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"SELF-REGULATORY CAPACITIES OF STUDENTS WITH DIFFERING PROFICIENCY LEVELS IN TERMS OF VOCABULARY ACQUISITION"

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DEDICATION

To my beloved wife and sons.

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19/12/2018

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ABSTRACT

SELF-REGULATORY CAPACITIES OF STUDENTS WITH DIFFERING PROFICIENCY LEVELS IN TERMS OF VOCABULARY ACQUISITION

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Language learning strategy research, generally attributed to a famous article by Rubin (1975) has witnessed a lot of fluctuations throughout its history. Initially, it was searched to see whether supposedly good language learning behaviors of some proficient learners could be taught to less proficient ones via strategy training programs. Most of those learning behaviors were analyzed by using some strategy inventory scales however, it was later concluded that less proficient learners indeed were not the ones who were not choosing and trying to apply any strategies at all. What they might have been lacking during the course of strategy application was to adjust their cognitive or meta-cognitive strengths or weaknesses according to emerging situations. After this focus shift in LLS research agenda, there have been some new terms like self regulation, strategic language learning, autonomous language learning and so on. Therefore, the researcher decided to conduct a study to analyze self regulatory capacities of learners with different proficiency levels in terms of vocabulary learning adventure in three different periods. Initially, there were twelve students chosen on voluntary basis from prep classes at Translation and Interpretation Department of Siirt University according to their grades from a proficiency exam, quizzes and midterm exams. They were grouped under “Good Starters” as more improving or less improving ones and “Average Starters” as decreasing and steady ones. For convenience, the number of students later on was dropped to three, one case for each group. The data collections tool were 6 interviews with each case in one and a half year, the whole prep class and the first term of freshman year, three narrations related to their general English learning adventure, their preparation period for university entrance exam before coming

to university and their vocabulary study adventure before coming to university. Apart from the interviews and narrations, the cases were asked to provide six self reports in which they told about their chosen vocabulary learning strategies, their beliefs and attitudes towards some tasks or courses at school to see their mood or attitude changes in different contexts. The collected data was analyzed according to three different periods, the cases' university exam preparation period as called LYS period, and their vocabulary learning adventure in prep class and in the first grade as freshman year period. To analyze the collected data, a checklist was created according to a scale, Self Regulatory Capacity for Vocabulary Acquisition by Tseng etal (2006). Moreover, the possible ascriptions or causes seemingly affecting the learners' controlling capacities in three different periods were analyzed under Weiner's (1985) classification of attributions of motivation. The causal attributions were classified as to their location of the cause, internal or external, duration of the cause as stable or unstable and controllability as to whether controllable or uncontrollable. This is a multiple case study of Qualitative Research Method and is a longitudinal one in nature as the process of vocabulary learning adventure of three students were analyzed in three terms at university. The findings and results suggest that the underlying capacities of learners to apply their chosen strategies have a detrimental impact on the course of their actions during vocabulary studies. It was concluded that learners' differing strengths to balance their competing tendencies, moods or feelings influence their application of chosen strategies either positively or negatively.

Key words: Self regulation, self regulatory capacity for vocabulary learning, causal attributions

ÖZET

FARKLI YETERLİK SEVİYELERİNE SAHİP ÖĞRENCİLERİN KELİME EDİNİMİ SÜRECİNDE ÖZ DÜZENLEME KAPASİTELERİ

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Genel olarak, Rubin (1975) tarafından yazılan ünlü bir makaleye atfedilen Dil "Dil Öğrenme Stratejileri" araştırmaları kendi tarihi boyunca hem desteklenmiş ve hem de bazı uzmanların eleştirileri ile karşılaşmıştır. İlk olarak, araştırmalar, bazı yetkin öğrencilerin etkili dil öğrenme stratejileri ve bu stratejilerin, çeşitli eğitimler verilerek daha az yetkin öğrencilere öğretilip öğretilemeyeceği konularında yoğunlaşmıştır. Bu etkin öğrenme stratejileri çeşitli strateji envanteri ölçekleri kullanılarak tespit edilmeye çalışılmış fakat sonrasında daha az yetkin öğrencilerin de aslında kendi kendilerine stratejiler belirleyip uyguladıkları sonucuna varılmıştır. Bir çok araştırmanın sonucunda bu tür öğrencilerin; strateji uygulamaları esnasında, kendi bilişsel veya üstbilişsel güçlerinin veya zayıflıklarının farkında olmamaları ve strateji uygulama süresince bu güçleri veya zayıflıkları yönetememe veya ortaya çıkan şartlara göre uyarlayamama gibi problemler yaşayabildikleri ortaya çıkmıştır. Araştırmalardan, dil öğrenme stratejileri kavramı yerine, Öz Düzenleme, Stratejik Dil öğrenimi veya Özerk Dil Öğrenimi gibi kavramlar ortaya atılmıştır.Buradan, araştırmacı, farklı yeterlilik seviyelerine sahip üç öğrencinin, üç farklı dönemde kelime edinimi esnasındaki öz düzenleme kapasitelerini incelemeye karar vermiştir. Bu bağlamda, Siirt Üniversitesi, Mütercim ve Tercümanlık Bölümü hazırlık sınıflarından yeterlilik sınavı, vize sınavı ve quiz notlarına göre 12 öğrenci seçilmiştir. Bu öğrenciler, iyi başlayanlar kategorisi altında daha çok gelişenler ve az gelişenler olarak ve ortalama/sabit seviyede olanlar diye üç temel gruba ayrılmıştır. Fakat ilgili veriler , öğrencilerden toplandıktan sonra her grup için sadece bir öğrenci seçilmesine karar verilmiştir. Veri toplama araçları olarak hazırlık sınıfı iki dönem ve birinci sınıf birinci dönemde toplam altı adet görüşme, öğrencilerin genel İngilizce öğrenme serüvenlerini, üniversite sınavına hazırlık sınavı için kelimelere nasıl

çalıştıkları ve o dönemlerde genel kelime öğrenme stratejileri ile ilgili üç adet öyküleme istenmiştir. Ayrıca öğrenciler hazırlık ve birinci sınıfta kelime öğrenme süreçleri ile alakalı altı adet özbildirim raporları yazmışlardır. Elde edilen veriler, üniversite sınavı hazırlık süreci (LYS dönemi), hazırlık sınıfı ve birinci sınıf kelime öğrenme süreçlerine göre incelenmiştir. Verilerin analizinde, Tseng ve diğerleri tarafından (2006) hazırlanan "Kelime Edinimi için Öz Düzenleme Kapasitesi" (SRCvoc) adındaki ölçekten uyarlanmış bir control listesine göre temalar ve kodlar oluşturulmuştur. Ayrıca, öğrencilerin bu üç dönemde kelime öğrenmeleri esnasındaki control mekanizmalarını etkileyebilecek olası faktörler de Weiner'in (1985) "Motivasyonu etkileyen bağlamlar" tasnifine göre analiz edilmişlerdir. Ortaya çıkan olası etmenler, faktörün merkezi, yani öğrencinin kendisinden mi yoksa dışardan bir etki ile ortaya çıkmasına, süresine yani kalıcı veya geçici bir durum olup olmamasına ve son olarak da kontrol edilebilip edilemeyeceğine göre analiz edilmiştir. Bu çalışma "Nitel Araştırma" metotlarından "Durum araştırması" kapsamına girmektedir ve öğrencilerin kelime öğrenme serüvenlerinin öz düzenleme kapasitesi bağlamında üç dönem incelenmesinden dolayı uzun vadeli bir çalışma olarak nitelendirilebilir. Ortaya çıkan bulgulara göre, öğrencilerin öz düzenleme kapasitesiteleri, kelime çalışmaları esnasında seçilen stratejilerin etkili bir şekilde uygulanabilmesi üzerinde önemli bir rol oynamaktadır. Öğrencilerin kelime öğrenme serüvenleri sırasında ortaya çıkan farklı ruh halleri veya positif yada negative duygular arasında denge kurabilme kapasitelerinin, onların seçtikleri kelime stratejilerini etkili bir şekilde uygulama yetkinlikleri üzerinde, önemli bir rol oynadıkları sonucuna varılmıştır.

Anahtar Kelimeler: Öz düzenleme, kelime öğrenimi için öz düzenleme kapasitesi, sebepsel isnatlar

FOREWORDS

Self regulated learners are generally motivated to learn, take control and ownership of their learning process, plan their strategies, reflect on the process of learning, employ multiple strategies to learning, monitor and regulate their learning, evaluate their learning against set standards and finally attribute their successes and failures to the factors in their control (Zimmerman, 2013). According to the scholar these are proactive learners who are aware of their strengths and weaknesses, are guided by personally set goals and chosen strategies, monitor their strategies while implementing them and self reflect on their increasing effectiveness.

Most of the learners, either proficient or less proficient try to apply their chosen strategies; however, the results change according to differing contexts and situations. The usability issue of a chosen strategy might sometimes result in a less proficient learner's quitting the strategy while invoking in him/her some negative feelings of helplessness, lost or lack of self efficacy belief. What could be done to help those who have problems to self regulate? This might require mediating roles for teachers to get to know the strengths and weaknesses of their students, to diagnose what their problems or negative tendencies while they implement their chosen strategies and help them to get rid of those negative tendencies first.

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Deniz ELÇİN

TABLE OF CONTENTS

Page

COVER I
APPROVAL II
DEDICATION III
ETHICS DECLARATION IV
ACKNOWLEDGEMENTS V
ABSTRACT VI
ÖZET VIII
FOREWORDS X
TABLE OF CONTENTS XI
ABBREVIATIONS XVI
LIST OF TABLES XVII
LIST OF APPENDIX XIX

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study 1
1.2. Statement of the Problem 5
1.3. Aim of the Study 7
1.4. Research Questions 9
1.5. Definitions 9

CHAPTER II

2. LITERATURE REVIEW

2.1. Concepts related to self regulation 10
2.1.1. Dynamicity, Complexity and Contextuality 10
2.1.2. Sociocultural aspect of second language learning 13
2.1.3. Identity, and Self 16
2.1.4. Individual Differences in second language learning 19
2.1.4.1. Motivation and Aptitude 20

2.1.4.2. The relation between Learning Styles and Learning Strategies 22
2.2. Language Learning Strategies (LLSs) in general 25
2.2.1. What is a "Language Learning Strategy"? 26
2.2.2. Theoretical basis for LLS research 29
2.3. The Evolution of Language Learning Strategy Research in the past 40 years 35
2.3.1. Early insights into the focus on more and less proficient language learners 35
2.3.2. Factors affecting strategy use or choice 40
2.3.3. Classification of Language Learning Strategies 46
2.3.4. Strategy instruction and the roles of teachers 48
2.3.5. Famous Strategy Inventory Questionnaires 52
2.3.6. Criticisms about LLS research agenda 55
2.3.7. Common agreements and disagreements of related scholars on LLSs 58
2.4. Conceptual shift from LLSs to self-regulation, autonomy, self-management, self-directed or independent language learning 63
2.5. Vocabulary learning in second language acquisition 69
2.5.1. Vocabulary learning strategies in general 72
2.5.2. Self regulatory capacity for vocabulary acquisition (SRCvoc) by Tseng etal (2006) 75
2.5.2.1. Subcomponents of the scale 78
2.5.2.1.1. Commitment Control 78
2.5.2.1.2. Meta-cognitive control 79
2.5.2.1.3. Satiation Control 80
2.5.2.1.4. Emotion Control 80
2.5.2.1.5. Environmental Control 81
2.6. Studies about self-regulatory capacity in vocabulary learning 82
2.7. Causal attributions of learners 89
2.7.1. History of Attribution Theory of Motivation 89
2.7.2. Attribution Theory by Bernard Weiner 91

CHAPTER III

3. METHODOLOGY

3.1. Introduction 95

3.2. Sampling and Participants 95
3.3. Instrumentation 97
3.3.1. Retrospective data as narrative inquiry 97
3.3.2. Interviews and oral commentaries 98
3.3.3. Self-reports 99
3.4. Research Design 100
3.5. Data Analysis 101
3.6. Procedure 102

CHAPTER IV

4. FINDINGS

4.1. Case 1- Good starters/More Improving group-"Rosa" 103
4.1.1. Control Mechanisms 105
4.1.1.1. Commitment Control 107
4.1.1.2. Meta-cognitive Control 115
4.1.1.3. Satiation Control 117
4.1.1.4. Emotion Control 118
4.1.1.5. Environmental Control 119
4.1.2. Rosa's Causal Attributions for control mechanisms 121
4.1.2.1. Causal Attributions for commitment control 121
4.1.2.2. Causal Attributions for metacognitive control 129
4.1.2.3. Causal Attributions for satiation Control 133
4.1.2.4. Causal Attributions for emotion control 137
4.1.2.5. Causal Attributions for environmental control 140
4.1.3. General evaluation for Rosa about her control mechanisms and causal attributions 143
4.2. Case 2- Good starters/Less Improving group-"John" 144
4.2.1. Control Mechanisms 145
4.2.1.1. Commitment Control 147
4.2.1.2. Meta-cognitive Control 153
4.2.1.3. Satiation Control 155
4.2.1.4. Emotion Control 157
4.2.1.5. Environmental Control 159

4.2.2. John's Causal Attributions for control mechanisms 160
4.2.2.1. Causal Attributions for commitment control 160
4.2.2.2. Causal Attributions for meta-cognitive control 168
4.2.2.3. Causal Attributions for satiation Control 171
4.2.2.4. Causal Attributions for emotion control 175
4.2.2.5. Causal Attributions for environmental control 179
4.2.3. General evaluation for John about his control mechanisms and causal attributions 182
4.3. Case 3- Steady/Decreasing Group –"Julia" 184
4.3.1. Control Mechanisms 185
4.3.1.1. Commitment Control 187
4.3.1.2. Meta-cognitive Control 194
4.3.1.3. Satiation Control 196
4.3.1.4. Emotion Control 198
4.3.1.5. Environmental Control 200
4.3.2. Julia's Causal Attributions 202
4.3.2.1. Causal Attributions for commitment control 203
4.3.2.2. Causal Attributions for meta-cognitive control 211
4.3.2.3. Causal Attributions for satiation Control 214
4.3.2.4. Causal Attributions for emotion control 217
4.3.2.5. Causal Attributions for environmental control 220
4.3.2.6. General evaluation for Rosa about her control mechanisms and causal attributions 223

CHAPTER V

5. DISCUSSION 224
5.1. Controlling Mechanisms and causal ascriptions for Rosa 225
5.2. Controlling Mechanisms and causal ascriptions for John 228
5.3. Controlling Mechanisms and causal ascriptions for Julia 232
5.4. Comparison of three cases in terms of their controlling mechanisms 239

CHAPTER VI

6. CONCLUSION AND IMPLICATIONS
6.1. Introduction 242
6.2. Overview of the study 242
6.3. Implications and Suggestions 244
6.4. Limitations 246
7. REFERENCE LIST 247
8. APPENDICES 267
9. BIOGRAPHY 289

ABBREVIATIONS

LYS	: University Entrance Exam
SRCvoc	: Self Regulatory Capacity for Vocabulary Acquisition
LLS	: Language Learning Strategies
SILL	: Strategy Inventory for Language Learning
L2	: Second Language
MA	: Master's Degree
PhD	: Doctor of Philosophy
MSLQ	: Motivated Strategies for Learning Questionnaire
LSUI	: Language Strategy Use Inventory

LIST OF TABLES

Table 1. Categorization of the Participants According to their Exam Grades 96
Table 2. Controlling Mechanisms for Rosa over Vocabulary Learning in Three Different Periods 106
Table 3. Causal Attributions for Rosa's Commitment to her Vocabulary Studies in Three Different Periods 122
Table 4. Causal Attributions of Rosa about her Metacognitive Control over her Vocabulary Studies in Three Different Periods 130
Table 5. Causal Attributions of Rosa about her Satiation Control over her Vocabulary Studies in Three Different Periods 134
Table 6. Causal Attributions of Rosa about her Emotion Control over her Vocabulary Studies in Three Different Periods 138
Table 7. Causal Attributions of Rosa about her Environmental Control over her Vocabulary Studies in Three Different Periods 141
Table 8. Controlling Mechanisms for John over Vocabulary Learning in Three Different Periods 146
Table 9. Causal Attributions for John's Commitment to her Vocabulary Studies in Three Different Periods 161
Table 10. Causal Attributions of John about his Meta-cognitive Control over her Vocabulary Studies 168
Table 11. Causal Attributions of John about his Satiation Control over his Vocabulary Studies 172
Table 12. Causal Attributions of John about her Emotion Control over his Vocabulary Studies 176
Table 13. Causal Attributions of John about his Environmental Control over his Vocabulary Studies 180
Table 14. Controlling Mechanisms for Julia over Vocabulary Learning in Three Different Periods 186
Table 15. Causal Attributions for Julia's Commitment to her Vocabulary Studies in Three Different Periods 204
Table 16. Causal Attributions of Julia about her Meta-cognitive Control over her Vocabulary Studies 212

Table 17. Causal Attributions of Julia about her Satiation Control over her Vocabulary Studies in Three Different Periods 215
Table 18. Causal Attributions of Julia about her Emotion Control over her Vocabulary Studies in Three Different Periods 218
Table 19. Causal Attributions of Julia about her Environmental Control over her Vocabulary Studies in Three Different Periods 220

LIST OF APPENDIX

Page

Appendix 1: Ethics Committee permit Document 267
Appendix 2: SRCvoc Checklist 268
Appendix 3: Sample Interview Questions 269
Appendix 4: All Control Mechanisms for Rosa in three different periods 270
Appendix 5: All Control Mechanisms for John in three different periods 275
Appendix 6: All Control Mechanisms for Julia in three different periods 280
Appendix 7: Letter of Permission to the Translation and Interpretation Department of Siirt University 283
Appendix 8: Consent Form 285
Appendix 9: Full Version of SRCvoc Scale 288

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

The world has been changing politically, economically, technologically, pedagogically at such an unpredictable or unforeseeable pace that it seems inevitable for most of the sciences to get their share from such related changes. English Language learning is among those to have been influenced a lot by such shifts in the last thirty years. The emphasis on foreign language learning has been directed to a more individual outlook as for both learners and teachers, which required a stark swerving from those classical top-down methods- expecting the stakeholders of learning to follow a linear and predictable process so as to get the best outcome- to a more specificity as for learners, learning settings, processes. However, it turned out that a linear and predictable pattern was not the case for all language learners. Some learners are reported to have achieved far better than their counterparts although all stakeholders were claimed to have followed a specific curriculum with specific methods. On the other hand, some other learners have been reported to have failed though they struggled a lot. Therefore, the scholars then started to search for the reasons for such extraordinary cases , which triggered new research areas including terms such as self, strategy, learning styles, individuality, particularity, and post methodology and so on. Individuality or particularity as Kumaravadivelu (2006) explained in his book are the concepts to have acquired more focus than their counter terms of their time. There are particular learners in particular learning environment in particular countries taught by particular teachers or instructors which means that the scrutiny needs to be done more deeply with more zooming lenses in more particular setting and scenes. The researchers for this reason started to dive into deeper to see what is going on in the background of the learning stage before the final outcome. A play, for example, is the ultimate product of a very hard work of rehearsals by a group of people sharing the same intentions, the players, performers, make-up artists, directors, editors, script writers all of whom have different backgrounds and knowledge of their own roles, different feelings, emotions, different styles, preferences of lives, social status and so on. Watching a play and evaluating all the factors by only what somebody sees on the stage may not itself be enough to assess the whole process behind the scene starting from the

first rehearsal to the final performance. This new era of research in second language acquisition; therefore, consists of terms such as individuality, particularity, autonomy, self, individual differences, learning styles, learning strategies, the main focus of all of which may be the individual learner himself/herself.

Why some language learners acquire and use the target language more efficiently and effectively than others is still an unexplained phenomenon. However, thanks to a bulk of studies on these recent terms or concepts, the picture at the background can be seen more clearly by naked eyes. The key to individual success and differences might lie behind the scene of the learning environment- classroom in most cases- that is, what students do outside the classroom to use or acquire the target language may have a great impact on their language achievement. Therefore, this new outlook requires a more focus on not only the classroom settings but some external factors for some successful or less proficient learners. What the learners do outside the classrooms about the target language, what kind of ups and downs they encounter during their learning processes, odds and outs, how they regard themselves as language learners appear to be important concepts among others, all of which may possibly provide us with some hints of success or failure.

Besides recently focused concepts above, we may also add that some learners make use of language learning strategies more effectively than some of their counterparts. How they decide to choose the most proper strategies, when they feel a need to change some of them, replace them or quit when needed, revise and evaluate are among the issues scholars have been researching and trying to find answer to a very complex and dynamic phenomenon. LLSs have mostly been attributed to have started by a famous article by Rubin (1975). At that time, the author observed her own students and tried to understand what proficient language learners were doing in terms of different language skills and had a long list of efficient language learning behaviors of those learners. After this famous article, LLSs were analyzed according to whether they could be transferred or taught to less proficient learners within the same learning settings. The LLS research then witnessed a boom in 1990s in which several famous strategy inventories were used to understand specific choices of proficient language learners as well as some strategy training programs and researches were conducted to see whether they could be taught to less able students. However; from the start of the new millennium, most scholars agreed including even the founder of a very famous strategy inventory scale called SILL by Oxford (1989) that strategy usage is not only a

matter of specific learner choice at a specific time for a specific task, rather it is a long and dynamic process; therefore, there emerged a need to look into the matter from a process oriented manner but not a product oriented way. Language learning strategy research after this conceptual shift faced some criticisms in terms of validation and credibility for focus on good language learners and transferability issue to less able ones. Among critical scholars, Zhang & Zhang (2013) express that researchers have used different but overlapping categories in inventories and using questionnaires for learners' strategy usages seems problematic as it does not guarantee for a proficient learner to be using effective strategies and get the best outcome of them or a less proficient learner is not necessarily the one who never uses any strategy for his/her own learning. Another criticism was towards the overgeneralization of strategy use for all the language skills. The authors emphasize that strategy research has changed its direction. It has not been discarded totally but context and individuality have started to get more into the foreground of literature. They propose a more comprehensive insight into strategic language learning including the findings of the researches, dynamic meta-cognitive knowledge systems, learners, learning tasks, learner agency, environment, evolving nature of meta-cognitive systems of learners. The authors further emphasize that the socio cultural aspects of strategy usages may have been undervalued by some studies but learners are social beings living in specific cultures, having their own particular social structures and where they come from may be influencing all of their choices of their own learning processes, which is attributed to Vygotsky's Socio-cultural Theory.

From the new focus of language learning strategies, there emerged new concepts like self regulation in language learning which consists of socio cognitive perspectives, strategic and meta-cognitive behaviors, motivation and cognition towards an aimed goal. This process includes proactive learners responsible for finding and modifying the strategies according to their needs, emotions, and socio-cultural aspects of learners as explained by Hadwin & Oshige (2011). The authors provide a brief example by a metaphor resembling the teachers to mothers who are trying to teach their little off springs to tie their shoelaces. The child, when (s)he has learnt to do the task himself, may reject any further interference from the mother as he or she is able to perform the duty himself but may require further assistance when there is a new pair of shoes with new kind of shoelaces. The stakeholders of this task are interacting with each other to complete a simple task which has witnessed a mutual assistance by both sides, a

gradual process. First mother observed the need to help the child, she may not directly show how to tie the shoelace instead she may have modeled the action by tying her own shoelaces as the child might have reached the necessary hand skills to do the action. Later on, when the mother has seen that the child is able to perform the duty well, but possibly still not very efficiently, she withdraws herself to be just a passive observer and the child have reached a motivating self efficacy to do the action on his/her own so rejecting any further interference until s(he) encounters a new challenging obstacle. We may assume from this example that the strategy choice or use has witnessed a dynamic nature which may change over time according to different needs and intentions. The authors stress that self regulation has also a social context and process which requires a central emphasis in research.

Zimmerman (1996) classified effective self regulatory behaviors of a learner as self evaluation and monitoring, planning and goal setting, strategy implementation and monitoring and strategic outcome monitoring. A strategic self regulation mainly involves the ability to monitor one's own achievements or strategic behaviors. Being aware of one's weaknesses and strengths as a learner for the author is another precondition for self regulation. A learner needs to know his/her cognitive strengths or deficiencies to choose proper strategies for him/her. Learning is about a learner's relationship with himself and his ability to exert effort, self control and critical self assessment to get to best outcomes as well as about overcoming risk aversion, failure, distractions and sheer laziness in pursuit of a real achievement (retrieved from Nilson, 2013, pp.24). From the explanations above, a self regulated learner might be someone who is capable of balancing some negative tendencies or feelings and go on to try hard to realize an intended action. Those negative tendencies or feelings are called by Kuhl (1985) as competing tendencies which are of essential components for somebody to self regulate but what the learner according to the author needs to achieve is to be able to find an effective way to get rid of them while continuing his/her learning adventure.

The example above reminds the researcher the long process of his elder son's learning how to ride a bike. The first bike was a small three wheeled one which the child was only able to cycle in a very limited environment like small parks with very smooth and soft grounds or mostly inside the house under passive supervision of an adult. When the child grew up, he insisted that he was old enough to ride a bigger bicycle as his muscular build was also enhanced; the parents bought him a standard shaped one with two side wheels on both sides. Later on when there appeared no need

to have side wheels for the bike as the child claimed that he no longer needed them because he was able to adjust his balance more and to cycle in more spacious environments but still under supervision, he had a bigger bicycle with no side wheels. The parents were still observing the child passively and helping him when any necessity arose. Finally the child grew up enough to have a standard size bike when he was 12 years old and he was able to adjust or modify all the tactics he learnt during all this period to ride his bike in the traffic in a seaside town but still under his father's supervision much more passively at this time, father's pretending to be enjoying the joy of riding a bike near the seaside together. This process was a long one, almost seven years in which the child may have witnessed a lot of obstacles, lots of fallings, some minor injuries, some motivational ups and downs, maybe some giving ups. It also included a process, in which there was strong determinism, effort, strong will, awareness of needs and new challenges, modifying even the vehicles according to his own needs which all enabled to finalize the task as satisfactorily as possible for the stakeholders of the task to the joy of cycling together in a beautiful environment enjoying the fresh air and scenery while exercising for their own sake. Zimmerman (2002) supports such a process above by saying that self regulated learning is a developing and dynamic process within the learner who is assisted by task modeling and feedback given by others.

Dynamicity and contextual settings seem to be very important aspects of self regulation. It would be very interesting to see similar self regulatory patterns for vocabulary learning in foreign language learning settings. As Dörnyei (2001) suggests, such a challenging and complex process might include a lot of motivational and behavioral ups and downs for a learner. Therefore, this study was based on the idea that the learners at an academic setting might have differing self regulatory capacities in terms of vocabulary learning in three different learning contexts, mainly university exam preparation period, prep class and freshman years at university. There was a focus only on vocabulary learning as it would not be practical trying to find self regulatory behaviors for all language skills at one time.

1.2. Statement of the Problem

What kind of strategies learners with various proficiencies use may help to get insights into meta-cognitive, cognitive, social and affective processes in language

learning process and also to find ways to teach some strategies to less proficient learners in order to enable them to catch up with their counterparts as proposed by Chamot (2005).The author further emphasizes that learning strategies are the procedures which can facilitate a learning task, are mostly conscious and goal driven especially when there is an unfamiliar task for the learner. Good language learners are believed to be mentally active ones who are generally able to monitor their language comprehension and production, practice communication in the target language, make use of previous linguistic and general knowledge, use a variety of techniques and asks questions for clarification without any hesitation. According to the author, they are also able to match appropriate strategies for the task they are working on while less proficient learners lack such abilities to find out the correct strategy to overcome an obstacle in front. Carpara etal (2008) stresses the importance of compatibility between self efficacy beliefs of learners and their self regulatory strategy usage. It is assumed that conscientious learners may perform better at schools because they are able to make plans, regulate their own behaviors according to the purposes, and make every effort to learn and to demonstrate persistence. Moreover, as the authors suggest, self efficacious learners are confident about their capacity meeting school requirements, planning and organizing things for their academic success, thinking of obstacles as challenges not as demotivating factors, choosing the right peers sharing similar interests to those of theirs and finding creative conditions to enhance learning.

There were some studies conducted in Turkey focusing mainly on specific aspects of strategic behaviors for vocabulary learning. Çubukçu (2008) tried to determine the impact of meta-cognitive strategies on vocabulary and its impact of reading comprehension, Çelik & Topbaş (2010) used Schmidt's vocabulary learning strategy inventory and found out that the participants did not use enough level of vocabulary strategies and there was a gap between their usages and related perceptions of strategy usefulness. Başoğlu and Akdemir (2010) conducted a study to analyze whether using a mobile phone to enhance vocabulary knowledge had any positive impact and concluded that it did help improve vocabulary knowledge of students compared to other vocabulary strategies. Kılıçkaya & Krajka (2010) tried to find whether there was any difference between traditional vocabulary learning strategies like vocabulary notebooks and cards and online vocabulary exercises. They concluded that online vocabulary enhancement methods did help the experimental group to improve their vocabulary knowledge compared to the control group who tried the so called

traditional methods. Atay & Ozbulgan (2007) analyzed the impact of memory strategy instruction on vocabulary learning and highlighted in their study that strategy training of such may help the learners who are not at a sufficient level of vocabulary repertoire to improve them before they get to start using a bulk of vocabulary learning strategies. Most of the studies here as can be seen tried to find some specific vocabulary learning tactics and comparison of some others within each other. The main question might be here is whether the learners feel themselves ready to implement any strategy they choose intentionally or voluntarily or how they could evaluate the effectiveness of the chosen strategy or what really happens in the long and challenging route of vocabulary learning adventure. Self regulatory abilities of a learner to balance her beliefs, feelings, negative tendencies and his/her chosen strategies might be a key condition for them to realize what they really intend to do in terms of vocabulary learning.

From the newly inspiring concepts mentioned above, it would be a good idea to look more deeply at the background of vocabulary learning scene and would like to start a study aiming at finding clues about why some students are more successful than others in enhancing their vocabulary knowledge, what strategies they try to follow or use, what modifications they are able to do when they encounter an obstacle on their way, or what kind of controlling strategies they find out and use while they are learning or studying for vocabulary or why some other students fail although they have very sincere and concrete intentions to improve their vocabulary, what kind of emotional ups and downs they encounter during this process, some demotivating factors regarded to be affecting their learning process in terms of vocabulary knowledge. Vocabulary learning is second or foreign language learning is a very challenging adventure for most learners so their self regulatory capacities might help them overcome many obstacles they may face on their route.

1.3. Aim of the Study

The aim of the study is to identify what kind of vocabulary strategies three learners with differing levels apply during their learning process, what kind of control mechanisms help them improve their vocabulary, what might be the main obstacles behind the lack of ability in those control mechanisms, what kind of ups-downs they face during this process, their emotional, perceptional and motivational changes. This evaluation may provide a close and deeper look into the phenomenon and give some

hints of successful learners, how they become successful, whether the strategies they use are of great use or not or what the less sufficient or failing ones do something wrongly, why they follow a steady and static performance, what they chose to enhance their learning, the social and environmental impacts for their learning adventure and so on.

It is believed by carrying out this study that the different aspects of vocabulary learning strategies in three different learning contexts will provide hints about the participants' underlying self regulatory capacities to implement a chosen vocabulary learning strategy as well as some dynamic changes or tendencies emerging in those different learning periods, university exam preparation period, prep class and freshman years at university. As Zimmerman (2013) claims, most of the study habits of learners come from their past and they need to adapt those according to emerging needs or disengage some outdated ones and adapt new ones. It seems significant for learners to adapt their already existing vocabulary habits into new learning contexts. SRCvoc by Tseng etal (2005) is claimed to be used to find out the self regulatory capacity for vocabulary learners before, during and after they choose and utilize some strategies on their own. This longitudinal study will provide clues about the dynamic process of differing self regulatory behaviors of three different learners with varying proficiency levels and meanwhile finding out some key factors affecting their self regulation either positively or negatively. It will be a unique study utilizing SRCvoc scale for a long term period, totally qualitative in nature. This study might also provide some clues as for the validity and usability of the scale in terms of vocabulary learning along with others such as Bilican (2012), Mizumoto& Takeuchi (2012), Yeşilbursa & Bilican (2013), Bilican& Yeşilbursa (2015), Ziegler (2015), Tseng etal (2006), Doaee etal (2017) and Sarkeshikian & Tabatabaee (2017).

The limitation of the study may be the focus being only on vocabulary acquisition strategies and only in one department of a university. It would be more comprehensive to conduct such researches if they were performed for different language skills with longer periods in different levels of universities and for different purposes of English language learning as ESP (English for Specific Purposes), EFL (English as a foreign Language), English as a second language and so on.

1.4. Research Questions

This study will try to answer two questions:

1- What control mechanisms of self regulation do the students with varying proficiency levels have in the process of vocabulary learning?
2- What are the causal attributions that lead them to the development of control mechanisms in terms of self regulation in vocabulary learning?

1.5. Definitions

Language Learning Strategies: " The techniques or devices which a learner may use to acquire knowledge" (Rubin 1975), "special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information", O'Malley & Chamot, (1990), "activities consciously chosen by learners for the purpose of regulating their own learning" Griffiths (2008), Griffiths & Oxford (2014).

Self Regulation: "Self regulation is a process, in which people organize and manage their learning, controlling over their thoughts including their self efficacy beliefs, emotions positive or negative during the learning process, behaviors and control of the learning environment for their own sake." (Kormos & Csizer ,2014).

Self Regulated Learning Strategies: "deliberate and goal directed attempts to manage and control efforts to learn. …teachable actions that learners choose from among alternative and employ for L2 learning purposes (e.g. constructing, internalizing, storing, retrieving and using information; completing short term tasks and/or developing L2 proficiency and self efficacy in the long term." Oxford (2011, pp.12)

CHAPTER II

2. LITERATURE REVIEW

2.1. Concepts related to self regulation

2.1.1. Dynamicity, Complexity and Contextuality

> *"Describing the dynamics of a dynamic system requires further comment. Even when a dynamic system in its attractor state, it is still constantly changing as a result of changes in and interaction in its parts. Recall the example of the sandcastle on the beach. No visible change is taking place but evaporation of the moisture that is responsible for the sand's taking shape is occurring. This, as well as other factors, will lead eventually to a nonlinear change in which the castle or more likely a portion of it, will fall. In other words, even when a system is stable, it is not static." (Retrieved from Verspooretal, 2011. Pp.21)*

Dynamicity in second language acquisition is generally attributed to Larsen-Freeman (2011) who proposes that although she herself was trained in terms of generative rules in linguistics, she later recognized that learning a foreign language includes complex adaptive process in which there is a variety of interaction between multiple agents in speech communities. Such a system is an adaptable phenomenon which may change to fit new circumstances that are also prone to change themselves constantly. Complexity theory not only shares characteristics with Vygotskian perspectives, which put emphasis on more condensed mental functions emerging from continuing social interactions but as well includes how learners' cognitions have an influence over the contexts they work or live in. In such a system, mind, brain and social norms are interconnected to each other in which language learning is seen as changing a whole system rather than adding knowledge to an unchanging entity. The adaptation process by the learners, however, is never optimally achieved as the system may always need changes to be suitable for the learning environment and there is not one stable environment and one stable system of it as proposed by Heylighten (2008). A network of systems and environments, according to the scholar, are regarded to be evolving spontaneously while both partially autonomously and interactionally. This kind of evolutionary process may lead to no distinction between system and

environment which means that one system for one specific process may eventually become an environment for another. The main characteristics of a dynamic system may be that of a kind of dependence on the initial state of learning process, interrelatedness of various factors, a nonlinear relationship between those factors, a constant change caused by internal organization of the learners, their interaction with their environment and social context, a high relevance to varying internal or external resources, a kind awareness about the dependence of available knowledge or proficiency level on the previous development and other emerging properties (Bot & Larsen-Freeman, 2011). The scholars explain that a good perspective of a dynamic system approach should cover the system itself, its constituents and their contingencies and also interactions with one another. This approach puts more emphasize on tendencies, patterns instead of generalizable predictions or causal relations in learning a second language.

When it comes to complexity of language learning process, cognitive theory of SLA has inevitably taken over its share from the influences of the emerging issues caused by the introduction of alternative theories in the 21st century and the complexity of language learning process mentioned above. Those compelling insights are summarized by Ortega (2011) proposing that dichotomies are seen to be problematic to give us hints about researching language learning in the modern world, second language learning being intentional, conscious and explicit, individual variability as being a central construct in the phenomenon, learning and learners not defined by deficits, learning being performed by reshaped experiences in the physical and social world, learning consisting of social applications, cultural values, additional language being about power relations as well as the language itself and newly encountered grammars. This new outlook to language learning process has put the language learner in the center who has a mutual and cyclic relationship with all other factors affecting his learning process and who as a learner comes into the learning environment with his own socio-cultural background, beliefs, attitudes, objectives, his self as a learner, which all seem to be have some influence on the learning process.

Atkinson (2011) provides five implications for learning in terms of socio-cognitive approaches saying that learning is a kind of dynamic adaptivity in harmony with the environment and when cognition extends into the world, the same thing must happen to the learning which then involves thickening of mind-world relation, enables action in the world and learners learn in environmental action. The scholar emphasizes

that there cannot be one single approach to define something as complex as language learning so there must be different approaches interacting with each other directly.

In terms of context, Mercer & William (2014) emphasize that, whether it is at the more global level of national cultures or the more micro-level of a specific interaction, it seems likely that the self in all its forms will be affected by, and potentially will in turn influence, the settings leading to change both in the self and the context itself. These bidirectional relationships between the self and nested systems of contexts reflect the increasingly sophisticated understandings of the situated nature of the self and indicate the direction that the field appears to be moving in. A major step may be to seek to clarify the nature of contexts and their particular relevance for individuals. This suggests replacing more monolithic conceptualizations and generalized understandings of contexts with more diverse, multifaceted, dynamic and individually meaningful representations of context.

Ellis & Larsen-Freeman (2006) add that without taking time and context into consideration, attribution of casual relationship to only one variable in terms of language success will be in vain and misguided. Individual's experiences in social environments affect aspects of human functioning including language acquisition and use. Dörnyei (2005) criticizes early rejection of various human traits being context independent and absolutely claiming that from a dynamic perspective, behaviors of learners are shaped by their interactions with their learning environments in particular contexts.

It could be concluded from the newly adopted concepts above that language learning process is a nonlinear and unpredictable phenomenon which includes individual learners in particular learning environments from particular cultural backgrounds with particular learner characteristics. This kind of focus foregrounds the learner in the center who brings a lot of factors with himself to the learning environment, which all seem to affect his learning process and this interrelatedness may cause such process to be a much more complex issue. Interconnectedness of various factors contribute to learning outcomes and success, which may put the learner in a position which could result in looking for a small pin in a pile of straw.

2.1.2. Sociocultural aspect of second language learning

Language learning or acquisition, according to many scholars, does not only take place in the cognition of the minds of the learners whose final production of the target language can be seen in various language skills such as writing, speaking but it is influenced by many other factors in which socio-cultural impacts have gained a lot of focus and reference in SLA in the last twenty years. Socio-cultural aspects of second language learning is mostly attributed to Lev Semenovich Vygotsky, a Russian scholar, who studied several subjects at school such as psychology, philosophy, and literature and got a Law Degree from Moscow Imperial University in 1917. He witnessed many problems during his lifetime and got down to a fatal illness, tuberculosis, which eventually caused his death. His contributions to SLA research arena could not be understood deeply during his lifetime for some political and inner conflicts of his country at those times (Scrimsher &Tudge, 2003). Vygotsky ,during his time, criticized the conclusions from Pavlov's experiments with dogs and Köhler's studies with apes as for conditioned reflexes to human consciousness and he suggested that humans have the capacity to react to their environments as well as being able to adapt or manipulate the environments for their own purposes, a skill of which does not belong to animals. Vygotsky focused mainly on the social mediation aspect of learning and the role of consciousness with his other colleagues until his death. Vygotsky's emphasis was about socially meaningful activities on human consciousness for which he denied the norms of behaviorism and tried to find a middle ground of taking environmental influence into account through its effect on consciousness. The key to human development for Vygotsky can be related to interaction of varying factors such as interpersonal, the social side of it, socio-cultural and historical and individual ones. When a person faces interactions with his environment, this then can trigger developmental processes and growth of cognition in that individual. However, this does not always happen for the children as the interactions in a traditional sense may not work the same for them as the others. What the children are opting to do is that they shape their experiences based on their existing knowledge and characteristics and start to reshape their mental structures. Social environment of a learner, according to Vygotsky is of great importance for learning in which social interactions can change or reorganize learning experiences. The changes occurring in consciousness can be best identified by the social activities and

this refers to a psychological theory which might unify behavior and mind (Kozulin,1986).

The learners transform or reshape their ways of thinking via interactions of different means such as environments, influence of other persons, objects or various organizations or institutions which explains Vygotskian focus on the contextual side of learning. The meaning for their concepts are prone to change when they have a link with the world from which the schools becomes a place to be an institution trying to promote learning and citizenship instead of being only a word or a physical structure (Gredler,2009). Within this world, the learners' cognition is shaped or influenced by their social environments by means of the cultural aspects of the learners' world, the spoken language in the learning environment, and related social institutions like schools. What finally comes up at the end is that there is a cyclical relationship between those factors in that interactions are transformed by internalization and use of cultural tools around the learners (Bruning et al., 2004). This outlook of interaction impact puts Vygotsky into a dialectical constructivism, according to the scholars, as there is a constant interaction of the learners with his learning environment. Mediation of learning in this insight is another important aspect of learning as psychological processes of people are seen to be mediated by various means such as signs, symbols or language spoken. What adults do in a community is that they try to teach or transfer these means to their off springs during their cooperative activities. Lightbrown & Spada (2013) add that according to Vygotsky theory, cognitive as well as language development are about the social interactions as already mentioned above but this theory takes speaking and thinking as tightly dependent on each other unlike other psychological theories which refers to them as independent. That is speaking as well as writing might undertake a role to mediate thinking while the people can shape or have a control over their cognitive processes when they listen to what others say to them or what they say to others. Shunk (2012) explains the impact of learning environments on the learning process itself by giving several examples of different disciplines. What the scholar highlights of Vygotstkian Theory is that the experiences which the learners bring to the learning environments may have a great influence on the ultimate outcome. The scholar summarizes the issue by giving an example of an ice skating coach. The coach starts to observe his learners from the first beginning to get an insight about their learning styles, weaknesses or strengths in order to help them in a more effective way while the learners come to the training sessions with their own backgrounds, beliefs, anatomic structures

or characteristics like balance, body movements, body control, and stamina and so on. Veterinary students could be another example as some of them might have grown up on farms before coming to the faculty, with knowledge of farm animals and their lecturer or coach at the faculty may use their previous knowledge to help them better. Ingold (2000) adds to the concept by giving an example of a novice hunter. This hunter is always alert looking for clues about his hunt while wandering around, connecting his previous knowledge to the new hunting environment to finally kill the animal he is looking for. Although he might be a novice hunter, he is using every little bit of his previous knowledge to get a perceptual awareness of his surrounding which is similar to all kind of learners who look into deeper to their learning settings to get or obtain every possible resource which can contribute to their learning processes.

To sum up, Vygotsky's Socio-cultural Theory states that learning is done via the help of social environments. There are some tools in this environment mainly working as facilitators to learning like symbols, cultural tools, language itself and social resources. Learning as said before is done through mediation of several components in a social world. Therefore the organization of social environments is seen as a very important objective for learners the capability of human beings to manipulate the environment at their own disposal can be best described from a quotation of Vygotsky, who stated that:

> *"Man introduces artificial stimuli, signifies behavior, and with signs, acting externally, creates new connections in the brain. Together with assuming this, we shall tentatively introduce into our research a new regulatory principle of behavior, a new concept of determinacy of human reaction which consists of the fact that man creates connections in the brain from outside, controls the brain and through it, his own body." (Retrieved from Lantolf, 2011).*

We can assume from a socio-cultural view of language learning that language learner is somebody who is able to adapt himself and several other factors at his best to succeed in which he has a constant and mutual interaction with his language learning context and environment. Environment and context may be working as a bridge between the learner's cognition and learning outcomes but this relationship does not seem very easy as the language learning process in a long and challenging adventure including the evolution of many other factors as proposed by many scholars.

2.1.3. Identity, and Self

Concepts such as "individuality" and "self" in learning a target language have been subjected to central attention of research in second language learning from the start of a new millennium. The learner himself/herself has been seen as a main shareholder of the learning process who is responsible for his/her own learning, monitoring his progress, observing his/her own weaknesses or strengths, evaluating his learning outcomes while bringing his own experiences, socio-cultural beliefs and backgrounds to the learning environments. This does not mean that teachers just stand in the classroom meanwhile all responsibility of learning the target language passes into the learner him/herself. What has happened in the last several decades is that the roles of learners and language teachers have changed radically, teachers being facilitators, mediators, observers and even being researchers of the learning processes and environments and the learners being more reflective, more autonomous who are at alert to use alternative sources to get the best outcome of their learning situations. Language learning in this process is not just seen any more as a materialistic phenomenon which may only lead somebody to get a job, have better job prospects, an increase of income, integration into a new community and so on. This is just one side of the coin. What happens on the other side is differing identity and self-constructions of learners during the language learning processes which may have a lifelong impact on someone's rest of life. The initial purpose of language learning may be just personal proposed by Noels (2009) saying that some people may have a genetic disposition to learn and enjoy a target language while some others may just start to learn to socialize and internalize the language. Whatever the starting mood or objective is, the final outcome inside the learner is not just being able to speak or use another language. Language learning adventure, as Dörnyei (2009) claims, consists of many ups and downs and is often felt as a tedious and long process and what may really lead to success of language learner could be a super ordinate vision of themselves while following their track. The scholar compares a language learner with a successful athlete whose track of success includes motivation by imagery and vision. The scholar suggests three motivational self-concepts to provide hints about possible changes to occur in terms of identity of learner. Ideal L2 self in his framework refers to the person's idealized L2 speaker and what the person would like to be might result in as means of motivation to limits of the effects of incompatibility between actual and ideal selves. Integrative and internalized motives

may be accepted to belong to this self-concept. The ideal self refers to the representation of the attributes that one would ideally like to possess. Ryan (2009) concludes also that ideal L2 self may work best as a predictor of motivated behavior when language learning is regarded as a means of personal fulfillment and engagement with others rather than being only a tool for academic achievement.

The second one, ought to self, is about those attributes one feels to have to meet expectations and to get rid of likely negative consequences. It refers to the learners ought to have qualities or representation of for example legal duties, formal tasks or institutional requirements and so on. Finally, L2 learning experience is about the concerns about executive motives related to the learning environments and experiences such as the impact teachers' influence, cooperation of peers or experience or feeling of success. There is also a possible self-concept for the language learner whose final identity, the relation between what they want to be become and what they may actually become is mediated by what they feel they are able to become as expressed by Pizzolato (retrieved from Dörnyei, 2009). They consist of images and senses, predicting what the people actually face while they got caught or busy in self-directed behaviors. Possible selves which can lead to a projected objective may directly facilitate the restructuring of goals into intentions and instrumental actions and

When it becomes more elaborate imaginatively, then it gets more possible to provide more motivational power as the scholar suggests. However, an unlikely possible self may have little impact on the projected outcome in that Cross & Marcus (1994) suggest the condition for a possible self to be effective is that it should be in harmony with social identities in which ideal and ought to selves also need to be synchronized with one another. This self can connect the learners' experiences, strategies and self-knowledge which then make it possible to use a link between effective strategies or techniques or tactics and the beliefs about learner's ability and competence in his learning context. What learners might become, what they would like to become or what they are indeed afraid of becoming under the cover of possible selves can be directly related to future self-images (Marcus & Nurius, 1986). This kind of self includes unrealized potentials and also puts emphasis on intentions, hopes, wishes. From this outlook, it might be concluded that they are the tools to future self-directories which can explain a dynamic process of a learner, where they started and what kind of changes they faced during the process. This dynamicity results in a complex interplay between

present and imaginative self-identities and its impact on intentional and conscious behavior.

Identity approach sees language as something always socially situated and language may never be fully internalized and the identity is always populated with intentions and meanings of others (Bakhtin, 1981). That is, language learners shape their identities throughout their language learning adventure and other people around them have a great influence in such a reshaping phenomenon. Norton (2013) expresses that SLA researchers who are conducting studies on this construct are in search of linguistic input and output as well as the interaction between the learner and the world around him. They seek to find out clues about binary terms such as motivation-demotivation, extroversion-introversion and so on, all of which are actually socially constructed impacts which change across time and space. Language learning takes place in a social world with differing contexts and historical norms of learners so what the researchers of this area are trying to explore is to analyze the learners' negotiations or sometimes reactions to their learning environments and contexts. Norton & Mckinney (2011) add to the conclusion above saying that the concept individuality indeed takes the learner as somebody having a unique, stable and coherent origin however there is more than this which includes a learner who is always prone to change and is affected by diverse, dynamic and complex factors over historical time and social space.

To sum up, learner's identity is mostly shaped by language socialization process that refers a broader interplay between the complex process of linguistic, cultural and communicative competence through interaction with others as proposed by Duff &Talmy (2011). The scholars suggest that L2 learning process consists of both a kind mediation created by social agents and other structural patterns of social environments such as oral, written, visual or electronic sources and additional semiotic resources, some physical artifacts, other people and even the language itself. The scope of this socialization process sees language learner as an individual who is socio-historically, socio-culturally and socio-politically situated with multiple subjectivities and identities. Those identities are mainly shaped or restructured by social experiences in everyday life. There does not seem to be only one route in this process as it involves a bidirectional or even sometimes multidirectional roads which all may lead to the learners' being able to internalize or reproduce already available L2 cultural or communicative applications. However, this may not always lead to positive or expected outcomes but sometimes to negative ones such as development of hybrid practices,

values or identities, the incomplete or partial appropriation of L2 or a lower than desired status in L2 community because this process includes highly complex relations of power, access, identity, socio-cultural or socio-political constraints. Then the individuals may resist, overreact or accommodate or even transform the acts, activities of particular social identities or identity categories while participating in socializing interactions with others.

2.1.4. Individual Differences in second language learning

Individual differences in second language acquisition are among the significant factors which may affect the ultimate success positively or negatively. They generally involve age, gender, motivation, anxiety, aptitude, emotions and so on. Language learners may show a variety of unique characteristics about their individual aspects in which some are reported to have achieved far better than their counterparts although all stakeholders were claimed to have followed a specific curriculum with specific methods whereas some other learners were reported to have failed though they struggled a lot. This led scholars to search for the reasons for such extraordinary cases which triggered new research areas to focus on some terms such as self, strategy, learning styles, individuality, particularity, and post methodology and so on. Dewaele (2009) highlights that human beings are both similar and unique in their nature, which means that we share the same structural anatomy but differ a lot in most parameters. He adds that many individual differences are visible even by the naked eye; however, some very significant ones could only be understood or observed by keen eyes after a detailed and deeper scrutiny. The scholar here stresses the individuality and particularity of various language learners who bring their own background knowledge, emotions, social structure to the learning setting which is the classroom most of the time and most internal and external factors play some roles on the final product of learning process. Individuality or particularity as Kumaravadivelu (2006) explained in his book are among the concepts to have received more focus than their counter terms of their time. There are particular learners, according to the scholar, in particular learning environments in particular countries taught by particular teachers or instructors which means that a close scrutiny needs to be done more deeply with more zooming lenses in more particular setting and scenes. The researchers for this reason started to dive into

deeper to see what is going on in the background of the learning stage before the final outcome of language learning process.

Ever since the early days of its existence, psychology as a science has been trying to achieve two different but complex objectives: mainly to understand the uniqueness of the individual mind and to explore the general principles of human mind (Dörnyei & Ryan, 2015). Individual differences (IDs) research goes back to the 19th century, to Charles Darwin's cousin, Sir Francis Galton who was regarded as the first person to have investigated IDs scientifically. His empirical and methodological research is seen as the genesis of quantitative psychology in general. However, learner characteristics in SLA gained momentum in 1970s during which time good language learners were the main focus of effective language learning process. In those times aptitude and motivation were two main constructs along with learners' active and creative involvement in the learning process by means of individualized learning strategies. The scholars further suggest that motivation as a construct was seen to form the route and multitude of learning behaviors or habits according to learners' use and choice, intensity and duration of learning. Within this process, aptitude refers to a cognitive dimension in which there are the capacity and quality of learning hidden. During this time, learning styles are about manners or preferences of learning and finally learning strategies work as a medium between the learner's learning styles and motivational aspects. The learners' proactiveness in selecting specific learning directions is of great importance here. Individual differences hereby involve blended operation of cognitive, affective and motivational components (Dörnyei, 2009).

2.1.4.1. Motivation and Aptitude

Dörnyei & Skehan (2005) claim that initial individual differences research mostly focused on correlational conclusions between some specific learner characteristics and the ultimate success of second language learning process. Motivation and second language aptitude were the most studied constructs in SLA research agenda as predictors of learner success. These two constructs' correlative median value was 0, 40, which the scholars suggest cannot be ignored or undervalued. Aptitude research mainly focused on whether there was a kind of specific talent for learners to learn a foreign language which exhibited considerable variation between learners. They do not find the phenomenon as a very easy process referring to the complexity of this construct

by asking some questions as to whether such a talent is innate, fixed, if not fixed, whether it can be trained, whether foreign language ability is a specific one or it is more general just like intelligence, whether it is enough on its own to predict success, whether it works all the same every time without any impact of learning context, methodology or L1 impacts, whether it has subcomponents and so on. Therefore, aptitude concept started to be discarded for some time in SLA research agenda as it might have a disastrous impact on the side of poor learners who would think that they would have no chance or possibility to succeed. On the other hand, there were some other scholars thinking that aptitudes can be attributed to success especially in acquisition rich contexts which means that learners should be provided every opportunity to let them learn and use the target language. Aptitude in SLA can be associated with different components of processing as proposed by Skehan (1998) who suggested that phonemic coding ability, for example, can be related to input processing, language analytic ability to central processing and memory retrieval to output and fluency. That is, aptitude is not a static capacity rather it is connected to different processing parts of learners' cognition.

Motivation, another focus of research area, is about the way or reason of learners' thinking or behaving in specific situations, direction or magnitude of their behaviors, their choices in specific conditions as for specific learning settings, and their consistence in actional and effortful reactions constantly. In broad terms, "motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it" (Dörnyei & Ushioda, 2009). Motivation as a construct according to them has a multifaceted and eclectic structure. It may explain the interconnectedness or relatedness between several factors like general motivational aspects, L2 related factors, learners' beliefs or attitudes, individual motives like self-confidence or esteem. They are rooted in the social micro contexts of language classroom. What other factors can be influencing the dynamic nature of motivation are those of teachers' influence as for motivation, the curriculums and teaching materials, some demotivating impacts of actions, learners' own self-regulatory activities to control their state of motivation. Dörynei (2000) also found out that motivational behaviors may be shaped by the initial intentions of a person like wanting to enroll into a language course or language choice according to specific needs. In this process, there is situation specific preference by the learner and the scholar according to this finding, divides these motives into two clusters, course specific motives and task specific motives. The interrelatedness of differing and constantly changing factors make language learning

motivation and aptitude constructs more complex aspects. Aptitude for some scholars is a stable genetic inheritance but some other think it may change over time by being influenced by many factors and motivation , another central aspect of language learning research agenda, has been seen as a main factor to be contributing to either success or failure but it does not bring about such conclusions on its own.

2.1.4.2. The relation between Learning Styles and Learning Strategies

Many studies have tried to answer whether there was any compatibility or a positive relationship between the learning styles and learning strategies for language learners. There have been a great amount of learning strategy studies and learning styles which used a number of data collection tools such as questionnaires, interviews, think aloud protocols, observations and so on. Learning styles as some scholars such as Norton &Thoohey (2001), Reid (1987) and Felder &Henriques (1995), Robinson (2002) agree may not be changeable as they are somehow fixed properties of learners. Learning styles may provide hints about the learning preferences of individuals and then the learners accordingly can choose best alternatives or routes for themselves in the language learning adventure. Therefore, some scholars proposed learning style frameworks or theories to get clues of learners' learning preferences. One of them is Experiential Learning Theory by Kolb emphasizing four interdependent constructs; the first one being concrete experience focusing on direct experience, feelings and emotions to engage with the world. The second one is reflective observation remembering details of the experience, gathering or putting on new information of that experience. Abstract conceptualization is another one creating meaning out of the experience and planning to guide future actions, and finally active experimentation, testing the created plan by putting it into action (Kayes, 2005. p.249-250). The theory suggests that a learner may learn something if s/he uses one or more of the above constructs. The preference of those constructs changes from person to person and this kind of preference is called learning style of that person by Kolb (1984), expressing that each of four learning styles, namely diverging, assimilating, converging and accommodating consists of various characteristics about how a particular individual learns. For instance, a diverger prefers learning by creating new ideas and imagining possibilities while an assimilator is the one who would like to learn by drawing on multiple sources of information, logic and gradual organization of information. Convergers, on the other hand, would like to

learn through solving practical problems while making decisions, interacting with problems not with people. And finally accommodators are the ones who can learn by taking actions, risks and leadership. A learning style inventory was created by the scholar to help the learners self-assess their learner preferences. By evaluating their own preferences, a learner might be equipped with the necessary and efficient mental skills to step further for their own strategy creation so as to enable those learners to become more autonomous and objective about their learning processes.

Oxford &Anderson (1995) provide 20 learning style dimensions eight of which seem to be of great relation to L2 learning; global vs. analytic, field dependent vs. field independent, feeling vs. thinking, impulsive vs. reflective, intuitive-random vs. concrete-sequential, closure-oriented vs. open, extroverted vs. introverted, visual vs. auditory vs. hands-on (or tactile/kinesthetic). There are six interrelated aspects for learning styles. They are cognitive, executive, affective, social, physiological and finally behavioral. Cognitive ones relate to chosen or habitual aspects of mental functioning. Executive aspects are about a learner's ability to order, organize, close or manage his learning process. Affective ones refer to their values, belief or attitudes which seem to be having an impact on their learning situations. Social ones are to be related to their involvement or interaction with other people around them. Physiological are about their physical or anatomical features like sensory or perceptual characteristics and the last one, behavioral, is mainly about their attempts to satisfy their learning preferences.

Why is it important for an individual to focus on finding out something about his/her own learning style? A quotation from Vijaylakshmietal (2016) might best answer this question as follows;

> *"I attended a seminar about second language acquisition and during this seminar, we were asked to learn some new words in Eskimo language. The first task was only listening to those words and I was in absolutely awkward situation. It was very difficult for me and I was lost and stressed during the task. I realized that I needed visual support for my learning."*

This kind of preference or awareness of such need is totally individual and strategic thinking for better understanding. Then, is it really enough for a learner to determine his/her learning style and build on what s(he) has discovered? Afsharetal (2015) says "No." according to what they have found out in their study concluding that

the Pearson correlation analysis showed no significant relationship between the learners' learning styles and their English language achievement. However, their regression analysis showed strategy use as a strong predictor of success. Al-Hebaishi (2012) found out a similar result in his study saying that there was a lack of significant relationship between learning styles and academic performances whereas cognitive and secondly meta-cognitive strategies seemed to play important roles on learners' success, which may suggest that there must be a mutual compatibility between the learners' specific learning styles and their chosen strategies. However, strategy choice does not have a static nature but a dynamic process as proposed by Magogwe & Oliver (2007). The scholars say that there is a relation between the type of strategy use and successful language learning but this is mediated by some other factors and self-efficacy beliefs, which means that learning about one's own learning style or strategy use may not be enough to see the deeper background of the learning scene. Some other factors may be playing equivalent roles such as learner differences, emotions, motivation so on. Mills &Plonsky (2007) concluded in their article that in spite of all the efforts put on to define some parameters for successful learners, works on individual differences has shown that no precise formula for effective learners exist for everyone and they refer to the literature which provides an agreement among scholars that appropriate and effective learner strategy use is related to some interrelated factors including learner autonomy, motivational aspects, learners' preferences, their language proficiency or competence, and the extent of effectiveness for chosen language learning strategies.

