AN EXAMINATION OF THE EFFECTIVENESS OF AUTONOMY IN FOREIGN LANGUAGE VOCABULARY TEACHING AND LEARNING

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ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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Seda Sagın tarafından hazırlanan "An Examination of the Effectiveness of Learner Autonomy in Foreign Language Vocabulary Teaching and Learning" adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

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Bu tezin Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

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To my mother and all women

who managed to make

their own way

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ÖZ

Bu çalışmanın temel amacı öğrenen özerkliğinin kelime öğrenme becerisi üzerinde herhangi bir etkisi olup olmadığını ortaya koymaktır. Çalışmada nicel bir araştırma yöntemi olan anket tekniği kullanılmıştır. Katılımcıların öğrenen özerkliği ve kelime öğrenme stratejilerini ölçmek adına iki ayrı anketten faydalanılmıştır. Bunun yanı sıra, katılımcıların kullanmakta olduğu ders kitabından alınan kelimelerden oluşan bir başarı testi de veri toplama aracı olarak kullanılmıştır. Çalışma iki ayrı devlet lisesinde toplam 60 katılımcı ile gerçekleştirilmiştir. Tüm katılımcılar 12nci sınıf öğrencilerinden oluşmaktadır. Elde edilen veriler IBM SPSS 25.0 programı aracılığı ile analiz edilmiştir. Elde edilen sonuçlar öğrenen özerkliği ile İngilizce kelime öğrenme başarısı arasında anlamlı bir ilişki bulunduğunu ve öğrenen özerkliğinin başarılı bir İngilizce öğrenme sürecine pozitif etkisi olduğunu ortaya koymuştur.

AN EXAMINATION OF THE EFFECTIVENESS OF LEARNER AUTONOMY IN FOREIGN LANGUAGE VOCABULARY TEACHING AND LEARNING

(Master's Thesis)

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ABSTRACT

The main purpose of this study is to reveal whether learner autonomy has any effect on vocabulary learning in English. The questionnaire technique which is one of the quantitative research methods was employed in the study. Two separate questionnaires were employed to measure learners' level of autonomy and vocabulary strategies use. Furthermore, one achievement test that consists of vocabulary items taken from learners' current course book was used as a data collection tool. This study was conducted at two state high schools with 60 participants, in total. All participants were 12th grade students. The obtained data was analyzed through IBM SPSS 25.0. The results showed that there was a significant relationship between learner autonomy and EFL vocabulary learning. Moreover, learner autonomy was proven to be effective on successful EFL vocabulary learning process.

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

L_1 First Language

L_2 Second Language

VLS   Vocabulary Learning Strategies

MLD   Mono Lingual Dictionaries

BLD   Bilingual Dictionaries

SDL   Self-Directed Learning

CALL   Computer Assisted Language Learning

SE   Self Esteem

LA   Learner Autonomy

IBM SPSS IBM Statistical Package for the Social Sciences

ANOVA Analysis of Variance

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CHAPTER I

INTRODUCTION

Vocabulary is a component that links the four skills of speaking, listening, reading and writing together (Tuan, 2011). That's why vocabulary is a must for English Language Teaching because without sufficient vocabulary knowledge, one cannot communicate in any language. Wilkins (1972) noted that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 97). Therefore, it is unfeasible for a learner to be competent without required vocabulary. However, vocabulary is one of the most challenging language areas to develop that EFL learners face. Because language is a dynamic concept itself, mastery of the vocabulary requires a life-long effort. Learners develop their vocabulary through educational sections, mostly indirectly engaging with language skills such as listening, reading etc., under their teachers' control. Apart from this, learners also have to use their background knowledge and prior experiences to build a connection between known and unknown words. Here, we can mention the importance of the necessity of autonomy in education. Because learners need to make conscious effort to learn vocabulary outside the classroom and develop strategies such as setting linkages between familiar and unfamiliar words, learner autonomy plays an important role in learners' vocabulary development. Ryan and Deci (2001) define autonomy as the capacity to make decisions and to control over important areas of one's life. Autonomy provides learners with numerous diverse privileges such as independency from teacher or impracticality to exchange a few words with the one they don't know and assists them to adapt such strategies to improve their language learning. There is no hesitation that one cannot learn all language vocabulary in classes, so s/he needs to

develop some learning strategies of their own or use the appropriate ones that already exist. This undoubtedly requires for learners to be metacognitively aware, or in other words to be autonomous.

