EXPLORING THE RELATIONSHIP BETWEEN THE PERCEPTIONS OF ENGLISH LECTURERS TOWARDS VOCABULARY TEACHING AND THEIR STRATEGIES IN VOCABULARY INSTRUCTION

Zekiye Seis
181113106

MASTER THESIS

Department of Foreign Language Education
English Language Teaching Programme
Advisor: Asst. Prof. Hakan Dilman

İstanbul
T.C. Maltepe University
Graduate School
July, 2020

EXPLORING THE RELATIONSHIP BETWEEN THE PERCEPTIONS OF ENGLISH LECTURERS TOWARDS VOCABULARY TEACHING AND THEIR STRATEGIES IN VOCABULARY INSTRUCTION

Zekiye Seis
181113106
Orcid: 0000-0003-4773-2607

MASTER THESIS

Department of Foreign Language Education
English Language Teaching Programme
Advisor: Asst. Prof. Hakan Dilman

İstanbul
T.C. Maltepe University
Graduate School
July, 2020

JÜRİ VE ENSTİTÜ ONAYI

ETİK İLKE VE KURALLARA UYUM BEYANI

maltepe üniversitesi	LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ ETİK İLKE VE KURALLARA UYUM BEYANI	Doküman No	FR-178
		İlk Yayın Tarihi	01.03.2018
		Revizyon Tarihi	23.01.2020
		Revizyon No	01
		Sayfa	1

22/07/2020

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bulguların sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilmeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; çalışmanın Maltepe Üniversitesinde kullanılan "bilimsel intihal tespit programı" ile tarandığını ve öngörülen standartları karşıladığını beyan ederim.

Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.

Zekiye Seis

Hazırlayan: Enstitü Sekreterliği	Onaylayan: Kalite Yönetim Koordinatörlüğü

ACKNOWLEDGEMENTS

Writing a dissertation is not an easy process and requires patience, time management skills, study skills and research analysis abilities. As well as these, being supported is an invaluable benefit for the researchers through completing dissertation. Therefore, I would like to acknowledge those who encouraged me to continue this process and helped me fulfill my goal.

First, I would like to express my deepest gratitude to my advisor Assist. Prof. Dr. Hakan Dilman. He has been a supportive advisor. He gave valuable feedback and encouraged me to focus on details while writing my thesis. Also, I would like to thank Prof. Dr. Aysu Aryel Erden . She has always encouraged me to work harder in the field of science and has always been supportive. She has also given valuable suggestions not only for my education career but also for my thesis. I would also like to thank Assist. Prof. Dr. Aybars Erözden. He has shared his ideas and contributed to my thesis.

I am deeply grateful to my dear mother, Asiye Seis, for her great affection, eternal love and continuous support all my life. Without her help, I could not imagine how to deal with all the subjects that shape my life. And my elder sister deserves to be appreciated as well as my other family members, since she constantly supported and encouraged me.

I would like to offer my sincere thank to all my participants who are my colleagues, and my friends at İstanbul Medipol University. Without their help, it would not be possible to maintain the data of this study.

I am deeply grateful to all the administrative staff of IMU Social Sciences Scientific Researches Ethics Committee, especially the Chairman of the Ethics Committee, Prof. Dr. Hanefi Özbek, who gave me valuable suggestions for the quantitative data and references in my thesis and the commitee secretary, İlknur Fil for her assistance through writing process of my thesis.

Last but not least, I am thankful to my dear friend, Assist. Prof. Dr. Muhammad Shoaib Khan, for reading this thesis and for suggesting improvements. Also, I would like to thank to my dear student, Oruç Pınar, who shared his great knowledge with software programmes. Also, I am proud of his studies to be an English teacher, too.

Zekiye Seis

June 2020

ÖZ

İNGİLİZCE ÖĞRETİM ÜYELERİNİN KELİME ÖĞRETİMİNE İLİŞKİN ALGILARI İLE KELİME ÖĞRETİMİ STRATEJİLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Zekiye Seis
Yüksek Lisans Tezi
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Yüksek Lisans Programı
Danışman: Dr. Öğr. Üyesi Hakan Dilman
Maltepe Üniversitesi, Lisansüstü Eğitim Enstitüsü, 2020

Bu çalışmanın temel amacı, İngilizce öğretim üyelerinin kelime öğretimine ilişkin algıları ile kelime öğretimi stratejileri arasındaki ilişkiyi incelemektir. Aynı zamanda, öğretim üyelerinin kelime öğretimine yönelik algıları ile kelime öğretimi uygulamalarının uyumlu olup olmadığını öğrenmek ve kullandıkları kelime öğretim stratejilerinin neler olduğunu belirlemektir. Araştırmanın çalışma grubunu, bir vakıf üniversitesinde çalışan gönüllü 100 öğretim üyesi oluşturmaktadır. Bu çalışmanın verileri, anket (nicel), görüşmeler ve gözlemler (nitel) gibi karma yöntem toplama araçlarıyla toplanmıştır. Nicel veriler SPSS 22 (Sosyal Bilimler için İstatistik Paketi) bilgisayar programı yardımıyla kodlanmış ve analiz edilmiştir. Niteliksel veriler içerik analizi ile incelenmiş ve yorumlanmıştır. Bulgular, öğretim üyelerinin algılarının ve uygulamalarının benzer olduğunu ortaya koymuştur. Öğretim üyelerinin en sık kullandıkları stratejiler arasında, jest, hareket, resim kullanımı, bağlam kullanımı, okuma aktiviteleri, sınıf içi iletişim, eş ve zıt anlamlı kelimeler, tanımlar, oyunlar, tahmin etme, kelime türetme ve görsel materyal kullanımı yer almaktadır. Öğretim üyeleri kelime öğretiminde özellikle net ve açık eğitimden faydalanmaktadır. Öte yandan öğretim üyelerinin daha az tercih ettiği stratejiler ise iki dilli kelime listeleri (İngilizce-Türkçe), tahta çizimleri, diyagramlar ve çeviridir. Öğretim üyelerinin çok sık kullandıkları yöntemler, İletişimci Yöntem ve İşitsel-Dilsel Yöntemdir. Gözlem sonuçları da sosyal ve hafıza stratejilerinden çok fazla yararlandıklarını göstermiştir. Aynı zamanda, çalışmanın değişkenleri olan eğitim durumu, cinsiyet, yaş ve deneyim yıllarının öğretim üyelerinin kelime öğretim uygulamalarını önemli ölçüde etkilemediği ortaya çıkmıştır. Bunun sebebi olarakta

öğretim üyelerinin uygulamalarındaki standartlaşma olduğu sonucuna varılmıştır. Standartlaşma, üniversitenin sisteminde oluşturulan ve devamlılığı kontrol edilen davranışlar bütünüdür. Ancak bu, anadili İngilizce olmayan öğretim üyelerinin performansını sınırlandırmaktadır. Oysaki, İngilizce öğretim üyeleri, dilin aktif kullanımı için gerekli olan farklı stratejileri ve kişisel yaratıcılığı birlikte uygulamakta serbest olmalıdırlar. Farkındalık, yeterlik ve eleştirel pedagoji konularında da bağımsız bir ortam oluşturulması sonucu çok daha fazla etkin kelime öğretimi yapılabilir ve birçok kelime öğretimi stratejilerinden böylece yararlanılabilir.

Anahtar Kelimeler: 1. Kelime; 2. Kelime Bilgisi Öğrenme ve Öğretme; 3. Kelime Öğrenme Stratejileri; 4. Kelime Öğretim Stratejileri; 5. Kelime Yönergesi.

ABSTRACT

EXPLORING THE RELATIONSHIP BETWEEN THE PERCEPTIONS OF ENGLISH LECTURERS TOWARDS VOCABULARY TEACHING AND THEIR STRATEGIES IN VOCABULARY INSTRUCTION

Zekiye Seis
Master Thesis
Department of Foreign Language Education
English Language Teaching Programme
Thesis Advisor: Asst. Prof. Dr. Hakan Dilman
Maltepe University, Graduate School, 2020

The main purpose of this study is to explore the relationship between the perceptions of English lecturers towards vocabulary teaching and their strategies in vocabulary instruction. Also, it is aimed to find out whether the perceptions of the lecturers towards vocabulary teaching are compatible with their practices in their vocabulary teaching and to determine which vocabulary teaching strategies they use.The working group of the research consists of 100 volunteer English lecturers working at a foundation university. The data of this study have been collected with mixed method collection tools such as questionnaire (quantitative), interviews and observations (qualitative). The quantitative data have been coded and analyzed with the help of SPSS 22 (Statistical Package for the Social Sciences) computer program. The qualitative data have been analyzed and interpreted by content analysis. The findings have revealed that English lecturers' perceptions and practices are similar. Among the most commonly used strategies of English lecturers are gestures, performing an action, use of images, context use, reading activities, classroom interaction, synonyms and antonyms, definitions, games, guessing strategies, word formation, and the use of visual materials. English lecturers especially benefit from clear and explicit instruction in vocabulary teaching. On the other hand, less preferred strategies of lecturers are bilingual word lists (English-Turkish), board drawings, diagrams, and translation. The methods frequently used by English lecturers are Communicative Language Teaching and Audio-Lingual Method. Observation results have also shown that they make great use of social and memory strategies. In addition, it has been revealed that the educational background, gender, age

and years of experience, which are the variables of the study, have not significantly affected the vocabulary teaching practices of English lecturers. It has been concluded that the reason for this is the standardization in the practices of English lecturers. Standardization is a set of behaviors that are created in the system of the university and its continuity is controlled. However, this limits the performance of non-native English lecturers,yet English lecturers should be free to apply different strategies and personal creativity is required for the active use of language. As a result of creating an independent environment with awareness, competence, and critical pedagogy, a great deal of effective vocabulary teaching may be formed and thus, many vocabulary teaching strategies may be utilized.

Keywords: 1. Vocabulary; 2. Vocabulary Learning and Teaching; 3. Vocabulary Learning Strategies; 4. Vocabulary Teaching Strategies; 5. Vocabulary Instruction.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

CAVL : Computer- Assisted Vocabulary Learning

CLT : Communicative Language Teaching

CLIL : Content and Language-integrated Learning

CEFR : Common European Framework of Reference for Languages

EFL : English as a Foreign Language

ESL : English as a Second Language

ELT : English Language Teaching

FL : Foreign Language

LA : Language Acquisition

LAD : Language Acquisition Device

LLS : Language Learning Strategies

LUS : Language Use Strategies

L1 : First Language

L2 : Second Language

SL : Second Language

SLA : Second Language Acquisition

SPSS : Statistical Package for Social Sciences

TBLT : Task-based Language Teaching

UG : Universal Grammar

VL : Vocabulary Learning

VLS : Vocabulary Learning Strategies

VOLSI : Vocabulary Strategy Inventory

VT : Vocabulary Teaching

VTS : Vocabulary Teaching Strategies

CURRICULUM VITAE

Zekiye Seis

English Language Teaching

Education

Degree	*Year*	*University, Institute, Science/Art Major*
M.A.	2020	Maltepe University, Department of English Language Teaching (with thesis)
B.A.	2005	Anadolu University, English Language Teaching
High School	2000	Görele Foreign Language High School (Görele Super High School)

Professional Experience

Year	*Position*
2017-	English Lecturer, Medipol University
2019 (Apr.) - 2019 (Sep.)	Manager of Turkish Education Center and Turkish Lecturer, Medipol University TOMER
2016 (Nov.) - 2017 (Aug.)	English Lecturer, Ankara University TOMER, Bursa Branch
2015 (Aug.) - 2016 (Aug.)	Head of English and Foreign Languages Department, Ankara University TOMER, İstanbul Taksim Branch
2011 (Oct.) - 2015 (Aug.)	English Lecturer, Ankara University TOMER, İstanbul Taksim Branch
2009 (Nov.) - 2011 (Oct.)	Head of English Language Department, Ankara University TOMER İstanbul Taksim Branch
2008 (Jan.) - 2009 (Nov.)	English Lecturer, Ankara University TOMER, İstanbul Taksim Branch
2006 (Jan.) - 2008 (Jan.)	English Lecturer, Ankara University TOMER, Trabzon Branch

Publications and Other Scientific / Artistic Activities

"Language Awareness and Deixis", **VIth International Eurasian Educational Research Congress (Ejercongress)**, No. 23807, 2019.

Personal Information

Date and Place of Birth	: Görele/Giresun, 1983 Sex: F
Foreign Languages	: English (Proficiency); German (Elementary); Arabic (Only writing)
GSM / E-mail	: zekiye.seis@hotmail.com

CHAPTER 1. INTRODUCTION

Language is defined as a way of communication and it has a distinctive system. The main systems that unite the extensive framework of language consist of four domains: "vocabulary (or lexicon), grammar, semantics, and phonology" (Merriam-Webster, 1984, p. 23). As it is understood from the definition above, one of the most necessary parts of a language is knowing vocabulary because vocabulary could be thought as a component of an integral system. Naturally, this definition could also be understood to be able to use vocabulary in four main skills of a language like listening, speaking, reading and writing.

Vocabulary knowledge is an important aspect of language acquisition. This benefit is available while learning the first language (L1) as well as the additional languages like second or foreign language (SL/FL). It can be assumed that individuals start learning languages with words. In addition to learning words, interpretations of the meanings of these words also occur, thus the development of the word knowledge may increase at the same rate with the meaning. Some languages have a higher word count and usage rate than others. Also, new words may emerge depending on usage. Especially the English language contains a great number of words that increase every year. For this reason, lecturers or teachers with this awareness are committed to teaching vocabulary in their teaching environments.

Teaching vocabulary has significantly changed during the last three decades. One of the biggest reasons for this change can be the change of methods. The classical translation method dating back to the Middle Ages has been replaced by more interactive and participatory learning and teaching strategies since the 1970s. With the prominence of the communication and social features of the language, the contribution of vocabulary has been realized in order to succeed these aspects. Hence, it has been understood that effective use of target language in all skills requires the development of vocabulary learning and teaching. As a result of this understanding, researchers, teachers/lecturers, and even learners have become more concerned about vocabulary acquisition for this development, and vocabulary learning and teaching strategies have emerged.

At present, the prominent ways of teaching vocabulary could be explicit and implicit. Explicit way aims to direct learner attention to vocabulary by clearly drawing the educational objectives in a systematic learning environment. The lecturer specifies the outline of the topic to be learned. It is stated from the beginning what the educational goals are. The learner is systematically directed towards a specific learning goal, so the learner is aware of what he/she is learning. On the other hand, implicit way does not explicitly state the educational objectives of the lecturer; instead of this, implicit vocabulary teaching ensures that the learner naturally learns by doing activities. Although there are ongoing debates about implicit and explicit word teaching, there are not any clear explanations to inform lecturers what to do to assist the learners to enhance their knowledge about vocabulary in a foreign language (Ketabi & Shahraki, 2001). Nevertheless, both of these ways are generally used while teaching vocabulary.

The above-mentioned topics are the main issues in vocabulary teaching. In the systematic of the thesis, the first chapter has initially presented the research background. Then research questions have been identified. Following them, there is a part indicating this research significance, and the assumptions have been considered and the limitations have been determined.

1.1 The Research Background

Language learning and teaching require many skills and elements. Contrary to the fact that to have a vast amount of vocabulary in the target language is considered as a fundamental dimension of knowing a foreign language, vocabulary teaching is not thought as a distinctive part of foreign language teaching methods and approaches except those such as grammar-translation and lexical approach that specifically highlight how significant vocabulary is in the process of foreign language teaching. Lewis (1993, p. 89) stated that "lexis is the core or heart of language". This description states that vocabulary in foreign languages, such as English, has critical importance and regarded to be a significant concern.

Teaching vocabulary provides many benefits to language learners in language learning, as the utilization of vocabulary may help learners convey the meaning in spoken

and written language. Without having adequate vocabulary knowledge, the learners may not be successful in four main skills as they have expected to be. Moreover, when learners do not have enough vocabulary knowledge, this situation may discourage them from using language learning opportunities and restrain their language skills even if they know the structure of the language. Wilkins (1972, pp. 110-111) points out the critical importance of vocabulary with these words,

> "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say (...) While without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

As it is described in this quotation, lack of knowledge in vocabulary in target language could raise different challenges to deliver the message in another language. Furthermore, the limited vocabulary knowledge could also cause problems while understanding the intended message.

In addition to vocabulary knowledge, vocabulary learning strategies also perform a paramount function in foreign language learning. When learners experience how to utilize vocabulary learning strategies, they might successfully achieve what they have expected to do in their language learning environment. Otherwise, learners may feel insufficient through the learning process. On the other hand, there is a connection between vocabulary knowledge and vocabulary learning strategies of the learners. Similarly, vocabulary teaching strategies are required to be known by language lecturers to highlight the importance of vocabulary in teaching English and enhance the learners' knowledge level. For these reasons, it is beneficial to explore thoroughly the lecturers' perceptions of vocabulary, their vocabulary strategies, and their vocabulary teaching practices.

Different studies conducted in the last thirty years have gradually focused on lecturers' perception in second/foreign language learning, the relationship between their teaching ways and their actions (Phipps & Borg, 2009; Theriot & Tice, 2009). However, few studies have concentrated on L2 lecturers' views and understanding related to vocabulary teaching (Borg, 2006) although it is considered to be primary in second /foreign language teaching.

The lecturers' ideas towards vocabulary teaching depend on the beliefs about learning and teaching that they have experienced in their lives and considered so far. It is also assumed by Borg (2006) that teaching experience is a predominant thing that might affect the beliefs of lecturers. Kumaravadivelu (2012, cited in Mardali & Siyyari, 2019) states that teachers' thinking exemplars and assumptions concentrate on a basis of making decisions on how to teach, and also, have affected the studies about teachers' classroom activities and their attitudes. Their beliefs about what to do at the moment of teaching are significant and may be influential in their attitudes while teaching in the classes (Mardali & Siyyari, 2019). This explanation proposes that lecturers' own vocabulary learning experience could also have an impact on their teaching practices.

This study aims to search the distinctions between vocabulary teaching and actual procedures of non-native English lecturers within the Turkish context, hence a detailed understanding of non-native English lecturers' perceptions of vocabulary teaching is to be beneficial to reveal whether their perceptions are compatible with their practices.

1.2 The Research Questions and Hypotheses

Specifically, this research has addressed to find the answers to the questions regarding non-native English lecturers' educational background, gender, age, and experience:

1. What are the perceptions of non-native English lecturers towards vocabulary teaching?
2. What vocabulary teaching activities do non-native English lecturers report frequently and infrequently?
3. Are there any clear paramount distinctions or similarities between the perceptions of non-native English lecturers in teaching vocabulary?
4. What vocabulary teaching strategies do non-native English lecturers utilize to teach vocabulary?
5. Do non-native English lecturers' vocabulary instructions correspond with their perceptions?

In light of these research questions, the researcher has tried to find out the answers depending on the variables including educational background, gender, age, and experience of the participants in the following hypotheses;

Hypothesis 1: The educational background of each lecturer has an influence on his/her vocabulary teaching.

Hypothesis 2: The gender of the lecturers affects their vocabulary teaching.

Hypothesis 3: The age difference of the lecturers has an impact on their vocabulary teaching.

Hypothesis 4: The experience years of the lecturers affect their vocabulary teaching.

1.3 The Significance of the Research

Vocabulary acquisition has a considerable impact on language learning. Also, it is accepted to be the key element of learning language (Torki, 2011). When there is development in vocabulary, it helps students acquire language proficiency, as limited vocabulary knowledge makes students feel deficient in utilizing second or foreign language. Therefore, the studies concentrated on teaching vocabulary has had focal significance in the research studies of teaching language (Milton & Alexiou, 2012). Wei (2007, p.94) agrees that vocabulary has been the principle worry of language teaching method and the main focus of the studies after noticing its importance. Nation (1994) identifies, "a rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform". Additionally, it is accepted that adequate vocabulary promotes to have efficient and notable interactions (Alqahtani, 2015)

Through language learning, vocabulary acquisition requires to be conscious for learners to have ideas about their language knowledge. In second or foreign language learning, learners may realize that awareness of vocabulary is necessary. Because they could notice some difficulties with the lexical knowledge of their second language when compared to their first language (Read, 2000). The significance of the lexicon has been realized in different language teaching strategies that teachers use as there are numerous methods, like giving antonyms, synonyms, and providing definition to teach vocabulary (Savignon, 2005).

Vocabulary teaching was ignored because of the intriguing emphasis on grammar for a long time (Hurtado, 2002). Another problem in teaching vocabulary has been indicated by Hurtado by underlining that vocabulary is not exactly taught "in a systematic way" even though too much time has been spent to teach explanations and definitions (Hurtado, 2002, p. 176). The solutions to these problems have been searched by language teachers and linguists for the past years and they have given more emphasis on teaching vocabulary. This could be understood from the literature on second language learning because the literature is mainly based on the role of vocabulary as a primary element of comprehension and communication (Nation, 2013). Various researchers shed light on vocabulary teaching in their writings (Carter & McCarthy, 1988; Griffiths, 2003, 2008; Nation, 1990; Shen, 2008; Folse, 2004; Alqahtani, 2015; Zimmerman, 1997). From the different perspectives, vocabulary could be viewed as a prime concern realm in learning and teaching language.

The insightful writings on vocabulary learning and teaching are immense at present. Numerous researchers have emphasized different issues concerning vocabulary, or lexis. Nation (2006) pointed out the amount of vocabulary to manage to speak and write competently, while Brown (2013) focused on the merit of content and language-integrated learning (CLIL) in vocabulary learning. Li (2004) stressed how important and influential rote learning is in vocabulary acquisition. The translated equivalents of words were examined by Saunders (2013), who presented the most popular vocabulary learning methods of Japanese foreign language learners. Also, Ahour and Esfanjani (2015), highlighted that Iranian foreign language learners frequently used cognitive strategies in order to learn vocabulary.

Despite numerous research studies on second language acquisition (L2), there is still not an accepted theory that concentrates on how to acquire vocabulary effectively (Meara, 1997). This may be because vocabulary is not seen as a core skill and as a result, no framework has been agreed upon how to teach vocabulary. The main reason is that vocabulary has been disregarded for a long time in English language teaching and learning. In the second half of the nineteenth-century, Wilkins (1972, p. 109) stated that linguists had astoundingly little to say about vocabulary. Furthermore, few studies about vocabulary were carried out, but ten years later, Meara (1980, p. 221) remarked that

vocabulary acquisition had ‘received short shrift'. Ellis (1995) asserted that the circumstance about vocabulary had not changed fundamentally.

In spite of the studies mentioned above, there are no sufficient studies that investigate the perceptions of non-native English lecturers towards vocabulary teaching. For this reason, it is aimed to contribute to the literature with this study by using different research tools and different variables investigated. The fact that there are not many studies about the perceptions of lecturers towards vocabulary teaching using mixed methods also shows the importance of this study. Hence, this research may present fundamental benefits for English lecturers, students as well as all stakeholders.

1.4 Statement of Assumptions

It was assumed that all the participants who voluntarily joined in this research believed the prominence of teaching vocabulary and implement numerous activities while teaching vocabulary. They were expected to notice vocabulary as a crucial way of teaching language and try to develop the learners’ vocabulary knowledge by applying explicit or implicit ways of teaching vocabulary.

1.5 Statement of Limitations

This study is intended to find out a really large number of teachers’ perceptions towards vocabulary teaching in foreign language classes with various data. However, some limitations need to be considered. Firstly, it is limited to non-native English lecturers working at İstanbul Medipol University. Only non-native English lecturers (Turkish, Russian and Azerbaijani) attended this study as 3 native lecturers were working. There are 113 English lecturers and 100 lecturers who are non-native English lecturers who participated in the first part of the study voluntarily. It would be better if lecturers working at other universities presented their perceptions and practices. In addition to that, native speakers at state or foundation universities in Istanbul would be requested to take part in this study and the comparisons of the obtained data would be made to have more generalizable and detailed findings. Moreover, the process of receiving data lasted longer than expected. The reason for this was the hectic working lives of the lecturers. As it was

voluntary participation, the lecturers were asked to spend a convenient time with the researcher. Also, some lecturers preferred to participate in an online survey. For this reason, all the data (quantitative phase) were written on the computer and sent online. Secondly, through the second phase, only twelve of them (7 female lecturers and 5 male lecturers) were interviewed individually. As there was excessive workload, it was not easy to find a silent area for the interviews (to help the interviewees keep their attention continuously). Lastly, the researcher, also a lecturer, was required to have classes throughout the year. For this reason, the number of observations was restrained with six lecturers (4 female lecturers and 2 male lecturers) and 12 observations.

CHAPTER 2. LITERATURE REVIEW

The following literature analysis brings forward a clear explanation for better comprehension of this thesis that focuses primarily upon vocabulary, knowledge of vocabulary, and strategies utilized in learning and teaching vocabulary. Also, it is aimed to clarify this teaching and learning phenomenon and examine different aspects related to teaching vocabulary as well as learning vocabulary.

2.1 What is Vocabulary?

It is significant for learners to maintain a coherent description of vocabulary. Numerous definitions could be presented to define vocabulary because the term ‘vocabulary’ is not easy to describe and difficult to characterize, so there are many definitions of what vocabulary is. Voltaire plausibly said "Language is very difficult to put into words " and this quotation was cited in Baumann, Kame’enui and Ash (2003, p. 752). Language is more than this description. As Voltaire has declared, only a single word has many meanings. Richards and Schmidt (2010, p. 3) point out that "Vocabulary is a set of lexemes, including single words, compound words, and idioms". As Alizadeh (2016, p. 20) states, vocabulary is identified with different assets that have a set of different properties like "meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency". As it is understood from the above-mentioned statements, vocabulary encompasses a lot of features.

In addition to these definitions above, Pavičić Takač (2008, p. 4) has a different description and defines vocabulary as a "dictionary " involving a set of words. Similarly, the definitions of vocabulary in dictionaries are similar to Pavičić Takač’s description. While the Cambridge dictionary (2005) presents the definition of vocabulary as "the words that exist in a specific language", Oxford advanced learner’s dictionary (2000, p. 1447) defines vocabulary as "a list of words with their meanings, especially in a book for learning a foreign language". Merriam-Webster (1984, p. 1320) likewise presents it as "a list or collection of words or words and phrases usually alphabetically arranged and explained or defined". Apart from the definitions given in these dictionaries above, some

authors also made similar statements about vocabulary. Linse (2005, p. 121) emphasizes that vocabulary is "a collection of words" that a person knows. Also, vocabulary is the words available in a language (Barcroft, Schmitt, & Sunderman, 2011, p. 571). In light of all these definitions, vocabulary can be said to be a list of words that exist in a language. So far, the term ‘vocabulary’ is suggested to have been expressed in many ways and could be shortly characterized as the whole words in a language.

Recently, the term ‘lexis’ has been acquainted and utilized conversely with the term ‘vocabulary’. According to Jackson and Amvela (2000), vocabulary is the synonym of lexis and lexicon. The same thought is accepted by Larsen-Freeman and Decarrico (2010, p. 18) who state that vocabulary integrates syntax, morphology, phonetics as well as semantics. However, Van Vlack (2013) makes a differentiation between vocabulary and lexis and states that lexis is not just connected with vocabulary as it extends to incorporate different components pointing to lexical knowledge, while vocabulary refers to words and their meanings. These components have been outlined by Van Vlack (2013) in the figure below:

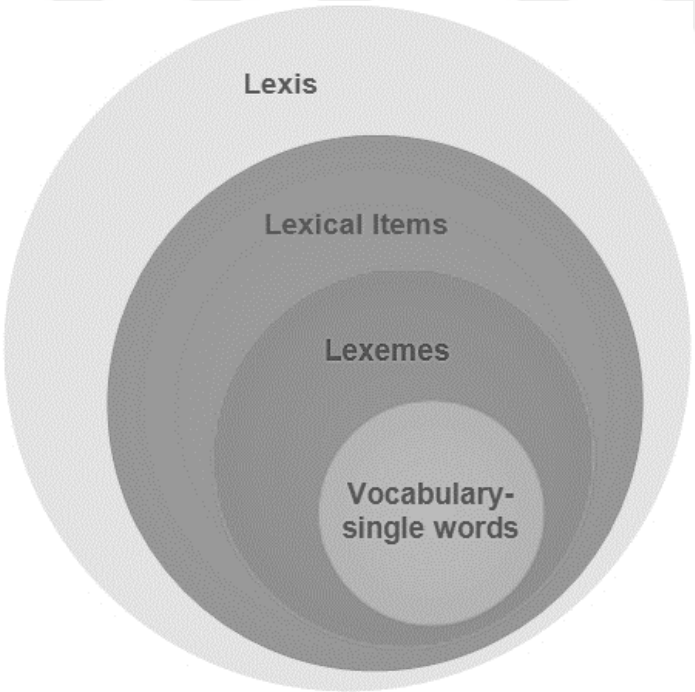


Figure 2.1 The components of lexis (Van Vlack, 2013).

There have been different discussions what the lexis is and it is considered as a set of units which are relevant to other word units making meaning networks categorized as "polysemy, collocation, ambiguity, synonymy, and frequency" (Schmitt & Meara, 1997; Nation, 2001; Miller, 1999). Lexis is generally understood as a detailed description of vocabulary.

Lexis and vocabulary form vocabulary knowledge. Vocabulary knowledge can enable individuals to experience ease both in written and verbal expressions. An individual who has rich vocabulary in the target language may not have problems in transferring his / her thoughts. Therefore, his/her vocabulary ability is very important for the target language.

All these definitions of vocabulary and lexis are essential to present another concept. This concept is ‘competence’ which refers to the knowledge that is a great benefit for language learners’ development. For this reason, the concept of competence and types of competencies need to be reviewed.

2.2 The Concept of Competence and Types of Competencies

The word ‘competence’ is a concept that needs to be characterized, as it is closely linked with the term ‘knowledge’. Merriam-Webster (1984, p. 463) presents the meaning of ‘competence’ as "the quality or state of being functionally adequate or of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in particular respect". Hymes (1972, p.282) states that competence is "the most general term for the capabilities of a person. Competence is dependent upon both (tacit) knowledge and (the ability for) use".

Competence can be of different types. There are competence types such as linguistic, communicative, pragmatic, lexical, and so on. It should be noted that the knowledge of all these types brings great benefits in foreign language learning and teaching. The explanations about the kinds of competence as as in the following:

Linguistic competence, also known as grammatical competence, may be described as the understanding of the language which includes main areas like vocabulary,

pronunciation, grammar, and semantics (Hedge, 2000, p. 3). As Alptekin (2002, p. 57) points out, grammatical or formal competence presents a grammatical base for the syntax of language which typically derives from inaccuracy in performance. The concept "competence" has been an important concern since Chomsky (1965) discriminated two concepts; competence and performance. To Chomsky, "We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)". Linguistic competence was the main preference of many researchers and linguists in language teaching and learning recently.

Communicative competence was initially put forward by Hymes (1972). According to Hymes (1972, p.278), "A model of language must design it with a face toward communicative conduct and social life". This statement underlines that in the communicative competence, the language appropriate for the social environment should be chosen and the language use should be in accordance with the social suitability. This will also make word choice important. Interaction is emphasized for a better social life and this has an important role in communicative competence, thus, this type of competence is the ability to use the language in various settings, considering the relationships between speakers. Munby (1978, p. 26) states that communicative competence involves performance skills in communication by utilizing the grammatical structures and by conceiving the communicative acts of sentences and their connections with other sentences. Moreover, there is another competence called pragmatic competence.

Pragmatic competence is linked to the knowledge of using language to interpret the intended meaning clearly (Hedge, 2000, p. 3). Hymes (1972, p. 277) asserts that pragmatic competence has the social side (social competence) that provides the discernment of the time, the place, the manner of speaking, and the assessment of speech acts. This means that " (…) In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others". Thus, the interactors involving the speaker and the hearer can notice the relevant meanings of the words.

While communicative competence is the umbrella term that involves all these types of competence and practical skills in the studies of phonology, syntax, lexicology and the like, pragmatic competence promotes the development of the learners' communicative competence while learning English (Hedge, 2000). In addition to these, lexical competence is vital to be able to associate language and thought.

Lexical competence has been conceptualized distinctively by various researchers. Meara (1996) asserts that this type of competence is more than speakers' word knowledge that their lexicons contain. For Henriksen (1999), lexical competence has many dimensions like vocabulary breadth knowledge, depth knowledge, and receptive to a productive extent. Moreover, Caro and Mendinueta (2017, p. 207) concur that lexical knowledge is the understanding of word with its form, its meaning, and its use. Besides these, it requires having the ability to utilize a lexical item in different contexts of communication. Hence, learners could construct some relationships via appropriate knowledge of vocabulary not only regarding the lexical size and depth but also concerning the communication aim, the speaker, and the social context.

In most recent years, lexical competence has been more popular and it is placed within communicative competence and linguistic competence. Lee (2004) points out that many linguists have currently put forward the prominence of lexis in the center instead of grammar while teaching with the aim of developing learners' English skills for better communication. Krashen as cited in Lewis (1993) supports this and emphasizes the significance of lexis by saying that learners keep their dictionaries when they start travel but not grammar books. In addition to this, Harmer (1997, p. 37) stresses how important lexical competence is with these words; "(…) except being able to utilize a vast array of different words there is nothing there, except empty structures".

In short, all these types of competencies are important for both teaching and learning vocabulary. All these competencies that deal with different subjects should not be distinguished by sharp lines in language learning and teaching. These competencies covered by communication skills can provide great benefits for the individuals to gain the ability in order to solve problems in language development, to provide more flexible and creative thinking skills, to achieve results in the long term, to strengthen his or her memory and to develop positive attitudes towards the culture of the target language. All

these contributions are supportive of language teaching as well as vocabulary teaching. Thus, vocabulary knowledge enhances and it may have an impact on lexical knowledge.

2.3 The Relation Between Vocabulary & Lexical Knowledge

When we learn a word, we do not just learn its meaning, spelling, and pronunciation or parts of speech but we also learn so many different types of knowledge related to the word. As the definition of vocabulary knowledge is not simple, it could be challenging to determine the number of aspects integrated into vocabulary knowledge. Vocabulary knowledge, in other words, lexical knowledge is framed as the whole knowledge of associated different levels of knowledge that starts with peripheral understanding and concludes with the production skills (Laufer & Goldstein, 2004, p. 400). This definition indicates a direction from receiving to achieving.

In the meantime, word knowledge can range from a little to a lot. According to Schmitt (2000), the word knowledge is both learning its meaning and knowing other aspects. Moghadam and Ghaderpour (2012, pp. 556-557) see the word/lexical knowledge as a complex one that has multidimensions. They suggest that word knowledge means to be aware of linguistic knowledge such as spelling, pronunciation, and morphology via the idea of the word's syntactic and semantic relations with different words in the language. Also, knowing a word includes the understanding of antonym, synonymy, hyponymy, and different collocational meanings. Shortly, it represents the extent of knowledge a human being may have about words.

Lexical knowledge has multiple dimensions. Richards (1976) as cited in Caro & Mendinueta (2017) delineates a frame of lexical knowledge by considering vocabulary breadth, vocabulary depth, the context in which the word is used, syntactic knowledge, linguistic knowledge, associations between lexical items, semantic knowledge, and various meanings. The other authors have presented different systems that outlined the distinguished frames:

Authors	Dimensions
1) Chapelle (1998, p. 37)	a) Vocabulary size b) Knowledge of word characteristics c) Lexicon organization, and d) Processes of lexical access
2) Henriksen (1999, p. 303)	a) partial-precise knowledge b) depth of knowledge, and c) a "receptive to productive usability"
3) Nation (2001, pp. 124-125)	a) form: spoken form, written form, and word parts b) meaning: form and meaning, concept and reference, and associations c) use: grammar, collocations, and constraints on the use
4) Qian (2002, p. 515)	a) vocabulary size b) depth of vocabulary knowledge c) lexical organization, d) d) automaticity of receptive – productive knowledge

Table 2.1 Lexical knowledge frameworks (Caro & Mendinueta, 2017, p. 208).

As it is understood from the table above, lexical knowledge is an intricate phenomenon representing different relations because it is "an all-or-nothing phenomenon, but involves degrees of knowledge" (Shen, 2008 as cited in Caro & Mendinueta, 2017, p. 208). The authors in the table propose that there is a need to establish a continuum involving many degrees of knowledge because lexical knowledge is complex. The same authors proposing these frameworks highlight that development between levels or dimensions is linear.

Meanwhile, Meara (1996) scrutinizes their view and offers an alternative model in which there is a procession between the layers of lexical information as seen in Figure 2 below. The multistate model has five states extending from state 1 to state 5. In the middle of the model, there is state 0 representing an obscure word. The particular condition is autonomous and thus, the students can move between different states freely. This aspect provides the advancement of lexical knowledge and in general, students may fail to notice and go to state 0 or find out lexical things at any kind of state like state 1, 2, 4 or 5.

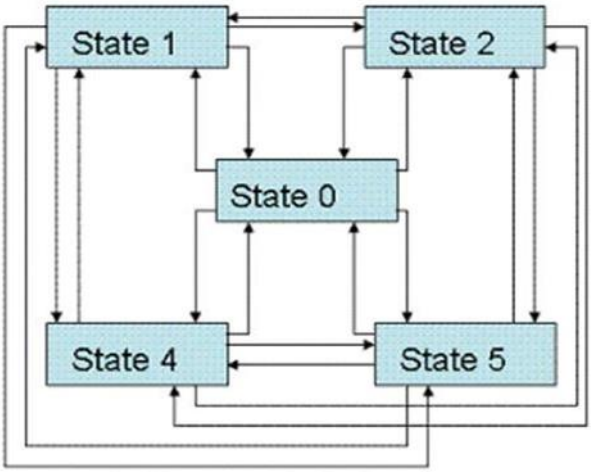


Figure 2.2 A multistate model of lexical knowledge (Meara ,1996, p.7).

As Meara (1996) has stated in the figure, vocabulary development does not have a single dimension. This figure shows that vocabulary can be obtained by going through multi-stage situations. Knowing this situation by students also facilitates their vocabulary learning and promotes the studies of both the student and the teacher/lecturer. At the same time, providing students with the knowledge that vocabulary learning occurs by passing through different stages helps learners to become aware of vocabulary learning process. Shortly, the multistate model of lexical knowledge is a model that shows the development of words from unknown to known in word learning or vice versa.

Language learning generally includes many different literacy activities and practices, so it is challenging to grasp all of them without adequate dimensions of lexical or vocabulary knowledge that are known as vocabulary breadth and depth.

2.4 Two Dimensions of Vocabulary Knowledge

Researchers have long searched for vocabulary in detail and pointed out that knowing vocabulary surpasses possessing the distinct meaning in a particular context (Schmitt, 2010; Nation, 2001). Also, they have noticed that vocabulary knowledge comprises a different dimension and perceived how to enrich vocabulary knowledge. Hence, the breadth and depth dimensions have been formed (Qian, 1999; Wesche & Parikbakht, 1996).

2.4.1 The Breadth Dimension

Vocabulary knowledge breadth is viewed as the whole amount of words known by the learner at a specific place of language accomplishment (Nation, 2001). Wang (2009, p. 202) supports this and defines "breadth of vocabulary knowledge (or vocabulary size) means the estimated number of words that a learner knows".

Vocabulary size has a vital place in the proficiency level of the learners (Nation, 2001; Staehr, 2008; Qian, 2002) and extensive advancement has been made in measuring a learner's vocabulary size (Nation, 1993; Laufer & Nation, 1999; Schmitt, Schmitt, & Clapham, 2001; Nation & Beglar, 2007). It is alleged by Meara (1996, p. 3) that the essential component of the lexical collection is vocabulary size and he hypothesizes that the learners who have a considerable amount of vocabulary are better at different language skills than learners who have a small capacity of vocabulary. Briefly, these perspectives and studies mentioned above bring out simple measures of the learner's total vocabulary size.

Researchers have found out that it is a demand for foreign language learners to know approximately 2,000 most commonly used words to be able to interact easily and successfully in their daily lives and to be ready for academic studies (Schmitt, 2000, p. 142). Moreover, Schmitt and Schmitt (2014) claimed that it is essential to gain "3,000 most frequent words in English". Also, Laufer (1997, p. 114) raises this number and points out that almost the whole text could be understood when the learner knows 5,000 words or 3,000-word families. Nation (2001, 2006) claims that " a native speaker knows around 20,000-word families"and each year this number increases with approximately 1,000 words.

EFL learners demand "5,000-word families" in order to comprehend reading skills (Hirsh & Nation, 1992), 6,000, or 7000-word families for listening. For academic English skills, Hazenberg and Hulstun (1996) have pointed out that "about 10,000-word families" need to be known by the learners to accomplish academic skills at the university level. Nonetheless, the number of word families that foreign language learners are very low and about 250-word families (Nation, 2001). However, a native speaker child acquires more than this number throughout a year.

Vocabulary knowledge breadth presents the number of the words known by the learners and is of great importance. Another dimension is the depth of vocabulary knowledge.

2.4.2 The Depth Dimension

The depth dimension is in contrast to vocabulary knowledge breadth and is noted as the understanding level of different word features. Read (1993, p. 357) defined it as "(…) the quality of the learner's vocabulary knowledge ". According to Nation (2001), the depth knowledge deals with to what extent a learner knows a word or to what extent learners manage to arrange his or her knowledge of vocabulary.

The notional structure of vocabulary knowledge depth may date back to Richards (1976). He suggested that word knowledge implies having different kinds of knowledge ranging from its syntactic to semantic relations including frequency, register, and different senses of the words. Qian (1998) clarified the references that Richards (1976) and Nation (1990) indicated in the depth knowledge concerning word pronunciation, word spelling, morphological and syntactic properties of words. Moreover, Qian (1999) integrated collocational aspects. Besides syntactic characteristics such as collocations and semantic knowledge, a great number of different features of knowing a word like paradigmatic relations including antonym, synonym, hyponym have been merged into vocabulary knowledge depth.

The dimensions known as vocabulary knowledge breadth and depth are decisive in encouraging learners to develop their language proficiency. Nation (1990) also included receptive and productive types of knowledge and signified the main four units of lexical knowledge, which are form, position, function, and meaning.

2.5 Vocabulary Knowledge Types: Receptive and Productive

There are some different ways of vocabulary procurement. These are two types: receptive and productive. The first type is also known as passive knowledge and represents the ability of understanding words in the speech or writing, whereas productive vocabulary knowledge or active vocabulary knowledge is the skill in using the words.

Nation (2001, pp. 23-27) states that receptive vocabulary is obtained from listening and reading; however, productive vocabulary is acquired when an individual actively produces vocabulary in speaking or writing.

Awareness of types of vocabulary knowledge is necessary to advance vocabulary development. To create this awareness, vocabulary knowledge requires knowing the form, meaning, and the use of the word. According to Nation (2001), word knowledge involves the ability to utilize the form, meaning and use in order to understand the word (receptive) and use the word accurately (productive), and the assessment of vocabulary knowledge is made with these questions presented in the Table 2.2 below:

Form	Spoken	Receptive	What does the word sound like?
		Productive	How is the word pronounced?
	Written	Receptive	What does the word look like?
		Productive	How is the word written and spelled?
	Word parts	Receptive	What parts are recognizable in this word?
		Productive	What words parts are needed to express the meaning?
Meaning	Form and Meaning	Receptive	What meaning does this word form signal?
		Productive	What word form can be used to express this meaning?
	Concept and referents	Receptive	What is included in the concept?
		Productive	What items can the concept refer to?
	Associations	Receptive	What other words does this make us think of?
		Productive	What other words could we use instead of this one?
Use	Grammatical functions	Receptive	In what patterns does this word occur?
		Productive	In what patterns must we use this word?
	Collocations	Receptive	What words or types of words occur with this one?
		Productive	What words or types of words must we use with this one?
	Constraints on use (register, frequency)	Receptive	When, where, and how often would we expect to meet this word?
		Productive	Where, when, and how often can we use this word?

Table 2.2 Description of word knowledge (Nation, 2001, p.41)

As it is understood from the table, it is essential to concentrate on word knowledge with receptive and productive sides. There is a necessity to stress the word with its form, meaning, and use. Also, this table shows what is associated with acquiring the depth of word knowledge, which is slowly gained. Nation (2001, p. 28) assumes that the understanding of receptive knowledge is more accessible than productive learning of word knowledge, as the former requires to know some aspects of the word, but the latter needs to know extra output patterns and precise knowledge of a word. At the same time, Nation (2001, pp. 2-3) claims that the use of both types should be balanced in a well-designed language lesson. Also, Nation (2001) maintains that an effective language lesson should consist of four major strands for vocabulary teaching.

2.6 Four Major Strands in Teaching Vocabulary

Nation (2007) suggested that there are four strands as a frame in order to build an efficacious vocabulary procurement schedule. These major strands demonstrate that adequate time spent on each strand is necessary to present practical learning and to receive ideal vocabulary development. These strands are listed as initially, "meaning-focused input" ; secondly, "meaning-focused output" ; thirdly, "language-focused learning", and lastly, "the development of fluency".

Meaning-focused input: Vocabulary procurement is gained mainly through listening or reading and especially when the main concentration is on the comprehension of the knowledge while they are listening to or reading (using implicit/incidental approach). In other words, the central point of the learner is on the meaning. Sample activities here could be extensive graded reading, listening, and writing stories and the like.

Meaning-focused output: Vocabulary is practiced by doing speaking and writing activities with the aim of having an ability to produce via productive skills. Sample activities here could be communication activities, research and write and the like.

Language-focused learning: Vocabulary is taught directly and learned by following an explicit/intentional approach. Sample activities here could be learning from vocabulary cards, filling in collocation tables, and the like.

Fluency development strands: Learners implement language to become more fluent with the language they already know and these activities involve a few unknown words. In other words, for learners, it is required to use the obtained vocabulary both receptively and productively in every chance so they can improve their fluency by accessing and using that vocabulary. Suggested activities here could be speaking or reading on familiar topics.

Each strand should be allocated approximately during the equivalent time to a language class (25% each). Besides these strands, some other features of vocabulary knowledge such as form, meaning and use of word need to be covered for vocabulary development.

2.7 Important Aspects of Vocabulary

There are particular parts of vocabulary and knowing these parts can influence the learnability of a word. As Nation (2005, pp. 2-3) notes, an effective part of teaching is knowing what aspects of a word need to be taught. Besides, Coxhead (2006, p. 72) suggests that an individual needs to know some different aspects of word knowledge such as a word's main or core meaning, pronunciation, grammar as well as family and formation (of the word). It is also essential to know not only the meaning but also its use.

2.7.1 Meaning and Use

Read (2000, p. 17) claims that vocabulary is only one word having a meaning. Also, Thornbury (2002, p. 15) proclaims the importance of the meaning in vocabulary learning and concludes that "knowing the words commonly associated with it (its collocations), as well as its connotations, including its register and its cultural accretions" is notable. Also, Nation (2001, p. 102) indicates that "The aspect of word knowledge involves having a clear idea of the underlying meaning of a word running through its related uses, and also involves being aware of the range of particular uses it has, that is, what it can refer to". In this explanation, Nation could aim the strand of word knowledge that requires a coherent idea of the word with its related uses as well as being conscious of definite uses of the word. This aspect is associated with the relation between meaning

and word that refers to world knowledge, and other aspects like denotation need to be explained.

2.7.1.1 Denotative and connotative meaning

The elements that are linked to the meaning of a word are diverse. If an object, an action, or an event is described by a word, this could be explained with its referential or denotative meaning (Hedge, 2000). "Explanation", or "denotation" is the literal definition of a word that learners would consistently find in a dictionary. Word meaning may be found in a context or its relation to other words. Novice learners could face with different labeling systems while learning a language. For example, in English, "aunt" describes the father's sister or mother's sister. There are not any different words to distinguish them. However, the Turkish language has two different words for referencing aunt. In the Turkish language, the father's sister refers to "hala" and the mother's sister refers to "teyze". So when a Turkish speaker says "hala", another Turkish person could easily identify who is being described.

As well as denotation, the ideas, responses, or other qualities indicated by a word in place of its actual meanings are called "connotation". In other words, the emotions and associations connected to a word are known as its connotative meaning. Many words – especially nouns, verbs, adjectives, and adverbs – also have an emotive aspect. Depending on how a word has been used gradually, it may have a positive, negative, or neutral connotation.

As it is seen in the following examples, some words may have positive connotations, whereas others have negative:

"Home"can have the connotation of warmness and comfort.

"Stepsister" may have a negative connotation.

"Group", neutral connotation, describes many people.

It is important to teach connotative that involves attitude and emotion as well as denotation. Because it shows the mixture of historical, cultural, social, and political merits

of the language and for this reason, it helps the learners aware of different meanings of the words in the target language.

In addition to connotative and denotative meanings of a word, there are some other important aspects such as register, and style that somehow has an impact on the appropriate use of the lexical items in language production depending on the context.

2.7.1.2 Register/Style

The awareness of word knowledge requires the ability to know formality and informality of the language, which are associated with particular choices of grammar and vocabulary, and for this purpose, register and style need to be known. Register means the way of using language in different ways depending on circumstances such as context, purpose, and audience. Style is defined by Croft and Cross (2000, p. 332) as the individual way in which a writer has used language to express his or her ideas. Also, style is analyzed along a scale of formality.

Register when differs from style is united with the language of a specific group of people, such as the language of the professor or sports coach. The relationship of the interlocutors determines the appropriacy of the words or register. For instance, the way you speak to your friend may not be acceptable when talking to a lecturer, colleague, or cousin. Furthermore, the knowledge of these differences may influence communication and the relationship between interlocutors.

It can be suggested that there are two kinds of relationships between words. These are syntagmatic and paradigmatic relations. Syntagmatic relations like collocations and idioms are significant aspects of the word and could be said to be the most difficult parts of learning a foreign language. The reason for this is the difference between foreign language learners and native speakers in acquiring collocation and idioms. Native speakers use these structures in trying to interpret more meaning and make sense of the context, and those who learn the language as a foreign language need to analyze in order to understand the meaning. Hence, the knowledge of syntagmatic relations allows foreign language learners to use language easily and provides the ability to make sense of the words.

2.7.1.3 Collocations and idioms

The relations among words may be ensured with syntagmatic relations and paradigmatic relations (Hedge, 2000, pp. 113-115). The former offers connections between words since they appear in sequence. One example of this is collocations. Collocation refers to the words which are utilized together in a semantically and grammatically harmonious way. For instance, in the phrase "a hard frost", "hard" collocates with "frost" but not "strong", since these two words "hard and frost" co-occur with high frequency. The words that constitute the collocations do not show the patterns that come together accidentally in context but form the basic structural language principle.

The knowledge of collocation is highly important in the language learning process. Language speakers with collocation knowledge can have the ability to interpret the language accurately and flexibly and present the effect of the words, expressions, and conceptual knowledge individually. There is a difference between native speakers and foreign language learners to understand collocations and idioms. Foreign language learners may experience great difficulties in learning the metaphoric language. However, native speakers easily understand different metaphors. Because native speakers have reached a certain level of competence in the language, and it is focused on interpreting the meaning of the colloquial structures, especially those who have a lot of meanings in their native language and making sense from the context. Those who learn the language as a foreign language experience difficulties because they do not analyze the meaning of these structures directly. However, this could be precluded with awareness about word associations.

Learners gain awareness about the associations between words and their compatibility gradually and can predict their collocations. However, for language learners, idioms could be challenging mainly to realize the sequence of words. Because idioms are usually multi-word units that cannot be understood by a foreign language learner merely by understanding the meaning of their components. According to Nation (2008), core idioms occur with such low frequency that they do not need to be taught until learners have a better grasp of higher frequency words. Contrary to this idea, McCarthy, O'Keeffe and Walsh (2010) assert that idioms which are commonly used in all types of

languages, informal and formal, written or spoken are important sides of learning English, and they will increase learners' language skills rapidly if they can understand and use them accurately and confidently. It is essential that the expressions that make up the idioms cannot be understood based on the meanings of the individual words. Creating this awareness in students also helps to ensure language awareness and proficiency. An example of idiomatic expressions is "kick the bucket". It is not possible to make the meaning of the phrase "to die" by considering the words in this example one by one and looking at their meanings. Therefore, idioms must be learned and taught like a single piece of word.

According to Lewis (1993), language comprises vocabulary which involves multi-word constructed chunks, and they have a significant role to facilitate understanding. Thus, he determines these group words as "collocations, fixed expressions, and semi-fixed expressions". When learners encounter and notice these chunks in spoken or written texts, they may develop their lexical knowledge and gradually become autonomous learners.

In brief, idiomatic usage of language is very common in general or academic English and can increase the learner's confidence in expressing themselves clearly in writing or speaking (Nation, 2001). Consequently, both collocations and idioms need to be placed as fundamental elements of teaching and learning vocabulary.

Additionally, paradigmatic relations of the words need to be represented to display complex relationships existing between items in the whole lexical system involving mainly synonymy, antonymy, and hyponymy.

2.7.1.4 Synonymy

Synonymy refers to the relationship of similarity of meaning, and one item could be changed with another item without any differences in the meaning of sentence or utterance. Words may be substituted according to the context. An example of this could be given like the sentence below:

People are not pleased when they are asked a lot of questions.

"not pleased" would be regarded as a synonym of "dislike " and the sentence could be formed as "People dislike when they are asked a lot of questions". Hedge (2000, p. 115) claims that teachers working with low-level learners try to take the attention of learners on synonymous words by eliciting. For example, there is a dialogue between a teacher and a student about how to use elicitation in classes and the teacher models elicitation:

> *"Depressed, ... what does this mean? ... yes he's unhappy, he's sad, look at the picture…he's …yes…miserable, he's depressed "*. Hedge (2000, p. 115)

The use of synonyms could be a great benefit for the vocabulary knowledge development of the learners. Synonym knowledge is likely to affect the understanding and interpretation of words in the target language and to use them. A student who chooses different synonyms while describing a topic in his/her native language may be more productive and highly interpretive in the target language. Knowing and using opposite words as well as synonyms prevent the repetition of language and enrich the language. The significance of the relationship between words that are opposed to each other also helps increase vocabulary knowledge and the opposite words are called antonyms.

2.7.1.5 Antonymy

Antonymy is used to explain different types of oppositeness among words. First is complementarity that shows oppositeness such as "old and new" and "tall and short". Another type is converseness that implies the other as seen with 'teacher and learner'. The most challenging type is gradable antonymy, as with differences in the weather like hot, warm, cool, and cold. The learners may meet difficulties in dealing with antonymy, as a word could have many opposite meanings in different contexts. The word "light" has distinctive opposites as seen in the following examples:

"Light bag	Heavy bag"
"Light wind	Strong wind"
"Light colours	Dark colours"

(McCarthy, 1990, p. 18)

Vocabulary teaching requires a long-term program and process. Giving the opposite meaning as well as synonym in word teaching is one of the vocabulary teaching techniques. Using contrasts in providing long-term and permanent vocabulary teaching can provide effective learning.