From all of the studies mentioned above, we may assume that learning styles, learning strategies and individual differences are all interrelated concepts influenced by each other more or less at different learning settings or chosen by different particular learners. Grenfell (2017) concludes the phenomenon by saying that equipping the learners with some proven effective strategies is not that easy as it relies on meta-language awareness which the learners may or may not assimilate. Different linguistic exercises may require different strategic behaviors in that individual dimensions of learning tasks such accuracy, sophistication, range and complexity might be linked with types of strategic processes. There seems to be a need for more skill and individual specific research with long term observations in order to understand the first hand data in reality. Therefore, it would be more effective or comprehensive if the learners with various levels were followed, observed or evaluated for longer periods to see the impacts of their learning environments, social interactions on their actual success of

language acquisition. Teachers also must be at the heart of research agenda for individual differences because experienced expert teachers would provide every opportunity to their learners as much as possible when they are aware of their learners' weaknesses and strengths as proposed by Ehrman etal (2003). The scholars suggest that teacher also bring to the learning environments their beliefs, learning and teaching styles, aptitudes and attitudes which all interact along with the learner characteristics, with the learning process.

Individual differences have brought about conceptual changes both on the side or learners and teachers in the language classrooms. They have been a lot of studies trying to find causal relationships between learning styles, learning strategies and various other constructs especially motivation and aptitude which might have an impact on language outcome. There have not been an ultimate consensus among the scholars on these issues but the studies having been conducted so far have opened new horizons to language learning research agenda and most scholars agree that cooperation and sharing ideas will help more if a very complex phenomenon like language learning is to be understood more deeply and better.

2.2. Language Learning Strategies (LLSs) in general

Language Learning Strategy (which will be used with its abbreviation as LLS in the whole study) research has been attributed to Rubin's famous article (1975) namely " What the “Good Language Learner” can Teach Us" in which the scholar emphasized some general characteristics of good language learners based mostly on her own observations of her students. After that famous article, the research area enjoyed a bulk of studies conducted in 1980s and 1990s. 1990s witnessed a golden age for LLS research but within the start of a new millennium, the reputation and focus of LLS research started to decline, facing harsh criticisms in terms of their impact on language success, lack of consensus on some aspects of the research area, some definitional problems, some overlapping concepts and lack of a commonly agreed theoretical basis.

This section will tell a historical evolution of LLS research in general and will include description of LLSs in general, their theoretical basis, classification of them, famous strategy inventory questionnaires, some criticisms about LLS research area, alternative concepts found to minimize harsh criticisms forwarded to LLS research.

2.2.1. What is a "Language Learning Strategy"?

The word "strategy" is derived from the ancient Greek word "Strategia" which means generalship or the art of war (Oxford & Cohen, 1992). The field of language learner strategies got its start with an article by Rubin (1975) namely "What the good language learner can teach us" in which the scholar gives brief information about the common characteristics of good language learners and some other variables affecting their choice and use of strategies. Rubin supposedly sat in her French, Spanish and German classes and watched over her students and what they were generally doing during the tasks. She carefully watched them, listened to them while they spoke in the class, took notes about what they wrote in their notebooks while observing them. Even she had some interaction with students during the break hours, going towards them about some classroom interventions and the notes they took for the tasks. What she intended to find out was learning about the backstage of what the students were really doing, why they were doing some learner specific activities. In 1970s, there was almost no focus on what the learners were really doing as it was assumed that good teaching might be enough on its own for successful language learning. The scholar defines strategies as "techniques or devices which a learner may use to acquire a language". The scholar later modified the definition saying that "LLSs are the behaviors, steps or techniques that language learners apply to facilitate language learning or the ones which contribute to the development of the language system which the learner constructs and affect learning directly" (Rubin 1987). A good language learner then is a good guesser who can gather and store information in an efficient way so as to be retrieved when needed. S(he) may actively look for clues to meaning, is often ready to be seen even foolish to communicate with people at the expense of using language, will try out new knowledge to make new sentences. The main variables of language success are aptitude, motivation which may cause the learner to become an active investigator of the nature of the language to be learnt, another one being opportunity including the chances in or outside the classroom to enable the learners to use the target language. Good language learners make use of every opportunity to use and even hear the language from TV, radio and so on. These three variables are interrelated and cannot be regarded as separately from each other. Good language learner makes inferences as to the purpose, intent, and point of view of a message or communication. S(he) has got a strong determination to communicate or learn from communication. S(he) is not inhibited,

which means good language learner is brave enough to use the language without being afraid of criticism or mocking by others. S(he) attends to form always analyzing, categorizing and synthesizing. S(he) is ready to practice whenever there is a chance to do so. S(he) is a good observer who monitors his/her use of language and the others'. S(he) is constantly observing how well his/her speech is received and whether his/her performance was enough to be understood. S(he) is also careful about meaning. S(he) not only pays attention to form but S(he) is careful about the content of the language as well. S(he) is aware of the social aspect of the language and s(he) looks for clues about the social interactions he encounters. These are the cognitive processes which seem to be available in good language learners. Some other factors which may affect success of good language learners are the task, the learning stage, the age of the learners, the context in which learning takes place, individual learning styles, and cultural differences in cognitive learning styles. The scholar further expresses that it may be possible to help learners by looking what is going on inside, by considering how they are successful, what strategies they are using, what cognitive processes are involved in learning.

There have been some other definitions to LLSs by other scholars related to the research area since Rubin's famous article, which later might have caused some controversial disagreements as of definitional matters and might have been one of the factors bringing about a decline in LLS research's popularity within the start of a new millennium. Learning strategies are; behaviors and thoughts of the learners which are to affect their encoding process (Weinstein, 1983). According to Tarone (1983), they are the attempts to enhance one's linguistic or sociolinguistic competence in the language they are learning to integrate such proficiencies into their inter-language system. Wenden (1987a) defines language learning strategies according to language learning behaviors such as "learning and regulating the meaning of a second or foreign language, cognitive theory such as learner's strategic knowledge of language learning and the affective view including motivation, attitude, beliefs and so on". Mayer (1988) broadened the concept by giving a definition as "behaviors of a learner that are intended to influence how the learner processes the information." Weinstein et al (1988) gave a more detailed description saying that "learning strategies are considered to be any behaviors or thoughts that facilitate encoding in such a way that knowledge integration and retrieval are enhanced. More specifically, these thoughts and behaviors constitute organized plans of actions designed to achieve a goal. Examples of learning strategies include actively rehearsing, summarizing, paraphrasing, imaging, elaborating and

outlining." Learning strategies according to Oxford (1990, 1990 a/b) are particular actions, behaviors, steps or techniques chosen or performed by the learners often intentionally to make learning more enjoyable, self-directed, effective and transferrable and finally to improve their development of L2 skills. They are intended to facilitate the language learning process by means of internalization, storage, retrieval and use of language. The consciousness aspect of LLSs was raised by Erhman & Oxford (1990) in which the LLSs are consciously chosen steps or behaviors to enhance learning , storing, recalling or using of new information. The scholars emphasize that more proficient learners are regarded as using more strategies than their less able counterparts but there is a highly complex relation between the strategy use and proficiency of the target language. However, there seems to be a positive relation between the learning styles and chosen strategies especially by good language learners. They suggest according to the findings of their study that the learners need to go a little beyond their learning preferences as style variables have also got a psychological aspect. Such a psychological aspect may shed light on how to choose effective strategies according to learning styles as for individual learners both good and less able ones. This may also provide a hint for the program administrators to determine the content and kind of the language program according to learner needs. The general features of strategies are identified by Ellis (1995) as follows; they are general approaches and specific actions or techniques employed by learners, problem oriented, contribute directly or indirectly to the learning process (retrieved from Kayaoğlu,2013) . The learners are aware of the strategies they use to enhance their language acquisition. The strategies may involve both linguistic and nonlinguistic behaviors, some being behavioral and some others mental, some observable and some not. They vary to a great extent according to the task the learner is dealing with and the learner preferences. Cohen (1996) summarizes strategies as second language learner strategies which include both second language learning and second language use and in which the learners perform actions to improve learning. The scholar defines them as general actions or techniques used to learn a target language which has subcomponents specifically used to improve various language skills like reading, writing, vocabulary and so on. According to Williams & Burden (1997), learning strategy can be defined as learning skills, learning-to-learn skills, thinking skills, problem skills or the methods which learners use to intake store and retrieve the information. Oxford (2002) starts a chapter in her book by giving some examples of strategies learners applies to enhance their learning. According to the variety of

strategies used by those learners, the scholar defines them as "specific actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in developing L2 skills." These strategies can facilitate the internalization, storage, retrieval or use of the new language. They are tools for self-directed involvement necessary for developing communicating ability. "Learning strategies are thoughts that students have and actions that they can take top assist their comprehension, recall, production and management of their language learning" (Chamot, 1998). Chamot (2005) later said that learning strategies are procedures that facilitate a learning task. Strategies are most often conscious and goal driven especially in the beginning stage of tackling an unfamiliar learning task. Main concepts for strategy use mentioned by the scholar are automaticity, awareness and consciousness. Cohen (2011) thinks that language learning strategies involve selective attention or observable behaviors as well as a certain amount of consciousness or awareness as the element of choice is what really gives character to a strategy. One year later the scholar modified his definition as LLSs are "thoughts and actions consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target language performance." (Cohen, 2012).

As we may see from the definitions above, there have been many attempts to describe what a language learning strategy is by many scholars in the past 40 years but they still have not reached a mutual consensus on them. We may conclude from the definitions above that language learning strategies are facilitative tools consciously or intentionally chosen by language learners while carrying out various language tasks affecting language acquisition along with other learner differences like attitude, aptitude, motivation, learning style and so on.

2.2.2. Theoretical basis for LLS research

A second issue having an impact on the decline of LLS popularity is its being a very difficult construct to theorize although most scholars tried to place the construct under some existing theories in second language acquisition. Unfortunately there have been some very controversial issues of this theorization process as there were some overlapping and disagreed aspects by the scholars related to the subject**.** "From a cognitive point of view, learners are viewed as capable of generating rules (Chomsky

1959,1965,1968), learning from errors (Corder, 1967), developing inter-language (Selinker, 1972) establishing mental frameworks known as Schemata (Anderson, 1977) and employing meta-cognition to manage their own learning (Anderson, 2008) and thereby bringing order to a complex and chaotic system (Larsen-Freeman,1997)." (Retrieved from Griffiths & Oxford, 2013). The scholars from the explanation above suggest that strategy theory has got somewhat an eclectic foundation not only being related to cognition but also including elements of complexity and chaos theory, behaviorism, socio-cultural theory, activity theory and perhaps, others. Strategies are multifaceted and must not be oversimplified as it has got a very complex nature. As for the contextual nature of strategy choice, the scholars suggest that one single instrument cannot be applicable to all learners as such instruments need to be adapted to the need of particular learners, conditions, objectives and research purposes and constructed in a way that they may be able to accommodate unique characteristics of the target research population. Strategy research according to the scholars will be rekindled bringing together both researchers and theorists around the central cognitive and meta-cognitive aspects of language learning. By this way, socio-cultural context of language learning will be more widely understood. The strategy research will benefit more from other disciplines such as first language acquisition, math's education, science education and educational psychology in general if the stakeholders share their knowledge and contribute to the area. Traditional quantitative instruments will be replaced by more narrations and think aloud protocols from the learners in the long term projects and definitional fuzziness of language learning strategy will be resolved among various researchers. The new strategy research agenda will cover the concepts like autonomy, learning strategies, meta-cognition, individual differences in socio-cultural contexts. Jessner (2008) says that learning two or more languages is shaped by nonlinearity, reversibility and language attrition in a way that social, psycholinguistic and individual factors interact with each other in a very complex manner. Larsen-Freeman (1991) said that L2 learning is a process by which the individual was capable of internalizing the language forms in interaction with L2 input. Naiman etal (1978) expressed that language learning consisted of processes such as perceiving, analyzing, classifying, relating, storing, retrieving and constructing language output. According to Williams &Burden (1997), language learners have a tendency to create their own sense of language learning by combining, constructing, conceptualizing and relating the new knowledge with the newly acquired one. While doing this, they try to understand the

world and construct their own beliefs based on their own life experiences. Therefore, experiences and beliefs are to be unique and individual as well as being subjective. Cohen & White 2008 think that ideally, learners tend to become consumers of L2 at an early age, make use of opportunities in or out of the class to use the language, become lifelong learners while enriching their interaction with a lot of speech communities throughout the world and enhance their chances of finding good jobs or careers globally. From the things mentioned above, where LLSs stand in the process of foreign language learning has been hotly debated throughout the history of LLS research.

Cognitively, learners are to be contributors to the process of understanding new knowledge by means of their prior knowledge, schemata or scripts (Nyikos & Oxford, 1993). Learning a foreign language involves a social side in which authentic communication is seen as a catalyst in and out of the classroom. Learner beliefs are important for the motivation of learners which may lead to successful L2 acquisition. Learners need to be equipped with appropriate strategies to process language information and make this information more retrievable. Such strategies may help them transform comprehensible input which is provided in the classroom into comprehensible output which the learner actually takes in and stores in a way to be used when need in the future. Age, the duration of language learning adventure, ethnic origin, nationality, learning preferences, gender are among the other factors affecting the strategy choices or uses for some learners. When we look at the phenomenon from information processing outlook, strategies have got a cognitive processing nature on one hand, which are mostly unconsciously chosen and automatic. These strategies were initially conscious and got enhanced or developed in terms of their repertoire through learning experiences by means of strategy training or by the help of some meta-cognitive activities that can raise an awareness of conscious management or control over learning in time. If it is analyzed through the lenses of social psychology, motivation as a construct seems to be the most important determiner of frequency and type of strategy. This effective construct in that case has been one of the most important variables in language learning in the last several decades as for sociolinguistics. Nyikos & Oxford further suggest that some learners may just give up as they lack enough motivational aspects as well as self-efficacious beliefs as to succeed therefore awareness rising in terms of strategy use or choice might help them overcome such negative emotions. There are interconnected factors for successful strategy application such as strategy use, the variety of strategies and others, thus, learning strategies of individuals are not just a

way of showing their learning preferences of styles. They concluded finally in their study that some of the strategies are related to the necessities emerging from information processing. The strategies may also depend on some reward systems that are contextual in themselves confined to specific teachers, learners and classroom settings as well as learner beliefs positive or negative. Some beliefs seem to be too rigid to be changed but communicative approaches and positive reinforcements along with appropriate strategy training may help students to understand how valuable their tactics could be for their language learning adventure. When the learners' beliefs could be restructured with a new focus, the learners may be more self-confident and motivated to learn or use the target language for their purpose and ultimately lead to successful communication. What the scholars highlighted here was that strategy choice or use by language learners include mainly a cognitive perspective happening in the minds of learners but externally adapted or changed by the influence of external factors interconnected to each other which all ultimately may lead to successful L2 communication.

Norton & Toohey (2001) also emphasize the social aspect of language learning strategies. They think that good language learning involves learners' strategies, internal characteristics or linguistic outputs and the reception of the learners' action in socio-cultural settings. According to good language learner approach, the subjects are the ones who had specific personality traits, cognitive styles, attitudes motivations and past learning experiences and their success was measured by themselves, by their teachers or by proficiency exam results and the main question arising at that time was whether it was possible to transfer what they were doing to less able learners or whether what they were doing could shed light on their less proficient counterparts. Most strategy research focused on adult learners and there was a general agreement among scholars about the traits of such learners mainly; they were taking active part in language tasks, noticing and utilizing the newly learnt language structures, ready to communicate and interact, capable of dealing with difficulties they encounter in the process and finally monitoring their own performance. As for the child learners, personality, attitude and cognitive styles were mostly measured constructs and most scholars agreed that attitude and motivation were the most related ones to success in language acquisition among others. The good language learning research in 1990s mainly focused on learners acting on L2 input and meanwhile producing an output as well as how those learners were situated in specific social, historical and cultural contexts and how they resisted or accepted the

conditions they were offered in such contexts. However the scholars here suggest according to one of their studies that the success of good language learners mainly depends on the variety of conversation within the communities they interact in rather than their manipulating the newly learnt language forms or meaning than their peers or the speed of perceiving new forms and meanings. Social contexts are viewed as complex and overlapping communities where the individuals learn specific, local and historically constructed and changing practices. L2 learning then cannot be seen just as being able to utilize newly learnt forms or meanings by internalization but it is also related to appropriateness of the utterances in particular historical and cultural practices and particular communities. The scholars support this idea by providing two of five successful language learners. There were five participants in their study who were all good at using language, manipulating the newly learnt inputs, ready to communicate and so on however two of them, Eva and Jullie were exceptionally much better than the others although they encountered more difficulties in their work place or learning environments which could have spoilt all their motivation and attitude to the target language. It was concluded that both learners sought to get the best of their environments in which their identities could be respected and their sources should be valued. This inevitably led them to interact with their environment with every possible way. Eva who was initially an ESL immigrant, might have tried to reposition herself as multilingual resource with a desirable partner whereas Julie who was just an ESL learner at the beginning ended up being seen as a nice girl with allies. Their desire to get more powerful identities might have caused them to be good language learners. These examples meant according to the scholars that good language learning is related not only to the extent the individual make use of new forms or meanings but also to what the environments or communities they live in offer to them. Therefore, a shift of focus must be directed to the social practices accompanied by activities, settings and learning.

Gu (2012) provides another aspect of language learning strategies saying that they are mostly related to proto-typicality in several dimensions, namely, intentionality, self-initiation, meta-cognitive regulation, sequentiality of activities, chunking of activities and automacity in strategy execution. Strategy has got a dynamic nature which consists of two dimensions, meta-cognitive and cognitive. In meta-cognitive dimension which is intentional and conscious, the learner consciously attends a learning task, analyzes the self, the task, the conditions, the learning environment, plans the activities, self reflects the whole process, follows the execution of the plan. On the other

hand, the cognitive aspect includes the actual performing of a selected strategy. However the scholar highlights the idea that a strategy choice or behavior is not always called an effective strategy unless it is performed with a purpose regardless of how many stages it includes or how general it is. For example, some less proficient learners may be using or choosing the same amount of strategies as their peers and get very confused as to why their choices in spite of having the same frequency don't lead to success in language acquisition. Gu (1994) thinks that aimlessness may be of great importance for such a failure. Language learning strategies contribute to dynamic meta-cognitive systems that are mainly cognitively and socio-culturally constructed by learners in conjunction with the various factors related to their belief systems, learning experiences, learning tasks, learner's agency, contexts of learning and teaching and co-occurrence of these (Zhang &Zhang, 2013). A language learning strategy is a cognitive phenomenon having socio-cultural dimensions, the most important of which is meta-cognition. Meta-cognition seems to be very important aspect of strategy choice and use and is defined as a range of actions, behaviors, understandings and beliefs for current and future actions which are influenced by social, contextual and socio-cultural elements but it does not only include the planning or having a control over the learning process but it is also related to a range of beliefs, thinking, understanding, behaviors and strategies for future actions. It is about thinking or cognitions about cognition which means execution of cognition by learners' actions or deployment of strategies in different social and learning contexts. Researchers need to combine socio-cultural, context specific and task specific aspects of language learning strategies the use of which may change be adapted from time to time and is directed by the self-regulation of learners. How learners perceive themselves, learning tasks and learning processes, how they value other's opinions about them, how they complete the learning tasks in specific learning and teaching environments are the components of dynamicity of meta-cognition. This dynamicity requires teachers to raise the learners' awareness of meta-cognition skills, reinforce their task knowledge, empower them with strategic competence and allow them to exercise agency over their own learning agendas.

To summarize the main characteristics of given information above, LLSs can be attributed to cognitive theory, socio-cultural theory, cognitive psychology, chaos theory, behaviorism, attribution, complex dynamic system, attribution theory, socio-cognitive theory and so on. This shows that LLS research agenda has got a very big repertoire of factors interrelated and interdependent to each other therefore it seems very difficult to

place the construct under one theory and explain its characteristics under that theory's norms.

2.3. The Evolution of Language Learning Strategy Research in the past 40 years

2.3.1. Early insights into the focus on more and less proficient language learners

Language learning strategies were generally analyzed according to good language learners in 1970s and 1980s and what they were doing to succeed could provide some alternatives or cues for the less proficient or able learners as was believed by the scholars of that time. Good language learners at the beginnings of strategy research were seen to have some advantageous characteristics compared to their counterparts in the learning settings. They were at that time able to make inferences which meant that they could make use of some already available clues as for lexicology, grammar, discourse and they could use their chosen strategies effectively while using those existing sources. They could continue to speak without any stop or hesitation by means of paraphrasing or accommodation skills. They were aware of some cognitive skills and made use of them to speak or interact with people such as analyzing, classifying or looking for opportunities. They had keen eyes especially on other people speaking to get some clues to be used when they wanted to speak. They took on control and responsibility for their own learning and adjust their activities according to emerging needs. No matter how hard they felt the target language was, they took the difficulties as they were and connect their previous knowledge with new one. They were finally able to categorize information and classify the patterns of language (Rubin ,1975, Stern, 1975 and Naiman etal , 1978). Stern made another list about good language learners in which the learners are regarded as being active, tolerant to the target language and its users, experimenting with the language, planning and monitoring their performance, willing to practice whenever possible, good communicators, paying attention to meaning, developing their understanding of the language system.

According to Oxford & Nyikos (1989), good language learners also managed to choose right strategies for their own needs according to their ways of learning, age, intentions, type of the target language. Their strategies can be classified as cognitive strategies in which the learner associate the new information with existing ones in long term memory and to form and revise internal models, meta-cognitive strategies to plan, arrange, focus and evaluate their learning process, affective strategies to control their

emotions, motivations and attitudes and finally compensation strategies to guess unknown meaning during different language activities in order to overcome the difficulties of the language. The scholars concluded in their study that motivation and overall frequency of strategy use had a counter effect between each other, that is motivation might have led to high frequency level of strategy use and high level of strategy use might have caused high motivation. They emphasized the idea that the use of appropriate strategies may result in enhanced and perceived proficiency which may then create high self-esteem leading strong motivation and eventually all these causing more use of strategies greater self-esteem and motivation and much more strategy choices all of which seem to be in a cyclical process. The other two variables causing more use of strategies are career choice and gender differences. It was concluded that women tended to use more strategies than men. As for career choice, humanities, social science and education students tended to look for more opportunities to find extracurricular, communicatively oriented practice activities in natural settings and they tried to be more autonomous and self-controlled in doing so, which implied that goal orientation reflect motivational practices and communicative competence. Learners need to take control of their learning process by self-control and autonomy and be aware of themselves as learners.

Chamot (2001) defines a good language learner as being active, monitoring his language performance, using opportunities to communicate, making use of previous linguistic knowledge, using several memorization techniques and asking questions for clarification. Chamot (1998) expresses that the main differences between good and less proficient learners in terms of effective strategy use and choice may result from the learners' ability, motivation and effort as well as knowledge about and skill in using how to learn techniques. Student beliefs especially for less proficient learners are among other factors which affect strategy choices and usage. Attribution of failure becomes a self-fulfilling prophecy for such failures. Taking responsibility for one's own learning may also result from that learner's awareness of his skills and self-knowledge. Strategic learners are generally regarded as good language learners and good language learning lead to high level of motivation at the end. Meta-cognitive awareness is one of the most important characteristics of good language learners by which the learner becomes capable of controlling the learning process, planning how to succeed in a learning task, monitoring his progress and evaluating his own performance. However the scholar warns about the difficulty of the tasks adding that if the task is too difficult for the

learners, even the good cannot cope with it and whatever strategy s(he) uses, it may not work.

According to the Grenfell (2007), the scholars dealing with good language learners tried to find clues about what good learners were doing in terms of language acquisition and whether their ways of doing things were transferrable to less proficient ones. The common claims about strategies were that the good learners were using them, they were classifiable, they represent underlying processes and can be associated with success and proficiency with their developmental nature and could enhance autonomy and their adoption is related to good language learning, individual differences and learning styles. In those days, the term "Strategy" was used synonymously with "techniques, tactics, tricks, general dispositions and so on" and the researchers made a list of strategies successful learners used for different language skills such as grammar, vocabulary, listening, speaking, reading. Griffiths (2004), on the other hand, claims that good language learners are regarded as being able to suit themselves into learning situations, actively involved in learning processes, to develop awareness for language as a system of rules and communication means. They are in pursuit of expanding of their language knowledge; develop the target language as a separate system and they are aware of the demands of target language. The success of good language learners may be attributable to the strategy instruction partly which may support the idea that some strategies could be teachable to the less proficient ones. The scholar finally expresses that used eclectically, in conjunction with other techniques, language learning strategies may prove to be successful rather than simply being a learner's tool kit. That is, the new research agenda has a tendency to focus on not rigid methods or data collection methods but on individual learners and varying learning contexts or situations. Dewaele (2009) expresses that a good model of language learner can be that of being a good communicator with an excellent memory, eager and motivated, talkative and hardworking, creative and bold while taking necessary risks and being careful at the same time. However, the ultimate causes for successful learners are far beyond those mentioned above.

Less successful learners are not the ones just sitting and doing nothing during their learning processes. Anderson (2005) defines the characteristics of strategies of less successful learners by giving a quote from Einstein "insanity is doing the same thing over and over again and expecting different results." According to the scholar less proficient learners make use of some strategies but they are unfortunately not capable of

adapting them to different tasks or language skills. Less successful learners are not necessarily seen as not using any strategies. They use strategies at a random and desperate manner which may result in their demotivation and low self-esteem and ultimate failure to learn the target language. On the other hand, successful learners are aware of their strategies and draw on conclusions whether they were effective or not. Strategies can be observable, mental, chosen by actively involved learners. They are linked with learning styles in that auditory learners may read aloud to hear his voice and pronunciation. The scholar highlights the idea that a successful learner move from learning to use the target language and they free themselves up from thinking about the language to how to use it. In that case they are ready to use more cognitive and meta-cognitive strategies, which is in line with the results of Mochizuki (1999) concluding that the more proficient level students had a tendency to use cognitive and meta-cognitive strategies more frequently than less proficient ones. Indeed there are no good or bad strategies. The main problem arising here is that there are good or bad application of strategies. Learners' cultural backgrounds, age, educational background, life experiences, beliefs about language learning are among the factors having an influence on strategy choice or use. Meta-cognition which means having control over emotions, learning processes, and difficulties and so on plays the most important role on successful language acquisition in which the learner is capable of regulating the related factors. It leads to critical and healthy reflection; evaluation of the learner's thinking which may eventually result in making necessary modifications to chosen strategies. This is a cyclical process by which meta-cognitive abilities may lead to the development of more cognitive skills. In order to understand strategies more, researchers need to look at deeper to the differing contexts the learner engages in, classroom, family, social settings and so on. By doing so how strategies changes in differing conditions for language use both academically or socially could be observed. Wray &Hajar (2015) provide the readers a brief overview of LLS research evolution saying that the less proficient language learners have a tendency to lack appropriateness and flexibility in using strategies in available learning contexts. That is, those learners are not regarded as not being able to use strategy but having a disability to adapt their choices to new learning situations. The scholars highlight the shift from individuality to more socio-cultural aspect of LLS research in that there need to be more focus on the learners' socio-cultural background to understand how they have evolved to become such a learner-good or less proficient in terms the strategies they use. Socio-cultural

perspective needs to be taken into account to determine the dynamic interrelatedness between the learner's cognitive skills, willpower and the learning contexts or environments he joins and also the ability to get the most benefit from the materials around him/her all of which may play a role in their language success. However there are some other scholars who do not want to take the term socio-cultural concept too simply emphasizing that language learning is social process not happening in a simple socio-cultural vacuum where culturally and historically situated learners are trying to reach their linguistic or nonlinguistic objectives related to their identity formation. The ultimate product of language learning from a socio-cultural point of view is reached within a complex and dynamic relation between varying contextual situations, learners and their past language learning experiences in which there are also some mediating agents like teachers, learning experts or family members.

Turula (2016) conducted a study on 106 first year students of the English Studies program at a Pedagogical University in Cracow, Poland to evaluate their effective utilization of digital language learning sources. The results of the study showed that the group under investigation was good digital language learners whose online tactics could be regarded as successful, self-regulated. They were active and independent in their language pursuits, able to overcome the missing teacher guidance, capable of reversing insufficient amount of target language exposure and dealing with the vast quantity online resources. However the participants in the study had a problem in coping with lack of community, reversing insufficient exposure to language production and coping with varying discourse elements. The scholar suggests that those 106 participants being proactive and self-sufficient learners, provided very useful hints as for language learning know-how issue, how to learn from computer mediated communication, giving structure to language education with the use of indirect strategies, as well as meta-cognitive, affective and social ones and learning through discourses whose variety goes beyond the informal language of everyday online interaction.

The bulk of studies on teaching language learning strategies concluded that students were able to learn strategies, good language learners were more meta-cognitively aware, most students needed guidance to transfer newly learnt strategies to new tasks or activities, strategy instruction might enhance learner motivation and finally students equipped with effective strategies may become more self-reliant and be able to learn independently. However the focus on good language learning research started to disappear as it was later understood that strategy choice or use is mostly too personal to

be attributed to success or all language learners, which means a learner, whether more or less proficient, chooses strategies according to his needs which emerges from his learning contexts or environments. Therefore, what that learner does to succeed cannot be generalized to all learners around him. This complexity reminds the researcher long and boring bus trips during his MA and PhD studies, which took almost 12 hours starting at six in the evening and finishing at around the same hour in the morning. Imagine 45 passengers in the same bus with two drivers and one assistant, who serve refreshments, cleans the bus and informs the passengers about their destinations and so on. All those passengers go to the same direction but they all bring their differing lives, beliefs, attitudes, backgrounds and so on. Imagine somebody delivered a small questionnaire of how they felt about the trip, what they did to get rid of boredom or to be able to sleep, what they did in order to make the trip more enjoyable. The answers as expected would be very different according to every passenger individually as somebody might be smoking addict and he might have struggled a lot while longing for a bit of smoke while another person might be afraid of traffic accidents which might cause him not to sleep all evening. One passenger might be trying to arrive in the destination for an important exam which might make him stressed out all night or one might be trying to reach a funeral of one of his relatives which might have made him very sad or just opposite might happen. One young man may be trying to reach a wedding to which he had been looking forward for so long. This list will go on like this and whatever the service in the bus, whatever the comfort the bus and the staff provide them, whatever the distance is although they are all going to the same place, the strategies the passengers use to keep them going and concentrating till morning are all shaped by their own needs, characteristics, their beliefs, lives, backgrounds, their future targets, expectations, goals and so on.

2.3.2. Factors affecting strategy use or choice

Strategy use or choice for different language learners is shaped by many interconnected factors as supported by Bialystok (1981). Among those many factors, according to the scholar, attitude rather than aptitude, motivation, actual use for specific tasks in particular contexts or situations by only individual learners are among the most important factors to be affecting strategy choice or applications. She further suggests that the conditions under which the learner applies the chosen strategies are what

actually determine them and they are always prone to change according to new contexts or learning environments. LLS choice has got an intuitive nature in which exposure to language, formal practice of the related information and use of language in various contexts play an important role. LLSs are in that case play a kind of bridging role between the learner's mind and external factors which are altogether expected to result in successful L2 acquisition.

Success in language learning process is related to affective, motivational, personality and demographic factors which are all known also as individual differences (Ehrman& Oxford ,1995). Motivation is influenced by self-efficacy beliefs and attribution of success to fate, luck, society, intelligence, personal effort and so on. For a high level of motivation, the goals must be clear, challenging, and achievable and the final result must also be appraised. The role of motivation, dealing with anxiety and the importance cognitive flexibility are important concepts to get a hint about learners which may enable the teachers to adapt their teaching styles accordingly. Other factors apart from motivation having an impact on strategy choice or use include "age, gender, attitude, aptitude, learning stage, task requirements, teacher expectation, learning styles, individual differences, cultural differences, beliefs about language learning and language proficiency" by Rubin, 1975, Bialystok, 1979, Abraham & Vann, 1987, 1990, Oxford 1989, Oxford &Nyikos 1989, Chamot&Kupper 1989, Ehrman& Oxford, 1995. (Retrieved from Lee, 2010).

Salvisberg (2005) explains learning style as a link of the individual's cognition and personality within a learning environment in which his/her preferred way of approach to the new knowledge is lying. "Language Learning styles are general approaches to language learning while strategies are specific behaviors that learners select in their language learning and use." It is generally believed that learners who are capable of choosing and using strategies for how-to-learn skills can utilize classroom learning opportunities effectively and will be able to continue their learning outside the classroom (Wong & Nunan, 2011). Learner styles of learners play an important role in the choice of specific learning strategies so the learners need to be aware of their styles, strengths and weaknesses. Styles and strategies has got a mutual relation with each other which means the learners could match their strategies by knowing their individual learning styles and by knowing learning styles with their strengths and deficiencies, the learners can choose appropriate strategies to utilize the best of them. However, there are some studies showing that attitudes towards the target language are the one that

distinguishes good and less proficient language learners not the strategies on their own. The more effective learners in their study were more active and more prepared to take control over their learning, had strong beliefs of themselves and the target language itself. Therefore, attitudinal change need to be stimulated for less proficient learners as they should be encouraged to learn the language as a tool of communication rather than simply being a thing to be learnt or memorized. Moreover socio-cultural aspects play important roles as well. Social contexts cannot be disregarded when analyzing the characteristics of good and less proficient language learners.

Oxford (1989) adds to the factors that affect the choice of strategies by the learners. They are the target language itself, proficiency level, degree of meta-cognitive awareness, gender, attitudes, motivation, learning goals, specific personality features, personality type, learning style, career orientation, national origin, aptitude, language teaching methods, task requirements, and if conducted, type of strategy training (Cohen, 2003). While dealing with a task, learners start using strategies according to their learning styles. Some other factors such as age, prior language learning adventure, current and projected levels of proficiency, their target language aptitude, their motivation, personality and gender characteristics and finally contextual variables play important roles in choosing and using LLSs. In an ideal learning setting, it may be more appropriate or useful on the side of learners if they become aware of their learning styles and preferences, their repertoire of strategies and if they can evaluate their process and success at the end of the tasks. Teachers are regarded as facilitators who may help learners become self-evaluative agents of their own learning processes. Task variety seems to be a very important aspect of such awareness by the learners as they may adapt different strategies to differing tasks and be able to choose the best of what they have in their repertoire. Tension, negative emotions, frustration, awareness, meta-cognition, cognitive factors, motivation might be added to the factors which may affect strategy choice of learners (Rivera-Mills &Plonsky 2007). The scholars provide three suggestions to language instructors or teachers in terms of strategy training. The teachers can start their lessons by surveys in order to determine or assess learner beliefs, learner strategies. Then learners could be given brief explanations as to how and why they need to use specific strategies for specific courses or tasks which must be associated with successful outcomes so that learners can see the positive results. Finally, teachers need to allocate time for addressing specific successful strategies by which the

learners' habitual behavioristic choices may turn into cognitive ones for successful language learning.

Grenfell (2007) also support that strategy use or choice had various other factors behind itself as there are differing study skills and methods the students use inside or outside the classroom with varying attitudes to the language itself, the learners' willingness to stay positive, their linguistic competence built regularly, interaction with other learners, teachers and native speakers which may all have an impact on their strategy use or choice. Therefore, language learning strategy research has been directed from purely psychological to social aspects. Nowadays researchers are dealing with not the quantity or frequency of strategies but the quality of them. The social dimension of strategic behaviors is getting more importance and the interaction of the individual with his/her social environment has been regarded as an important aspect of strategy choice in the last few years.

Hall (1993) supports the social context view by expressing that the ability of participating as a competent member of a group can be enhanced by interacting with more competent members in such social groups with a variety of activities and experiences. The scholar suggests that speakers have a tendency to try other people's utterances, take words from other people's mouths, they manipulate and change those sentences according to their needs and those utterances finally are used at their own disposal. Moderating variables according to Griffiths (2003) may be situation, context, sample and individual learning styles. Most of the studies concluded that high level students used a wider variety of strategies in a more conscious and controlled manner, which might have led most of the researchers to think that those successful ones had more meta-cognitive strategies, more control over their learning processes than their peers. The scholar expresses in her study that higher level student frequently used strategies related to interaction with others, to different language skills like vocabulary and reading, tolerance of ambiguity and language systems, management of time, feeling while using ultimately the available sources. The successful learners' strategies seem to be more sophisticated and more interactive than the less proficient ones which might mean that not only quantity but quality of the chosen strategies plays an important role over their success as well. Gao (2006) concluded that learners sometimes choose strategies according to some motivational and mental aspects but what sometimes affect their preferences is the social context they live in and some mediators like teachers,

their family members, peers, their friends all of which may influence their language learning process.

There is also a dynamic relationship between language learning strategies, language proficiency and self-efficacy beliefs (Magogwe& Oliver, 2007). The scholars found out in their study that self-efficacy beliefs are among other factors which have a mediation role between strategy use and language proficiency. Strategy choices are partly influenced by cultural differences, age of the learners. The learners who cognitively more developed than the others may be using more meta-cognitive strategies which may mean that they have more control on their own learning processes. The researchers found little correlation between high self-esteem and strategy use at all levels in their study however they emphasize the importance of conducting studies about less proficient learners with high self-esteem to see what hinders their motivation and success.

Oxford &Ehrman (1988) conducted a study to look at learning strategies in terms of gender, career choice, cognitive style and aspects of personality. The scholars concluded according to the literature that females are generally expected to use more social learning strategies and they are generally good at verbal learning as social learning strategies may enable a learner to be exposed to use language, increase the level to interact with native speakers and enhance motivation. The findings of their study suggested that gender and occupation choice certainly had impact on language learning strategy use. They think that the concepts are interwoven as wider range and appropriate choice of strategies correlate with effective language study and understanding the different variables for such strategy use contributes better insight to second language acquisition.

Joycey & Kantaridou (2009) conducted a study on 1555 Greek undergraduates to search for the difference about learning styles, learning strategies and preferences of bilingual or trilingual learners. They first concluded according to the literature that plurilingual learners have an advantage of using several language codes, from which they can master learning strategies and generate hypothesis. Consequently such learners' linguistic system can be enhanced both qualitatively and quantitatively which may result in more focused and effective language learning. Proficiency level according to the scholars is the second determiner affecting the frequency of overall strategy use and more successful learners showed larger use of strategies over their counterparts. Their findings in their study suggest that the learning style preference was not affected

to a great extent by being a plurilingual as this concept has got a multidimensional structure and its development depend on both internal and external factors as for the learners like motivation, communicational needs, sociolinguistic settings and so on. The most important conclusion of their study seems that the plurilinguals tended to use more strategies than the others and their strategy choice and learning style preferences show self-directed or autonomous language learning. More advanced trilinguals made more frequent use of strategies apparently of cognitive and meta-cognitive categories and they were significantly less concrete-sequential than the bilinguals.

Kayaoğlu (2013) found a positive correlation about the learners' beliefs, perceptions about pronunciation or nature of language and strategies used to enhance learning between good language learners and poor language learners. Language learning strategies are generally regarded as tools to ease or facilitate acquisition, storage, retrieval or use of information which are goal oriented and employed either consciously or unconsciously. The scholar emphasizes that beliefs are related to the concepts like dispositions, implicit theories, preconceptions, attitudes, values, opinions, judgments, perspectives and even personal theories. That is, the learners bring their own tools, methods, perceptions from their background and try to match those with the ones in the learning settings. Strategies are under control of the learners so it is advisable to look at them under the scope of learner beliefs as they seem to be affecting the choices and uses a lot. It was concluded in the study that strategies might lead to success in language learning, good language learners were more concerned with communicative function of the target language, used compensation and communication centered strategies. There was a positive correlation between the meta-cognitive strategies and beliefs of learners which may mean that the good language learners bring some affective habits from their past to the learning settings with strong beliefs about language learning. Beliefs, attitudes, gender, career choice, motivation, cognition, meta-cognition, interaction, social contexts, learning environment or setting, teachers, teachers beliefs, type of instruction, knowing two or more languages, learning styles or preferences, personality traits, self-efficacy, self-esteem, learning context, all of which seem to be interdependent and interconnected variables leading to specific strategy choices or uses by language learners.

2.3.3. Classification of Language Learning Strategies

O'Malleyetal (1985) classified language learning strategies under the subheadings as meta-cognitive, cognitive and socio-affective strategies. In this taxonomy, meta-cognitive strategies enables the learners to plan for learning, think about the learning process while it is taking place, observing the learner's own progress and evaluation of the learning outcomes. Major meta-cognitive skills involve advanced organization, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production and self-evaluation. Cognitive strategies according to the scholar involve the skills of direct manipulation for learning materials, repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer and inferencing. Finally socio-affective strategies include social mediating activities and interaction with others. Cooperation and questioning for clarification may be covered by this group of strategies. Rubin (1987) classified learning strategies according to whether they have a direct or indirect impact on language learning process. There were three types of strategies mentioned by the scholar, mainly, learning strategies, communication strategies and social strategies. Learning strategies were divided into subgroups as cognitive strategies and meta-cognitive ones which all directly influence language learning. Some steps or measures taken for learning or problem solving such as direct analysis, transformation or synthesis for materials belong to cognitive strategies which are mainly clarification or verification, guessing or inductive inferencing, deductive reasoning, practice, memorization and monitoring. On the other hand, supervising, controlling or self-directing language learning, planning, prioritizing, setting goals and self-management belong to the meta-cognitive group. According to Rubin's classification, communication strategies are the ones not directly influencing language learning process but working as facilitators to enable somebody to stay in a conversation, to solve some communicative or misunderstanding problems while empowering the speakers to go on his interaction with other speakers. Social strategies as a third group are the ones to equip the learners to practice their acquired knowledge. They are also indirectly affecting learning progress just having an impact on specific occasions while dealing with specific tasks. Oxford (1990) divided language learning strategies into six categories according to their direct or indirect impact on learning process. Directly effective ones are memory strategies such as creating mental images,

applying images or sounds, revision and employing action, cognitive ones like practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output and finally compensation strategies such as guessing, overcoming limitations in speaking and writing. Indirect strategies cover meta-cognitive ones like centering one's learning, arranging and planning learning, evaluation. Affective strategies are the ones such as lowering anxiety, encouragement, dealing with negative emotions. Finally social strategies include asking questions, cooperation with others and emphasizing with others. Later O'Malley &Chamot (1990) classified language learning strategies similar to those of Oxford's classification however they lowered their groups under three main classes namely, cognitive, meta-cognitive and social/affective strategies. Dörnyei (2015) combined groupings above under main subheadings as cognitive, meta-cognitive, social and affective strategies as he thought that both taxonomies shared some similarities. In this regrouping according to the scholar, cognitive strategies involve the manipulation or transformation or learning materials like repetition, summarizing or using images. Meta-cognitive ones include analyzing, monitoring, evaluating, planning or organizing one's learning process which all can be regarded as higher order strategies. Social ones cover interpersonal behaviors to increase the amount of communication and interaction with others and finally affective strategies consist of taking control of emotional states and experiences. Oxford (2011) modified her first taxonomy and included self-regulation concept into learning strategies. The first three groups were almost the same as the first classification namely, cognitive, affective and socio-cultural interactive. However the scholar added a fourth group as meta strategies which have subheadings as meta-cognitive, meta-affective and meta-socio-cultural-interactive strategies.

Cohen (1996) classifies second language learner strategies, which include both second language learning and second language use and in which the learners perform actions to improve learning. Language use strategies consist of retrieval strategies, rehearsal strategies, and cover and communication strategies. Learning strategies empowers the learners to improve their knowledge in the target language whereas language use strategies focus on employing the language the learners possess in their inter-language. Cohen (2012) expresses that language learning strategy classification was mainly done according to strategy use, language skills and functions like meta-cognition, cognition, social aspects and so on. There appeared two conflicting opinions about those studies. First was that the learners used very detailed, specific and combined

strategies with other strategies to complete specific tasks which meant that strategy use involved particular individuals in particular learning environments for particular tasks ,and that it may be best to conceptualize strategies in a more global and general manner to be understood better. It was generally agreed by the scholars that strategies helped to improve, facilitate language learning in a easier, more enjoyable and faster way. He distinguishes language learning strategies from language use strategies, which focus on the learners' making use of the available material according to the language levels. These use strategies are retrieval strategies used to call for knowledge from the memory whenever needed, rehearsal strategies to prepare the learners for the subject matter, coping strategies having two subcomponents namely compensatory strategies used when a specific language knowledge is lacking and coping strategies used not to be seen foolish, unprepared or even stupid and finally communication strategies to deal with communication breakdowns or problems as first aid tools. Another problem of classification of LLSs is that there does not seem to be a clear cut distinction between a meta-cognitive strategy for example in reading, planning out how to summarize a text and evaluating the results or summarizing the text and then re-conceptualizing a given paragraph as of a cognitive strategy. The scholar thinks that it is possible for learner to use a great repertoire of strategies while not still being able to improve or enhance language skills if the learner lacks necessary motivation. LLS research should focus not only actual uses of the learners but how they use them and the effectiveness of them needs to be evaluated as well.

2.3.4. Strategy instruction and the roles of teachers

The amount of strategy research and the causal or correlational results about success emerging from them inspired the question whether strategies especially those of good language learners' could be transferred to less able ones via strategy instruction. Strategy research, as already mentioned above, was mainly started by the famous article of Rubin (1975) suggesting the general characteristics of successful language learners and the focus was mainly on what those learners were doing and some other variables like age, gender, motivation and so on which affected strategy choice or use. Then, there was a shift in that approach towards more social aspects of language learners in which strategy training gained momentum (Clouston, 1997). Strategy training research covers student and teacher beliefs, classroom and student culture,

explicit and implicit instruction, language of instruction. The most rewarding experience for a language teacher may be the learners' being aware of their needs, weaknesses and strengths which could eventually lead to their choice of more challenging materials to be more proficient learners and purposeful learning. Therefore, the main focus for language teachers might be in that case to look for clues to get to know the learners' needs, their attitudes towards the course materials, to language itself in which the students will choose and use a combination of strategies that will benefit them most. Also teachers may best benefit from classroom culture if they create a cooperative learning atmosphere but this cooperation may be best operationalized if it is established according to culturally defined attitudes of learners. It became inevitable for teachers to look at the insights into language learning process; to see what was learnt from what was taught and how it was learnt. Teachers nowadays are seen as the managers, controllers and instructors as well as being a facilitator of learning who is there to help the students be more independent and more responsible for their learning, diagnosticians who identify available strategies of students and try to make them aware to improve their choice. They are also language trainers, collaborators or coaches who try to analyze the learners individually as well as being a classroom researcher in search of the learning along with the learners, pointing up changes and keeping records. They are also consultants who are ready to guide students according to varying situations or contexts. Finally, they are still language learners who empathize with learners in order to understand them better and see what language learning process involves (Cohen & Weaver, 1998; Cohen, 1990,1991). Success hereby is not caused by accident but a product of careful planning and execution of various activities for which the learners need to work out actively and carefully. Good learners have got a keen eye on the things they learn even if they do not understand everything, they are capable of interacting with their environments, teachers or counterparts to solve a problem faced during the learning process; they are willing to talk and ready to make mistakes and thus strategy training is of great importance to raise the awareness of learners about their weaknesses and strengths and take control of their learning process. The main objective of strategy training then is to empower the students to take control of their learning process (Cohen 1998). Cohen & Weaver (1998) highlights that strategy instruction can equip the learners with necessary skills to self-diagnose their strengths and weaknesses, become more aware of what really may help them learn, develop a wide range of problem solving skills, make decisions on their own about how to approach a task, monitor and

self-evaluate their performance and finally transfer those useful ones to new learning situations. In such learning context the learners is more active and the teacher is only a facilitator or guide to the learner, more responsible and more selective in their choices as a part of the strategies' functioning. Some learners in strategy instruction may be more able to utilize the clues around the classroom or outside and adapt their repertoire to succeed in learning.

Cohen (2008) emphasizes the components of strategy instruction which is related to the nature of the task, strategy sequences and strategy clusters. Teachers may help their learners to develop meta-cognitive awareness, being able to set objectives in advance for a learning task, identifying the types of strategies to be used, determining evaluation methods for their success and noticing how well those strategies worked in the end. Most studies about strategy instruction focused on the interaction between the type of training and the learners' self-report strategy uses or choices. Some studies showed negative correlation between such training and language success in the long run as well as for specific language skills such as listening, speaking and vocabulary acquisition but there emerged positive results for reading and writing. The scholar concludes that teachers need to be well prepared for strategy instruction before they get started. They may start with awareness rising for the learners to see the results of their strategic behaviors. Then this may lead to use of non-prescribed strategy choice for specific tasks and teachers need to model them to show how to apply them. The learners after this may be able to evaluate their chosen strategies while trying to create their own meta-cognitive strategies to plan their learning, monitor their progress and evaluate the results of their chosen strategy. Spronz (2012) proposes a six step strategy training model explaining the brief history of several related models of various scholars such as Chamot& O'Malley (1986) who created CALLA model, "The Cognitive Academic Language Learning Approach" and Cohen (1998) who created SBI, Strategy Based Instruction. The scholar proposes a six step model which includes, beginning of course assessment/awareness raising, continued assessment of student needs/awareness raising, explicit teaching and modeling, practice (in or outside the classroom), evaluation and end of course evaluation. It is concluded in the study that this model along with others created by several authors could be used to enhance the students' taking control of their learning process as the studies on this issue suggested generally that explicit strategy training had positive effects on learners. The teachers' role in such classrooms is to be aware of teacher and learner beliefs, culture and learner variables.

Clouston (1997) provides some suggestions to the language teachers for strategy training saying that the teachers can first start with exploring their teaching and the students' learning context, then they can go on to provide them with necessary and useful strategies and finally they need to stimulate student reflection both on the strategies used and the success of the strategies. The scholar thinks that these stages should be done according to cultural norms as well because the reactions or implementations may differ from one culture to the other.

Oxford etal (1990) expresses that strategies can significantly help language learners obtain greater proficiency by making learning process easier, more efficient and more self-directed. The scholars used a strategy training model which has six stages namely, setting the scene and exploring attitudes, expectations and current strategies, choosing strategies, considering strategy training integration, focusing directly on effective issues, preparing materials and activities and conducting completely informed strategy training if possible and evaluating strategy training. According to the literature, learners' associate new knowledge related to their existing one in their long term memory by building more intricate and differentiated mental structures. Moreover, strategy-plus control training is to be successful if it includes directly beliefs, attitudes, motivations and anxiety. They emphasize that all language learners try to use some strategies in their own ways but more successful ones do this more consciously, more purposefully, more frequently and more appropriately. Learners' beliefs and attitudes play major roles in the development and use of strategies and if these terms do not go in hand in hand, they are not likely to have permanent impact on language learning. When a level of language proficiency is reached after an educational period, strategy training can only be sustained if the learners own necessary strategies, attitudes, beliefs and motivation to go on learning on their own. They concluded in their study that strategy training is not a linear issue but a cyclical process in which the cycle goes on until a set of effective strategy use and choice are reached. It looks for stimulating learner responsibility and self-direction, collaboration between the learner and teacher and among learners as well, enables the learners to master specific strategies which can facilitate learning. Such training focuses on specific techniques and reorientation of learner beliefs and attitudes about the role of students and teachers. If it is designed carefully and sensitively according to learners' needs, it can enhance creative and self-directed learning.

Nunan (2002) in an action research concluded that strategy training if it is complemented with systematic provision of opportunities for learners to reflect on the learning process, made the learners have greater sensitivity to the learning process gradually. The participants were more willing to use opportunities after they developed a sense of awareness about strategy training. They became able to focus on learning processes, identify what and how they learn, determine and articulate differences between their school experiences and those encountered at university. As a conclusion, language classrooms need to be used as a learning environment as well as being a place where learning processes are produced gradually. Consciousness, self-checking, monitoring and evaluation may come in the end eventually.

Porte (1988) thinks that strategy transfer along with the contributions of teachers from past experiences, especially about good learning behaviors may result in the learners' creation of a negative reaction to new methods or strategies that are different from their already established ones. Two participants though they may have used or tried new strategies might feel that their teacher would either not approve of or be indifferent to their new trials which might cause an unnecessary frustration towards both sides, students' preferring to use their strategies outside the classroom or acting against the teacher's will as a reaction. The scholar strongly advises that the teachers need to be open to the newly adopted strategies of learners both weak and good learners and to be tolerant to weak ones' strategy use. They might be using strategies without internalization as the strategy use may be applied inappropriately, incompletely. Such learners may be helped to determine, wherever necessary and possible and refine their available repertoire of learning strategies.

The studies above have common results in that strategy training might be very useful for language learners if it is planned very carefully according to particular learner needs in specific learning contexts however what most scholar agree with is that this period is a cyclical process and needs to be observed or reflected by both learners and teachers regularly in order to evaluate the process otherwise the learners might get lost somewhere during the training sessions.

2.3.5. Famous Strategy Inventory Questionnaires

There have been several strategy inventory questionnaires to find out the strategies the learners choose to apply for various tasks or language skills. The most

famous one used in the LLS literature was The Strategy Inventory for Language Learning (SILL) by Oxford (1990). It is a self-report questionnaire for determining the frequency of language learning strategy use. It consists of 50 items with five Likert-scale responses of "never or almost never true of me, generally not true of me, somewhat true of me, generally true of me, always or almost always true of me". Based on a factor analysis of an earlier, larger version, Oxford organized the SILL into six strategy subscales: Memory Strategies (9 items), Cognitive Strategies (4 items), Compensation Strategies (6 items), Meta-cognitive Strategies (9 items), Affective Strategies (6 items). There was another version of this questionnaire specifically designed for native English students learning a foreign language and that version included 80 items under the same strategy categories. Oxford (1986) provided the reliability and validity basis of her questionnaire and strategy taxonomy in her own thesis claiming that her taxonomy had some advantages over some others, which were mainly; containing a two-part organization rather than a more complex organization, covering the whole range of L2 learning strategies within the two-part classification, clearly defining the strategies contained in it, applying every strategy to each relevant language skill (in the expanded version of the taxonomy, providing, where necessary, some clarifying examples of strategy use, being based on an extensive review of empirical research, not just on personal experience or classroom observation and finally being designed for practical use. According to various analysis made for SILL, the scholar concluded that the SILL assesses the frequency of use of a variety of strategies for learning a second language. Results of a large-scale field test indicated that the SILL has very high internal consistency reliability (.95). Content validity based on ratings of the correspondence between SILL items and taxonomy items (as judged simultaneously by two raters) was .98. Factors arising from a factor analysis were relatively clear and interpretable. Some of the key factors were related to general study skills, functional practice, searching for and communicating meaning, formal practice, mnemonics, and imagery. The scholar claims here that these figures emerging from related analysis made SILL a reliable tool to collect data for the learners, teachers, counselors, curriculum designers, language program administrators, researchers, and others who are interested in how people learn languages.

Another strategy inventory used in the Literature namely "Motivated Strategies for Learning Questionnaire (MSLQ)" was created by Pintrich and his colleagues (1993) and it includes two main sections: motivation on the one hand and learning strategies on

the other. The Questionnaire first included 50 items in it then it was expanded to a final version containing 81 items, each with a seven-point response continuum ranging from 'not at all true of me' to 'very true of me'. This scale was divided into three categories: the use of meta-cognitive and cognitive strategies and the management of different learning resources. Cognitive strategies are separated into rehearsal, elaboration, critical thinking, and organization. Subscales of the meta-cognitive strategies are planning, monitoring, and regulation. The subscales measuring the resource management are time management, study environment, effort management, peer learning, and help seeking. The MSLQ was developed using a social-cognitive view of motivation and self-regulated learning. Motivation and language learning strategies are not static but dynamic aspects of learning and they are contextually bound to each other. LLSs may change according to the structure, nature of the course as well as the learner's efficacy and interest in the course (Dörynei &Skehan, 2015). Pintrich etal (1991) provide a very detailed report about how such an inventory came into existence and the reliability and validity of the items after being subjected to several statistical analysis. The overall conclusion of the report was that MSLQ was a reliable data collection tool whose results may change according to course characteristics, teacher demands and individual learners' traits, all of which confirm the claims raised by Dörynei &Skehan.

Another questionnaire which has not been used much in the LLS research agenda is called "Language Strategy Use Inventory (LSUI)" and was created by Cohen, Oxford & Chi (2002) for various language skills, listening (26 items), vocabulary (18 items), Speaking (18 items), Reading (12 items), Writing (10 items) and finally Translation (6 items, 90 in total) . The categories to answer the questionnaire are; "I use this strategy and like it; I have tried this strategy and would use it again; I've never used this strategy but am interested in it; and this strategy doesn't fit for me" (see full version of the questionnaire at Mikk etal, 2009 & Paige etal, 2006).

Finally, the last strategy questionnaire was created by Tseng etal (2006). The scholars outlined a new approach to conceptualizing and assessing strategic learning which focuses on the importance of learners' innate self-regulatory capacity which may enhance their efforts to search for and then apply personalized strategic learning mechanisms instead of outcomes of strategic learning. The scholars prepared a questionnaire using the five facets of Dörnyei's (2001) controlling mechanisms as commitment (12 items), meta-cognitive(8 items), satiation (8 items), emotion (9 items) and environmental (8 items). They piloted and validated their questionnaire using

confirmatory and exploratory factor analysis and they concluded that this scale can be used as a tool in second language acquisition to evaluate self-regulation in terms of vocabulary acquisition. Their model may help teachers to understand that the most important aspect of strategy usage is not simply the preference of learners to complete simple tasks but instead they choose to show a creative effort to improve their own learning. Their SRCvoc model may serve as a diagnostic measure to see some weaknesses and strengths of the learners as a starting point for appropriate remedies for some students but they emphasize that more qualitative and longitudinal studies are needed to assess different skills for various aspects of learning process, which is also supported by Rose (2012) expressing that research frameworks are to be context specific rather than generalized across languages or tasks and more qualitative research structures are needed to evaluate the actual process the learners encounter in their learning adventure. SRCvoc questionnaire consists of 20 items, four of which belong five facets of Dörnyei's controlling mechanisms, namely; commitment control, meta-cognitive control, satiation control, emotion control and environment control respectively. Commitment control here includes regulation of goal commitment, meta-cognitive control mainly about focus and concentration, satiation control being able to cope with and overcome boredom, emotion control managing to handle demotivating or changing emotions and finally environmental control assisting the learners to create a useful and appropriate learning environment (Kormos&Csizer, 2014).

2.3.6. Criticisms about LLS research agenda

The term strategy refers to general actions or techniques used to learn a target language which has subcomponents specifically used to improve various language skills like reading, writing, vocabulary and so on (Cohen, 2008). His article clearly defines some of the criticisms directed to the concept "strategy" in second language acquisition. Firstly there is not a direct consensus on the definition of the term, which makes it a difficult construct to understand. Secondly, there is a disagreement among the scholars whether the strategies are conscious or unconscious. If the learner is not aware of what he is doing as for a strategic behavior then that behavior may be called as not a strategy but a process. There is another problem with the strategies that of classification of them. Some of them are classified according to learning but some of them are for language use. Some of them are behavioral and can be directly observed but several of

them are mental or behavioral ones which are not visible or some others are mental which can only be observed by verbal reports. Mainly the categorization of strategies has been done according to successful or unsuccessful learners however the effectiveness of a strategy may depend on the individual learner, the learning context, the given language structures and the interaction of different shareholders. Another criticism forwarded to classification of them is that the terms such as cognitive, meta-cognitive, affective or social strategies are not defined in a clear cut manner. For example, text summarization may be regarded as both a cognitive and meta-cognitive strategy. Planning a summary or evaluating the results may also refer to both strategic behaviors mentioned above. The fourth problem of the term "strategy" may be too much broadening of strategic competence. The scholar provides examples by comparing two models in which the emphasis of strategy is different from each other. For instance, non-native speakers or even some native ones may either skip a material or may do so just to be acceptable in a given context and this may too difficult to evaluate or they may use lexical avoidance, simplification or approximation as they simply do not know the meaning of the word or the exact word puts them under pressure. A final problem with strategy concept is to associate it with learning styles and personality related variables. The scholar thinks that most of the studies on strategy focused on cognitive or meta-cognitive uses but disregarded the gathering, analyzing or reporting of personality related, social and demographic information about the related subjects. The researchers need also to gather information on gender, ethnicity, age, degree of language learning experience, world knowledge, motivation, anxiety, beliefs, attitudes, learning styles, learning environment and teacher variable along with the strategy choices.