Holec (1981) notes that "learner autonomy is not inborn but must be acquired either by 'neutral' means or as most often happens "by formal learning, i.e. in a systematic, deliberate way" (p. 3). At this point, educators must take the responsibility of leading learners in a way that they can gain learner autonomy in formal settings. Because we are in an EFL setting, educators better attach a great importance to the necessity of helping learners becoming people who think and work strategically to compensate the lack of neutral autonomy acquirement.

Giving a particular importance to autonomy in vocabulary learning, it is fair to say that learners should be forced to find their own ways to learn vocabulary since it is almost impossible for one to teach all vocabulary items in a language. Learner autonomy in vocabulary learning is a great opportunity in terms of providing many privileges such as enhancing motivation, promoting opportunities for communication with native speakers, giving space to individual needs of learners, and having a life-long influence on learning. Tuan (2011) highlights the existence of several factors that affect their autonomy development as previous learning experiences, independent study methods, workload, role of tutor, feedback and assessment and peer group. This guides learners to decide which strategies they may use to get the maximum benefit from a particular learning experience.

Statement of the Problem

Learners in EFL settings state that they learn a little of the foreign language that they have studied, even after numerous attempts and many years of education. In the context of the present study, English has been taught to learners from grade 2 and even onwards till they graduate from high school, and this equals nearly 11 years of English education. There are several reasons such as grammar-based curricula, lack of motivation, insufficient exposure to real life experiences of target culture etc. Oxford (1994), for the fact that they don't feel competent to use that language in an active manner. That's mainly because they do not have enough vocabulary knowledge to understand others or express their own ideas. There is no

doubt that vocabulary is central to language teaching and learning since vocabulary knowledge is the core of all language skills. That's why enough mastery of vocabulary must be gained for a successful communication. In EFL settings, there are a few chances to come across authentic input as a means of vocabulary except for formal school settings. Hence, learners need to make an extra effort out of the school to develop their vocabulary. To do so, they need to be aware of their own learning and take their own responsibilities. In other words, learners should improve their autonomous learning abilities to be able to ensure a life-long learning. Educators need to motivate learners and help them to learn how to have a higher sense of self efficiency in their own learning ability.

Although there are several studies conducted to reveal the importance of autonomy in various learning settings, few of them focused on particularly autonomy in vocabulary learning. The effects of autonomy especially in vocabulary learning should be investigated because vocabulary competence is a too wide concept to comprehend all even after a long period of study. Learners should learn how to take care of their own learning outside the classroom for a full mastery of a foreign language. In addition, this only becomes possible when learners gain enough autonomous ability. Thus, it seems important to shed light on the relationship between autonomy and vocabulary learning.

Purpose of the Study

Since as Scharle and Szabo (2000) stated the class time allocated by EFL instructors for vocabulary learning is very limited compared with the large number of lexical items required for learners and EFL vocabulary is a dynamic and confusing task itself, learner autonomy becomes highly important in teaching vocabulary in EFL settings. The present study aims to examine the effects of learner autonomy in foreign language vocabulary learning in an EFL setting to encourage EFL teachers to promote learner autonomy in their attempts to teach EFL vocabulary. Considering this argument, the present study attempts to find answers to the research questions stated below:

1. Does learner autonomy affect successful vocabulary learning in EFL settings?

2. How much does the experimental group differ from the control group in terms of learners' vocabulary achievement after treatment?

3. How much do the learners meet the characteristics of an autonomous individual before and after the treatment?

4. Which vocabulary learning strategies are used more to reach more success and to develop autonomy before and after the treatment?

5. Is there any significant difference between male and female students in being autonomous and using vocabulary learning strategies before and after the treatment?

