



Hacettepe University Graduate School of Social Sciences
Department of Foreign Language Teaching
English Language Teaching

**THE RELATIONSHIP BETWEEN VOCABULARY LEARNING
STRATEGIES EMPLOYED BY UNIVERSITY LEVEL ENGLISH
LANGUAGE LEARNERS AND THEIR SUCCESS**

Shalaleh ZABARDAST ALAMDARI

A Master's Thesis

Ankara, 2010

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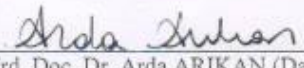
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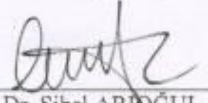
KABUL VE ONAY

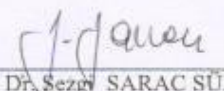
Shalaleh Zabardast Alamdari tarafından hazırlanan "the relationship between vocabulary learning strategies employed by university level English language learners and their success" başlıklı bu çalışma, 17.05.2010 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.


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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylım.

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Shalaleh ZABARDAST ALAMDARI

ACKNOWLEDGEMENTS

I would like to express my appreciation to my thesis advisor, Ass. Prof. Dr. Arda Arıkan, for his encouragement and help throughout this study.

Also, I would like to thank the Hacettepe University students in English language teaching department for their patience, willingness and participation in every step of this study.

I would like to express my gratitude to Prof. Dr. Mehmet DEMİREZEN, for his support and contribution throughout this research.

Special thanks to, Dr. Didem KOBAN and Dr. İsmail Fırat ALTAY who made my study possible.

I owe much to my family, especially my father, who supported and encouraged me throughout the year.

Finally, I would like to express my special thanks to my dear husband, Mohammad Reza PASHAYI, for being devoted and supportive to me.

ÖZET

ZABARDAST ALAMDARI, Shalaleh. “The Relationship between Vocabulary Learning Strategies Employed by University Level English Language Learners and Their Success in Vocabulary Learning”, Yüksek Lisans Tezi, Ankara, 2010.

Bu çalışma Hacettepe Üniversitesi birinci sınıf İngiliz dili öğrencilerinin kullandığı kelime stratejileri ve kelime öğrenme başarıları arasındaki ilişkiyi incelemek üzere ele alınmıştır. Çalışmada kelime öğrenme stratejileri anketi ve İngilizce kelime testi sonuçları temel alınarak, öğrencilerin stratejileri kullanmada ne oranda başarılı oldukları dikkatle alınmıştır. Bu amaçla anket ve kelime testinden elde edilen veriler 3 bölümde incelenmiştir.

Bu çalışma ilk olarak deskriptif istatistik (ortalama, standart sapma ve yüzde) sonuçlarına dayanarak, 72 öğrencinin bilişsel, saptama, sosyal stratejilerini yüksek oranda, bilişötesi ve ezber stratejilerini orta düzeyde kullandıkları sonucuna varmıştır.

Çalışmanın ikinci bölümünde, öğrencilerini kullandığı kelime stratejileri ve kelime öğrenme başarıları arasındaki ilişkiyi bulmak amacıyla, ilinti ve çok yönlü gerileme analizi kullanılmıştır. Sonuçlara dayanarak, çalışma bilişsel ve sosyal stratejilerin kullanımı ve öğrencilerin başarıları arasındaki ilişkiyi ortaya çıkarmıştır.

Çalışmanın sonunda başarılı ve başarısız öğrencilerinin kullandığı kelime stratejilerini bulmak amacıyla, deskriptif istatistik (ortalama, standart sapma) analizi kullanılmıştır. Bulgular başarılı ve başarısız öğrencilerin doğrudan tüm stratejilere yeğlediklerini gösterse de, ancak başarılı öğrencilerin sosyal ve bilişsel strateji türlerini daha fazla kullandıklarını sergilemektedir.

Anahtar sözcükler: kelime öğrenim stratejileri, hatırlama, pekiştirme, başarılı öğrenim.

ABSTRACT

ZABARDAST ALAMDARI, Shalaleh. “The Relationship between Vocabulary Learning Strategies Employed by University Level English Language Learners and Their Success in Vocabulary Learning”, Master’s Thesis, Ankara, 2010.

This study set out to investigate the relationship between vocabulary learning strategies employed by first year English Language learners of Hacettepe University and their success in vocabulary learning. Based on the vocabulary learning strategies questionnaire and English vocabulary test results, the study aimed to discover the extent of students’ success in employing strategies. Therefore, the data obtained from the questionnaire and vocabulary test were analyzed in three parts.

The first part of the study concluded that students were high users in cognitive, determination and social strategies and were medium users in metacognitive and memory strategies.

In the second part of the study, in order to response to the second question of the study on the relationship between the use of vocabulary learning strategy and students’ success, correlation coefficient and Multiple Regression were administrated to the data. The analysis of results revealed that there was relationship between successful vocabulary learning and use of cognitive and social strategies.

In the third part, the comparison of unsuccessful and successful learners’ preferences in vocabulary learning strategies was studied. The results revealed that although students made use of most types of vocabulary learning strategies but social and cognitive strategies favored most frequently by successful learners.

Keywords: vocabulary learning strategies, discovery strategies, consolidation strategies, successful learning.

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CHAPTER I

INTRODUCTION

1.1 Introduction

The learning of words, unlike the learning of syntactic or phonological constructions, can apparently go on without limit, but research in vocabulary learning has grown in leap and bound in recent years, because most researchers criticize for the little attention they have paid to the factors which affect vocabulary learning (Naiman et al., 1975; O'Malley and Chamot, 1990). When students' preferences in vocabulary learning strategies are taken into consideration; also, they failed to define best strategies and why students relied more on some strategies like rote learning rather than other strategies.

First and foremost, research in learning strategies began in the 1970s when researchers first formally realized a connection between successful language learners and what they did to acquire second or foreign language (Stern, 1975; Naiman, et al., 1975; Wenden and Rubin, 1987). Then, in the process of identification of language learning strategies, researchers realized that many of these strategies deal with vocabulary learning (Schmitt, 1997). By concentrating on data attained from students' self-reports and interviews they come to understand that learners engage in different behaviors in order to learn vocabulary in L2 or FL. For example, learners had reported using dictionaries, memorizing lists of words, making up word charts, practicing words, learning words in context, repeating words, using mental imagery, and reviewing previously learned words.

After this era in which researchers defined, categorized, developed, and improved ways of measuring strategy use, further research was worked on the understanding of strategies interaction with learner characteristics and knowing which strategies might be most helpful to which learners in learning vocabulary. Sokmen (1997) argues "it is not possible for students to learn all the vocabulary they need in the classroom" (p. 225).

Therefore, he puts emphasis on helping learners to develop their own vocabulary learning strategies by encouraging them to rely on effective learning techniques.

Researchers have investigated the effects of other variables by using correlational method such as factor analysis to summarize the relationships between a large numbers of variables. One of the variables was the strategies used by learners, and the effects of these strategies on their success. For instance, Bialystok and Frolich (1981) investigated the relationship between strategy use and students' success in language learning and showed that effective use of learning strategies is key factor to distinguish successful and unsuccessful learners.

Thus, there is some advantage in approaching and making systematic comparison between strategies used by successful learners and those used by less successful ones. With the aim of finding the relationships between vocabulary learning strategies and students' success, this study aims to provide answers to some of the more important questions about vocabulary learning strategies and students' success in vocabulary learning.

First, this paper is concerned with vocabulary learning and the classification of learning strategies and vocabulary learning strategies as well as the differences between successful and unsuccessful learners in using vocabulary learning strategies. Particularly, the best way of approaching these issues is to look at the strategies used by learners, and the effects of these strategies on their success. Therefore this study has the following objectives:

- a) to identify the types of micro-strategies used by groups of learners, and to assess students' success in relation to their preference;
- b) to discover whether there are any differences in the strategies used by successful and unsuccessful learners.

With the aim of finding students' responses, the ultimate goal of present research is to explain what strategies students use and how much they are successful in their learning; hence, this study will put emphasis on the importance of self-awareness, self-monitoring, organization, and active involvement of the learner in the learning process.

1.2 Background to the Study

Foreign language learning depends on the development of a remarkable amount of vocabulary. Laufer (1997) studied how much vocabulary a learner needs to apply effective strategies in learning. The result showed that "3,000 word families or about 5,000 lexical items are needed in order to use strategies effectively in vocabulary acquisition" (p. 20), which is a large amount of vocabulary for a learner to master. In other words, in order to discover the meaning of unknown words from the context, knowing a large number of words is essential. Furthermore second and foreign language learners need to learn enough amount of vocabulary to optimize their vocabulary knowledge (Schmitt, 2000).

Besides the research on learning vocabulary, research on employing vocabulary learning strategies (VLS) as a part of language learning strategies have received considerable attention. One of the advocators and developers of comprehensive inventory of vocabulary learning strategies is Schmitt (1997), who claims that lack of attention on vocabulary learning strategies is due to the lack of a comprehensive taxonomy of vocabulary learning strategies. Hence, he groups vocabulary learning strategies in five categories (social, memory, cognitive, metacognitive and determination).

Consequently, with the work of Schmitt and growing interest in finding vocabulary learning strategies, researchers encourage to explore the effectiveness of strategies. Some of them aim to investigate the effectiveness of the strategies on real vocabulary learning tasks (Cohen and Aphek, 1981; Erten, 1998). Others employ students' reports on how effective they perceive strategies based on their past learning experiences

(Schmitt, 1997; Fan, 2003 cited in Erten, 2008), While many prefer to explore frequencies of use of vocabulary learning strategies from self-report strategy questionnaires and their relation to vocabulary size and language proficiency (Ahmed, 1989; Gu and Johnson, 1996; Fan, 2003, cited in Erten, 2008).

In studies on vocabulary learning strategies, this procedure is usually performed by comparing the use of each strategy employed by individual students to the students' overall scores from the recall tests in vocabulary. This procedure can provide us with a clear picture of students' preferences in employing vocabulary learning which is associated with the test scores of the students. These correlation coefficients are sometimes interpreted as indicators of the effectiveness of individual strategies.

1.3 Purpose of Study

This study addresses the need for understanding the role of employed strategies by looking at learners' preferences and their success in English language vocabulary tests. This study mainly has four main aims: (1) to promote a concrete understanding of the concept of vocabulary learning strategies; (2) to explore Turkish English language learners' preferences in vocabulary learning strategies or the type of vocabulary learning activities students do on a regular basis like the frequency and elaborateness of their note-taking and reviewing efforts, and the frequency and elaborateness with which they used dictionaries and other strategies related to vocabulary learning; (3) to indicate the extent to which students engage in vocabulary learning, (4) to determine a possible relationship between strategy use and achievement level.

1.4 Significance of the Study

Unfortunately most of the studies have concentrated on identifying the strategies employed by successful learners and the question of whether successful and unsuccessful learners can be distinguished by their preferences in employing vocabulary

learning strategies has not been asked before; therefore, this study make systematic comparison between the strategies used by learners according to their performance in English language vocabulary test, and coming one step closer to investigate individual learner preferences and their differences in a more systematic and detailed manner.

Having analyzed all participants' responses to the tests and questionnaires, we are able to explore learners' preferences and their differences in strategy choice without the confusing with other variables. This study also may trigger the importance of self-awareness, self-monitoring, organization, and active involvement of the learner in the English language learning process. Also, these findings help to illustrate some areas where learners probably need to receive more guidance from instructors.

1.5 Research Questions

The study aims to find an answer to following questions;

1. What are the rank orders of the most and least frequently used categories of strategies by students? What skills (micro-strategies) in vocabulary learning strategies are used most frequently by students in relation to their vocabulary learning preferences?
2. Is there any relationship between vocabulary learning strategies and students success in vocabulary learning?
3. What micro-strategies are used most frequently by successful and unsuccessful learners?

1.6 Overview of Methodology

This study is conducted between 72 first year students of English language teaching at Hacettepe University in Turkey. A total of 72 students are enrolled in the vocabulary

learning classroom voluntarily participate in the study. This population is made up of three classes, of the 72 participants, 20 are male and 52 are female. All instruments are administered during the participants' regular English classes within a one-month period. The "vocabulary learning strategies" questionnaire, requiring about 25 minutes completing, is administered first; the test is completed on a separate occasion about 40 minute in their classroom.

The data is obtained through two instruments (questionnaires and an English vocabulary test). In search for students' preferences in vocabulary learning strategies to learn vocabulary, questionnaire based on Schmitt classification of vocabulary learning strategies applied in classroom. The instrument is translated into Turkish so that there is no place for any kind of misunderstanding for the students influencing the result of research. The pilot form of this study lastly has been done by Uster (2008). The data is analyzed using descriptive analysis.

In English vocabulary test, I look for students' vocabulary knowledge through 100 questions. The vocabulary knowledge test contains Nation (2001) standardized test and some internet based tests (KPDS, and TOEFL tests). The data are analyzed through descriptive statistics, correlation coefficient and multivariate regression.

The two hypothesis of study are

1. High achievement and proficiency in vocabulary learning linked with types of strategies, which students report.
2. In other hand there isnot relationship between high achievement and proficiency in relation to the type of strategy.

1.7 Limitations of the Study

This study is not, however, without limitations. It was conducted with participants from Hacettepe university in Turkey, the ability to generalize the data is limited; thus,

questionnaire and tests should also be assessed in a variety of educational contexts. Further research is needed to complement the self-report data by means of data collected by interviews, think-aloud protocols and diaries, and evaluate the relationship between the use of strategies and different factors over time. Such studies should ideally draw upon the perceptions of both teachers and learners concerning the effectiveness of various strategies.

1.8 Definitions of Terms

1.8.1 Vocabulary Learning Strategies

Vocabulary learning strategies are subcategory of language learning strategies and deal with students' vocabulary knowledge and what students do to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production (Fan, 2003).

1.8.1.1 Discovery Strategies

In order to discover the meaning of new word, discovery strategies divided into two groups: social strategies and determination strategies. Social strategies are used to understand a word "by asking someone who knows it" (Schmitt, 1997, p.210) or asking teacher for L1 translation, asking teacher for paraphrase or synonym of new word, asking teacher for a sentence including new word, asking classmates for meaning, discovering new meaning through group work activity.

Determination strategies are used "when faced with discovering a new word's meaning without recourse to another's person expertise" (Schmitt, 1997, p.205). Or it can be defined as analyzing parts of speech, analyzing affixes and roots, checking for L1 cognate, analyzing pictures and gestures, and guessing from textual context, using bilingual dictionary, using monolingual dictionary, using word lists, and using flash cards.

1.8.1.2 Consolidation Strategies

Schmitt (1997) classifies consolidation strategies into four groups: cognitive strategies, metacognitive strategies, memory strategies and some items of social strategies. Cognitive strategies define as “manipulation or transformation of the target language by the learner” (Schmitt, 1997, p. 43). Metacognitive strategies are defined as “a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best way of study” (p. 205). Memory strategies are “approaches which relate new materials to existing knowledge” (p. 205).

1.8.2 Successful Learning

Successful learning is consistent with a belief in a variety of learning styles potentially leading to successful learning. In successful learning, learners are able to explain why they employ different strategies or do these strategies work well together with their requirements in vocabulary learning.

CHAPTER II

REVIEW OF THE LITERATURE

2.1 Introduction

Vocabulary is an indispensable part of communication and it is an inseparable part of any language learning process. A number of researchers recently suggest that in order to improve communicative competence and deal with students' lexical problems, acquiring a large number of vocabulary is necessary. Wilkins (1972) claims that "without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed" (p. 111). Similarly, Zimmerman (1997) adds that "vocabulary is central to language and of critical importance to the typical language learner" (p. 5). Furthermore, McCarthy (1984) claims that "the task of vocabulary learning is to see the distinction between knowing a word and using it" (cited in Zimmerman, 1997, p. 14). These ideas represent that lack of vocabulary knowledge affects meaningful communication.

In line with the fact that vocabulary is viewed as a significant component of communication and language learning, with the movement away from the audio-lingual method in 1970s and towards a communicative approach in 1980s, and the shift of the attention from a focus on teachers to learners (student centered learning), the importance of learning strategies has become more and more obvious.

A number of researchers who studied language learning strategies have pointed at the usefulness of using strategies in language learning (Oxford, 1990; Nunan, 1999; Nation, 2001; Macaro, 2001; Fan, 2003). Among these researchers, Nunan (1999) calls strategies "the mental and communicative procedures learners use in order to learn and use language" (p. 171) and Oxford (1990, p.2) defines them 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". Macaro (2001) adds that "skills and processes are the surface manifestations of the strategies that learners use. Strategies are

the network of thousands of decisions put into action, consciously or subconsciously” (p. 43).

Also, in the field of vocabulary learning strategies number of researchers have expressed the effectiveness of using strategies in learning new words (Lawson and Hogben, 1996; Gu and Johnson, 1996; Schmitt, 1997; Nation, 2001; Fan, 2003; Erten and Williams, 2008). Nation (2001) points out that “a large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels” (p.222). Therefore, vocabulary learning strategies as facilitators of second/foreign language vocabulary learning highlight learners’ active role in the learning process.

In remaining part (2.2), it is necessitated to discuss the nature of vocabulary learning. In Section 2.3 learning strategies and the classification of learning strategies, also factors which influence both learning strategies and vocabulary learning strategies are examined from different viewpoints. Lastly, section 2.4 deals with a specific field of learning strategies: vocabulary learning strategies.

2.2 Vocabulary Learning

Empirical studies on vocabulary learning strategies have emphasized in order to communicate adequately and efficiently in another language knowing and using the sufficient number of vocabulary is necessary (Laufer, 1992; Nation, 1990). Riazi and Alavi (2004) claim that vocabulary is a central factor in development of language proficiency involving pronunciation, spelling, meaning and grammatical properties of the lexical item. Nation (1990) states “learners of English as a foreign language need a productive knowledge of at least 3000 high-frequency English words in order to be able to cope with university reading tasks” (p.24).

Meara (1988) speaks about the lack of stress in foreign language vocabulary learning and adds that “this neglect is all the more striking in that learners themselves readily

admit that they experience considerable difficulty with vocabulary, and once they have got over the initial stages of acquiring their second language, most learners identify the acquisition of vocabulary as their greatest source of problems” (p. 100). Similarly, Zimmerman (1997) claims that “the teaching and learning vocabulary have been undervalued in the field of second or foreign language acquisition throughout its varying stages and up to present and it requires to serious consideration”(p.5).

The limited vocabulary knowledge and how to learn is a matter of concern and it must be analyzed and differentiated in vocabulary learning process. Therefore, remaining part investigate complex nature of implicit and explicit learning, as well as refers to the strategies in which students mostly prefer to acquire new vocabulary.

2.2.1 Implicit vs. Explicit Learning

Vocabulary acquisition is a complex phenomenon involving several different learning processes (Ellis, 1994). The most common distinction should be between implicit and explicit learning. Implicit (or incidental) learning is a common means of learning vocabulary and defined as “accidental learning of information without the intention of remembering that information,” and is a completely subconscious process in which students gain incidental vocabulary knowledge through independent reading without close attention (Hulstijn et al., 1996, p.25).

On the other hand, explicit learning refers to the application of vocabulary learning strategies mainly metacognitive strategies on the part of the learner. This kind of learning is more efficient because the employments of metacognitive strategies facilitate and enhance vocabulary acquisition. On this view learners are seen as active processors of information (Ellis, 1994).

