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BELIEFS OF PRE-SERVICE ENGLISH TEACHERS ON VOCABULARY LEARNING AND THEIR PREFERENCES IN VOCABULARY LEARNING STRATEGIES

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Bu çalışma, Yabancı Diller Eğitimi Anabilim Bilim Dalı'nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ÖZET

HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN SÖZCÜK ÖĞRENİMİ ÜZERİNE İNANÇLARI VE SÖZCÜK ÖĞRENME STRATEJİ TERCİHLERİ

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Sözcük öğrenimi, dil ediniminin en önemli ve zorlayıcı bileşenlerinden biri olduğundan dolayı büyük ilgi kabul etmiştir. Bu çalışmanın amacı, hizmet öncesi İngilizce öğretmenlerinin sözcük öğrenimi konusundaki inanç ve sözcük öğrenme strateji tercihlerini incelemektir. Ayrıca, çalışma hangi sözcük öğrenme stratejilerinin en fazla ve en az sıklıkla hizmet öncesi İngilizce öğretmenleri tarafından kullanıldığını bulmaya amaçlamıştır. Pamukkale Üniversitesi'nde 2017-2018 eğitim öğretim yılında bu sorulara cevap bulmak için 340 hizmet öncesi İngilizce öğretmenleri ile nicel bir metodoloji uygulanmıştır. Katılımcılar Pamukkale Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümüne devam etmekteydiler. Verilerin toplanmasında 5 puanlık Likert ölçeği olarak tasarlanmış bir anket kullanılmıştır. Nicel bulgular SPSS, versiyon 24 ile analiz edilmiştir. Cevapların analizi katılımcıların çoğunluğunun sözcük öğreniminin önemli olduğuna ve dil becerilerinin geliştirilmesinde faydalı olduğuna inandığını göstermektedir. Katılımcılar ayrıca, yüksek frekanslı sözcükleri öğrenmenin düşük frekanslı sözcükleri öğrenmekten daha önemli olduğuna katıldılar. İngilizce öğrenim kaynaklarının rolü konusunda konuşan katılımcılar, İngilizce TV programlarını izlemenin yeni sözcükler edinmek için yararlı olduğuna ve bilgisayar oyunları, şarkılar, filmler ve TV dizileri, web siteleri ve sosyal medyanın sözcük edinimi için yararlı olduğuna kuvvetle katıldılar. İngilizce TV programlarını izlemenin, anadiliyle İngilizce pratik yapmanın ve dil becerilerine entegre ederek yeni sözcükler öğrenmenin yararına olan inanç, katılımcılar tarafından kuvvetle kabul edildi. Katılımcılar aynı zamanda cep telefonu uygulamalarının sözcük bilgisini geliştirmek için faydalı buldular. Katılımcılar aynı zamanda İngilizceyi ana dilde konuşanlarla pratik yapmanın ve yeni öğrenilen sözcükleri çok pratik yapmanın faydalı olduğuna inandılar. Katılımcılar roman ve dereceli kitap okumanın ve İngilizceyi sınıf

arkadaşları ile pratik yapmayı sözcük kapasitesini geliştirmede yararlı buldular. Bu bağlamda, yeni sözcükler dil becerileri ile bütünleştirilerek öğrenilmeli ve katılımcılar yeni sözcüğün anlamını bilmedikleri takdirde, anlamını içerikten tahmin etmenin daha iyi olduğuna inandılar. Çalışmamız İngiliz dili eğitimi ile ilgili metinler okuyarak akademik sözcük öğrenmenin mesleki gelişim için önemli olduğunu ve işitme ve hafıza becerilerinin sözcükleri iyi öğrenmek için önemli olduğunu ortaya koydu.

Diğer taraftan, katılımcılar sözcük öğrenme stratejilerini kullanmayı tercih ettikleri görünmektedir. En sık kullandıkları sözcük öğrenme stratejileri belirleme stratejileri gibi görünürken bilişsel stratejiler en az kullanılan stratejilerdir. Örnek verirsek, sözcüğün anlamını bağlamdan tahmin etme (belirleme), anlam için bir sınıf arkadaşı isteme ve öğretim elemanından yeni sözcüğün bir bağlamda (sosyal) kullanmasını isteme, bir sözcüğün telaffuzunu sesli ve dikkatli bir şekilde okuma ve bir sözcüğü eş anlamlısı / zıt anlamlısı ile bağlama ve sözcüğün anlamını kişisel bir deneyime (hafızaya) bağlamak, bir sözcüğün sözlü olarak tekrarlanması ve derste (bilişsel) yeni bir sözcük hakkında not alınması, İngilizce TV dizileri, filmler, yeni yayınlar izlemek, İngilizce şarkıları dinlemek ve yeni sözcükler edinmek için akıllı telefon uygulamalarını kullanmak (meta-bilişsel), en çok tercih edilen sözcük öğrenme stratejileri olarak gösterilebilir.

Anahtar Kelimeler: Sözcük öğrenme inançları ve stratejileri, belirleme, sosyal, bilişsel, meta-bilişsel, bellek stratejileri

ABSTRACT

BELIEFS OF PRE-SERVICE ENGLISH TEACHERS ON VOCABULARY LEARNING AND THEIR PREFERENCES IN VOCABULARY LEARNING STRATEGIES

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Vocabulary learning has received great attention for second language acquisition since it is one of the most important and challenging components of language acquisition. The aim of the study was to investigate the beliefs of pre-service English teachers on vocabulary learning and their preferences in vocabulary learning strategies. The study also aimed to find out on which vocabulary learning strategies are employed the most and the least frequently by the pre-service English teachers. A quantitative methodology was conducted in 2017-2018 academic year with 340 pre-service English teachers to find answers to these questions. The participants were attending the Department of English Language Teaching, Faculty of Education, Pamukkale University. A questionnaire which was designed as 5-point Likert-scale was used to collect the data. The quantitative findings were analysed using SPSS, version 24. The analysis of the responses shows that the majority of the participants believes that vocabulary learning is essential and beneficial for developing language skills. The participants also agree that learning high frequency words is more important than learning low frequency words. Speaking for the role of English language learning sources, the participants seem to agree strongly that it is useful to watch English TV programs to pick up new words, and that computer games, songs, movies and TV series, web sites and social media are beneficial for vocabulary acquisition. The beliefs on the benefit of watching English TV programs, practicing English with native speakers and learning new words by integrating them with language skills were strongly agreed by the participants. The participants also find beneficial to use mobile applications to develop vocabulary learning. The participants also believe that it is useful to practice English with native speakers to improve the knowledge of vocabulary and

to make a lot of practice of newly learned words. The participants also find reading novels and graded readers and practicing English with classmates beneficial to develop vocabulary capacity. To this end, new words should be learned by integrating them with language skills and the participants agree that it is better to guess a new word in a context if they do not know the meaning of the new word. Our study revealed that learning academic words by reading ELT-related texts is essential in their career development, and that a good hearing ability and memory skill are important to learn vocabulary well.

On the other hand, the participants seem to prefer using vocabulary learning strategies. The vocabulary learning strategies they most commonly use seem to be determination strategies whereas the cognitive strategies are the least commonly used ones. To exemplify, guessing the word's meaning from context (determination), asking a classmate for meaning and asking the instructor to use the new word in a context (social), studying the pronunciation of a word aloud and carefully and connecting a word to its synonym and antonym and connecting the word's meaning to a personal experience (memory), verbal repetition of a word and taking notes about a new word during lesson (cognitive), watching English TV series, movies, newscasts, listening to English songs and using smartphone applications to pick up new words (meta-cognitive), can be shown as the most commonly preferred vocabulary learning strategies.

Key Words: Vocabulary learning beliefs and strategies, determination, social, cognitive, meta-cognitive, memory strategies

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CHAPTER I

INTRODUCTION

1.1. Presentation

This chapter begins with the background of the present research study and then it is followed by the statement of the problem, purpose of the study, the research questions, significance of the study, and lastly assumptions and limitations related to the study.

1.2. Background of the Study

In today's global world, English, which is accepted as a Lingua franca is a focus for most of people in terms of education, academic purposes, global trade, socialization, govermental issues etc. All countries and their people are interacting with each other. In an attempt to communicate in this global ground, learning English as a foreign language gives birth to a need to learn or acquire this language more effectively in a shorter period. Just like learning the first language, in the process of learning English as a foreign language, words help language learners to explain themselves. Words are the expressions of the ideas and emotions such as the truths, happiness, love, success, thankfulness etc. Sometimes, just a word is enough to express our wishes to a native speaker or other English speaking people. McCarthy (2001) explained why he was interested in vocabulary: "Vocabulary forms the biggest part of the meaning of any language, and vocabulary is the biggest problem for most learners. So I've always been interested in ways of helping learners in building up a big vocabulary as fast and as efficiently as possible" (cited in Fan, 2003, p.222). That is, vocabulary can be asserted as one of the most supportive components for managing language skills (reading, writing, listening, speaking) successfully (Xu, 2009). Therefore, language learners need to learn new words to develop their language skills both communicatively and productively (Al-Jarf, 2007). Although vocabulary was seen to be a neglected area (Meara, 1980) in the past years, there has been an uprising interest recently. Nowadays, "It is very hard not to see a journal in the field which does not include a vocabulary study which doesn't share the common aim of providing pedagogical implications that would help L2 learners develop their vocabulary proficiency" (Bozgeyik, 2012, p.2).

L2 learners and teachers believe in the necessity of having a large vocabulary treasure for learning a second language (Laufer & Hulstijn, 2001). Therefore, "…many learners are

somewhat apprehensive when faced with such an enormous task and teachers as well as learners have always shown a keen interest in finding out how words can best be learned" (Laufer & Hulstijn, 2001, p.1). Many language learners have stated that they have been using certain strategies to overcome some difficulties while learning or acquiring English words (Ahmed, 1989; Oxford, 1990; Schmitt, 1997; Nation, 2001; Fan, 2003) although the underlying reasons are not searched about the use of these strategies. The researchers who have been interested in vocabulary learning strategies are increasing in number. Klapper (2008) highlights why vocabulary learning strategies are favored by the learners as follows:

> Of all the different aspects of language learning, vocabulary seems to be the one in which learners apply learning strategies most frequently…This may be because learners place greatest store by vocabulary or simply because it is easier to apply specific strategies to learning vocabulary than, say, writing or listening. (p.159)

Using vocabulary learning strategies requires learners to take responsibility about their own learning. Schmitt (1997) stresses the awareness on the fact that, apart from aptitude as a significant factor in language learning success, language learning depends more on an individual learner's effort and attempts. From this point of view, it can be said that a language learner is a person who mostly determines his/ her route on his/her own. In addition, he/ she determines which transportation to use to get to the destination more quickly, safely and comfortably. Frankly, a language learner is the one who is conscious of his/her mind, learning style, aims, feelings, motivation, priorities they have during the learning procedure. While describing successful learners as those who develop techniques and disciplines for learning vocabulary, McCarthy (2001, cited in Fan, 2003) highlights specific techniques or strategies for learning new vocabulary, such as keeping a notebook or using a dictionary properly, disciplining oneself to look over class notes and reading a lot outside of class, and indicates that such strategies may help the learner to be more independent of the teacher with better results in vocabulary learning.

In conclusion, in order to handle the whole learning process, learners need to develop self-consciousness on their own successes. Learners can differ in terms of the way they motive or the thoughts that they believe they are important and necessary. Therefore, it is very precious to understand language learners with respect to the beliefs they hold, and the strategies they use while learning vocabulary. These beliefs can be affected by age, proficiency levels, needs, interests, social and individual factors. Although many researchers

have been interested in vocabulary learning strategies, students' beliefs about vocabulary learning has drawn little attention. There have been few studies about the beliefs of EFL learners on vocabulary learning in particular although many studies related to language learning beliefs have been conducted so far (Kulikova, 2015). As Wenden (1987) states, "there is almost no mention in the literature of second language learners' reflections on the assumptions or beliefs underlying their choice of strategies" (p. 103).

In this dissertation study, it is aimed to fill the gaps mentioned above by investigating the beliefs of learners about vocabulary learning and which strategies language learners prefer to use while learning vocabulary. This study attempts to explore which strategies are used most frequently and which strategies are not used at all by the pre-service English teachers.

1.3. Statement of the Problem

"Most learners of a second language (L2) feel concerned with the burden of vocabulary learning and worry about the question of how to cope with the formidable task of learning thousands of words" (Hulstijn, 2001, p.258). While acquiring or learning English, learners aim to use language communicatively. Therefore, it is very important to reach to a desirable proficiency in terms of communicative level. On the other hand, another biggest important reason for learning English is the requirements of occupational issues. It does not matter if it is a government or private institution, the requirement of speaking English communicatively is inevitable. For this reason, students enter certain exams to certificate their proficiency level such as YDS, YÖKDİL, TOEFL, IELTS. These exams require successful use of language skills. Without the necessary amount of vocabulary, language learners have difficulty in reading different kinds of texts or writing different kinds of compositions. For this reason, students attend some language courses where they try to achieve to use the language skills successfully. It has been observed that language courses and advisors guide EFL students to develop their vocabulary treasure first and they put forward some techniques and strategies to keep the words in their minds more quickly and effectively. Some strategies are for the short-term memory. Some are for the long-term memory. In a nut shell, learners are the decision-makers according to their needs.

It would not be wrong to say that words are everything but sometimes they can be nothing in the case of the inappropriate usage. EFL students from all around the world process an 'interlanguage' period. During this process, language learners from all proficiency levels

can encounter challenges while storing and using the words. According to Hulstijn (2001) the difficulty in storing the words which are unfamiliar to the language learners both morphologically and phonetically can be due to the learners' knowledge of L1. In class or outsite class, language learners try to use vocabulary learning strategies to handle these problems. In line with their beliefs, students use these strategies consciously or unconsciously. These strategies can be introduced by the teacher or students can develop them individually.

Patahuddin, Syawal and Bin-Tahir (2017) underline the necessity of vocabulary learning strategies. The more vocabulary capacity a language learner has, the more easily s/he can improve in language learning. When learners are aware of the difficulties of learning a foreign language, they use certain strategies to overcome the obstacles being encountered. Individual effort mostly plays an important role on language development. For example, a learner can use a newly learnt word in different contexts.

After all, vocabulary learning or acquisition is not easy for EFL students. "Students in our country have difficulties while speaking in English and although they took courses in English from early years they cannot communicate in English properly, so there is a necessity to increase the researches about vocabulary learning and teaching processes in our country" (Agca & Özdemir, 2013, pp.781-82). The exposure to the authentic input and the environment surrounded by native speakers are limited in some countries like in Turkey. They are mainly exposed to English just in language classes, which causes big problems. Learners need to practice what they have learned if they do not want to forget the language. For this reason, EFL students have more responsibility if they want to communicate in English. Briefly, language learners need to take charge of their learning processes. In this respect, vocabulary learning strategies can be good tools.

1.4. Purpose of the Study

Firstly, this study aims to find out what beliefs pre-service English teachers have about vocabulary learning. By the help of this reseach study, pre-service English teachers' opinions about vocabulary learning can be understood more clearly via the participants' own statements. Secondly, the study aims to reveal which vocabulary learning strategies are preferred the most and the least frequently by the pre-service English teachers. Next, the study seeks to pick out which strategy categories (memory, social, determination, metacognitive,

cognitive) are preferred the most and least frequently. This study aims to anwer to the following research questions:

1. What are the beliefs of pre-service English teachers on vocabulary learning based on class levels?
2. What are the preferences of pre-service English teachers in categories of vocabulary learning strategies (determination, social, memory, cognitive and metacognitive strategies) based on class levels?
3. What are the most and least commonly preferred vocabulary learning strategies for each category?

1.5. Significance of the Study

EFL learners make a lot of studies to develop their proficiency. They sometimes read books, novels, newspapers; watch movies, TV series or listen to songs. All these materials are very rich for learning English in terms of acquiring new words, idioms, structures besides consolidating the previous knowledge. For example, an EFL learner can encounter some unknown words while watching a movie or reading an article. These unknown words can cause vagueness in comprehension. Vocabulary learning strategies can be seen as good facilitators for the learners in such situations. For instance, learners can make use of an approppriate vocabulary learning strategy which suits the learning context, such as analyzing the part of speech of the unknown word or using dictionary as in the situation above.

Many studies have been conducted on language learning and vocabulary learning strategies so far. Some of them have revealed similar results although some have differentiated in terms of the findings. However, there are not any noteworthy studies, which focus on the pre-service English teachers' beliefs on vocabulary learning in particular and their preferences for vocabulary learning strategies. The beliefs of pre-service English language teachers can provide insight into the other ESL/EFL learners' beliefs and their preferences for vocabulary learning. Furthermore, this study focuses specifically on the pre-service English teachers' vocabulary learning strategies. The findings can show what kinds of strategies are used more frequently and what kinds are not. The preferences of pre-service English teachers in strategy categories (determination, social, memory, cognitive, metacognitive) that require self-regulation, interaction, or mental processing can guide language teachers while training

students in the use of vocabulary learning strategies. For this reason, the study can be beneficial to understand both the beliefs of pre-service English language teachers' vocabulary learning beliefs and which strategies they tend to use while learning vocabulary. Lastly, instructors can motivate their learners about using the appropriate vocabulary learning strategies.

1.6. Assumptions and Limitations

There are a number of limitations of this research study. Firstly, this study was oriented to 340 pre-service English teachers in Pamukkale University. Due to the number of participants, the results can reflect a small community. A larger number of participants could give more reliable results. Secondly, another limitation is that the study is applied to a specific group of language learners. Because of working with pre-service English teachers, the results can not be generalized to other language learners from different departments. The findings cannot be generalized to lower age groups, either. However, the results can give general information about many learners who attend similar departments in Turkey.

This study has certain assumptions. Firstly, it is assumed that participants answered the questionnaire faithfully and honestly. Secondly, the questionnaire was applied to the pre-service English teachers in Pamukkale University. Therefore, it is assumed that the participants were at the same proficiency level. Lastly, the instrument is assumed as valid and reliable since expert opinions were received from three ELT instructors. Another reason to say that the questionnaire is reliable is that the questionnaire was translated from English to Turkish in order to prevent misunderstandings.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter comprises the reviews of research studies carried out on the beliefs and strategies related to vocabulary learning. Initially**,** the importance of vocabulary learning in ESL/ EFL setting is stressed. In addition, incidental learning vs. intentional learning and implicit learning vs. explicit learning, guessing from context and dictionary usage, beliefs on language and vocabulary learning are presented.

The second part of this chapter covers the language learning strategies and vocabulary learning strategies. In addition, taxonomy of vocabulary learning strategies, compiles of research studies related to language and vocabulary learning strategies, the role of technological developments on vocabulary learning and raising awareness on strategy usage are focused.

2.1.1. The Importance Of Vocabulary In Elt

"Acquiring a second lexicon is a daunting task for language learners, especially if the goal is to achieve literacy in the second language. But the task becomes more manageable if we know which words are more important to learn than others, or which words are most useful to know as a precondition to learning others" (Cobb & Horst, 2004, p.16).

Learning a foreign language can be seen like a huge ocean at the first sight. Some can find this huge ocean enthusiastic as he/she thinks that there are many kinds of beautiful living creatures in the deep of it. On the other hand, some can be scared of its immensity with the fear of engulfment. However, planning what to do and determining the aim and the needs can be a good start. Namely, it can be wise to decide whether the aim is to set off a voyage or to dive to explore to the deepness of the ocean. Same as this analogy, learning a foreign language can be seen as a tough and time-demanding process. Therefore, language learners can be anxious and prejudiced to learning a foreign language. For this reason, we can set reasonable expectation to lessen our burdens by considering the nature of foreign language learning. That is, it is important to make every individual effort to specify the foci about their language learning aims.

Regardless of being native or an EFL/ESL learner, the acquisition is a never-ending process. Vocabulary learning is an essential part of this process. “During the 1980s, however, interest in vocabulary teaching and learning grew, and during the 1990s, a great deal of attention was given to vocabulary as a key component in L2 learning for successful communication” (Chacón-Beltrán, Abello-Contesse & Torreblanca-López, 2010, p.1). Krashen (1989) explains the significance of vocabulary during the language learning process as follows:

> Excellent reasons exist for devoting attention to vocabulary and spelling. First, there are practical reasons. A large vocabulary is of course, essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that lack of vocabulary is a major problem (p. 440).

At the early stages of language acquisition, learners need to learn some fundamental vocabulary items both to understand and to develop any conversation. It can be said that the first expression of ourselves starts with words same as in the mother tongue. Words are like bricks or building blocks of any structure. They are added one by one to serve any function. Sometimes, the quality of the bricks, the amount of them and the way of their design may differ according to the type of the building. However, there are vast numbers of vocabulary in English. At this point, some questions appear in the minds: Why do I learn English?Where do I start? What do I need? etc. For example, beginner young learners need to learn basic concrete vocabulary items such as classroom objects, food and drinks, colors, numbers etc. On the other hand, at university level, a medicine student needs to learn certain medical terms and more academic language for their career concerns. Therefore, “a better way of establishing vocabulary learning goal is to ask how much vocabulary is necessary to achieve the types of language activities which learners want to do” (Chacón-Beltrán et al., 2010, p.29).

Wilkins (1972) underlined the importance of vocabulary learning, saying that nothing can be conveyed in the communication process without vocabulary though it would be possible to convey very little without grammar. As Chacón-Beltrán et al. (2010, p.1) stated, “vocabulary is sometimes not so easily controlled by the language teacher who may have more difficulty dealing with it than with grammar rules”. Furthermore, vocabulary learning can be asserted as a never-ending process as it has a broad boundary which can be expanded in comparison to grammar learning, whose boundary is limited and closed. That is why vocabulary learning especially in English which has a complicated and huge word treasure is a

challenging part in language learning (Chacón-Beltrán et al., 2010). However, as Cameron (2001) noted, emphasizing vocabulary learning does not mean making grammar acquisition insignificant. In contrast, vocabulary learning is necessary to acquire the grammar rules in second language. If learner cannot use appropriate word during conversation, mastering grammar perfectly does not make any sense (Amiryousefi, 2015).

In short, as many scholars stated, words are very powerful components of any language. They can creat or destroy the communication. Therefore, it is essential to know what words to use, when to and how to. We can describe vocabulary as a core of communication, and in this sense, Allen (1983, p.5) states that communication may break down due to the interference of lexical problems when there is an inappropriate usage of a word. It should be good not to forget that words are organized according to the intention of speech whose ultimate aim is to communicate such as expressing feelings, wishes, opinions, suggestions, etc.

2.1.2. What Does Knowing A Word Involve?

Learning a language means to learn about how it works (Wenden, 1986). **"…**Learning step by step also means starting with grammar and vocabulary— the building blocks of the language" (Wenden, 1986, p.3). In line with what Wenden says, vocabulary is one of the most fundamental parts of language acquisition. However, vocabulary acquisition is not just learning words. It is beyond knowing its meaning and spelling. Chacón-Beltrán et al. (2010) describe the situation about what knowing a word means as follows:

> If you asked the average educated person on the street (or even many language teachers) what it means to know a word, they would probably say something like knowing what the word means, and knowing how to spell it. In fact, this is not a bad answer for initial knowledge of a word. If one thinks about it, a form-meaning linkage is the most basic vocabulary knowledge possible. If a word's form is known, but not its meaning, it cannot be used. The converse is also true. Thus, a form-meaning link is the minimal specification for knowing a word, and being able to use it in any practical way (pp.30-31).

