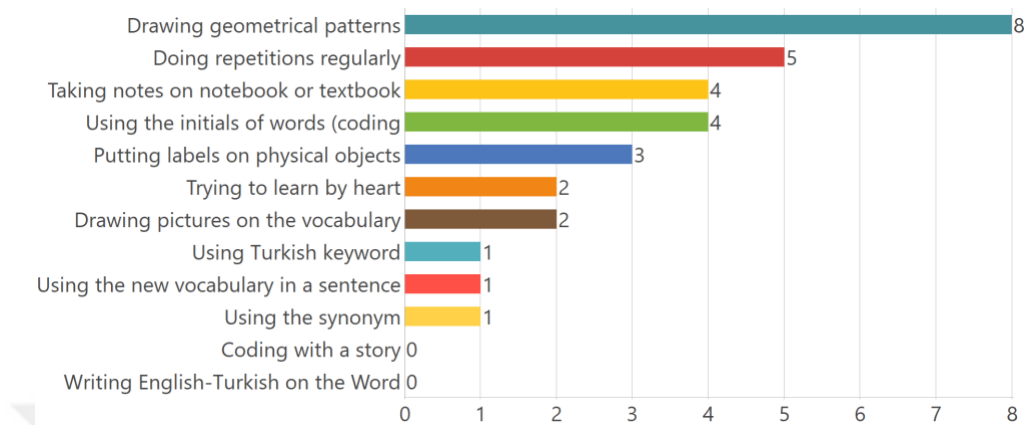
To sum up, most of the students pointed out using a dictionary and asking teachers or friends as the strategies to discover the meaning of an unknown vocabulary. Whether in school or not, students prioritized finding the meaning directly in a fast manner. In the same sense, some students stated checking textbooks, word lists or notes, and the internet resources. Conversely, a few students used strategies that require using mental processes such as guessing from the context or finding a similar word, looking for the synonym, and checking the root, prefix, affix, etc. Therefore, it was seen that cognitive and metacognitive strategies were not valued as social strategies by students.

4.3.2. Theme 2: The Strategies Used by Students to Reinforce the Meaning of Vocabulary

The second question of the interview was about how students reinforce the meaning of the vocabulary that they learn. Like the first question, students were free to state more than one

strategy. The codes reached from the responses to the second interview question were illustrated with the number of the students in Figure 5.

Figure 5. Consolidation of the Meaning



In Figure 5, ‘Drawing geometrical patterns’ has the highest rank as preferred by eight out of twelve students. This code matches with the strategy ‘Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.)’ in the teachers’ VTS. While it was preferred by most of the students, students found it functional to memorize vocabulary. Some experts showing students’ responses to the second interview question are below.

“I draw shapes. I paint. I memorize.” (S5)

“We put it inside with shapes. So, I draw shapes around the word. I code.” (S1)

“I give it a shape. I code the initials of 4-5 words.” (S2)

“I draw a shape and look for its synonym. I repeat. I’m doing repetitions.” (S8)

“Drawing shapes and keeping them in my mind, coding letters, writing English on objects.” (S9)

“I draw figures or take notes somewhere else.” (S10)

“I try to memorize. I draw shapes and when I remember the shape, it makes sense.”
(S3)

Then the records indicated ‘Doing repetitions regularly’ by five out of twelve students. This code is associated with the strategy ‘Asking students to continue to study the word over time’ from the teachers’ questionnaire. Besides Figure 5 shows that ‘Taking notes in notebook or textbook’ and ‘Using the initials of words’ have the same percentage as used by four

students. While all three codes are related to the strategies in the teachers' VTS, the excerpts below show that they were mostly preferred together to consolidate the meaning.

“I study, write in a notebook and repeat.” (S4)

“I write it in a notebook and write it again.” (S13)

“I’m writing it down somewhere. I repeat it when I get home. I’m trying to memorize it.” (S12)

In addition, as shown in Figure 5, ‘Putting labels on physical objects was used as being as a concrete reminder’. ‘Trying to learn by heart using Turkish keywords’, ‘Using the new vocabulary in a sentence’, and ‘Using synonyms’ were other strategies used by the students to consolidate the meaning of vocabulary. Some excerpts related to the abovementioned codes are below.

“I write English and Turkish on it and put labels on the objects. I take notes somewhere, or I code. I code, I draw shapes.” (S6)

“I write it somewhere on the object.” (S7)

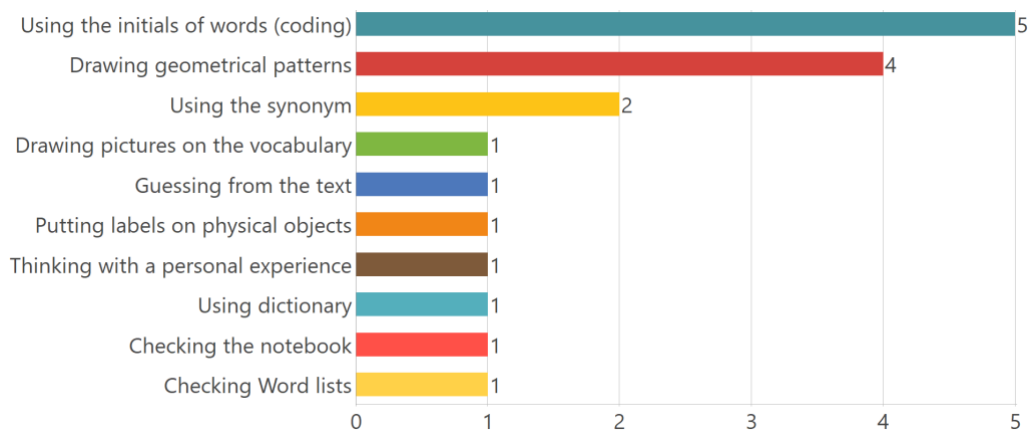
“I code in my mind. I coded it as if the cake was passing, adding Turkish. I’m doing it again from the notebook.” (S11)

Finally, the second interview question revealed the codes related to ‘the consolidation of the meaning of vocabulary’. The results showed that drawing geometrical patterns seemed very useful for students because the strategy was thought to be practical by students. Students then pointed out that doing repetitions regularly and taking notes in notebook or textbook were important ways to remember the meaning of a vocabulary. On the same grounds, using the initials of the word and drawing pictures on the vocabulary were also used by students. These strategies were also seen as associated with the strategies in other subjects such as Turkish.

4.3.3. Theme 3: The Most Preferred Strategies by the Students

The third question aimed to determine whether they found VLS to be helpful. All the students found them helpful and functional. To go into deeper, the researcher asked what the most preferred strategies were for the students. While some students stated one strategy, others stated two strategies as their favorites. The codes obtained from the responses illustrate the number of the students choosing the related strategies in Figure 6.

Figure 6. The Most Preferred Strategies



According to the codes from the responses of the students, ‘Using the initials of words’ was ranked as the most favorite strategy used by five out of twelve students, and ‘Drawing geometrical patterns’ appeared second on the list. Then, ‘Using the synonym’ seems to be third with two students. Respectively, these codes match with the strategies ‘Teaching students to underline the initial letter of the word’, ‘Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.)’ and ‘Teaching students to connect the new word to its synonyms and antonyms’ in the teachers’ VTS. With additional questions, it was seen that students used the expression ‘coding’ for ‘Using the initials of words.’. Some excerpts related to above mentioned codes are below.

“Drawing a shape.” (S2)

“Working by drawing shapes.” (S4)

“Coding. By initials or by drawing a shape.” (S6)

“Coding initials.” (S9)

“Coding, drawing shapes.” (S10)

“Coding. Drawing a picture, using synonyms.” (S11)

“Initial coding.” (S12)

“Using synonyms.” (S3)

On the other hand, ‘Drawing pictures of the vocabulary’, ‘Guessing from the text’, ‘Putting labels on physical objects’, ‘Thinking with personal experience’, ‘Using a dictionary’, ‘Checking the notebook’, and ‘Checking the word lists’ were among the most preferred strategies despite having been said by a few students. The codes were also related to the strategies in the teachers’ VTS. The excerpts related to these codes are below.

“Infer the meaning from the sentence.” (S1)

“To climb the tree. So, combining it with personal experience, painting a picture.” (S5)

“Writing English on things.” (S7)

“Looking up Turkish equivalents, dictionary.” (S8)

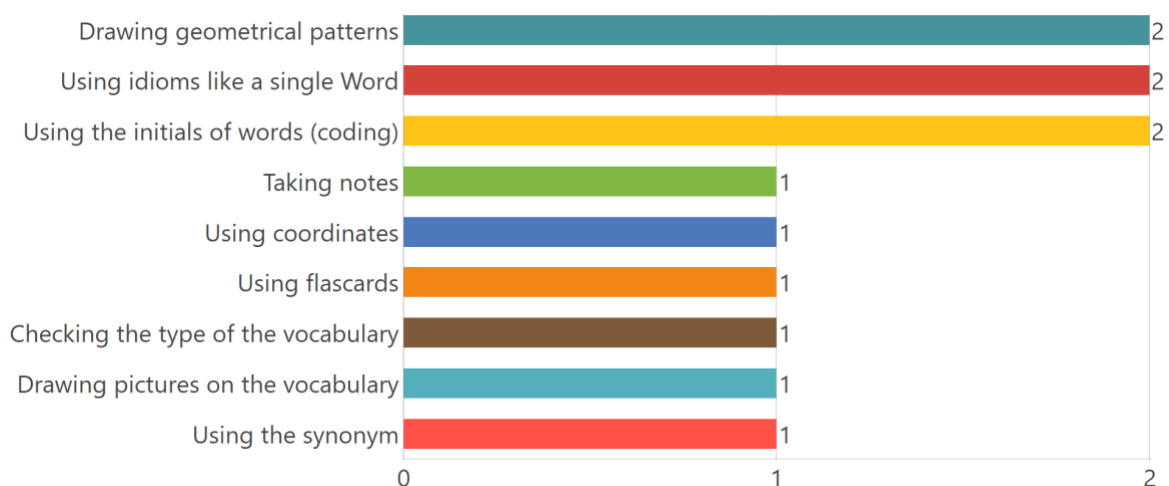
“Looking at the notebook or looking at the word list.” (S13)

The responses to the third interview question showed ‘the most preferred strategies’ as the category of theme three and the codes related to it. Most of the students pointed out that they applied the strategy of using the initials of words and drawing geometrical patterns. Using the initials of words was expressed as ‘coding’ and was usually accompanied by drawing geometrical patterns which was described as drawing shapes related to math. Then using synonyms was found to be a useful strategy as well. Overall, students found using the strategies helpful; however, they were more likely to use their favorite ones in general.