While most of the classrooms contain a variety of students, there must be many-sided approaches in vocabulary learning. The following parts refer to some strategies employed by learners in order to enhance vocabulary knowledge.

2.2.1.1 Use of Context

Learning the lists of unrelated words is boring and difficult and does not help students when encounter with those words in a different context, while the learning of new words in different context often help students to guess the meaning and helps them to use these words in speaking and writing. Some researchers (Beheydt, 1987; Nattinger, 1988; and Krashen, 1989; Nation, 1990; Lawson and Hogben, 1996) put emphasis on the importance of context in the learning of word meanings; that is to say, teaching new vocabulary should begin by presenting the new items in context.

Nattinger (1988) asserts “guessing vocabulary from context is the most frequent way we discover the meaning of new words” (cited in Lawson and Hogben, 1996, p. 7). Similarly, Sternberg (1987) claims that “most vocabulary is learned from context”, and adds that “what the claim does not imply is that teaching specific vocabulary with using context is the most effective, or even a relatively effective way of teaching that vocabulary” (p. 89).

Beheydt (1987) states “from a psychological as well as a linguistic point of view, undeniably the first guideline would be that vocabulary must be learned in context. The meanings of words are more easily semanticized if they are embedded in a meaningful context” (p.63). Furthermore, Nation (1990) defines the use of the context in vocabulary learning as the “undoubtedly most important vocabulary learning strategy” (p. 130). Moreover, Gu and Johnson (1996) claims vocabulary can be acquired through reading or fully contextualized activities.

The real value of context is its authenticity, as it is suggested learning the meaning of a word in context helps students to develop strategies like anticipating and inferring in learning progresses. Therefore, it is important to provide learners with strategies for inferring the meaning of unknown vocabulary from the context in order to improve their communicative competence and contribute to autonomous learning.

2.2.1.2 Imagery Mediation - Keyword Method

Keyword method is the example of deep strategies or mediation strategies and its usefulness in the term of long-term memory retention has been confirmed. Atkinson (1975) defines keyword method as a mnemonic technique in which a new word associates with a similar-sounding word, or keyword. Similarly, Gu and Johnson (1996) claim that imagery mediation or key word method involves visualizing a mental picture or image of second language word.

Hall, Wilson, and Patterson (1981) suggest keyword method is most useful to less experienced learners, because provide better recall, and enhance the storage and recall of information in the memory. Furthermore, Carter and McCarty (1988) argue elaborative keyword technique in vocabulary learning as follow

The clear principle which emerges is that the more that word is analyzed or is enriched by imagistic and other associations, the more likely it is that they will be retained. Such a technique, linking as it does form, meaning, and structure through cues which, in turn, facilitate a combination of productive and receptive senses, does appear to have advantages over an exclusive focus on straightforward translation and rote learning (p. 155).

Although the applications of keyword method are limited, but it is practical in learning concrete nouns and is very effective when used in conjunction with other vocabulary learning strategies.

2.2.1.3 Dictionary Use

The power of language is mainly on learning and knowing extensive number of vocabulary. There is a simple method in vocabulary learning that ensures students' progress in understanding and acquiring new words: *dictionary*. Dictionaries are the best resources providing word meanings, and enhance vocabulary acquisition and

comprehension; therefore, use of dictionaries generally improve cognitive and determination strategies.

Mostly, students need to use dictionaries to gather information with the aim of facilitating their communication in the target language inside or outside the classroom. However second and foreign language instructors often have different views on the effectiveness of using a dictionary and incidental vocabulary learning (Leffa, 1992; Knight, 1994; Gu and Johnson, 1996). Dictionary especially on-line form helps learners enlarge their vocabulary knowledge and increase their awareness of common grammatical errors (Leffa, 1992).

Leffa (1992) investigated the effectiveness of an electronic dictionary and a conventional dictionary in a translation task and discovered “computer dictionary enabled the students to understand 38% more of the passage, using 50% less time” (p. 63), and the study demonstrated online dictionary enhances comprehension. Knight (1994) found out students learnt more words when they used dictionary and achieved higher reading comprehension scores. So, the results show a significant correlation between comprehension and the gain and retention of new lexical items when students use dictionary.

Therefore, it can be assumed that dictionary increases comprehension and leads to incidental learning of other unknown words. In other words, dictionary leads to improved reading comprehension, vocabulary development, and an efficient use of study time.

2.2.1.4 Multimedia

The use of multimedia in learning setting provides a variety of clarification for words in the form of text, pictures, video, and sound, and it is accepted that foreign words associated with imagery techniques are learnt more easily than words alone (Seghayer, 2001).

With the birth of computer technology, large number of researchers claimed that this technology has great potential for language learning (Seghayer, 2001; Chun, 2001). Accepting the use of multimedia especially computers in language teaching seems to be due to the fact that computers are capable of performing multiple tasks; to be exact, it provides variety in presenting and practicing new language and improves using metacognitive and cognitive strategies.

The uses of multimedia, especially computer encourage deeper processing; also, help teachers to give immediate feedback to student errors. It stimulates and increases learners' vocabulary size. Consequently, with the emergence of computer, students are able to work through the material in ways which match their preferred learning style and can study at their own pace.

Computer in vocabulary learning is regarded as powerful method for increasing language learners' vocabulary size (Chun, 2001). In a study on combination of video input and bimodal verbal input (subtitles in L2 with audio in the learners' L1) Danan (1992) stressed the importance of providing verbal and the visual representational inputs. He claimed that visual materials remembered better than verbal components, and students learned new words better when they make connection between L1 and image of an object or action and its foreign equivalent. Kost, Foss, and Lenzini (1999) proposed EFL learners performed better on both production and recognition vocabulary tests when they used combination of visual text and graphics.

Touching on the role of vocabulary in language learning, this study aims to provide a comprehensive definition of vocabulary learning strategies. While the role of vocabulary in language learning has been marginalized, the role of learning strategies is suggested as an important factor in employing vocabulary learning strategies. In view of the importance of learning strategies, it is useful to find out what learning strategies are and examine how they help to build up vocabulary learning strategies.

2.3 Language Learning Strategies

Vocabulary learning strategies (VLS) as a subclass of language learning strategies apply a wide variety of language learning tasks like oral communication and reading comprehension. Consequently, at the first attempts, this research aims to provide an overview of language learning strategies that reflect the vast majority of strategies in vocabulary learning strategies taxonomies.

With works of Rubin (1975) and Stern (1975) in the mid-seventies, the importance of the language learning strategies enhanced, after awareness about the importance of language learning strategies O'Malley et al. (1985) supposed:

There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategies; there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies (p.22).

They confirmed that “research in learning strategies in the second language acquisition has focused on describing strategies used by successful second language learners” (p.560) also added “from a theoretical standpoint, research is needed on how strategies introduced explicitly in a formal setting influence implicit linguistic knowledge and a student’s ability to comprehend and produce language” (p.561). Similarly, Oxford (1986) argued, emphasis must be placed on identifying effective second language learning strategies specifically cognitive and metacognitive strategies and teaching students how to use them, and she (1990) admits;

There is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorized; and whether it is - or ever will be - possible to create a real, scientifically validated hierarchy of strategies....Classification conflicts are inevitable (p.17).

Over the years different researchers have given different definition on learning strategies and employ a variety of approaches to gather data about good language learners and what they do to be more successful than other language learners.

Rubin (1975), one of the researchers in this field defined strategies as “the techniques or devices which a learner may use to acquire knowledge” and added that “successful language learners had a strong desire to communicate, were willing to guess when unsure, and were not afraid of being wrong or appearing foolish” (p.43). That is to say, good language learners pay attention to form and meaning in their language and practice and monitor their own language. Naiman et al. (1975), listed strategies used by successful learners, and defined them as “general, more or less deliberate approaches” that learner use to develop learning (p.4). Moreover he claimed language learners employ learning styles and strategies appropriate to them, actively involve in the language learning process, develop an awareness of language both as a system of rules and as a means of communication and are aware of the demands of learning language.

In 1990 studies on learning strategies experienced remarkable growth. Furthermore interest in learning strategies and attention to the learner and learner-centered instruction increased. These trends traced to the recognition that learning should begin with the learner.

Oxford (1990) one of the advocates and developers of language learning strategies defined them as “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information as a base” (p.8), and then expanded her definition and describes it 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” (p. 8). Furthermore, she claimed learning strategies “help learners become more fluent in what they already know and may lead learners to gain new information about what is appropriate or permissible in the target language” (p.49).

A number of these definitions on expanding the characteristics of good language learner on the employment of strategies in language learning have been validated by subsequent researches. In some of these studies, the relationship between language learning

strategies and success in language development had been broadly investigated. O'Malley et al. (1985) revealed higher level students use mostly metacognitive strategies, which indicated more successful students had more control over their learning. Ehrman and Oxford (1995) investigated the relationship between end-of-course proficiency and a number of variables including language learning strategies and claimed cognitive strategies were the only kinds of strategies which had a significant positive relationship with success in learning language.

Furthermore, Chamot and Kupper (1989) claimed successful language learners prefer strategies that work well together and respond to the requirements of the language task and most of such learners can explain the strategies they employ with the purpose of improving their learning. Oxford et al. (1993) supported the effectiveness of using learning strategies and represented successful language learners often use strategies in an "orchestrated fashion". Therefore, proper use of language learning strategies often results in high proficiency and achievement in specific skill areas.

Although there are many works on language learning strategies, it is beyond present research to broadly cover them. But in the light of these researches, learning strategies have the potential to be "an extremely powerful learning tool" (O'Malley et al., 1985, p.43), and it is probably unlikely that learning strategies will solve learning problems.

2.3.1 Classification of Language Learning Strategies

Most of the studies on language learning strategies (hereafter LLS) have claimed employing LLS have many advantages and influence success in second or foreign language learning (O'Malley et al., 1985). They have argued with proper strategies classification improvement in sides of language learning is well-established.

Certain strategies are linked to particular language skills or tasks. O'Malley and Chamot (1990) claim dividing up strategies enable researchers to describe the correspondence

between mental processes and strategic processes. The following parts widely refer to the different classifications of language learning strategies.

2.3.1.1 Rubin's Classification of Language Learning Strategies

First classification of language learning strategies is introduced by Rubin (1981, 1987). She groups three major kinds of strategies: *learning*, *communication*, and *social* strategies and categorizes learning strategies in two groups as direct strategies and indirect strategies (p. 124-126).

Rubin (1981) differentiates strategies that directly deal with language learning and strategies that indirectly involve with language learning. She distinguishes six direct strategies: (a) clarification/verification, (b) monitoring, (c) memorization (focus on the storage and retrieval process e.g. drill and repetition, mnemonic strategies also grouped in this category), (d) guessing/inductive inferencing (using previous knowledge to get knowledge about a specific linguistic form or meaning), (e) deductive reasoning (looking for and using more general rules), and (f) practice (repetition, rehearsal, experimentation, application of rules, imitation, attention to detail), along with two indirect strategies: (a) creating opportunities for practice and (b) production tricks.

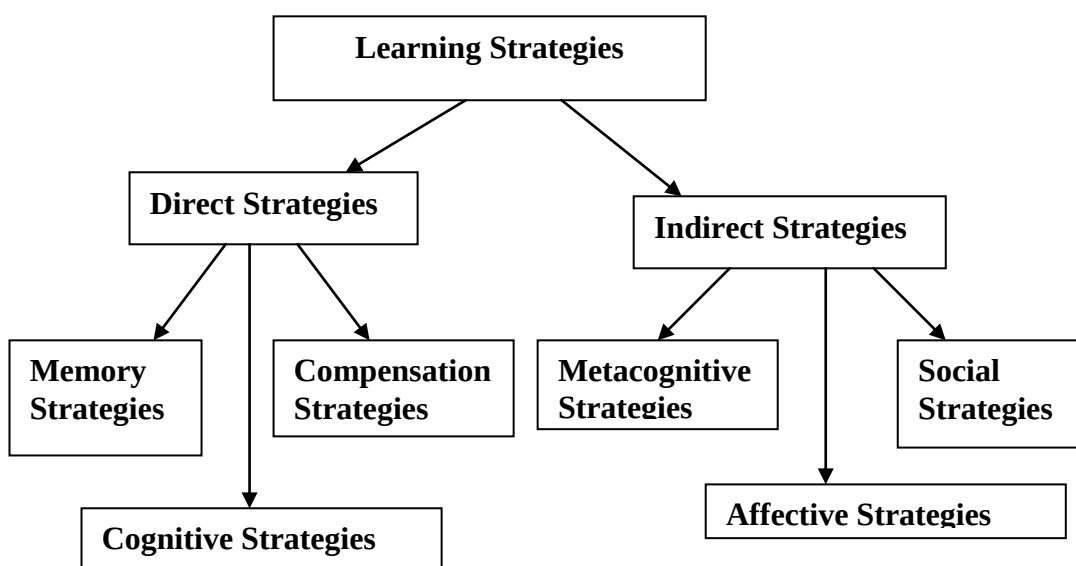
In this period, the emergence of metacognitive and cognitive categories approximately corresponded with Rubin's indirect and direct strategies. After Rubin's classification, O'Malley and Chamot's (1990) and Oxford (1990) classification emerged. Oxford (1990) took a step further and the comprehensive classification complete with her taxonomy of language learning strategies.

2.3.1.2 Oxford's Classification of Language Learning Strategies

Oxford's (1990) classification of language learning strategies is one of the best. She divides strategies into two major groups: direct and indirect. These two groups

subdivide into six sub-groups of memory, cognitive, compensation, social, affective and metacognitive strategies which are as follow in detail (p. 15–22)

Figure 1: Oxford’s Classification of Language Learning Strategies



Direct Strategies

The direct strategies facilitate storing and recovering of information by the learner. Gamage (2003) claims Oxford’s direct strategies refer to “subconscious tasks, which are inherently learnt while indirect strategies refer to more conscious strategies” (p.3).

Memory Strategies

Memory-related strategies (direct) include acronyms, images, key words and they help learner to link L2 items or concepts with another. Learner uses them without deep understanding of strategies. They are simply based on laying things out in order, making association, and reviewing. Memory strategies frequently use in the beginning process of language learning. High proficiency students use less memory strategies in their learning processes.

Cognitive Strategies

Cognitive strategies are the most popular strategies in language learning. Cognitive strategies facilitate use of language material. These strategies enable learner through the reasoning, analyzing, note-taking and synthesizing, practicing, receiving and sending messages, and creating structure for input and output, to develop learning. Therefore, students use these strategies to transform target language.

Compensation Strategies

Learners use compensation strategies when they have insufficient knowledge for comprehension of the target language. These strategies employ for guessing from context and gestures, especially when learner have the lack of knowledge in some fields of the language (e.g. deficiency in grammar and vocabulary). When learners do not know new words and expressions, they guess the meaning, or when a learner does not know the subjunctive form of verb, a different form may be used in order to convey the message (Gamage, 2003).

Indirect Language Learning Strategies

Indirect language learning strategies work together with the direct strategies. They help learners to develop their learning processes. These strategies support and manage language learning without direct engagement and therefore called indirect strategies.

Meta-cognitive Strategies

Meta-cognitive strategies coordinate students learning process and help them to plan their language learning preferences in an efficient way. They include identifying, centering (focus on certain language activities or skills), planning (organize to get maximum benefit from their energy and effort), monitoring and evaluating the learning process (monitoring errors and evaluation of progress).

Affective Strategies

The affective factors like emotion, attitude and motivation influence learning. Affective strategies help learners control their emotions and motivation. They are lowering anxiety, encouraging, and taking emotional temperature. Learners who use affective strategies manage their attitudes and emotions about learning and understand negative feelings.

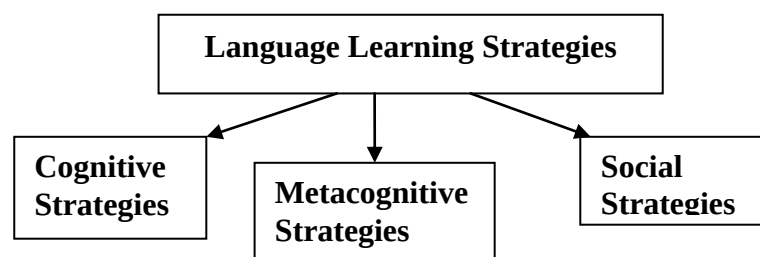
Social Strategies

Social strategies develop student's communicative competence through interaction and communication. They include asking questions, cooperating with others, and empathizing with others (talking with native speakers and exploring culture). Asking questions is the most helpful strategy to understanding the meaning, because it generates response from the partner and creates interest and involvement. Studies show that cooperative learning results in higher self-esteem, increased confidence, and rapid achievement.

2.3.1.3 O'Malley and Chamot's Classification of Language Learning Strategies

At the same years O'Malley and Chamot (1990) provide the classification of language learning strategies and distinguish strategies into three categories: cognitive, metacognitive and social/affective.

Figure 2: O'Malley and Chamot's Classification of Language Learning Strategies



Cognitive Strategies

Cognitive strategies are used by learners to transform new material (e.g. inferencing, contextual guessing and relating new information to other concepts from memory). Cognitive strategies cover “interaction with the materials to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task” (O’Malley and Chamot, 1990, p. 138).

Metacognitive Strategies

By employing metacognitive strategies students consciously direct their learning. These strategies help the learners to think about learning process, to plan their learning, to monitor their learning task, and to evaluate how well they have learnt. Chamot et al. (1999) state the learner awareness of strategies is closely related to meta-cognition, and add that more successful learners have more metacognitive awareness.

Social/Affective Strategies

Social/affective strategies involve interaction with another person or taking control of ones’ own feelings on language learning. Learner applies these strategies when interacting with other people in order to assist learning and regulate emotions and anxieties (O’Malley and Chamot, 1990).

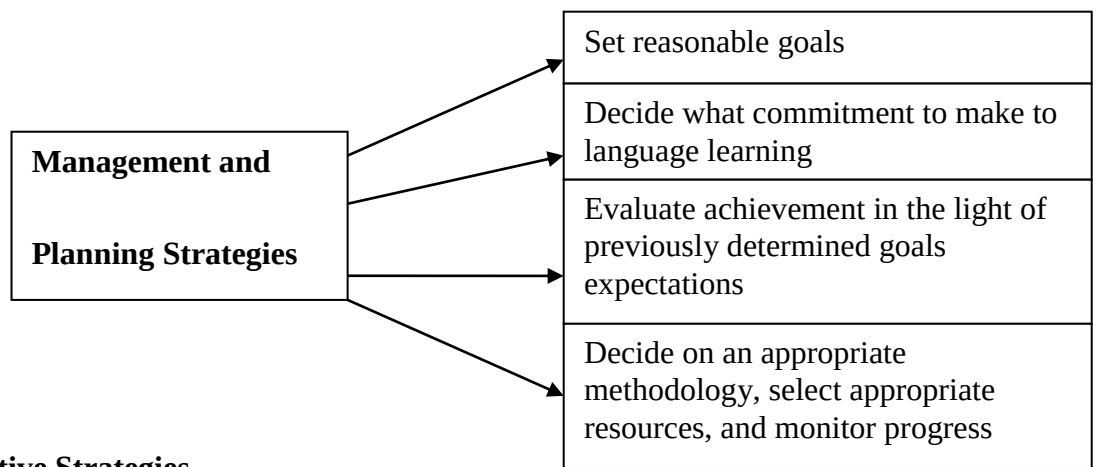
2.3.1.4 Stern’s Classification of Language Learning Strategies

Stern (1992) classifies strategies into five main groups. They are management and planning strategies, cognitive strategies, communicative-experiential strategies, interpersonal strategies, affective strategies (p.262-266).