Strategies are not only about cognitive aspects of language learning but they also include social, interpersonal or interactional, affective including emotional, motivational, attitudinal and personality related factors and meta-cognitive aspects (Oxford & Cohen, 1992). The scholars add to the problems arising in strategy research agenda by saying ; there is not a clear cut distinction between the concepts "strategy" and "tactics", whether strategy choice and use are conscious or unconscious, a disagreement in classification of them, whether they should be titled as learner strategies or learning strategies, strategic competence is too narrow in its definition as for communicative competence, there is a failure to show clear correlation between strategies used and learning styles, individual differences and other demographic factors of success. Finally, the classification of strategies seems to be problematic especially for

natural settings and technology assisted language learning. The scholars emphasize that many strategy studies focused on cognition and meta-cognition in 1980s but they disregarded such aspects of language learning as motivation, beliefs, attitudes, anxiety, learning styles, world knowledge, gender, and ethnicity. Cognition is sure to be influenced by social affective variables mentioned above. It is suggested by the scholars that strategy research need to include items from both classroom settings and natural learning settings as learners are social consumers of knowledge both in and outside the official learning environments Oxford (2002).

There also appeared some problems in the research methodology for strategy training. The problems included that the duration was too short for strategy instruction, the training task had a disproportionate ease or difficulty, lack of integration of the training into normal classroom setting, perceived irrelevance of the training and inadequate pre-training sessions to teach learners to self-evaluate. Factors which influence L2 Learners' choice of LLSs consist of motivation, career and academic specialization, gender, cultural background, nature of the task, age and level of language. Learner is a whole person who uses intellectual, social, emotional and physical resources rather than being a merely cognitive and meta-cognitive language processor. Wray & Hajar (2013) said that the main criticisms towards LLS research include the questions whether they are observable or not, consciously or unconsciously chosen and what motivational factors affect the choice of learners. LLSs as a trait may tend to identify learner strategy preferences more than actual use at particular situations or tasks. From a socio-cultural point of view, LLSs can be interpreted as "a process related to the dynamic interaction between learners' exercise of agency and social structure in order to understand their strategic learning efforts." The scholars support the idea that the gap between the dynamic and actual use of language learners' strategies could be disclosed if this complicated issue is evaluated under the cover of socio-cultural theory.

Wray & Hajar (2015) also provided some criticism towards the use of strategy inventory questionnaires to determine actual use of them by the learners. First of all, strategy questionnaires tend to minimize the impact of contextual variables or learner strategy use. Gu & Wu (1995) also claimed that the results of Likert type scales are prone to be abused or fraud, be subjective although numbers seemed to speak louder than words and such scales may have some unidentified or misleading wording in their items which may confuse the participants of the study and they cannot be generalizable

to different cultures or learning contexts. Even an individual may change his choice of strategy at one time to the other that is it may be adapted to the emerging needs or necessities. Lo Castro (1994) said that Oxford's SILL (1990) was mainly context insensitive in that the most frequently used strategies were mainly memory related ones but SILL implied that these ones should rarely be used by the learners. Dörnyei (2005) also said that most of the items in SILL are psychometrically flawed which means that there is a linear relationship between item scores and total scale scores, which is totally against the dynamic nature of language learners strategy choice or use. Another problematic aspect of questionnaires may be that the items could be interpreted differently by different individuals. For example, one item in SILL "I pay attention when someone is speaking English" does not make it clear about whom that someone is and it can be anyone to be perceived by the participant filling the questionnaire. Most questionnaires according to the scholars tend to calculate the frequency of uses of strategies but when, how, why learners decide to use them in specific contexts for specific tasks cannot be understood from the items in them. Finally, most of the questionnaires seem to replicate learners' expected strategy preferences but strategies have got a dynamic and fluid nature in accordance with learning settings and goals.

2.3.7. Common agreements and disagreements of related scholars on LLSs

Macaro (2006) provides us with a very brief overview of LLS research, summarizes the opinions of several scholars who are for or against them. The opponents of LLS research claim that they may be attributed to learning success and individual learning styles. There are group or individual differences for the use or choice by the learners. Language learning strategy instruction or training may have an impact on success if it is performed in the long run and includes meta-cognitive elements. On the other hand, several criticisms emerged as for LLS research. Some scholars emphasized that the questionnaires used to identify the frequency or types of learning strategies lacked transferability to socio-cultural domains which may cause invalidity of their results. One of the most famous questionnaires used for LLS research is psychometrically flawed and lacking interaction of several variables while comparing strategies with learning outcomes. There also appears to be a problem about the attribution of success with strategy instruction. Those against the positive results of language instruction claim that the learners may have already developed a strategic

behavior in their first language. Strategies can be transferrable to only certain tasks in a certain amount of duration. There is not a clear cut distinction in their classification whether they are cognitive, emotional, affective, social or meta-cognitive. There cannot be a hierarchical basis to classify them and they cannot be generalizable to all kinds of learning contexts or situations. There is a lack of consensus whether they are in the learner's brain or somewhere outside, what they really are consisting of knowledge, intention and action or all three. It seems very complex to integrate them to learning situations, tasks or contexts. What they really contribute to or whether they are really facilitative tools is not agreed by the scholars. Whether they will have the same impact in the long run on the same skills is another controversial issue. Macaro further expresses that success of L2 is related to the interaction between the clusters of strategies with language processes which then contributes to skills via their acceleration and automatization. Strategies may not have a direct impact on efficiency however they are the raw materials without which L2 learning cannot take place.

Oxford &Crookal (1989) outline the characteristics of LLS research by dividing the focus of studies into two categories namely "what we think we know" and "what we do not yet know". Already emerged ideas or conclusions from a great variety of research include; the learner is generally seen an active participant in the language learning process but some learners are not aware of the strategies they use or the potentials behind them although they may see the positive outcomes from their counterparts. More proficient learners are generally regarded as effective manipulators of strategies but it is not so easy to determine the exact relationship between strategy use and success. Good language learners use a great variety of strategies, techniques for organizing, for focusing and evaluating learning, for dealing with emotions, for cooperating with others, for linking new information with already available background knowledge and for directly using them in the new learning situations. More proficient learners may make use of the same strategies as the others differently and more efficiently, being more aware and conscious of what they are really doing. Motivation, gender, ethnic differences, learning styles, different personalities, new learning systems, cultural values, highly public language preferences in social settings all tend to have some impact on strategy choice or use. Strategy training is commonly advisable when the learners are aware of how and why to use them but such an instruction should also include the nature or difficulty of the task related as well as the aspects of the learner such as gender, cultural and ethnic background, aptitude and general learning style. LLS

training seems to be most effective when it is integrated into regular classroom activities but most teachers are not aware what strategies their students choose to use to they have to make an inquiry to find out about them before they get started to strategy training. LLS research has accumulated a lot of information but the complexity and the interconnectedness of many factors make the phenomenon more complicated. There are many questions remaining to be answered according to authors several of which are related to socio-cultural aspects of individual differences, the scope of strategy training, motivational factors, linguistic issues such as sound systems, different language skills, the duration of training, learning styles, contextuality and particularity, dynamicity of LLSs.

Choice and consciousness are two important aspects of strategy use among others (Cohen, 2012). There are two contrasting views related to strategies; actual strategies which learners choose and use are indeed much more detailed, specific and combined with other strategies and conceptualization of them needs to be done at a more global, flexible and general level. An ideal learner is seen to be starting to consume language at an early age, maximize their experience in and out of the classroom, and become lifelong learners while enriching their communication and interaction with others in numerous speech communities all around the world. There is a general agreement among scholars that there is a need to look at deeply the actual usage of strategies of learners with differing levels not by only getting information from self-reports, how they use them, and effectiveness of those strategies evaluate by the learners over a period of time in different learning and using contexts.

There was a meeting of scholars dealing with language learning strategies in which a survey was distributed to respected strategy experts concerning terms and issues in the language learner strategy field. Eighteen in total responded to the questionnaire. The results from this survey revealed a lack of consensus as to a unified theory, with agreement by learner strategy experts on some concepts and definitions and not on others (Cohen &Macaro, 2007). The survey found, for example, that experts lacked consensus as to how conscious of and attentive to their language behaviors learners need to be in order for those behaviors to be considered strategies. While there was consensus that learners deploy strategies in sequences or clusters, there was some disagreement as to the extent to which a behavior needs to have a mental component, a goal, an action, a meta-cognitive component (involving planning, monitoring, and evaluation of the strategy), and a potential that its use will lead to learning in order for it

to be considered a strategy. So, in essence, two contrasting views emerged—that strategies need to be specific, small, and most likely combined with other strategies for completing a given task, and that strategies need to be kept at a more global, flexible, and general level. There was consensus that strategies enhance performance in language learning and use, both in general and on specific tasks, and that strategies are used to help make language learning easier, faster, and more enjoyable. The experts were found to be somewhat unlikely to see strategies as compensating for a deficit.

Cohen (2007) provided the results of another questionnaire which was given to strategy experts to identify their common opinions about strategy research. The respondents generally agreed that any given strategy must have a meta-cognitive component whereby the learner consciously and intentionally attends selectively to a learning task, analyzes the situation and plans for a course of action, monitor the execution of the plan and evaluates the effectiveness of that process. However there were some others thinking that less proficient learners used strategies repetitively, inflexibly and inappropriately which may mean that they unfortunately lacked meta-cognitive skills. Another common feature of strategy was attention which is a must for having strategic behaviors. Explicitness is another aspect of strategic behavior. Chosen strategies may change according to learners individually. Less successful learners may not have a clear goal for specific tasks or have very general goals. Purposefulness was viewed as the intentionally aspect of consciousness. They could not agree on the classification of strategies being either macro or micro so they decided not to classify them so as to avoid overlapping. Another agreement on strategic behavior was that one single strategy might be enough for one specific task but more complex tasks required strategy clusters. Success was positively correlated with strategies but affected by some other factors. The strategies a learner chooses and their effectiveness depend on the learner himself, learning task at hand and the learning environment. Therefore, strategies need to be evaluated in such a broader framework to understand their influence on learning process. The purpose of LLSs was to enhance learning, to perform specified tasks to solve specific problems, to make learning easier , faster and more enjoyable and finally to compensate a deficit in learning. The ultimate purpose of the strategies was to produce self-motivated students who take control of what, when and how they learn the target language, learn successfully independently of language teachers and possibly outside the classroom without any external influence. Autonomy from ancient Greek literally means self-regulation. In educational psychology, self-

regulation is self-management. From Vygotskian concept of self-regulation, one respondent said that strategies are sets of learning behaviors as cognitive, meta-cognitive and social ones. Another respondent said that self-regulation is a cover term including both cognitive and affective side of strategic learning. Self-management was another conceptual version of self-regulation. One respondent said it was a combination of procedures and knowledge. One respondent explained self-management as enabling the learners to determine how they learn best, arrange conditions for their success, seek opportunities for practice and focus attention on the task. One respondent said that self-regulation included both the will and skills in the aid of language learner. There appeared confusion in the distinction of self-regulation, self-management, self-directed or self-independent language or autonomous language learners all of which seem to be overlapping terms. Individual language learners consist of some good language learners who do not want to share their repertoire of strategic behaviors with others thinking that the strategies they choose for specific tasks might be too personalized.

Cohen & Griffiths (2015) asked LLS experts to state what they personally would like to do a research on language learning strategies and to be more specific how they would conduct their study (unlimited time, research assistants and financial support). They summarized the common ideas emerged from the answers of the experts. The results are; the experts would rather conduct their studies in the areas which have been paid very little attention up to now. Another focus would be crucial links among cognitive, social and affective variables. Looking at social and affective variables related to LLSs within a close range especially paying particular attention to emotions. Strategy instruction might be researched in a way that looking at what teachers already knows, how they use strategies and what learners acquire at the end of this instruction would be useful to get insights into the interaction among these three. Information technology research in terms of strategy choice or use would be useful as technology has become an inevitable part of our lives. Some experts regard language learners as agents in the use of LLSs therefore their self-management skills, the contribution of their proficiency level to LLSs, their LLS in reaction to teacher talk, their LLSs over long term especially at different times throughout their lives are worth analyzing. Finally research methods and instruments should still be updated and investigated to conduct LLS research. Consciousness, apparent distinction between research in more traditional cognitive psychology which focus on learners' minds and more social, neo-Vygotskian approaches in which strategies tend to be embedded in interactions,

identities and communities of practice. More social approaches tend to focus on variability and complexity of language learning and language use experience.

2.4. Conceptual shift from LLSs to self-regulation, autonomy, self-management, self-directed or independent language learning

Language Learning Strategy research has witnessed a great quantity of studies since 1970s and despite all the efforts to make the construct a valid one with a common theoretical framework; it seems that the research area will go on with its controversial aspects. Some scholars think that all those studies show how young the construct is and thanks to all of them, the researchers have been able to see new aspects of language learning process like, context, individuality, the role of sociocultural background with a clearer picture. As already mentioned above, LLS research have witnessed some debatable aspects like definitional disagreements, classification problems, causal relations to different language skills and language success itself, lacking a theoretical framework, the possibility of transferability of good language learning strategies to less proficient learners, the impact of strategy instruction to success, all of which might have caused at one time the research area to be almost given up ; however, some scholars, instead of disposing everything earned from all related studies about language learning strategies, chose to add something new to complement the construct. They found some other names instead of LLSs such as self-directed strategies, self-regulation, autonomous learning, self-management, self-regulatory capacity (Cheng, & Dörynei 2007) and so on.

The term "self-regulation" here, which will be the main focus of this study, is generally attributed to Barry J. Zimmerman who is an educational researcher at the City University of New York, where he holds the title Distinguished Professor of Educational Psychology. He has written scholarly publications on learning and motivation, many describing his research and theories on self-regulated learning (retrieved from http://vikipedin.com/wiki/en/Barry_Zimmerman). Self-regulation, according to Zimmerman, (2003) has been defined as learners' beliefs about their capability to engage in appropriate actions, thoughts, feelings, and behaviors in order to pursue valuable academic goals, while self-monitoring and self-reflecting on their progress toward goal-completion. Learner self seems to be at the heart of the construct, self-regulation for which the learner needs to be able to monitor his/her progress,

believe in himself/herself to achieve, set objectives and so on. Students are regarded to be self-regulated when they are active participants into their learning processes meta-cognitively, motivationally and behaviorally (Zimmerman, 1989).

Ertmer etal (1996) defines self-regulation as a learner's ability and motivation to apply learning strategies. According to Bandura (2001) it is a tool for the learners to exercise their agency and Ehrman etal (2003) explains it as a process in which learners are able to exercise and develop their autonomy. Monitoring, controlling and regulating cognitive behaviors all contribute to a learner to self-control, which leads to a major source for motivation to continue to learn in a cyclic process, that is motivation leads to more self-regulation and self-regulation brings about more motivation (Garcia &Pintrich, 1994).

A more detailed definition of self-regulation might be as; "Self-Regulated learning and performance refers to the processes whereby learners personally activate and sustain cognitions, affect, and behaviors that are systematically oriented towards the attainment of personal goals. By setting personal goals, learners create self-oriented feedback loops through which they can monitor their effectiveness and adapt their functioning. Because self-regulated persons must be proactive in order to set goals and engage in a self-regulatory cycle, supportive motivational beliefs are also essential." (Boekarts etal, 2000 and Shunk& Zimmerman 2008 & Nakata, 2014)

Kormos & Csizer (2014) regard self-regulation as a process, in which people organize and manage their learning, controlling over their thoughts including their self-efficacy beliefs, emotions positive or negative during the learning process, behaviors and control of the learning environment for their own sake. The scholars think that self-regulation is of great assistance to be an autonomous learner who has some control over their cognitive, emotional, motivational and behavioral aspects of learning. The concepts of self-regulation and autonomy may reinforce each other dynamically. They concluded in their study that motivational variables have significant impact on autonomous learning behavior through the mediation of self-regulatory strategies however they added that strong learning goals and positive future guides without effective self-regulatory strategies are not sufficient enough to promote autonomy. They also found out in their study that emotional and environmental control could not be operationalized by simple terms using questionnaire so further longitudinal studies are needed to evaluate the learners' strategies which may give hints about the dynamic and ever changing aspects between autonomy and self-regulation.

Collet (2014) says that self-regulation refers to the capability of people to recognize and react to context-specific behavioral, cognitive and meta-cognitive cues, ideally making the necessary modifications of them in particular learning contexts or situations to meet the signals by these cues. The term has got connections with social and cultural aspects as well as behavioral, cognitive and meta-cognitive and affective ones. Pintrich (2000) defines the concept as an active and constructive process where learners are able to set goals after which they attempt to monitor, regulate and control their cognition, motivation and behaviors guided by their goals and contextual features in the environment. The scholar gives the characteristics of self-regulation as ; it is a proactive and constructive process which requires potential control of students to monitor their learning process, setting goals, criteria and standards help learners to modify their process and finally mediators in the learning contexts play a very important role in self-regulating as they act like bridges between the learners and outer expectations and between actual and expected activities.

Students become more able when they self-regulate in a cyclic process and they start monitoring the effectiveness of their strategies and then according to the feedback they get from that observation, they adapt new strategies into new tasks and leave the previous ones behind. It is a self-initiated action consisting of goal setting, regulating one's efforts to reach the goals, self-monitoring, time management and physical or social environmental regulation (Winne &Perry, 2000). Zimmerman (1990) emphasizes the importance of distinguishing self-regulatory processes such as self-efficacy beliefs and strategies applied to optimize these processes. The scholar says that self-regulated learning strategies refer to actions directly used for acquisition of information or some learning skills such as agency, purpose and instrumentality perceptions of learners. Systematic use of self-regulatory strategies which involve monitoring, controlling, reflecting, reacting, self-managing are of great importance in this process all of which may lead a learner to actively participate in his/her learning process. Self-regulatory process has got a cyclical nature and the strata of this cycle affect each other continuously (Zimmerman etal, 1996). Self-regulatory learning cycle includes self evaluation and monitoring, goal setting and strategic planning, strategy implementation and monitoring and finally strategic outcome and monitoring all of which has an intra-relation among themselves (retrieved from Zimmerman etal, 1996)

In this cycle, self-evaluation and monitoring can occur if students are able to evaluate their personal effectiveness mostly from their observations and recordings of

prior performances and outcomes. Goal setting and strategic planning may happen when students are able to analyze the learning task, set specific learning goals and plan or refine the strategy to attain the goal. Strategy implementation monitoring happens when the learners are ready to execute a strategy in structured contexts and to monitor their accuracy in applying it and finally strategic outcome monitoring may occur if the learners create links between learning outcomes and strategic processed to determine effectiveness. The scholars emphasize that by establishing such a cycle for the learners, they will be able to recognize and appreciate the links between their study, behaviors and learning outcomes. The model is cyclic as self-monitoring on each learning trial provides information which can consequently change goals, strategies or performance efforts. Finally, the importance of academies is highlighted by the scholars in that they are places which provide a performance context where standards, personal goals and a sense of self-efficacy are mutually valued and can emerge when learners analyze expert models and peers self-directed practices. Then they will be more able to raise an awareness of their improvements in their academic achievement and experience a heightened sense of self-efficacy.

Self-regulated learners differ from the others by some context specific characteristics according to some scholars , Zimmerman (1998,2000,2001,2002), Weinstein etal (2000) and Winne (1995) in that; those learners are able to use cognitive strategies effectively by which they can attend to, transform, organize, elaborate and recover information, they are able to plan, control or direct their mental process towards their objected personal goals having a set of motivational beliefs, adaptive emotions such as academic self-efficacy, the adoption of learning goals, the development of positive emotions as well as capacity to control and modify these emotions according to emerging needs of the tasks and specific learning situations. They are able to plan their time, organize the learning environments and cooperate with others to set the scene for their learning atmosphere. According to the learning contexts, they show great effort to participate in the academic tasks, classroom climate and structure. They also use some volitional strategies to avoid distracting or demotivating internal or external factors to maintain their concentration and motivation while performing tasks. Self-regulated learners, according to Boeakaerts &Corno (2005), are engaged actively and constructively in meaning generation, they are able to adapt their thoughts, feelings and actions to affect their learning and motivation. Biological, developmental, contextual and individual differences may interfere with self-regulation process. Most scholars

think that achievement is mediated by self-regulatory activities which learners apply to reach learning and performance goals rather than by simply their personal or contextual characteristics. Bandura (2001) says that self-regulated learners are agents who control their own learning processes, while valuing their learning, believing themselves to succeed, having an understanding of themselves as a learner, knowing that their aptitude has got ties with their past, being able to self-evaluate accurately which lead to their setting challenging goals, reinforcing their interest. They have a strong meta-cognitive understanding of their learning process, enjoy learning, and persist even if they encounter some obstacles or distracting events. Even if they succeed, they are ready to self-reflect both on their product to see the quality of their work and their learning process to adapt themselves for future events (Ziegler,2014). Nilson (2013) thinks that learning involves a kind of relationship with oneself as a learner and ability to exert effort, self-control and critical self- assessment necessary to achieve the best possible objected outcomes while overcoming risks, failure, distractions and laziness in the pursuit of real achievement. The scholar adds that it is necessary for self-regulated learners to be also a critical thinker because critical thinking includes reflective and questioning examination of one's beliefs, values, conclusions and thinking processes. Self-regulation especially for academic life creates lifelong learners which is a must for the scholar to keep up with the explosive growing knowledge and skills in their career. Without self-regulatory skills, a learner may optimistically assume that s(he) has learnt the related material and will retrieve it when necessary but what they lack here is that they know neither how learning takes place nor what they have to do to prolong the process.

The main objective of self-regulatory process-it is called "process" as it has got a never ending cycle with a lot of factors interconnected to each other- is to prepare language learner to start using LLSs as proposed by Dörnyei (2005), Dörnyei & Ryan (2015). The question arising here for language learners is whether they feel they are ready psychologically, mentally, academically to implement their chosen strategies with a full awareness of what and why they are applying some strategies as well as of their weaknesses and strengths as language learners. Zimmerman 1989 highlights that there is a strong relationship between academic achievement and self-regulation under social cognitive view in which self-regulated learning can take place by the interaction of three important characteristics; self-observation which is seen the most important one of the three, self judgment like evaluation of oneself as a learner and self-reactions to learning

outcomes. Learning by this way is not a fixed issue but an outcome of achieving successful academic results (retrieved from Broadbent & Poon, 2015).

Self-efficacy beliefs of learners are seen to be playing a very important role on their success as a learner is a very important factor for self-regulation as proposed by Carpara etal (2008). These learners are confident about the necessary requirements of school contexts, plan and organize their academic activities, perceive difficulties as challengers not obstacles or demotivators, persist their efforts when needed, select peers who share similar things to their academic achievement process and contribute to creating conditions to enhance learning. They can make use of environmental manipulations such as organizing something for study place, making use of every possible learning material, coping with distracting events and so on.

Hadwin & Oshige (2011) highlight that students come to understand theory, content, learning strategies and themselves as learners in the contexts they learn so self-regulation has contextual aspect within itself. The scholars provide a further concept as co-regulation in which learners and teachers regulate together, sharing thinking, decision making, developing a shared task space so they can bring expertise and control to a task. During this evolving process, the learners may be able to independently engage behaviors', actions and thinking with self-regulated learning. Yowell and Smylie (1999) proposed that self-regulation is a product of relationships among interpersonal, environmental and individual processes. They define the concept as a goal directed process in which the pursuit should be adaptable and improve development and social change. Jackson etal (2000) also stress that self-regulation has got a social aspect within itself, in which the behaviors' of learners are influenced by opinions, comments and attitudes of the people in the same context so personal goals cannot be separated from social goals and are achieved via social interactions.

Effective self-regulation depends on the learner's awareness of himself in the learning process, by which learners can change the environments for their needs (Bown, 2009). This is also expressed under socio-cultural theory in that learning is constructed instead of being reproduced and it is a social, cultural and interpersonal as well as intrapersonal process. Therefore proactive involvement of the learner in this process seems highly significant. Learning environment and social context play an important role in learning process so the learners need to take these impacts into consideration as well.

The ultimate objective of self-regulation is to create self-manageable lifelong learners who can set goals for extending knowledge and sustain motivation being aware of what they know, what they believe and what the differences such information or knowledge implies for related tasks (Winne, 1995). These learners have their own understanding of motivational aspects, aware of their impact on success and how to manage the interplay between various factors. The scholar concluded from the literature that SRL mixes with deliberate or non deliberate cognitive engagement. Knowledge is a strong determinant of how learners engage in learning, what they come to know and know how to do. Knowledge and processing belonging to cognition of the learners are experientially and deliberately developed, deeply seated in beliefs about a domain, tasks, self and tactics or strategies a learner apply.

Autonomous lifelong learners who have the characteristics as a learner mentioned above may be the final outcome of self-regulation in which the learner is ready and willing to monitor and organize his learning process while being able to avoid distracting events or factors. Inozu (2011) says that "autonomy is a capacity for detachment, critical reflection, decision making and independent action but it also entails that the learner will develop a particular kind of psychological relation to the process and content of his learning."According to Self-determination theory, autonomous motivation is an effective means to self-regulation because it is initiated and guided by choices that cohere with one's needs, values, and self-selected aspirations (Legault & Inzlicht 2013). Similarly, autonomously functioning individuals seek out choices and self-direction, feeling generally free of interpersonal coercion. For instance, an autonomously motivated high school student might complete his or her homework every night after school because she or he finds the work to be enjoyable and interesting (i.e., intrinsic motivation) or because she or he believes it is an important aspect of learning (i.e., personally endorsed value).

2.5. Vocabulary learning in second language acquisition

Words are an important part of linguistic knowledge and constitute a component of mental grammars but knowing a lot of words may not necessarily mean that somebody is able to speak or use that language effectively as suggested by Fromkin etal (2009). Knowing a word means knowing that a particular sequence of sounds belongs to a particular meaning. Sound and meaning relationship is arbitrary because sometimes a

word with the same sounds may refer to different meanings or the same meaning with different sounds. Doczi &Kormos (2016) say that a word is formally defined as a string of letters separated by spaces. However, it does not make any sense regarding a word without its meaning and its being a lexical item. Knowledge of a word is not simply a matter of storing information in the long term memory but it also involves access to and use of mental representations to perform particular tasks. Therefore, the users' ability to call for the item from the memory and use the item in specific contexts appropriately needs to be considered as a part of his/her vocabulary knowledge. Control, according to authors, is another aspect of word knowledge. That is, if the lexical item access is not automatic when the need arises, then L2 users will need to rely on conscious and controlled processing which also requires attention. Vocabulary knowledge also requires speed and efficiency of access for production and comprehension. According to Richards (1976), knowing a word involves a great deal about its general frequency of use, syntactic and situational limitations on its use, its underlying form and the forms that can be derived from it, the network of its semantic features and, the various meanings associated with the item. Knowing a word can also be regarded as knowing its spelling, pronunciation, collocations (i.e. words it co-occurs with), and appropriateness (Nation, 1990). Schmitt (2008) says that meaning and sound distinction sometimes disregarded or downplayed the form element of vocabulary. That is, most English language learners as a second language would have problems with similar words like "comprehensive" and "comprehensible" and meaning on its own may not enable them to acquire or use the targeted word. The scholar suggests that an average L2 speaker of English would use between 5000-7000 word families which equals to almost 25000 individual words. However, in order to understand a written text better, somebody need to reach a level of vocabulary between 8000-9000 word families, which equals to almost 35000 individual words. The problem arising here is to identify which vocabulary to learn and how to learn it. It is generally agreed among scholars that frequency of words appearing in corpora analysis seems to be a good source to determine them. The second challenging issue for learners is how to learn the chosen words. What is learning a new word? Schmitt expresses that there are some preconditions on the side of language learners in order to regard a new word to be learnt which are mainly; increased frequency of exposure, increased attention, a requirement like a test, exam and so on, increased manipulation of the lexical item and its properties, increased amount of time allocated to use the new lexical item. If the right conditions

are set in the right time, the learner may be able to store the new item in his/her long term memory. However, the question arising here is whether it is enough to store the item in the memory to be used when the need arises. What if the learner struggles a lot to recall the item while he/she is dealing with writing or speaking task? What if s(he) cannot remember anything even if s(he) is sure to have seen and learnt the item before? Kobb& Horst (2004) claim that learners may not remember a word when they encounter it in a text and the percentage of such a recall is %7 according to the studies conducted on this issue and this happens even if such a learner may be a very good reader. The scholars further suggest that many learners are unlikely to meet a large proportion of lexicon as a very small portion of vocabulary is encountered in daily speech or even on TV. A person with an oral proficiency in target language does not necessarily mean that he will be literate enough in writing or reading. It is claimed that natural acquisition of words relies on new words being met in learning environments where most of surrounding words are known but for most L2 learners, unknown words are most likely faced not alone but in clusters.

The researcher hereby remembers some people from his high school days, who were trying to improve their English on their own and once met a man who was sitting at his desk at the workplace having a small pocket dictionary trying to memorize ten words a day in those times. When the researcher asked the man what he would do with those words when he could memorize all of them after a while, the man said he would be able to speak English better. However at the end of the year, this was not the case. The man may have learnt the meanings of a lot of words in that dictionary but he even could not utter a few simple sentences in English. The workers in that factory were to be sent for official duties abroad if they could pass a state mandated language exam. What that man was trying to do was to get prepared for such an exam. Knowing the English equivalents of some words which were specifically and literally chosen from the mother tongue may not serve any function to speak or use the target language if they are regarded to be enough on their own, which was unfortunately the case for that worker at the end of a whole year.

Moir & Nation (2008) propose that vocabulary was once a neglected issue, which would compensate itself gradually if the learner struggled a lot. However, it was later understood that vocabulary was a key construct which affects almost all other language skills. What learners need to do is to identify what vocabulary to learn, how to go about learning it and how to access and monitor their progress until they reach a

level of using new items both productively and receptively. The scholars concluded in their article that a learner must have the ability or skill to do the learning as well as having attitude or willingness to take control over their learning and also having a reflective approach on their learning. Therefore, as Takac (2008) suggests, learning vocabulary by formal instruction is a very complex process which is influenced by many factors such as teacher's approach to vocabulary teaching, his/her understanding of the key notions in vocabulary acquisition, the effort invested by learners, their readiness to take responsibility over their own learning and finally the interactions or interconnectedness of the factors mentioned above.

2.5.1. Vocabulary learning strategies in general

It has been generally agreed that one way to enhance second language learning is to teach learners how to learn effectively and efficiently (Ghazal, 2007). Vocabulary among other language components seems to affect almost all aspects of language learning process but it has somehow been a neglected issue. The literature supports the idea that effective vocabulary instruction or teaching of effective strategies has a positive correlation with vocabulary acquisition and recall among learners. Most scholars think that context is also an important factor along with vocabulary strategy training for a good learning. Students according to them need to be able to deal with the learning context on their own to get the best outcome of the learning process. Therefore, what teachers must do is to help their learners to be aware of their strengths and weaknesses, to learn and monitor their strategy uses, to reflect on their learning process, to be conscious in their choices and finally to become a lifelong learner. There have been several attempts to classify vocabulary learning strategies by different scholars. Gu and Johnson (1996) list second language (L2) vocabulary learning strategies as meta-cognitive, cognitive, memory and activation strategies. Meta-cognitive strategies involve the learners' selective attention and self-initiation. The former in this case is important for identifying which words to learn for adequate comprehension of a passage. The latter is about making the meaning of vocabulary items more clear. Cognitive strategies include guessing strategies, skillful use of dictionaries and note taking strategies. Learners equipped with guessing strategies can draw upon their background knowledge and use linguistic clues like grammatical structure of a sentence to guess the meaning of a word. Memory strategies are divided into as rehearsal and

encoding strategies. Making word lists and repetition are some of the rehearsal strategies. Encoding strategies involve association, imagery, visual, auditory, semantic and contextual encoding as well as word structure. Activation strategies are those by means of which learners are able to use the new words in different contexts. For example, learners may make new sentences with the newly learnt vocabulary. Gu & Johnson administered a questionnaire they prepared including 108 items which are classified under three headings, vocabulary learning beliefs, meta-cognitive strategies and cognitive strategies to 850 Beijing university sophomores who had mainly 6 years of English learning experience. They tried to find out learners' strategy choices and the effect of their strategy combinations over their vocabulary size and general language proficiency. The questionnaire items were rated according to a 7-point scale from "Extremely untrue of me 1 to Extremely True of me 7". They concluded from the findings that the students with highest scores believed that vocabulary should be learnt naturally by guessing, reading and contextual encoding but not through memorization. These students actively looked for opportunities to use the target language outside the classroom. The second successful group believed vocabulary can be learnt naturally along with careful study and use of new words and these students believed positively to memorization techniques. They struggled a lot to use the new words and the target language, which The scholars believed that their success might have resulted from too much effort but not from use of specific strategies. Most of the participants were reported to use an average number of strategies but the ones with lowest scores were concluded to use a very limited number of strategies. Vocabulary size was found to be positively correlated with language proficiency for which some strategies like contextual guessing, active use of dictionaries, meaning oriented note taking, paying attention to word formation and creating semantic associations and networks seemed to be effective. Oral repetition correlated positively with English proficiency but visual repetition of new words did not relate to vocabulary size or English proficiency. Memorization of vocabulary seemed to be successful only when it was associated with other strategies.

Schmitt (1997) divides vocabulary learning strategies into two groups; the ones to determine the meaning of new words when encountered for the first time and others to consolidate meaning when encountered for a second time. The former of these includes determination and social strategies and the other group involves cognitive, meta-cognitive, memory and social strategies. Social strategies belong to both groups as

the scholar thinks that they can serve both functions. Determination strategies are used when learners are faced with discovering new words without anyone's help. In that case, learners struggle to guess the meaning of new words with the help of context, structural knowledge of the target language and reference materials. The learner may ask somebody's help to guess or learn the meaning of new words as a social strategy. Learners mix a variety of vocabulary learning strategies to practice and retain a new word. Cooperative group learning in which the learners work with others to study and practice the meaning of new words is a kind of social strategy. Cognitive strategies may resemble memory strategies in this taxonomy but they are not focused on manipulative mental processing. They include repetition and mechanical methods like word lists, flash cards and vocabulary notebooks. Meta-cognitive strategies are about controlling and evaluating learning processes by having a general overview of the learning as a whole. Solving vocabulary tests on their own may be a type of meta-cognitive strategy which may be used to enable the learner to monitor his progress or to have a positive attitude towards his/her learning outcomes. Schmitt's (1997) 58 item questionnaire was applied to 600 Japanese learners with differing ages, junior high school, high school, university students and adults. The participants were asked to mention what strategies they used most often and which ones they found most useful. It was concluded in the study that most frequently used strategies were using a bilingual dictionary, verbal and written repetition, studying the spelling, guessing from context and saying the word aloud. There also appeared a change of strategies as the learners matured. The youngest ones preferred repetition, more focus on form, L1-L2 word cards or flash cards. The older ones were reported to use more processing strategies like imaging, associations and analysis.

Ma (2009) provides us another classification of vocabulary learning strategies according to a process oriented approach. The scholar summarizes word acquisition stage as a cyclical process by which a word can be learnt by heart if it is processed in all stages mentioned. The stages are mainly; encountering the word in different contexts, finding the meaning of the word, studying various aspects of meaning and form relationship, recording or organizing the information about the word, memorizing by using several strategies, reviewing to ensure recall, retrieving information about the words when it is encountered again and using the word to consolidate its acquisition. She identified 55 strategies under four main headings, memory, meta-cognitive, cognitive and social.

2.5.2. Self regulatory capacity for vocabulary acquisition (SRCvoc) by Tseng etal (2006)

Dörnyei & Ryan (2015) provide the readers with a history of LLSs and how the concept of self-regulation was borrowed from educational psychology. They again warn about this new construct being prone to several misconceptions, definitional fuzziness, disagreement among scholars but what they feel content about is that this new concept may direct strategy research from product oriented outlook to process oriented insights. Self-regulation according to them has synonymously used with self-management, volitional control or action control (Kuhl, 1985), self-control, self-change, self-directed behavior, autonomy, meta-cognition, coping behavior or even problem solving. The whole adventure of LLS research along with its debatable conceptualizations, theoretical disagreements, some overlapping characteristics have caused an urge to create new scales to complement the research agenda by emphasizing the social and dynamic nature of strategy use or choice. Therefore, Tseng etal (2006) created a new scale as a self-report to learners to give some clues as for the underlying capacities , namely "Self-Regulatory Capacity for Vocabulary Acquisition" (SRCvoc) which can lead them to use language learning strategies (see Appendix 9 for detail) . SRCvoc is based on Dörnyei's (2001) classification of self-motivational strategies. Some learners, according to Dörnyei, even without any support from teachers and in very adverse situations make use of motivational facilitators more than others and can achieve better than their counterparts in keeping up with their goal commitments. The scholar here emphasizes the sustainability of motivation in spite of many obstacles a learner can face during his language learning atmosphere. Such a motivational adventure may include some ups and downs which show the dynamic nature. He proposes in this article five motivational regulation facets or self-motivating strategies mainly; commitment control, meta-cognitive control, satiation control, emotional control and finally environmental control strategies. Some of the strategies under this category have some resemblance to that of Oxford's (1990) and O'Malley &Chamot's (1990) as explained by him and this taxonomy has originated from Kuhl's (1987) and Corno&Kanfer's (1993) taxonomies (Dörnyei, 2001 and Csizer&Tanko , 2015).

"If people usually have several behavioral tendencies simultaneously and if the relative strengths of these tendencies change continuously, successful completion of an action would depend on the "pure luck" that no competing tendency becomes dominant before the goal is reached. However, people are usually persistent in their goal-directed activities. They normally do not interrupt a goal-directed activity and switch to another one even if new information is processed that strengthens the case for an alternative activity." (Kuhl, 1985)

The author proposes in his article a theory called, "Action Control Theory" which puts emphasis on learners' actively participating in his learning process by at first hand setting an objective via intentions and then putting those intentions into actions by means of some facilitating constructs like motivation, beliefs, attitudes, values, expectations and so on. In his taxonomy, self-regulatory strategies could be activated according to several variables, the strength of competing attitudes, the amount of social pressures and the degree of state orientation, which the author refers as a conditions related to past failures or successes and could result in the learner to set unreachable or imaginative objectives and finally learner's ability to sustain the process of the intentioned plan. Here the author divides the learners into two main groups, state oriented and action oriented. For state oriented learners, it is a general tendency of them to focus on some present, past or future states, failures or some demotivating events resulting from those and action oriented ones focus on the actional stage on its own and this may enable them to be flexible and adaptive to new situations or conditions when they encounter some distracting events in the application of their action plan. Action oriented ones have some distinctive characteristics such as they have concrete objective to realize the most of their intentions and motives, they do not make generalization when encountering some negative emotions or obstacles, they are able to control their motivational state to keep going and finally they have positive beliefs for achievement, involve in tasks more and overcome complex problems. All action plans first start with a goal directed action plan with an initial intention (Kuhl, 1987). Intention can go into application stage if two active components work simultaneously, action plan itself as a structural component, motivation memory, and dynamic component. Motivation memory needs to be active during the whole process or else activate plan cannot be prolonged. During the process there may be a lot of ups and downs, positive or negative emotions, and environmental impacts, external or internal factors all of which have

some potential to change the final outcome. Therefore the learners must be flexible or adaptive enough to face such factors but Kuhl warns that too much flexibility may result in misdirection from the initial plan or intention. Here what some scholars also agree that self-regulatory strategies may play a role as a bridge between initial intention, motivational ups and downs and final outcome from the very moment of enacted action. The author proposes mainly six self-regulatory strategies for such an action control, selective attention, encoding control, emotion control, motivation control, and parsimony of information processing. The first of them, attentional selection refers to supporting the current intention while avoiding negative impacts of competing tendencies. The second one relates to encoding of stimulus belonging only to initiated intention. Emotion control refers to overcoming negative emotions and sustaining positive ones. Motivation control is especially important when there appears a mismatch between selected initial intention and competing tendencies. It behaves like a negotiator between them. The author here gives an example of smoker who wants to quit smoking but still struggling whether he should smoke or not but then remembering the people around his warning all the time and making a balance between his longing for smoking and other impacts. Environmental control in his theory is the ability to adapt or adjust the environment at the learners' own disposal. Again a person may inform another one about his intention of giving up smoking in order to let somebody create some kind of social pressure to be used when the need arises. And finally parsimony of information processing is that of somebody who constantly processes information without reaching any objected targets so in that case that person needs to be able to optimize the length of his decision making process. Corno and Kanfer's taxonomy of volition (1993) is another one related to the creation of SRCvoc. The authors compare volitional control with meta-cognition saying that meta-cognition refers to one's ability to play or manipulate his cognitive skills and volitional control is like an umbrella embracing meta-cognition as well as one meta-level control over motivation, emotional control over impulses despite the pull of preferences and finding means to success in spite of motivational or emotional difficulties. Dörnyei & Otto (1998) mention in their article the status of motivation in an action plan. It has mainly a maintenance role sustaining the pursuit of intention and protecting it against detrimental impact. It has got a very dynamic nature during the whole process while the learner undergo several stages of action control such as initial planning, goal setting, intention formation, the creation of concrete subtasks, making prior choices between multiple tasks, enactment of intentions

and finally evaluation or reflection of the final product. Motivation within this perspective plays a role in complex nature of decision making, action implementation, action control processes and facilitating energy sources fueling the action. Intention, goal harmony or conflict, learner's beliefs, LLSs and domain specific knowledge are all related to have impact on final outcomes and they may stem from learners' social backgrounds, families, peers, prior learning experiences. Motivation is what keeps most of the action going until the end, by which the authors provide us a brief definition of it saying; "it is a dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out."

2.5.2.1. Subcomponents of the scale

2.5.2.1.1. Commitment Control

As it was already mentioned by Kuhl in his Action Control Theory, setting an objective, making a plan, initiation of the plan, taking precautions during the implementation during many motivational ups and downs may not always result in positive results or %100 percent success. There appears to be a lot of fluctuations on the route to success and when this bumpy road is confined to vocabulary learning, it becomes inevitable for a learner to be committed or to get stuck to his plan while controlling most of the distracting aspects of learning route. Perseverance of a plan is as important as the initiation and intention of it. It is generally agreed by the scholars that giving up when encountering any obstacle is not a characteristic of a qualified self-regulated learner. Self-regulated learners are seen to be consistent, insistent and stubborn about their route in all weathers, that is, they concentrate on their work while being able to cope with demotivating events or incidents. Self-regulated learners of vocabulary according to Dörnyei's control mechanisms have got their own techniques and are happy about them, confident enough to reach out their targets, persistent and consistent and finally trust in themselves to handle with the problems they face on the route of success.

2.5.2.1.2. Meta-cognitive control

According to Brown & Day (1983), the word "meta-cognition" has four roots emerging from historical evolution of the concept. The first one refers to the self reports of people about themselves, how they think of themselves as learners, how they evaluate what they know and the second one is about executive control mechanisms like planning, evaluating, revising or monitoring progress. The other one is self regulation and the last one is other regulation which is based Vygotsky' notion that all psychological processes begin in a social setting and then removed to intrapersonal strata by means of supportive experiences. Meta-cognitive knowledge specifically is related to cognitive and socio-cognitive dimensions of development and learning (Zhang & Zhang, 2013). It is a means of manipulating one's cognition at the expense of learning, which can bring about necessary abilities to solve problems in differing social and learning contexts. Waters &Kunmann (2010) express the importance of meta-cognitive component of self-regulation by saying that most learners are, especially the young learners, are indeed a user of learning strategy but what they lack is they may not be aware of the dynamic nature of the things around them and cannot adjust their strategies to the new emerging issues or incident. This may result in their losing self-confidence and even making them give up totally at the end. Without meta-cognitive control, a learner lacks the significant skills to take initiations over their learning process. This control is referred to some scholars as the control of somebody's cognition inside, which can be a bridge between their cognitive skills in the mind and the learning process components. Awareness as Cotterall& Murray (2009) call it is a very important component of meta-cognition when they refer to a self-regulated learner is somebody who is knowledgeable about what they know, the tasks they are to complete and their learning strategies and the dynamicity and interrelatedness of various variables. It is an ability of modifying beliefs, thinking, understandings, strategies now and then which are all apt to change according to emerging needs, changes, social, cultural norms and which can lead to a learning expertise (Zhang, 2016). Meta-cognition in vocabulary learning in SRCvoc scale refers to someone's ability to keep concentration, to create necessary methods to stabilize concentration, to avoid postponing tendencies upon feeling bored and to create mechanisms to control those postponing or delaying moods, all of which could be regarded as upper executive mechanisms.

2.5.2.1.3. Satiation Control

Boredom is defined as a negative feeling of disengagement from a satisfying activity (Macklem, 2015). It causes having difficulty in attention, concentration and focus and a separation from the learning environment which can cause an individual to get lost somewhere as if he is daydreaming. The scholar emphasize that apart from test anxiety, the negative emotions like boredom is not focused enough but the percentage of statistics emerging from several big studies is not something to be disregarded as it is almost % 40 percent having a negative impact on the learners' concentration and attention. It can refer to a meaningless or lack of purpose in life and meaning and in learning environment. It is indeed a distinct emotion and has got strong ties with motivational aspects and correlated with depression as well. What it has a similarity to depression is that both involve decreased arousal. Boredom has got causal relations to attentional differences and memory differences and there have been many other studies about its impact on varying aspects of achievements which combine the concept with stress, risk taking, drug abuse, depression, dissatisfaction of life and environment, gambling, procrastination, gambling, aggressiveness, tension and it can lead a learner to a point of almost dropping out school or academic life. In SRCvoc, satiation control refers to boredom control which enables a learner to go on learning vocabulary when some negative moods emerge, the necessary skills to eliminate it or to overcome such a negative mood and findings appropriate ways to regulate unexpected and underestimated negative mood.

2.5.2.1.4. Emotion Control

Emotion control refers to coping with other negative feelings such as stress, lack of concentration apart from boredom. It is very important to overcome such negative moods as it can result in giving up totally along with boredom and demotivation. Dewaele (2005) says that learning a second language in different social setting or learning environments cannot be free of differing emotions with a lot of fluctuations. An effective L2 user according to the scholar is regarded as an emotionally competent communicator. Ghali &Frasson (2010) particularly focus on emotional impact on memory skills and they claim that there are some studies having positive results when emotional components were integrated into memorization techniques in vocabulary learning. They used three different emotional strategies to induce joy, fear and anger to

see the changes in mood during memorization of some vocabulary and found out that those emotional components, one positive and two negative had positive correlation to memorization of the targeted words. Emotional control in SRCvoc is about coping with unpredictable changes of moods during the vocabulary learning process in harmony with other controlling mechanisms all of which aims at a final outcome, success in projected vocabulary learning.

2.5.2.1.5. Environmental Control

Larsen-Freeman in her Complexity theory says that language learning process goes through a nonlinear, unpredictable, emergent routes which means a learner need to adapt or adopt new ways, methods or even attitudes according to those routes. She further explains that a language learner constantly tends to change when they are co-adapting their available resources. The learners are always in search of increasing functionality to enhance their learning while they become more aware of emerging differences. They dynamically adapt themselves and their environments according to ever changing contexts. Environment and agent in Complexity theory are regarded as constantly interacting and transforming one another. What is meant by referring to environmental control in SRCvoc is that the self-regulated learner can make use of environmental sources to keep motivation and concentration and can avoid or get rid of negative impacts emerging from those environments. S(he) is always feels the necessity for an effective environment in vocabulary learning and able to arrange the physical surrounding on his/her own needs and choices. This enables the learner to organize the learning setting without any distraction which can result in focusing the objected learning, vocabulary learning in this case.

SRCvoc scale was created by the scholars as a self-report scale for the language learners and they limited the scale only one skill specificity of language learning, vocabulary but they claim that this scale can also be used for other skills like reading, writing, listening or speaking. What it tries to measure is to empower the learners to be aware of their underlying capacities before they get started to use specific strategies to learn vocabulary. This may be referred to somebody in the kitchen with a very detailed cookbook on the table having all the ingredients of a very complex cake. Is s(he) really ready to mix all the ingredients at exactly correct amounts as mentioned in the cookbook and just put it in the oven with the correct heat and duration? How does s(he)

feel as a novice cook? It is questionable whether it will just look the same as the cake in the book and more importantly its taste will be good enough to eat it. What will s(he) do if it does not end up with something good ? Tseng etal (2006) think that learners need to be aware of their strengths and weaknesses before they start using any strategy to any language skill. Those strengths and weaknesses are prone to change during the process but they have not just appeared in the time of initiation. They come from the learner's past experiences, beliefs, habits, attitudes, social backgrounds and so on. Therefore, lighting a candle in a dark room to show the learners the surrounding before they hit their heads or any parts of their body somewhere and hurt themselves could be just a facilitator to initiate or trigger their adventure of language learning.

2.6 Studies about self-regulatory capacity in vocabulary learning

SRCVoc scale is a kind of self report in which the scholars claim that it is a psychometrically valid scale which aims to provide hints to learners to self-evaluate their underlying capacities to start using vocabulary learning strategies. Tseng etal (2006) analyzed the validity of the scale by conducting a three phase study. First they created an item pool by means of three focused group interviews. Each group consisted of 8 university students in Taiwan. The groups agreed on 36 items and the scholars added 9 more, totally 45 items first. The questionnaire involved six point Likert scale starting from "strongly disagree" to strongly agree". In the second stage they piloted the instrument in which 192 university students (89 males; 113 females) participated. They analyzed the items according to Extreme Group Method and Corrected Item Total Correlation. They concluded after the pilot study that 4 items did not pass the reliability criteria and thus was deleted and 41 items were to be analyzed as for reliability. They then screened out the items and reduced them to 20 to be conducted on another group of participants, 172 Taiwan senior high school final year students. They did confirmatory factor analysis and Exploratory factor analysis (see the details of the analysis in the article) and concluded that twenty items- 4 under each control mechanisms- were reliable to give clues to learners to assess their controlling mechanisms to learn vocabulary or to start their vocabulary learning strategies. The scholars here claim that in spite of the scale being only to provide hints about vocabulary learning which was to be like that for reliability and validity reasons; it can also be applied to other language skills to facilitate self-evaluations. Yeşilbursa &Bilican (2013) conducted a similar

study on 102 pre-intermediate high school students in Turkey to validate the SRCvoc scale and after confirmatory factor analysis they concluded that the scale was reliable and valid for analyzing self-regulatory capacity for high school students. They suggested that it would be more helpful if the scale was conducted in different learning contexts and according to the relationships between SRCvoc, strategic learning and components of individual differences. Mizumoto& Takeuchi (2012) applied the scale to find out about reliability and the validity in terms of Japanese Context. They first field tested the scale with 443 EFL learners at four different universities in Western Japan. After the pilot test, two of the items were not used in the main study when Corrected Item total correlation appeared higher than .40. They finally applied explatory factor analysis to the scale after which they decided to use 12 items in the main study. At this time those 12 items were in a questionnaire format were given to 914 EFL learners at different universities in Japan. The results from the statistical analysis showed that self-regulating capacity negatively affects procrastination which means the more self-regulating capacity a learner has, the less likely s(he) is to procrastinate learning. The scholars think that this kind of diverse result different from that of Tseng etal may have emerged from cultural differences but they claim that overall, the SRCvoc scale could be applied as a reliable self-reporting means in Japanese context (see for the details of statistical analysis in Mizumoto & Takeuchi, 2012). Doaee etal (2017) conducted another validation analysis of SRCvoc scale in Iranian Context. First they delivered the scale to 43 high school students for a pilot study. The result of the pilot study was acceptable internal consistency reliability, α=.81 and then the scale was delivered to 1167 high school students. The Persian version of the scale showed an internal consistency reliability (α=.81). They claimed that their Persian version of the scale showed similar reliability and validity statistics to those of Tseng etal , Yeşilbursa &Bilican and Mizumot o& Takeuchi. SRCvoc may be used as a well-functioning scale for high school students in Iran to help to understand self regulatory capacities for vocabulary learning.

Ziegler (2015) conducted a study on 572 students who were given both SRCvoc scale and MSLQ to find out the predictive value of SRCvoc in terms of motivational aspects given in MSLQ, mainly intrinsic goal orientation, extrinsic goal orientation, academic self-efficacy, task value, control beliefs and test anxiety. Both surveys were translated into the native language of the participants. The regression analysis to each of the constructs in MSLQ showed positive correlation to motivational aspects of

language learning which may mean that although not intended to do so, SRCvoc scale could be used for a wide range of self-regulation other than only vocabulary learning. The scholar concludes in his article by saying that the harsh criticisms to SRCvoc about its being an alternative to strategy inventories and intentions to use it as for general self-regulation are not so valid as he says that the scholars who created SRCvoc emphatically stressed that it is a self-reporting measure for the learners to see their underlying capacities in terms of vocabulary learning.

Bilican (2012) conducted a study to see the relation between one month awareness-raising of self-regulation and the participants self-regulatory capacity for vocabulary learning. He administered SRCvoc to 102 students two weeks before the program. He gave out pretests and posts tests to control and experimental groups. The duration of the tests was 30 minutes each. He used the same course book for the course in order not change the regular curriculum for the participants. He chose four different texts in its natural order for awareness raising program and adapted the activities of those texts according to the study needs. He delivered weekly unit tests using the exercises in the course book. The experimental group had two hours instruction for the program as for awareness-raising according to the items in SRCvoc whereas control group had no training during the whole study. The scholar had deleted all of the environmental control items and two of the emotional control items when conducting a confirmatory factor analysis to the scale. He concluded in this study that it seems very difficult for teachers to evaluate their students' self-regulating capacities if they are young learners so age plays a very important role for self-regulatory behaviors. There did not appear a significant difference between experimental and control group in terms of their self-regulatory capacity and between their pretest and posttest results. Such a result may have emerged from the heterogeneity of experimental group and homogeneity of control groups as well as the number of the participants was not high enough to compare the groups in terms their academic aims and successes. The scholar suggested in his study, which was later published as an article by him and Yeşilbursa (2015), that too much expectation from learners in a very short period may result in both the teachers and learners giving up as language learning process are a long and challenging route which includes a lot of bumpy roads. Therefore self-regulatory capacities for learners may be well analyzed if they are followed and observed for a considerable amount of time while taking the motivational ups and downs of the learners.

Khezrlou &Sadeghi (2011) conducted a study to compare the learners' self-regulatory vocabulary strategies in the texts in both L1 and L2 marginal glosses and some other texts with technology enhanced materials on the computer. They delivered SRCvoc to 94 low intermediate and 85 advanced Persian speaking learners of English and a think aloud protocol was conducted for some students to see whether they needed to use vocabulary learning strategies. The scholars concluded in their study that computer mediated self-regulatory strategies were seen to be more effective than paper based environments. The think aloud protocols also showed that glossing mode interacted with rehearsing and memorizing, environmental structuring and keeping records and monitoring aspects of self-regulation. Computer based contexts or learning environments seem to urge the learners to become more autonomous or self-directed. Moreover multiple regression analysis showed that gender was a strong predictor for vocabulary strategy use and females appeared to be using more strategies than males.

Tasnimi&Ravari (2016) aimed to explore the effect of Google concord dancer program and online crosswords on EFL learners' self-regulatory capacities for vocabulary learning. They had two experimental groups, one was given some interventions by using Google as a concord dancer and the other was provided some vocabulary items through online crosswords and the control group was thought vocabulary on a traditional way. 60 students in total were chosen and they were given PET exam to explore the homogeneity in terms of their language proficiency. The experimental groups were established randomly and the first one was provided internet access to find the meanings of the words themselves. They googled the unknown words and their meanings in real life situations, their preceding or following word associations. The other experimental group learnt new words by creating their own crossword puzzles. After creating their puzzles and having them checked by their teacher, they exchanged their puzzles with their friends to solve them. The control group meanwhile had a traditional way of vocabulary learning in which they were provided a synonym, example or definition of the new vocabulary, asked whether they understood or not and they repeated chorally after the session. The participants refilled the SRCvoc questionnaire after invention sessions. Inferential statistics of one way ANOVA was applied three times to find out the homogeneity of participants, to see that the participants were not so different from each other as for self-regulation before the intervention sessions and to analyze the changing norms of self-regulation after intervention programs. It was concluded in the study that the participants who created

their crossword puzzles with the new words outperformed the others in posttests. The scholars emphasize according to this result that discovery learning alternative for learners may have helped them acquire the words better than others as discovery learning equips them to be actively involved in learning process and storage and retrieval of new information would be better provided in such an approach. Computer based vocabulary learning may have positive impact on self-regulatory capacities of learners as they are actively involved in the whole process.

Hamedani (2013) conducted a study to see the relationship between self-efficacy and self-regulating capacity for vocabulary learning. The author gave a vocabulary level test by Claham etal (2001), self-efficacy scale by Bandura and SRCvoc by Tseng etal (2006) to 132 university students in Iran. After the statistical analysis, he concluded that correlation coefficients were significant ($p<0,05$) which meant that there was a positive relation between self-efficacy and self-regulation of vocabulary learning. Apart from emotional control, females outperformed males in terms other control mechanisms of commitment, meta-cognition, satiation and environmental control according to Independent Sample t-Test. It is suggested in the study that self-efficacy and self-regulation has a cyclical relationship to each other and they can both feed each other mutually in a positive way.

Gao (2007) commented on SRCvoc created by Tseng etal by both appraising and criticizing some issues about the scale. He thinks that the scale is a very powerful contribution to strategy research which was borrowed from educational psychology however what it lacks or does not mention clearly is that it has some counter terms or competing concepts like strategic competence or meta-cognition which were put forward by some other scholars and they all aim to direct the attention to learners' underlying attention, intention and cognition to start to use or even to be ready to use strategies. Another criticism he proposes is whether SRCvoc claims to put an end to traditional strategy scales or whether it was created just as a complementary tool to look at deeper to the phenomenon. Still, this scale seems to contribute the complexity of LSSs by enabling researchers to look through different angles in a broader sense.

Vujnovic (2017) conducted a study on 268 learners to see whether there was a positive correlation between self-regulatory capacity of learners and vocabulary size, whether their attitudes and self-efficacy beliefs had any positive or negative impact on their vocabulary learning and whether there was any statistically significant difference between males and females in terms of self-regulation. The scholar gave SRCvoc by

Tseng etal (2006) and X-Lex test to determine the participants' vocabulary size. The collected data from the questionnaires and the test was administered to statistical analysis, Pearson Correlation was applied to analyze the relationship between self-regulatory capacity and vocabulary size and the learners' vocabulary learning attitudes and vocabulary size and also to see the relationship between their self-regulatory capacity and their perceptions of difficulty of English. Independent Sample T-test was applied to see whether there was a significant difference between genders as for self-regulation. It was found out in the study that there was not significant relationship between the participants' self-regulating capacity and their vocabulary size whereas there was a positive correlation between vocabulary learning attitudes and their vocabulary size. The reason for not having any relationship of self-regulatory capacity according to the scholar might be that of the learners did not have any instruction or training before administering the scale and the test. Another conclusion was that the learners' perception of vocabulary as very difficult might have caused negative self-efficacy beliefs which might in turn have affected their self-regulatory control mechanisms. It was believed that the learners may be demotivated and passive, have low self-efficacy and invest less effort to learn especially challenging vocabulary items if the language input seems to be too difficult or challenging for them. Both males and females seemed to use environmental control more than the other mechanisms which may have been caused by their getting the same instructions in almost the same school contexts. There was a significant small correlation between difficulty of English and the learners' self-regulatory capacity in terms of vocabulary. What the scholar suggested according to the results was that the learners need to be educated or trained in terms of self-regulation, have positive attitudes towards vocabulary learning, positive self-efficacy beliefs by providing several examples from LLS research agenda and added that self-regulatory capacity involves a cyclical relationship with motivation, positive self-efficacy beliefs, attitudes towards language learning and vocabulary learning all of which seem to affect one another in a long and challenging language learning adventure.