Significance of the Study

Vocabulary teaching is one of the significant research areas of English Language Teaching because it is largely accepted as the core of learning and teaching a language. Word knowledge is a must as well as the ability how to learn an adequate number of vocabulary and to decide which words to know that refers autonomy in language learning. Moving from this necessity, the combination of autonomy and vocabulary teaching needs to be under research for the benefit of the research field. To the knowledge of researcher, there are not many empirical studies conducted in the EFL context to examine the effectiveness of learner autonomy in foreign language vocabulary teaching and learning in particular, although both autonomy in language learning and vocabulary teaching and learning are largely investigated as separate concepts.

Another significance of this study is that the present study was conducted with 12th grade students who are at the last phase of their formal English learning period. Regarding that they have been learning English for many years, they are expected to be competent to a certain degree. The results of the pre-tests were expected to affirm these expectations otherwise, it would give the researcher a chance to go further and investigate other ways of learning English vocabulary. It was expected that participants of the present study develop their vocabulary competence and autonomous abilities significantly by receiving a strategy training in rather a short time period in contrast to formal education that they have been received for many years.

Assumptions

The main assumption of this study is the representativeness of the test scores of learners in terms of their vocabulary competence. Moreover, it is assumed that learners answer both an achievement test and questionnaires with full concentration and effort. Similarly, participants are assumed to be honest and sincere with their responses to the questionnaires even though all possible precautions to secure the validity and reliability of the data are yielded during the research.

Limitations of the Study

This study aims to analyze the effectiveness of learner autonomy in vocabulary teaching and learning by practicing only a limited number of learning strategies, and it is planned to be conducted with again a limited number of the learners selected randomly. That's why the generalizability issue can be considered as a limitation.

Also, the process of learners becoming autonomous is continuous and only the classroom environment can be investigated in this study. That's why, it is suggested that some further studies should be held to reach more general and valid results.

CHAPTER II

REVIEW OF LITERATURE

In this section, the general concept of learner autonomy, theoretical underpinnings of vocabulary knowledge and previous studies that form a background for the present study will be addressed respectively. Firstly, the concept of learner autonomy will be discussed in terms of its theoretical framework and its applications on education. In this sense, we will try to find answers to the questions of why and how learner autonomy can be fostered in language classrooms and what the characteristics that an autonomous learner should perform are. Moreover, the components and domains as well as the levels of autonomy will be presented. As for vocabulary knowledge, this chapter will provide a review of related literature about general concept of word knowledge as well as both language learning and vocabulary learning strategies in a harmony with autonomous learning strategies. The last but not the least, this chapter will inform us about the previous studies conducted about vocabulary learning and autonomy which is the main focus of the present study.

Learner Autonomy

The concept of autonomy has been widely discussed in foreign language education for many years. This attention is very natural in an educational environment which the influencing goal of teaching is to produce learners that can act and think more independently (Littlewood, 1996). Since the function of autonomy and our educational purposes are somehow parallel with each other, learner autonomy is an inseparable part of foreign language teaching. Benson

(2006) also states that "since the 1980s, there has been growing interest in the promotion of learner autonomy in English learning, particularly during the past one decade".

As having the complicated nature, autonomy is not easily defined in a single expression (Little, 1991). That is why; it is possible to see various definitions of autonomy from several points of view. In a general sense, autonomy is regarded as the capacity to make decisions and to have control over important areas of one's life (Ryan & Deci, 2001).

Schwartz (1977), likewise, defines autonomy as "the ability to assume responsibility for one's own affairs" (cited in Esch, 1996, p. 37).

On the other hand, Holec (1981) specifies his autonomy definition in the learning context as "… the ability to take charge of one's learning…" (p. 3). From Holec's point of view, it can be said that developing a sense of responsibility is the first priority for being an autonomous learner.

Along the same lines, Dickinson (1987) describes autonomy as the situation in which the learner is totally responsible for all of the decisions concerned with his learning, and the implementation of those decisions. Upon his definition, one may say that being an autonomous individual requires much more than taking responsibilities.

Benson (2001) mentions learning management, cognitive process, and learning content as interdependent aspects of autonomy, as a means of an autonomous learner is assumed to manage his or her own learning process taking both the cognitive process and the learning content into account at the same time.