Management and Planning Strategies

Learner uses these strategies to direct his/her own learning, in this way learner take responsibility to develop his learning. In the use of management and planning strategies the role of teacher is that of an adviser and resource person (Hismanoglu, 2000).

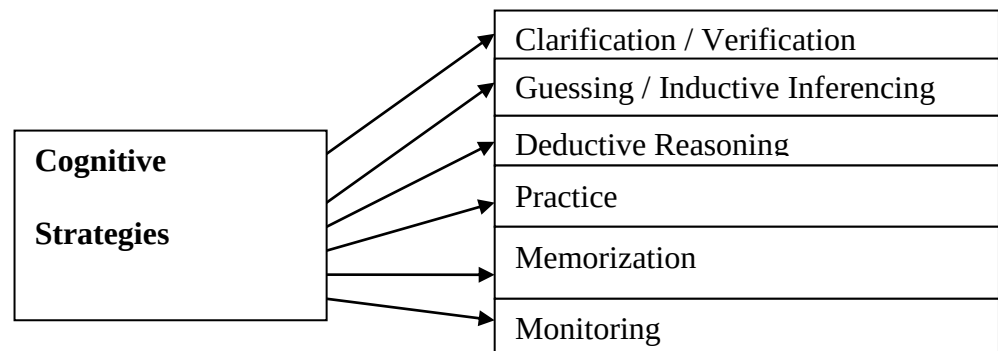
Figure 3: Stern's Classification of Management and Planning Strategies (p.263)



Cognitive Strategies

They are used in problem solving that requires direct analysis, transformation, or synthesis of learning materials (Hismanoglu, 2000). Cognitive strategies include:

Figure 4: Stern (1992) classification of cognitive strategies



Communicative - Experiential Strategies

They include circumlocution, gesturing, paraphrasing, or asking for repetition and explanation and “are used by learners so as to keep a conversation going and avoid interrupting the flow of communication” (Stern 1992, p.265).

Interpersonal Strategies

In employing interpersonal strategies learners evaluate their own performance. They intend to interact with native speakers and cooperate with them.

Affective Strategies

In use of affective strategies language learners are more conscious of emotional problems. They try to create positive feeling towards the foreign language and its speakers.

2.3.1.5 Cohen’s Classification of Language Learning Strategies

Cohen (1998) identifies four language learning strategy types: cognitive, metacognitive, affective and social strategies and adds that although strategies refer to both general and more specific learning preferences, but learners must encourage to specificity each strategy in order to make it useful. Furthermore, Cohen (1998) states that “with some exceptions, strategies themselves are not inherently good or bad but have the potential to be used effectively by different learner at different proficiency levels” (p. 8). Following part refers to Cohen (1998) classification of language learning strategies.

Cognitive Strategies

Cognitive strategies apply by students for identifying, grouping, and storing of language material. Moreover, these strategies use for retrieval, rehearsal, comprehension and production of words and phrases (p.7).

Metacognitive Strategies

Metacognitive strategies necessitate pre-assessing, pre-planning on-line planning and evaluating and post-evaluating of language learning activities. These strategies allow the learners to control their learning (p.8).

Affective Strategies

Affective strategies are used by students in order to control their emotions, motivation and attitudes (e.g. reducing anxiety and self-encouragement) (p.8).

Social Strategies

Social strategies are used by students when they interact with other learners or native speakers. They are strategies that encouraging more social interaction in the target language (p.8).

Regardless of number of language learning strategies classifications, how these strategies should be classified still remain open for discussion. Nevertheless, comparative analysis of different strategy classifications report that O'Malley and Chamot's (1990) classification of strategies into cognitive, metacognitive and socio/affective strategies and Oxford's six- strategies taxonomy are more consistent with learners' characteristics (Gamage, 2003).

2.3.2 Language Learning Strategies and Individual Differences

Students generally use different strategies depending on their characteristics to learn foreign language (FL). Learning strategies are task-specific procedures; therefore, various types of strategies have been reported that are used by language learners due to their preferences and individual differences (Cohen, 1990, Nation, 1990; Schmitt, 1997; Erten, 1997, 2008). In study on strategies used by learners, Erten, (1997) notes that

learners tend to use several strategies at once and analysis of qualitative data reveal that “participants often tended to use more than one strategy together on the same vocabulary item and participants used an average of 2.1 strategies on each word they were supposed to study” (p. 3).

Different researches show that a range of factors effect students’ strategies preferences. Motivation (Naiman et al., 1975; Nyikos and Oxford, 1989; Dornyei, 2005), cultural background and learning setting (Chamot, 1987; Ellis,1994; Oxford, 1996), learning style (Cohen 1998; Oxford and Nyikos 1989) and gender (Oxford, Young, Ito and Sumrall, 1993; Oxford, 1995; Young and Oxford, 1997,) and age (O’Malley and Chamot, 1990) are some of the factors that influence students strategies preferences. Compared with other items in learning, these factors would provide more systematic, conclusive and comprehensive understanding of language learner strategy preference.

2.3.2.1 Age

Learner’s language learning ability has a direct relationship with his or her age. It is general belief that younger second language learners learn better than older learners; therefore, successful language acquisition depends on the learner’s age. Krashen et al. (1983) in his theory of learning claim;

- adults are superior to children in rate of acquisition
- Older children learn more rapidly than younger ones.
- In formal situations, the older learners outperform the children

In the case of language learning strategies, Chamot (1987) claims that social and affective strategies are frequently used by adults (e.g. excluding questioning for clarification) and O’Malley and Chamot (1990) add that young learner tend to use strategies in task specific manner, whereas older prefer more complicated and difficult strategies. Moreover, Sanaoui (1995) claims that adult students are more capable of autonomously managing their own learning, while young learners need more assistance to develop the use of learning strategies in order to enhance their self awareness.

Also, Schmitt and Schmitt (1993) state that younger learners employ more mechanical repetition strategies more than adults, while older learners frequently use analytical strategies (guessing from textual context, imagining word's meaning and analyzing part of speech) than younger learners.

The results reveal that adult learners commonly use analyzing and reasoning strategies because their ability in guessing changes as they grow up. Also, memory ability to make link between data may be of particular importance for adult learners. It can be explained by the fact that they have past the critical period for language acquisition, and have increasing memory impairment (Rubin, 1975). Also, it can be explained by adult cognitive maturity and self-management skills in learning and using different strategies to compensate memory weakening.

2.3.2.2 Learning Style

Every learner has his/her own learning styles. In fact, students process and learn new information in different ways by seeing and hearing, reflecting and acting, reasoning, analyzing and visualizing. These are ranges of preferences that affect strategy choice in learning second or foreign language.

In some of the studies, learning styles and learning strategies are interrelated and used interchangeably (Cohen, 1998; Ehrman et al. 2003). Ehrman et al. (2003) claim that "the relationship between learning styles and learning strategies is close since the strategies used usually fit the learner's learning style, at least if they are used effectively" (p.315). Snow et al. (1996) state that "learning style is strategy used consistently across several tasks" (cited in Dörnyei, 2005, p.122). Also, Cohen (1998) claims learning strategies are "directly tied to the learner's underlying learning styles and other personality-related variables, such as anxiety and self-concept" (p. 15).

Oxford (1989) claims that students' approach to language learning or their learning styles determine their language learning strategies preferences. For example "analytic learners prefer strategies such as contrastive analysis and discerning words and phrases,

whereas global students use strategies to find meaning: guessing, scanning, and predicting and to converse without knowing all the words: paraphrasing, gesturing” (p. 23).

Moreover, researches indicate that some of language learners are relatively unaware of the strategies that they use and their language learning style affect their language learning strategies. To be precise, successful learners select and combine strategies relevant to their own learning style preferences and less successful do not pay sufficient attention to the proper strategy in learning task (Ehrman and Oxford, 1989, 1995). For example, some of the learners prefer step-by-step learning while others prefer authentic materials and unstructured input. One learner is weak in judging; while, the other is more flexible.

In sum, learning styles involve students’ preferred method of taking in, organizing, and making sense of information and help learner how to respond under different circumstances and how to approach information in their own particular need (Ehrman et al., 2003).

2.3.2.3 Personality Type

Learners’ characteristics or their personality types are regarded as an important factor in individual differences (ID) researches. They are different factors in personality types (e.g. anxiety, self-esteem, creativity, willingness to communicate, and learner beliefs) that influence students’ success or failure in learning a foreign language. Grace (1998) states “It is generally accepted that different learners respond differently to the same input as a function of the ways in which their personality affects their perception and interpretation of the world” (p.4).

The Myers-Briggs (1998) personality types represent different mental habits used by learner as s/he represents predictable skills and attitudes in learning language to solve the problem. The Myers-Briggs (1998) personality type indicator identifies 16 personality styles;

1. How you relate to the world (Extravert or Introvert)

- Extraverts try things out, focus on the world around
- Introverts think things through, focus on the inner world of ideas.

2. How you take in information (Sensing or Intuiting)

- Sensors (practical, detail-oriented, focus on facts and procedures)
- Intuitors (imaginative, concept-oriented, focus on meanings and possibilities)

3. How you make decisions (Thinking or Feeling)

- Thinkers are skeptical, tend to make decisions based on logic and rules
- Feelers are appreciative, tend to make decisions based on personal and humanistic considerations

4. How you manage your life (Judging or Perceiving).

- Judgers set and follow agendas, seek closure even with incomplete data
- Perceivers adapt to changing circumstances, resist closure to obtain more data.

Oxford et al. (1990) claim that extroverted and feeling-oriented students like to involve in communication; while, introverted or thinking-oriented students prefer heavy analysis and individual work. As a result, personal preferences influence both selection of goals and the behaviors in order to achieve those goals. Consequently, knowledge about personality types help students develops their ability to discover the nature of learning during their studies. It also helps them organize and group information (O'Malley and Cahmot, 1990).

In looking for the effects of personality type on strategies preferences, Ehrman and Oxford (1989) reported the relationship between language learning strategy use and personality type (as measured by the Myers-Briggs Type Indicator MBTI) is far from

straightforward. In a later study in the same setting, they concluded psychological behaviors appear to have a strong influence on the way learners use language learning strategies.

2.3.2.4 Motivation

Research over the last three decades has consistently underlined the role of motivation in successful language learning (Naiman et al., 1975; Nyikos and Oxford, 1989; Dornyei, 2005). Most of researchers claim that less able student who is highly motivated can be more successful than the more intelligent student who is not motivated. Difficulty in coping with the materials and assessing personal progress, or inadequacy of feedback, and lack of opportunities to practice with others and share experiences are all factors that can adversely affect motivation levels (Dornyei, 2005). Consequently for most of the learners, it is significant factor in retention and achievement and is a key factor in the second language learning process.

Ellis (1999) claims that “we do not know whether it is motivation that produces successful learning, or successful learning that enhances motivation” (p.119). Oxford and Nyikos (1989) state motivation is the most important variables affecting strategy choice. They talk of “chain of variables” and claim that;

We would expect that use of appropriate strategies leads to enhanced actual and perceived proficiency, which in turn creates high self-esteem, which leads to strong motivation, spiraling to still more use of strategies, great actual and perceived proficiency, high self-esteem, improved motivation and so on (p.294).

Also, they state “highly motivated learners used more strategies relating to formal practice, functional practice, general study, and conversation/input elicitation than poorly motivated learners” (p. 295).

In study at the Foreign Service Institute, Ehrman and Oxford (1989) discovered that career choices had a major effect on employing language learning strategy. They

concluded that students' preferences represent the result of underlying motivation. Also, the results of Yang's (1999) study suggested a direct relationship between learners' beliefs, motivation and strategy use. To sum up, all knowledge about these factors help to furnish teachers and researchers with tools required for investigating ID variables and suggestions for how they might be contextualized in learning strategies preferences.

2.3.2.5 Situational and Social Factors

Different learners resort to different strategies on learning situation and different factors affect their choices. These variations seem to stem from factors such as learning setting, type of task and gender and culture.

2.3.2.5.1 Gender

As gender factor has theoretical and pedagogical implications in second language learning, it has emphasized in language learning strategy research too (Oxford, 1995; Young and Oxford, 1997). Apart from brain hemisphericity and style differences between two sexes, gender differences in language learning cause to the differences in learning strategies (Gu, 2005).

A number of studies based on self-reporting (Bacon, 1992; Ehrman and Oxford, 1989; Zoubir-Shaw and Oxford, 1995) suggest that males and females have different preference for knowing or guessing the meaning of words in context. Oxford and Nyikos (1989) discovered the significant differences between male and female students in strategy choice and found females used more strategy than males. In part of employing vocabulary learning strategies, Oxford et al. (1996) found that female students were significantly more willing to use new vocabulary learning strategies.

Goh and Kwah (1997) discovered that female participants used all strategies more frequently than male students; although, only difference on compensation strategies and affective strategies reached statistical significance. Ehrman and Oxford (1989) in

qualitative study on FL learners at the Foreign Service Institute discovered that among the many gender differences in strategy use, females were better than males in the employing strategies for comprehending meaning. Moreover, Oxford and Nyikos (1989) claimed that “gender differences had a profound influence” (p.296) on strategy use, and females used strategies more frequently than males.

Although most of the studies on learning strategies preferences have reported a greater use of language learning strategies by females, but, Tran (1988) revealed that Vietnamese women use fewer language learning strategies than men. Bacon’s (1992) investigated strategies employed by students when listening to authentic second language texts of two levels of difficulty. She found that men made more reference to translation while listening than women. Also, Tercanlioglu (2004) stated significant gender differences, favoring males in employing strategy.

Grace (2000) looked at the effect of translation on males and females. Specifically, she investigated whether access to L1 translations affected students’ performance on receptive vocabulary tests. The results revealed that there is no significant difference between males and females in their performance on receptive vocabulary tests. In fact she concluded that there are no gender differences in the usage of local strategies (expressing use of or need of gloss and translating words or phrases).

In summary, there are inconsistent results across the studies. Some of the studies find males prefer to know the meaning of words through reference to the translation, and that females prefer to guess in context. Other studies find no significant differences between males and females in their preference for such strategies. Therefore, it is the responsibility of the instructor to address the diversity of preferences and develop appropriate learning approaches and strategies.

2.3.2.5.2 Type of Task

Recent years have seen a growing interest in the role of tasks in second or foreign language learning. Currently, substantial numbers of researches investigate the effects

of different task types and their accompanying instructions on learning. Unfortunately, less is known about how tasks affect students' strategies choice in learning.

Generally students have difficulty with learning of second or foreign language vocabulary. It represents that students use strategies and techniques of their own to learn the different words in other language. One of the reasons for the ever increasing interest in studying language learning strategies has been the “fact that learners are valued and prized in the educational programs as active participants who bring their own personal behaviors to the scene and shape the way in which they learn”(Oxford and Young,1997, p. 136).

The specification of the task may help learners in employing particular strategies, but cannot find out the actual strategies that will be employed by students. For example, McManus (2000) found out high self-regulated learners performed better in a web-based or hypermedia-learning setting; namely, they favored evaluative feedback, active participation, collaboration, and practical material. She added that some of the learners preferred to “use elaborative processing, exhibit self-discipline and diligence, attend closely to tasks at hand, use imagery, verbal elaboration, comprehension monitoring, and reasoning” (p.58). Therefore, the findings indicate students preferred more student-centered tasks.

2.3.3.5.3 Learning Setting

Another problematic area which concerns language learning is learning setting. The case of language learning outside of school or university setting shapes students' language learning. It seems values and beliefs of a learning context influence every aspect of educational practice; consequently, strategies that are used by students in order to achieve high level of competence in L2/FL.

The change of information processing and communication technologies cause to the most profound changes that effect individual learner, as a result learning. It seems that

both type of the tasks and the learning setting are factors that influence individual learner.

Ellis (1994) refers to the number of differences in the usage of learning strategies in a classroom and natural setting and McManus (2000) claims that some of the high self-regulated learners performed better in a web-based or hypermedia-learning setting; thus, learning context influence every aspect of educational practice, consequently the strategies employed by the learners.

2.3.3.5.4 Culture

Cultural differences influence students learning preferences; consequently, strategy choice. In some society cognitive learning styles as listening to different materials preferred more frequently; while, rote learning is the most common learning strategy in other society. McManus (2000) found that Hispanic learners preferred more student-centered situation (e.g. repetition with perseverance strategies; repetition with association strategies; memorization through practice strategies).

In concousion, it can be said that as researches in this area grows, teachers will be absolutely able to incorporate learning strategies into their own methodology, and they will be able to help the learner to select the appropriate method for his/her own learning style and we will be able to adapt the strategy to the particular cultural learning style (Rubin, 1975).

2.4 Vocabulary Learning Strategies

Vocabulary is the main component of a language which is essential for communication. In the process of discovering or consolidating vocabulary, students subconsciously employ their personal strategies to come over the complex nature of vocabulary, and with strategies preferences they experience both level of success and failure.

Research in language learning strategies; consequently, in vocabulary learning strategies began between 1970s and 1980s when researchers first formally hypothesized a connection between good language learners and what they do to acquire their second or foreign language (Stern, 1975; Naiman et al., 1975; Wenden and Rubin, 1987). After this era, different studies centered on defining, categorizing, and developing ways of measuring students strategies preferences.

In the beginning of 1990s, subsequent researches worked on the understanding of strategies interaction with learner characteristics and intended to identify which strategies might be best for which learners (Lawson and Hogben, 1996; Gu and Johnson, 1996 and Fan, 2003). During this era many studies surveyed the different methods to assess students' strategies usages. Common methods were diaries and reflective journals, questionnaires (Gu and Johnson, 1996; Fan, 2003), self-reports (Cohen, 1996; Lawson and Hogben, 1996), think-aloud (Young and Oxford, 1997), and assessment while students use computer.

Researches on the employing vocabulary learning strategies by the learners revealed differences among learners in terms of their preferences. Therefore, different researchers (e.g. Gu and Johnson (1996) and Fan (2003)) looked for correlation coefficients between students' reported strategies and some achievement indicators such as language proficiency and vocabulary size. In most of these studies, researchers reported different results and factors which influence the students' learning strategies preferences.

Schmitt (1997) claims that in recommending vocabulary learning strategies to the learners, teacher needs to consider the students' proficiency level, their motivation and their purposes in learning, the tasks and texts being used; then, aimed to define the characteristics of successful learners. Also, Chamot (2001) states that researches on vocabulary learning strategies aim to identify the strategies used by more and less successful language learners, and teach less successful learners how to use the strategies of more successful learners. She adds that there are three critical parts in researches: (a)

learn what strategies are being used, (b) define the approach to teaching them, and (c) investigate whether they make any difference.

All researches have tried to find out which strategies have practical value for language learners, and have intended to adopt different approaches to explore the effectiveness of strategies. Therefore, in order to a learner consciously apply a strategy and enhance his/her achievement and develop his vocabulary knowledge, a number of attempts must be made to develop taxonomy of vocabulary learning strategies.

2.4.1 Classification of Vocabulary Learning Strategies

Vocabulary learning strategies (VLS), as a part of language learning strategies have received more attention since the late 1970s. In this era, most of the studies tried to know students' preferred strategies in second or foreign language learning, in order to develop students' vocabulary knowledge.