Ranalli (2012) also conducted a study to compare SRCvoc with a model called COPES by Winnie and Hadwin (1998) to show the complementary side of different scales or models in terms of self-regulation in second language acquisition. He had two participants who caused conflicting results for SRCvoc and the other model. Paul who had experience in learning other languages such as French and some other African

languages showed greater self-regulating capacity, more eager and confident as a language learner and higher level of volitional control. Eunhee, A Korean woman, who came to USA as an exchange student and did not interact with native speakers a lot showed lack of confidence to speak in the target language and too much critical of her language learning efforts although she had high motivation and orientation to learn the language. These results emerged from the analysis of SRCvoc scale assisted by interviews and some self-reports however in another analysis of confidence and performance measure using COPES model, the scholar concluded that Eunhee outperformed all the others with a perfect score in monitoring capacity in spite of not having taken any strategy instruction. Paul on the other hand had almost equal score that of others and he showed a very high overconfidence which may have resulted him to avoid associating domain specific knowledge. Eunhee as a result of her studying in terms of exam preparation skills might have had more vocabulary, better reading skills, dictionary use skills, developed syntactic parsing abilities, more concentration to use the words correctly especially when speaking to native speakers, all of which might have resulted in her getting a higher score over her counterparts. Paul on other hand lacked necessary cognitive skills to use alternative or more effective strategies with insufficient evaluating skills and monitoring tools. These results show that learners all choose to use some kind of strategies but what they lack may the ability to adapt their chosen strategies to specific tasks or learning contexts. Although Eunhee did not have volitional control mechanisms, her alternatives or choices led her to success in specific contexts. This may mean that self-regulation involves an integrative process oriented mechanism rather than volitional trait based mechanism to explain strategic behaviors and variations of success. The scholar clearly emphasize that some learner characteristics, individual variables play important roles in self-regulatory capacities and the newly created models or scales like the ones mentioned above are to be used as torches in a dark street to illuminate strategy research area rather than being a new alternative to LLSs in general.

The studies generally support the dynamic and cyclical nature of self-regulatory capacity in relation to vocabulary success. The participants all seemed to choose or use some language learning strategies but what some of them lacked was to choose a correct strategy at the right time and for the right task, skill or course. What such learners may need is to guide them to find best route for themselves rather than teach them a bulk of strategies and ask them to select and choose several of them from time to time. The

cases in above studies all appear to be struggling to learn a foreign language however their chosen LLSs change according to the task in hand, target language, their social status, beliefs in terms of language learning, specific skills, and their efficacies and so on. SRCvoc scale has not been used so widely under LLS research agenda but the validity studies of it make the scale a reliable start to look at learners' existing capabilities to use LLSs for different skills and tasks. The main question SRCvoc seems to be asking is whether the learners are ready or feel they are competent enough to start to use any strategy for a task or language learning skill.

2.7. Causal attributions of learners

2.7.1. History of Attribution Theory of Motivation

"Motivation is the study of why individuals and organisms behave as they do; what gets their behavior started and what directs, energizes, sustains and eventually terminates action" (Graham & Weiner, 2012)

From the explanation above, what motivation psychologists try to find is to analyze a kind of achievement behavior, to follow up a temporary sequence of events which are started, maintained, directed and finally terminated. What learners are doing, their choice of behavior, how long it takes before they get started, or the duration of planning period, how hard they try to do their best, the intensity of their actions, how long an individual remains at the activity or his/her persistence in the action, what the learner is thinking and how he is feeling and finally the learner's cognitive and emotional reactions to certain events are among the questions related scholars are trying to answer. Graham &Weiner express in their article that the history of human motivation started around 1920s. One of the prominent scholars at that time was William McDougall (1923) who tried to explain the instincts or unlearnt urges which identify behavior. He listed 18 instincts which were believed to direct an organism towards certain states. Those instincts had to the power to enable an organism to adaptive regulatory mechanisms rather than merely being fixed patterns of behaviors. At the mean time, Sigmund Freud was among others who supported this proposal and he maintained that some dominant sexual and aggressive instincts played an important role on behaviors. The concept of instinct later faded away and instead of it there appeared need and drive in 1930s. The scholars at that time said that need was different from instincts as it also embraced some concepts like hunger. Henry Muray in 1938

proposed several needs of human beings like need for achievement, aggression and autonomy. Some other needs were added to his basic need list such as competence, social relatedness, parenting, mate retention and mate acquisition. Drive theory at that time included concepts like the energy for action, incentive, reward, balance, the pleasure of reaching a goal, sustainability and functionalism and so on. Drive and need concepts enjoyed fame for almost 25 years until mid 1950s. The first focus of motivational research on an organism was mainly for subhuman subjects however, it was later understood that human behavior was much more complex than animal instincts. For instance, when an animal was deprived of a necessary item for a considerable amount of time during the course of hunger, it generally had a tendency to try more to reach the needed item, merely by more motivation whereas humans tended to lose their motivation when they were deprived of an item in a long period.

Causal attributions study was started around the end of 1950s in which related scholars said that motivational processes are activated when a negative or unexpected event occurred or when a need arose. Then there appeared a need to look at behind the scene of a particular action of a doer to identify why he did so, how he did it or what kind of actions or events triggered him to do it. When a person feels a need for a desired goal, he finds himself in a process of several cognitive actions before getting started. When he decides to reach that specific goal then he follows a series of goal related instrumental activities and after attainment of non-attainment of the desired objectives he starts searching for the cause of success or failure. This search results in some emotional reactions which might have a powerful impact on the change of the course of action later on. These internal scrutiny of a person leads to question himself as to why and how he did something to reach a goal. Motivational studies later on were broadened by adding some more concepts like self efficacy beliefs by Bandura (1986), expectancy of success in the future started by Levin (1936), Rother (1954) and Atkinson (1957), intrinsic versus extrinsic motivation by Deci & Ryan (2000) , performance or mastery orientation by Elliot & Dweck (1988), self regulation in motivation by Ryan & Deci (2009), intrapersonal and interpersonal motivation by Weiner (1985) (retrieved from Graham and Weiner, 2012).

Weiner (1985) was one of the prominent scholars who focused on causal attributions of a person's beliefs on his success or failure. He thought that past experiences or beliefs might have a detrimental impact on future success or actions of a person. He believed that there is a sequence of events, feelings or reactions to certain

behaviors which can influence each other in a chain reaction manner either positively or negatively.

2.7.2. Attribution Theory by Bernard Weiner

Attribution research by Weiner was initiated, stimulated or encouraged by his own life experience of an exam in German with the impact of one of his lecturers at the time. He was a graduate student who was to take an exam in a foreign language to go on his studies. He with all the others had to do a 1 hour translation of an unseen article in a foreign language, which was German language for his at the time. Thorndike, the author of the article he was supposed to translate influenced him a lot by his flunk from the exam. He read Thorndike's other articles and studied them one by one, not in German but in English and he spent very long hours trying to improve his translation skills in German. No matter how hard he tried nothing much changed for him. This sequence of flunks in the exams opened the gate for attribution of motivational research. He at first attributed his failure to Thorndike and the hardship of his articles and started to remember his name with anger, frustration and fear but now his feelings about that scholar has changed completely in which he remembers him with feelings such as joy, pride and gratitude as that failures opened a gate for his interest of research area, attribution theory (Weiner, 2000, 2010). Weiner divides causal ascriptions of motivation into three dimension according to the locus (which derived from location of the event) of action that is whether it is externally of internally emerged, whether the cause was stable that cannot be changed or unstable which can be a temporary state and whether the attribution could be controlled or uncontrolled. He provides in his article with two scenarios for two students. In one of the scenarios, there is a student who fails an important exam. The first experience for that student can be unhappiness after which he starts searching for causality. Imagining that this person failed in the past even if she studied hard and others managed to pass the same very exam. This kind of failure might result in a belief that such nonattainment of a goal was due to lack of aptitude. Aptitude is an internal skill, stable and uncontrollable by the student so there appears a lack of self esteem and self efficacy belief, low expectancy of future success, hopelessness and helplessness and shame and humiliation. Low expectancy along with other negative feelings may cause a drop out from the school. On the other hand, he wants to readers to imagine a student who again failed an exam but did succeed in the

past exams. She went to a party in the previous night of the exam and she did not study hard. Her latest failure could be ascribed to insufficient effort. This is an internal, unstable but controllable aspect and it can lower a personal regard however it might give rise to maintenance of expectancy, hope, guilt or regret all of which may affect motivation positively. The more motivation is enhanced, the harder she might try in the future. Prior failures or no reinforcement could have long term impacts on motivation positively or negatively.

In another example by Weiner (2001), there are two more examples which includes motivational enhancement after failures or success. In the first example, there is a subject called Bill who is a good baseball player but missed a hit in the last game causing his team to lose. The first feelings emerged from his inability to score in the last game were frustration and regret. He went to the baseball field on the evening of the match and saw his teammates practicing very hard for the following matches and he joined them with a longing for the next match and he promised himself not to do such a mistake again. In this scenario, although Bill started to think negatively about the loss of the match, his self efficacy beliefs as he was a proficient player and a hard trainer, helped him to compensate for his negative feelings like regret, frustration, anger at himself so the result was not a quitting of the game totally but just a reverse action, perseverance more. In another scenario there is Susan who managed to pass a maths exam with a high grade. This resulted in her happiness. This outcome was very important for her so she started to analyze some causal reactions to this success. She noticed that she moreover was able to outperform the other classmates of hers. She ascribes this success to her ability in the subject matter. Feeling of competence enhanced her self esteem. This causes a future expectancy of success in math, she feels hopeful and proud of herself. Happiness, high expectation of success, pride and hopefulness has a domino impact on her motivation. She is most probable to succeed in future maths exams.

Weiner (1985) summarizes that people have a tendency to classify their thoughts into broad categories. Stable causes for an athlete to fail due to lack of height, for a student in maths due to low aptitude or failure in politics due to poor charisma and social rejection are regarded as having negative impacts on future expectancy beliefs however, failure in athletics on account of insufficient practice, in politics due to an economic crisis and maths owing to an illness are regarded as unstable and temporary conditions which might not have a detrimental impact on future expectancies.

Motivation and expectancy levels are interwoven according to the scholar. Weiner (1980) suggested that ascriptions to internal stable and controllable factors tend to maximize negative feelings like disgust and anger and might result in an avoidance behavior while attributions to uncontrollable factors such as ability or teacher shortcomings might generate positive feelings like pity or sympathy and might trigger approach behaviors like help. However, does this mean that a person who ascribes his failure to a stable internal and controllable aspect have no chance of success in the future because he has already lost his self esteem and self efficacy belief and he knows that some characteristics are stable and cannot change anything while he feels very angry and regretful at himself? Weiner says "not always" by proposing some interventions to change the course of stabilization of factors to unstable ways. That is , encouraging a learner to reanalyze his failure at an exam and to look beyond the exam once more and telling him that his failure might have something to the difficulty of the exam or lack of enough preparation and reminding him that he will have more chances of having other exams to compensate and even providing him with a complementary homework for his grade might all reverse the direction from

a lack of aptitude manner→low self esteem→feelings of anger, hopelessness, regret→finally giving in or drop out

to a chain reaction of ;

lack of sufficient effort→maintained self esteem→feelings of anger, regret, pity but hopefullness→more trial and perseverance.

This might prove that most of the perceived attributions are totally individual or even cultural as they change from one to another or from one context to another. Emotions are very important attributions as they have power to influence how we feel about ourselves, and others, they are the motivators of specific behaviors and also provide cues for other people about us as to why we fail or succeed and they take necessary actions of helps accordingly (Weiner, 1980).

Erten (2015) summarizes the attribution theory by Weiner saying that it has three dimensions of causality, subsequently locus, stability and control. Locus of causality refers to whether a person ascribes his performance to internal or external causes. Internal causes include the existence or deficit of ability in a task or performance whereas external causes are about the difficulty of task, how lucky or unlucky the person felt during the implementation of the task or performance. Stability refers to the possibility of changeable or unchangeable aspect of a cause in that ability

may be regarded as a stable and internal cause while effort is internal but unstable one. Controllability issue in the theory is about the amount of control a person feels to have at the outcome of an activity. For example task difficulty and luck are among uncontrollable aspects but effort could be alterable and controllable in the long run. Schmidt & Weiner (1988) add to controllability manner by expressing that controllable causes might enhance anger and then triggering neglect whereas uncontrollability of a cause might result in pity which in turn stimulates help giving.

From the explanations above, Weiner's attributional aspect of causes to success or failure namely locus of control, stability or instability or controllability or uncontrollability are responsible for triggering some negative feelings such as frustration, lack of self efficacy beliefs, anger, humiliation, regret as well as some positive ones like future expectancy of success, pride, honor, positive self esteem. These dimensions or sub emotional reactions to causes are very significant predictors of motivation in the long run. Weiner proposes in his article (2004) that attainment or nonattainment of a goal give rise to feelings of happiness or unhappiness. And there appears a need to look for some causal attributions to these. Causes have properties of location-internal or external, permanency- stable or instable and control- controllable or uncontrollable all of which are connected with emotions of self esteem, expectancy of success, affects of guilt, shame, empathy, sympathy. Some beliefs influence the course and the volume of the action. He suggests that his theory embraces phenomenology and constructs as for attributions always have subjective definition and meaning. Causes might change according to different individuals and contexts. Percentage and number of prior success or failure experiences along with patterns of performance, primacy, recency, social norms, maximum level of performance and allocated time, variations of outcomes with stimulants or incentives and some other factors all contribute to causality inferences of people which makes the phenomenon more complex (Weiner,1972).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this section of the study, information about the participants, how they were selected, why they were selected, to which criteria they were chosen as well as data collection tools such as interviews, self-reports, retrospective data and what kind of research design was selected to appropriate the study, the ways the collected data was analyzed and finally the permission procedures for the participants and the administration of the related department will be provided.

3.2. Sampling and Participants

The participants of this study were chosen from preparatory classes at the University of Siirt, Turkey, Translation and Interpretation Department in 2016-2017 educational years. There were 15 students (11 females and five male ; mean value of ages = 20) chosen out of 48 according to their proficiency exam grade which was given at the beginning of the prep class, first mid-term exam, and results of three quizzes they were given during first term of prep class, subsequently grammar, writing and reading. All of them passed a university entrance exam which included two stages. The first stage was a general exam including Turkish Language, Turkish history, philosophy, geography and mathematics. The second stage was subject specific which means all of the students took a specific exam according to their own preference about which department they would choose to study. The participants in this study, therefore, took the second exam from English language, which mainly focused language skills such as reading, vocabulary and grammar. After the announcement of the results of these two exams, the students were to choose 24 alternative departments at various universities according to their exam grades and finally they got registered to this department within the end of August. Before starting the term, all the students are to take a proficiency exam to see whether they can be exempted from preparatory classroom or not. The passers of this proficiency exam can directly go on their education in the freshman classes and the others failing have to go on prep class education for one year.

Out of fifteen mentioned above, three students were excluded from the study at the end, one wanting to give up participation and the other two according to their exam and quiz grades. The rest of the twelve students were grouped according to the mean values of their grades as can be seen in the table 1 below;

Table 1.

Categorization of the Participants According to their Exam Grades

	Improving ones	
	More improving (3 students)	Less improving (3 students)
	(Mean value)	(Mean value)
Proficiency exam	46	55
First term and quizzes	69	73
Difference:	23	18
	Average starters	
	Steady (3 students)	/ Decreasing (3 students)
	(Mean value)	(Mean value)
Proficiency exam	50	46
First term and quizzes	61	56
Difference:	11	10

The participants were grouped under two main headings; improving and average starters. Improving ones were divided into two categories according to their development from proficiency exam to the end or the term; namely more improving and less improving. More improving ones started with an average of 46, proficiency exam grade and they showed more improvement to a mean value for four exams, 69. Other improving group started with 55 and showed an improvement up to 73. Average starters were also divided into two groups, the ones with steady grades and three with decreasing grades. The steady ones had started the term with 50 but had an average grade for four exams only 61 and the least improved group were decreasing ones who had started with 46 but showed an improvement only up to 56. The grade differences between proficiency exam and the mean values of other exams were 23 for more improving ones, 18 for less improving, 11 for steady and 10 for decreasing ones. For all

the participants, the researcher asked them to choose pseudo names for themselves and he used those names throughout the whole study.

After data collection period and the first analysis, it appeared obvious that 12 students would provide a very complicated set of data which might add up to 130 tables in total so it was later on decided that the participants for the study had better be cut down to 3, one for each group namely more improving, one for less improving and one participant for steady/decreasing group. The selected students for this study chose a pseudo name as "Rose" in more improving group, "John" in less improving group and "Julia" in Steady/decreasing group. These names will be used as case 1, Rose, case 2, John and Case 3, Julia in the whole study accordingly.

3.3. Instrumentation

Narrations, interviews and self reports were collected as data collection instruments in this study. Why these data collection tools were chosen are explained with examples given from the literature below.

3.3.1. Retrospective data as narrative inquiry

The participants were asked to provide three narrations as retrospective data to collect information about their English learning experience in general before coming to university, how they got prepared for high school entrance exam and how they got prepared for university entrance exam in terms of vocabulary acquisition. The narrations were supported by a final group discussion at the end of the collection of narrations to evaluate some important aspects of their learning experience. That discussion was recorded and transcribed at the end of the first term. Narrative data might provide temporal, emotive, reflective and even instructive information from the participants which all give hints about reflections of past, positive and negative experiences, beliefs, expectations or reactions, future goals, intentions and so on (Barkhuizen etal. 2014). As Nakata (2010) says, previous learning experiences, language proficiency and different constraints implicit in educational contexts cannot be overlooked or ignored if we want to understand self-regulation. Developmental processes are interrelated and have got dynamic and complex progresses. Specific contexts, social contexts and learner's previous learning experiences are among the others what shapes or affect self-regulatory mechanisms. Benson (2011) also suggested

that one of the best alternative to make a research on SRL could be action research in which the retrospective or introspective data is collected by diaries, written language learning histories or interviews as well as stimulated recall techniques (retrieved from Collett 2014). The retrospective data was also supported by two oral commentaries from the students, which were also recorded and transcribed later to listen some important aspects of their vocabulary learning adventures individually, some obstacles or demotivating events which may have prevented them from focusing their studies or just the opposite, to learn some motivating or stimulating factors to enhance their vocabulary learning.

3.3.2. Interviews and oral commentaries

The participants were interviewed three times in the second term of prep class and twice in the first term of their freshman year. The first interview was to find out some self-regulatory behaviors of the participants in terms of five facets of control mechanisms of Dörynei's (2001). This interview was supported with four observations in reading and writing courses by the researcher to see the students' self-regulatory actions or behaviors during specific tasks or subjects. As self-regulation is generally regarded as a contextual and developmental process, it might be useful to gather some information about particular learners' particular habits in particular subjects or courses. Griffiths (2004) explains that eclecticism in which the learner himself and his learning situation are to be looked at together rather than borrowing a theory somewhere and trying to fit it to the study conducted is what complies with self-regulation. This means that particular learners in particular learning settings with particular contexts are to be looked into deeper to understand what is really going on. Learning context, the influence of human development on self-regulation, intra and inter personal variables are to be searched to understand self-regulation better (Montalve & Torres, 2004). Gu (2012) adds that learner, the related task, context and strategy are all interconnected concepts and work together in the process of learning. Person-task-context configuration should be frame worked if we would like to understand the phenomenon better. Kormos & Csizer (2014) also emphasize that autonomous learning behaviors and motivational factors show contextual variable so those social contextual factors need to be taken into account when conducting a research on self-regulation. Qualitative interviews, reflective diaries and more longitudinal studies would be more useful to

explain the dynamic nature of self-regulation. Griffiths & Oxford (2014) also support this data collection method by expressing that interviews and stimulated recall methods are among the best alternative to collect data for SRL but researchers need to be careful about not overgeneralization of their findings when dealing with particular learners in particular learning contexts.

The second interview aimed at finding out some clues about the factors affecting learners' self-regulatory behaviors both in the classroom and outside it during their university education in the second term of prep class and first term of freshman year. Boekarts & Corno, (2005) emphasize that environmental cues are very important in self-regulatory processes. Categorizing various strategies which students choose to self-regulate according to their biological, environmental, developmental and individual differences and examining bottom-up self-regulatory processes comparing to top down SRL and volitional ones are of great importance. Bown (2009) conducted a study on SRL in particular learning settings as well as looking non classroom settings which may have influence on learners' SRL skills and the interconnectedness of personal, social and environmental factors are very important to understand self-regulatory mechanisms better. Formal and informal L2 settings both give clues about strategy choices or uses so they need to looked into deeper simultaneously (Oxford, 2002). As we may see from the explanations of various scholars, learners' self-regulatory habits or techniques are shaped by both learning environments in the classroom and their social environments.

The third interview was made with the learners to find out some contextual changes of their self-regulatory behaviors between prep class and first year and this interview was supported by a second group discussion to listen to their vocabulary learning experiences in two terms, how being a prep class student changed into a freshman student in terms of their self-regulatory behaviors in terms of vocabulary learning.

There was another oral commentary of participants to evaluate themselves individually as a vocabulary learner during those two terms, what changed in their experiences, what caused some changes, their study environments and some beliefs about vocabulary learning and so on.

3.3.3. Self-reports

The participants were asked to provide six self-reports in terms of their vocabulary learning adventures during the two terms, three in the second term of prep

class and three in freshman year. These written reports were students' self-evaluative reports in terms of their vocabulary learning adventures during some specific courses or tasks. They were free to choose any lesson or task or subject and tell about what they did with the new vocabulary they faced, how they felt, what they did with that vocabulary later in other courses, how they assessed themselves to see whether they learnt the new item or not. These reports were intended to see the dynamic nature of control mechanisms in various tasks or activities and the reactions or tactics of learners and their mood changes in terms of new vocabulary items. As Macaro (2010) says learners' concurrent and verbal reports in specific learning and skills based tasks are very important to understand dynamic nature of SRL process.

3.4. Research Design

This study was designed as a multiple case study of qualitative research method as well as being a longitudinal one in nature. As self-regulation involves both contextual and developmental processes in which the learners face a great variety of ups and downs in terms motivation, anxiety, stress, efficacy beliefs, language learning or skill specific beliefs and so on, it was decided by the researcher to conduct a totally qualitative approach to search for the learners' control mechanisms for vocabulary learning. The choice of qualitative research approach has also been suggested by several scholars related to the phenomenon. For example, Hu (2016) expresses that researchers cannot underestimate the contexts of LLS choices or uses and they need to conduct more longitudinal and qualitative studies on the constructs. Rose (2012) adds that self-regulation of a learning task and cognitive and behavioral strategies of learners need to be corporated under frameworks simultaneously to conduct deeper studies on the relationship of these components. Wray and Hajar (2013, 2015) point out that more qualitative and context specific approaches are needed to understand self-regulation. Socio-cultural theory is of significant importance to explain the dynamic and actual uses of LLSs by learners under various social conditions. The scholars also add that qualitative LLS studies in terms of socio-cultural norms are very rare so looking into subject deeper is very important socio-cultural as it has got more holistic dynamic nature in particular learning contexts or situations. Anderson (2014) emphasizes that academic and social language use contexts are important to look at LLSs as they are different EFL learning environments. As for analyzing the dynamic and developmental

nature of self-regulation, Dewaele (2005) finalize that qualitative LLS studies in terms of socio-cultural norms are very rare so looking into subject deeper is very important socio-cultural as it has got more holistic dynamic nature in particular learning contexts or situations and there should be more focus on physiological, psychological, affective and emotional components of second language acquisition to understand the phenomenon deeper. Barone (2007) says " Our aim as a researcher-storytellers is not seek certainty about correct perspectives on educational phenomena but to raise significant questions about prevailing policy and practice that enrich an ongoing conversation" (retrieved from Ropers-Huilman & Winters, 2010, pp. 45). What qualitative research may provide according to Baden & Major is to help reexamine practices or activities in the past and their effects to present. This means that the past experiences of learners, especially in the case of self-regulatory habits, may have a profound impact on what they are really choosing to do now.

In the light of the opinions and suggestions by different scholars above, there were three participants that were grouped under three subheadings, more improving, less improving, steady/decreasing and their vocabulary learning adventure was followed by collecting a few varieties of tools mentioned above in terms of control mechanisms for self-regulation by Dörnyei (2001). Their self-regulatory evolution in terms of vocabulary learning was followed by the researcher according to Dörnyei's five facets of control mechanisms.

3.5. Data Analysis

The collected data was grouped according to their relation with two research questions mentioned above.

For research question 1;

The researcher prepared a checklist from the SRCvoc questionnaire by Tseng etal (2006) which can be seen in Appendix 1 and got it checked and approved by his dissertation consultants. He analyzed the first interview, reading and writing observations, third interview, second group discussion and two of the self-reports according to this checklist. The checklist had already thematic information so what the researcher did with the data was to go through the texts of each participant line by line and write the related concepts under each category in the checklist and compared the themes emerging under those concepts.

For research question two;

The researcher used the retrospective data, second interview and four self-reports to analyze the factors affecting the participants' self-regulatory behaviors or habits both in the classroom and in their social environments before coming to university and at university. The themes emerging from the transcribed texts were categorized by the researcher under main headings and this data was put into ATLAS-ti software program which is for "managing and inspecting large collections of documents and media files, enabling you to assign categories to information that is relevant to your objective and set relationships between different chunks of data as well as including tools that work together in order to help you evaluate data, run queries and searches, as well as store and visualize results" (retrieved from https://www.fousoft.com/atlas-ti.html). Thematic analysis may best suit to multiple case studies as it can enable a researcher to analyze the collected data in a comparative way of a few participants, shared themes and also individual differences (Barkhuizen etal, 2014. Pp. 77). The themes were categorized also by two other scholars at Siirt University, one being an Assistant Prof. and a lecturer who was on the verge of finishing his doctoral studies to compare the themes and establish validity for emerging categories and concepts.

3.6. Procedure

The researcher first wrote a letter of permission which can be seen in Appendix 6 to the administration of Translation and Interpretation Department within the start of second term of prep class, 2017 to get the permission to work with selected participants. The researcher also prepared a letter of consent for the participants and got it signed by them one by one, Appendix 7 and he also provided a letter of ethical issues signed by himself and gave over to the participants in order to construct a mutual trust to use the data only for research purposes and to ensure anonymity.

CHAPTER IV

4. FINDINGS

This chapter will analyze the participants' control mechanisms in three different periods according to research question 1. Then, their causal attributions affecting their control mechanisms either negatively or positively will be evaluated according to research question 2. Their attributions will be categorized under Weiner's (2010) attribution theory of motivation. The scholar classifies attributions as to whether they are external/internal, stable/unstable and controllable or uncontrollable. The cases will be analyzed one by one with discussion parts according to the findings for each of them. At the end of the chapter, they will be compared to each other as for their control mechanisms and attributions.

4.1. Case 1- Good starters/More Improving group-"Rosa"

Rosa is a 19 year old student who was grown up with a family of 9 people. She has got two elder sisters, both of whom are not educated and three elder brothers all of whom finished a university , two teachers and one lawyer. Her father is a self-employed person and mother is a housewife. Her interest and love of English comes from primary school days and she thinks that she was lucky enough to have good English teachers throughout all her educational life. Her English teachers during her secondary school education were supportive and stimulating (Excerpt 1).

> *Excerpt 1 "I feel very lucky about my English learning adventure as I have always had good English teachers throughout my education life. My primary school teacher had a very significant impact on my choice of this department now. At the end of 8th grade then, that teacher advised me to go language class at high school and from that moment my enthusiasm and love of English increased a lot." (Narration 1)*

She decided to go to language class at high school by the impact and stimulation of her father and one elder brother. She faced some hardships during high school period as the administration did not want to allow language classes to be opened; however, parents managed to convince the management at the end. Moreover, there was a local

conflict in her hometown, fights between the state and terrorist groups, which caused her to lose her concentration and motivation to study for the university entrance exam. That conflict was too disturbing and distressing for a teenager who was on the verge of having a very important exam to be able to concentrate so she was terribly affected by it and felt very helpless at times. However, she somehow managed to enter the exam and passed it to go to Siirt University, Translation and Interpretation department. She is now in freshman year and passed the prep class with a top grade. Her dream was to go to this department from the very first moment she chose to study for language exam, thus she feels very happy and highly motivated by this choice. She feels very grateful to her family and especially to brothers, who always stood beside her, motivated and encouraged her and she feels that without their help and stimulation, she would have never been able to pass the university exam. She attributes her being a very self disciplined, tidy and determined student to her two elder brothers' being teachers as there were always strict rules in their house during the time she stayed with her family such as reading hours for everybody almost every day, turning off the TV at certain hours, all of which she claims made her a hardworking and ambitious student. One of her elder brothers also graduated from a language based high school and always stimulated her to practice English with him. She feels very lucky to have such a supportive family (See Excerpt 2).

> *Excerpt 2 "At the end of 8th grade, I started to search for language departments at universities, which departments I could go, how I could study for that and so on. The most attractive among different ones appeared to be translation department at that time and that was what I wanted most and finally here I am. My biggest dream was to come to this department" (narration 1)*

Her choices or tactics for vocabulary learning have witnessed several fluctuations throughout three periods, LYS period, prep and freshman years, which were caused by several factors, explained by herself shown in the related tables in this chapter accordingly. Her self-regulatory capacities for various vocabulary learning skills and her attributions for several causes behind such behaviors are explained by means of the tables one by one below.

4.1.1. Control Mechanisms

This section will analyze where Rosa stands in terms of five control mechanisms of SRCvoc scale in three periods namely, LYS period, prep class and freshman to see some contextual changes. Table 1 below shows all control mechanisms of Rosa's in the so called periods. Only one part of commitment control mechanism, special techniques part has got a numerical value and all the other mechanisms and subcomponents of them are shown according to whether she was successful in controlling some tendencies or not by "YES" as success and "NO" for failure. The details of emerging codes for all control mechanisms can be found at Appendix 3 at the end of the study.

SRCvoc scale has been created by Dörnyei and his colleagues to analyze the underlying capacity of a learner during vocabulary learning studies before and while they try to implement a chosen strategy. It does not directly aim at finding out the many strategies of tactics a learner uses on the route of vocabulary learning adventure. What it aims is to find out whether a learner feels ready to implement a chosen strategy, to see or monitor emerging progress, to balance some positive or negative tendencies during course of taking action in terms of vocabulary learning (see chapter 2 for details of the scale).

Table 2.

Controlling Mechanisms for Rosa over Vocabulary Learning in Three Different Periods

CONTROL MECHANISMS	SUBCOMPONENTS	LYS PERIOD	PREP CLASS	FRESHMAN YEAR
	Number of used Special Techniques	17	30	20
COMMITMENT CONTROL	Persistence to realize objectives	YES	YES	YES (partly)
	Belief in realizing objectives faster	YES	YES	YES (partly)
	Self confidence in realizing objectives	YES	YES	YES (partly)
	Efficaciousness in controlling concentration	YES	YES	YES (partly)
META-COGNITIVE CONTROL	Efficaciousness in focusing on his/her thoughts	NO	YES	YES (partly)
	Efficaciousness in controlling the tendency procrastination	YES	YES	YES (partly)
	Competence in avoiding procrastination	YES	YES	YES (partly)
	Persistence even in the absence of novelty	YES	YES	YES (partly)
SATIATION CONTROL	Satisfaction of the ways to eliminate boredom	YES	YES	YES
	Efficaciousness in avoiding boredom	YES	YES	YES
	Efficaciousness in self-regulating during boredom	YES	YES	YES
	Use of satisfactory ways to cope with stress	NO	YES	YES
EMOTION CONTROL	Competence in reducing stress	NO	YES	YES
	Tendency to give up when stressed	NO	NO	NO
	Immediate intervention to cope with stress	YES	YES	YES
	Efficaciousness in creating an effective learning environment	YES	YES	YES
ENVIRONMENTAL CONTROL	Creating a suitable learning environment	YES	YES	YES
	Looking for a suitable learning environment	YES	YES	YES
	Awareness of the importance of learning environment	YES	YES	YES

4.1.1.1. Commitment Control

Commitment control in the SRCvoc scale includes the learning strategies the learner applies during his/her studies, his/her degree of persistence to implement those strategies, belief to realize objectives faster and self confidence in applying those tactics. This control mechanism consists of a great majority of codes as it includes the learner's special techniques or strategies she used in three different contexts.

Table 1 shows Rosa's controlling strengths over her vocabulary studies in three different periods, LYS preparation period, prep class and freshman year as for some special techniques she used while getting prepared for university exam. The first subcomponent of commitment control is about the special vocabulary learning techniques Rosa employed in the related periods. When we look at the number of the techniques, we can see that she used the most variety of tactics in prep class. The number added up to thirty in total. That quantity was seventeen in LYS period and twenty in freshman. Among the strategies she used in LYS period, there were some rehearsal strategies such as intentionally doing some extra vocabulary tests to improve it, some memorization study for vocabulary lists initially but later she quit this habit. She hanged colorful vocabulary cards on her desk or wardrobe at home. She ornamented some of the cards as she believed that she had a visual memory as a learner. She used some flash cards and carried and chose the cards randomly to go through some vocabulary items. She made a vocabulary list at weekly intervals and very occasionally she wrote some supposedly problematic words five times in a notebook. Moreover, as an encoding strategy, she always forced her memory to remember where she had seen the word and she tried to associate some of the words with real life objects, which she believed would make the word stored permanently. She sometimes tried to find the meanings of the words from the context as a guessing strategy. She used both a bilingual and monolingual dictionary as well as she used a picture dictionary to see visualized words. She sometimes looked at the sample sentences in the dictionaries. She also used some strategies for each of noting down, activation, selective attention, self initiation and finally as a social strategy. She noted down mostly encountered words, made up her own sentences with the newly encountered ones, she was aware of which words seemed to be worth studying and learning as she claimed. She looked up the words she was interested in and finally she always asked help from her elder brothers

and teachers whenever she felt like not being able to overcome a problem. Excerpt 3 summarizes her vocabulary learning tactics within this period:

> *Excerpt 3-"While I was studying for LYS exam, I focused on vocabulary the most as my vocabulary knowledge was not so good. I did not have any specific technique of my own and did not know how to study for that. Therefore, I asked for help from one of teachers at school and tried to find a solution with her. ----------Finally we decided that I would write the new words on colorful pages and then would make sentences with them. I tried this method and it worked a lot. I got a good knowledge of vocabulary then. I was doing extra reading and studying for vocabulary a lot. Our teachers would give us vocabulary quizzes every week. By their forcing, we had a general habit to study for vocabulary regularly.---------- At first I would take a vocabulary list and try to memorize all of them. Then I realized that how much ever I tried to do memorization, I used to forget most of them and I quitted that method----------Translation of any text was forbidden by our teachers. They told us to try to think in English. Translation was also very boring" (Narration 1)*

When she passed the university exam and started studying at prep class, she added very interesting strategies to her repertoire. The total number of strategies was added up to thirty in this period, which seems very high. She loved dealing with vocabulary in this period and enjoyed doing diverse activities a lot (see excerpt 4).

> *Excerpt 4 " Vocabulary learning is I suppose an entertaining activity as I feel as if I improve myself in English more whenever I learn a new word. This happens if you are able to use that word properly."(self report 2, interview 3)*

She used some rehearsal strategies, like hanging colorful cards on her desk and wardrobe, making a vocabulary list every week, listening to words for several times for pronunciation and repeating the words loudly. Moreover, as a last one, she revised her lists regularly in the evenings. Apart from rehearsal ones, she used some encoding strategies. She tried to associate some words with real life objects; she tried very hard to remember the location of words, forced her memory to remember the word first, went back to the text after she found the meaning of the word, and visualized some objects in

her mind. As a guessing strategy, she tried to find the meanings of some words from the context and she analyzed word formations. She also used a number of dictionary strategies such as grouping some words under the titles of the texts, looking up other forms and meanings of some words, parts of speech also other alternative synonyms or antonyms of the words. She used both online and hard copy bilingual dictionary. As a note taking strategy, she noted down almost every new word, wrote synonyms and antonyms of words in her notebooks and regrouped words from previous notebooks according to word families or subjects. She sometimes wrote pronunciations of words next to it. She used several activation strategies within this period, for instance, writing her own sentences in a notebook, trying to use the words as much as possible, trying to translate subtitles and lyrics, text messages in English with elder brother, talking to herself to use new words on the mirror, social media use with a Dutch, reading a book regularly, watching foreign TV series and movies with subtitles. She intentionally selected some reading texts according to her interest to improve vocabulary and she felt confident enough which word to choose and use while dealing with texts. She sometimes looked for alternative reading texts including the newly encountered vocabulary items and finally again she was always ready to ask for help from her brothers and teachers about vocabulary improvement (see excerpt 5 below for details).

> *Excerpt 5-"The subject of the reading text is very important for me to look up a word or to find it very interesting. If the subject of the text is not interesting, I do not even look up any word in it. If I find it interesting, I even search for the word more on the internet.(interview 1) ---------- For instance, when I face with a new word, I make a sentence of my own immediately and I try to use it while speaking. Apart from those, I watch movies and series with subtitles and makes notes of newly encountered structures or words. (interview 2) ---------- My visual memory is really strong. I definitely remember the spelling of a new word. I directly find the spelling of words when I hear it from somewhere and look up it for meaning. ---------- I remember the words more easily if I see them in reading texts. I find the book or text where I have seen the word and them reread the sentences the word is in. I remember myself getting up at around three o'clock in the morning, finding the place of a new word and rereading the text again. Generally, I try to find and learn the spelling of a word as visuality of a word is more important for me (Self report 1). ---------- I look up all possible*

alternatives of a word in a dictionary. If it is used in a sentence, I definitely read that sentence and note down the sentence in my vocabulary notebook. I try to make similar sentences to that sentence and I usually set myself strict time limits while I start studying for vocabulary. (Interview 2)

She within this period mostly changed her strategies and added new ones according to emergent needs and by her own decisions, mostly based on trial and error method. When she recognized that a strategy did not seem to be working, she immediately got started to do something about it and found any other supposedly working ones. This might show that she knows herself as a learner, is aware of her strengths and needs and able to implement necessary changes (Excerpt 6).

Excerpt 6-"I always want to try new things while I am dealing with different tasks or courses. For example, once I was reading a book and looking up every new word the moment I see them in the text but later the book started to get boring for me then I changed my method. I tried to guess the meaning from the general context of the text and after I finished the story or at least a chapter, I only looked up the meanings of frequent words in the story. I do not do any memorization activity at university compared to LYS period. I believe that memorization lasts for only a few hours and then you forget. I try to make its place permanent by using it more and making my own sentences and writing those sentences somewhere. (Interview 3) ---------- "As I said before, I think memorization of a word list does not work. I always practiced my vocabulary by writing and sometimes associated the words with real world items. I think these were effective approaches and my vocabulary has improved. Associating the word and making new sentences are the most effective strategies for me to learn and remember the new words"(Interview 3)

Her strategy decisions or choice seems to have been affected by differing courses as well. She decided to use some strategies according to emergent needs according to the necessities of some courses. Her being able to intend, to decide, to choose and to implement those strategies might be very significant signs of self regulatory behaviors as she knows when and where to interrupt to a requirement (See excerpt 7 below).

Excerpt 7 "-"While I am dealing with a writing task, I usually try to use newly learnt vocabulary items to see whether I can use it properly or not. If I can use them properly for a few times then I choose another alternative word and try using it. Moreover while I am looking up a word, I also look at its other forms like verb, noun, adjective or adverb forms to prevent any confusion when I encounter it again. (Self report 4)"

When she passed to freshman year, her number of strategies declined a little to twenty in total. As a rehearsal strategy, she used playing voc games in the mobile or internet, repeating the word loudly several times and making a vocabulary list every week as well as she associated some of the words real life items, tried very hard to remember the location of the word, went back again where she saw the word and visualized the objects in the mind as encoding strategies. She tried to guess the contextual meanings of some vocabulary items and analyzed word formation rules as a guessing strategy and lookup up almost every word in the dictionary as well as paying attention to some synonyms of antonyms of them as a dictionary strategy. She sometimes tried to note down every word a teacher said during the courses and wrote pronunciation of the words next to them as a note taking strategy. She was able to choose and use some activation strategies within this period like writing short summaries of stories especially with new items from them, did extra reading specifically novels and articles, watched TV series and movies with English subtitles, created dialogues with the new words. She sometimes made notes of only some important words as selective attention, looked for alternative reading texts for some of the new items and finally she asked help from her brothers and teachers of some new tactics or strategies. She did not make her own sentences with the new words in this period. She also seems to have quitted using social media, translation and communication by text messages with her brother. She did not look at the mirror to practice and repeat the newly encountered items. Most of the other tactics seem to be similar to those of prep class period; however, it seems that she mostly disposed of some very interesting and effective methods. Her ascriptions for such a reduction and disposal will be analyzed in causal attribution part in this chapter. Excerpt 8 below summarizes her tactics within this period:

Excerpt 8-"As I have got a visual memory I recognized that associating words with a subject, thing, tool, a person was very effective. In the past I used to hang colorful vocabulary cards everywhere but that lost its interest now. I generally change my tactics. I usually use headphones while listening to words in order not to be disturbed by outside noises. I watch or listen to words which I find problematic again and again until I learn its pronunciation. I intentionally watch TV series and movies with English subtitles, and note down almost every new word a lecturer says or uses in the courses. I try to create some dialogues with new ones. I increased the amount of reading this year, I started to read novels and articles of my interest. I sometimes write short summaries of those stories. ". (Interview 2)

During freshman year period, Julia, as seen above, used a great variety of strategies; however, she claimed that she put aside some of the strategies she used to adopt in the past without a specific reason. Her thoughts about vocabulary learning process also seem to have changed within this period. Several times, she mentioned that she did not believe in the effectiveness of memorization of a list. Vocabulary acquisition was totally an individual activity for her, and what she specifically did in this period was that instead of making only one sentence with single words, she wrote short summaries using a group of words related to a story. Her general tendencies of vocabulary learning can be seen in Excerpt 9 below:

Excerpt 9-"Memorization is sometimes done but words are easily forgotten. The most important thing here is to make it permanent. You can only do it by using it in your daily life or use it in writing or speaking tasks. Frequent encounter of a word is really important. I learn it more efficiently If I see a word more in the texts so I note down every possible alternatives and read extra stories. Even I refinished the reading parts left from the course books from the previous years. In my opinion the most effective method for me was to use the words in my own sentences. I tried many other ways but I think that was the best. We cannot possibly learn a word if we cannot use it properly in speaking or writing or in any task properly. Grammar stays as a background item after vocabulary. If you know the correct words you can finish a writing activity but not by only with a perfect grammar."(Interview 4)

Special techniques Julia had used within three periods witnessed some fluctuations differing from one context to another or one course to another. Her choice of strategies and readiness to implement them was adapted to a specific course or situation and this shows her persistence to vocabulary learning process. She was determined enough to use a chosen strategy. She mostly performed what she had planned. As for persistence to realize her objective the first two periods, LYS and prep class periods, were more successful than freshman year. Despite many hardships she encountered in LYS period (see causal attributions part for detail), she managed to go on her vocabulary studies. During Prep class period, her vocabulary learning persistence, insistence or even consistence was at its peak as she felt fully committed to the issue (Excerpt 10 below).

Excerpt 10"I do not think I skip any time to learn or practice a new word. I usually look around while I am walking and try to find the words for the things around me or at least I make a list of them and find them later. Even once I remember myself not being able to sleep if I did not look up a word and write its meaning somewhere"(Interview 3)

In prep class period, which she thinks of as being a very fruitful year for her, she set a system for vocabulary with very strict time limits. She expressed that she could not go to sleep if she did not obey her plans with time limits. She had the ability where to change her strategy according to emerging needs and she felt that she was more proficient than her classmates at the time. She certainly would follow any plan or schedule of her own without any outsider force or suggestion. She thinks of herself as being a self-disciplined learner who would get rid of any obstacle in front of her, even some disturbing friends. Her determination, persistence and self confidence can be seen in Excerpt 11 below:

Excerpt 11 "I think everybody has a certain level of memory but improving it seems to be important. Nobody is cleverer than others but the most important thing is to set an efficient system. Systematic study and learnng centered study can enhance your vocabulary knowledge that is why I try adjusting my strategies for learning centeredness." ---------- I got rid of friends who were preventing me from conducting my studies. for example, while I was with ---------- (name), we

were always out and I could not concentrate my works. I then started to study with….. and…. So we were studying more efficiently with them.(Interview2)

She feels the urge to learn every possible new word as she was in the department of her dreams in spite of many hardships during the exam preparation period. However, in freshman year period, she was partly committed to her vocabulary works. This did not have a detrimental impact on her general and positive feelings towards vocabulary learning but she felt to have put aside vocabulary studies a little on account of some other commitments at school, which is discussed in Causal Attributions part. Freshman year started with a high level of awareness for her; however, this period shows some inconsistencies for her. She set very strict plans for her but somehow she found it very hard to initiate them. What she was really doing was not what she had intended at first. There was a lack of coordination and integration between her study habits and plans. She was aware of some problems but could not find a solution yet. She thinks that her vocabulary has improved since she came to university and she could speak and write more effectively this year compared to prep class however, this does not seem to satisfy her. She feels a need to restructure or revise her plans and start accordingly but the question for her was when and how to start. She still has positive feelings about vocabulary studies in freshman year. She feels herself as being a very efficient and proficient learner who was grown up in a very self disciplined atmosphere and she could overcome whatever tries to stop her. This stagnation in freshman year was only a short term problem for her as she claimed (see Excerpt 12 below).

Excerpt 12 "This year, I will study in the same systematic way as last year. If I can find a course, I will go for Italian language. I will find more interesting and better novels and read and write summaries out of them. Moreover, I will try to translate them sentence by sentence." (Interview 4)

As far as commitment control mechanism is concerned, the best and most effective period for Rosa was prep class, LYS period and freshman year subsequently. She was a very dedicated student to vocabulary learning process in three periods but only with some fluctuations in freshman year, which she feels she may overcome the emerging problems very easily after a while. From all the explanations and her consistency and persistency of vocabulary studies we may assume that she was almost

fully committed or dedicated to vocabulary studies in all the three periods though there appeared some breaks or interruptions in freshman year. She is a learner who is fully aware of her needs, why she is doing something, when or how to change a strategy according to her needs, quitting or replacing some of them and so on.

4.1.1.2. Meta-cognitive Control

Meta- cognitive control mainly focuses on learner's keeping concentrated and focusing his/her thoughts and being able to cope with a tendency to postpone her plans or intentions to any other times. Rosa as can be seen from Table 2 and also Appendix 3, was mostly successful in keeping her concentration and focus alive in three periods however, she had some problems of focus while she was preparing for university exam. She had never been a student to postpone any of her duties or commitments when she decided to do something. She managed to maintain her enthusiasm alive at all times. She even remembers herself of not being able to sleep when a word got stuck in her mind (see excerpt 8 above). Her loss of focus during LYS period was due to some external and supposedly very disturbing incidents, which is not within the scope of this part now. Her supposedly realized focus was mostly university exam related in LYS period.

Her prep class period was a culmination of her vocabulary learning adventure among three. She got fully dedicated with full focus and concentration. She managed to overcome problems for the whole year. She never had a tendency to postpone when she planned to do any revision, any writing or reading activity for vocabulary. She regained her focus compared to LYS period and she felt efficacious enough to find that strength to catch up with her objectives. Her timely interventions to avoid procrastination made it possible for her to realize her objectives. She also managed to change some irrelevant and useless strategies and replace new ones for them which caused more concentration for her. She had some days of disrupted sleep when she felt a tendency to procrastinate. Then she stood up from the bed and went on to study and to follow up her schedule. She got a full awareness when she confessed herself that she was not good at some language skills, most of which she was not acquainted with in LYS period. After this realization, she tried to focus more to improve her vocabulary, which she thought of being of vital importance for all language skills (see excerpt 13 below).

Excerpt 13-" I do not feel myself to be at a good level as I dreamed about as I have only recently been acquainted with various language skills like speaking, reading, writing and listening so on. The English we were taught at high school was only exam oriented and had nothing to do with our academic studies now. I realized this after I started prep class. The only thing we were taught at high school was grammar. Writing, listening or speaking were totally ignored. After starting prep class, I realized that English learning included all skills and was an individual activity."(Narration 1)

In freshman year, she could again be regarded as partly successful in having a full focus or concentration in freshman year. She was definitely aware of such partial commitment and focus and sounded very determined and ambitious to solve any emerging problems. That was only a compulsory break time for her and she would restart very efficiently again, which can be seen from excerpt 14 below:

Excerpt 14- " Yes, unfortunately most of the time this year, my vocabulary studies are concentrated on only exams and apart from that I cannot do any extra studies. But I believe I can restart again." (Interview 5)

Freshman year started with a lack of concentration and focus although she believes that she had improved a lot in almost every language skill. She generally lacked executive control. She found it difficult to organize her time and study plans. She was aware of this problem for which she had a tendency to find some false and nonsense excuses at times. She knew she was to start somewhere but she could not decide when and how to do it. She generally had problem of time management.

Rosa seems to have focused and concentrated the most in prep class in terms of vocabulary learning. Although as a language learner, she claims to have improved in many skills in freshman year, she seems to have problems to set plans and time for vocabulary studies. She might have put aside vocabulary studies aside unconsciously or some other academic works may have replaced those studies. Whatever happened, she appears to be unhappy about her attitudes towards it and she would like to change it as soon as possible.

4.1.1.3. Satiation Control

Satiation control mechanism generally deals with the ability to overcome boredom and keep the joy of vocabulary learning alive. She almost always loved dealing with vocabulary activities. She was always enthusiastic about learning a new vocabulary item, even causing her to lose her sleep. She was fully successful to overcome boredom and to keep her joy of vocabulary learning in LYS period and prep class but partly in freshman year as she had a small break at that time. In three periods, she tried various tactics to get rid of boredom. For example, in LYS period, she always stimulated herself by reminding herself of the upcoming university exam as she was always keeping in mind that it was an important exam and she had to pass it which can be seen in excerpt 15 below:

Excerpt 15 "I do not know for sure Sir, but I think I had no other choice but to pass the exam. There were a lot of problems at my living place and I really wanted to keep myself away from all of them. I wrote on a piece of paper the name of the departments and universities I dreamed about going and hanged it on my wardrobe. That helped me a lot." (narration 1)

She was happy about her ways of overcoming this negative feeling. She listened to music, went out with friends, played some vocabulary games to make the activities more enjoyable. She used similar strategies to avoid it in prep class and freshman years.

During prep class, her enthusiasm to learn new words was at a peak point compared to other periods. She was very curious to look up new items, felt really disturbed when she could not remember a word in a text or writing task. She again had some interrupted sleeps the moment she tried to get stuck to remember a word. Even she sometimes tried to find meanings of words while walking to somewhere. She was not easily bored at the time. Vocabulary learning was an enjoyable activity for her. She listened to music, socialized with her friends, created some games or activities to make vocabulary tasks more enjoyable, had some tea/coffee and some fresh air to cope with boredom. She felt she succeeded in getting rid of boredom and she was always reminding herself of her strict plans with strict time limits the moment she noticed a sign of such feeling. Her enjoyment in vocabulary activities can be seen in excerpt 16:

Excerpt 16-"I really enjoy dealing with vocabulary. I study for it regularly and I look up the words whenever I come to think of it." (Interview 3)

Freshman year, on the other hand, was not such a fruitful period in terms of being able to overcome boredom. She felt as if she had lost some of previous interest in learning new vocabulary items and was still struggling to regain that interest. She was not easily bored when started to study for vocabulary; however, she faced very often and immediate mood changes according to differing tasks or courses at school. Her feeling of boredom sometimes increased by some courses as she found them boring and dull totally. She unfortunately was aware of this problem but somehow could not get rid of such feeling easily. She was not an easily bored student in general; however, she sometimes got bored in freshman year according to different subjects or courses, which was not a big problem for her. Within this year, she was aware of her negative tendencies and believed it to only a temporary situation which she could overcome easily. Boredom seems to have tired Rosa in freshman year and she thinks that she is in need of finding a cure for that. She was more enthusiastic in LYS period and prep class and more sufficient to overcome such negative feeling.

4.1.1.4. Emotion Control

Emotion control mechanism generally deals with the ability to cope with negative feelings mainly stress while learning vocabulary. This control mechanism was categorized into four different items namely use of satisfactory ways to cope with stress, competence in reducing stress, tendency to give when stressed and immediate intervention to cope with stress. Table 1 shows Rosa's differing tendencies or attitudes to deal with stress during her vocabulary learning adventure in three different periods.

In LYS period, Julia was very stressed out and she immediately tried to interrupt the problem and used a variety of tactics to get rid of it. Those tactics included socializing with friends, reminding herself of her commitments and the approaching exam, asking help from teachers and family members, listening to music, playing vocabulary games and having some fresh air. However, most of those tactics did not work out so she felt even more stressed out when the exam date came nearer and nearer. She was unfortunately not very successful in dealing with this problem in that period. She had one strength in that period that she never gave up trying whatever her feelings were. She

felt fully dedicated to her studies, which she felt very happy about. On the other hand, in terms of stress management, she was equally successful in prep class and freshman period. She immediately intervened the problem when such a feeling emerged. She used satisfactory tactics to get rid of it like going out with friends, having some fresh air or listening to music. She was happy about her timely interventions. In prep class period, indeed a little bit stress had a reverse impact on her. She claimed that she tended to study more when she was stressed out as she felt very disturbed of her commitments to be cut in on account of some false excuses or negative feelings. She always reminded herself how and where she was grown up, the stimulation of her elder brothers (see Excerpt 17 below).

> *Excerpt 17 "Indeed Sir, I have a weird tendency. I feel like studying more when I am stressed out. I get ashamed if I let that feeling stop my vocabulary studies or any language studies. I always remember how self disciplined I was brought up and my elder brothers' suggestions and positive beliefs in me." (Interview 4)*

Rosa managed to have a powerful stress management in prep class and freshman year but on account of some negative events beyond her control, she seems not to have achieved the same thing in LYS period. However, she never lost her enthusiasm about vocabulary acquisition and she was always a keen learner.

4.1.1.5. Environmental Control

Environmental control is about the ability to manipulate the vocabulary learning environment to get the best outcome of it. Rosa was a very aware student in terms of possible ways to make her learning adventure more efficient and effective, including such awareness of her learning atmosphere or environment. She had her own room at their house in LYS period and adjusted the environment according to her needs. For instance, she adjusted the light, always put away mobile phone and never used it while studying. She closed the door and used headphones to avoid outside noises or voices. She always had one thing in front of her and dealt with it only. She sometimes went o library to study. She was highly aware of the importance of study place (see Appendix 3 for detail).

When she started university, she was again a successful learner to organize her learning settings. She organized her desk according to her needs, had only relevant materials in front, set very strict rules with roommates and used headphones to avoid noise. She once changed her room when she felt she was negatively disturbed by her room atmosphere. She sometimes went to study room at the dormitory. She was highly aware of the importance of learning settings and did her best to get the best outcome of them. She was staying in the same room as in prep class and she used almost the same tactics to manipulate her learning environment. She thinks that vocabulary learning is a totally individual activity or at least she can learn best when she is studying alone therefore, she tried to change her learning setting accordingly to enable herself to study alone at home or dormitory. She sometimes went to study saloons in the dormitory especially during exam periods. Her determination of changing her room is seen in Excerpt 18 below:

> *Excerpt 18 " I was not happy with the attitudes of my roommates in the dormitory so I applied to change my room without explaining my reason to my roommates. I knew that they would not obey our decided rules. ---------- For example, I can never ever concentrate if there is any noise in the place where I am studying. If the place is untidy, my eyes will get stuck to somewhere immediately. I put away everything on my desk apart from the relevant materials of my study, only I have a pencil, rubber and the related material in front. I put aside the mobile phone as mobile phone distracts my concentration a lot. I set a time limit for my study and close the door then. I never ever deal with anything else apart from it." (Self report three)*

In freshman year, a similar pattern for environmental control followed for her. She was again very aware of the significance of learning environment and manipulated it as much as possible within her control. She organized her desk, put away mobile phone, set some strict rules with friends, never dealt with anything else. She sometimes went to study saloon. She used headphones to avoid outsider noises. Her vocabulary learning environment was adapted according to her needs by her as effective as possible. When we look at this control mechanism, Rosa seems to be successful in three periods to adjust her vocabulary learning settings according to her own needs and find and try tactics to get the best of her learning atmosphere.

As can be seen from Table 1 and the excerpts above, Rosa can be regarded as a successful learner in terms of controlling some negative competing tendencies of those of Kuhl's Action Theory (1985) in three different periods. She seemingly faced some fluctuations temporarily like she could not concentrate efficiently enough in LYS period as well as was unable to overcome stress easily. Moreover, she was partly successful to commit herself to vocabulary studies in freshman year and to focus efficiently as she had other commitments however she believed herself as a learner to be competent enough to overcome emerging problems. That was only a transitional and temporary period for her. Her most successful period was prep class as she managed to control her tendencies utmost to make her vocabulary learning process more efficient and successful.

4.1.2. Rosa's Causal Attributions for control mechanisms

This section will show Rosa's causal attributions behind her five control mechanisms in terms of vocabulary learning. The attributions are evaluated for each of the five control mechanisms within three periods and classified as to whether they are externally or internally emerged that is whether they are caused by some outsider impacts , whether they are beyond or under Rosa's control and to whether they are perceived by Rosa stable or temporary situations.

4.1.2.1. Causal Attributions for commitment control

Table 3 shows Rosa's attributions which seem to have affected her commitment to her vocabulary studies either positively or negatively in three different periods. The ascriptions were shown only for their location of the cause under three main themes. They are Rosa's general personal traits, habits or interests which are internal and her external attributions are under either school related ones or household related issues. Their stability or instability and controllability or uncontrollability are discussed separately and not shown in the table for convenience

Table 3.

Causal Attributions for Rosa's Commitment to her Vocabulary Studies in Three Different Periods

		CAUSAL ATTRIBUTIONS FOR COMMITMENT CONTROL		
		LYS PERIOD	**PREP CLASS**	**FRESHMAN YEAR**
INTERNAL	Interests /Habits/ Personal Traits	Too much focus on grammar and reading Getting very high grades in pilot tests Self stimulation by a lifelong dream Feeling of responsibility to her mother Not knowing how to study Exam anxiety	Remind of her commitments Self-stimulation Getting rid of friends affecting her negatively Moving away from the family for the first time Feel of more proficient than her classmates Having a good visual memory Hesitation	Feeling of responsibility Lack of time management Lack of effort Lack of coordination and integration In ability to initiate Having a good visual memory
	Invoked Feelings	Determination vs. feel of lost, helplessness and lack of self efficacy	Determination, Self esteem, Self efficacy	Determination vs. guilt, frustration

Table 3. Continued

EXTERNAL	School/Course Related	Too frequent teacher circulation Attitude of school administration Teachers' and classmates' ignorance	Negative attitudes of classmates Positive wash back of first midterm exam Teachers' force to be active students Not having diversity of activities at school Her life long dreamed department	Being in a project preparation unit All lessons in English New comers passing proficiency exams Attitudes of teachers Too many courses
	Accommodation/family Related	Self-discipline from family Having three educated brothers Impact of parents Two brothers' being teachers One elder brother knowing English Regional conflict in 12th grade Order of curfew Sounds of weapons Absence from the school	Motivation by elder brothers Having three educated brothers Impact of father Two brothers' being teachers One elder brother knowing English	Lack of immediate intervention of elder brothers
	Invoked Feelings	Discipline, determination, vs. helplessness, exam anxiety	Determination , self efficacy, self esteem	Determination versus helplessness at times

Julia was generally a successful learner in terms of commitment control mechanism in LYS period although she encountered some problems both at school and her living place. Her internal-stable-controllable ascriptions included her having to focus too much focus on grammar and reading as a negative issue but her self-stimulation by the remind of university exam, her feeling of responsibility especially to her mother were among positive issues. Her internal-unstable-controllable tendencies were not knowing how to study on the one hand and getting very high grades in pilot tests on the other. One more component of her internal causes was that she had a kind of exam anxiety as a stable and uncontrollable issue. All of these personal traits/interests and habits invoked in her both positive and negative emotions such as determination versus feel of lost, helplessness and lack of self efficacy belief (See Excerpt 19).