Vocabulary can be taught with synonyms and antonyms in order to be able to obtain the meaning of words and to remember them more easily, and to have proficiency in a language without repetition. Additionally, another important aspect of teaching vocabulary is hyponymy. The purpose is to demonstrate that there is a hierarchical relationship between words to understand words and that it is easier to memorize words if this relationship is known, so the knowledge of hyponymy is necessary.

2.7.1.6 Hyponymy

Hyponymy is the relationship of the words within a hierarchy and helps learners with organizing vocabulary. McCarthy (1990) describes the hyponymy relation between two things and explains that "Car is the hyponym of ‘vehicle’ and ‘vehicle’ is the superordinate term". When the co-hyponyms of the car are regarded (van, lorry, bus, motorcycle, etc.), the whole list of co-hyponyms comprise a lexical set and other larger groupings under headings forming lexical field.

Words are classified as basic, superordinate, and subordinate. This classification is important, especially in word teaching and learning. This classification also refers to the language learning competence of the language user. Language learners first acquire basic vocabulary, then move on to the superordinate phase and continue to increase their vocabulary with the subordinate, which requires more detailed and specific words. For example, a student who learns the word "bird", then acquires the word "animal", and then specific words such as canaries, pigeons, parrots, eagles, and falcons and the like. While a native speaker acquires more specific vocabulary, a foreign language learner obtains more basic words and may have difficulty with specific words. For this, it is essential to create more opportunities for language learners to meet different words in the target language.

The paradigmatic relations of the words could help the learners remember the words reasonably in the mind and store the words in the long term memory. Thus, the retention of words could be easier for language learners. In addition, words do not come together without rules. There is a certain mechanism that allows the use of words.

2.7.2 Vocabulary and Grammar Learning

Vocabulary learning and grammar learning are interrelated. It is not possible to separate them from each other, even though vocabulary and grammar have been discussed as distinct areas in the field of teaching language. However, they could be combined to show patterns that contribute to teaching, since concentration on patterns provides a really useful comprehension of language especially in English and necessary for four main aspects of learning a language by being aware and understanding, being accurate, being fluent in all skills, and knowing how to be flexible. Hunston (2014) underlines that "patterns are the building blocks of language (…) Each word has its associated patterns". In this statement, patterns refer to the grammar of vocabulary. When the grammar of vocabulary is focused, it generally refers to the forms. Some of these forms in the literature could be seen in the following:

- Countable and uncountable nouns,
- Regular and irregular verbs,
- Transitive and intransitive verbs,
- Verb Structures (Infinitive, Gerund or that- clause following a verb),
- Verbs with prepositions,
- Nouns with prepositions,
- Adjectives with prepositions and the like.

In sum, learners need to consider learning a new lexical item as well as its part of the form such as countable or uncountable nouns, which is important to be a good and careful user of English. Moreover, when knowing grammatical patterns, learners may have the ability to link them with fluency and improve flexibility in presenting their ideas.

Language learner’s ability in recognizing the morphological parts that constitute a word has an important influence on learner’s lexical development. This ability enables

learners to be more concerned about vital segments of words. Especially to have such an awareness will have a positive impact on the process of comprehension. That's why, in the practice of vocabulary teaching, students' awareness of the word-formation process in English is highly fundamental.

2.7.3 Word Formation

Word formation is a way of producing various new words. This process does not only refer to borrow new words from other languages but also to expand the numbers of the words utilizing "word-formation processes, such as coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronyms, derivation, prefixes, suffixes and infixes". (Yule, 2006, pp. 64-69).

Knowing how words can change their form via word-formation is important to apply a word in different contexts. The word family for "act" can consist of *acting, active, actor, actress, action, activity, inactivity*, and the like. Having word-formation knowledge could be a great benefit for English language learners. It is claimed that the knowledge of the common prefixes and suffixes may enable learners to figure out the meanings of numerous derived words. According to Nation (2001, p. 264), the utilities of knowing affixes and roots are in two ways. First, this knowledge may ease the understanding of unknown words with being aware of familiar words or prefixes and suffixes, and second, they could be applied as an evaluation method by inferring the meaning in the context.

In addition to word-formation knowledge, the pronunciation of the word is an indispensable part of the language learning. Correct sounds and right stress form as well as spelling help language development. If the learner's pronunciation is understandable, it helps to eliminate the problems that he/she may experience both socially and interactively in a foreign language learning environment.

2.7.4 Pronunciation/ Sounds/ Stress and Spelling

Pronunciation includes word stress, intonation, and phonemic sounds. It is vital to decide how much emphasis will be made on pronunciation while teaching language and especially word teaching depending on the level and group. Also, it is necessary to pay

attention to the pronunciation of words in spoken English. Otherwise, the pronunciation problems cause difficulties for language learners.

To many learners, the complexity between sound and spelling in English makes it challenging to pronounce or spell the words inappropriately. An example could be seen in silent letters (e.g. "w-**w**ho, t-wi**t**ch, k-**k**now, b-lam**b**"), which cause difficulties for the learners of English. Furthermore, Umera-Okeke (2008) indicates the inconsistent realms of sound and spelling with these headings:

- The same letter does not always represent the same sound, i.e. /k/ as in cup, /s/ as in cellar, etc.
- The same sound is not always represented by the same letter, i.e./k/ as in keen (k), cut (c), occasion (cc), etc.
- Some letters are not pronounced at all.i.e./c/ as in muscle.
- We pronounce sounds in some places where there is no letter. i.e. Europe /juərəp/.
- There are variants of the plural and past tense morpheme: (s/es) /s, z, Iz /; (ed) /d, Id, t/. i.e. cats /kæts, dogs /dɒgz/, houses /hauzIz/, played /pleId/, washed /wɒʃt/, started /sta:tId/.

When teaching students the topic of consistency, it may be appropriate to draw the importance of pronunciation because when the sentence is inconsistent, it is difficult to comprehend the word and its meaning. To avoid this, it may be beneficial to start by teaching the pronunciation in the language classes. It is a good decision to start teaching early, as the lack of representation of the pronunciation will cause great problems among learners. Additionally, the awareness of pronunciation may enable the learners to have an understanding of how important pronunciation is to understand the words.

'Stress' is another important element that is the pressure on a syllable of a word. The position of the primary stress causes major challenges to learn English. While a word is stressed differently, the meaning or type of the word could change. For example, in the sentence "We have worked hard and it's time to see the **de**sert.", the word "desert" is a noun and refers to "the place covered with sand or rocks" and stress is on the initial unit or syllable. If stress was on the second syllable (de**sert**), the word would be a verb and would refer to "leave somewhere".

All in all, knowing all these aspects of vocabulary forms the basis for learning and enhances the development of autonomous and independent learners, thus reveals their own word production, creativity, and competencies in the language. Moreover, these aspects could help learners get a better understanding of vocabulary knowledge.

While promoting learners to focus on these properties of lexical knowledge, it is also important to know about learning theories. Learning theories are conceptual frameworks that explain how information is acquired, processed, and stored, and determine the ways how people learn and include explanations. These theories are mainly built on different assumptions. In addition to cognitive, emotional, and environmental effects, they try to explain that previous learning experience plays a vital role in learning language and getting language skills.

2.8 Learning Theories

Learning theories are based on psychology, which is a discipline that investigates how learning takes place. Following psychology, psycholinguistics appeared in the learning field. It is the part of applied linguistics and deals with the mental processes that an individual uses in order to produce and understand the language that human beings learn (Richards & Schmidt, 2010, p. 234). Psycholinguistics regards language acquisition (LA), which is the subject matter which is usually associated with first language (L1) acquisition. L1 acquisition focuses on explaining the way of learning one's native language or mother tongue. The term 'acquisition' is used in the context of both the acquisition of the mother tongue and foreign language education.

Explanations of L1 acquisition provide the basis for understanding second language (L2) procurement and foreign language procurement. In some studies, it is claimed that second language acquisition (SLA) occurs naturally like L1 acquisition when the person is exposed to language in a natural environment. On the other hand, a foreign language (FL) is taught in a certain place like the classroom or school. Since SLA occurs with language exposure in the classroom or outside, the place of learning may be difficult to be detected. For this reason, in this study, these concepts (FL and SLA) have been used interchangeably without any difference in meaning and use.

In addition, FL learning could be assumed to be modeled and shaped by L1 learning. There are more than 40 language learning theories (Long, 1993). When these theories are analyzed, it is seen that they are based on different learning theories. Also, they are known to have an impact on foreign language teaching. The theories that explain learning mechanisms have been outlined here.

2.8.1 Behaviorism

Behaviorism stems from psychology that had an influence on education and language depending on two notions "stimulus" [external event] and 'response' [the behavior of an individual] (Richards & Schmidt, 2010, p. 27) which lead to learning.

Skinner, the most influential behaviorist psychologist in language learning (Lightbown & Spada, 1990), claimed that there are ways of learning such as repetition, practice, giving feedback, and habit formation. The formation of habits is viewed as language development and it is supposed that the habits of a person while learning his or her first language determines second language learning habits (Lado, 1964). Advocates of behavioral learning theory define the language as verbal behavior which can be defined as performative behavior and requires the presence of a listener. Behaviorists do not see verbal behavior different from other types of behavior because verbal activities are also functional.

Lightbown and Spada (1990, p. 36) claimed that the behaviorist theory offered an "incomplete explanation for language learning". Similarly, Chomsky (1959) criticized the behaviorist theory of Skinner .

As this theory was highly criticized, psychologists then proposed new theories of language learning, one of which is "Innatism".

2.8.2 Innatism

Innatism was introduced by Noam Chomsky as a reaction to Behaviourist theory because of a lack of emphasizing mind or ideas in Behaviorism. Chomsky (1959) is against the theory of Skinner. To Chomsky, language acquisition device (LAD) works when the child receives the language samples (input) as a trigger, and thus the language

could be acquired by uniting linguistic relations and specific structures in the language context innately (Lightbown & Spada, 1990, p. 16).

According to Lightbown and Spada (1990, pp. 16-22), the term LAD is no longer used, but it is referred to as Universal Grammar (UG). Also, some linguists have asserted that UG provides the most effective understanding of second language learning (Lightbown & Spada, 1990, p. 36). As a consequence, the ideas of Chomsky have been adopted in the world by the scholars who hold the innatist hypothesis.

Later, Cognitivism appeared as a reaction to behaviorism and this approach gives importance to the process in language learning and focuses on the mental processes.

2.8.3 Cognitivism

Cognitivism is concerned with mental processes that influence learning, thinking, and behaviour. The supporters of cognitivism assume that information exists in different and complicated memory interrelations in the human brain, which is named as 'schemata', and as a result of these relations and their process, learning occurs in the human mind.

Pavičić Takač (2008, p. 2) indicates that many theorists and researchers who are interested in the area of SLA find that it is inevitably significant to realize the connections between language and perception in order to illustrate these transactions of language learning (O'Malley & Chamot, 1990; Ellis, 2000; Skehan & Foster, 2000; Robinson, 2001). Pavičić Takač (2008, p. 3) also claims that language and cognition cannot be thought of as separate processes through knowledge procurement as the learning process could be partly evaluated as mentally directed, so Cognitivists assert that human beings have a peculiar place located in the brain to manage cognitive processes (Schmidt, 1990; Lightbown & Spada, 1990).To Ausubel(1977), they are advance organizers. Additionally, Zarevski (1994, cited in Pavičić Takač, 2008) underlies the strength of the cognitive theory which could explain the competence advancement to use language knowledge.

According to Lightbown and Spada (1990), there are some recent psychological theories called Information Processing, Connectionism, and Interactionism.

2.8.4 Information Processing

This psychological theory focuses on mental processes in the human brain. This theory involves the study of memory, decoding, processes, and strategies that learners put into action while learning the target language. Learners obtain the information from the environment, store it in sensory memory, then move it to the working memory and then either forget or transfer to the long term memory. To be able to perform on the knowledge gained, the learners need to practice. They gradually become automatic through experience and practice and could use language by focusing on different aspects of the language (McLaughlin, 1987).

Also, being conscious in SLA has been highlighted by the linguist, Schmidt (1990,p.131). He explains that "the notion of consciousness is useful because it ties together such related concepts as attention, short term memory, control vs. automatic processing, and serial vs. parallel processing. A concept of consciousness is also probably necessary". This theory involves the study of memory, decoding, processes, and strategies that learners put into action while learning the target language.

Another learning theory focuses on information processing. This theory is called "Connectionism".

2.8.5 Connectionism

Connectionism is a learning theory that explains the connections among neural networks representing learning from input units to output units. There are also hidden units between them.

According to connectionists, language input is grasped as the most paramount basis of linguistic knowledge. When learners practice language features regularly, mental connections occur and learners develop their language knowledge. The environment plays an important role in learning. Lightbown and Spada (1990, p. 42) point out that in

a connectionist study, a learning instrument like a computer program could be implemented for both hearings and making generalizations, and thus, overgeneralization errors could also be found. The detection of these general errors can also make the teacher/lecturer have a perception for determining the frequency rate of the errors made in the learning process and determining the technique accordingly.

2.8.6 Interactionism

This theory concentrates on the interaction between speakers. Thus, language acquisition takes place through conversations. According to Long (1993), learners need modified interaction (adapted conversation patterns used by proficient speakers) as well as opportunity to interact with other speakers. Interactionists emphasize that learners need to be supported from an interlocutor like a teacher or more advanced learners while learning new knowledge about the language. Modified interaction involves linguistic simplification, gestures, or other contextual cues (Lightbown & Spada, 1990). These issues such as simplification, gestures and the like could affect language learning and teaching, and can also be used in vocabulary teaching.

Another perception regarding the position of interaction through language learning is the sociocultural theory of Vygotsky. In this theory, it is believed that cognitive development emerges when individuals have social interactions with each other (Lightbown & Spada, 1990). Collaboration, cooperation, and social interactions are important to learning a language.

All of the learning theories explained here present the diversity of learning dimensions. The learning theories constitute the main objectives related to learning. In addition, they can provide convenience both for the teacher/lecturer and the learner.Thus, learners may develop their own learning styles or strategies.

2.9 Learners' Language Learning Strategies

A common interest among people is to obtain knowledge, the best ways of how to think, learn, and teach language skills. Learning strategies and techniques were used implicitly thousands of years ago (Finkbeiner (Kassel), 1998, p. 3). Finkbeiner (Kassel)

explains that learning strategies and techniques became explicit around the 1970s. According to Finkbeiner (Kassel) (1998, pp. 4-5), different notions such as learning strategy/ learning technique/ learner strategy/ learning style, communication style, and the like have been used in foreign language research to describe strategies.

These strategies are known as language learning strategies (LLS) and they may be characterized as explicit approaches, behaviours, activities, or methods that learners frequently use to make an advancement in their competence in the target language. Strategies are means of self-coordination concern in learning, necessary for the improvement of communicative competence (Oxford, 1990). Oxford (1990) acknowledges that these strategies are oriented for the development of communicative competence and the selection of LLS is regulated by a variety of circumstances such as teacher's expectations, learners' proficiency level, age, sex, nationality, learning style, previous experience in learning, education, motivation, self-efficacy, personal beliefs and assumptions about language learning (Bialystok, 1979; Ehrman & Oxford, 1989; Elbaum, Berg and Dodd,1993; Green & Oxford, 1995; Dreyer & Oxford, 1996; Harley, 2000; Lan & Oxford, 2003; Peacock & Ho, 2003; Wong, 2005).

There have been different strategies or techniques described so far. One of these techniques is a synthesis model proposed by Stern (1986), who concerns the models of L2 acquisition in language learning. In Stern's framework or model of second language learning, there are five groups of determinants: These are learner aspects, learning factors, learning processes, learning implications, and social environment. Also, Stern (1986, p. 411) claims that learners show concern with the learning process in a few ways, including perceptively, socially, and effectively. Some strategies that learners implement in learning a language are active planning strategy and involvement in the learning system, instructive or explicit learning strategies, social learning strategies, and affective strategies.

Also, Ellis (1995) discriminates the strategies into three groups:

1. Production strategies (e.g. simplification, rehearsal and discourse planning),
2. Communication strategies (e.g. overcoming limitations in communication),

3. Learning strategies (e.g. memorization, having conversations, and inferencing).

In addition, Cohen (1996) claims that there are two types of second language learner strategies called "second language learning and second language use strategies". Language use strategies (LUS) constitute the use of the strategies. LUS and LLS have been discussed by Cohen and Scott (1998, p. 5), and Cohen (1996) points out that the two arrangements of procedures are characterized as activities that the learners deliberately choose to enhance and use their L2 knowledge. Both of them encompass L2 learner strategies. However, Ellis (1995) states that language learning is not similar to language use and promotes the differentiation between LUS and LLS, and believes that the differences between them cannot be identified.

Besides language learning strategies, another vital consideration is individual learner differences. According to Ellis (1995, p. 530), these are personal differences including ideas, perceptual or affective conditions, learner factors, and individual learning experience.

To sum up, LLS is useful for learners to make a decision in L2 learning process. O'Malley and Chamot (1990) assert that LLS is an exclusive procedure of getting information that can help them comprehend, learn, and gather information more effectively. Oxford (1990) emphasizes that strategies are used for autonomous involvement in learning and vitally important for communicative success.

These strategies not only involve language learning but also cover vocabulary learning strategies. Learning strategies (cognitive, memory, metacognitive, affective, social, determination strategies) have a great impact on learning. In order to overcome word learning problems, which is one of the most difficult subjects for foreign language learners, learners need to develop strategies appropriate for their own learning styles and use them effectively in developing vocabulary. The way of predicting and inferring from cognitive strategies is the basis for both understanding and production in vocabulary learning in the target language. When they use metacognitive strategies, they can individually review their goals. Using the affective strategies, the learner may notice his/her interest towards the teacher and the subject during the vocabulary learning

process, so that the emotional obstacles that he/she experiences during learning can be eliminated. The use of social strategies helps students both learn the language with their social environment and communicate more with their environment while using vocabulary in their daily lives. All these strategies may make the target language easier to learn as well as learning the vocabulary in the target language.

2.9.1 Vocabulary Learning Strategies

Strategy knowledge is also very useful in vocabulary learning. The strategies in vocabulary learning are named vocabulary learning strategies (VLS) which involve "pursuits, attitudes, methods, or behaviours" utilized by the learners in order to foster vocabulary learning improvement (Pavičić Takač, 2008, p. 106). VLS could help learners notice lexical items, to specify, retrain, recall, and associate them actively. These strategies are generally available in general learning strategies, and thus, many learners apply these strategies to be able to learn words more frequently (O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo, 1985). The utilization of them could highly affect their learning and completion of the vocabulary activities. They may be involved in numerous tasks. For example, learners can employ guessing activities for the word and its meaning by focusing on the context or discovering the parts of the speech of a word.

Nation (2001) explains that VLS is characterized by the following significant aspects:

1) They entail preference,
2) They are complicated by including different stages,
3) Knowledge is essential to have a better understanding at the moment of learning, and
4) These strategies strengthen the effectiveness of vocabulary procurement.

As well as these aspects in learning vocabulary, there are some technical strategies i.e. memorization (Cohen & Aphek, 1981) that most beginner learners tend to use or repeat (O'Malley et al., 1985 cited in Pavičić Takač (2008, p. 59), as the learners are not good at using strategies; however, proficient learners who use complex strategies involving making associations (among meaning, visual, context relations and the like) or

the Keyword method (a type of mnemonic mechanism like images and rhymes to recall the word) are capable of remembering vocabulary in the long-term. Beginner learners tend to make a list of words with their translations (rote learning) which is thought to be a natural strategy while creating a network in vocabulary learning (Griffin & Harley, 1996). For beginners, another strategy is to apply bilingual dictionaries to learn the meaning. On the contrary to low-level learners' strategies, more proficient learners try to use mental processes and determine to explore what the word means in a given context for their vocabulary knowledge.

Additionally, the tools used for word learning could contribute to learning and strategy acquisition. Thus, vocabulary acquisition may be associated with the use of mass media, such as a computer, the Internet, television, and so on. Koolstra and Beentjes (1999) allege that watching films promotes beginner learners and children to strengthen the development of vocabulary learning. Also, it is another important point to emphasize the use of computer-assisted vocabulary learning (CAVL), which enables learners to acquire words using vocabulary programs or CDs available (Pawling, 1999).These tools which are used for vocabulary learning allow the person to get input. Although they are not learning strategies, they can contribute to the formation of learning strategies. Learning strategies are the ones that are done to ensure the learning of the person, to reinforce what is learned, and to provide permanent learning.

All of these strategies mentioned above are also available in general learning strategies. One of the most prominent researchers, Schmitt (1997), focused on general learning strategies made by Oxford (1990) and extracted only vocabulary learning ones and thus designed a comprehensive list. Schmitt (1997) made two distinctions, considering Oxford's (1990) classification. These are Discovery/Consolidation distinction. This classification was made according to the findings of the research conducted with the recommendations of Japanese EFL learners and teachers. 58 strategies are categorized under these two main headings. These groups could be seen in the taxonomy of Schmitt (1997) below:

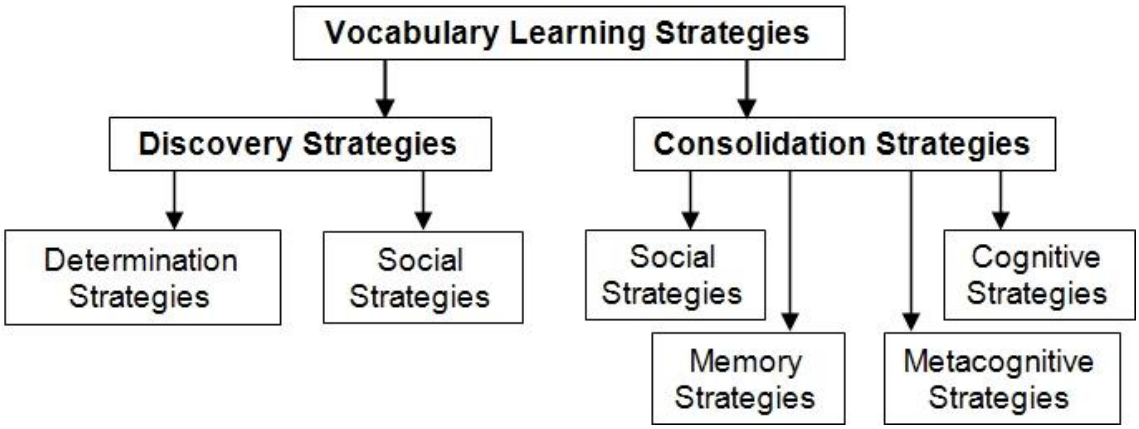


Figure 2.3 The taxonomy of vocabulary learning strategies (Schmitt, 1997, pp. 205-210).

VLS is divided into two strategies with these names; discovery strategies and consolidation strategies. Discovery strategies have two sub-categories. The first category of strategies is utilized to discover the word with its meaning and it consists of social strategies and determination strategies. This strategy can be applied by the students when they do not know the word and its meaning and acquire the word both from the structural knowledge of the language and from the context or by asking someone else. The benefit of determination strategies is to facilitate the acquisition, and social strategies are also used to achieve meaning. In the group of discovery strategies, learners try to look for the meaning of the word as soon as they meet a new word. Social strategies are both available in discovery strategies and determination strategies.

In contrast, consolidation strategies are used by learners to reinforce words and encompass four groups like social, cognitive, memory, and metacognitive strategies. Cognitive strategies require the use of the mind. This means cognition and cognitive strategies are mainly used to solve a problem or complete a task as well as guessing meaning from context. Memory strategies are also cognitive and used to associate new information with existing information. Metacognitive strategies refer to decisions regarding planning, monitoring, or evaluation, which are the top decisions about learning, and this classification is seen in Schmitt's (1997) taxonomy.

The details of these strategies have been explained by Pavičić Takač (2008, pp. 53-54) and she reports that LLS has been separated into four segments as other linguists have stated before. These strategies are affective, cognitive, metacognitive, and social

strategies (Oxford,1990; O'Malley & Chamot, 1990; Cohen & Scott, 1998; Williams & Burden, 2001), which could also be seen from the taxonomy of Schmitt (1997). Pavičić Takač (2008, pp. 53-54) made explanations about these strategies as follows:

Determination strategies are connected with the discovery. When words are not known to learners, they may apply some strategies to guess unknown words with discovery methods (Schmitt, 1997). Additionally, guessing is grouped under compensation strategies in Oxford's taxonomy (Oxford, 1990).

Cognitive strategies are associated with mental activities to deal with finding a solution while learning, and thus examination, reformation as well as production are inevitable for learning material (Rubin, 1987). These strategies concern general mental processing (Schmitt, 2001).

Metacognitive strategies entail the planning of learning and all the processes from thinking and making decisions to an evaluation of results (Schmitt, 1997, 2000). These strategies are useful for learners to become more aware of learning and hence, learners can draw a conclusion about their learning depending on their metacognitive knowledge which has three main kinds according to Wenden (1991). These types are personal knowledge (learners' general knowledge about their learning), task knowledge (learners' knowledge about how to complete the given task), and strategic knowledge (learners' knowledge about their strategies).

Social strategies involve cooperation and interaction between teachers and learners as well as second language speakers (Oxford, 1990; Schmitt, 2000). These strategies help learners seek approaches on how to acquire the target language in an environment where practicing is possible (Rubin, 1987; Sanaoui, 1995).

The lexical item "affective" describes "emotions, attitudes, motivation, and value" (Oxford, 1990). In the same manner, affective strategies are ways of understanding and controlling feelings with the help of numerous relaxation techniques that are utilized by language learners (Bimmel, 1993).

Memory strategies also known as mnemonics entail elaborative mental processing to promote long-term retention through imagery, keywords, and the like. Schmitt (2000,

p. 135) states that words are retrieved with grouping the words as well as contextualization.

In sum, Schmitt (1997, pp. 207-208) integrates all these strategies in language learning (cognitive, determination, social, metacognitive, and memory strategies) and offers a list involving vocabulary strategies with well-defined explanations. The details could be seen from three tables (2.3, 2.4, and 2.5) below:

Strategy Group	Examples of Strategies	Strategy Group	Examples of Strategies
Determination Strategies	Analyze part of speech	Social Strategies	Ask the teacher for an L1 translation
	Analyze affixes and roots		Ask the teacher for paraphrase or a synonym of a new word
	Check for L1 cognate		Ask the teacher for a sentence including the new word
	Analyze any available pictures or gestures		Ask classmates for meaning
	Guess from textual context		Discover new meaning through group work activity
	Bilingual dictionary		Study and practice meaning in a group
	Monolingual dictionary		Teacher checks students' flashcards or word lists for accuracy
	Word lists		Interact with native speakers
	Flashcards		

Table 2.3 Vocabulary learning strategies (1) (Adapted from Schmitt, 1997, pp. 207-208, cited in Pavičić Takač, 2008, pp. 69-72).

Strategy Group	Examples of Strategies		
	Study word with a pictorial representation of its meaning	Group words together to study them	Configuration
	Image word's meaning	Group words together spatially on a page	Use the Keyword Method
	Connect word to a personal experience	Use new words in sentences	Affixes and roots
	Associate the word with its coordinates	Group words together within a storyline	Part of speech
Memory Strategies	Connect the word to its synonyms and antonyms	Study the spelling of a word	Paraphrase the word's meaning
	Use semantic maps	Study the sound of a word	Use cognates in study
	Use 'scales' for gradable adjectives	Say the new word aloud when studying	Learn the words of an idiom together
	Peg Method	Image word form	Use physical action when learning a word
	Loci Method	Underline initial letter of the word	Use semantic feature grids

Table 2.4 Vocabulary learning strategies (2) (Adapted from Schmitt, 1997, pp. 207-208, cited in Pavičić Takač, 2008, pp. 69-72).

Strategy Group	Examples of Strategies	Strategy Group	Examples of Strategies
Cognitive Strategies	Verbal repetition	Metacognitive Strategies	Use English-language media (songs, movies, etc.)
	Written repetition		Testing oneself with word tests
	Word lists		Use spaced word practice
	Flashcards		Skip or pass the new word
	Take notes in class		Continue to study word over time
	Use the vocabulary section in your textbook		
	Listen to the tape of word lists		
	Put English labels on physical objects		
	Keep a vocabulary notebook		

Table 2.5 Vocabulary learning strategies (3) (Adapted from Schmitt, 1997, pp. 207-208, cited in Pavičić Takač, 2008, pp. 69-72).

Shortly, learners can choose learning strategies in the tables above to acquire vocabulary. Researchers suggest that a combination of strategies for learning vocabulary would be more influential than adopting one particular strategy (Oxford, 1990; Schmitt, 1997, 2000). Since people are all different from each other, it is very likely that their chosen strategies will be different. This has led to the appearance of many strategies. In particular, learning strategies in the target language are the strategies that learners use in accordance with their experiences. Many studies have been conducted to show that learners use different strategies. Knowing these strategies provides strong inferences about how to learn and teach vocabulary.

2.9.2 Research Studies On Vocabulary Learning Strategies

Until now, various research studies point to common learning strategies. As learners use many different strategies (Sanaoui, 1995), the strategies regarding language learning are used by learners to focus on vocabulary learning. Sanaoui (1995), who analyzed diaries of adult English and French learners, was one of the first researchers who undertook vocabulary strategies. As a result of the study, two categories of learners emerged depending on their vocabulary learning approaches such as ways of recording

vocabulary, using notes, and so on. The first group is characterized as "structured learners" or organized learners, while the second group is called ‘unstructured learners’ or less systematic learners in learning vocabulary. Structured learners, who work independently, do their learning activities on their own and record what they have learned themselves. They then review the words they recorded and then try to practice using these words. Those who follow an unstructured approach do not have a targeted study. Therefore, it has been observed in Sanaoui’s research that structured learners are more successful because they are determined.

In another study, a questionnaire called the Vocabulary Strategy Inventory, shortly VOLSI, has been created to have a large scale study with more than 700 learners (Stoffer, 1995). In this questionnaire, there are 53 distinct strategies and nine categories. These are in the following:

1. Real language use strategies,
2. Inventive strategies,
3. Determination strategies,
4. Cognitive association strategies
5. Retention strategies,
6. Pictorial and aural strategies,
7. Recreation strategies,
8. Relaxation strategies, and
9. Word formulation strategies.

As stated by Stoffer (1995), cognitive association strategies are the most routinely used strategies. Mental links are highly concerned. Besides, an interesting finding was revealed as a result of the research which indicated that the learners who know a language like Japanese or Russian, which are from different language families, use vocabulary learning strategies while learning English more often.

Another study was conducted by Gu and Johnson (1996) with Chinese EFL learners whose perceptions about learning vocabulary and their level of development in vocabulary learning were compared with their frequency of vocabulary learning

strategies. They devised the vocabulary learning questionnaire with 91 statements including attention and guessing strategies, dictionary use strategies, vocabulary recording and memorization strategies, and activation strategies. In the conclusion of the study, learners stated that their vocabulary learning ways need to be focused on consciously, and metacognitive strategies (self-direction and targeted attention) and cognitive strategies (guessing, dictionary use, note-taking, and the like) were considered as important. However, it was seen that learners had different strategies while learning vocabulary.

The same questionnaire was used by Schmitt (1997), and Schmitt and Schmitt (1993).These studies were implemented in Japan by English learners. After the findings of the studies were compiled, Schmitt proposed a classification chart that involves vocabulary learning strategies and made a list of 58 strategies. In his study, he included the learners' responses about the strategies and also, teachers' experiences were designed (Schmitt, 1997, p. 207).

Another study on EFL learners (from primary to university) in Croatia was carried out by Pavičić Takač (2008). She mainly searched for the strategies that the learners used while learning and the use of frequency in her research. The researcher found out that high-level learners applied VLS more frequently than other groups.

To conclude, all these studies confirm that vocabulary learning is complex and it seems hard to discover individual strategies. Thanks to these studies, vocabulary learning strategies could be obtained and vocabulary learning strategy taxonomies could contribute to understanding the nature of vocabulary teaching.

General learning theories theoretically present information on how to learn. It is a fact that theory and practical knowledge are important in every subject. In light of this information, language learning strategies have emerged. Moreover, different methods and approaches have emerged in foreign language teaching. It is important to explain how these foreign language teaching methods and approaches deal with vocabulary teaching.

2.10 Vocabulary in Teaching Approaches

Before presenting the features of each approach, it is fundamental to clarify the terms "approach", "method", and "technique". It is generally assumed that *an approach* is general and involves a set of assumptions or perceptions/beliefs about language and language learning such as cognitive thinking, on the other hand, *a method* refers to a distinct group of processes that are more or less harmonious with an approach and displays skill choices, content and the order of content presentation and also, *a technique* identifies a detailed learning activity that could be implemented in different methods such as utilizing pictures to teach vocabulary and describes classroom procedures (Anthony, 1963, p. 24).

Throughout centuries, FL learning and teaching have consistently been reasonable concerns. The methods and strategies used in this subject have also gained importance. Determining the priorities of the methods and approaches that have been widely used in FL in terms of vocabulary teaching can give an idea in terms of understanding where teachers are influenced when teaching vocabulary in the classroom. Each method has been presented by underlining only vocabulary teaching parts in the following section. The first method is the Grammar Translation Method.

2.10.1 The Grammar Translation Method

This method concentrates on grammar teaching strategy and translation in teaching a foreign language. The native language of the learners is obtained as the standard framework in second language learning (Stern, 1986). Vocabulary choice depends exclusively on the reading passages and also, after reading these passages, bilingual word lists are prepared to study lexicon and these word lists are memorized. Besides, these lists include their translated equivalents and translation exercises are recommended (Zimmerman, 1997). Moreover, bilingual dictionaries are often applied to get the meanings in order to understand the unknown words and explicit way of teaching is highly followed.

In this method,vocabulary teaching becomes evident primarily by using word lists. The word lists show the equivalents of the words in the mother tongue and target

language and are formed using dictionaries. Students who have word lists need to find the words with their equivalent and opposite meaning of the words in the reading texts or need to define the unknown words in the texts.

2.10.2 The Direct Method

This method emerged as a counter method to the grammar-translation method which is not very conclusive so as to help learners use language with a communicative purpose. Zimmerman (1997) states that vocabulary is taught in different ways without using translation. It is presumed that vocabulary is obtained normally through interaction. Furthermore, vocabulary is previewed in a prepared context which is graded depending on the levels of the learners from simple to complex. Also, vocabulary takes more place than grammar. The kinds of words are taught in different ways. For instance, concrete words are taught by displaying, touching, or acting via objects, pictures, physical demonstration, whereas abstract words are not taught in the same manner but grouped and indicated by theme or through associations.Vocabulary teaching is assumed to be done naturally with the interactions in the lesson and the word is presented in the context.

2.10.3 The Reading Method

Reading has become the ultimate objective in FL teaching programs and the importance of a large amount of reading is stressed in foreign language teaching and learning. Cross and Carney (1939) claim that learning could be achieved through meeting words in context frequently especially while reading. The vocabulary parts in reading passages are controlled at first (Schmitt, 2000, p. 13), but then vocabulary is expanded and selected depending on their frequency and usefulness with frequency lists. Learning vocabulary is considered as more paramount and necessary than grammatical knowledge. Reading comprehension is the only language skill emphasized. Therefore, the words learned are limited only to the words in the reading texts. In simple reading texts, words and grammatical structures are taught gradually. Words in reading sections are emphasized according to their frequency as well as their usefulness. Obtaining vocabulary is more significant than grammar skills and it is assumed that vocabulary learning can be carried out as quickly as possible with intense and comprehensive reading.

2.10.4 The Oral Approach and Situational Language Teaching

The name of this approach is the Oral Approach and Situational Language Teaching, but later its name has been changed not to be confused with the Direct Method as follows: The Situational Language Teaching Richards and Rodgers (1986). The main goal of this approach is to develop a systematic and scientific language content. The target language is used and language teaching is done in a sequence ranging from simple to complex. After an adequate lexical and grammar basis is created, reading and writing skills are developed. The topics are taught situationally and then practiced. Grammar and sentence patterns are taught by practice. Drills, realia, imitation and elicitation are applied by the language teachers. Teaching is carried out from the form of freer applications to controlled applications at all levels and all subjects taught are controlled until automatic use occurs.

The use of vocabulary in the target language is primary as speaking is considered as the basic skill. Unless a sufficient level of vocabulary is known, the language basis is not formed. After having a certain word and grammar basis, reading and writing skills are improved.

2.10.5 The Audio - Lingual Method

This method is an oral-based approach and emphasizes that the main goal of language learning is accepted to have the ability of language use in discourse. Language learning depends on 'habit formation'. Words are used in the expression of certain created habits. All of the grammar structures and vocabulary are displayed in dialogues, the majority of which are manipulative. To be able to form habits, drills are utilized (Schmitt, 2000, p. 13) in order to associate words. The significant objective is to acquire linguistic and phonological structure by drawing from example sentences. Teaching vocabulary is limited at the beginning levels and follows structural patterns. Hence, vocabulary is kept to a minimum, and both simplicity and familiarity are the main ways of choosing new words (Zimmerman, 1997). The main purpose of teaching is to acquire grammar and phonological structures of a language, and the word is the tool for teaching grammar.

2.10.6 The Silent Way

This method is also known as Gattegno's silent way(Larsen-Freeman, 2000). It is stated that learning is the activation of the learners' inner resources such as perception, awareness, and the like while monitoring their progress to form their autonomy through silence. The language is regarded as a learner's grammar knowledge and rule-dependent learning that include a set of rules which help to produce syntactic structure and lexical items. Vocabulary teaching increases according to the level. While fewer words are taught at low levels, this increases with the advancement of the level and also, vocabulary plays an important role, especially at high levels for intermediate and advanced learners. There is a distinction between vocabulary items presented between daily life interactions and specialized circumstances. Daily life and special situation words are different from each other. The production also plays a role in word teaching. In this method, posters are used with color bars. To learn to be a Silent Way teacher, it is necessary to know the positions of the words on the chart and which color corresponds to which sound.

2.10.7 Suggestopedia

This method is also known as an affective-humanistic approach by Georgi Lozanov. The teacher or learners' feelings and individuality are taken into account to create a comfortable atmosphere in the classes; thus, this facilitates learners' self-acknowledgment and word learning in terms of using drama, music and interactive games. Remembrance of vocabulary sets involves target words and L1 equivalence of the words to make the meaning and understanding clear. The learners experience learning via dialogues in the target language and the native language.

2.10.8 Community Language Learning

This method is constructed on the value-system of the Counseling-Learning approach proposed by Charles A. Curran. He claims that learners can learn better when they know that language is used for communication. The native language is permitted to provide security and native language equivalents are presented while teaching target language words especially for beginner level learners. The meanings of the words are

clarified in different ways, with translation, pantomime, or visuals like pictures and giving the same or similar words, synonyms. Certain grammar and vocabulary teaching curricula are not used because the students themselves determine what they want to talk about. Students study grammar, pronunciation and vocabulary in their curriculum (Larsen-Freeman, 2000).

2.10.9 Total Physical Response

This method has been proposed by James Asher. The learners are required to follow instructions given by the teachers in the class without any native language translation. The target language in the class is imperatives as whole chunks instead of word by word. The grammatical structures and vocabulary are presented together while giving commands (Larsen-Freeman, 2000). The teacher begins the lesson by saying a word or a sentence in the classroom and showing an action. First of all, it is ensured that the student is familiar with these words. Then the teacher gives the command and the students all take the action that is told. This situation is repeated several times. Then, students are asked to repeat the word while doing the action. When students learn commands and feel confident, they can do the same activity with other students or as the whole class.

2.10.10 Communicative Language Teaching (CLT)

The importance of communicative competence and language rules with the 1970s led to the emergence of this approach (Hymes, 1972). In this method, it is assumed that language is a system to create a communicative atmosphere and the prime concern of language teaching is to help the learner to obtain an ability to communicate in the target language. Giving importance to fluency, accuracy, and encouraging student to communicate are important; however, vocabulary is shifted to a second plan and primarily taught as a reinforcement for "functional language use" (Ketabi & Shahraki, 2001). The aim is to focus on communication and fluency, to use language appropriate for the functions of language use or to establish sentences that focus on functions at the level of discourse. Vocabulary is not the main concern and has "a secondary status" in teaching to support this functional language use (Decarrico, 2001). This method is also

known as a functional notional approach and the words are dealt with under the notion concept. Vocabulary is assumed to "occur by itself; therefore, it is assumed that there is no need for direct word teaching" (Schmidt, 2000).

All of the above-mentioned approaches and methods are the subjects of Richards and Rodgers (1986). Later, with the emergence of new ideas in language learning and teaching, Richards and Rodgers (2001) added them into their book. According to Richards and Rodgers (2001), other approaches that focus on vocabulary teaching such as the Natural Approach, the Whole approach, Task-based language teaching, and the Lexical approach have been emphasized in the following literature review.

2.10.11 The Natural Approach

Communication is seen as the prime function of language. The importance of meaning is emphasized. The lexicon is regarded as vital to be able to comprehend the messages clearly as words are fundamentally formed depending on linguistic features and they include many intricate forms (Richards & Rodgers, 2001, p. 180). Among the things that make the Natural approach different from other methods and approaches are the use of language and the importance of vocabulary. Language is a tool to convey the meanings and messages to the other person. The place of vocabulary is very important to use the language. It is necessary to understand the messages in the target language. Language acquisition may not take place unless sufficient words are obtained. Lexical elements are seen as the determinants of the message in perception and production.

2.10.12 The Whole Language

This approach concentrates on real communication through main skills like reading and writing and also in accordance with other skills. Language is seen as a whole item (Richards & Rodgers, 2001). The main focus is on literature mainly the use of authentic literature such as the speech of politicians, theatre arts, and the like as well as process writing and creative learning environment. All language aspects like vocabulary could be discovered with the help of using authentic materials. It could be understood that vocabulary knowledge could be constructed while learners are working collaboratively. Learners are encouraged to express their feelings or opinions naturally

while focusing on four skills ,and vocabulary teaching is handled and examined in teaching these skills as a whole. For instance, learners can effectively study language forms and their usage in the whole language class. They are active learners that voluntarily participate in class activities without any linguistic demand.

2.10.13 Task-Based Language Teaching (TBLT)

The main aim of Task-Based Language Teaching is to arrange a natural context that allows the use of target language by enhancing their vocabulary and grammar skills in the target language. It stands as another version of Communicative Language Teaching (CLT). Richards (1999) states that the task-based approach offers meaningful interaction and negotiation in language learning. In TBLT, the task has three components in a lesson framework like pre-, while-, and post- parts. In the pre- part, learners think of the vocabulary associated with the topic; in while-part, learners discuss tasks, and in the post-task, learners work with authentic materials and focus on vocabulary, linguistic patterns, and the like (Richards & Rodgers, 2001, pp. 238-239). The task-based approach has been widely accepted and used for nearly twenty years (Ellis, 2000, 2003; Carter & Nunan, 2001; Nunan, 2001). Thanks to its wide use, this approach may help spread the word teaching. TBLT can bring about large vocabulary gains as it offers tasks including authentic materials and learner-centered activities with highly communicative acts. Thus, learners may negotiate the intended meaning and integrate all the knowledge (new and existing knowledge) and this can foster vocabulary acquisition as well as enhancing the acquisition of other language features.

2.10.14 The Lexical Approach

This approach was proposed by Michael Lewis in 1993 when he published his book called "The Lexical Approach". Lewis advocates that teachers are responsible for helping learners notice and understand the lexical items that naturally exist in the language. The Lexical Approach centers on vocabulary teaching as a prime concern and for this reason, it draws attention to both individual words and groups of words (clusters or chunks of words), especially a large number of those which are high in frequency. To be able to comprehend all the skills, the main point is to perceive the words as it is

emphasized that the average literate language speaker has knowledge of 40,000 individual words as well as more than 250,000 lexical chunks. For this reason, the learners need to be attentive when they meet the lexical features that are available in the target language. Also, they need to be promoted to notice multi-word lexical items. This approach has presented a new point of view to vocabulary teaching by underlining chunks.

The aforementioned approaches have outlined the way how people learn second or foreign languages. In this thesis, the subject of how vocabulary is taught in all these approaches has been mainly discussed.

Shortly, the view of vocabulary has changed completely over time, and thus, researchers and language teachers have started to search and use different strategies and techniques for teaching vocabulary. During these studies, a two-way discussion emerged about teaching and learning words. These two dimensions have been examined in detail in the following part.

2.11 Two Dimensions of Teaching Language

When foreign language learning and foreign language teaching are considered, two opposite ways have been applied: explicit and implicit dimensions. It is thought by some linguists that there is a clear differentiation between them. Nick Ellis (1994, p. 1) stressed the distinction of the implicit/explicit for language learning (both L1 and L2) by giving examples like walking, recognizing happiness and stating that we do them implicitly but the knowledge of playing chess or another activity that is similar to the use of a computer programming language which we gain occurs explicitly.

However, Bialystok (1994, p. 551) is opposed to this distinction and according to her, there is an inconsistent distinction between these terms. She concedes that there is an interaction between these types of knowledge and states the importance of these views. She also explains that language is acquired using both of these ways and emphasizes the oppositeness of these two types. To her, it is necessary to use these ways correctly and conveniently. Shortly, these two dimensions need to be provided as a basis for clear understanding.

2.11.1 Implicit and Explicit Dimension

There are different claims about implicit and explicit dimensions regarding three parts of learning a language as well as a foreign language: learning, knowledge, and instruction in language learning. Schmidt (1994, p. 20) underlines that both implicit learning and explicit learning, as well as implicit and explicit knowledge, are different propositions although they are connected. Schmidt (1994) also contends that learning is required to be differentiated from instruction. For these reasons, Ellis (2009, p. 7) asserts that SLA researchers have worked on both ways and there are divisions concerning these dimensions.

2.11.2 Implicit and Explicit Learning

Implicit learning presents a process in which there is an unconscious learning system and occurs naturally; however, explicit learning is defined as a process that involves awareness and aforethought actions. Rod Ellis (1994, 1995) contends for a separation concerning these dimensions in learning by underlining the way of processes. According to Ellis, Loewen, Elder, Reinders, Erlam and Philp (2009, p. 7), implicit way of learning occurs when there is no prearrangement or perception about language, whereas the explicit way of learning language requires being on purpose and planful.

Dakun (2000, p. 18) notes that these ways are the two facets of ‘a coin’ at the moment of learning vocabulary and that both methods should not be thought in terms of better/worse or whether/or, but rather they need to be seen as complementary. These two types of learning languages have been expressed clearly by Nick Ellis (1994). He acknowledges that implicit learning happens naturally and it is straightforward. On the other hand, explicit learning entails awareness about learning.

Briefly, in implicit learning, learners gain knowledge in the environment without thinking and realizing the information. Conversely, explicit learning is the learning of the learners consciously. In addition, knowledge can be both implicit and explicit.

2.11.3 Implicit and Explicit Knowledge

These terms are different from each other. R. Ellis (2009) has represented the differences between implicit and explicit L2 knowledge. According to Ellis, the implicit way of getting knowledge is implied because it is subconscious, while explicit form requires being self-conscious. As an example of this is that learners could notice intuitively the ungrammatical part of a sentence but may not be aware of the rule consciously. Another learner could know why the sentence is ungrammatical and consciously explain the reason.

Another difference for Ellis (2009) is that there are systems or routines while implicitly presenting knowledge and this knowledge happens through processes but the knowledge to perform explicit actions is explanatory because explicit knowledge presents facts about the L2. According to SLA research (Sorace, 1985), learners generally manifest developmental sequences while they are getting implicit knowledge, and much of learners' explicit knowledge is imprecise. Thus, while implicit knowledge or tacit knowledge prevails spontaneously, explicit knowledge is received with predetermined procedures.

When the learners get implicit knowledge through practice, they may automatize this knowledge; however, explicit knowledge could be received when they pay attention to the process of knowledge. Moreover, implicit knowledge may be noticed in the actual use of learner's language, while explicit knowledge can be stated. Apart from these differences, according to Birdsong (2006) as cited in Ellis (2009), implicit knowledge could be learnable despite age constraints, since there could be some deficits in the ability to learn implicit knowledge when people get older. Contrary to this, Bialystok (1994, p. 566) claims that explicit knowledge could be learnable without any age limits.

The differences between implicit and explicit are emphasized not only in the language learning process but also in the teaching processes. The instructions that teachers follow during the course teaching process can be both implicit and explicit, and this issue can be considered as of great importance in the teaching process.

2.11.4 Implicit and Explicit Instruction

The concept of 'language instruction' has been characterized regarding 'indirect' and 'direct' involvement by Ellis (2005). According to Ellis (2005, p. 173), the former term is implemented to design some contexts for learners and hence they could be involved interactively. So it is naturally implicit. Instruction as the direct intervention is related to what the learners are expected to learn depending on prepared materials. DeKeyser (1995) also explains that explicit instruction includes aforethought principles throughout learning. Moreover, learners are promoted to gain a syntactical understanding of the rules given when explicit instruction is conducted.

The interconnections among the ways of instruction are shown in Figure 2.4:

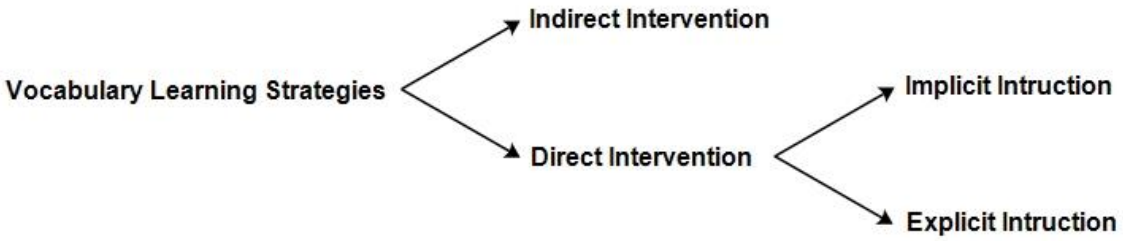


Figure 2.4 Types of language instruction (Ellis et al., 2009, p. 17).

The terms explicit and implicit instruction relate to instructional planners and provide the perspective of the lecturer/teacher or the writer of the coursebooks not the perspective of the learner. However, implicit and explicit learning in the learning dimension mainly concern the learners and present the learner's perspective. Although they may be considered different, these two aspects may not be separated from each other with certain lines. According to Batstone (2002), as cited in Ellis et al. (2009, p. 18), there is not any significant correlation between these two pairs of terms.

Finally, it is vital to be aware of explicit and implicit dimensions to focus on vocabulary learning and teaching. The knowledge of these dimensions could make teaching and learning easier not only for the teachers but also for the learners.

In addition to these issues, the foremost subject of this thesis is that the perceptions of the lecturers towards the vocabulary teaching strategies should be investigated.

Vocabulary teaching strategies that lecturers apply according to their perception may also show similarities or differences in their teaching and this could directly influence the learning of the learners.

2.12 Vocabulary Teaching Strategies

Vocabulary teaching in ELT plays an impactful role to facilitate language teaching. There are numerous strategies or techniques that lecturers use and generally, each lecturer is described upon his or her strategies that are implemented while teaching vocabulary in their classes. Vocabulary teaching strategies, shortly VTS, cover all the things that are done by the teachers related to vocabulary teaching in the target language (Hatch & Brown, 2000). According to Pavičić Takač (2008, p. 106), VTS encompasses associated techniques like introduction and presentation of a word with its meaning, revision, and practice as well as other procedures such as advising learners.

Thornbury (2002, pp. 75- 77) pays attention to some points that need to be considered before teaching vocabulary. These are as in the following:

- the degree of competence of the learners,
- the cognition of learners about words,
- the difficulty of items (abstract or concrete words),
- their teachability (with explanations or demonstrations), and
- the reason for learning for four language skills (productivity or receptivity).

Accordingly, knowing the proficiency level of students in vocabulary teaching can help the teacher/lecturer to set a teaching goal. The cognition of the students about words is as important as the goal of teaching. The words to be taught (abstract or concrete words) also play an important role in determining the techniques or strategies that can be used. It provides acceleration of the planning phase. The effective use of the four skills is also important for word teaching to make it understandable and permanent.

Thornbury also recommends the lecturers/instructors or teachers to review important points before the classes. They are considered to evaluate the number of words to teach at once, to present the word with the meaning and form and their order of teaching, to present meaning through translation or with the help of real items, the spoken

or written form of the word, some cut-ups or pictures, body actions (gestures) and definitions. The knowledge of these issues may help lecturers to decide on appropriate strategies to teach vocabulary.

There are some suggested strategies and methods for lecturers or teachers to improve their learners' vocabulary competence. These strategies have been presented in the following parts. The first recommended strategy is using a context to teach vocabulary.

2.12.1 Teaching Vocabulary in Context

One of the most effective ways to make sense of word teaching is to teach vocabulary in a *context*, which means the words and sentences that encompass any part of a discourse and help learners to determine its meaning. Naturally, the context has great importance to enable negotiation of meaning. Thus, presenting a word in a context is more fundamental to help learners to get knowledge about polysemy that means a word with different meanings in various contexts. The lexical item "*means*" could be given in a few different examples:

> The load was lifted by *means* of a crane. (with the help of something)
>
> He was too *mean* to pay for the work. (not generous)
>
> I do not *mean* any harm to you. (have no intention of hurting somebody)
>
> (Pan & Xu, 2011, p. 1589)

Using the word in a context enables learners to grasp the meaning easily in a discourse, and to broaden their views, such as making some hypotheses and drawing the interference.

2.12.2 Semantic Field Theory in Teaching

The words are easily learned and remembered when they are grouped in the semantic field theory. In this theory, words that are involved in the same group are placed in the same semantic fields showing the relationships like hyponymy, part/whole relationships, synonymy, and antonymy. Sense relations are known as semantic relations or lexical relations (Lyons, 1995) which show the connections between words. Also, word linkages from the same group is a way of retention. These rhetorical activities will not only be for pictorial prompts to provide links in the mental dictionary of learners but also help them expand vocabulary.

2.12.3 Creating Networks

Words and their meanings are united with each other and create networks of connections in the mind. Many researchers agree that creating a network is indispensable. Schmitt (2000, p.38) asserts that "it seems logical to assume that the relationships in the mind are not just quirks, but reflect some type of underlying mental relationship in the mind". Lexical-semantic networks not only help learners perceive words with their form and meaning as well as learning the meanings of related words. Hence, lexical knowledge broadens.

Also, schemata is another important point that refers to the establishment of a relationship between the knowledge that exists in one's mind and the newly learned knowledge. That’s why, schemata help to establish a relationship between the new words and the previous knowledge. There are many schemas related to the concepts that are obtained from the life experiences created in the minds and language acquisition process. Cameron (2001, p. 80) claims that at the moment of encountering a word, the schemata are triggered and thus the network among the words emerges to provide a meaningful perception of discourse. Learners could learn to associate the new vocabulary or target word with something they have already known or something that is meaningful to them.

In addition, it is also important to establish neural networks between words in word learning. Neural pathways and the frequency of these networks help remember the word. This situation positively affects learning.