Nation (2001, p.217) takes into account students strategies preferences while defining vocabulary learning strategies and states that "a strategy need to a) involve choice, that is, there are several strategies to choose from; b) be complex, that is, there are several steps to learn; c) require knowledge and benefit from training; and d) increase the efficiency of vocabulary learning and vocabulary use".

With study on the effects of strategies in vocabulary learning, one main question arise what are the best ranks of strategies to learn new English language vocabulary, or do the learning of a new word best occurs when the word is met in context or in a paired condition. Different researchers and teachers have different views (Nagy, Herman, and Anderson, 1985; McCarthy, 1990; Prince, 1996).

Some of the teachers assume that linking words to mother tongue equivalent (use of translation) might be best strategy, but, it reduces possibilities for autonomous learning; namely, most of the students are likely to look for equivalence of meaning even when

the contexts in which those words are used in different languages clearly differ (McCarthy, 1990). Moreover, some of vocabulary teaching literatures advice “keeping vocabulary notebooks” help to promote vocabulary acquisition and enhance learner’s autonomy. Some researchers and teachers collectively agree that the recording of new words in vocabulary notebooks should be promoted, because, it develops vocabulary size (Gairns and Redman 1986; McCarthy 1990; Carroll and Mordaunt 1991; Nation 2001).

Carter and McCarthy (1988) claim that “it is difficult to draw precise lines to suggest when a move from key-word techniques, or translation in pairs, or from using a monolingual or bilingual dictionary to context-based inferential strategies, is best instituted” (p. 15). They suggest that there are “no clearly marked stages of transition in the learning process, and that therefore a mixture of approaches should be adopted” (p. 15). The next part refers to the different classifications of vocabulary learning strategies.

2.4.1.1 Cohen’s Classification of Vocabulary Learning Strategies

Cohen (1987) referred to four main groups of strategies in order to commit new vocabulary items into the memory (p.43).

Rote repetition: repeating the word and its meaning until it seems to have stuck;

Structure: analyzing the word according to its root, affixes, and inflections as a way to understand its meaning;

Semantic strategies: thinking of synonyms so as to build a network of inter-linking concepts, clustering words by topic group or type of word, or linking the word to the sentence in which it was found or to another sentence;

The use of mnemonic device: creating a cognitive link between an unfamiliar foreign language word or its translation by means of a cognitive mediator.

2.4.1.2 Stoffer's Classification of Vocabulary Learning Strategies

Stoffer (1995) developed a Vocabulary Learning Strategy Inventory (VLSI) as related to individual differences variables in nine categories:

- strategies involving authentic language use
- strategies used for self-motivation
- strategies used for organize words
- strategies used to create mental linkages
- memory strategies
- strategies involving creative activities
- strategies involving physical action
- strategies used to overcome anxiety
- auditory strategies

2.4.1.3 Hogben and Lawson's Classification of Vocabulary Learning Strategies

Hogben and Lawson (1996) classified vocabulary learning strategies based on the information obtained through their students' vocabulary learning. They categorized vocabulary learning strategies under 4 categories (p.118-119):

Repetition

- reading of related words
- simple rehearsal
- writing of word and meaning
- cumulative rehearsal
- testing

Word feature analysis

- spelling
- word classification
- suffix

Simple Elaboration

- sentence translation
- simple use of context
- appearance similarity
- sound link

Complex Elaboration

- complex use of context
- paraphrase
- mnemonic

2.4.1.4 Weaver and Cohen's Classification of Vocabulary Learning Strategies

Cohen and Weaver (1997) classified strategies for acquiring new vocabulary items as follow:

Categorization: categorization of new vocabulary according to meaning, parts of speech, formal vs. informal language forms, alphabetical order, or type of clothing or food;

Key word mnemonics: finding a native language word or phrase with similar sounds, and creating a visual image that ties the word or phrase to the target word;

Visualization: visualization through mental images, photographs, charts, graphs, or drawing of pictures;

Rhyme/Rhythm: making up songs or short ditties;

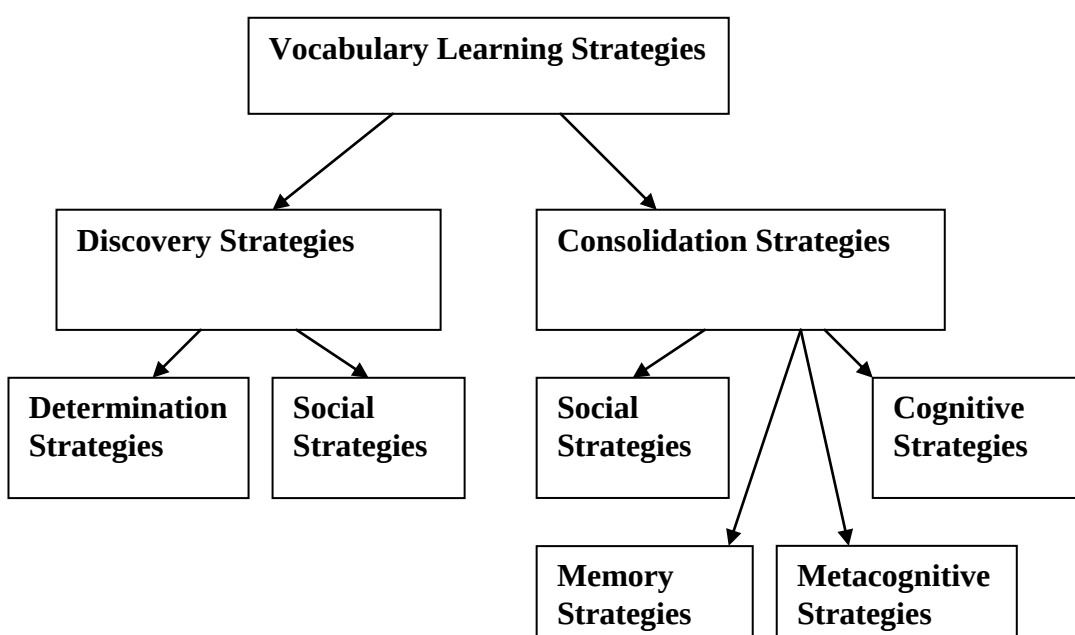
Language transfer: using prior knowledge of native, target, or other language structure;

Repetition: repeating words over and over again to improve pronunciation or spelling, trying to practice the words, using all four skills, writing new sentences, making up stories using as many new words as possible, reading texts that contain new learned words, purposely using words in conversation and listening for them as they are used by native speakers.

2.4.1.5 Schmitt's Classification of Vocabulary Learning Strategies

Schmitt's (1997) used Oxford's ranked strategies (social (SOC), memory (MEM), cognitive (COG), meta-cognitive (MET), compensation (COM) strategies). In order to complete his classification, Schmitt stated Oxford's classification does not adequately describes the kind of strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's experience; therefore, Schmitt introduced another category; namely, determination (DET) strategy, which means using *new words* intelligently. Schmitt (1997) categorized vocabulary learning strategies into six main groups with 59 individual strategies in total (p.205-210):

Figure 5: Schmitt's Classification of Vocabulary Learning Strategies



Discovery and Determination Strategies (DISCOV-DET)

Determination strategies are used “when faced with discovering a new word’s meaning without recourse to another’s person expertise” (p.205). Analyzing parts of speech, analyzing affixes and roots, checking for L1 cognate, analyzing pictures and gestures,

guessing from textual context, using bilingual dictionary, using monolingual dictionary, using word lists, and using flash cards are subcategories of discovery strategy.

Discovery and Social Strategies (DISCOV-SOC)

Social strategies are used to understand a word “by asking someone who knows it” (p.210) or asking teacher for L1 translation, asking teacher for paraphrase or synonym of new word, asking teacher for a sentence including new word, asking classmates for meaning and discovering new meaning through group work activity.

Consolidation and Social Strategies (CONS-SOC)

Social strategies in consolidating category include studying and practicing meaning in a group, teacher checks students’ flashcards or word lists for accuracy, interacting with native speakers.

Consolidation and Memory Strategies (CONS-MEM)

Memory strategies are “approaches which relate new materials to existing knowledge” (p. 205). Memory strategies include studying word with a pictorial representation of its meaning, imaging word’s meaning, connecting word to a personal experience, associating the word with its coordinates, connecting the word to its synonyms and antonyms, using semantic maps, using ‘scales’ for gradable adjectives, grouping words together: to study them spatially on page, using new word in sentences, grouping words together within a storyline, studying word spelling, studying sound of word, saying word aloud, imaging of word form, underlining initial letter, configuration, using keyword method, affixes and roots/parts of speech, paraphrasing word meaning, using cognates in study, learning words of an idiom together, using physical action, using semantic feature grids.

Consolidation and Cognitive Strategies (CONS-COG)

Cognitive strategies identify as “manipulation or transformation of the target language by the learner” (p. 43). They include verbal/written repetition, using word lists, using flash cards, note-taking, using vocabulary section in textbooks, listening to tape of word lists, putting L2 labels on physical objects, keeping vocabulary notebook.

Consolidation and Metacognitive Strategies (CONS-MET)

Schmitt identifies metacognitive strategies as “a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best way of study” (p. 205). Using L2 media, testing oneself with word tests, using spaced word practice, skipping/passing new word, and continuing to study word over time are micro strategies of Metacognitive strategies category.

2.4.1.6 Gu and Johnson’s Classification of Vocabulary Learning Strategies

Gu and Johnson (1996) shaped a taxonomy on the basis of students’ responses to self-reporting questionnaire. They identified six types of strategies (p.650-651):

Guessing Strategies

- Using background knowledge/wider context
- Using linguistic cues/immediate context

Dictionary Strategies

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

Note-taking Strategies

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

Rehearsal Strategies

- Using word lists
- Oral repetition

- Visual repetition

Encoding Strategies

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

Activation Strategies

- This strategy means memorizing lists of facts by linking them to familiar words or numbers by means of an image
- Remembering vocabulary lists by picturing them in specific locations
- Establishing an acoustic and image link between an L2 word to be learned and a word in L2 that sounds similar

2.4.1.7 Nation's Classification of Vocabulary Learning Strategies

Nation (2001) developed a general classification of vocabulary learning strategies. She (2001) separated the aspects of vocabulary knowledge from the sources of vocabulary knowledge and from learning processes. She categorized vocabulary learning strategies into three general groups (p. 218).

Planning

Planning is, to choose what to focus on and when to focus on. Namely, in learning vocabulary, choosing certain aspects of word and using different strategies make learning process more efficient. Repetition is another important strategy for vocabulary learning. Planning for repetition helps to strengthen the memorization of vocabulary.

- choosing words
- choosing the aspects of word knowledge
- choosing strategies
- planning repetition

Sources

Source is, finding information about words. Analyzing word parts is a useful strategy, because being familiar with the stems and affixes is useful to remember word forms. Guessing from context is another important strategy of learning vocabulary. Meanwhile, consulting a reference source properly and using parallels can also be helpful in acquiring vocabulary.

- analyzing the word
- using context
- consulting a reference source in L1 and L2
- using parallels in L1 and L2

Processes

Processes are, establishing vocabulary knowledge. Noticing is a widely used way of recording vocabulary, and it can be a very useful step for learning of vocabulary. Retrieving strengthens the connection between the word meaning and its form. It is superior to noticing. Generating is the production of the word.

- Noticing
- Retrieving
- Generating

2.4.1.8 Cook's Classification of Vocabulary Learning Strategies

According to Cook (2001), vocabulary learning strategies divided into two groups:

Strategies for understanding the meaning of words (Cook 2001, p. 66)

- Guessing from the situation or context
- Using a dictionary
- Making deductions from the word form
- Linking to cognates (finding similarities in words of two different languages)

Strategies for acquiring words (Cook 2001, p.70)

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

The questionnaire of this study is based on Schmitt's taxonomy of vocabulary learning strategies that reflects the different processes necessary for working out a new word's meaning and usage, and for consolidating it in memory for future use. Compared to the other classifications, Schmitt's taxonomy is probably the most extensive, and has the advantage of being organized around an established scheme of language learning strategies.

2.5 The Relationship between Vocabulary Learning Strategies and Students' Success in Vocabulary Learning

Investigating vocabulary learning strategies which employed by the learners have been a popular subject for most of the studies (Cohen and Aphek, 1980; Lawson and Hogben, 1996; Gu and Johnson, 1996; Schmitt, 1997; and Fan, 2003). While, the use of vocabulary learning strategy by the learners and its relationship with students' success in vocabulary learning have been investigated in some studies (Chamot, 1987; Oxford, 1989).

In study on the role of semantic links on vocabulary learning, researchers suggest that using semantically related words makes learning more difficult as a result students became unsuccessful in retention of new learned vocabulary (Waring 1997; Finkbeiner and Nicol 2003, Papathanassiou, 2009). Papathanassiou (2009) in her study on the role of semantic links on vocabulary learning claims that semantically related vocabulary seems to hinder rather than ease the learning of L2 vocabulary. While Jullian (2000) indicates that semantically related vocabulary learning activities helps students to understand the full semantic content of the related words and to distinguish what makes them similar and different from each other.

Within the area of vocabulary learning, one main question that has yet to receive any answer is “whether the learning of a new word best occurs when the word is met in context or in a paired associate condition with being linked to its native language equivalent” (Prince, 1996, p. 2). Carter and McCarthy (1988) agree that “it is difficult to draw precise lines to suggest when a move from key-word techniques, or translation in pairs, or from using a monolingual or bilingual dictionary to context-based inferential strategies, is best instituted” (p. 15). They suggest that there are “no clearly marked stages of transition” in the learning process, therefore, “mixture of approaches” should be adopted (p. 15).

Nation (1982) claims that context “comprise all the perceived phenomena that accompany the processing of a given stimulus” (cited in Prince, 1996, p. 3), including the physical surroundings in which learning takes place. Namely, foreign language words or pictures or synonyms that serve as the basis for the learning of a foreign language are a major element of the context (Prince, 1996).

In relation to the use of translation in foreign language vocabulary learning, Kroll and Curley (1988) suggest that in the initial stages of learning, students can make a direct link between the new L2 words and L1 equivalents, and such a network of links within the L2 seems to become effective (cited in Prince, 1996). In other words, in the initial stage of learning, when words are linked to their L1 equivalents, they effectively stored in memory. Gekoski (1980) states students with lower levels of L2 proficiency use L1 in order to translate their thoughts into the L2, (cited in Prince, 1996) or want their teacher’s explicitly translate the new words. Thus, most of low levels learn new vocabulary with translation.

Evidence reported by Sautermeister (1989) indicated that non-specialist English learners, who exposed to the new words in context, were not satisfied until they use L1 equivalent to assist their learning (cited in Prince, 1996). However, it must be added learning vocabulary in context is widely perceive as desirable way of vocabulary learning by teachers, but most of the non-specialist or beginner use L1 equivalent and are unlikely to adopt other strategies.

Hogben and Lawson (1996) found “experienced high-school Italian students did not report a high frequency of use of strategies to the keyword procedure. Most of the strategies reported by these students focused on some simple form of repetition of the target word and its meaning, and very few reported strategies that involved detailed elaboration of the word-meaning complex” (p.108). Krashen (1987) remarks that most non-specialist FL learners when face with a choice between a high-effort strategy such as inferencing and a low-effort shortcut such as translation, they will tend to choose the latter.

In the study on students’ preferences in employing micro strategies in vocabulary learning, Cohen and Aphek (1980) examined the effect of context in students’ proficiency level. They found that more advanced learners displayed superior performance in recalling when they involved in L2 contexts.

In the study on the relationship between language learning strategies and success in FL learning, O’Malley et al. (1985) revealed that high-achieving students reported greater use of metacognitive strategies. They concluded the more successful students are probably using more metacognitive strategy in their learning. Ehrman and Oxford (1995) indicated successful students preferred to use cognitive strategies more frequently in their language learning. Moreover, Green and Oxford (1995) discovered high-achieving students used all kinds of language learning strategies more frequently than low-achieving students. O’Malley et al. (1985) state that successful learners mainly use cognitive and metacognitive strategies together; because, these two strategies support each other.

Chamot and Kupper (1989) assert that “successful language learners tend to select strategies that work well together with the requirements of the language task” (p.23). Moreover, Gu (2005) state that successful learners purposely select, monitor and evaluate the strategy that they use, while unsuccessful learners employ unconsciously and without having an aim. Successful learners can easily explain the strategies they use and why they employ them. In other words, they are active strategy users who are conscious of their learning and take steps to regulate it, whereas poor learners display

little awareness of how to learn new words or how to connect new words to old knowledge (Sanaoui, 1995).

Since, few studies deal with vocabulary learning strategies and its relation to students' success in vocabulary learning and even those researches have limited to the identification, description, and classification of the best strategies for vocabulary retention, the present study aims to look from different perspective and investigate the relationship between students' preferences and their success in vocabulary learning. This study tries to address vocabulary learning strategies within the framework proposed by Schmitt (2007).

2.6 Related Studies in Turkey

Vocabulary learning strategies as subcategory of language learning strategies help learners to be faster, more self-directed, more effective, and more transferable to new situations (Oxford, 1990). Vocabulary learning strategies help learner to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production. In this process, students use strategies to come over the complex nature of vocabulary, and with strategies preferences, they experience both level of achievement and failure. The following part considers different studies applied in Turkey with the aim of looking for the relationship between students' strategies preferences and their achievements in order to enhance their vocabulary knowledge.

Ciftci and Uster (2009) in their study compared teaching vocabulary in different contexts and their effectiveness. They applied their study on university level students and they taught words in two different techniques; one of which is teaching vocabulary in discourse and context whereas the other is teaching words by providing only the word definitions. Then, they applied vocabulary test. The selected words in test were unknown by the students in order to evaluate the effectiveness of both techniques. The results revealed that there is not a statistically significant difference in post-test scores

of the two groups. As a result, presenting the target vocabulary items in context and by definitions does not affect students overall performance.

In the study on raising learners' and teachers' awareness on vocabulary learning strategy, Aktekin and Güven (2007) aimed to show the effect of strategy training on students' vocabulary knowledge. They applied their research on study and control groups. Only the study group received vocabulary learning strategies instruction. They got the result that vocabulary learning instruction in study group had significant positive effect on the vocabulary learning of students.

Alptekin (2007) in his study on foreign language learning strategy choice: naturalistic versus instructed language acquisition, explored whether there are differences in language learning strategy preferences in tutored and in non-tutored manner. He claimed that although students make use of all types of learning strategies, but compensation strategies as a direct learning strategy used frequently in both tutored and naturalistic learning. Moreover, he indicated that there are significant differences in indirect strategy preferences as in tutored English learning, students make more use of metacognitive strategies; while, in non-tutored learning setting, Turkish students often use social strategies.

Atay and Ozbulgan (2007) in their studies on memory strategy instruction, contextual learning and ESP vocabulary recall, explored the effects of memory strategy instruction along with learning through context on the vocabulary knowledge of EFL learners, and compared these with contextual learning. They claimed that experimental group students had significantly better vocabulary gain scores than control group students at the end of the study. Thus, they indicated "the instruction seemed to help them to self-diagnose their learning difficulties, experiment with both familiar and unfamiliar strategies, and self-evaluate their performance" (p.47). They also added that students in the experimental group benefit from collaboration with other students; therefore, they enlarged their strategy repertoire at the end of the study. The results also showed "connecting the new word to a previous experience" and "using semantic maps" were the most frequently used strategies among EFL learners.