4.3.4. Theme 4: The Strategies Least Preferred by The Students

The additional question of the last question was to reveal what the least preferred strategies by the students were. The researcher asked students the least preferred strategy for them. While some students stated one strategy, others stated two strategies as the least. S13 stated that there was no ineffective strategy, and all were useful in variable cases. The codes reached from the responses illustrate the number of the students choosing the related strategy in Figure 7.

Figure 7. The Least Preferred Strategies



Each of the codes ‘Drawing geometrical patterns’, ‘Using idioms like a single word’, and ‘Using the initials of the words’ shared the same number as called by two students. These three codes are related with the teachers’ VTS. ‘Drawing geometrical patterns’ matches with the strategy ‘Teaching students to group words together spatially on a page, card or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.)’ in the teachers’ VTS. ‘Using idioms like a single word’ is associated with ‘Teaching students to learn the words of an idiom together as if they were just one word.’ and ‘Using the initials of the words.’ is in relation with ‘Teaching students to underline the initial letter of the word.’. The excerpts related to these codes are below.

“Drawing shapes, pictures.” (S12)

“Drawing shapes.” (S8)

“I rarely use the initials and write them under each other.” (S3)

“Doing coding.” (S7)

“Reading by combining words (Takeiteasy).” (S9)

“Combining the words. (Takeiteasy)” (S11)

‘Taking notes’, ‘Using coordinates’, ‘Using flashcards’, ‘Checking the type of vocabulary’, and ‘Using synonyms’ are also associated with the strategies in the teachers’ VTS and were found to be ineffective by students because some of them did not find useful. The excerpts related to these codes are below.

“Writing other words around the word.” (S1)

“Keep in mind with its synonyms.” (S2)

“We write "September" or something and draw a picture on it. I do not like that.” (S4)

“I do not like writing and taking notes.” (S5)

“Making with visuals, with words written underneath.” (S6)

“Do not look at the type of word.” (S10)

The third interview question brought out ‘the least preferred strategies’ as the fourth thematic category and the codes related to it. Some of the students underlined that drawing geometrical patterns and drawing pictures were boring strategies and they did not like drawing. Then, using idioms like a single word was explained as combining or reading words together and it was not attractive for students. Although using the initials of the word was preferred

mostly, some students rarely used it. In brief, despite having a good impression of the strategies, students did not prefer using some of them.

4.4. Findings Related to the Fourth Research Question: Is there a significant discrepancy between training secondary school students for VLS through explicit teaching and traditional vocabulary teaching?

To answer the fourth research question, the effect of the 9-week intervention was calculated through SPSS analysis of pre- and post-tests. The results of the tests were compared by the results of both tests, the exam marks of first and second terms, and the final mark at the end of the year.

Table 15. Distribution of the Students by Groups

Variable	Group				t test	
	Experimental		Control		t	p
	M	SD	M	SD		
T1	31.85	11.79	19.38	7.27	3.243	0.003*
T2	69.85	19.24	38.46	12.00	4.689	0.001*
1 st Term Exam Average	61.31	21.97	48.38	13.00	1.825	0.083
2 nd Term Exam Average	65.85	21.15	51.31	13.62	2.084	0.048*
Year End Average	63.50	20.52	49.85	12.33	2.056	0.053

According to the t-test results of the experimental and control groups, the T1 and T2 values are as follows: The T1 value of the experimental group is 31.85 and the T1 value of the control group is 19.38. For T1 value, $t = 3.243$, and p value is 0.003. This result shows that there was a significant difference in T1 values between the experimental and control groups ($p < 0.05$). On the other hand, while the T2 value of the experimental group is 69.85, the T2 value of the control group is 38.46. For T2 value, $t = 4.689$ and p value is 0.001. This result shows that there was a significant difference in T2 values between the experimental and control groups ($p < 0.05$).

When the first term exam average is considered, the first term exam average of the experimental group is 61.31, and the control group's average is 48.38. For the first term exam average, t equals 1.825 and p -value is 0.083. This result shows that there was no significant difference between the experimental and control groups in the First Term Exam Averages ($p >$

0.05). Conversely, the second term exam average of the experimental group is 65.85, and the control group's 51.31. For the second term exam average, t is 2.084 and p value is 0.048. This result shows that there was a significant difference between the experimental and control groups in the 2nd Term Exam Averages ($p < 0.05$).

As another variable, the year-end average of the experimental group is 63.50, and the control group is 49.85. For the year-end average, t value is 2.056 and p value is 0.053. This result shows that a significant difference between the experimental and control groups in the year-end averages was almost close to the significance level ($0.05 < p < 0.10$).

In summary, there were significant differences in T1 and T2 values between the experimental and control groups, but there was no significant difference for the First Term exam average, and the difference as almost significant for the second Term Exam Average as well as the year-end average.

Table 16. Comparison of Overall Pre-/Post-Tests Levels

Variable	M	SD	t	p
T1	25.62	11.51	-10.38	0.001*
T2	54.15	22.43		
1 st Term Exam Average	54.85	18.88	-1.69	0.10
2 nd Term Exam Average	58.58	18.94		

To see the results of all participants, the results of experimental and control groups were calculated in this Table 16. While T1 value is 25.62, T2 value is 54.15. According to the t -test result made between T1 and T2 values, t is -10.38 and p value is 0.001. This result shows that there was a significant difference between T1 and T2 values ($p < 0.05$). T2 values were significantly higher than T1 values. However, there was no statistically significant difference between the first term and second term exam averages for all participants ($p > 0.05$).

Table 17. Comparison of Experimental Group Pre-/Post- Tests levels

Experimental group	M	SD	t	p
T1	31.85	11.79	-11.64	0.001*
T2	69.85	19.24		
1 st Term Exam Average	61.31	21.97	-1.28	0.23
2 nd Term Exam Average	65.85	21.15		

As the experimental group was exposed to the VLS intervention, the results related to them were noteworthy. In the experimental group, T1 value is 31.85 and T2 value is 69.852. According to the t-test result made between T1 and T2 values, t is -11.64 and p value is 0.001. This result shows that there was a significant difference between T1 and T2 values ($p < 0.05$). T2 values were significantly higher than T1 values. On the other hand, there was no statistically significant difference between the first term and second term exam averages ($p > 0.05$).

Table 18. Comparison of Control Group Pre-/Post- Tests levels

Control group	M	SD	T	p
T1	19.38	7.27	-7.84	0.001*
T2	38.46	12.00		
1 st Term Exam Average	48.38	13.00	-1.05	0.31
2 nd Term Exam Average	51.31	13.62		

In the control group, T1 value is 19.38 and T2 value is 38.46. According to the t-test result made between T1 and T2 values, t is -7.84 and p value is 0.001. This result shows that there was a significant difference between T1 and T2 values ($p < 0.05$). T2 values were higher than T1 values. However, there was no statistically significant difference between the first term and second term exam averages ($p > 0.05$).

CHAPTER V

5. DISCUSSION

This section discusses both quantitative and qualitative results by referencing previous research on the same topic, and some comparisons are made between the results from the present study and the results from the previous studies. The data presented in the findings are discussed in the scope of the research questions.

5.1. Discussion on the Findings Regarding the First Research Question: Are there significant differences between teachers' VTS and students' VLS in terms of vocabulary learning and teaching?

Although there were some similarities between teachers' VTS and students' VLS in terms of vocabulary learning and teaching, there were significant differences. Teachers and students fundamentally favored using the strategies while learning or consolidating vocabulary. Therefore, the present study complies with previous research such as Kesmez (2020), Rashed (2018), Asyiah (2017) and Ölmez (2014). However, the differences between teachers and students were clearly seen by examining the findings. In the literature, there are also several studies (Asyiah, 2017; Kesmez, 2020; Ölmez, 2014; Rachmawati, 2018; Rashed, 2018; Şener, 2015; Wu, 2019), which found out significant differences between teachers and students in terms of the strategies.

First, this study found out that students used bilingual dictionary to discover meaning of vocabulary in general while they consolidated the meaning by drawing geometrical patterns and doing repetitions regularly. Rachmawati (2018) also reached a similar finding which shows using bilingual dictionary as the most frequently used strategy for students. On the other hand, teachers mostly preferred using the strategies such as guessing from the context and using antonyms/synonyms. Then other difference was between teachers' and students' choices in less frequently used strategies. Teachers were not in the same path with students because teachers did not prefer to skip or ignore the unknown vocabulary in a text and to underline the initial letter of the word. However, students found these strategies functional to be used in the class. Finally, it was clear that teachers and students were not in the same line in terms of taking the advantage of VLS. Kesmez (2020) also pointed out that the differences were noticeable, and teachers did not consider students' choices. Besides the findings of the study shares the similar findings with the study of Ölmez (2014) since both studies found teachers focused more on

cognitive and memory strategies while students preferred memory and social strategies. To sum up, showing that teachers and students were in different lines, the results of the study highlight the differences in terms of VLS.