2.12.4 Games

Games could be another teaching strategy for the teachers to contextualize words. With the help of games, learners could also enhance their social interaction by working in small groups or teams. Games are generally based on guessing or problem- solving and involve cognitively deep activities such as word race, back to board and the like.

2.12.5 Enhancing Vocabulary with Word Formation

Word formation requires a detailed process in order to encourage students to acquire words with their roots, prefixes, and suffixes (affixation) as well as compounding, conversion, lexical chunks such as collocations, and phrasal verbs. With the help of forming new words, the learners become more aware and interested in vocabulary knowledge and then feel more independent while using different skills. Word formation knowledge could provide learners to think and use language independently.

2.12.6 Teaching Cultural Connotations and Cultural Differences

It is known that learning a foreign language and learning the culture of the target language are related to each other and they cannot be considered separately. As each society has its unique culture, the vocabulary used in that language reflects cultural information. In other words, connotations used in the language have emotional connections that are compatible with cultures. For instance, ‘lion’ has positive connotations in Turkish culture and stands for "strength" and "reliability" and could be used to refer to strong or reliable people. Similarly, the symbol of the lion is the actual flag of Scotland and available in English culture to represent power and strength. The connotations motivate learners to learn more about that language and the culture of the people living in that country and could be interesting enough to have class discussions. This motivation has great power in learning. Harmer (1997) states that motivation is named as an inner strength that encourages people to continue learning.

2.12.7 The Use of Dictionaries

Dictionary is one of the most popular resources for the learners to translate the definition of the word from one language to another language quickly. There are two types of dictionaries: *Bilingual* (involving two languages) and *Monolingual* (only one language) dictionaries. These dictionaries indicate parts of speech, definition, spelling, pronunciation, word families, phrasal verbs, idioms, or collocations as well as example sentences and assure the development of vocabulary acquisition. Also, learners benefit from dictionaries not only in the classes but also out of the class environment. Teachers or lecturers could teach the learners how to apply dictionaries to reach word.

Instead of giving only dictionary definitions, teachers could also explain the word with examples, contexts, lexical relations like similar or opposite meanings, and complete definitions (Thornbury, 2002, p. 81). Besides these, Nation (1990, p. 51) proposed a list of techniques as seen in the following Table 2.6 for the teachers to explain the words with their meanings:

By demonstration or pictures	**By verbal explanation**
1) using an object	8) analytical definition
2) using a cut-out figure	9) putting the new word in a defining context
3) using gesture	10) translating into another language
4) performing an action	
5) photographs	
6) drawings or diagrams on the board	
7) pictures from books (moving images, from TV, video or computer)	

Table 2.6 A list of techniques to explain words (Nation, 1990, p. 51).

As it is seen in the table above, all the techniques except (10) require the learners to do some mental activities to construct meaning for the new foreign language word (Cameron, 2001, p. 85). On the other hand, translation (10) does not require any mental work to think of the meaning of the word and hence, it does not contribute to remember the word for a long time. An alternative to translation could somehow illustrate or

demonstrate them with basic objects (realia) or pictures as well as actions or gestures as Nation (1990) presented.

2.12.8 Preparing syllabus

When planning to teach, lecturers could prepare syllabus to organize their classes in different skills by focusing on vocabulary. Vocabulary teaching parts are generally involved in the syllabi. The syllabi that lecturers prepare could involve a variety of lecturers' materials and moreover, they offer learners valuable sources. Because materials are prepared to provide procedures, systems, and techniques for learners to obtain more knowledge about vocabulary (McCarten, 2007, p. 19). In addition, tasks in the syllabi that are chosen for the learners should be worked out from cognitively non-demanding to most challenging and divided into the five following procedures (Thornbury, 2002, pp. 93-94). These are;

1) Analysis,
2) Selection,
3) Integration,
4) Grouping, and
5) Arrangement.

Preparing a syllabus is not an easy task. Because it reflects the main themes that are important about the language course as well as involving some responses to the learners' expectations. So it could be thought as an agreement among all the stakeholders. As it needs to be flexible through teaching process, it should involve clear content, important aspects of language teaching, interests of different learners who have multiple intelligences and the main structure of the language. Besides syllabus, some other strategies could be applied in teaching vocabulary such as shifting from controlled activities to free practice, repetition and reviewing vocabulary frequently, creating opportunities for personalization, making pair-works, or preparing group activities and giving clear feedback. In addition to these strategies, VLS should be involved in learning as well as VTS. Lewis (1997, p. 205) as cited in Hasbún Hasbún (2005) recommends many strategies to expand vocabulary knowledge of the learners such as creating opportunities for the learners' lexical development, helping them become concerned with

the sentence syntax, presenting fixed patterns in contexts for the learners to meet more often, promoting awareness of the learners, using a wide range of approaches for their consciousness, recommending vocabulary notebook, the comparison of native and target language regarding lexical, talking to students and using language appropriately.

Shortly, an explanation for vocabulary is not simple and does not only mean giving definitions, since there are a great many activities of presenting vocabulary. When teaching vocabulary, learners should be informed that language skills and word knowledge are necessary to be combined.

Perceptions of lecturers can be understood from their vocabulary teaching strategies. The lecturer who chooses a vocabulary teaching strategy according to his /her perception plans and follows his/her lessons accordingly. Perception can be taken as the main theme in this regard.

2.13 The Perceptions of Lecturers about Vocabulary Teaching

It is commonly approved that perceptions could be conceptualized as the ability to understand considerably. Thus, the notion of perception and belief could be regarded as similar terms and features of cognition. Borg (2001) expresses that beliefs are considered to be psychological thoughts or concerns of the individuals. These thoughts are based on their subjective evaluation and judgment (Pajares, 1992). In this study, these concepts are co-related, since the studies held to date have used the concept "belief" instead of "perception" and investigated the beliefs of teachers toward vocabulary in teaching and learning. Also, in this study, the words "lecturer" and "teacher" are used interchangeably.

Chung (2018) categorizes beliefs into two types: Epistemological belief and pedagogical belief. The former is related to the nature of knowledge acquisition (Schommer, 1994) and the latter is the representation of teachers' pedagogical ideas about presenting vocabulary knowledge (Ertmer, 2005). As Chung (2018) claims, Borg's framework (2006) gives a perceptive summary of teacher beliefs about vocabulary development as seen in Figure 2.5 below:

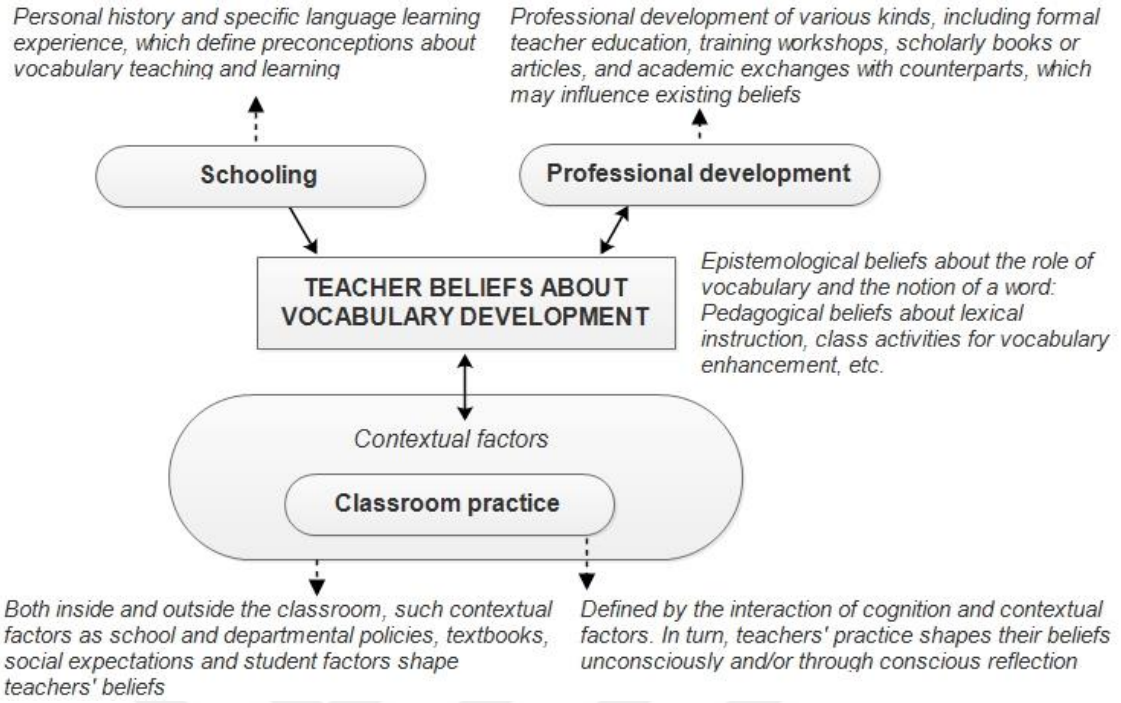


Figure 2.5 Factors shaping teacher beliefs about vocabulary development (Borg, 2006).

Borg (2006) outlines that it is fundamental to consider the school education and professional experience of teachers regarding their classroom practices. It is also argued that different factors have an impact on teachers' cognition and practice. This framework above reveals important factors, for instance, schooling or school background, professional development, or academic studies, contextual factors, and classroom practice that influence teachers' beliefs/perceptions.

As Borg (2006) has stated, teachers' learning development stages, learning processes, academic studies, educational studies, in-service training, epistemological beliefs about the role of the word, their pedagogical beliefs in the development of vocabulary teaching, and the books they use, the policies of the school and department they work in, the social expectations of the society and student factors, affect teachers' practices and determine their beliefs.

All these situations have an impact on the teacher's vocabulary teaching and their perception. There are studies conducted both in Turkey and abroad on teachers' perceptions towards vocabulary teaching.

2.14 Research Studies on the Perceptions of the Lecturers Towards Vocabulary Teaching

As vocabulary teaching has been an important concern recently, many studies on vocabulary have been conducted, but some studies regarding the perceptions of the lecturers or teachers have been done not only in different countries but also in Turkey. Also, teachers' vocabulary teaching and perception have been searched .

One of the studies was conducted by Üseini (2003) who researched English teachers' attitudes about vocabulary teaching techniques used in Macedonian secondary schools. The results of the study showed that teachers accepted that vocabulary was important and had some ideas about certain methods and approaches to teach vocabulary, but few of them utilized these methods. The most preferred techniques were pictures and flashcards, opposites, translation with some explanations, dictionaries, guessing activity using context, collocations, and reading activities.

Another research was held by Gao and Ma (2011) who compared the beliefs of two groups of teachers in Hong Kong (pre-service and in-service) towards learning and teaching vocabulary with their counterparts in mainland China. As an important finding, more teachers from mainland China believed that teaching vocabulary learning strategies were important through the learning process. Also, many teachers from China were more interested in their learners' vocabulary learning process than teachers from Hong Kong.

Frewan (2015) wrote his doctoral thesis in the United Kingdom that concentrated on the exploration of foreign language teachers' communications strategies and their perceptions. The main aim of his thesis was to gain insight in what ways teachers apply communication strategies in their teaching environments. The conclusions made clear that EFL teachers advise and try to reinforce the use of communication strategies and they have become more concerned about their students' learning strategies as they use different applications on their phones.

Lu (2017) focused on the search for the beliefs and practices of ESL teachers and as well as their perceptions of vocabulary instruction in the USA. The analysis of this research brought to light the positive ideas and behaviours of ESL teachers towards

explicit vocabulary instruction as well as implicit teaching. Lu applied a mixed-method study and implemented a survey that has also been used in this research. The survey questions aimed at understanding the perceptions of the teachers towards vocabulary teaching. The survey was followed by the observations held in the classes and then focus groups, and it was proposed that some teachers' attitudes were different from their beliefs.

Mardali and Siyyari (2019) searched for the differences between novice teachers and experienced teachers in terms of their beliefs, practices, and implementations in teaching vocabulary in the EFL context in Iran. The results pointed out that both two groups of teachers were not different from each other while teaching vocabulary in an L2 context. However, there were some notable varieties between their beliefs and practices. There is a significant difference between teachers' externally observed practices, self-perception practices, and total scores of self-perception beliefs. Also, all teachers' externally observed practices are significantly different and lower than others. It has revealed that novice and experienced teachers show considerable differences in their perceptions/beliefs, and experienced teachers' self-perceiving beliefs are superior to novice teachers' beliefs.

In Turkey, there are some studies in terms of searching the attitudes of teachers at universities and other schools such as primary, secondary, or high schools. One of these studies was conducted by Tuzcu (2010) who concentrated on finding out a state university instructors' techniques in vocabulary teaching in Denizli, a province of Turkey, and ranked them from the most and least commonly used techniques and their attitudes towards vocabulary teaching. The results of the research gave information about the most popular ones such as guessing the meaning in a context, easy definitions, collocation, mimes and gestures, lexical relations like antonym and synonym as well as the least common techniques such as Turkish equivalent, short stories, instructions, games, and songs. In addition to these, the Ph.D. holders had more positive opinions about the total techniques used in vocabulary teaching.

Another study was done by Yakan and Ekşi (2017) who focused on primary and secondary school English teachers' techniques in vocabulary presentation and teaching. The teachers in their study stated that they mostly applied different techniques to teach new vocabulary items and used mimicry, gestures, and body language, for example,

sentences, visuals like photos, posters, and pictures, and definitions or dictionaries to convey the meaning of new words. In addition to these, they added that realia, puzzles and games, songs, chants, and nursery rhymes were their most preferred techniques. The findings of the study illustrated that teachers' opinions and behaviors did not match although they admitted the important role of vocabulary teaching. Also, there were some differences between the attitudes and perceptions of the teachers.

Güreş (2019) conducted a qualitative study in Aydın, a province of Turkey, to find out the non-native English instructors' techniques in vocabulary teaching as well as their ideas concerning learners' strategies in vocabulary learning. The findings revealed that some instructors did not know about their learners' strategies although they used some vocabulary teaching techniques. The most preferred techniques were using synonym/antonym, guessing a word in a context, making sentences with new words, pictures, L1 translation, gestures and mimics, word web, definitions in L1 and L2, teaching parts of speech, and eliciting, whereas drawing pictures, defining verbally, group activities, games, story-making, pronunciation drills, concept check questions, collocations, contexts, teaching phonetics, crosswords, vocabulary grammar from a text, meaning exercises, brainstorming and having students read stories.

To sum up, teachers' perceptions towards teaching vocabulary have been one of the most remarkable research topics in different countries and Turkey. When the research findings are analyzed, it has been determined that teachers think that vocabulary teaching is important. Pictures, collocations, use of context, gestures are widely used and among the most common strategies used by teachers who follow different strategies in vocabulary teaching. The most important common finding that attracts attention in all these studies is that there are differences between the perceptions of teachers towards vocabulary teaching, their opinions, and their attitudes.

All in all, teachers' perceptions are worth considering because these perceptions shape their in-class activities and present their strategies. Therefore, this study presents a comprehensive analysis of teachers' perceptions and opinions about vocabulary teaching in their English language classes.

CHAPTER 3. METHODOLOGY

3.1 Introduction

This study is based on the research on the perceptions of non-native English lecturers towards teaching vocabulary and their strategies, and the relationship between the same lecturers'opinions and their vocabulary instruction. Therefore, the focus of this chapter is to clarify what methods the researcher has followed to be able to find the answers to the research questions.

While carrying out this research, initially, it is appropriate to explain what the concept 'research' means. Research has been defined as a term of a process for having clear ideas or clarifications about a problem following a detailed study and reports (Sekaran & Bougie, 2016, p. 1). The problem in this definition refers to concern about an issue that needs to be improved. Sekaran and Bougie (2016, p. 33) claim that this problem is the researcher's interest in discovering the true answers to make the situation efficient. Another definition of research has been given by Hatch and Lazaraton (1991, p. 9) who claim that research is a systematized plan to figure out the problem.

Through doing research, there is a necessity to create a research plan to be able to know the answers for the study and the questions. As research requires a structure or method, there are also some planned procedures. Moreover, these planned steps are required to be performed "systematically, diligently, critically, objectively, and logically" (Sekaran & Bougie, 2016, p. 2) by the researcher, since these plans are the research methods and procedures to be followed during research. Moreover, the research methodology is principal because the required data of the research need to be identified, selected, processed, and analyzed to reach the findings.

The methodology part of a research paper also makes the study be examined in detail and it allows to evaluate the research critically for the researcher. Based on these methods, the researcher can make decisions and narrow the research topic. In addition to these, the researcher could thoroughly demonstrate the obtained data of the research. Briefly, these methods could help the researcher represent his or her perspective while carrying out the research.

This chapter respectively offers the procedures of inquiry (the design of the research) involving a thorough review of the research methods, the individuals involved in the research (participants), the setting, the data collection tools, and the research questions with the hypotheses.

3.2 The Research Methods

There are three leading research methods which are known as quantitative, qualitative, and mixed methods. The three methodologies are not as distinct as they seem. They are based on utilizing distinct tools and designs but focus on exploring the research questions in detail. This provides the researcher to report, present clear and meaningful results, and generalize the findings. As Creswell and Creswell (2018, p. 3) state, qualitative and quantitative methods outline distinctive aspects even though they could be considered as opposing categories and mixed methods take place in the middle of this array. This difference between these methods presented occurs when researchers apply different types of research strategies in their research and utilize some specific methods.

However, the methods of carrying out a research study differ significantly. Sekaran and Bougie (2016) highlight these different ways of collecting data and explain that,

> "These data can be quantitative (quantitative data are data in the form of numbers as generally gathered through structured questions) or qualitative (qualitative data are data in the form of words) as generated from the broad answers to questions in interviews, or responses to open-ended questions in a questionnaire, or through observation, or from already available information gathered from various sources such as the Internet" (p. 2).

Cresswell (2015, p. 18) points out that "mixed methods research integrates the two sources of data by combining or merging them, connecting them (e.g., qualitative follows quantitative), or embedding them (e.g., qualitative data flows into an experimental trial)". As he underlines, the researcher needs to know quantitative and qualitative research while carrying out research.

In brief, there are three research methods: Quantitative, qualitative and mixed methods. These research methods have distinctive features. The research pattern of the quantitative method is different from qualitative. The mixed-method has been created by using these two research methods in a common method. Therefore, all these research methods are described in detail in the method literature in the following:

3.2.1 Quantitative Methods

Quantitative research provides the researcher to gain some insights into the research focus to be studied. To Patton (2002, p. 14), the method that the researcher utilizes involves well-organized means to find out the people's ideas and insights or experiences to provide answers for planned categorizations.

Leedy (1985) states that quantitative research methods deal with numbers to investigate phenomena and their relationships. Sekaran and Bougie (2016, p. 250) add that quantitative research involves objective theories to inquire into the relationship among variables that can be measured; hence, numbered data are examined with statistical procedures.

In quantitative research, it is necessary to use a research instrument in a standardized manner to measure objective theories and the researcher needs to generate theories. Kerlinger (1979, p. 64, cited in Creswell and Creswell, 2018, p. 52) defines a theory in quantitative research that presents hypotheses showing the relations between the variables, in other words, propositions following a group of variables and could be an argument, a framework or a discussion that is vital to clarify the phenomena with a scientific prediction or explanation.

In a quantitative research study, theories are used to generate hypotheses to help specify relationships. According to Creswell and Creswell (2018, p. 18), there are two research designs of quantitative: experiment and survey. An experimental design is carried out whether or not specific guidance affects the outcome by comparing two groups whereas the survey involves "quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population". According to Fowler

(2008) as cited in Creswell and Creswell (2018, p. 18), survey research includes questionnaires to make generalizations from a sample to a population.

First of all, the experimental design has three different categories. These are known as pre-experimental designs, quasi-experiments, and true experiments. Creswell and Creswell (2018) clearly explain these types with these words:

> "With pre-experimental designs, the researcher studies a single group and implements an intervention during the experiment. This design does not have a control group to compare with the experimental group. In quasi-experiments, the investigator uses control and experimental groups, but the design may have a partial or total lack of random assignment to groups. In a true experiment, the investigator randomly assigns the participants to treatment groups" (p.166).

In many experiments, the researcher compares two or more groups and there is a diagram to illustrate the research findings.

Another research study is survey. A survey is a quantitative research tool and defined as a framework that is utilized to obtain information from a group of people or about people in order to make some descriptions, comparisons, or justification of these people's thoughts, behaviours or knowledge (Fink, 2003). In other words, surveys are generally used "to collect data about people, events, or situations" (Sekaran & Bougie, 2016). Sekaran and Bougie (2016, p. 148) also explain that questionnaires are mainly preferred by the researchers to reach the data of a great many persons. While designing surveys, demographic data such as age, educational level, experience years could be involved at the beginning of the surveys to describe the participant characteristics in the report and may help the researcher write data analysis depending on these variables.

Surveys have many advantages. Firstly, a survey could be a good way to gather data personally as well as administering it not to lead any doubts or errors when the survey is carried out in a local area; hence, the researcher and the participants working in the same place could work collaboratively to clarify any topic that needs to be revised. A surveyor also has the possibility of previewing the research issue and to promote the participants to respond to the questions frankly. Another advantage is that the survey could be less expensive and there is no need to have the professional competence to carry out a survey.

There are two ways of administering surveys. Surveys could be handed personally. As the personally administered survey is time-consuming, electronic questionnaires such as mail questionnaires or online questionnaires are widely being used these days. The questionnaire sent by post is a self-directed questionnaire for the participants. Another is an online questionnaire that is sent via mobile phones or the Internet. Both of these questionnaires are much easier and faster. Moreover, online questionnaires offer a database that stores the answers and provide statistical analysis. Besides these advantages, online questionnaires generally ensure further insights about responders' thoughts and decisions about the research topic. As a useful data collection method, questionnaires could be sent to people living in different geographical regions via mail and also, a large number of people could be reached.

A questionnaire that is used in a survey is to be pretested whether the questions are clearly understood by the respondents avoiding any ambiguity or deficiencies with the wording. Sekaran and Bougie (2016, p. 155) underline the importance of pretest and state that pretesting is distributed to a limited list of respondents to check whether the questions that are asked are appropriate and clear. Thus, if there is any inefficiency before conducting the research tool for a large number of respondents, the falsification of questionnaires could be prevented. It is recommended that the findings of the pre-test be explained briefly and some inferences about this small group could be made.

As explained above, in the quantitative method, numerical data and statistical operations, the variables of the research subject, and the relationships between these variables are discussed and these relations are measured. On the other hand, the qualitative method has a different structure than the quantitative method.

3.2.2 Qualitative Methods

Creswell and Creswell (2018, p. 250) categorize qualitative research as an instrument used for the detailed examination of "a social or human problem". While doing qualitative research, findings of the research are obtained with the help of understanding situations without the use of numbers. Wellington (2015, p. 259) presents the main features of qualitative research and states that qualitative research is primarily empirical, interpretive, realistic, one-sided, or multi-faceted and centers on a human being(s) as the

necessary research scope. Wellington classifies the means of qualitative methods as "observations, focus groups, interviews, collection of documents, and sometimes photography or video recording".

Qualitative designs are based on the fields such as sociology and psychology rather than experiments or surveys, as qualitative researchers concentrate on understanding social events from different perspectives. There are five popular types of qualitative designs. These are narrative qualitative designs (the stories of individual lives), phenomenological qualitative designs (explorations of people's experiences), grounded theory (producing a theory depending on the views of participants), case study (exploring single or multiple cases for the determination of a specific issue), ethnographic qualitative research (learning about a group of people sharing a common culture and their behaviors) (Creswell, 2015, p. 30).

There are some different categories of qualitative research designs such as interviews, observations, and the like. Interviews are generally conducted face-to-face. Face-to-face interviews have several advantages for the researcher. According to Sekaran and Bougie (2016, p. 120), these benefits are in the following:

1) The first advantage of face-to-face or direct interviews could be adjusted when it is necessary and some practical techniques like repetition or paraphrasing may be performed to make the responses clear.
2) Non-verbal cues could also be gathered as the data.
3) Physical symptoms of stress which the respondents suffer from may be identified through interviews.

Interviews are categorized as the structured, the unstructured, and semi-structured interviews. The first type, the structured interviews, includes a set of interview questions that are developed by the researcher and the interviewees are supposed to answer them step by step (Patton, 2002). Nevertheless, the researcher does not need to prepare questions in advance but takes some remarks, comments, or topics through discussion in the unstructured interviews. The semi-structured one is a reconciliation between the first type and the second type of interviews. The researchers generally conduct semi-structured interviews as they intend to look into the participants' points of view and they usually

have a question-list to broaden the interviewee's answers (Gray, 2009) and these interviews are more flexible in the organization of ideas.

The content of an interview is generally designed in advance as in the following procedure of interview protocol:

1) Introduction: The interviewer introduces himself or herself and informs the interviewees about the intended aim of the interview and then asks permission to record the interview.
2) Warm-up questions: They generally include short answers to make the interviewee at ease or let the interviewees talk about themselves (e.g. their job or role and so on).
3) Main questions: These questions present the content of the research and the purpose of the interview.
4) Follow-up questions: They could be used to make the responses of the interviewees clear and more detailed. As the researcher has more flexibility, the questions could be open-ended. They could include probes as reminders (e.g. "Tell me more" or "Could you explain your idea in detail? " and the like).

An interview protocol may be beneficial for the interviewer while interviewing and writing down the answers during a qualitative interview. It is important to plan the interview questions to be able to use time efficiently and obtain adequate information. Besides face to face interviews, they can be conducted through the telephone and they may also be computer-assisted telephone interviews (CATI) (Sekaran & Bougie (2016, p. 119).

Another qualitative research design is observation. Observation is often used as a technique for obtaining data that "complement data obtained by other techniques such as interviews" (Sekaran & Bougie, 2016, p. 139). Observation is a technique that is utilized to concentrate on actions and behavior. Hennink, Hutter, and Bailey (2013, p. 170) acknowledge that observation is used as a research instrument to report the attitudes, socialization, and performances of the people in a social context, which enables researchers to get a better understanding of all the details.

Observation is based on methodical attention, a careful note-taking process, description of the people and their behaviours, the analysis of their performances as well as their interactions in a social context. There are several strategies for conducting observation for the researcher:

1) controlled (in an artificial setting) or uncontrolled (in a natural setting) observations,
2) participant role or nonparticipant role through observation,
3) structured or systematic observation,
4) concealment of observation (Sekaran & Bougie, 2016, p. 127).

Controlled observation is made when all the conditions are carefully controlled and arranged by the researcher, whereas uncontrolled observation is carried out when there is no attempt to control or change the situation. Observational research can be done in different ways. The researcher could be the participant-observer or non-participant observer. The researcher could carry out the observation as either structured or unstructured. When the researcher is in the role of participant-observer, "the researcher engages in the regular activities of the community to a degree, then periodically withdraws from the setting to check perceptions, record field notes and analyze data" (Anderson & Arsenault, 1998, p. 136), while the researcher is a non-participant observer does not participate in the activities that are being observed and is not a part of the observed community. When the observer (the researcher) has a planned activity list to be observed, it is structured research. Concealment of observation is related to the participants' awareness of research. According to Sekaran and Bougie (2016, p. 129), the first asset of this type is that the observed people are not affected or their attitudes are not manipulated since they are not informed about observations. The opposite behaviour, unconcealed observation, could have a bad influence on the results and may affect the authenticity of the behavior under study.

There are some suggestions that DeWalt and DeWalt (2002) as cited in Sekaran and Bougie (2016, p. 133) give to the researcher to decide on what to observe and, therefore, the researcher could meet the possibilities of having different insights into decision-making. These are to observe all the activities and behaviors with a storyline, to focus on constant actions and notice inconstant activities, to examine the changes, to be

aware of unfavorable events or limitations, to make a plan for the structured observation and to foresee the numbers of observations.

There are some effective methods of gathering data in observation, one of which is writing field notes. Patton (2002, p. 303) asserts that these notes provide the researcher/observer's perceptions, responses, and thoughts as an individual and the importance of the actions of the observed. According to Hatch (2002, p. 77), the field notes were "descriptions of contexts, actions, and conversations". Field notes could provide exact quotes, descriptions of the activities in the order, background information, and recording of the date, time, place. While capturing data, words, phrases, sentences, informal conversations and even gestures could be written down. The data that the researcher captured are required to be accurate, detailed, and objective as possible. All these points depend on the memory power of the researcher and the circumstances under which the researcher is working (DeWalt & DeWalt, 2002).

While capturing observation, validity, and reliability could also be provided. Sekaran and Bougie (2016, p. 137) explain that validity represents the accuracy of the observed actions, and reliability verifies "the consistency of observations" to check whether the findings of two observations are the same. Also, all the details that are written down could enhance validity as well as reliability.

The integration of the elements used in quantitative and qualitative research is involved in a mixed-methods study.

3.2.3 Mixed Methods

At the beginning of the 1990s, mixed methods research was initiated with the idea of combining the data from different types of research designs. Mixed methods research is described by Creswell (2015) as:

> "An approach to research in the social, behavioral, and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two and then draws interpretations based on the combined strengths of both sets of data to understand research problems" (p. 2).

With the integration of the data gathered from quantitative and qualitative research, there could be a better understanding related to a research study than using only a single form of data. Creswell (2015) offers core characteristics of mixed methods as

> "a) Collection and analysis of quantitative and qualitative data in response to research questions, b) use of rigorous qualitative and quantitative methods, c) combination or integration of quantitative and qualitative data using a specific type of mixed methods design, and interpretation of this integration, and d) sometimes, framing of the design within philosophy or theory" (p.3).

To be able to integrate data, it is necessary to know the types of mixed methods design. Although there are many designs of the mixed methods, three prime mixed methods are generally used in the current studies of social and health sciences (Creswell & Creswell, 2018). These three mixed methods designs are convergent, explanatory sequential, and exploratory sequential.

Convergent mixed methods: It is a mixed-method design that the researcher applies to obtain a detailed analysis of the research problem by collecting both quantitative and qualitative data at the same time.

Explanatory sequential mixed methods: It is the other mixed-method design where the researcher initially uses the quantitative methods and then analyze the findings. In order to reveal the results in more detail, the researcher obtains the qualitative data. In this research study, explanatory sequential mixed methods design has been used.

Exploratory sequential mixed methods: It demonstrates the opposite order of the explanatory sequential design. In this design, the researcher starts with the qualitative design to explore the views of participants and analyzes the data. After getting the findings of the qualitative data, the researcher improves on a quantitative phase in order to measure variables in the study.

Mixed methods studies center "on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies" (Sekaran & Bougie, 2016, p. 107). In mixed methods research, the researcher gathers different types of data to offer a detailed understanding of a research problem.

This study is a mixed methods research and is based on explanatory sequential mixed methods. Also, it involves multi-methods, which is also called triangulation .

Triangulation is a technique linked with using mixed methods. It is necessary when research is carried out from various points of view and has different types: "Method triangulation (using several methods of data collection and analysis), data triangulation (gathering data from different sources and/or at different periods), researcher triangulation (multiple researchers collect and/or analyze the data) and theory triangulation (multiple theories and/or perspectives gained to interpret and explain the data) " (Sekaran & Bougie, 2016, p. 106). The main aim of using triangulation is to enhance reliability as Frankel and Wallen (1993) claim that when a conclusion is made after collecting the data from different instruments, its validity is boosted.

Triangulation is also connected with reliability and validity in a research study. Reliability is a test used to measure the consistency of a measuring instrument and validity is a test to check the developed instrument measures the main focus of the research. Briefly, "validity is concerned with whether we measure the right concept, and reliability with stability and consistency of measurement" (Sekaran & Bougie, 2016, p. 220).

In addition to the use of triangulation in this research, validity is enhanced with two parts of the study; pilot study and main study. The pilot study is carried out to notice probable deficiencies through research and helps the researcher reveal these deficits before implementation on large scale studies. After applying the pilot study, the main study is conducted with high numbers.

3.3 Participants of The Research

The participants in the first phase (survey) were 100 non-native English lecturers working at İstanbul Medipol University in the preparatory classes and departments. 98 of the participants are originally from Turkey and 1 participant is from Azerbaijan and another participant is from Russia.

All the lecturers' responsibilities are to give a lecture in the main course classes, skill-based language classes and English for Specific Purposes (ESP) classes throughout

the year and besides, they are responsible for creating syllabi, writing exam questions, preparing projects, checking portfolios, checking writing exams and forming practical teaching tasks at the same time. So, all the lecturers are expected to teach vocabulary not only in four skills but also in different ways of teaching activities. All the participants have participated in the research voluntarily.

3.4 Setting

The place where the research was conducted is a foundation university, İstanbul Medipol University, which is located in İstanbul, Turkey, and the data were collected from the lecturers working at İstanbul Medipol University during seven months (from October 2019 to March 2020). İstanbul Medipol University (IMU) is a non-profit university that was established in 2009, which provides several degree programs in social, technical, health, and medical fields in Turkish and English. There are over 35.000 students available during the academic year of 2019-2020.

Moreover, it has several hospitals. There are three campuses in different parts of İstanbul: North Campus (in Kavacık), South Campus (in Kavacık), Halic Campus (in Unkapanı). The study took place in the North Campus of the university complex.

3.5 Procedure

This study was constructed in mixed methods research design that involves both quantitative and qualitative methods. The research started in August 2019 when writing the proposal of the thesis. Before initiating the research, the researcher had chosen the research quantitative data collection tool, survey (questionnaire), and wrote an email to the authorized person who created this survey in her master thesis at St. Cloud State University in America in order to get the consent of using the survey. As she turned back to her country, China, she could not be reached because of Internet censorship in China. Thus, the researcher sent emails to her thesis committee members.

All the writings on this issue are available in the Appendix I. Also, the researcher applied for İstanbul Medipol University Social Sciences Scientific Research Ethics Committee to get permission to do research at the same university with university

lecturers and gained this permission that is available in Appendix II. When all ethics procedures ended, the literature review of the topic was made within four months (from September 2019 to January 2020).

Besides the literature review, the researcher carried out the pilot study of the survey and handed the survey to 40 lecturers in October 2019. After some wording corrections in the instructions in the pilot study, the main study was held utilizing the same survey with 100 non-native English lecturers at the end of October. The lecturers requested an online survey and for this reason, the researcher created the online survey and mailed the survey individually and electronically. The questionnaire is available in Appendix III.

The data gathering of the survey lasted nearly two months. As soon as the quantitative part of the research ended at the end of December 2019, the qualitative part was followed with interviews and observations. The researcher started interviews with 12 lecturers within January 2020 and especially at the end of January, the lecturers voluntarily interviewed with the researcher.

When the researcher had all the interviews, these interviews were transcribed. The transcripts are available in Appendix IV. Then, the researcher chose 6 lecturers to observe whether their vocabulary instruction and strategies corresponded to their practices depending on their responses in the interviews. As soon as the researcher got permission from the lecturers whose classes would be observed, the observation checklists were made to focus on the required points. The materials are available in Appendix V. The data analysis lasted from the beginning of March to the end of April. By the end of May, the thesis was submitted.

3.6 The Data Collection Tools

As aforementioned, there are three leading research approaches: Quantitative, qualitative and mixed approaches. This study incorporated all the elements of mixed approaches involving both quantitative and qualitative designs. Quantitative research provided information with numbers or statistical procedures; however, qualitative research presented findings with interpretations.

Therefore, the researcher employed an explanatory sequential mixed methods design and three sets of data were combined to make the study more reliable. As the data collection tools, questionnaire (quantitative), individual interview (qualitative), and observation (qualitative) were used to collect data from the non-native English language lecturers. It is essential to describe each tool that has been used in the research clearly to have a detailed analysis of the research.

3.6.1 Survey

In this research study, survey (questionnaire) was conducted. There are two phases of the survey involving a pilot study and a main study. The questionnaire is a 6-item Likert scale and was compiled by Lu (2017). Lu also used this questionnaire in her master's thesis. The questionnaire was applied in its original form without any changes. Since all the lecturers work in the field of English, the questionnaire, which is already in English, was distributed directly to the participants with a consent form. In the main study of the questionnaire, besides faculty members in different countries and on the trail, when the questionnaire was requested online, the questionnaire was created online and sent to 100 participants via e-mail.

For this pilot study, 40 non-native English lecturers were chosen randomly and asked to participate in the survey. Personally administered questionnaires were used to gather data, as there was the proximity to the researcher and the participants. The main aim was to identify any inadequacies that could occur in the main study. According to two expert views and reflections on the pilot study for content validity, it was reorganized and some changes in wording were made. The instructions were written again and made bold in order to take attention of the lecturers to focus on the questionnaire easily.

In the main study, electronic questionnaires were preferred, as some lecturers were on leave for six months or abroad for teaching, studying, and vacation. Then the main study was carried out with 100 lecturers working at the same university. The main study involved three major sections.

The first section demonstrated nominal scales including demographic information about the participants such as age, gender, education status, and teaching experience.

These variables are necessary to label the data. And in the same part, there was another section.

The second section was an ordinal scale presenting the order of choices of the participants. This ranking scale was adapted from Nation (1990, p. 51). These vocabulary techniques were "Using a picture", "Using a cut-out figure", "Using gesture", "Performing an action", "Photographs", "Blackboard drawings or diagrams", "Pictures from books", "Analytical definition", "Putting the new word in a defining context", and "Translating into another language".

The participants were asked to put these techniques given in an order depending on the frequency of use from the least frequently used (1) to the most frequently used (10) in their classes. The ordinal scale applied in this study was specially chosen since the ordinal scale offers information on how the participants rank-order. As it may not give an exact indication of the differences among the ranks, the Likert scale (interval scale) was presented in the last section of the questionnaire.

The last section comprised of a six-point Likert scale compiled by Lu (2017). The main reason for choosing the Likert scale was that "it allows researchers to calculate averages and standard deviations and to apply other, more advanced statistical techniques" (Sekaran & Bougie, 2016, p. 211). Another reason was to analyze how the participants agreed with a statement on a six-point scale with the following points;1 is "Strongly Disagree", 2 is "Disagree", 3 is "Slightly Disagree",4 is "Slightly Agree", 5 is "Agree", 6 is "Strongly Agree". Hence, the Likert scale enables us to see the perceptions of lecturers in terms of their teaching techniques/strategies and their instruction ways while teaching vocabulary in their classes. This section consists of 15 Likert-scale items addressing 7 constructs which were "Translation Method", "Communicative Language Teaching ", "Memorization", " Audio-Lingual Method", "The use of Reading activities", "Implicit and Explicit teaching" and "The Use of Word Lists". Also, there are reverse questions to provide validity. These are Question 1 & 10, Question 2 & 12, Question 3 & 8, Question 4 & 14 and Question 5 & 15.

The questionnaire was sent online to each respondent individually and all the data were gathered for the first phase of the research. After the quantitative data were gathered, the qualitative section was initiated with the interviews.

The survey, which is a quantitative data collection tool, is presented in Appendix III.

3.6.2 Interview

In the second phase of the study, face-to-face interviews with 12 lecturers were administered. All of the interviewees were selected from the lecturers who gave main courses, ESP courses and skill-based courses. The aim was to obtain rich data and to form a report with the participants to find out their viewpoints and establish the main themes asked in the questionnaire. Many ideas could be brought to the surface and discussed throughout interviews. These interviews were held at the same university in the teachers' room or some empty classes. Each interview was recorded and lasted at least 10 minutes.

Before each recording, the participants were asked for their consent and when they accepted, they were told about the content of the interviews. The researcher as the interviewer explained the purpose of the interview clearly and to prevent any confusion, stress, or any negative feelings of the participants, warm-up questions were asked initially without any recording.

These questions were about their jobs, responsibilities, or work life. The researcher took notes of the responses of the lecturers for these questions and as soon as the researcher observed the comfort of the interviewees, the recordings were initiated. These interviews were audio-recorded. Verbatim transcriptions, written interpretations, and audio-recordings were made available to all the participants to provide reliability. When the findings of the interviews were examined, observations were made so as to gain exact findings. The questions asked in the interview and the transcripts of the answers of each participant are presented in Appendix IV, in the form of a full transcript.

After interviews, the researcher made observations in six different classes to get further information about the research content and see the compatibility of interviewees' responses and practices.

3.6.3 Observation

The purpose of the observation in this study was to get knowledge about the strategies, techniques, or methods that the lecturers use in their classes and to see whether their perceptions corresponded to their implementations. The role of the researcher was a non-participant observer in order not to affect the situation in the observed environment. Therefore, the researcher sat at a point that was not the focus of the class to conduct observation, unbeknown to the learners and the lecturers observed. The researcher took field notes and tried to describe "contexts, actions, and conversations" (Hatch, 2002, p. 77) and even sentences as well as her reflections about the observed environment.

In the last phase of the research study, 6 lecturers (2 male and 4 female lecturers) were chosen from participants who generally had skill-based and ESP classes. These lecturers volunteered for lesson observation and were asked for their consent to be observed twice. Then, they were observed within a month. Observation reports are provided in Appendix V.

Also, the university administration was informed about these observations. On the other hand, the lecturers were not told about the exact time of the classes and the content of the observations. Each lesson was observed according to two forms: the questionnaire's first section including Nation's (1990, p. 51) vocabulary teaching strategies, and the learner strategies of Schmitt (1997, pp. 207-208). In addition to observations, all the materials that the lecturers used while teaching vocabulary in the class were collected by the researcher to get more ideas about their vocabulary instruction (implicit or explicit) and their strategies. The reports of the observed people kept through observation are also presented in Appendix V.

3.7 Data Analysis

The data of this study have been obtained by using a mixed-method design. First of all, quantitative data were collected through the questionnaire, and qualitative data were obtained through one-to-one interviews and observations. All the data were collected from voluntary participant lecturers working at İstanbul Medipol University.

The quantitative data involved the questionnaire. The data were gathered from 100 participant lecturers. The questionnaire data were examined and then analyzed by utilizing the Statistical Packages for Social Science (SPSS 22.0). To achieve this, a numerical value was given to each participants' answer. Both descriptive and inferential statistical procedures were applied to examine and draw conclusions from the data.

The second tool was a qualitative tool involving interviews. The participants who voluntarily accepted to have interviews were chosen. They were divided into their genders: Female and Male. The number of female lecturers was 7. Six of them were Turkish and one of them was Russian. The number of male lecturers was 5 male lecturers, all of whom were originally Turkish. The interviews were in English but two of them were in Turkish, which is these participants' mother tongue because these participants explained that they would express themselves better in their mother tongue and they would feel more comfortable talking about their opinions and feelings about the topic. Through the interviews, the researcher did not start recording directly until the interviewees felt comfortable as it was their first interview about their field.

Transcripts of the interviews were analyzed according to the content. To obtain reliability and ensure validity, two strategies were implemented. The first strategy was to seek an expert opinion. While examining the data tools, the two experts were asked to present their thoughts on the subject. In addition to the expert opinion, translation approvals were obtained after the data were translated from Turkish to English.

Initially, the researcher thoroughly examined all the documents in order to learn the lecturers' perceptions of word teaching. Then, the records of the two interviews in Turkish were translated into English by the researcher. Translations were again checked by two experts. As the second strategy, documents were analyzed using the content

analysis method. Data analysis was done according to the questions in the semi-structured interview form.

The third tool was observations. The observed lecturers were chosen according to their responses through the interviews. 4 female and 2 male lecturers were observed. Observations were evaluated to see whether the participants implemented the strategies they explained through the interview process. Also, the observation reports that are adapted from the taxonomy of Schmitt (1997) were examined in detail and the field notes were shared with the observed lecturers at the end of all the observations to have a clear understanding about the perceptions of the lecturers.

CHAPTER 4. FINDINGS AND DISCUSSION

4.1 Introduction

This chapter has initially introduced the reliability of the research and then presented the findings that have been obtained from the questionnaire, interviews and observations respectively. Finally, the answers to research questions have been determined and discussed based on the findings.

4.2 Quantitative Data Reliability

4.2.1 Measuring The Reliability of The Questionnaire

Reliability is one of the technical features of measurement tools. The mentioned concept shows to what extent the measurement tools get similar results. To obtain the reliability of this thesis, Statistical Package for Social Sciences (SPSS) 22.0 data editor was used. The reliability coefficient ranges from 0 to 1. When the coefficient tends toward 1, it is accepted as reliable, and values above 0.7 of this co-efficient indicate the reliability of the questionnaire and the values below 0.6 have been assessed to be undesirable. Tables show results of reliability for 40 participants and 100 participants. Considering that Cronbach's Alpha is above 0.7, it can be said that the questionnaires have good reliability.

Reliability Statistics of The Pilot Study (40 participants)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.764	.790	15

Table 4.1 Results of the questionnaire reliability of the pilot study of this thesis.

The reliability coefficient for the Likert scale of the data obtained from 40 participants was found as Cronbach's Alpha 0,764. In this case, α =.76, and when the score is over .7, it shows high internal consistency and the scale is sufficiently reliable.

Reliability Statistics of The Main Study (100 participants)		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.728	.780	15

Table 4.2 Reliability statistics of the main study of this thesis.

The reliability coefficient for the Likert scale of the data obtained from 100 participants was found as Cronbach's Alpha 0,728 and the scale is sufficiently reliable as Nunnally (1978) recommended that for initial stages of development value of .7 should suffice. The Cronbach Alpha value above .7 indicates that the reliability of the test is high (George & Mallery, 2003).

4.3 Research Findings

To be able to reach the findings, the research questions have been designed as in the follows:

1. What are the perceptions of non-native English lecturers towards vocabulary teaching?
2. What vocabulary teaching activities do non-native English lecturers report frequently and infrequently?
3. Are there any clear paramount distinctions or similarities between the perceptions of non-native English lecturers in teaching vocabulary?
4. What vocabulary teaching strategies do non-native English lecturers utilize to teach vocabulary?
5. Do non-native English lecturers' vocabulary instructions correspond with their practices?

In light of these research questions, the researcher has tried to find out the answers depending on the variables including educational background, gender, age, and experience of the participants in the following hypotheses;

Hypothesis 1: The educational background of each lecturer has an influence on his/her vocabulary teaching.

Hypothesis 2: The gender of the lecturers affects their vocabulary teaching.

Hypothesis 3: The age difference of the lecturers has an impact on their vocabulary teaching.

Hypothesis 4: The experience years of the lecturers affect their vocabulary teaching.

4.3.1 Demographic Information

The data have been collected from 100 voluntary participant lecturers. The demographic information of the participants including age, teaching experience, gender, and education status has been obtained from the first section of the quantitative part of the research and the data have been presented in the tables below:

4.3.1.1 Age

The age of the participants was between 23 and 57 years. 10 participants were between 23-25 years, 31 participants were between 26-30 years, 47 participants were between 31-41 years, 8 participants were between 42-50 years and 4 participants were between 51-57 years old.

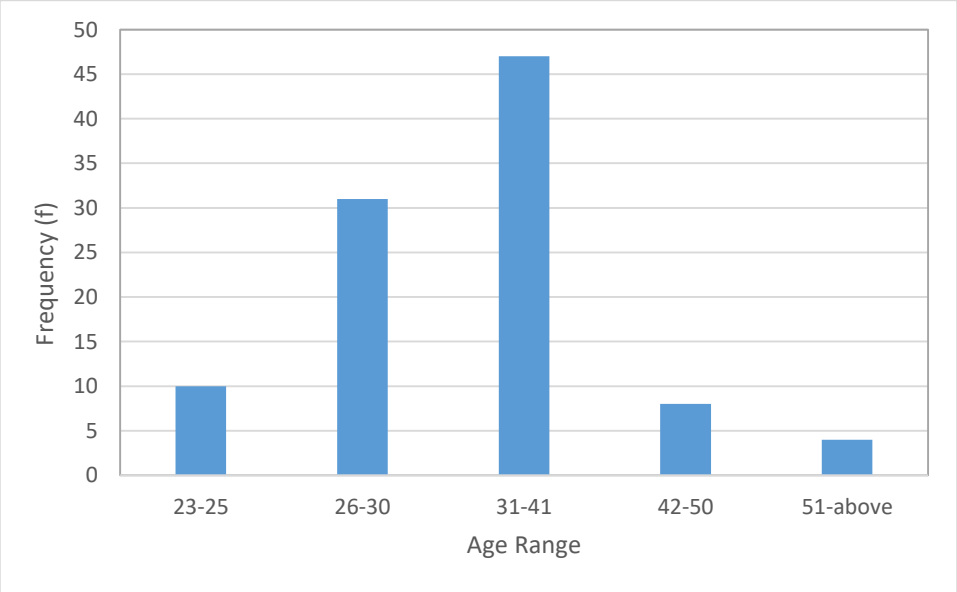


Figure 4.1 Participants' age range.

	N	Minimum	Maximum	Mean (M)	Std. Deviation (SD)
Age	100	23.00	57.00	32.95	7.03

Table 4.3 Descriptive statistic of the respondents' age.

As it is seen from the Table 4.3, the participants' ages ranged from 23 to more than 51 (*M* = 32.950, *SD* = 7.0257).

4.3.1.2 Teaching experience

The number and percent of the participants have been investigated in terms of teaching experience. 5 percent of the participants had 0 to 2 years of teaching experience, 31 percent of them had 3 to 5 years, 36 percent of the participants had 6 to 10 years and 28 percent of these participants had more than 11 years of teaching experience.

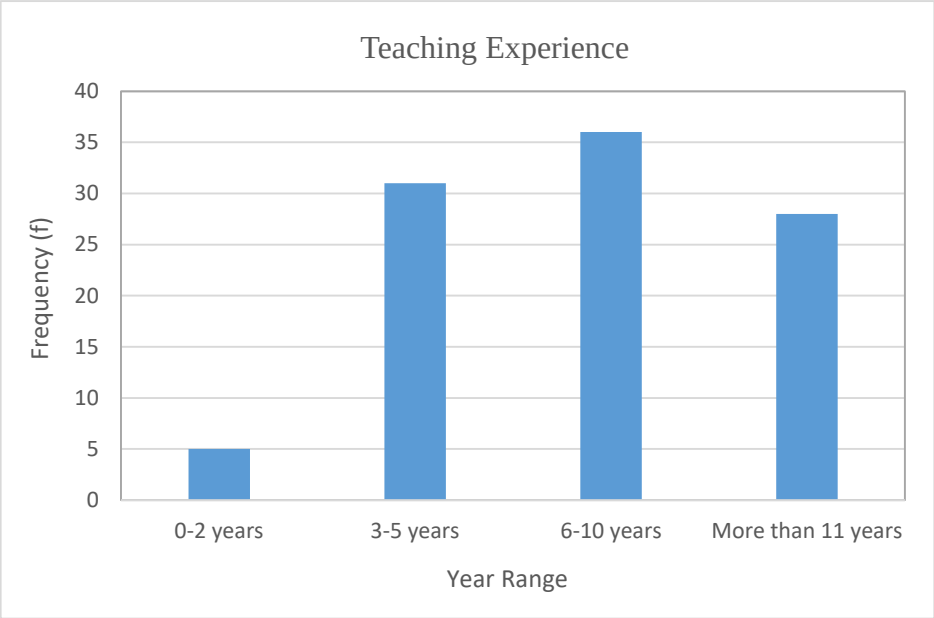


Figure 4.2 Participants' teaching experience by year range.

4.3.1.3 Gender

The number and percent of the participants have been studied in terms of gender. The participants were predominantly female. 67 percent of the participants were female and 33 percent of them were male.

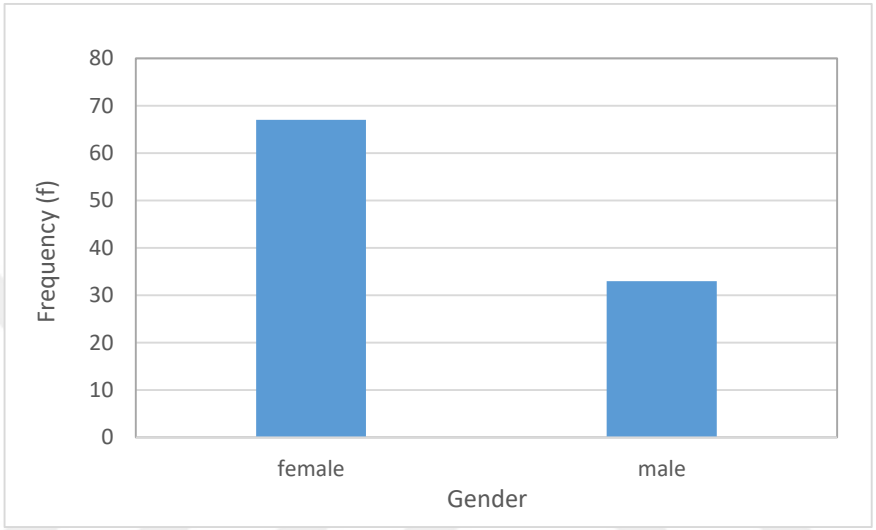


Figure 4.3 Distribution of participants' gender.

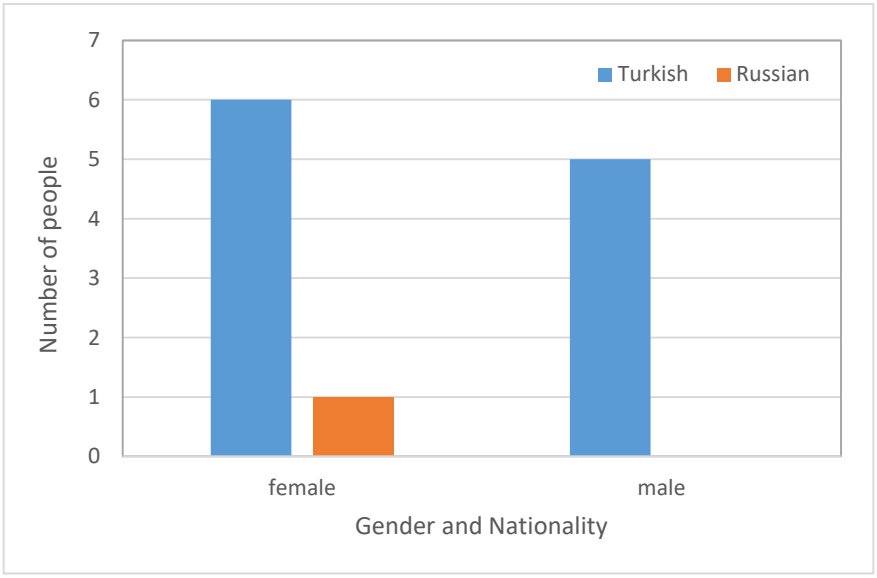


Figure 4.4 The interviewees' gender and nationality.

The observed participants were 6 people. 4 of them were female and 2 of them were male.