In another study done by Erten and Williams (2008) on comparative look into how to measure the effectiveness of a vocabulary learning strategies: through using percentages or correlation coefficients, they compared the appropriateness of two statistical procedures for measuring the effectiveness of vocabulary learning strategies: percentages and correlation coefficients. They asked students to study words in a written list, with their pronunciations, dictionary definitions, and example sentences. The findings indicated percentage calculation can give a more realistic picture of strategy effectiveness than correlation coefficients.

2.7 Conclusion

After investigating background and research related to the study, since few studies have dealt with vocabulary learning strategies and its relation to students' success in vocabulary learning, present study aims to investigate the relationship between vocabulary learning strategies employed by university level students (based on Schmitt classification) and their success in vocabulary learning. Therefore, the ultimate aim of study is to explore the relationship between strategy use and students performance on measures of their vocabulary knowledge. This procedure can provide us with a clear picture of students' preferences in vocabulary learning which is associated with the test scores of the students.

CHAPTER III

METHODOLOGY

3.1 Introduction

This study provides an alternative way of investigating university level learners' vocabulary learning strategies in Turkey. It aims at discovering the relationship between students' success and vocabulary learning strategies employed by English language learners in the first place. This is a classroom study which employed two different ways of investigation. In the first part of the study, students responded to 59 items of vocabulary learning strategies questionnaire.

In second part, students were tested with unrelated vocabulary items in advanced level (between 3000 and 5000 words). The average of each learner's scores on vocabulary test served as an index of their vocabulary knowledge.

3.2 Participants

Seventy two (twenty male and fifty two female) first year prespective teachers who are non-native speakers of English at Hacettepe university in Turkey participated in this study. The study was based on convenient sampling and students were classified on the basis of their self-reported preferences on the vocabulary learning strategies questionnaire and their scores in vocabulary test.

3.3 Research Questions

This study attempts to find students' preferences in employing vocabulary learning strategies and their overall success in vocabulary learning. This study would clearly

shed light on aspects that are not directly visible to the teachers. Aiming at discovering students' preferences and knowledge, the present research addresses the following questions:

1. What are the rank orders of the most and least frequently used categories of strategies by students? What skills in vocabulary learning strategies are used most frequently by students in relation to their vocabulary learning preferences?
2. Are there any relationships between vocabulary learning strategies and students success in vocabulary learning?
3. What skills or micro-strategies are used most frequently between successful and unsuccessful learners?

3.4 Data collection Instruments and Procedures

The study was held on a month and students were voluntarily involved in this study. In the first phase of the survey students filled out the vocabulary learning strategies (VLS) questionnaire, in order to clarify their own preferences in vocabulary learning. The major aim of this part was to identify most and least used strategies by students and to suggest the rank order of strategy categories preferred by students.

For the second phase, the students were asked to answer the vocabulary proficiency test in class. This part aimed to identify how many of the target vocabulary items the participants know, or are they able to use these vocabulary in different context.

The questionnaire was administered to three classes by the teacher using roughly 25 minutes of class time, and the vocabulary tests were administered in next session and was completed in 40 minutes. Based upon the directions in the VLS questionnaire, the students were instructed to response to one of the five items (Agree, Strongly Agree, Undecided, Disagree, Strongly Disagree) on every question. They could skip a question

and return to it later. Also, they were assured that the information about their name would be kept as confidential. Returned questionnaire and vocabulary tests were then collected from the teachers after their class was over.

3.4.1 Vocabulary Learning Questionnaire

Schmitt's (2007) vocabulary learning strategies' questionnaire is the basis of the present study. The questionnaire (59-items) provides a comprehensive categorization of vocabulary learning strategies.

The questionnaire contains vocabulary learning behaviors divide up into Metacognitive and Cognitive, Memory, Determination and Social Strategies. It includes two sections. The first section asks about Personal Data (name, age, and sex). Section 2 includes 59 statements that ask about students' beliefs and preferences in employing vocabulary learning strategies. It must be, also, noted that the questionnaire is prepared in Turkish because of the reason that target language may interfere with some students with low-level abilities. In response to the questionnaire, subjects were asked to rate each statement on a five-point scale from Strongly Agree (1) to Strongly Disagree (5).

3.4.2 Vocabulary Tests

Vocabulary test is provided in order to indicate the level of proficiency in vocabulary learning, this score is used as the English vocabulary proficiency measure. It must be added that the most items of test is adapted from Nation (2001). Nation's (2001) Vocabulary Levels Test contains the 3000-5000 words, and 100 questions.

The vocabulary test is divided into 10 parts. The first part includes 25 items which require students to find the exact words. The second part includes items which ask commonly confused words. The third part asks synonyms an antonym, and the forth part relies on proficiency test. The fifth part asks suffix and prefix, and the sixth part

deals with count/non-count partitives. The seventh part asks expressions, and the last parts rely on negative prefixes and students vocabulary knowledge.

3.4.3 Reliability

The reliability of the questionnaire was assessed with other pilot studies as Wu (2005) research was on use and helpfulness rankings of vocabulary learning strategies employed by EFL Learners in Taiwan and unpublished thesis by Uster (2008) based on the role of brain base gender differences on the vocabulary learning strategies and consolidation skills and strategies. These studies determined whether the questions were clear and unambiguous, and whether the questions were easily and fully understood by the participants. The reliability coefficient in Uster's study was .782 and in current study is .778. According to the reliability analysis, if the value of Cronbach's Alpha is between .60 and .80 the instrument has proved reliable.

The vocabulary test also has both content validity and reliability as it aimed at assessing the students' achievement in vocabulary learning. The vocabulary test was required in order to assess students overall success in task of vocabulary learning has 100 items and was based on Paul Nation (2001) vocabulary level test (between 3000-5000 words) and some items of internet based quizzes that assessed students' proficiency in vocabulary.

3.5 Data Analysis

A total of 72 university level students participated in the study. The data were analyzed through statistical package of social science. The data gathered from Likert scale items (1= Strongly Agree, 2= Agree, 3= Neutral or Undecided, 4= Disagree, 5= Strongly Disagree) were analyzed by using descriptive statistics (percentage, mean, standard deviation), correlation coefficient and multivariate ANOVA and regression at significant of $p < 0.05$.

Descriptive statistics (mean and standard deviation) was conducted to the questionnaire items, in order to clarify students' preferences in vocabulary learning. In next step, seventy two participants were grouped into 3; successful learners (23 participants) who got above 73 in vocabulary level test and the medium students whose their scores were between 73-66 and unsuccessful learners (23 participants) whose their scores were under 66. In last step multiple regression and correlation coefficients performed on data to investigate the relationship between vocabulary learning strategies and students' success in vocabulary learning.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1 Introduction

This study evaluates Hacettepe University English language teaching (ELT) students' vocabulary learning strategies preferences and its relation to their success in vocabulary learning. The questionnaire of study is based on Schmitt's (2007) categorizations covering overall 59 strategies. The other instrument is vocabulary level test that is a standardized test developed by Nation (2001).

By considering the need for understanding of the role of employed strategies in English language vocabulary learning and learners' preferences and their success in English language vocabulary test, this study mainly has four main aims: (1) to promote a concrete understanding of the concept of vocabulary learning strategies; (2) to explore Turkish English language learners' vocabulary learning strategies preferences; (3) to indicate the extent to which students engaged in independent learning, (4) also aims to determine a possible relationship between strategy use and achievement level, Taking into consideration these aims, the study investigate following questions:

1. What are the rank orders of the most and least frequently used categories of strategies by students? What skills in vocabulary learning strategies are used most frequently by students in relation to their vocabulary learning preferences?
2. Are there any relationships between vocabulary learning strategies and students success?
3. What skills or micro-strategies are used most frequently by successful and unsuccessful learners?

4.2 Summary of the Questionnaire, Results and Discussions

In this part the results of questionnaire and the responses to the all questions of study with their tables will be presented.

4.2.1 Vocabulary Learning Strategies' Frequency of Use

The descriptive statistics of vocabulary learning strategies questionnaire is summarized in the following tables.

4.2.1.1 The Rank Order of the Most and the Least Frequently Used Categories of Strategies

In order to determine the frequency of strategies preferences, the below part aims to determine the rank order of the most and the least frequently used vocabulary learning strategies categories.

Table 1: Rank Order of the Most and Least Frequently Used Categories of Strategies

Descriptive Statistics					
	N	Mean	Std. Deviation	Strategy use	Rank
Cognitive	72	2.3775	.33935	High	1
Determination	72	2.4475	.51612	High	2
Social	72	2.4653	.40962	High	3
Metacognitive	72	2.5156	.41481	Medium	4
Memory	72	2.7690	.27789	Medium	5

In order to answer the first research question and determine to what extent learners use the strategies, the mean score and standard deviation of strategies categories were calculated.

The scoring system suggested by Schmitt (1997) and Oxford (1990, 2001) explain mean above 3.6 show a low strategy use, scores between 3.6 and 2.5 show a medium strategy use and scores below 2.5 show high strategy use. The results of the current study represents students are high user in cognitive, determination and social strategies and are medium user in metacognitive and memory strategies. As the table 1 reveals, cognitive strategies (mean= 2.377; SD=0.339) are determined as the most frequently used strategies by the respondents followed by determination strategies (mean=2.44; SD=0.516), social strategies (mean=2.46; SD=0.409), and metacognitive strategies (mean=2.51; SD=0.414), and memory strategies (mean=2.76; SD=0.277) are determined as the least frequently used strategies.

4.2.1.2 The List of Most Frequently Used Strategies by Students

The table below represents the descriptive statistics of five strategies, according to their percentages, means and standard deviations. The main aim of this part is to investigate the response for the next part of the first question that asks the list of most preferred strategies between seventy two participants.

Table 2: The List of Most frequently Used Discovering Strategies by Students

N=72	Strategies	SA %	A %	N %	D %	SD %	Mean	Std. Deviation
DET	Analyzing parts of speech	34.7	45.8	12.5	6.9	0	1.917	.868
DET	Checking for L1 cognates	18.1	58.3	12.5	11.1	0	2.167	.856
DET	Guessing from textual contexts	33.3	52.8	0	13.9	0	1.944	.948
DET	Using monolingual dictionary	48.6	40.3	0	4.2	6.9	1.806	1.121
SOC	Asking teacher for paraphrase or synonym of new word	20.8	47.2	16.7	12.5	2.8	2.292	1.027
SOC	Asking classmates word meaning	31.9	37.5	22.2	8.3	0	2.069	.939
SOC	Discovering new meaning through group work	22.2	33.3	25.0	18.1	1.4	2.430	1.072

Note: SOC=Social; DET=Determination, SA=Strongly Agree, A=Agree, N=Neutral (undecided), D=Disagree, SD=strongly Disagree

As the table 2 displays seven strategies preferred most frequently by the respondents in order to discover the meaning of unknown words. Between the items of determination strategies, students favored to benefit from specific instruction in order to discover the meaning of unknown word. These strategies that consist of analyzing parts of speech (mean=1.917; SD=0.868), checking for L1 cognates (mean=2.167; SD=0.856), guessing from textual context (mean=1.944; SD=0.948), using monolingual dictionary (mean=1.806, SD= 1.121) are among the more favorite strategies. Therefore, most of the learners consistently used determination strategies and mainly relied on guessing from contexts (86.1%) and using monolingual dictionary (88.9%).

In order to develop the capacity for independent learning, students should be accustomed to the use of dictionaries. In addition, the efficient use of reference materials is an important for students' education. So, it appears that the use of bilingual dictionaries by second language learners is generally diminished and the use of monolingual ones is increased with their increasing knowledge in target language. In case of checking for L1 cognates, because of similarity between Turkish and English language, students preferred this strategy most frequently (76.4% are strongly agree and agree with this item).

Between the eight strategies of social strategy categories, asking teacher for paraphrasing or synonym of new word (mean=2.292, SD= 1.027), asking classmate for meaning (mean=2.069, SD= .939) and discovery new meaning through group work (mean=2.430, SD= 1.072) preferred more by the participants. The discovering new meaning through group work (69.4%), which involves both formal and functional practice of words, engage students (in or out of class) to use new lexical items. The other most preferred strategy by the participants is asking teacher for paraphrase or synonym of new word (68%). This strategy is very important in that it reveals most of the learners evaluate the essential information needed for discovering and learning new word.

In sum, both types of explicit and implicit vocabulary learning strategies preferred by the students, in a case of determination strategies, it may contribute more to the passive

side of lexical knowledge, while strategies involving practice aid the development of the active side of vocabulary knowledge (Nattinger, 1988).

Table 3: The List of Most Used Consolidating Strategies by Students

N=72	Strategies	SA %	A %	N %	D %	SD %	Mean	Std. Deviation
MEM	Using scales for gradable adjectives	34.7	31.9	18.1	13.9	1.4	2.153	1.096
MEM	Using new word in sentence	26.4	52.8	12.5	8.3	0	2.028	.855
MEM	Studying the spelling of a word	25.0	51.4	13.9	9.7	0	2.083	.884
MEM	Studying the sound of words	22.2	41.7	22.2	13.9	0	2.278	.967
MEM	Studying new word aloud when studying	29.2	47.2	11.1	11.1	1.4	2.083	.989
MEM	Remembering parts of speech	20.8	45.8	12.5	19.4	1.4	2.347	1.063
MEM	Using cognates	30.6	45.8	8.3	11.1	4.2	2.125	1.099
COG	Written repetition	18.1	58.3	12.5	11.1	0	2.167	.856
COG	Using word lists	44.4	37.5	9.7	8.3	0	1.819	.924
COG	Using flashcards	30.6	38.9	15.3	12.5	2.8	2.181	1.092
COG	Putting English labels on physical objects	27.8	50.0	12.5	8.3	1.4	2.056	.933
COG	Keeping a vocabulary notebook	38.9	47.2	4.2	8.3	1.4	1.861	.939
MET	Using English language media (songs, movies, news, etc)	37.5	44.4	5.6	11.1	1.4	1.944	1.005

Note: MEM=Memory; COG=Cognitive; MET=Metacognitive, SA=Strongly Agree, A=Agree, N=Neutral (undecided), D=Disagree, SD=strongly Disagree

Responses to the items of memory strategies show that students mostly favored six strategies between twenty seven items of memory strategies in order to memorize new vocabulary. Using scales for gradable adjectives (mean= 2.153; SD=1.096), using new word in sentence (mean= 2.028; SD=.855), studying the spelling of a word (mean= 2.083; SD=.884), studying the sound of words (mean= 2.278; SD=.967), studying new word aloud when studying (mean= 2.083; SD=.989), remembering parts of speech (mean= 2.347; SD=1.063), and using cognates (mean= 2.125; SD=1.099) are between the more used strategies with the purpose of memorizing words.

The response to the first item of memory strategies reveals that 66.6% of students preferred (strongly agree and agree) using scales for gradable adjectives. “Using new word in a sentence” is other strategy that mostly (79.2%) favored by the students. The sentence where the word appears can show the form and the usage of the word. Therefore, in the process of using word in sentence acquisition happens and learners would be able to memorize new word.

Spelling and sound pattern in Turkish language is regular in the sense that words are spelt as they are pronounced. Obviously, spelling difficulties in English arise; as it creates difficulty for learners to discriminate between certain sounds (e. g. short vowels and long vowels). The responses to this item reveal that students strongly agreed and agreed to rely on sound and spelling system of language in order to memorize vocabulary. Also, 76.4% of students claimed that they studied new word aloud to memorize new lexical items.

Learning vocabulary through cognitive strategy contribute to learning directly. In response to the items of cognitive strategies, written repetition (mean= 2.167; SD=.856), using word lists (mean=1.819; SD=.924), using flash cards (mean=2.181; SD=1.092), putting English labels on physical objects (mean=2.056; SD=.933) and keeping a vocabulary notebook (mean=1.861; SD=.939) are among the high used strategies between cognitive strategies category. The theory of learning shows that these strategies may be useful for learners to learn vocabulary. Through the transition of word meanings or keeping a vocabulary notebook learners can enlarge their vocabulary, and using flash card, as it regarded as a practice strategy, can be effective to consolidate meaning of word (Erten, 1997).

Between metacognitive strategies most favored strategies is “using English language media” (mean=1.944; SD=1.005). Watching TV or listening to song belongs to metacognitive learning and this perceptual learning style facilitates learning and help to less successful students develop a greater metacognitive awareness while learning vocabulary.

To sum up, the results of the study show that students did not subscribe to only one type of strategy; rather, they used several strategies together; thus, confirming the results of other studies (Lawson and Hogben, 1996; Gu and Johnson, 1996) that students usually use strategies in combination. Consequently, this aspect of strategy use (strategy combination) has been taken into consideration in the present study.

4.2.2 The Relationship between Vocabulary Learning Strategies and Successful Learning

In the article collected in *Second Language Vocabulary Acquisition*, Laufer (1992) studied that how much vocabulary a learner needs to be successful in learning. The result showed that 3,000 word families or about 5,000 lexical items are needed to comprehend different contexts (p. 20-34). It is a large amount of vocabulary for a learner to master. In other words, in order to discover the meaning of unknown words from the context, knowing a large number of words is essential.

In the current study in order to identify successful learners in a task of vocabulary learning, vocabulary test between 3,000 and 5,000 lexical items is conducted to the students. In next step, seventy two participants were grouped into 3; successful learners (23 participants) who got above 73 in vocabulary level test and the medium students whose their scores were between 73-66 and unsuccessful learners (23 participants) whose their scores were under 66. In last step, in order to response to the second question of the study that is on the relationship between the use of vocabulary learning strategy or set of strategies and students' success in vocabulary learning, multiple regression and the correlation coefficients performed on data.

The tables below represent the results of vocabulary test and the mean of students' preferences in vocabulary learning strategies.