5.2. Discussion on the Findings Regarding the Second Research Question: What are the Teachers' Perceptions and the Application of VTS?

A questionnaire was used to obtain data about teachers' perceptions and attitudes towards VLS, and the results were interpreted through SPSS. The quantitative data obtained from the questionnaire reflects teachers' responses to the importance and application levels of VLS. Therefore, the findings related to the questionnaire were divided into two levels: importance and application.

Firstly, when the distribution was analyzed, the levels of importance and application seemed consistent with each other. Hence it is concluded that teacher participants did the practices related to VTS as much as they attributed value to them. This finding of the present study is in line with Ölmez's (2014) study in which the same questionnaire was used. That is to say, teacher participants attributed a meaning to VTS because they thought using VTS had a positive effect on learning vocabulary for students. This common thought was also found in other studies by Serçe (2013), Asyiah (2017), Kesmez (2020), and Ghalebi et al. (2021). Therefore, teaching VLS is highly valued by teachers, and they report that a wide range of strategies are incorporated into VLS instruction by them.

One of the promising findings gathered through the questionnaire was the strategies teachers found important and implemented in the class to teach vocabulary. At first, teacher participants considered using pictures or flashcards accompanying vocabulary, associating the word with Turkish cognates, and guessing the meaning from the texts as the most useful strategies to discover the meaning of vocabulary. On the other hand, to consolidate the meaning of vocabulary, teacher participants remarked on strategies such as using synonyms and antonyms, physical actions, taking notes, using English media, testing over time, and using vocabulary in a sentence. Those findings comply with the studies of Yolcu and Mirioglu (2022) because they were the most-rated strategies by teacher participants. When the present research is considered in the sense of the most preferred discovery strategies, it is in line with Amiryousefi's (2015) study which highlighted determination strategies that were selected highly by the participants. Another salient aspect of the present research was social strategies which were rated the least for importance and implementation to discover the meaning of

vocabulary. As that point was also investigated by Kesmez (2020), it was interpreted as the lack of teachers' willingness to let students discover the meaning of vocabulary with a peer or in a group. Instead of social strategies, as in Güreş's (2019) study, teacher participants attributed value to determination strategies such as guessing the meaning from the context or using pictures accompanying the text. Hence, teacher participants gave importance to the determination strategies in the present study, which is in line with those mentioned studies that had similar contextual relationships.

Contrary to the number of preferred discovery strategies, the number of consolidation strategies that were valued by the teacher participants was more variable. Contradicting the results of Dekabo's (2021) study in which teachers were found to select the strategies basically focusing on repetition and memorization, the present study revealed that memory, metacognitive, and cognitive strategies were preferred to consolidate the meaning of vocabulary respectively. Similarly, Ghalebi et al. (2021) reached out to the results showing a wide range of strategies used by teachers in the class. The variability of consolidation strategies was thought to be the teachers' attempts to diversify strategies according to students' proficiency or personal interests. In this study, underlining the initials of the words and ignoring unknown vocabulary were the least preferred strategies both in importance and application levels. So, the present study is in line with the studies of Kesmez (2020) and Tran (2011) who found that teachers preferred to teach a vocabulary item by itself, not with other target vocabulary items. Shortly, the results of the study present valuable findings that are well-matched with previous research.

5.3. Discussion on the Findings Regarding the Third Research Question: What are the Students' Perceptions and the Application of VLS?

To find out the students' perceptions and attitudes of VLS, an interview was conducted at the end of the VLS intervention period. The results were decoded with MAXQDA which allows the interpretation of qualitative data in two themes: discovery and consolidation strategies. The qualitative findings of the present study demonstrated that students frequently employed various VLS to identify and consolidate the meaning of unknown words, which shows that vocabulary was an essential component of language learning for them. Hence, this finding is compatible with previous studies which revealed that learners gave importance to vocabulary while learning the language (Kesmez, 2020; Memiş, 2018, Ölmez, 2014; Wu, 2019). As in the context of Türkiye, Ölmez (2014) investigated learners' perceptions of VLS

and found out that the participants believed vocabulary enhanced their ability to use language skills in the target language and had a high level of importance when learning a language. Besides Kesmez (2020) conducted research with 99 students and revealed that students showed regard to VLS as a significant part of learning a foreign language. Therefore, the results of the present study are in line with previous research in terms of learners' preferences.

At first, as the students' responses were considered in terms of discovery strategies, most of the students chose to use a dictionary as a strategy when they did not know the meaning of a vocabulary. The most preferred discovery strategy was also found to be using a dictionary in previous research (Kulikova, 2015; Zhang, 2009). Besides Rachmawati (2018) reported a similar finding, which showed using bilingual dictionaries was the most used VLS by EFL students. Then it is evident that asking people around such as teachers, friends, and family members appears as the second most preferred strategy. Some students prefer to check the root of the vocabulary, look for a synonym, and guess from a similar word or context. In terms of discovery strategies, just as using a dictionary is ranked at the top of the list, students prioritized determination strategies and secondarily used social strategies. These results of the research indicate that in discovering the meaning of target words, determination strategies are first used by students as in previous research (Kesmez, 2020; Kulak, 2019; Şener, 2015; Tran, 2011). However, it should be highlighted that social strategies were not found to be preferable in aforementioned studies as in the present research. To exemplify, in the study of Kesmez (2020), while the determination strategies (guessing from the context, using reference materials, especially dictionaries, using cognates, and using word lists or flashcards) were mostly preferred by the students, social strategies were not favored by them. Conversely, on the grounds of social strategies, Yıldız and Miroglu's study (2019) in which social strategies were found to be the most preferred strategies for discovering the meaning of a vocabulary has supporting findings for the present research.

Secondly, when the findings are investigated on consolidation strategies, drawing geometrical patterns is the most preferred strategy students used to consolidate the meaning of a vocabulary. Doing repetitions, taking notes on the textbook, using initials of the words, learning by heart, and drawing pictures were also preferred by students respectively. In the present study, students' choices of consolidation strategies differed from those of discovery strategies because social strategies were not preferred to consolidate the meaning of a vocabulary. Instead, memory, cognitive, and metacognitive strategies were preferred, which is consistent with the findings of Barbaros (2018) and Wu (2019). In their research, they found out that students mostly choose cognitive strategies such as doing repetitions and taking notes.

Similarly, Fu (2021) conducted research with Chinese EFL students and found out that doing repetitions and taking notes were students' most preferred strategies. Therefore, the present study is compatible with Fu's study due to the students' choices in using cognitive strategies. Additionally, Yıldız and Miroglu's (2019) revealed that social strategies were the least preferred for consolidation, whereas they were mostly preferred to discover the meaning of a vocabulary. Contrary to these findings, the use of cognitive strategies was among the least common strategies as assessed by Asyiah (2017) whose study contradicts the present study. As a result, the present study is compatible with some of the previous studies while contradicting others from the point of preferred VLS by students.

Lastly, when the results of the present study are considered in terms of students' gender, there was not a meaningful difference in choosing and applying VLS between male and female students. These results do not match with some previous studies because the gender variable was found to be meaningful. Catalan (2003) stated that male participants were more eager to use distinctive VLS than females were. On the other hand, Gül Yılmaz (2017) found out that female participants were superior to males with regards to using VLS. However, this study does not reflect significant data on the gender variable, which might be related to the lower ages of the participants, different from the abovementioned studies.

5.4. Discussion on the Findings Regarding the Fourth Research Question: Is there a significant discrepancy between training secondary school students for VLS through explicit teaching and traditional vocabulary teaching?

The fourth research question aimed to explore if explicit teaching of VLS brought out a significant difference when compared with traditional vocabulary teaching. With this aim, the students were divided into two groups, control and experimental. While the control group continued the natural flow of the course under the plan of the MoNE curriculum, the experimental group followed the plans designed according to the VLS-based intervention. Those plans were integrated into the MoNE curriculum as the outcomes were the same for both groups. To reveal the difference between the two groups, t-tests were administered at the beginning and end of the intervention period. The results gathered from the tests were compared in terms of the success rates of the groups. It was concluded that students in the experiment group achieved a higher success rate in comparison with the ones in the control group. T-test results showed that VLS intervention boosted students' success in learning and using new vocabulary. Therefore, the results of the research comply with the previous studies

(Asyiah, 2017; Ghalebi et al., 2021; Kesmez, 2020; Serçe, 2013). Similarly, in these studies, the effect of VLS-based instruction was investigated through the tests, and it was clearly stated that there was a remarkable rise in students' success in learning and using target vocabulary. The results of t-tests were also considered with the data gathered from interviews with students from the experimental group. The students indicated that they felt more confident and affectionate about vocabulary with the strategies. Additionally, it was seen that students preferred using variable strategies as open to all strategies. Therefore, the present study has such common findings with the study by Ghalebi et al. (2021) suggesting that VLS had a positive impact on students' performance with vocabulary and variable strategies preferred by students at a time. It can be concluded that teaching vocabulary by utilizing VLS instruction enhances students' learning in vocabulary compared to conventional methods.



CHAPTER VI

6. CONCLUSION

The popularity of learning foreign languages will be an eternal target for humanity and vocabulary stands as one of the main parts of language. By the means of teaching and learning vocabulary, LLS provide very functional and practical solutions to learners and teachers. For this reason, this study anticipated to reach significant data showing the perceptions of counterparts of the class and effective results of VLS-based instruction to gather target vocabulary. When LLS are considered in a wider perspective, the benefits of LLS into the vocabulary are applicable to language areas such as grammar. However, it should be highlighted that this study aims to enlighten the common understanding of LLS in foreign language classes and facilitate teaching /learning vocabulary by revealing teachers and students' perceptions and practices in the class. As the culmination of the present thesis, this section gives an overview of the study and pedagogical implications based on the study and related literature. Besides some implications are recommended because of the research and experiment in the topic.