Nation (1990, cited in Schmitt &Meara, 1997) developed a list of various types of knowledge that one must possess both receptively and productively in order to have complete command of a word, such as the spoken form, written form, grammatical usage, collocational usage, frequency of use, stylistic register limitations, conceptual meaning, and finally the associations a word has with other related words.

In the light of lines above, it will not be wrong to say that words cannot be regarded as independent from other aspects of language (Nation, 2001). In other words, knowing a word requires some kinds of knowledge. At this point a question comes in the minds: Do we need to know all words in English as EFL learners? As Schmitt and McCarthy (1997) pointed out, not all the words in a language are equally useful, but word frequency can be considered as a measure of usefulness, that is, how often a specific word is encountered in normal use of the language.

According to Nation (2001), vocabulary can be categorized in four groups: high frequency words, academic words, technical and low frequency words. High frequency words are the ones which constitute the most of the running words in spoken or written contexts. Function words (e.g. a, some, two etc.), content words (nouns, adjectives, verbs etc.) can be shown as examples for high frequency words. High frequency words are worth being highlighted by the language teachers due to their contribution to vocabulary knowledge (Nation, 2001). On the other hand, low frequency words can be defined as rarely used words. According to him, they can be described as old-fashioned, very formal, belonging to a particular dialect etc. Vocabulary learning strategies such as guessing from context or dictionary usage, can be very beneficial when we come across low frequency words (Nation, 1994; Schmitt, 1997). "For example, the 1000 most frequent words, along with proper nouns, tend through repetition to make up, or cover, about 90% of the running words in spoken conversations" (Cobb & Horst, 2004, p.16). On the other hand, academic words comprise 9% of the running words in the text while technical words such as geography or economics lexicons comprise of 5% of the running words (Nation, 2001). Therefore, the frequency of words being learnt is an important criterion in terms of defining word knowledge.

Other issues about vocabulary are receptive and productive word knowledge. According to Nation (2001), productive vocabulary can be defined as the appropriate usage of the word by speaking or writing it while receptive vocabulary can be defined as the input that comes from the other sources obtained by listening or reading. It is important to have receptive vocabulary to activate the productive vocabulary which is necessary for the expression of the language by speaking or writing it in order to keep the communication going on. According to Corson (1996), passive vocabulary can be known very well even if it could not be used by students actively. According to him, there are three kinds of passive words: words that are

only partly known, low frequency words not readily available for use, words that are avoided in active use. At this point, it is very significant to look for ways to convert the receptive word knowledge to productive word usage. Vocabulary learning strategies such as using the new word in a sentence or practicing it by interacting with a classmate can be helpful to use it productively.

There are some other different dimensions affecting the vocabulary knowledge. One of the important ones is the power of the real communicative language learning environment. For that reason, the vocabulary acquisition is more challenging for EFL students. The language learning settings are mostly composed of classrooms which hardly include native speakers of English. In addition, the materials are mainly made up of written course books. Language learners are generally exposed to written input. Cobb & Horst (2004) stated that language learners are generally exposed to the lexicon in written texts although a vast majority of these input are hardly related to daily speech and communication. Written texts can include the most frequent 2000 words but they are mostly for the written communication, not for the oral conversations (Cobb & Horst,2004). In addition, acquisition through reading can be inadaquate in terms of the pace of learning and productivity. A learner can hardly remember a new lexicon which is encountered incidentally (Cobb & Horst, 2004). As Cobb and Horst (2004) stated, while native speakers learn new words above what is already known, EFL/ ESL students learn new lexicons which are surrounded by clusters, phrases and other unknown words. This case is another problem which makes vocabulary acquisition more complicated. For all of these difficulties, there is a need to create authentic athmosphere for developing the learners' pragmatic knowledge.

Cameron (2001, p.77) made a summary of all explanation about what it means to know a word in three colums as shown below:

Table 2.1. *Knowing about a Word*

Type of knowledge	What is involved	Example
Receptive knowledge: Aural/decoding	to understand it when it is spoken/ written	
Memory	to recall it when needed	
Conteptual knowledge	to use it with the correct meaning	Not confusing protractor with compasses
Knowledge of the spoken form: phonological knowledge	to hear the word and to pronounce it acceptably, on its own, and in phrases and sentences	To hear and produce the endings of verb forms, such as the /n/ sound at the end of undertak<u>en</u>
Grammatical knowledge	to use it in a grammatically accurate way; to know grammatical connections with other words	She sang very well not *she sang very good; To know that is and be are parts of the same verb
Collacational knowledge	to know which other words can be used with it	A beautiful view not *a good-looking view
Orthographic knowledge	to spell it correctly	Protractor not *protracter
Pragmatic knowledge, knowledge of style and register	to use it in the right situation	Would you like a drink? is more appropriate in a formal or semi-formal situation than what can I get you?
Connotational knowledge	To know its positive and negative associations, to know its associations with related words	To know that slim has positive connotations, when used about a person, whereas skinny is negative
Metalinguistic knowledge	to know explicitly about the word, e.g. its grammatical properties	To know that protractor is a noun; To know that pro is a prefix

To sum up, words can be described as multi-dimensional components of the language. That is, knowing just a word's dictionary meaning or how to spell it is not enough. It is important to consider other aspects of language like a tree trunk that has many branches but connected to the same stem.

2.1.3. Incidental Learning Vs. Intentional Learning And Implicit Learning Vs. Explicit Learning

Incidental and intentional vocabulary learning are two important terms which are controversial amoung researchers. Therefore, it is a good start to present what incidental and intentional vocabulary acquisition mean. According to Huckin and Coady (1999, p. 185), new words can be acquired incidentally while a learner is dealing with reading, listening or speaking activities. These words are acquired by naturally, not by especially focusing on them to acquire. In order to learn a word incidentally, a lot of exposure to it is necessary. Gass (1999, p.319) defines incidental vocabulary learning as "by- product of other cognitive exercises involving comprehension". Similarly, Ramos and Dario (2015, p.158) describe incidental vocabulary learning saying that "…a learner would learn vocabulary as a by-

product of reading, out of the boundaries of the pedagogical focus of the instructional setting". If it is briefly defined, incidental learning is 'picking up' a new word while the only intention is the comprehension of a reading text not intending to learn new words (Hulstijn, Hollander, & Greidanus, 1996; Laufer & Hill, 2000). Namely, it can be stated that incidental learning is not programmed in advance but it is an unconscious outcome of some kinds of comprehension activities. According to Laufer and Hill (2000), incidental learning might happen while a language learner read any kind of text for comprension. For instance, He/she can come across some words they do not know and he/she needs to look them up in a dictionary. Although the aim is not to learn new words, he/she can remember and learn these words. It is obvious that reading can be asserted as being one of the most effective ways for incidental vocabulary learning (Gass, 1999, Huckin & Coady, 1999; Webb, 2008; Ramos & Dario, 2015). Language learners need to acquire comprehensible input for learning a foreign language (Krashen, 1989). According to Krashen (1989), reading is one of the best ways for getting comprehensible input. Reading gives opportunity for acquiring and enhancing vocabulary capacity incidentally. When students have a habit of reading from little ages, it was observed that their knowledge is much better in vocabulary tests (Wells & Gordon, 1985; Krashen, 1989). However, some researchers state that there are some situations that make incidental learning fail to happen (Hulstijn, Hollander, & Greidanus, 1996) when …

- the contextual cues are not rich enough to guess what is wanted to say,
- the nature of unfamiliar word is inappropriate for making inference,
- dictionary usage is ignored by the learners to look an unknown word up especially while they are reading long texts. This can be because dictionary usage is more likely to happen when L2 learners read short texts which are not more than three hundred words.
- enough exposure to the unknown word is not supplied.

According to Gass (1999, p.322), incidental learning is likely to happen in the conditions listed below:

a) There are recognized cognates between the native and the target language,
b) There is significant L2 exposure,
c) Other L2 related words are known.

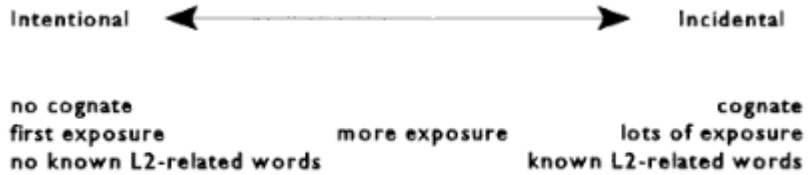

Figure 1. Intentional versus incidental learning.

Figure 2.1. Intentional versus incidental learning

For example, it is possible to learn the word of "university" incidentally by an EFL learner in Turkey because it is cognate for English and Turkish, they come across this word many times and they are familiar with the other words in the surrounding of the word "university". On the other hand, intentional learning is defined by Ellis as follows:

> It involves a deliberate attempt to learn; this may or may not involve awareness. For example, a learner may set out to read a book with the express purpose of increasing his/ her vocabulary and is therefore likely to consciously attend to new words in the text (Ellis, 2008, p.444).

Hulstijn (1992) conducted a study which aimed to support the prediction that the inferred meaning has advantages on the given word meaning. Five experiments were applied. In every experiment, a reading text was used for the aim of comprehension. Afterwards, multiple choice post- test was given to subjects who were not informed that they were going to be tested on twelve target vocabulary in order to create incidental learning environment. According to the findings obtained from five experiments, when L2 texts were read for comprehension, it was observed that it was more possible to remember the unknown word's meaning compared to the situation that the meaning of word was given. Another finding is that when any cue was not supplied, it was more likely to make wrong inferences than when cues for the unknown word were given.

Knight (1994) investigated whether there is a significant difference in subjects' vocabulary test scores when the words are shown in a context and not in a context; there is a difference in low and high verbal ability students' scores and there is a significant difference between the subjects who use dictionary and those who do not use. 105 Spanish learners participated in this study. Four authentic Spanish articles which were not longer than 250 words were selected as reading texts. Each reading text contained twelve targeted words that were going to be tested without highlighting them in any way. Subjects' vocabulary learning was tested by two different tests. Mean scores and results showed that all subjects learned more words when they were exposed to them in context than when they were not and those

who had dictionary access learned the most and high verbal ability students learn more words than low verbal ability students, and students who use a dictionary learn more than those who do not (Knight, 1994, p.291/2). Hulstijn, Hollander and Greidanus (1996, p.328) support what Knignt says by listing three criteria which affect the incidental learning as follows:

(a) the provision of marginal glosses,
(b) the use of a dictionary, and
(c) the reappearance or reoccurrence of new words in the text.

In sum, we can highlight some points about the nature of incidental L2 learning based on Huckin and Coady's (1999, pp.190-1) conclusions. Incidental learning can happen when learners have a high proficiency of vocabulary knowledge. For example, they should know at least 3000 word families. Guessing plays an important role for incidental learning. When their guesses for a word in a reading text are wrong, the comprehension is also affected negatively. The kind of reading text also affects the occurrence of incidental learning. Namely, students can be more receptive for learning when they read a text that makes sense to them.

There are two other significant terms which have been argued among researchers: "implicit" and "explicit" learning. *Implicit L2 learning* happens unintentionally and unconsciously. We can observe implicit learning, for example, by giving students a piece of text for reading and then investigating whether they have acquired any language item (Ellis, 2008). Ellis (2008) says that explicit learning happens consciously and intentionally. We can see whether explicit learning comes true or not by making language learners use a given explicit language item in a context. Ellis (1994a) states that words' phonological features can be learnt implicitly by being exposed to words for many times although the meaning can be learnt by elaborate attention to form and meaning in an explicit way. Incidental and intentional learning do not stand for the implicit and explicit learning. As Laufer and Hulstijn (2001, p.11) pointed out, learning that is realised explicitly can be both intentional and incidental whereas implicit learning is realised only incidentally. Ellis (2008, p.445) presents a table which comprises of four kinds of learning as follows:

Table 2.2. *Incidental Learning, Intentional Learning, Implicit Learning, Explicit Learning*

	Approach	Intentionality	Awareness	Typical task
1.	Incidental learning	No	Possibly	Learners are given a task that focuses their attention on one aspect of the L2 and, without being pre-warned, tested on some other aspects of the task (e.g. they are asked to read a passage for general understanding and then tested on whether they have learnt a set of words in the text).
2.	Intentional learning	Yes	Yes	Learners are given a task (e.g. to memorize a set of words), told they will be tested afterwards and then tested on the task as set.
3.	Implicit learning	No	No	Learners are simply exposed to input data, asked to process it for meaning and then tested (without warning) to see what they have learnt (e.g. input-flooding)
4.	Explicit learning	Usually	Yes	Learners are either given an explicit rule which they then apply to data in practice activities (deductive explicit learning) or they are asked to discover an explicit rule from an array of data provided (e.g. inductive explicit learning).

2.1.4. Guessing From Context And Dictionary Usage

Guessing from context can be a beneficial way to comprehend the meaning without consulting to other sources and losing time.

> Guessing the meanings of words from context is the most important strategy for dealing with low frequency vocabulary in written texts. There are many low frequency words and their occurrence is largely unpredictable so it is not possible to learn them in advance (Na & Nation, 1985, p.33).

According to researchers, it is not so easy to guess from context. According to Nation (2001), “learning by guessing from context is a cumulative procedure by which learners gradually develop their knowledge of words” (p.234). He also states that in order to guess an unknown word from context, there should not be any other unfamiliar words in the surrounding of the unknown word which comprises of 20 running words or every two lines. At this point, Ramos and Dario (2015) support what Nation (2001) says by highlighting the important requirement for a healthy ‘guessing from context’ by stating, in order to understand a text for general comprehension, a learner needs to know 95% of the words in the text although it is 98% if the aim is for full comprehension.

Clarke and Nation (1980, p.212) state that “learners with a vocabulary of around 3,000 words are capable of guessing, on average , 60-70% of the unknown words in a reading

passage". There is an opinion that while reading a text, it would be good if an unknown word can be inferred from context in order not to disrupt the flow of reading task by consulting a dictionary or another source (Hulstijn, Hollander, & Greidanus, 1996).

There are four situations when guessing an unknown vocabulary from context (Nation, 2001, p.236):

1. It is guessed correctly to some degree and at least partially learned. This may happen to 5% to 10% of the words.
2. It is guessed correctly to some degree but nothing about it is learned. This probably happens to many words.
3. It is guessed incorrectly.
4. It is ignored, possibly because it is not important for the wanted message in the text.

Clarke and Nation (1980) suggest that guessing from context is important for various reasons. For example, a language learner can learn a large amount of words more rapidly and independently. Inferring from context instead of consulting a dictionary can be advantageous for saving time and thus reading comprehension will not be interfered with another activity. Guessing from context also develops reading skills by interpreting the available information and predicting what an unknown word can mean.

According to Clarke and Nation (1980) there are four steps to make guessing from context happen successfully. These are analyzing the unknown word and its surroundings to find out the part of speech, looking at the word in terms of what kind of syntactic context the word occurs in the sentence, looking at the wider context, namely the other surrounding sentences; lastly, guessing the word and checking whether the guess is correct or not.

It can be sometimes hard to infer the meaning of the unknown word because of the context and the nature of the unknown word (Rezaei & Davoudi, 2016). Although many scholars advocate the usage of inferencing the meaning from context, language learners find the usage of dictionary helpful and practical when an unknown word is encountered (Gu & Johnson, 1996; Knight, 1994; Schmitt, 1997). In that case, it is sensible to consult a dictionary to look the meaning up (Nation, 2001). Dictionaries are beneficial sources where the meanings of unknown words are easily found. Many dictionaries provide the usage of any vocabulary by using it in a sentence. By the help of dictionaries, learners can extend their vocabulary knowledge and reading comprehension (Knight, 1994). Many findings from vocabulary learning strategy researches showed that dictionary usage is preferred and found helpful by high percentages of the participants (Ahmed, 1989; Schmitt, 1997, Gu & Johnson, 1996). It is

important to note that the appropriate choice of strategy usage of both guessing from context and consulting a dictionary can be beneficial according to the context. For example, L2 readers who have high inferencing skill can make use of dictionaries in order to check the meaning predicted by the learner (Hulstijn, 1993).

Nowadays, there have been various types of dictionaries such as mobile dictionaries, online dictionaries and electronic dictionaries (Al-Jarf, 2007; Rezaei & Davoudi, 2016; Laufer & Hill, 2000; Nesi, 2008). Rezaei and Davoudi (2016, p.141) classify the electronic dictionaries in three groups: "hand-held dictionaries, dictionaries on CD-Rom, and Internet dictionaries. We can classify mobile dictionaries as a subgroup of hand-held dictionaries". Electronic dictionaries are found more practical by language learners since they are easier and quicker to use compared to paper dictionaries while reading a text (Hulstijn, 1993; Bogaards, 2001). Electronic dictionaries are time-saving and do not interfere in the flow of reading while paper dictionaries can cause a break by looking through the pages (Rezai & Davoudi, 2016).

Many researchers support the usage of monolingual dictionaries rather than bilingual dictionaries (Baxter, 1980; Thompson, 1987; Aust, Kelley & Roby, 1993). There are some advantages of using monolingual dictionaries in contrast to bilingual ones. Unlike bilingual dictionaries, "monolingual dictionaries … contain a vast range of information about the language which is not offered in most bilingual dictionaries, particularly in the field of the 'syntactic behaviour' of words" (Thompson, 1987, p.282). According to Baxter (1980) bilingual dictionaries cause several problems such as being stuck in translation and searching for one-to-one meaning match. Monolingual dictionaries, on the other hand, clarify the meaning in an appropriate context. He also states that bilingual dictionaries have negative impact on the speaking skill. "If students tend to opt for a written solution even when speaking, if they are unable to operate with conversational definition when a particular lexical item is not known or not accessible, one of the principal causes of this is the influence of sustained use of bilingual dictionaries" (Baxter, 1980, p.330). That is, it is because of the translation in English to mother tongue that language learners have difficulty in explaning what an unknown word means in English. There are some researchers who think that bilingual dictionaries can be helpful in some ways. According to Thompson (1987), bilingual dicitonaries can be helpful for beginner level students since they have limited vocabulary

knowledge while advanced level learners can take more advantage of monolingual dictionaries.

2.1.5. Beliefs About Language And Vocabulary Learning

Although students' beliefs about language learning are seen to be precious, there are not enough studies to enlighten this issue (Horwitz, 1988). Recently, with the increase in the awareness of learner beliefs, there has also been an uprising interest about the beliefs of language learners about language learning (Horwitz, 1999). According to Liao, (2006) "in research on learners' beliefs about foreign language learning, researchers have suggested that learners' preconceived beliefs would likely affect the way they use learning strategies and learn a foreign language" (p.193). Frankly, every second language learner brings their own beliefs and views to the language classes (Horwitz, 1988) which are affected by "learners' motivation, expectations about language learning, their perceptions about what is easy or difficult about a language, and learning strategies they favor" (Richards & Lockhart, 1995, p.52). In the light of these factors, the reason behind why some learners are more motivated and good at learning a language whereas some are uninterested and unsucsessful can be shown as the diversity in foreign language learners' age, culture, high readiness level, perceptions, beliefs and the community they belong to. For example, Wenden (1999) examplifies the importance of learner belief as follows:

> Strong resistance to a new classroom methodology may be evidence of learners' beliefs about appropriate learner and teacher roles, which the methodology aims to change. When queried about their choice of a particular approach to doing a task, learners' responses, even if as simple as "that's the best way to do it", point to what they know and/or believe about learning. (p. 436)

"According to Gardner (1985), perception, attitude, and other affective variables are as important as aptitude for second/foreign language learning. Gardner (2005) also believes that the level of motivation often provides important insights into the learners' perceptions, attitudes, and beliefs" (cited in Lotfolahi & Salehi 2016, p.1).When learners are seen as cognitive, affective and social individuals, some personal factors affect:

> (1) the kinds of strategies they used;
> (2) what they attended to;
> (3) the criteria they used to evaluate the effectiveness of learning activities and social contexts which gave them the opportunity to use/practise the language; and
> (4) where they concentrated on the use of their strategies (Wenden, 1984, in Wenden 1986, p. 4).

As Wenden (1986, p.4) underlined, “their beliefs seemed to work as a sort of logic determining—consciously or unconsciously—what they did to help themselves learn English”. Riley (2009, p.102) highlights the significance of the learner beliefs by examplifying as follows: “Learners may believe, for example, that a second language can only be successfully learned through communication with native speakers of the second language (L2). Conversely, they may believe that language learning is fundamentally a task of memorization, involving repeated translation from the first language (L1)”.

On the other hand, Richards and Lockhart (1995, p.53) touch upon a different point in which there can be a discrepancy between teacher and the learners by stating the lines that “a teacher may teach a reading lesson with the purpose of developing extensive reading skills, while the students may think of the activity as an opportunity for intensive reading, building up their knowledge of vocabulary and idioms”. Due to this fact, it is exactly necessary to take the beliefs of language learners on language learning into account by the teachers since the underlying reason of the strategy choices of learners can be shown as their beliefs on language learning. For that reason, investigating the variables affected by learner beliefs would be helpful to reflect language learning process of ESL learners.

There are not enough studies about the beliefs of language learners to deeply understand this issue. Horwitz (1988, p.283) drew attention to this deficiency by stating that, “although student beliefs about language learning would seem to have obvious relevance to the understanding of student expectations of, commitment to, success in, and satisfaction with their language classes, they have remained relatively unexplored”.

Horwitz (1988) investigated the beliefs of foreign languge students composed of three different groups: eighty German students, sixty-three French students and ninety-eight Spanish students. He devised an inventory called BALLI (The Beliefs about Language Learning Inventory). The BALLI aims to find out learners’ opinions under five categories (including thirty-four items):

a) Difficulty of language learning
b) Foreign language aptitude
c) The nature of language learning
d) Learning and communication strategies
e) Motivation and expectation (p.284).

The findings for the item of “Learning a foreign language is mostly a matter of translating from English” showed differences between language groups. While Spanish and German learners (70-75 %) supported this item, French learners (15%) did not agree with it. 25 to 39 % of the students in each language group agreed with the item that “the most important part of learning a language is learning new words” and at least 25% of each group believed that “learning a foreign language is mostly a matter of learning a lot of grammar rules”. The big majority of each group believed that repetition and practicing is important. Learners from each group supported the item “It's O.K. to guess if you don't know a word in the foreign language”. It can be concluded from these BALLI items that language learners from each group give importance to vocabulary learning and use strategies related to it.

Wenden (1986) investigated the beliefs of 34 adult ESL learners about learning language via semi-structured interviews. He utilized eight modules including different kinds of tasks to extract the opinions of learners about language learning. According to the participants, language learning is not only the knowledge but also using it by means of meaningful practices. It can be concluded that every student holds different opinions about language learning. These beliefs affect their success, motivation level and the pace of learning. Riley (2009) points out how the relationship between learner beliefs and language practices can be:

> If learner beliefs are consistent with accepted good learning practices, or at least the practices of the current learning setting, then the effect of the beliefs is likely to be beneficial, and the learning outcomes positive. However, if learner beliefs are not consistent with good learning practices or with the practices of the instruction, then the effect of the beliefs are more likely to be negative. (p.103)

Based on what Riley (2009) says, we can comment that there should be a harmony or a consistency between learner beliefs and good learning practices in a learning setting and in this way learning outcomes can be positive.