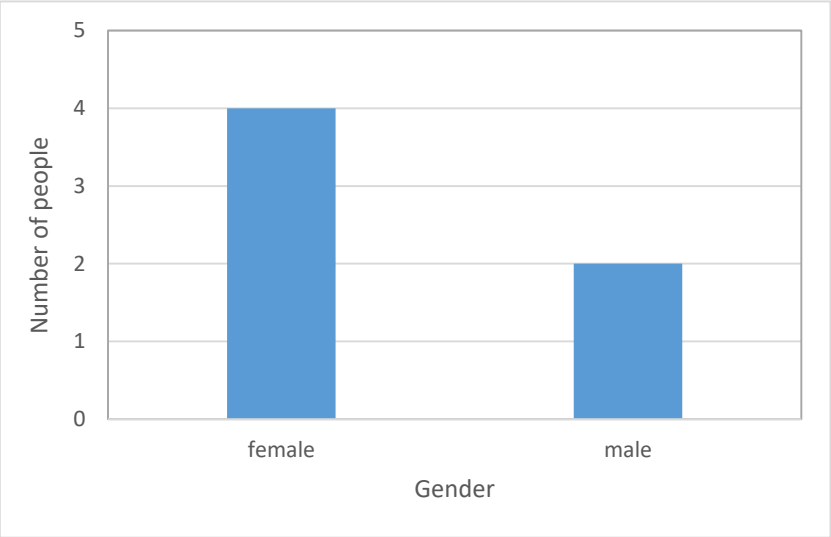


Figure 4.5 The observed participants' gender.

4.3.1.4 Education status

The number and percent of the participants have been investigated in terms of education. 43 percent of the participants had a bachelor's degree, 51 percent of them had a master's degree and 6 percent of them had a Ph.D.

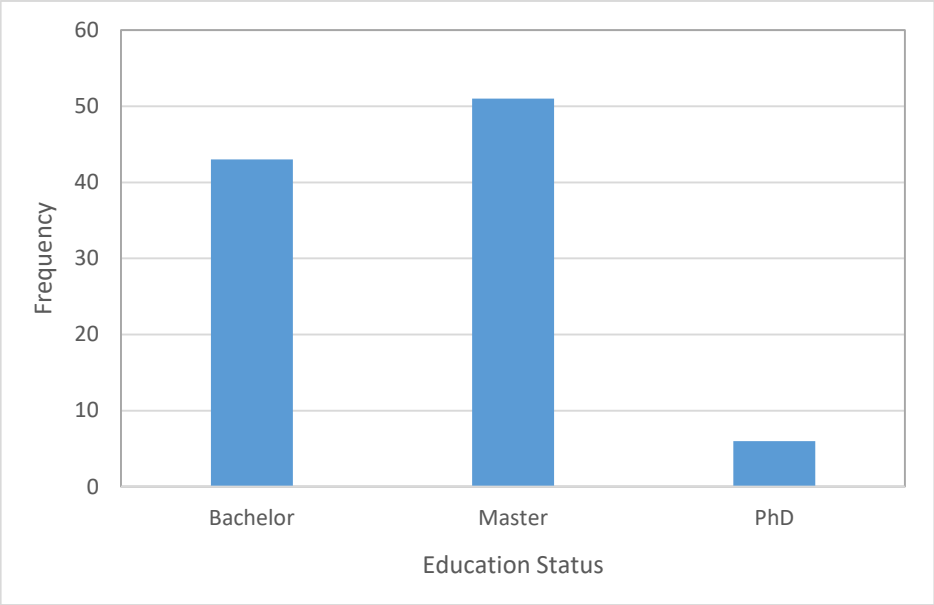


Figure 4.6 Education status of the participants.

A large number of lecturers have a bachelor's degree (43%). More than half of the participant lecturers have a master's degree (51%). A small number of participants have a doctorate (6%).

4.3.2 Questionnaire Results

The quantitative tool, the questionnaire, involves three sections. The initial part includes the questions of the demographic information. The data results have been given in the tables above. The questionnaire has other two sections. The second section involves 10 items that measure the expressions about vocabulary teaching strategies that non-native English lecturers most frequently and least frequently used (ranking scale) and another section is the Likert scale involving 15 items presenting vocabulary teaching strategies, vocabulary instruction dimensions as well as their teaching methods. To examine the findings of the questionnaire, the descriptive and inferential statistical procedures were used and also conclusions were made from the data.

4.3.2.1 The descriptive statistic of the second section of the questionnaire items (Ranking Scale)

The second part of the questionnaire has 10 items from the ranking scale. These items refer to vocabulary teaching techniques that have been taken from Nation (1990, p. 51), and thus, a ranking scale has been formed. To be able to measure the items, statistics analyses such as mean, standard deviation values have been studied based on the participants' answers. In this part, non-native English lecturers have been asked to put these techniques given in an order depending on the frequency of use from the least frequently used (1) to the most frequently used (10) in their classes.

The results show that the mean scores are between 3.59 and 7.83. The mean scores of the items are "Blackboard drawings or diagrams, 3.59", "Photographs, 4.20", "Translating into another language, 4.24", "Using a cut-out figure, 4.32", "Analytical definition, 4.87", "Pictures from books, 5.39", "Putting the new word in a defining context, 6.10", "Using a picture, 6.81", "Performing an action, 7.82" and "Using gesture, 7.83" respectively.

Vocabulary Teaching Techniques	Mean	Std. Deviation
1. Using a gesture	7.83	2.06
2. Performing an action	7.82	1.99
3. Using a Picture	6.81	2.55
4. Putting the new word in a defining context	6.10	2.44
5. Pictures from books	5.39	2.63
6. Analytical definition	4.87	2.44
7. Using a cut-out figure	4.32	3.03
8. Translating into another language	4.24	2.43
9. Photographs	4.20	2.66
10. Blackboard drawings or diagrams	3.59	2.37

Table 4.4 The preference results of the participants for the ranking scale.

In this respect, the *maximum mean score* is related to the item of "using gesture" and the *minimum mean score* is related to the item of "blackboard drawings or diagrams". In other words, the highest number of responses was related to the item of "using a gesture" and the lowest number of responses was related to the item of "blackboard drawings or diagrams". It can be concluded that the most frequently used technique for teaching vocabulary is using gesture, as it shows that most of the respondents use gestures in their teaching. On the other hand, the least frequently used vocabulary teaching technique is blackboard drawings or diagrams.

4.3.2.2 The descriptive statistic of the third section of the questionnaire items (The Likert Scale)

To measure the items in the Likert Scale, statistics analyses such as mean, standard deviation values, and frequency distributions have been studied based on the participants' answers. The corresponding questions were used in the Likert scale to ensure validity. For example, Question 1 was "It is necessary to translate vocabulary meaning to students' native language ".

The reverse form of this question was in Question 10, which is "It is negative for teachers to teach vocabulary by using bilingual vocabulary lists in class". The reverse questions were as follows:

Question 1 – Question 10

Question 2 – Question 12

Question 3 – Question 8

Question 4 – Question 14

Question 5 – Question 15

QUESTIONS	Strongly Disagree (1)		Disagree(2)		Slightly Disagree (3)		Slightly Agree (4)		Agree (5)		Strongly Agree (6)		MEAN	Std. Deviation
	f	%	F	%	f	%	f	%	f	%	f	%		
1. It is necessary to translate vocabulary meaning to students' native language.	21	21.0	27	27.0	23	23.0	20	20.0	6	6.0	3	3.0	2.72	1.33
2. Teachers can have students notice and also acquire new vocabulary from reading activity.	1	1.0	1	1.0	8	8.0	10	10.0	43	43.0	37	37.0	5.04	1.02
3.Students must memorize vocabulary.	13	13.0	11	11.0	23	23.0	30	30.0	18	18.0	5	5.0	3.44	1.39
4. It is necessary to help students understand vocabulary through active interaction like role play, information gap.	0	0	1	1.0	2	2.0	22	22.0	33	33.0	42	42.0	5.13	0.90
5. Students must repeat new vocabulary after teachers to learn a word.	2	2.0	7	7.0	15	15.0	28	28.0	24	24.0	24	24.0	4.37	1.30
6. Vocabulary should be acquired like L1 in context without L2 translation.	0	0	0	0	0	0	56	56.0	37	37.0	7	7.0	4.51	0.63

7.It is useful to use word-frequency lists to teach vocabulary.	0	0	0	0	0	0	53	53.0	44	44.0	3	3.0	4.50	0.56
8. There is no need to take time to memorize words because students can acquire vocabulary naturally.	6	6.0	19	19.0	32	32.0	22	22.0	10	10.0	11	11.0	3.44	1.37
9. It is important to offer students clear, unambiguous vocabulary instruction.	0	0	0	0	0	0	1	1.0	52	52.0	47	47.0	5.46	0.52
10. It is negative for teachers to teach vocabulary by using bilingual vocabulary lists in class.	4	4.0	8	8.0	19	19.0	22	22.0	27	27.0	20	20.0	4.20	1.39
11. Vocabulary should be taught in discourse.	0	0	0	0	0	0	30	30.0	64	64.0	6	6.0	4.76	0.55
12. It is not useful to ask students to learn new words from reading activity.	37	37.0	41	41.0	11	11.0	9	9.0	1	1.0	1	1.0	1.99	1.05
13. Vocabulary should be taught through pantomiming, real-life objects, and other visual materials.	0	0	0	0	0	0	16	16.0	83	83.0	1	1.0	4.85	0.39

14. Active interaction like role play, the information gap is not important while teaching vocabulary.	41	41.0	32	32.0	22	22.0	2	2.0	2	2.0	1	1.0	1.95	1.03
15. Repetition activities that teachers use in class to help students learn vocabulary is ineffective.	25	25.0	24	24.0	28	28.0	14	14.0	7	7.0	2	2.0	2.60	1.30

Table 4.5 Descriptive statistics of teaching vocabulary items.

The mean scores of the items are "It is necessary to translate vocabulary meaning to students' native language, 2.72", "Teachers can have students notice and also acquire new vocabulary from reading activity, 5.04", "Students must memorize vocabulary, 3.44", "It is necessary to help students understand vocabulary through active interaction like role play, information gap, 5.13", "Students must repeat new vocabulary after teachers to learn a word, 4.37", "Vocabulary should be acquired like L1 in context without L2 translation, 4.51", " It is useful to use word-frequency lists to teach vocabulary,4.50", "There is no need to take time to memorize words because students can acquire vocabulary naturally, 3.44", "It is important to offer students clear, unambiguous vocabulary instruction, 5.46", "It is negative for teachers to teach vocabulary by using bilingual vocabulary lists in class, 4.20", "Vocabulary should be taught in discourse, 4.76", "It is not useful to ask students to learn new words from reading activity, 1.99", "Vocabulary should be taught through pantomiming, real-life objects, and other visual materials, 4.85", "Active interaction like role play, the information gap is not important while teaching vocabulary, 1.95", "Repetition activities that teachers use in class to help students learn vocabulary is ineffective, 2.60", respectively.

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Teaching vocabulary	100	3.53	4.20	3.93	0.11	-0.43	0.24	1.13	0.58

Table 4.6 Descriptive statistics of teaching vocabulary scale.

Based on results obtained from Table 4.6, the mean of teaching vocabulary variable is 3.93 according to the respondents' view. The mean of teaching vocabulary variable is between 3.53 and 4.20. The Skewness value (-0.43) to the standard error of 0.24 is equal to -1.79 and the kurtosis value (1.13) to the standard error of 0.58 is equal to 1.95 which is in the interval (-1, 96, and 1.96). Therefore, it can be said that teaching vocabulary variable has a normal distribution (George & Mallery, 2003).

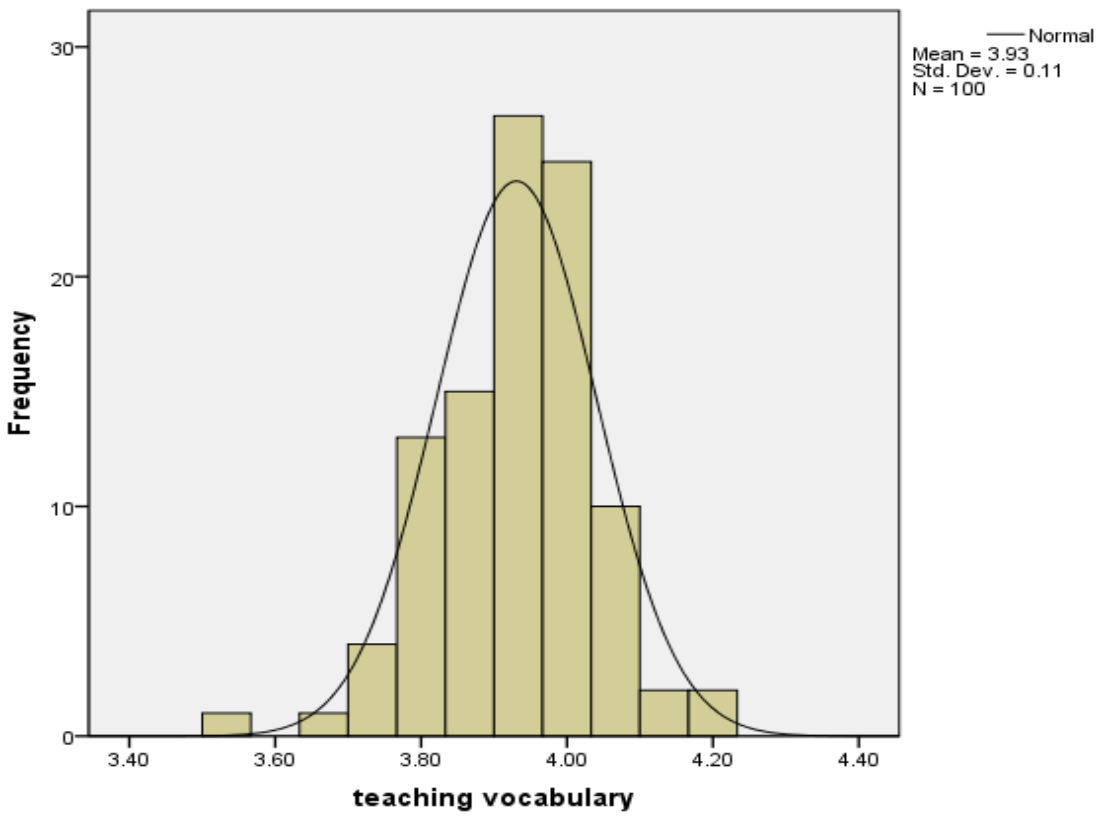


Figure 4.7 Score distribution of teaching vocabulary.

4.4 Inferential Statistic

In this Section, the research hypotheses are studied.

Hypothesis 1: *The educational background of each lecturer has an influence on his/her vocabulary teaching.*

To study this hypothesis, the one-way ANOVA has been utilized and the results have been presented in the following:

Descriptive								
Teaching vocabulary								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Bachelor	43	3.96	0.11	0.02	3.92	3.99	3.67	4.20
Master	51	3.91	0.10	0.01	3.88	3.94	3.53	4.13
PhD	6	3.92	0.11	0.05	3.80	4.04	3.80	4.07
Total	100	3.93	0.11	0.01	3.91	3.95	3.53	4.20

Table 4.7 Descriptive statistics by degree of education.

The obtained results show that the mean score of teaching vocabulary of the lecturers with a bachelor's degree is 3.96, with a master's degree is 3.91 and with Ph.D. is 3.92. To study the significance of these differences, the one-way ANOVA has been used.

Test of Homogeneity of Variances			
Teaching vocabulary			
Levene Statistic	df1	df2	Sig.
0.373	2	97	0.690

Table 4.8 Levene Test Results for the level of education.

One of the main premises of this statistical test is the study of the homogeneity of variances for which Levene's *Test* has been used. In Levene's *Test*, the significance level

is above 0.05. Therefore, the equal variances assumed are accepted. As a result, ANOVA is valid.

ANOVA					
Teaching vocabulary					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	.052	2	0.026	2.177	0.119
Within Groups	1.148	97	0.012		
Total	1.199	99			

Table 4.9 One-way variance analysis of the level of education.

Based on the above Table, the F statistic value of the ANOVA is equal to 2.177 and the significance level is above 0.05. Therefore, it can be said at the confidence level of 95% that there is no significant difference between the mean score of vocabulary teaching by the lecturers and different educations. Therefore, the first research hypothesis has been rejected.

Hypothesis 2: *The gender of the lecturers affects their vocabulary teaching.*

To study this research hypothesis, T-Test has been used in two independent populations, with results given in the following table:

Statistical Results of the Groups					
	Gender	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Vocabulary teaching	Female	67	3.93	0.119	0.014
	Male	33	3.94	0.091	0.016

Table 4.10 Descriptive statistics of gender.

The obtained results indicate that the mean score of teaching vocabulary of the female lecturers is 3.93% and the mean score of teaching vocabulary of the male lecturers is 3.94%. To study the significance of these differences, an independent t-test has been used.

Independent Samples Test								
		Levene's Test describing the Equality of Variances		Equality of Means (t-Test)				
		f	sig.	t	df	Sig. (2-tailed)	95% Confidence Interval showing the difference	
							Lower score	Upper Score
Teaching vocabulary	Equal variances assumed result	0.877	0.351	-0.426	98	0.671	-0.057	0.037
	Equal variances not assumed result			-0.465	80.543	0.643	-0.053	0.033

Table 4.11 Independent T-test results of the variable teaching vocabulary.

One of the main premises of this statistical test is the study of the equal variances for which Levene's Test has been used. In Levene's Test, the F statistic is equal to 0.877 and the significance level is above 0.05. Therefore, the equal variances assumed are accepted. Based on the above Table, t statistic value for the equal variances assumed is equal to -0.426 and the significance level is above 0.05.

Therefore, it can be said at the confidence level of 95% that there is no significant difference between female and male lecturers in the mean score of vocabulary teaching by the lecturers. Therefore, the second research hypothesis has been rejected.

Hypothesis 3: *The age difference of the lecturers has an impact on their vocabulary teaching*.

To study this hypothesis, the Pearson correlation coefficient test has been used. This correlation coefficient varies between +1 and -1. Zero indicates the absence of significant relationship in variations of two variables while the positive variable indicates the direct relationship (with an increase in a variable, another variable will also increase) between them and the negative variable indicates the indirect relationship (with an increase in a variable, another variable will decrease or vice versa) between them and the results are given in the following Table.

Correlations			
		Teaching vocabulary	**Age**
Teaching vocabulary	Pearson Correlation	1	.016
	Sig. (2-tailed)		.878
	N	100	100
Age	Pearson Correlation	.016	1
	Sig. (2-tailed)	.878	
	N	100	100

Table 4.12 Pearson correlation coefficient test result.

Based on the obtained results, the correlation coefficient between Teaching vocabulary and Age is equal to 0.016 and the significance level is above 0.05. Therefore, it can be said that there is no significant relationship between these two variables, so the third research hypothesis has been rejected.

Hypothesis 4: *The experience years of the lecturers affect their vocabulary teaching.*

To study this hypothesis, the one-way ANOVA has been used and the results are given in the following Table.

Descriptives								
Teaching vocabulary								
	N	**Mean**	**Std. Deviation**	**Std. Error**	**95% Confidence Interval for Mean**		**Min.**	**Max.**
					Lower Bound	**Upper Bound**		
0-2 years	5	3.92	0.15	0.07	3.73	4.11	3.73	4.07
3- 5 years	31	3.93	0.09	0.02	3.89	3.96	3.73	4.07
6-10 years	36	3.93	0.10	0.02	3.89	3.96	3.67	4.20
More than 11 years	28	3.94	0.13	0.02	3.89	3.99	3.53	4.20
Total	100	3.93	0.11	0.01	3.91	3.95	3.53	4.20

Table 4.13 Descriptive statistics for teaching experience.

Based on the obtained results, the teaching vocabulary mean score of the lecturers with teaching experience of 0 to 2 years is 3.92, mean score of the lecturers with teaching experience of 3 to 5 years is 3.93, mean score of the lecturers with teaching experience of 6 to 10 years is 3.93, and mean score of the lecturers with teaching experience of above 11 years is 3.94. To study the significance of these differences, the one-way ANOVA has been used.

Test of Homogeneity of Variances			
Teaching vocabulary			
Levene Statistic	**df1**	**df2**	**Sig.**
1.218	3	96	0.308

Table 4.14 Levene Test Result for teaching experience.

One of the main premises of this statistical test is the study of the homogeneity of variances for which Levene's *Test* has been used. In Levene's *Test*, the significance level is above 0.05. For this reason, the equal variances assumed are accepted. As a result, ANOVA is accepted.

ANOVA					
Teaching vocabulary					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	0.006	3	0.002	0.160	0.923
Within Groups	1.193	96	0.012		
Total	1.199	99			

Table 4.15 One-way variance analysis test results based on teaching experience.

Based on the above Table, the F statistic of the ANOVA test is equal to 0.160 and the significance level value is above 0.05, therefore, it can be said at the confidence level of 95% that the experience years of the lecturers do not significantly affect their vocabulary teaching; thus, the fourth research hypothesis has been rejected.

4.5 Interviews

The aim of the interview with lecturers is to gather data on the lecturers' attitudes, perceptions, and approaches to teaching vocabulary and instructional practices.

Lecturers use a great number of strategies in order to teach vocabulary in their classes, which we deal with in the second phase i.e. interview. To see the most important vocabulary teaching strategies which the non-native English lecturers utilize to teach vocabulary, twelve of the participants (7 female lecturers and 5 male lecturers) were interviewed individually. Here is a summary of the interviews with 12 participants along with the questions which the researcher asked them.

The following questions were asked during the interview:

- What does knowing a word mean?
- How do you teach vocabulary in your class?
- Do you use gestures to teach the word or to check the students' understanding?
- What do you think about vocabulary teaching in ELT? What are your beliefs about vocabulary?
- Do you teach vocabulary as the main skill, core skill, or integrated skill? Do you have your vocabulary class?
- What strategies should be utilized to foster vocabulary teaching and learning?
- What is the learners' attitude towards vocabulary learning? Are they aware of any vocabulary learning strategies?
- What do you think about vocabulary instruction?

The first interviewee is IS. She is 45 years old and has been working as an English lecturer for more than 11 years. She has completed her doctorate. She is one of the interviewees who believes that knowing a word means the ability of understanding the different meanings of a word, recognizing the words in texts, and using them in different contexts. Students at the intermediate level learn many words as abstract groups which are difficult to learn but they can be taught with a picture or mime, or visuals as well as by pantomiming. She promotes the learners to guess the meaning of the words from the context. If it does not help, she asks questions like "What do you think?" to guide them to predict the meaning of the word from the context as much as possible. She also checks the students' understanding of that word to see whether they could explain its meaning. Giving more examples involving the word, using the English-English dictionary with examples and different definitions, offering different exercises such as fill in the gaps, role play, conversations or dialogues are the main strategies she uses in her classes. She believes that although it is the best way to use pantomime to show how to act, there is an obstacle as all the words cannot be mimed, pantomimed, or shown by the picture. Therefore, gestures and translation could also be effective ways. To her, both vocabulary and grammar are essential as well as four language skills. All these skills should be used integratively. Creative thinking, teamwork, collaboration, and communication to expand

vocabulary knowledge should be developed. She believes that students do not express their opinions easily, so they need to construct real situations all the time. To her, they should use their creativity and imagination. She cannot speak Turkish and for this reason, she always forces them to speak English during all her lessons and it is an advantage for them to improve themselves. To increase this advancement, she creates situations so that they could communicate with each other and develop their skills in English.

Another interviewee is AA who is 24 years old and holds a master's degree. She has been teaching English for about 3 years. She works as an English lecturer at the same university for 3 years. To her, context is important and she tries to create a context when the students do not know a word. She focuses on giving synonyms and if the learners do not understand, she finally changes her voice or her mode as well as using antonyms but if these strategies do not work, she gives the Turkish meaning or asks them to look up the words. She emphasizes teaching vocabulary in English and generally asks the learners to use the synonyms or antonyms in their sentences. Pronunciation and repetition are other important points that she highlights. She believes that if the learners do not know how to pronounce, they will not have enough confidence and they will not be able to speak. Creating context and giving the details of the word that need to be taught are also her primary strategies. Guessing the word from the context is highly important to remember the words, as the context is imagined by the learners in their minds. She focuses on using gestures, facial expressions, and hand movements and expressing the words with her feelings. She explains that gestures are also used to check the understanding of the learners. She asks her students to check the suffixes or prefixes i.e. word-formation. She also mentions the creation of some stories about the given vocabulary items based on their creativity. She gives them some role-play activities, and story- creating exercises if she thinks that the students are ready enough psychologically in the class. She contends that the learners' attitudes toward learning vocabulary are not positive. They just memorize vocabulary items as they do not know any strategies. She first prefers implicit instruction but continues with explicit especially in the last step of teaching vocabulary. She underlines that giving the meaning directly is not one of her strategies.

The third interviewee is AHA and she is still doing her master. She is 26 years old and has nearly 4 years of teaching experience as an English lecturer. She believes that

knowing a word means being able to understand and use a vocabulary item in context. Teaching vocabulary depends on the level of the students. She uses realia to teach the A1 level learner. She suggests showing action to the learners and if necessary, giving the Turkish version of the word. She suggests relating the new word to the previously-learned words especially for the upper-level learners. For this level learners, she uses cognates to teach synonyms. She uses false cognates as the middle ground for B1 and B1+ levels and gives word families. She believes that knowing a word highly depends on the ability to use it. She emphasizes using the word in context and predicting the meanings of one word. Drawing pictures, using Google images, showing visuals, the action on Youtube, opening a window on Google to show a sound such as murmuring are the main activities which she performs. She does not suggest Turkish translations and emphasizes the importance of pronunciation. Furthermore, she allows students to know the pronunciation of words in both American and British English and tries to show the stressed parts of the words. She observes that the learners open Tureng dictionary and just look at the Turkish translations. They sometimes fail because the Turkish version and the English version do not match. They open Google translate, and the like, without paying attention to the word. Also, word-formation is ignored.

BY is a male interviewee and 34 years old. He is still doing his master and has nearly 8 years of teaching experience. He works as an English Lecturer at the same university for about 3 years. He defines the meaning of the word as the capability of using it in a context. He believes that a word can have many different meanings and using a word in a different context means knowing the word. Using visuals such as pictures, or giving definitions, letting the students put them in a context, and creating their sentences by using the target vocabulary are the main points to be considered in vocabulary teaching. The most efficient strategies for him are using visuals and gestures. He suggests showing some pictures on Google but rarely uses the pictures from books. He also gives importance to his body language for saving time and applies mimics as well as gestures to check the students' understanding. He believes that EFL students are more eager to learn grammar. The problem that he meets in his classes is that there is not much space for vocabulary exercises in coursebooks and the students generally tend to learn grammar. He believes that there should be a balance between vocabulary and grammar. The effective strategies that he considers are presenting pictures, gestures, body language, and

drawing, diagrams, and utilizing word-formation exercises. The levels should be considered when diagrams are used. He claims that the students in Turkey like to learn something on a list and try to memorize the words but do not pay attention to context.

BS is a female interviewee and 25 years old. She is writing her thesis and has been working as an English Lecturer at the same university for 3 years. She believes that knowing a word means to be able to use it in any case in any meaning. She emphasizes using the word or understanding it without hesitation and using games because games just create a different environment to learn something. She also draws the words on the board so that students try to guess vocabulary or they play "hot seat", which is a game by writing all the words on the board and asking one of the students sitting back and guess the words. She utilizes dictation, which is important to her. For revision, she writes all the words taught during the lesson on the board but does not write the meanings and sometimes draws the words instead of writing. Then she asks the students to look at the board and guess the meaning. Another way of teaching vocabulary for her is that she describes or creates a situation, imitates or acts the word so that the students can understand better. She believes that repeating the word often makes the learners remember it. Giving a funny example also lets them remember the words. She does not lead them to memorize the words, and hence, she avoids giving the meanings directly. On the other hand, she notes that using different skills to teach the word is essential in order to teach vocabulary effectively. She asserts that students usually try to memorize the new words and make lists involving their meanings but do not study to get the English explanation as they generally translate the words from Turkish dictionaries and think of memorization. She expresses that learners do not know many vocabulary strategies well and cannot notice which affixes make a noun, or adjectives. The main strategies she emphasizes are using realia and using gestures. However, she avoids translation.

BB is a female interviewee and 33 years old. She holds a bachelor's degree and works as an English lecturer for more than 7 years. She believes that knowing vocabulary is to have different perceptions or different experiences for the lecturers and students. She suggests using a picture, showing something as real-life objects, body language, gestures, making eye contact with the students, pictures especially from books, magazines, or the Internet in order to teach new vocabulary items. She does not use gestures to check the

students' understanding but to teach words. She indicates that the implementation of integrated skills such as listening, speaking, reading, and writing has a very significant place in vocabulary teaching. It is necessary to read, search, and discuss the meanings of the words with partners. Moreover, group collaboration is encouraged by her. She does not favor translating from English to Turkish and memorization but tries to describe the moments or puts forward the body language as well as repetition drills. She points out that students do not tend to discuss the vocabulary with their partners and search for a new vocabulary even if she leads them, but they attempt to memorize the words, and translate the meanings of the words into Turkish.

FB is a male participant and 27 years old. He has a master's degree and has been working as an English lecturer at the same university for about 3 years. He believes that knowing a word is the ability to use it correctly in a sentence, knowing its collocations and its different forms and how to utilize it. He makes use of the meaning of the word, showing a picture, using gestures and his body language often to explain words, and mainly uses gestures to make the learners understand the meaning. He believes that learners try to match vocabulary with the Turkish words and only memorize words. However, he stresses that drawing is useful to teach the words. For instance, he draws a picture of a chair on the board but does not match the Turkish word with an English word to avoid memorization of the Turkish equivalence and he struggles for taking the attention of the learners to infer the meaning from the contexts. He presents different examples so that they can reach that idea rather than the Turkish. He explains that if the learners do not remember the word, he uses gestures to remind them. He believes that vocabulary should be taught in context but he does not suggest memorizing the Turkish words as the learners prefer to hear Turkish words.

FA is a male English lecturer and 32 years old. He is still doing his doctorate and has been working at the same university for more than 8 years. He believes that knowing a word means using the word correctly in convenient contexts. He emphasizes the fact that it is no use memorizing the Turkish meaning of the word, but it is essential to use the word in different contexts. He makes sure that vocabulary strategies are based on the level of the class, so sometimes for low-level learners, grammar-translation method could be followed and basic explanations could be made to teach words. He also gives some

examples including the newly-learned words and highlights that all skills should be taught together and words should be integrated into these skills. He states that listening to lectures or some conversations is beneficial to improve language skills and his vocabulary teaching strategies involve the synonym or antonym of the word, communicative strategies such as role-playing, preparing some dialogues before giving the instructions to students to create their dialogues and applying gestures sometimes. He observes that Turkish students are eager to improve their vocabulary knowledge. They just memorize the words. He suggests preparing some word cards, drawing some pictures on it or writing Turkish or English definitions, and taking advantages of some internet technologies which many learners are not aware of.

BB is a male interviewee and he is still doing his master. He is 31 years old and has been working for about 4 years as an English Lecturer at the same university. He believes that knowing a word means that the learner can use that word and produce sentences in different contexts. He emphasizes teaching the target words in the main coursebooks for A1 and A2 students, and also B1 students. He regards translation as a problematic way of teaching word so he is against translation but asserts that vocabulary should be taught using context. To him, the context shows the learners how to use vocabulary, and hence, the lecturer could explain these words via context. Besides this, monolingual dictionaries (from English to English) such as Collins dictionary are favorable means for the learners, as they could download dictionary applications on their phones to check the meaning of the words and thus, notice example sentences. His main strategies provide vocabulary teaching integrated with all skills, showing some signal words especially for writing, selecting the right words to use in these skills, and presenting some words that could be beyond their levels, which could be sometimes a bit harder for them. He claims that students' strategies include the use of their native language, like learning new vocabulary with its Turkish equivalent but they never get used to guessing the word from a context. The translation is Turkish students' general preference, so he considers that the learners do not have any beneficial strategies but they can find out how to implement vocabulary strategies from the books. He believes that coursebooks lead the lecturers how to give vocabulary instruction.

SB is a male English lecturer and he is doing his master at present. He is 33 years old and has been working at the same university for about 8 years as an English lecturer. He believes that knowing a word means how to use it in that language. He emphasizes teaching vocabulary based on the book via his gestures, his body language and mimics as well as creating a context to help the learners understand the word and its meaning and then asks them to use the words in a meaningful sentence. After having some exercises, he tries to give feedback and implements different techniques at higher levels by asking them how to produce some examples with these words. His goal is to increase creativity, as he believes that teaching requires learners to actively use the item. The lecturer stresses the importance of repetition to teach words. He avoids using the Turkish meanings, and instead, he tries to make the learners guess the meaning from the context. He complains that the students just try to memorize words for a short time, and do not struggle to guess the meaning from the context since it takes a longer time. He believes that the learners do not use any strategies and resist when they are asked to do some vocabulary exercises to learn better. He encourages them to do some extra exercises, become more creative, but prevents them from translating the words. He stresses that the learners should focus on the context at first to be aware of the words and then guess these words from the context without applying direct translation. He prefers explicit instruction because the students could be more conscious of what they are doing. He asks them to match the words with their definitions to comprehend the reading and prevents them from learning the words by only using the dictionary. He generally tries to give an example with the target words, creates a context, and uses these words in such a situation, whereas he rarely uses pictures while teaching words.

SS is a female English lecturer and she is doing her master. She is 33 years old and has been working for more than 8 years. She believes that knowing a word out of the course dimension is related to knowing the equivalent in that language, knowing which culture has an impact on that word, knowing and getting the value of the field of terminology, conveying the equivalent knowledge in that language. To her, different strategies can be applied based on the levels of the student. She conveys some warming activities and gives the synonyms and antonyms of the words within a context in a blended way as well as presenting certain words through context, videos, some visuals and dictation exercises. Group activities need to be supported and the Internet use and many

applications should be integrated into teaching in order to teach implicitly such as game activities. She also pays attention to reading activities and she considers that speaking clubs or groups are highly motivating for the learners and allow them how to create a context with the new words and even know develop their writing. She believes that students try to know the equivalent in Turkish, so they tend to use English –Turkish dictionaries (bilingual) but do not study the synonym and antonym of the words. They just prefer Google translation to look up the words. She emphasizes acquiring words with the help of mimics and photos. She believes that it is better to use something more visual by integrating it into the text and reflect it in the text or in a sentence. She uses signal words and photographs while teaching language especially in a writing class. She has given an example of the violin photograph to teach how to write an essay and thus, she aims to provide permanent learning and topics that are being taught become alive in the learners' minds.

YKK is a female interviewee and 34 years old. She is doing her doctorate and has been working as an English lecturer for more than 11 years. She believes that knowing words in a foreign language means the ability to produce and make a meaningful text. She suggests having a 'main course' book. She expects students to guess the words in a text (reading) and to try to search the meaning of the words. She gives more visuals if the students cannot understand or performs code-switching activities if they cannot recall the words in English. The lecturer also uses the Turkish version of the abstract words and helps low-level students to understand the words in their native language. She creates themes of the word groups and when the learners guess well, she offers a small reward as a result of this, such as grades, points, and the like because such a reward encourages the students learn words more actively. Also, she tends to say affirmative word, such as "excellent", "well done and the like. She emphasizes the importance of communication skills in the target language as well as the productive skills. She considers vocabulary as the main source of learning English and considers strengthening vocabulary learning that is important her. If the students do not know the meaning of the word, she tends to use body language and also for confirmation. She assumes that word formation is neglected sometimes in class programs. According to the lecturer, students should study the previous lesson and need to repeat activities, and then move on to learn new words. She complains that students regard words as a burden, memorize the words the day before the

exam and fill in the gaps in the exam. In addition, she asserts that students do not spread vocabulary learning for a certain time. She illustrates with an example and says that they swallow the word in a few days, internalize it as if it had a formula, and memorize the text one day earlier, and use it again in the text. The students do not use any strategy. She believes that instead of using the Quizlet as a game in the classroom, the students can download “application” on their phone and do activities like “match the word with its definition”. She prefers explicit instruction but she believes that the process begins implicitly.

4.6 Observations

The main aim of the observation which is the last phase of this study has been to explore the strategies, techniques, or methods that the lecturers use in their classes and to examine whether their perceptions about vocabulary teaching and their classroom practices are consistent with each other. In observations, 6 lecturers (2 male and 4 female lecturers) have been chosen from participants who generally have skill-based classes and ESP classes ,which consist of classes where academic terms related to departmental needs and the field are taught, have been observed twice within a month. The main reason for observing ESP classes besides skill-based classes is that there is a program of more intensive vocabulary teaching in these classes.

The observation report lists have been created according to Nation’s (1990, p. 51) vocabulary teaching techniques /strategies, and the learner strategies of Schmitt (1997, pp. 207-208). Using these lists, both the lecturer's vocabulary teaching strategies and the roles of the students in determining the teacher's strategies during vocabulary learning have been observed. The observation report lists have involved the learner strategies called "Determination", "Social", "Memory", "Cognitive" and "Metacognitive" strategies and these were adapted from Schmitt, (1997, pp. 207-208) as cited in Pavičić Takač (2008, pp. 69-72) as well as vocabulary teaching techniques/strategies of Nation (1990, p.51). The observation report results have been explained for each lecturer as in the following:

IS has used memory and social strategies such as writing parts of speech on the board, gestures, Quizlet sets, synonyms, group activities, focusing on new words and discovering their meaning with their friends, writing parts of speech of the words on different cards and asking the students to stick these parts of speech on the right word, motivating the students to be active, and drilling. But she has avoided translation and not let the students speak Turkish in her classes.

BS has also given importance to specific social strategies such as grouping the students and encouraging them to work with their classmates, group work activity, watching a video, showing Google images, presenting the words, asking them to say new words aloud and repeat the verbs orally, and the like. She has mostly used social/memory strategies such as using monolingual dictionaries (English-English), writing some sentences related with the words to explain clearly, forming them into small groups, guessing the meaning of the words, a class game to predict the meaning of the words only in English, focusing on the synonyms as well as antonyms, grouping the words and asking them to find a title under each group, guessing the words, practice and starting a song throughout the lesson.

BY has used social strategies such as writing the new words, asking for the meaning of the words and encouraging the learners to use monolingual dictionaries but not applying bilingual dictionary, providing pair works to understand the text, creating a warm atmosphere and enabling the learners to have fun while guessing the meaning of the word, using synonyms, and drills, repetition of the words, teaching note-taking strategies and also giving homework.

MNÇ has used social and memory strategies such as using English-English dictionaries (monolingual), doing in-class writing, using the synonym, associating the words with its coordinates, and talking about the collocations of the words. She has also grouped the words as nouns and adjectives and written the affixes (suffixes and prefixes). Moreover, she has taught signal words used in a comparison and contrast paragraph and modelled how to use monolingual dictionaries. Google Images and repetition have also been used in her class.

SS has emphasized memory strategies such as using pictures and gestures, creating an image, photos, and the like. Dictionary use has especially been her main concern as well as the interaction among the learners. Another strategy she has implemented in her class is social strategies. She has formed the group works in order to help them discuss the meaning of the words together. Moreover, she has emphasized memorization strategies such as giving the synonyms of the words, creating some ideas, paraphrasing the words by giving some examples, and the like.

YB has used social, memory, and cognitive strategies in a harmony such as creating an environment for students to work in groups, writing the parts of speech and asking the learners to guess the words, distributing a word list without the words but creating a context for the learners to predict the words. He has also written the same words after a while and asked the students if they could remember the synonyms and antonyms. He has benefited from choral drills and given importance to repetition.

4.7 Discussion for Research Questions

4.7.1 Research Question 1: What are the perceptions of non-native English lecturers towards vocabulary teaching?

To answer this question, it is necessary to look at Table 4.11. This table displays the means and standard deviations of the lecturers' perceptions towards vocabulary teaching. The lecturers mostly have agreed on the use of reading activities in their classes. They have believed that learners can notice and acquire new vocabulary from reading (37 %).

Item No.	Questionnaire Item	Mean	SD
2	Teachers can have students notice and also acquire new vocabulary from reading activity.	5.04	1.02
12	It is not useful to ask students to learn new words from reading activity.	1.99	1.05

Table 4.16 Questionnaire items and the use of reading activities.

To lecturers, vocabulary should be acquired like L1 in context without translation. 56 percent of the lecturers have slightly agreed on the use of context in the class. Another important perception is about memorization. Only 30 percent of the lecturers have slightly agreed on the use of translation. Briefly, contextualization has been considered as an important way of teaching vocabulary.

Item No.	Questionnaire Item	Mean	SD
1	It is necessary to translate vocabulary meaning to students' native language.	2.72	1.33
6	Vocabulary should be acquired like L1 in context without L2 translation.	4.51	0.63
10	It is negative for teachers to teach vocabulary by using bilingual vocabulary lists in class.	4.20	1.39

Table 4.17 Questionnaire items and translation method vs. contextualization.

One of the most preferred items has been an active interaction. 42 percent of the lecturers have strongly agreed upon item 4"It is necessary to help students understand vocabulary through active interaction like role-play, information gap". It also proves that the lecturers have used CLT as a method in their classes. To provide a better way of vocabulary teaching including communication, discourse is important (item 11). 64 percent of the lecturers have agreed that "vocabulary should be taught in discourse".

Item No.	Questionnaire Item	Mean	SD
4	It is necessary to help students understand vocabulary through active interaction like role play, information gap.	5.13	0.90
11	Vocabulary should be taught in discourse.	4.76	0.55
14	Active interaction like role play, information gap is not important while teaching vocabulary.	1.95	1.03

Table 4.18 Questionnaire items and active interaction.

28 percent of the lecturers have perceived that students must repeat new vocabulary after teachers to learn a word. This means that the lecturers use the Audio-Lingual Method in their classes.

Item No.	Questionnaire Item	Mean	SD
5	Students must repeat new vocabulary after teachers to learn a word.	4.37	1.30
15	Audio repetition activities that teachers use in class to help students learn vocabulary is ineffective.	2.60	1.30

Table 4.19 Questionnaire items and repetition.

52 percent of the lecturers have slightly agreed that it is important to offer students clear/unambiguous instruction while teaching vocabulary. This item is the way of giving explicit teaching. On the contrary, item 13 presents an implicit way of teaching. 83 percent of the lecturers have agreed on teaching vocabulary through pantomiming real-life objects and other visual materials. So a great majority of the lecturers have preferred to teach implicitly and more than half of all the lecturers have used explicit teaching.

Item No.	Questionnaire Item	Mean	SD
9	It is important to offer students clear, unambiguous vocabulary instruction.	5.46	0.52
13	Vocabulary should be taught through pantomiming, real-life objects and other visual materials.	4.85	0.39

Table 4.20 Questionnaire items and explicit and implicit teaching.

The use of word lists in teaching vocabulary is another point that was asked in the questionnaire. 53 percent of the lecturers have believed that it is useful to use word-frequency lists to teach vocabulary. On the other hand, 27 percent of the lecturers have thought that it is negative for teachers to teach vocabulary by using vocabulary lists in

their classes. To conclude, word-frequency lists have been used in the class but the rate of teachers using bilingual translation lists is much lower (27%).

Item No.	Questionnaire Item	Mean	SD
7	It is useful to use word-frequency lists to teach vocabulary.	4.50	0.56
10	It is negative for teachers to teach vocabulary by using bilingual vocabulary lists in class.	4.20	1.39

Table 4.21 Questionnaire items and word lists.

To sum up, the most important perception of the non-native English lecturers towards vocabulary teaching has been the use of pantomiming, real-life objects, and other visual materials (83%). This perception could be also thought as the use of implicit instruction in teaching vocabulary. Another perception is the significance of discourse that is regarded as an important of teaching vocabulary (64%). The lecturers have also considered the use of context as an effective way of teaching vocabulary (item 6- 56%) and have believed that context is more important than translation. For this, L1 teaching should be modelled. The lecturers perceive word-frequency lists as important tools in teaching (53%). However, they do not agree on using bilingual word lists. In addition, giving clear and unambiguous vocabulary instruction has highly been agreed (52%). This also leads to give explicit instruction to teach vocabulary. Moreover, the lecturers have given importance to interaction. To create an active interaction, communication activities should be applied i.e. role play, information gap, and the like (42%). It could be inferred from the results that CLT has been one of the main methods that the lecturers use in vocabulary classes. Besides this, repetition has been essential to revise after teachers present new vocabulary and the lecturers have slightly agreed on it (28%). This also proves that the Audio-Lingual method has also been implemented by the lecturers. Additionally, reading activities have been fundamental to help learners realize and learn new vocabulary (37%).

4.7.2 Research Question 2: What vocabulary teaching activities do non-native English lecturers report frequently and infrequently?

To get the answer to this question, it is initially essential to look at the following list. The ranking of the strategies chosen by the lecturers has been in the following (from the most frequently to the least frequently used):

1. Gesture,
2. Action,
3. Using a picture,
4. Context,
5. Pictures (from books),
6. Analytical definition,
7. Cut-out figure,
8. Translating from one language to another,
9. Photograph, and
10. Blackboard drawings or diagrams.

As it is understood from the list above, lecturers mainly use gestures as a main vocabulary teaching strategy. Also, performing an action (acting) has been the second important strategy that the lecturers selected. However, the translation, using photograph and blackboard drawings as well as diagrams have been the least frequently used techniques/strategies that the lecturers preferred to use. Shortly, the most frequent activity which the lecturers tend to choose was using gestures and the least frequent one was using blackboard drawings or diagrams.

4.7.3 Research Question 3: Are there any clear paramount distinctions or similarities between the perceptions of non-native English lecturers in teaching vocabulary?

To answer this question, all the data in the thesis have been examined in general, which involve the mixed method design such as quantitative and qualitative data tools. At first, the questionnaire results have been focused on. When the results have been examined, it is determined that there is no remarkable difference among the perceptions

of the lecturers. Almost all the lecturers have stated that vocabulary teaching makes a great contribution to language teaching and that language can be used effectively thanks to vocabulary knowledge. The vocabulary teaching strategies they frequently use are gestures, action, using a picture, context, pictures (from books), analytical definition, cut-out figure, translating from one language to another, photograph, and blackboard drawings or diagrams respectively. The most commonly used strategy has been gestures, and the least often used strategy has been drawings and diagrams. It has been realized that the use of drawings and diagrams in individual interviews is the strategy that has been applied by the lecturers. When the results of the questionnaire have been shared with them and asked about the reasons for utilizing drawing and diagram in vocabulary teaching, they have stated that visuals in lessons can be implemented not only with pictures but also with simple drawings. They have also noted that their preferences for the use of diagrams could be related to the level of the learners and especially easier at advanced levels. After looking at the overall results of the interviews, it is seen that the lecturers have applied many strategies to teach vocabulary. In this regard, they have argued that the applications that their students download on their phones in their classroom can be effective and beneficial as well as having both entertainment and educational aspects. It has been revealed that the most effective way of teaching vocabulary in all of the interviews is the utilization of the context. Later, as seen from the information obtained through observations, non-native English lecturers have given importance to social strategies, memory strategies and cognitive strategies especially in word teaching in their classes.

In brief, there is no significant difference as a result of a comprehensive study and the perceptions of the lecturers towards vocabulary teaching are almost the same.

4.7.4 Research Question 4: What vocabulary teaching strategies do non-native English lecturers utilize to teach vocabulary?

To answer question 4, the most important vocabulary teaching strategies which the non-native English lecturers utilize to teach vocabulary are given based on the interviews with 12 participants as they use a repertoire of strategies:

The main strategies which IS applies to teach vocabulary are being aware of the words in the texts. She thinks that the words should be used in different contexts and taught with pictures or mime. To her, using gestures is effective in vocabulary teaching. Moreover, it is fundamental if the words are taught using different skills. She is one of the advocates that words should not be taught by translating from English to Turkish.

The strategies which AA mainly implements for vocabulary teaching are creating context, giving explanations for the word, and sometimes presenting the Turkish meaning. Believing that phonetic teaching is seriously important in vocabulary teaching, the lecturer says that using repetition and gestures are important in word teaching. She states that the development of the creativity of the students can also be promoted by asking them to write some stories about the given words and she engages the learners with these class activities to improve their vocabulary size.

The prime strategies which AHA puts into practice in order to teach vocabulary are giving the meaning of the word in a context, making sentences with the newly-learned words, using realia at the beginning levels (A1)and showing action and sometimes giving Turkish version of the words. She also uses cognates and word formation and draws a Picture or uses Google images as well as showing the action words or videos on Youtube but she does not approve of Turkish translation to teach vocabulary. To her, pronunciation is as important as the meaning of the words.

The vocabulary teaching strategies which BY generally implements include using a new word in a context as he believes it provides meaningful learning. He utilizes visuals or gives the definitions of the words as well as applying gestures. He considers that Google and the Internet are beneficial to illustrate the meaning of the words.

The vocabulary teaching strategies which BS particularly utilizes include vocabulary exercises like matching the word with its meaning or understanding the word, vocabulary games, drawing and dictation. The lecturer writes all the words on the board and creates a situation to describe the word. Imitation or acting the word, repetition of the words, implicit instruction are her prime strategies as well as realia and gesture, and also, she uses different skills in vocabulary teaching, whereas she does not prefer using the Turkish version.

The major vocabulary teaching strategies which BB gives importance are using words in the context and building sentences with learned words. He believes that it is also important for students to focus on the words they use in their main books and encourages the use of English by using English-English dictionaries (monolingual) in his classes. The lecturer, who considers that words should be integrated and taught in all skills, does not prefer translation.

The vocabulary teaching strategies that FB regards important are using the word correctly and knowing their collocations and knowing their different forms. To him, words should be used appropriately by the students. While teaching the meaning of the words, the lecturer thinks that it is necessary to use pictures, gestures, and body language, and underlines that it is necessary to deduce meaning from the context in order to explain an abstract concept.

The most important strategies that can be applied in vocabulary teaching by FA are communication strategies such as role-playing. Also, it is important to use applications in the classes or outside. Emphasizing the importance of teaching the word in the context, the lecturer thinks that the word could be understood easily and for this reason, the words should be taught in different contexts. While he thinks that the level of the learners should also be considered in the teaching of the word, sometimes the grammar-translation method can be applied in the teaching of the word for the low-level learners. He claims that the word should not be presented with the Turkish meaning of the word.

The paramount vocabulary teaching strategies which SB carries out are creating a context to teach vocabulary and encouraging the learners to guess the meaning of the words from the context. Besides these, he thinks that there are target words in coursebooks of the learners and these words should be taught depending on the contexts in these coursebooks. Gestures and mimics are regarded as effective teaching ways, but he avoids using translation in his classes. He believes that giving feedback immediately after his classroom applications also supports vocabulary teaching. Explicit instruction is his preference while teaching vocabulary.

The principal strategies of SS while teaching are based on the levels of the students. She starts with warming activities and also presents new words. While teaching words, synonyms and antonyms of the words are useful to understand the words. Using a context is one of the most important strategies that the lecturer benefits from them. She also uses visuals to teach words and thinks that integrating words in different skills makes learning easier for the students. Dictation, group work, the Internet, games, and photographs are some of the vocabulary teaching strategies that she frequently uses. Also, she explains that vocabulary instruction should be implicit.

The words taught by YKK especially consist of the words in the main textbook. Her vocabulary teaching strategies are particularly based on the books she uses throughout the year. She tries to make students guess the meaning of the words by using the 'reading' text in the book. Another strategy is to give more visuals if the student cannot understand the words. Code-switching, is among her in-class vocabulary teaching strategies, especially using the Turkish version of abstract words makes it easier for the students to understand. The lecturer, who thinks that rewarding should be done after the class activities, gives importance to communication skills. To be able to understand the word, she uses gestures in the sense of affirmation and reinforces what has been learned through repetition. Downloading the "application" as the benefits of technology also contributes to the students' vocabulary learning. "Matching the word with its definition" is among her other strategies. She mainly gives explicit instruction.

The interview results show that all of the interviewees have used gesture, most of them have preferred to teach the new word in the context. One of them rarely uses pictures. Six out of 12 interviewees have drawn pictures of the concrete words on the board to make the new word understandable. Two of the lecturers have emphasized teaching the words from the main coursebook used in the classes. Three of them sometimes have used the Turkish translation for the new word while most of them have avoided translating words from English to Turkish. Most of them have complained that their students tend to memorize the new words and find the Turkish equivalences of the new words as they often prepare a list of the words and sometimes use Google or dictionaries to find the meaning. Three of them have used body language or actions such as jumping if the students do not understand the words. Most of them have given

definitions while teaching the meaning of a new word. Seven interviewees have used the synonyms or antonyms (teaching vocabulary with semantic field theory**)** to teach the vocabulary. Six interviewees have used games or guessing strategies to teach vocabulary. Four interviewees have used the word-formation strategy.

4.7.5 Research Question 5: Do non-native English lecturers' vocabulary instructions correspond with their practices?

To answer question 5, the findings of the quantitative data have been examined and then, observations have been evaluated to see whether the participants implement the strategies they have explained through the interview process. It has been observed that almost all of them have used social strategies, five of them have used memory strategies, and one of them has used cognitive strategies. The quantitative data results have shown that the majority of the lecturers tend to use gestures as they consider the importance of checking the understanding of the learners. It has been the same as in the observations because all the observed lecturers have used gestures whether the learners understand the subjects. While using gestures, they have tended to have proximity to the learners to be followed easily and have a warm atmosphere. When the reason for the proximity has been asked after observations, they have explained that the feeling of being in a group has made the learners ready for the lessons and has encouraged the students. Also, it was important to them and a motivating situation for the lecturers, as they were willing to learn more about English during their student years. In addition to this, they have pinpointed vocabulary with active interaction that promotes sociability. According to the results of the quantitative data, most of the lecturers have strongly agreed on item 4 in the third section of the questionnaire "It is necessary to help students understand vocabulary through active interaction like role play, information gap" and their participation percentage has been 42%. This situation has confirmed that lecturers choose activities that emphasize the sociality of the students while teaching English vocabulary.

Briefly, the observation procedure has proved that most of the lecturers have implemented the strategies formed by Schmitt (1997) that they had used while learning English as a foreign language.

4.7.6 Hypotheses In The study

In light of the research questions, the researcher has tried to find out the answers depending on the variables (educational background, gender, age, and experience of the participants) of the following hypotheses;

Hypothesis 1: *The educational background of each lecturer has an influence on his/her vocabulary teaching.*

The first hypothesis that the educational background of each lecturer affecting his/her vocabulary teaching has been rejected because there is no significant distinction between the mean score of the lecturers about vocabulary teaching and their education. It indicates that the education status of the lecturers does not significantly affect his/her vocabulary teaching.

Hypothesis 2: *The gender of the lecturers affects their vocabulary teaching.*

The second hypothesis that the gender of the lecturers affects their vocabulary teaching has also been rejected since there is no significant difference between female and male lecturers in the mean score of vocabulary teaching.

Hypothesis 3: *The age difference of the lecturers has an impact on their vocabulary teaching.*

The third hypothesis that the age difference of the lecturers has an impact on their vocabulary teaching has been rejected because there is no significant relationship between these two variables. In other words, the age difference of the lecturers has no significant effect on their vocabulary teaching.

Hypothesis 4: *The experience years of the lecturers affect their vocabulary teaching.*

The fourth hypothesis that the experience years of the lecturers affect their vocabulary teaching has not been accepted because the experience years of the lecturers

do not significantly influence their vocabulary teaching. In other words, there is no significant relationship between the experience years of the lecturers and their vocabulary teaching.