6.1. Summary and Conclusion

The main target of the study was to investigate the differences between the students' and teachers' perceptions and attitudes towards VLS in secondary schools. To illustrate the differences, the researcher collected data separately from teachers and students with the help of data collection tools. Therefore, the study had two groups of participants, students and teachers. To collect data from both groups, distinctive data collection tools were used. While quantitative data collection tools such as questionnaires and t-tests were used, interviews were used to reach qualitative data. For this reason, this experimental research has a mixed method design which allows the researcher to compare data from both quantitative and qualitative data.

In the beginning, the quantitative data was obtained through a questionnaire and pre-/post- tests. A Likert scale questionnaire was used to reveal secondary school EFL teachers' applications and attitudes towards VLS. The adapted version of the questionnaire was defined by Schmidt's taxonomy, and it has two sections. In the first section, the demographics of the participants were asked, and then teachers' applications and attitudes towards VLS were chosen through a scale rating of 1-5 by the participants. The strategies in the questionnaire are divided into two groups, discovery, and consolidation strategies. Furthermore, the strategies are also

classified according to their types such as determination, social, cognitive, and metacognitive. 119 secondary school EFL teachers responded to the questionnaire and the results were calculated via SPSS. On the other hand, the experimental aspect of the study was qualified through pre- and post-tests. Both tests were taken by students from experimental and control groups. Between the tests, a 9-week intervention covering lessons based on VLS instruction was implemented by the researcher. Each group included 13 students in a class; accordingly, 26 students participated in total. The test results were compared with each other, and other relevant grades related to students' learning process. The qualitative data was collected by interviews with experimental groups. A list of questions associated with VLS was asked to the students in this group and their responses were interpreted via MAXQDA.

The findings of the research enlighten the research questions based on the students' and teachers' application and attitudes towards VLS. There was a clear difference between students and teachers in terms of favoring and applying VLS to learn or strengthen vocabulary. In terms of discovery strategies, students favored using bilingual dictionaries, asking people around such as teachers, friends, and family members, checking the root of the vocabulary, looking for a synonym, and guessing from a similar word or context. Nonetheless, teachers applied and attributed importance to using pictures or flashcards accompanying vocabulary, associating the word with Turkish cognates, and guessing the meaning from context. Therefore, it was amplified that teachers and students had different views of discovery strategies except for guessing the meaning from context. On the other hand, students favored drawing geometrical patterns, doing repetitions, taking notes on the textbook, using initials of the words, learning by heart, and drawing pictures to consolidate the meaning of vocabulary. However, teachers specified using synonyms and antonyms, physical actions, taking notes, using English media, testing over time, and using vocabulary in a sentence. Thus, it was saliently seen that teachers and students have different views in terms of consolidating the meaning of vocabulary except for taking notes.

One of the research questions was if there was a significant difference between training secondary school students for VLS through explicit teaching and traditional vocabulary teaching. When the results of t-tests were investigated, the values ($t= 3.243$, $t= 4.689$) showed a notable difference between control and experimental groups after a 9-week intervention period. Therefore, VLS instruction was helpful and functional in developing the vocabulary knowledge of students. Students also raised awareness about VLS, which had a positive reflection on their learning perspectives. The interviews showed that students could take advantage of using VLS to expand their vocabulary knowledge. Not only students took a bright

view of VLS, but teachers also attributed great importance to using the strategies to teach and strengthen vocabulary. The findings from the questionnaire showed that there were no high differences between the importance and application levels ranked by the teachers. In summary, both teachers and students had a positive impact on VLS, and they applied them in vocabulary.

6.2. Pedagogical Implications

The findings and the related discussion offer potential pedagogical implications for English language teachers, EFL learners, education authorities, curriculum designers, and material developers. Integration of VLS into language materials and curriculum is to be functional and beneficial for learning and strengthening vocabulary knowledge.

Firstly, the findings showed that teachers and students have a positive attitude towards VLS and tend to use them for the sake of discovering a new vocabulary or consolidating the meaning. The positive impact of VLS should be utilized to improve the teaching-learning process. When teachers and students meet at a point of interest, the classes certainly become more interesting and productive for both.

Secondly, the quantitative and qualitative findings revealed that teachers and students are not on the same path in terms of choosing and applying VLS. Here, they both have responsibility in managing the teaching/learning process, but teachers should be in action as the students may not be aware of available strategies. This is also related to the methodology and techniques which are under the duty of teachers. Therefore, EFL teachers should consider students prefer mostly using bilingual dictionaries. They also like asking people around such as teachers, friends, and family members to discover the meaning of vocabulary, which shows students look for others' help and interactions. However, teachers give importance to and use pictures or flashcards accompanying vocabulary, associate the word with Turkish cognates, and guess the meaning from context. The discrepancy can be handled by adding more social strategies and implementing strategies based on context with more explanation.

Thirdly, the present research illustrates that teachers and students are on different lines when they need to work on consolidation strategies. Teachers are keen on using synonyms and antonyms, physical actions, taking notes, etc. while students prefer drawing geometrical patterns, doing repetitions, taking notes on the textbook, and using initials of the words for the most part. Teachers should consider that students like writing, drawing, or working with words in a more concrete sense. Therefore, students can be supported with strategies allowing them

to write or draw. Besides, students should be able to do repetitions with VLS as a part of lesson plans designed by teachers.

Lastly, the findings revealed teachers and students rarely use strategies based on pronunciation although pronunciation is an indispensable part of language education. The strategies related to pronunciation should be utilized in the class and students should be exposed to proper instruction. It is highly critical that students have enough time for pronunciation. Hence, teachers should add the strategies based on pronunciation to lesson plans and make students aware of them.

The results of the study drew attention to the training of teachers when the questionnaire was analyzed. Most of the teachers had not taken any training specialized in VLS, which may be reflected in the application levels of VLS and teachers' attitudes. By participating in seminars, workshops, and in-service training courses, teachers can have practical knowledge and experience in using VLS.

To sum up, the findings of the study have pedagogical implications derived from the research on VLS. While the efficiency of VLS can be seen through the analysis of qualitative and quantitative, those implications are helpful for the stakeholders of language education such as English language teachers, students, material developers, and curriculum design.

6.3. Suggestions for Further Research

In this section, some suggestions are made to further the future research on the point of interest, even though this study has a comprehensive structure and content. It is also believed that the present study will be crosschecked in further research with those suggestions.

At first, learners studying at secondary schools, as well as EFL teachers, are the target audience for this study. A larger group of participants with distinctive variables such as proficiency level, school type, etc. can lead to more generalizable findings. Additionally, the number of student and teacher participants can be expanded to larger samples because this study is limited to secondary school EFL teachers in Sivas and twenty-six 5th grade students in a state school.

Secondly, the questionnaire used in the study is mainly based on Schmidt's taxonomy although there have been several studies classifying strategies associated with vocabulary. This may have an impact on the preferences of teachers and students, so other classifications can be considered to see findings about the choices of teachers and students.

Then the study had quantitative data from students' achievement tests before and after a 9-week intervention. If this period was longer than 9 weeks, the student's scores in the tests and choices on VLS would be diversified. Hence, including the intervention period, the study is recommended to be carried out in a longitudinal scope. By having a longitudinal study on this topic, the frequency and choice of using VLS can be identified overtly in time after the intervention.

Next, while the students had an opportunity to learn about VLS via a 9-week intervention, the teachers were not trained for VLS in this study. Most of the teachers even stated that they did not have any training in using VLS. Therefore, training in VLS instruction can be added for teachers to minimize the lack of VLS knowledge.

To conclude, this study is limited to its context and variables; however, its mixed-method and experimental design present valuable data on VLS. With these suggestions, further studies can lead to distinctive findings and efficient implementation of VLS in language classes.

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APPENDICES

Appendix 1. Taxonomy of Vocabulary Learning Strategies

a) Discovery Strategies

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

b) Consolidation Strategies

SOC	Study and practice meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Image word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms antonyms
MEM	Use semantic maps
MEM	Use 'scales' for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new words in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use Keyword Method
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class

COG	Use the vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc)
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study word over time



Appendix 2. Approval of Ethical Committee

Evrak Tarih ve Sayısı: 23.12.2022-107983



T.C.
AMASYA ÜNİVERSİTESİ
Bilim Etik Kurulu
Sosyal Bilimler Etik Kurulu

Sayı : E-30640013-108.01-107983
Konu : Etik Kurul Başvurusu

REKTÖRLÜK MAKAMINA
Sayın Dr. Öğr. Üyesi Hayriye AVARA
Öğretim Üyesi

İlgi : 14.12.2022 tarihli ve 106581 sayılı yazı.

"An Investigation into Teachers' Perceptions of LLS and Secondary School Students' Classroom Practices (Öğretmenlerin dil öğrenme stratejilerine ilişkin algıları ve ortaokul öğrencilerinin sınıf uygulamalarına ilişkin bir araştırma)" adlı araştırmanız Sosyal Bilimler Etik Kurulu tarafından bilimsel araştırma etiği yönünden incelendi ve değerlendirildi. Konu ile ilgili kurul görüşü ektedir. Bilgilerinizi rica ederim.