Table 4: Students' Scores in Vocabulary Test and Their Preferences for Each Category of Strategies

Students	Scores	Mean				
		Cognitive	Metacognitive	Social	Memory	Determination
1	76	2.55	2.625	1.625	2.85	3.0
2	68	2.09	2.25	2.75	3.0	2.666
3	78	2.82	2.375	3.125	2.81	3.1
4	67	2.46	3.125	2.5	2.63	2.22
5	72	1.81	2.375	2.0	2.74	1.55
6	82	2.27	2.375	3.125	2.48	2.555
7	66	2.0	2.25	3.25	3.55	3.33
8	70	2.0	2.25	2.5	2.33	2.0
9	74	1.54	1.875	2.75	2.85	2.44
10	66	2.54	3.25	3.0	3.04	1.88
11	63	2.18	2.5	2.25	3.04	2.44
12	74	2.27	2.375	2.75	3.0	2.111
13	67	2.36	2.5	2.625	3.07	2.555
14	73	2.64	3.0	2.0	2.73	2.3
15	74	2.91	2.75	2.875	2.93	2.333
16	61	2.09	2.125	2.5	2.81	2.11
17	80	2.09	2.125	3.0	2.74	2.88
18	58	2.09	2.5	1.875	2.67	1.66
19	68	3.0	3.625	3.25	2.96	2.0
20	65	2.63	3.0	2.625	3.26	3.44
21	62	2.18	2.375	2.75	2.93	3.5
22	89	2.63	2.5	2.5	2.70	2.66
23	75	2.91	2.875	2.25	3.11	3.22
24	69	2.45	2.375	2.5	3.11	2.55
25	59	2.45	2.75	2.375	2.89	2.77
26	72	2.45	3.0	1.875	3.22	2.33
27	65	2.27	2.125	2.875	2.96	2.89
28	68	2.36	2.25	2.625	2.78	1.33
29	81	3.0	3.375	2.5	2.78	2.23
30	65	3.09	3.625	2.625	3.11	2.0
31	54	2.18	2.125	2.75	2.96	2.45
32	72	2.54	2.5	1.875	3.15	2.34
33	87	2.91	2.5	3.125	2.48	3.33
34	68	1.91	2.125	2.25	2.56	2.23
35	60	2.36	2.5	3.0	3.15	1.89
36	69	2.54	2.375	2.375	2.67	2.56
37	80	2.45	2.25	2.125	2.63	1.67
38	64	3.09	3.25	3.375	2.63	3.23
39	69	2.72	3.25	2.125	2.93	2.12
40	85	2.72	2.75	3.25	2.93	2.12
41	67	1.81	2.25	2.125	2.44	2.45
42	60	2.54	2.5	1.875	3.04	2.89
43	66	1.91	2.5	2.125	2.41	2.23
44	62	2.0	2.25	1.75	2.26	2.89
45	60	2.18	1.875	2.375	2.04	2.12

46	66	2.54	2.625	2.125	2.70	1.89
47	65	1.81	2.5	2.25	2.70	2.56
48	68	2.54	3.25	2.0	2.85	2.12
49	88	2.36	2.125	2.625	2.67	1.77
50	70	2.0	1.875	1.875	1.96	1.89
51	90	2.45	2.375	2.625	2.78	2.78
52	68	2.36	2.375	2.375	2.96	2.45
53	64	2.36	2.625	2.875	2.78	3.0
54	68	2.0	2.125	2.0	2.48	2.23
55	65	2.18	2.125	2.125	2.59	2.23
56	41	2.54	2.625	2.375	2.33	3.34
57	68	2.09	2.625	2.25	2.67	1.67
58	59	2.0	2.125	2.125	2.70	2.11
59	61	2.27	2.75	2.375	2.78	2.0
60	83	2.45	2.5	2.75	2.70	2.66
61	81	2.72	2.625	2.375	2.52	2.34
62	73	2.27	2.125	2.5	2.78	3.12
63	70	2.36	2.5	2.25	2.48	2.0
64	78	2.45	2.375	2.75	2.81	1.89
65	82	2.09	2.375	2.375	2.48	3.23
66	63	2.91	3.25	2.375	3.18	2.45
67	75	2.63	2.5	2.5	2.74	3.1
68	65	2.91	3.0	2.25	2.85	2.45
69	69	2.0	2.125	2.25	2.67	3.45
70	65	2.27	2.125	2.75	2.67	2.34
71	67	2.18	2.125	1.75	2.41	1.89
72	93	2.27	1.625	2.875	2.78	2.67

The table above indicates seventy two (72 participants) students' scores in vocabulary level test and the mean of each student's preferences for categories of strategies. The scoring system suggested by Schmitt (1997) and Oxford (1990, 2001) explain mean above 3.6 show a low strategy use, scores between 3.6 and 2.5 show a medium strategy use and scores below 2.5 show high strategy use.

The tables below examine the relationship between social, metacognitive, cognitive, determination, memory strategies and successful learners' scores in vocabulary test.

Table 5: The Relationship between Categories of Vocabulary Learning Strategies and Successful Learning

		Correlations					Successful learners' scores
		MET	MEM	COG	SOC	DET	
Successful learners' scores	Pearson Correlation	-.089	-.022	.278*	.253*	.177	1
	Sig. (2-tailed)	.456	.853	.018	.032	.138	

*. Correlation is significant at the 0.05 level (2-tailed).

This part involves the calculation of correlation coefficients between metacognitive, memory, cognitive, social and determination strategies and determines whether the relationships between metacognitive, memory, cognitive, social and determination strategies and success in vocabulary test are significant or not. The table 5 indicates the Sig. (2-tailed) for metacognitive strategies is .456 which is greater than $p < 0.05$ and the correlation coefficient is -.089, which reveals there is not correlation between employing metacognitive strategies and successful learning.

The second item of the table investigates correlation coefficients between memory strategies and successful students' scores in vocabulary test. As the table indicates the Sig. (2-tailed) for memory strategies is .853 and the correlation coefficient is -.022 which reveals there is not positive relationship between employing memory strategies category and students' success in vocabulary learning. Therefore, as the table reveals successful vocabulary learning do not affect by the use of memory strategies.

The analysis of the 23 high scores students' responses to the cognitive strategies category, reflects successful students' interest towards the use of cognitive strategies. As the table 5 reveals the Sig. (2-tailed) for cognitive strategies is .018 ($p < .05$) and correlation coefficient is .278 that indicates there is relationships between the use of cognitive strategies and success in vocabulary test. Therefore, the result of the study provides support for successful students' use of cognitive strategies. However, it is needed to be evaluated in a detail the series of strategies in a variety of categories of cognitive strategies.

The forth category of the table deals with social strategies, the measure of relationship between the scores of more proficient learners in task of vocabulary learning and social strategies in above table indicates, the Sig. (2-tailed) for social strategies is .032 ($p < .05$) and the correlation coefficient is .253. This data reveals that there is relationship between the use of social strategies and success in vocabulary test.

The last category of the table is the determination strategies. As the table 5 indicates successful vocabulary learning did not influenced by the employing of determination strategies category (the beta coefficients that is .117 and the Sig. is .138).

To sum up, the results of current study reveal that employing cognitive and social strategie influence students' success in vocabulary learning. Therefore, vocabulary learning can be facilitated by the use of these strategies that involve participation and cognitive processing. The use of cognitive strategies by the successful learners also, highlighted in Huckin et al. (1993) study. They showed that successful learners employed various cognitive strategies in an attempt to infer word meaning from context.

Table 6: Stepwise Multiple Regression Analysis for Discovery Strategies Which Contribute to Students' Success in Vocabulary Learning

Strategies	R ²	F	t	Beta(β)	Sig.
Guessing from textual context (DET)	.063	4.715	2.171	.251	.033
Ask teacher for a sentence including the new word (SOC)	.060	4.440	2.107	.244	.039

Note: SOC=Social; DET=Determination

The stepwise multiple regression analysis in the table 6 reveals that two vocabulary learning strategies have correlations and significance ($p < 0.05$) toward learner's success in vocabulary learning. The table 6 results reveal that the correlation between the dependent variable (success in vocabulary learning) and the two independents variable is respectively.

Between discovery strategies category, the highest correlation is between the use of “Guessing from textual context” and the scores of successful learners ($B=.251$, $T=2.171$ and $\text{Sig. } T=0.033$ ($P<.05$)). The result indicates that the employing of this strategy is contributed to students’ success in vocabulary learning.

Another strategy that has the correlation coefficient with success in vocabulary learning and contributes to successful vocabulary learning is “asking teacher for a sentence including the new word”. This result indicates that the learners who chose “asking teacher for a sentence including the new word” in social strategies categories exhibited more success than those who didnot ask teacher for a sentence including the new word ($B=.244$, $T= 2.107$, $\text{Sig. } T= .039$). Thus, strategies as guessing meaning through context may contribute more to the passive side of lexical knowledge, while strategies involving practice aid the development of active side of vocabulary knowledge (Nattinger 1988).

Table 7: Stepwise Multiple Regression Analysis for Consolidating Strategies Which Contribute to Students’ Success inVocabulary Learning

Strategies	R ²	F	t	Beta(β)	Sig.
Preparing word list with my friends (SOC)	.119	9.445	3.073	.345	.003
Studying and practicing meaning in a group(SOC)	.062	4.640	2.159	.249	.035
Connecting the word to its synonyms or antonyms (MEM)	.055	4.047	2.019	.235	.047
Using “scales” for gradable adjectives (MEM)	.068	5.089	2.256	.260	.027
Written repetition (COG)	.088	6.775	2.603	.297	.011
Using flash cards (COG)	.059	4.395	2.096	.243	.040
Taking notes in class (COG)	.067	5.050	2.247	.259	.028
Keeping a vocabulary notebook (COG)	.090	6.898	2.626	.300	.011
Continue to studying word overtime (MET)	.062	4.660	2.159	.250	.034

Note: SOC=social; MEM=Memory; COG=Cognitive; MET=Metacognitive

The stepwise multiple regression analysis in the table 7 reveals that nine consolidating strategies have the correlations and significance ($p < 0.05$) with successful vocabulary learning. Between nine consolidating strategies items, “preparing word list” has the highest correlation with success in vocabulary learning ($B = 0.345$, $T = 3.073$, $\text{Sig. } T = 0.003$). In other words, the learners who prepared word list showed the high success in vocabulary test.

Also, the Beta (B) value for “studying and practicing meaning in a group” reveals that the learners who stated their interests in group work activities got high scores in vocabulary test ($B = 0.249$, $T = 2.159$, $\text{Sig. } T = .035$).

The third strategy that has an effect on learners’ success in vocabulary learning is “connecting the word to its synonyms or antonyms” ($B = .235$, $T = 2.019$, $\text{Sig. } T = .047$). This result clearly reveals that when learners connect the word to its synonyms or antonyms are more successful in memorizing vocabulary; consequently, they are more able in response to the vocabulary test.

Using “scales” for gradable adjectives, one of the memory strategies item shows the correlations coefficient with success in vocabulary learning ($B = .260$, $T = 2.256$, $\text{Sig. } T = .027$). The next strategy which has an effect on learners’ success in vocabulary learning is “written repetition”. This cognitive strategy has $B = .297$, $T = 2.603$, $\text{Sig. } T = .011$. Therefore, the result shows that when the learners employ written repetition, they succeed in task of memorizing vocabulary. In other words, learners who always repeat new words in written form show more success in vocabulary learning compared to those who repeat the words verbally.

Another strategy that has an effect on learners’ success in vocabulary learning is “using flashcards” ($B = .243$, $T = 2.096$, $\text{Sig. } T = .040$). “Taking notes in class” is another strategy that contribute to the learners’ success in vocabulary learning ($B = .259$, $T = 2.247$, $\text{Sig. } T = .028$). In other words, learners who always take notes or highlight new words, display a higher success compared to groups who did not take notes or highlight new words.

The next strategy which contribute to the learners' success in vocabulary learning is "keeping vocabulary notebook" ($B = 0.300$, $T = 2.626$, Sig. $T = .011$). This cognitive strategy directly influences students' success. The last strategy is "continue to study the word over time" ($B = .250$, $T = 2.159$, Sig. $T = .034$). In other words, learners who studied the words over time displayed a higher success in vocabulary learning and achieved high score in vocabulary test.

To sum up, the regression model by using the stepwise framework reveals that nine independent variables have the correlations and positive effect toward students' success in vocabulary learning. It is clear that the learners' success in vocabulary learning is influenced by these strategies; namely, guessing from textual context, asking teacher for a sentence including the new word, preparing word list with friends, connecting the word to its synonyms or antonyms, using "scales" for gradable adjectives, written repetition, using flash cards, taking notes or highlighting, studying new words over times, and keeping vocabulary notebook.

4.2.3 The Comparison of Successful and Unsuccessful Learners' Vocabulary Learning Strategies Preferences

In order to response the third research question, which asks the micro-strategies are used most frequently by successful and unsuccessful learners, this part investigates successful and unsuccessful learners preferences in both discovery and consolidation strategies.

Table 8: The Comparison of Successful and Unsuccessful Learners' Discovery Strategies Preferences

N=23 Successful Learners		Mean	SD	N= 23 Unsuccessful Learners		Mean	SD
DET	Analyzing parts of speech	1.957	.825	DET	Checking for L1 cognate	2.174	.984
DET	Analyzing any available picture or gesture	2.3913	.941				
DET	Guessing from textual context	2.13	1.099	DET	Using word list	1.913	1.203
DET	Using monolingual dictionary	1.956	1.186	DET	Using monolingual dictionary	2.131	1.014
SOC	Asking teacher for a sentence including the new word	2.217	.952	SOC	Asking classmate and teachers for meaning	2.261	1.009

Note: DET=Determination; SOC=Social

This part aims to identify the discovery strategies, which employed most frequently by successful and less successful learners. According to the scoring system suggested by Oxford (1990, 2001) and Schmitt (1997), the successful learners of current study relied more on “analyzing part of speech”, “analyzing any available picture or gesture”, “guessing from textual context”, “using monolingual dictionary” and “asking teacher for a sentence including the new words”, while unsuccessful learners preferred “checking for L1 cognate”, “using word list”, “using monolingual dictionary” and “asking classmate for meaning” in order to discover the meaning of words.

Based on the findings of the study, between successful learners' preferences “guessing from textual context”, “analyzing any available pictures or gestures” and “analyzing parts of speech” are among the analytical strategies. These results indicate that unlike successful students, unsuccessful students generally experienced a lot of difficulties in guessing, because they are not able to use the available clues to make correct guesses. Also, Gu (2005) claims that successful learners are highly selective and employ more “guessing from context”, or “checking in dictionary” strategies in order to discover the meaning of a word.

Between social strategies for discovering the meaning of word, successful learners favored “asking teacher for a sentence including the new word”. Ahmed (1989) found that sometimes students experience a lack of confidence in their understanding. In this case, students may refer to sources other than those they usually consult. Here we see that successful participants preferred teachers as a second source.

On the contrary, the unsuccessful learners preferred “checking for L1 cognate”, “using word list”, “using monolingual dictionary” and “asking classmate for meaning”. As result reveals, guessing is not most favored strategies with high frequency. These data indicate that unsuccessful learners made no successful attempt at guessing, but relied on L1 cognate or preferred to ask their classmate in order to discover the meaning of unknown words.

Table 9: The Comparison of Successful and Unsuccessful Learners’ Consolidation Strategies Preferences

Successful learners		Mean	SD	Unsuccessful learners		Mean	SD
SOC	Studying and practice meaning in a group	2.261	1.13	MEM	Imaging word’s meaning	2.2609	1.096
SOC	Teacher checks students word lists for accuracy	1.739	.810	MEM	Studying the spelling of a word	2.1304	1.056
MEM	Use new word in sentence	2.044	.767	MEM	Remembering affix and roots	2.3913	.988
MEM	Studying the spelling of a word	2.00	.853	MEM	Remembering part of speech	2.2174	1.043
MEM	Studying the sound of a word	2.174	.984	MEM	Using cognate in study	2.3043	1.295
COG	Written repetition	2.13	1.05	COG	Written repetition	2.2174	.850
COG	Using the vocabulary section in your textbook	2.217	.998	COG	Using word lists	1.6087	.941
COG	Keeping a vocabulary notebook	1.609	.783	COG	Putting English labels on physical objects	1.7391	.541

COG	Using English language media	1.696	.822	MET	Using English language media	2.2609	1.176
MET	Continue to study word overtime	2.30	1.18				

Note: MEM= Memory, COG= Cognitive, MET=Metacognitive

The results concerning the differences between unsuccessful and successful learners most frequently consolidation strategies preferences are represented in the table above. In the case of using social strategies, two strategies involve in successful learners preference (studying and practice meaning in a group and teacher checks students word lists for accuracy). These results are relevant to the finding of table 5, which represents successful learners relied more on the use of social strategies.

“Written repetition”, “using the vocabulary section in your textbook” and “keeping a vocabulary notebook” are among the cognitive strategies category. According to several studies reviewed by Nation (1990), learners need to use word list and more repetitions to learn a word. As a result, the learning of words with sufficient repetition is a best means of learning a large number of words in a short time. The results indicate that “using word list” preferred most frequently by unsuccessful learners. This can be explain by the fact that unsuccessful learners did not have sufficient repetition or had problems in preparing word list in order to reflect it in vocabulary test.

Between metacognitive category’s strategies, successful learners favored “using English language media” and “continue to study over time”. Using English language media help students to learn English language and be able to communicate well. Using of multimedia provide a variety of clarification for words in the form of text, pictures, video, and sound, and it is accepted that foreign words associated with imagery techniques are learned and memorized more easily than words alone (Seghayer, 2001).

In looking for most preferred strategies between unsuccessful learners, “imaging word meaning”, “studying the spelling of a word”, “studying affix and roots”, “remembering parts of speech”, and “using cognates” are among the most favored memory strategies in order to consolidate the meaning of new words. Therefore, one of the major finding

of this study is that the unsuccessful participants appear to concentrate more on employing memory strategies than successful participants.

To sum up, “studying spelling of word”, “written repetition” and “using English language media” favored by both successful and unsuccessful learners. Chamot and Kupper (1989) state that successful language learners tend to select strategies that work well together with the requirements of the language task. These learners can easily explain the strategies they use and why they employ them (O’Malley and Chamot, 1990). May be the above results can be explained by regarding that unsuccessful learners could not explain why they employ these strategies or do these strategies work well together with the their requirements in vocabulary learning. In a case of other strategies we see that successful learners relied more on use of cognitive and some of social and metacognitive categories strategies, and preferred strategies in combination. What is meant in this study by strategy combination is that the strategies are employed very closely to learn one single vocabulary item. Unsuccessful learners relied more on word and sentence form and it seems they did not applied these strategies to improve their vocabulary knowledge.

4.3 Conclusion

In this chapter the data obtained from questionnaire and vocabulary test were analyzed in three parts. The first part of the study aimed to answer to the first research questions about the rank order of strategies categories and the list of most and least used strategies in vocabulary learning. To achieve this, descriptive statistic applied on data and the descriptive statistics of five strategies are categorized according to their mean and standard deviations.

With scoring system suggested by Schmitt (1997) and Oxford (1990, 2001), the study concluded that students are high user in cognitive, determination and social strategies and are medium user in metacognitive and memory strategies. Furthermore cognitive strategies were determined as the most frequently used strategies by the respondents

followed by determination strategies, social strategies and metacognitive strategies and memory strategies were determined as the least frequently used strategies.

In categorizing the list of most used strategies from determination strategies category “analyzing part of speech”, “checking for L1 cognate”, “guessing from textual context”, “using monolingual dictionary” were among the more favorite strategies in order to discover the meaning of unknown words.

Between the eight strategies of social strategies category, “asking teacher for paraphrasing or synonym of new word”, “asking classmate for meaning” and “discovering new meaning through group work activity” were preferred by participants.

Responses to the items of memory strategies indicated that “using scales for gradable adjectives”, “using new word in sentence”, “studying the spelling of a word”, “studying the sound of words”, “studying new word aloud when studying”, “remembering part of speech” and “using cognate in study” were between the more used strategies with the purpose of memorizing word, and “written repetition”, “using word lists, putting English labels on physical objects”, “using flashcards”, “keeping a vocabulary notebook” were most favored cognitive strategies and between metacognitive strategies most favored strategies was only “using English language media”.

In second part of the study in order to response to the second question, the correlation coefficient and stepwise multiple regression were administrated to the data. The analysis of the results revealed that there were relationship between use of cognitive strategies and social strategies and successful vocabulary learning. Furthermore, the analysis of Multiple Regression between successful vocabulary learning and employing vocabulary learning strategies indicated there is relationship between “preparing word list with my friends”, “connecting the word to its synonyms or antonyms”, “useing scales for gradable adjectives”, “written repetition”, “using flash cards”, “taking notes in class”, “keeping a vocabulary notebook”, “continue to study word overtime” and successful

learning. In other words, the use of these strategies by the successful learners was contributed to the students' success in vocabulary learning.