Yang (1999) investigated the relationship between 505 Taiwanese EFL students' strategy preferences and their beliefs on language learning. The researcher used a questionnaire, which was composed of two parts: beliefs and strategies. For beliefs questionnaire, it was expected of the participants to state their opinions by marking one of the options from “strongly disagree (1)” to “strongly agree (5)”. For language learning strategies questionnaire, the participants were asked to indicate the frequencies for their strategy uses. The BALLI questionnaire was composed of four parts: self-efficacy and expectation about learning English; perceived value and nature of learning spoken English; beliefs about foreign language aptitude; and beliefs about formal structural studies. According to the results for each

part, there were items that were agreed on by the students as important. For example, there were certain items that were highly favored by the participants as presented below:

It is important to speak English with an excellent pronunciation (97%),
It is important to repeat and practice a lot (98%),
I want to learn to speak English well (80%),
It is best to learn English in an English-speaking country (90%),
Some people have a special ability for learning foreign languages (85%),
It is O.K. to guess if you do not know a word in English. (85%)
It is easier for someone who already speaks a foreign language to learn another one (83%),
Language learning involves a lot of memorization (91%),
It is important to practice with cassettes or tapes (71%)
The most important part of learning a foreign language is learning vocabulary (55%),
It is easier to read and write English than to speak and understand it (56%)

Ariogul, Unal and Onursal (2009) investigated the language learning beliefs of 343 foreign language students which were composed of English, German and French language learners. They aimed to find out the similarities and differences among these three language learner groups. Horwitz's (1987) Beliefs About Language Learning Inventory was used as an instrument which was designed as Likert-scale format ranging from (1) strongly disagree to (5) strongly agree. The results showed that foreign language the participants learnt was viewed as difficult by 82% of French, 62% of German and 29% of English students. Related to that result, another question was asked, *If someone spent one hour learning a language, how long would it take him/ her to become fluent?* The results reflected the opinions of three groups as follows: English and German language learners had more positive beliefs than French language learners who stated that it would be unrealistic to learn a language only making time for one hour for a week. Another interesting finding was that the majority of three language groups agreed that some people have an innate talent for language learning. The finding about the nature of language learning was that 79% to 81% of English and German language learners supported the belief of *learning a foreign language is mostly a matter of learning a lot of vocabulary* while 68% of French language learners agreed with that statement. On the other hand, while the role of the culture was found important by 55% to 63% of German and French learners, only 28% of English language learners agreed on this item. The item "The best way to learn a foreign language is to live in a country speaking the target language" was agreed by all language groups. Another focus of the questionnaire was the use of learning and communication strategies. The majority of the participants viewed practicing whey they have

learned as beneficial and the audio materials as significant for language learning. A vast majority of French learners unlike English learners and German students, agreed with the statement “It’s important to speak a foreign language with an excellent accent”. The result was the same for the item “If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language”.

Gao and Ma (2011) investigated vocabulary learning and teaching beliefs of pre-service and in-service teachers in Hong Kong and mainland China. The study aimed to find out the differences and similarities between learning and teaching beliefs of pre-service and in-service teachers. The beliefs of 250 participants were collected via a Likert-scale questionnaire, open-ended questions, and in-depth narrative interviews. According to results, contextual learning was supported more than list learning, fixed meaning, and repetition. When looked at both groups, there were significant differences in the sub-categories of vocabulary learning between Hong Kong and Mainland China participants. Hong Kong participant favoured more on memorisation than contextual learning when compared with mainland participants. 29% of Hong Kong pre-service participants endorsed the belief of the importance to encourage learners to learn more vocabulary through practice. Chinese mainland pre-service participants underlined their lack of opportunity for practicing the words they knew in a meaningful conversations on contrary to Hong Kong participants who had more chance to practice.

Kayaoğlu (2013) investigated the relationship between the language beliefs of poor and good learners and their impact on the use of learning strategies. 146 undergraduate students (86 of them called ‘poor’, 60 of them ‘good’ learners) participated in this study. Two questionnaires were used. The beliefs questionnaire was adapted from the original version which was constructed by Horwitz (1987) according to the needs of the context. The strategies questionnaire developed by Oxford (1990) was used to find out the strategy preferences of the participants. According to the results, there is a strong positive correlation between beliefs and the strategy usages of the subjects. The good learners who believed in the importance of vocabulary learning showed a big tendency for using more vocabulary learning strategies. Likewise, the findings obtained from the poor learners were negatively correlated. There was a sharp distinction between good and poor learners in terms of agreement for the communication strategies. For example, “speaking English with excellent pronunciation” was

the item, which was agreed on by the big majority of the poor learners (88% of them) whereas good learners did not agree on this item. Likewise, “it is good to guess if you do not know a word in English” (25.6% agreement for poor learners and 88.4 % agreement for good learners), “It is important to watch English TV or listening audios” (40.5 % agreement for poor learners and 91.7 % agreement for good learners), “Learning a foreign language is mostly a matter of learning vocabulary” (11.9 % agreement for poor learners and 78.3 % agreement for good learners) and “The most important part of English is learning how to translate” (81.4 agreement for poor learners and 30 % agreement for good learners) were among the items that showed difference in the opinions of both groups. On the other hand, there were items which were agreed by the majority of both poor and good learners such as “It is important to make a lot of practice”, “One should have a good ear in order to learn a language well” and “One should have a good memory in order to learn a language well”.

Subaşı (2014) investigated 45 ELT students’ perceptions of vocabulary learning strategies. Moreover, she tried to find answer whether there is a relationship between students’ choices for vocabulary learning strategies and their vocabulary sizes and their proficiency levels. Gu & Johnson’s (1996) questionnaire of vocabulary learning strategies consisted of two sections including beliefs and strategies part. To learn students’ vocabulary sizes, Laufer & Nation’s (1999) vocabulary size test (3000-frequency level) was used. For proficiency levels of the participants, TOEFL tests were utilized. The researcher interviewed four successful and four unsuccessful learners (according to vocabulary size test and proficiency test). According to the results, there was a strong relationship between participants’ vocabulary sizes and their proficiency levels. The participants stated that the frequency of the words was an important criterion while deciding whether the vocabulary needed to be learned or not. Unlike the Asian learners, Turkish EFL learners did not support the memorization. According to successful learners, their opinions about the words to be learned were more important than their teachers’ opinion while the situation was the opposite for the unsuccessful learners as they stated that they concentrated on the words that the teacher gave. Successful learners found dictionary usage beneficial. While unsuccessful learners used the Turkish equivalent, successful learners made use of sample sentences including the unknown word, pronunciation and other meanings. Dictionary use, guessing from context, note-taking, oral repetition, and paying attention to word formation were positively correlated with the results

of vocabulary size tests and proficiency tests while the strategies such as contextual encoding, semantic encoding and association strategies were negatively correlated with these two tests. The students' statements obtained from follow-up interviews supported the results and mean scores.

Amiryousefi (2015) aimed to explore the beliefs of Iranian EFL learners and teachers with regard to the usefulness of vocabulary learning strategies. There were 392 participants and they were composed of 320 students and 72 teachers. The participants' opinions were collected via a vocabulary learning strategies questionnaire. The participants stated their opinions by marking an option from "very useless (1)" to "very useful (5)". According to the results, paying attention to the function, suffixes and prefixes of the words, using monolingual dictionaries, guessing the meaning of the words and asking the teacher to use the words in English sentences, or giving synonyms for them were found useful by both teachers and students. On the other hand, only the teachers found linking the English word to a Farsi word that reminds the learners of the English word's form and meaning, e.g., radio-radio and analyzing any available pictures or clues accompanying the word useful. For consolidation strategies, both teachers and students supported the strategies such as using the words in interactions, learning the words in sentences, checking the pronunciation of the words, repeating the words, listening to English music, and watching English movies. Relating the words to personal experiences, using flash cards, listening to tapes or CDs containing the words, and keeping a vocabulary notebook were valued by only teachers as useful for consolidation strategies. Another difference, compared to teachers, is that students believed "memorizing the words" as a useful strategy for consolidation of the words' meanings.

Leilei (2016) conducted an empirical study which aimed to find answers to the beliefs of EFL students in China. The study aimed to reflect the vocabulary learning beliefs of Chinese EFL students which were composed of both high school and university students. Moreover, it searched whether there were any differences or similarities. The findings obtained from 100 participants showed that both groups agreed on the belief that "words should be learned through application". In addition, they stated that they did not support the belief of rote-learning. This result contrasted with the common belief that Asian learners generally favor rote-learning.

2.2. Language Learning Strategies

The source of interest in learning strategies is the researches conducted to identify the characteristics of good language learners in 1970s (Ranilli, 2003). Many researches about language learning strategies have been conducted so far (e.g. Anderson 2003; Chamot, Barnhardt, Robbins & El-Dinary, 1999; Cohen & Weaver, 1998; Ehrman, Leaver & Oxford, 2003; O'Malley & Chamot, 1985; O'Malley & Chamot, 1990; Oxford 1990; O'Malley& Chamot, 1993; Wenden 1991; Wenden, 1987). Tseng, Dornyei and Schmitt (2006) state that "…in educational psychology the research boom in the area of learning strategies characterizing the1980s had almost completely petered out by the mid-1990s, and the term 'learning strategy' now rarely appears in research publications" (p.79). Furthermore, Tseng, Dornyei and Schmitt (2006) draw attention to the positive effects of the studies conducted on language learning strategies as follows:

> While some of this research has explicitly sought to push the theoretical understanding of language learning strategies forward, the majority of the work in the learning strategy literature had more practical goals, namely to explore ways of empowering language learners to become more self-directed and effective in their learning. In general, strategy specialists believe that learners with strategic knowledge of language learning, compared with those without, become more efficient, resourceful, and flexible, thus acquiring a language more easily. The suggestion is that if learners can develop, personalize, and use a repertoire of learning strategies, they will be able to achieve language proficiency in a much facilitated manner (pp. 78-79).

"Effective strategies for language learning are of concern to researchers and teachers alike, as language practitioners turn their attention to promoting learner autonomy through strategy instruction" (Bozkurt & Walters, 2009, p.403). It can be a good starting point to present some striking definitions of language learning strategies made by scholars in order to understand deeply why language learning strategies have been seen as a need.

First, Tarone (1981, p.290) defined a language learning strategy as "an attempt to develop linguistic and sociolinguistic competence in the target language -- to incorporate these into one's interlanguage competence". As it is understood from Tarone's line, language learning strategies make the transition easier from mother tongue to target language. By using these strategies, learners can overcome some linguistic problems deriving from interlanguage. O'Malley and Chamot (1985) defined language learning strategies as "operations or steps used by a learner to facilitate the acquisition, storage, or retrieval of information" (p. 557). Similar to previous definitions, Rubin (1987) described language learning strategies as "…are strategies which contribute to the development of the language system which the learner

constructs and affect learning directly" (p. 22). Oxford (1990, p.8), by looking from socio-linguistic aspect, described language learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. Moreover, Oxford (1990, p.9) suggests twelve common features for language learning strategies. Of those strategies, apart from the fact that they expand the roles of teachers and they can be practised in class and taught, allowing students to get self-directed, supporting learning both directly and indirectly and being problem-oriented draw our attention in order to foster learner autonomy.

O’Malley and Chamot (1993) also consider learning strategies as special thoughts or behaviors which are used by learners to facilitate the comprehension, learning and acquisition of new information. In addition, Cohen and Weaver (1998, p.4) noted that “strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a language, through the storage, retention, recall and application of information about that language”. From all the definitions presented above, it can be commented that there is a consensus on language learning strategies in terms of their benefits, contribution and making language acquisition process less challenging but more motivating. These strategies also help learners to develop autonomy which helps them to make their own decision on language learning process. As Rubin (1987) stated, by means of language learning strategies, learners gain an awareness of language as a system and a means of communication.

2.2.1. Vocabulary Learning Strategies

Interest in vocabulary learning strategies has emerged from the transition from teacher-oriented approach to learner-oriented language learning (Schmitt, 2000). Many scholars who have studied vocabulary learning strategies highlight their benefits on learning new words (Ahmed, 1989; Oxford, 1990; Schmitt, 1997; Nation, 2001; Fan, 2003). Since language learning is a complex phenomenon, learners need to use some learning strategies to handle with this process. “As language consists of several components (phonology, morphology, lexicon, syntax, and semantics) different language learning strategies may be employed” (Wong, 2017, p.22). As Nation (2001) stated, vocabulary learning strategies can be seperated from general learning strategies as a particular aspect in language learning. When it

is compared to other language learning strategies, “successful vocabulary development relies on the use of appropriate vocabulary learning strategies” (Wong, 2017, p.23).

Second language learners tend to use the strategies for vocabulary learning more frequently than those which are for integrative linguistic skills due to discrete nature of it (Schmitt, 2000). Rubin (1975) defined a good language learner as a ‘willing and accurate guesser’, and ‘not being inhibited but being willing to make mistakes to learn and communicate’. Good language learners use various strategies to structure their own vocabulary learning, review and practice (O’Malley & Chamot, 1985; Schmitt, 2000) and they are conscious of their learning (Schmitt, 2000). Poor learners generally lack this awareness and control (Ahmed, 1989). It is important to decide which strategies to use and for which vocabulary to use when language learners encounter a new word. The effectiveness of learning strategies or which strategies should be taught can change according to certain individual or social factors such as proficiency level, L1 and culture of students, learner motivation and purposes for learning the L2, the task and text being used, sex, age and the nature of the L2 itself (Oxford,1990; Schmitt, 2000). As some scholars (Cohen & Aphek, 1981; Nation, 2001; O’Malley & Chamot, 1985; Schmitt, 2000; Takac, 2008) explain, because of proficiency level, beginner learners tend to use less complex strategies such as mechanical ones that do not require any skill like imagery or inferencing but memorization or repetition.

Another key factor affecting the choice of strategy usage is motivation (Oxford, 1990). More motivated learners use different kinds of strategies than less motivated learners (Oxford, 1990). According to Oxford (1990) learners whose desire is to communicate with people utilize more types of strategy than the learners whose aim is just getting good marks. As Palmer & Goetz (1988) stated, there is not only one single reason why language learners choose or do not choose a strategy due to the presence of the these various factors.

Nation (2001, p.217) defined what chracteristics a strategy must have. According to him, a strategy must offer choice to the learner. On the other hand, it should be complex, in other words, there must be several steps to learn. The strategy should also require knowledge. Finally, the learner should benefit from training in strategy use and hence must increase the efficiency in vocabulary learning and usage.

When it is looked from the language learners’ side, “strategy use requires intentional, active, effortful investment on the part of the learner” (Palmer & Goetz ,1988, p.42). For

example, if a strategy needs some content-related knowledge or a great deal of effort, s/he avoids using it because of the difficulties being encountered (Palmer& Goetz ,1988). Therefore, it can be said that language learners are active and autonomous participants while determining which strategies can be used or not according to the learning situation being encountered.

Schmitt (1997) came to three general conclusions about vocabulary learning strategies based on the findings of general learning research and vocabulary learning studies:

> (a) Many learners are aware that learning vocabulary is important, and they use more strategies for learning vocabulary than for other linguistic aspects;
>
> (b) "mechanical" strategies such as memorization, notetaking, and repetition are used more often than strategies that involve deep processing, such as guessing, imagery, and the keyword technique; and
>
> (c) good learners use a variety of strategies and take the initiative to manage their vocabulary learning. Schmitt also contended that the frequency of the target words should be taken into account when recommending vocabulary learning strategies to students (cited in Fan, 2003, p.224)

2.2.2. Taxonomy Of Vocabulary Learning Strategies

Many important scholars made definitions and categorizations on vocabulary learning strategies. Oxford (1990) classified language learning strategies as direct strategies (memory, cognitive, compensation) and indirect strategies (metacognitive, affective, social). Nation (1990) made a distinction about the usage and function of language learning strategies. He divided them as discovery strategies which easy the discovery of the meaning when met at the first time and as consolidation strategies which help learners remember the meaning of the words.

Stoffer (1995) made a categorization of the 53 items on her vocabulary learning strategy study and came up with strategies which involve authentic language use, creative activities and physical action; strategies for self-motivating and creating mental linkages; visual /auditory strategies and strategies that can be used to overcome anxiety and organize the other word learning strategies.

Gu and Johnson (1996) conducted a study on Chinese second language learners' beliefs about vocabulary learning via a self-reported questionaire. From this study, they developed a list including strategy types: memorization, guessing strategies, metacognitive regulation, note-taking strategies, dictionary strategies, rehearsal strategies, encoding strategies and activation strategies. Schmitt (1997) created a comprehensive taxonomy of

vocabulary learning strategies by combining Oxford's (1990) taxonomy of language learning strategies and Nation's (1990) distinction between discovery and consolidation strategies in vocabulary learning since there was an absence of particular strategies for vocabulary learning. He developed a taxonomy in which strategies were classified under five categories: social, memory, cognitive, metacognitive and determination comprising 58 items.

Social strategies are those that require interaction with other people such as asking a classmate for meaning or asking teacher for paraphrasing (Schmitt, 2000). Chamot & O'Malley (1990) define social strategies as:

> ...ask questions for clarification not only in the classroom but also when interacting with native speakers of the target language so as to keep the conversation going. Students are encouraged to use cooperation in various ways, such as practicing with other students, playing games in the language, and sharing effective strategies with each other" (p.206).

Memory strategies, in other words, 'mnemonics' need to relate a word's meaning with previous knowledge such as connecting word to a previous personal experience, creating a mental image of the newly learnt or associating the word with its coordinates (Schmitt, 1997).

According to Zarrin and Khan (2014), memory strategies are made up of three groups:

> (a) Using images to make a strong connection with the word and its meaning. These images can be developed in the mind or drawn in notebooks, (b) Using strategies to connect words together in such a way to bring vocabulary back. For example, using words in the sentences to make retrieval easier, and (c) Using vocabulary knowledge aspects to stabilize the meaning of the new words. Some examples are, paying attention to the word's phonological or orthographical form, memorizing affixes and roots, matching some words to their corresponding physical action, and learning the word class (p.78).

Chamot et al. (1999) draws attention to an important point related to memory strategies as follows:

> Although students often mention repetition to learn language … more efficient strategies may be necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual's existing schemata. If the links are numerous and personally meaningful, the information is easier to memorize and recall later. Making meaningful associations with new words and phrases can make vocabulary acquisition more effective and efficient (p.29).

Determination strategies mean finding meaning without consulting to others such as guessing from context or analyzing affixes and roots (Schmitt, 1997). Namely, language learners take individual responsibility to find out the new word's meaning. Analyzing the form of the unknown word or contextual aids can be beneficial since this kind of strategies require learners to make inferences and elaboration of the available knowledge (Hulstijn, 2001).

For instance, cognates can be helpful sources for beginner language learners at the first stages of language learning. On the other hand, some strategies like guessing from context

needs a background and proficiency to infer the meaning of the new word (Schmitt, 1997; Nation, 2001).

As Oxford (1990, p.43) defined, *cognitive strategies* are "manipulation or transformation of the target language by the learner". These strategies do not generally require deep mental processing because of its mechanical nature like written or verbal repetition (Schmitt,1997).

Chamot and O'Malley (1990, p.205) examplified *metacognitive strategies* as "identifying one's own successful learning experiences, organizing one's study approach, taking advantage of diverse learning opportunities, and interacting with native speakers of the language". Similarly, according to Schmitt (2000, p.136), metacognitive strategies facilitate learners to observe and evaluate their own learning processes. There are so many words in English that it would be practical to know the words which are used frequently in daily life as native speakers do. For this reason, metacognitive strategies can be beneficial in deciding the most efficient methods or which words are worth studying and which are not. When second language learners face an unknown word, deciding to skip it can be a sensible choice if it is a low frequency word (Schmitt, 1997). By doing so, "learners manage, direct, regulate, and guide their learning" (Wenden, 1999, p.436).

After Schmitt's (1997) vocabulary learning strategy taxonomy, another important taxonomy of vocabulary learning strategies was developed by Nation (2001, p.218). He categorized the vocabulary learning strategies under three headings: planning, sources and processes.

Planning vocabulary learning means choosing which vocabulary to focus on, which aspect of it to pay attention to (e.g. meaning, function or usage) and choosing the most effective strategies to discover and then to consolidate it (Nation, 2001).

Sources require getting information about words such as analysing word's parts (e.g. its root or affixes), using it in a context to make it more meaningful, consulting a reference source like using dictionary or asking another person and using parallels with other languages like cognates by focusing on similarities (Nation, 2001). Learning a new vocabulary may be less challenging by applying these steps.

Establishing vocabulary knowledge (processes) requires having a new item settled in learners' mind. As an initial process, noticing means recording the new word such as keeping

vocabulary notebook or verbal repetition (Nation, 2001). Retrieving involves remembering the word when it is seen as written or heard verbally. Lastly, there are different kinds of generating strategies such as receptive/productive, oral/visual, overt/covert, in context/decontextualized using strategies such as word analysis, semantic mapping, creating contexts, mnemonic strategies like the keyword technique.

2.2.3. Studies On Vocabulary Learning Strategies

Language learning scholars and researchers have given considerable importance to vocabulary learning strategies in recent years by focusing on different proficiency levels, ages and genders with various populations from different countries. Every study is exclusive on its own context. Therefore, there are various findings some of which have similarities and some of them have distinctions. In this part, a set of important studies conducted on vocabulary learning strategies is presented.

Ahmed (1989) conducted a study on 300 Sudanese EFL students divided into four groups according to number of years in language learning experience. He obtained the data by using techniques such as think-aloud protocols, observation and interview. His study aimed to a) identify the learning strategies of both good and underachieving learners, and (b) find out whether the learning strategies are related to the level of education, level of overall language achievement, the use of the target language as the tool of instruction. According to the findings, both good and underachieving learners used macro and micro strategies. Using sources to find information about difficult words (e.g. monolingual or bilingual dictionary), memorization and note-taking were the three common macro strategies. Good learners were conscious of what they can learn about a word such as collacation or spelling. For example, they were able to make semantic relations like synonym and antonym. On the other hand, underachieving learners were not aware of what they could learn about a word. In addition, they showed a tendency not to believe in learning words in context. He found that as language learning experience increased, learners used more sophisticated strategies. Similar results were also found in a study carried out by Cohen and Aphek (1980). For instance, beginners made use of word list more than adults. The choice of using sophisticated strategies seemed to depend on the age, experience and proficiency.

Another important study on vocabulary learning strategies was conducted by Gu& Johnson (1996). They aimed to find out the relationship between the vocabulary learning

strategies used by 850 non-English major Chinese university learners and the outcomes in learning English. The findings attained from the questionnaire about students' beliefs about vocabulary learning and their self-reported vocabulary learning strategies showed that they believed vocabulary should be studied and used although they supported acquiring words in context. That is to say, students believe in the term of 'learning' instead of 'acquisition'. Participants generally preferred using guessing strategies, using dictionary, contextual encoding, paying attention to word formation and note-taking strategies. On the other hand, according to the perception of the learners, memorization strategies were weak and superficial on vocabulary acquisition except for oral repetition. Namely, learners support contextual learning rather than rehearsal ones.