Prof. Dr. Songül KEÇECİ KURT
Etik Kurul Başkanı

Ek:

- 1- Dr. Hayriye Avara Başvuru Değerlendirme 106581 (1 Sayfa)
- 2- Etik Kurul Başvurusu (Hüseyin YANCI) (18 Sayfa)

Belge Doğrulama Kodu :BS5B00NC0C Pin Kodu :53042

Belge Takip Adresi :
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Unvanı: Etik Kurul Üyesi
Tel No: 1



	AMASYA ÜNİVERSİTESİ
	SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU

Ek-1

Araştırmanın Başlığı: "An Investigation into Teachers' Perceptions of LLS and Secondary School Students' Classroom Practices (Öğretmenlerin dil öğrenme stratejilerine ilişkin algıları ve ortaokul öğrencilerinin sınıf uygulamalarına ilişkin bir araştırma)"	
Başvuru Formunun Etik Kurula geldiği tarih	14.12.2022
Başvuru Formunun Etik Kurulda incelendiği tarih	16.12.2022
Karar tarihi	16.12.2022

SONUÇ

1.	☒ Kabul
2.	☐ Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	☐ Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Başvuru dosyasının incelenmesinde hazır bulunan ve araştırmayla doğrudan veya dolaylı olarak ilişkisi bulunmayan Etik Kurul başkan ve üyelerinin ad, soyad ve imzaları.

(Başkan)
Prof. Dr. Songül KEÇECİ
KURT

(Üye-Bşk Yardımcısı)
Doç. Dr. Fatih CAN

(Üye- Raporör)
Doç. Dr. Melike BAŞ

(Üye)
Doç. Dr. Kürşat EFE

(Üye)
Doç. Dr. Davut AĞBAL

(Üye)
Dr. Öğr. Üyesi Mustafa YILDIZ

Appendix 3. Permission for Research Application from Sivas / MoNE



T.C.
SİVAS VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-92255297-605.01-70562126
Konu : Araştırma İzni (Hüseyin YANCI)

17.02.2023

VALİLİK MAKAMINA

- İlgi : a) Amasya Üniversitesi Rektörlüğü'nün (Öğrenci İşleri Daire Başkanlığı) 20.01.2023 tarihli ve E-47526769-302.08.01-113220 sayılı yazısı.
b) Millî Eğitim Bakanlığının (Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü) 21.01.2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı 2020/2 no'lu genelgesi.
c) Valilik Makamının 18.08.2022 tarihli ve E-92255297-605.01-55421644 sayılı onayı.

Amasya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans öğrencisi Hüseyin YANCI, "Öğretmenlerin Dil Öğrenme Stratejilerine İlişkin Algıları ve Ortaokul Öğrencilerinin Sınıf Uygulamalarına İlişkin Bir Araştırma" konulu çalışması kapsamında, ilimiz genelinde görev yapan İngilizce öğretmenlerine ve ortaokul öğrencilerine yönelik araştırma çalışması yapmak istemektedir.

İlgi (a) yazı ekindeki çalışma; Valilik Makamının ilgi (c) onayı ile oluşturulan araştırma değerlendirme komisyonu tarafından incelenmiş olup çalışmanın, eğitim öğretimin aksatılmaması, katılımcıların izni olmadan resim, video ve ses kayıtlarının alınmaması ve araştırma çalışmasının bitiminde, araştırma yapan kişi tarafından sonuç raporunun bir örneğinin CD ortamında müdürlüğümüze gönderilmesi kaydıyla, ilimiz genelinde görev yapan İngilizce öğretmenlerine ve ortaokul öğrencilerine yönelik uygulanmasında bir sakınca görülmektedir.

Onaylarınıza arz ederim.

Resul ÇATAL
Müdür a.
Şube Müdürü

OLUR

Ergüven ASLAN
Vali a.
Millî Eğitim Müdürü

Ek: Araştırma Değerlendirme Formu (1 sayfa)

Adres : Mahsin Yancıoğlu Bulvarı No:23 SİVAS

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.sakliye.gov.tr/meb-ebys>

Telefon No : 0 (346) 280 58 78

Bilgi için: İ.DENİZ- Şef

E-Posta: istatistik58@meb.gov.tr

İnternet Adresi: sivas.meb.gov.tr

Uyvan : Şef

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Faks:3462806048

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evrak.sakliye.gov.tr> adresinden b9da-e677-3e06-957b-54de kodu ile teyit edilebilir.

Appendix 4. Permission E-Mail for Questionnaire

Appendix 5. The 9-Week Intervention Schedule

Week/ Unit	Target Vocabulary	Vocabulary Learning Strategies
1/2/3 Unit 7 Party Time	balloon, -s birthday, -s buy cake clown, -s have/throw a party candle, -s delicious exciting <i>months of the year</i> present, -s/gift, -s plate to do list Sure/For sure. This is lovely, thanks. Thank you very much. You're (most) welcome. Welcome! Nice to see you! Nice to have you here! OK, see you (later)! Take (good) care!	1. Teaching students to analyze the part of speech (Noun, verb, adjective, adverb, etc.) 3. Asking students to check for an English-Turkish cognate (linking the English word to a Turkish word, e.g. music-müzik.) 9. Teaching students to deduce the meaning of the word from flashcards and posters 10. Getting students to ask me for paraphrase or synonym of the new word 17. Teaching students to connect the new word to its synonyms and antonyms + 18. Teaching students to link the new word to another word that rhymes with it (like “two is a shoe”, “three is a tree”, “four is a door”.) 20. Teaching students to use the new word in sentences 25. Teaching students to use a Turkish keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish word. (like imagining that a child who has a toothache is holding his/her tooth while learning the word “tooth” which has a similar sound with the Turkish verb “tutmak”.) 28. Teaching students to take notes about the word in class 30. Teaching students to put English labels on physical objects 35. Asking students to continue to study the word over time
4/5/6 Unit 8 Fitness	activity camping cycling (do) exercise fitness fishing hiking jogging running trekking work out roller skating skateboarding Of course. That's not a good idea. Not right now. That sounds great. That's a good idea.	2. Teaching students to analyze the word affixes and roots 7. Getting students to ask me for Turkish translation of the English word 8. Teaching students to learn the word through English-Turkish word lists 11. Getting students to ask me for a sentence including the new word 12. Getting students to ask classmates for the meaning of the word 14. Teaching students to study the word by imaging its meaning and form 19. Teaching students to group words together spatially on a page, card, or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.) 21. Teaching students to group words together within a storyline (like making up a story with the words “cat”, “dog” and “hate”.)

		23. Asking students to study the sound of the word carefully 26. Teaching students to learn the words of an idiom together as if they were just one word ("Takeiteasy"). 29. Asking students to listen to recordings and CDs of word lists 33. Teaching students to use spaced word and practice to revise vocabulary
7/ 8/9 Unit 9 The Animal Shelter	adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary) now/right now/at the moment seeds sheep barn	4. Teaching students to analyze any available pictures or gestures accompanying the word 5. Teaching students to guess the word's meaning from the text/context in which the word appears 6. Asking students to look for the word's meaning in a bilingual dictionary 13. Teaching students to discover the meaning through group work 15. Teaching students to connect the word meaning to a personal experience (like thinking about the last summer holiday while studying the word "holiday".) 16. Teaching students to associate the new word with its coordinates (like linking the word "spoon" with the words of "fork" and "knife".) 22. Asking students to study the spelling of the word carefully 24. Teaching students to underline the initial (first) letter of the word 27. Teaching students to use physical action/body language to learn a new word 31. Teaching students to follow and use English language media for vocabulary learning (e.g. songs, films, newscasts.) 32. Teaching students to test themselves with word tests 34. Asking students to skip/pass the new word and ignore it

Appendix 6. VLS-Based Lesson Plans

2022-2023 EDUCATIONAL YEAR ENGLISH VLS ORIENTED LESSON PLAN FOR 5 th GRADES		
DATE / TIME		03- 07 April / 40 min. + 40 min. + 40 min. 10 -14 April / 40 min + 40 min + 40 min. 17 -21 April / 40 min + 40 min + 40 min.
UNIT		Unit: 7 Party Time
TOPIC PATTERN		Asking for permission Expressing and responding to thanks Greeting and meeting people Expressing obligation Telling the days and dates
LEARNING OUTCOMES AND TARGET BEHAVIOURS	Listening E5.7.L1. Students will be able to understand simple requests for permission and their responses. Speaking E5.7.S1. Students will be able to ask for permission and give response in a simple way. E5.7.S2. Students will be able to use basic greeting and leave-taking expressions. E5.7.S3. Students will be able to use utterances to express obligation. E5.7.S4. Students will be able to state the date of an event. E5.7.S5. Students will be able to express and respond to thanks. Reading E5.7.R1. Students will be able to understand short texts with visual aids, such as cartoons, posters and birthday cards.	
TEACHING METHODS AND VL STRATEGIES	METHODS: Calla, Communicative approach, TPR, Audio-lingual method, MI VL STRATEGIES: - to analyze the part of speech (Noun, verb, adjective, adverb, etc.) - to check for an English-Turkish cognate (linking the English word to a Turkish word, e.g. music-müzik.) - to deduce the meaning of the word from flashcards and posters - getting students to ask teacher for paraphrase or synonym of the new word - to connect the new word to its synonyms and antonyms - to link the new word to another word that rhymes with it (like “two is a shoe”, “three is a tree”, “four is a door”.) - to use the new word in sentences - to use a Turkish keyword with a similar sound in order to learn the new word, and connect the English word to this Turkish word. (like imagining that a child who has a toothache is holding his/her tooth while learning the word “tooth” which has a similar sound with the Turkish verb “tutmak”.) - to take notes about the word in class - to put English labels on physical objects - to continue to study the word over time	
TOOLS AND RESOURCES	- Course book - Interactive Board - Handouts - Pictures -Activity Book - Flashcards - Web 2.0 Tools	
FUNCTIONS AND LANGUAGES	Mom, can I have a birthday party? —Sure/For sure. This is lovely, thanks. /Thank you very much. —You’re (most) welcome. —Welcome! —Nice to see you! —Nice to have you here! —OK, see you (later)! —Take (good) care!	When’s your birthday? —My birthday is in May. —My birthday is on Saturday. balloon, -s birthday, -s buy cake have/throw a party candle, -s