> *Excerpt 19- "We were never given any pilot tests by our teachers at high school and I was doing tests under supervision of my elder brothers. I passed the university exam by means of all my individual efforts. I followed up my wrong questions in the pilot tests and asked them to my teachers. I was generally successful in those pilot tests. I had never gone to any kind language courses in my life. I had not taken any extra supporting English lessons from anybody. I always studied individually. I generally focused on too much grammar and reading. My elder brothers were helping me a lot but I sometimes felt lost because I did not know how much time I should allocate to grammar, reading and vocabulary. I felt lonely even though I was supported a lot by my family." (Narration 1)*

Among her external causes which were resulted in by both her living place and school atmosphere. They were generally stable and uncontrollable causes. School related issues consisted of too much circulation of teachers. This generally demotivated them in terms of focus and concentration. The administration of their school involuntary opened language class for them and that negative attitude went on till they finished school. Moreover, the teachers were very ignorant and they were almost always just trying to keep the lesson going to finish it. They did not prepare them efficiently enough for the language exam. Moreover, most of classmates chose to be in language class as they thought either that they would not be able to succeed in science or math classes or they would get enough grades without much effort to be able to go to physical training

school, Rosa was the only student to have passed and gone to a language department in the first year and all the others failed in the exam (See Excerpt 20).

> *Excerpt 20- "I was in a language class in high school. There were 20 students in the class. One of them left at 11th grade. 5 of them were saying that they could never ever succeed. The other five were there to get prepared for physical training department. I was the only one having been able to pass the university exam in the first year. Later then two more passed and went to English literature departments. There was too frequent teacher circulation and every term our teachers changed and that is why we could not concentrate on anything for the exam. Moreover, we never went to school at 12th grade. There was almost a war in our district. The teachers were telling us not to come to school and they only assigned us with some tasks and once a week or month we brought our homework school. 12th year had a destructive impact on our commitment to study for LYS exam. Moreover, the teachers did not deal with use enough. There mostly taught us grammar and did not conduct anything for vocabulary items. I only tried to study for vocabulary on my own at home.---------- While I was doing pilot tests my correct answer were over 70 out of 80 questions however I could not show the same performance in the real exam. I was too stressed out and it was really hot."(Narration 1)*

Her living place related issues included both positive and negative ones. Among her positive ascription were there her being brought up in a very self-discipline manner, having three educated brothers, positive stimulation of her father, two elder brothers' being teacher, which she believes to be a very important chance for her to focus and concentrate. She had also one elder brother knowing English and he always encouraged her to practice English with him. Another but a very detrimental issue in her living place was a local conflict between the State and some terrorist groups. There were a lot of military operations and there was an order of curfew in their district. The sounds of weapons, her not being able to go to school for almost the whole year in 12th grade and resulting in fear and too much stress were too unbearable events for a teenager to be focus on an exam efficiently. These positive attitudes at home and negative events in the district invoked feelings like discipline, determination versus helplessness and exam anxiety. Excerpt 21 below summarizes all the issues both at home and living place:

Excerpt 21-"As my mother could not get any education, her only dream about me was my having a career in the future. As my elder brothers were educated at my LYS period, I faced no difficulty in going to school or studying. My eldest brother mostly wanted me to enter the exam from foreign language and go to a translation department. For this reason, my being in this department is a fulfillment of both my brother and mother's and as well as my dream. ---------- In the place where I was living, there was a war and I was badly affected psychologically. There was an order of curfew, dead victims; sound of weapons all left some kind of devastating impact on me. When everything seemed to have died down, there was only two months left for the exam and I did not know what to do. By the help of my brothers, I tried to get rid of my depression and went on to study during those two months." (Narration 1, Interview 1)

During prep class period, Rosa expressed both external and internal factors. Among her internal ascriptions, stable-controllable ones her always reminding herself of her commitments as a self disciplined student and self stimulation by herself. She always remembered her mother's stimulating wish of her to have a career as her mother had not had such chance when she was young. Among her unstable-controllable causes, she was a very determined and self disciplined students to such an extent that she could get rid of friends who were preventing her from studying. She had some adaption problems as she was away from her family for the first time. She felt more proficient than her class mates. The internal-stable-uncontrollable personal traits included her belief of having a visual memory and her sometimes emerging hesitation to speak during the courses. These internal ascriptions in spite of including some negative tendencies invoked mostly positive feelings like determination, positive self esteem and self efficacy (see excerpt 22).

Excerpt 22-"In the first term, I had many problems. I have got away from home for the first time. A new environment, new friends then suddenly I realized that I dived into that normal university life very deeply and was not doing anything special for my studies---------- I would like to work at a translation company as a very qualified translator. I certainly chose to come here on my own decision and this was my only objective and dream---------- I believe myself to be much better than my classmates as for vocabulary knowledge" (Interview 3)

Her external causes included both school and accommodation related issues. First of all as an unstable-controllable cause she had a lower grade in the first midterm exam than she had expected, which had a very positive wash back impact on her. She realized that she was becoming a normal university student who was wandering around and only trying to pass the prep class. With a sudden shock, she got resurrected and got 92 in the second exam. Moreover being in a department of her dreams was a stable and controllable issue for which a very effective stimulant for her commitments. However among unstable, uncontrollable issues at school were there teachers' positive encouragements to be proactive students on one hand but some lack of diversity of activities and her classmates' negative habits or tendencies on the other. The summary of her school related causes can be seen in Excerpt 23:

Excerpt 23-" When I saw my first midterm exam grade, I god shocked and even I was destroyed by it so I set a systematic way to follow up my studies. From the first midterm exam I got 65 and in the second one I got 92. Therefore, I thought that my capacity was beyond 65. From that moment I knew that I was being lazy and ignoring some of duties and started to study more than ever----------The students at the back were almost daydreaming or some of them were trying to mock the students who were trying to join the lectures. They were interrupting us, mocking us calling us with the names usually given to hardworking students. This was making us very sad and nervous." (Interview 2)

Among her family or accommodation related issues included generally positive encouragement by her family members. She was staying in a dormitory at this time where she did not have many problems. She was still under the positive stimulation umbrella of her family's. She contacted regularly with her elder brothers, all of whom were educated and positively encouraged by her parents. They always reminded her of her duties and positively imposed an impact on her studies.

These external causes in spites of some being negative issues indeed invoked in her positive tendencies or feelings such as determination, self efficacy and self esteem. The summary of her external causes can be seen in Excerpt 24:

Excerpt 24 "As two of my elder brothers were teachers, there was too much discipline for studying in our house. Everybody definitely sat at certain hours, study for their lessons, could watch TV at specific hours. Whether there was any homework or not, everybody had to sit and read a book for a while and revise whatever done on that day or in that week----------Most of my classmates unfortunately study for exams only and this destroys the general atmosphere of the classroom. They only want to wander around, spend time for fun or just enjoy themselves. I really try very hard to get alienated from them and then because of this they make fun of me asking why I was studying that hard. I would die one day because of this and my grades were very high and I needn't worry much about them. I did not care what they said about me and on account of this alienation; I believe that I could study more efficiently than most of the others. They put most of the things until everything was too late for them. They could not know what to or how to study in the last minute before the exams. They were panicking a lot. Even some of them asked for cheating in the exam from my paper or wanted me to sit next to them. This study discipline directly came from my elder brothers. For example, imagine that I left school and went to dormitory. Without any hesitation or without a word from anybody, I directly sit and study or revise something before I go to sleep. I always tell this to myself that I owe these study habits to my elder brothers. If I cannot find any homework or task to study, I read a book. Or deal with anything else related to foreign language. (Interview 2,3)

In freshman year, she joined a project preparation unit because she dreams of going abroad by the help of an international project but this takes almost all of her free time.

Her internal-stable-controllable ascriptions included her feeling responsibility but lack of time management and effort in this period. One stable-uncontrollable personal trait included her belief of having a good visual memory. She was partly committed to her vocabulary studies this term as she believed that she was not able to allocate enough time as she had planned on account of other commitments but she thought that this was an only temporary break which she would be able to restart again. These personal traits or tendencies invoked in her some feelings like determination versus guilt and frustration (See excerpt 25 below).

Excerpt 25-" Sir, I do not know but I joined a project preparation unit as I would like to learn how to make projects and go abroad by doing that. Maybe I was wrong because it takes most of my time nowadays." (Interview 5)

Her external causes included both school related and family related issues. One unstable-controllable issue was her having to allocate too much time to a project preparation unit. Stable-uncontrollable school related issues included all lessons conducted in English; positive influences of new proficient comers and teachers but too many new courses seemed to affect them in a negative manner. Among family related issue was there one external-unstable-controllable ascription, which was that she felt she lacked immediate intervention of her brothers in this period. She somehow tended to reduce the frequency of contacting her brothers about school related issues and this for her might have indeed some negative consequences. Such external factors mentioned above invoked in her some feelings like determination versus helplessness at times.

Rosa could be regarded as a successful student in terms of vocabulary learning commitment in general though she faced many hardships especially during LYS period. Her family and dream of a lifelong academic career seem to be the most effective and the strongest predictors for her commitment in three different periods. However, her commitment appears to enter stagnation period for a short time in freshman year owing to some other dedications, about which she feels very unhappy.

4.1.2.2. Causal Attributions for metacognitive control

This part will analyze Rosa's attributions of causal influences she thinks of having affected her metacognitive control over her vocabulary studies in three different periods. What might have influenced her focus or concentration either negatively of positively or prevented her from finding effective ways to overcome obstacles will be evaluated according to different periods.

Table 4.

Causal Attributions of Rosa about her Metacognitive Control over her Vocabulary Studies in Three Different Periods

		Causal attributions for Meta-cognitive Control		
		LYS PERIOD	**PREP CLASS**	**FRESHMAN**
INTERNAL	Interests /Habits/ Personal Traits	Perseverance Not knowing how to and what to study Self-stimulation Exam anxiety Feel of inadequacy Having a good memory	Focus on grammar and writing most Remind of her responsibilities Happiness in her dream department Obeying strict plans Having a good memory Feel of proficiency	Tendency to translate everything Lack of enough effort Lack of time management Having a good memory Feeling of dissatisfaction about vocabulary studies Acquaintance of the system at school
	Invoked Feelings	Feel of lost, helplessness and lack of self efficacy vs. determination	Feel of self efficacy, self esteem and determination	Feel of loss and helplessness plus guilt and frustration vs. determination
EXTERNAL	Living Place/ family related	Local conflict Positive Impact of family grown up with a discipline	grown up with a discipline Impact of brothers	grown up with a discipline
	School Related	Teacher's attitudes Too much grammar and reading	New environment and new friends Vocabulary activities at the course Teachers' attitude Task difficulty	Too much homework All lessons in English Positive impact of new comers Very new and difficult courses New commitment to a project
	Invoked Feelings	Helplessness, lost and lack of self efficacy belief vs. determination	Determination, positive self efficacy and esteem	Determination vs. feel of helpless and lost

Rosa's attributions were again analyzed according to some personal traits, interest or habits as internal causes and some school or accommodation/family related issues as external ones. In LYS period , her personal interests/habits and traits included perseverance and self stimulation as internal-stable-controllable causes, positive ones and not knowing what to or how to study as a negative issue. Her stable-uncontrollable personal characteristics included her exam anxiety and sometimes feel of inadequacy invoked by the lack of enough teacher support versus her belief of having a good memory was among stable-uncontrollable issues. These internal causes resulted in feelings such as feel of lost, helplessness and lack of self efficacy at times versus determination (see Excerpt 26).

Excerpt 26 "The teachers at school were always sending us to home and told us to study at home. They would not be able to do anything for us in such a conflict. But I was very determined to pass the exam. Yes, I was psychologically badly affected by the conflict. Sometimes I did not know where and how to start or what to study but my family and especially my elder brothers were very helpful. As the date of the exam got nearer, I was very nervous and stressed." (narration 1)

Her external causes included both family/living place related issues and some school related causes. There was a local conflict mentioned several times here and this had a negative impact on her general mental state. However, she had very affectionate and helpful family members, who all caused her to be grown up in a happy but self disciplined manner. Her school related external-stable-uncontrollable causes (see excerpt 23 above) included the negative attitudes of teachers. They were attributing their ignorance towards the students to the local conflict and they thought that most of the students were not studying hard enough to be able to pass the exam. Too much teacher circulation might have been due to the local conflict as most of the teachers would not want to work in such a dangerous environment. Her external causes were all stable but uncontrollable conditions for her. Moreover the lessons at school were focused on mostly grammar and reading activities. She thought that there was not enough dedication to vocabulary studies. She had to do all the vocabulary studies by the help and stimulation of her elder brothers at home.

After she passed the university exam and started to study at prep class, the impact of her local living place was disappeared. Her internal-stable-controllable causes included her focus on grammar and writing within this period, her positive tendencies like remind of her responsibilities, happiness in a dreamed department, feel of proficiency and obedience to her plans or objectives. One stable-uncontrollable trait of hers was that she had a good memory. These internal issues all contributed to feelings like feel of positive self efficacy, self esteem and determination. Her external causes within the same period included both family/accommodation related and school related issues. Family relates positive factors included again her being brought up in a very disciplined manner and her positive attitudes and stimulation by her brothers. School related issues included new environment and friends, lack of enough vocabulary activities versus positive attitudes of teachers and task difficulty for some course specific items, like listening and writing. These external causes though some of them seemingly being negative ones invoked again positive feelings like determination, positive self efficacy and self esteem.

Freshman year started with a short period of stagnation for her. She was partly successful in concentration and focus for vocabulary studies. Among her internal causes, stable-controllable issues included her tendency to translate everything as she thought that this was a translation department and she would have start somewhere to be a good translator. On the other hand, she lacked enough effort and time management. She felt dissatisfied about her commitment to vocabulary studies. One stable-uncontrollable trait of hers was that she believed herself to have a good memory. These negative and positive self traits/habits invoked in her such feelings as feeling of lost, helplessness plus guilt and frustration versus determination (see Excerpt 27).

> *Excerpt 27 "Indeed, our translation studies have started recently and I know I have to do something to be a good translator. I need to start somewhere so I will do extra translation studies this year. I am sorry that I cannot allocate enough time to vocabulary this year and other commitments take too much of my time. I have a very good visual memory and I do not forget a word which especially I used somewhere. I am sure this duration of lack of vocabulary studies is not permanent. I will compensate it by doing more reading and watching movies with English subtitles."(Interview 5)*

Her external-stable-uncontrollable family related issues included her self disciplined grown up manner. School related issues included all lessons conducted in English, positive impact of new comers, which she believed that they changed all the course of lessons because the lessons were mostly conducted according to their proficiency, and her acquaintance of the system totally within this period. Some negative external causes included too much homework, new difficult courses and her new commitment to project preparation unit. These external causes invoked in her feelings of determination versus feel of helplessness and lost at times.

In terms of focus and concentration, Rosa again could be regarded as a successful learner. Her vocabulary studies were influenced by very different factors during three periods but she managed to overcome some negative tendencies or feelings as she trusts herself as a self-disciplined learner who can set achievable objectives, initiate her plans and follow up her strict schedules.

4.1.2.3. Causal Attributions for satiation Control

Satiation control mainly deals with effective means of overcoming boredom and this part will show Rosa's attributions behind her effective or ineffective interruption to the feeling of boredom during her vocabulary studies in three different periods.

Table 5.

Causal Attributions of Rosa about her Satiation Control over her Vocabulary Studies in Three Different Periods

		Causal attributions for Satiation Control		
		LYS PERIOD	**PREP CLASS**	**FRESHMAN**
INTERNAL	Interests /Habits/ Personal Traits	Not easily bored Maintenance of enthusiasm Creating entertaining vocabulary activities Playing Vocabulary games Reminding herself of her dream Exam anxiety Not remembering the word Having to study on her own Curiosity not being able to sleep even when she skipped a word	Not easily bored Feel of responsibility to family Tendency to focus on writing and reading a lot (reversed value) Reminding herself of her strict plans Curiosity feeling very disturbed upon not remembering a word interruption of sleep to find a word	Loss of interest Lack of effort Inability to find enough time
	Invoked Feelings	Helplessness vs. determination and self efficacy	Determination, positive self efficacy and self esteem	Guilt, frustration and unhappiness
EXTERNAL	School Related	Negative influence of classmates Too many new vocabulary in the texts Teachers ignorance	Negative influence of classmates Lack of enjoyable activities at school	New comers Too much homework Difficult courses
	Invoked Feelings	Frustration, helplessness	Frustration, boredom	Determination vs. helplessness

As can be seen from table 5, Rosa's attributions for satiation control in LYS period emerged under two main categories, her general interests/habits or traits as internal ones and school related issues as external ones. Her internal-stable-controllable personal issues included her not being easily bored in general, her constant maintenance of enthusiasm by creating entertaining vocabulary games or activities, playing vocabulary games with friends and reminding herself by an important exam. As an unstable-controllable trait, she was very curious to learn a new vocabulary of which she mentioned several times that she had cut in sleeps at nights when she could not remember a meaning of a word. On the other hand she had some internal-stable-uncontrollable manners like she had exam anxiety. She could not remember some of the words on account of that exam anxiety and she had to study on her own and try to find her own way with only help from her elder brothers. These tendencies created such feelings as helplessness versus determination and self efficacy.

Her external -stable-uncontrollable school related causes included some negative attitudes of her classmates, too many unknown words in reading texts and teachers' general ignorance and unhelpful manners which all contributed to her boredom and feelings like frustration and helplessness.

Excerpt 28 below summarizes her general tendencies and some external causes within this period:

> *Excerpt 28- I was a very determined person to pass the exam and I felt like being the only student in my class studying. However our teachers were not so helpful and mindful about our success. Whenever I went to ask something to them most of the times they were sending me out and putting of everything. Moreover there was a local war as I said and I was deeply affected by it. I was very afraid to go out and those events caused us to stop going to school for almost a whole year in 12th grade. Even we had our grades not from exam results but from the assignments we had submitted to teachers at times. In spite of all those problems, I was very lucky to have my family as they were always supportive and ready to help me whenever I needed. (Narration 1)*

In prep class period, her internal-stable-controllable personal issues included her being not easily bored; feel of responsibility to her family but her general tendency to focus on writing and reading more as a reversed item. As an unstable- controllable trait,

she always reminded herself of her duties as a self disciplined learner as well as her curiosity to learn new words. She felt very disturbed when she skipped words once and she remembers times of interrupted sleeps at nights. These issues invoked in her feelings like determination, positive self efficacy and esteem. Her external causes within the same period included stable but uncontrollable school related issues. She ascribed some kind of boredom during vocabulary studies to negative attitudes of her classmates and lack of enjoyable activities during the courses in terms of vocabulary learning. These negative issues at school sometimes invoked in her frustration and boredom (See Excerpt 29).

> *Excerpt 29 "Unfortunately, most of classmates in prep class were normal university students, who supposedly came just for fun, entertainment and wandering around. This made me crazy and I had to alienate myself from most of them. When the exam dates came, some of them were insisting to sit next to me to cheat. There were too ignorant students among them. I think also that there were not enough vocabulary activities at school. Most of the teachers were following the course books. That was it. Nothing extra happened. I wish we had been provided more vocabulary activities or even an extra vocabulary course but there was not. (Self report three)*

In freshman year, her internal-stable-controllable personal traits/interests included her a little loss of interest and lack of effort as well as her inability to allocate enough time to vocabulary studies as much as she had planned or intended. These internal issues invoked feelings of guilt, frustration and unhappiness. Her external-stable-uncontrollable school related ascriptions included positive impact and reinforcement of new proficient comers and all lessons being conducted in English. She was very happy about this issue as she was always trying to speak and practice English as much as possible during the courses and that gave her opportunities to use the newly learnt items in those practices. However, she complained about one negative issue of school setting saying that they were given too much homework and this made her lack of allocating time problem more complex. These external issues created feelings as determination versus helplessness at times (See Excerpt 30).

Excerpt 30 " Indeed I would like to go abroad via some programs like Erasmus or whatever it is. So I joined a project preparation unit, which takes most of my time and this year unfortunately we have a lot of new courses. We have a lot of homework and to be honest I cannot allocate enough time as it was in prep class to vocabulary studies. I know this is a temporary issue but I feel very disturbed about this. I would like to compensate this by doing some extra readings. Moreover we have some new friends who passed the proficiency exam and exempted from prep class. Most of my classmates were very disturbed about this issue but I just think the opposite. Thanks to them, our class is just like it is supposed to be. All lessons are conducted in English and everybody has to speak English. This is a good thing for all of us." (Self report 4)

Although Rosa's internal and external causal attributions included some negative issues or conditions as she mentioned above, she was generally able to overcome such negative competing tendencies in order to keep going and focus on her vocabulary studies. Her being brought up in a disciplined manner, her feeling of duty bound to her family, her perception of new comers as a challenging and stimulating thing for her more commitment and focus, shortly her positive attitudes towards the emerging problems or needs contributed her ability to get rid of negative feelings.

4.1.2.4. Causal Attributions for emotion control

Rosa might have witnessed ups and downs in terms of feeling of stress during her vocabulary studies in three different periods. Her attributions for the causes of stress or emerging obstacles in front of coping with stress while learning vocabulary are shown in table 6 below.

Table 6.

Causal Attributions of Rosa about her Emotion Control over her Vocabulary Studies in Three Different Periods

		Causal attributions for Emotion Control		
		LYS PERIOD	**PREP CLASS**	**FRESHMAN**
INTERNAL	Interests /Habits/ Personal Traits	Self-stimulation by a lifelong dream Not knowing what to do Irregular plans Feel of inadequacy	Self confidence Self discipline Diverse impact of unhappiness	Self confidence Self discipline Not being able to concentrate Lack of effort Inability to allocate enough time
	Invoked Feelings	Lack of self esteem, self efficacy vs. determination	Positive self-efficacy	Helplessness, disturbance, guilt and frustration
EXTERNAL	Living Place related	Local conflict		
	School Related	Too many new words in texts Lack of assistance	A new environment Lack of enough activities Impact of classmates and roommates	Too many new courses Wash back of exams New comers Other commitments
	Invoked Feelings	Too much stress, exam anxiety and lack of self efficacy	Boredom, lack of enthusiasm	Boredom, unhappiness, frustration vs. determination

As seen from Table 6, Rosa was internally and externally affected in terms of her stress management. In LYS period, her stable-controllable tendency was to self stimulate herself by reminding her lifelong dream. Among her stable- uncontrollable tendencies were there her not knowing what to and how to study, which was mostly invoked by the ignorance of her teachers from school. One unstable-controllable state was her feel of inadequacy at times. She sometimes felt lonely and feared of the approaching exam. She was sometimes helpless but her brothers helped her a lot to overcome such negative feelings. These all contributed her feel of determination versus lack of self efficacy and self esteem. Her external-stable-uncontrollable causes in this period included both accommodation and school related issues. Her living place faced a local conflict and this affected her moods negatively. When it comes to school related issues, there were sometimes too many unknown words in the reading texts and she lacked enough assistance from her teachers although she asked for their suggestions in terms of studying tactics. These negative conditions invoked in her some feelings like too much stress, exam anxiety and lack of self efficacy (see excerpt 28 above).

When she came to prep class, she was already away from the local conflicts. Her internal-stable-controllable traits/interests included her self confidence as a learner as she felt more proficient than most of the other classmates, self discipline and what is very interesting was that she tended to get stuck to her studies more when she felt unhappy (see excerpt 31 below). All of internal traits made her have positive self efficacy beliefs.

Excerpt 31 "Indeed Sir, I have a weird tendency. I feel like studying more when I am stressed out. I get ashamed if I let that feeling stop my vocabulary studies or any language studies. I always remember how self disciplined I was brought up and my elder brothers' suggestions and positive beliefs in me." (Interview 3)

Her external-stable-uncontrollable ascriptions were mostly school related. Among them were a new environment with new friends in it, lack of enough vocabulary activities in the courses and negative attitudes and mostly laziness of some of her classmates. These negative issues invoked boredom and lack of enthusiasm at times.
She feels very determined in prep class period whatever the cause or feeling there was, which can be seen from Excerpt 32:

Excerpt32 - "Sometimes I got down to flu or cold and they were preventing me from studying for vocabulary but apart from those, I would definitely allocate time for vocabulary learning. And this is funny but I feel myself of having strength or more tendencies to study more if I am in a bad mood. By that mood, I would concentrate on more to my tasks." (Interview 4)

Freshman year started with a more self confident and aware student however she was sometimes feeling a little stressed out as she was not able to commit her focus as much as she had intended. Among her internal-stable-controllable traits were there her self confidence as a learner, self discipline on one side and unfortunately her inability to adjust time effectively, lack of effort and lack of enough allocation to vocabulary studies. These positive and negative tendencies caused some negative feelings such as helplessness, disturbance, guilt and frustration versus determination.

Her school related external-stable-uncontrollable ascriptions were too many new courses, positive wash back of exams, positive impact of new comers and her having to commit herself to a project preparation, all of which contributed to invoke some feelings like boredom, unhappiness, frustration versus determination.

Rosa never ever had a tendency to give up. Her mood changes only witnessed some fluctuations according to different courses, tasks or periods. External factors influencing her stress level in freshman year included being not acquainted with new courses and devotion to a project. New comers were very effective for her level of stress in a positive manner as she was asking for suggestions and getting help from them. Whatever the causes, Rosa says she could find a means to overcome negative feelings like boredom or stress one way or another and never let such feelings to prolong so long to affect her general study habits in a negative way.

4.1.2.5. Causal Attributions for environmental control

The causal attributions for effective manipulation of learning environment for vocabulary studies can be seen in table 7 below. The learners' management to get the best of her learning surroundings was affected by several reasons externally or internally in either positive or negative way.

Table 7.

Causal Attributions of Rosa about her Environmental Control over her Vocabulary Studies in Three Different Periods

			Causal attributions for Environment Control		
			LYS PERIOD	**PREP CLASS**	**FRESHMAN**
INTERNAL	Interests /Habits/ Personal	Traits	Self-disciplined Knowledge of herself as a learner	Self-disciplined Determination Self-awareness Self-discipline Being a tidy student	Self-disciplined Determination Self-awareness Self-discipline Being a tidy student
	Invoked	Feelings	Determination, self efficacy	Determination, self efficacy	Determination, self efficacy
EXTERNAL	Living Palce	related	Very thoughtful family Having to study at home Order of curfew Absence to school Impact of brothers	Impact of roommates (reversed value) Dormitory life Change of room	Impact of roommates Dormitory life
	Invoked	Feelings	Helplessness vs. determination and self efficacy	Frustration vs. determination	Determination and happiness

Rosa was a very sufficient and efficient student to manipulate her learning environment in three periods although the reasons and attributions of this environmental control management differed a lot compared to each other in three periods.

In LYS period class period as can be seen from Table 7, her internal causes included her stable-controllable traits like she felt very determined and sufficient enough to adjust her learning environment as effectively as possible. This strength caused her to feel self efficacious and determined. Her external-stable-uncontrollable causes were mostly accommodation related issues. For example, she had a very thoughtful family to help her to organize study settings for her, not making any noise, letting nobody to disturb her, brothers' imposing some concrete study rules and so on.

The order of curfew, her absence to school in 12th year and her having to study alone at home as a result had indeed a diverse impact for her to be able to conduct her vocabulary studies in a way she wanted. And finally she was aware of herself as a learner and knew how and when to organize her learning settings according her emerging needs. Some negative issues invoked in her helplessness at times but she mostly felt self efficacious and determined to overcome problems.

During prep class period, she general had some internal-stable-controllable positive traits like being self-disciplined, determined, self-aware of herself as a learner, and self disciplined. She was almost always a tidy person who had only related material in front, putting away the mobile phone, using head phones at times. These positive tendencies and traits made her feel more self efficacious. Her external accommodation related causes included negative impact of her roommates, which she felt, an urge to warn them all the time and eventually causing her to change her room, the general habits of dormitory life. Sometimes, these negative events invoked in her boredom and lack of enthusiasm.

Finally when she was in freshman year, her determination to manipulate her learning environment seems to not have changed a lot at all. Just like prep class period, she shared all the positive internal-stable-controllable traits or tendencies, such as being a tidy learner, self disciplined and self efficacy belief and so on all of which again contributed to her feeling of determination and self efficacy. Among her external-stable-uncontrollable ascriptions were mostly accommodation related issues like some negative tendencies of roommates and general dormitory habits, all of which she could get rid of easily. Her consistence in manipulation of learning or study environment made her feel more determined and happy as she most of times like studying alone as she had mentioned several times that vocabulary learning is almost completely an individual activity.

Rosa does not seem to have been affected in a negative manner by environmental factors a lot. She found it easy to get rid of some emerging problems by means of timely and effective interventions and went on to her studies.

4.1.3. General evaluation for Rosa about her control mechanisms and causal attributions

As can be understood from the given information above, Rosa can be regarded as a successful student, a proficient and sufficient vocabulary learner. She committed herself to vocabulary studies a lot and she managed to get rid of or overcome most of the obstacles in front of her. She tried a lot of alternative tactics or strategies and when she felt any deficiency or fault in her approach, she replaced it immediately with a new one. She can mainly adjust her time apart from freshman year as she attributes it to a temporary commitment to be in a project unit. She usually did what she believed and most of them had some kind of parallelism with her plans and objectives. There was not too much inconsistency in her approaches, intentions, beliefs and applications. Her tactics did not get fossilized at some point. She , as a vocabulary learner, could make a plan, set an objective, initiate her plan, make the necessary changes when the need emerged and knew where to stop or quit some strategies. She was almost irreversibly and badly affected by a war in her district in LYS period and was on the verge of giving up but she did not do so. She went on to study and managed to go for her lifelong dream department. Her family and being in a department of her dreams were very effective and vital predictors for her commitment and focus especially in prep class period. Her metacognitive knowledge about herself, what kind of learner she was, how she could learn especially in prep class and freshman years, what she should study and when all of which make her a self-regulated student in terms of vocabulary learning. Her answers as seen from the excerpts were very direct and short, which might also mean that she was a very aware student who could manipulate her sources and environment whenever she needed. She was also a very sociable and self-confident learner who could go to an expert, her elder brothers and teachers to ask for help to get any suggestions related to her success or studies. Moreover, she has the strength to get rid of some destructive friends and go on her duties. Her causal attributions mostly for temporary periods do not seem to have affected her in a very bad manner, only for short times, not prolonged devastating impacts. This might also mean that she could face most of the difficulties like an adult and always reminds her utmost objective, being a very qualified translator and interpreter, which was mentioned several times in the findings above.

4.2. Case 2- Good starters/Less Improving group-"John"

John is a 19 year old student who was brought up in a small town of Turkey with a family of five people. He has got one younger brother and one sister. His father is a worker and mother is a housewife. His interest in English has started from primary school days. He has always liked dealing with foreign languages. He had a chance to go to an Anatolian High school which has a foreign language based curriculum after having passed high school entrance exam. He was once chosen for a school project and went to Germany for 15 days when he was at 11th grade. This was a very strong stimulant for him to concentrate on studying in a language class for university entrance exam. His self confidence in languages started with that project trip; however, to the last moment of university entrance exam, he was demotivated by his parents as they did not want him to choose a language department. His father's dream about him was that he must become a pharmacist while his mother would like him to be a lawyer. Their attitudes changed only after he passed the university exam. Meanwhile, he was mostly encouraged by two of his aunts, who graduated from Tourism departments. They suggested him along with one of his high school teachers to choose to study for language departments.

> *Excerpt 1 "Indeed Sir, my parents did not want me to go a language department. Both of them had different dreams about me. My father always wanted me to be a pharmacist in the future and my mother wanted me to go to Law school. I knew that I would not be able to succeed so I chose to study for language schools---------- If I could be a lecturer at my university or work as a translator at a company; or at least be a teacher at a high school, I would be much hopeful for future." (Narration 1)*

He is now in Translation and Interpretation Department of Siirt University, which was not his ultimate choice. In contrast to Rosa, who intentionally and voluntarily chose to study at this department, he wishes he had taken enough grades to English Language Teaching Department. However, his attitudes towards the department choice seem to have changed. First he was dreaming of starting his career education in Turkey and being transferred to Germany somehow and finishing it there. Then he came to this department and now is thinking of following and academic career in translation.

If not, he would like to be a teacher in National Educational System. He generally loves dealing with foreign languages. He believes in himself to be a proficient language learner. He thinks that he can express himself both in English and German. He expresses that time will show what choices he will make in the future.

John's controlling mechanisms in three different periods witnessed some fluctuations along with some perceived causal ascriptions behind them. His controlling mechanisms over vocabulary learning adventure are given one by one below and their causal attributions are analyzed in the next stage of this part. A general evaluation of his general controlling strengths or weaknesses with their ascriptions will be given at the end of this part.

4.2.1. Control Mechanisms

This section will analyze where John stands in terms of five control mechanisms of SRCvoc scale in three periods namely, LYS period, prep class and freshman to see some contextual changes. Table 1 below shows all control mechanisms of John's in the so called periods. Only one part of commitment control mechanism, special techniques part has got a numerical value and all the other mechanisms and subcomponents of them are shown according to whether she was successful in controlling some tendencies or not by "YES" as success and "NO" for failure. The details of emerging codes for all control mechanisms can be found at Appendix 4 at the end of the study.

Table 8.

Controlling Mechanisms for John over Vocabulary Learning in Three Different Periods

CONTROL MECHANISMS	SUBCOMPONENTS	LYS PERIOD	PREP CLASS	FRESHMAN YEAR
	Number of used Special Techniques	12	29	29
	Persistence to realize objectives	NO	YES (partly)	YES
COMMITMENT CONTROL	Belief in realizing objectives faster	NO	YES (partly)	YES
	Self confidence in realizing objectives	NO	YES (partly)	YES
	Efficaciousness in controlling concentration	NO	YES (partly)	YES
META-COGNITIVE CONTROL	Efficaciousness in focusing on his/her thoughts	NO	YES (partly)	YES
	Efficaciousness in controlling the tendency procrastination	NO	YES (partly)	YES
	Competence in avoiding procrastination	NO	YES (partly)	YES
	Persistence even in the absence of novelty	NO	YES	YES
SATIATION CONTROL	Satisfaction of the ways to eliminate boredom	NO	YES	YES
	Efficaciousness in avoiding boredom	NO	YES	YES
	Efficaciousness in self-regulating during boredom	NO	YES	YES
	Use of satisfactory ways to cope with stress	NO	YES	YES
EMOTION CONTROL	Competence in reducing stress	NO	YES	YES
	Tendency to give up when stressed	YES	NO	NO
	Immediate intervention to cope with stress	NO	YES	YES
	Efficaciousness in creating an effective learning environment	YES	YES	YES
ENVIRONMENTAL CONTROL	Creating a suitable learning environment	YES	YES	YES
	Looking for a suitable learning environment	YES	YES	YES
	Awareness of the importance of learning environment	YES	YES	YES

4.2.1.1. Commitment Control

As can be seen from Table 8, John used a variety of vocabulary learning strategies within three different periods. He used twelve strategies in LYS period, twenty nine in prep class and twenty nine in freshman year. Among his tactics in LYS period (see Appendix 4 for detail), he tried to memorize his vocabulary lists daily but he claimed that it did not work. He was trying to memorize first the spelling of words and then their Turkish meanings afterwards. He once tried to make an alphabetical list but as he did not do it regularly and update his list, the list became too complicated and random to follow for him. Finally, he changed the time of his revision activities. He tried to revise his list first in the mornings then in the evenings. These all were some rehearsal strategies he tried to apply for vocabulary learning. He sometimes tried to understand the meaning of the word within its context as a guessing strategy. As for dictionary strategies, he used a hard copy bilingual dictionary, and sometimes tried to write down the example sentences somewhere to revise the new words but he thought that this strategy did not work at all. She noted down most of the unknown words. He tried to activate his vocabulary by chatting online with foreign people, as he was always playing some strategy games and via games he was chatting with foreign players. This he believes helped him a lot to revise and improve his vocabulary while he was doing something enjoyable. He sometimes tried to make his own sentences with some of the words but that did not work either. Sometimes as a selective attention strategy, he thought that he mostly was able to choose exam related vocabulary from the texts and tests. They had extra vocabulary lessons at high school with a lot of vocabulary tests ; however, he thought that it was useless as they were dealing with unrelated vocabulary items to the university entrance exam so he had to choose some related ones only by checking previously asked exam questions in the past. Excerpt 2 shows John's general vocabulary learning habits and attitudes in LYS period:

> *Excerpt 2: "We had a class distinctive for vocabulary learning. It was very difficult although it was only an hour. We were learning the words that had the least probability to see at the exam. It was difficult. As a result of that I could neither learn nor memorize the words. It was not a permanent learning style because we would forget all the words after a while following the exam. I had a notebook in which I tried to list my new words in an alphabetical order first but*

then the notebook was a mess so I gave up. I even tried to write the meanings and the words five times in a list but it did not work. I hated memorizing words in that time. I think the method the teachers were using and the vocabulary lessons at that time were useless. We were not dealing with exam related vocabulary. I sometimes tried to guess the meanings from the texts especially in paragraph questions as I knew that we would not be able to use a dictionary in the exam. My vocabulary success in the exam was not so good I only did two out of five questions and three was left empty. I once tried to write the sample sentences in the dictionary towards the exam date but it did not help much. But what I liked most during that time was chatting with foreign people while playing online games so I think this is what helped me improve my general vocabulary unconsciously. Indeed I did not know a lot how to and what to study for the university entrance exam at that time.------ I would write the words on a paper; five or ten words it doesn't matter. I would memorize on the same day. It was also a warming activity for the lessons. It was working. However, I would forget the words at the next weeks. That was a problem.--------- I had a vocabulary notebook. When I was at high school, the teacher asked for it.*" (Narration 1)*

During prep class period, he increased his repertoire in terms of his vocabulary learning strategies. Among his rehearsal strategies were his making a vocabulary list only for exams, keeping a vocabulary log in the first month but it did not work. He made a regular revision, this time on weekly basis mostly when he remembered to study for exams. He listened to words and repeated them several times to improve pronunciation and finally he played games with friends. His encoding strategies included his ability to remember the words where he saw it, going back to text to revise it, making word groups like hospital related vocabulary or greengrocer related items and so on. He associated some words with real life objects or daily speech. Even he remembers times having word clouds in his mind before he fell asleep. He dreams about or makes up some situations as if he was a sales clerk or a cashier and thinking about what he would say in a particular situation. Then he tried to find and list the related vocabulary items for those situations. As a guessing strategy, he claims he could mostly remember the spelling of word first then he looked for contextual meaning before he resorted to any dictionary. He used a bilingual online dictionary within this period, he

tried to copy some example sentences if he encounter in the dictionaries. He did not look for any additional example sentences within this period. He only looked at then when he encountered. As a final dictionary strategy, he looked up synonyms and antonyms of some words. He noted down the meanings of the words under them in the texts. He used a variety of activation strategies in this period. Among all the methods he used up to that time, he thinks the most effective strategy he used was playing games and chatting with foreign players online via those games. He thought that he was improving his vocabulary knowledge unconsciously while he was doing something very entertaining as he loves playing computer games. He moreover listened to music with lyrics, watched movies in English with English subtitles, and wrote down some very interesting chunks or words within those movies. He tried to make his own sentences with the new vocabulary items. He always overheard somebody talking in English and joining their conversation when he was allowed. He also practiced English with somebody who was not from his department and they were mutually asking each other some interesting words or phrases to use and changing all the time for alternative uses. He claimed that he could not do such a practice with his classmates at school as he mostly found them to be too ignorant to apply such a method. As selective attention strategy, he was able to choose which words were more important than the others but this choice was mostly limited to exams or quizzes. He self initiated by looking up the word when encountered frequently. This was very important for him as he mentioned several times that he never wanted any kind of memorization activity. He tried several times but it never worked. The most important thing for him was to see a word several times in different contexts and it becomes permanent for him. He reread some paragraphs to increase the frequency of encountering. He chose most liked words and seemingly interesting chunks in the movies or TV series. He started a new strategy compared to that of LYS period. He often asked for suggestions from friends and teachers to improve his vocabulary and he tried to stick to their suggestions, especially to those of teachers' as much as possible. The summary of his vocabulary learning strategies and attitudes can be seen in Excerpt 3 and 4:

> *Excerpt 3 "Learning English is not an obligatory task for me but a hobby for me. So I try to find easier ways to learn it; for example, I play games. They are games in which I can chat with foreign people from all over the world. For example Mobile Legends, Bang Bang. You can find people playing this game*

from all over the word. I improve my English by chatting with other player in the game. I noticed that I unconsciously improve my English thanks to these games. The other option to improve your English is to watch movies but I have a different style that improves you more. Without subtitle you may miss some words but thanks to subtitle you understand all the conversations and you do not miss any word. You may note down the words that you do not know. I learn English that way. As I said, every learner has his/her own learning style.---------- Learning vocabulary should not be an obligatory task. If you do it because you want you will be successful but if not, it is hard to overcome difficulties." (self report 1)

Excerpt 4 " I would look up dictionary for the words. Once a week. I had fixed tv series that I follow. I try to guess the word from the context. If I cannot, I look up a dictionary. I generally guess the meaning when I get a clue. I did like that for a while, then I wrote down the words. It was more effective. I have reading passages distributed by Mrs. ……. We change the books in every two weeks. The difficulty level of words is not high so we rarely had unknown words and we can guess them in the context. Recently I have learnt a different meaning of a word I can't remember now but if I saw I would remember. We do a separate list and we place the suitable words into the blanks. Generally we already see the unknown words in the paragraphs. Words are learnt easier inside a sentence. ---------- For example, how could I use a word in hospital or at a school or anywhere? I determine the words and learn them--------Not finding extra words but I always think over how I could use a newly learnt word in authentic places, and I always create sentences in my mind. It is like a conversation with myself.---------- A strategy game. They have youtube channel. It is a channel belonging to Switzerland; almost all English. I learn new things through it. (Interview 1/Self report1)

During freshman year, he mostly used similar strategies to those of prep class period. As a rehearsal strategy, he made a vocabulary list as he did before and revised that list regularly. He did some pronunciation activities and he checked subtitles line by line to list some interesting chunks. He mostly remembered frequently encountered vocabulary; he had word storms in his mind before he went to bed. He sometimes imagined himself as a visitor to a place and he tried to find relevant vocabulary items

for that situation. He made some word lists according to word groups or families such as words about weather, animal life, nature and so on. He analyzed the words according to their suffixes and prefixes at times. These were all encoding strategies. As a guessing strategy, he tried to understand some words from its context before looking up in the dictionary. Also he tried to understand some words in the movies even watching some scenes several times to get the meaning. As dictionary strategies, he used a bilingual online dictionary, tried to find other forms of words, looking over some sample sentences in the dictionaries. He tried to find synonyms and antonyms of words and made a list of them. He mostly noted down the meanings of words under them in reading texts. He seems to have increased the number of activation strategies within this period. For instance, he started following you tubers for a Swedish game, listened to music with lyrics, and used an online program to translate lyrics. He watched TV series, online competition programs, and movies with English subtitles and followed some Instagram WebPages. He wrote a paragraph with some word groups, made up his own sentences while trying to use other alternatives for some words. He seems to have increased the volume or intensity of technology uses in this period to improve or at least his vocabulary knowledge in this period. As a self initiation strategy, he looked up the words especially when he needed to use them during game chats and noted down mostly encountered ones while he was playing games with foreigners. He was always ready to ask for help or suggestions from friends or teachers in this period as well as from foreigners. He with his roommates started a new tactic this year. They decided to check their writing activities in terms of grammar and vocabulary items, to suggest on their mistakes and finally to prepare the last draft together. This was a very useful activity for them as he proposed as they could see their mistakes easily as a second or third eye was very effective and could help each other in an effective way. It also contributed to their relationship staying in the same place (see Excerpt 5).

> *Excerpt 5 "I try to guess the word from the context. If I cannot, I look up a dictionary. I generally guess the meaning when I get a clue. ------ I like to watch and while watching I was learning. Both ways are effective for me.------ I don't stop to think over the word but I prefer to use simple words; the ones that I like. I think over the English equivalent of the word. I wonder whether it is that word or not, so I note it down. --------- Sometimes it is boring. I do not study a lot but I look up the words that I see on movies, songs or games, which is funny. I have*

been playing computer games for a month. I learnt the word NOOB. It is used in conversations or texts. Having learnt it, I started to use it unconsciously.---------- Sometimes I come across with the words that I saw before. When I learn the meaning, I ask myself how I could miss such an easy word. In speaking, I try to create the sentence in my mind and then I speak; it is not a creation from Turkish to English but an English creation on its own. ---------- I make conversation with myself before sleeping; for example, how I would talk with someone who I have just been introduced? Occasionally I do that. ---------- When I cannot remember a sentence I look up the dictionary and learn it. Once someone advised me to use 'gonna' and 'wanna' words words in order to improve my speaking. It was interesting. ---------- Sometimes, I come across with some words that I have never seen until then. I wonder why they use so complicated words while the simple ones are already existent. Then I learn the word and start to use it.---------- For example I think over how I could use the word "satellite" Our satellites are these; we do not have channels. I try to write a paragraph through words. I create sentences through distinctive words. I take notes when I am sure that I come across the word in the exam. As I have indicated before. I read all I can find; story, novel etc.---------- I record the unknown words to my phone. I collect the words that I cannot get the meaning from the sentence. Then I look up to acquire to meaning" (Self report 2-Interview 3)

Excerpt 6 below shows John's finding a way to stimulate his friends for peer work as a social strategy:

"Excerpt 6: "Yes, We do. We also look at the contents. We provide peer-feedback. First, we do the homework. Then we write on a specific issue like global warming and harms of smoking. We think over how to expand the texts.--------- two of my are good at writing. We collaborate and provide feedback to each other. But regarding reading and speaking I do not get benefit of them. *" (Interview 2/self report 2)*

When we look at Table 8 for other subcomponents of commitment control, John was not very successful to have persistence to realize his objectives in LYS period.

Moreover, he felt some deficits to realize his objectives faster and did not have self confidence to fully commit to his vocabulary studies. He made a plan and planned to do something but he had problems to initiate them as he claimed there was always something in his mind to focus. He was partly successful in his persistence and self confidence issues in prep class period. Though he used a great variety of strategies within this period, he still thought of himself as being unable to dedicate himself to vocabulary studies as much as he had intended. He made regular plans and promised himself to stick to those plans but something seemed to keep him from doing that. His ascriptions behind non commitment in LYS period or partial commitment in prep class are analyzed in causal attributions part. Finally he passed the prep class and managed to go on his education in freshman year. He felt fully committed to his vocabulary studies within this year. He was now completely aware of himself as a learner, he thought he could stick to his plans, never skip any objectives. He intended to something, made a plan with strict time limits and applied his chosen strategies, changed them according to emerging needs and the most important for him that he managed to do so by doing something every enjoyable. He learned more vocabulary while he was watching movies or series and playing computer games especially with foreigners.

When we look at the commitment control mechanism of John's we might assume that he witnessed a developmental process gradually starting from LYS period to freshman year. He did not commit himself much to vocabulary studies as much as the other two periods. However, his commitment was at its peak in freshman year with a lot of self created activities to improve his vocabulary. What seems very interesting for John here is that he chose and applied most of the strategies on his own without any suggestion or interruption of people. This ability shows his being aware of himself as a learner. He seems to be very knowledgeable about his cognitive strengths or weaknesses as a vocabulary learner especially in prep class and freshman year and is ready to adapt his strategies and even himself according to emerging conditions or needs.

4.2.1.2. Meta-cognitive Control

Meta- cognitive control mainly focuses on learner's keeping concentrated and focusing his/her thoughts and being able to cope with a tendency to postpone her plans or intentions to any other times. John as can be seen from Table 8 and also Appendix 4 , was mostly successful in keeping his concentration and focus alive especially in

freshman year. He was fully dedicated to his vocabulary studies in this period and with no postponing his duties. He claimed that he was totally accustomed to the general system at school and the different attitudes of teachers. He was a little bit confused about his career choices in prep class but he was now very determined to go on his university education in his hometown and try to become a lecturer at a university in the future. He felt efficacious enough to control his concentration in prep class and freshman years however when it comes to focusing and overcoming the tendency of procrastination, he was less successful in prep class compared to freshman year. He was aware of such negative tendencies in prep class for which he took as only temporary situations for a new comer to a university who was trying to get used to the new system and a new school. He was the least successful in terms of keeping his concentration at an intended level and focusing effectively to vocabulary works in LYS period. He generally tended to put aside vocabulary studies to unpredictable times, ascriptions of which will be analyzed later within this chapter (see Excerpt 7 for detail).

> *Excerpt 7 "Indeed Sir, I am not a student who loses concentration very easily but sometimes some other factors affect me.* It depends on my mood. I do not stop studying if there is not a bad situation. *If something is not so urgent or very significant, I keep going. I do not let anything to stay on my way. However, I was not very successful doing that in prep class. This year, I feel I am improving but last year was a small break for me. I wish I could have done better as I believe myself to do so." (Interview 4)*

His developmental process in terms of vocabulary learning from LYS to the top in freshman year again can be seen for meta-cognitive control. The more he got aware of a new system and of himself as a learner, the more focus and concentration he had in dealing with vocabulary while overcoming tendency to postpone his projected duties or plans. In LYS period, he seems to lack of some outsider help to suggest him how to study or what to study. This might have caused him to focus on only exam related issues. As the days passed after his starting his education in a university, the picture in front of him might have become more clear and visible when he got to know himself as a learner with concrete objectives and intentions in mind as for vocabulary learning.
Excerpt 8 shows his inability to maintain his concentration and focus in LYS period:

Excerpt 8 " Sir, I was not a word worm in LYS period as I just did not know what to study. I was easily bored and I think the vocabulary activities we were dealing with were just irrelevant to the exams. I was sitting down to memorize a list of words but after a few minutes I was getting lost and quitting. Maybe I did not like memorizing at all." (Narration 1)

4.2.1.3. Satiation Control

Satiation control mechanism generally deals with the ability to overcome boredom and keep the joy of vocabulary learning alive. John had a general love of learning foreign languages. He happened to go Germany for a school project which had a great influence on his choice of a language department. They had already had German courses as a second foreign language at high school and he worked with the help of his aunts who were working in tourism sector in some touristic areas in the summers. However, such issues seem to have little impact on his general attitudes. He did not have much curiosity to learn new vocabulary items in this period although he might have witnessed the trouble of not having enough vocabulary knowledge in tourism sector. He did apply some strategies to get rid of boredom like having a break and eating or drinking something but those did not seem to be working at all. As the exam date approached he felt more bored and lost his focus, concentration and enthusiasm. He had a general tendency to procrastinate as he found vocabulary studies as a boring and useless activity. He tried to compensate by watching more movies with English subtitles but he thinks that it did not work much (See Excerpt 9).

Excerpt 9 "What I have always liked was playing online games with foreign people and what. I soon realized that I was improving my English in general. I was not a student who could sit somewhere for hours and deal with a big list of vocabulary. I was easily getting bored and lost if I did that. I really could not understand why our teachers were insisting us to do that. It was a problem because of study style at the high school or education system. Always it was always like that. I was not a good vocabulary learner then. The most I remember were those that I had learnt in games. That was it. I think the others were just a waste of time." (Interview 1/Narration 1)

When he passed the university exam and came to prep class, he was more aware of himself as a learner. He applied a lot of strategies to practice or learn vocabulary however not very efficiently. He was again feeling bored while dealing with those activities. His sudden mood changes emerged according differing tasks or courses. He generally tended to procrastinate, which he could not overcome very easily. However, what he claimed in this period was that he compensated some deficits or negative tendencies like being bored easily or procrastination by creating very enjoyable vocabulary learning or practicing activities for himself, like watching TV series and movies, playing computer games online with foreign people and chatting with them while playing and so on. These were for him indeed effective to get rid of some negative feelings or moods (See Excerpt 10).

Excerpt 10 " I was at university and knew that I had to be more serious. I really like dealing with languages. I can speak English and a little German and we will have Italian classes next year. I am looking forward to it. But I have still sudden mood changes this year. I get bored while dealing with vocabulary but I am not sure I can get rid of it easily ----------Sometimes I self stimulate myself by looking at my friends. For example, When I know that it should be done, I do not postpone my study; therefore I say to my friends to wait until I complete my work. Even I warn them to finish their study instead of spending time on unnecessary things. (Self report 3)

In freshman year he was totally successful in getting rid of boredom and lack of focus problems. He felt very efficacious to overcome emerging obstacles, never had a tendency to put off his duties or plans. He could even get rid of some negatively influencing friends. He made plans, got stuck to them, applied his chosen strategies and tactics in a more well organized and effective manner compared to other periods. He even made a timetable for him to follow for several tasks and courses and he claims to have obeyed it completely. He was more focused and concentrated within this period (See Excerpt 11).

Excerpt 11 "It took me some time to get used to the new system at school but this year I know exactly what I should do and know that I have no luxury to get bored, lazy or stressed. I am a university student and I really wish I had studied

a lot at prep class. I promised myself not to repeat the same mistakes this year. I haven't any enjoyment in learning English. I still listen to music, watch movies and play games to keep my enthusiasm alive. I think they still work. I become very happy to learn new words out of them. They help me get rid of boredom all the time."(Self report 4)

When it comes to boredom and procrastination management, John is most successful in freshman year, prep class after that and unfortunately not in LYS period. He was an aware learner of his strengths and weaknesses in general however some especially external and internal issues might have influenced his ability to overcome boredom and postponing tendencies in three different periods, which are given in causal attribution parts below.

4.2.1.4. Emotion Control

Emotion control mechanism generally deals with the ability to cope with negative feelings mainly stress while learning vocabulary. This control mechanism was categorized into four different items namely use of satisfactory ways to cope with stress, competence in reducing stress, tendency to give when stressed and immediate intervention to cope with stress. Table 8 shows John's differing tendencies or attitudes to deal with stress during her vocabulary learning adventure in three different periods.

As can be seen from Table 1, John could not overcome stress as efficiently as in LYS period as in Prep class and freshman year. He used some tactics to overcome this negative tendency in LYS period; however, felt more stressed out when the exam date approached. He generally thought vocabulary studies, especially the ones at school were boring and useless and this tendency made him more stressed out. His boredom within this period seems to be in proportion to his level of stress. They were affecting each other in the same manner and degree, in that, the more bored he felt, the more stressed he become or vice versa. He even put aside vocabulary studies to an unpredictable time when he felt stressed (See Excerpt 12).

Excerpt 12 " I was lost in LYS period. The only words I learnt were from the games but they did not help a lot in the exam. I was more stressed when the exam date approached nearer. And unfortunately, nobody helped me to get rid

of it. ----- none of the words I studied were asked in the exam. I tried to get meaning but no way. - ----------I didn't think the reason. Maybe I just didn't notice or didn't want. I don't know the exact reason. Maybe we thought that we learnt enough. But whatever the reason I was always stressed out."(narration 1/Interview 1)

In prep class and freshman year, on the other hand, he got an awareness of himself as a learner as well as his concrete intentions or plans for long term or short term objectives and he thought that he had to face and overcome whatever stood on his way. He had a short break, played computer games with foreigners, chatted with friends for a while when he was stressed out and those all seemed to be working. And he never let that negative tendency to interrupt or halt his vocabulary learning adventure. He claimed that he could go on studying after he had a break without any negative mood or feeling. He succeeded in timely intervention to this negative feeling both in prep class and freshman year as effectively as he had intended and went on his way afterwards. His general tendencies can be seen in excerpt 13:

Excerpt 13 " Sir, I think I am a relaxed student in nature but I had some other reasons in LYS period. I was stressed out but in prep class and this year, I feel very happy and I have very concrete objectives for the future. I think I have also positive impact on some of my friends. I know exactly what I am doing and what I should to reach my objectives. I can mostly find ways to make my English learning adventure enjoyable and this is directly reflected to language skills like vocabulary, grammar, speaking and so on. I am a happy student in general to be in this department. (Self report 4)

When we look at the three period of stress management, John was efficient in coping with this negative feeling in prep class and freshman year equally; however, we cannot see the same trend in LYS period. Whatever the reason was or no matter what he did, he felt more stressed out to such an extent to cause him give up or put aside vocabulary studies to some unpredictable and uncertain times.

4.2.1.5. Environmental Control

Environmental control is about the ability to manipulate the vocabulary learning environment to get the best outcome of it. John was a very aware student in terms of possible ways to make his learning adventure more efficient and effective, including such awareness of her learning atmosphere or environment. He had his own room at their house in LYS period and adjusted the environment according to his needs. For instance, he adjusted the light, always put away mobile phone and never used it while studying. He set strict rules with his family, closed the door and used headphones to avoid outside noises or voices. He always had only the related material in front of him. He was highly aware of the importance of study place (see Excerpt 14 for detail).

> *Excerpt 14 "Sir, I was aware of my study habits. Thanks to my family, I had a separate room and nobody was disturbing me while I was studying. I was very tidy and had the only related material in front of me. I kept the door closed and never used my mobile phone. Even I was using a hard copy dictionary to avoid looking up the words in mobile phone. I was sometimes changing my sitting place to get enough light and to avoid sleepiness." (Narration 1/Interview 1)*

When he started university, he was again a successful learner to organize his vocabulary learning surroundings. He was staying in a private dormitory with some of his classmates. It was indeed a converted dormitory from an apartment. Several students were staying in the same flat with mostly their classmates like lodgers, one saloon and three rooms with a shared bathroom and kitchen. He had his own room and organized his desk according to his needs, had only relevant materials in front, set very strict rules with flat mates and used headphones to avoid noise. He was highly aware of the importance of learning settings and did his best to get the best outcome of them.

In freshman year, a similar pattern for environmental control followed for him. He was again very aware of the significance of learning environment and manipulated it as much as possible within his control. He organized his desk, put away mobile phone, set some strict rules with friends, never dealt with anything else. His vocabulary learning environment was adapted according to his needs as effective as possible. When we look at this control mechanism, John seems to be successful in three periods to

adjust his vocabulary learning settings according to his own needs and find and try tactics to get the best of her learning atmosphere (See Excerpt 15).

> *Excerpt 15 " As I said before, I am generally a tidy student who is ready to prevent anything which are to distract him. I silent the phone. I do not care whether it rings or not. I was keeping it in silent mode. But when the screen catches my attention I reply and say that I am studying. Negative things impassion me. I try to make the better if the thing I do get negative views. (Self Report 3)*

Environmental control all in three periods seems to have been the most successful one among others. John was a capable student to manipulate the learning setting as for his learning needs and emerging issues for differing tasks or activities. He appears to be very determined and strong enough to make necessary changes in his study environment when the time comes.

4.2.2. John's Causal Attributions for control mechanisms

This section will show John's causal attributions behind his five control mechanisms in terms of vocabulary learning. The attributions are evaluated for each of the five control mechanisms within three periods and classified as to whether they are externally or internally emerged that is whether they are caused by some outsider impacts or on account of his tendencies, whether they are beyond or under his control and to whether they are perceived by John stable or temporary situations.

4.2.2.1. Causal Attributions for commitment control

Table 9 shows John's attributions which seem to have affected his commitment to his vocabulary studies either positively or negatively in three different periods. The ascriptions were shown only for their location of the cause under three main themes. They are John's general personal traits, habits or interests which are internal and his external attributions are under either school related ones or accommodation related issues. Their stability or instability and controllability or uncontrollability are discussed separately and not shown in the table for convenience.

Table 9.