Another striking study conducted on vocabulary learning strategies is Schmitt's (1997). He analyzed the data obtained from 600 Japanese ESL learners categorized as junior high school students, high school students, university students, and adults in a total of four groups. The participants were asked to answer which strategies they mostly used and whether they found them useful or not. According to Schmitt's findings, bilingual dictionary usage was the most commonly preferred strategy besides being found helpful. It was followed by guessing from context and asking classmate for meaning. On the other hand, monolingual dictionary usage was seen beneficial though it was not used often by the learners. Verbal repetition, written repetition, and studying the spelling of the new word could be included to the most popular strategies which were used to consolidate vocabulary learning. According to the findings, memory strategies such as using keyword method, imaging word meaning and form were not perceived as helpful. Checking L1 cognate is one of the least used strategies. In addition to the most and the least commonly used strategies, some strategies which were found as the most useful can be listed as bilingual dictionary usage, saying word loudly, written repetition whereas some strategies which were found as the least useful can be listed as skipping the new word, imaging the form of word and keyword technique. It can be concluded from the results that the strategies that the participants used frequently were also found helpful.

Catalan (2003) investigated the sex differences in second language vocabulary learning strategies by looking from a different perspective. The data obtained from 581 participants (279 male-302 female) ranking from beginner to advanced and adult learners showed that

there were differences in the number of strategies they used. There was not any striking difference in the ten most and the least used strategies between female and male learner groups. That is, there were similarities in the strategies the male and female subjects mostly used. For instance, using a bilingual dictionary, taking notes in class, guessing from textual context, asking the teacher and classmates, and saying the word aloud when studying were among the most frequently used strategies. On the other hand, using semantic maps, using flash cards, and using physical action, labelling the objects were not preferred.

Fan (2003) investigated the usefulness, frequency of use and the actual usefulness of L2 vocabulary learning strategies of 1067 Hong Kong students. He utilized a vocabulary test to ascertain the participants' vocabulary size and proficiency. As a second instrument he constructed his own vocabulary learning questionnaire to get information about students' strategy usage and their perception of them. The questionnaire is composed of 56 items being grouped as management, dictionary usage, guessing, sources for the new vocabulary, memorization and consolidation of the new word. The participants were asked to respond on a 5-point Likert scale ranging from "never" to "very often" for the frequency of usage of vocabulary learning strategies. For the perception on strategies, the scale ranges from "not useful" to "extremely useful". According to the findings, guessing, knowing words, analysis and dictionary use are the most often used strategies within all categories whereas management and association strategies are the least frequently used ones. For example, "In reading a sentence or a passage, when I come across a word I have recently learned, I recall the meaning of the word to help me understand the context" is the only strategy both frequently used and perceived useful according to the participants. The keyword technique is the only strategy which is both least frequently used and perceived as not useful. In addition, rote learning (e.g. using wordlists at the back of course book) and using images are among the strategies seldom used. Another important finding is that many strategies which are believed to be useful are not frequently used by the subjects. Based on the recommendations of Fan (2003), it can be concluded that some strategies are not used so frequently since they require high proficiency on vocabulary knowledge despite being found useful. Proficient students tend to use the strategies which are also found useful by them. Moreover, there are certain strategies which are not used so frequently and are not found useful although some proficient learners tend to use them.

Çelik and Toptaş (2010) investigated 95 Turkish undergraduate EFL learners' choices for vocabulary learning strategies. They sought to find out both learners' preferences for strategies and whether they find them helpful or not. According to the results, determination strategy category was the most preferred category by the intermediate level students. The ratings for other categories are presented as follows:

Social Strategies: elementary, pre-intermediate, intermediate levels

Memory Strategies: intermediate, pre-intermediate, elementary levels

Cognitive Strategies: intermediate, pre-intermediate, elementary levels

Meta-cognitive Strategies: intermediate, pre-intermediate, elementary levels

Except for social strategies, other four categories are ranked in accordance with the proficiency levels. On the other hand, all strategy categories are ranked respectively as follows: determination ($\bar{x}$=2.99), memory ($\bar{x}$=2.73), meta-cognitive ($\bar{x}$=2.65), social ($\bar{x}$=2.48), and cognitive ($\bar{x}$=2.36). Determination strategies were the most preferred category while the cognitive strategies were the least preferred category. The findings about the usefulness of the strategies showed that while cognitive and meta-cognitive strategies were the least frequently used categories, learners believed they are helpful. Likewise, learners reported that they use determination and social strategies frequently although they believed they are not helpful strategies.

Balıdede and Lokmacıoğlu (2014) conducted a study with 143 undergraduate EFL students on their preferences in vocabulary learning strategies depending on language achievement and proficiency level. 79 of the participants were elementary-level students and 64 of them were intermediate-level students. Taking vocabulary notes in class, which is from the cognitive category, was the most popular vocabulary learning strategy used by elementary level students while using physical action when learning to remember new words, which is from memory category, was the least frequently used strategy. For intermediate level students, listening to English radio or television programs, read books, magazines, fictions to improve vocabulary knowledge which is from meta-cognitive category, was the most popular strategy while I connect unrelated words with rhyme so I can remember them (e.g. one is bun, two is a shoe etc.), which is from memory category, was the least frequently used strategy. The researchers found strong positive correlation between learners' language achievement and the

frequency of vocabulary learning strategy usage. Another finding is that the intermediate-level students used more strategies than the elementary-level students.

Şener (2015) investigated 304 ELT students' vocabulary learning strategy preferences and the relationship between their choices and their vocabulary sizes. She used Nation (2001)'s Vocabulary Level Test and Schmitt and McCarthy (1997)'s Vocabulary Learning Strategies Questionnaire. According to the findings, the determination strategies ($\bar{x}$= 3.42) which was the most preferred category was followed respectively by the memory strategy ($\bar{x}$=3.17), meta-cognitive ($\bar{x}$=3.00), social ($\bar{x}$=2.83) and cognitive ($\bar{x}$=2.80) strategies. The most frequently used strategies were guessing from textual context ($\bar{x}$=4.09), taking notes in class ($\bar{x}$=4.04), and interacting with native speakers (M=3.98). On the other hand, use of semantic gesture grids ($\bar{x}$=1.76), keeping a diary ($\bar{x}$=1.87) and reviewing flashcards ($\bar{x}$=1.89) were stated as the least preferred strategies. According to correlation statistics, there was a significant correlation between the cognitive strategies & meta-cognitive strategies and the students' vocabulary size. Another finding was that the 1st year students' vocabulary size was higher than the 4th year students' vocabulary size. This surprising finding can be for the reason that the 1st year students had newly passed the university entrance exam and they followed mostly vocabulary memorization strategies.

2.2.4. The Role Of Technological Developments On Vocabulary Learning

Technology has changed the life of human a lot in many aspects. For a few decades, we can reach the knowledge more easily, rapidly and interactively. Foreign language learning has got many advantages of technological developments too. Computers, laptops, internet, mobile phones, smartphones, tablets etc. have opened a lot of ways to communicate with the world in English as a foreign language (Wang, 2012; Rahimi & Miri, 2014). Namely, it can be stated that techniques and methods for teaching and learning English have also shifted from printed materials to mobile devices. Therefore, it is inevitable to draw attention to the role of technological developments on foreign language learning.

Mobile technology can enhance to accessibility to meaningful and communicative language learning activities which are helpful for learners' free times due to the limited exposure to communicative environment except for the times in class (Hulstijn, 2001; Shabani

& Zanussi, 2015). For example, Lin and Siyanova (2014) expresses the power of the visual media devices as follows:

> To EFL learners who are taught English for Academic Purposes (EAP), television and movies are particularly valuable in that they address learners' lack of experience in casual, everyday English. While these learners can deliver academic essays and professional presentations, many of them find using English outside academic or professional settings challenging. Some of them may, therefore, turn to foreign television programmes, particularly dramas, soaps and comedies, as a source of input of authentic, everyday English. (p.149)

Thornton and Houser (2005) state that it is noteworthy to investigate students' opinions about the mobile phone materials developed for foreign language learning because of the increase in usage of mobile phones in many areas of life among the youth. Hulstijn (2001) explains the advantages of any multimedia language learning programs with respect to vocabulary learning as follows:

> - to look up various kinds of lexical information in an electronic vocabulary list; - to paste this information into a personal vocabulary data base;
> - to organize such a personal list into several categories (such as `well known & not in need of further practice', `known but still in need of occasional practice', `not yet known well enough & in need of frequent practice);
> - to offer a variety of vocabulary exercises (using an algorithm which repeats incorrectly answered items at shorter intervals than items correctly answered);
> - to offer vocabulary tests with immediate feedback on performance; - to offer learners the opportunity to request additional rehearsal of words felt not well known (p.275).

Klopfer, Squire, and Jenkins (2002) describe five properties of handheld computers that produce unique educational affordances:

> (a) portability- can take the computer to different sites and move around within a location
> (b) social interactivity- can exchange data and collaborate with other people face to face
> (c) context sensitivity- can gather data unique to the current location, environment, and time, including both real and simulated data
> (d) connectivity- can connect handhelds to data collection devices, other handhelds, and to a common network that creates a true shared environment
> (e) individuality- can provide unique scaffolding that is customized to the individual's path of investigation (cited in Klopfer& Squire, 2008, p. 204).

Muhammed (2014) states that mobile learning devices such as smartphones have many advantages like accessibility to many language learning applications in order to develop language learning skills and vocabulary learning. Muhammed (2014) conducted a study which aimed to find out the effectiveness of mobiles on language learning by EFL undergraduate students. Instead of using questionnaire, group focus discussion was used to learn the

participants' views about the impact of mobiles on language learning. According to the findings, all of the participants preferred to use the smartphone. The reasons behind the preference of using smartphone can be listed as follows: students can easily find applications that comprise of radio programmes, free PDF books and articles, vocabulary learning programmes, spell checking and proofreading, and their portability. These applications also help to increase awareness to the international language tests such as TOEFL.

Hu (2013) investigated the perceptions of 24 part-time adult learners on vocabulary learning assisted by mobile phones. In this study, a mobile phone application named as Fetion which was developed for texting message in China was utilized as a tool. The language teacher set up a Fetion group where the learners were included to follow the new words from the word list from the reading texts. New words were given with the spelling and explanation in both Chinese and English. This application lasted about for four weeks. After this procedure, learners were asked to answer the questionnaire about the mobile phone use for language learning and learners' perception of the mobile learning experience. According to the findings, adult language learners had positive attitudes towards using mobile-assisted vocabulary learning. High mean score of the items such as "willing to receive vocabulary text message" and "willing to exploit functions of other mobile learning" showed that participants were in favor of using mobile phones for vocabulary learning in the future on their own. According to the comparison conducted on paper-based vocabulary learning and mobile-phone-based vocabulary learning, the former had slightly higher mean score than the latter one. Another positive attitude towards the usage of mobile phone was that "instant vocabulary text message as a reminder for autonomous learning". The participants reflected that this application raised their awareness about autonomous vocabulary learning.

Agca and Özdemir (2013) carried out a study which aimed to find out the effect of a mobile device on vocabulary learning and students' opinions on this kind of language learning environment. The study was conducted with 40 students in 2 groups. Printed course book, online learning material and Microsoft Tag technology were used in mobile learning environment. It was aimed to help students to learn the words in the course book more rapidly and effectively. According to the results, there was a significant difference between post-tests. Students'views also supported mobile-assisted language learning environment. Participants

viewed the mobile device usage as innovative, funny, motivating application for vocabulary learning.

Language learning ways have changed a lot as new era is affecting many aspects of our lives (Monica-Ariana & Anamaria-Mirabela, 2014). As the internet is placing at the center of our daily lives, our habits, life styles have been changing. Learners are becoming more interactive. They can reach whatever they want to learn rapidly. New changes also supply new tools for language acquisition. Students want to be engaged in English out of class by using fruits of technology. Computer games, songs, movies, social media, websites, etc. are among the fields that new generation spends their time. Social media is one of the most frequently used area. "Social media is a phrase used to describe various websites or other forms of technology where people can connect and interact with one another and share information" (Monica-Ariana & Anamaria-Mirabela, 2014, p.121). Television series, movies, and films are other opportunities for language learners in terms of authentic input. They have chance to pick up daily conversations, vocabulary and chunk by watching them in addition to developing language skills. Internet television is also a new trend among students that expand the scale of types of series and programs (Richards, 2015).

Monica-Ariana and Anamaria-Mirabela (2014) conducted a study to find out the effect of social media on teaching vocabulary through using Facebook. 127 students of the Faculty of Economic Sciences, University of Oradea participated in this study. The participants were separated into two groups: Group A is the experimental group, and Group B is the control group. Group A consisted of 70 students and these students are engaged in Facebook posts. Group B consisted of 57 students and these students were engaged in traditional teaching materials. Pre-test and post-tests were applied to see the effect of Facebook. According to the results, there was not any significant difference between two groups in Pre-test. In addition, there were not significant differences between the two groups, experimental group and the control group. Nevertheless, it was observed that students showed improvement from pre-test to post-test. It can be commented that Facebook usage had a positive effect on vocabulary achievement when compared with traditional methods.

Eren (2012) investigated the attitudes of 48 pre-intermediate level students, from different departments like medicine, engineering, and tourism towards using social

networking, Facebook, in learning English. The data were collected both quantitatively and qualitatively. The participants marked their opinions in the 5 Likert-type questionnaire. In addition, five of participants, which were selected randomly, reflected their thoughts in semi-structured interviews. According to the results, 70% of students stated that Facebook was useful for learning a foreign language. They also stated that Facebook gave opportunity to develop language skills, enhanced the chance of interaction as an alternative to curriculum. The majority of participants found the exercises and the feedback given in Facebook beneficial. Eren (2015) also conducted a study on the effect of Web 2.0 tools (Facebook, blogs, wiki etc.) on vocabulary learning in later years. There were 45 participants from the English preparation classes of the School of Foreign Languages at Gaziantep University. 23 of the participants were in experimental group. 22 of them were in the control group. A pre-test was given to both groups before giving a treatment. The experimental group took a treatment by using Web 2.0 tools in order to learn vocabularies in curriculum while control group went on usual learning instead of taking a treatment as in experimental group. It was observed that there was a significant difference between both groups in the post-test. The researcher also made semi-structured interviews after the treatment. Students viewed Web 2.0 tools as a facilitator, entertaining and useful. It was also concluded that students found Web 2.0 tools useful for developing other language skills.

2.2.5. Raising Awareness On Strategy Use

Some scholars think that language learning strategies are applied consciously (Chamot 1987; Oxford 1990). However, as Oxford (1990, p.12) stated “after a certain amount of practice and use, learning strategies like any other skill or behaviour can be automatic”. For this reason, strategy training can be beneficial to make learners aware of strategy use (Oxford, 1990). River (1983) underlined the importance of raising awareness on vocabulary learning strategies stating that:

> Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations … but ultimately it is learned by the individual. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area … We can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items organized into relationships in an individual way (cited in Thornbury, 2002, p.144).

As it can be concluded from what River said, language teachers must give guidance on how to acquire the target language's vocabulary instead of exposing them directly. Language learners need to take charge of their own learning and they need to shape their own learning styles according to their goals and proficiency. When second language learners discover how they learn in a best way, language learning process may become less challenging. Nation (2001) highlights a fact pointing out that learners differ greatly in the skill with which they use strategies. For this reason, it is important to make training in strategy use a planned part of a vocabulary development program. This planning involves:

1. deciding which strategies to give attention to
2. deciding how much time to spend on training the learners in strategy use
3. working out a syllabus for each strategy that covers the required knowledge and provides plenty of opportunity for increasingly independent practice
4. monitoring and providing feedback on learners = control of the strategies (p.222).

Teachers must spend time on teaching the strategies to make learners conscious of the necessity of vocabulary learning strategies. To this end, when designing a syllabus for strategy development, the options below may be useful for language teachers (Nation, 2001). Teachers must spend time on teaching the strategies to make learners conscious of the necessity for vocabulary learning strategies. To this end, when designing a syllabus for strategy development, some recommendations can be given to guide the language teachers (Nation, 2001). First, learners need to see which strategies are used how and when. Therefore, the teacher should demonstrate how to use or apply them. Some strategies can be utilized by students in pairs and they can give reports on the application of the steps they followed. Students can also report on the challenges and successes faced while employing each learning strategy when they need to use it outside class. Finally, teachers can give feedback to the students on the usage of strategies systematically.

To sum up, teachers have roles such as monitoring, facilitating, cooperating, guiding and mentoring in terms of introducing vocabulary learning strategies. As Rubin (1975, p.50) recommended long time ago, probably it is still true, "the teacher should help students understand how topic, context, mood, human relationships help him narrow down the possible meaning of a sentence or a word. He should help the students guess what the linguistic function of a particular item might be." In this way, the teacher can help the students learn

how to learn a language as well. By scaffolding learners, they ultimately achieve their autonomy to handle their own learning.

Language learning needs knowing a lot of vocabulary (Krashen, 1989). As vocabulary knowledge becomes more efficient on the issues such as knowing what vocabulary to use in the appropriate contexts, language learners might feel more confident while they are communicating both in spoken and written ways. The beliefs of language learners shape their learning procedures positively or negatively (Gardner, 1985; Wenden, 1986).

Vocabulary learning strategies give learners the opportunity to study individually. A learning strategy can be very useful for a learner whereas it can not be helpful for another due to the individual differences such as age, proficieny, aptitude, etc. (Oxford, 1990). For example, the strategy of guessing from context can be proper for an advanced learner whereas it can not be so useful for a beginner learner since they have limited vocabulary capacity. Some vocabulary learning strategies such as using dictionary can be helpful for low frequency words. Likewise, if we want to acquire and consolidate the words related to real life communication, it might be very beneficial to watch movies, TV series or listening songs. Teaching all these vocabulary learning strategies to language learners can be seen as a very essential task for an ELT teacher in order to support students to develop autonomy for their own learning.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter aims to present how the study was carried out and the components that had a role for framing this study. The chapter comprises the following sections: design of the study, setting and participants, data collection instrument, data collection procedures and data analysis.

3.2. Design of the Study

The purpose of the study was to find out the beliefs of pre-service English teachers on vocabulary learning and their preferences for vocabulary learning strategies. In line with this purpose, the study aimed to find out answers to the following research questions:

1. What are the beliefs of pre-service English teachers on vocabulary learning based on class levels?
2. What are the preferences of pre-service English teachers in categories of vocabulary learning strategies (determination, social, memory, cognitive and metacognitive strategies) based on class levels?
3. What are the most and least commonly preferred vocabulary learning strategies for each category?

This study is a descriptive quantitative research. Quantitative research is applied when it is aimed to describe the situations and to answer the reasearch questions by means of numbers and percentages. (Brown & Rodgers, 2002). As Brown and Rodgers (2002) state, it can be a need to learn how the things are going on in your classroom or for other occupational issues. Therefore, the data collected quantitatively can help us to obtain generalizable information about our research areas.

In this study, we obtained some qualitative data by means of personal views of the participants related to their beliefs on vocabulary learning and their preferences in the use of vocabulary learning strategies to support to quantitative data. The quantitative data were collected by means of the questionnaire which was designed as 5-point Likert scale.

3.3. Setting and Participants

The participants were composed of 340 pre-service English language teachers whose ages ranged from 18 to 31 though the majority were at the ages of 18 to 23. The participants were of all level of classes (from the freshmen to the seniors) in English language teaching department at Pamukkale University. Gender distribution was not equal in terms of numbers since there were 83 male participants when compared to 257 females in total. Some students enrolled the preparatory program whereas some did not take the courses as they passed the proficiency exam. The participants took "lexicology" course that was obligatory in the first class. In this course, it was aimed to help learners acquire the necessary vocabulary knowledge in line with the academic goals. For example, formation of new words via prefixes and sufixes; idioms, proverbs, collacations, slangs; the relationship between vocabulary and the language structures, etc. could be listed as the details of the course content in the lexicology course.

Table 3.1. presents the the level of classes (freshmen, sophomores, juniors and seniors), number of participants of each class level and their percentages.

Table 3.1. *Descriptive Statistics for the Number of Participants*

Level of Classes	Number of Participants	Percentages %
Freshmen	98	28.90
Sophomores	99	29.10
Juniors	74	21.80
Seniors	69	20.20
Total	340	100

It is obvious in Table 3.1 that the freshmen and the sophomores were larger groups than the juniors and the seniors. Of the participants, 98 (28.9%) were the freshmen, 99 (29.1%) were the sophomores, 74 (21.8%) were the juniors, and lastly, 69 (20.2%) were the seniors who were about to graduate from the ELT department. As it is seen from the percentages, there was a slight difference in terms of the numbers of participations for each class.

Table 3.2. presents the descriptive statistics for the distribution of gender in terms of number of participants and their percentages.

Table 3.2. *Descriptive Statistics for the Distiribution of Genders*

Gender	Number of Participants	Percentages %
Male	83	24.40
Female	257	75.60
Total	340	100

As Table 3.2 presents, of the participants, 83(24.4%) were male and 257 (75.6%) were female. There was an imbalance regarding the distribution of the genders. It is a general picture that female learners generally outnumber the male learners in terms of the preference for English language teaching department in Turkey. This disparity was not a factor that could be balanced by the researcher for the target group.

3.4. Instrument

In this study, the questionnaire was composed of two sections. The first section aimed to find out the beliefs of pre-service English teachers on vocabulary learning. In this study, vocabulary learning beliefs questionnaire was developed using the self-reports of the participants about vocabulary learning. Besides, this part of the questionnaire made use of Horwitz (1987)'s Beliefs About Language Learning (BALLI) questionnaire and Kayaoglu (2013)'s adapted version of the BALLI questionnaire. Horwitz (1987) devised the BALLI questionnaire in order to find out the learners' beliefs about various issues related to language learning. The questionnaire was composed of 34 items, which were categorized under five headings as follows: The difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies and motivation and expectations. Horwitz's questionnaire represented a broad look of language learning. For example, "some languages are easier to learn than other", "some people are born with a special ability which helps them learn a foreign language", "learning a foreign language is mostly a matter of learning a lot of new vocabulary words", "it is important to repeat and practice a lot" and "if I get to speak this language very well, I will have many opportunities to use it". On the other hand, Kayaoglu (2013) adapted Horwitz (1987)'s questionnaire according to his context, student profile and the needs of the research questions. He made some changes about the categorization of the items and added new items or deleted some items. However, it was a need for this questionnaire to have some particular items, which reflected students' vocabulary learning beliefs. Therefore, in line with the level and the needs of the participants in this

present study we included new items related to vocabulary learning beliefs and adapted some of the questionnaire items from Kayaoglu's (2013) study which were compatible with our research aims.