		delicious exciting months of the year present, -s/gift, -s plate to do list
TEACHING LEARNING ACTIVITIES	PRACTICE-TIME! - Explain the task. - Allow students enough time to do the exercises. - Let's practice evaluating themselves. - Then elicit the answers. 1a. Students analyze the part of speech (Noun, verb, adjective, adverb, etc.) 1b. Students check for an English-Turkish cognate (linking the English word to a Turkish word, e.g. music-müzik.) 1c. Students deduce the meaning of the word from flashcards and posters. 2a. Students ask teacher for paraphrase or synonym of the new word. 2b. Students connect the new word to its synonyms and antonyms. 2c. Students link the new word to another word that rhymes with it (like “two is a shoe”, “three is a tree”, “four is a door”). 3a. Students use the new word in sentences. 3b. Students use a Turkish keyword with a similar sound in order to learn the new word and connect the English word to this Turkish word. (like imagining that a child who has a toothache is holding his/her tooth while learning the word “tooth” which has a similar sound with the Turkish verb “tutmak”). 3c. Students take notes about the word in class. 4a. Students put English labels on physical objects. 4b. Students continue to study the word over time.	
ASSIGNMENT	Students will prepare a poster.	
ASSESSMENT AND EVALUATION	Drama Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers True/False	

2022-2023 EDUCATIONAL YEAR ENGLISH VLS ORIENTED LESSON PLAN FOR 5 th GRADES	
DATE / TIME	24 – 28 April / 40 min. + 40 min. + 40 min. 01 – 05 May / 40 min. + 40 min. + 40 min. 08 – 12 May / 40 min. + 40 min. + 40 min.
UNIT	Unit: 8 Fitness
TOPIC PATTERN	Making simple inquiries Asking for clarification Making/accepting/refusing simple suggestions

LEARNING OUTCOMES AND TARGET BEHAVIOURS	Listening E5.8.L1. Students will be able to understand simple oral texts about sports activities. E5.8.L2. Students will be able to understand suggestions made for a limited number of activities. Speaking E5.8.S1. Students will be able to make suggestions for a limited number of activities. E5.8.S2. Students will be able to accept or refuse suggestions in a simple way. E5.8.S3. Students will be able to give simple personal information. E5.8.S4. Students will be able to ask for clarification by asking the speaker to repeat what has been said. Reading E5.8.R1. Students will be able to understand simple texts about sports activities.	
	METHODS: Calla, Communicative approach, TPR, Audio-lingual method, MI VL STRATEGIES: to analyze the word affixes and roots to ask teacher for Turkish translation of the English word to learn the word through English-Turkish word lists to ask teacher for a sentence including the new word to ask classmates for the meaning of the word to study the word by imaging its meaning and form to group words together spatially on a page, card, or notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.) to group words together within a storyline (like making up a story with the words “cat”, “dog” and “hate”). to study the sound of the word carefully to learn the words of an idiom together as if they were just one word ("Takeiteasy"). to listen to recordings and CDs of word lists	
TOOLS AND RESOURCES	- Course book - Interactive Board - Handouts - Pictures -Activity Book flashcards -Cram And Wordwall Games	
FUNCTIONS AND LANGUAGES	Can you ride a bicycle? —Yes, I can. —No, I can’t, but s/he can. What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? —Cycling. —I like jogging. Sorry, can/could you repeat that, please? Let’s go hiking! —OK/That sounds great./That’s a good idea.	How about jogging? —Sorry. I can’t now. I must study. —No. I am too tired. —Well, sorry but I must... activity camping – cycling -- (do) exercise fitness – fishing -- hiking jogging – running – trekking - - work out roller skating - skateboarding

TEACHING LEARNING ACTIVITIES	PRACTICE-TIME! Explain the task. Allow students enough time to do the exercises. Let's practice evaluating themselves. Then elicit the answers. 1a. Students analyze the word affixes and roots. 1b. Students ask teacher for Turkish translation of the English word. 1c. Students learn the word through English-Turkish word lists 2a. Students ask me for a sentence including the new word. 2b. Students ask classmates for the meaning of the word. 2c. Students study the word by imaging its meaning and form. 3a. Students group words together spatially on a page, card, notebook by forming geometrical patterns (triangles, squares, circles, curves, etc.) 3b. Students group words together within a storyline (like making up a story with the words "cat", "dog" and "hate".) 3c. Students study the sound of the word carefully. 4a. Students learn the words of an idiom together as if they were just one word ("Takeiteasy"). 4b. Students listen to recordings and CDs of word lists
ASSIGNMENT	Students will tell name of sports. Students will record their voice.
ASSESSMENT AND EVALUATION	Drama Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers True/False

2022-2023 EDUCATIONAL YEAR ENGLISH VLS ORIENTED LESSON PLAN FOR 5 th GRADES	
DATE / TIME	15 – 19 May / 40 min. + 40 min. + 40 min. 22 – 26 May / 40 min. + 40 min. + 40 min. 29 – 02 June / 40 min. + 40 min. + 40 min.
UNIT	Unit: 9 Animal Shelter
TOPIC PATTERN	Asking for permission (Making simple inquiries) Describing what people/animals are doing now

LEARNING OUTCOMES AND TARGET BEHAVIOURS	Listening E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment. Speaking E5.9.S1. Students will be able to talk about what people/animals are doing at the moment. E5.9.S2. Students will be able to ask for permission. E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment. Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment.	
TEACHING METHODS AND VL STRATEGIES	METHODS: Calla, Communicative approach, TPR, Audio-lingual method, MI VL STRATEGIES: to analyze any available pictures or gestures accompanying the word to guess the word's meaning from the text/context in which the word appears to look for the word's meaning in a bilingual dictionary to discover the meaning through group work to connect the word meaning to a personal experience (like thinking about the last summer holiday while studying the word "holiday".) to associate the new word with its coordinates (like linking the word "spoon" with the words of "fork" and "knife".) to study the spelling of the word carefully to underline the initial (first) letter of the word to use physical action/body language to learn a new word. to follow and use English language media for vocabulary learning (e.g. songs, films, newscasts.) to test themselves with word tests to skip/pass the new word and ignore it	
TOOLS AND RESOURCES	- Course book - Interactive Board - Handouts - Pictures -Activity Book Dictionary -Cram and Wordwall Games	
FUNCTIONS AND LANGUAGES	Can we adopt/get an animal? Can I feed the birds? —Of course, you can. —That's not a good idea. —Not right now. What is/are ...doing? —The cat is climbing the tree. —The boy is feeding the birds. —The vet is examining the rabbit. —The puppies are playing.	adopt/get an animal bark claw, -s examine feed help kitten, -s puppy, -ies save sleep tail, -s vet (veterinary)

		now/right now/at the moment seeds sheep barn
TEACHING LEARNING ACTIVITIES	PRACTICE-TIME! Explain the task. Allow students enough time to do the exercises. Let's practice evaluating themselves. Then elicit the answers. Students analyze any available pictures or gestures accompanying the word. Students guess the word's meaning from the text/context in which the word appears. Students look for the word's meaning in a bilingual dictionary. Discover the meaning through group work. Connect the word meaning to a personal experience (like thinking about the last summer holiday while studying the word "holiday".) Associate the new word with its coordinates (like linking the word "spoon" with the words of "fork" and "knife".) Students study the spelling of the word carefully. Underline the initial (first) letter of the word. Students use physical action/body language to learn a new word. Students follow and use English language media for vocabulary learning (e.g. songs, films, newscasts.) Students test themselves with word tests. Students skip/pass the new word and ignore it.	
ASSIGNMENT	Students will tell name of animals. Students will test themselves with vocabulary tests.	
ASSESSMENT AND EVALUATION	Drama Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers True/False	

Appendix 7. Permission E-Mail for Tests

Appendix 8. Expert View Form (Pre-/Post- Tests)

Assessment Form for Pre- and Post-Tests of VLS Oriented Practice

Dear,

I am a master student at Amasya University ELT Department. My thesis is on “Exploring the effects of vocabulary learning strategies instruction on students’ practices in the light of teachers’ perceptions” supervised by Dr. Öğr. Üyesi Hayriye Avara. Within the scope of investigating the effects of the vocabulary leaning strategies (VLS), there will be pre-and post-tests in my study. Pre-test is designed to assess students’ vocabulary knowledge prior to VLS oriented lessons and post-test is designed to assess students’ development in target vocabulary knowledge after VLS oriented lessons. Therefore, both tests are designed to be parallel in terms of the outcomes and target vocabulary. In the assessment form, the questions need to be ranked and ‘comments’ relevant to the questions can be added to the section. Also, to state your comments without limitation, the section ‘additional comment’ can be used. The lesson plans with all details such as outcomes, teaching methodology, target vocabulary etc. will be shared with the tests on the e-mail. Your comments will benefit to our research in a considerable way, thanks for sharing your time. If you have any questions or more information, feel free to contact me.