Causal Attributions for John's Commitment to her Vocabulary Studies in Three Different Periods

CAUSAL ATTRIBUTIONS FOR COMMITMENT CONTROL				
		LYS PERIOD	**PREP CLASS**	**FRESHMAN YEAR**
INTERNAL	Interests /Habits/ Personal Traits	Lack of effort Love of English Boredom Not knowing how to study Lack of enough vocabulary knowledge	Love of English Curiosity Feeling of proficiency Disorganized and untidy studying Lack of effort	Dream of going to hometown Curiosity Feeling disturbed when not remembering a word Making learning enjoyable Ability to use a variety of strategies Strict planning
	Invoked Feelings	Exam anxiety Lack of self efficacy belief Boredom and stress plus guilt vs. determination	Determination and self efficacy versus guilt and frustration	Determination, enjoyment and self efficacy
EXTERNAL	School/Course Related	Impact of going abroad Too much teacher circulation Too many tests Difficult vocabulary course	Lack of activities Attitudes of classmates Boring reading texts New friends and new environment	New comers Attitudes of teachers New courses Translation studies Wash back of exams
	Accommodation Related	Parents' disapproval of language department Stimulation by aunts	Ignorance of roommates Too much noise and fun	A general agreement and consensus
	Invoked Feelings	Demotivation Stress Anxiety plus determination	Boredom, laziness and frustration	Determination, self efficacy and more enthusiasm

As can be seen from Table 9, John was affected by both internal and external factors in three related periods. His internal causes in LYS period included lack of effort, his love of English as personal traits and being easily bored, not knowing how to or what to study and his lack of enough vocabulary knowledge all of which were stable and controllable tendencies. These both positive and negative individual traits or tendencies invoked in him such feelings as exam anxiety, lack of self efficacy belief, more boredom and stress, guilt versus determination.

His external causes which were stable/unstable and uncontrollable/controllable and were both school related and accommodation related issues. One unstable/controllable issue was his being elected for a school project in Germany after being given a kind of proficiency test. That event resulted in positive self efficacy belief as a learner and provided him a chance to practice what he learnt at school as for German Language. Among stable/uncontrollable school related causes were too much teacher circulation which he thought of having affected all of his exam related studies because with every new teacher, they felt that they were beginning everything from the first thing again. There were too many vocabulary tests given by the teachers and he thought them of being useless because most of them were not exam related. There was an hour of vocabulary lesson at that time in which they were completing a test with the teacher by answering some tests one by one and only noting down some unknown words in the tests under the words and throwing the test away when it was finished. He supposed that it was not an effective strategy for them to learn or revise vocabulary and most of the time he forgot them easily. His accommodation related ascriptions to his commitment to vocabulary and his general study habits included his parents' disapproval of his studying for a language department. His father imagined him to be a pharmacist and mother wanted him to be a lawyer. This tendency of his parents continued almost the end of his preparation adventure. He claims that he was indeed demotivated by their attitudes. On the other hand he was encouraged by his aunts who were either being trained in tourism faculty or working in the sector which was unstable/uncontrollable. But for their suggestions and support, he thinks that he would never had a chance or opportunity to study for language departments. These negative or positive external factors created some feelings as demotivation, stress and exam anxiety plus determination to pass the exam. Excerpt 16 shows some his external causes:

Excerpt 16 ""Sure. We were preparing for the exam of LYS then. The change of the teacher and also the system affected us deeply. We started to get used to it in 11th grade----------. Just for that week. We had quizzes every week. I could easily do the ones I memorized. Then we didn't have any quizzes. The teacher said that we would go to a university; therefore, we should improve both speaking and word knowledge. He proposed us to watch English movies, with English subtitles. You should improve your vocabulary knowledge either through watching with English subtitles or Turkish subtitles. ---------- I was bad at LYS exam because my teachers had changed. But here, I feel that I am improving.(Interview 1/self report 1)

Excerpt 17 shows his parents disapproval of him to study at a language department and positive impact of his aunts':

Excerpt 17 "My father wanted me to become a pharmacist while my mother wanted me to become a lawyer. My aunts have graduated from the department of Tourism. Thanks to them I chose to study that department. They encouraged me. My parents were not comfortable with my decision at first but latter they agreed. They were surprised at first and they started to support me when they witnessed the change with me. Three aunts of me work in Tourism sector in Antalya. One of them studies teaching of tourism in English-medium class at the university. One of them graduated from Tourism and started a business in Antalya. She speaks Russian and English. The last one works at a hotel as a chef. She speaks German and English." (Narration 1)

A very strong stimulant for him, maybe not very effective to university entrance exam but having a long term impact on his general language learning enthusiasm was being chosen as a member of a project in Germany. He thinks that this was a culmination for his general like of languages and that was how he decided to have a career in a language department (see Excerpt 18).

Excerpt 18 "We had courses on German language. Once at 11th grade I went to German for a school project and it saved me from almost quitting language works. I gained a self efficacy belief after that. So we spoke both German and

English. For example I said the sentence of "the door is broken" in German. We converted to English when we cannot build a sentence in German. it was an effective factor on my decision. Language is learnt in authentic contexts. I once thought that I could speak German if I stay one month. ----------When I was at high school, the third foreign language was German. I know some German words that I do not know English equivalent or vice versa. Sometimes I make interlingual transfers like words of punctual.(Narration 1)

In prep class period, he was partly successful in terms of commitment control as said in the previous section, most of which he ascribed to internal and external factors as seen in Table 9. His love of English, curiosity to learn new words and feel of proficient among his classmates, all internal-stable/controllable traits were positive issues having affected his general commitment to vocabulary studies in this period. As unstable but controllable tendencies, he was disorganized and an untidy planner and one stable but controllable thing was he generally did not allocated enough time and effort to vocabulary learning process. These positive and negative factors contributed to such feelings as determination self efficacy on one hand and guilt and frustration on the other. He had also some external factors, both school and accommodation related issues within this period. He thought that they lacked creative and enjoyable activities at school, there were some negative attitudes by his classmates, who seemed to come to university just for fun, there were some really boring reading texts within the books, which fell behind his interest and finally having to get used to new friends and new environment all of which could be regarded as unstable/uncontrollable external issues. He had some unstable/uncontrollable accommodation related ascriptions as well. He thought when he started living with a few of his classmates in a dormitory like flat that this would give them a very important opportunity to study together, help each other and improve their English. However, it did not appear so. His flat mates seemed to be making fun of everything, always going out and looking forward to a chance to put aside studying. They were too noisy and dying for fun for him to allocate enough time to vocabulary studies. As a new comer to university, he thought that he had no other choice rather than to hang together to make friends. These external causes invoked some negative tendencies or feelings like boredom, laziness and frustration (See Excerpt 19).

Excerpt 19 "I study this department because I was not able to get into ELT. But this department is better for self-development. I said to my family that I am reading medicine. For me both are same.---------- Simply, I know a lot of words but I can't use them while speaking------ I am a level behind from the level I should be. I could do the better. I know myself.---- I think that I am improving---------- If I cannot create the whole sentence I give up saying it. But, I do my best to take part in the classes.------- A weekly or monthly study for exams seems not to be efficient for me. Almost half of the students fail because of stress. I do not think immersing into study a lot more than necessary will do good. But, classes are efficient. If teachers notice that and make an examination to measure that it may work.--------- It is important to enjoy the work you do. That contributes to your success.---------- Because of Siirt , It is not an excuse but you may face with difficulties until you accustomed to a new place. --- If you are an introvert person, it can take more time maybe a full term. But if you are good at managing the situation it won't take much time. Because I was new there was not much to do. You try to keep up with the setting. In the second term, you get accustomed to the school setting and know what to do. ---------- I had basic knowledge thanks to high school education. You can success in prep class without studying but in the first grade you have to study and expand you knowledge. You start to notice the difficulty or simplicity of the lessons. For example, I will not have any grammar lesson next year. What if I do not learn enough this year." (Interview 4/self report 4)

Excerpt 19 shows John's sudden mood and attitude changes. He feels self efficacious as a language learner but he has difficulty in getting used a new place with new friends in it. He believes in himself to get rid of some negative tendencies but it would take time for him to do so. He has got also very mixed feelings about his high school days. On the one hand he thinks that he had some basic language skills but on the other hand he could not commit himself enough to keep his vocabulary learning adventure in a steady way. He attributes lack of commitment to a general tendency of most university students, who have difficulty in getting accustomed to a new environment while unfortunately at the expense of general study habits.

In freshman year he had some stable-controllable internal tendencies or traits which mostly affected his commitment positively. The most important one among other

internal factors was that he decided to get transferred to a nearer university to his hometown and he claims that this was his ultimate objective within that year. The others were that he was curious enough about vocabulary even to be disturbed when he skipped any word. He made learning enjoyable by creating very enjoyable and entertaining activities according to those of his interests. He was able to choose effective strategies, make necessary changes or adapting when needed. These positive traits or tendencies invoked in him some feelings like determination, enjoyment and positive self efficacy belief (see Excerpt 20).

> *Excerpt 20 "I struggle a lot. Sometimes I get the wrong meaning of a word. If the meaning is ok with the sentence I do not look up a dictionary.-------- Because I am competent. We used to tell the summary of the book in front of the class. Then I could keep the words in my mind. In the last days, we have started to make team-work and we do not summary books as much as it was. So I started to forget the words. ---------- There is a culture coming through a language. You wonder because you learn English. Whenever you are asked where you would go after graduating from English department, you reply 'UK'. And then you search for UK and learn the culture together with the language.----- There is a game on furniture business. Also, I have the game of The Lord of The Rings. I constantly get new words in there. I remember the words from car race and counter strike games. When I hear a word I note it down and look up dictionary. That is the simple way for me. --------- I go on watching the movie. I focus on stress and pronunciation. It is efficient especially for speaking skill. Even the simplest word pronunciation –well for example- adds you something. --- I want to make a transfer to Kırıklale because it is my hometown. So I should get high grades." (Interview 5 and self report 5)*

Among his external causes most of them were school related stable and uncontrollable issues. There were new comers to their class who were exempted from prep class by passing a proficiency exam. These new comers were like a challenge for John who thought there were no reasons why he would not be as proficient as them and he generally thought that the attitudes of lecturers were mostly positive and stimulating to urge to improve themselves as language learners. There were some challenging new courses, translation studies had recently started, which he found very interesting and

enjoyable. Finally one unstable-controllable issue was the positive wash back of midterm exams. He only failed one course and compensated it in makeup exams. Other than that, he managed to pass by almost projected grades. Moreover external causes included one unstable-controllable accommodation related ascription which he said was very satisfactory and important at home. All the lodgers in the flat had a mutual understanding and agreement about rules in the house after getting to know each other and that caused him to focus on his vocabulary studies more within this period. These issues contributed to such feelings as determination, self efficacy and more enthusiasm (Excerpt 21).

> *Excerpt 21 "Due to my friends. That they study until dawn before the day of mid-term scared me. And I thought that I had better study and be ready. The first, they do not get good marks, the second they do not get enough sleep and last they disturb me so I cannot sleep.---------- I did not count that. I have not thought that at all. I regard the translator as a doctor. Teacher of Literature only learn literature, English teachers only learn teaching but we learn everything in translation department. Maybe I will have the exam again, Why not! ---------- There were people at my class who increased my motivation to study more in my class. I said to myself that if they do I can do as well. This year there are not many students who take part in-class activities. I do not why. Maybe it is because they get shy. I would like everyone to be active in class so that I could find a setting in which I can talk and improve my English. (Self report 6/Interview 5)*

The findings about causal attributions for commitment control suggest that John was very successful to endure whatever stood in front of while trying to improve his vocabulary knowledge in prep class and freshman year but not in LYS period. He could not find the same strength and determination as he did in other periods. He could not commit himself to vocabulary works as much as he had expected. He was partly committed to vocabulary in LYS period which he mostly attributes to being a new student in a new environment and with new friends. He thinks that such phenomenon was a typical of any university student who was struggling to get accustomed to the first year at university in general. He was fully committed to vocabulary studies in freshman

year, which might have been stimulated by a very significant objective, his decision to go to a university, somewhere near to his hometown.

4.2.2.2. Causal Attributions for meta-cognitive control

This part will analyze John's attributions of causal influences he thinks of having affected his meta-cognitive control over his vocabulary studies in three different periods. What might have influenced his focus or concentration either negatively of positively or prevented him from finding effective ways to overcome obstacles will be evaluated according to different periods.

Table 10.

Causal Attributions of John about his Meta-cognitive Control over her Vocabulary Studies

CAUSAL ATTRIBUTIONS FOR META-COGNITIVE CONTROL				
		LYS PERIOD	**PREP CLASS**	**FRESHMAN YEAR**
INTERNAL	Interests /Habits/ Personal Traits	Lack of curiosity Boredom Not knowing how to study Easily affected by classmates Lack of effort	Curiosity Feel of proficient Love of English Enjoyment in vocabulary learning Lack of effort	Curiosity Feel of proficient Love of English Enjoyment in vocabulary learning Dream of going hometown
	Invoked feelings	Guilt, frustration versus exam anxiety	Determination and self efficacy versus guilt and frustration	Determination, enjoyment and self efficacy
EXTERNAL	School/Course Related	Going abroad Impact of classmates and teachers Too many unknown words	Lack of activities Attitudes of classmates Boring reading texts New friends and new environment	New comers Attitudes of teachers New courses Translation studies Wash back of exams
	Living Place Related	Stimulation by aunts Disapproval or parents	Ignorance of roommates Too much noise and fun	Roommates' setting strict rules
	Invoked feelings	Demotivation, Stress, Anxiety plus determination	Boredom, laziness and frustration	Determination, self efficacy and more enthusiasm

John was not an effective learner to keep his focus and concentration alive meanwhile overcoming the tendency of procrastination in LYS period, partly successful in prep class and fully successful in freshman year. His causal ascriptions behind both success and failure in terms of focus and concentration had some internal personal traits, tendencies or habits and some external issues both school and accommodation invoked. In LYS period, his stable/controllable tendencies or personal traits included his lack of curiosity in general, being bored easily while his unstable/controllable factors were not knowing how to or where to start, easily being affected by his classmates' attitudes and his lack of effort. These were some negative internal ascriptions which invoked in him such feelings as guilt, frustration and exam anxiety. His external-stable-uncontrollable factors were negative impact and attitudes of his classmates, too much circulation of teachers and too many unknown words. On the other hand, he had one positive external-unstable-controllable positive cause, his being chosen for a project group in Germany. This was a great stimulant for him to choose language department but not very effective on general vocabulary study habits. Moreover he had some accommodation related ascriptions externally which were unstable/uncontrollable, one his being encouraged by his aunts and demotivated by his parents till the exam date (see Excerpts 16,17,18).

When he started university in prep class, his internal-stable-controllable individual traits or tendencies included his curiosity in learning new vocabulary, love of English and enjoyment in vocabulary learning. One unstable-controllable internal fact was that he felt more proficient than other classmates. However one stable/controllable tendency was that he did not allocate enough effort or time to vocabulary as much as it was supposed to be. These positive or negative internal tendencies or traits caused some feelings like determination and self efficacy versus guilt and frustration of himself as a learner. His external causes included both school related and accommodation related items. He thought there was a lack of enjoyable activities at school, negative attitudes of some classmates, who were constantly interrupting to correct other students while they were speaking, boring reading texts and new environment and new friends all of which were unstable/uncontrollable for him. Accommodation related issues included ignorance of his flat mates and too much noise in the house again unstable/uncontrollable issues. These external factors invoked some feelings like boredom, laziness and frustration.

Excerpt 22 shows his accommodation related problems within this period:

Excerpt 22 "Those who stay at the dormitory come together and have a chat for almost 2 hours. I don't know exactly but it may be because we already know each other. I really do not know. The people with whom you talk know you, so s/he will not laugh, correct or do anything else. But in class it is not like that. When you make a mistake, you are corrected. I get disturbed. Even I sometimes warn them not to laugh. My flat mates were not serious enough about academic studies in Prep class. They seemed to be always in search of fun." (Self report 5)

In freshman year period, in which he was fully committed and concentrated, he ascribed such success to his internal personal traits as stable-controllable tendencies like curiosity, his love of English enjoyment of vocabulary learning. He had two unstable/controllable tendencies in this period. Firstly, he was able to create, organize and apply entertaining vocabulary activities for himself like playing online games with foreigners, playing vocabulary games with friends, imagining situations and making vocabulary lists accordingly and so on. The other was that of his dream of going to a nearer university to his hometown. These positive internal factors caused some feelings like determination, self efficacy and enjoyment. His external causes within the same period were positive impact and stimulation of new comers, positive attitudes of teachers, challenging new courses and starting of translation studies and some positive wash back of midterm exams all of which could be regarded as unstable/uncontrollable issues. He had some positive unstable/controllable external causes in terms of accommodation as well. He got fully agreement with his flat mates about household rules and study habits and this settled most of the problems emerging in prep class period. These external positive issues resulted in feelings of determination, self efficacy and more enthusiasm.

Excerpt 23 internal causes in general:

Excerpt 23 "Last year I dealt with LYS exam in a hustle. Then I had a good prep class. I understood that in the first grade. It positively affected my in-class participation, speaking, writing etc. ------- I started learning English as a hobby.--------- I feel like that. If I take the exam of LYS again, I am sure I will do better.Thanks to the courses and self-motivation. I am doing well with my courses now. I can use the new words that I have learnt in my everyday life.------ -- I try to create an environment for myself. I have a friend named Eşref who

visited us through Erasmus. I try to talk to him. I think I caught an enjoyable and effective way of learning vocabulary, I love playing games and I am sure it helps me a lot to improve my English."(Interview 5)

His external causes can be seen in Excerpt 24:

Excerpt 24 "I like teachers who let me be active in class. So the important thing is the teacher's attitude towards me. I want to have fluency in speaking. I like Mrs. ....'s pronunciation so I want to be like her. Even in plays I try to talk with other players. Shortly I always struggle to improve my speaking skill. --------- Last year it was both in Turkish and English. But this year it is only in English. So I try not to miss anything. Half of class speak and are active in the class while the rest is not; therefore instead of asking someone regarding what the teacher said, I study myself and learn what the teacher says. -------- A competitive setting with my friends and the encouragement of teachers help me to improve. --------- The teachers trigger me to be active in the class by creating a competitive setting. I feel myself as if I were in a competition." (Self report 5)

When we look at the causal attributions for John's meta-cognition in terms of vocabulary learning adventure, he was most successful in freshman year as in the commitment control. He was partly successful in prep class and failed in LYS period. He seems to have been a novice learner in LYS period who did not know what to do, how to study or where to start and so on. He tried some tactics but they did not work or at least he did not make an inquiry as to why they did not work. He appears to have let emergent negative tendencies precedes before his vocabulary learning focus or prolong enough to hamper him. In the other periods, he either partially, in prep class, or fully in freshman year achieved in manipulating the negative tendencies to overcome them and kept going without any break.

4.2.2.3. Causal Attributions for satiation Control

Satiation control mainly deals with effective means of overcoming boredom and this part will show John's attributions behind her effective or ineffective interruption to the feeling of boredom during her vocabulary studies in three different periods.

Table 11.

Causal Attributions of John about his Satiation Control over his Vocabulary Studies

CAUSAL ATTRIBUTIONS FOR SATIATION CONTROL				
		LYS PERIOD	**PREP CLASS**	**FRESHMAN YEAR**
INTERNAL	Interests /Habits/ Personal Traits	Lack of curiosity Not knowing how to study Lack of effort Lack of enthusiasm Trying some tactics but not worked	Curiosity Love of English Enjoyment in vocabulary learning Lack of effort Creative vocabulary learning activities Asking for suggestions	Curiosity Love of English Enjoyment in vocabulary learning Dream of going hometown
	Invoked Feelings	Guilt, frustration versus exam anxiety	Determination and self efficacy versus guilt and frustration	Determination, enjoyment and self efficacy
EXTERNAL	School/Course Related	Going abroad Impact of classmates and teachers Too many unknown words Dealing only with grammar and reading tests	Lack of activities Attitudes of classmates New friends and new environment Too many unknown words	Attitudes of teachers New courses Wash back of exams
	Living Place Related		Ignorance of roommates Too much noise and fun	
	Invoked Feelings	Demotivation, Stress, Anxiety plus determination	Boredom, laziness and frustration	Determination, self efficacy and more enthusiasm

John as in other control mechanisms witnessed some very diverse fluctuations in terms of boredom management and enthusiasm maintenance during vocabulary learning. He could not keep his keenness alive in LYS period in view of some internal reasons like lack of curiosity as stable/controllable factors and not knowing how to study, lack of effort, lack of enthusiasm and trying some seemingly and assumedly

useless tactics to get rid of boredom as unstable/controllable moods or traits. These negative issues invoked in him feelings like guilt and frustration plus boredom, stress and exam anxiety. His external causal attributions within this period included mostly school related issues like negative attitudes of classmates and teachers, too much teacher circulation, too many unknown words and irrelevant vocabulary studies which were unstable and uncontrollable issues for him. However one positive thing happened for him and as in meta-cognition and commitment control, it had some positive impact on his language choice. As an unstable/controllable issue, he was chosen for a project in Germany and though it did not have much impact on his general vocabulary study habits or strategies within that period, it had long term consequences for him as he started a liking of dealing with foreign languages more. Mostly negative school related issues invoked in him such feelings as demotivation, stress, anxiety versus determination (See Excerpts 16, 17, 18).

In prep class period for which he was supposedly partly successful in meta-cognitive and commitment control mechanisms, he managed effectively to deal with boredom. Among his effective internal-stable-controllable traits were there his general curiosity to learn new vocabulary, his love of English and special enjoyment when dealing with vocabulary items. These all contributed his enthusiasm and willingness to learn vocabulary. However as a stable/controllable factor, he thought that he was not allocating enough time or effort to vocabulary studies as much as he wished. By the way, he had some unstable-controllable positive habits as well. For example, he was very creative in designing vocabulary games or activities to make it fun and also he was always ready to ask for help from teachers and friends when he felt bored with an activity or task. These mostly positive internal factors invoked him such feelings as Determination and self efficacy versus guilt and frustration. On the other hand, he had some external ascriptions for boredom within this period. Most of them were school related issues, unstable and uncontrollable issues. For instance, he thought there were not enough entertaining vocabulary activities in the courses. Some of his classmates were very ignorant and disturbing so as to make him bored and stressed. They were interrupting his speech a lot, which he did not like at all and they were almost totally in a state of mocking everything in the class. He moreover attributes his sometimes being bored to having to get used to a new environment and new friends, which he thinks that, is a typical of a university student. He sometimes got bored with too many unknown words in the texts. He also had some accommodation related issues at his living place

within this period. His flat mates, who were all from his department, were too ignorant at times and making too much noise which made him lose his concentration and enthusiasm about vocabulary learning. These negative external factors resulted in feelings like boredom, laziness and frustration (Excerpt 25).

> *Excerpt 25 " I think we lacked vocabulary activities in Prep class. We were only dealing with the vocabulary in the texts and the lessons were just going on very dull. ------- I do not have. But: It is enough for a prep class but I don't think that it will be enough for the next year. I need to do more.-----Sometimes I get very angry to my classmates. They just seem to have come to university for fun. They do not study a lot and sometimes they affect me in a negative way. ----I get alienated from them to go on my studies otherwise I would become like one of them."(Interview 4/Self report 3)*

When he came to freshman year, he was totally successful in his controlling mechanisms. He got rid of boredom very easily while keeping his enthusiasm alive. Among his internal-stable-controllable tendencies were there his curiosity in languages and learning new vocabulary, his love of English in general and enjoyment in dealing with new vocabulary items. One unstable-controllable tendency was that he dreamed about going to somewhere near to his hometown to complete his university education. This last ascription of his seems to overpower all of the others as he claimed several times that one way or other he was very determined to go to his hometown by the end of that year. These positive internal factors caused feelings of determination, self efficacy and enjoyment. Among his external causes within this period, he had only school related ones like positive attitudes of teachers, interesting new courses and wash back of exams all of which were unstable-uncontrollable factors. These positive external factors made him feel determined, self efficacious and more enthusiastic.

When we compare the three periods in terms of boredom and enthusiasm management, he was able to overcome negative tendencies most in freshman year, then in prep class and unfortunately, in spite of his concrete intentions he could not overcome this negative feeling in LYS period. He attributed this failure mostly to have to study on his own and not knowing what to or how to study. Indeed his parents' discouragement and opinions about his studying for a language department might have had a devastating impact on his general study habits as he expressed once that he was

still confused on the exact date of the entrance exam about whether he should choose a career in language department.

4.2.2.4. Causal Attributions for emotion control

John might have witnessed ups and downs in terms of feeling of stress during his vocabulary studies in three different periods. His attributions for the causes of stress or emerging obstacles in front of coping with stress while learning vocabulary are shown in table 12 below.

As can be seen from Table 12, John's stress management was influenced by both internal and external factors in three periods. In LYS period, his internal ascriptions included lack of curiosity, not knowing how to study, lack of enthusiasm and lack of self efficacy belief all of which were unstable but controllable tendencies. He generally suffered from exam anxiety in this period and he thought he did not allocate enough effort to vocabulary studies in general which were stable but controllable issues for him. All of these internal factors contributed to guilt and frustration plus more exam anxiety. He felt horrified when he thought of the exam date approaching. Among his external factors were there both positive and negative issues. As an unstable-controllable issue, he was chosen for a project in Germany, which caused a positive self efficacy belief plus determination. However, the project could not have much impact on his general study habits as he had some uncontrollable-stable school related problems. Negative attitudes of his classmates, too many unknown words in the texts and their dealing with only grammar and reading tests were what contributed to his stress and exam anxiety. He had one household related problem as an uncontrollable-stable issue at home. He was constantly demotivated by the attitudes of his parents. These external factors invoked determination on one hand and stress on the other.

Table 12.

Causal Attributions of John about her Emotion Control over his Vocabulary Studies

		CAUSAL ATTRIBUTIONS FOR EMOTION CONTROL		
		LYS PERIOD	**PREP CLASS**	**FRESHMAN YEAR**
INTERNAL	Interests /Habits/ Personal Traits	Lack of curiosity Not knowing how to study Lack of effort Lack of enthusiasm Exam anxiety Lack of self efficacy	Curiosity Feel of proficient Love of English Enjoyment in vocabulary learning Lack of effort Creative vocabulary learning activities Asking for suggestions	Curiosity Feel of proficient Love of English Enjoyment in vocabulary learning Dream of going hometown
	Invoked Feelings	Guilt, frustration versus more exam anxiety	Determination and self efficacy versus guilt and frustration	Determination, enjoyment and self efficacy
EXTERNAL	School/Course Related	Going abroad Impact of classmates and teachers Too many unknown words Dealing only with grammar and reading tests	Lack of activities Attitudes of classmates New friends and new environment Too many unknown words Negative wash back of exams	Wash back of exams Task difficulty
	Living Place Related	Demotivation by parents	Too much noise and fun	Peer works with roommates
	Invoked Feelings	Determination versus stress	Boredom, laziness and frustration	Determination, self efficacy and more enthusiasm

In prep class period, as in the ascriptions for boredom management, he had some positive and negative traits or tendencies which contributed to the level of his being stressed when dealing with vocabulary. His internal-stable-controllable tendencies

included his curiosity, love of English and enjoyment in vocabulary learning as positive issues but his generally lack of effort as a negative one. His unstable controllable states were his creativity in vocabulary activities and readiness to ask for help when needed. These positive and negative internal tendencies invoked determination and self efficacy versus guilt and frustration on account of lack of effort. His external factors in this period mostly emerged by school related issues. Unstable-uncontrollable causes were lack of effective activities in terms of vocabulary as he thought that they were only dealing with vocabulary in the texts and nothing more. They had to memorize a long list of vocabulary before the exams but there were too many of them in almost every course. He never liked memorizing lists but they had to do this in prep class. He was negatively affected by the results of some exams and quizzes as he felt sure that he could have done better than that. The most significant attribution of his in this period as he claims he was a new student in a new environment in which there were new students to get acquainted with and this would take some time to be accustomed to a new system and environment. This alone could have influenced his stress management within this period. Moreover he had one accommodation related problem which was unstable and uncontrollable for him. His friends in the flat were in search of fun all the time, making a lot of noise and destroying his concentration and focus while he was trying to do something about vocabulary. He thought that vocabulary learning was an individual activity however his friends were keeping him from focusing efficiently. These external issues invoked such feelings as boredom, laziness and frustration (See Excerpt 26).

> *Excerpt 26 "I feel angry at myself as I sometimes cannot help hanging around with my classmates and I am afraid to become one of them. While I am studying alone indeed I know I can get rid of any negative feeling but this does not happen all the times. ----------This might sound too classical, Sir but I can say that being in a new environment with totally new friends in it takes some time for any student to get accustomed to and it was what happened to me especially in the first term. ---I got a lower grade than I had imagined in the first midterm exam and that made me wake up from a nightmare. Indeed I started to lose my self confidence after that exam. I thought that I was not studying enough but later on I decided to do something about this problem."---------my flat mates though I struggled a lot were not obeying our rules. They were always making fun and indeed what? Their general stress when the exams were approaching*

was reflected to me a lot and there was a tense athmosphere at home caused by their general laziness. I was indeed studying but I shared their tension inevitably."(Self report 4/Interview 3)

In freshman year, he had some positive internal traits or tendencies which made him overcome stress while learning vocabulary. Among them were his general curiosity to learn vocabulary, love of English in general and enjoyment in vocabulary learning activities as stable-controllable ones. Moreover, his feel of proficient among other students, his dream of going his hometown were unstable controllable tendencies, all of which helped him overcome this negative feeling. They all invoked feelings like determination, self efficacy and enjoyment. On the other hand, he had some external causes as well. Some exam results, unstable-controllable and some courses, unstable-uncontrollable were what made him more stressed at times. For example, he sometimes found academic writing very difficult and whatever he tried, he was not able to find the right words to use in his compositions. Moreover, he got a lower grade than he had expected in a course which made him feel stressed. He tried very hard to find the reason behind such half failure as he expressed. However one unstable-controllable positive issue was going on at his living place. He, with his flat mates, managed to create a group and did almost every language activity in a peer work manner. They were sending their written homework to each other via mobiles, checking for grammar and vocabulary, suggesting to each other for necessary modifications, revising the drafts and so on. This social activity at home created in them some kind of self efficacy and they felt that they could do better in the exams if they tried harder. This peer work helped them a lot to focus and concentrate more to what they were studying. The external causes although some seemed to be negative indeed invoked in him positive feelings like determination, self efficacy and more enthusiasm.

Excerpt 27 shows his determination and self efficacy belief in this period:

Excerpt 27 " This year I had some problems at academic writing. It might be because we did not do a lot of writing activities in prep class. But I am trying to compensate my deficits. I know I can get rid of those problems as I trust my general vocabulary knowledge. ----------one more positive issue at my living place. This year I am staying with the same classmates however we settled down most of the problems related to last year. We agreed on strict study codes and

we help each other about our assignments. For example, we write our first draft and give it to each other to check for grammar, spelling and vocabulary and so on. Then we evaluate each other's work one by one and add some extra things or delete some parts upon emerging suggestions. This kind of peer work I think is very effective to create a hardworking and mutual thoughtfulness at home. Day by day we started getting rid of that tendency of fun manners as in prep class."(Self report 6)

As seen in table 5 and the comments above, John was generally manageable in terms of stress in prep class and freshman year thought the level of effectiveness may change according to differing contexts or moods however he could not overcome this feeling easily within LYS period. He felt more stressed out when the exam date got nearer and along with boredom, he felt himself like a person trying to swim in uncharted waters. He generally did not know what to do or how to study in the so called period.

4.2.2.5. Causal Attributions for environmental control

The causal attributions for effective manipulation of learning environment for vocabulary studies can be seen in table 13 below. The learners' management to get the best of his learning surroundings was affected by several reasons externally or internally in either positive or negative way.

Table 13.

Causal Attributions of John about his Environmental Control over his Vocabulary Studies

CAUSAL ATTRIBUTIONS FOR EMOTION CONTROL				
		LYS PERIOD	**PREP CLASS**	**FRESHMAN YEAR**
INTERNAL	Interests /Habits/ Personal Traits	Tidiness Organization of related materials Having own room Putting away the mobile phone Looking for quiet settings Immediate intervention	Tidiness Organization of related materials Having own desk Putting away the mobile phone Looking for quiet settings Immediate intervention	Tidiness Organization of related materials Having own room Putting away the mobile phone Looking for quiet settings Immediate intervention
	Invoked Feelings	Happiness, concentration and determination	Happiness, concentration and determination	Happiness, concentration and determination
EXTERNAL	Accommodation Related	Thoughtful family A warm place Allocation of a room Not disturbing him	Setting rules in the room Obedience to rules A warm and quiet atmosphere	Setting rules in the room Obedience to rules A warm and quiet atmosphere
	Invoked Feelings	Concentration while studying	More focused	More focused

When we look at Table 13, we see that John had both internal and external causes to manipulate his study or learning environment. As it was mentioned in controlling mechanisms part above, he was generally successful to set his learning environment as efficiently as possible according to his emerging needs in the three so called periods. Among his internal stable- controllable traits in LYS period, he was a tidy student in general, always organized his desk according to the related material in front. He also put away his mobile phone or even turned it off at times to avoid any distraction. Unstable-controllable ascriptions were as he had his own room, looked for quiet settings when needed or even went to school library at times and finally he

immediately intervened any problem that distracted him to go on studying. These positive internal causes resulted in feelings like happiness, concentration and determination. On the other hand he had some external causes mostly accommodation related issues. They could be regarded as stable- uncontrollable issues, most of which were positive. For example, he had a thoughtful and respectful family. His parents allocated and designed a study room for him. They always warned other children not to disturb their elder brother. These positive attitudes and conditions at home made him feel fully concentrated and happy in a homely atmosphere.

When he started university in prep class, his general positive attitudes or traits followed him in a similar way. For instance, he could get rid of his mobile phone easily when he felt that he was being disturbed or distracted by it. He had his own desk and he dealt with only the related material in front. He sometimes used headphones to avoid outside noise. These invoked happiness, concentration and determination. Moreover among his external causes mostly unstable-controllable issues, they set very strict rules in the flat, the residents were obedient to those rules and there was a warm and quiet atmosphere in the flat. He felt very happy to be staying in such a place. This positive setting invoked more focus and concentration.

Freshman year was similar to that of prep class as he was staying in the same flat with his classmates so nothing seems to have changed in terms of external causes. They had a mutual understanding in terms of household rules which created a pleasant and warm atmosphere for all of them. His internal ascriptions included also the same general habits or traits, in that he was a tidy student who always had only the related material in front. He immediately intervened any emerging problem which was likely to distract him and he was totally aware of himself as a learner and where and what kind of place he wanted to study in order to concentrate efficiently (see Excerpt 28).

> *Excerpt 28: "Dormitory is like a house; there are four rooms. Each of us has a private room. Also we have enough tables to study. I stay at a dormitory. We are three and I warn them to be silent because I will study. Sometimes they need my advice and they also study. ----------A quiet study environment is enough for me. Everything should be tidy if I will study. Everything should be in its place. I put even the rubber in its own place after using it----------My mobile phones is broken these days but I generally keep it silent so that my friends will not get disturbed." (Self report 3)*

As can be understood from the explanations above, John was a tidy and organized student, which made him find or create a suitable learning and study environment for him. His house was not very crowded, only five people living in it, which was a positive condition for him. He had very thoughtful family in LYS period to contribute to his concentration while studying. He had some distracting friends in prep class and freshman year; however, he had found the strength and determination to interrupt the problems to create a warm study atmosphere for him. His insistence to set rules in the living place in those two periods shows his awareness of the importance of study environment. Any once he claimed that he was putting aside his mobile phone while he was working and whoever called him had to wait until he had finished studying. He highlights that getting rid of a mobile especially in this era is a big success as most people are addicted to using it wherever they are or whatever they are doing.

4.2.3. General evaluation for John about his control mechanisms and causal attributions

The findings above suggest that John was a generally successful student in terms of controlling mechanisms in prep class and freshman year but not manageable in LYS period. Although he had very concrete intentions and objectives like university entrance exam and one seemingly significant stimulant, his being chosen for a project in Germany, he could not concentrate well enough to conduct his vocabulary studies efficiently within this period. Indeed he mostly did not know how to study and vocabulary studies were boring for him. Another demotivating problem for him might have been his parents' disapproval of him to go to a language department. This might have diminished his enthusiasm in general. In prep class he was partly manageable in terms of concentration and commitment, which he attributes mostly to being a new student in a new environment with new friends in it. He claims that it was a temporary situation for him and a typical characteristic of any university student in Turkey. It takes a considerable amount of time for students to get used to the new environment without being able to control the time passing. He was totally successful in terms of controlling mechanisms in freshman year, for which he claims that he got accustomed to his new friends, environment and teachers in general. He was happy to be in this department and thinking about choosing a career in translation department as an academician. This mood changes in terms of career choice might have influenced him negatively in prep

class as he came to this department just to be an English teacher in the future. He dreamt about going on his education in Germany by being transferred from a Turkish university. Then he decided to choose this department to become an English teacher in the future and in freshman year, he decided to become a scholar in translation. These sudden decision changes in prep class might have had an impact on his general study focus. Moreover, he had one very significant stimulant in freshman year. He decided to go to a nearer university to his hometown, which is in the middle east of Turkey, via undergraduate transfer. In order to achieve this, he has to take a certain amount of grades in all of his courses and the university that he is planning to go generally take those grades into consideration when deciding. This concrete objective of his might have had a great impact on his general focus and commitment to vocabulary studies. Moreover, apart from all those ascriptions he had expressed, John seems to have found a very effective way of learning vocabulary on his own. He was always playing computer games with foreigners online and he claimed several times that this helped him to improve his English unconsciously. He was always actively chatting with them while playing and learning a lot of vocabulary. He sometimes contacted those players in person to ask for some tactics or ways to improve his general English and vocabulary. This entertaining way of learning vocabulary seems to have compensated most of negative tendencies of his and kept vocabulary learning alive and appealing for him.

John expressed very interesting metaphors about vocabulary learning and foreign language studies. For example, he resembles choosing strategies to having a multi colored ball point pen. He says somebody may have many alternatives and the only thing he has to do is to choose by which color he wants to write then he can just add some extra ink to the pen when needed. The choice of colors belongs to himself nothing else (see excerpt 29).

> *Excerpt 29 " Sir, Imagine that you had a pen that can write in different colours. What you need is just to change the tip ink. All the power is up to you. You decide what to choose and apply and the outcome is just your business. Nobody else's." (Interview 5)*

Another interesting metaphor was his taking vocabulary learning as trying to make a pizza. He thinks that there is not a sharp cut in choosing the ingredients of a pizza. A learner can flavor it using as many things as he likes. Just keep your

imagination and creativeness alive. Put what you like eating and the outcome if you could wait might become incredible (See Excerpt 30).

> *Excerpt 30 " I suppose vocabulary learning is something like making a pizza yourself. You always try to change the ingredients to try new flavors. It never ends. You have to try new things or else you may get bored with the same taste all the time. It just depends on your creativity and enthusiasm to try new things. That is it." (self report 6)*

4.3. Case 3- Steady/Decreasing Group –"Julia"

Julia is a 21-year-old student living with her family in the province of Van, Turkey. She is the eldest daughter among 4 other girls, all of whom are studying at various schools. In terms of her educational adventure, she could not study enough for high school entrance exam (TEOG) as much as she had expected , which resulted in not being able to go on her education at an Anatolian high school based on a foreign language learning based curriculum. She has always had an interest in English starting from secondary school period; however, that interest was about to disappear at high school when fortunately, one of her English teachers saw her enthusiasm in the language and advised her to choose language class. Then, she chose to prepare for the university exam for language departments. The language class at high school period only had 6 hours of English a week, which was claimed by her to be not enough to get prepared for university entrance exam. After two years of failing in the university exam, she decided to go to a private English course in her third attempt to pass it, where she mostly studied for various language skills such as reading, vocabulary and grammar which were directly related to university entrance exam (LYS). Eventually, she passed the exam in her third attempt and got enough grades to go to Translation and Interpretation Department of Siirt University. Going to that department was not what she had dreamed about as she would rather have gone to an English Language Teaching Department, of which she is still thinking. She dreams of becoming an English teacher in the future by taking necessary pedagogic formation courses in this department as she claims this career choice is the most appropriate one to their culture. She is now in her first year at the department after passing a proficiency exam for prep class.

Her choices or tactics for vocabulary learning have witnessed several fluctuations throughout three periods, LYS period, prep and freshman years and her different control mechanisms over vocabulary learning were influenced by differing factors explained by herself shown in the related tables in this chapter accordingly. Her self-regulatory capacities for various vocabulary learning skills and her attributions for several causes behind such behaviors are explained one by one below. Julia's control mechanisms are explained by using SRCvoc scale created by Dörnyei and his colleagues (see chapter 2 for detail). The scale aims at analyzing the underlying capacities of learners to implement chosen strategies in terms of vocabulary acquisition. Meanwhile, causal attributions for learners seem to be very essential to their strategy choice or implementation. Julia's ascriptions as for her five control mechanisms over vocabulary learning are analyzed using Weiner's (1985) classification of causal attributions for motivation. The causes are classified by the scholar according to their location-emerging points as external or internal, their duration-perceived length of the learner as stable or unstable and controllability issue-beyond or under control of the learner as controllable or uncontrollable. Julia's five control mechanisms are analyzed according to research question 1 and the causal ascriptions behind those control mechanisms are to research question 2.

4.3.1. Control Mechanisms

Table 14 shows Julia's five controlling mechanisms to her vocabulary studies in three different periods, LYS preparation period, prep class and freshman year as for some special techniques she used while getting prepared for university exam, in prep class and freshman years. As for convenience only the number of special techniques Julia used in the so-called periods were given under commitment control part and all other controlling strengths or weaknesses were given as to whether they existed or not by saying "YES" or "NO". The details of all emerging codes for all controlling facets are provided in Appendix 5 at the end of the study.

The controlling mechanisms are explained one by one in accordance with the emerging themes or codes with reference to some excerpts from the various data collection tools of the study. At the end of this part, a general evaluation of Julia's controlling mechanisms is provided with reference to opinions of some scholars related to the matter.

Table 14.

Controlling Mechanisms for Julia over Vocabulary Learning in Three Different Periods

CONTROL MECHANISMS	SUBCOMPONENTS	LYS PERIOD	PREP CLASS	FRESHMAN YEAR
	Number of used Special Techniques	14	4	9
COMMITMENT CONTROL	Persistence to realize objectives	YES	NO	NO
	Belief in realizing objectives faster	YES	NO	NO
	Self confidence in realizing objectives	YES	NO	NO
	Efficaciousness in controlling concentration	YES	NO	NO
META-COGNITIVE CONTROL	Efficaciousness in focusing on his/her thoughts	YES	NO	NO
	Efficaciousness in controlling the tendency procrastination	YES	NO	NO
	Competence in avoiding procrastination	YES	NO	NO
	Persistence even in the absence of novelty	YES	NO	NO
SATIATION CONTROL	Satisfaction of the ways to eliminate boredom	YES	NO	NO
	Efficaciousness in avoiding boredom	YES	NO	NO
	Efficaciousness in self-regulating during boredom	YES	NO	NO
	Use of satisfactory ways to cope with stress	YES	YES	YES
EMOTION CONTROL	Competence in reducing stress	YES	NO	NO
	Tendency to give up when stressed	NO	YES	YES
	Immediate intervention to cope with stress	YES	NO	NO
	Efficaciousness in creating an effective learning environment	NO	NO	YES
ENVIRONMENTAL CONTROL	Creating a suitable learning environment	NO	NO	YES
	Looking for a suitable learning environment	YES	YES	YES
	Awareness of the importance of learning environment	YES	YES	YES

4.3.1.1. Commitment Control

Commitment control in the scale has four subcategories including special vocabulary strategies the learner applies during his/her studies, his/her degree of persistence to implement those strategies, belief to realize objectives faster and self confidence in applying those tactics. As can be seen from Table 14, Julia used a number of varying vocabulary strategies in three different periods. Total number of strategies in LYS period was fourteen, in prep class period, four and in freshman year period, nine. The classification of her special techniques used within this period was done according to Gu & Johnson's (1996) vocabulary learning strategy inventory.

In LYS period she mostly used a number of rehearsal strategies in that she prepared a vocabulary log and some vocabulary lists, prepared with her classmates some colorful vocabulary cards and charts in the class, wrote some vocabulary items five times with their meanings and did regular revision of her lists in the mornings and evenings. She sometimes looked for contextual clues in the texts, especially during paragraph studies. She used a bilingual dictionary, sometimes paid attention to the example sentences in the dictionary and looked up for synonyms and antonyms of the words as dictionary strategies. She tried to note down the newly encountered vocabulary items as often as possible, a note taking strategy. Moreover, she used some activation strategies as well. She tried to make her own sentences with the some of the vocabulary items, which was recommended to her by one of her course teachers. She tried to use the new ones in daily life whenever possible especially with some of her friends at the course. Finally, she with some friends created very enjoyable and interesting vocabulary games to make vocabulary activities more entertaining. She felt at those times efficient enough to choose appropriate words to use and look up as she claimed. This provided a time and effort saving approach for her as she would not have to look up all kinds of words she encountered in the texts. Summary of her special techniques can be seen in excerpt 1 below:

> *Excerpt 1- "First of all, all of us in the class had a vocabulary notebook. After the English courses, I used to write the new words five times with their meaning. Then I would repeat them many times. After that I used to try to use some of them in sentences. When I used them in sentences, the words would be permanently stored and I could practice spelling as well. After a while, I made a*

vocabulary box. I used to throw the unknown words with their Turkish meanings behind the cards into the box. I used to revise them almost every morning and evening. Those times were free for me so it was easier to practice vocabulary for me. We would play some vocabulary games with friends. We hanged big vocabulary cardboards with colorful ornaments in the class. Inevitably, we would look at them and everyone could learn at least one or two every day. My vocabulary knowledge had improved by those and I saw their impact in the exam." (Narration 1)

In prep class, on the other hand, the number of strategies she used for vocabulary items tended to drop very harshly only four as seen in the Table 14. She only used two rehearsal strategies like making a vocabulary list and recording and listening to her voice to check for pronunciation. She used only one dictionary strategy that was using a bilingual online dictionary. She focused on midterm and final exam related vocabulary which is regarded to have a reversed value in Gu & Johnson's classification as a self initiation strategy. As can be easily seen from the number of strategies she used, there was a harsh drop in the number of strategies she used. Only four were used mostly for the upcoming exams, quizzes or final exam. Her ultimate aim in that year was only to be able to pass the prep class and to go on to study in freshman year with a new beginning as claimed several times by her in the interviews. The choice of her strategies and her exam focus approach can be seen from excerpts 2,3,4 below:

Excerpt 2- I would only study for vocabulary as we had some memorization homework in Prep class. I would never ever study apart from the homework or exams. This was a very boring activity. Indeed, I did not do much for English in prep class." (Self report 1)

Excerpt 3- "In prep class, we concentrated our vocabulary studies on final exam as we were responsible for most of them from the texts. That is, we only studied for them as we were responsible for the exam. Apart from that we would never study for them. This increased our stress. We were very anxious about whether we would be able to finish all of them before the exam or not. Vocabulary deficiency is felt in almost any course at the school. However, I most felt lack of vocabulary knowledge in listening activities. We could not understand what we were listening without a good knowledge of vocabulary." (Self Report 3)

Excerpt 4- "I only looked up some words in the texts or some very interesting words. That is it. I only studied for vocabulary as it was compulsory for the exams."(Interview 2)

Prep class for Julia witnessed a stagnation period in terms of variety of strategies she used for vocabulary learning. We cannot see the same diversity of strategies similar to those of LYS period for her. For example, she did not make any sentences of her own or tried to use the new items as much as possible in daily life as an activation strategy or she did not do any regular revision or anything to make vocabulary learning or study enjoyable like preparation of colorful cards or a vocabulary notebook with alphabetical order as she did in LYS period. Vocabulary study was a boring issue for her and she mostly felt some deficiency of it especially while she was dealing with listening activities. If it had not been a compulsory activity, she appears she would never have conducted any vocabulary studies in prep class as seen from the related excerpts. She feels that she did not do much for English in general within this period. From the explanations above along with her claims in the excerpts, we might assume that Julia had a long break during almost a whole year in prep class period in terms of vocabulary learning.

Within the third period, freshman year, the number of strategies she used added up to nine in general. As a rehearsal strategy, she made a vocabulary list with little revision. She only used some dictionary strategies in as cognitive strategies. She tried to find some other forms of words, used a bilingual online dictionary and to write synonyms of antonyms of words next to the items if she remembered them. As activation strategies, she claimed to have followed an Instagram web page of her previous teachers from the course, listened to music with lyrics and watched movies with subtitles. She sometimes tried to make her own sentences with some of the vocabulary items. As a meta-cognitive strategy which included self initiation, she used two strategies which were concluded to have a reversed value by Gu & Johnson. She focused on only exam related vocabulary and she did not pay attention to the vocabulary except for class. She only focused when something was dealt with in the lessons. Her choice of strategies within this period can be seen in excerpt 5 below:

Excerpt 5- "I usually study vocabulary by writing them. In the past I used to try to make sentences with them but now I only write them, their meanings, write their synonyms or antonyms if I know it, if I don't, I just leave them. I revise them but not regularly……..I do not have good vocabulary knowledge. If I do not revise the new words, they will disappear in a few days. I never tried a method to make them permanent but I really would like to." (Interview 4)

When three periods for special techniques are compared, Julia seems to have used more strategies in LYS period than the other two periods, which she mostly attributes to having to enter a very important exam, university entrance exam. She thinks that diversity of different strategies made it possible to revise and learn more vocabulary and she was able to answer four vocabulary questions correctly out of five questions in the so-called exam. In prep class on the other hand, she did not focus on vocabulary studies enough as she claimed and what she intended was only to pass the prep class and restart studying again in freshman year. However, as already mentioned in the above explanations, freshman year does not seem to have started in the same way as she had intended. She was more aware about her deficiencies as a vocabulary learner and she was able to analyze herself, weaknesses or strengths emerging from prep class but was unable to get started to be an efficient vocabulary learner. In LYS preparation period, she mostly applied what she believed to be effective in vocabulary learning adventure however; she could not show the same performance in prep and freshman classes. Finally, excerpt 6 below shows her inability of adaptation of effective strategies although she got an awareness of the problem:

Excerpt 6- "Sir, indeed I was very satisfied that writing the words five times method. It was a little bit tiring but permanent. Revising regularly is also a good method however, I do not know why I cannot revise or restructure my methods. I even do not follow any of the working strategies I used in the past." (Self report 2)

When it comes to second subcomponent of commitment control, persistence to realize objectives, Julia again seems to be more successful in LYS period than the two other periods. She was aware of the significance of vocabulary in LYS period, determined enough to look for ways to improve it, even asking help from one of the course teachers. She believed in herself as a learner and she followed up her plans as

much as possible. She was self confident to realize her objectives. For example, she never gave up trying and when she planned to revise regularly in the mornings and evenings, it was what she exactly did at those times.

We cannot see the same consistency and determination in prep class and freshman years. She was aware of her commitment problems and deficiencies as a vocabulary learner. Over maintenance or over commitment was what she encountered in these two periods. She felt as if she had been doing the same things again and again. Furthermore, what she mostly could not achieve was to get started. She decided to do something in terms of vocabulary but was never successful enough to initiate. She did not believe herself as a vocabulary learner who could stick to her plans when decided, which can be seen in excerpts 7,8,9 below:

Excerpt 7-"Indeed I would use new words in sentences in prep class. I did not do much for English last year (prep class).(Interview 4)
Excerpt 8- "Last year was a totally stagnation period for me. I really wish it had been a more fertile year for me but it did not." (Interview 4)
Excerpt 9 –" I do not know what the reason is but whenever I sit down to study for vocabulary, something happens and I leave the study. It is almost always like this and I want to change this but I cannot." (Interview 5)

Similar patterns are seen in freshman year for her just like in prep class. She was more aware in this time that she had to focus on vocabulary studies more as she was having a lot of difficulty in productive skills like speaking and writing. However, in spite of this awareness of deficiency, she again did not believe in herself as an efficient vocabulary learner and she was sure that she would never follow up to her plans though she intended to do just the opposite. Her ascriptions to her non commitment are analyzed in causal attributions part in detail. Her lack of confidence can be seen in Excerpt 10 below:

Excerpt 10- " Sir, Indeed I did not believe that I could pass the prep class because I had a lot of difficulty in concentrating my studies in view of many uncontrollable factors. When I learnt that I passed the final exam, I thought of myself as a learner and promised to make plans and study more. God willing I believe myself to do so." (Self report 4)

Although she sounds very determined in excerpts 10 (above), 11 and 12 below to do something about her deficits, her indecisiveness and helplessness as well as her lack of confidence to realize her objectives can easily been seen from her confessions:

Excerpt 11- "I am not happy with my vocabulary knowledge. I was never good at it. I am thinking of doing a lot of memorization to learn new words...then I will do a lot of reading and then revise them regularly and that is all I can do. But I am sure that I will not stick to what I have decided" (Interview 4)
Excerpt 12- "Even in prep class, I tried to find some new methods however I am only revising vocabulary this year. That is, my vocabulary knowledge and habits did not change, I could not change it. …….We do not study for vocabulary regularly. Only when we remember it. We want to make it regular. With a friend, I made a plan to study for regularly…..For example I will ask my friend she will ask me the new words. And then slowly slowly, we are thinking of speaking in English. God willing it will be ok. God willing we will succeed" (Interview 5)

Despite the fact that she promised herself to restart studying effectively and properly in freshman year, nothing much seems to have changed for her. She lacked enough ambition and strength to get started again. She stills feels lost somewhere. She had promised to make plans and initiate them but still she has difficulty to get rid of some negative tendencies. Excerpts 11 and 12 show her intentions to initiate her plans for vocabulary learning in freshman year. She explains her dissatisfaction as a vocabulary learner and inability to improve her vocabulary. She is thinking of doing a lot of reading and revision but she claims that she could not change her vocabulary tactics a lot although she intended to do so. Her explanations starting with "we" might also be a sign of false externalization or her trying to find a partner for her felt deficiencies. By referring to other classmates and their inability to choose and apply effective strategies, she might be trying to relax herself about her weaknesses in vocabulary learning; however, this may also show that she is more able to get social help from others and she managed to get over alienation tendency of that of belonging to LYS period. In that period, she got alienated herself from her classmates especially at school but she seems to have gotten accustomed to her class in freshman year.

Excerpt 13 summarizes her feelings of helplessness, indecisiveness and plan-behavior inconsistency. As a vocabulary learner, she thinks that there is a problem of

her general studying habits as she has never been a hardworking student and she promises to do better after one period then another but she has problems to overcome indecisiveness and to get started:

> *Excerpt 13- "Honestly speaking, Sir, mostly I used to study for homework and exams. Very recently I have started to think about doing some extra activities for vocabulary. For example I will read books apart from courses, either in Turkish or English. Last year I did not watch movies with subtitles regularly or did not listen to foreign music much. I am thinking of doing so this year." ……..*
> *"Sir, I sometimes tell myself that I will be a better student this year but I do not know why. It never appears so. Nothing is changing…..I do not want to find any excuse for that but there is always something to prevent me from devoting myself to study. Indeed I have never been a hardworking student and I think most of my methods are useless. I am not satisfied with them in general." (Interview 5)*

To sum up, her beliefs and self confidence in realizing objectives were positive in LYS period but negative in prep class and freshman year. Although she was facing some fluctuations in LYS period, her ultimate objective, university entrance exam might have been a very strong motivator for her to go on her vocabulary studies whereas in the other two periods, she did not believe herself to be a good vocabulary learner and she lacked self confidence to realize objectives although she intended to do something about her problems with an awareness of the importance of vocabulary. Julia could be regarded as a successful learner considering her commitment control mechanism in vocabulary learning especially in LYS period. On the other hand, we cannot see the same success for commitment in prep and freshman years. Her chosen strategies in these problematic years seem to be not working for her a lot. More interestingly, the number of special techniques rose up to nine when she started freshman year but she still seemed to have some similar problems to those of prep class. This pattern might be supporting the view explained by Zimmerman (2000) in that less proficient learners were not the ones not doing anything about their learning processes but those who were not able to self regulate during this process. She was generally aware of her weaknesses but could not do much about them in these two periods. In the first period, although she witnessed some ups and downs, university entrance exam seemed to a very strong stimulant for her, but in prep class and freshman year her motivation for committing

herself to vocabulary study might have been lowered as she was already in a language department and she might have felt to be allocating only a small effort and time just to be able to pass the classes, both prep class and freshman year.

4.3.1.2. Meta-cognitive Control

Meta-cognitive control mainly focuses on learners' keeping concentrated and focusing his/her thoughts and being able to cope with a tendency to postpone her plans or intentions to any other times. As seen from Table 14, Julia's meta-cognitive strength over vocabulary studies seems higher in LYS than other two periods. Although her concentration and focus was mostly dependent upon a very important exam, university entrance exam, she used this very strong stimulant as a very effective tool to keep concentration and focus in spite of whatever obstacle or problem emerged. She intervened some of the problems in time and she felt no tendency of procrastination within LYS period. However, when she started prep class at university, she lacked a general executive control which meant she was aware of her deficiencies as a vocabulary learner and was ready to get started but she was not able to concentrate and felt some kind of helplessness. She was aware of this problem but she could not find any solution to it. Her vocabulary studies were mainly concentrated on only midterm and final exams. Excerpts 14 and 15 below show her lack of self efficacy belief and her reluctance to study for vocabulary within this period. She says that she would never ever look up even a single word if it were not to be asked in the exams:

> *Excerpt 14- "I feel myself insufficient always. I look through and recognize a lot of subjects I do not know. I generally do revision in some specific subjects accordingly ." (Interview 3)*
> *Excerpt 15- "I would never ever study for vocabulary if it was not asked in the exams. It happens so all the time. I do not know why but I would not look up even a word." (self report 3)*

She seems to have put aside everything to an unpredictable time in this period and she was really disturbed as she almost always found very nonsense excuses in order to postpone her vocabulary studies as can be seen from excerpt 16. She seems to have had a new negative tendency within this period. She was hesitant to initiate her plans in

the past. Her hesitation included also the indecisiveness about the meaning of a newly encountered vocabulary item and she tended to look up the meaning again and again which might have led to vocabulary learning activity to be boring or dull.

> *Excerpt 16 "Perhaps, Sir, I sometimes try to seize a chance to postpone my studies or sometimes many things happen and I put aside things to an unpredictable time." ……. "Sir, Sometimes while I am dealing with a task, I encounter some familiar words, I feel I know their meanings but I look up their meanings again to be sure but I forget them again. I always hesitate about their meanings. (Interview 4)*

She refocused when she started the first year at university and was aware of the importance of vocabulary learning as a student; however, she was again not able to concentrate enough to implement her plans. She had a tendency to postpone her plans or intentions, made up nonsense excuses not to get started although she was able to intervene some problems or obstacles in time. She was still finding some nonsense excuses not to get started and she was still having a tendency to postpone her vocabulary study plans to an unpredictable or unknown time. Excerpt 17 shows her positive intention to do something about her vocabulary deficiency which might also show her awareness of the problem. She is thinking of doing more reading to improve both her English in general and vocabulary but in spite of her good intentions, she seems to have a lot of difficulty to initiate:

> *Excerpt 17-"I sometimes feel that I am ready to lose my concentration. I really want to focus and conduct my studies but I cannot concentrate efficiently. ---I really would like to enhance my vocabulary knowledge, want to improve my English by practicing more, these are what I would like to achieve but it does not happen so. I would like to read more but I can never concentrate." (Interview 5)*

The most successful period for this control function seems to be the LYS period as she had a specific important exam approaching and she felt she had to concentrate on her studies. For other periods, she might not have felt that kind of commitment as she did not have a very important exam like LYS in those periods therefore she might have

lost her concentration and had a tendency to procrastinate in those periods. She several times mentioned that she would never ever study for vocabulary if it was not to be asked in the exams especially for prep class and freshman year. Her commitment approaches and meta-cognitive strengths or weaknesses seem to be feeding each other. The more commitment she had, the more focus or concentration she seemed to have and the less procrastination she found excuses for.

4.3.1.3. Satiation Control

Satiation control mechanism generally deals with the ability to overcome boredom and keep the joy of vocabulary learning alive as well as efficaciousness in avoiding boredom and in self regulating during boredom. When we look at Table 14, we can see again that LYS period outperforms the other two in terms of this control mechanism. Within this period, Julia felt very excited to use and learn new words. When she felt bored, she tried a number of ways to get rid of it like listening to music and creating and playing vocabulary games with friends. She believed herself as a learner to overcome this negative feeling and she managed to keep going, sustain her concentration even if such a negative feeling emerged.