The first part of the questionnaire included 22 items in total. Due to the absence of a questionnaire on vocabulary learning beliefs in particular, the items were constructed by using students'explanations of their own beliefs about vocabulary learning and the contribution of the questionnaires mentioned above. For instance, the items "It is beneficial to use mobile applications (e.g. Duolingo, Voscreen) developed for vocabulary learning", "reading novels and graded readers is beneficial for developing vocabulary capacity" and "learning academic words by reading ELT-related texts is essential in our career development" can be shown as examples which were included in connection with the needs of our target participant profile and research concerns. The items mentioned above were related to the beliefs of pre-service English teachers on the importance of vocabulary learning, the role of English language learning sources, the role of practice, the role of learning in a context, the importance of ELT-related texts, the role of ability, the role of usage of target language, the role of translation, and the role of written repetition in vocabulary learning. 21 items were designed as five-point Likert-scale. The participants were expected to indicate their choices by marking one of the options on a range of Strongly Disagree (1), Disagree (2), Partially Agree (3), Agree (4), Strongly Agree (5). The last item (22nd item) was formed as an open-ended student item where the participants could express their beliefs / views on vocabulary learning more freely on their own.

Table 3.3. shows the score range of the questionnaire.

Table 3.3. *Interval Scale for the Range of Agreement*

Level of Agreement	Range of Agreement
Strongly Agree	4.21 - 5.00
Agree	3.41 - 4.20
Partially Agree	2.61 - 3.40
Disagree	1.81 - 2.60
Strongly Disagree	1.00 - 1.80

The second part of the questionnaire aimed to compile the preferences of the pre-service English teachers in the use of vocabulary learning strategies. First of all, in order to develop an authentic questionnaire, the participants were asked to answer three open-ended questions. From the answers of the participants, a set of vocabulary learning strategies were

identified. These data corresponded with one of the most comprehensive vocabulary learning strategies questionnaire which was developed by Schmitt (1997). In addition to self-reports of the learners, with the help of Schmitt's VLS (vocabulary learning strategies) questionnaire and Catalan(2003)'s questionnaire which was an adaptation of Schmitt's, a new questionnaire was adjusted in order to meet the purposes of the study. According to Catalán (2003), Schmitt's taxonomy of vocabulary learning strategies questionnaire has certain advantages. It can be applied to a large number of participants from different student profiles in terms of age, proficiency, mother tongue etc. The data obtained by this taxonomy can be easily analysed in computers. It is a comprehensive tool which comprises many strategies in different categories (determination, social, memory, cognitive, metacognitive).

The second part of the questionnaire included 42 items in total. The items related to vocabulary learning strategies were classified under five categories: determination, social, memory, cognitive and meta-cognitive. The participants were expected to indicate their preferences in vocabulary learning strategies by marking one of the options in a range of "never", "seldom", "sometimes", "often" and "always". In order not to cause misunderstanding, both parts of the questionnaire were translated from English to Turkish. On the other hand, Schmitt's (1997) questionnaire was composed of 58 items. Since the target group was comprised of advanced learners, some vocabulary learning strategies were deleted. The students' answers to the questions such as " How do you like to learn vocabulary?", "How do you define your vocabulary learning style?" and "Which vocabulary learning strategies do you like/ did you like to use in your courses in ELT department?" determined the content of the items in the questionnaire. For example, instead of including the item of "Put English labels on physical objects", the item "I stick post-it note cards that I write the new words on somewhere in my workroom" was believed to be more appropriate for the target group's age, proficiency and needs. Likewise, the item "Listening to tape of word lists" was deleted because it was an outdated strategy for this era's learners. Instead, the item "I listen to English songs to pick up new words and consolidate the words I've learnt previously" was included into the questionnaire.

In addition, four MA students who are also EFL teachers as well as three instructors from the ELT department at Pamukkale University Faculty of Education contributed into the final arrangement of the questionnaire items with their opinions and suggestions. The

translation of items from English to Turkish was also checked by those MA students. Some items were made clearer by the representation of an example that suits each vocabulary learning strategy. The necessary permission for the use of questionnaire designed by Schmitt (1997) was taken through e-mails by the researcher.

3.4.1. Pilot Study

A pilot study was conducted to see whether the questionnaire was reliable enough and valid before conducting to a larger group of participants. Since the vocabulary learning beliefs questionnaire was not developed and used by any researher, both vocabulary learning beliefs and vocabulary learning strategies questionnaire were translated from English to Turkish. It was necessary to pilot the questionnaire with our specific group of participants. Fifty pre-service English teachers participated in the pilot study in ELT Department, Pamukkale University.

Table 3.4. presents the descriptive statistics for the reliability of the pilot study. Cronbach's Alpha co-efficients for each part of the questionnaire and for the whole are given in Table 3.3.

Table 3.4. *Descriptive Statistics for the Reliability of the Pilot Study*

The Instrument	Number of participants	Number of items	Cronbach's Alpha
The questionnaire of Vocabulary Learning Beliefs	50	21	.64
The questionnaire of Vocabulary Learning Strategies	50	41	.88
The questionnaire of Vocabulary Learning Beliefs + The questionnaire of Vocabulary Learning Strategies	50	62	.88

As Table 3.4. shows, the reliability of the vocabulary learning beliefs questionnaire was calculated as .64, and the Cronbach's Alpha co-efficient for the vocabulary learning strategies questionnaire was calculated as .88. The Cronbach's Alpha co-efficient for the whole questionnaire was calculated as .88.

3.5. Data Collection Procedures

As the pilot study revealed a very high reliability level for the questionnaire, no change was made in the questionnaire. The questionnaire was administered to 340 pre-service English teachers from all class levels at the Department of ELT at Pamukkale University in the spring semester of 2017-2018 academic year. Since all students from the freshmen level to the senior

level participated in this study, the survey was conducted on different days for each level in order to make the data collection process easier. The participants were informed about the aim of the study and how to reply the questionnaire. It was also explained that answering all the items of the questionnaire would affect the reliability of the instrument positively. For this reason, it was reminded to the participants to answer the items each time carefully. In addition, the participants were also asked to express their personal views / beliefs on vocabulary learning and their preferences in vocabulary learning strategies. Furthermore, it was also mentioned that there was no correct or wrong answer. Besides, it was guaranteed that their personal information and responses would be kept confidential.

Table 3.5. presents the descriptive statistics for the reliability of the study. The first part of the questionnaire included 21 items and the second part of the questionnaire included 41 items. The Cronbach's Alpha co-efficients for each part of the questionnaire and for the whole are presented in Table 3.5. as follows:

Table 3.5. *Descriptive Statistics for the Reliability of the Study*

The Instrument	Number of participants	Number of items	Cronbach's Alpha
The questionnaire of Vocabulary Learning Beliefs	340	21	.71
The questionnaire of Vocabulary Learning Strategies	340	41	.89
Vocabulary Learning Beliefs + Vocabulary Learning Strategies	340	62	.89

The Cronbach's Alpha co-efficients for the two parts of the questionnaire were recalculated after the questionnaire was administered to 340 participants who formed the population of the study. The Cronbach's Alpha co-efficient for vocabulary learning beliefs questionnaire was found .71 and .89 for vocabulary learning strategies questionnaire. The Cronbach's Alpha co-efficient of the whole questionnaire was calculated as .89, which indicates a quite high level of reliability.

3.6. Data Analysis

After the data collection, the questionnaires responded by 340 participants were categorized according to the classes. As mentioned before, this study was descriptive quantitative research. The quantitative data were analyzed by means of SPSS version 24.

Firstly, the mean scores for vocabulary learning beliefs statements based on class levels were calculated. Secondly, the mean scores of each vocabulary learning strategy category (determination, social, memory, cognitive and meta-cognitive) were calculated in order to see which category was preferred the most and the least frequently by the pre-service English teachers in line with their class levels. The mean scores for all the items were calculated to find out the frequency of use for vocabulary learning strategies specifically. The written reflections of the participants for the each part of the questionnaire were utilized to support the quantitative data.

CHAPTER IV

RESULTS

4.1. Introduction

This chapter aims to present the results for each research question. First, the agreement levels based on class levels for the vocabulary learning beliefs of the participants are shown. Second, the rankings of the categories of vocabulary learning strategies with respect to class levels are reflected. Lastly, the preferences of the pre-service English teachers in vocabulary learning strategies with respect to frequency of use for the most commonly and the least commonly preferred vocabulary learning strategies are presented.

4.2. Research Question 1: What are the Beliefs of Pre-service English Teachers on Vocabulary Learning Based on Class Levels?

4.2.1. Beliefs of Pre-service English Teachers on the Importance of Vocabulary Learning

The descriptive statistics for the importance of vocabulary learning were presented in Table 4.1.

Table 4.1. *Descriptive Statistics for the Importance of Vocabulary Learning*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#1 Vocabulary learning is essential in learning English.	340	4.68	.59	.30	.30	3.80	22.40	73.20
Level 1	98	4.78	.54	-	1.00	3.10	13.30	82.70
Level 2	99	4.68	.66	1.00	-	5.10	18.20	75.80
Level 3	74	4.68	.47	-	-	-	32.40	67.60
Level 4	69	4.55	.63	-	-	7.20	30.40	62.30
#12 Learning new words is beneficial for developing language skills (speaking, writing, reading, and listening).	340	4.61	.57	.30	.30	1.80	33.50	64.10
Level 1	98	4.70	.45	-	-	-	29.60	70.40
Level 2	99	4.59	.63	1.00	-	2.00	33.30	63.60
Level 3	74	4.57	.52	-	-	1.40	40.50	58.10
Level 4	69	4.57	.65	-	1.40	4.30	30.40	63.80

Table 4.1. Continued	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#17 Learning high frequency words is more useful than learning low frequency words.	340	3.85	1.01	1.50	9.70	21.80	36.20	30.90
Level 3	74	3.97	.93	-	8.10	20.30	37.80	33.80
Level 4	69	3.94	1.06	2.90	10.10	11.60	40.60	34.80
Level 1	98	3.84	1.08	2.00	11.20	21.40	31.60	33.70
Level 2	99	3.72	.95	1.00	9.10	30.30	36.40	23.20

As can be seen in Table 4.1., 73.2% of the participants strongly agreed on item-1 "Vocabulary learning is essential in learning English" with a mean score of 4.68. In addition, 64.1% of the participants found learning new words beneficial for developing language skills (speaking, writing, reading, and listening) with a mean score of 4.61. The mean scores and the agreement levels for both items can lead us to reach a conclusion that pre-service English language teachers view vocabulary learning as a fundamental component of language learning. Participants also stated their beliefs about vocabulary learning as in the following statements:

> *Vocabulary learning is a building block of language learning. If the base is strong enough, the knowledge we gradually put on becomes as strong as the base (P 25).*
>
> *Vocabulary acquisition is very precious for ELT department. Therefore, ELT students should give importance to vocabulary acquisition by studying specially on them (P 133).*
>
> *In my opinion, vocabulary learning is a building block of language learning. No matter how perfectly English is known, the people who are incompetent with vocabulary knowledge cannot be successful so much. Therefore, we should spend much more time and effort to vocabulary learning while learning English as a foreign language (P 187).*

When looked in terms of class levels, it can be seen that there is a contrast between the class levels and their agreements for both items. The agreement level of the freshmen is higher than that of the sophomores, the juniors, and the seniors. The freshmen might have given more importance to vocabulary learning since they might feel that they are inefficient for university courses in terms of vocabulary knowledge. All in all, all participants strongly agreed on the importance of vocabulary learning and its positive role for developing language skills.

While students expressed that they found vocabulary learning essential, they also highlighted that vocabulary learning is being neglected. Some participants expressed the necessity of lexicology courses in their written reflections as follows:

> *As an ELT student, I can say that the lexicology lesson should be distributed to four years. As far as I know, the lexicology lesson is being given at only first class level. Vocabulary learning is the building block of language learning (P 122).*

Enough attention is not being given to vocabulary learning. Lexicology course can be given in every year (P 145).

The instructors assume that we know all the words in English when we start at the university. We do not have any lesson for vocabulary learning (P 198).

I would like to take extra vocabulary lessons. It becomes difficult to understand the ELT-related articles without having enough vocabulary (P 235).

4.2.2. Beliefs of Pre-service English Teachers on the Role of English Language Learning Sources in Vocabulary Learning

Descriptive statistics for the role of English language learning sources were given in Table 4.2.

Table 4.2. *Descriptive Statistics for the Role of English Language Learning Sources*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#6 It is useful to watch English TV programs (News, TV series, talk shows etc.) to pick up new words.	340	4.70	.54	-	.30	3.20	22.90	73.50
Level 3	74	4.77	.45	-	-	1.40	20.30	78.40
Level 2	99	4.68	.63	-	1.00	6.10	17.20	75.80
Level 4	69	4.68	.46	-	-	-	31.90	68.10
Level 1	98	4.67	.55	-	-	4.10	24.50	71.40
#16 Computer games, songs, watching movies and TV series, web sites, social media etc. are beneficial for vocabulary acquisition.	340	4.59	.68	.30	1.20	5.90	24.10	68.50
Level 4	69	4.64	.51	-	-	1.40	33.30	65.20
Level 1	98	4.60	.65	-	1.00	6.10	24.50	68.40
Level 2	99	4.59	.80	1.00	2.00	8.10	15.20	73.70
Level 3	74	4.57	.68	-	1.40	6.80	25.70	66.20
#18 It is beneficial to use mobile applications (e.g. Duolingo, Voscreen) developed for vocabulary learning.	340	3.88	.93	1.80	4.70	25.90	39.10	28.50
Level 3	74	4.08	.93	1.40	4.10	18.90	36.50	39.20
Level 4	69	3.99	.84	1.40	1.40	23.20	44.90	29.00
Level 1	98	3.81	.91	1.00	6.10	28.60	39.80	24.50
Level 2	99	3.74	1.00	3.00	6.10	30.30	35.40	25.30

As in Table 4.2., we can see that 73.5% of the participants strongly agree with the benefit of watching English TV programs (news, TV series, talk shows etc.) to pick up new words with a mean score of 4.70. In addition, 68.5% of the participants strongly agreed on item 16 “Computer games, songs, watching movies and TV series, web sites, social media etc. are beneficial for vocabulary acquisition” with a mean score of 4.59. These two items show us that ELT students believe in the importance of the communicative and authentic input for

vocabulary acquisition. This also shows us that students prefer making use of technology and its products. When we look at the agreements of all levels one by one, the agreements of the juniors and the sophomores are higher than the seniors and the freshmen for item-6. The agreement for item-16 is the highest for seniors. The seniors seem to believe in the benefit of computer games, songs, watching movies and TV series, web sites, social media etc. for vocabulary acquisition more than the other participants do. The reason might be the fact that the seniors may be more autonomous in their learning. As a result, it can be commented that they may have become more conscious about using communicative tools.

Some participants emphasize the role of English language learning sources, games, websites and social media. The following opinions suggest that watching TV series, and news, listening to TED Talks, using social networking applications such as WhatsApp and Messenger, using online computer games, following BBC news, watching and listening to YouTube videos, watching stand-up shows, online listening practices etc. help to enhance vocabulary capacity.

> *Actually, a foreign language is acquired by being exposed to the target language such as watching films, TV series, and news that we can make use of in daily life conversations. Dictionaries or written repetitions are not helpful (P 207).*

> *Every EFL learner must follow some websites such as TED Talks. In addition, every learner should watch a TV series regularly (P 289).*

> *Oral communication on the internet such as WhatsApp and Messenger are very useful ways to improve all aspects of language learning including the vocabulary capacity (P 104).*

> *We can develop our proficiency level of English by online computer games and chatting while playing games. Reading books are also beneficial. For example, I enhance my vocabulary capacity by reading science fiction novels. Thanks to BBC news, I am aware that I am good at speaking fluently and pronouncing some words. Unfortunately, the current system does not supply interactive learning. If you want to get a diploma, you have to be the person that the system asks for (P 102).*

> *I do not believe that vocabulary learning is not so difficult and challenging. I think it is not meaningful and enjoyable to keep vocabulary notebooks, to write new words many times and repeat them. English TV series, films, songs, TV programs, YouTube videos etc. contribute our vocabulary capacity unintentionally. It is good not to make our vocabulary acquisition more boring by old techniques (P 169).*

> *I learn all new words from stand-up shows in out of class times. For example, I love watching programs such as Late night with Jimmy Fallon. I enjoy watching it and also acquire new words unconsciously by means of mimes and body languages of the presenter and the audience (P 192).*

> *In my opinion, Erasmus experience, reading English books, using the new words in sentences, and social media are very beneficial ways for learning vocabulary. For example, some pages in Instagram and Facebook share quotes of famous scholars and artists. I can see the usages of the words in these motivational sayings. Thus, I can consolidate my vocabulary knowledge (P 326).*

Writing the new word with Turkish equivalent is not an effective way. The best ways of learning vocabulary are online listening practices and online games. Many students can acquire vocabulary from computer games and English TV channels (P 324).

4.2.3. Beliefs of Pre-service English Teachers on the Role of Practice in Vocabulary Learning

Descriptive statistics for the role of practice in vocabulary learning were presented in Table 4.3.

Table 4.3. *Descriptive Statistics for the Role of Practice*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#5 It is useful to practice English with native speakers to improve knowledge of vocabulary.	340	4.69	.60	.30	.30	5.00	18.80	75.60
Level 1	98	4.78	.48	-	-	3.10	16.30	80.60
Level 3	99	4.76	.51	-	-	4.10	16.20	79.70
Level 2	74	4.64	.72	1.00	1.00	5.10	19.20	73.70
Level 4	69	4.58	.65	-	-	8.70	24.60	66.70
#8 It is important to make a lot of practice of newly learned words (e.g.using the new words in sentences).	340	4.55	.64	.30	1.20	3.20	33.80	61.50
Level 1	98	4.62	.52	-	-	2.00	33.70	64.30
Level 2	99	4.60	.62	1.10	1.10	2.00	29.30	66.70
Level 4	74	4.55	.58	-	-	4.30	36.20	56.40
Level 3	69	4.39	.77	-	4.10	5.40	37.80	52.70
#14 Reading novels and graded readers is beneficial for developing vocabulary capacity.	340	4.30	.74	.30	1.80	9.70	44.10	44.10
Level 4	69	4.35	.63	-	1.40	4.30	52.20	42.00
Level 3	74	4.34	.70	-	-	13.50	39.20	47.30
Level 2	99	4.30	.77	-	3.00	10.10	40.40	46.50
Level 1	98	4.23	.79	1.00	2.00	10.20	45.90	40.80
#4 It is useful to practice English with classmates to improve knowledge of vocabulary.	340	4.10	.88	1.20	4.10	15.60	42.10	37.10
Level 4	98	4.30	.79	1.40	1.40	7.20	44.90	44.90
Level 2	99	4.16	.90	1.00	4.00	15.20	37.40	42.40
Level 3	74	4.08	.88	-	5.40	18.90	37.80	37.80
Level 1	69	3.89	.91	2.00	5.10	20.40	46.90	25.50
#13 Learning words related to daily conversation are more important than academic words.	340	3.78	1.00	1.20	8.80	30.00	30.90	29.10
Level 4	69	3.91	.87	-	5.80	24.60	42.00	27.50
Level 3	74	3.80	.96	-	8.10	33.80	28.40	29.70
Level 2	99	3.78	1.05	3.00	8.10	26.30	33.30	29,30
Level 1	98	3.66	1.07	1.00	13.30	33.70	22.40	29.60

As shown in Table 4.3., 75.6% of the participants strongly agreed on item-5 “It is useful to practice English with native speakers to improve knowledge of vocabulary” with a mean score of 4.69. In addition, 61.5% of the participants strongly agreed on item-8 “It is important to make a lot of practice of newly learned words (e.g. Using the new words in sentences)” with a mean score of 4.55. Moreover, 44.1% of the participants strongly agreed on item-14 “Reading novels and graded readers is beneficial for developing vocabulary capacity” with a mean score of 4.30. It can be inferred that the majority of the participants believed that making practices by writing in contexts, reading novels and speaking with native speakers play an important role in vocabulary learning. When we look at the agreements based on class levels for item-5, it appears that the freshmen agreed more on the benefit of practicing with native speakers than the participants in other levels did. Similarly, for item-8, it is seen that the freshmen agreed more on the benefit of making a lot of practice of newly learned words than others did. Some participants expressed their opinions about practice. They expressed the benefit of practicing words in a written way such as a meaningful paragraph or practicing them in oral contexts such as conversations and speeches. Their written reflections are presented as follows:

> *I believe in the benefit of learning new words by using them in contexts or in sentences and speech; interacting in classroom environment and practicing them by listening, watching TV series, films, documentaries etc. Learning by doing is the key point (P 189).*
>
> *I believe that reading practices help vocabulary learning become more permanent rather than doing writing exercises. I think learners should manage reading ability well as a first step. Afterwards, they can manage writing skill more effectively (P 51).*
>
> *There should be a lesson for advanced reading skill and various reading books for this course. Learners should do reading activities from topic to topic. Learners should try to learn the meanings of unknown words on their own. The focus should be on learning new words and their usages in conversations (P 119).*
>
> *Vocabulary learning can be developed by listening and speaking. We know many words passively but cannot use them actively in our speeches. The main reason is lack of speaking practices (P 276).*

4.2.4. Beliefs of Pre-service English Teachers on the Role of Learning in a Context in Vocabulary Learning

Descriptive statistics for the role of learning in a context in vocabulary learning were given in Table 4.4.

Table 4.4. *Descriptive Statistics for the Role of Learning in a Context*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#11 New words should be learned by integrating them with language skills (reading, listening, writing, and speaking).	340	4.57	.62	.30	.60	3.80	32.60	62.60
Level 4	69	4.64	.56	-	1.40	-	31.90	66.70
Level 1	98	4.62	.52	-	-	2.00	33.70	64.30
Level 3	74	4.59	.59	-	-	5.40	29.70	64.90
Level 2	99	4.45	.76	1.00	1.00	7.10	33.30	57.60
#3 If I do not know the meaning of an English word, it is better to guess it in the context.	340	4.23	.80	.30	2.10	15.60	38.50	43.50
Level 4	69	4.39	.78	1.40	1.40	5.80	40.60	50.70
Level 3	74	4.26	.72	-	2.70	8.10	50.00	39.20
Level 2	99	4.21	.82	-	3.00	16.20	37.40	43.40
Level 1	98	4.12	.85	-	1.00	27.60	29.60	41.80
#20 It is more effective and beneficial to learn new words by speaking or listening than to learn them by using in a sentence or a paragraph.	340	3.83	.91	.60	7.10	27.40	38.80	26.20
Level 3	74	3.99	.83	-	4.10	23.00	43.20	29.70
Level 4	69	3.96	.81	-	4.30	21.70	47.80	26.10
Level 2	99	3.78	1.01	2.00	8.10	28.30	33.30	28.30
Level 1	98	3.66	.94	-	11.20	32.70	34.70	21.40
#19 It is more effective and beneficial to learn new words by using them in a sentence or a paragraph than to learn them by speaking or listening.	340	2.96	1.05	5.90	29.40	37.90	16.50	10.30
Level 2	99	3.00	1.06	4.00	32.30	35.40	16.20	12.10
Level 4	69	2.97	1.09	8.70	23.20	42.00	14.50	11.60
Level 1	98	2.95	.99	3.10	33.70	37.80	16.30	9.20
Level 3	74	2.93	1.09	9.50	25.70	36.50	18.90	9.50

62.6% of the participants strongly agreed on item-11 “New words should be learned by integrating them with language skills (reading, listening, writing, and speaking). In addition, 43.5% of them strongly believed in item-3 “If I do not know the meaning of an English word, it is better to guess it in the context”. When looked at class levels for both items, the agreement level of the seniors is higher than the other levels. This might be because of their proficiency for their vocabulary learning. Some participants stated that reading books, audio scripts, listening conversations help vocabulary acquisition happen indirectly as well as integrating learning with language skill. The written reflections of participants are presented as follows:

Vocabulary learning and teaching should happen indirectly not directly. Indirect teaching way is more effective. Learners are getting more familiar with the new words when they use them continuously in a context (P 285).