4.8 Discussion Regarding the Other Studies on Vocabulary Strategies

Many researchers concentrate on teaching vocabulary. Most of the researchers focus on different sides of vocabulary, vocabulary teaching, and learning as well as the strategies used for this aim. In this part, their findings and the findings of this study have been compared.

A study conducted by Üseini (2003) on English teachers' attitudes about vocabulary teaching techniques used in Macedonian secondary schools found that teachers had some ideas about certain methods and approaches to teaching vocabulary, but few of them utilized these methods.

The results of the study carried out by Üseini (2003) are not consistent with the results of this study results since our observation procedure has proved that the lecturers implemented the strategies that they had used while learning English.

Gao and Mao (2011) carried out a study on the beliefs of two groups of teachers in Hong Kong and China (pre-service and in-service) towards learning and teaching vocabulary. Pre-service teachers in Hong Kong seemed to be less conscious about strategies than Chinese teachers. Their vocabulary learning and teaching perceptions differed according to their individual education and contextual conditions.

In this study, almost all the lecturers emphasized the importance of vocabulary learning and were aware of almost all vocabulary teaching strategies, which was different from the study of Gao and Mao (2011). Their educational experiences of the participants in this study were influential in their teaching, which was similar to Gao and Mao's study.

Frewan (2015) in his doctoral thesis revealed that EFL teachers suggested and encouraged the teaching of communication strategies and they became more concerned

about their students' learning strategies in order to use different applications on their phones.

In this study, the lecturers state that communication skills are important for students to be successful in teaching vocabulary so that they give importance to these skills in their classes. Also, they say that it is necessary to benefit from technological developments such as downloading applications to the students' phones, which supports the findings of this research.

Lu (2017) showed that ESL teachers had positive attitudes towards explicit vocabulary instruction as well as implicit teaching and concluded that some teachers' attitudes were different from their beliefs.

As mentioned in this study, EFL lecturers perceive that vocabulary teaching should be done in an integrated way in all skills and they practice this in their classes. Whereas some lecturers have stated that explicit instruction should be given in vocabulary teaching, most of them have highlighted that implicit instruction should be utilized in vocabulary teaching. Unlike Lu's work, the perceptions and practices of the lecturers have been the same.

Mardali and Siyyari (2019) worked on the differences between novice and experienced EFL teachers' beliefs and practices of teaching vocabulary in Iran. The results indicated no remarkable difference between their beliefs while teaching vocabulary in L2. However, there were some notable differences among their externally observed practices, their self-perceived practices, and beliefs.

In this study, the perceptions and practices of EFL lecturers have been examined without regarding any differences between novice and experienced lecturers. Considering the results, there is no difference in this study as in Mardali and Siyyari's research on the perceptions and practices about word teaching. However, while the observation results differ in the study of Mardali and Siyyari, the results of the survey, interviews, and observations of this study have shown consistency.

A study by Tuzcu (2010) showed that the most preferred techniques were guessing the meaning in a context, easy definitions, collocation, mimes and gestures, lexical

relations like antonym and synonym, while the least common techniques were Turkish equivalent, short stories, instructions, games, and songs. Also, the attitudes of instructors with a Ph.D. degree were more positive towards all vocabulary teaching techniques.

In this study, the most frequently preferred technique was using gesture and the least frequently preferred technique was blackboard drawings or diagrams. Besides these, the education status of the lecturers does not significantly affect their vocabulary teaching.

Another study by Yakan and Ekşi (2017) showed that the opinions and behaviours of teachers were different but they considered vocabulary as an important part of teaching language. Moreover, they applied various techniques while teaching vocabulary. The teachers mostly used mimicry, gestures, and body language, visuals like photos, posters and pictures, and definition or dictionaries. Realia, puzzles, games, songs, chants, and nursery rhymes were also their preferred techniques.

This study result is not supported by the results of Yakan and Ekşi (2017) which showed that the opinions and behaviors of teachers in their study did not match as the results of this study proved similarities between the perceptions and practices of the lecturers. Nevertheless, there have been some similarities between this study and the study of Yakan and Ekşi (2017) regarding the implementations of the teachers and the lecturers, such as the application of gestures, mime, body language, visuals, giving definitions as well as using the dictionaries. Their preferred techniques like realia, songs, rhymes, and the like have been in line with the results of this thesis to some extent.

Güreş (2019) aimed to describe the most preferred and the least preferred techniques applied by the instructors while teaching vocabulary in his study. He made a list of them and revealed that instructors used many techniques to teach vocabulary. The most preferred techniques mentioned in his study were guessing from the context, using new words in sentences, pictures, synonym/antonym, gestures and mimics, L1 translation, word web, definitions in English, showing parts of speech, and eliciting while the least preferred techniques were defining verbally, drawing pictures, making up a story, forming groups, drilling for pronunciation, asking concept check questions to find out the comprehension, collocations, presenting context, stressing phonetic descriptions

of the word, games, L1 definitions, doing crosswords, giving the meaning of the word and exercises with the words, teaching not only vocabulary but also grammar by analyzing the text at the same time, brainstorming and helping students read English stories. However, some instructors were not aware of their learners' vocabulary learning strategies although they used vocabulary teaching techniques.

There have been similarities between Güreş's study and this research as well as differences. The common side is the determination of the most and least applied techniques used by the lecturers. This study has shown that a great number of strategies have been used such as gestures and mime, guessing words from the context, making new sentences with the newly-learned words, showing pictures, utilizing synonym/antonym, presenting definitions, teaching the parts of speech of the words and sometimes translation, especially for low-level learners. Although Güreş (2019) states the techniques such as group work, teaching collocations, and the like as the least preferred techniques, they are widely used by the lecturers in this study. The most important difference between these studies is that although some of the instructors who participated in his study are not aware of what the students' word learning strategies are, almost all the lecturers who have participated in this study and especially those who have participated in the interview and observations have told clearly what the learners' vocabulary learning strategies are. They have provided information about this subject with awareness and have stated that learners especially apply word lists, try to learn words through translation, and even do not implement any vocabulary learning strategies.

The similarities and differences between this study and other studies regarding vocabulary teaching perceptions and strategies of teachers/lecturers are briefly presented in the table below:

This Study	Other Studies	
The lecturers implement the strategies that they had used while learning English.	Üseini (2003)	Teachers had some ideas about certain methods and approaches to teaching vocabulary, but few of them utilized these methods.
Almost all the lecturers emphasize the importance of vocabulary learning and are aware of almost all vocabulary teaching strategies. Their educational experiences of the participants in this study are influential in their teaching.	Gao & Mao (2011)	Pre-service teachers in Hong Kong seemed to be less conscious about strategies than Chinese teachers. Their vocabulary learning and teaching perceptions differed according to their individual education and contextual conditions.
Communication skills are regarded as important for students to be successful in teaching vocabulary so that they give importance to these skills in their classes. Technological developments are beneficial such as downloading applications to the learners' phones.	Frewan (2015)	EFL teachers suggested and encouraged the teaching of communication strategies and they became more concerned about their students' learning strategies in order to use different applications on their phones.
Whereas some lecturers have stated that explicit instruction should be given in vocabulary teaching, most of them have highlighted that implicit instruction should be utilized in vocabulary teaching.	Lu (2017)	ESL teachers had positive attitudes towards explicit vocabulary instruction as well as implicit teaching and concluded that some teachers' attitudes were different from their beliefs.
The perceptions and practices of EFL lecturers have been examined without regarding any differences between novice and experienced lecturers. Also, the results of the survey, interviews, and observations of this study have shown consistency.	Mardali& Siyyari (2019)	There was no remarkable difference between the beliefs of novice and experienced EFL teachers while teaching vocabulary in L2. However, there were some notable differences among their externally observed practices, their self-perceived practices, and beliefs.
The most frequently preferred technique is using gesture and the least frequently preferred technique is blackboard drawings or diagrams. Besides these, the education status	Tuzcu (2010)	The most preferred technique was mime and gestures, while the least common technique was Turkish equivalent. Also, the attitudes of instructors with a Ph.D. degree were more positive towards all vocabulary teaching techniques.

of the lecturers does not significantly affect their vocabulary teaching.		
This study proved similarities between the perceptions and practices of the lecturers and they appy gestures, mime, body language, visuals, and the like.	Yakan & Ekşi (2017)	The opinions and behaviours of teachers were different. They applied various techniques like mimicry, gestures, and body language and the like.
A great number of strategies have been used by the lecturers.The participants are aware of what the learners' vocabulary learning strategies are	Güreş (2019)	The instructors used many techniques to teach vocabulary. However, some instructors were not aware of their learners' vocabulary learning strategies although they used vocabulary teaching techniques.

Table 4.22 Comparing the findings of this study with other studies.

CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

5.1 Introduction

In this chapter, the summary of the research that explains the quantitative data and the qualitative data, the conclusion of the research, the pedagogical implications of this study, and suggestions based on the fundamental findings of this study for further studies will be presented.

5.2 The Summary of the Research

The prime concern of this research is to examine the differences between teaching vocabulary and actual practices of non-native English lecturers in the Turkish context.

Data collection was done in the following order: In the first phase of the study, 100 participants of the research completed the same questionnaire (quantitative data). After the quantitative data were gathered, the qualitative section was initiated with the interviews. In the second phase of the study, face-to-face interviews with 12 lecturers were administered to obtain rich data and to establish rapport with the interviewees to explore their viewpoints and understand the main issues asked in the questionnaire. Following interviews, the researcher made observations twice in six different classes to get further information about the research content and see the compatibility of interviewees' responses and practices.

For this purpose, the research questions regarding non-native English lecturers' perceptions were formed. These questions were as in the following:

1. What are the perceptions of non-native English lecturers towards vocabulary teaching?
2. What vocabulary teaching activities do non-native English lecturers report frequently and infrequently?
3. Are there any clear paramount distinctions or similarities between the perceptions of non-native English lecturers in teaching vocabulary?

4. What vocabulary teaching strategies do non-native English lecturers utilize to teach vocabulary?
5. Do non-native English lecturers' vocabulary instructions correspond with their practices?

In light of these questions, the researcher searched for the answers depending on educational background, gender, age, and experience of the following hypotheses;

Hypothesis 1: The educational background of each lecturer has an influence on his/her vocabulary teaching.

Hypothesis 2: The gender of the lecturers affects their vocabulary teaching.

Hypothesis 3: The age difference of the lecturers has an impact on their vocabulary teaching.

Hypothesis 4: The experience years of the lecturers affect their vocabulary teaching.

As this study focuses on exploring the relations between the perceptions of English lecturers towards teaching vocabulary and their strategies in vocabulary instruction and in order to fulfill the research aim, it is necessary to answer the research questions regarding non-native English lecturers' educational background, gender, age, and experience. The results of the research questions have been presented as in the following:

These variables (educational background, gender, age, and experience) have demonstrated that the mean age of the participants is 32.95 years. The gender distribution of the study reveals that 67 percent of the participants are female and 33 percent of them are male. Considering the education status of the participants, 43 percent of them have a bachelor's degree, 51 percent of the participants have a master's degree and 6 percent of them have a Ph.D. Regarding the teaching experience of the lecturers, 5 percent of them have about 2 years of teaching experience, 31 percent of them have about between 3 and 5 years of teaching experience, 36 percent of them have nearly 6 to 10 years of teaching experience and 28 percent of them have more than 11 years of teaching experience.

As the first data based on the quantitative tool, the questionnaire has been presented. There is a list of items representing the techniques/ strategies that the lecturers least and most frequently use. These are "Using a picture", "Using a cut-out figure", "Using gesture", "Performing an action", "Photographs", "Blackboard drawings or diagrams", "Pictures from books", "Analytical definition", " Putting the new word in a defining context "and " Translating into another language". The results have demonstrated that the lowest item that the participants have chosen is "blackboard drawings or diagrams" and the highest item that they have chosen is "using gesture." The results of the order have provided the ranking from the most frequently used to the least frequently used preferences of the lecturers as in the following:

1. Gesture,
2. Performing an action,
3. Using a picture,
4. Putting the new word in a defining context,
5. Pictures from books,
6. Analytical definition,
7. Using a cut-out figure,
8. Translation,
9. Photographs and
10. Blackboard drawings or diagrams.

Considering the results, the most frequently used strategy is gesture and the least frequently used is blackboard drawings or diagrams. When the lecturers have been asked for the reason of using gestures very often in their classes, they have explained that gestures are effective to see whether the learners have internalized the information presented and have also enabled the students to reinforce their understanding gradually. Moreover, gestures provide ease to show the meaning of a new word. The researcher has also indicated the use of pictures and the way of using pictures to teach vocabulary. Most of the lecturers have stated that pictures could be everything available and their general tendency is to use Google images as they are easily reachable at the moment of teaching. There is an interesting finding that the least frequently used vocabulary teaching technique is blackboard drawings or diagrams. But three of the lecturers have asserted

that drawing is important and the use of diagrams is especially applied in high-level classes. The point to be noted here by the lecturers and their applications in vocabulary teaching is the use of visuals (diagrams) in accordance with the levels of the learners.

Also, it is seen in the Likert section of the survey that the most important perception of the non-native English lecturers towards vocabulary teaching has been to offer clear, unambiguous vocabulary instruction to the student. It means that most of them intend to give explicit instruction to the students to avoid perception changes. Also, the use of context, reading activities, active interaction, repetition, and using visual materials have been the most agreed vocabulary teaching strategies. More than half of the participants have slightly agreed on the use of context in the class. They think that it is necessary to teach vocabulary by using a certain context and highlight that contextual learning ensures permanent learning. In addition to this, the lecturers have strongly agreed upon active interaction like role-play, information gap, and the like. It has also been proven that the lecturers have used Communicative Language Teaching (CLT) as a method in their classes. To highlight communication as a better way of vocabulary teaching, discourse is important. Another method used by the lecturers is Audio-Lingual Method, as frequent repetition in lessons ensures long-term recall. Moreover, lecturers have pointed out that real-life objects and other visual materials are practical methods of teaching vocabulary. It can also be thought that the use of visuals by the vast majority of the lecturers is due to their efforts to provide more implicit teaching in teaching vocabulary. Thus, a great majority of the lecturers have preferred to teach implicitly. Explicit teaching is also another way of vocabulary teaching that is applied by the lecturers in their lessons and more than half of all the lecturers have stated that they use explicit teaching. On the other hand, bilingual word lists and memorization have been less preferred by the lecturers. According to the lecturers, vocabulary should be acquired like L1 in context without translation. Memorization is not thought that provides proficiency in word teaching, so only a quarter of the participant lecturers have slightly agreed on the use of translation. Nonetheless, more than half of the lecturers have believed that it is useful to use word-frequency lists to teach vocabulary.

When the results of interviews are analyzed, it is noticed that lecturers try to use many strategies to be effective in teaching vocabulary. It is also clear that they have

achieved this by integrating these strategies into their vocabulary teaching programs. Another consideration that the lecturers have stated is that they do not find translation as a good way of teaching vocabulary. Besides the gestures, actions, visuals mentioned in the survey results, they have also supported the use of technology in vocabulary teaching and enhancing the use of technology in-class educational practices. Meanwhile, they have pointed out the importance of this technological platform where the students both have fun and learn with their phone applications, and therefore, these tools can be used in teaching English vocabulary. The lecturers maintaining that vocabulary teaching cannot be presented by giving only words have underlined the necessity of integration of all skills. Regarding all the results of the questionnaire and interviews, it has been revealed that the most effective way of teaching has been to create a context.

With the observations, similar data have been obtained and the twelve classroom observations ensure the same results. The lecturers using multiple methods and strategies have conducted their lessons as they have stated before by implementing gestures, mimics, context, visual and technological tools, and group studies. It has been observed that English lecturers are nearly aware of all the learning strategies listed in Schmitt's taxonomy. Moreover, they try to use all of them in their teaching based on their previous learning strategies. The most commonly used strategies are social, memory strategies, and cognitive strategies, and it is also determined that the word is acquired through both context and communication, and retention of the words could be provided via more contextual and communicative activities. When all the data are brought together, it is obvious that the lecturers are conscious about how to teach words. They emphasize that the teaching of vocabulary is undeniable and that teaching the word alone is not meaningful.

The class observations have demonstrated that social strategies have been applied as the prime vocabulary learning strategies involving the group work that the lecturers consider as the most common strategy. The observation procedure has proved that the lecturers have tended to use the strategies that they learned during their English learning period at school.

The most important vocabulary teaching strategies which the non-native English lecturers utilize to teach vocabulary have been listed as follows: Using the word in

different contexts, pictures or mime, gestures, teaching phonetics and pronunciation, repetition, performance (acting), writing some stories, class engagement activities, realia, cognates, word formation, showing Google images, visuals or images on Youtube or internet, definitions, games, drawings, dictation exercises, descriptions, imitating or acting the word, using implicit instruction, applying different skills or integrated skills to teach the word, mainly monolingual (English-English) but bilingual (Turkish- English dictionaries for low-level learners, showing some signal words in writing classes, inferring the meaning from the contexts, creativity exercises, communicative strategies such as role-playing, giving feedback, mobile phone applications, giving explicit instruction, warming activities, synonyms and antonyms within a context, group activities, photographs, course books, reading texts, giving the Turkish equivalent and code-switching activities. The strategy that has been emphasized most in language teaching among all these strategies is the use of context, and contextual teaching and learning have been regarded as important dimensions in both written and spoken sense. Afterwards, the performance and the use of gesture/mimic, which are also suitable for the spirits of university students, have been introduced primarily among other strategies.

When the hypotheses are analyzed, it is seen that the educational status, gender, age and years of experience of the lecturers do not significantly affect the vocabulary teaching. However, when the mixed-method research data obtained from the questionnaires, interviews and observations are examined, it is clear that the lecturers use many vocabulary teaching strategies. Also, the data of the research have brought out the concerns, strategies, and perceptions as well as the knowledge use of the participant lecturers. It has revealed that the opinions and actions of the participants are similar, and they have a common thought that using different teaching strategies not only provides the empowerment of vocabulary teaching but also creates meaningful learning and teaching environment. They are also are aware of whether their students have a vocabulary teaching strategy or not. This leads to the conclusion that lecturers have similar perceptions and there is an important reason why the lecturers perceive and implement similarly while teaching vocabulary.

5.3 The Conclusions of The Study

Considering the results of the data, the reason for having similar perceptions and applications addresses an important issue that is worth studying. The subject arising from this thesis research carried out with a large number of participants at a foundation university can be considered as the result of *standardization* applied at universities. It could be argued that there is standardization among the lecturers' attitudes in their class environments. *Standardization* can refer to the single attitude or similar attitudes of the participants having different competencies, different teaching experiences, different backgrounds, and different ages while doing their business, and this situation could be seen equally within the university education system. The factors that make this happen may be primarily administrative. The will of universities to be active, unique, and competitive in their fields may have created the need of forming their own ideas. In this context, a certain criterion may have been determined to provide this standardization.

At the same time, the role of the school management can be said to set out the criteria. To figure out the reason why there is no significant difference among the results, the researcher has had a meeting with the coordinator and she has been told that the language school authorities have been following the same criteria to meet language teaching objectives and program development in order to provide a special teaching philosophy. Moreover, there are some criterion points that the lecturers are evaluated by looking at their other pedagogical competencies (field knowledge, time management, lesson planning, classroom management, measurement and assessment knowledge, and the like). According to their qualifications, they are employed in departments like medicine class, law class and the like. Besides these procedures, the professional development supervisors carry out different workshops, seminars, and conferences to provide this standard system throughout the academic year and nearly two or three workshops are designed every two months and then surveys are carried out as well as class observations. It is expected that all the lecturers are willing to participate in the activities to refresh their background knowledge and build frameworks for their teaching with their common principles. These activities may frequently be conducted to form standardization in accordance with the current strategies of lecturers in terms of their techniques, their objectives, and teaching content.

Consequently, these standardizations could affect the lecturers' perceptions towards vocabulary teaching, their attitudes, instructions, and actions. The results of standardization should be addressed in two ways:

Firstly, standardization can positively create certain situations. Curriculums are planned in the same way at the same time in the educational objectives and implemented with this standardization. Since the teaching objectives are the same, when any problem arises (the illness of the lecturer, his/her delay), lecturers who can carry out the same program are present. With this standard, equal program and equal education understanding can be tried to be widespread in teaching, and thus, individual education differences could be eliminated. Thanks to the program overlap, the measurements and evaluations can be made with the same standard criterion. Any difference is not allowed to affect the student's learning and the teaching plan. The selection of materials (books) to be used could also help to ensure this standardization. Time management according to a certain curriculum may also be among the factors affecting this subject. Another issue could be preventing criticism and comparison of the teaching styles of subjects and lecturers by the learners. When the same subject is taught in the same way, teaching may become standard, since there are no individual differences. Additionally, teaching policies of lecturers can be shaped regularly by seminars, congresses, or workshops. They could benefit from different programs and become more aware of educational practices.

On the other hand, this situation can also lead to undeniable problems and consequences. Initially, it is necessary to underline the subject of personal attitudes. Attitude is believed to indicate the beliefs, emotions, and behaviors of human beings or individuals towards a certain situation. In addition, attitudes could be towards events and people and are generally formed by experiences. Individual differences can be eliminated with a standard application. This means that controlling the behavior of teachers and students can cause the masses to think and act in the same way.

This mediocrity can bring about a situation that can eliminate critical, different, and creative thinking. Whereas the main goal is to provide much more vocabulary learning by using different strategies in vocabulary teaching, this situation can be an important obstacle in teaching objectives and can lead lecturers to do what they would like around certain borders. Vocabulary teaching is also said to be related to thinking. As

people are provided to think differently and critically, they could be more willing to learn more words. Otherwise, having ready programs can also negatively affect teacher effectiveness.

In addition, when the boundaries are drawn by the books and other materials used in the teaching of words, only the words in those books or materials can be learned. In the exam systems, the possibility of developing a learning strategy for the student who thinks that he/she is responsible for knowing the words in that book can be destroyed. When the learner does not need to read more to improve himself/herself or to listen, speak, and write, he/she can feel a deficiency in these skills. In short, it is likely to affect the teaching of lecturers and to have an impact on the learning of students. Collective participation in seminars and workshops organized for the development of lecturers can lead the lecturers to be influenced by the same idea and this could impose their thoughts. Because while observing how much the lecturers have applied the training they have received during the year, it may also be investigated with the class observations and reports whether there is a common idea among them.

Moreover, all of the original works that the lecturers would like to perform in their classes are not allowed to share in the classroom environment without consulting the supervisors, and this standard can be maintained. This can prevent them from teaching vocabulary freely. Standards made to prevent criticism and comparison of individual and original teaching styles of lecturers can cause the concept of uniqueness in students in general.

However, considering all the teaching principles, vocabulary teaching programs should be created with curiosity and interest, not monotony. It would not be right to hope for the development of anything that is not studied from a critical point of view. In the absence of critical education, teacher and student values may also decrease and at the same time, increasing capacities can be prevented.

In conclusion, the impact of this progressive connection between the stakeholders and the lecturers could limit the performance of the lecturers and there could exist some shared irreverence. The dichotomy could force the lecturers to pursue the standards and practices of designed strategies in order to follow standardizations. However, the lecturers

should be free to apply their strategies combined with their creativity because imagination and language use require being innovative.

5.4 Pedagogical Implications of The Study

This research offers important insights on vocabulary in ELT as well as other languages. The main preference of this topic as a research study is to clarify the ways of teaching vocabulary of the lecturers as vocabulary is regarded to be a paramount concern of the English language through the teaching and learning process and is considered as a very effective communication means thanks to its highest level of importance in verbal interaction among people. It is also an essential part of knowing a language. According to Lewis (1993, p. 89), lexis is the center and core part of the language, showing that vocabulary is regarded as a prime concern of ELT course as well as other languages. To learn and teach the words in a foreign language, teachers should be aware of some strategies and techniques. So many important points need to be explained in teaching vocabulary respectively.

The key principles which have been suggested by Sokmen (1997) include forming an idea of vocabulary knowledge, associating the new words with the previously learned ones, encouraging the students to encounter with a word, facilitating the learners' imagination, and connecting the students to the new words to help them use these words in their lives, practising various strategies and motivating learners to be independent while using the learning strategies.

The first point is to be aware of the significance of vocabulary in English language teaching. It is important to note that the concept "awareness in learning and teaching" is as important as being successful since "awareness" increases and affects the learners' state of mind and helps them gain "self-respect". Self-confident learners continue to develop their language learning in a certain process. This notion should be considered as a priority in language teaching by the teachers or lecturers. As it is known that language learning seems difficult for people whose native language is very different from English, educators should handle this issue and especially the obstacles that prevent learning. In this regard, the learner prejudices such as not being able to understand easily or the

difficulty of language may prevent learners understand and learn the language. To achieve this, "awareness" should be provided by applying some exercises and enabling learners to discover the language even if they are making mistakes through the learning process, so it could be useful to deal with learners by telling them what they need to discover and why they need to learn. This could be ensured in an environment where the learners have their own space and ask themselves the right questions about their learning performance. In addition, these activities could promote the learners' ability to procure language efficiently and successfully. Furthermore, it can be said that awareness is not only self-awareness in language learning but also awareness of multiple cultures. Cultural awareness can be considered as factors that affect both the learning of the student and the perception of the teacher. Topkaraoğlu and Dilman (2017, p.51) emphasize the cultural awareness of the lecturers and claim that "the importance of multiculturalism proved to be valuable in encouraging them to revise their teaching practices within the widespread use of English as the lingua franca of this century". The training studies of English language teachers continue on EFL awareness (Sifakis&Bayyurt, 2015). Thus, vocabulary teaching, which is one of the most important parts that culture affects in the language, could also benefit more about these studies not only for the learners but also for the lecturers and their practices. Awareness can also reveal the emergence of competence.

Chomsky (1965) emphasized the importance of competence. In Chomsky's writings called Aspects of the Theory of Syntax, linguistic competence was underlined in order to emphasize the instinctive knowledge of an individual referring to Universal Grammar. On the other hand, Hymes (1972) asserted that competence and performance are two relevant sides of learning a language, and competence involves performance as competence is a broad concept. For Hymes (1972), "the most general term for speaking and hearing capabilities of a person –competence is understood to be dependent on two things: (tacit) knowledge and (the ability for) use". He proposed communicative competence that encompasses linguistic competence and explained that proficient speakers of the language are both well-informed about the accuracy and appropriacy of the language structures they use and conscious of how and when to utilize these structures. Apart from these, Alptekin (2002) divides this umbrella term into four types of competence such as "grammatical competence" (linguistic competence of Chomsky),

"sociolinguistic competence" (human interaction in sociocultural contexts), "discourse competence" (the ability to understand the language in a sentence or text with cohesion and coherence) and "strategic competence" (verbal and non-verbal communication strategy). In addition to these, pragmatic competence has a vital role as the fifth type of competence, and Stalnaker (1972, p. 383) explains that pragmatics is "the study of linguistic acts and the contexts in which they are performed".

Therefore, pragmatic knowledge has been pointed as essential and fundamental in language learning (Crystal, 1997) because this competence paves the way for learners to find appropriate language depending on the social situations and could broaden their cultural awareness and hence, the familiarity of knowledge, as well as awareness, need to be noted as the main purposes of language teaching by language lecturers, language learners, and other stakeholders. Having ‘competence’ also refers to obtain adequate knowledge and skills, know how to think and behave that will lead to being successful.

All these benefits of competence are extremely important for a language learner and types of competence need to be integrated into a language class with the help of teachers/lecturers not only to ease their learning but also to help them become more proficient language users.

Moreover, the main focus of this study is vocabulary knowledge involved in lexical competence, referring to the ability of understanding and then producing words of a language. According to Meara (1996), "lexical competence is at the heart of communicative competence". Lexical competence could be described in terms of "two critical dimensions: size and organization" (Meara, 1996) and it is more than "(…) the sum of speakers' knowledge of the items their lexicons contain". And considering lexical competence, Qian (2002) claimed about two dimensions as the breadth and the depth of vocabulary knowledge. Vocabulary knowledge breadth has emerged as "the number of words the meaning of which one has at least some superficial knowledge" (Qian, 2002, p. 515) and it is necessary to be able to comprehend spoken (5,000–7,000-word families) and written (8,000–9,000-word families) discourses (Nation, 2006). The breadth knowledge presents the size of vocabulary and vocabulary size has a fundamental influence on the learning of the students. Also, the depth knowledge is the second dimension that describes how well an individual acquires a lexical item (Qian, 2002).

Even though these dimensions are related to each other, they show different facets of vocabulary knowledge. Topkaraoğlu and Dilman (2015, p. 351) have stated that "vocabulary knowledge is of crucial importance in L2 learners' performance". Shortly, it may be concluded that language abilities and six types of competence contribute to the learning process and therefore, these competencies should be practiced eclectically in a language class by the lecturers while teaching vocabulary as they are integrated into many respects.

Another important area of developing vocabulary knowledge is to be concerned about receptive and productive vocabulary, as they underpin the main four skills through the learning process. Nation (1990, p. 5) has described receptive (in other words, passive vocabulary) as "the ability to recognize a word and recall its meaning when it is encountered". To Nation (1990), receptive vocabulary is obtained when language users encounter the word, learn and comprehend and store it into the memory via reading and listening skills. Productive vocabulary, on the other hand, is defined as the ability to recall memory and using it in a convenient time and situations (Nation, 1990).

Moreover, vocabulary knowledge is not only knowing the form of the word (spoken or written) but also the meaning and use (Nation, 2001). It is suggested by Nation (2005, p. 47) that *meaning of the word* could be presented by "L1 translation, a known synonym or a simple definition in the L2, showing an object or picture, demonstration, drawing a picture or diagram, the word part strategy, giving example sentences with the word in context, commenting on the meaning of the word", the *form of the word* by showing "the spelling, the stress pattern and its pronunciation, showing the prefix, stem, and suffix, repetition of the pronunciation, writing the word, pointing out any spelling irregularity" and *use of the word* by showing "the grammatical pattern of the word (countable/uncountable, transitive/intransitive, etc), collocations, showing register, antonymy or lexical sets". Given the multiple aspects of teaching vocabulary, learners are expected to know a word truly. Consequently, the whole aforementioned knowledge needs to be involved in a language class and the lecturers should be determined to incorporate all these components of word knowledge.

In keeping with these insights, one of the main subjects carried out in this study is strategies that take an important place in learning and teaching. The concept 'strategy' is

the "art of devising or employing plan or stratagems toward a goal" (Merriam-Webster, 1984, p. 1165). LLS has been defined and known as "specific actions, behaviors, steps or techniques that students use to improve their progress in developing skills in a second or foreign language" (Oxford, 1999).

According to Oxford (1990), LLS involves different categories such as cognitive, metacognitive, mnemonic, compensatory, affective, and social strategies. Based on Oxford's strategies, Schmitt (1997) made a comprehensive taxonomy involving social, cognitive, metacognitive, determination, and memory strategies. These strategies can be comprehensively taught and could facilitate four main skills in underlining vocabulary. Because LLS has a vital impact on vocabulary learning and teaching, and thus, VLS and VTS have emerged. It has been examined in different studies that learners implement more VLS to enhance their vocabulary knowledge compared to the strategy used in main skills (Chamot, 1987). Learners' tendency to use VLS may be influenced by their perception of the fundamentals of these strategies. This has also been observed in the class observations part of this study. When beneficial learning strategies are used, it helps to promote the learners to maximize their learning.

There may be a great number of opportunities for learners when they apply a variety of strategies with their friends. In this manner, they may notice their strengths and weaknesses in learning, change their learning attitudes by modeling successful learners' strategies, use different online resources to reach knowledge, work collaboratively with friends, and create interactive dialogues. Thus, learners know how to take responsibility for their learning. More importantly, it has been determined that lecturers who have awareness of these strategies proposed by Schmitt (1997) have given importance to these strategies. All in all, the importance of VTS and VLS cannot be disregarded in vocabulary teaching and they should be embedded in vocabulary teaching programs.

Vocabulary teaching can be conducted in two different directions. This can be achieved through implicit and explicit ways of teaching. While implicit vocabulary teaching develops in the natural state of learning, without warning the student that the word will be learned, explicit vocabulary teaching provides information about when and how to learn words by directly informing the student. These two types of instructions are both student-oriented and teacher-oriented and facilitate the learning of vocabulary with

a common goal on both sides. The important thing here is that the language lecturer decides on which one to use. In short, the inclusion of both types of instructions in word teaching strengthens the effectiveness of teaching.

Several methods used in different parts of the world, for instance, Communicative Language Teaching (Savignon, 2005), have been listed in this study. Each of them has a predefined set of hypothetical standards and classroom rehearses. The methods display the same area of interest in language learning and teaching with their theory and practice. Kumaravadivelu (1999) supports the theoretical knowledge of the teachers based on their practice. A new notion has been put forward by Kumaravadivelu to develop the methods used by the teachers; that is, Post method pedagogy, which is interested in the teachers' background knowledge in order to benefit from their teaching capacity and their attitudes towards the academic, administrative restrictions, pressure by institutions, curricula, and textbooks. Post method pedagogy could be categorized into three different aspects: particularity, practicality, and possibility. They are integrated and in a cooperative relationship.

The first is the parameter of particularity that is the most vital feature of post method pedagogy and compatible with situational understanding. This parameter relies on the teachers' perceptions and instincts. When the main focus is on local needs and experiences, the teacher could gain pedagogical thoughts, and it leads to reflective thinking. It lets them comprehend and distinguish problems, analyze and access knowledge, focus and assess alternations, and lastly, pick the most convenient way to promote basic assessment. It is necessary to stress the practice of particularity that is needed to form a context-sensitive language education. The second point is the parameter of practicality that shows the connection between theory and practice, and also the teacher's self-evaluation in order to achieve learning outcomes. The third issue is the parameter of possibility. Freire (1972) proposed this parameter and he emphasized the relationship between pedagogy and social inequalities of students' and teachers' own identity. Freire (1972) highlighted the experiences of people in pedagogical settings. The experiences of the members in the educational settings are formed not only by their attitudes in the classroom but also by their extensive social, economic, and political conditions in which they have been brought up. These experiences can modify classroom

purposes and exercises unexpectedly by strategy organizers or curriculum planners or textbook makers. This parameter is linked with language ideology and learner identity.

To sum up, these three pedagogic parameters that constitute several aspects of L2 learning and teaching form the concept created for a post method pedagogy. Post method pedagogy contributes to the teachers to improve themselves through using a reflective approach by analyzing, evaluating, making changes, and observing the classes. This could help to revise academic and professional perspectives. It could drive the lecturers /researchers and other stakeholders to think deeply and create the true fundamentals of post method teaching. Instead of using only one method, an eclectic method could be applied. To develop an eclectic method, the teachers are required to develop their personal knowledge of learning and teaching. It also depends on the teachers' cognition. Borg (2003) stated that teachers' perception is to know, believe, and think themselves. As time passes, teachers develop a coherent pedagogic framework including criteria that could be implemented in different teaching situations. Thus, they could build their peculiar perspectives on language teaching and teaching vocabulary as well.

The final important basic consideration for teaching vocabulary could be the integration of the Common European Framework of Reference for language learning, teaching, and assessment (CEFR for short). But the most important point that needs to pay attention is to benefit from the description of language skills and knowledge level of the learners of this framework to notice learners' progress and assess their proficiency effectively.

The CEFR presents six proficiency levels from beginner (A1) to very advanced (C2). The CEFR is also available online in many different languages, and it presents what a language learner *Can Do* at each of these six levels. It focuses on four main skills– speaking, listening, reading, and writing as well as vocabulary and grammar. Vocabulary knowledge is shown on the scale as seen in the following framework:

VOCABULARY RANGE	
C2	Has a very good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms, shows awareness of connotative levels of meaning.
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies.
	Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of vocabulary for matters connected to his or her field and most general topics.
	Can vary formulation to avoid repetition, but lexical gaps can still cause hesitation and circumlocution.
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
	Has a sufficient vocabulary for the expression of basic communicative needs.
	Has a sufficient vocabulary for coping with simple survival needs.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

Table 5.1 Vocabulary Range Criteria (Adapted from the Council of Europe, 2001, p. 112, cited in Milton, 2010, p. 215).

The CEFR is significant for the descriptors as it shows the proficiency of language users in detailed criteria. While assessing the levels, all the measurements are very clear. For instance, if a learner has good vocabulary knowledge including many words like idiomatic and colloquial expressions, this would be great to have an idea of the learner's level and this user would be evaluated at C2 level considering his/her vocabulary knowledge. A learner with limited words in the target language would possibly be at A1 level because of limited vocabulary use. When vocabulary size begins to increase, it proves the advancement of the learners, which the scholars of the CEFR anticipate, and thus, learner's level changes. Based on this framework, vocabulary knowledge of the learners could be evaluated and this provides convenience for the students to see their own development.

5.5 Suggestions for Further Studies

This study has centered on three fundamental issues; the perceptions of non-native English lecturers towards teaching vocabulary, their preferences for vocabulary instruction, and their practices. Since this research has included their perspectives, further research could be carried out on the perspectives of the learners while teaching vocabulary and the comparison between the findings of the data could be made and the factors affecting these preferences could be searched with different data research tools. It is also suggested that the participation of the lecturers working at other universities be ensured to see their perceptions and practices. Native speakers at state or foundation universities in Istanbul or other cities in Turkey may be requested to participate in a new study and the comparisons of the obtained data could be made to have more generalizable and detailed findings. Collecting the data for this study took a long time because of the time constraints of the lecturers. For this reason, it is recommended that further study be carried out including a large number of participants from various places, and even cross-national studies may be conducted with the help of technology advancements and online platforms such as Teams or Zoom.

Also, comprehensive research involving more universities including state and foundation universities can be conducted. In these studies, besides the opinions of the lecturers at the universities on vocabulary teaching, a common criterion about vocabulary teaching, the reasons and results of this common teaching can be examined in detail. Such a study could not only guide general education policy but also ensure that vocabulary teaching is effective. The studies focusing on critical pedagogy in all areas of education could also be carried out.

Thanks to new studies and new findings, there will be more opportunities and possibilities to draw a proper framework in vocabulary teaching in ELT.

APPENDICES

APPENDIX I. CORRESPONDENCE FOR PERMISSION TO QUESTIONNAIRE

07.06.2020 İstanbul Medipol Üniversitesi Mail - Fw: DANHUA LU- THESIS TOPIC

İstanbul Medipol Üniversitesi Mail

Zekiye SEİS <zseis@medipol.edu.tr>

Fw: DANHUA LU- THESIS TOPIC

zekiye seis <zekiye.seis@hotmail.com> 31 May 2020 at 20:34
To: Zekiye SEİS <zseis@medipol.edu.tr>

From: Zekiye SEİS <zseis@medipol.edu.tr>
Sent: Thursday, August 29, 2019 4:53 PM
To: zekiye seis <zekiye.seis@hotmail.com>
Subject: Fwd: DANHUA LU- THESIS TOPIC

anket hakk 2.
Zekiye SEİS
EFL Lecturer at Medipol University
Medipol University North Campus
Kavacık Mah. Ekinciler Cad.
Beykoz 34810
İSTANBUL

---------- Forwarded message ---------
Gönderen: **Zekiye SEİS** <zseis@medipol.edu.tr>
Date: 29 Ağu 2019 Per, 16:53
Subject: Fwd: DANHUA LU- THESIS TOPIC
To: zekiye seis <zekiye.seis@hotmail.com>

ANKET HAK.

Zekiye SEİS
EFL Lecturer at Medipol University
Medipol University North Campus
Kavacık Mah. Ekinciler Cad.
Beykoz 34810
İSTANBUL

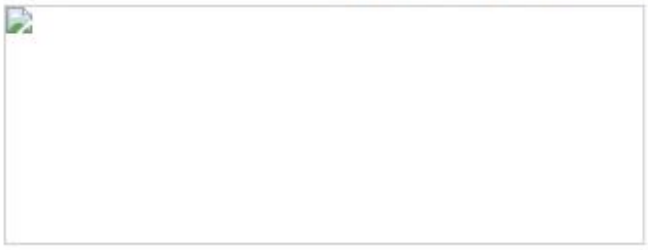
---------- Forwarded message ---------
Gönderen: **Zekiye SEİS** <zseis@medipol.edu.tr>
Date: 27 Ağu 2019 Sal, 11:34
Subject: Re: DANHUA LU- THESIS TOPIC
To: Schwartz, Michael W <mwschwartz@stcloudstate.edu>

Dear Mr Schwartz,

I am sorry to interrupt you.But I need your help.I have been trying to reach Danhua Lu, but the rules in China does not let me contact with her ,since social media tools are not allowed to use there. Is it possible for you to give me permission to use only 'Survey Part in p.73 ' as the chair person and thesis committe member?

Thank you very much in advance.

Best Regards,



Zekiye SEİS <zseis@medipol.edu.tr>, 18 Ağu 2019 Paz, 14:08 tarihinde şunu yazdı:

Dear Mr Schwartz,
I would like to thank you for your kims reply and effort to contact with Danhua Lu. I know that you are really busy with orientation and registration at university. I need to learn about the survey (Likert scale applied) that Lu used. Is it made by Lu or someone else?
Best Regards

18 Ağu 2019 Paz, saat 02:06 tarihinde Schwartz, Michael W <mwschwartz@stcloudstate.edu> şunu yazdı:

Dear Zekiye,

Thank you for emailing and for your interest in Dan Hua's research. I was the chair person for Ms. Hua's thesis. She currently lives in China. I will do my best to contact her, but I may not be able to. Her university email was discontinued a year after she graduated and if she did not leave a personal email address, it will be difficult for me to track her down.

Please be patient. This coming week is our orientation week and the following week is the first week of the fall semester. Needless to say, it is a very busy and chaotic time of year.

Thank you,

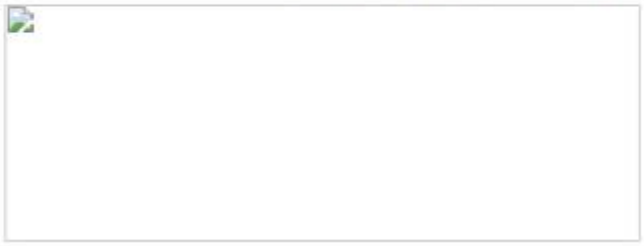
Dr. Schwartz
Associate Professor
Director IEC, Director EAP
St. Cloud State University
sp4869aw@minnstate.edu

From: Zekiye SEİS <zseis@medipol.edu.tr>
Sent: Friday, August 16, 2019 6:02 AM
To: Schwartz, Michael W <mwschwartz@stcloudstate.edu>; Kim, Choonkyong <ckim@stcloudstate.edu>; Yu, Hung-Chih <hyu@stcloudstate.edu>
Subject: Re: DANHUA LU- THESIS TOPIC

Dear all,

Hope that you are well.I am still waiting for the mail about the thesis of Danhua Lu.I need to get permission from him to start my thesis and I need your great assistance to contribute to my thesis. Time is limited and for this reason, I am writing to contact with Danhua Lu. I have sent email before but have not received any reply. Could you help me please?

Thank you so much.
Best,

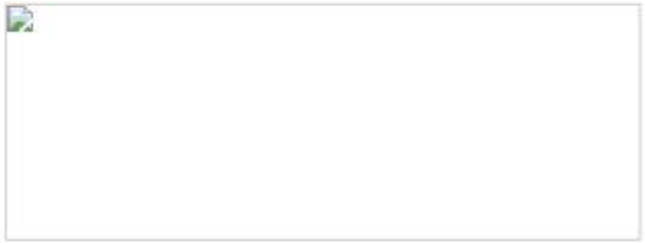


Zekiye SEİS <zseis@medipol.edu.tr>, 15 Ağu 2019 Per, 15:46 tarihinde şunu yazdı:

Dear Rachel,

Hope that you are well.I am still waiting for the mail about the thesis of Danhua Lu.I need to get permission from him to start my thesis.Could you help me please?

Thank you so much.
Best,



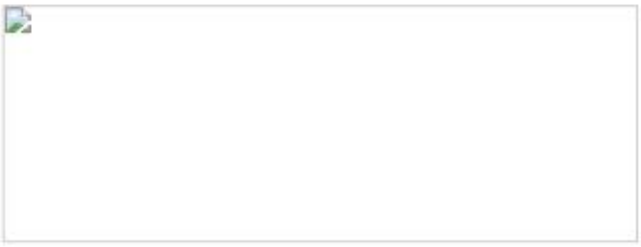
Zekiye SEİS <zseis@medipol.edu.tr>, 9 Ağu 2019 Cum, 23:00 tarihinde şunu yazdı:

Dear Rachel,

Thank you very much indeed for your kind consideration and quick response.I am doing my master and now it is the term of thesis.I have not written my proposal yet ,but trying to form it asap.I am writing to you from Turkey and there will be a public holiday here until next Thursday.I would like to contact with Lu and his teachers in order to get some idea.I have really liked the survey Lu used to get the perceptions of teachers about vocabulary teaching and my thesis will be on Vocabulary Teaching and strategies of the teachers and diversity in their instruction.I have considered using the same survey if Mr Lu approves it.Also,I need some ideas and I could send my proposal to you if you would like to support me through this process.

Thank you very much in advance.

Best regards,



Wexelbaum, Rachel S. <rswexelbaum@stcloudstate.edu>, 9 Ağu 2019 Cum, 22:06 tarihinde şunu yazdı:

Hello Zekiye,

Thank you for your email. We are very happy to hear that Danhua Lu's thesis has been helpful for your research. I have CC'ed his thesis committee on this email; perhaps they can answer your questions or help you get in touch with Danhua Lu.

Please give our thesis committee members some time to respond, as faculty at our institution are still on summer break and our email system will be going through a migration from Friday Aug 9 - Sun Aug 11.

Sincerely,
Rachel Wexelbaum

Rachel Wexelbaum, MLIS
Associate Professor
Collection Management Librarian
St Cloud State University
720 4th Avenue South
Saint Cloud, MN 56301
(320) 308-4756

From: Zekiye SEİS <zseis@medipol.edu.tr>
Sent: Friday, August 9, 2019 12:27:32 PM
To: Wexelbaum, Rachel S. <rswexelbaum@stcloudstate.edu>
Subject: DANHUA LU- THESIS TOPIC

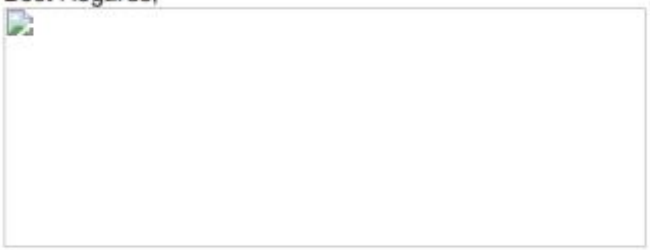
Dear Sir / Madam,

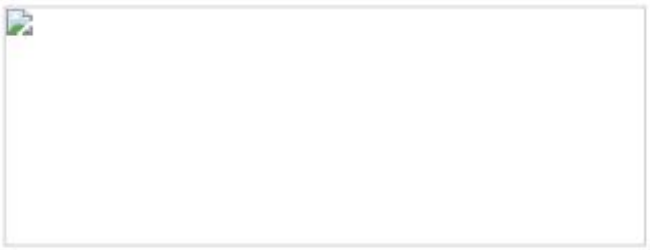
As a student in the department of English Language Teaching at a foundation university in Turkey, I came across with a thesis submitted and approved by one of your students called Danhua Lu.His /Her thesis is Teachers' Beliefs and Practices :ESL Teachers ' Perceptions of Vocabulary Instruction.

I would like to get more information from Danhua Lu , but I have no contact details. Could you help me get through Danhua Lu,please?

Thank you very much in advance,

Best Regards,





APPENDIX II. ETHICS COMMITTEE PERMIT

MEDİPOL UNV İSTANBUL MEDİPOL ÜNİVERSİTESİ

E-İmzalıdır

T.C.
İSTANBUL MEDİPOL ÜNİVERSİTESİ
Sosyal Bilimler Bilimsel Araştırmalar Etik Kurulu Başkanlığı

Sayı : 43037191-604.01.01-E.52994 26/09/2019
Konu : Etik Kurulu Kararı

Sayın Zekiye SEİS

Üniversitemiz Sosyal Bilimler Bilimsel Araştırmalar Etik Kuruluna yapmış olduğunuz "İngilizce Öğretmenlerinin Kelime Öğretimi Konusundaki Algıları ve Kelime Öğretimindeki Stratejileri Arasındaki İlişkinin Araştırılması" isimli başvurunuz incelenmiş olup, etik kurulu kararı ekte sunulmuştur.

Bilgilerinize rica ederim.

Prof. Dr. Ali BÜYÜKASLAN
Sosyal Bilimler Bilimsel Araştırmalar
Etik Kurulu Başkanı

EK:
-Karar Formu (2 sayfa)

Bu belge 5070 sayılı e-Imza Kanununa gore Prof. Dr. Ali BUYUKASLAN tarafından 26.09.2019 tarihinde e-imzalanmıştır.
Evrağınızı https://ebys.medipol.edu.tr/e-imza linkinden E59FEA5BX9 kodu ile dogrulayabilirsiniz.

İstanbul Medipol Üniversitesi
Kavacık Mah. Ekinciler Cad.No:19 Kavacık Kavşağı 34810
Beykoz/İSTANBUL

Tel: 444 85 44
İnternet: www.medipol.edu.tr
Ayrıntılı Bilgi İçin : bilgi@medipol.edu.tr

BAŞVURU BİLGİLERİ	ARAŞTIRMANIN AÇIK ADI	İngilizce Öğretmenlerinin Kelime Öğretimi Konusundaki Algıları ve Kelime Öğretimindeki Stratejileri Arasındaki İlişkinin Araştırılması			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACI UNVANI/ADI/SOYADI	Zekiye SEİS			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACININ UZMANLIK ALANI	İngiliz Dili Eğitimi			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACININ BULUNDUĞU MERKEZ	İstanbul			
	DESTEKLEYİCİ	-			
	ARAŞTIRMAYA KATILAN MERKEZLER	TEK MERKEZ ☒	ÇOK MERKEZLİ ☐	ULUSAL ☒	ULUSLARARASI ☐

İSTANBUL MEDİPOL ÜNİVERSİTESİ
SOSYAL BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU
ETİK KURULU KARAR FORMU

	Belge Adı	Tarihi	Versiyon Numarası	Dili
Değerlendirilen Belgeler	ARAŞTIRMA PROTOKOLÜ/PLANI			Türkçe ☒ İngilizce ☐ Diğer ☐
	BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU			Türkçe ☒ İngilizce ☐ Diğer ☐
Karar Bilgileri	**Karar No: 53**	**Tarih: 02/09/2019**		
	Yukarıda bilgileri verilen Sosyal Bilimler Bilimsel Araştırmalar Etik Kurulu başvuru dosyası ile ilgili belgeler araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak incelenmiş ve araştırmanın etik ve bilimsel yönden uygun olduğuna **"oybirliği"** ile karar verilmiştir.			

İSTANBUL MEDİPOL ÜNİVERSİTESİ SOSYAL BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU	
BAŞKANIN UNVANI / ADI / SOYADI	Prof. Dr. Ali BÜYÜKASLAN

Unvanı/Adı/Soyadı	Uzmanlık Alanı	Kurumu	Cinsiyet		Araştırma ile ilişki		Katılım *		İmza
Prof. Dr. Ali BÜYÜKASLAN	İletişim Fakültesi	İstanbul Medipol Üniversitesi	E ☒	K ☐	E ☐	H ☒	E ☒	H ☐	
Doç. Dr. Mevlüt TATLIYER	İşletme ve Yönetim Bilimleri Fakültesi	İstanbul Medipol Üniversitesi	E ☒	K ☐	E ☐	H ☒	E ☒	H ☐	
Doç. Dr. Nurullah GÜR	İşletme ve Yönetim Bilimleri Fakültesi	İstanbul Medipol Üniversitesi	E ☒	K ☐	E ☐	H ☒	E ☒	H ☐	
Dr. Öğr. Üyesi İlsan EKEN	Medya ve Reklam Araştırmaları	İstanbul Medipol Üniversitesi	E ☒	K ☐	E ☐	H ☒	E ☒	H ☐	
Dr. Öğr. Üyesi Erol YILDIRIM	İnsan ve Toplum Bilimleri Fakültesi	İstanbul Medipol Üniversitesi	E ☒	K ☐	E ☐	H ☒	E ☒	H ☐	

* (Toplantıda Bulunma

APPENDIX III. CONSENT FORM AND QUESTIONNAIRE

CONSENT FORM

Exploring The Relationship Between The Perceptions of Non-Native English Lecturers Towards Vocabulary Teaching and Their Strategies in Vocabulary Instruction

Dear Participant,

I invite you to participate in a research study entitled "Exploring The Relationship Between The Perceptions of Non-Native English Lecturers Towards Vocabulary Teaching and Their Strategies in Vocabulary Instruction". I am currently enrolled in the English Language Education programme at Maltepe University, and at present, I am in the process of writing my Master's Thesis. The purpose of the research is to explore the perceptions of the non-native English lecturers working at İstanbul Medipol University preparatory classes towards vocabulary teaching and diversity in their vocabulary instruction so as to make a common vocabulary teaching framework in teaching vocabulary.

Your participation in this research project is completely voluntary. Your responses will remain confidential and anonymous. The collected data will only be used in this study for research purposes. The information you share is important for the credibility of the research. No one other than the researchers will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately 10 minutes to complete.

If you have any questions about the research study, please do not hesitate to write to zseis@medipol.edu.tr .

Thank you in advance for your participation and contribution.

Sincerely yours,

Lecturer

Zekiye SEİS

QUESTIONNAIRE

PART 1:

Demographic Information:

Age	
Gender	Female ( ) Male ( )
Education Status	Bachelor ( ) Master ( ) PhD ( )
Teaching Experience	0-2 years ( ) 3-5 years ( ) 6-10 years ( ) More than 11 years ( )

Note: Vocabulary teaching strategies are given in the chart below. Please, **sort the list** below **from 1 to 10 according to your frequency of use** (1=the least frequently used, 10=the most frequently used) (like 1,2,3,4,5,6,7,8,9,10).

By demonstration or pictures	
1.Using a picture	
2.Using a cut-out figure	
3.Using gesture	
4.Performing an action	
5.Photographs	
6.Blackboard drawings or diagrams	
7.Pictures from books	
By verbal explanation	
8.Analytical definition	
9.Putting the new word in a defining context	
10.Translating into another language	

Note: The data are adapted from Nation (1990, p.51).

PART 2: Please choose your option for the following questions about teaching vocabulary.