However, that mood totally changed in prep class. She got lost after a few weeks and was very easily bored when she sat to study for vocabulary. She watched TV and listened to music when she decided to have a break and she felt they were in vain as they would not work out. She started allocating too long break times when she got bored, which caused her more stressed out. She was aware of this problem but could not find any solution about it and sometimes she felt really helpless. Excerpt 18 shows Julia's getting bored and losing concentration very easily while studying for vocabulary. She claims that she is able to concentrate for twenty minutes utmost and there has never been a time when she commitment herself to go on studying for two or three hours:

> *Excerpt 18- "I can get bored very easily while studying for vocabulary. I can concentrate maximum for 20 minutes and leave everything aside after that. I never remember myself studying for 2-3 hours without a stop in my life." (interview 4)*

When she started the first year, freshman period, she was struggling to regain her enthusiasm as in the LYS period but she felt a loss of interest as seen in Appendix 5. Vocabulary learning appeared to be something compulsory for only some exams such as mid-term and final. She was not very easily bored at this time compared to prep class; however, her moods of boredom changed according to different tasks or courses in this period. When midterm and final exams approached, her boredom increased more. Again, she was aware of the deficiency but she did not initiate or organize any plan to overcome such a negative feeling. She feels very disturbed of herself as a learner and she is aware that along with some other friends, they have to devote themselves more to their studies but she cannot find a solid excuse for not being able to do so as seen in excerpt 19 below:

Excerpt 19- "I get too bored sometimes. I look up the unknown words, write them somewhere especially in the books and revise them. I am not thinking of doing something extra this year. Indeed I am not doing anything extra for English this year. Only studying for doing homework and exams…..Sir, Indeed I do not study this term, which is very terrible for me. Only while the exams are approaching, we study more and we cannot do anything apart from them. This is not good for us, we know it but we cannot concentrate and I do not know why." (Interview 5)

Generally speaking, Julia got easily bored in prep class and freshman years and could not do much to overcome such a problem but she was more able to keep her enthusiasm fresh and cope with the feeling of boredom more effectively by the help of a very important exam, university entrance exam in LYS period. A very significant stimulant for her, an important entrance exam, might have had a positive wash back impact generally on her competing tendencies within LYS period and then she was more able to overcome or tackle with negative tendencies more efficiently. Boredom along with some other negative tendencies seemed to affect her general mood while studying and meanwhile having a similar impact on vocabulary studies as well. One of her quotations looks very important and interesting here as seen in Excerpt 20 below:

Excerpt 20 "Sir, I do not know why but I occasionally feel that I am already ready to get bored while studying for vocabulary." (Interview 3)

She feels as if she was ready to get bored whatever the reason or cause there was. This might mean that she actually perceives vocabulary studies as a burden, something to be performed compulsorily, just for exams and moreover, vocabulary studies might be regarded as overlooked among other skills like reading, writing, speaking or grammar. Her focus on several language skills changed according to her felt weak areas, in that, reading in LYS period assumedly having to deal with too many unknown words in texts, grammar and speaking in Prep class, writing in freshman year. The exams especially mid-term and final exams in university seem to identify the type or focus on vocabulary studies. The more weakness she felt in several skills, the more easily she seems to have got bored about vocabulary items. This control mechanism is certainly not working for her in prep and freshman years.

4.3.1.4. Emotion Control

Emotion control mechanism generally deals with the ability to cope with negative feelings mainly stress while learning vocabulary. Stress and boredom both might have a negative impact on other controlling systems like commitment and meta-cognition. This control mechanism was categorized into four different items namely use of satisfactory ways to cope with stress, competence in reducing stress, tendency to give when stressed and immediate intervention to cope with stress.

Stress management for LYS period included some tactics for Julia. Whenever she felt stressed she socialized more with her friends, asked for their suggestions. She tried to get rid of negative feelings of boredom and stress by always reminding herself the approaching university exam and her feeling of duty bound to her family, especially to her father was one of the strongest stimulants to dispose of those unwanted feelings as seen in excerpt 21 below:

> *Excerpt 21" My father is struggling a lot to support his family with only one income and I know that I have to do a lot in order not to waste his caring and lovingly efforts." (narration 1)*

She felt competent enough and never had a tendency to give up. She was able to find effective ways to get rid of stress in time and this kept the sustainability of her efforts and activities.

In prep class period, she tried some tactics to overcome stress such as listening to music, going out with friends and asking for help from other friends. She felt more stressed out and could not get rid of it by means of any effective ways. She felt helpless at some time and even felt of quitting school once and there was an imbalance between her initial feelings and intentions when she started university in prep class and her ultimate ones. She got totally lost at the end of the prep class and nothing seemed to be working when she felt stressed especially towards approaching final exam. Her mood changes as seen in excerpts 22, 23 and 24 have a negative impact on her vocabulary studies. Along with boredom, she feels stressed out when she could not commit herself efficiently enough to her studies and she complains about her inability to overcome stress. Whatever she does, her stress goes on when she sits back to study. She uses some strategies to overcome this competing tendency but it seems they do not work all the time.

Excerpt 22- "Sometimes I find myself in a very bad mood. I want to study for vocabulary but I get easily bored and leave it aside. Sometimes I feel good and study for a short time. I cannot resist my friends when they invite me to go out. I cannot say "no" to them. When I look at the proficient students in the class, I myself would like to be like them and this encourages me to study more. At least this year I got used to general system of the department." (Interview 4)

Excerpt 23- "When I feel stressed out especially if that stress is related to any kind of study or vocabulary task, my stress always goes on and I do not think I can get rid of it. Nothing works about it.(Interview 5)

Excerpt 24-" When I feel stressed out, I leave everything for a while, go out to somewhere which attracts my interest, have some fun and come back to study but my stress goes on." (Self Report 3)

The hardest period in terms of effective stress intervention for her appears to be freshman year. She again listened to music, went out with friends, watched subtitled movies all of which she thought of not working and she started a feeling of making too many mistakes about vocabulary and she started allocating too long break times, which counterattacked her with more stress. She was easily stressed out. On the other hand, she got rid of the feeling of quitting. Nothing she tried seemed to be working to help her overcome such negative feeling and this caused her to feel even more stressed out.

A very contradictory pattern emerged in her stress management here. On the one hand she did not feel like quitting and she wanted to persevere whatever the cause is; on the other hand, whatever she did never worked to overcome stress and negative feelings were mutually affecting the extent of one another. The more stressed out she became, the more bored she got or vice versa. Once she explained that she was very unhappy and frustrated about not being able to cope with stress but she thought that she had a general exam anxiety and this made everything worse for her (see excerpt 25 below):

Excerpt 25 " Sir, when I remember the exams, I usually get more stressed out. This was always the same. And I feel very sad about this problem but I do not know what to do about it." (Interview 5)

4.3.1.5. Environmental Control

Environmental control in SRCvoc is about the ability to manipulate the vocabulary learning environment to get the best outcome of it in terms of vocabulary learning. Human beings are generally regarded as social creatures living in specific environments, which might have a lot of impacts on their general perceptions and study habits. The conditions in the environment may shape their specifically chosen strategies according to their emergent needs (Kuhl, 1985). If a learner cannot manipulate the study environment in proportional to his/her emergent needs, s(he) may face some unintended and unexpected negative feelings which might all negatively influence the general learning process. Kuhl names such feelings and attitudes as competing tendencies and a learner needs to both face those challenges and balance them in order to self regulate.

When we look at the Table14, we cannot see that the pattern for the previous four control mechanisms. Success in LYS and failure in prep and freshman years seems to have changed for environmental control. This time, Julia was most successful for environmental control in freshman year after she moved to a dormitory. In LYS period and prep class, she had to stay with her family in the first two trials for university entrance exam, one year with grandparents in her third attempt and one year at uncle's house in prep class. In LYS and prep classes, she could not manipulate her learning environment according to her emerging needs as she did not have many alternatives to do that. However, in freshman year with the help of moving to dormitory, she started setting strict rules in their room in agreement with roommates, she tried to sit properly

especially to avoid sleepiness, adjusted to light accordingly and finally organized her desk according to different courses and tasks.

In spite of her inability to manipulate the environment, she always tried to do her best to find a suitable place to study in all three periods. For instance, in LYS period, she sometimes chose to study at the course library in the third attempt. Sometimes she tried to find an empty corner in the only heated room in their house while she was studying for vocabulary. During prep class period, she managed to have her own room but was always interrupted by small children. Finally in freshman year, her environmental manipulation was its peak as she could either study very quietly and calmly in a common room with four students in it or go to study saloon that existed in every floor of the dormitory, a similar environment to that of a library.

She was aware of the significance of the learning environment in all three periods, which might easily been concluded from her effort to find a proper place to study and doing the necessary changes in accordance with the emerging needs (see excerpt 26 below):

> *Excerpt 26 -"I always organize my desk with related materials. I put away everything unnecessary. There are only relevant materials in front." (interview 4)*

She was aware of the importance of the learning environment as a student in LYS period or prep class however some other factors beyond her control played very important roles for her to utilize or organize learning surroundings and those will be explained in the "causal attributions" section below. Environmental control over vocabulary learning seemed to be best working for Julia in freshman year period. She was aware of the importance of finding a proper place to conduct her vocabulary studies but she could not do so much in LYS and prep class periods however her staying at a dormitory seems to change things a lot for her environmental control over her vocabulary studies. Environmental control as explained by Rose (2011) may indeed have an influence on other control mechanisms such as metacognition mainly focusing on concentration, avoiding boredom and stress. This control mechanism is to help to create a balance for some negative feelings. This kind of impact seems to be the same for Julia in her pursuit of finding a proper place in LYS period and prep class. The inability for her to find a proper place might have caused more stress and boredom and

she claims that she was already ready to get easily bored and stressed and even to lose her concentration. This result might suggest that control mechanisms are interrelated affecting each other in a dynamic way. For this reason, it could be very easy for a learner to be at a loose end or a dead end street if s(he) cannot find a balance between competing tendencies as Kuhl (1985) suggested.

When we look at the findings above, we can see that five controlling mechanisms seem to have worked best for Julia in LYS preparation period although she witnessed a lot of problems. She had a very important exam in front of her, which she felt to be fully dedicated and this might have been what made her forget about all the other problems. Her only weakness within this period was mainly environmental control as all factors were beyond her control but she somehow managed to go on to study in a very small room with a lot of noise in. After she managed to pass the university exam in her third attempt, she started prep class during which she faced a lot of negative feelings or tendencies. She was almost totally unsuccessful to cope with those emerging tendencies, which caused her to be a student whose ultimate aim was to be able to pass the prep class, nothing else than that. She could be regarded as a state oriented student to that of Kuhl's Action Theory, who cannot handle with emerging problems or tendencies efficiently enough to go on her studies. Freshman year, although starting with some awareness was not very different than prep class. She faced similar tendencies and was again in a state of stagnation and hopelessness. She was trying to do something about her problems, intending and planning some objectives without any initiation. She could be concluded to be an insufficient and inefficient vocabulary builder in these two periods. Her general tendencies during prep class along with some other external factors even were on the verge of making her quit school altogether. Her general tendencies and evaluations of controlling mechanisms are provided in Chapter V, discussion part in detail.

4.3.2. Julia's Causal Attributions

This section shows Julia's causal attributions behind her five control mechanisms in terms of vocabulary learning. The attributions are evaluated for each of the five control mechanisms within three periods and classified according to Weiner's Attribution Theory of Motivation. He classifies ascription according to the location of them, either external or internal and perceived duration of them, stable or unstable and

finally controllability issue by the learner, whether they are controllable or not. The causal attributions Julia has claimed to have affected her underlying capacities for five control mechanisms are to answer Research question 2 in Chapter 1.

4.3.2.1. Causal Attributions for commitment control

Table 15 shows the themes emerged in Julia's ascriptions behind her commitment or supposedly resulting non-commitment in her vocabulary studies. As for convenience only emergent themes were given in the table and their invoked feelings Julia had witnessed during her vocabulary studies (see more details about codes in Appendix 5). Those feelings are what Kuhl identified as competing tendencies and seems to be affecting her general mood in vocabulary studies a lot. As seen from Table 15, her causal attributions were categorized under three sub items, her general interests/habits and personal traits, some school related and some household or accommodation related causes. They were categorized as to whether they were internal or external, stable or unstable and controllable or uncontrollable.

Some stable causes of Julia were regarded as permanent conditions within only in that period of vocabulary learning adventure, not in a lengthy of time. For example, if she said, she was unable to get committed to vocabulary studies as she was disturbed a lot by others in the house, this meant that it was like that for the whole moment she was staying in that house. Or, if she said she could not get committed enough because of a general habit or tendency she had during a period, it was accepted as a stable state going on like that the whole period within that duration though sometimes such tendencies could be changed during time and may not be permanent states in the long run.

Table 15.

Causal Attributions for Julia's Commitment to her Vocabulary Studies in Three Different Periods

		CAUSAL ATTRIBUTIONS FOR COMMITMENT CONTROL		
		LYS PERIOD	**PREP CLASS**	**FRESHMAN YEAR**
INTERNAL	Interests /Habits/ Personal Traits	Finding nonsense excuses Lack of coordination and integration of activities Love of English Self Stimulation by First Failure Second Failure Efficiency in pilot tests Studying mostly grammar and reading	Not used to studying in general Not in the department of her dreams Dissatisfaction of objectives Too much absence from school Never being able to say "no" to friends Too much hesitation Lack of confidence	Not used to studying in general Lack of curiosity Lack of ambition and strength to get started Being sure of not obeying her plans No determination to change her strategies Being an experienced exam taker after three years Aware of the importance of vocabulary Realization of deficits Too much hesitation
	Invoked Feelings	Helplessness at times vs. Self Efficacy Hopefulness Wishful Thinking Determination	Guilt Unhappiness Lost concentration Indecisiveness Feel of helplessness	Feeling of lost helplessness Guilt /Unhappiness vs. Self esteem /Positive self efficacy

Table 15. Continued

	School/Course Related	Positive influence of course teachers Ignorance at school	Task difficulty Negative influence of classmates New friends and environment	Having too much homework Negative wash back of exams Having been able to pass the prep class Positive effect of new comers about study habits
EXTERNAL	Living Place Related	Grandparents' pilgrimage Lack of a role model Duty bound to help mother Too much house chores Mother's illness	Partial paralysis of a family member Too many guests Too much housework Sister-in-law being ill Looking after two small children Imprisonment of family member Taking over all the responsibility of the house Too much noise	Feeling responsible to her family Encouragement by uncle Family problems mostly settled down
	Invoked Feelings	Determination vs. Helplessness	Almost drop out Lack of ambition and determination	Helplessness vs. self esteem

The causal ascriptions for commitment control were analyzed under three main heading as seen from Table 15, her general tendencies or traits as a learner, school/course related items and household invoked causes. Among her general tendencies in LYS period, she found nonsense excuses for not studying, she generally lacked of coordination and integration of activities as negative habits but her love of English and self stimulation by reminding of the upcoming exam even after two failures and her getting high grades in the pilots exams for university entrance exam as positives. These all were internal-stable-controllable items. On the other hand she mostly studied for grammar and reading which was internal-unstable-controllable. These positive or negative tendencies or trait invoked in her the feelings of helplessness at times versus some positive ones like self efficacy belief, hopefulness, determination and wishful thinking. These positive feelings might be concluded from her determination and dedication to try to pass the university exam for three times. And she once claimed that most of her classmates were just coming to school for one, which caused her to alienate herself from them and also stimulated her a lot as she was feeling more proficient than most of them.

Among her external-stable-uncontrollable causes, there were both school-course related and accommodation related ones. School related causes included both negative and positive ones; she was positively influenced and stimulated by the course teachers a lot and she thought that without their suggestions and support, she would never have managed to pass the exam. Her household related ascriptions mainly involved negative things having an impact on her commitment negatively. First of all she did not have a role model in her house, even in her whole family. Only one uncle was educated who was away from the family. She was the eldest daughter and she was supposed to be a role model for her younger sisters, which cause more burden for her (see excerpts 27,28 below):

Excerpt 27 " Indeed sir, there was nobody in our whole family for me to affect me in a positive way to go for education. Only one of my uncles was educated but he lived far away from us. I knew that I had to study and pass the university exam as I was seeing how hard my father was struggling". (narration 1)

Excerpt 28- "There was nobody in my family to consult at that time. Only one of my uncles was educated and unfortunately he was always out of town at that time. Two of my cousins were going to universities but they never told me

anything about studying. I was the only one in the family going to a school and the others did not go to school after a while……..Maybe I did not study enough. Being the eldest offspring at home, I had many disadvantages. I had to do most of the housework, help my mother and this was inevitable. I did not have any chance to reject.....The general atmosphere in the house was not suitable for studying. The house was heated by a stove and we were having too long cold winters in my hometown. Only one room was heated. There was a TV set in that heated room. I had four little brothers or sisters and were all trying to study in that room. We once set another stove into another room but it did not work as my little brothers or sisters would come and interrupt me all the times. I tried to study but I could not……In the second attempt for university exam, I stayed at my grandparents'. I could not do anything again as they had gone to pilgrimage in that year, and the house was full of guests and I was doing housework and cooking again." (narration 1)

The other household problems were that her mother was ill, she had to take over most of the housework, the house with only one room heated was too small for 10 people in it, and there were always too many guests in the house. She moved to her grandparents' to study better for university exam in the third attempt in which time her grandparents went to pilgrimage and again after their return there were too many guests and too much housework for her. These hardships and some positive issues both at school/course and her house invoked determination versus helplessness at times.

When it comes to her causal attributions for prep class period, her internal-stable-controllable habits/traits included her not being used to studying in general, which was thought as stable as she several times confessed that she was never ever a good student in general and she did not tend to study a lot. Another one was that she was not indeed in the department of her dreams. From the first very moment she started to get prepared for the university exam, she struggled to go to an English Language Teaching department but she only got enough grades for this department. This was as she claimed influencing her general study habits negatively. She was also dissatisfied with her objectives and plans. She decided on something and never got started. Among her internal-unstable-controllable traits or interests were her absence too much from the school and inability to reject her friends' invitations to go out. All of these internal causes invoked in her totally negative feelings like guilt, frustration, lost concentration

and indecisiveness. In this same period, she had some accommodation and school related external causes all of which are stable but uncontrollable states. The courses and tasks were too difficult for her, she was negatively influenced by her classmates' manners and she felt like having to isolate herself from them. She had only one close friend and could not stand the others. And her being new in a new environment and being away from her family for the first time was the last of them (see except 29):

> *Excerpt 29 " God knows. I am not sure but maybe I am away my family for the first time, new friends, new environment and totally a new school atmosphere but I am not sure." (Interview two)*

Her household related problems emerged when she was staying at her uncle's. There was a chain reaction among all the events. One of the family members was imprisoned and after that her sister-in-law, uncle's wife got partially paralyzed who was pregnant at that time. She had two more small children and Julia had to take care of them for the whole year. She had to take over almost all the household chores. And there was too much made by the children wherever she studied in the house. These were all external and permanent states which were all beyond her control. Both of these school and household related issues invoked very negative feelings like lack of ambition and determination as well as helplessness. She had lost all of the enthusiasm she had in LYS period and she was almost quitting the school altogether at a time if she had not felt duty bound to her family (excerpt 30):

> *Excerpt 30- "After a while one of my relatives in the house where I was staying was imprisoned. That changed everything for me. I had to take over all of the responsibility of his. My sister-in-law was pregnant at that time and she had a partial paralysis at the same time. She had two more little children at the time. I had to help her doing all the housework, cooking, shopping, and looking after her little baby. I could not concentrate on anything that year." (narration 2)*

Finally, Julia complained about herself as a learner saying that whenever she felt ready to sit for vocabulary studies, she had a tendency to find nonsense excuses to put away things and she mostly wanted to focus on grammar more. What is more, she was not a very hardworking student who was not used to studying in general. This might be

regarded as a stable tendency for her as she claimed in excerpt 31. She was not a hardworking student in general, which she claims might have affected almost all of her control mechanisms in vocabulary learning:

> *Excerpt 31-"……Indeed I have never been a hardworking student and I think most of my methods are useless. I am not satisfied with them in general." (Interview 5)*

Passing the prep class , though she was not expecting such as result, encouraged her to reevaluate herself as a learner and she started to reorganize her plans, skip some of them and find new alternatives at the beginning of freshman year. However, she still could not initiate her intentions in an effective way and she says that nothing seems to have changed as compared to prep class indeed. Freshman year witnessed almost no change compared to prep class period. Internal-stable-controllable personal interests/traits/habit included her not being a hardworking student in general, her lack of curiosity, ambition and strength to get started, being sure of not sticking to her plans and no determination to change her plans or strategies.

Internal- unstable- controllable causes consisted of being an experienced exam taker after three years in LYS period, awareness of the importance of vocabulary in general and realization of her deficiencies as a vocabulary learner. One internal but stable and uncontrollable cause was her feeling of too much hesitation. All of these personal traits, interests or habit invoked feelings of lost, helplessness, guilt versus self esteem and positive self efficacy.

Her external-stable-uncontrollable ascriptions for freshman year included task difficulty and negative wash back impact of midterm and final exams on one hand on the school side, having a self efficacy after passing the prep class and positive impact of new comers who passed a proficiency exam and were exempted from attending prep class on the other. Her accommodation related issues consisted of feeling of liability to her family, encouragement by her uncle and settling down almost all family problems all of which caused some positive and negative outcomes like helplessness versus self esteem and determination.

Apart from those above, the most important factor for her might be that she was not in the department she had dreamed about going in LYS period (excerpt 32). She has come to this department as she had enough grades for only this department after the

university entrance exam. She thinks that being a teacher seems close to the culture she was brought up in and her family also supports this idea a lot. This department issue might be playing a very negative role on her commitment to her studies in general as she might be thinking that some courses may not be related to English Language Teaching department and she may even be thinking that she has a right to put aside such courses or tasks.

> *Excerpt 32- "If I could, I would go to English language teaching department, not here. I am still thinking of being a teacher. Being a translator or interpreter seems to too far to our culture indeed as a girl. And my family is also another factor here. They also want me to be a teacher……..There are a lot of newcomers to the class. Most of them come from other universities or at least finished another department before. They speak very well and at first I thought that we are the toast but later I thought myself why I would not be like aby of them. This was a good thing for me. Their proficiency I think stimulated me a lot. ……I did not make any plans yet as I am sure I will not obey my schedule." (Interview 5)*

Excerpts 33 and 34 show her feeling of liability to her family but inability to go on her studies although she had very concrete intentions. She is almost sure that she will not obey her plans and will not be able to concentrate even if she tries very hard to do so. She expresses again that she is not in the department she planned to choose before the university exam. This departmental choice might have had a very important impact on her general commitment to her studies compared to others.

> *Excerpt 33-"As well as the impact of my classmates, there is my family on the other side. They sent with many hardships to study and have a career. I owe them this." ……I cannot conduct any extra activities as we have too much homework." (Interview 5)*
>
> *Excerpt 34- "When I set objectives, I think I can obey it but I do not know why I cannot concentrate. I came to this department on my own choice although I wanted to go to ELT department but I really cannot find any reason." (Interview 4)*

Julia's commitment control over vocabulary learning was mostly effective in her studies during LYS preparation period although she faced many hardships at the time. An important exam seems to have considerably affected her commitment in a positive manner however her commitment during prep and freshman classes does not seem to have changed a lot. She usually got an awareness of the significance of vocabulary especially for some specific courses like writing, speaking; however, she always seems to have a problem to maintain her plans in these two periods. As a result, in both periods, she feels as if she was in a dead end street, which eventually might cause to quit or put away vocabulary studies to an unpredictable time.

4.3.2.2. Causal Attributions for meta-cognitive control

This part will analyze Julia's attributions of causal influences she thinks of having affected her meta-cognitive control over her vocabulary studies in three different periods. What might have influenced her focus or concentration either negatively of positively or prevented her from finding effective ways to overcome obstacles are evaluated according to different periods.

As seen in Table 16, Julia's ascriptions for her meta-cognitive control in three different periods were again classified under three main sub headings, interest/habits, personal traits, household/accommodation related factors and school related factors. Internal-stable-controllable causes for personal interests/habits/traits in LYS period included her focusing on too much grammar and reading, her general tendency to lose the track of time while dealing with other language skills. This invoked a feeling of lost. Among her internal-unstable-controllable cause was her always self stimulating herself by the remind of an upcoming exam and as an internal-stable-uncontrollable cause, she felt more proficient than most of her classmates at school. These positive factors invoked feelings of positive self efficacy and self esteem. Her external-stable-uncontrollable causes at school comprised of some tactics especially from course teachers but too much noise and new environment and friends were some negative items. Her household problems included too much noise and too much responsibility in the house. These altogether invoked a feeling of exam anxiety, which she generally ascribes to her first two failures in LYS exam.

Table 16.

Causal Attributions of Julia about her Meta-cognitive Control over her Vocabulary Studies

			Causal attributions for Meta-cognitive Control		
			LYS PERIOD	**PREP CLASS**	**FRESHMAN**
INTERNAL	Interests /Habits/ Personal Traits		Focus on too much grammar and reading Losing the track of time Self stimulation Belief of Aptitude	Tendency to watch TV a lot Lack of effort	Too much focus on grammar Too long breaks Listening to music all the time Lack of effort 20 minutes concentration utmost
	Invoked	Feelings	feel of lost vs. self esteem and positive self efficacy	Guilt and unhappiness	Guilt and unhappiness, frustration
	Accommodation	related	Too much responsibility Too much noise	Duty bound of family	No problem at all
EXTERNAL	School Related		Tactics from teachers Too much noise New environment and new friends	Too many unknown words Lack of enough vocabulary activities	Positive impact of new comers
	Invoked	Feelings	Exam anxiety	Feeling of lost vs. determination	Determination

In prep class period on the other hand, internal-stable-controllable one for her personal interest/habits was that she tended to watch too much TV, especially TV series. This invoked a feeling of guilt and unhappiness as a learner. Among her internal-unstable but controllable cause was there her lack of effort as she thought that she was not allocating enough time to vocabulary studies. This again invoked a feeling guilt and unhappiness in her. Her external-stable-uncontrollable causes included her feeling of liability to her family as a household item and task difficulty and lack of enough number of vocabulary activities in the lessons and new friends and a new environment on the school part. These tendencies invoked in her both feeling of lost and determination (see excerpts 35, 36 below):

Excerpt 35- "…. However the general atmosphere is very important. I could not study much in home environment. There was always something to destroy my concentration and something attracting me. For example, your one of favorite series is on a channel and you find yourself in a place that you cannot resist watching it. Then some guests arrive and you have to take care of them. Dormitory life is good for those reasons unless your roommates are good and thoughtful. (Interview 3)

Excerpt 36-"New friends, a new environment, a new school and being away from the family for the first time. Maybe those are the reasons." (Interview 2)

Within the third period, freshman year, too much focus on grammar, too long breaks, listening to music all the time were her general interests/habits which were internal-stable-controllable. These altogether invoked a feeling of getting lost and frustration of herself as a learner. Her internal-unstable- controllable personal traits included her lack of effort and tendency to concentrate for twenty minutes utmost. This caused a feeling of guilt, unhappiness and frustration. Her external-stable-uncontrollable causes did not have any items as for accommodation as most of her problems were settled down after moving to dormitory. What helped her more focused especially during the lessons was the positive impact of new comers as a school related cause and this invoked a positive feeling of determination (see excerpts 37, 38 below):

Excerpt 37- "My visual memory is very good and when I see the words more often I remember the words more easily. I especially remember the words with pictures." (Interview 2,5)

Excerpt 38-"I lose my concentration after twenty minutes then I leave aside what I am studying." (Interview 3,6)

To sum up, Julia's focus and concentration during vocabulary studies were affected either positively or negatively by a wide range of internal or external causes. Whatever the cause was, she managed to keep her concentration and enthusiasm alive during LYS period by a very important stimulant, university entrance exam but on the other hand, she could not sustain the same achievement in prep class and freshman year although she did have a very important stimulant in those periods, liability to her family.

4.3.2.3. Causal Attributions for satiation Control

Satiation control mainly deals with effective means of overcoming boredom and this part shows Julia's attributions behind her effective or ineffective interruption to the feeling of boredom during her vocabulary studies in three different periods. These causal ascription like all for the other control mechanisms are analyzed according to whether they were internally-externally invoked, were controllable or uncontrollable and stable or unstable. As in the others, they were categorized under three main subheadings, personal interests, habits and traits as internal ones and accommodation or school related ones as external ones. Moreover their invoked feelings are also given in Table 17.

Table 17.

Causal Attributions of Julia about her Satiation Control over her Vocabulary Studies in Three Different Periods

		Causal attributions for Satiation Control		
		LYS PERIOD	**PREP CLASS**	**FRESHMAN**
INTERNAL	**Interests /Habits/ Personal Traits**	Creating vocabulary games	Allocation of too long breaks Tendency to translate everything Not seeking help Easily bored	Looking up the words again and again Having a bad memory Sudden mood changes Easily loss of concentration
	Invoked Feelings	Enjoyment	Frustration and guilt, Helplessness and lost concentration	Loss of enjoyment Feel of lost Frustration and guilt
EXTERNAL	**School Related**	Negative influence of classmates Too many new vocabulary in the texts Vocabulary activities at the course Teachers' attitude Task difficulty	Too many unknown words	Task difficulty
	Invoked Feelings	Determination vs fear and exam anxiety	Helplessness and lost	Helplessness and lost

As seen from table 17 above, Julia's ascriptions in LYS period involved both personal traits and interest/habits as in for the other control mechanisms as internal ones and at this time she had mostly had school related causes as external ones. Internal-stable-controllable items was her creativity of vocabulary games to make it more enjoyable and thus resulting in a feeling of enjoyment. Stable-external-uncontrollable causes at school included negative influence of classmates, too many unknown vocabulary in reading texts, some enjoyable vocabulary activities at the course, negative

attitudes of teachers at school all of which invoked such feelings as determination and entertainment versus fear and exam anxiety.

In the prep class period, internal-stable-controllable events included her general tendency to translate every bit of text, allocation of too long breaks and not seeking for help when a problem emerged (see excerpt 39 below). These resulted in feelings of frustration and guilt. As an internal-controllable-unstable trait, she was very easily bored and this caused helplessness and lost concentration. External-stable-uncontrollable cause as for school included too many unknown words in texts, which caused a feeling of helplessness and lost.

Excerpt 39-"Doing tests may improve our translation and then translation will I improve our vocabulary. Maybe it will affect reading and so forth. (Interview 5)

Freshman year started with some degree of self-confidence after she managed to pass the prep class; however, this event does not seem to be effective on its own. Julia still could not find ways to make learning new words enjoyable maintain that joy and find proper tactics for that. She attributed this feeling to too many unknown words in the texts as external-stable-uncontrollable cause in school related items. All lessons were conducted only in English. Internal-stable-controllable interests/habits included her looking up a word again and again along with one uncontrollable trait, sudden mood changes. She found it too difficult to focus and concentrate on her studies in general on account of her sudden mood changes. She gets bored very easily as mentioned before and she puts aside everything to an unpredictable time. Her internal-stable-uncontrollable personal trait was her belief of having a bad vocabulary memory, as well as internal-unstable-controllable state as for a personal trait included easily lost concentration. These all invoked feelings as loss of enjoyment, feel of lost, guilt and frustration. Her external-stable-uncontrollable cause at school was task difficulty such as too many vocabulary items, all lessons conducted in English, some negative impacts of lecturers. These invoked feelings of lost and helplessness. Excerpt 40 below summarizes her feel of helplessness and lost in vocabulary learning within this period:

Excerpt 40-"I usually forget the words and feel very anxious or nervous to speak. …….I usually study regularly and I know most of the grammatical items Sir but I really do not know why I can't make correct sentences and usually my methods for vocabulary do not work." (Interview 4)

Julia seems to find vocabulary studying boring in two periods prep and freshman period and she is not happy with her methods or tactics to get rid of that boredom. Her vocabulary studies seems to focus only on exams, LYS, midterm, proficiency or final exams and she says she would never ever look up a word if it was not supposed to be asked in an exam. Freshman year was like a resurrection period for her control mechanisms. However, she still has not been able to solve problems affecting her vocabulary studies. Awareness itself does not seem to be enough. As in commitment control mechanism, prep class and freshman year passed by with almost no difference for Julia. What seems to have changed for her was a regaining of self-confidence as a learner after passing the prep class after which she started to make a list of her strengths and weaknesses as a learner and started to plan for her objectives. However, she expresses that she still cannot find a way to initiate any of her plans for vocabulary learning.

4.3.2.4. Causal Attributions for emotion control

Julia might have witnessed ups and downs in terms of feeling of stress during her vocabulary studies in three different periods. Her attributions for the causes of stress or emerging obstacles in front of coping with stress while learning vocabulary are shown in Table 18 below.

As seen in Table 18, Julia's causal ascriptions for emotion control in LYS period included one internal-stable-controllable interest as she was able to enjoy vocabulary by creating some entertaining games and playing it with friends. This resulted in a feeling of enjoyment. Her personal traits internally included both unstable-controllable items such as self stimulation by the reminding of an upcoming exam, stable-uncontrollable items like her feel of exam anxiety while her feeling more proficient than other classmates in the class. These tendencies caused fear and more stress but determination on the other hand.

Her external-stable-uncontrollable causes included only school related items like negative impact of classmates, too much vocabulary in reading texts while positive impact of course teachers and entertaining vocabulary activities created by them. These invoked feelings such as self esteem versus boredom and more stress.

Table 18.

Causal Attributions of Julia about her Emotion Control over her Vocabulary Studies in Three Different Periods

		Causal attributions for Emotion Control		
		LYS PERIOD	**PREP CLASS**	**FRESHMAN**
INTERNAL	**Interests /Habits/ Personal Traits**	Creating enjoyment by games Self stimulation Exam anxiety Positive self efficacy	Translating everything No seeking for help Lack of effort Easily bored	Looking up every word Disorganization Using the same strategies Lack of effort Having a bad memory
	Invoked Feelings	Entertainment, determination vs. fear, more stress	Boredom, stress, guilt and frustration	Boredom ,frustration, lack of self esteem
EXTERNAL	**School Related**	Negative impact of classmates Too much new vocabulary Entertaining vocabulary games Positive impact of course teachers	Difficult courses Too many unknown words	Task difficulty All lessons in English New proficient comers
	Invoked Feelings	Self efficacy vs. boredom and stress	Feel of lost helplessness	Feel of lost and helplessness vs. determination

Prep class period, on the other hand, was full of stressful days for her in much of her academic life. Internal-stable-controllable traits included tendency to translate everything and her not seeking for help from anybody as she got alienated from almost the whole class at school, only one close friend. This caused boredom and stress. As a personal trait, one internal-unstable-controllable item, her lack of effort and one internal-stable-uncontrollable item, her getting easily bored invoked feelings of guilt and frustration. Her external-stable-uncontrollable ascriptions as for school included too difficult courses and too many unknown words in the texts. This caused a feeling of lost and helplessness.

Her level of stress did not change a lot in freshman year although she got an awareness of herself as a vocabulary learner. As seen from Table 18, her internal-stable-controllable interests/habits consisted of looking up every word, disorganization, using the same strategies which all brought about feelings of boredom, frustration and indecisiveness (see excerpt 41 below). As a personal trait, one internal-unstable-controllable item, her lack of effort and one internal-stable-uncontrollable item, her belief of having a bad memory invoked feelings of boredom and lack of self esteem. Her external-stable-uncontrollable ascriptions as for school included task difficulty and all lessons in English along with some positive impacts of new comers to the classroom. These invoked feelings of determination vs. getting lost and helplessness.

Excerpt 41- "Sir, when I first look up a word, I feel as if I learnt it then when I see the word again I do not remember it. Indeed if I see it a few more times, then I will perhaps remember it."(Self report 3)

Boredom, anxiety and stress seem to be feeding each other and making life more difficult for Julia in those three different periods. She managed to overcome such negative tendencies or feelings as called by Kuhl (1985) to some extent in LYS period but she could not do much in prep class and freshman year. These feelings have a circular relation within themselves and could not be overcome easily on the part of Julia. The relations between control mechanisms and competing tendencies are analyzed in detail in general evaluation part.

4.3.2.5. Causal Attributions for environmental control

The causal attributions for effective manipulation of learning environment for vocabulary studies can be seen in Table 19 below. The learners' management to get the best of her learning surroundings was affected by several reasons externally or internally in either positive or negative way.

Table 19.

Causal Attributions of Julia about her Environmental Control over her Vocabulary Studies in Three Different Periods

		Causal attributions for Environment Control		
		Lys period	**Prep class**	**Freshman year**
INTERNAL	Interest/habits	Trying to study after everybody had slept Sometimes going to course library moving to grandparents' at the third attempt	**Interest/habits** sometimes going to another room studying after the children slept aware of the problem but no choice moving to a dormitory at the end	**Interest/habits** not affected by noise too much Setting rules in the room Adjusting the light Putting away the mobile when necessary
	Invoked feeling	Determination	Determination	Determination
EXTERNAL	Accommodation related	house too small for 10 people only one room heated by stove too long and cold winters too much noise in the room too many guests in the house	having to stay at her uncle's for a year having no room of her own too much noise in the house interruption of two small children too many guests	effect of roommates having a spare study room having her own desk having internet connection Uncle's moving to hometown
	Invoked feeling	Feel of helplessness at times	Hopelessness and feel like quitting	Determination

As seen in table 19, Julia's causal attributions for environmental control emerged under two main subcategories, her general interests/habits and her accommodation related ascriptions. Her general interests/habits in LYS period which were internal-stable and controllable included her trying to study after everybody had slept, sometimes going to course library, moving to grandparents' at the third attempt all of which might imply her awareness of the importance of environmental impact on her vocabulary study and her determination to succeed in spite of the hardships. Her external-stable-uncontrollable causes included household related items like her house being too small for 10 people, only one room heated by stove, too long and cold winters, too much noise in the room ,too many guests in the house all of which contributed to her feeling of helplessness at times. She was aware of the importance of learning atmosphere and whatever the conditions, Julia seems to have made use of every little opportunity to create herself an effective learning atmosphere (as can be seen in Excerpt 42).

Excerpt 42-" We used to try to study in the living room as it was the only one heated by a stove but indeed I was not able to study as there was a TV set on all the times, everybody was having a chat with each other. Neither I nor my sisters could concentrate in such a crowded room. For this reason, it was inevitable for us not to succeed as much as we would like to." (Narration 1)

Julia stayed in her uncle's in prep class (see excerpt 43 below). Her external-stable-uncontrollable accommodation ascriptions were having no room of her own,
too much noise in the house, interruption of two small children, too many guests which caused a feeling of hopelessness and what was worse was that she wanted to quit school altogether. On the other hand she had some positive interests/habits which were internal-stable-controllable items such as sometimes going to another room, studying after the children slept, awareness of the problem but no choice and moving to a dormitory at the end. These positive habits invoked in her to be determined in spite of many hardships.

Excerpt 43- "As I was staying with my family, I felt the urgent responsibility to help my mother at any time. Time passed so fast with such commitments until I finished high school. Then I moved to my uncle's at university, in prep class. The

first two months was ok for me and I was going to school with my uncle every day and coming back to home. After a while everything changed for me. He was imprisoned and left all the responsibility to me. I could not concentrate on anything for a whole year. Even at that time, I was forcing myself to study but that was not enough. I was only trying to pass the prep class. That was all." (Narration 1)

Freshman year started with a very new living place for her as she had moved to dormitory and her uncle's family had moved to hometown, which spared her from some homely commitments. Her internal-stable-controllable personal interests/habits included not being affected by noise too much, setting rules in the room, adjusting the light and putting away the mobile when necessary which might show her determination to manipulate the study environment according to her own needs. Excerpt 44 below shows her general adaptation to noisy places as she has grown up in a big and crowded family.

Excerpt 40- " ……for example, my concentration or focus is destroyed very easily. I am generally used to studying in noisy places but on account of other reasons I lose my focus."(Self report 4)

Her external-stable-uncontrollable accommodation ascriptions included within this period, effect of roommates, having a spare study room, having her own desk, having internet connection and her uncle's moving to hometown which spared her all the responsibility of their house as in the prep class. These conditions again might have contributed to her determination to control her learning environment.

To sum up, Julia generally got to know the significance of learning environment but she could not find many alternatives in LYS period and prep class on account of reasons beyond her control. She took control of learning setting the very moment she found a chance for it in freshman year. Environmental control among all other controls of self regulatory capacity, seem to have worked more than others especially in freshman year as seen in table 19. She managed to manipulate her learning setting immediately after she found an opportunity to do so. This means that she is aware of her thoughts about learning environment and she will be able to adjust things according to emerging needs when the time comes.

4.3.2.6. General evaluation for Rosa about her control mechanisms and causal attributions

Competing tendencies are defined as compulsory elements for a learner to make him/her get started for his/her learning process (Kuhl, 1985). The main issue for the scholar is to create a balance between the emergent competing tendencies and the cognitive strengths of the learner. If a learner cannot achieve this balance, s(he) may feel hopeless, helpless and even being on the verge of quitting. According to Weiner's Attribution Theory some negative feelings emerging from the perceptions of the learner himself/herself indeed are mediating feelings in the course of learning process. However, if a learner feels some tendencies are stable and uncontrollable all the time, then the fight against Kuhl's competing tendencies might become impossible. What Julia seems to be in prep and freshman periods might be that kind of inability to face those tendencies with enough strength and to overcome them in an efficient way. She involuntarily and maybe unconsciously let those feelings, ascriptions or tendencies stand in front of everything during her vocabulary learning adventure. This eventually caused vocabulary learning to be a boring, compulsory action, only something to be dealt with for midterm and final exams. Those seemingly negative tendencies might have had even greater impact on her general study habits in prep class, which caused her to think of quitting school. On the other hand, university entrance exam and her feeling of commitment to her family were very significant stimulants for her to go on to study in LYS period. After this exam, she might have lost the same degree of enthusiasm to that of in LYS period as she was already at a university. However, this department was not what she had dreamed of going; therefore, this compulsory choice after getting enough grades only for this department might have had a detrimental impact on her studies.

All in all, she could be regarded as an action oriented student in LYS period no matter what happened during her studies however, she could be regarded as a totally state oriented learner in Prep class and Freshman year, who thought of vocabulary learning as something to be done compulsorily.

CHAPTER V

5. DISCUSSION

This part shows the control mechanisms of the participants in three different periods. Those mechanisms and their causal attributions are analyzed according to research question 1 and 2 for each of the cases. Then, the cases are compared to each other according to their control mechanisms in terms of vocabulary learning process in three different periods.

Before getting started, it would be useful to look at the definition of the concept "self regulation". Self-regulation, according to Zimmerman who is generally regarded as the pioneer of this concept, (2003) has been defined as learners' beliefs about their capability to engage in appropriate actions, thoughts, feelings, and behaviors in order to pursue valuable academic goals, while self-monitoring and self-reflecting on their progress toward goal-completion. Learner self seems to be at the heart of the construct, self-regulation for which the learner needs to be able to monitor his/her progress, believe in himself/herself to achieve, set objectives and so on. Students are regarded to be self-regulated when they are active participants into their learning processes meta-cognitively, motivationally and behaviorally (Zimmerman, 1989).

Yowell and Smylie (1999) proposed that self-regulation is a product of relationships among interpersonal, environmental and individual processes. They define the concept as a goal directed process in which the pursuit should be adaptable and improve development and social change. This is a general definition of self regulation but it can be also adapted to emerging challenging tendencies to those of Kuhl's. What a learner needs to achieve according to most of the scholars related to self regulatory capacity is to balance his/her cognitive strentghs and weaknesses with emerging needs or problems. If not, s(he) would not be able to self regulate and get stuck somewhere within the learning process like somebody in a traffic jam. Imagine somebody who is trying to reach an airport. S(he) planned to be at the airport at around 12 and now it is around 9. The person took a taxi to reach there earlier than expected. S(he) made a plan, left home, took the taxi and unfortunately, the taxi stopped somewhere as there was an accident on the road. The road was totally blocked and they could not go back or turn to any other road as there were hundreds of other vehicles behind them. That flight was very important, for which the person even took a taxi, paid extra to reach the airport in

time. S(he) got very nervous, unhappy, anxious, desperate, frustrated at this terrible luck. The person started murmuring to himself/herself, asking himself/herself how unlucky s(he) was, why such bad luck was following him/her. Even s(he) started to accuse the taxi driver about having taken that road to go to airport or having gotten stuck in that terrible traffic. Now it is almost 10. The person's chance of reaching the airport in time is getting weaker and weaker every minute. What that passenger was supposed to do in that case depends on his/her capacity to solve the problem while enduring all the obstacles in front. Should that person just give up and postpone his/her flight to another date or just go on quarrelling with the driver or accusing even the people who were involved in the accident or will s(he) get off the taxi and walk off to an open road and retake a taxi there and so on? Self regulated learners are equipped with finding solutions to emerging problems in a wise manner to keep going.

5.1. Controlling Mechanisms and causal ascriptions for Rosa

Rosa was chosen as a case according to her exam grades and she was in good starters-more improving group (see chapter 3, Table 1 for classification). She has been generally a successful student throughout her education up to university. She was brought in a very disciplined family in which every member tended to obey strict study codes, which she mostly ascribes to her success. Her self-regulatory capacity in three different periods witnessed some fluctuations without sharp interruptions by internal or external factors. She seems to have generally overcome emerging obstacles and intervened them in time just to be able to keep going. Her controlling capacities and causal ascriptions are evaluated with reference to related scholars below in detail.

Kuhl (1985) said that self regulatory strategies could be activated if two significant preconditions were met. Firstly, some competing tendencies having an impact on difficulty of enactment such as social pressure to perform some alternative activities and available degree of state orientation reaches a critical value. Secondly, the actor's perceived ability to control the implementation of the intended action needs to come at a critical threshold. When these critical values are reached, control mechanisms start working to overcome some obstacles and balance someone's current conditions. According to Kuhl, an intention is mostly characterized by the quality of commitment in contrast to a tendency. He gives an example of somebody who caused a valuable vase to break. Instead of starting an action of picking up pieces, trying to glue them together or

at least trying to find a valid excuse and apology to the owner of the vase, a state oriented person just looks at the pieces and cannot help thinking how a silly thing s(he) might have done by breaking it. This example shows a person's inappropriate tendencies or actions towards an emerging problem which might make things worse without any efficient intervention to solve that problem.

Goal directed activities are also important for a person to realize his/her objectives as the scholar mentions and if the initial work plans or intentions are directed to a specific goal route, then the person might find easier to get rid of or overcome some obstacles in front. Moreover, if people generally have some behavioral tendencies spontaneously and the relative strengths of such tendencies change constantly, then the success of an intended action would come out only by pure luck. People mostly have a tendency to choose the strongest and most dominant action tendency which they choose subjectively and utilize or maintain them to reach an intended result.

From the explanations above, we may assume that Rosa generally had goal directed activities and she was not in a state oriented position. Action oriented learners are generally aware of themselves as a learner, knowledgable about their weaknesses or strengths, ready to face emerging problems. They do not have a tendency to give up. As for her commitment control mechanisms, she was an action oriented learner which can easily be understood by her insistence and consistency especially in LYS period. She faced a lot of hardships, most of which externally emerged and were beyond her control; however, she faced them with such strength that she never gave up studying and studied for her dreamed department till the end. She was partly committed to her vocabulary studies in freshman year as she dedicated most of her time to a project preparation unit. That did not mean for her to put aside vocabulary studies altogether. She claimed that it was only a temporary break time and she decided to compensate the lack of prep class intensity for vocabulary learning activities by reading more. This again shows her determinism and knowledge about herself to go on whatever comes out in front of her. As for other control mechanisms, satiation control, emotion and environmental control, she was generally successful in keeping her enthusiasm alive, concentration while dealing with negative feelings of boredom, stress, helplessness, guilt, frustration and so on. She felt a little bit stressed out in LYS period while she was getting prepared for the university exam, seemingly caused by two main factors, ignorance of teachers at school and a local conflict around her living place. However,

with the help of her parents especially her elder brothers she managed to overcome those competing tendencies and went on to study.

These findings confirm the objective behind what SRCvoc scale was created to evaluate. This scale was created by Tseng etal (2006) to find out learners underlying controlling capacities before, while or after they apply a chosen strategy. The scale is supposed to look behind the scene of vocabulary learning strategy. The strength of a learner, according to authors, may lie in coping with emerging tendencies while s(he) keeps going. That was what Rosa exactly managed to do. Language learning strategy research, beginning with a famous article by Rubin (1975) started to look for what proficient learners were doing to improve their language learning and whether what they do could be transferred or taught to less able or proficient ones. The results of so many studies made a shift from LLSs to self regulation a compulsory issue. The main objective of self-regulatory process- called "process" as it has got a never-ending cycle with a lot of factors interconnected to each other- is to prepare language learner to start using LLSs as proposed by Dörnyei (2005), Dörnyei& Ryan (2015). The question arising here for language learners is whether they feel they are ready psychologically, mentally, academically to implement their chosen strategies with a full awareness of what and why they are applying some strategies as well as of their weaknesses and strengths as language learners. Zimmerman 1989 highlights that there is a strong relationship between academic achievement and self-regulation under social cognitive view in which self-regulated learning can take place by the interaction of three important characteristics; self-observation which is seen the most important one of the three, self judgment like evaluation of oneself as a learner and self-reactions to learning outcomes. Learning by this way is not a fixed issue but an outcome of achieving successful academic results (retrieved from Broadbent & Poon, 2015).

As far as all the findings about her self regulatory capacity for vocabulary learning process is concerned, Rosa could be regarded as a self regulated learner. She felt her strength to confront and solve her emerging problems in front of her one way or another. She did not let them prevent or stop her from studying. Three main causes in her general tendencies seem to be very significant for her, all of which are internal ascriptions. First of all, the most important issue for her is to be brought up in a very self disciplined manner. She says she was lucky to have very helpful and educated elder brothers. Everybody obeyed strict study rules at home. Another factor was her love and feel of duty bound especially to her mother. As her mother could not go for her own

education in the past, she insisted that her daughter should do that and that was what Rosa intended and planned to do. Finally, at prep class and freshman year, she had one more internal cause for herself. She wanted to come to a translation department from the very first moment she chose to study for a language exam. She was very happy to be in this department and she is planning to be a qualified translator in the future. These three factors seem to be very strong motivators for Rosa. She had a short break in freshman to commit herself as possibly as she had intended because of a project preparation unit; however, she did not take it very seriously as she called it as a short break and she would go on to study the same as in other periods when she was free again. She was generally manageable to overcome the competing tendencies in her vocabulary learning adventure as called by Kuhl. These tendencies were thought to be a must by the scholar in order to urge a learner to self regulate. What is very significant was that a learner needs to balance his/her cognitive strengths or weaknesses, tendencies and traits or habits, all of which are called as mediating itemd in the course of an intended academic goal, with the emerging positive or negative feelings. The ultimate aim for Rosa was to become a proficient translator in the future and she would force her limits regardless of what comes out in her way.

5.2. Controlling Mechanisms and causal ascriptions for John

John seems to be generally happy about his tendencies in prep class and freshman year in terms of vocabulary learning. He was not very successful in LYS period to self regulate during vocabulary learning adventure as it seems that he could not overcome the emerging tendencies very easily compared to other periods. He was a lot stimulated by a foreign project and being chosen for such an event brought about a certain level of self efficacy belief, which showed its impact in the long run but not for vocabulary learning process for university entrance exam. He was in a state oriented position in this period as called by Kuhl who claimed that state orientation was not a concrete and stable condition for a learner like a chronic ilness. It might change in time when a learner learns his real strengths and weaknesses and adjust his attitudes, tactics and time according to emerging needs according to the scholar. That was what happened to John in prep class and fresh man year. He had managed to pass a university entrance exam in spite of his parents' disapproval. He was in a language department and he generally liked dealing with foreign languages. He could speak German to a certain

level which he learnt at high school. He was dreaming about continueing his education in Germany. He had kind of stagnation period in prep class, which he attributes to being a new student in a new environment with new friends in it. This was the typical characteristic of most university students in Turkey. Most of students needed some time to get used to that new environment and sometimes this adaptation period might have devastating impact on their general study habits. Though he sometimes had to hang around with his new classmates and flat mates at his living place, he did not let these compulsory social situations to prevent him from committing himself totally to vocabulary studies. It was only a temporary and compulsory period for him, which he totally got rid of in freshman year. Within this period, he was totally an action oriented learner, who was ready to face and overcome the emerging problems in front of him which were likely to distract him during vocabulary studies. He immediately intervened such problems, tried to solve them as efficiently as possible, asked for help when he felt that they were beyond his control. He manipulated his learning settings accordingly. What seems very interesting for John is that he managed to find a very enjoyable and entertaining way of vocabulary learning which might have even compensated most of the emerging problems in LYS period. He could not do as much as he intended in the exam but started with a positive self efficacy belief in prep class and thought that he unconciously learnt a lot of vocabulary via online games. He always chatted with foreign people while playing, asked about some vocabulary or chunks they were using and sometimes he transfferred that knowledge to courses at university. That manipulation of games brought about enjoyment plus self efficacy in vocabulary learning. Another significant strength of John to self regulate in prep class and freshman year was that he mostly created enjoyable vocabulary activities on his own based on his interests or needs. This shows his awareness of himself as a language learner. Most of the strategies he chose did not come out according to the suggestions of other learners or teachers. He tried to find his own way of learning vocabulary. What others were doing or thinking of him as a learner did not bother him a lot, which is called as false externalization by Kuhl. He asked for help when he was confused about a problem but he manipulated or adjusted even those suggestions according to his cognitive strengths. For instance, he once tried to memorize a list of vocabulary before the exams, especially in LYS period. This was what most of his classmates were doing in prep class. He happened to realize that this methods was not working for him. He hated such a memorization activity and thought that it would go away in a few days. Therefore, he

mostly focused on activation strategies to enhance his vocabulary knowledge. Collet (2014) says that self-regulation refers to the capability of people to recognize and react to context-specific behavioral, cognitive and meta-cognitive cues, ideally making the necessary modifications of them in particular learning contexts or situations to meet the signals by these cues. The term has got connections with social and cultural aspects as well as behavioral, cognitive and meta-cognitive and affective ones. Pintrich (2000) defines the concept as an active and constructive process where learners are able to set goals after which they attempt to monitor, regulate and control their cognition, motivation and behaviors guided by their goals and contextual features in the environment. The scholar gives the characteristics of self-regulation as ; it is a proactive and constructive process which requires potential control of students to monitor their learning process, setting goals, criteria and standards help learners to modify their process and finally mediators in the learning contexts play a very important role in self-regulating as they act like bridges between the learners and outer expectations and between actual and expected activities.

Another strength of John might be that he was taking new challenges as positive issues for him to improve himself. For example, there were new comers in freshman year, who managed to pass a proficiency exam and mostly more proficient than most of the class. He took this challenge as a stimulant in order to become like one of them. He was not discouraged by them but forced to study more. Moreover, there were some new courses in freshman year such as introduction to translation, Italian Language, academic writing and so on. These were very new courses and more challenging compared to those of prep class. The prep class for him was just an introductory period to university life but everything just started in freshman year. Though those courses seemed a little difficult at first, he was not discouraged by them. He studied more and even felt happier to get started for translation works. Finally what might have caused John to self regulate in freshman for vocabulary learning was his ambition and decision to go to a nearer university to his hometown by means of undergraduate transfer system. In order to this, he has to get high grades in midterm and final exams as they are generally taken into consideration by the targeted universities. Self regulation requires learners to be proactively involved in their learning cycle in which there should be motivational beliefs and objectives (Boekarts etal, 2000 and Shunk& Zimmerman 2008 & Nakata, 2014). Bandura (2001) says that self-regulated learners are agents who control their own learning processes, while valuing their learning, believing themselves to succeed,

having an understanding of themselves as a learner, knowing that their aptitude has got ties with their past, being able to self-evaluate accurately which lead to their setting challenging goals, reinforcing their interest. They have a strong meta-cognitive understanding of their learning process, enjoy learning, and persist even if they encounter some obstacles or distracting events. The findings for John all seem to support these self regulatory characteristics partly in prep class and fully in freshman year. He reinforced his interest in vocabulary learning by creation of enjoyment via playing computer games and he persevered whatever came out on his way. He knew exactly that he liked dealing with languages and was in a right department. He was ready to face and challenge emerging problems on his way, in prep class and freshman year.

Self-efficacy beliefs of learners are seen to be playing a very important role on their success as a learner is a very important factor for self-regulation as proposed by Carpara etal (2008). These learners are confident about the necessary requirements of school contexts, plan and organize their academic activities, perceive difficulties as challengers not obstacles or demotivators, persist their efforts when needed, select peers who share similar things to their academic achievement process and contribute to creating conditions to enhance learning. They can make use of environmental manipulations such as organizing something for study place, making use of every possible learning material, coping with distracting events and so on. What John did in prep class partly and freshman year was to stimulate peer studies at their flat with his classmates. This helped to create a mutual understanding among them as well as a way of allocating their time to a useful social relationship. They helped each other a lot especially while they were dealing with writing homework. He generally believed that he was more proficient than most of his classmates which was caused by his self confidence to speak in the lessons. He did not hesitate to speak out what was in his mind which he attributes to working in tourism sector in the summers.

As can be seen above, John could be regarded as a self regulated student in prep class and freshman year but state oriented in LYS period, which could be ascribed to his being a novice learner who was to study alone without mush support from his family, friends and teachers. His ultimate aim in that period was to be able to pass the exam. However, when he managed to come to a langauge department, his real strengths and weaknesses might have come out after he recognized himself as a learner.

5.3. Controlling Mechanisms and causal ascriptions for Julia

Julia's commitment to her vocabulary studies in three different periods, according to findings and discussions above, seems to have started with an intended and projected outcome; however, she mostly got stuck to a constant tendency such as university exam orientation, over maintenance of strategies, inability to make effective plans or at least initiate them, untidiness and most importantly not being used to studying in general as she mentioned several times. Such competing tendencies although they emerged in different contexts with differing impacts on her commitment appear to have affected her action orientation a lot. Awareness of deficiencies, making plans, initiation of some plans, some negative competing tendencies like false internalization, hesitation, indecisiveness, inability to persevere all contributed to Julia's non commitment of herself effectively to vocabulary studies especially in prep class and freshman years. From the above explanations, it might be concluded that Julia is in a state oriented position as a vocabulary learner.

When we look at the three periods and differing attitudes or approaches, tactics applied or adopted by Julia, we may assume that she is not a fully successful user of her strategies or plans although she has very good intentions or expectations especially in prep class and freshman year. The hardest period as for her commitment to vocabulary learning seems prep class period as she felt to be giving up totally at some time and it took her a long time to regain her consciousness as a vocabulary learner. However, she still does not seem to be dedicated enough to vocabulary studies in freshman year as she could not get rid of disorganized and untidy plans or intentions. State orientated learners as Kuhl (1985) claims get stuck somewhere in the intention-plan-evaluation cycle as if s(he) was turning in a whirlpool and cannot get her/him freed by his/her own strength. Moreover, such learners have a general tendency to listen to others' beliefs and opinions about themselves a lot and this listening might be very disturbing at times. Julia's tactics or strategies especially in prep class and freshman year seem to have been mostly chosen according to the opinions or suggestions from others or to some observed good language learning behaviors of some more proficient language learners. She does not seem to be somebody who is not doing anything to improve her vocabulary knowledge. She has very good intentions and is aware of herself as a learner but she easily gets lost somewhere when it is time to apply a chosen or intended strategy. She might have a tendency to be affected by a very strong stimulant similar to that of in LYS period,

university entrance exam and after being able to pass it, her enthusiasm may have affected negatively by the lack of other stimulants in prep class and freshman year.