Using the same line of thinking, Scharle and Szabo (2000) see autonomy as a developmental process that has three stages: responsiveness, change of behaviors, and shifting the roles. Little (1991) also defines autonomy as "a capacity for detachment, critical reflection, decision making, and independent acquisition" (p. 4).

Along with the same line of thoughts, Benson (2003) asserts an argument on autonomy as follows:

> "autonomy is perhaps best described as a capacity … because various kinds of abilities can be involved in control over learning. Researchers generally agree that the most important abilities are those that allow learners to plan their own learning activities, monitor their progress and evaluate their outcomes" (p. 290).

In such a conceptual diversity, Sinclair's (2000) analysis of learner autonomy is also a useful source to clarify the concept of autonomy. She suggests 13 statements that go around the general aspects of learner autonomy;

1. *Autonomy is a construct of capacity.*

2. *Autonomy involves a willingness on the part of the learner to take responsibility for their own learning.*

3. *The capacity and willingness of learners to take such responsibility is not necessarily innate.*

As mentioned above, learners should have both ability and desire to become autonomous, but these are not necessarily inborn characteristics. The ability can be acquired through a series of training as well as the desire can be promoted by teachers or learners themselves. Holec (1981) shares the same opinion stating that "it is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way" (p. 3).

4. *Complete autonomy is an idealistic goal.*

5. *There are degrees of autonomy.*

6. *The degrees of autonomy are unstable and variable.*

7. *Autonomy is not simply a matter of placing learners in situations where they have to be independent.*

She emphasizes here that learners should be encouraged to work independently but this does not mean leaving them guideless. Teacher support is a necessary part of developing both metacognitive awareness and learner autonomy.

8. *Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making.*

9. *Promoting autonomy is not simply a matter of teaching strategies.*

Based on Sinclair's statement we may say that as teachers we should help our learners to discover the most suitable techniques and strategies for their learning goals and context and control the learning opportunities rather than teach them predetermined strategies directly.

10. *Autonomy can take place both inside and outside the classroom.*

11. *Autonomy has a social as well as an individual dimension.*

12. *The promotion of autonomy has a political as well as psychological dimension.*

13. *Autonomy is interpreted differently by different cultures.*

Despite of several contradictory definitions and versions of autonomy, scholars speak with a single voice regarding the willingness of individuals and the existence of a certain capacity to take action.

The Characteristics of Autonomous Learners

It is fair to describe autonomous learners as the ones who struggle only to learn something. They are conscious about how important their efforts are in their own learning process and act accordingly. Boud (1995) suggests that an autonomous learner is the one who is prepared to take some significant responsibility for his own learning.

Making the best decisions about their own learning is the first and foremost responsibility of learners. They should be active at every phase of their learning process beginning with setting realistic goals. If learners set realistic or reachable goals, then they may plan the following steps easily as the program of the work. According to the program and aims of the work, they should develop specific strategies to cope with any unexpected situations. And finally, they should assess and evaluate their own work to see the plus and minus points of the work. Thus, they can learn how to learn from their own learning experiences.

All of this process leads them to become more efficient learners in their future life. Learners should be willing to cooperate with teachers and peers in learning to gain a fruitful progress. Only then, they can be reflective about their own learning and come one step closer to be a good autonomous learner.

Dickinson (1995) characterizes autonomous learners as those who have the capacity for being active and independent in the learning process. Similarly, Higgs (1988, p. 41) views autonomy as a process, "in which the learner works on a learning task or activity and largely independent of the teacher who acts as manager of the learning programme and as a resource person". It is certainly fair to say that this process requires an extensive time period in which individuals develop sense of self-directed behaviors step by step. In this process, the learners make decisions to develop their capacity on selecting proper content and materials according to the present task.

Littlewood (1996) defines an autonomous person as one "who has an independent capacity to make and carry out choices, governs his or her actions" (p. 428). While Holec (1981) states that learner autonomy consists in making decisions in learning, including setting objectives, defining contents and progressions, selecting methods and techniques, monitoring the procedure, and evaluating the outcome of learning.

Based on the definition of autonomy, several categorizations have been made by various scholars. Hedge (2000) characterized autonomous learners as those who:

- know their needs and work productively with the teacher towards the achievement of their objectives.

- learn both inside and outside the classroom.