Vocabulary learning and teaching are more beneficial when the new words are integrated in a meaningful context in contrast to writing the words five-ten times in series (P 311).

When it is aimed to teach new words, it should be done by giving them in a context or audio script indirectly. After drawing attention to these unknown words, it is good to let learners guess the meaning from the context. I believe that in order not to forget later, it is beneficial to link and associate the words that we learn with the existing schemas or images (P 340).

On the other hand, one of the participants drew attention to the need of competence for guessing from a context as follows:

I have some challenges about acquiring vocabulary. The contexts that contain many unknown words do not contribute to me. Moreover, the burden of unknown words confuses me and makes me forget what I have known (P 47).

4.2.5. Beliefs of Pre-service English Teachers on the Importance of ELT-Related Texts in Vocabulary Learning

Descriptive statistics for the importance of ELT-related texts in vocabulary learning were presented in Table 4.5.

Table 4.5. *Descriptive Statistics for the Importance of ELT-Related Texts in Vocabulary Learning*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#15 Learning academic words by reading ELT-related texts is essential in our career development.	340	4.27	.75	.60	1.80	9.40	46.20	42.10
Level 3	74	4.35	.69	-	1.40	8.10	44.60	45.90
Level 4	69	4.29	.66	-	1.40	7.20	52.20	39.10
Level 1	98	4.28	.72	-	2.00	10.20	45.90	41.80
Level 2	99	4.21	.87	2.00	2.00	11.10	42.40	42.40

42.1% of the participants strongly agreed on item-15 “Learning academic words by reading ELT-related texts is essential in our career development”. When looked at the agreements of class levels, it is observed that the agreements of each class level fell into “strongly agree” range for this item. The agreement levels of the juniors and the seniors are higher than those of the freshmen and the sophomores. This may be because students of higher-class levels are more aware what and why they need to know. The written reflections of participants show that academic words require high proficiency of vocabulary knowledge.

Therefore, they highlight the need for more studies on it. Some students explained their ideas about the role of learning academic vocabulary as follows:

> *We read English books and articles in ELT department. By doing so, we can acquire new academic vocabulary and sophisticated sentences. On the other hand, this can cause us to forget vocabulary about daily life conversation since we intensely focus on academic contexts (P 139).*
>
> *Academic vocabulary should be given in a context such as articles or topic related texts. Without context, we cannot see how the word collocates in the text. Collocation is important for specific vocabulary. Therefore, more studies can be done for academic vocabulary (P 279).*
>
> *Reading articles is essential for vocabulary learning in contrast to common beliefs for the benefit of traditional techniques since academic words are sophisticated level. Learners can broaden their capacity thanks to articles (P 144).*

4.2.6. Beliefs of Pre-service English Teachers on the Role of Ability in Vocabulary Learning

Descriptive statistics for the role of ability in vocabulary learning were given in Table 4.6.

Table 4.6. *Descriptive Statistics for the Role of Ability in Vocabulary Learning*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#9 It is important to have a good hearing ability in order to learn vocabulary well.	340	4.02	.87	.60	3.20	23.80	37.90	34.40
Level 4	69	4.17	.78	-	1.40	18.80	40.60	39.10
Level 3	74	4.16	.82	-	2.70	18.90	37.80	40.50
Level 1	98	4.01	.79	-	2.00	24.50	43.90	29.60
Level 2	99	3.83	1.01	2.00	6.10	30.30	30.30	31.30
#10 It is important to have a good memory skill to learn vocabulary well.	340	3.78	.99	2.10	7.60	27.90	35.00	27.40
Level 1	98	3.96	.96	3.10	3.10	20.40	41.80	31.60
Level 3	74	3.85	1.00	2.70	4.10	29.70	32.40	31.10
Level 4	69	3.67	.91	-	11.60	29.00	40.60	18.80
Level 2	99	3.64	1.06	2.00	12.10	32.30	27.30	26.30

For this part, there is not any item that fell into the agreement range of “strongly agree” but fell into the agreement range of “agree”. 34.4% of the participants strongly agreed on item-9 “It is important to have a good hearing ability in order to learn vocabulary well” with a mean score of 4.02. Item-10 “It is important to have a good memory skill to learn vocabulary well” was strongly agreed by 27.4% of the participants with a mean score of 3.78. As can be seen from the mean scores for item-9, the agreement levels of the seniors and the juniors are higher than those of the freshmen and the sophomores. Higher levels believed in the role of a

good hearing ability slightly stronger than the freshmen and the sophomores. On the other hand, the agreement level of the freshmen for the role of memory skill is higher than the agreements of other level students. This might be because the freshmen had just gone through LYS (University Entrance in Turkey) that could require memorization. Some students reflected their opinions for the role of ability in vocabulary learning as follows:

> *It might be more effective to create schemas for the new words in our minds instead of memorizing them. Memorization is not an effective way for learning. Vocabulary learning can be better by auditory and visually. Films, songs are very beneficial for vocabulary learning and pronunciation. In addition, vocabulary capacity can be enhanced by reading graded books (P 302).*

Some participants stated that memorization is a short-term strategy which just helps to pass the exams. They expressed that memorization does not provide a permanent learning as follows:

> *We attended a lexicology lesson, which was not difficult to pass. We were responsible for certain vocabulary in the exams. Therefore, we just memorized the words in order to pass the exams. It is very sad not to remember these words (P 237).*
>
> *Proverbs, idioms etc. were taught to us during lexicology course. We memorized them in order to pass the exam but now I do not remember most of them (P 241).*

4.2.7. Beliefs of Pre-service English Teachers on the Role of Usage of Target Language in Vocabulary Learning

Descriptive statistics for the role of usage of target language in vocabulary learning were presented in Table 4.7.

Table 4.7. *Descriptive Statistics for the Role of Usage of Target Language in the Class*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#7 Students should be required to speak only English in the class in order to consolidate the vocabulary treasure.	340	3.65	1.02	2.40	10.60	29.70	34.10	23.20
Level 2	99	3.72	1.13	4.00	11.10	24.20	30.30	30.30
Level 3	74	3.72	.95	1.40	8.10	31.10	36.50	23.00
Level 4	69	3.67	.98	1.40	11.60	26.10	40.60	20.30
Level 1	98	3.53	.98	2.00	11.20	36,70	31.60	18.40

23.2% of the participants strongly agreed on item-7 “Students should be required to speak only English in the class in order to consolidate the vocabulary treasure” with a mean score of 3.65. When we look at the agreements of class levels, the agreement levels of the sophomores and the juniors are higher than those of the freshmen and the seniors. Overall

picture for the usage of target language shows that students agreed on the necessity of it. The written reflections of participants show that the usage of target language in classes is necessary because of the lack of chance to practice it. Some statements endorsed this result as follows:

> *We do not speak English except for lessons. We should be encouraged to speak English out of class. There can be some applications for this. For example, it can be forbidden to speak Turkish in the corridors. We should speak to our instructor in English out of class. Even if they encourage us to speak in English, we can speak in Turkish since it seems to us easier. Therefore, there should be some rules for us to pay attention (P 232).*
>
> *We generally speak English in an active way only when we make presentations in some courses. However, we make presentations after we preview the necessary notes. We cannot develop ourselves spontaneous speeches or daily conversations. We understand what the instructor says but when the speaking turn comes to us, we experience some challenges. Without preparation, we have difficulty in speaking. I would like to see some developments about solving this problem (P 192).*
>
> *One of the most important sources for vocabulary learning is the instructor. Since instructor always speaks in English, this input develops my vocabulary capacity and pronunciation (P 319).*

4.2.8. Beliefs of Pre-service English Teachers on the Role of Translation in Vocabulary Learning

Descriptive statistics for the role of translation in vocabulary learning were presented in Table 4.8.

Table 4.8. *Descriptive Statistics for the Role of Translation*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#2 The best way of learning new words in English is translating texts from English into Turkish.	340	2.76	.96	9.40	29.70	39.40	18.50	2.90
Level 1	98	3.02	.77	2.00	21.40	50.00	25.50	1.00
Level 2	99	2.74	.93	8.10	31.30	43.40	13.10	4.00
Level 3	74	2.73	.96	10.80	29.70	36.50	21.60	1.40
Level 4	69	2.43	1.13	20.30	40.60	20.30	13.00	5.80

39.4% of the participants reflected a partial agreement on item-2 “The best way of learning new words in English is translating texts from English into Turkish” with a mean score of 2.76. When we look at the agreement levels of class levels, the agreements of the freshmen and the sophomores are higher than those of the juniors and the seniors. It can be commented that lower levels made use of checking the equivalent of target language in mother tongue more. Some participants supported the benefit of translation besides opposing the usage of translation as follows:

I believe that learners can look up the meanings of the unknown words as their proficiency level increases if they aim to learn academic abstract words. On the other hand, I do not support translating concrete and simple words from English to Turkish (P 296).

4.2.9. Beliefs of Pre-service English Teachers on the Role of Written Repetition in Vocabulary Learning

Descriptive statistics for the role of written repetition were given in Table 4.9.

Table 4.9. *Descriptive Statistics for the Role of Written Repetition*

Items	n	$\bar{x}$	SD	SD %	D %	PA %	A %	SA %
#21 It is useful for vocabulary learning to write the new words a couple of times along with the Turkish meaning.	340	2.55	1.13	20.60	29.40	30.90	12.90	6.20
Level 1	98	2.98	1.01	7.10	22.40	43.90	18.40	8.20
Level 2	99	2.53	1.13	23.20	25.30	31.30	16.20	4.00
Level 3	74	2.47	1.25	25.70	29.70	27.00	6.80	10.80
Level 4	69	2.04	.94	30.40	44.90	15.90	7.20	1.40

Item 21 “writing the new words a couple of times along with the Turkish meaning” was disagreed by 50% of the participants with a mean score of 2.55. When looked at each level, we can see a contrast between the mean scores and class levels. The agreement levels of the freshmen and the sophomores are higher than those of the juniors and the seniors although there is not significant difference. This might be because the freshmen and the sophomores were still under the effect of usage of old techniques. The participants believed in the uselessness of writing words a few times by highlighting the necessity of learning them in context. Some statements of the participants supported this belief:

It is useless to ask students to write the new words a couple of times. They cannot learn them permanently. ELT teachers should give more importance to listening practices and structures for daily conversations. On the other hand, analyzing word’s root can be beneficial for the learners who are curious about this kind of strategies (P 101).

Vocabulary learning and teaching are more beneficial when the new words are integrated in a meaningful context in contrast to writing the words five-ten times in series (P 311).

I do not believe that it is a good way to memorize the Turkish meaning of the unknown words. It is more effective to learn the new word with its synonyms. When we learn only the Turkish equivalent of the new word, we cannot remember other usages in different contexts. We cannot be creative since we just know only one meaning of the new word. We end up not understanding what we read (P 193).

4.2.10. The Overall Agreement Levels for Items on Vocabulary Learning Beliefs

Descriptive statistics for the overall agreements for items of vocabulary learning beliefs of each class levels were presented in Table 4.10.

Table 4.10. *Descriptive Statistics for the Overall Agreements for Items of Vocabulary Learning Beliefs*

The Overall Agreements on Vocabulary Learning Beliefs	n	$\bar{x}$	SD
Level 3	74	4.05	.34
Level 1	98	4.03	.26
Level 4	69	4.01	.29
Level 2	99	3.97	.39

As can be seen in Table 4.10., it can be stated that the pre-service English teachers in all levels have a positive attitude towards the items about vocabulary learning. The agreement of each level for all items falls in the agreement level of “Agree” with a mean score of 4.05 for juniors; 4.03 for freshmen; 4.01 for seniors and 3.97 for sophomores.

When looked at the tables as a whole, there is not any item that the freshmen disagreed on. The sophomores, the juniors and the seniors commonly disagreed on item-21 “writing the new words a couple of times along with the Turkish meaning”. This disagreement may stem from the fact that the students may have used this strategy in their previous learning experiences and they probably have not taken any advantage of it. The item “The best way of learning new words in English is translating texts from English into Turkish” was disagreed by only seniors in contrast to the other levels.

Items 1, 5, 6, 8, 11, 12, 14, 15, and 16 were strongly agreed by all levels. All levels’ students except for the freshmen strongly agreed on item-3 “If I do not know the meaning of an English word, it is better to guess it in the context”. It seems that this belief was gained as the freshmen practiced this strategy in their reading courses. Only the seniors strongly agreed on item-4 “it is useful to practice English with classmates to improve knowledge of vocabulary”. The reason for this might be the fact that the seniors might have developed a good rapport as a whole class for four years.

On the other hand, one of the participants emphasized the necessity of individual effort for vocabulary learning since the courses are not enough for achieving desired competence as follows:

I do not think that enough vocabulary training is given. Instructors do not teach us new phrases and chunks. Therefore, I think we are responsible for our vocabulary learning on our own. We learn new words and develop our vocabulary capacity via the texts we read (P 236).

In addition to individual effort, some participants remarked motivation as one of the most important components that affect learning as follows:

I think vocabulary learning changes from person to person. The most important thing is being enthusiastic for learning new words (P 48).

I think my vocabulary knowledge is better than almost 80% of my classmates, although my marks are not good at all. If you ask me what the key point is, I can say that 'just be curious about learning'. The rest is easy (P 102).

4.3. Research Question 2: What are the preferences of the pre-service English teachers in categories of vocabulary learning strategies (determination, social, memory, cognitive, metacognitive) based on class levels?

Research Question 2 examined the preferences of the pre-service English teachers in vocabulary learning strategies with respect to frequency of use based on determination, social, memory, cognitive, metacognitive vocabulary strategies. Table 4.11. presents descriptive statistics for vocabulary learning strategy categories for all participants.

Table 4.11. *Descriptive Statistics for Vocabulary Learning Strategy Categories Based on Class Levels*

Categories for Vocabulary Learning Strategies	Classes	n	$\bar{x}$	SD
Determination	All Participants	340	3.47	.48
	Level 4	69	3.62	.49
	Level 2	99	3.45	.52
	Level 3	74	3.45	.45
	Level 1	98	3.41	.43
Memory	All Participants	340	3.27	.59
	Level 4	69	3.43	.50
	Level 2	99	3.28	.63
	Level 3	74	3.27	.58
	Level 1	98	3.15	.58
Meta-cognitive	All Participants	340	3.22	.74
	Level 3	74	3.34	.74
	Level 4	69	3.29	.75
	Level 2	99	3.16	.69
	Level 1	98	3.14	.79
Social	All Participants	340	3.15	.62
	Level 4	69	3.23	.57
	Level 1	98	3.21	.60
	Level 2	99	3.10	.61
	Level 3	74	3.04	.69

Table 4.11. Continued	Classes	n	$\bar{x}$	SD
	All Participants	340	2.89	.82
	Level 1	98	3.00	.88
Cognitive	Level 2	99	2.86	.79
	Level 3	74	2.84	.78
	Level 4	69	2.83	.81

When we look at the mean scores for each vocabulary learning strategy category, determination strategies seem to be the most commonly used strategy category by all participants with a mean score of 3.47. The least commonly used strategy category seems to be cognitive strategies with a mean score of 2.89. It can be inferred that since cognitive strategies, such as verbal or written repetition, are mechanical and the proficiency level of pre-service English teachers is advanced, they might not use them so frequently. From the findings, it is clear that students show a tendency to prefer to learn new words on their own by using determination strategies specifically without interacting with anyone, such as guessing the word meaning from the context or using a bilingual dictionary.

As can be seen in Table 4.11., determination strategies are preferred by the seniors the most frequently while the freshmen prefer them the least frequently though the difference of the mean scores is not high. Since determination strategies require an individual's effort rather than someone's expertise, it is not surprising that the majority of the fourth level students prefers the determination strategies the most frequently and the first level students prefer them the least frequently due to their inexperience in comparison with other levels.

From Table 4.11., we can see that social strategies resulted in the highest value for the seniors and the lowest value for the juniors. The seniors indicate their preference for interacting with other people more than the other class levels though the difference of mean scores is not high. In addition, it is a surprising finding that the majority of the freshmen report their preference for using social strategies although they are newly getting to know their classmates and instructors.

It is also apparent from Table 4.11. that most of the seniors make use of memory strategies while the freshmen prefer to use them less frequently than the students in other levels. It can be commented that the seniors prefer creating mental linkage for the words they have learnt to remember more easily.

The results obtained for the cognitive strategies in Table 4.11. show us that the ratings are in accordance with the class levels of the students. Since the cognitive strategies do not require mental processing and they are more mechanical, like repetitions, the freshmen might have preferred these strategies more frequently compared with other class level students. Likewise, the seniors might have preferred using these mechanical strategies less frequently than the others as they are at more advanced level.

Table 4.11. also shows that metacognitive strategies are used by the juniors the most frequently and by the freshmen the least. Although the difference between the mean scores is not so striking among the class levels, it can be commented that advanced class levels preferred metacognitive strategies such as using English language media (TV, songs, films etc.) more frequently in order to organize their vocabulary learning process and use the best ways for learning more frequently than the freshmen and the seniors.

4.4. Research Question 3: What are the most and the least commonly preferred vocabulary learning strategies of each category?

Table 4.12. aims to present the descriptive statistics for determination strategies by taking into consideration the preferences of all the participants.

Table 4.12. *Descriptive Statistics for Determination Strategies*

Items	$\bar{x}$	SD	*Never %*	*Seldom %*	*Sometimes %*	*Often %*	*Always %*
#5 I guess the word's meaning from the text / context in which the word is used	4.10	.73	-	2.40	15.00	52.90	29.70
#3 I check for L1 cognate	4.00	.91	0.30	6.80	15.60	44.70	32.10
#8 I look up sample sentences from monolingual dictionary or online dictionary when I am not sure about the new word's meaning and its different usages.	3.98	.95	1.20	6.20	21.50	36.20	35.00
#6 I look up the word's meaning in a bilingual dictionary (English-Turkish).	3.56	1.00	3.20	10.60	30.60	37.60	17.90
#4 I analyze any available pictures or gestures accompanying the word.	3.56	.99	2.60	10.90	32.60	35.90	17.90
#7 I look up the word's meaning in a monolingual dictionary (English-English).	3.24	.98	3.20	20.30	35.30	32.10	9.10

Table 4.12. Continued	$\bar{x}$	SD	*Never* %	*Seldom* %	*Sometimes* %	*Often* %	*Always* %
#1 I analyze the part of speech (noun, verb, adjective, and adverb) of the new word.	2.98	1.01	6.50	25.60	38.80	21.40	7.40
#9 I deduce the meaning of the word from flashcards and posters shown by the instructor.	2.96	1.17	12.90	22.10	30.30	25.00	9.70
#2 I analyze the new word's affixes (prefix & suffix) and roots**.**	2.90	.96	6.50	27.40	41.80	18.80	5.60

As it is seen in Table 4.12., the most commonly used determination strategies are guessing the word's meaning from the text / context in which the word is used ($\bar{x}$=4.10), checking for L1 cognate ($\bar{x}$=4.00), looking up sample sentences from monolingual dictionary or online dictionary ($\bar{x}$=3.98), analyzing any available pictures or gestures accompanying the word ($\bar{x}$=3.56) and looking up the word's meaning in a bilingual dictionary ($\bar{x}$=3.56). The most surprising result in Table 4.12. is that ELT students prefer to use monolingual dictionary less frequently in contrast to bilingual dictionary usage.

Table 4.13. aims to present the descriptive statistics for social strategies by taking into consideration the preferences of all participants.

Table 4.13. *Descriptive Statistics for the Social Strategies*

Items	$\bar{x}$	SD	Never %	Seldom %	Sometimes %	Often %	Always %
#13 I ask my classmate for meaning.	3.53	1.07	4.10	12.40	30.00	33.20	20.30
#12 I ask instructor to use the new word in a context.	3.48	1.14	5.30	16.50	23.20	35.00	20.00
#11 I ask the instructor to paraphrase or say synonym of the new word.	3.37	1.08	4.40	18.80	27.10	35.00	14.70
#15 I try to use the new word in interaction with native speakers.	3.33	1.03	5.30	14.10	35.30	32.90	12.40
#14 I discover the new meaning through pair / group work.	2.67	1.09	17.40	25.90	32.60	20.30	2.80
#10 I ask the instructor to give me the Turkish equivalent/ meaning of the new word.	2.53	1.06	16.80	35.30	31.20	11.50	5.30

As seen in Table 4.13., the most commonly used social strategy is asking a classmate for meaning ($\bar{x}$=3.53). The majority of the students report that they do not ask the instructor to give the Turkish equivalent / meaning of the new word ($\bar{x}$=2.53). Instead, they prefer to ask the instructor to use the new word in a context ($\bar{x}$=3.48). It is apparent from these findings that very few ELT students prefer to use decontextualized vocabulary learning strategies while interacting with their classmates or instructors.

Table 4.14. aims to present the descriptive statistics for memory strategies by taking into consideration the preferences of all participants.

Table 4.14. *Descriptive Statistics for the Memory Strategies*

Items	$\bar{x}$	SD	Never %	Seldom %	Sometimes %	Often %	Always %
#23 I study the pronunciation of the word aloud and carefully.	3.88	.98	1.50	8.20	20.90	39.40	30.00
#18 I connect the word to its synonyms / antonyms. For instance, the synonym & antonym for "easy" can be shown as "simple" & "difficult"; likewise, "true / false" can be used for the word"correct."	3.69	.87	1.20	6.80	31.20	43.80	17.10
#17 I connect the word meaning to a personal experience.	3.67	.93	1.50	9.40	28.50	41.80	18.80
#24 I use the keyword method to learn the word. I connect the English word to Turkish word by sound, for example, the English word 'fabric' sounds very similar to the Turkish word 'fabrika'. I can create a mental image for the meaning as "a fabric which is produced in a factory."	3.61	1.16	6.20	11.80	22.40	33.80	25.90
#22 I study the spelling of the word carefully.	3.60	1.10	4.40	14.10	20.00	40.00	21.50
#20 I learn the new word by using it in an English sentence.	3.58	.97	2.90	10.00	29.70	40.90	16.50
#25 I try to relate the word to its part of speech (verb, noun, adjective, and adverb).	3.34	1.11	6.50	16.80	28.20	33.50	15.00
#26 I paraphrase the word's meaning.	3.26	1.04	4.70	19.40	32.60	31.80	11.50
#21 I group new words together within a storyline, for instance: 'fish', 'cats', 'like'.	2.77	1.17	15.30	29.40	25.30	22.60	7.40

Table 4.14. Continued.	$\bar{x}$	SD	Never %	Seldom %	Sometimes %	Often %	Always %
#16 I study the new word with a pictorial representation of its meaning: through images, photographs and drawings.	2.77	1.11	13.80	28.80	29.70	21.80	5.90
#27 I use physical action to learn the new word.	2.66	1.06	4.40	31.20	33.50	16.20	4.70
#19 I use semantic maps (word tree).	2.49	1.12	21.50	32.90	25.30	16.20	4.10

As observed in Table 4.14., the most commonly used memory strategies are studying the pronunciation of the word aloud and carefully ($\bar{x}$=3.88), connecting the word to its synonyms / antonyms ($\bar{x}$=3.69), connecting the word meaning to a personal experience ($\bar{x}$=3.67), using the keyword method to learn the word ($\bar{x}$=3.61), studying the spelling of the word carefully ($\bar{x}$==3.60) and learning the new word by using it in an English sentence ($\bar{x}$=3.58). It is apparent that ELT students prefer to relate the new word's meaning with their pre-existing knowledge in order to recall them easily.