		Strongly Disagree **1**	Disagree **2**	Slightly Disagree **3**	Slightly Agree **4**	Agree **5**	Strongly Agree **6**
1	It is necessary to translate vocabulary meaning to students' native language.						
2	Teachers can have students notice and also acquire new vocabulary from reading activity.						
3	Students must memorize vocabulary.						
4	It is necessary to help students understand vocabulary through active interaction like role play, information gap.						
5	Students must repeat new vocabulary after teachers to learn a word.						
6	Vocabulary should be acquired like L1 in context without L2 translation.						
7	It is useful to use word-frequency lists to teach vocabulary.						
8	There is no need to take time to memorize words because students can acquire vocabulary naturally.						
9	It is important to offer students clear, unambiguous vocabulary instruction.						
10	It is negative for teachers to teach vocabulary by using bilingual vocabulary lists in class.						
11	Vocabulary should be taught in discourse.						
12	It is not useful to ask students to learn new words from reading activity.						
13	Vocabulary should be taught through pantomiming, real-life objects and other visual materials.						
14	Active interaction like role play, information gap is not important while teaching vocabulary.						
15	Repetition activities that teachers use in class to help students learn vocabulary is ineffective.						

Note: The data are adapted from "Teachers' Beliefs and Practices: ESL Teachers' Perceptions of Vocabulary Instruction" (Lu,2017).

APPENDIX IV. INTERVIEWS AND THEIR TRANSCRIPTS

THE LIST OF INTERVIEWEES:

1. AA (in English)
2. AHA (in English)
3. BS (in English)
4. BB (in English)
5. BY (in English)
6. BB (in English)
7. FB (in English)
8. FA (in English)
9. IS (in English)
10. SB (in English)
11. SS (in English and Translated Version)
12. YKK (in English and Translated Version)

- The interviews of SS and YKK have been translated into Turkish and the translated versions have been checked by two other experts in the field.

  - SS (in Turkish Version)
  - YKK (in Turkish Version)

- All of the lecturers voluntarily had interviews with the researcher.

The researcher / interviewer: Zekiye SEİS

The participant (her colleague) / interviewee: AA (English lecturer)

AA: Perceive the word I mean, what it means, and then to use it in a sentence in a meaningful way. I don't know for now, I will describe in this way. To know a word means to be able to use it in a sentence in a meaningful way to communicate.

ZS: Okay and how do you teach vocabulary in the target language?

AA: Are you asking for methodology or some specific techniques?

ZS: What do you wanna say? It's up to you.

AA: I would say when there is a vocabulary item that the student doesn't know it, I try to create a context. You know one based on this context, I try to perceive the meaning. I try it, my students to perceive the context and then give a meaning to the word. And if it doesn't work, if do if they don't understand, I try to give some synonyms and if they know some synonyms beforehand, I give it. If it really doesn't work. Um, I act really. I act. I change my voice. I change my mode and I act it. These are the techniques that I use to teach vocabulary item. Sometimes I use antonyms as well, but if there is anything that I can use from acting to writing a sentence, I try everything but in the end if they don't understand it, I give the Turkish meaning or I, you know, I'm just saying 'Could you please check the dictionary? if there are some foreign students in the classroom.

ZS: Okay, and what do you think about vocabulary teaching in English language teaching in ELT? What is your perception?

AA: My perceptions on vocabulary teaching.

ZS: What are your beliefs about vocabulary teaching? Do we give importance on vocabulary in classes, in English classes?

AA: In general or my perception?

ZS: Your perception ?

AA: Personally, I really give importance to learning vocabulary item in English because you know if they have, even though they have the grammar, grammatical structures, even though they have, I don't know. Even though they know how to use a vocabulary item in a sentence if they don't know, for example, they know what an adjective is, they know what an adverb is, but they don't know any adjectives or any adverbs. It means they don't know how to use. They don't have any vocabulary items using their sentences. That is why, I really give importance whenever I teach a vocabulary item. I try to give its synonyms or antonyms so that they can use in their sentences or similar ones, as well. And if I teach something, I also try to make my students remember the older ones as well. You know, 'Do you remember?', 'We have learnt this before. This is so similar' or 'You know there is a difference between them in terms of' blah blah . I try to do it in this way and I also try to emphasize the phonetic as well. You know how to pronounce it because while teaching, and I try to make them, you know, not repeat after me. But you know if

you want, you can repeat it with me. If you want, you can practice it, you can practice how to pronounce it because it also and helps the students you know pronounce they hear the word with their own ears. It is really useful because if they don't pronounce it if they don't know how to pronounce it, I don't know for example, ‘community’. They learn it when they don't know how to pronounce it. That is why they don't have enough confidence and they don't speak. They know.

ZS: They don't understand, you say.

AA: They understand, but they don't use. Because they don't know how to pronounce it.

ZS: So they don't know the word if they don't know the pronunciation of the words.

AA: Yeah, I can include it as well, in the meaning, but I couldn't be sure, they know the meaning When they hear the word, they can understand. But they can't use it because they're not sure because they don't have self confidence. They don't use it. It means they don't know.

ZS: Yeah, yeah. You want to say yes or not?

AA: Yeah, I mean this.

ZS: Okay and actually here while doing the survey, um, we have seen that the teachers working at Medipol University use gesture, but in what ways do you use gesture? Why do you use gesture to teach word and how do you use?

AA: Yeah, at the beginning I told you that I use, you know, context, some context, I create some context, I act if there is a new word. For example, when I teach ‘propose’, propose you know, I create a context. There is a person, there's a student, I know whose name is Ahmet. ‘Ahmet, let’s suppose that you have a girlfriend and you were so serious in this relationship and one day you know, you buy a ring. I just you know, create a context like this. They imagine in their mind, of course and then you prepare everything, blah blah. I give the details and on my knee sometimes really I do this. I show it with my gesture with my, you know, facial expression and hand moment with my whole body actually my feelings. I show it and then huhhh and I ask you know, ‘Will you marry me?’ Huh, this is ‘What did you do?’ , ‘You propose’ and then they understand.

ZS: Firstly, you teach, you use it to teach the word but do you use gesture to check the students’ understanding?

AA: Sure, of course, I use it.

ZS: But mainly?

AA: But mainly to teach something. I use it a lot. But of course I use gestures to check their understanding, but actually I use their gestures.

ZS: Not your own?

AA: Hı hı, not mine and I try to understand from their faces, you know, their eyes, whether they have understood the topic or not.

ZS: Okay and what strategies should be utilized in order to teach vocabulary to foster vocabulary teaching and learning?

AA: What strategies should be utilized to foster vocabulary teaching and learning? The first thing that comes to my mind is guessing. How? Again I will emphasize the importance of context you know. If there is a reading text, if they don't know the meaning of a vocabulary item, I would suggest my students to use the context, you know. Is it a medical context?Is it , you know, education related topic: What is the topic? What is the context and for example, schools talk about it all together. If you're talking about an education, an educational topic school is a, you know, a building where we teach or learn something. But if you're talking about biology, if it's the topic in biology, you know, it has a totally different meaning, the group of fish. I would suggest you learn, you know, context. Please, be careful with the context so they can guess the meaning. What else, I would suggest my students to check the suffixes or prefixes. You know, this is a strategy for me because if they know for example, 'com' 'communicate', 'community', 'compound'. I would try to teach the importance of these prefixes or suffixes. You know, if they know, for example, 'luck' as a word. This is a noun, if they know some prefixes or suffixes like 'lucky' so because they because they know 'luck', they will be able to understand 'lucky'. Hıh, It's an adjective and it means this, having luck.

ZS: Word formation.

AA: Hıh. Exactly.

ZS: Word formation as a strategy?

AA: What else? What else? What strategies should be utilized to foster? If I don't misunderstand, I think you are asking, for example, peripheral learning or are you asking about this?

ZS: Your ideas.Yes, it is your idea. General ideas.

AA: Because there are many strategies.

ZS: Yeah, your own strategies, I would like to learn.

AA: For example, I make my students, you know, create some stories including the given vocabulary items, I give them five vocabulary items and I try to make them create some stories based on their own creativity.

ZS: Yes.

AA: It is a a strategy. Basically, I try to, I try my students to create some stories or some context to use the language, to use the words.

ZS: Okay, and last question what is your observation about strategies, students', pardon, attitudes towards vocabulary learning? Do they have any vocabulary learning strategies, do they know it how to learn vocabulary? Is vocabulary important to them?

AA: I think it is not. It is not important to our students. They just memorize vocabulary items,huh, for example, when I give for the maybe the preceding questions, when I give homework related to vocabulary items. I want them to write sentences, when I also suggest them to write sentences when they learn a new vocabulary item. But I think they don't because they just write the Turkish meaning. That's all! They think that they accept that they have learned vocabulary items, but actually they don't. I don't know. I think they don't have any other strategies.

ZS: So they don't know any strategies.

AA: They memorize, they just write the Turkish meaning and memorize. That's all!

ZS: Okay, you have said that you use contextual information and context, you create context to teach the word. So the students' behaviors affect your method or strategies while teaching vocabulary or do you apply your own strategies in your classes?

AA: Of course. I observe my students first, their profile is really important in this matter. In this topic, if I realize that they like, for example, listening to music, I try to teach some vocabulary items or I try to practise some vocabulary items by giving some song activities to them. But if I realize that my students are really you know, relaxed in the classroom, they are fine, they don't have any effective filter. If I realize this, I give them some role-play activities, story- creating activities so that they can use the word in the sentences in their communication. It is based on their profiles, as well.

ZS: Okay. This affects your instruction, do you prefer, implicit or explicit instruction in teaching vocabulary?

AA: Actually my examples, it. My examples are, I think, implicit, you know I don't give the meaning directly, instead, I try to make my students understand, you know, elicit the meaning from my, you know.

ZS: So, generally you prefer implicit instruction.

AA: But explicit is the last step. If they don't understand it any way.

AA: They don't understand it anyway.

ZS: Thank you very much hocam.

AA: You're welcome!

The participant (her colleague) / interviewee: AHA (English lecturer)

AHA: Hello.

ZS: Hello, hocam (my teacher), I'm doing a research on vocabulary teaching strategies and today I would like to ask you. I am with AA hocam (my teacher), and to you, what does knowing a word mean?

AHA: Knowing a word means being able to you understand and use a vocabulary item in context or on itself.

ZS: All right, how do you teach vocabulary?

AHA: Teaching vocabulary depends on the method of teaching vocabulary, for me depends on the level of the students. For example, if I teach to A1 level learner, I show realia, I show, for example, if it is a verb, if it is an action, I show it to themselves and sometimes if needed, I tell the Turkish version of the word, but for upper levels, I try to connect the new item vocabulary to previous vocabulary items they know. I try to connect synonyms and for B1 and plus levels, I try to give sometimes I use cognates as well. I need to mention that, if there are false cognates, I stress that they are false cognates and it's not the word, the word they think. Most of Turkish words actually come from French because of 'Tazminat fermanı' and all that stuff. And most of English words actually come from French, so there is actually middle ground at all. I'm making use of that middle ground so to speak and for B1 and plus levels I actually give word families. For example, if I use the word 'competence', I sometimes use the word 'compete'. For example, if I teach 'nationality', I teach the 'nation' as well because they are connected and maybe, it would make them learn more words and remember more.

ZS: Alright and what do you think about teachers, your perceptions, on vocabulary teaching? What are your beliefs?

AHA: I believe that if the student, if the learner does not understand, that's okay because the other, the sentence, the whole. You know, the whole message actually makes the person understand a word in a context, but knowing a word actually heavily depends on being able to use it. If you're not gonna use it, if you cannot use it, if you cannot put it in a context ,then it is meaningless. It's basically remembering, memorizing a whole dictionary.

ZS: What do you mean by using?

AHA: For example, if I teach the word 'compete', I want my students to be able to use 'compete, competing in a competition' etc etc., so they should be able to use the word in a context.

ZS: Alright.

AHA: Make sentences with them.

ZS: Are they related with skills, also?

AHA: Yes, productive skills. So, knowing a word does not help, doesn't solely depend on receiving. It depends on the production. Yes, I want my students to be able to produce.

ZS: Okay and what strategies should be utilized to foster vocabulary teaching and learning?

AHA: What do you mean by strategies?

ZS: Your techniques.

AHA: Well, if a person can draw pictures well, they can draw pictures. I cannot do it, that's why, I use Google. I use Google images. I show images. Sometimes I show the action or the thing on Youtube. If the thing has a sound, for example, we use it, for example, murmuring. It's a sound. How, how do you express it? You open a video on Google, on Youtube, and so Turkish translations do not work well for me and I don't think that it works well for students, either, so I try to make use of different, different type of receptive skills, not just for. I also give importance to learning the pronounciaton. That is why, I open a dictionary and this is the American pronunciation. This is the British pronunciaton. I sometimes show them either. I show them, as well. And what else do I do?

ZS: So they enhance the students' knowledge?

AHA: Pronunciation knowledge, as well.

ZS: Okay.

AHA: I sometimes actually try to show the stress, the stress of the word. I know that it's in our pronunciation parts of the book. But they, they don't use the pronunciation of the stress pattern of each and every single word, that's why, I try to incorporate it in my own teaching, as well.

ZS: Alright,

AHA: This is something else.

ZS: And what is your observation about students' attitudes towards vocabulary learning?

AHA: Well, they open Tureng and they just look at the Turkish translations and sometimes they fail because the Turkish version and the English version do not (pause).

ZS: match.

AHA: (…) do not match. This is because English version has so many different meanings in Turkish, so they look at Tureng and they see the most popular one. And they come up with a wrong word, but this is what they do. They open Google translate or they open Yandex translate and they open Tureng, Sesli Sözlük blah blah. And they just write the word and they do not care about if it is a noun, verb, adjective. They don't care about the part of speech. They do not have this awareness so to speak to learn the part of speech

with the word because I think they are not aware how it will help them. But unfortunately, this is what they do. Maybe it is sometimes fortunate, I don't know.

ZS: So they don't know about vocabulary learning strategies.

AHA: No no.

ZS: Okay and there is a really interesting result of a survey. Do you remember? We did it together here. At the end of this survey, there was an interesting result about gesture. All the teachers, use gesture to teach vocabulary, but I would like to learn. So I'm asking, you now, do you use gesture to teach the definition or to nod if the students have understood or not?

AHA: I teach the definitions with gestures because I cannot stop if I don't use gesture. I need to use gestures.

ZS: Okay.

AHA: So that was my point for me.

ZS: Okay. Thank you so much hocam.

AHA: You're welcome.

The participant (her colleague)/ interviewee : BS (English lecturer)

ZS: Hello hocam, as you know, I'm doing a research on vocabulary teaching and I would like to have an interview with you if you are free.

BS: Sure, I am.

ZS: Ok.To you, what does knowing a word mean?

BS: Actually knowing a word means to me that he can use it in any case in any meaning. For example, you can use it in a sentence or you can use it in your daily life without hesitating and without thinking about meaning. So it means that just flowing out of your mouth naturally So if you can do that or when you see it in any situation in a text or orally, you should do have no hesitation about using or understanding it. I think that's what knowing a word means

ZS: All right, how do you teach vocabulary?

BS: Actually, I teach vocabulary in several ways in the class, especially I use games because for me games just create different environment to learn something. So for example,I make them draw the vocabulary on the board and the other students try to guess vocabulary or they play hot seat. One of the students sit and others try to explain the

word that I write on the board or sometimes I do it like a taboo. So they just describe the words and sometimes I do dictation because I believe that if you know how to write it, you will memorize it more. Sometimes I do, just reading and then they write or I don't know sometimes you can give the equal meaning like synonyms, antonyms and you may ask and what else I do. I don't remember, but I do many things. Sometimes I write all the words on the board and I write the meaning section, I don't write meaning, I draw them.

ZS: Drawing is important.

BS: I draw them and then I erase what I have drawn.I ask students one by one, but I ask in order so I don't delete them all at the same time. For example I write or I delete the drawing. I continue to ask in an order and I delete the second one and at the end, I erase all the board drawings and I just ask the meaning and it is kind of succesfully.

ZS: So do you use drawing a lot in your classes ?So you are good at drawing, I guess.

BS: I am not. Actually, I'm good at drawing practically not in a good way. So because I don't want to write the meaning and I just draw it. So I believe at that time they just start an imaginary who think on their mind so that I think they memorize. After that, Sometimes I describe or create a situation and I imitate or act the word so they can understand better. So while I'm asking them to describe where they do the same thing.

ZS: Very good and what do you think about vocabulary teaching? What are your beliefs / perceptions on vocabulary teaching?

BS: I think vocabulary teaching is something that you should repeat a lot because if you just give a word once, nobody will remember it. Or if you don't give any emphasize to a word with just giving a meaning doesn't mean that it doesn't mean anything to me because I forget directly; if I forget, they forget, so you should do something that make them remember it later like the things that I've mentioned like drawing like shopping or Sometimes I give a funny example to just let them remember something so remembering is everything ,so if they see the same word in different texts or different environments, probably they will remember, but if they just memorize, they will never remember it again.

ZS: Okay, what strategies should be utilized to foster vocabulary teaching?

BS: Strategies, you mean like, methods.

ZS: Yes, methods, techniques.

BS: I don't know maybe from the texts. They can just choose the words that they don't know, but we shouldn't give them the meanings directly so we can ask them to guess the meaning and we can also, um, I don't know, make them listen the same thing or read the same thing or do the test or anything ,so we can use different skills to teach the word, so one skill won't be enough. I think.

ZS: Okay, and what is your observation about students' attitudes towards vocabulary teaching?

BS: Actually they try to memorize generally ,they make lists and in these lists they just take the meaning, they don't look for the English explanation. They generally translate it from Turkish dictionaries and they memorize it and that's why, sometimes they can have some difficulties to put the word in the correct places in the exam because they just memorize it. I even isolate way and they have some hardness and also they don't know the strategies like which affixes make noun, which ones make adjectives, so if they know some strategies to learn vocabulary, they would have better skills in that field.

ZS: Okay, actually here if you remember, I did survey here- questionnaire here with all the teachers and there was a really interesting result here. All the teachers circled using gesture is one of the important to strategies that they use. and I would like to ask you why all English lecturers especially at Medipol University use gesture to teach the vocabulary definition or to nod if they have understood the words really well?

BS: Maybe, we don't use the Turkish in our classes. Sometimes it's good to have something visual or real and if it is real, you know it's easier to remember,so its realias are also important for them.

ZS: You use gesture?

BS: Yeah, I use.

ZS: To teach the definition or to nod? Aha, you have understood the word?

BS: If they've understood, I don't do any gestures, Okay, so if they didn't understand the eye struggle what you have, in my body, with the drawings or at the end maybe we can tell meaning, but if they've got the meaning, I don't do any gesture.

ZS: Okay, thank you very much for spending your time with me and for all this knowledge.

BS: Thank you.

The participant (her colleague) / interviewee: BB (English lecturer)

ZS: Yes hocam, as you know, I'm doing my research on vocabulary teaching at İstanbul Medipol University and would you like to help me with my research?

BB: Yes, of course.

ZS: All right. I'll ask some questions to you and first of all, to you, what does knowing a word mean?

BB: This is a nice question , firstly, I would like to say and I think knowing vocabulary is to have different perceptions, maybe to have different experiences for us and students. This lesson may be, we can call it a lesson , different lesson. It is important for most of

the teachers because knowing new vocabulary comes to, maybe, our minds in a new language, new education, new life and for this is so important for us, I think.

ZS: Okay, how do you teach vocabulary in your classes?

BB: In my classes, especially I pay the attention for using Picture, firstly maybe. I prefer to use pictures because showing something in real life objects is beneficial for students because they see and look at your body language. This one is beneficial or to learn English better than other ways maybe ;second, using gestures are beneficial. I think and you may make eye contact with the students and this one is very special for students and looking some thing every time pays attention for us and for students I think in the classroom environment.

ZS: All right, I would like to add two questions for this because I would like to learn in details. You said that using pictures are so important in vocabulary teaching. Do you use pictures in the books or do you use these pictures from an authentic material?

BB: In real life, I think we use the pictures especially from the books, but it should be from the original and a different for example, magazines and other items may be I-tools ,internet pictures. This one a better way but normally we cannot use in real life. Just read the pictures from the books. Maybe not the best ways and it is easy way for us because w so easy but in need, we need different pictures from the other environments ,for example from the internet and especially choosing new items is important .

ZS: And second thing you said that you use gesture in your classes, but prepare for using gesture to teach the meaning of vocabulary or to check the students' understanding?

BB: I am not using the gestures in terms of giving feedback because of maybe the other way important just describe the word or vocabulary to the students using gestures are important.

ZS: Okay and other question, what do you think about vocabulary teaching ? I would like to learn your perceptions ,your beliefs?

BB: Okay, I think the vocabulary is integrated to other skill language because yes speaking like , speaking and grammar, reading and listening- integrated one because I cannot think it's the different parts of the language, all the skills. Maybe we think this a need or necessity to know and learn or teach the vocabulary to the students totally with other skills.

ZS: Okay, another question. What strategies should be utilized to foster vocabulary teaching or vocabulary learning?

BB: The Inside Reading passage we are using to and while the students are reading part, maybe they need to know these vocabulary and they search and discuss the meanings with the other partners and with other students and so on, is useful for a while. There they are reading or listening skills in the same ways and this phone will be good for students. Special reading and sing me to, speaking their own new vocabulary .

ZS: For you, your strategies,

BB: My strategy present all that I cannot translate. I think it is a cover meaning to it from English to Turkish. We are not using it.But the other strategy maybe describe the moments or the body language we can say and other techniques, students must repeat the new vocabulary teachers, to learn an word and repeat is important for me ,repetition, drills, yet three position it real need, other is to trusted recover minute ..need to language. I cannot think so. Oh because translate the language just easy and easy way, we don't want to easy away for our students, there's no need to take time to memorize words .Just repetition is important, not memorizing. The verse can not think, this was okay in classroom.

ZS: Okay, and what is your observation about students' attitudes towards vocabulary teaching? Actually here, do the students use vocabulary learning strategies in your class? What is your observation? Do they give importance on vocabulary, what is vocabulary for students?

BB: They used vocabulary. I'm learning vocabulary, just for the exams, but is not good thing for teachers, I think. They are not discussing the vocabulary with their partners or they are not trying to study along the new vocabulary, just they are focusing for the exams and they memorize the words and is not a good way to learning English, I think. But we always told them the importance of the vocabulary, learning vocabulary, just for example, they would like to discuss something, put in Turkish version, in Turkish translation and we don't want down to that in this way. This is not good for them because they will forget for translation in the future time .They want. For example, we use these vocabulary they memorized for the future time because they are not learning in need but in real life, especially in my classroom. They always translate to Turkish. The new vocabulary it's Turkish and is not a good way or not educational way for vocabulary.

ZS: Thank you hocam!

BB: You're welcome.

The participant (her colleague) / interviewee: BY (English Lecturer)

ZS: Today I am with BY hocam (my teacher).

BY: Hello!

ZS: Hello, If you are free, I would like to ask some questions.

BY: Yeah, I am really free.

ZS: Okay, as you know, I'm doing a research on vocabulary teaching and teacher strategies about vocabulary teaching. I'll ask some questions to learn your ideas. My first question is, what is, what does knowing a word mean?

BY: Knowing a word means to me, I think it is the capability of, you know, using it in a context. If you know a word, okay, that means you know,a word can have many different meanings. So what meaning? What context? It is a key feature or key factor to know a word, I guess. And if you can use it in a different context, that means we know a word. Okay, that word, you can use it.We can write it. That's it!

ZS: Okay and how do you teach vocabulary in the target language?

BY: There are of strategies I think to teach vocabulary, but what I do most is, I think using visuals, some pictures or giving definitions, of course, but let students put them in a context. You know, I want them to create their own sentence using the target vocabulary. If you can do that, okay, that word is okay, it is being taught. One of the most powerful strategies as I said is of course using visuals, and using gestures, maybe sometimes, it's very effective and students look at your gestures, your body language and these are some instant, my instant answers and I know there are a lot of different and effective strategies to teach vocabulary.

ZS: And you have said that you use pictures while teaching the words. When you use these pictures, do you prefer using from the books or what kind of pictures do you use to teach?

BY: If I am well-prepared for the lesson, I do google some pictures and I think rarely use the pictures from books. Okay. The internet is a kind of very vast area to find any kind of pictures to use.

ZS: Okay, so you try to bring some pictures from outside.

BY: Yes, I try.This is what mostly I do.

ZS: And another thing that you have mentioned is to use gesture. Why do you use gesture? Actually, can I learn the details about using gesture?

BY: In the lessons, sometimes you have no time to go, go online or time is very limited, so very instantly and immediately, you use your body language, it is something natural. For example, if you want to teach the verb 'jump', so there's no other chance to, you know, act it out. You have to act it out in the classroom and 'jump', 'jump' what does 'jump' mean? So you start jumping. This is I think all about the time constraints of the lessons I guess.

ZS: For saving time, you prefer it. And do you use gesture to check the students' understanding? They get the ideas what the word means, but again you would like to check by, for example, they ask'Is it this, hocam?' And you use gesture to check it?

BY: I use it a lot. You can see it from my face, from my…

ZS: Mimics…

BY: Yes, mimics. I use a lot in the classroom.

ZS: for both of them.

BY: Yeah, yeah. It is really really effective.

ZS: Okay, another question, what do you think about vocabulary teaching in ELT? What are your perceptions about vocabulary teaching? Do we give too much time or it is ignored or what else?

BY: This is another point. I guess that we should pay attention to, but I think vocabulary teaching is being ignored. I think EFL students, EFL students are more of a kind of, you know, eager to learn grammar. And in the English file right now we are teaching and vocabulary part. is a bit of , I think , something ignored. Okay, it's really good to, you know, put all of the words, all of the target words looking ones in the context. It is one of the most, okay, effective ways to teach vocabulary. But there is not much, I think, space for vocabulary in books.

ZS: Okay.

BY: And I think it should be balanced as grammar. It should be valued as grammar, reading. There are a lot of reading texts with four- five pages. Yes, but there are only ten vocabulary or target looking ones in a kind of four- five page in a reading text, so it's not I think that much valued.

ZS: Okay and what strategies should be utilized to foster vocabulary teaching and learning?

BY: I think I'm going to refer to my answer, which I gave for number two: How do you teach vocabulary? Using, as I said, using pictures, using your gestures, body language and of course, drawing is also another very effective way to teach vocabulary. Drawing should be utilized in the classroom.

ZS: Can you draw?

BY: Not very good, but yes, I draw. I draw,you know, the target or the words that students are unfamiliar, from time to time,yes, I draw.

ZS: Have you ever used diagrams while teaching vocabulary?

BY: While teaching vocabulary, yes, I used diagrams like teaching, for example, it is vocabulary. I don't know, but teaching prefixes, suffixes

ZS: Word formation.

BY: Word formation ,yes, I'm using, I'm utilizing many diagrams.

ZS: Okay. Have you considered the levels of the students while using diagrams or should there be a level?

BY: Yes, there should be a level, diagram use. But actually, till you asked, I haven't considered it, I guess.

ZS: Okay and what is your observation about students' attitudes towards vocabulary teaching? Do they use any vocabulary learnings strategies in your classes?

BY: It's a big issue in Turkey because students are just,you know, eager to learn something as a list. I see some students. I see many of students right before the exam, having a long list of papers and they are trying to memorize the words.

ZS: With their translations.

BY: With their translations, yes, there is no context, just from English to Turkish meaning, just ,yes, directly the meaning.

ZS: What could be the reason of this?

BY: I think the incapability of using them in context. Again, they just want to just learn the meaning and not meaning, just the translation, it is not the meaning. Just translation.'Book= kitap', you know, 'board=tahta'. So we don't know book has many different meanings, as well. What book is this? Is it a kind of printed product or it's a kind of reservation? Is it something different. What is it?

ZS: Do the students' ideas change your way of teaching vocabulary?

BY: This attitude hasn't changed my belief or opinion about teaching vocabulary. I think, in contrast, I use much more context.

ZS: Yes.

BY: I use much more definitions, I use much more visualizing. I use much more pictures, drawing in my classes. So they didn't change me in teaching vocabulary.

ZS: (Laughing) Thank you very much, hocam, for your time.

BY: I thank you,hocam. I think, I could help you.

ZS: Yes, thank you very much.

BY: I could help a contribution to your research.

ZS: Thank you so much. You have contributed to me, to do my survey questionnaire and now with the interview, we are together.

BY: Okay, I'm always grateful and always happy and be pleased to be part of this, hocam.

ZS: Thank you so much, thank you.

The participant (her colleague) / interviewee: BB (English Lecturer)

ZS: Today I am with BB hocam. Hello hocam.

BB: Hello.

ZS: Are you ready for asking the questions?

BB: Yes.

ZS: And as you know, I'm doing my thesis on vocabulary teaching and I would like to ask you some questions if you're ready? To you, what does knowing a word mean in the target language?

BB: Okay, I think knowing means that the student or the learner, let's say, is able to use that word, is able to produce sentences with that word; otherwise he or she just knows the meaning, meaning of it, I think that is not knowing. He should be or she should be able to use it in the context, in a correct context and in a correct sentence.

ZS: Okay and how do you teach vocabulary in your classes?

BB: Actually, I'm sure you have a name for this like but I don't know the exact term. But how we teach is that we have our main course books, of course, for A1 and A2 students, also B1 students. We use our main course books to teach them. They have target vocabs, as you know, and then we just show them and we have some exercises but when I teach them, those words, I never use L1.I never translate because I think when you translate, they can misunderstand it very easily. It's very problematic, I think, translating vocabulary is very problematic, I think, so I always try to write as much sentences as many sentences as I can to show the context how they use it. I try to explain to myself, if they are able to use English to English dictionaries, I really like Collins dictionary. I always show them Collins dictionary and I make them use their phones to check the English, English explanation of the word and they can also see example sentences in the Collins dictionary. So that is how I teach them and then we do the exercises. Sometimes I also ask them to write some sentences with the word inside, the target word inside. That's how I teach.

ZS: Also, is it related to your class here, class size and also the students from the same nation or different nations, that is here…

BB: But this year we have a lot of students, especially my unit. We have the most international students. So If you speak Turkish, it doesn't make sense, of course, because they cannot understand us, but in previous years I was also only talking English in my classes. So of course it also works for them, but it was something that I was doing before.

ZS: The least strategy you use. Okay. Could you tell me about your ideas in ELT? What do you think about vocabulary teaching in E LT?

BB: Vocabulary teaching is, of course, it is not one of the main teaching parts.Let's say that it's not writing, it is not listening, it is not reading, it is not grammar so we teach vocabulary integrated to them like when I teach writing, for example, I show some signal

words.That's how they learn it. Or When they are reading lessons in reading lesons, they learn new words from the reading text that so I think it's more like an integrated part in the language teaching. If you ask me, I think, having a vocab lesson by itself, I don't think it would work. I think this system works very well because they see it in the context this way. They know how to use it, if they see it in the writing lesson, they kind of try to figure out the meaning from the reading part, from the text. In the listening parts, they can learn the correct pronounciation of it. They can hear how they use in the correct context, so I think it works, like my perception towards vocabulary teaching in ELT is positive, I should say.

ZS: Another question: What strategies should be utilized in classes to foster vocabulary teaching and learning?

BB: Okay, I think we should be able to choose the words that they need to use. Let's say not the unnecassary words but the words that they will really need. They will really need to use and another thing is sometimes we repeat the words, like we teach the same words.They are not able to learn a new vocab. We just circle around the same words, let's say, so I think we should be able to, I think we should be able to show them some words, which are may be a bit higher than their levels to make it a bit harder for them, a bit challenging for them. I think that would encourage them more,many students.

ZS: Very good, hocam. What is your observation about students' strategies and students' attitudes while learning vocabulary? Do they have any vocabulary learning strategies in your classes?

BB: Okay, I think it really depends on their native language, for example, Turkish students. Now of course, I had mostly Turkish students. They really tend to check the Turkish meaning of the word, like they never get used to using the word in a context or trying to understand the meaning from the context. They always want to translate. I don't know why they do it, I really don't have an answer but they always want,they want to translate, they ask their friends about it so I think Turkish student's attitude is translating. That is how I would say it, but I think they really like learning new vocabulary. I guess it's something that they are enthusiastic about but the strategy that they use is, is an issue. I think it's not the correct strategy. Although they are really enthusiastic about learning a new vocab, their strategy I think,it doesn't work.

ZS: Okay and one more thing, as you have just said that they don't know how to learn vocabulary by using different strategies, just I think just translation method they use, and here so that's why, while you are teaching vocabulary, do you try to instruct vocabulary implicitly or explicitly?

BB: Can you make it more clear for me? Explicit, implicit…

ZS: Now you say that we are learning vocabulary and the students are very aware because you have said that you have underlined that you are teaching vocabulary or while doing another activity, a kind of activity like maybe speaking or reading, you also think of teaching vocabulary. This is implicit. It's just the things

BB: The thing is even if I try to make it like, even if I try to not to tell them that we're learning a vocab right now, they're able to see because of the books. As you know, in the listening, speaking book, we have vocab parts, target vocab part. In the main course books, we have the vocab part. I don't tell them 'Now, we are learning vocab'. I never tell it but they are able to figure it out from the books, I think.

ZS: So being course books lead us how to instruct.

BB: Yes, exactly.

ZS: Thank you very much hocam for having your time.

BB: That was my pleasure.

ZS: Thanks so much. Really, thanks so much.

The participant (her colleague) / interviewee: FB (English lecturer)

ZS: Now I am with FB hoca [teacher]. I would like to ask some questions to you about vocabulary teaching and if you're ready, I will start the questions.

FB: Okay.

ZS: Hocam, to you, what does knowing a word mean?

FB: Knowing a word means to be able to use it correctly in a sentence basically that means knowing its collocations ,and knowing its different forms and how it is used.

ZS: Okay, how do you teach vocabulary?

FB: In different ways. If I can, if it's a physical thing ,I try to show its meaning about I can show a picture something like that or sometimes I use gestures. I use my body a lot like I jump up and down sometimes and if I can, I give ,I use an example sentences right? Context is easy enough for the student to be able to infer the meaning or I try to explain it if it is an abstract concept.

ZS: Ok**.** You have said that you use gesture. Do you use gesture to teach the definition of the words, to teach the meaning of the word or to nod if the students have understood or not?

FB: Both mean to . I can use this just to make a meaning, but also sometimes for example, a gesture becomes a symbol for us for that word. so later on. If they don't remember the word, I use gesture to remind them of the word.

ZS: Okay, here how, what do you think about vocabulary teaching? What are your perceptions?

FB: I think vocabulary should be taught (pause)(laughing) in context. First of all, because students tend to. I tell them this all the time as well. Students tend to try to match vocabulary with the Turkish words and just memorize it without actually knowing because to me, if just because you can tell the Turkish equivalence of the word,that does not mean that they know the word because also I draw this actually on the board, sometimes for the students, you know that like signifies -signified relationship. I say you know, even the within the same language, we don't have the synonyms don't exist. Words have can mean almost the same thing, but no never 100 percent the same and I draw this . I draw a picture of a chair. I write sandalye on it and I say when you're learning, even in Turkish.,these two things are not related and why do we call this 'sandalye' not 'masa'? So when you try to match the Turkish word 'sandalye' with the English word ' chair', then you have an undirected way of recalling the words forcing you to remember the Turkish word. Then you have to remember that English Word that you matched with it and also because words are random.The relationship is more difficult and also that's not knowing and all. And I say this is an easy example because it is the physical object. For abstract things, you can't, you know the relationship is even less certain and I give the example of present perfect. It's difficult for Turkish learners because how they learn is matching it with the Turkish equivalent. It doesn't have a Turkish equivalent.So they feel lost.

ZS : And what strategies should be utilized to foster vocabulary teaching and learning?

FB: I think we should teach them that memorizing the Turkish equivalence does not mean anything and it is difficult for them to not think about the Turkish words, because then they feel like they're blinded because they feel comfortable with Turkish. And without when you remove the Turkish from the equivalent, cohesion, they feel like ,you know, they don't have something they trusted on or have solid ground to walk but if they can learn to be able to move like with their hands like a blind person.Then If they get comfortable with that, it'll be much easier for them to learn new words so they won't look for the Turkish equivalent. They have to infer the meaning from the contexts from different examples so that they can reach that idea rather than the Turkish words that they have used for.

ZS: Okay, what is your observation about students' attitudes towards vocabulary learning? Do they use any vocabulary learning strategies?

FB : Unfortunately, no .Even though I keep saying it, I keep saying you like to reach the idea, don't try to memorize the Turkish words,they're always looking for the Turkish words to write down when even their learning. Sometimes like I'll explain the words like a few minutes at length I will give different examples. they will understand what I mean, but then they'll think of the Turkish words and they write down Turkish words.

ZS: Thank you very much for sharing great knowledge hocam. Thank you .

FB: You're welcome.

The participant(her colleague) / interviewee: FA (English lecturer)

ZS:Hello , my dear friend,

FA: Hello!

ZS: Today we are going to have an interview with you . FA is with me now. I would like to ask some questions, hocam [teacher], if you are ready.

FA: I am ready you can ask me whatever you want.

ZS: Okay. To you, what does knowing a word mean ?

FA: Knowing a word means for me ,of course, I have no idea about your questions, so I'm telling you the first thing that comes to my mind. Knowing a word for me, it means using that word correctly in convenient contexts.

ZS: Ah, okay, context is very important.

FA: Yes, okay, not like memorizing the Turkish meaning of the word, but using the word correct, in a correct way , in different types of context.

ZS: Okay. How do you teach vocabulary?

FA: It depends on the class. The level of the class ,actually I mean not like A1 - A2, but you know there are also some differences between A1 levels or A2 levels.you know.So sometimes I use ,unfortunately, grammar translation method. When I see that the class cannot understand the words very well,(pause) but if the class is okay if their level is okay, I mean to understand the word in English, I explain in English. I try to explain the word with simple words,using simple words.

ZS: English definitions.

FA : Like they already know.Using the words they already know. As you have just said, English definitions or sometimes I give examples. I write. I give my own examples in a simple sentence (laughing)…when they cannot understand the word from the book or someone else.

ZS: Okay, What are your perceptions / beliefs on vocabulary teaching?

FA : My beliefs, my perceptions on vocabulary teaching.Like what do I think,what I think about?

ZS: Yes, what do you think about vocabulary teaching?

FA: Vocabulary teaching ,ee…I believe ,eee..sometimes it is neglected by the teachers because especially when the class is full of Turkish students, the teachers may have a tendency to just save the Turkish definition. Turkish ,you know, meaning of that word so I think we don't pay enough attention to teaching vocabulary. Of course, there are a number of reasons for that because we have to teach all of things at the same time.

ZS: Other reasons?

FA :I think we have.we..You know save some time you think we save some time by telling just the Turkish meaning of that word. Of course, it's..it should be,it must be thought in a different way, much more integrating speaking, integrating, reading, actually reading and listening and speaking. Maybe not grammar a lot, but these three skills and writing, Of course, we should some how integrate vocabulary to skills and a lot of course books do that actually especially listening ,for example, before we listen to some lecture or some conversations and so on , they usually give us and I think they always give us the target vocabulary so we should define our target vocabulary very well and I also believe that ,that's my own, that's what I do in my classes. Mostly, for example, when I mostly teach the synonmy or antonmy of the word which I think expands the students' vocabulary knowledge.

ZS: Okay,you have said that there are different reasons because vocabulary is neglected because of some reasons. You have said because of saving time. Other reasons?

FA: Other reasons can be I think. Yes, it's working, right.

ZS: It's working.

FA : Other reasons can be. I think maybe we focus on the skills more like in a reading class. The main thing is to teach, for example, reading skills such as skimming, scanning or considering listening. We focus on like in a lecture, understanding the main idea and supporting details, and so on. Understanding the lecture language and so on. I think sometimes we focus on these skills a lot and that's why, we neglect ..

ZS: Vocabulary teaching.

FA: Vocabulary teaching or we limit ourselves just with the target vocabulary of that particular unit.

ZS: Okay.And you have talked. But again, I will ask you to make it a bit shortly,to summarize it. What strategies should be used/utilized to foster vocabulary teaching and learning?

FA: In more academic terms. We can say some communicative methods, some communicative strategies ,I don't know, such as role playing, creating some dialogues before we give the instructions to students to create their own, you know,dialogues or something we can give them the target vocabulary that they will use in that task ,so our tasks should be based on teaching some target vocabulary, also.Yes.

ZS: Actually. If you remember my survey we have done together, you remember

FA: I remember that I did, but I cannot remember the details unfortunately.

ZS: Ok. Just one thing when I of course, saw the results using gesture,yes, was used most of the teachers here,by most of the teachers.So while teaching vocabulary, do you use gesture?

FA: Sometimes yes,

ZS: For what reason , do you use gestures?

FA : Because it's easy .

ZS: It's easy.

FA: I think it is when the teacher shows them the meaning of or teaches the meaning of that work by using gestures. I feel, I believe it's more understandable and easy to remember.

ZS: Yes, you try to define the word by using gestures.

FA: Sometimes yes, but not all the time.

ZS: Not all the time.And final question.

FA: Because it also depends on the type of the word . You cannot use your gestures to define all the words.

ZS: So maybe there is a hard word, but the student tries to remember or tries to know the meaning of the word .Do you use gesture to node- aha-you know this word for, of course here.

FA: Huh huh.

ZS: Yeah, okay, so two ways of using gesture.

FA: huh huh.

ZS: And another..What is your observation about students' attitudes towards learning vocabulary?

FA: They I think.ımmm.Students..What was it? Students' attitudes.

ZS: Yes, your observation about students' attitudes towards vocabulary.

FA: They pay importance to learn , they pay attention to learn vocabulary. They think it's valuable especially Turkish students because sometimes we work with international students too. But I feel that Turkish students want to improve their vocabulary a lot. They're like hungry for vocabulary because they ,my observations,is that when they improve their vocabulary ,they think ,which is not true of course, they think they improve their level. Sometimes they think their vocabulary is related to their level, but without using those words in different contexts or in different skills like speaking, writing . It's meaningless, just memorizing the words, but they pay attention.

ZS: Do they know vocabulary learning strategies?

FA: I think some of them know because you know today it's easy to prepare some cards, word cards, by drawing some pictures on it or some writing the definitions- Turkish or English definitions- of that word but any they know, but it's limited and they don't know. I think they don't know a lot of apps especially technology can provide us very valuable sources. to improve our vocabulary and it's easy. You can use those apps basically everywhere, but they are not aware of those apps a lot. I think because in my experience when I told them about

Some of these apps, they were like shocked ..Ooo,it's very useful. I don't know that .I will use it .Because most of our students spend a lot of time on the Internet and in transportation so and they believe some of these apps can be useful.

ZS: Thank you very much for spending time.Thank you very much.

FA: You're welcome.

The participant(her colleague) / interviewee: IS (English lecturer)

ZS:Hello , you could start.

IS: So the idea of knowing a word means ..

ZS: Yes, what does knowing a word mean? I am with IS hocam [teacher].

IS [Laughing]. Okay, so first of all, if you talk about again the level so everything depends on the level. If we talk about intermediate level, so first of all, it is understanding huh different meanings of the words. Yes, so not only one, but if we open any dictionary, so especially the intermediate level words ,it is good to have different meanings. So for me, when students know and understand different meanings, all the word is very important. That means they know it. This is only one part. The second part. If they use this word in different contexts using again different meanings of the word if we're talking about it again. about intermediate level so using in different context and of course, first probably this is such a thing. The second thing when they recognize the word in texts and so in written speech, in oral speech. So this is the second . So the third when they can use it in different contexts .

ZS: Very good, thank you hocam .

IS: You're welcome.

ZS: And another question. How do you teach vocabulary in your class, the target vocabulary in your classes?

IS: So it depends again. So if we talk about again in intermediate level, that is we said this. So at this level, students (pause).

ZS: Please think.You don’t need to worry, hocam.

IS: Okay. First of all, at this level students learn a lot of vocabulary (pause)which is abstract words.

ZS: Abstract words

IS: Right.Exactly at this level, so that is why probably it is not always possible to show them a picture or just mime, or show or pantomime the word so as it usually happens when we have elementary or even pre-intermediate level. So here we have a lot of abstract things and also phrasal verbs. Yes, that is why again again. Here we use a context. First of all, when they meet a word in the context,While reading the text so I ask them to guess the meaning of the words from the context, so if it doesn't help or at least I ask them like questions like -What do you think? - Does the word a have a positive or negative meaning? So again they should guess or understand as much information but the meaning of the word from the context as possible . So if it doesn't help. There are words difficult of course because I can give them also the synonyms or antonyms. So for them to understand the meaning so or give definitions, or probably sometimes. If the word is difficult for not all the groups of students, but only some of them I ask other students to explain the meaning of the words - How do they understand the word?, and or if it is really difficult. I explain it myself okay, I give more examples when I use this word, not only in the context they meet the word during the lesson, but in other examples so or probably we can use an English-English dictionary with examples with different definitions. So this is like they acquire all information about the words. But of course, if the word is not abstract, so it is easy. We can just show photos, pictures we can mime, pantomime the word. It is of course easy . This is the first .So how do you teach? Of course so this is the first step. The second step is using the words in different, probably just to train it. We can use different exercises like fill in the gaps.

ZS: Vocabulary exercises.

IS: Yes, okay ,vocabulary exercises like typical ones, but of course we should also use these words in oral just oral speech so when they probably role play, conversations or dialogues which I should say I have good samples ,right? According to the sample, they should make up their own conversations or dialogues .I don’t know. Utterances, using new vocabulary.This is the next stage, but I believe that the higher stage when they use this vocabulary items on their own. They have both the topic for example, which is similar or not similar which (pause)

ZS: Examples of them?

IS: Just the topic or something, but I don't give them any examples or samples or patterns so they need to use this vocabulary in the correct sentences, situations on their own. It means that they have already learned a word.

ZS: I see that of course.You try to teach vocabulary by their own experiences using their own experiences, but not explicitly. I guess.

IS: because this is yes if I talk, because mainly I deal with pre- intermediate and intermediate levels students. That is why just sharing my experience how I usually do this

ZS:You have also said that you use gesture your ideas right? I would like to ask because if you remember we did a survey. Do you remember about teacher strategies? And here I would like to tell you the result of the survey and according to survey results, all of most of times it all but most of the teachers at Medipol university nearly all of use gesture to teach vocabulary. But I would like to learn. Here I would like to ask you. You use gesture to teach the word or to check the students' understanding?

IS: So both. I should see because I can give any translations. For example, if I teach them,I would like to show the difference between two phrases : throw the ball and kick the ball .Yes, so it is the best way to use pantomime to show how we do it. And of course also it helps them not only, it is also good for different types of the students. some of them can read and remember the translation but others need to see.Yes, so ,they need to see the picture. Yes, and this is, this depends on the word because not all the words can be mimed, pantomimed or shown by the picture, demonstrated so that is why, it depends on the word.

ZS: You can use both of them.

IS: Yes, of course.

ZS: OK.Another question, What do you think about vocabulary teaching in ELT? What are your beliefs about vocabulary?

IS: So what do you mean?

ZS: I mean here. Do you teach vocabulary as a main skill,core skill or integrated skill? Do you have your own vocabulary class?

IS: Of course vocabulary is an essential part as I always.. I like to compare.So for example. if we compare language with a human body so grammar is like skeleton, right? And vocabulary is like meat ,meat which we.. So we can't for example we can't walk..We can't live only having bones, right?We need meat.We need muscles.So that is why vocabulary is, I should say, they are essential part. It can't just go alone, right? So that is why, we can't imagine vocabulary without grammar and grammar without vocabulary. I should say that this is like an integrated skill so and I think it is useless to teach vocabulary separately because students need to see how we use it, in what context we use it even if we talk about this informal style, formal style. There are words which are synonyms but one of the synonym is just only in informal conversations and for another one is used only in formal language. That is why, they need to see not only the word but where we use it and how we use it.

ZS: Okay.Very good example.I have really liked it the skeleton, the body of the language. Another question ,Hocam.What strategies ,you have talked, but shortly what strategies should be utilized, should be used, to foster, to enhance vocabulary teaching in the

classes? You have talked about your methods, techniques and strategies. But what other strategies should be utilized?

IS: I should say we can use vocabulary.No.. I should use we ..I think we should use all the skills. When we teach vocabulary ,so we can use listening comprehension right? For them, again to understand the word probably new.Find out what words on you or how we use again the words we have learned so Oh, we need of course to use reading for them to see the context, we need to use speaking to use these vocabulary units to help acquire. That is why, I can't, I think that vocabulary can be used in all these skills

ZS: Integrated.

IS: Integrated. Definitely integrated! So it is just I think it is useful, helpful and of course easier when they not learn the list of word, word lists. Yes of new words, probably in united on the one topic, but it is very just helpful when we use it in different again contexts. So when we use them in different skills .

ZS: And one more thing as you have just said it is really good point you have talked about . You have been living in Turkey for how long or how many years in Turkey?

IS: This is my third year.

ZS: Your third year. You said that the students generally use word lists. I would like to ask my final question. It is about your observation in the classes. You have been observing especially Turkish learners. Here there are some international students here, but most of the students are Turkish.What is their attitude towards vocabulary learning? Are they aware of any vocabulary learning strategies?

IS: I should say that I don't know why, but this is also a problem. This is also a problem in my native country,somewhere in Russia that students don't use vocabulary or yes vocabulary. I don't know in speech. So the main thing is probably this is not only about vocabulary but also grammar. So what I'm trying to do, you know this is 21 st century skill like creative thinking,like also team work, collaboration. communication so they are main ones and I try to explain them by the way , they need. They need the skills not only for language learning, for studying or they need them for life. So an English language and vocabulary is just like an instrument to develop the skills and we can use. So if we talk about this critical thinking, yes so, or communication. So of course,vocabulary is one of the main parts to develop the skills. But I don't know. So students don't know how to use it. They are probably afraid to give their own opinion. They are afraid or think I don't, they can't give their own opinion. imaginesless , so they try to construct real situations all the time.But I often ask them to imagine try to iamgine. just let your imagination work. Probably These are the skills so using vocabulary within these 21st century skills is very important to develop so this is very important to develop.

ZS: Yes, I agree. I absolutely agree with you here.Our students always ask me to translate vocabulary and I'm trying to use English and again and again because they know that I am not native to non-native and so that is why ,they want me to tell them Turkish word.I say I won't say.So do Turkish learners ask you to say the meaning of the word to you?

IS: So I don't speak Turkish.

ZS: That's why I'm trying to learn because sometimes I can guess that they will ask other teachers.

IS: No,they know perfectly well that I don't speak Turkish. That is why, they have no way outThat is why, probably I'm just unlucky to use all these strategies during my lesson and really I force them and I hope just I'm can't say I am successful but still I see that student and If I compare the beginning of the year and so this is the end of this semester. They have started speaking really good,I force them all the time.I give them situations. I ask them questions . They need to use new vocabulary. Then they need to speak so they need to develop their skills so I force them so first of course it was like resistance, yes, but little by little slowly, but I can observe that not all of them, of course but just I should say eighty percent of students so now they are trying to use vocabulary to speak just to develop their 21st century skills.

ZS: Thank you very much for taking your time.

IS: Not important. It was really pleasure to share my idea.

The participant (her colleague) / interviewee: SB (English lecturer)

ZS: Okay, now I am with SB hoca (teacher). Hocam (my teacher), if you are free, I would like to ask some questions to you.

SB: Of course.

ZS: As you know, I am doing a research on vocabulary teaching strategies and we had a survey together if you remember and to you, what does knowing a word mean?

SB: In any language?

ZS: Yes.

SB: Knowing a word means how you should know how to use it in that language, where to use it in that language, in which context you should use in that language, knowing all of them not only the translation of the word but how, where, when it is used is also important.

ZS: Okay, how do you teach vocabulary?

SB: I teach vocabulary generally the way the book presents it, but if I tend to tell the students not to look them up in the dictionary because they tend to look up the Turkish translation of the words. Instead, I teach them with my gestures and mimics. I sometimes create a context so that they can understand the word in meaning, and apart from that, if

the book or the materials we use visuals, they get it somehow. But generally I explain it, and I create a context that they can familiar, familiarize with themselves with .

ZS: You said that you use gesture.

SB: Yes, body language.

ZS: You use gesture to teach the meaning of the word?

SB: As a whole process? As an introduction, I use it for teaching, introducing the new word maybe but for assessing I sometimes ask them to use it in a meaningful sentence. Of course, if we have some exercises related to those vocab,so we also use that part as feedback if they understood or not. And I rarely the level of the class is high of course. I use some different techniques to teach,like (pause),for example, in a higher class, I ask them to give me some examples or something like that using the target language. Of course, that's all.

ZS: Okay. And what do you think about vocabulary teaching? What are your perceptions?

SB: It's a little bit broad but I think teaching requires the learners to actively use the item that is taught. So, for example, to the general attitude as far as I observed in our country is to give the Turkish meanings and fill in the blanks with the related exercises. But I do not think that that works best. For example, when a student learns a new word, they expect me or some of their friends in class to say the Turkish definition. I try to avoid it as much as possible. Because I tell them that they don't have dictionaries all the time, they try to guess the word from the context, even if they can't find the word in Turkish, if they can understand what it means, the function of that word and also how it is used, when it is used. It's okay sometimes they come up with some side meanings not exactly exact meaning but something like this. I tell them if you can have this in mind when you forsee a word when you try to guess or learn it. It is probably something like this. Then it is better than checking the Turkish meaning directly because when they check it in Turkish meaning, they don't focus on the word, they just try to memorize it for a short time and then they forget about it but if they can remember the context if they can remember and if they struggle a bit to guess the meaning then it is more long lasting.

ZS: Attention.

SB: Yeah, I mean they also attach it to some feelings. They try to create something new, they work on it so it's they can remember it better than just looking up in the dictionary.

ZS: Okay, and what strategies should be utilized to foster vocabulary teaching and learning?

SB: As a strategy, I cannot say that this works best but I can I just for my personal teaching experience. I guess I try to avoid some. Translation is not always bad, but when introducing a new word, yeah, they can look them up in the dictionaries, but you know today most of the students the dictionaries that they like direct translations of the words, the definition of the word, it just gives the Turkish equivalent all the words so I try to avoid that because it is quick and it is lazy and they don't work with English language.

They just associate with Turkish language, so I try to avoid that as much as possible. However, of course sometimes we have to use it. But I think it is not only about vocabulary teaching but also you can apply to this to other things as long as you sometimes get students to engage with the language. Some exercises require them to produce something or use the things they have learned, combine the things they have learned together and produce something with their pairs etc., so the more they produce, the better they keep in mind. I think of course I can't apply it all the time sometimes it's just a little exercise that I give some gestures or some of them come up with the Turkish definition. and I say, okay, you got it and I go on. But ideally, repetition is important. I believe in that best way. That is my humble advice to students is actually the best way to keep a word in mind is to use it. They should use it in speaking, writing if possible and other skills, so they should combine it in. They should use it in different places while creating their own sentences and it would be better that way. So if we had time, I would make them write the words in the level like a couple of times in different sentences with you know different context, but we don't have that much time, so we're trying to do our best. Sometimes our best is not something good but.

ZS: Yes, you're right. And what is your observation about students' attitudes towards vocabulary? Do they use any vocabulary learnings strategies?