In the third part of the study, with purpose of response to the third question of the study descriptive statistics was carried out and the results of this part of the studies showed that “studying spelling of word”, “written repetition” and “using English language media” favored by both successful and unsuccessful learners and in a case of other strategies, the results showed that successful learners mostly employed cognitive and some of social and metacognitive categories strategies, and they preferred strategies in combination. While, unsuccessful learners relied more on word and sentence form and did not apply these strategies to improve their vocabulary knowledge.

CHAPTER V

CONCLUSION

5.1 Introduction

This study was based on first year's English language teaching students of Hacettepe University preferences in vocabulary learning strategies. In order to clarify students' preferences in vocabulary learning, Schmitt (2007) categorization of vocabulary learning strategies was used in the questionnaire. Also, with the purpose of determine students' successs in vocabulary learning, some items of standardized vocabulary test developed by Nation (2001) was employed.

By considering the need for understanding the role of strategies in English language vocabulary learning and their relations to students' success in vocabulary test, the study aimed to explore Turkish English language learners' preference in vocabulary learning strategies and to indicate the extent to which students engaged in using of vocabulary strategies.

Throughout this chapter, a summary of the findings and conclusion draw from this finding will be presented. Furthermore limitations and implications and suggestions for further research will be discussed.

5.2 Summary of the Study

In order to found out the extent which students were successful in their preferences, this study took into account the strategies, which involved in students preferences and their achievements in task of vocabulary learning. Therefore, the main objectives of this study were to evaluate learners' preferences in vocabulary learning and the relationships between vocabulary learning strategies and learners' success in vocabulary learning.

In order to highlight the topic of the study, the current study aimed to find an answer to what are the rank orders of the most and the least frequently used strategies by students? And is there any relationship between vocabulary learning strategies and student's success? What micro-strategies are used most frequently by successful and unsuccessful students?

In order to answer the research questions, two data collection instruments were used; the questionnaire and vocabulary test. In analyzing research questions, descriptive statistic, correlation coefficient, and multivariate regression were administrated on data. Since the first research question dealt with rank order of vocabulary learning strategies, mean and standard deviation of items calculated in SPSS. In order to analyze students' responses and investigate the relationships between cognitive, metacognitive, social, memory and determination strategies and success in vocabulary learning, correlation coefficient and multiple regressions were applied.

5.3 Findings

This section discusses the findings of the study with reference to the research questions. In each section the discussion and the research questions will be referred.

5.3.1 Vocabulary Learning Strategies' Frequency of Use

The first part of the study investigated the rank order of strategies category and the list of most and least used strategies in vocabulary learning. To find an answer to this part, the scoring system suggested by Schmitt (1997); Oxford (1990, 2001) and Griffiths (2003) was applied on data. The means and standard deviation values for each of the five categories were listed to find out the most commonly used strategies used by Turkish university level students.

Considering vocabulary learning strategies, the study concluded that students are high user in cognitive, determination and social strategies and are medium user in metacognitive and memory strategies. Therefore, cognitive strategies were determined as the most frequently used strategies by the respondents, followed by determination strategies, social strategies and metacognitive strategies and memory strategies.

5.3.1.1 The List of Most Frequently Used Discovering Strategies

In categorizing the list of most used discovery strategies between 72 participants from determination strategies category “analyzing part of speech”, “checking for L1 cognate”, “guessing from textual context”, “using monolingual dictionary” were among the more favorite strategies in order to discover the meaning of unknown words. Based on the findings of this study, “guessing from textual context” and “analyzing parts of speech” are among the analytical strategies.

In case of checking for L1 cognates, Erten (1997) found that lexical and phonological similarities between the mother tongue and the foreign language facilitate the use of certain strategies. His findings suggested that phonological similarities may trigger the use of sound associations. The result of current study indicated that because of similarity between Turkish and English language, most of the students preferred this strategy.

It is accepted that, in discovery the meaning of word students should be relied to guess the words from context first. If guessing from textual context fails, students can resort to dictionary. Whatever the learning environment is, frequent use of dictionary seems to provide a solid base for lexical learning. Here we see that both strategies favored by students.

These results did not proved by Schmitt’s (1997) research results. He had claimed that guessing often used without consulting a dictionary, but the results of present study

demonstrate that the issue of dictionary use vs. contextual guessing was not really an issue at all, because both skills are used more often by students.

Between the eight strategies of social strategies category, “asking teacher for paraphrase or synonym of new word”, “asking classmate for meaning” and “discovering new meaning through group work activity” were preferred more by participants. Here we see that most of the students favored to learn and discover new vocabulary through participation, these strategies contribute to learners’ vocabulary size.

To sum up, in discovering the meanings of words, students should be less dependent on their teachers. Nation (1990) claims that giving meaning by teachers or students prevents students from keeping the attention to the new words which is important for vocabulary learning. Also, giving meaning takes away the opportunity from learners to use their guessing skill. Consequently, teachers should make clear to their students, the importance of the strategy of guessing and also train them in how to guess, and use discovery strategies.

5.3.1.2 The List of Most Frequently Used Consolidating Strategies

Regarding the most used consolidation strategies, the results show that there is a strong preference for strategies which focus on a word’s form, sound and spelling. Responses to the items of memory strategies indicated that “using scales for gradable adjectives”, “using new words in sentence”, “studying the spelling of a word”, “studying the sound of words”, “studying new word aloud”, “remembering parts of speech” and “using cognate” were between the more used strategies with the purpose of memorizing word. The use of memory strategies not only empowered learners to achieve competence but also provided them with autonomy in learning the relevant vocabulary.

With specific reference to the vocabulary learning strategies, Cohen and Apehek (1980) found that beginners mostly used sound associations while advanced learners used structural associations, and that, while word lists proved more effective among

beginners, more advanced students benefited more from contextualized words. As the result revealed most of the students of current study preferred both types of strategies.

“Written repetition”, “using word lists”, “putting English labels on physical objects”, “using flashcards” and “keeping a vocabulary notebook” were most favored cognitive strategies. Between metacognitive strategies most favored strategies was only “using English language media”. The results revealed that traditional method of study encouraged between students in order to consolidate and memorize English vocabulary through repetition. Vocabulary is often presented through word lists on which meaning and form are the only focus. Also, results represented that students preferred both visual and auditory strategies.

5.3.2 The Relationship between Vocabulary Learning Strategies and Successful Learning

The relationships between vocabulary learning strategies and students’ success in task of vocabulary learning merit attention. In order to determine the relations between two scales, correlation coefficient was conducted. The results showed the relationship between the use of social and cognitive strategies and students’ success in vocabulary learning. Ehrman and Oxford (1995) state that successful students prefer to use cognitive strategies more frequently in their language learning. As well as, Huckin et al. (1993) claim that learners appeal to various sources and employ various cognitive strategies in their attempts to infer word meanings from context.

5.3.2.1 The Relationship between Vocabulary Learning Strategies and Success in Vocabulary Learning

The use of stepwise multiple regressions revealed that “guessing from textual context” (DET), “asking teacher for a sentence including the new word” (SOC), “using scales for gradable adjectives” (MEM), “connecting the word to its synonyms or antonyms”

(MEM), “preparing word list with my friends” (SOC), “written repetition” (COG), “using flash cards” (COG), “taking notes in class” (COG), “keeping a vocabulary notebook” (COG), “Continue to study word overtime” (MET) were among the strategies that used by successful learners and influenced their achievement.

All of these strategies can contribute to students’ success, but in a case of using flash cards, students’ view toward it is critical. This strategy was preferred by the successful learners and was contributed to their success in vocabulary learning. Under different circumstance, most learners will choose using word cards to memorize new words in order to pass the exam. This kind memorization, is not useful for long term memory, and based on rote memorization and does not help with the use of the word (Nation, 2001). Nation (2001) states some values of learning from words cards. The first one is that “it is efficient in terms of return for time and effort” (p. 302). The second one is “it allows learners to consciously focus on an aspect of word knowledge that is not easily gained from context or dictionary use” (p. 302). The third one is that “it allows learners to control the repetition and processing of the vocabulary to make learning secure” (Nation 2001). Therefore, the use of word cards with repetition help learners to keep the vocabulary in mind for a long time. Also, it must be added, maybe, strategies are not the only predictors of success. Moreover, it is the flexibility of strategy use, not the number of strategies or the frequency of strategies use, determines learning outcomes (Cohen, 1998).

5.3.3 The Comparison of Successful and Unsuccessful Learners’ Preferences in Vocabulary Learning Strategies

In order to response to the third research question, descriptive statistics performed on both groups preferences. The results concerning most frequently strategies preferences and differences between unsuccessful and successful learners revealed that “studying spelling of word”, “written repetition” and “using English language media” favored by both successful and unsuccessful learners. It can be explained by regarding that unsuccessful learners could not explain why they employ these strategies or do these

strategies work well together with their requirements in vocabulary learning. In a case of other strategies we see that successful learners relied more on use of cognitive and some items of social and metacognitive strategies, also they preferred strategies in combination. Unsuccessful learners relied more on word and sentence form and did not applied these strategies to improve their vocabulary knowledge.

As a result, successful learners know a lot of strategies and are active learners and are able to take charge and to identify what strategies are appropriate for their style of learning and are able to use these strategies intentionally when learning English vocabulary. Also, they know when strategy might be useful and when it might not. To sum up, learner initiative and independence, and amount of extracurricular time spent on vocabulary learning, are crucial factors related to higher levels of achievement. Thus, willingness to put extra effort into the learning process and to build on it by independent learning activities enhances learning and affects achievement.

5.3.3.1 The Comparison of Successful and Unsuccessful Learners' Preferences in Discovering Strategies

The result of the study indicated that successful learners preferred “guessing from context” (DET), “analyzing parts of speech” (DET), “analyzing any available picture or gesture” (DET), “using monolingual dictionary” (DET), and “asking teacher for a sentence including the new words” (SOC) as best way to discover the meaning of unknown words. Unsuccessful learners preferred “using word lists” (DET), “checking for L1 cognate” (DET), “using monolingual dictionary” (DET) and “asking classmate and teachers for meaning” (SOC) as the best strategies to discover the meaning of a word.

In the case of using social strategies to discover the meaning of word, two different strategies involved in learners preferences. These results indicated that unsuccessful learners relied more on their mother tongue and preferred to see their classmate and

teachers as best source. While, successful learners preferred their teachers as a second source and favored to learn foreign language in target language context.

In using determination strategies to discover the meaning of a word, successful learners relied more on “guessing from context”, “analyzing part of speech” (DET), “analyzing any available picture or gesture” (DET) and “asking teachers for synonyms or antonyms of new words”; therefore, they preferred to use analytical strategies most frequently than unsuccessful learners. Also, successful learners tended to learn new vocabulary in context. While less successful learners seem did not notice the usefulness of these strategies.

Most of the theories like comprehensible input theory, word meaning theory, and incidental learning theory all suggest that learning vocabulary from context should be an efficient strategy. It has been suggested that the extent to which learners employ the strategy of guessing depends largely on their proficiency. It is believed that contextual guessing might be especially helpful to students with higher proficiency (Sokmen, 1997). High-proficiency learners are much more likely to make use of this strategy than low-proficiency ones.

Schouten-van Parreren found out successful students showed the greater vocabulary knowledge than weak ones. She also found that guessing the meaning of an unknown word from the context, and analyzing the form of an unknown word used more frequently by successful learners (cited in O'Malley and Chamot 1990). Also, Chamot and O'Malley claimed that unlike successful students unsuccessful students generally experienced a lot of difficulties in guessing, because they aren't able to use the available clues to make correct guesses. Furthermore, Gu (2005) found that regarding guessing, the successful learners tried to use a range of clues to make correct guesses, whereas the unsuccessful learners made no successful attempt at guessing. He claimed that successful learners are highly selective and use more guessing, or checking in dictionary and so on.

5.3.3.2 The Comparison of Successful and Unsuccessful Learners' Preferences in Consolidating Strategies

The results concerning most frequently consolidating strategies preferences between unsuccessful and successful learners indicated that two social strategies involved in successful learners preference (studying and practice meaning in a group and teacher checks students word lists for accuracy), while unsuccessful learners did not most frequently favor to use social strategies to memorize new vocabulary.

Moreover, other major finding of this study is that, the successful participants appeared to concentrate more on sound and spelling of words than unsuccessful ones. Also, it seems that unsuccessful learners preferred to use more memory strategies than successful learners in order to consolidate a word meaning.

“Written repetition”, “using the vocabulary section in textbook” and “keeping a vocabulary notebook” were among the cognitive strategies category which preferred by successful learners. Written repetition with using other strategies enhances better use of words which serve as the features that could characterize Turkish FL learners. The preference of written repetition and continue to study word overtime indicated that students favored some form of mechanical strategies. Also, Nation (1990) argued that learning words from repetition is an effective means of learning a large number of words in a short time if given sufficient repetition. Gu and Johnson (1996) claimed that repetition is associated with success in recall.

In a case of keeping vocabulary notebook, successful learners knew that knowing a word does not only mean just memorizing its meaning, it consists of knowing the form, the meaning and the use of the word. Like the use of vocabulary section in textbook, use of word list is efficient in terms of return for time and effort and allows learners to consciously focus on an aspect of word knowledge. Also, it helps learners more than using the incidental method of learning words. Using these strategies make learners to focus on the spelling of words and to know the word more completely (Nation, 2001), therefore use of these strategies can contribute to students' vocabulary knowledge.

Other most favored strategies in metacognitive category were “using English language media” and “continue to study over time”. Use of multimedia provide a variety of clarification for words in the form of text, pictures, video, and sound, and it is accepted that foreign words associated with imagery techniques are learned and memorized more easily than words alone (Seghayer, 2001).

In a case of unsuccessful learners’ preferences, “imaging word meaning”, “studying the spelling of a word”, “studying affix and roots”, “remembering parts of speech”, and “using cognate” were among the most favored memory strategies in order to consolidate the meaning of new words. Imaging word meaning is mnemonic strategy that does not contribute to vocabulary knowledge. Affixation is one of the important ways to create new words; therefore, with analyzing and studying word system memorization can be improved, but as we see this strategy did not develop their vocabulary knowledge.

Therefore, the results indicated that participants’ achievement on the test depended on the strategies which they use. Chamot and Kupper (1989) stated that successful language learners tend to select strategies that work well together with the requirements of the language task. These learners can easily explain the strategies which they employ them (O’Malley and Chamot, 1990). May be the cause of unsuccessful vocabulary learning is in the lack of knowledge in selecting proper strategies with their learning styles.

Other explanation of unsuccessful vocabulary learning can be that unsuccessful learners may have mixed the concept of learning a word with reciting a word. Reciting word is just keeping the word form and meaning in mind and the other word knowledge is not necessary (Nation, 2001). Also, unsuccessful learners could not explain why they employ these strategies or did these strategies work well together with their requirements in vocabulary learning. Therefore, unsuccessful learners believed more, though not significantly, in rote memorization. This suggested that unsuccessful learners did not apply their selected strategies on their performance scores; therefore, the lack of effort on the learners’ part relates to poor achievement.

In sum, the relationship between vocabulary learning strategies and students' success in task of vocabulary learning clearly emerged. The results indicated the relationship between employing cognitive and social strategies and successful vocabulary learning. Furthermore, the results concerning successful learners' preferences revealed that they were aware of the existence of most of the strategies and explored the range of available strategies. They preferred the strategies, which found most effective, and asked for help and feedback from the teacher in order to discover and memorize a new. In a case of unsuccessful learning, the attitudes of unsuccessful learners were more complicated. Maybe, unsuccessful learning was related to the students' inaccurate selection of vocabulary learning strategies.

5.4 Limitations

This study is not, however, without limitations. First, the ability to generalize the data is limited; the number of participant could be increased. Also, further research is needed to collect the data by interviews, think-aloud protocols and diaries. Such studies should ideally draw upon the perceptions of both teachers and learners on the effectiveness of various strategies.

Second, further research is needed to extend our knowledge on individual differences. The factors which influence individual differences can be personality types, motivational factors, culture, age, and gender and other variables. cluster analysis of individual differences; also, help teachers to be more effective in task of vocabulary teaching.

5.5 Implications

There are three main implications of this research. First, most of the studies have concentrated on identifying the strategies used by learners and the question of whether successful and unsuccessful learners can be distinguished by their use of vocabulary

learning strategies has not been asked before. Therefore, investigating vocabulary learning strategies employed by unsuccessful learners can generate more useful results in order to improve students' achievements. This may influence our learners become more successful language learners.

Successful learners of current study reported significantly more use of cognitive strategies and social strategies that had the correlation with success in vocabulary learning. So, given the knowledge of the particular preferences which successful students had, it would be worth discussing implications with individual students and offering more alternative strategies to improve vocabulary learning.

Second, in order to use some of the strategies efficiently learners must to have some skills such as selecting information, guessing, knowing a certain amount of vocabulary. Unsuccessful learners might not have the ability to use these skills, so it may be hard to use these learning strategies. The other reason is that words they learn are almost all learned from rote learning, not from selected strategies. Maybe, they try to find the simplest way to memorize or discover the meaning of words. Therefore, with teaching effective use of learning strategies less successful learners can develop their vocabulary knowledge.

Third, an understanding of students' learning strategies provides researchers and teachers with insights not only into the processes of second language learning, but also, into strategies of successful and unsuccessful learners. Therefore, we are able to explore both groups of learners' preferences and their differences in strategy choice without the confusing with other variables of learning environment.

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Vocabulary Test

1. Vocabulary – Practice Tests

<http://www.vocaboly.com/vocabulary-test/>

A long list of practice vocabulary tests for TOEFL, GMAT, GRE and SAT tests.

2. Forum Education – Practice Test

http://www.forumeducation.net/servlet/pages/vi/show/static_vocabulary2.html

A comprehensive vocabulary test from Forum Education On-line.

3. More Practice Tests

http://www.insightin.com/test/take_test.phtml another on-line vocabulary exam that can be used to estimate vocabulary size and range

APPENDICES

APPENDIX A

**BAŞARI İLE ÖĞRENCİLERİN KULANDIĞI SÖZCÜK
STRATEJİLERİNİN ARASINDAKİ İLİŞKİYİ SAPTAMAYA YÖNELİK
GÖNÜLLÜ KATILIM FORMU**

Sevgili Öğrenci,

Bu çalışmanın genel amacı, başarı ile öğrencilerin kullanmakta olduğu sözcük öğrenme stratejilerinin arasındaki ilişkiyi araştırarak sözcük öğrenme başarısını yükseltebilecek önerilerde bulunmaktır.

Toplanan bilgiler yüksek lisans tezinde kullanılacaktır. Katılımcı gizliliğini korumak için, katılımcıdan toplanan bilgiler saklı tutulacaktır. Çalışmaya katılıp yardımcı olduğunuz için teşekkürler.

Shalaleh ZABARDAST ALAMDARİ

Yabancı Diller Eğitimi

İngiliz Dili Eğitimi Yüksek lisans öğrencisi

Ben, ..., yukarıdaki bilgileri okudum ve bu çalışmaya gönüllü olarak katılmayı kabul ediyorum.