Table 4.15. aims to present the descriptive statistics for cognitive strategies by taking into consideration the preferences of all the participants.

Table 4.15. *Descriptive Statistics for the Cognitive Strategies*

Items	$\bar{x}$	SD	Never %	Seldom %	Sometimes %	Often %	Always %
#28 I repeat the word verbally.	3.89	.85	1.50	5.00	19.10	52.40	22.10
#32 I take notes about the word during the lesson.	3.49	1.16	7.40	12.90	22.60	37.10	20.00
#30 I use word lists and revise them.	2.83	1.21	18.50	19.70	30.90	22.40	8.50
#29 I write the word several times.	2.75	1.26	21.80	22.40	23.80	23.50	8.50
#34 I keep a vocabulary notebook to revise the words and their definitions & to use them in sentences.	2.55	1.31	28.20	24.40	21.20	16.50	9.70
#33 I stick "post-it" note cards that I write the new words on them somewhere in my workroom.	2.48	1.24	27.10	27.90	22.40	15.00	7.60
#31 I prepare flash cards with the representation of a new word to consolidate and remember its meaning easily.	2.26	1.18	33.20	28.80	21.80	10.90	5.30

As revealed in Table 4.15., the most commonly used cognitive strategies are repeating the word verbally ($\bar{x}$=3.89) and taking notes about the word during the lesson ($\bar{x}$=3.49). On the other hand, preparing flash cards with the representation of the words ($\bar{x}$=2.26) is preferred by the small number of the participants.

Table 4.16. aims to present the descriptive statistics for meta-cognitive strategies by taking into consideration the preferences of all participants.

Table 4.16. *Descriptive Statistics for the Meta-cognitive Strategies*

Items	$\bar{x}$	SD	Never %	Seldom %	Sometimes %	Often %	Always %
#35 I watch TV series, movies, newscasts, etc. to pick new words.	3.87	1.06	2.40	9.40	20.90	33.20	34.10
#38 I listen to English songs to pick up new words and consolidate the words I have learnt previously.	3.76	1.18	5.60	9.40	22.90	27.40	34.70
#39 I use smart phone applications (vocabulary learning programs such as duolingo, voscreen; online dictionaries etc.)	3.71	1.20	5.00	13.50	21.20	26.50	33.80
#40 I read Leveld readers and novels in order to improve my vocabulary capacity.	3.03	1.14	8.20	25.60	33.80	19.40	12.90
#36 I test my vocabulary knowledge with vocabulary tests (if available in the textbook) or online vocabulary tests.	2.76	1.26	20.00	23.20	29.10	15.90	11.80
#41 I read ELT-related texts carefully to pick up academic words.	2.75	1.17	15.30	29.40	30.30	15.30	9.70
#37 I continue to study the new words over time and regularly.	2.69	1.10	15.60	28.50	32.90	17.40	5.60

As we can observe in Table 4.16, the most commonly used meta-cognitive strategies are watching TV series, movies, newscasts, etc. to pick new words ($\bar{x}$=3.87), listening to English songs to pick up new words and consolidating the words they have learnt previously ($\bar{x}$=3.76) and using smart phone applications ($\bar{x}$=3.71). The results indicate that the students give importance to picking up new words by taking control of their vocabulary learning process. They tend to make use of contextual and authentic materials such as TV series and English songs. Using smart phone applications can be shown as the positive effect of the technology in students' vocabulary learning strategy choices.

Table 4.12.; 4.13.; 4.14.; 4.15.; 4.16. aim to present the most commonly used vocabulary learning strategies that fall in “often” range as none of the strategies falls in the “always” range. As seen in Table 4.12., the most commonly used vocabulary learning strategies were found to be guessing the word’s meaning from the text / context in which the word is used and checking for L1 cognate, which are both determination strategies. Repeating the word verbally (cognitive), watching TV series, movies, newscasts, etc. to pick new words (meta-cognitive), connecting the word to its synonyms / antonyms (memory) and asking classmate for meaning (Social) are the most commonly used vocabulary learning strategies of other categories.

Table 4.17. aims to present the least commonly used vocabulary learning strategies which are listed according to frequency of uses of them by all participants. The items listed in the table are in the range of “seldom” category since none of the items fall into “never” range.

Table 4.17. *Descriptive Statistics for the Least Commonly Used Strategies*

The least commonly used VLS	$\bar{x}$	SD
#31 I prepare flash cards with the representation of the words to consolidate and remember their meanings easily. (Cognitive)	2.26	1.18
#33 I stick “post-it” note cards, which I write the new words on somewhere in my workroom. **(**Cognitive)	2.48	1.24
#19 I use semantic maps (word tree). For example, animals; pets (cat, dog, etc.); wild animals (lion, tiger, etc.); farm animals (cow, sheep, etc.) (Memory)	2.49	1.12
#10 I ask the instructor to give me the Turkish equivalent/ meaning of the new word. (Social)	2.53	1.06
#34 I keep a vocabulary notebook to revise the words and their definitions & to use them in sentences. **(**Cognitive)	2.55	1.31

It is apparent from Table 4.17. that the least commonly used vocabulary learning strategy was preparing flash cards with the representation of the words to consolidate and remember their meanings easily with a mean score of 2.26. This may be because this strategy is not practical for ELT learners since its application can be more suitable for beginner young learners. The most striking result emerging from Table 4.17. is that students are generally less likely to use sticking “post-it” note cards with the new words and keeping a vocabulary notebook.

Table 4.18. aims to present the mean scores of vocabulary learning strategies as a whole with respect to class levels.

Table 4.18. *Descriptive Statistics for Vocabulary Learning Strategies Usages for All Class Levels*

CLASS	n	$\bar{x}$	SD
Seniors	69	3.32	.42
Juniors	74	3.21	.47
Sophomores	99	3.20	.48
Freshmen	98	3.19	.47
Total	340	3.22	.47

As indicated in Table 4.18., all class levels use vocabulary learning strategies. The rankings of the means are in accordance with the class levels. Although the mean scores are very close to each other, the seniors use the vocabulary learning strategies the most frequently and the freshmen use them the least. It seems that as class level increases from the freshmen to the seniors frequency of use for vocabulary learning strategies increases, too.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

Vocabulary learning is like a building stone of a construction since the words can be regarded as the easiest communication tools, which are especially needed at the beginning stages of a language. We start to construct a building with a brick. Likewise, words start the communication. Many foreign language learners have challenges in expressing themselves when they especially could not remember the appropriate word that gives the exact intention during the conversation. In order to make vocabulary learning more manageable and effective, EFL learners can take advantage of some strategies for vocabulary learning such as using new words in a meaningful context or watching English TV programmes to pick up new words. These vocabulary learning strategies also help learners enhance their autonomy through their own learning experiences.

This study investigated the beliefs of pre-service English teachers on vocabulary learning based on their class levels and the most and least commonly preferred vocabulary learning strategies and their categories. Moreover, it was aimed to find out the most commonly and least commonly used vocabulary learning strategies. With this purpose, quantitative method design was used to obtain data for the research questions. The study was applied to 340 pre-service English teachers in Pamukkale University. The participants were composed of pre-service English teachers who were attending the ELT department at Pamukkale University. As an instrument, a questionnaire was utilized. The questionnaire was composed of two parts. The first part aimed to collect data about the beliefs of pre-service English teachers on vocabulary learning by means of Vocabulary Learning Beliefs questionnaire which was based on the students' self-reported statements and Kayaoğlu's (2013) questionnaire which was adapted from Horwitz's (1987) questionnaire of BALLI. The second part aimed to seek for strategy preferences of pre-service English teachers in vocabulary learning by means of Vocabulary Learning Strategies questionnaire, which was developed in line with Schmitt's (1997) taxonomy of vocabulary learning strategies. The data were analyzed to reveal which vocabulary learning strategy category (determination, social, memory, cognitive, and meta-cognitive) was preferred the most and the least. Then, the most and the least commonly used vocabulary learning strategies were identified by descriptive

statistics. The general scores for vocabulary learning strategies based on class levels were ranked in a table. Moreover, the mean scores of each class levels (freshmen, sophomores, juniors and seniors) for each category of vocabulary learning strategies (determination, social, memory, cognitive, and meta-cognitive) were presented in tables. All quantitative data analysis was done by means of SPSS (Statistical Package for the Social Sciences) 24.0 . The written reflections of participants were translated by the researcher and rechecked by an ELT expert.

This chapter will discuss the findings in the previous part. The findings will be compared by the outcomes of the previous studies in terms of similarities and differences. Pedagogical implications will be provided based on the findings. Lastly, suggestions for further research will be presented.

5.1. Discussion

In this part, the findings will be discussed in line with the research questions.

5.1.1. Research Ouestion 1: What are the Beliefs of Pre-service English Teachers on Vocabulary Learning Based on Class Levels?

For this research question, the arguments will be made with the related parts of the previous studies on language learning beliefs and the items of vocabulary learning beliefs in this study since there are very limited studies on vocabulary learning beliefs. The first research question aimed to find out the beliefs of pre-service English teachers on vocabulary learning in terms of various aspects. Students' beliefs were examined under nine themes as follows:

a) The importance of vocabulary learning
b) The role of English language learning sources
c) The role of practice in vocabulary learning
d) The role of learning in a context
e) The importance of ELT-related texts in vocabulary learning
f) The role of ability in vocabulary learning
g) The role of usage of target language in vocabulary learning
h) The role of translation
i) The role of written repetitions

When we look into the results, it can be seen that the participants believe in the significant role of vocabulary learning in learning English in parallel with Horwitz's (1988), Yang's (1999), Ariogul's (2009), and Kayaoglu's (2013) studies in which many participants

agreed on the idea that learning a foreign language is mostly a matter of learning vocabulary. In addition, our participants strongly agreed on the benefit of vocabulary for developing language skills (speaking, writing, reading, listening). Our findings differentiate from the previous studies at the point that our participants view vocabulary learning as an important component of learning a foreign language not as the major focus of language learning as in Horwitz's (1988), Yang's (1999), Ariogul's (2009), and Kayaoglu's (2013) studies. Participants' strong agreement on the belief 'New words should be learned by integrating them with language skills' also demonstrates that they see vocabulary learning as a supportive part for improving language skills.

The majority of the participants believe that watching English TV programs (news, TV series, talk shows, etc.) is useful to pick up new words. Similarly, Kayaoglu's (2013) result for the idea "it is important to watch English TV or listening audios" was agreed on by 91% of good learners. Amiryousefi (2015) also concluded in his study that 'listening to music and watching English movies and news' were useful according to the statements of both the majority of teachers and students. These findings lead us to conclude that the participants also support incidental vocabulary learning that is a by-product of exercises needing comprehension (Gass, 1999). Another important consensus among our participants is about the usefulness of practicing English with native speakers to improve the knowledge of vocabulary. When looked at the previous studies, Yang's (1999) study showed that students overwhelmingly believed in learning English in an English speaking country as a best way. This result is also consistent with Ariogul's (2009) study and suggests that interaction with English speaking people is one of the most effective ways to acquire a foreign language and to be able to use it in a real life communication. When we consider the conditions of our language environment for the EFL students in Turkey, one of the biggest challenges is the lack of chance to interact with native speakers. It can be commented that our participants are aware that they have suffered from the lack of this opportunity and they believe in the necessity of practice with native people to activate their vocabulary knowledge. Another striking finding is that most of the participants hold the belief that in order to consolidate new words, making a lot of practice is beneficial for vocabulary learning. Similarly, it was found in Kayaoğlu's (2013) study that the importance of making a lot of practice is agreed on by both poor and good learners. This finding is also in agreement with Gao and Ma's (2011) findings in which

Hong Kong pre-service participants valued practicing the words they knew in meaningful conversations. A possible explanation for this might be that our students generally do not have any chance for using what they have learned. Similarly, our participants believed that it is more effective and beneficial to learn new words by speaking or listening than to learn them by using in a sentence or a paragraph. This finding shows that students give more importance to active usage of words in conversations rather than using them in written practices.

In this study, the participants favored the usage of computer games, songs, watching movies and TV series, websites, social media etc. and they found them beneficial for vocabulary acquisition. This finding matches with Monica-Ariana and Anamaria-Mirabela's (2014) and Eren's (2012) study in which participants' vocabulary knowledge showed improvement by using social medias such as Facebook and blogs. They also reported that they entertained by using these Web 2.0 tools. A possible explanation for these results may be the fact that language learners prefer to use more interactive and communicative tools as a result of the recent changes and facilities that the technology has brought into our lives.

Another big consensus is on the belief that reading novels and graded readers are beneficial for developing vocabulary capacity. The participants' agreement on the benefit of reading shows that in order to produce language, there is a need for comprehensible input (Krashen, 1989). Similarly, Hulstijn (1992) and Knight (1994) found that language learners gained high performance on vocabulary learning in their incidental reading activities. The participants also gave support to the idea of learning academic words by reading ELT-related texts for their career development. The participants' consensus on the benefit of learning academic words by reading ELT-related texts for their career development is higher than the consensus on learning words related to daily conversation. These results might be due to their current academic focus. Their agreement on the benefit of reading novels, graded readers and ELT-related texts for their career development leads one to say that they believe in the advantage of learning vocabulary both incidentally and intentionally.

Another important finding was that our participants as ELT students find guessing the meaning of unknown words better and more useful in contrast to other strategies. A possible explanation for this might be that it is easier and quicker to infer the meaning from the context without interrupting the flow of reading (Clarke & Nation, 1980). This finding is in agreement with Amiryousefi's (2015) findings in which both students and teachers found useful to guess

the meaning of a word. Similarly, Kayaoğlu (2013) reported that the majority of good learners were in favor of guessing the meaning of unknown words unlike the poor learners. Gu & Johnson (1996) also found a similar result that the majority of non-English major Chinese learners believed in acquiring the new words from the context. In this study, the only disagreement of all participants is about the usefulness of writing the new words a couple of times along with the Turkish meaning. It is not surprising that teacher trainees in the ELT department do not view this old technique so useful. When we take a look at the beliefs, which were strongly agreed on by the participants, writing new words a few times can be seen as a decontextualized learning strategy when compared with reading novels, watching TV series or practicing with native speakers.

It is surprising in the current study that the participants agreed on the importance of having a good hearing ability and memory skill to learn vocabulary well. When we look at the written reflections and other agreed beliefs of the participants, they seem to underestimate the memorization for vocabulary learning. It can be commented that the participants believed in the role of ability in language and vocabulary learning. These findings match with Kayaoğlu's (2013) findings in which both poor students and good learners agreed on 'having a good ear and having a good memory in order to learn a language well'. Similarly, Amiryousefi (2015) also reported that the student participants unlike the teacher participants found memorizing the words as a useful way.

The participants are not classified by their proficiency in English but by their education years in ELT department as follows: the freshmen, the sophomores, the juniors, and the seniors. The participants are approximately at the same proficiency level that were determined according to the scores in LYS (University entrance exam in Turkey). They were admitted in the ELT department in their university by these scores.

When the findings are looked in terms of class levels, there seems to be many common vocabulary beliefs among groups. The freshmen, the sophomores, the juniors and the seniors strongly agreed on the items such as the benefit of practicing with native speakers, watching English TV series and films to pick up new words. There are some differences, though. Except for the freshmen, other three groups agreed on guessing the meaning of unknown word from the context.

No data was found in the literature on the question of the beliefs of ELT students on vocabulary learning based on class levels. It is a surprising finding that there is not any item disagreed by the freshmen. It can be commented that the freshmen held more positive beliefs and strong agreements on vocabulary learning than the other groups did. The belief on the usefulness of practicing English with classmates to improve knowledge of vocabulary was only strongly agreed by the seniors. This might be because of the fact that they have developed a good relationship with their classmates and are communicating with each other more easily. The sophomores, the juniors and the seniors commonly disagreed on the belief in writing the new words a few times in series along with the Turkish meaning. The reason why freshmen can still be under the effect of this old vocabulary learning technique is that they have newly graduated from high school. Another striking finding is that only the seniors disagreed on the belief "the best way of learning new words in English is translating texts from English into Turkish". The disagreement of the seniors on the benefit of translating texts from English to Turkish also matches with their written reflections. It can be concluded as in Cohen & Aphek' (1980) and Ahmed's (1989) studies that the usage of vocabulary learning strategies is likely to be related to the age, the learning experience and the proficiency.

5.1.2. Research Question 2: What are the preferences of the pre-service English teachers in the categories of vocabulary learning strategies (determination, social, memory, cognitive, metacognitive) based on class levels?

This research question is linked with the second part of the questionnaire, which aimed to find out the participants' choices for vocabulary learning strategy categories. According to the results, the most commonly preferred category of vocabulary learning strategies is determination strategies. The other most commonly preferred categories are memory, meta-cognitive, social, and cognitive respectively. This finding is consistent with Çelik and Toptaş's (2010) and Şener's (2015) studies in which they found the same rankings of the vocabulary learning strategies categories. Some comments can be made based on the findings. Determination strategies do not require learners to spend so much time. They are easy to apply. For example, guessing the meaning from the context, analyzing any available pictures or gestures accompanying the word are the strategies which are practical to apply by the students. On the other hand, it is not surprising that cognitive strategies are the least

commonly used strategies by ELT students. A cognitive strategy, such as writing words several times, is an old-fashioned strategy, which has been used for many years and does not contribute to learners in terms of using the new words in meaningful contexts.

Another discussion will be on the rankings of class levels for the vocabulary learning strategies as a whole and the rankings of the categories of them. The rankings for the usages for vocabulary learning strategies are presented as follows: the seniors, the juniors, the sophomores, and the freshmen, respectively. This result shows that the higher the class level is, the more frequently vocabulary learning strategies are used. Similarly, Balidede and Lokmacıoğlu (2014) found a positive correlation between participants' proficiency and their vocabulary learning strategy usages.

When we look at the usage rankings of the categories of vocabulary learning strategies based on class levels, determination strategies seem to be used the most commonly by the seniors, the juniors, the sophomores and the freshmen respectively. This finding is compatible with Çelik and Toptaş's (2010) study in which it was found that determination strategies were used more frequently by the most proficient students. On the other hand, cognitive strategies are used the most frequently by the freshmen, the sophomores, the juniors and the seniors respectively. This finding contrasts with Çelik and Toptaş's (2010) study in which cognitive strategies were used by higher proficiency levels more frequently than lower proficiency levels did. The reason why lower class levels used cognitive strategies more frequently than the higher class levels might be the fact that these strategies do not require deep mental processing. The higher class levels might be more competent on knowing and using communicative strategies.

5.1.3. Research Question 3: What are the most and the least commonly preferred vocabulary learning strategies of each category?

Research question 3 presents the most commonly used vocabulary learning strategies which fall in the range of "often" category as there is not any item which falls into "always" range. Each category of vocabulary learning strategies (determination, social, memory, cognitive and meta-cognitive) has strategies which are the most commonly preferred by the participants. It can be commented that the participants use certain strategies from each category that they find useful for their vocabulary learning. When we look at the findings, we

can see that guessing from the context is the most frequently used vocabulary learning strategy as in Gu and Johnson's (1996), Schmitt's (1997), Fan's (2003), Catalan's (2003) and Şener's (2015) studies. The most frequently used strategies, such as repeating the word verbally, studying the spelling of the words, studying the pronunciation of the word aloud, bilingual dictionary usage, asking classmate for meaning, taking notes about the word during the lesson appear to be the most commonly used strategies in this current study and Schmitt's (1997). On the other hand, checking L1 cognate differentiates between the current study and Schmitt's (1997) study. Our participants use this strategy as one of the most frequently strategies whereas it was among the least used strategies by Japanese participants in Schmitt's study. According to Schmitt, since the language family of Japanese is not among the English language family, participants showed a tendency not to use it. On the other hand, why checking for L1 cognate is one of the most frequently used strategies might be the fact that Turkish has many borrowed words from English. Connecting the word meaning to a personal experience was another most commonly used strategy by the ELT participants. Although Japanese participants in Schmitt's (1997) study did not use this strategy frequently, they viewed it as one of the most useful strategies. Another most frequently used strategy in the present study is the keyword method; however, it is one of the least used strategies in Fan's (2003) study. An interesting finding was found on the use of bilingual and monolingual dictionaries. Our participants preferred to use a bilingual dictionary more frequently than a monolingual one. This finding was in contrast to that of Baxter (1980) and Thompson (1987).

There are other strategies, which do not take part in previous taxonomy of vocabulary learning strategies in literature review but were among the most commonly used strategies. For example, 'looking up sample sentences in a monolingual dictionary or online dictionary when I am not sure about the new word's meaning and its different usages' is one of the most preferred strategies. An online monolingual dictionary was preferred higher than both paper monolingual and bilingual dictionary usage. This might be because of the reason that electronic dictionaries are more practical and time-saving as Rezai and Davoudi (2016) stated in their study. Watching TV series, movies, newscasts etc. to pick up new words, listening to English songs to pick up and consolidate the new words are other strategies, which were used the most commonly by the participants. Students' choices endorsed the finding of Lin (2014) in that television and movies are the new powers for acquiring everyday English language

usages as authentic input. Another frequently used strategy is using smart phone applications, which was also preferred by the participants in Agca and Özdemir's (2013), Hu's (2013) and Muhammed's (2014) studies. As Muhammed (2014) concluded, the participants might have preferred using the smartphone applications for the reason that they can easily achieve free vocabulary learning programmes, PDF books, articles etc. Pre-service English teachers frequently preferred to use new era's facilities for learning new words. It can be commented that new generation students are more compatible with the technology and they do studies for their own development.

Another discussion will be on the least commonly used vocabulary learning strategies, which fall in the range of 'seldom' category since there is not any strategy, which falls in the range of 'never' category. When looked at the findings, the least frequently used strategies are preparing flash cards with the representation of the words to consolidate and remember its meaning which are the cognitive categories. It is surprising that sticking "post-it" note cards is among the least frequently used strategies since this strategy can be practical and easy to apply for the ELT students. The reason why the participants do not use the strategy of asking the instructor to give the Turkish equivalent of the new word might be the fact that the participants' age and proficiency is not compatible with it. Keeping a vocabulary notebook to revise the words and their definitions & to use them in sentences is another least frequently used strategy. This strategy is more likely to be used by the students in secondary school and high school level in Turkey. As in Schmitt's (1997) and Catalan's (2003) studies, using semantic maps was among the least commonly used vocabulary learning strategies in our study as well.