SB: They don't use any strategies and they resist us when when we ask them to do something to learn better because it requires some. They will have to spend sometime. They have to do some extra exercises, so that is why, they try not to do it as much as possible from the perspective of them , their own reasons, but I don't think that it's about only vocabulary I mean if they want to learn something new,yeah, strategies for grammar and vocabulary might be different, of course, but I think the primary thing that I try to ,you know, push the students engaging them with the work, every with their own creativity, with their own productivity etc. And also as I said, avoiding translation, I'm not talking about definition because even check for checking the definition from an English dictionary, they read something in English, they try to guess it and they try to find a Turkish equivalent in their minds, that's okay, but direct translation. I think that something should not be used most of the time. To be honest, I don't have a lot of vocab teaching strategies. I have some activities, methods etc, but I don't know if I can say strategies to them because I believe if it should be a strategy, i t should have something something else in it. Of course we use some different techniques and activities.

ZS: One question and last question here: What do you think about vocabulary instruction, is it important and in what ways can it be used?

SB: Any kind of instruction for a learner is important because they all have different. way of thinking. They all have different backgrounds, so instructions should be clear and it should not misguide and mislead them, and as simple as possible. But I can't specify it for vocabulary in a broad sense, all any kind of instruction is important, but can you please well get me to the instruction?

ZS: Can you say instruction should be explicit or implicit? For example, vocabulary lesson may be integrated lesson. Okay, would you like to say to students ' Now, we are learning vocabulary and we need to do some strategies, apply some strategies to learn them', so this could be explicit.

SB: I don't think that it can be like including strategies, but apart from that most of the materials we use books we use, They all ask students to use the new words, match the new words with their definitions, etc. And I don't think that it is implicit. It is also explicit because the students, they know what they're doing, the track to match the meaning with their definitions. They try to put words in the correct places, so in a way it is explicit, I believe. Most of the time I apply the same things. It's not like grammar like 'Now what's the rule here? Let's find out the rules'. It's not like that it's already given, I believe. However, I would be. I mean or at least I couldn't remember any examples I can't do it now. Maybe If I see some examples of it, that is given implicitly, maybe to be more clear to me,but…

ZS: In our course books.

SB: I believe, if the student knows what he is doing, you know dealing with? I don't think that it is implicit because you expect them to put words in correct places or match with the definitions or with the picture, so it's clear that they're working on.

ZS: Which one do you prefer for you? It should be explicit or implicit?

SB: Actually, I can think of a fully implicit way of asking it or the way I understand explicit instruction and implicit instruction is different from yours. Maybe I'm not very strong in that literature, but I believe, if you ask student to match the sentences with the words with their definitions, I think it is not implicit, it is explicit already, to put the words in the correct places. They know that they didn't know vocabulary, they should guess the meaning or understand the meaning from the context. So I can't think of any implicit way. That's why, I say, maybe there are but now I don't remember.

ZS: Maybe we are using some pictures while teaching vocabulary and here, we are talking about this picture. Students can create some vocabulary, you actually want your students...

SB: I got it now. you don't have any word list. Yeah, that's also good. Of course this is good. But of course You should be able to guess the level of the students very well and their vocabulary content, competence, and other things. But that is also good way, but mostly we do it in an explicit way. If the examples I gave a few minutes ago, I explicitly, we do it explicitly like matching the words with their definitions put the words in.

ZS: Integrated?

SB: Yeah, but the more contextualized it is, the better it is. I think I mean instead of matching with the definitions, maybe after reading a text. If matching is fine, that's okay, but you know sometimes some pre -exercises ask them to match the words with their definitions so that they can understand reading. It is not exactly teaching, but we sometimes use it like teaching,it is actually setting background for the reading passage. But in a way we teach vocab, it is too explicit, match them with their definitions. If they don't know some of them, they look them up in their dictionaries. I don't find this very useful, but instead of that, if you just give a context and make them understand what the word means and maybe you give them a word list some more extras such as you know something, then it might work better.

ZS: Okay, I'm actually here while looking at our survey results- questionnaire. I have seen that most of the teachers here use pictures and pictures from books and pictures here.

SB: I rarely use them.

ZS: You rarely use?

SB: I use them in the book. I rarely use pictures. Instead, as I said, I try to get the context. It's a good way maybe, but maybe because I'm lazy bones [laughing], I don't find pictures and I know some colleagues. They sometimes prepare powerpoints and some of the things for teaching some vocab, it might be better for them because they visually see it etc., but most of the time what I do is I try to give an example , create a context and give an example in such a situation. we use this.

ZS: Thank you very much, hocam, for having your time.

SB: You're welcome, hocam.

The participant (her colleague) / interviewee: SS (English lecturer) (TRANSLATED VERSION)

ZS: Hello dear teacher, how do you do?

SS Thank you very much. How do you do?

ZS: I'm fine, too. As you know, I have a thesis study. As you know, we did a survey together on word teaching, so I'd like to ask you a few questions about it if it's possible.

SS: You're welcome, I remember.

ZS: To you, what does knowing a word mean?

SS: I think that knowing a word out of the course dimension is actually something that is related with knowing the equivalent in that language, the language that she / he has learned herself /himself, in the native language, or in the second or foreign. First, it's about knowing what's in terms of culture like which culture assimilates which word. Apart from that, knowing word can be in foreign language teaching, it can be in any literature, it can be in history, it can be in geography, it can be in business, it can be in the field of engineering, it can be in the field of Medicine. I think it is to know the value in the field of terminology and to get it.

ZS: So what is knowing the word in the target language?

SS: To know word in the target language, what we call a second or foreign language, in fact, if we look at the translation dimension, when we translate from one language to

another language, I think that it is to convey the equivalent of knowledge in that language or in the second language that we have adapted /learned.

ZS: Well, let's look at another question. How do you teach the word in your classes?

SS: Word teaching in classrooms differs according to subject levels. As a result, different strategies can be applied according to the levels that the student needs to learn. Rather than memorizing the word directly,in fact, we do what we call a little more introspection of the students with various activities in order to acquire that word. In general, we are trying to convey some warming activities which are called, perhaps with specific questions giving its synonyms, antonyms, in other words, giving its synonymous, antonymous meanings to the child within a context in a blendid way.

ZS: What do you think the equivalent of word teaching is in the current English Language Teaching or teaching programs? So what do you think about that?

SS: I actually think that teaching word is determined according to the purpose of the masses. For example, I speak for TOEFL-IELTS-YDS or exams in Turkey. The only expectation of the student in YOK exams such as YDS no matter how old he or she is that to know the word by memorizing it and to get a high grade from an exam. It doesn't mean that he /she has learned the word, of course. In other words, it means only by memorizing the word without seeing its meaning in a corresponding text or in the sentence without understanding where and how it corresponds, without reading the attached text, without analyzing the memorization texts and without providing its equivalence. There is a perception that this is the synonym, this is the opposite. It's not the right thing to do, it can provide consistency for the exam but it doesn't provide consistency for the learning. In Language Teaching, one of the biggest strategies in word teaching, especially in institutions such as preparatory school, is to give certain words maybe activities through context, which all teachers try in general, which may be playful for some, or theatrical for others. By feeding it through a video, something visual, in fact in a dictation study, an activity study, a group activity study, and with a group activity study to enable the child to use it, which unwittingly allows the student to learn the word. 'I did this activity in that group', and 'we talked about this'. For example, in one of our most recent books, there was the subject of 'money'.

The child began to remember 'money terminology' in the activity that the child did together. In the activity, there is the the word 'budget', 'win','loss', 'bankruptcy'and the like, and the child remembers these attached words better when he or she writes in a similar 'context or studies by typing. They actually get learning by writing. With the speech, I think that's very important.

ZS: Yes, teacher, another question. What strategies should be utilized to foster vocabulary teaching and learning?

SS: Of course, I'll say it again. This situation varies according to the purpose of the target audience, I have said a bit earlier. The technique of learning words in an exam for them is antonym- synonym memorization which is one of the important functions. But if we're talking about language teaching, of course, we don't base it. So there are various-apps that are primarily related to internet use. The children are taking advantage of it. But one of

the great things that we can be useful in the classroom is that there are many applications that we try to integrate into teaching in an implicit way, which can be a bit more like a game for them by including various programs which have been a little bit more technology integrated into. Besides that, it can be used and benefited by teachers, it can also be provided with group activities in the classroom. These could be 'gaming' activities and so on. Now, when I think directly, I think of these ideas. I also believe that- speaking groups, especially when speech is made, children combine words on the subject that come to their mind via 'discussion'. They bring the words together. They create a context with words. Together, this is a very effective development. For example, let's say that for the two sides, there is the issue of money which is a matter of 'context' and another is 'happiness'. How much income does it bring? How much income doesn't it bring? Two groups bring this subject together what we call this'argumentative' by discussing it with each other mutually. In fact, without noticing, 'writing 'is also supported. I think when they learn that after a while, it will help them learn faster in lessons by more arguing and putting words together.

ZS: Yes, teacher, this is the last question. Of course, you have mentioned about your observations, but while teaching word in your classes, what are the attitudes of the students towards vocabulary learning? Do they have a specific strategy? Do they know or implement a strategy in case they say 'I learn words'. What are these?

SS: In fact, students think that it is enough to know directly in the native language and at first, to know the equivalent in Turkish and it is enough. Because they think that it is enough for them to know the equivalent in Turkish culture, whereas culture is a foreign culture. It does not belong to us. We are obliged to know its equivalence in that culture. Instead of Turkish equivalence in Turkish culture, we have to pay attention to the readings and 'reading' in that area where English lives in its own land. In fact, this is one of the problems the student lives, one of the mistakes we encounter, for example, in the use of dictionaries, instead of English-English dictionary, learning Turkish equivalent and not studying synonym and antonym in the sentences. They of antonym, synonym studies. I speak English, not Turkish, especially they find their synonyms by finding Turkish equivalents. And he/ she thinks it is right that he can only do it by knowing its Turkish equivalent. Knowing the Turkish meaning could make it easier in 'Reading' for a while, but we do not see such a thing in writing. Because as he transfers it to the subject, in other words writing, in Turkish order, he/ she is already experiencing a big problem in the position of the subject, predicate and object, it is not enough, as he/ she translates verbatim, unfortunately, we think it as a google translate in terms of a translation and blah blah. These are very basic examples that come to my mind. So when you say the branch of any department, Google translates it as 'departments are' and related to us or about us, he / she does not think of saying a relevant one as 'branch'.

ZS: Can we say something then that students do not really know the word strategy?

SS: They think it's enough to know the Turkish equivalent. Yeah, well, one of the most considered points that all of us say is this. Yes, of course, the importance of knowing the Turkish equivalent in terms of understanding what you read is great. Yes, but in order to understand its response in that culture, in fact it could be the synonym in English-English, it could be the opposite, it could be the utilization in a sentence and equivalent texts. Yes, it is very advantageous to look at their equivalents in equivalent texts.

ZS: Can we give an example, teacher? If you can think of an example?

SS: Actually, I think of it as follows. For example, let's say one of the topics in writing classes is choosing university that is related to choosing university. Here is the location, here is the campus, educational facilities, Erasmus opportunities and departments etc. The children think this in Turkish, the children know them in Turkish. Because they pay attention to this, they come here right from the start. Here, he /she thinks about the subject, etc. with his /her score, but instead of reading the contexts to which it depends on Turkish news texts or on the platform discussed in Turkish, there can be any forum. Instead of discussing it through the forum, it may be paragraph writing that they essentially depend on in terms of word teaching. For example, he /she can write in level B1, a paragraph on choosing a university. Whatever level his /hers is, it may be A1 or A2 level. I think they can look at these types of shapes.I think the biggest tip about this is that I saw it in particular, I liked it a lot. I told it to the students. Now it is about the journal, for example, let's say they follow the news, of course, when he/ she gets a newspaper, he/ she cannot understand it because it is B2 and C1 level. While searching with them, I discovered news in 'news-in- levels'. This is an internet site. Let's suppose that there is the truth of the earthquake that happened in the same news up to date. There is a website on which the same news is in B1 level, A1, A2 level, C1 level with synonymous and antonymous meaning, the questions about text and not only provides reading studying but also provides teaching word . The child is learning how to use English through this website as well as learning about the equivalent in current news. For example, there is news about the possibilities of choosing a university. When he/ she enters the university there, news about it comes out in the results section. He /she is learning the equivalent / the related words . So what happens? The campus, the location, the other words that depend on it, of course, can become easier to stay in the mind as they read.

ZS: You've given me some very good examples. Thank you.

SS: You're welcome.thank you.

ZS: I have only a final question.

SS: Yes, here you are.

ZS: In fact, I would like to share the results of the survey we conducted. You also participated into it. If you remember, the most in the first part it says, put vocabulary strategies in an order from 1 to 10. Now, when we put it in the order of analysis, that is, SPSS, the result came out as follows. We looked at the percentages. The majority of the lecturers, particularly Medipol University I will talk about , use gesture so much in teaching vocabulary,but then I wanted to think about it. In fact, they use gesture at the moment of giving the direct meaning while teaching vocabulary or the students has really understood and while asking the lecturer, when he /she asks and says 'Teacher, teacher, do you mean this?' and the lecturer uses gesture by nodding as a response ?I want to ask you, actually. I don't know whether you chose this, of course. So what do you think it could be, what could be the main purpose of it?

SS: In fact, I think humbly that the child can forget to understand the meaning when the word is reflected with more mimic, without allowing the child to think of it seriously.

After a while, the child actually, let them think a little bit about it, for example, now it came to my mind as an example of this, the verb ‘pull in’ and ‘pull out’. It is really like plugging it in, plugging it out on a real socket, so when it makes the child feel somehow with hand gestures, when the child really thinks about it after a while, when he /she meets that wor in a text or in the exam, then it comes to his / her mind in a text or in the exam. Let's just say that we're talking about ‘hand’. One of the words there, let's say ‘cuisine’, let's say ‘attic’, or anything related with the house. It could be the ‘garden’, it could be the ‘door’, ‘gate’, it doesn't matter. I say it. What's connected to these is actually visual, I say it on my own behalf. I believe that it is important to acquire a little more photographic and mimic by reflecting in a visual way. But I think it is more accurate to use something more visual by then integrating it into the text and reflect ing it in the text, in a sentence. Because I really think that a photo firstly comes to the child’s mind.

ZS: I want to share one more thing with you, the subject starts with this. I know I take your time, but the most used after the survey is using gesture but what is the least used there is drawings. This result turned out. I'd like to share this with you. I have interviewed with other friends. I have interviewed about 7, 8 other friends of mine, and 6 of them said they were actually drawing in the class. But do you teach the words by drawing in the classroom, and I want to ask this to you. Do you use a diagram? and I'm curious about that.

SS: Yes, let me say it. I remember this while we were teaching ‘process-order of importance’ in writing. There is the use of known signal words, such as ‘firstly, secondly and the third but the most important’ for paragraph writing, I remember the thing about it. I draw myself, of course, to do my best, but let me express what I did on a powerpoint. I found a violin picture through a powerpoint. First, I took the whole string part of the violin apart. I seperated its colour. Then I separated those connecting wires. I actually tore apart parts of that whole device. The first stage when I use the wires slowly, the second stage and in the third stage, the most importantly and the result is its body and such like that. The children thought and thought again and at the end, the violin figure emerged. But at first, they didn't know it was a violin. I didn’t tell that. I didn’t explain which thing it was. I said it was something which is related with music, but I didn’t say that is something which is related with an instrument. I didn't say anything about how many strings it has. I didn't give any information, I didn't give any clues.I just said ‘Think that it's something about music’. I showed them what it could be, then it goes up to six strings, and I played its music at the end. Then they realized it was the violin. I actually intend to say something about this violin here. The first stage, the second, the third, and most importantly, after a while, when the child is writing, I remember well that the stage of process when using signal words, that photograph, the violin photograph came alive in their minds. You know, it worked so well in grammar. You know, everybody uses some codes when they teach it like that, but I have always said that they have to look at the things about the context.T hey have to look at the time-passing structures.In particular, same tenses are in the same set and again in the same bubble.Again, in the same bubble, there is a present bubble. Imagine that-future tenses are in the future bubble. Of course, there could be a transition from present to past, but the opposite conjunction may be necessary for this. It's like having a time adverbial for the transition from time to time or something. This time, even if the child does not understand the sentence, he /she has the code of bubble shape in his/ her mind and that sentence is in the present tense so this is a

present bubble and thinks of eliminating it in the choices. So sometimes for simple words like ‘powerpoint’, where I showed the bubble shape, I copied it over and showed it. And the violin shape worked for me in terms of writing ‘order of importance’.

ZS: Very good examples, teacher. I will apply this.

SS: You’re welcome.

ZS: Thank you very much,teacher.

SS: I thank you, great job. I hope everything will be fine.

ZS: Thank you very much for your kind heart and your support.

Katılımcı: SS (İngilizce Öğretim Görevlisi**) (TURKISH VERSION)**

ZS: Merhaba hocam, nasılsınız?

SS: Çok teşekkür ederim. Siz nasılsınız?

ZS: Bende iyiyim. Bildiğiniz üzere bir tez çalışmam var. Ve kelime öğretimi üzerine hatta beraber anket yapmıştık bu konuyla ilgili. Size birkaç soru sormak istiyorum. Mümkünse tabi.

SS: Estağfurullah, hatırlıyorum.

ZS: Size göre, sizce kelime bilmek nedir?

SS: Ders boyutunun dışında kelime bilmek aslında, kendi öğrendiği dilde ana dilde ya da ikinci yabancı dilde o kültürdeki karşılığı bilmekle alakalı olan bir şey olduğunu düşünüyorum. Önce kültür açısından ne karşılığı var, onu bilmekle alakalı. Hangi kültür, hangi kelimeyi özümsüyor şeklinde. Bunun dışında kelime bilmek, yabancı dil öğretiminde olabilir, herhangi bir edebiyatta olabilir, tarihte olabilir, coğrafyada olabilir, işte, mühendislik alanında, tıp alanında olabilir. O terminolojik alanda karşılığını bilmek ve bunu edinmektir diye düşünüyorum.

ZS: Peki hedef dilde kelime bilmek nedir?

SS: Hedef dilde kelime bilmek, ikinci yabancı dil dediğimiz aslında tercüme boyutuyla bakılacak olursa, bir dilden başka bir dile çevirdiğimiz zaman, o dildeki yani uyarladığımız ikinci öğrendiğimiz dilde bilginin karşılığını nakletmek diye düşünüyorum.

ZS: Peki diğer sorumuza gelelim. Sınıflarınızda kelimeyi nasıl öğretiyorsunuz?

SS: Sınıflardaki kelime öğretimi tabi seviyelere göre farklılık gösteriyor. Haliyle öğrencinin öğrenmesi gereken seviyelere göre kelime öğretiminde farklı stratejiler uygulanabiliyor. Kelimeyi direkt tabi 'memorizing' dediğimiz ezberletme yönteminden ziyade aslında o kelimeyi edinmesi için çeşitli aktivitelerle öncelikle öğrencileri biraz daha içe alma dediğimiz durumu yapıyoruz. Yani biraz da 'warming' aktivite dedikleri, belki belli sorularla 'synonym'lerini,m 'antonym'lerini vererek yani eş anlamlılarını, zıt anlamlarını vererek belki bir 'context' içerisinde bunu bir şekilde harmanlayarak bunu çocuğa iletmeye çalışıyoruz genel haliyle.

ZS: Peki sizce kelime öğretiminin şu anki İngilizce öğretmenliği ya da öğretim programlarında ki karşılığı nasıl? Yani ne düşünüyorsunuz bu konuyla ilgili olarak?

SS: Kelime öğretimiyle ilgili aslında kitlelerin amacına göre belirlendiğini düşünüyorum. Mesela; TOEFL, IELTS, YDS veya Türkiye'deki sınavlar için konuşuyorum. YDS gibi YÖK'teki sınavlarda öğrencinin tek beklentisi hangi yaşta olursa olsun o kelimeyi ezberleyerek onu bilmek ve bir sınavdan yüksek not almak. Bu kelimeyi öğrendiği anlamına gelmiyor tabi ki. Yani metin içerisindeki karşılığını görmeden o cümlede nerede, nasıl karşılık geldiğini anlamadan, ilişik metin okumadan, ezber metinler üzerinde analiz etmeden yani eşdeğerliliği sağlayamadan aslında sadece ezberleme yöntemiyle bu kelime bu anlama geliyor. Eş anlamlısı, zıt anlamlısı budur gibi bir algı oluşuyor. Bu da doğru bir şey değil, sınav adına belki bir tutarlılık sağlayabilir ama öğrenme adına tutarlılık sağlamıyor. Dil öğretimindeyse özellikle hazırlık yüksek okulu gibi kurumlarda kelime öğretimindeki en büyük stratejilerden biri tüm hocalarımızında genel olarak denediği 'context' yoluyla aslında belli kelimeleri belki aktiviteler vererek bu kimi için oyunsal bir şey olabilir, kimi için tiyatral bir şey olabilir. Ya da bir video, görsel bir şey üzerinden onu yedirerek aslında bir yazım çalışmasında, aktivite çalışmasında grup aktivite çalışmasında, grup aktivite çalışmasıyla beraber çocuğun kullanımını sağlamak, bu da farkında olmadan öğrencinin aslında o kelimeyi öğrenmesini sağlıyor. Şu aktiviteyi şu grupta yapmıştım, şunu konuşmuştuk. Bu mesela; bizim en son öğrettiğimiz kitaplardan birinde 'money' konusu vardı. 'Money' terminolojisini çocuk, beraber yaptığı aktivite de hatırlayarak edinmeye başlamıştı. İşte orda bütçe geçiyor, orda kazanmak geçiyor, kaybetmek geçiyor. İflas geçiyor, falan gibi bu ilişik kelimeleri ve benzer 'context' le yazdığı zaman, yazarak çalıştığı zaman çok daha iyi hatırlıyor. Öğrenmeyi aslında yazarak da elde etmiş oluyorlar. Konuşmayla birlikte bu da çok önemli diye düşünüyorum.

ZS: Evet hocam, diğer bir sorumuz da şu: Hangi stratejiler kelime öğretimini ve öğrenimini güçlendirmek için uygulanmalı?

SS: Tabi bu, tekrar aynı şeyi söyleyeceğim. Hedef kitlenin amacına göre çeşitlenen bir durum, biraz önce de söylemiştim. İşte bu bir sınavda kelime öğrenme tekniği ise onlar için 'antonym', 'synonym' ezberlemek en önemli işlevlerden birisi oluyor. Ama dil öğretimi açısından konuşuyorsak tabi ki bunu baz almıyoruz. Yani öncelikli olarak internet kullanımıyla beraber çeşitli aplikasyonlar var. Çocuklar bunlardan yararlanıyor. Ama bizim yararlı olabileceğimiz en büyük şeylerden birisi de sınıf içerisinde biraz daha teknolojinin de entegre olduğu çeşitli programları da dahil ederek biraz daha onlar için belki oyun gibi olabilen ama ders öğretimini 'implicit' dediğimiz gizlice vermeye çalıştığımız noktalar, pek çok aplikasyonlarda olabilir. Hocalarında kullanabileceği, faydalanabileceği, bunun dışında sınıfta grup aktiviteleriyle de sağlayabilir. Bunu

‘gaming’ aktivitelerde olabilir yine, gibi gibi yani... Şu anda direkt düşündüğüm zaman fikir kafisiyle bunlar geliyor aklıma. Ben şeye de çok inanıyorum. ‘Speaking’ grupları özellikle ‘speaking’, ‘discussion’ yapıldığı zaman çocuklar aklına gelen bir konuyla ilgili kelimeleri ‘discussion’ yaparak birleştiriyorlar. Kelimeleri bir araya getiriyorlar. Kelimelerle bir ‘context’ yaratıyorlar. Birlikte bu da çok etkili bir gelişim sağlıyor. İki taraf birbiriyle örneğin; diyelim ki parayla ilgili bir mesele yine, bir konu ‘context, bir de ‘happiness’. Ne kadar gelir getirir,ne kadar getirmez. Bunu karşılıklı iki grupta birbirleriyle tartışarak hem bu ‘argumentative’ dediğimiz konuyu bir araya getiriyor. Aslında farkında olmadan ‘writing’i de desteklemiş oluyor. Bir süre sonra da bunu öğrendiğinde daha tartışarak, kelimeleri bir araya getirerek, derslerde daha hızlı öğrenmelerine yardımcı olacağını düşünüyorum.

ZS: Evet hocam, son sorumuza geldik. Tabi ki de gözlemlerinizden aslında bahsettiniz ama sınıflarınızda kelime öğretimi yaparken, öğrencilerle ilgili olarak öğrencilerin tutumları nelerdir kelime öğrenimine? Yani belli bir stratejileri var mı? Hani şu şekilde ben kelime öğrenirim diye bir strateji biliyorlar mı, uyguluyorlar mı? Neler bunlar?

SS: Öğrenciler esasen direkt tabi aslında ana dildekileri bilmek yeterli olduğunu düşünüyorlar, en başta Türkçe olarak karşılığını bileyim, bu kadar yeterli gibi. Çünkü; Türk kültüründe karşılığını öğrenmenin onlar için yeterli olduğunu düşünüyorlar; halbuki kültür yabancı bir kültür, bize ait bir şey değil. Biz, o kültürdeki karşılığını bilmekle yükümlüyüz. Yani Türk kültüründeki Türkçe karşılığında ziyade, İngilizce’nin kendi toprağındaki, yaşadığı o alandaki okumalara ve ‘reading’ de dikkat etmemiz gerekiyor. Aslında öğrencinin yaşadığı sıkıntılardan, karşılaştığımız hatalardan birisi bu oluyor. Mesela; sözlük kullanımında İngilizce-İngilizce sözlük yerine Türkçe karşılığını öğrenmeleri ve cümle üzerinden ‘antonym’, ‘synonym’ çalışmamaları. İngilizce konuşuyorum, Türkçe değil de özellikle Türkçe karşılıklarını bularak ‘synonym’lerini sıralıyorlar. Ve bu da sadece Türkçe karşılığını bilerek yapabileceğinin doğru olduğunu düşünüyor. ‘Reading’ de belli bir süre okumayı kolaylaştırabilir tabi Türkçe anlamını bilmesi ama ‘writing’ de böyle bir şey göremiyoruz. Çünkü; onu Türkçe sıralamayla konuya yani yazıma aktardığı için özne, yüklem ve nesnenin konumunda zaten büyük bir sorun yaşanıyor, yetmiyor gibi birebir tercüme yaptığı içinde, biz bir çeviri açısından da maalesef ‘Google translate’ gibi düşünüyor gibi gibi.. Bunlar tabi en aklıma gelen çok temel örnekler. Yani herhangi bir departmanın kolu dediğinde nasıl Google departments are’ diye bir şey çeviriyorsa, bizimle ilgili, alakalı bir ‘branch’ demek de gelmiyor aklına.

ZS: O zaman şey diyebilir miyiz, öğrenciler kelime stratejisini aslında çokta bilmiyorlar.

SS: Türkçe karşılığının bilmenin yeterli olduğunu düşünüyorlar. Evet hepimizin de en çok söylediği noktalardan birisi de şu aslında: Evet Türkçe’nin karşılığını bilmenin tabi ne okuduğunu anlama açısından önemi elbette ki büyük. Evet, ama anlayabilmek için o kültürdeki karşılığını anlayabilmek için gerçekten İngilizce-İngilizce bu eş anlamlısı olabilir, bu zıt anlamlısı olabilir, cümle içerisindeki kullanımı olabilir ve eşdeğer metinler. Evet eşdeğer metinlerdeki karşılıklarına bakmak çok avantajlı.

ZS: Bir örnek verebilir miyiz, hocam? Aklınıza gelen bir örnek varsa.

SS: Aklıma gelen esasen şöyle düşünüyorum. Mesela; ‘writing’ derslerinde konulardan birisi ‘choosing university’ diyelim ki, üniversite seçimiyle ilgili. İşte lokasyon, işte

kampüs, eğitim olanakları, Erasmus olanakları, departmanlar vs gibi. Çocuk, bunu Türkçe düşünüyor, bunları Türkçe biliyor. Çünkü kendisi buna önem vererek geliyorlar buraya demi, en baştan beri. Buraya puanıyla beraber konuyla ilgili vs. düşünüyor kafasında ama bunun bağlı olduğu 'context' leri Türkçe haber metinleri üzerinden okumak yerine ya da Türkçe tartışılan platformda işte herhangi bir forum olabilir. Bir forum üzerinden onu tartışmak yerine kelime öğretimi açısından esasen onların bağlı olduğu işte 'paragraph writing' olabilir. Örneğin yazabilir, B1 seviye iste 'choosing a university' üzerine yazılmış paragraf, 'essay' olabilir. Hangi seviyedeyse A1 olabilir, A2 seviye olabilir. Bence bu tip şekillere bakabilirler. Bence bunla alakalı en büyük ipucu, ben özellikle şeyde gördüm, çokta hoşuma gitti. Çocuklara da onu söylemiştim. Şimdi gündemle ilgili örneğin; haberleri takip ediyorlar diyelim ki. Ama tabi bir gazeteyi aldığı zaman çocuk haliyle B2 ve C1 seviye olduğu için anlayamıyor. Ben onlarla araştırırken 'news-in-levels' bir haber keşfettim. Bu bir internet sitesi. Orda aynı haberin, güncel, yaşanan deprem gerçeği var diyelim ki. Aynı haberi B1 seviye A1, A2 seviye hem de C1seviye 'synonym' ve 'antonym' lerinin de olduğu metine ilişkin sorularında olduğu hem 'reading' çözdüren hem kelime öğretimi sağlayan çok güzel bir site var. Çocuk, hem gündemle ilgili karşılığı öğreniyor hem de bu site üzerinden İngilizce nasıl nasıl kullanıldığını öğreniyor. Örneğin; üniversiteyi seçme olanakları bunla ilgili bir haber orada, 'university 'e girdiği zaman sonuç kısmından onla ilgili haberler çıkıyor. İçerisinde ki eş değer ilişik kelimeleri öğreniyor. Böylece ne oluyor? Kampüs, lokasyon ona bağlı olan diğer kelimeler tabi ki onlar okudukça zihinde kalması daha kolay hale gelebiliyor.

ZS: Çok güzel örnekler verdiniz. Teşekkür ediyorum.

SS: Rica ederim, ben teşekkür ederim.

ZS: Sadece son bir sorum var size.

SS: Tabi buyurun.

ZS: Aslında yaptığımız anket çalışmasında da onun sonucunu paylaşmak istiyorum. Sizin de katıldığınız en fazla hatırlarsanız ilk bölümde diyor ya, kelime stratejilerini sıraya koyalım 1'den 10'a kadar. Şimdi biz sıraya koyduğumuzda analiz yani SPSS sonucu şu çıktı ortaya. Yüzdelerine baktık ve en fazla öğretmenlerin özellikle Medipol Üniversitesi için konuşucam, hocalarımızın çoğunluğu 'using gesture' olayını yani kelime öğretiminde çok fazla kullanıyor ama sonrasında ben bunun üzerine düşünmek istedim. Daha doğrusu hani kelime öğretiminde mi direk kelimenin anlamını vermede mi acaba 'using gesture' oluyor ya da işte öğrenci aslında anladı da, hocaya sorarken, hocam acaba bunu mu demek istediği zaman onaylamak anlamıyla 'noding' anlamında mı 'using gesture' kullanıyor? Size sormak istiyorum aslında. Bunu seçerken acaba bilmiyorum tabi ki siz seçmiş miydiniz bunu ama yani sizce ne olabilir, yani bunun esas amacı ne olabilir?

SS: Aslında öğrenciyi kelimeyi anlamı direk daha çok ciddi bir fikir telaksinde bulunmadan daha çok çocuğun düşüncesine süre olarak izin vermeden daha çok mimikle yansıtmak ben naçizane unutabileceğini düşünüyorum. Çocuk da bir süre sonra aslında biraz düşünmelerine izin vererek buna misal şu an aklıma 'pull in' and 'pull out' fiili geldi. Gerçekten fiş üzerinden, priz üzerinden takmak çıkarmak gibi yani bunu tabi el hareketleriyle çocuğa bir şekilde hissettirdiği zaman, çocuk gerçekten onu bir süre sonra gerçekten düşündüğü zaman o mimiği o kelimeyle karşılaştığı zaman ileride herhangi

metinde ya sınavda ya da bir şeyde gerçekten onu aklına getiriyor. Elle ilgili bir şey konuşuyoruz diyelim. Geçen kelimelerden biri diyelim 'cuisine' diyelim 'attic' diyelim herhangi bir şey evle alakalı. 'Garden' olabilir, 'door', 'gate' olabilir, farketmez. Bunlarla bağlantılı olan şeyleri aslında görsel, ben kendi adıma söylüyorum. Görsel bir şekilde yansıtarak fotografik biraz daha edinimin, mimiğin tabi ki önemli olduğuna inanıyorum. Ama daha görsel bir şeylerin kullanılması, sonra metin içerisine entegre edilerek metin içerisinde, cümle içerisinde yansıtılmasının daha doğru olduğunu düşünüyorum. Çünkü gerçekten çocuğun aklına ilk önce bir fotoğraf gelir diye inanıyorum ben.

ZS: Bir şey daha paylaşmak istiyorum size, konu bununla açılıyor. Biliyorum zamanınızı da alıyorum ama survey sonrasında kullanılanlar en fazla olanı 'using gesture' ama en az kullanılanı nedir orda çizimler. Bu sonuç ortaya çıktı. Yalnız görüştüğüm diğer arkadaşlarımla da bunu paylaşmak istiyorum sizinle. Görüştüğüm diğer arkadaşlarımızla da onların da şu ana kadar yaklaşık 7,8 kişiyle görüştüm, 6'sı da aslında sınıfta çizim yaptıklarını söylediler. Ama siz sınıfta çizerek anlatıyor musunuz kelimeleri, bunu birde size sormak istiyorum. Diyagram kullanıyor musunuz, birde bunu merak ediyorum.

SS: Evet, ben yani şöyle söyleyeyim. Bunu şey de hatırlıyorum 'process' 'order of importance' öğretiyorduk writing için. 'Paragraph writing' için 'firstly, secondly, the third but the most important' gibi bildiğimiz 'signal words' lerin kullanımı var. Onunla ilgili şeyi hatırlıyorum. Ben kendi çizmek tabi, elimden geleni yapmak için ama bir 'powerpoint' üzerinden kendi yaptığım şeyi ifade edeyim size. Bir powerpoint üzerinden bir keman resmi bulmuştum. Önce kemanın işte bütün telleri olan kısmı ayırdım. İşte rengini ayırdım. Sonra o bağlantı kablolarını ayırdım. Bütün o cihazın aslında bölümlerini parçaladım. Önce yavaş yavaş telleri kullandığım zaman ilk aşama, ikinci aşama ve üçüncü aşama da bu ve en önemlisi en son ortaya çıkan gövdesi bu gibi. Onun çocuklara en sonunda o teller vs düşündüler, düşündüler en son keman şekli çıktı ortaya. Ama başta keman olduğunu bilmiyorlardı. Bende söylememiştim bunu. Hangi şey olduğunu anlatmadım. Bir müzikle alakalı bir şey olduğunu düşünün dedim, bir çalgıyla ilgili bir şey olduğunu söylemedim. Şu kadar telli, bu kadar telli hiçbir şey anlatmadım. Bilgi de vermedim, ip ucu da söylememiştim. Sadece müzikle ilgili alakalı bir şey olduğunu düşünün dedim. Neler olabilir gösteriyorum onlara, sonra altı tele çıkıyor vs en son müziğini dinlettim. Sonra onun keman olduğunu anladılar. Buradaki kemandan kastım, şu. Aslında birinci aşama, ikinci, üçüncü ve en önemlisi çocuk yazarken bir süre sonra 'signal words'leri kullanırken aşama aşama gitmenin o fotoğrafın, keman fotoğrafının canlandığını ben iyi hatırlıyorum, hani kafalarında ve gramerde çok işime yaramıştı. İşte herkes böyle bir şekilde anlatırken kendince bazı kodlar kullanabiliyor ama ben hep şey diyordum. 'Context' le ilgili şey bakmaları gerekiyor, zaman geçişi sağlayan yapılarda hani özellikle aynı tenseleri aynı kümede toplayıp yine aynı balonda olup 'present' balonu olduğunu düşünün, 'future tenseler' future balonunda olduğunu düşünün tabi ki 'present' tan past' a geçiş olabilir. Ama bunun için zıtlık bağlacı gerekli olabilir. Bir zamandan bir zamana geçiş için bir zaman zarfı atması lazım falan gibi. Bu sefer çocuk bazen cümleyi anlamasa bile kafada o balon şekli bu baya kodlama, o cümle 'present' la gidiyor bu da 'present' balonu o zaman şıklarda varsa eleyim demek ki 'present' kafasıyla gidiyor gibi..Yani bazen basit kelimeler balon şekli göstermiştim hatırlıyorum 'powerpoint' gibi üzerine kopyalayıp göstermiştim. Ve keman şekli benim 'writing- order of importance' açısından işime yaramıştı.

ZS: Gayet güzel örnekler hocam. Ben de bunu uygulayacağım.

SS: Estağfurullah.

ZS: Çok teşekkür ederim hocam.

SS: Ben teşekkür ederim, ellerinize sağlık. Umarım her şey iyi olur.

ZS: Sizin de yüreğinize, emeğinize sağlık çok teşekkür ederim.

The participant (her colleague) / interviewee: YKK (English lecturer)
(TRANSLATED VERSION)

ZS: Hello YKK teacher. How do you do?

YKK: I'm fine. Thank you. And you?

ZS: I'm fine,too. Thanks a lot. As you know, I'm currently doing a master thesis about vocabulary teaching strategies. If you are free, I have a few questions for you.

YKK: Of course teacher,here you are.

ZS: Yes. To you, what does knowing word mean?

YKK: Knowing word in foreign language is actually to be able to produce about it, so what is this? To be able to make a sentence, to be able to make a meaningful text. Or to be able to derive different words from these words.

ZS: Alright teacher! How do you teach Turkish, pardon, English words in your classes?

YKK: In fact, we suse different strategies depending on the subject and structure.We have a 'main course' book. We proceed on the target words here. For example, if we have a 'reading' part, firstly we expect students to make sense the meaning of the words in the 'reading' text. We help them with this. We give some clues and guide them. If the student can't succeed in this way, I prefer to present more visuals about it. While the student is making comment on the visual, maybe I help them remember that keyword, or if the native language is Turkish, I help the student remember it from their own language. If student can't recall again in English, I help him/her do "code-switching" again. I turn it into Turkish and make the word "abstract" in Turkish.

Frankly, I don't have a strategy like that. I don't have a strategy that English should be learned like English. Especially if the student is a low-level student, I definitely try to help with something in his/her native language. Then we do strengthening activities about this subject. For example, we are working on the subject like ''make -up story'' about him/ her. We also do group work. I always create themes of the word groups. The student should produce a short about it.

ZS:Yes.

YKK: I am having group work. The group is trying to produce its own story in itself and has to get its meaning while producing it. Because if he/she can't get it, he/she can't use it in the correct sentence.And the student can't reach his/her aim. If there is a small reward as a result of this, such as grades, points… It makes the student learn words more actively.

ZS: Yes well, I also want to ask you this. What is your perspective towards vocabulary teaching in English language teaching programs?

YKK: Actually, the basis of learning English is vocabulary more than grammar.If there is grammar but there isn't word, the student can't provide production in that language. But if there is word, such as using body language etc, there could be communication in that language. In my opinion, vocabulary is the main source of learning English. According to me, grammar somehow could be learnt in different ways. Audio learning could also be learnt. But if the student doesn't know the meaning of the word, I think it's impossible to communicate in that language.

ZS:Yes. When you have just talked,you have said that -while using body language.With this survey I conducted, even the survey we did together, a result came out : Using gesture situation.Yes we use body language but I want to learn this. Actually, this was one of the most used vocabulary teaching techniques, strategies. So, do you use it to teach words, or do you use it to confirm it when the student understands it?

YKK:Exactly. I give confirmatory feedback.So, when a word comes out of the student's mouth that can correspond to the meaning of that word, I also react verbally with an affirming word, such as excellent, well done, or body language in a way that confirms it. Except that, I use my body language a lot when it comes to vocabulary teaching strategy.

ZS: Yes.

YKK: I think many English teachers already use gest and mimics too much. It's like our theatrical side is in the foreground more in the class. Because language means communication. Communication also means a little mutual exchange of those feelings.I think for this exchange, something beyond verbal things must be definitely used.

ZS:Yes.Thank you so much teacher. Another question is this. In your opinion, what strategies should be utilized in classes to foster vocabulary teaching? Of course you have explained. Are there any different strategies you can say in addition to these?

YKK: For example, I think the biggest deficiency in our school is that we do "word formation" very little. We teach the word, but we teach the similar word very little. For example, what is "noun", "adjective, adverb" in that word? How they are supposed to be used? This is a deficiency for us. For the second one, hımm, we actually do a little bit of that. I mean, we give word activity, but it doesn't go beyond that part. Extra vocabulary work, maybe empowerment with game. I don't mean these memorization games like Quizlet, Kahoot etc. More-instructional-word studies. You know, as I said again, you have to get something done to produce something about it. I think it might be a "collocation" study about word. I think we don't teach collocation study related with the

word. We're not doing anything about it. What is the synonym of the word and the opposite of the word here? For example, OK, you say the word “work”, but different words about work can also be taught. I think there needs to be extra study on that. I don't know if I deviated from the subject.

ZS: No, no.

YKK: While responding now. Strengthening vocabulary learning is actually very important. In order to provide permanence but in fact that could be done like this. We ignore this situation a lot to follow syllabus. We worked for a week, the words through this week are over. There are no more words in the following week. As if those pages of that book were closed and we started a new unit and we continued with a new target vocabulary.

ZS:Yes.

YKK: In fact, rather than that, remembering the last week, maybe doing repetition activities, then move on to new word studies, this is a little more actually "fostering activity" activity as I can recommend it more. I think it would be more useful.

ZS: Yes teacher you are right. So, what do you think the students perceive vocabulary in the class? So can the student use vocabulary learning strategies? Do students use it?

YKK: In fact, most of them can't use it because I don't think they have any awareness of it. Students even see words as a burden on their backs, as if they could memorize them the day before the exam and fill in the gaps in the exam the next day. I have observed from my students that instead of spreading the word memorization to a period, they swallow it like a pill in a few days, internalize it as if it had a formula, and memorize the text one day before, and use it again in the text. I think this is the main basis of our failure. So the students don't use a strategy because I think especially language school students do not think that their language learning awareness is sufficient in this sense.

ZS: Yes. So what strategies do they have when learning words? As you said, there is not but how do they learn in class?

YKK: In fact, what I have observed most now is that if they follow my advice, they keep a “vocabulary notebook” and write the Turkish equivalent there. When I say more, they write an example sentence under it. Moreover, carry it in your pocket like draw, get a word agenda on your mobile phones. Memorize them while coming and going on the way. Of course, these never directly come from my students, I continuously empose these ideas to my students. I don't know how accurate it is, how useful it is. But instead of using the quizlet as a game in the classroom, for example, you can download “application” on your phone and actually do activities like “match the word with its definition” on the way. You do it yourself, or some of the students I told about do it. They group themselves. Some of these are” health “what you learned with health so that you can make use of this classification,when you do something about it, you know, group it like grouping, make it classify .

ZS: Yes. Now, as I understand it, in the meantime, you are doing these situations more "explicitly".

YKK: Yes.

ZS: So do you think to give the student a notification in this way, let's say that the student wants it in this direction as you have said. Or do you think they should learn by doing it in different ways? What would be your first choice normally ?

YKK: In fact, my first choice in class is to make it complete, send it home, maybe put something on it, put something on what is a "weak adjective", he/she learned; at home he/she shoul also learn "strong adjective". I teach 'afraid', and he/ she should learn "frightened" on his own .This is my expectation but when you look at it, you can't get any feedback positively as long as we spread it. We are also slightly affected by the exam grades. In fact, something is happening and it leads to appearance of a need. This is turning us from implicit to explicit. That is, we are moving there, we are being transformed, but it results from both our own deficiency and the student's failure to do his/her duty. So you can question both sides. There's a teacher side, there's a student side. But somehow the process begins with ''implicit.'' You're giving the message, trying to focus adequately in class. But when you look at the grades of the courses, I have to return to explicit in time on my own behalf.

ZS: Yes, teacher. Thank you very much for the information you have provided. See you soon.

YKK:You're welcome. Good luck,teacher.

<u>Katılımcı</u>: YKK (İngilizce Öğretim Görevlisi) **<u>(TURKISH VERSION)</u>**

ZS: Merhaba YKK hocam. Nasılsınız?

YKK: İyiyim. Teşekkür ederim. Siz?

ZS: Bende iyiyim, çok teşekkürler. Bildiğiniz üzere kelime öğretimi stratejileri üzerine şu anda bir yüksek lisans tez çalışması yapıyorum. Eğer uygunsanız size birkaç sorum olacaktı.

YKK: Elbette hocam, buyurun.

ZS: Evet size göre hocam, kelime bilmek nedir?

YKK Yabancı dilde kelime bilmek demek aslında onunla ilgili bir üretim yapabilmek, yani bu nedir? Bir cümle kurabilmek, anlamlı bir metin çıkartabilmek. Ya da bu kelimelerden farklı kelimeler türetebilmektir bana göre.

ZS: Peki hocam, sınıflarınızda Türkçe öğretiyor, pardon İngilizce kelime nasıl öğretiyorsunuz?

YKK: Aslında konu ve yapıya göre farklı stratejiler kullandığımız oluyor. Biz bir "main course" kitabımız var. Daha çok buradaki hedef kelimeler üzerinden ilerliyoruz. Ee mesela bir de öncelikle "reading" parçamız varsa, öncelikle "reading" parçasındaki kelimelerin anlamlarını ögrencilerin metinlerden çıkarmasını bekliyoruz. Bu konuda onlara yardımcı oluyoruz. Bazı ip uçları verip onları yönlendiriyoruz. Eğer öğrenci bu şekilde başarılı olamadıysa onunla la ilgili ben daha çok görsel sunmayı tercih ederim. Görselle ilgili fikirlerine, yorumunu yaparken belki o "keyword'ü hatırlamalarına ya da en azından kendi dillerinden Türkçeyse mesela öğrencinin kendi dillerinden hatırlamasına yardımcı olurum. Yine İngilizceyse "recall" edemezse artık ona yine yeri geldiği zaman ona "code-switching" yapıp, ona Türkçeye dönüp Türkçe "abstract" kelimesi yapmasına ben yine yardımcı olurum.

Açıkçası şey gibi bir stratejim yok benim. Hani İngilizce mutlaka İngilizce gibi öğrenilmeli diye bir stratejim yok benim. Özellikle de "low -level" gibi bir öğrenciyse; ben mutlaka kendi ana dilindeki bir şeyle yardımcı olmaya çalışıyorum. Daha sonra bu konuyla ilgili güçlendirici aktiviteler yapıyoruz. Mesela; kendi onunla ilgili "make up story" gibi konuyla ilgili bir çalışma yapıyoruz. Ayrıca grup çalışması da yapıyoruz. Ben mutlaka kelime gruplarını temalandırırım. Bununla ilgili küçük bir hikaye üretsin.

ZS: Evet.

YKK: Grup çalışması yaptırıyorum. Hem grup kendi içerisinde kendi öyküsünü üretmeye çalışıyor hem de üretirken anlamına da hakim olmak zorunda. Çünkü hakim olamazsa doğru cümlenin içinde kullanamıyor. Hem de hedefine ulaşamıyor. Tabi bunun sonucunda küçük bir ödüllendirme varsa; not gibi, puan gibi …Öğrencinin daha aktif bir şekilde kelime öğrenmesini sağlamış oluyor.

ZS: Evet peki, aynı zamanda şunu sormak istiyorum. Sizin İngilizce öğretmenliği programlarında kelime öğretimine bakış açınız nedir?

YKK: Aslında İngilizce öğrenmenin temeli gramerden ziyade kelimedir. Gramer varsa, kelime yoksa öğrenci o dilde üretim sağlayamaz. Ama kelime varsa bir şekilde mesela; beden dili vs.. de kullanılarak o dilde iletişime geçilebilinir. Kelime İngilizce öğreniminin bana kalırsa ana kaynağı demektir. Gramer bir şekilde bana göre farklı yollardan oturuyor. İşitsel olarak ta yerine geliyor. Ama kelimenin tam anlamını bilmiyorsa öğrenci, o dilde iletişime geçmenin kesinlikle mümkün olmadığını düşünüyorum ben.

ZS: Evet. Az önce konuşurken şunu söylediniz. Vücut dilini kullanırken, yaptığım bu anketle hatta sizinle beraber gerçekleştirdiğimiz anketle beraber, şöyle bir sonuç ortaya çıktı. Hani -using gesture -olayı. Evet vücut dilimizi kullanıyoruz ama şunu da öğrenmek istiyorum. Açıkcası burada en çok kullanılan kelime öğretim tekniklerinden, stratejilerinden bir tanesi de buydu. Peki siz bunu, kelime öğretmek için mi kullanıyorsunuz ya da öğrenci anladığında siz bunu ona onaylamak için mi kullanıyorsunuz?

YKK: Aynen öyle. Bir kere onaylayıcı 'feedback' mutlaka veriyorum. Yani öğrencinin ağzından o kelimenin anlamına karşılık tekabül edilebilecek bir kelime çıktığında mutlaka; hem sözlü olarak hani-excellent, well done—gibi onaylayıcı bir sözle ya da beden diliyle de bunu onaylayacak şekilde bir tepki gösteririm. Onun dışında kelime öğretimi stratejisine gelince ben, vücut dilimi çok kullanıyorum.

ZS: Evet.

YKK: Yani aslında ben birçok İngilizce öğretmeninin zaten hani—gest and mimics—bunları da çok fazla kullandığını da düşünüyorum. Şey gibi bizim biraz tiyatral yönümüzde derste daha ön planda. Çünkü; dil demek iletişim demek. İletişim demek aynı zamanda o duyguların da biraz karşılıklı geçişi anlamına geliyor. Bunu geçirmek için de mutlaka, sözel bir şeylerin ötesinde de bir şeyler kullanmak gerektiğini düşünüyorum.

ZS: Evet. Teşekkür ederim hocam. Diğer bir sorumda şu. Sizce, kelime öğretimini arttırmak için ne gibi stratejiler sınıflarda kullanılmalıdır? Tabi ki anlattınız. Bunlara ek olarak farklı söyleyebileceğiniz stratejiler var mıdır?

YKK: Mesela; bizim okuldaki en büyük eksiklik bana kalırsa "word formation"ı çok az yaptırıyor olmamız. Biz kelimeyi öğretiyoruz ama muadili kelimeyi çok az öğretiyoruz. Mesela; o kelimede "noun", "adjective, adverb" varsa nedir? Bunların nasıl kullanılması gerekiyor? Bu bizdeki bir eksikliktir. Bir ikincisine gelince eee biz şeyi de çok az yapıyoruz aslında. Yani kelime çalışması veriyoruz ama o parçanın ötesine de geçemiyor sanki. Ekstra vocab çalışması, belki oyunla güçlendirme. Oyun dediğim bu ezber oyunlar değil. Quizlet, Kahoot vs gibi. Daha -instructional -kelime çalışmaları. Hani yine dediğim gibi onunla ilgili bir şeyler üretecek bir şeyler yaptırmak gerekiyor. Bence kelimeyle ilgili belki "collocation" çalışması da olabilir. Bence kelimeyle ilgili biz "collocation" çalışması da öğretmiyoruz. Onunla ilgili şeyde yapmıyoruz. Burda kelimenin eş anlamlısı, zıt anlamlısı nedir? Mesela; tamam bir "work" kelimesini anlatıyorsun ama ben yine çalışmak anlamına gelen farklı farklı çalışmayla ilgili kelimeler de öğretilebilir. Bununla ilgili bence ekstra çalışma yapılması gerekir. Konudan sapma yaptım mı bilmiyorum.

ZS: Yo yoo.

YKK: Şu an yanıt verirken. Kelime öğrenimini güçlendirmek aslında çok önemli. Kalıcılığını sağlamak için ama aslında dediğiniz söyle yapılabilir. Biz biraz da daha o -syllabus yetiştirmek adına çok "ignore" ediyoruz bu durumu. Bir hafta çalıştık, bu haftanın kelimeleri bitti. Önümüzdeki hafta o kelimeden eser yok artık. Sanki, o kitabın o sayfaları kapatılmış. Biz yeni bir üniteye geçmiş, yeni bir "target vocabulary" devam ediyor gibiyiz.

ZS: Evet.

YKK: Aslında şöyle olmaktan ziyade geçen haftayı hatırlayıp belki üzerine bir haftanın dışında "repetition" aktivite yapıp, ardından yeni kelime çalışmalarına geçsek bu biraz daha aslında "fostering activity" aktivite olarak ben bunu daha çok önerebilirim. Hani bence daha faydalı olur diye düşünüyorum.

ZS: Evet hocam doğru söylüyorsunuz. Peki öğrencilerin sınıftaki kelimeye bakış açıları sizce nelerdir? Yani öğrenci kelime öğrenme stratejilerini kullanabiliyor mu? Kullanıyor mu?

YKK: Aslında birçoğu kullanamıyorlar çünkü; bu konuda farkındalıklarının olduğunu düşünmüyorum. Hatta öğrenciler kelimeleri sanki sınavdan bir gün önce ezberleyip, ertesi günde sınavdaki boşlukları doldurabilecekleri, sırtlarındaki bir yük olarak görüyorlar. Dolayısıyla kelime ezberini bir döneme yaymak yerine, benim kendi öğrencilerimden gözlemlediğim, o birkaç gün içerisinde bir hap gibi yutup, sanki bir formülü varmış gibi onu içselleştirip, gerçekten beyne algılatmak yerine bir gün önceden metni ezberleyip, hemen yine metin içinde kullanayım. Zaten bizdeki başarısızlığın da ana temelinin de bu olduğunu düşünüyorum. Yani öğrenciler bir strateji kullanmıyorlar çünkü; bence özellikle dil okulu öğrencileri zaten bu anlamda dil öğrenme farkındalıklarının yeterli olduğunu ben düşünmüyorum.

ZS: Evet. Peki yaparken, kelime öğrenirken ne gibi stratejileri var mı? Dediğiniz gibi yok ama derste nasıl öğreniyorlar?