İmza: _____

Date: _____

APPENDIX B

VOCABULARY LEARNING STRATEGIES QUESTIONNAIRE FOR STUDENTS

Sevgili öğrenciler,

Aşağıda, İngilizce öğrenirken bilinmeyen kelimelerin anlamlarını bulmak için kullanılan bir takım stratejiler sıralanmıştır. Lütfen maddeleri dikkatlice okuyunuz ve her cümle için Katılma oranını aşağıda verilen kavramlara göre derecelendirebilirsiniz.

1=Kesinlikle Katılıyorum, 2=Katılıyorum, 3. kararsızım,
4= katılmıyorum, 5= kesinlikle katılmıyorum

A. Bilmediğiniz bir sözcüğün anlamını tahmin etmek için genellikle ne yaparsınız?

		1	2	3	4	5
1.	Sözcüğün türünü (isim, sıfat, zarf, fiil, v.b) incelerim.					
2.	Sözcüğün kökünü ve eklerini incelerim.					
3.	Sözcüğün, Türkçe bir sözcüğe benzeyip benzemediğine bakarım(örneğin analyze-analiz).					
4.	Varsa, sözcüğü açıklayan resimleri ya da vücut hareketlerini analiz ederim.					
5.	Sözcüğün geçtiği cümle ya da metinden anlamını çıkarmaya çalışırım.					
6.	İngilizce-Türkçe sözlükten sözcüğün anlamına bakarım.					
7.	İngilizce- İngilizce sözlükten sözcüğün anlamına bakarım.					
8.	Sözcükleri İngilizce-Türkçe kelime listeleri sayesinde öğrenirim.					
9.	Öğretmenin gösterdiği resimler, şimşek kartlardan ve posterlerden sözcüğün anlamını çıkarırım.					
10.	Öğretmenden, sözcüğün Türkçe karşılığını söylemesini isterim.					
11.	Öğretmenden, sözcüğü yine İngilizce olarak ama farklı bir şekilde söylemesini ya da İngilizce eş anlamlısını söylemesini isterim.					
12.	Öğretmenden, sözcüğü İngilizce bir cümlede kullanmasını isterim.					
13.	Sözcüğün anlamını sınıf arkadaşlarıma sorarım.					
14.	Arkadaşlarımla grup çalışması yaparak sözcüğün anlamını tahmin etmeye çalışırım.					

B. Bir sözcüğün anlamını öğrendikten sonra zihninizde yerleşmesi için genellikle ne yaparsınız.

**1=Kesinlikle Katılıyorum, 2=Katılıyorum, 3. Kararsızım,
4= katılmıyorum, 5= kesinlikle katılmıyorum**

		1	2	3	4	5
15	Bir arkadaşım ya da grup halinde, derste ve ders dışında sözcüğün anlamını tekrar eder ve alıştırmaya yaparım.					
16	Bir kelime listesi yaparım.					
17	Yeni sözcüğü ana dili İngilizce olan yabancılarla konuşurken kullanmaya çalışırım.					
18	Yeni sözcüğü, sözcüğün anlamını tasvir eden resimler, imajlar ya da çizimlerle tekrarlarım.					
19	Zihnimde sözcüğe uygun bir imaj oluşturarak sözcüğün anlamını tekrar ederim.					
20	Sözcüğün anlamını bir deneyimle ilişkilendiririm.					
21	Yeni sözcüğü, alakalı olduğu diğer sözcüklerle ilişkilendiririm .(örneğin “apple” sözcüğü “orange, peach,” v.b. sözcüklerle alakalı olabilir.)					
22	Yeni sözcüğü, eş ya da zıt anlamlılarıyla ilişkilendiririm.					
23	Anlamca ilişkili Sözcükleri şemalar ya da kelime ağaçları hazırlarım.					
24	Derecelendirebilen sıfatlar için ölçekler hazırlarım. (örneğin cold-colder- coldest.)					
25	Yeni sözcüğü, yazılış ve söyleyiş açısından kendisiyle kafiyeli olan başka sözcüklerle ilişkilendiririm.(örneğin, two is a shoe, three is a tree, four is a door, v.b.)					
26	Yeni sözcüğü, bildiğim bir yerle ilişkilendiririm.					
27	Sözcükleri çalışırken onları anlamca, türce, v.b. şekillerde gruplandırırım.					
28	İlgili sözcükleri bir kâğıt ya da defter üzerinde geometrik şekiller, ok işaretleri, üçgenler, kareler, v.b. şekiller kullanarak gruplandırırım.					
29	Sözcüğü, İngilizce bir cümlede kullanırım.					
30	Sözcükleri, anlamlı şekilde bir araya getirerek ya da hikâyeleştirerek çalışırım. (örneğin, öğreneceğim kelimeler fish, like ve cat ise, her birini ayrı cümlelerde kullanmak yerine “cats like fish.” şeklinde cümleler kurmaya çalışırım.					
	1=Kesinlikle Katılıyorum, 2=Katılıyorum, 3=kararsızım, 4= katılmıyorum, 5=kesinlikle katılmıyorum	1	2	3	4	5
31	Sözcüğün yazılışına çok dikkat ederim.					
32	Sözcüğün telaffuzuna çok dikkat ederim.					

33	Çalışırken sözcüğü yüksek sesle söylerim.					
34	Sözcüğün yapısını analiz ederim.					
35	Sözcüğün baş harfinin altını çizerim.					
36	Sözcüğü daha iyi ezberlemek için hecelerine, harflerine ya da bölümlere ayırarak düzenlerim.					
37	Sözcüğü, anlamca farklı olsa da söyleniş olarak Türkçe bit sözcükle ilişkilendiririm. (Örneğin, conserve- konserve)					
38	Sözcüğün kökünü ve eklerini hatırlamaya çalışırım.					
39	Sözcüğü, türüyle (isim, sıfat, fiil, v.b.) ilişkilendiremeye çalışırım.					
40	Sözcüğün İngilizce açıklamasını başka bir şekilde söylemeye çalışırım.					
41	Sözcüğü, Türkçedeki benzer yapı ve anlama sahip olan sözcüklerle ilişkilendiririm. (Örneğin, tomato- domates)					
42	Deyimleri, sanki deyimün tümü bir kelemeymiş gibi öğrenirim.					
43	Yeni sözcüğü öğrenmek için vücut ya da fiziksel aktiviteyi kullanırım.					
44	Anlamca genelleme ve örnekleme yapar, anlamca benzer olan kelimeleri aynı grup altında toplarım. (Örneğin, man, woman = human beings, ya da domestic animals= cat, dog)					
45	Sözcüğü, sesli olara tekrar ederim.					
46	Sözcüğü, birkaç defa yazarım.					
47	Sözcük listeleri yapar ve bu listeleri tekrar ederim.					
48	Anlamalı pekiştirmek için, sözcüğü tasvir eden resimlerle kartlar hazırlarım.					
49	Derste, sözcükle ilgili notlar tutarım.					
50	Kitabımdaki sözcük bölümlerini gözden geçiririm.					
51	Sözcük listeleri içeren kayıt, kaset ya da CD'ler dinlerim.					
52	Nesnelerin üzerinde İngilizce adlarının yazdığı kartlar ve etiketler koyarım.					
53	Bir "sözcük defteri" tutarım.					
54	Medyadaki, İngilizce yayınları kullanırım. (Örneğin, şarkılar, filmler, haberler, v.b)					
55	Öğrendiklerimi, sözcük testleri ile kontrol ederim.					
56	Öğrendiğim sözcükleri tekrar etmek için boşluk doldurmalı kelime alıştırmaları yaparım.					
57	Yeni sözcüğü kullanmaktan kaçınırım; onun yerine başka sözcükler kullanırım.					
58	Zaman içerisinde sözcüğü sürekli tekrar ederim					
59	Yeni sözcüğü, aklıma getirdiği diğer sözcükleri kullanarak öğrenirim. (Örneğin, snow: winter, cold, white, coat, v.b.)					
60	Bu listede yer almayan diğer stratejileri kullanırım. Örneğin.....					

Teşekkürler.

APPENDIX C

VOCABULARY LEVEL TEST

Part I: Fill in the gaps using the proper words form.

1. I'm glad we had this **opp**----- to talk.
2. Every working person must pay income **t**-----.
3. The government tried to protect the country's industry by reducing the **im**..... of cheap goods.
4. Sudden noises at night **sc**----- me a lot.
5. Soldiers usually swear an **oa**---- of loyalty to their country.
6. A bird perched at the window **led**-----.
7. She is not a child, but a **mat**----- woman. She can make her own decisions.
8. We do not have **adeq**----- information to make a decision.
9. The boss got angry with the secretary and it took a lot of tact to **so**..... him.
10. Don't pay attention to this rude remark. Just **ig**.....it.
11. The cart is pulled by an **o**.....
12. His beard was too long. He decided to **tr**..... it.
13. People were whir..... around on the dance floor.
14. You'll **sn**.....that branch if you bend it too far.
15. I won't tell anybody. My lips are **sea**.....
16. You must be **aw**..... that very few jobs are available.
17. After two years in the Army, he received the rank of **lieu**.....
18. The **pro**..... of failing the test scared him.
19. We could hear the sergeant **bel**..... commands to the troops..
20. The prisoner was put in **sol**i..... confinement.
21. Many people are **inj**.....in road accidents every year.
22. Children are not independent. They are **att**..... to their parents.
23. The farmer sells the eggs that his **he**..... lays.
24. The children's games were amusing at first, but finally got on the parents' **ner**.....
25. We decided to celebrate New Year's **E**.....together.

Part II: Commonly Confused Words (Choose the best answer)

1. A ___ expression mixes both humor and disbelief.
 - a. rye
 - b. wry

2. A snowy owl ___ upon mice, rabbits and other small animals.
 - a. praise
 - b. prays
 - c. preys
3. Change your ___ and put the dirty ones in the laundry basket.
 - a. cloths
 - b. clothes
4. February is the time of the year that many people get colds and ___.
 - a. flew
 - b. flue
 - c. flu
5. It takes longer to ___ a mountain that it does to go down.
 - a. ascend
 - b. ascent
 - c. assent
6. A ___ is a female deer.
 - a. doe
 - b. dough
7. A low mark on one quiz should not have a strong ___ on your grade.
 - a. affect
 - b. effect
8. Chuck heard his team mates ___ when his shot missed the goal.
 - a. groan
 - b. grown
9. Can you ___ a way for me to carry three bags at one time?
 - a. device
 - b. devise
10. Can you ___ the apples for me?
 - a. peal
 - b. peel
11. The American ___ has the power to grant visas.
 - a. counsel
 - b. council
 - c. consul

Part III. Match the verbs on the left with its opposite on the right.
Use the boxes on the left to write your choices

- | | |
|--------------|-------------|
| 1. clean up | a. expose |
| 2. condemn | b. cease |
| 3. continue | c. increase |
| 4. cover | d. mess up |
| 5. criticize | e. hire |
| 6. decrease | f. go out |
| 7. dismiss | g. absolve |
| 8. enter | h. praise |

Part IV: Proficiency Test

Choose the best alternatives

1. If you are ___ _ with this test, perhaps you should attempt an easier one.
 - a. stumbling
 - b. stressed
 - c. struggling
 - d. straining
2. Insulation was fitted to _ _ further heat loss from the building.
 - a. guard
 - b. protect
 - c. save
 - d. prevent
3. ___ _ had we sold out our stock when the markets crashed.
 - a. If only
 - b. Just
 - c. Seldom
 - d. Hardly
 - e. No sooner
4. I dread ___ _ what would have happened if there'd been an accident.
 - a. thinking
 - b. to think
 - c. to thinking
 - d. the thought
5. Can you wait thirty seconds while I _ _ in to the Post Office for some stamps?
 - a. saunter
 - b. breeze
 - c. break
 - d. pop
 - e. go
6. The chess players tried very hard to _ _ each other with every move in the tournament.
 - a. outnumber
 - b. outclass
 - c. outweigh
 - d. outcome
 - e. outwit
7. A is a woman who performs some kind of act that require courage and is admired for that quality.
 - a. heroine
 - b. Pioneer
 - c. Pendant
 - d. Hero

8. We are all ____ the opinion that hydrocarbons in the atmosphere contribute to global warming.
- in
 - on
 - of
 - with
 - at
9. He was ____ with embezzlement and sentenced to three years in prison.
- accused
 - convicted
 - charged
 - arrested
9. If you don't take exercise you ____ the risk of getting ill.
- stand
 - face
 - run
 - suffer

V: Suffix

- Which of the following cannot use the suffix *-ial*?
 - commerc-
 - debat-
 - mart-
 - part-
 - spac-
- Which of the following cannot use the suffix *-ure*?
 - clos-
 - depart-
 - fiss-
 - lect-
 - polit
- Which of the following cannot use the suffix *-ness*?
 - cheerful-
 - dark-
 - gentle-
 - honest
 - small-
- Which of the following cannot use the suffix *-ward*?
 - down-
 - for-
 - heaven-
 - home-
 - house-

5. Which of the following cannot use the suffix *-less*?
 - a. care-
 - b. fear-
 - c. grand-
 - d. power-
 - e. thought-
6. Which of the following cannot use the suffix *-ance*?
 - a. allow-
 - b. brief-
 - c. deliver-
 - d. repent-
 - e. vigil-
7. Which of the following cannot use the suffix *-ive*?
 - a. conclus-
 - b. decis-
 - c. impress-
 - d. reduct-
 - e. reveal-

VI: Count/Non-Count Food Partitives

Choose the best answer

1. This recipe calls for a ___ of butter.
 - a. dozen
 - b. tube
 - c. stick
 - d. can
2. I want to make a peanut butter and jelly sandwich. But the _ _ of peanut butter is empty.
 - a. six-pack
 - b. jar
 - c. head
 - d. box
3. I would like a large, green _ _ of lettuce for tonight's salad.
 - a. head
 - b. jar
 - c. can
 - d. half a cup
4. Go get a _ _ of bananas in the produce section at the front of the store.
 - a. head
 - b. dozen
 - c. bunch
 - d. pint

5. I need three ____ of yogurt from the dairy section.
 - a. tubes
 - b. pounds
 - c. containers
 - d. dozens
6. If you want coffee with breakfast, you should buy a ____ of coffee tonight.
 - a. gallon
 - b. pound
 - c. cup
 - d. quart
7. Would you like a ____ of chocolate or vanilla ice cream?
 - a. half dozen
 - b. pint
 - c. bag
 - d. can

Part VII. Expressions

1. I ____ the letter before throwing it in the trash
 - a. zipped up
 - b. tore up**
2. She couldn't ____ all the candles on the cake with one breath
 - a. blow out
 - b. throw out
3. He ____ his last chance of being promoted
 - a. took away
 - c. gave away**
3. The heating ____ last night and we couldn't fix it.
 - a. went out
 - b. turned out
4. Don't ____ his campaign promises.
 - a. fall for
 - b. feel for
5. The meeting had to be ____ until next week.
 - a. put off
 - b. set off
6. The plane will ____ soon.
 - a. leave off
 - b. take off
7. I'm ____ with your complaints.
 - a. filled up
 - b. fed up

Part VIII. Negative Prefixes

Choose the best alternative

1. That teacher feels awful when ____ visitors come to attend her class.
a. inexpected
b. unexpected
2. She was fired because she was _ _____.
a. unefficient
b. inefficient
3. John and Mary are _ ____ friends.
a. unseparable
b. inseparable
4. Everybody thinks that John and his brother are _ ____ guys.
a. unpleasant
b. displeasant
5. It's ____ to shout at people in the street.
a. impolite
b. unpolite
6. Everybody thinks that John and his brother are ____ guys.
a. unpleasant
b. displeasant
7. Our society should punish ____ politicians.
a. unhonest
b. dishonest

Part IX. What's the Right Verb?

Use the boxes on the left to write your choices.

- | | |
|--|-----------|
| 1. ____ out for that car, darling. | a. figure |
| 2. I can't remember whose name he asked me to ____ out. | b. put |
| 3. Could he ____ out all the candles on his birthday cake. | c. fill |
| 4. If you make a mistake, just ____ it out. | d. watch |
| 5. I can't ____ out the meaning of this word. | e. leave |
| 6. Please ____ out this form before you enter the room. | f. try |
| 7. The firemen finally ____ out the fire. | g. blow |
| 8. You can ____ it out before you buy it. | h. cross |

Part X. Choose the best answer.

1. Chris told us to **hand in** our term paper next Monday.
a. to write our paper by hand
b. to submit

- c. to correct
 - d. to proof-read
2. Professor Wilson is a wonderful teacher but there are too many assignments in his course.
 - a. His marks are always low.
 - b. There are too many books to read.
 - c. He often gives homework.
 - d. There are too many students in his course.
 3. Since I wanted to buy the new course catalog, I had to put in an order through the store manager.
 - a. The store-manager didn't want to buy it.
 - b. The course catalog was out of print.
 - c. I had to ask for it to be bought for me.
 - d. The computer was out of order.
 4. Did you know it's down to three of us for the job in the library?
 - a. The three of us will be working in the library.
 - b. There are only three applicants left.
 - c. The library only hires three students.
 - d. At least three students will be retained.
 5. I'll really have to hit the books this weekend.
 - a. I have to tidy my room.
 - b. There is a book fair this weekend.
 - c. My books need a cover.
 - d. I have to study.
 6. **To major in astrophysics** you need an extra math course.
 - a. To get higher grades in astrophysics
 - b. To specialize in astrophysics
 - c. To finish your astrophysics paper
 - d. To better understand the astrophysics course
 7. Did you know Mark was a sophomore?
 - a. Mark is a second-year student.
 - b. Mark majors in philosophy.
 - c. Mark has a special grant.
 - d. Mark's parents are both university professors.
 8. I haven't completed all the prerequisites for this course.
 - a. I still have to fill in some papers.
 - b. I have to finish some assignments.
 - c. I haven't done enough research.
 - d. I have to do some other courses first.
 9. This year I will need to find off-campus housing.

- a. I will live on the campus.
 - b. I will buy a house next to the campus.
 - c. I will live outside the campus.
 - d. The campus will provide a house for me.
10. Alice, if I were you, I'd skip the meeting.
- a. Alice should prepare for the meeting.
 - b. Alice should put the meeting on her agenda.
 - c. The meeting is going to be cancelled.
 - d. Alice shouldn't bother to go to the meeting.

APPENDIX D

THE DISTRIBUTION OF STRATEGIES IN QUESTIONNAIRE

	Determination	Cognitive	Social	Memory	Metacognitive
Q1	*				
Q2	*				
Q3	*				
Q4	*				
Q5	*		*		
Q6	*				
Q7	*				
Q8	*		*		
Q9	*				
Q10			*		
Q11			*		
Q12			*		
Q13			*		
Q14			*		
Q15			*		
Q16			*		
Q17			*		
Q18				*	
Q19				*	
Q20				*	
Q21				*	
Q22				*	
Q23	*			*	
Q24				*	
Q25				*	
Q26				*	
Q27				*	
Q28				*	
Q29				*	
Q30				*	
Q31				*	
Q32				*	
Q33				*	
Q34				*	
Q35				*	
Q36				*	
Q37				*	
Q38				*	
Q39				*	
Q40				*	
Q41				*	
Q42				*	
Q43				*	
Q44				*	
Q45		*			
Q46		*			*
Q47		*			
Q48		*			*
Q49		*			
Q50		*			
Q51		*			
Q52		*			
Q53		*			
Q54					*

Q55					*
Q56		*			*
Q57					*
Q58		*			*
Q59					*