Hüseyin Yancı
Teacher of English
05549477102
huseyinyanci58@gmail.com

Questions	Pre-test (please put a ✓ under the point)	Post-Test (please put a ✓ under the point)	Comments
Are the words relevant to the level of students’ proficiency and the context?	1 2 3 4 5	1 2 3 4 5	
Are the tests suitable for students’ level of proficiency and the purpose of the tests?	1 2 3 4 5	1 2 3 4 5	
Are the tests long enough for students’ level of proficiency and the purpose of the tests? (Time /Content)	1 2 3 4 5	1 2 3 4 5	
Are the tests valid for what is aimed for?	1 2 3 4 5	1 2 3 4 5	
Are the tests scores appropriate to guess students’ knowledge on target vocabulary?	1 2 3 4 5	1 2 3 4 5	
Are the tests carefully designed in terms of visuality, numbering and etc.?	1 2 3 4 5	1 2 3 4 5	
Are the tests parallel to each other?	1 2 3 4 5		
Additional Comments:			

Appendix 9. Expert View Form (Questionnaire)

Assessment Form for Questionnaire for EFL Teachers

Dear,

I am a master student at Amasya University ELT Department. My thesis is on “Exploring the effects of vocabulary learning strategies instruction on students’ practices in the light of teachers’ perceptions” supervised by Dr. Öğr. Üyesi Hayriye Avara. Within the scope of the study, there will be a questionnaire in my study. The questionnaire will be used to collect data about teachers’ perceptions and attitudes towards vocabulary teaching strategies. In the assessment form, the questions need to be ranked and ‘comments’ relevant to the questions can be added to the section. Also, to state your comments without limitation, the section ‘additional comment’ can be used. The form is provided with the questionnaire. Your comments will benefit to our research in a considerable way, thanks for sharing your time. If you have any questions or more information, feel free to contact me.

Hüseyin Yancı
Teacher of English
05549477102
huseyinyanci58@gmail.com

Questions	(please put a ✓ under the point)	Comments										
Is the wording relevant to the context?	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5						
1	2	3	4	5								
Are the items suitable for teachers’ level of proficiency and the purpose of the tests?	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5						
1	2	3	4	5								
Is the questionnaire long enough for teachers and the purpose of the questionnaire? (Time /Content)	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5						
1	2	3	4	5								
Is the questionnaire valid for what is aimed for?	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5						
1	2	3	4	5								
Is the questionnaire appropriate to guess teachers’ perceptions and attitudes towards VLS?	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5						
1	2	3	4	5								
Are the tests carefully designed in terms of visuality, numbering etc.?	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5						
1	2	3	4	5								
Additional comments:												

Appendix 10. Interview Questions (For Students)

1.İngilizce bir kelime öğrenirken nasıl bir yol izlersiniz, neler yaparsınız?

- A. Bilmediğiniz İngilizce bir kelimeyi anlamak için uyguladığınız herhangi bir yolunuz (stratejiniz) var mı?
- B. Ders sırasında ya da okul dışında bilmediğiniz İngilizce bir kelimeyle karşılaştığınızda ne yaparsınız?

2.Daha önceden öğrendiğiniz kelimeleri hatırlamak için neler yaparsınız?

- A. Önceden öğrendiğiniz kelimelerin kalıcı olması için hangi yolu (stratejileri) kullanırsınız?

3.İngilizce dersinde kelime öğrenmek ve hatırlamak için öğrenme stratejileri çalışmak faydalı olur mu?

- A. Kelimeleri öğrenmek ya da hatırlamak için kullandığınız yolların size ne gibi faydaları var?
- B. Kelimeleri öğrenmek ya da hatırlamak için İngilizce dersinde öğrendiğiniz stratejiler arasında en çok kullandıklarınız hangileridir?
- C. Kelimeleri öğrenmek ya da hatırlamak için İngilizce dersinde öğrendiğiniz stratejiler arasında en az kullandıklarınız hangileridir?

Appendix 11. SPSS for Importance & Application Levels

Items	Not important at all		Somewhat important		Important		Quite Important		Extremely important	
	N	%	n	%	n	%	n	%	n	%
I1 Importance	3	2,52	15	12,61	37	31,09	35	29,41	29	24,37
I2 Importance	11	9,24	27	22,69	37	31,09	22	18,49	22	18,49
I3 Importance	2	1,68	12	10,08	42	35,29	33	27,73	30	25,21
I4 Importance	4	3,36	10	8,40	23	19,33	27	22,69	55	46,22
I5 Importance	2	1,68	5	4,20	31	26,05	29	24,37	52	43,70
I6 Importance	9	7,56	23	19,33	36	30,25	23	19,33	28	23,53
I7 Importance	12	10,08	39	32,77	46	38,66	10	8,40	12	10,08
I8 Importance	6	5,04	33	27,73	31	26,05	32	26,89	17	14,29
I9 Importance	4	3,36	6	5,04	20	16,81	30	25,21	59	49,58
I10 Importance	3	2,52	12	10,08	30	25,21	34	28,57	40	33,61
I11 Importance	1	0,84	16	13,45	40	33,61	28	23,53	34	28,57
I12 Importance	5	4,20	16	13,45	42	35,29	33	27,73	23	19,33
I13 Importance	3	2,52	16	13,45	35	29,41	36	30,25	29	24,37
I14 Importance	3	2,52	13	10,92	26	21,85	51	42,86	26	21,85
I15 Importance	1	0,84	10	8,40	25	21,01	39	32,77	44	36,97
I16 Importance	2	1,68	8	6,72	28	23,53	36	30,25	45	37,82
I17 Importance	4	3,36	6	5,04	26	21,85	23	19,33	60	50,42
I18 Importance	8	6,72	23	19,33	40	33,61	25	21,01	23	19,33
I19 Importance	7	5,88	23	19,33	33	27,73	30	25,21	26	21,85
I20 Importance	2	1,68	6	5,04	27	22,69	26	21,85	58	48,74
I21 Importance	4	3,36	15	12,61	41	34,45	25	21,01	34	28,57
I22 Importance	3	2,52	14	11,76	33	27,73	32	26,89	37	31,09
I23 Importance	2	1,68	10	8,40	36	30,25	29	24,37	42	35,29
I24 Importance	29	24,37	29	24,37	43	36,13	8	6,72	10	8,40
I25 Importance	16	13,45	33	27,73	24	20,17	23	19,33	23	19,33
I26 Importance	11	9,24	22	18,49	44	36,97	20	16,81	22	18,49
I27 Importance	1	0,84	7	5,88	28	23,53	29	24,37	54	45,38
I28 Importance	2	1,68	8	6,72	24	20,17	33	27,73	52	43,70
I29 Importance	5	4,20	12	10,08	28	23,53	33	27,73	41	34,45
I30 Importance	2	1,68	17	14,29	37	31,09	32	26,89	31	26,05
I31 Importance	2	1,68	4	3,36	28	23,53	36	30,25	49	41,18
I32 Importance	1	0,84	10	8,40	30	25,21	36	30,25	42	35,29
I33 Importance	13	10,92	33	27,73	31	26,05	24	20,17	18	15,13
I34 Importance	47	39,50	36	30,25	19	15,97	9	7,56	8	6,72
I35 Importance	7	5,88	9	7,56	35	29,41	26	21,85	42	35,29
Items	Never apply it		Rarely apply it		Sometimes apply it		Usually apply it		Always apply it	
	N	%	n	%	n	%	n	%	n	%
I1 Application	4	3,36	15	12,61	44	36,97	32	26,89	24	20,17
I2 Application	14	11,76	29	24,37	38	31,93	22	18,49	16	13,45
I3 Application	3	2,52	11	9,24	45	37,82	23	19,33	37	31,09
I4 Application	4	3,36	9	7,56	27	22,69	29	24,37	50	42,02
I5 Application	1	0,84	8	6,72	35	29,41	37	31,09	38	31,93
I6 Application	13	10,92	24	20,17	42	35,29	25	21,01	15	12,61
I7 Application	9	7,56	40	33,61	34	28,57	25	21,01	11	9,24
I8 Application	8	6,72	25	21,01	32	26,89	35	29,41	19	15,97
I9 Application	6	5,04	6	5,04	26	21,85	27	22,69	54	45,38
I10 Application	4	3,36	16	13,45	36	30,25	35	29,41	28	23,53
I11 Application	1	0,84	21	17,65	43	36,13	33	27,73	21	17,65
I12 Application	5	4,20	19	15,97	39	32,77	36	30,25	20	16,81
I13 Application	4	3,36	29	24,37	37	31,09	27	22,69	22	18,49
I14 Application	6	5,04	17	14,29	32	26,89	45	37,82	19	15,97
I15 Application	3	2,52	10	8,40	36	30,25	34	28,57	36	30,25
I16 Application	4	3,36	9	7,56	34	28,57	36	30,25	36	30,25
I17 Application	3	2,52	8	6,72	35	29,41	26	21,85	47	39,50
I18 Application	17	14,29	31	26,05	35	29,41	20	16,81	16	13,45
I19 Application	16	13,45	26	21,85	28	23,53	29	24,37	20	16,81
I20 Application	3	2,52	8	6,72	35	29,41	29	24,37	44	36,97
I21 Application	12	10,08	20	16,81	47	39,50	20	16,81	20	16,81
I22 Application	5	4,20	17	14,29	37	31,09	33	27,73	27	22,69
I23 Application	3	2,52	15	12,61	40	33,61	29	24,37	32	26,89
I24 Application	36	30,25	31	26,05	40	33,61	4	3,36	8	6,72
I25 Application	19	15,97	33	27,73	32	26,89	16	13,45	19	15,97
I26 Application	22	18,49	22	18,49	38	31,93	19	15,97	18	15,13
I27 Application	1	0,84	7	5,88	32	26,89	37	31,09	42	35,29
I28 Application	3	2,52	10	8,40	22	18,49	38	31,93	46	38,66
I29 Application	9	7,56	13	10,92	31	26,05	32	26,89	34	28,57
I30 Application	8	6,72	21	17,65	40	33,61	31	26,05	19	15,97
I31 Application	2	1,68	12	10,08	38	31,93	30	25,21	37	31,09
I32 Application	3	2,52	10	8,40	38	31,93	35	29,41	33	27,73
I33 Application	26	21,85	34	28,57	25	21,01	17	14,29	17	14,29
I34 Application	46	38,66	36	30,25	23	19,33	9	7,56	5	4,20
I35 Application	7	5,88	11	9,24	36	30,25	32	26,89	33	27,73

Appendix 12. Pre- and Post-Tests

Name/ Surname : Class/Number: (Time: 40 minutes)

1. Write the words under the pictures. (10x2= 20p)

roller skating - balloons - kitten - seeds - hiking - jogging - plates - candles - sheep - cycling

				
1.	2.	3.	4.	5.
				