Voluntary regulation, according to Kuhl & Beckman (1985), is one of the prerequisites to facilitate cognition and behavior consistency. In three periods Julia's starting point to try to concentrate on vocabulary studies seems to have been some exams she would take. The first was university entrance exam which appears to be more effective initiator than the other exams like midterm or final exams in prep class or freshman year. That is, she might have felt that university entrance exam was a very important precondition or the only step to enable somebody to have a career in the future. However, as she already managed to come to her department after passing the exam in prep class and freshman year, the impact of exam orientation might have diminished compared to university entrance exam. She was already in her projected department. Beckman & Irle (1985) give an example of a student who has to write an essay as a school assignment and who is forced by his friends to play football with them as the weather permits it very well. The student feels himself to be in a dilemma. On the one hand, he has to finish his homework and on the other hand, his friends are about to enjoy themselves outside under the blue sky, which he has always enjoyed to do so. Which competing tendency might win according to the scholars depends on the student himself. They call this negative impact of having a fixed and unavoidable feeling of playing football as cognitive dissonance. What the learner could best do is to suppress his irresistible feeling of playing football by thinking of the unwanted results when the homework is not done such as the reactions of teachers, parents, his grades, maybe being mocked by friends and so on. The intention of an action on its own may not sometimes be enough to perform that action so sometimes the learners must find a way to complement or facilitate to overcome some negative competing tendencies. Julia from here could be regarded as being unable to find herself some effective motivators or obligations to be able to go on her vocabulary studies or avoid postponing tendencies in especially prep class and freshman years. Exam orientation seems to have witnessed a shift in its mediation role in three different periods. In one period, it had a very positive impact and in the other two, it only had a role of reminding her duties but nothing further. Beckman & Irle think that if an incentive of an action is very high like university exam as for Julia, then the actor does not feel the need to find alternative ways to balance cognitive discrepancies but if the incentive cannot increase the learners' action tendency, the learners feels an obligation to resort to his/her already

existing cognitive processes which in the end may cause her to propose false excuses for her commitments.

According to Kuhl (1985), a person's goals and behavioral procedures are encoded in memory structures in which there are cognitive associations between a specific situation and behavioral information. However, there are also emotional and motivational tendencies which face a constant change according to emerging needs and conditions. From this quotation of the scholar, we might assume that Julia's feeling of boredom is somehow surpassed by her remind of an approaching exam while she was studying for vocabulary in LYS period. Gradually exam orientation lost its impact and even it became a mental and psychological burden for her in prep class and freshman year. She lost her interest in vocabulary and regained only a little awareness in freshman year. This awareness does not seem to be enough on its own to regain enthusiasm in fresh man year. She seems to be finding it very difficult to balance competing feelings or tendencies to restart for vocabulary in prep class and freshman years but looks unable to find effective solutions for such negative feelings. Kuhl suggests that competing tendencies are preconditions for self regulatory behaviors as self regulation may not be started if they do not exist. Human beings are very complex creatures and live in very complex social environments. They cannot get rid of such environments thus need to find ways to integrate themselves into those social settings. Inability for Julia to overcome boredom in prep class and freshman year caused her to postpone things to unpredictable times and seemed to bring about some reduction in self esteem or self efficacy beliefs. She was very disturbed about her tendencies and started to feel helpless about those behaviors. Julia seems to be not an effective problem solver for boredom in prep class when mostly other competing tendencies or moods surpass her existing enthusiasm or positive mood and she feels that she was sometimes ready to let such negative feeling to be dominant. Excerpts show a very interesting confess of Julia's as she thinks that she sometimes feels as if she is already ready to get bored while she is doing something to improve her vocabulary.

A very vital stimulant, university entrance exam was what made her take control of stress during her vocabulary studies as she had a concrete objective in front and no choice to skip it in LYS period. She lacked the same level of strength or enthusiasm in prep class and freshman years and unfortunately her inability to control the feeling or stress cause ineffective vocabulary studies, which mutually brought about more stress for her. Kluwe & Friedrichsen (1985) expressed that the harmony between an actor's

ability to stick to a chosen goal and his/her enactment of the most appropriate alternative to attain a goal is a precondition for cognition and behavior consistency. When there is an obstacle emerging in front of this harmonious relationship, it is very important for the actor to find effective problem solving methods to keep going. According to them, individuals do not act in a straightforward manner to overcome problems. Instead, they change strategies, modify their plans, reevaluate goals, or abandon them at times, terminate some of the tactics and so on. If a person lacks the ability to behave properly in a problem solving situation, he starts to feel as if he is in a dead end street although s(he) knows that there is a requirement of a special cognitive effort to get rid of the problem. This kind of deficiency or uncertainty requires on the side of the learner that s(he) needs to monitor his/her own cognitive efforts, make decisions accordingly and self evaluate constantly the emerging changes. Julia seems to lack an effective problem solving approach when she feels the need for that. She is aware of her problem and she knows that she is somehow ready to get bored and stressed at almost any time but she appears to be unable to monitor her own efforts or strategies to get rid of such negative feelings. What happens in the end is more stress and boredom for her. It is highlighted by the scholars above that controlling and regulatory activities are very important source for significant changes, modifications of initial approaches, of intentions, goals, and of evaluations. Problem solving mainly consists of three subcomponents, directing, organizing and evaluating one's own cognitive endeavors. According to them thinking is not an automatized activity, which requires intentional organization and composition. The term "intentional" may be a key term for Julia's condition. It might be questionable whether she really intends to get rid of such negative feelings as boredom or stress or she finds somehow an excuse to be in that mood. As she claimed in excerpts 26,27, she always finds herself in a mood of stress even if she tries many things to get rid of it.

Environmental control among all the others seems to be the most effectively dealt with in all the three period thought the extent or degree of such effectiveness might change according to emerging needs or factors. She from the first moment was aware of the importance of the environmental impact on her studies and did her best to manipulate her study atmosphere. The most successful period was for her the freshman year after she moved a dormitory. She was at that time competent and determined enough to set rules in the room with her friends but she did not have the same chance unfortunately in prep class period. Her inability to manipulate the learning environment

at her living place plus some really household problems were almost to make her quit her educational life altogether. LYS period also witnessed many hardships for her which were supposed to prevent enough commitment and focus however she were determined and even might be strong enough to get devoted her work in spite of whatever the cause was. She even tended to find an empty corner in one heated room filled with at least ten people and this alone might be enough to show dedication and decisiveness to go a university.

LYS period for Julia appears to be the most successful one among others for her vocabulary learning atmosphere as she felt a full dedication to a very important exam, university entrance exam. She was more manageable in terms of keeping her concentration, coping with boredom and stress but she was less able to manipulate her learning environment according to her needs. She could be regarded as a successful vocabulary learner in this period. Other periods also witnessed a lot of ups and downs in terms of commitment, focus, boredom, stress and manipulation of environment; however, the worst period for her was prep class in which she was almost quitting her academic life. Freshman year started with a level of awareness for her after she passed the proficiency exam of prep class, which might have accelerated her self-efficacy belief as a learner but this could not change some of her attitudes or habits for vocabulary learning. With some slight changes, she feels as if freshman year was a similar subsequent period after prep class. Nothing much seems to have changed for her vocabulary studies.

There seems to be interrelation among control mechanisms for Julia. In that, commitment and metacognition controls complemented each other. For example, the more effectively she made plans and implement them, more focus she managed to have on her vocabulary studies in LYS period. She could not follow a similar path in prep class and freshman years and she felt she had lost interest in vocabulary studies although she wanted to refocus again. Negative feelings like stress and boredom in the same manner appear to trigger other negative feelings like negative self efficacy beliefs in terms of vocabulary learning, more boredom and stress, exam anxiety, helplessness and so on. She was generally aware of her deficiencies as for vocabulary learning but such awareness seems to be not enough to get rid of some negative tendencies or feelings.

Julia especially in prep and freshman years have similar characteristics to that of Kuhl's (1992) state oriented learner. Such a learner according to the author shows an

inability to integrate or coordinate cognitive activities according to the current chosen intention either permanently or temporarily. Among the scholar's classification of negative feelings or tendencies of state oriented learners are unrealistic intentions, loss of control, fear of failure, false attributions of others' expectations, negative moods, over motivation, extrinsic motivation, interruption most of the times, time pressure, boredom and monotony. On account of these negative competing tendencies, there might be dissociation between self chosen intentions guiding the learner's existing activities and some competing mental activities. Self regulatory behaviors to overcome those negative feelings require planning, initiating and maintaining realistic and context adequate objectives and intentions and disengage from those when the need emerges. Timely interruption is of great significance on the route. Self regulation is especially needed when an intention based on previous decision processes cannot get enough emotional support to maintain or perform successfully against competing tendencies.

Moreover, Charver & Scheifer (1985) compare a learner to a computer, which is in either an edit mode that you can observe existing data or instructions passively and in a control mode which executes or performs the initiated orders the user give. State oriented learners are like computers those of in edit mode which consist of examination or preoccupation but no overt behavior. In this mode a learner might experience repeated cycles of feelings like fear of doing poorly, negative self-centered ideation, off-task thinking and sporadic efforts. These feelings might cause cognitive disengagement but not direct withdrawal of activities. Untidy planning or plan-objective inconsistencies, context inadequate intentions, lack of coordination and integration of activities might have caused Julia to be in a cognitive disengagement mode as for vocabulary studies mainly in prep class and freshman year.

What Julia seems to lack might be the ability to intervene her negative feelings or tendencies timely and have some kind of over commitment over some specific behaviors in terms of vocabulary learning in two periods, prep and freshman years. Except for LYS period, in which she could be regarded as an action oriented student who was strong enough to encounter all of the hardships and keep going to reach an ultimate goal, in the other two periods she could be regarded as a state oriented person who got stuck somewhere and did not know what or how to plan and organize her studies in terms of vocabulary learning.

Julia's attributions for her control mechanisms include both external events or internal tendencies or traits. She managed as a learner in LYS period in spite of the

hardships she faced but in the prep class period, she appears to have been affected by even one single event like imprisonment of a family member, which might have a complete impact on her studies. She came to a point of almost quitting school altogether and she seems not to have recovered in freshman year. This event for her had a devastating impact; however, she confesses that sometimes she feels as if she is ready to make any excuse not to allocate any time for vocabulary studies. Her beliefs changed according to different courses but it seems that she was not able to adapt new strategies according to emerging needs and over commitment and maintenance of them were the worst among others. Boredom and stress had a versatile impact on her studies like when she was bored and stressed, she gave up then this giving up caused her to be more bored and stressed. She does not trust herself to be able to get rid of some negative feelings and she cannot find a concrete reason behind such feelings. It took her almost two years to get accustomed to general system of the department and she seems to be highly aware of her weaknesses; however, she cannot find a way to get started and manage her time efficiently to set up plans and follow her schedules. She might be regarded as an insufficient learner in terms of controlling her vocabulary learning adventure according to the findings above especially in university life.

Julia seems to be a state oriented learner as for vocabulary learning in prep class and freshman years. She generally lacks the ability to balance some negative feelings or tendencies which are called as competing tendencies by Kuhl (1985), and these negative tendencies might have influenced her concentration, focus, commitment and even the ability to overcome some negative feelings in an insufficient way. The most successful control mechanism for her is environmental control which she thought of being very important from the very beginning of her vocabulary studies. She found a solution one way or another to go on her studies without much impact of study environment in three different periods. She could not find proper solutions with equal impacts; however, she managed to manipulate her study and learning environment up to a desirable degree whenever she found a chance for it.

Among all the other findings above, some important and significant stimulants for Julia's commitment and concentration and even on the other controlling mechanisms were a very important exam in front of her in LYS period, which might have a very important force behind all of her studies and her feel of liability to her family, especially to her father in prep and freshman years. The latter was maybe the one which prevented her from quitting school; however, she still lacked the enthusiasm and interest in

vocabulary studies in prep and freshman years. Her duty bound feeling to her family might have helped her to only be able to pass the classes but not to improve her vocabulary as efficiently as she had planned. As Kuhl already suggested, competing tendencies were of vital importance for a learner to self regulate because why would s(he) bother to try hard if hardships or negative tendencies do not exist? Julia seems to have been unable to balance her cognitive struggles and competing tendencies in the last two periods, prep class and freshman year. These findings support the very long compulsory historical shift of LLSs as claimed by many related scholars, from LLSs which were mostly evaluated according to proficient language learners and to whether their supposedly good language learning behaviors could be taught to less proficient or able ones- to self regulation. According to Zimmerman (2000) , less proficient ones are the ones who do not do anything on their own. They are the ones who cannot self regulate, that is, cannot find ways to balance their cognitive even meta-cognitive strengths and beliefs and some negative emotions. They eventually tend to be feeling frustrated, lost, and helpless and so on, even feel like dropping out.

5.4. Comparison of three cases in terms of their controlling mechanisms

All of the findings above suggest that self regulatory capacity of a learner might play a very important role during their vocabulary learning adventure. When we look at the cases, Rosa and John could be seen as action oriented learners whereas especially at university but Julia was a state oriented one. Rosa and John somehow found their way to keep going while dealing with some emergent negative feelings or tendencies. Rosa was not succesful in LYS period but fully committed in prep class. She had a stagnation period, a very temporary duration as she claimed in freshman year. Although she faced some very disturbing external conditions during LYS period, she was manageable to overcome some negative tendencies or feelings by the help of her elder brothers to be able to pass the exam but she was not committed and focused enough to vocabulary works as she had intended. Her most important stimulants might be that she was brought up in a very disciplined family and she was in a department of her dreams. She was totally manageable to control her tendencies in prep class as she was in a department of her dreams finally.

On the other hand, John was in state orientated mood in LYS period, most of which he attributed to be a novice learner who did not know what to or how to study.

He was action oriented in prep class and freshman year. He exactly knew how to study for vocabulary and how to manipulate or change his strategies according to emergent needs. He somehow managed to find an entertaining way of vocabulary learning, playing online games. He knew how to manipulate his learning settings for his needs and he could be regarded as a dominant character among his classmates and flat mates. He succeeded in organizing some peer works with them though they did not want to do it at first. He was very happy about new challenges at school and did not let them demotivate him. The fluctuations in his beliefs, moods or tendencies did not deter him from allocating enough time and effort especially in freshman year. His self efficacy belief in himself as a langauge learner might have helped him a lot to overcome negative feelings. He seems to have an ability to adapt or adopt new strategies just in time to make vocabulary learning more enjoyable and effective.

When it comes to Julia, she was generally successful to self regulate in LYS period though she witnessed a lot of demotivating events during this period. However, after she managed to come to a university, her enthusiasm in vocabulary learning seems to have diminished to a critical value. She was totally lost in prep class, caused by mostly external factors and that mood virtually followed her to freshman year. Most of the problems related to prep class was settled when she passed the prep class but she could not overcome those past tendencies in the first grade, though. She was more aware within this period but such an awareness did not work out much. She was still struggling to find a way to get rid of some negative feelings. When compared to John and Rosa, she usually took up some strategies mostly according to people's suggestions or her own observations on some proficient learners. She tried to use them but they did not work so often. Even one single event, in prep class seemed to be enough on its own to demotivate her to such an extent as to make her decide to quit school. What appears for her was that she had an important stimulant in LYS period, university entrance exam and after she finally managed to pass in her third attempt, she might have felt a relaxation and laziness as she was already in a language department. Along with other factors, this kind of mood might have been what deterred her from self regulating during prep class and freshman year. Task difficulty was another significant issue for her at university. She was not acquianted with most of the subjects at university and she found them very difficult at times. Her household problems at prep class, made her get alienated from most of the classmates, which might have prevented her from asking for social help. What she aimed at in that period was only to be able to pass the prep class

and restart from freshman year, which did not appear so. Her general tendencies seemed to follow her within that period as well. As Zimmerman (2000) claimed, most of the tendencies of a learner come from their past habits or beliefs therefore, what could be done to help them is not to try teaching them some good learning behaviours of proficient learners but to show them the negative impact of their perceived weaknesses. Weiner (1985) suggests that a learner might be helped to change the course of his/her perceived ascriptions. For example, what might seem as stable and uncontrollable for a learner can indeed be perceived as unstable and controllable issues if the real and concrete causes of them are found. What Julia seems to be needing is that she must be helped to regain her self efficacy beliefs as in LYS period and to learn how to analyze her learning process. She mostly lacked monitoring and evaluation process in Zimmerman's self regulation cycle. What she mostly tried to do in three periods was to pass a certain exam, university entrance exam in LYS period and midterm and final exams in the others. Apart from those exams, she claims that she would not study for vocabulary if they were not asked. As a family related problem, she unfortunately seems to be lacking positive role models compared to Rosa and John. Rosa had her educated elder brothers, John had his father and mother as well as his aunts however, Julia only had one educated uncle far away from their living place.

CHAPTER VI

6. CONCLUSION AND IMPLICATIONS

6.1. Introduction

This part will show some conclusions and suggestions in terms of the findings of three cases as for their controlling strengths or weaknesses in three different periods of their vocabulary learning adventure. Moreover, limitations of the study will be expressed in the final part.

6.2. Overview of the study

The findings in this study were analyzed in detail according to Research Questions 1 and 2. The first question was to look through the controlling mechanisms of three learners with differing proficiency levels in three different periods in terms of their vocabulary learning adventure. The second question was to look into their causal ascriptions behind those controlling mechanisms affecting their moods or strengths during vocabulary studies either positively or negatively. Causal attributions were chosen to be analyzed as they might be playing important roles on the effective implementation of chosen strategies, in that they are called by Kuhl (1985) as mediating feelings or moods which might change the final outcome of strategy implementation.

The cases in the study started providing information by giving narrations as for their vocabulary learning adventure during university exam preparation period. They handed over one narration about their English learning adventure generally up to university, their vocabulary learning adventure in LYS period and their vocabulary learning adventure in high school exam period. Their past habits might provide significant hints about their choice of strategies within present as Zimmerman (2013) expressed. Then they were interviewed five times in prep class and freshman year to talk about specific choices of strategies for different contexts or courses and their mood or attitude changes in time. Moreover, they were asked to provide 6 self reports in written form to confirm their choice of vocabulary learning strategies as well as some adaptations to them or quitting, if so, why they quit and so on. There were three meetings with the students in these period to evaluate generally what they did withing the first term or second term of prep class and first term of freshman year.

All the collected data was analyzed in Atlas Ti 8 Qualitative data analysis program after all of them were transcribed according to a checklist created out of SRCvoc Scale by Tseng etal (2006). The Causal attributions behind the controlling mechanisms were analyzed according to classification of Weiner's Attribution Theory of motivation.

The findings in the study might be confirming what SRCvoc was supposed to measure as the scale was prepared by the scholars to look into the self regulatory capacities of learners during the course of strategy implementation. The effectiveness of a chosen strategy might not be in the strategy itself but in the underlying capacity of a learner who use it. The three cases all show differing levels of strategy implementation by means of some competing tendencies as called by Kuhl (1985). Dörynei's five controlling facets were based on Kuhl Action Theory of Control. According to Action Theory, a learner might be either in a state oriented mood or in an action oriented mood. State Oriented learners generally tend to lack ability to overcome emerging problems or negative feelings in the course of their intended or projected action which might end up with either quitting altogether or overmaintenance of strategies. This kind of state is not a chronic illness and can be overcome by providing the learners useful suggestions as to change some of their perceived ascriptions behind them as claimed by Weiner (1985). That is what exactly happened to Julia during her vocabulary learning adventure in prep and freshman classes. Her concentration, focus, commitment, enthusiasm and so on all came to a halt within these periods along with some negative feelings like boredom, helplessness, lost or even quitting school at one time. Julia could not face those emerging tendencies with enough strength to overcome them and the outcome for her was being stuck somewhere during the application of her strategies. On the other hand, the other two cases, Rosa and John faced the emerging tendencies with great strength to go on their vocabulary studies although they saometimes faced some stagnation periods. Especially when they came to university, they started with such awareness as to set concrete objectives in front of them like being a proficient translator in the future as For Rosa and being transferred to a nearer university to his hometown for John. These objectives might have caused them to face whatever comes out on their way.

The findings also suggest that self regulatory capacity has got a cyclical nature in which the learners attitudes or moods change according to different contexts. Students become more able when they self-regulate in a cyclic process and they start monitoring the effectiveness of their strategies and then according to the feedback they

get from that observation, they adapt new strategies into new tasks and leave the previous ones behind. It is a self-initiated action consisting of goal setting, regulating one's efforts to reach the goals, self-monitoring, time management and physical or social environmental regulation (Winne &Perry, 2000). Ehrman etal (2003) explains it as a process in which learners are able to exercise and develop their autonomy. Monitoring, controlling and regulating cognitive behaviors all contribute to a learner to self-control, which leads to a major source for motivation to continue to learn in a cyclic process, that is motivation leads to more self-regulation and self-regulation brings about more motivation (Garcia &Pintrich, 1994).

To sum up, Julia might be regarded as a state oriented learner especially at university and Rosa and John as action oriented learners. State orientation is not a stable characteristic for a learner. We can see that Julia was manageable in her controlling mechanisms in LYS period but not in the other periods so what might be useful for her to help change her perceptions of causal ascriptions and their seemingly and supposedly devastating impacts on her vocabulary learning adventure and find her own way by monitoring or evaluating her progress.

6.3. Implications and Suggestions

First of all, the findings of this study might contribute to the ultimate objective of SRCvoc scale as for its usability to analyze underlying capacities of learner while they are trying to improve their vocabulary. The effectiveness of the chosen strategies of three learners seems to be hidden in their ability to overcome or deal with emerging problems. Self regulation here seems to be like a bridge between learners' cognitive strengths or weaknesses and their chosen strategies. Most of the studies conducted for SRCvoc Scale was mostly to show its reliability as a tool like Tseng etal (2006), Yeşilbursa &Bilican (2013), Mizumoto& Takeuchi (2012), Doaee etal (2017), Ranalli (2012) and Vujnovic (2017). This study might be the first one to have used the scale in the long run to see some contextual changes of controlling capacities for three learners in three different periods.

Secondly, this study might provide valuable information as to show how much significant self regulation might play a role especially in foreign language learning contexts. Less proficient learners were not the ones who did not do anything on their own according to Zimmerman. What they might be missing was their self regulatory

ability to overcome emerging problems. The implications of this study as for the learner side in academic settings might be that they need to find proper and appropriate to get to know themselves first before choosing and implementing a strategy. They need to be aware of their strengths and weaknesses. They might be ready to ask for help at any time they need to overcome the emerging negative tendencies before they become too chronic for them.

Thirdly, another implication for the present study could be for teachers and decision makers in a department. The teachers might find it very useful if they use some predictive tools like some scales like SRCvoc, SILL or MSLQ to get to know their students, to find or learn about their strengths and weaknesses as well as their perceived ascriptions. On the management side, learning the changing attitudes or moods of learners might provide valuable information for the proper placement of learners in the classes according to their proficiency levels and design the curriculum and classes accordingly. It can be concluded from this study that a less proficient learner is not somebody who is just too lazy or lacks enough motivation to keep going. Indeed the perceived ascriptions behinds such so called laziness or lack of motivation might be playing very significant roles as mediating or bridging moods either to prevent the learner or to stimulate him/her while applying chosen strategies.

Last but not least, the present study stands unique in its implementation of SRCvoc Scale to learners in a long period to show the cyclical nature of self regulatory capacity in terms of vocabulary acquisition. Some less proficient learners, as might be called as also unlucky ones, could be advised or trained to overcome their supposedly unavoidable tendencies to make themselves more autonomous learners who can control their cognitive strengths along with emerging external or internal attributions.

Self regulation seems to be a very important predictor of applying chosen strategies effectively and self regulated learners are the ones who can control their negative feelings or tendencies to keep going therefore;

- It might be concluded that language teachers should look into the weaknesses and strengths of their learning in differing contexts and skills to help them overcome some emergent negative feelings or tendencies. As Kuhl suggests, state orientation is not a chronic illness and the learners might be helped if their supposedly uncontrollable and stable causes can change direction.

- Orientation period at universities unfortunately cannot go beyond informing the learners about the general rules of the school or departments. The related authorities need to find out especially solutions to some supposedly uncontrollable environmental problems learners face and help them accordingly. Moreover, placement of learners into proper classrooms seems equally important so the authorities should decide along with the lecturers to provide proper placements in the classrooms.
- Strategic self regulation can be taught to students, the extent and intensity of which can change according to individual learners so the teachers need to be aware of individual differences in their classrooms.

6.4. Limitations

This study obviously has some limitations. Firstly, it can be concluded that it would have been better if this study had been conducted for longer periods and also for other language skills like reading, writing, listening, speaking and grammar. These skills are all interrelated affecting one another.

Another limitation of the study might be that it was only conducted for three cases. It might have been more useful if such studies were conducted within different grades, like freshman, sophomore or senior students at the same time to see their differing controlling mechanisms in very different contexts. Moreover, if an ethnographic study had been possible, it could have provided very valuable information as to show differing attitudes of learners as there are some regional and local differences among the perceptions of students.

Finally, it would be very interesting to see the developmental progress of the same learners in other years of university education if similar studies were conducted for their underlying capacities to implement their chosen strategies in various language skills.

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8. APPENDICES

Appendix 1: Ethics Committee permit Document

T.C.
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ

TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURUL İZİNİ TALEP FORMU VE ONAY İÇ TANIK FORMU

ÖĞRENCİ BİLGİLERİ

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ADI VE SOYADI	DENİZ ELÇİN
ÖĞRENCİ NO	201412006
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E - MAİL ADRESLERİ	evm_deniz_1@hotmail.com / denizelcinsarsua@gmail.com
ANA BİLİM DALI	İngiliz Dili Eğitimi
PROGRAM ADI	Doktora
BİLİM DALININ ADI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTENDİĞİ BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	..../..../..... - ..../..../..... DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER

TEZİN KONUSU	Farklı seviyelerdeki öğrencilerin üç aylık dönemde kelime öğrenimleri ile ilgili öz düzenleme kapasiteleri
TEZİN AMACI	Sırt Üniversitesi Mütercim ve Tercümanlık Bölümü hazırlık sınıfı öğrencilerinden seçilen üç öğrencinin, üniversiteye sınavı hazırlanma dönemi, hazırlık sınıfı ve 1. sınıf 1. dönem içerisinde kelime öğrenmeleri esnasında öz düzenleme kapasitelerinin incelenmesi
TEZİN TÜRKÇE ÖZETİ	ÖZET FARKLI YETERLİK SEVİYELERİNE SAHİP ÖĞRENCİLERİN KELİME EDİNİMİ SÜRECİNDE ÖZ DÜZENLEME KAPASİTELERİ DENİZ ELÇİN Doktora Tezi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Danışman: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ Ocak, 2019, 308 Sayfa Genel olarak, Rubin (1975) tarafından yazılan ünlü bir makaleye atfedilen Dil "Dil Öğrenme Stratejileri" araştırmaları kendi tarihi boyunca hem desteklenmiş ve hem de bazı uzmanların eleştirileri ile karşılaşmıştır. İlk olarak, araştırmalar, bazı yetkin öğrencilerin etkili dil öğrenme stratejileri ve bu stratejilerin, çeşitli eğitimler verilerek daha az yetkin öğrencilere öğretilip öğretilemeyeceği konularında yoğunlaşmıştır. Bu etkin öğrenme stratejileri çeşitli strateji envanteri ölçekleri kullanılarak tespit edilmeye çalışılmış fakat sonrasında daha az yetkin öğrencilerin de zaman kendi kendilerine stratejiler tarafından uygulandıkları sonuçlara varılmıştır. Bir çok araştırmanın sonucunda bu tür öğrencilerin, strateji uygulamaları esnasında, kendi bilişsel veya (eğitbilişsel) güçlünün veya zayıflıklarının farkında olmamaları ve strateji uygulama sürecinde bu güçleri veya zayıflıkları yönetebilme veya ortaya çıkan şartlara göre uyarlayamama gibi problemler yaşayabildikleri ortaya çıkmıştır. Araştırmalardan, dil öğrenme stratejileri kavramı yerine, Öz Düzenleme, Stratejik Dil öğrenimi veya Özerk Dil Öğrenimi gibi kavramlar ortaya atılmıştır. Buradan, araştırmacı, farklı yeterlik seviyelerine sahip üç öğrencinin, üç farklı dönemde kelime edinimi esnasındaki öz düzenleme kapasitelerini incelemeye karar vermiştir. Bu bağlamda, Sırt Üniversitesi, Mütercim ve Tercümanlık Bölümü hazırlık sınıflarından yeterlik sınavı, vize sınavı ve quiz notlarına göre 12 öğrenci seçilmiştir. Bu öğrenciler, iyi başlayanlar kategorisi altında daha çok çalışanlar ve az çalışanlar olarak ve ortalama/subjektif seviyede olanlar diye üç temel gruba ayrılmıştır. Fakat ilgili veriler, öğrencilerden toplandıktan sonra her grup için sadece bir öğrenci seçilmesine karar verilmiştir. Veri toplama araçları olarak hazırlık sınıfı, iki dönemi ve birinci sınıf birinci dönemde toplam altı adet görüşme, öğrencilerin genel İngilizce öğrenme serüvenlerini, üniversite sınavına hazırlık sürecı için kelimelere nasıl çalıştıkları ve o dönemlerde genel kelime öğrenme stratejileri ile ilgili üç adet öyküleme alınmıştır. Ayrıca öğrenciler hazırlık ve birinci sınıfta kelime öğrenme süreçleri ile alakalı altı adet subjektif raporları yazmışlardır. Elde edilen veriler, üniversite sınavı hazırlık süreci (LYS dönemi), hazırlık sınıfı, ve birinci sınıf kelime öğrenme süreçlerine göre incelenmiştir. Verilerin analizinde, Tseng ve diğerleri tarafından (2006) hazırlanan "Kelime Edinimi için Öz Düzenleme Kapasitesi" (SRCvoc) adındaki ölçekten uyarlanmış bir control testesine göre temalar ve kodlar oluşturulmuştur. Ayrıca, öğrencilerin bu üç dönemde kelime öğrenmeleri esnasındaki control mekanizmalarını etkileyebilecek olası faktörler de Wiener'in (1985) "Motivasyonu etkileyen bağlamlar" tasnifine göre analiz edilmişlerdir. Ortaya çıkan olası etmenler, faktörün merkezi, yani öğrencinin kendisinden mi yoksa dışarıdan bir etki ile ortaya çıkmasına, süresine yani kalıcı veya geçici bir durum olup olmamasına ve son olarak da kontrol edilebilip edilemeyeceğine göre analiz edilmişti. Bu çalışma "Nitel Araştırma" metotlarından "Durum araştırması" kapsamına girmekteydi ve öğrencilerin kelime öğrenme seviyelerinin öz düzenleme kapasitesi bağlamında üç dönem incelenmesinden dolayı uzun vadeli bir çalışma olarak nitelendirilebilir. Ortaya çıkan bulgulara göre, öğrencilerin öz düzenleme kapasiteleleri, kelime çalışmaları esnasında seçilen stratejilerin etkili bir şekilde uygulanabilmesi üzerinde önemli bir rol oynamaktadır. Öğrencilerin kelime öğrenme serüvenleri esnasında ortaya çıkan farklı ruh halleri veya pozitif yada negatife duygular arasında denge kurabilme kapasitelerinin, onların seçtikleri kelime stratejilerini etkili bir şekilde uygulama yeteneklerı üzerinde, önemli bir rol oynadıkları sonucuna varılmıştır Anahtar Kelimeler: Öz Düzenleme, Kelime Öğrenimi için Öz Düzenleme Kapasitesi, Sebepsel inançlar
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Sırt Üniversitesi Mütercim ve Tercümanlık Bölümü hazırlık sınıfı öğrencileri
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - BÜBİM / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Sırt Üniversitesi, Yabancı Diller Yüksekokulu Mütercim ve Tercümanlık Bölümü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNİ; HANGİ KURUMUNU; HANGİ BÖLÜMÜNÜ; HANGİ ALANINI; HANGİ KONULARDA; HANGİ GRUBU; KİMLERİ; NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Sırt Üniversitesi, Yabancı Diller Yüksekokulu Mütercim ve Tercümanlık Bölümü; 2017-2018 eğitim-öğretim yıllarında toplam üç dönem olarak hazırlık sınıflarından seçilen 3 öğrencinin üç farklı dönemde kelime öğrenme süreçlerinde öz düzenleme kapasitelerinin ve bu kapasiteleri etkileyen çeşitli faktörlerin incelenmesi
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN ÖLÇEKLERİN BAŞLIKLARI HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	"Kelime edinimi için öz düzenleme kapasitesi ölçeği" (Self Regulatory Capacity for Vocabulary Acquisition" Tseng etal (2006)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ..... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1Kelime edinimi için öz düzenleme kapasitesi ölçeği" (Self Regulatory Capacity for Vocabulary Acquisition" Tseng etal (2006) 1 adet (2 sayfa) 2 Öğrencilere sorulan anket soruları örnekleri (1 Sayfa) 3 Sırt Üniversitesi Yabancı Diller Yüksekokulu Mütercim TEricümanlık Dilekçe ve izin belgesi (2 sayfa)
3-	ÖĞRENCİNİN İMZASI:	TARİH: 14 / 9 / 20(.)

TEZ/ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.
2. Ancak konu ..... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D.BAŞKANININ ONAYI
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Ünvanı: Prof. Dr.	Ünvanı:	Ünvanı: Doç. Dr.	Ünvanı: Prof. Dr.
İmzası:	İmzası:	İmzası:	İmzası:
..../..../20..	..../..../20..	..../..../20..	..../..../20..

ETİK KURULU ASL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BAŞBOĞAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Ensin OBA	Adı - Soyadı: Mustafa Tevfik OĞMAN	Adı - Soyadı: .....
Ünvanı: Prof. Dr.	Ünvanı: Prof. Dr.	Ünvanı: Prof. Dr.	Ünvanı: Prof. Dr.	Ünvanı: Prof. Dr.	Ünvanı: .....
İmzası:	İmzası:	İmzası:	İmzası:	İmzası:	İmzası:
..../..../20..	..../..../20..	..../..../20..	..../..../20..	..../..../20..	..../..../20..
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Yedek Üyesi

Adı - Soyadı: .....
Ünvanı: .....
İmzası: .....
..../..../20..
Etik Kurulu Jüri Yedek Üyesi

OY BİRLİĞİ İLE ✓

OY ÇOKLUĞU İLE

Çalışma yapılacak olan İnsan İçin uygulanacak olduğu Anketler/Formlar/Ölçekler Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince incelenmiş olup, 14 / 09 / 20(.) tarihinde ..... yapılmasına uygunlamak üzere, gerekli izinin verilmesinin tavsiye edilmesine karar verildi.

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLER: 1 (2 Sayfa) "Kelime Edinimi İçin Öz Düzenleme Kapasitesi" Ölçeği.
2 Öğrencilere sorulan anket soruları örnekleri (1 Sayfa)
3 Sırt Üniversitesi Yabancı Diller Yüksekokulu Mütercim TEricümanlık Dilekçe ve izin belgesi (2 sayfa)

SOBE-106

Appendix 2: SRCvoc Checklist

CONTROL MECHANISMS		
COMMITMENT CONTROL	**While learning vocabulary**	Special techniques to realize objectives Belief in realizing the objectives faster Persistence to realize objectives Self-confidence in realizing objectives
META COGNITIVE CONTROL	**While learning vocabulary**	Efficaciousness in focusing on his/her thoughts Efficaciousness in controlling concentration Competence in avoiding procrastination Efficaciousness in controlling the ***tendency*** of procrastination
SATIATION CONTROL	**While learning vocabulary**	Persistence even in the absence of novelty Satisfaction of the ways to eliminate boredom Efficaciousness in avoiding boredom Efficaciousness in self-regulating during boredom
EMOTION CONTROL	**While learning vocabulary**	Competencein reducing stress Use of satisfactory ways to cope with stress Tendency to give up when stressed Immediate intervention to cope with stress
ENVIRONMENTAL CONTROL	**While learning vocabulary**	Creating a suitable learning environment Efficaciousness in creating an effective learning environment Awareness of the importance of learning environment Looking for a suitable studying environment

Appendix 3: Sample Interview Questions

1. How often do you do extra activities for vocabulary learning, either at home or school?
2. What do you do when you encounter with a new word?
3. What does it mean to you if you say I have learnt a word?
4. What do you do when you feel stressed out while you are studying for vocabulary?
5. How do you choose which word is more important than the others?
6. Do you ever quit studying when you feel bored or stressed?
7. How long does it take to go on to your studies?
8. How do you feel when you think you cannot/do no commit yourself to vocabulary studies as possible as you have intended?
9. How do you feel when sometimes you get too much distracted during vocabulary studies?
10. How do you arrange you study or learning environment?
11. Does learning environment have a great impact on you general study tactics or methods?
12. Do you feel fully focused or concentrated while you are studying vocabulary? Why or why not?
13. What may be some distracting factors for your vocabulary studies or focus?
14. What do you usually do when you feel stressed out?
15. What do you usually do when you feel bored?
16. Do you generally study for vocabulary only for exams or for your own improvement?
17. Which one of your vocabulary learning strategies do you think is the most effective? Why or why not?
18. Do you sometimes change or adapt your learning strategies according to emerging tasks or contexts? How?
19. Have you ever felt quitting altogether or felt hopeless? Why?
20. Are you a vocabulary worm? Do you always try to learn new words or sometimes just skip them?
21. Where do you think your study habits come from? From High school days or do you adapt some habits according to emerging needs?
22. Do you change your learning tasks according to different courses or tasks? How?

Appendix 4: All Control Mechanisms for Rosa in three different periods

COMMITMENT CONTROL		LYS PERIOD	PREP CLASS	FRESHMAN YEAR
	Rehearsal	doing voc tests initially memorization then quitting this hanging colorful vocabulary cards on her desk or wardrobe ornamenting her colorful cards using flash cards making a vocabulary list every week writing the word five times	hanging colorful vocabulary cards on her desk or wardrobe listening to word again and again for pronunciation repeating the word loudly several times revision daily in the evenings vocabulary list every week	playing voc games in the mobile or internet repeating the word loudly several times vocabulary list every week
Special Techniques	Encoding	trying to remember where she saw that new word association of the words with real life items	Association of the words real life items Trying very hard to remember the location of the word going back again where she saw the word visualizing the objects in the mind grouping new words under the title of texts or stories	Association of the words real life items Trying very hard to remember the location of the word going back again where she saw the word visualizing the objects in the mind
	Guessing	Trying to understand contextual meaning	trying to guess the contextual meaning first analyzing word formations	trying to guess the contextual meaning first analyzing word formations

	Dictionary	using a monolingual and bilingual dictionary using a picture dictionary looking at the sample sentences in the dictionaries	looking up other forms and meanings of the words, parts of speech of the words trying to find alternative words for new items using an online and hard copy dictionary	Looking up every new word Finding synonyms and antonyms of new words
	Note taking	noting down most encountered words	Noting down every word Writing synonyms or antonyms of the words, every exercise in her notebook regrouping words from her old notebooks writing the pronunciation next to the word	noting down every new word the teacher says writing the pronunciation next to the word
	Activation	Making a sentence with the new item	Writing her own sentences in a notebook Trying to use the words as much as possible Trying to translate subtitles and lyrics Text messages in English with elder brother Talking to herself to use new words on the mirror Social media use with a Dutch reading a book regularly watching foreign TV series and movies with subtitles	Writing story summaries to use new words Reading articles and novels watching foreign TV series, movies with subtitles creating dialogues with the new words

	Selective Attention	Knowing which words are more important Looking up the words she is interested in	Looking up the words according to theme of the reading text Knowing which words to use	Making notes of only some important words
	Self Initiation		Looking for alternative reading texts	Looking for alternative reading texts
	Social strategy	Asking help from teachers searching for roots of the words	Asking help from teachers searching for new strategies	Asking help from teachers and friends searching for new strategies
Persistence to realize objectives		Initiation and maintenance of her plans	A very fruitful year Setting a system with strict time limits Perseverance Enactment of plans	Setting strict plans but not obeying them
Belief in realizing objectives faster		Not knowing what to do or how to study at first	Knowing when to change a strategy	Facing a stagnation period Putting aside vocabulary Dissatisfaction of objectives
Self confidence in realizing objectives		Self-disciplined	Self-disciplined	Not knowing when and how to start at times

METACOGNITIVE CONTROL	LYS PERIOD	PREP CLASS	FRESHMAN YEAR
Efficaciousness in controlling concentration	Exam oriented concentration	The most focused period	Not being able to concentrate at times
Efficaciousness in focusing on his/her thoughts	Not focusing efficiently	Regaining focus	Aware of the deficiency
Efficaciousness in controlling the tendency procrastination	Timely intervention	In time intervention	Sometimes false excuses
Competence in avoiding procrastination	No postponing at all	Interruption of sleep when putting off	Lack of time management
SATIATION CONTROL	**LYS PERIOD**	**PREP CLASS**	**FRESHMAN YEAR**
Persistence even in the absence of novelty	Very excited to use new words	Very excited to use new words	Very excited
Satisfaction of the ways to eliminate boredom	Self-stimulated by the remind of approaching exam Listening to music Playing voc games with friends Going out with friends	Listening to music Socializing with friends Have a cup of tea/coffee Have some fresh air Creating some vocabulary activities or games	Listening to music Socializing with friends Have a cup of tea/coffee Have some fresh air Creating some vocabulary activities or games
Efficaciousness in avoiding boredom	Consistency to avoid boredom	No boredom at all	Increased boredom by some activities during courses
Efficaciousness in self-regulating during boredom	Easily able to get rid of negative feelings Perseverance	Ability to get rid of negative tendencies	Awareness of the deficiency but no enactment

EMOTION CONTROL	LYS PERIOD	PREP CLASS	FRESHMAN YEAR
Use of satisfactory ways to cope with stress	Socializing with friends Reminding herself of the approaching exam Asking help from teachers or family Listening to music Playing vocabulary games Self-stimulation Having some fresh air (all reversed value)	Listening to music Going out with friends Playing vocabulary games	Socializing with friends Help from elder brothers Watching movies/series
Competence in reducing stress	Very stressed out	Not stressed out easily	Not easily stressed out
Tendency to give up when stressed	Never giving up	Feel of perseverance again Tendency to study more to get rid of stress	Sometimes
Immediate intervention to cope with stress	Timely intervention	Able to initiate her tactics in time	Intention-mood consistency
ENVIRONMENTAL CONTROL	**LYS PERIOD**	**PREP CLASS**	**FRESHMAN YEAR**
Efficaciousness in creating an effective learning environment	Very efficient	Very efficient	Very efficient
Creating a suitable learning environment	Having her own room Adjusting the light Putting away mobile phone Closing the door Using headphones Having only one thing in front	Organizing the desk according to her needs Only related materials in front Setting strict rules with friends Using headphones to avoid noise	Organizing the desk according to her needs Only related materials in front Setting strict rules with friends Using headphones to avoid noise
Looking for a suitable learning environment	Going to library at times	Changing her room Going to study room sometimes	Going to study room sometimes
Awareness of the importance of learning environment	Highly aware of her learning environment	Aware and manipulated the learning setting as much as possible	Aware and manipulated the learning setting as much as possible

Appendix 5: All Control Mechanisms for John in three different periods

COMMITMENT CONTROL		LYS PERIOD	PREP CLASS	FRESHMAN YEAR
	Rehearsal	memorization daily but not worked memorization of first spelling and then Turkish meaning having a voc log making an alphabetical list writing the words five or six times revision of words at nights	Making a vocabulary list for once only for exams having a vocabulary log in the first month but not worked revision of the words regularly -mostly weekly revision at times upon the remind of the exams listening for words several times to check for pronunciation repeating the words involuntarily while sleeping playing games with friends	making a voc list before writing a paragraph or composition making a voc list on the telephone to revise everywhere doing extra pronunciation studies checking the subtitles line by line
Special Techniques				
	Encoding		remembering the word where he saw it making word groups according to visual places like hospital school association of some words with real life situations and daily speech dreaming of situations and looking up words for that situation at times	mostly remembering words from games word storms while before sleeping imagining somewhere as a visitor to use that word making word families and looking at the suffixes and prefixes of the words
Special Techniques				

	Guessing	Looking for contextual clues	mostly remembering the spelling of a word trying to guess the contextual meaning first	guessing the meaning from context-mostly used technique trying to find contextual meaning from the movie
	Dictionary	using a hard copy dictionary writing the example sentences in dictionaries several times towards the exam but not worked	copying the structure of writing examples to do writing homework Using a bilingual online dictionary writing synonyms antonyms of words	Finding other forms of words Using a bilingual online dictionary looking over the example sentences in dictionaries Writing synonyms/antonyms of the words if remembered
	Note taking	Noting down the unknown words	writing the meanings of the words under the texts	Noting down the meanings next to the words
Special Techniques	**Activation**	chatting online with people making own sentences but not effectively	improvement of vocabulary by playing online games and watching movies listening to music with lyrics overhearing somebody speaking English to catch interesting words watching foreign TV series making his own sentences playing online games and chatting internationally practicing English with somebody from another department	following you tubers of a Swedish game listening to music with lyrics using an online program to translate song lyrics watching competitions in English checking for pronunciation while watching TV always trying to practice English with international game players online making his own sentences trying to use other alternatives of words practicing English with somebody from another department using the words whenever possible writing a paragraph with word groups Following an Instagram web page Listening to music with lyrics Watching movies with subtitles

	Selective Attention	Being able to choose appropriate words to use	Being able to choose which words are important to learn	
Special Techniques	**Self Initiation**		looking up the word when encountered frequently only choosing the words related to tasks rereading the paragraphs or text to make words permanent choosing the most liked words while speaking choosing very interesting chunks only from the movies	looking up the words only when needed while playing games noting down some interesting words
	Social Strategy		asking help from friends or teachers peer checking of writing on Sundays with four classmates	asking help from friends and teachers asking for help from foreign counterparts peer checking for vocabulary especially in writing
Persistence to realize objectives		Initiation but no perseverance with over maintenance of strategies (NO)	no setting objectives rarely achieving objectives setting an objective in the first month -ten new words a day (PARTLY YES)	perseverance and consistence on the vocabulary setting strict objectives (YES)
Belief in realizing objectives faster		Lack of self efficacy Feeling of lost (NO)	not believing to stick to objectives untidy organization aware of his weaknesses dissatisfaction (PARTLY YES)	changing objectives according to differing courses and tasks more aware as a learner plan behavior consistency following his plans (YES)
Self confidence in realizing objectives		Alienation Difficulty of enactment Feeling helpless Having some negative tendencies (NO)	not following a regular system finding nonsense excuses positive self efficacy beliefs compensation via playing games (PARTLY YES)	self efficacy belief believing to stick to his plans more self confidence in different courses (YES)

METACOGNITIVE CONTROL	LYS PERIOD	PREP CLASS	FRESHMAN YEAR
Efficaciousness in controlling concentration	no special technique to focus and concentration (no)	Feel of self efficacy (YES)	Feel of self efficacy (YES)
Efficaciousness in focusing on his/her thoughts	Inability to focus (NO)	focusing on only to the skills he thinks deficit (PARTLY YES)	More focused (YES)
Efficaciousness in controlling the tendency procrastination	General tendency to procrastinate (NO)	Change of according to tasks or courses (PARTLY YES)	No postponing at all (YES)
Competence in avoiding procrastination	postponing at high school (NO)	trying to find easy and enjoyable ways (PARTLY YES)	No postponing at all (YES)
SATIATION CONTROL	**LYS PERIOD**	**PREP CLASS**	**FRESHMAN YEAR**
Persistence even in the absence of novelty	NO	very disturbed when not remembering very basic words	very disturbed when not remembering very basic words
Satisfaction of the ways to eliminate boredom	eating or drinking something	eating or drinking something playing games playing with international students Playing games with classmates	eating or drinking something playing games playing with international students Playing games with classmates
Efficaciousness in avoiding boredom	NO	YES	YES
Efficaciousness in self-regulating during boredom	NO	YES	YES
EMOTION CONTROL	**LYS PERIOD**	**PREP CLASS**	**FRESHMAN YEAR**
Use of satisfactory ways to cope with stress	NO	having a short break playing games playing with international students	having a short break playing games playing with international students watching movies
Competence in reducing stress	NO	YES	YES
Tendency to give up when stressed	YES	NO	NO
Immediate intervention to cope with stress	NO	YES	YES

ENVIRONMENTAL CONTROL	LYS PERIOD	PREP CLASS	FRESHMAN YEAR
Efficaciousness in creating an effective learning environment	YES	YES	YES
Creating a suitable learning nvironment	Setting rules in study room Adjusting the light Using headphones to avoid noise	adjusting study environment very properly putting away the mobile phone setting strict rules at the dormitory study room must be quiet studying alone in the room organizing only relevant material	adjusting study environment very properly not using the mobile most of the time putting away the mobile phone setting strict rules at the dormitory setting strict rules for mobile, room and tv organizing only relevant material
Looking for a suitable learning environment	having an individual room	having an individual room having his own desk going to study saloon at times	having an individual room having his own desk going to study saloon at times
Awareness of the importance of learning environment	awareness of study environment	awareness of study environment organization of the environment mostly according to needs	awareness of study environment organization of the environment mostly according to needs

Appendix 6: All Control Mechanisms for Julia in three different periods

COMMITMENT CONTROL FOR JULIA					
			LYS Period	**Prep Class**	**Freshman Year**
	Memory Strategies	Rehearsal	Making a voc log Regular revision in the morning/evening Preparation of colorful voc cards and charts Writing the new words five times Making an alphabetical list	Making a voc list No revision at all Recording and listening to her own voice for pronunciation	Making a voc list No regular revision
Special techniques		Encoding	x	x	x
	Cognitive Strategies	Guessing	Looking for contextual clues		
		Dictionary	Looking up synonyms or antonyms Paying attention to sentences in dictionaries Using an online dictionary	Using a bilingual online dictionary	Finding other forms of words Using a bilingual online dictionary Writing synonyms/antonyms of the words if remembered
		Note taking	Noting down the unknown words	x	x
	Activation Strategies		Making sentences with new words Using the words in daily life whenever possible Playing voc games with friends	x	Making sentences Following an Instagram web page Listening to music with lyrics Watching movies with subtitles

	Meta-cognitive Strategies	Selective Attention	Being able to choose appropriate words to use	x	x
Special techniques		Self Initiation	x	Focusing only exam related vocabulary (reversed value)	Focusing only exam related vocabulary (reversed value) Not paying attention to the voc except for class (reversed value)
	Intention/Initiation		Initiation	Context inadequate intentions	Setting objectives but no initiation
Persistence to realize objectives				**Inability to initiate**	
	Planning and Implementing		Maintenance and perseverance to implement tactics Ability to compensate upon feel of deficiency Open to suggestions and criticisms	Over-maintenance or commitment of strategies	Over-maintenance or commitment of strategies Not being able to stick to plans Untidy planning and organization Plan-behavior inconsistency
	Monitoring		Lack of coordination and integration of activities	x	x
	Evaluation		x	x	x
Belief in realizing objectives faster			**ES**	NO	NO
Self confidence in realizing objectives			**ES**	NO	NO

METACOGNITIVE CONTROL	LYS PERIOD	PREP CLASS	FRESHMAN YEAR
Efficaciousness in controlling concentration	Yes Concentrated enough	No	No
Efficaciousness in focusing on his/her thoughts	YES	No Totally Lost	No Trying To Restart
Efficaciousness in controlling the tendency procrastination	YES	No Too Long Breaks	No Aware But No Solution
Competence in avoiding procrastination	YES	No (Just Exam Focus)	No Just Exam Focus
SATIATION CONTROL	**LYS PERIOD**	**PREP CLASS**	**FRESHMAN YEAR**
Persistence even in the absence of novelty	YES (MAINTENANCE OF ENTHUSIASM)	NO (TOTALLY LOST)	NO AWARE BUT NO SOLUTION
Satisfaction of the ways to eliminate boredom	YES SUSTAINABILITY	NO MORE BOREDOM	NO MORE BOREDOM
Efficaciousness in avoiding boredom	YES	NO (very disturbed)	NO Inability to solve the problem
Efficaciousness in self-regulating during boredom	YES	NO (only 20 minutes focus)	NO (still negative tendencies)
EMOTION CONTROL	**LYS PERIOD**	**PREP CLASS**	**FRESHMAN YEAR**
Use of satisfactory ways to cope with stress	YES (Several tactics)	YES (Several tactics)	YES (Several tactics)
Competence in reducing stress	YES	NO More stressed out	NO More stressed out
Tendency to give up when stressed	NO	YES Almost quitting	YES Still trying to restart from the first beginning
Immediate intervention to cope with stress	YES	NO (More stressed out) Almost quitting school	NO Aware but no solution
ENVIRONMENTAL CONTROL	**LYS PERIOD**	**PREP CLASS**	**FRESHMAN YEAR**
Efficaciousness in creating an effective learning environment	NO (No alternatives)	NO (no alternatives)	YES (Problems settled down)
Creating a suitable learning environment	NO (No alternatives)	NO (no alternatives)	YES (Problems settled down)
Looking for a suitable learning environment	YES Changing study places	YES Changing study places	YES Changing study places
Awareness of the importance of learning environment	YES (aware)	YES (aware)	YES (aware)

Appendix 7: Letter of Permission to the Translation and Interpretation Department of Siirt University

Evrak Tarih ve Sayısı: 17/02/2017-287

SİİRT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU
MÜDÜRLÜĞÜNE

SİİRT

Çağ Üniversitesi İngiliz Dili Eğitimi bölümünde doktora yapmaktayım. Siirt Üniversitesi Yabancı Diller Yüksekokulu bünyesindeki Mütercim-Tercümanlık bölümü Hazırlık sınıfı öğrencileri ile alakalı "Kelime öğrenirken öğrencilerin öğrenme stratejileri" konulu bir tez hazırlamak istiyorum. İlgili sınıftan öğrencilerin belirlenmesi, gerekli anketlerin ve görüşmelerin yapılabilmesi, öğrenci seçimi hususunda öğrencilerin vize, quiz ve yazılı notları gibi bilgilerin derslere giren öğretmenlerden talep edilebilmesi gibi işlemlerde izin verilmesi hususunda;

Gereğinin yapılmasını arz ederim. 17.02.2017

Öğrt. Grv. Deniz ELÇİN
Uyg. İng. ve Çvrmnlk. Bölüm Başkanı

Evrak Tarih ve Sayısı: 20/02/2017-E.2436

T.C.
SİİRT ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 93523311-020-
Konu : İzin Onayı Hk.

Sayın Deniz ELÇİN
Öğretim Görevlisi

İlgi : 17/02/2017 tarihli ve 287 sayılı dilekçeniz.

Yüksekokulumuza vermiş olduğunuz ilgi tarih ve sayılı dilekçenize istinaden Mütercim - Tercümanlık bölümü Hazırlık sınıfı öğrencileri ile alakalı "Kelime öğrenirken öğrencilerin öğrenme stratejileri" konulu tez' inizde size yardımcı olmak üzere ilgili sınıftan öğrenci belirleme, gerekli anketleri ve görüşmeleri yapma, öğrenci seçimi hususunda öğrencilerin vize,quiz ve yazılı notlarını derse giren akademisyenlerden temin etme gibi işlemleri gerçekleştirmenize müdürlüğümüzce uygun görülmüştür.

Gereğini bilgilerinize rica ederim.

Yrd. Doç. Dr. Ata PESEN
Müdür

ELEKTRONİK İMZALIDIR
27.09/2017
Ramazan DESTAN
MEMUR

20/02/2017 Mem. : E.E.ETİZ
20/02/2017 Yük. Ok. Sek. : A.KARANFİL

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Appendix 8: Consent Form

Consent Form to take part in the Study

- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview at any time after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves giving relevant and detailed information as for vocabulary learning strategies, habits, attitudes, feelings, mood changes in differing periods. I can understand that the researcher might ask for personal questions in terms of my vocabulary learning process.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in PhD dissertation.
- I understand that signed consent forms and original audio recordings will be retained securely by the reseacher.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained until the publication and approval of PhD dissertation.
- I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the study to seek further clarification and information.
- I hereby agree to participate in this study on my own decision without any outsider force or impact.

Öğ. Gör. Deniz ELÇİN
Uyg. İng. ve Çevrebilk. Bölüm Başkanı

Participant Date : 15th Feb 2017 Researcher Date: 15th Feb 2017

Consent Form to take part in the Study

- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview at any time after the interview, in which case the material will be deleted.
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- I understand that I am free to contact any of the people involved in the study to seek further clarification and information.
- I hereby agree to participate in this study on my own decision without any outsider force or impact.

Öğrt. Grv. Deniz ELÇİN
Uyg. İng. ve Çvrmnlk. Bölüm Baskanı

Participant Date : 15th Feb 2017 Researcher Date: 15th Feb 2017

Consent Form to take part in the Study

- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
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- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
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- I understand that I am free to contact any of the people involved in the study to seek further clarification and information.
- I hereby agree to participate in this study on my own decision without any outsider force or impact.

Participant Date : 15th Feb 2017

Öğrt. Grv. Deniz ELÇİN
Uyg. İng. ve Çevrimlk. Bölüm Başkanı

Researcher Date: 15th Feb 2017

Appendix 9: Full Version of SRCvoc Scale

Item	Learning experience	Strongly agree	Agree	Partly agree	Slightly disagree	Disagree	Strongly disagree
1.	Once the novelty of learning vocabulary is gone, I easily become impatient with it.	☐	☐	☐	☐	☐	☐
2.	When I feel stressed about vocabulary learning, I know how to reduce this stress.	☐	☐	☐	☐	☐	☐
3.	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.	☐	☐	☐	☐	☐	☐
4.	When learning vocabulary, I have special techniques to achieve my learning goals.	☐	☐	☐	☐	☐	☐
5.	When learning vocabulary, I have special techniques to keep my concentration focused.	☐	☐	☐	☐	☐	☐
6.	I feel satisfied with the methods I use to reduce the stress of vocabulary learning.	☐	☐	☐	☐	☐	☐
7.	When learning vocabulary, I believe I can achieve my goals more quickly than expected.	☐	☐	☐	☐	☐	☐
8.	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.	☐	☐	☐	☐	☐	☐
9.	When learning vocabulary, I think my methods of controlling my concentration are effective.	☐	☐	☐	☐	☐	☐
10.	When learning vocabulary, I persist until I reach the goals that I make for myself.	☐	☐	☐	☐	☐	☐
11.	When it comes to learning vocabulary, I have my special techniques to prevent procrastination.	☐	☐	☐	☐	☐	☐
12.	When I feel stressed about vocabulary learning, I simply want to give up.	☐	☐	☐	☐	☐	☐
13.	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.	☐	☐	☐	☐	☐	☐
14.	When learning vocabulary, I know how to arrange the environment to make learning more efficient.	☐	☐	☐	☐	☐	☐
15.	When I feel stressed about my vocabulary learning, I cope with this problem immediately.	☐	☐	☐	☐	☐	☐
16.	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.	☐	☐	☐	☐	☐	☐
17.	When learning vocabulary, I am aware that the learning environment matters.	☐	☐	☐	☐	☐	☐
18.	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.	☐	☐	☐	☐	☐	☐
19.	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.	☐	☐	☐	☐	☐	☐
20.	When I study vocabulary, I look for a good learning environment.	☐	☐	☐	☐	☐	☐

Note: Commitment control: items 4, 7, 10, 13; metacognative control: items 5, 9, 11, 16; satiation control: items 1, 8, 18, 19; emotion control: 2, 6, 12, 15; environmental control: items 3, 14, 17, 20.

(Retrieved from Tseng etal, 2006, pp.98,99)

9. BIOGRAPHY

Deniz Elçin was born on 22th November 1976. He completed primary and secondary schools in a small District of Hatay Province, Erzin and went on to his high school Education in Gölcük Anatolian High School, Ship Electronics and Navigation Department. Upon graduation he went to Gazi University, English Language Teaching Department in 1994. He finished university in 1999 and started teaching English in several Anatolian High Schools in National Education System. He worked for the Ministry of National Education for 15 years. His academic studies started with his curiosity about his language students' being bilingual and whether their bilingualism had any impact on their foreign language acquisition. As a result, he started his MA degree in Çağ University and completed it in 2014, after which he directly started his PhD studies withing the same university. Meanwhile, he started to work in Translation and Interpreation Department of Siirt University as an instructor and is still going on working in the same department.

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