YKK: Aslında şu an en çok gözlemlediğim, eğer benim tavsiyeme uyuyorlarsa bir "vocabulary notebook" tutuyor ve orda Türkçe karşılığını yazıyor. Ben daha fazla söylediğimde altına bir örnek cümle yazıyorlar. Daha çok şey ben kura gibi cebinizde taşıyın, cep telefonlarınızda bir kelime ajandanız olsun. Yolda gelip giderken bunları ezberleyin tabi bunlar hiçbir zaman öğrencilerden direkt ben hocam böyle yapıyorum dedikleri değil, benim sürekli bir empoze ettiğim fikirler var öğrencilerime. Ne kadar doğru ne kadar işe yarıyor bilmiyorum. Ama mesela şey gibi quizlet sınıfta oyun olarak kullanmak yerine siz "application" indirin telefonunuza yol boyunca aslında işte "match the word with its definition" gibi aktiviteleri de yolda yapın. Siz kendiniz yapın ya da onunla ilgili dediğim bazı öğrenciler yapıyorlar. Kendileri gruplandırıyorlar. Bazıları bunlar "health" sağlıkla ne öğrendin o konu başlığı altında olsun ki bu konuyla ilgili bir şey yaparken bu "classification" dan faydalanabil, hani "grouping" gibi gruplandır, "classify" et.

ZS: Evet. Şimdi anladığım kadarıyla bu arada siz daha "explicit" yapıyorsunuz bu durumları.

YKK: Evet.

ZS: Yani sizce öğrenciye bu şekilde bir bildirim vermek mi, hadi şöyle yapalım arkadaşlar ki öğrencinin istediği bu yönde dediğiniz gibi. Yoksa daha farklı yollarla yaparken mi öğrenseler diye düşünüyorsunuz? Normalde ilk tercihiniz ne olurdu?

YKK: Aslında sınıf içerisinde ilk tercihim benim, bunu yapıp tamamlayıp eve gönderip belki üzerine bir şey koymak, üzerine bir şey koymak derken nedir bir "weak adjective", öğrendi; evde de "strong adjective" öğrensin. "afraid" ben öğreteyim, o da kendi "frightened" öğrensin. Benim "expected" ım bu ama baktığınız zaman sürece yaydığımızda bunu bir dönüt alamıyorsunuz. Olumlu anlamda. sınav notlarından da biraz etkileniyoruz. Biz bir şey oluyor aslında, ne denir bir ihtiyacın ortaya çıkmasına sebep oluyor. Bu da bizi "implicitten" "explicit"e dönüştürüyor. Yani biz oraya ilerliyoruz, dönüştürülüyoruz ama gerek kendi eksiğimiz,gerek öğrencinin üstüne düşen vazifeyi

yapmamasından kaynaklı. Yani iki tarafı da sorgulayabilirsiniz. Hoca tarafı da var, öğrenci tarafı da var. Ama bir şekilde süreç "implicit"le- başlıyor. Siz mesajı veriyorsunuz derste de yeterince "focus" olmaya çalışıyorsunuz. Ama zamanla artık baktığınızda notlarında seyrine "explicit" e döndürmek zorunda kalıyorum ben kendi adıma.

ZS: Evet hocam. Çok teşekkür ederim verdiğiniz bilgiler için. Görüşmek üzere.

YKK: Rica ederim. Başarılar hocam.

APPENDIX V. OBSERVATION REPORTS

ORIGINAL OF THE OBSERVATION REPORT

Observation Date	
Lecturer	
STRATEGY CATEGORY	
1. Strategies for the discovery of a new word's meaning	
DET / Analyse part of speech	
DET / Analyse affixes and roots	
DET / Check for L1 cognate	
DET / Analyse any available pictures or gestures	
DET / Guess from textual context	
DET / Bilingual dictionary	
DET / Monolingual dictionary	
DET / Word lists	
DET / Flash cards	
SOC / Ask teacher for an L1 translation	
SOC / Ask teacher for paraphrase or synonym of new word	
SOC / Ask teacher for a sentence including the new word	
SOC / Ask classmates for meaning	
SOC / Discover new meaning through group work activity	
SOC / Study and practise meaning in a group	
SOC / Teacher checks students' flash cards or word lists for accuracy	
SOC / Interact with native speakers	
MEM / Study word with a pictorial representation of its meaning	
MEM / Image word's meaning	

MEM / Connect word to a personal experience	
MEM / Associate the word with its coordinates	
MEM / Connect the word to its synonyms and antonyms	
MEM / Use semantic maps	
MEM / Use 'scales' for gradable adjectives	
MEM / Peg Method	
MEM / Loci Method	
MEM / Group words together to study them	
MEM / Group words together spatially on a page	
MEM / Use new words in sentences	
MEM / Group words together within a storyline	
MEM / Study the spelling of a word	
MEM / Study the sound of a word	
MEM / Say new word aloud when studying	
MEM / Image word form	
MEM / Underline initial letter of the word	
MEM **/** Configuration	
MEM / Use Keyword Method	
MEM / Affixes and roots	
MEM / Part of speech	
MEM / Paraphrase the word's meaning	
MEM / Use cognates in study	
MEM / Learn the words of an idiom together	
MEM / Use physical action when learning a word	
MEM / Use semantic feature grids	
COG / Verbal repetition	
COG / Written repetition	
COG / Word lists	
COG / Flash cards	
COG / Take notes in class	
COG / Use the vocabulary section in your textbook	

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

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

THE LIST OF THE OBSERVED LECTURERS:

1. SS (Writing)
2. BS (Listening & Speaking)
3. BY (Reading)
4. IS (Reading)
5. MNÇ (Writing)
6. YB (ESP)

The observations were made twice and the consent from each lecturer was gained before the observations.

OBSERVATION REPORTS

Observation Date	11.02.2020
Lecturer	**BS (1) - Listening and Speaking Class / (45 mins) / Afternoon Shift / Medium Level / Time: 13:30**
STRATEGY CATEGORY	The lecturer gave importance on specifically **social strategies**.
SOC / Ask teacher for paraphrase or synonym of new word	The sts were from different countries and the class was a multinational class,and when they didn't understand a Word, they asked the lecturer and the lecturer gave response by paraphrasing and writing synonym of a new word.
SOC / Ask teacher for a sentence including the new word	
SOC / Ask classmates for meaning	The lecturer formed them into groups to work with their classmates.
SOC / Discover new meaning through group work activity	The sts were encouraged to discover the meaning of the words through group work activity.
SOC / Study and practise meaning in a group	The sts spent some time to study the meaning of the Word.
SOC / Teacher checks students' flash cards or word lists for accuracy	The lecturer checked the sts' Word lists.
SOC / Interact with native speakers	At the beginning of the class, the sts interacted with each other and they tried to imitate the native speakers through watching video.
MEM / Study word with a pictorial representation of its meaning	The lecture used Google images to represent the meaning.
MEM / Connect the word to its synonyms and antonyms	The lecturer used synonyms (e.g. probably = maybe = perhaps)
MEM / Group words together to study them	The lecturer grouped the words to study them.
MEM / Say new word aloud when studying	The lecturer asked the sts to say new words aloud.
MEM / Part of speech	The lecturer wrote the parts of speech.
MEM / Paraphrase the word's meaning	The lecturer grouped the sts and asked them to try to paraphrase the word's meaning.
MEM / Use physical action when learning a word	The lecturer created a game and formed the groups as mangos and kiwis.
COG / Verbal repetition	The lecturer asked the sts to repeat the verbs orally at the end of the class.Also, the sts wrote the new words to revise.
COG / Written repetition	
COG / Take notes in class	While teaching, the sts took notes what the lecturer explained and also, while listening to recording, they were told to take notes what they heard. As soon as listening comprehension part was done, there was a vocabulary section in the book and the sts did it individually and then the lecturer checked it as a whole class activity.
COG / Use the vocabulary section in your textbook	

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	18.02.2020
Lecturer	**BS (2) - Listening and Speaking Class / 3rd hour (45 mins) / Afternoon Shift / Time: 13:30**
STRATEGY CATEGORY	The lecturer gave importance on **social / memory strategies.**
DET / Bilingual dictionary	As the class was a multi-national class, the sts' native tongues were different and they tried to use bilingual dictionaries but the lecturer told them to use Eng-Eng dictionaries and helped the sts how to use them.
DET / Monolingual dictionary	
SOC / Ask teacher for paraphrase or synonym of new word	While they were doing listening activity, the lecturer stopped the recording when she realized that the sts did not manage to understand the sentences and she paraphrased.
SOC / Ask teacher for a sentence including the new word	The lecturer also wrote some sentences related with the words to explain clearly.
SOC / Ask classmates for meaning	The sts were formed into small groups and the lecturer gave some words and asked them to guess the meaning of the words together.
SOC / Discover new meaning through group work activity	Then the sts had a whole class game to predict the meaning of the words only in English.
SOC / Study and practise meaning in a group	The sts continued to work in small groups during the class.
SOC / Interact with native speakers	There was a continuous interaction among the sts.
MEM / Connect the word to its synonyms and antonyms	There was a continuous interaction among the sts.
MEM / Group words together to study them	The lecturer grouped the words and asked the sts to find a title under each group.
MEM / Underline initial letter of the word	The lecturer wrote some words at the end of the lesson and took attention of the learners. And she deleted the letters except the initial words and gave some examples in order to make the sts to guess the words.
COG / Verbal repetition	The lecturer practised the words both in written and verbal and advised the sts to continue practising.
COG / Written repetition	
MET / Use English-language media (songs, movies etc.)	The lecturer started a song at the end of the lesson and created a peaceful atmosphere and shared some links with them.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	17.02.2020
Lecturer	**BY (1) - Password Book / Reading Class / 2nd hour (45 mins) / Morning shift / Low level 301**
STRATEGY CATEGORY	The lecturer gave importance on specifically **social strategies**.
DET / Analyse part of speech	The lecturer wrote the new words and wrote their parts of speech.
DET / Guess from textual context	The lecturer asked the sts to guess the meaning of the words.
DET / Bilingual dictionary	The sts tended to use bilingual dictionary.
DET / Monolingual dictionary	The teacher told them not to use bilingual dictionary and asked them to use monolingual dictionary.
SOC / Ask teacher for an L1 translation	The sts asked the lecturer to use L1 translation. The lecturer was against using translation. The lecturer used synonyms.
SOC / Ask teacher for a sentence including the new word	The lecturers asked the sts to make new sentences using the words.
SOC / Ask classmates for meaning	The sts worked in pairs to understand the text and the lecturer set time limit for them.
SOC / Discover new meaning through group work activity	The lecturer encouraged them to continue work together.
SOC / Study and practise meaning in a group	The sts asked each other and had more fun while guessing the meaning of the Word.
MEM / Connect the word to its synonyms and antonyms	The lecturer wrote the connections of the words with its synonyms. He wrote a few antonyms.
MEM / Use new words in sentences	While the sts were writing, the lecturer checked the new words that they used in their sentences and she encouraged them to use them.
MEM / Study the sound of a word	The lecturer checked the pronunciation of the word as a whole class.
MEM / Say new word aloud when studying	The lecturer used drills.
MEM / Part of speech	The lecturer gave examples (e.g. announce (v.), avoid (v.). The lecturer asked the parts of speech afterwards.
MEM / Use physical action when learning a word	Doing an activity while teaching was important to the lecturer.
COG / Verbal repetition	The lecturer repeated the Word as soon as he finished writing on the board and asked the sts to repeat after him chorally.
COG / Take notes in class	The lecturer told them to take notes of the words. He gave time for note-taking.
COG / Use the vocabulary section in your textbook	The lecturer told the sts to focus on vocabulary section of the text and try to remember what they were taught.
MET / Continue to study word over time	The lecturer gave homework to study words at home.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	18.02.2020
Lecturer	**BY (2) - Password Book / Reading Class / 3rd hour (45 mins) / Morning shift / Low Level / Time: 08:55**
STRATEGY CATEGORY	The lecturer gave importance on **social strategies**.
DET / Analyse part of speech	The lecturer analyzed parts of speech with the sts.
DET / Guess from textual context	The lecturer asked the sts to be more concerned about textual clues and try to guess the meaning of the unknown words by looking at the texts.
DET / Monolingual dictionary	The lecturer repeated why monolingual dictionary is imnportant.
SOC / Ask teacher for paraphrase or synonym of new word	The lecturer asked the sts what the synonyms of the words.
SOC / Ask teacher for a sentence including the new word	The sts had difficulty in writing their own sentences using the words, so it turned into a whole class activity.
SOC / Ask classmates for meaning	The sts were comfortable while asking each other.
SOC / Discover new meaning through group work activity	Group activity was the sts' preference and they were more motivated.
SOC / Study and practise meaning in a group	When the activity was done, the sts changed their groups to talk and share their ideas with others.
SOC / Interact with native speakers	The lecturer asked the sts to interact with each other as often as possible.
MEM / Connect word to a personal experience	The lecturer explained the Word by telling her experience.
MEM / Connect the word to its synonyms and antonyms	The lecturer explained the Word by telling her experience.
MEM / Group words together spatially on a page	The lecturer taught the sts how to group the words and created a class game.
MEM / Underline initial letter of the word	When the sts had difficulty in remembering the word, the lecturer wrote the initial letter of the Word and asked the sts to remember the Word.
COG / Verbal repetition	The lecturer told the sts how important the revision was and at the end of the sentence, the sts revised the words learned not only in verbal but also in written form.
COG / Written repetition	
COG / Take notes in class	The lecturer wrote some example sentences again and the sts wrote them.
COG / Keep a vocabulary notebook	Vocabulary notebook was used again.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	14.02.2020
Lecturer	**IS (1) - Reading Class / 5th hour (45 mins) / Morning Shift / Class: Low Level / Time: 11:10**
STRATEGY CATEGORY	The lecturer gave importance on **social strategies**.
DET / Analyse part of speech	The lecturer wrote parts of speech on the board (noun / verb /adjective)
DET / Check for L1 cognate	The lecturer used the gestures while the sts were trying to guess the meaning of the words.
DET / Word lists	The lecturer asked the sts who studies the Word lists the lecturer prepared (Quizlet sets).
SOC / Ask teacher for an L1 translation	The sts could not ask the lecturer what the Word meant in Turkish as she was Russian and she didn't know any Turkish.
SOC / Ask teacher for paraphrase or synonym of new word	The lecturer wrote each new words's synonym of the Word on the board.
SOC / Ask classmates for meaning	She asked the sts to come together to work as a group activity.
SOC / Discover new meaning through group work activity	The sts tried to discover theparts of speech and meaning of new words with their friends.
SOC / Study and practise meaning in a group	The sts practised each new word by writing and saying.
SOC / Teacher checks students' flash cards or word lists for accuracy	The lecturer started the activity (Quizlet) to help sts remember the words and their meanings.
MEM / Group words together to study them	The lecturer grouped the words and asked the sts the parts of speech of each group.
MEM / Say new word aloud when studying	The sts said the new words aloud when studying.
MEM / Part of speech	The lecturer wrote parts of speech on different cards and asked the sts to stick these parts of speech on the right Word. Later, the sts tried to write their own examples in their sentences.
MEM / Paraphrase the word's meaning	
MEM / Use physical action when learning a word	The lecturer motivated the sts to be more active and the lecturer also acted out to Show the meaning of the words.
COG / Verbal repetition	The lecturer drilled the words .
COG / Word lists	The sts had Word lists that were prepared by the lecturer in Eng.
COG / Use the vocabulary section in your textbook	The sts also studied the vocabulary section of each reading paragraph with the lecturer.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	24.02.2020
Lecturer	**IS (2) - Reading Class / 5th hour (45 mins) / Morning Shift / Class: Low Level**
STRATEGY CATEGORY	The lecturer gave importance on **memory and social strategies.**
SOC / Ask teacher for a sentence including the new word	The lecturer used the words in some sentences to maket he meaning clear for the sts.
SOC / Ask classmates for meaning	The lecturer asked the sts to work in pairs to describe the words by working together.
SOC / Discover new meaning through group work activity	The sts worked together to discover the meaning of the new words.
SOC / Study and practise meaning in a group	The group activities were done for each activity.
SOC / Teacher checks students' flash cards or word lists for accuracy	The lecturer checked the sts' Word lists that were on a class group on the Net.
MEM / Study word with a pictorial representation of its meaning	The lecturer used Google and showed the images of the words to represent the words and played a game to draw the same words.
MEM / Image word's meaning	
MEM / Connect word to a personal experience	The lecturer asked the sts whether they had any personal experience about the words that they were studying.
MEM / Connect the word to its synonyms and antonyms	The lecturer wrote the synonyms of the words on the board and asked the sts to find exact antonyms of the words.
MEM / Study the spelling of a word	The lecturer asked 5 words and the sts tried to write them and then the lecturer wrote them on the board.
MEM / Study the sound of a word	The lecturer used a choral repetition.
MEM / Say new word aloud when studying	The lecturer showed the pronunciation letters of the words and said the words aloud and the sts repeated after her.
MEM / Image word form	The lecturer showed some photos on the Net and asked the sts to guess the words.
MEM / Part of speech	The lecturer wrote parts of speech of the words and grouped the words as 'nouns' and 'adjectives' and 'verbs' etc.
MEM / Use physical action when learning a word	The lecturer encouraged the sts to stand up and try to act out the words.
COG / Verbal repetition	The lecturer repeated the words verbally and in a written form.
COG / Written repetition	
COG / Word lists	The lecturer used new word lists that she prepared before the class.
COG / Take notes in class	The sts took notes in the class.
COG / Keep a vocabulary notebook	The lecturer asked the sts to keep vocabulary notebook for each lesson.
MET / Testing oneself with word tests	The lecturer tested the understanding of the words at the end of the class with an online activity called Quizlet.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	18.02.2020
Lecturer	**MNÇ (1) - Writing Class / 6th hour (45 mins) / Morning Shift / Time: 12:15**
STRATEGY CATEGORY	The lecturer gave importance on **social and memory strategies.**
DET / Monolingual dictionary	The lecturer told the sts that they could use dictionaries but in Eng-Eng.
SOC / Ask teacher for paraphrase or synonym of new word	While the sts were doing an in-class writing, they asked the lecturer to tell them the synonym of the words and the lecturer tried to paraphrase and use the synonym of the words.
SOC / Ask teacher for a sentence including the new word	The lecturer was a facilitator and she was observing the sts and when they needed, she tried to check their writing without interrupting them.
SOC / Discover new meaning through group work activity	The sts firstly tried to find out the meaning by asking their classmates.
SOC / Study and practise meaning in a group	At the end of in-class writing, the lecturer wrote some sentences on the board taken from the sts' writing and asked them to come together and think of the meaning and accuracy of the sentences.
SOC / Interact with native speakers	The sts were interactive at the beginning og writing activity and at the end of the writing class.
MEM / Associate the word with its coordinates	The lecturer talked about how important it was to associate the words with its coordinates and talked about collocation and gave some examples. In addition, she wrote the synonyms of the words and collocations used with these words.
MEM / Connect the word to its synonyms and antonyms	
MEM / Group words together to study them	Grouping the words as nouns and adjectives were taught again.
MEM / Group words together within a storyline	The lecturer taught the fluency in writing and gave some clues and wrote them on the board.
MEM / Affixes and roots	The lecturer wrote the affixes(suffixes and prefixes) how to derive new words.
MEM / Part of speech	The lecturer also wrote some main verbs and tried to change the parts of speech with the suffixes and asked the sts to play it with their friends in a limited time (6 mins).
MEM / Paraphrase the word's meaning	The sts tried to paraphrase the words and the lecturer checked their understanding.
COG / Written repetition	The lecturer gave importance on mainly the spelling of the words as the class was a writing class.
COG / Take notes in class	The sts took notes what the lecturer wrote on the board and the lecturer waited until they finished writing.
COG / Keep a vocabulary notebook	The lecturer recommended the sts to keep a vocabulary notebook and gave some examples.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	19.02.2020
Lecturer	**MNÇ (2) - Writing Class / 6th hour (45 mins) / Morning Shift / Class: Low Level / Time: 12:15**
STRATEGY CATEGORY	The lecturer gave importance on **social and memory strategies**.
SOC / Ask teacher for an L1 translation	The sts asked the lecturer what the Word meant but the lecturer only used target language to give the definition of the Word.
SOC / Ask teacher for paraphrase or synonym of new word	The lecturer was teaching signal words used in a comparison and contrast paragraph and wrote them on the board as well as paraphrasing them.
SOC / Ask teacher for a sentence including the new word	The sts asked the lecturer whenever they met an unknown word. The lecturer asked them kindly to use their monolingual dictionaries. And she told them to work in groups to study the meaning.
SOC / Ask classmates for meaning	
SOC / Teacher checks students' flash cards or word lists for accuracy	The lecturer checked the sts' understanding by looking at their Word lists.
MEM / Image word's meaning	The lecturer used Google Images to Show some unknown words.
MEM / Associate the word with its coordinates	She wrote this link and told the sts to use https://wordassociations.net/en/words-associated-with/Coordinate.
MEM / Connect the word to its synonyms and antonyms	The lecturer asked the sts to use the signal words and their synonyms in different examples with the same meaning.
MEM / Use semantic maps	The lecturer drew a semantic map to connect Words through semantic mapping.
MEM / Use new words in sentences	The lecturer spent most of the class time by asking the sts to use new words (signal words) in their own sentences and checked each of them individually.
COG / Verbal repetition	The lecturer also asked the sts to listen to her carefully and write what she was saying (dictation activity).
COG / Written repetition	
COG / Word lists	The sts had Word lists that they created and showed them to the lecturer. The lecturer took them and told them to check and then would give them back.
MET / Continue to study word over time	The lecturer stressed the importance of repetition and gave feedback after each writing of the sts.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	21.02.2020
Lecturer	**SS (1) - 4th Writing - Writing a portfolio: A descriptive Paragraph (45 mins.) / Morning shift / Class: Low Level / Time : 09:40**
STRATEGY CATEGORY	The lecturer gave importance on **memory strategies**.
DET / Analyse any available pictures or gestures	The lecturer used pictures and gestures at the beginning.
DET / Bilingual dictionary	The lecturer asked the sts to use dictionary to check the meaning of the unknown words.
DET / Monolingual dictionary	
DET / Flash cards	The lecturer used a photo of hamburger parts for the division of Topic sentence, Supporting details and Concluding sentence.
SOC / Ask teacher for an L1 translation	In the class, the students asked the lecturer for L1 whether they understood the subject.
SOC / Ask teacher for paraphrase or synonym of new word	The lecturer stressed the importance of using synonyms(such as Also= In addition, Additionally= Besides)
SOC / Discover new meaning through group work activity	The lecturer formed the groups to discuss the meaning of the words.
MEM / Study word with a pictorial representation of its meaning	The lecturer showed a PPT / photos.
MEM / Image word's meaning	She took attention of the learners by creating image to recall a Word with photos.
MEM / Connect the word to its synonyms and antonyms	She wrote (As a result = To sum up)
MEM / Group words together to study them	Grouping was underlined.
MEM / Use new words in sentences	As a whole class, they tried.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	24.02.2020
Lecturer	**SS (2) - Writing Class - Writing a portfolio: A descriptive paragraph (45 mins.) / Class: Low level / Morning shift / Time: 09.40**
STRATEGY CATEGORY	The lecturer gave importance on **social / memorization strategies**.
DET / Guess from textual context	The lecturer started with an example text to start portfolio writing.
SOC / Ask teacher for an L1 translation	The first attempt of the sts was to ask the lecturer to learn the meaning of the Word.
SOC / Ask teacher for paraphrase or synonym of new word	The sts also wanted to learn the synonym of the words to be able to use in their classes.
SOC / Ask classmates for meaning	The sts tried to work together to understand the text and the lecturer permitted them to continue together.
SOC / Discover new meaning through group work activity	
SOC / Teacher checks students' flash cards or word lists for accuracy	The lecturer helped the sts create some ideas and check them before they started writing.
MEM / Study word with a pictorial representation of its meaning	The lecturer showed the PPT again to remind the sts how to write a paragraph.
MEM / Image word's meaning	She took attention of the learners by creating image to recall a word with photos.
MEM / Associate the word with its coordinates	She gave some examples (high mountains, a dead desert, beautiful coast)
MEM / Connect the word to its synonyms and antonyms	She wrote the same words again (as a result = to sum up)
MEM / Use new words in sentences	While the sts were writing,the lecturer checked the new words that they used in their sentences and she encouraged them to use them.
MEM / Part of speech	While obsserving the sts, she wrote the parts of speech of the words in order to take attention of the sts to check their writing by looking at the parts of speech.
MEM / Paraphrase the word's meaning	Instead of using dictionary, the lecturer paraphrased the Word by giving some examples.
COG / Written repetition	She promoted the sts to add more details.
COG / Keep a vocabulary notebook	She let the sts use their vocabulary notebook while writing portfolio.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	17.02.2020
Lecturer	**YB (1) - ESP Class (Social Science) / 5th hour (45 mins) / Morning Shift / Class: Low Level / Time: 11:10**
STRATEGY CATEGORY	The lecturer gave importance on **memory and cognitive strategies**.
DET / Analyse part of speech	The lecturer wrote some words that the sts knew and wrote the parts of speech such as (v.), (n.), (adj.), (prep.), (adv.) and then asked them to match the parts of speech with the words as a warm-up activity.
DET / Word lists	The lecturer gave a word list without showing the Word but involving the parts of speech and meaning.
MEM / Image word's meaning	The lecturer gave some examples and asked the sts to imagine what he was talking about.
MEM / Connect the word to its synonyms and antonyms	The lecturer wrote some words and asked the sts if they could remember the synonyms and antonyms of the words.
MEM / Study the sound of a word	The lecturer used a choral drill to study the sounds of the words.
MEM / Say new word aloud when studying	
MEM / Underline initial letter of the word	Also, the lecturer wrote the initial of the Word and played a guessing game with the sts at the end of the lesson.
MEM / Part of speech	After the sts found the Word, they also tried to guess the parts of speech.
MEM / Paraphrase the word's meaning	The lecturer gave homework and told the sts to use the words in their own sentences.
MEM / Use physical action when learning a word	The lecturer was very active and smiling. He gave importance on physical action and the sts sometimes acted like him.
COG / Verbal repetition	The lecturer repeated after he taught a new Word.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

Observation Date	24.02.2020
Lecturer	**YB (2) - ESP Class (Social Science) / 3rd hour (45 mins) / Morning Shift**
STRATEGY CATEGORY	The lecturer gave importance on **social and memory strategies**.
DET / Monolingual dictionary	The lecturer advised the sts to use monolingual dictionary to guess the exact meaning in English.
SOC / Ask teacher for paraphrase or synonym of new word	The lecturer tried to paraphrase the words that the sts asked him.
SOC / Ask teacher for a sentence including the new word	Also, he used these words in simple sentences that the sts could understand.
SOC / Ask classmates for meaning	The lecturer formed the sts into groups and told them to guess the meaning of the words before initiating the reading paragraph.
SOC / Discover new meaning through group work activity	The sts were trying to guess the meaning of the words without using dictionaries and enjoying the class.
SOC / Study and practise meaning in a group	The sts practised the meanings of the words with the teacher as a whole class activity and as a warm-up activity.
MEM / Connect word to a personal experience	The lecturer told an interesting story (anecdote) that involved some new words.
MEM / Connect the word to its synonyms and antonyms	In the story, the lecturer tried to give some synonyms and antonyms to describe the story well and help the sts understand better.
MEM / Study the spelling of a word	The lecturer wrote some words taken from the reading text and then deleted and asked the sts how to complete the Word.
MEM / Study the sound of a word	When the sts knew how to write the words, they focused on the pronunciation of the words with the help of the lecturer.
MEM / Underline initial letter of the word	Another activity that the lecturer did was to delete the initial letter and make a whole-class activity to guess the Word.
MEM / Part of speech	The lecturer asked the sts to study the parts of speech.
MEM / Paraphrase the word's meaning	The lecturer told the sts to paraphrase the words with their own words (homework).
MEM / Use physical action when learning a word	The lecturer was very activie and generally used gestures and body language to check the sts' understanding.
COG / Keep a vocabulary notebook	The lecturer checked where the sts' vocabulary notebook was and also gave some advice how to keep a vocabulary notebook.
MET / Testing oneself with word tests	The lecturer made a short quiz at the end of the lesson by asking the synonyms of the words that were taught.
MET / Continue to study word over time	The lecturer asked the sts to study the same words at least once a day.

Note: **DET:** Determination, **SOC:** Social, **MEM:** Memory, **COG:** Cognitive, **MET:** Metacognitive strategies. Adapted from Schmitt, (1997, pp. 207-208, cited in Pavičić Takač 2008, pp. 69-72).

REFERENCES

Ahour, T., & Esfanjani, F. J. (2015). Vocabulary learning strategies used by poor Iranian high school students. *The Iranian EFL Journal, 11*(1), 224-234.

Ausubel, D. P. (1977). The facilitation of meaningful verbal learning in the classroom. *Educational psychologist, 12* (1),162-178.

Alizadeh, I. (2016). Vocabulary teaching techniques: A review of common practices. *International Journal of Research in English Education, 1*(1), 22-30.

Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal, 56*(1), 57-64.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education, 3*(3), 21-34. https://doi.org/10.20472/TE.2015.3.3.002

Anderson, G., & Arsenault, N. (1998). *Fundamentals of educational research.* London: The Falmer Press.

Anthony, E. M. (1963). Approach, method, and technique. *English Language Teaching 17*, 63-67.

Barcroft, J., Schmitt, N., & Sunderman, G. (2011). Lexis. In J. Simpson (Ed.), *The routledge handbook of applied linguistics* (pp. 571-583). Abingdon / New York: Routledge.

Batstone, R. (2002). Contexts of engagement: A discourse perspective on 'intake' and 'pushed output'. *System, 30*, 1-14.

Baumann, J. F., Kame'enui, E. J., & Ash, G. (2003). Research on vocabulary instruction: Voltaire redux. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 752-785). Mahwah, NJ: Lawrence Erlbaum.

Bialystok, E. (1979). The role of conscious strategies in second language proficiency. *Canadian Modern Language Review, 35*, 372-394.

Bialystok, E. (1994). Representation and ways of knowing: three issues in second language acquisition. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 549-569). London: Academic Press.

Bimmel, P. (1993). Lernstrategien im Deutschunterricht. *Fremdsprache Deutsch, 8*(1), 4-11.

Borg, M. (2001). Key concepts in ELT. Teachers' beliefs. *ELT Journal, 55*(2), 186-188. https://doi.org/10.1093/elt/55.2.186

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, *36*(2), 81-109. https://doi.org/10.1017/S0261444803001903

Borg, S. (2006). *Teacher cognition and language education: Research and practice.* London: Continuum.

Brown, P. S. (2013). Teaching a medical English CLIL course with vocabulary learning strategies instruction in Japan. *The Asian EFL Journal*, *15*(4), 275-304.

Cambridge Advanced Learner's Dictionary (2005). (4th ed.). Cambridge: Cambridge University Press.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.

Caro, K., & Mendinueta, N. R. (2017). Lexis, lexical competence and lexical knowledge: A review. *Journal of Language Teaching and Research*, *8*(2), 205-213. https://doi.org/10.175077jltr.0802.01

Carter, R., & McCarthy, M. (Eds). (1988). *Vocabulary and language teaching*. London: Longman.

Carter, R., & Nunan, D. (2001). Vocabulary. In R. Canter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 42-47). Cambridge: Cambridge University Press.

Chamot, A. U. (1987). The learning strategies of ESL students. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 71–83). New York: Prentice Hall.

Chapelle, C. A. (1998). Construct definition and validity inquiry in SLA research. In L. F. Bachman & A. A. Cohen (Eds.), *Interfaces between second language acquisition and language testing research* (pp. 32-37). Cambridge: Cambridge University Press.

Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, Massachusetts: The MIT Press.

Chomsky, N. (1959). A review of B.F. Skinner's Verbal behaviour. *Language*, *35*(1), 26-57.

Chung, E. (2018). Revisiting second language vocabulary teaching: Insights from Hong Kong in-service teachers. *Asia-Pacific Education Researcher, 27*(6), 499-508.

Cohen, A. D. (1996). *Second language learning and use strategies: Clarifying the issues* (Revised version). Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota.

Cohen, A. D., & Aphek, E. (1981). Easifying second language learning. *Studies in Second Language Acquisition, 3*(2), 221-236.

Cohen, A. D., & Scott, K. (1998). A synthesis of approaches to assessing language learning strategies. In A. Cohen (Ed.), *Strategies in learning and using a second language* (pp. 26-49). New York: Longman.

Coxhead, A. (2006). *Essentials of teaching academic vocabulary*. Boston, MA: Thomson Heinle.

Creswell, J. W. (2015). *A concise introduction to mixed methods research*. Thousand Oaks, California: Sage Publications, Inc.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, California: Sage Publications, Inc.

Croft, S., & Cross, H. (2000). *Literature, criticism, and style: A Practical guide to advanced level English literature*. Oxford: Oxford University Press.

Cross, E. A., & Carney, E. (1939). *Teaching English in high schools*. New York: The Macmillan Co.

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

Dakun, W. (2000). Vocabulary acquisition: implicit learning and explicit teaching. *REACT,* Volume 2. Singapore: National Institute of Education.

DeKeyser, R. M. (1995). Learning second language grammar rules: An experiment with a miniature linguistic system. *Studies in Second Language Acquisition, 17*(3), 379-410.

DeWalt, K. M., & DeWalt, B. R. (2002). *Participant observation: A guide for fieldworkers*. Walnut Creek, CA: AltaMira Press.

Dreyer, C., & Oxford, R. (1996). Learning strategies and other predictors of ESL, proficiency among Afrikan speakers in South Africa. In R. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 61-74). Honolulu: National Foreign Language Resource Center.

Ehrman, M., & Oxford, R. (1989). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *Modern Language Journal, 73*(1), 1–13. https://doi.org/10.2307/327261

Elbaum, B. E., Berg, C. A., & Dodd, D. H. (1993). Previous learning experience, strategy beliefs, and task definition in self-regulated foreign language learning. *Contemporary Educational Psychology, 18*(3), 318-336. https://doi.org/10.1006/ceps.1993.1023

Ellis, N. (1994). Consciousness in second language learning: Psychological perspectives on the role of conscious processes in vocabulary acquisition. *AILA Review*, *11*, 37-56.

Ellis, R. (1994). A theory of instructed second language acquisition. In N. C. Ellis (Ed.), *Implicit and explicit learning of languages* (p. 115). London: Academic Press.

Ellis, R. (1995). *The study of second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (2000). *Instructed Second Language Acquisition.* Oxford, UK and Cambridge, USA: Blackwell.

Ellis, R. (2003). *Task-based language learning and teaching.* Oxford: Oxford University Press.

Ellis, R. (2005). Measuring implicit and explicit knowledge of a second language: A psychometric study. *Studies in Second Language Acquisition*, *27*(2), 141–172. https://doi.org/10.1017/S0272263105050096

Ellis, R. (2009). *Implicit and explicit knowledge in second language learning, testing, and teaching*. Bristol, UK: Multilingual Matters.

Ellis, R., Loewen, S., Elder, C., Reinders, H., Erlam, R., & Philp, J. (2009). *Implicit and explicit knowledge in second language learning, testing, and teaching*. Bristol, UK: Multilingual Matters.

Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development, 53*(4), 25–39. https://doi.org/10.1007/BF02504683

Fink, A. (2003). *The survey handbook*. Thousand Oaks, California: Sage Publications, Inc.

Finkbeiner (Kassel), C. (1998). The promotion of explicit and implicit learning strategies in English instruction: a necessary aim? *Erfurt Electronic Studies in English*, 10. webdoc.sub.gwdg.de/edoc/ia/eese/artic98/finkb/10_98.html.

Folse, K. S. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. Ann Arbor, MI: University of Michigan Press. https://doi.org/10.3998/mpub.23925

Fraenkel, J. R., & Wallen, N. E. (1993). *How to design and evaluate research in education* (2nd ed.). Boston, MA: McGraw Hill.

Freire, P. (1972). *Pedagogy of the oppressed*. New York: Herder and Herder.

Frewan, A. (2015). *An Exploration of EFL Teachers' Perceptions of the Teaching of Communication Strategies* [Doctoral dissertation, The University of Sheffield]. White Rose-ethesis online. http://etheses.whiterose.ac.uk/10049/

Gao, X., & Ma, Q. (2011). Vocabulary learning and teaching beliefs of pre-service and in-service teachers in Hong Kong and Mainland China, *Language Awareness, 20*(4), 327-342.

George, D. & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference 11.0 update* (4th ed.). Boston: Allyn & Bacon.

Gray, D. (2009). *Doing research in the real world*. London: Sage Publications.

Green, J. M., & Oxford, R. L. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly, 29*(2), 261–297. https://doi.org/10.2307/3587625

Griffin, G., & Harley, T. A. (1996). List learning of second language vocabulary. *Applied Psycholinguistics*, *17*(4), 443–460. https://doi.org/10.1017/S0142716400008195

Griffiths, C. (2003). Patterns of language learning strategy use. *System, 31*(3), 367–383. https://doi.org/10.1016/S0346-251X(03)00048-4

Griffiths, C. (2008). Strategies and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 83-98). Cambridge: Cambridge University Press.

Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, *46*(4), 643-679.

Güreş, G. (2019). *Turkish EFL instructors' use of vocabulary teaching techniques and their opinions about students' vocabulary learning strategies* [Master's thesis, Pamukkale University]. DSpace Repository. http://acikerisim.pau.edu.tr/xmlui/handle/11499/3948?locale-attribute=en

Harley, B. (2000). Listening strategies in ESL: Do age and L1 make a difference?. *TESOL Quarterly, 34*(4),769-777.

Harmer, J. (1997). *How to teach English* (2nd ed.). Harlow, UK: Longman.

Hasbún Hasbún, L. (2005). The effect of explicit vocabulary teaching on vocabulary acquisition and attitude towards reading. *Actualidades Investigativas en Educación*, *5*(2), 1-21. https://doi.org/10.15517 / AİE.V5İ2.9144

Hatch, J. A. (2002). *Doing qualitative research in education settings.* New York: State University of New York Press.

Hatch, E., & Brown, C. (2000). *Vocabulary, semantics, and language education.* Cambridge: Cambridge University Press.

Hatch, E., & Lazaraton, A. (1991). *The research manual: Design and statistics for applied linguistics*. Boston, Massachusetts: Heinle & Heinle Publishers.

Hazenberg, S., & Hulstun, J. H. (1996). Defining a minimal receptive second-language vocabulary for non-native university students: An empirical investigation. *Applied Linguistics, 17*(2), 145-163.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford Unıversity Press.

Hennink, M., Hutter, I., & Bailey, A. (2013). *Qualitative research methods.* London: Sage Publications.

Henriksen, B. (1999). Three dimensions of vocabulary development. *Studies in Second Language Acquisition, 3*(2), 303-317.

Hirsh, D., & Nation, I. S. P. (1992). What vocabulary size is needed to read unsimplified for pleasure*? Reading in a Foreign Language, 8*(2), 689–696.

Hunston, S. (2014). Pattern grammar in context. In T. Herbst, H.-J. Schmidt, & S. Faulhaber (Eds.), *Constructions collocations patterns* (pp. 99-120). Berlin: De Gruyter Mouton.

Hurtado, C. J. (2002). Lexical hierarchies as a strategy of teaching vocabulary. In W. Gewehr (Ed.), *Aspects of modern language teaching in Europe* (pp. 176-189). New York, NY: Routledge.

Hymes, Dell H. (1972). On communicative competence. In J. B. Pride, J. Holmes (Eds.), *Sociolinguistics: selected readings* (pp. 269-293). Harmondsworth: Penguin.

Jackson, H., & Amvela, E. (2000). *Words, meaning, and vocabulary: an introduction to modern English lexicology.* London, New York: Cassell.

Ketabi, S., & Shahraki, S. H. (2001). Vocabulary in the approaches to language teaching: from the twentieth century to the twenty-first. *Journal of Language Teaching and Research, 2*(3), 726-731.

Koolstra, C. M., & Beentjes, J. W. J. (1999). Children's vocabulary acquisition in a foreign language through watching subtitled TV programs at home. *Educational Technology Research and Development, 47*(1), 51-60.

Krashen, S. (1982). *Principles and practices of second language acquisition*. Oxford: Pergamon Press.

Kumaravadivelu, B. (1999). Theorising practice, practising theory: The role of critical classroom observation. In H. Trappes-Lomax, & I. McGrath (Eds.), *Theory in language teacher education (*pp. 33–45). London: Longman.

Lado, R. (1964). *Language teaching: A scientific approach*. McGraw-Hill.

Lan, R., & Oxford, R. (2003). Language learning strategy profiles of elementary school students in Taiwan. *IRAL-International Review of Applied Linguistics in Language Teaching*, *41*(4), 339-379.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Larsen-Freeman, D., & DeCarrico, J. (2010). Introduction: Grammar and grammar. In N. Schmitt (Ed.), *An introduction to applied linguistics* (2nd ed., pp. 18-33).

Laufer, B. (1997). What's in a word that makes it hard or easy: Some intralexical factors that affect learning of words. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition, and Pedagogy* (pp. 140-155). Cambridge: Cambridge University Press.

Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language Learning*, *54*(3), 399-436.

Laufer, B., & Nation, P. (1999). A vocabulary-size test of controlled productive ability. *Language Testing, 16*(1), 33-51.

Learning Theories (n.d.). *Connectionism*. Retrieved May 19, 2020, from https://www.learning-theories.org/doku.php?id=learning_theories:connectionism

Lee, V. S. (Ed.). (2004). *Teaching and learning through inquiry: A guidebook for institutions and instructors*. Sterling, VA: Stylus Publishing.

Leedy, P. D. (1985). *Practical research: Planning and design* (3rd ed.), New York: Macmillan Publishing.

Lewis, M. (1993). *The lexical approach: The state of ELT and the way forward*. Hove, UK: Language Teaching Publications.

Lewis, M. (1997). *Implementing the lexical approach*. Hove, UK: Language Teaching Publications.

Li, X. (2004). *An analysis of Chinese EFL learners' beliefs about the role of rote learning in vocabulary learning strategies* [Unpublished doctoral dissertation]. University of Sunderland.

Lightbown, P. M. & Spada, N. (1990). *How languages are learned* (Revised ed.), Oxford: Oxford University Press.

Linse, C. T. (2005). *Practical english language teaching: Young learners* (D. Nunan, Ed.). New York: McGraw-Hill.

Long, M. H. (1993). Assessment strategies for second language acquisition theories. *Applied Linguistics, 14*(3), 225-249.

Lu, D. (2017). *Teachers' beliefs and practices: ESL teachers' perceptions of vocabulary instruction* [Master's thesis, St Cloud State University], St Cloud State University Repository. https://repository.stcloudstate.edu/engl_etds/93

Lyons, J. (1995). *Linguistics semantics: An introduction*. Cambridge: Cambridge University Press.

Mardali, J., & Siyyari, M. (2019). English teachers' beliefs and practices in teaching vocabulary: The case of teaching experience. *Cogent Education, 6*, Article 1686812.

McCarten, J. (2007). *Teaching vocabulary: Lessons from the corpus, lessons for the classroom.* Cambridge: Cambridge University Press.

McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.

McCarthy, M., O'Keeffe, A., & Walsh, S. (2010). *Vocabulary matrix: Understanding, learning, teaching*. Andover, UK: Heinle Cengage Learning.

McLaughlin, B. (1987). *Theories of second language learning.* London: Edward Arnold.

Meara, P. (1980). Vocabulary acquisition: A neglected aspect of language learning. *Language Teaching*, *13*(3-4), 221-246. https://doi.org/10.1017/S0261444800008879

Meara, P. M. (1996). The dimensions of lexical competence. In G. Brown, K. Malmkjaer, & J. Williams (Eds.), *Performance and competence in second language acquisition* (pp. 35-53). Cambridge: Cambridge University Press.

Meara, P. (1997). Towards a new approach to modeling vocabulary acquisition. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: description, acquisition, and pedagogy* (pp. 109-121). Cambridge: Cambridge University Press.

Merriam-Webster. (1984). *Webster's ninth new collegiate dictionary*. Springfield, Mass: Merriam-Webster.

Miller, G. A. (1999). On knowing a word. *Annual Review of Psychology*, *50*, 1-19.

Milton, J. (2010). The development of vocabulary breadth across the CEFR levels. In I. Bartning, M. Martin, & I. Vedder (Eds.), Communicative proficiency and linguistic development: intersections between SLA and language testing research (pp. 211-232). European Second Language Association.

Milton, J., & Alexiou, T. (2012). Vocabulary input, vocabulary uptake, and approaches to language teaching. *The Language Learning Journal, 40*(1), 1-5. https://doi.org/10.1080/09571736.2012.658218

Moghadam, S. Z., & Ghaderpour, M. (2012). A review of the important role of vocabulary knowledge in reading comprehension performance. *Procedia-Social and Behavioral Sciences, 66*, 555-563.

Munby, J. (1978). *Communicative syllabus design.* Cambridge: Cambridge University Press.

Nation, I. S. P. (1990*). Teaching and learning vocabulary*. New York: Newburg Hause.

Nation, I. S. P. (1993). Vocabulary size, growth, and use. In R. Schreuder, & B. Weltens (Eds.), *The bilingual lexicon* (pp. 115-134). Amsterdam: John Benjamins.

Nation, I. S. P. (1994). Teaching and learning vocabulary: Taylor, Linda. Hemel Hempstead: Prentice-Hall International, 1990. *System, 22*(2), 283-287.

Nation, I. S. P. (2001). *Learning Vocabulary in Aother Language*. Cambridge: Cambridge University Press.

Nation, I. S. P. (2005). Teaching vocabulary. *Asian EFL Journal, 7*(3), 47-54.

Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening?. *Canadian Modern Language Review, 63*(1), 59-82. https://doi.org/10.3138/cmlr.63.1.59

Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching*, *1*(1), 1-12. https://doi.org/10.2167/illt039.0

Nation, I. S. P. (2008). *Teaching vocabulary*: *Strategies and techniques.* Heinle.

Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge: Cambridge University Press.

Nation, I. S. P., & Beglar D. (2007*).* A vocabulary size test. *The language teacher*, *31*(7), 9-13.

Nunan, D. (2001). English as a global language. *TESOL Quarterly*, *35*(4), 605-606. https://doi.org/10.2307/3588436

Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press**.**

O'Malley, J., Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL student. *Language Learning, 35*(1), 21-46.

Oxford, R. L. (1990*). Language learning strategies: what every teacher should know*. Boston: Heinle & Heinle.

Oxford, R. L. (1999). Learning strategies. In B. Spolsky (Ed.), *Concise encyclopedia of educational linguistics* (pp. 518-522). Oxford: Elsevier.

Oxford advanced learner's dictionary of current English. (2000). (6th ed.). London: Oxford University Press.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*(3), 307-332. https://doi.org/10.3102 /00346543062003307.

Pan, Q., & Xu, R. (2011). Vocabulary Teaching in English Language Teaching. *Theory and Practice in Language Studies, 1*(11), 1586-1589. https://doi.org/10.43041tpls.1.11.1586-1589.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Pavičić Takač, V. (2008). *Vocabulary learning strategies and foreign language acquisition*. Clevedon, UK: Multilingual Matters.

Pawling, E. (1999). Modern languages and CD-ROM-based learning. *British Journal of Educational Technology, 30*(2), 163-175.

Peacock, M., & Ho, B. (2003). Students language learning strategies across eight disciplines. *International Journal of Applied Linguistics, 13*(2), 79–202.

Phipps, S. & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System, 37*(3), 380-390. https://doi.org/10.1016/j. system.2009.03.002

Qian, D. D. (1998). *Depth of vocabulary knowledge: assessing its role in adults' reading comprehension in English as a second language* [Doctoral dissertation, University of Toronto]. University of Toronto Library. https://tspace.library.utoronto.ca/bitstream/1807/12079/1/NQ33914.pdf

Qian, D. (1999). Assessing the roles of depth and breadth of vocabulary knowledge in reading comprehension. *Canadian Modern Language Review, 56*(2), 282-308.

Qian, D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective. *Language Learning, 52*(3), 513-536.

Read, J. (1993). The development of a new measure of L2 vocabulary knowledge. *Language Testing, 10*(3), 355-371.

Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.

Richards, J. (1976). The role of vocabulary teaching. *TESOL Quarterly, 10*(1), 77-89.

Richards, J. C. (1999). Addressing the grammar-gap in task work. *TESOL in Context, 9*(1), 3-10.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching & applied linguistics* (4th ed.), Essex: Pearson Education Limited.

Robinson, P. (Ed.). (2001). *Cognition and Second Language Instruction*. Cambridge: Cambridge University Press.

Rubin, J. (1987). Learner Strategies: Theoretical assumptions, research history, and typology. In A. L. Wenden, and J. Rubin (Eds.), *Learner strategies in language learning* (pp. 15-30). Englewood Cliffs, NY: Prentice-Hall International.

Sanaoui, R. (1995). Adults learners' approaches to learning vocabulary in second languages. *Modern Language Journal, 79*(1), 15-28.

Saunders, J. M. (2013). Vocabulary study strategies: Prevalence among L2 learners. *Polyglossia, 25*, 19-26.

Savignon, S. J. (2005). Communicative language teaching: Strategies and goal. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 635-651). Mahwah, NJ: Lawrence Erlbaum.

Schmitt, N. (1997). Vocabulary learning strategies. In D. N. Schmitt & M. McCarthy (Eds.), *Vocabulary: description, acquisition and pedagogy* (pp. 198-227). Cambridge: Cambridge University Press.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.

Schmitt, N. (2010). *Researching vocabulary: a vocabulary research manual*. New York: Palgrave Macmillan.

Schmitt, N. & Meara, P. (1997). Researching vocabulary through a word knowledge framework: Word associational and verbal suffixes. *Studies in Second Language Acquisition, 19*(1), 17-36.

Schmitt, N., & Schmitt, D. R. (1993). Identifying and assessing vocabulary learning strategies. *Thai TESOL Bulletin, 5*(4), 27-33.

Schmitt, N., & Schmitt, D. (2014). A reassessment of frequency and vocabulary size in L2 vocabulary teaching. *Language Teaching, 47*(4), 484-503. https://doi.org/10.1017/S0261444812000018

Schmitt, N., Schmitt, D., & Clapham C. (2001). Developing and exploring the behaviour of two new versions of the vocabulary levels test. *Language Testing*, *18*(1), 55-88. https://doi.org/10.1177/026553220101800103

Schmidt, R. (2001). Attention. In P. Robinson (ed.), *Cognition and Second Language Instruction* (pp. 3-32). Cambridge: Cambridge University Press.

Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics, 11*(2), 129-158.

Schmidt, R. W. (1994). Deconstructing consciousness: In search of useful definitions for applied linguistics. *AILA Review, 11*, 11-26.

Schommer, M. (1994). Synthesizing epistemological belief research: Tentative understandings and provocative confusions. *Educational Psychology Review*, *6*(4), 293-319.

Sekaran, U., & Bougie, R. J. (2016). *Research methods for business*. New York: Wiley.

Shen, Z. (2008). The roles of depth and breadth of vocabulary knowledge in EFL reading performance. *Asian Social Science, 4*(12), 135-137.

Sifakis, N. C., & Bayyurt, Y. (2015). Insights from ELF and WE in teacher training in Greece and Turkey. *World Englishes, 34*(3), 471-484.

Skehan, P., & Foster, P. (2000). Cognition and tasks. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 183-205). New York: Cambridge University Press.

Sokmen, A. J. (1997). Current trends in teaching second language vocabulary. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: description, acquisition, and pedagogy* (pp. 237-257). Cambridge: Cambridge University Press.

Sorace, A. (1985). Metalinguistic knowledge and language use in acquisition-poor environments. *Applied Linguistics, 6*(3), 239-254.

Staerhr, L. S. (2008). Vocabulary size and the skills of listening, reading, and writing. *Language Learning Journal*, *36*(2), 139-152.

Stalnaker, R. C. (1972). Pragmatics. In D. Davidson, & G. Harman (Eds.), *Semantics of natural language* (pp. 380-397). Dordrecht: Reidel.

Stern, H. H. (1986). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.

Stoffer, I. (1995). University foreign language students' choice of vocabulary learning strategies as related to individual difference variables [unpublished doctoral dissertation]. University of Alabama.

Theriot, S., & Tice, K. C. (2009). Teachers' knowledge development and change: Untangling beliefs and practices. *Literacy Research and Instruction, 48*(1), 65-75.

Thornbury, S. (2002). *How to teach vocabulary.* Harlow: Longman.

Topkaraoğlu, M., Dilman, H. (2015). The impact of vocabulary instruction on vocabulary size levels of students. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, *15*(2), 349-363. Retrieved from https://dergipark.org.tr/en/pub/aibuefd/issue/1516/18647

Topkaraoğlu, M., Dilman, H. (2017). ELF awareness in english language education, *International Journal of Language Academy, 5*(5), 39-58. http://dx.doi.org/10.18033/ijla.3618

Torki, S. (2011). Teachers' intention vs. learners' attention: Do learners attend to what teachers want them to attend to in EFL vocabulary class?. *The Asian EFL Journal Quarterly*, *13*(2), 336- 361.

Tuzcu, Ş. (2010). *The attitudes of English instructors working at Pamukkale University school of foreign languages to vocabulary teaching* [Unpublished master's thesis]. Pamukkale University.

Umera-Okeke, N. (2008). Spelling and phonetic inconsistencies in English: A problem for learners of English as a foreign/second language. *African Research Review, 2*(1), 64-83. http://dx.doi.org/10.4314/afrrev.v2i1.41025

Üseini, A. (2003). *Importance of vocabulary teaching in ELT and teacher's attitudes toward techniques used to teach vocabulary in Macedonian secondary schools* [Unpublished master's thesis]. Gazi University.

Van Vlack, S. (2013, July). *Lexis, vocabulary, lexeme, lexical item - what's the difference?*. Web log post. http://delta3modules.blogspot.com.co/2013/07/lexis-vocabulary-lexeme-lexical-item.html

Wang, H. (2009). Phrasal verbs and breadth of vocabulary knowledge in second language reading: An exploratory study. *The Journal of Asia TEFL, 6*(3), 201-226.

Wei, M. (2007). An examination of vocabulary learning of college-level learners of English in China. *The Asian EFL Journal, 9*(7), 93-114.

Wellington, J. (2015). *Educational research: Contemporary issues and practical approaches.* London: Bloomsbury Academic.

Wenden, A. (1991). *Learner strategies for learner autonomy*. Englewood Cliffs: Prentice-Hall.

Wesche, M., & Parikbakht T. S. (1996). Assessing second language vocabulary knowledge: Depth versus breadth. *Canadian Modern Language Review*, *53*(1), 13-40.

Wilkins, D. A. (1972). *Linguistics in language teaching.* Cambridge: MFT Press.

Williams, M., & Burden, R. L. (2001). *Psychology for language teachers*. Cambridge: Cambridge University Press.

Wong, M. S. L. (2005). Language learning strategies and language self-efficacy: Investigating the relationship in Malaysia. *RELC*, *36*(3), 245-269.

Yakan, Z., & Ekşi, G. Y. (2017). A descriptive and explanatory study about vocabulary presentation techniques of English teachers in primary and secondary schools in Turkey. *ELT Research Journal*, *6*(2), 218-234.

Yule, G. (2006). *The study of language*. Cambridge: Cambridge University Press.

Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. In J. Coady, & Q.T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 5-19). Cambridge: Cambridge University Press.