6.	7.	8.	9.	10.

2. Match the halves of the phrases. (10x2= 20p)

1.ask	3.take	5.play	7.clean	9.invite
2.throw	4.ride	6.grow	8.eat	10.milk

1	2	3	4	5	6	7	8	9	10

f.soccer	g.the cow	j.care	a.the barn	b.a horse
i.seeds	c.questions	d.a party	h.the friends	e.vegetables

3. Odd one out (10x2= 20p)

1. a) balloon b) confetti
c) party hats d) to do list
2. a) June b) January
c) Tuesday d) November
3. a) date b) hospital c) place d) time
4. a) aerobics b) camping
c) gymnastics d) workout
5. a) handball b) soccer
c) fishing d) baseball
6. a) tired b) terrible
c) exciting d) swimming
7. a) chess b) park c) mountain d) pool
8. a) cow b) kitten
c) chicken d) vegetable
9. a) collect b) clean c) water d) horse
10. a) animal b) tail c) claw d) ear

4. Complete the dialogue with the words in the box. (5x2=10p)

thank you - for sure - you're welcome -
birthday party - decorate

Gizem: Mom! Can I throw a (1)

Mom: (2), honey.

Gizem: Can I invite my friends?

Mom: Sure.

Gizem: Can I (3) the house?

Mom: Of course! Do you need help?

Gizem: Yeah! (4), mom.

Mom: (5)

5. According to the picture, choose the CORRECT answer. (2p)

We must and

- a) make a to do list / buy candles
- b) decorate the room / buy a lot of drinks
- c) order the cake / make party hats
- d) buy plates / buy a lot balloons

6. Which of the following matchings is FALSE? (2p)

7. Sue's accept Nina's suggestion.
Which of the following shows Sue's answer? (2p)



- a) That sounds great.
b) Not now. I'm doing my homework.
c) I don't like playing chess.
d) I'm sorry but I'm busy now.

Answer the questions 8-9 according to the pictures below. (2x2=4p)



8. Laura's favorite season is
a) summer
b) winter
c) autumn
d) spring



9. Jeff's favorite season is
a) autumn
b) summer
c) winter
d) spring

10. Which animal is it? (2p)

I'm a big farm animal. People love me. I have a long tail and I am beautiful. I can help people because I can carry heavy things.

- a) puppy b) horse c) kitten d) sheep

Answer the questions 11-13 according to the table below. (3x2=6p)

	Canan	Nazlı	Elif
	✓	✗	✓
	✗	✓	✓
	✓	✓	✗

11. doesn't like hiking, but she likes bowling.

- a) Nazlı
b) Nazlı and Elif
c) Canan
d) Elif

12. Nazlı loves hiking and, but she doesn't like playing table tennis.

- a) jogging
b) bowling
c) baseball
d) tennis

13. Elif loves and, but she doesn't like bowling.

- a) table tennis / hiking
b) hiking / camping
c) table tennis / bowling
d) hiking / golf

14. Choose the best answer. (2p)

Poe: Mom, can I an animal?

Mom: Sure. It is good idea.

- a) adopt
- b) sing
- c) run
- d) donate

15. Which animal is it? (2p)



It is a cute animal. It has got long ears and a small tail. It can't fly.

- a) Bird
- b) Rabbit
- c) Duck
- d) Cat

16. Choose the CORRECT word. (2p)

For my birthday party, I need a big chocolate - - - -

Sandra

- a) balloon
- b) hat
- c) cake
- d) party hat

17. What is the monkey doing? (2p)



- a) It is eating grass.
- b) It is growing vegetables.
- c) It is climbing a tree.
- d) It is drinking water.

18. Which of the following matchings is FALSE? (2p)

a) ice skating

b) climbing



c)swimming

d)cycling



19. Which option completes the gaps?(2p)

.....
June

.....
August

.....
October

.....
November

- a) April/May/July
- b) December/July/May
- c) May/July/September
- d) February /March/April

Name/ Surname : Class/Number : (Time: 40 minutes)

1. Write the words under the pictures. (10x2= 20p)

skateboarding - puppies - gifts - clown - climbing - glasses - skiing - cow - claw-cake

				
1.	2.	3.	4.	5.
				
6.	7.	8.	9.	10.

2. Match the halves of the phrases. (10x2= 20p)

1.birthday	3.board	5.ice	7.collect	9.party
2.get	4.ride	6.water	8.long	10. eat

1	2	3	4	5	6	7	8	9	10

e.skating	j.grass	f.games	d.the eggs	g.a bike
b.tail	c.cake	h.permission	i.hats	
	a.the flowers			

3. Odd one out (10x2= 20p)

- 1- a) August b) Spring c) Autumn d) Winter
 2- a) cake b) clowns c) cookies d) beverages
 3- a) July b) February c) August d) June
 4- a) glasses b) plates c) party hats d) birthday
 5- a) hiking b) trekking c) baseball d) jogging
 6- a) jogging b) skateboarding
 c) ice skating d) roller skating
 7- a) bicycle b) racket c) ball d) fitness
 8- a) bark b) run c) seed d) fly
 9- a) grass b) egg c) milk d) honey
 10 - a) dog b) bird c) cat d) fish

4. Complete the dialogue with the words in the box. (5x2= 10p)

cycling - repeat - play basketball - that's great - sorry

David: Hello, Susan! Would you like to 1)?

Susan: Sorry. Can you 2) that please?

David: How about playing basketball?

Susan: I am 3), but I can't play basketball.

David: What about 4) then?

Susan: 5), I love cycling.

5. Choose the missing months. (2p)

March ? May ? July

- a) April/August
 b) April/June
 c) February/ June
 d) February / August

6. This is my little sister.
What's she doing? (2p)

- a) She is singing.
 b) She is helping mom.
 c) She is collecting the eggs.
 d) She is sleeping.

7. Which of the following completes the dialogue? (2p)

Amlr : Do you want to come to my birthday party?
 Leyla : When is it?
 Amlr : It is on Saturday.
 Leyla : ----
 Amlr : I'm sorry to hear that.

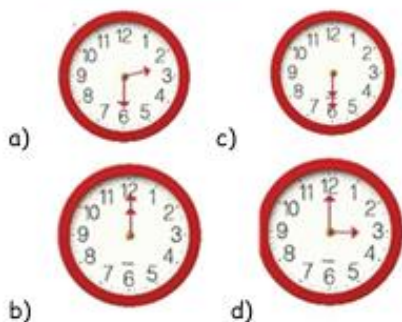
- a) What time is it?
 b) Do you need help?
 c) Thanks, but I'm busy then.
 d) Great idea.

8. Choose the best question. (2p)



- a) Can I come in ?
 b) Can I use your computer?
 c) Can I go to the cinema?
 d) Can I open the box?

9. What time does her birthday party start? (2p)



10. Which of the following matching is CORRECT? (2p)

- a) play hiking
b) play gymnastics
c) go shopping
d) go sports

11. Which of the following matchings is FALSE? (2p)



c)



hiking

d)



ice skating

12. Lee refuses Nina's suggestion. Which of the following shows his answer? (2p)



- a) Great idea.
b) I'm sorry, but I must finish my project.
c) Sure.
d) I love basketball.

13. Choose the best option. (2p)



The vet is

- a) examining the dog.
b) cleaning the barn.
c) walking the dog.
d) collecting eggs

14. Choose the best option. (2p)



Oh, poor puppy! It has a

- a) claw
- b) broken leg
- c) wing
- d) money

15. Read the invitation card and choose the CORRECT answer. (2p)



- a) The party starts at two o'clock.
- b) The party is at home.
- c) The party is in the evening.
- d) The party is on Saturday.

16. Choose the best option. (2p)

A horse is a strong animal. It can

- a) sing songs
- b) carry heavy things
- c) fly
- d) swim

17. Choose the best option. (2p)

Look at the It is speaking.

- a) dog
- b) rabbit
- c) kitten
- d) parrot

18. Which of the following matchings is FALSE? (2p)



- a) soccer



- b) climbing



- c) running



- d) cycling

19. Which of the following matchings is FALSE? (2p)

- a) horse

- b) monkey



- c) cat

- d) sheep



CURRICULUM VITAE

HÜSEYİN YANCI

Education

Graduate Education

2013-2014	University of Wollongong TESOL, Master of Education
2021-2024	Amasya University Foreign Language Education (Asst. Prof. Dr. Hayriye AVARA)

Undergraduate Education

2006-2011	Ondokuzmayıs University English Language Education
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Publication

A. Articles published in international refereed journals:

1. Yancı, H., & Erdönmez, A. (2021). Yabancı dil olarak Türkçe öğretiminde dinleme etkinliklerinde e-ileti kullanımı. *Uluslararası Türkçe Öğretimi Araştırmaları Dergisi (UTÖAD)*, 1(1), 1-21. <http://dx.doi.org/10.47834/utoad.9>