5.2. Pedagogical Implications

The findings obtained from this current study and the discussion done in conjunction with previous studies, some pedagogical implications can be made in relation to language learning. Vocabulary learning is one of the most important part of language learning since its inefficiency causes communication problems (Allen, 1983; Krashen, 1989). It can clearly be observed in Turkey that EFL students have gone through some challenges because of being far from native speaking environment. Vocabulary acquisition in English plays a crucial role as in mother tongue since it can be defined as a base for acquiring a language. This study is

particularly significant for the reason that the beliefs of pre-service English language teachers, who are also ELF students, and their strategy usages for vocabulary learning can present new views for ELT teachers who work in any kind of school. It is also important to learn the beliefs of language learners since their beliefs affect their learning ways and strategy usages (Liao, 2006). The findings of the present study can contribute to English language teachers in terms of how to teach vocabulary and how to create a learning environment for their students. As a result of new developments in technology, teaching and learning techniques and strategies have also changed. Thanks to the students' beliefs, language teachers can be more aware of the new needs of language learners and update their teaching techniques and recommendations for vocabulary learning. Moreover, language teachers can learn more about which strategies can be taught and practised in classes in line with the strategy choices of ELT participants for vocabulary learning.

Due to the lack of real life communication opportunities, language learners need to put effort to develop themselves outside of a teaching environment. EFL students have limited chance to put what they have learnt or acquired into practice. Language teachers have an important role at that point. They can help their learners to be more autonomous. By the help of the results of this present study, English language teachers can train their students via the most commonly used vocabulary learning strategies.

5.3. Suggestions

This study aimed to seek for the beliefs of pre-service English teachers on vocabulary learning and their preferences in vocabulary learning strategies. In addition, it investigated the most and least frequently used vocabulary learning strategies. New studies can be done with students from different departments such as business administration, medicine, engineering etc. Language learners with various foci might have different vocabulary learning beliefs and strategy choices for vocabulary learning. Since there is not any available vocabulary learning beliefs questionnaire, the questionnaire which was developed for this study can be piloted with larger number of students to increase its reliability and can be readjusted to other learning contexts. In addition to searching beliefs of pre-service English teachers, the beliefs of in-service English teachers can also be investigated and correlated with each other. In this study, the data were collected by means of a questionnaire, which yielded quantitative findings.

Different data collection techniques can be used such as face-to-face interviews, diaries, journals in order to increase the validity of the study. Further studies on the relationship between students' vocabulary size and their beliefs on vocabulary learning can also be carried out.

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APPENDIX A

BELIEFS OF PRE-SERVICE ENGLISH TEACHERS ON VOCABULARY LEARNING AND THEIR PREFERENCES IN VOCABULARY LEARNING STRATEGIES

Dear student,

This questionnaire is designed to obtain data related to pre-service English teachers' beliefs/ views on vocabulary learning and their preferences for vocabulary learning strategies.

The questionnaire form begins with personal information part which requires you to fill the details about your age, gender and class.

At part A, there are 21 items (22nd item is open-ended question) related to vocabulary learning beliefs. You are asked to mark one of the options for each item as follows***: "strongly disagree" (1), "disagree" (2), "partially agree" (3), "agree" (4), "stongly agree" (5)***. For 22nd item, you are asked to write your personal opinions about vocabulary learning considering your courses and studies at the ELT department you attend.

At part B, there are 41 items (42nd item is open-ended question) about vocabulary learning strategies. In this part, you are asked to choose one of the options ***"always", "often", "sometimes", "seldom"*** and ***"never"*** in order to state the frequency of use of vocabulary learning strategies. For 42nd item, you are asked to state any other vocabulary learning strategy that you think you use frequently but do not appear in this survey list.

There is not right or wrong answer. The answers you give will be kept confidential and they will never be used for any other purpose except for this research. Please, mark each item.

Thank you for your participation.

Hazel KULAK
PAU, MA TEFL Program

Class: _____

Age: _____

Gender: Female ( ) Male ( )

	A. Please indicate your beliefs about vocabulary learning.	***Strongly disagree (1)***	***Disagree (2)***	***Partially agree (3)***	***Agree (4)***	***Strongly agree (5)***
1.	Vocabulary learning is essential in learning English.					
2.	The best way of learning new words in English is translating texts from English into Turkish.					
3.	If I do not know the meaning of an English word, it is better to guess it in the context.					
4.	It is useful to practice English with classmates to improve knowledge of vocabulary.					
5.	It is useful to practice English with native speakers to improve knowledge of vocabulary.					
6.	It is useful to watch English TV programs (news, TV series, talk shows etc.) to pick up new words.					
7.	It should be required from students to speak only English in the class in order to consolidate the vocabulary treasure.					
8.	It is important to make a lot of practice of newly learned words (e.g. using the new words in sentences).					
9.	It is important to have a good hearing ability in order to learn vocabulary well.					
10.	It is important to have a good memory skill to learn vocabulary well.					
11.	New words should be learned by integrating them with language skills (reading, listening, writing, and speaking).					
12.	Learning new words is beneficial for developing language skills (speaking, writing, reading, and listening).					
13.	Learning words related to daily conversation are more important than academic words.					
14.	Reading novels and graded readers is beneficial for developing vocabulary capacity.					
15.	Learning academic words by reading ELT-related texts is essential in our career development.					
16.	Computer games, songs, watching movies and TV series, web sites, social media etc. are beneficial for vocabulary acquisition.					
17.	Learning high frequency words is more useful than learning low frequency words.					

18.	It is beneficial to use mobile applications (e.g. Duolingo, Voscreen) developed for vocabulary learning.					
19.	It is more effective and beneficial to learn new words by using them in a sentence or a contextual paragraph than to learn them by speaking or listening.					
20.	It is more effective and beneficial to learn new words by speaking or listening than to learn them by using in a sentence or a contextual paragraph.					
21.	It is useful for vocabulary learning to write the new words a few times in series along with the Turkish meaning.					
22. Please state, if there is any personal belief / opinion on vocabulary learning that you would like to mention by considering your courses and studies at the ELT department you attend.						

	A. Indicate your frequency of use for each vocabulary learning strategy.	***Never***	***Seldom***	***Sometimes***	***Often***	***Always***
1.	I analyse the part of speech (noun, verb, adjective, adverb) of the new word. (e.g. produce- production- productive- productively)					
2.	I analyse the new word's affixes (prefix & suffix) and roots.					
3.	I check for L1 cognate (for example, I try to link the English word to a Turkish word that reminds me of the form and meaning of the English word, such as university-üniversite, tomatoe–domates.					
4.	I analyse any available pictures or gestures accompanying the word.					
5.	I guess the word's meaning from the text / context in which the word is used.					
6.	I look up the word's meaning in a bilingual dictionary (English-Turkish).					
7.	I look up the word's meaning in a monolingual dictionary (English-English).					
8.	I look up sample sentences from monolingual dictionary or online dictionary when I am not sure the new word's meaning and its different usages.					
9.	I deduce the meaning of the word from flashcards and posters shown by the instructor.					
10.	I ask the instructor to give me the Turkish equivalent/ meaning of the new word.					
11.	I ask the instructor to paraphrase or say synonym of the new word.					
12.	I ask instructor to use the new word in a context.					
13.	I ask my classmate for meaning.					
14.	I discover the new meaning through pair / group work					
15.	I try to use the new word in interaction with native speakers.					

		Never	*Seldom*	*Sometimes*	*Often*	*Always*
16.	I study the new word with a pictorial representation of its meaning: through images, photographs and drawings.					
17.	I connect the word meaning to a personal experience.					
18.	I connect the word to its synonyms / antonyms. For instance, the synonym & antonym for "easy" can be shown as "simple" & "difficult"; likewise, "true / false" can be used for the word "correct".					
19.	I use semantic maps (word tree). For example, animals; pets (cat, dog, etc.); wild animals (lion, tiger, etc.); farm animals (cow, sheep, etc.)					
20.	I learn the new word by using it in an English sentence.					
21.	I group new words together within a storyline, for instance: 'fish', 'cats', 'like'.					
22.	I study the spelling of the word carefully.					
23.	I study the pronunciation of the word aloud and carefully.					
24.	I use the <u>keyword method</u> to learn the word. I connect the English word to a Turkish word by sound, for example, the English word 'fabric' sounds very similar to the Turkish word 'fabrika'. I can create a mental image for the meaning as "a fabric which is produced in a factory".					
25.	I try to relate the word to its part of speech (verb, noun, adjective, adverb).					
26.	I paraphrase the word's meaning.					
27.	I use physical action to learn the new word.					
28.	I repeat the word verbally.					
29.	I write the word several times.					
30.	I use word lists and revise them.					

		Never	*Seldom*	*Sometimes*	*Often*	*Always*
31.	I prepare for flash cards with the representation of the words to consolidate and remember its meaning easily.					
32.	I take notes about the word during the lesson.					
33.	I stick "post-it" note cards that I write the new words on them somewhere in my workroom.					
34.	I keep a vocabulary notebook to revise the words and their definitions & to use them in sentences.					
35.	I watch TV series, movies, newscasts, etc. to pick new words.					
36.	I test my vocabulary knowledge with vocabulary tests (if available in the textbook) or online vocabulary tests.					
37.	I continue to study the new words over time and regularly.					
38.	I listen to English songs to pick up new words and consolidate the words I've learnt previously.					
39.	I use smart phone applications (vocabulary learning programs such as duolingo, voscreen; online dictionaries etc.)					
40.	I read graded readers and novels in order to improve my vocabulary capacity.					
41.	I read ELT-related texts carefully to pick up academic words.					
42.	Please state if there is any strategy that does not appear in this survey list but you think you often use.					

APPENDIX B (Turkish Version of the Questionnaire)

HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN KELİME ÖĞRENİMİ ÜZERİNE İNANÇLARI VE KELİME ÖĞRENME STRATEJİ TERCİHLERİ

Değerli öğrencimiz,

Bu anket hizmet öncesi İngilizce öğretmenlerinin sözcük öğrenimi üzerine inançlarını / düşüncelerini belirlemek ve sözcük öğrenme stratejileri tercihleri ile ilgili veri elde etmek amacıyla tasarlanmıştır.

Anket formu, yaş, cinsiyet ve kaçıncı sınıf olduğunuz ile ilgili detayları doldurmanızı isteyen kişisel bilgiler bölümüyle başlamaktadır.

A bölümünde, sözcük öğrenimi inançları ile ilgili **21** madde vardır (**22nci madde** açık uçlu sorudur). Sizden, her bir madde için ***"kesinlikle katılmıyorum" (1), "katılmıyorum" (2), "kısmen katılıyorum" (3), "katılıyorum" (4)*** veya ***"kesinlikle katılıyorum" (5)*** seçeneklerinden birini seçip işaretlemeniz beklenmektedir. 22nci madde için, devam ettiğiniz İngilizce öğretmenliği bölümündeki dersleriniz ve çalışmalarınızı göz önünde bulundurarak sözcük öğrenimi üzerine kişisel inancınızı yazmanız istenmektedir.

B bölümünde ise, sözcük öğrenme stratejileri ile ilgili **41 madde** yer almaktadır (**42nci madde** açık uçlu sorudur). Bu bölümde sizden, sözcük öğrenme stratejileri kullanım sıklığınızı belirtmek amacıyla her bir madde için ***"her zaman", "sık sık", "bazen", "nadiren"*** veya ***"hiçbir zaman"*** seçeneklerinden bir tanesini seçip işaretlemeniz istenmektedir. 42nci madde için, sizden listede yer almayan, ancak sık olarak kullandığınızı düşündüğünüz başka sözcük öğrenme stratejileri varsa belirtmeniz istenmektedir.

Dolduracağınız maddeler için doğru ya da yanlış yanıt yoktur. Vereceğiniz yanıtlar gizli tutulacak ve araştırma dışında başka bir amaçla kullanılmayacaktır.

Katılımınız için teşekkür ederim.

Hazel KULAK
PAÜ, Eğitim Bilimleri Enstitüsi ABD, Yabancı Diller Bilim Dalı, Yüksek Lisans Programı

Sınıf: _____

Yaş: _____

Cinsiyet: Kadın ( ) Erkek ( )

	Lütfen sözcük öğrenimi hakkındaki inançlarını belirt.	***Kesinlikle katılmıyorum (1)***	***Katılmıyorum (2)***	***Kısmen katılıyorum (3)***	***Katılıyorum (4)***	***Kesinlikle katılıyorum (5)***
1.	İngilizce öğreniminde, sözcük öğrenimi önemlidir.					
2.	İngilizce sözcük öğreniminin en iyi yolu, İngilizceden Türkçeye metinler çevirmektir.					
3.	İngilizce bir sözcüğün anlamını bilmediğim takdirde, anlamını içerikten (context) tahmin etmek daha iyidir.					
4.	Sözcük bilgisini geliştirmek için İngilizce'yi sınıf arkadaşlarıyla pratik yapmak faydalıdır.					
5.	Sözcük bilgisini geliştirmek için İngilizce'yi ana dili İngilizce olan kişilerle pratik yapmak faydalıdır.					
6.	Yeni sözcük öğrenmek için İngilizce televizyon programları (haber programı, diziler, söyleşi programları vb.) izlemek faydalıdır.					
7.	Sözcük hazinesini pekiştirmek için İngilizce dersinde öğrencilerin sadece İngilizce konuşmaları istenmelidir.					
8.	Yeni öğrenilen sözcüklerle bol bol pratik yapmak (örn. yeni sözcükleri cümleler içerisinde kullanmak) önemlidir.					
9.	Sözcükleri iyi bir şekilde öğrenmek için iyi bir duyma/ işitme becerisine sahip olmak önemlidir.					
10.	Sözcükleri iyi bir şekilde öğrenmek için iyi bir hafıza becerisine/ ezber becerisine sahip olmak önemlidir.					
11.	Yeni sözcükler; okuma, dinleme, yazma ve konuşma dil becerileriyle bütünleştirilerek öğrenilmelidir.					
12.	Yeni sözcükler öğrenmek ve sözcük kapasitesini arttırmak dil becerilerini (konuşma, yazma, okuma, dinleme) geliştirmek bakımından faydalıdır.					

13.	Günlük konuşma ile ilgili sözcükleri öğrenmek, akademik sözcükleri öğrenmekten daha önemlidir.					
14.	Roman ve dil seviyesine uygun öykü kitapları okumak sözcük kapasitesini geliştirmek için faydalıdır.					
15.	İngiliz dili eğitimi ile ilişkili metinler okuyarak akademik sözcükler öğrenmek kariyer gelişimimizde önemlidir.					
16.	Bilgisayar oyunları, şarkılar, film ve dizi izleme, web siteleri, sosyal medya vb. sözcük öğrenmede faydalıdır.					
17.	Sıklıkla kullanılan sözcükleri öğrenmek, düşük sıklıkla kullanılan sözcükleri öğrenmekten daha faydalıdır.					
18.	Sözcük öğrenmek için geliştirilmiş mobil uygulamalar (Duolingo, Voscreen gibi) kullanmak faydalıdır.					
19.	Yeni sözcükleri bir tümce ya da bir paragraf bütünlüğü içinde yazarak öğrenmek, sözcükleri konuşarak veya dinleyerek öğrenmekten daha etkili ve faydalıdır.					
20.	Yeni sözcükleri konuşarak veya dinleyerek öğrenmek, sözcükleri bir tümce ya da bir paragraf bütünlüğü içinde yazarak öğrenmekten daha etkili ve faydalıdır.					
21.	Yeni sözcükleri birkaç kez arka arkaya Türkçe anlamıyla beraber yazmak, sözcük öğrenimi için faydalıdır.					

22. Devam ettiğiniz İngilizce öğretmenliği bölümündeki dersleriniz ve çalışmalarınızı göz önünde bulundurarak sözcük öğrenimi üzerine belirtmek istediğiniz kişisel inancınız / görüşünüz varsa belirtiniz.

A. Lütfen her bir sözcük öğrenme stratejisi için kullanım sıklığınızı belirtiniz.		*Asla*	*Nadiren*	*Bazen*	*Sık sık*	*Her zaman*
1.	Yeni sözcüğün, sözcük türü (part of speech)nü analiz ederim.(e.g. *produce- production- productive- productively*)					
2.	Yeni sözcüğün kökünü ve eklerini (its root and affixes) analiz ederim.					
3.	İngilizce sözcüğü yazılış ve anlam olarak çağrıştıran anadildeki bir sözcükle ilişkilendiririm. (e.g. university-üniversite, tomato-domates)					
4.	Varsa, yeni sözcüğe eşlik eden resimleri ya da vücut hareketlerini analiz ederim.					
5.	Sözcüğün anlamını, sözcüğün kullanıldığı / bulunduğu metin ya da içerikten (context) tahmin ederim.					
6.	Sözcüğün anlamına İngilizce-Türkçe sözlükten bakarım.					
7.	Sözcüğün anlamına İngilizce-İngilizce sözlükten bakarım.					
8.	Sözcüğün anlamından ve değişik kullanımlarından emin olamadığımda İng-İng sözlükten veya online sözlük kullanarak örnek cümlelere bakarım.					
9.	Sözcüğün anlamını, öğretim elemanının gösterdiği bilgi kartı (flashcard) veya posterlerden çıkarırım.					
10.	Öğretim elemanından yeni sözcüğün Türkçe karşılığını/ anlamını vermesini isterim.					
11.	Öğretim elemanından yeni sözcüğü farklı sözcüklerle açıklamasını (paraphrase) ya da eş anlamlısını söylemesini isterim.					
12.	Öğretim elemanının yeni sözcüğü bir içerik (context)te kullanmasını isterim.					
13.	Sınıf arkadaşıma sözcüğün anlamını sorarım.					
14.	Yeni sözcüğün anlamını ikili ya da grup çalışmaları yoluyla keşfederim.					
15.	Yeni sözcüğü ana dili İngilizce olan konuşmacılarla olan etkileşimimde / iletişimimde kullanmaya çalışırım.					

		Asla	*Nadiren*	*Bazen*	*Sık sık*	*Her zaman*
16.	Yeni sözcüğü, imaj, fotoğraf ve çizimler yoluyla anlamını tasvir eden resimsel bir gösterimle çalışırım.					
17.	Sözcüğün anlamını kişisel bir deneyim ile ilişkilendiririm.					
18.	Sözcüğü eş anlamlısı ve / veya zıt anlamlısı ile ilişkilendiririm. (örneğin; "easy" sözcüğü için simple / difficult; "correct" sözcüğü için true / false kullanılabilir.)					
19.	Yeni sözcükleri anlam haritası (semantic map) / kelime ağacı (word tree) kullanarak öğrenirim. Örneğin: hayvanlar; evcil hayvanlar (kedi, köpek vs.), vahşi hayvanlar (aslan, kaplan vs.), çiftlik hayvanları (inek, koyun vs.)					
20.	Yeni sözcüğü İngilizce bir cümle içerisinde kullanarak öğrenirim.					
21.	Yeni sözcükleri hikayeleştirerek bir araya getiririm. Örneğin, 'Cats like fish'.					
22.	Sözcüklerin yazılışını dikkatlice çalışırım.					
23.	Sözcüklerin telaffuzunu sesli olarak ve dikkatlice çalışırım.					
24.	İngilizce bir sözcüğü söyleniş açısından benzer bir Türkçe sözcük ile zihinde resimleştirerek ilişkilendiririm. Örneğin, İngilizce 'fabric'(kumaş) sözcüğü, Türkçe 'fabrika' sözcüğü ile benzer söylenmektedir. Bunu zihinde fabrikada üretilen kumaş şeklinde resmedebilirim.					
25.	Sözcüğü, sözcük türü / türleri ile ilişkilendirmeye çalışırım. (Produce-production-productive-productively)					
26.	Sözcüğün anlamını başka bir ifade ile açıklarım.(paraphrazation)					
27.	Yeni sözcüğü öğrenmek için fiziksel hareketlerimi kullanırım.					
28.	Sözcüğü sözel olarak (verbally) tekrar ederim.					
29.	Sözcüğü birkaç kez yazarım.					
30.	Sözcük listeleri kullanır ve onları tekrar ederim.					

		Asla	*Nadiren*	*Bazen*	*Sık sık*	*Her zaman*
31.	Sözcüğün anlamı pekiştirmek ve anlamını kolay hatırlamak için sözcüğün anlamını taşıyan kartlar hazırlarım.					
32.	Ders sırasında yeni sözcük ile ilgili notlar alırım.					
33.	Yeni öğrendiğim sözcükleri postitlere yazarak çalışma odamda görülebiliecek yerlere yapıştırırım.					
34.	Sözcükleri ve anlamlarını tekrar etmek ve cümle içerisinde kullanmak için sözcük defteri tutarım.					
35.	Yeni sözcük öğrenmek için televizyon dizisi, film ve haber programları izlerim.					
36.	Varsa ders kitabındaki sözcük testleri ya da internet üzerinden sözcük testleri ile sözcük bilgimi ölçerim.					
37.	Sözcükler üzerine çalışmaya sürekli ve düzenli bir şekilde devam ederim.					
38.	Yeni sözcükler öğrenmek ve daha önceden öğrenmiş olduğum sözcükleri pekiştirmek için İngilizce şarkılar dinlerim.					
39.	Sözcük öğrenme programları, online sözlükler gibi akıllı telefon uygulamaları kullanırım.					
40.	Sözcük bilgimi / dağarcığımı / kapasitemi gelistirmek için roman ve dil seviyeme uygun öykü kitapları okurum.					
41.	Alanla ilgili akademik sözcükler öğrenmek için İngiliz dili eğitimi ile ilişkili metinler okurum.					
42.	Listede yer almayan, ancak sık olarak kullandığınızı düşündüğünüz başka sözcük öğrenme stratejileri varsa lütfen aşağıda belirtiniz.					

APPENDIX C: CV

PERSONAL INFORMATION	
Name	Hazel
Surname	KULAK
Birth place/date	Ödemiş 19/05/1992
Nationality	T.C.
Contact address and e-mail address	Taşlıca Mah. Hoca Ahmet Yesevi Cad. No: 4/3 Şuhut-Afyonkarahisar hazelkulak@gmail.com
Education	
Primary	Anafartalar İlköğretim Okulu (1998-2006)
Secondary	Ödemiş Anadolu Öğretmen Lisesi (2006-2010)
Higher education (Bachelor's degree)	Hacettepe Üniversitesi (2010-2014)
Higher education (Master's degree)	Pamukkale Üniversitesi, Yabancı Diller Eğitimi ABD (2015-)
Foreign Language	
Foreign language	English
Exam name	YÖKDİL
Exam date	March, 2018
Points received	97,50
Professional Experience	
2014-2018	Afyonkarahisar/Şuhut Mahmut İlkokulu
2018-still	Afyonkarahisar/Şuhut Fatih Ortaokulu