- can take classroom-based material and can build on it.

- know how to use resources independently.

- learn with active thinking.

- adjust their learning strategies when necessary to improve learning.

- manage and divide the time in learning properly.

- do not think the teacher is a god who can give them ability to master the language.

Along with the same lines with Hedge's classification of autonomous learners, Breen and Mann (1997) state that autonomous learners must want to learn and develop a metacognitive capacity that allows them to handle change, negotiate with others, and make strategic use of

the learning environment. In this statement, there is an emphasis on the need of ability and willingness - the main components of autonomy which will be discussed in the next parts of this chapter - integrated with social and strategic practices.

Wenden (1988), also compile a seven-point list stating that the autonomous learner is a learner who has insight into his/her learning style and strategies, takes an active approach and is willing to take risks, is a good guesser, pays attention to both form and content when using the language, develops his/her own reference system for the target language and is willing to reject hypotheses that do not apply.

Necessity of Autonomy

The concept of autonomy is a fundamental feature of learning in general but especially in language learning which necessities the awareness of metacognition. It is a must to achieve long-term learning goals. Little (2003) argues that learner autonomy is critical for at least three reasons and he explains these reasons as follows:

1. If students actively participate in their learning, then they will most likely be more efficient and more effective.

2. When students are actively engaged in learning, they become motivated to learn, which enables them to overcome the problems associated with lack of motivation.

3. Learning a language requires being able to communicate effectively, and effective communication involves many complex skills that can be developed only by actively using the language in natural communication.

Scharle and Szabo (2000) state that "you can bring the horse to water, but you cannot make him drink" (p. 4). In teaching process, learning cannot take place without willing contribution of learners even if all the necessary conditions and information are provided by teachers. Learners should be active rather than passive in the learning process realizing that their presence is as important as their teachers. Learners should be aware of their own changing needs and adjust their studies to fill the information gap between classroom input and further learning needs. This can only be achieved through a process that helps students to become more autonomous.

Benson (2011) states that, although there is still insufficient empirical evidence as to the efficiency of autonomous learning, it stands to reason that a person who knows how to learn learns efficiently. Furthermore, Pennycook (1997) highlights the fact that learner autonomy is highly empowering because autonomous learners gain their own voice and become the authors of their own story.

In same lines of thoughts, Sella (2014) states that "autonomy encourages learners to be more willing to use the language, with little or no fear of failing, and are thus more likely to become successful users of the language" (p. 17).

Components and Domains of Autonomy

Developing learner autonomy is a desirable goal of language teaching for ensuring learners to have a life-long learning ability. Learners should have an independent capacity to fulfill the prerequisites of being an autonomous individual. Littlewood (1996) states that "this capacity depends on two main components: ability and willingness" (p. 428). It is important to have the *ability* to make independent choices and to be *willing* to do so at the same time because the other is meaningless without one.

Lee and Ng (1994) highlighted the importance of willingness claiming that students who are coerced into joining a self-directed learning programme may not benefit as much as those who volunteer. Littlewood (1996) explains the core of autonomy and basic components as follows:

> "Ability and willingness can themselves each be divided into two components. Ability stands for the *knowledge* about making necessary choices and *skills* for following up the choices they have made appropriately. On the other hand, willingness contains *motivation* and *confidence*" (p. 248)

An autonomous learner should feel both motivated to take responsibility for his or her actions and be confident to act independently in the learning process when it is necessary. All these four components are highly interdependent and practicing one naturally promotes others. That is why; they need to be present together in relevant domains for a successful autonomy development.

"The domains in which we aim to develop autonomy in and through foreign language learning, with varying emphasis depending on our situation: communication, learning and (by transfer) other domains of life" (Littlewood, 1996, p. 431). In other words, we may say that

learners act as communicators, learners, or persons based on his statement. Since, our wish is to help learners to gain autonomy in learning contexts communicatively and transfer gained knowledge into the various areas in their lives when it is necessary, each domain is quite important.

The roles which learners adopt in each domain are highly interdependent. The more learners develop their general autonomy, the better they make use of opportunities to communicate to organize their learning process, for example. In the figure below it is possible to see the domains and components of autonomy together within Littlewood's display.
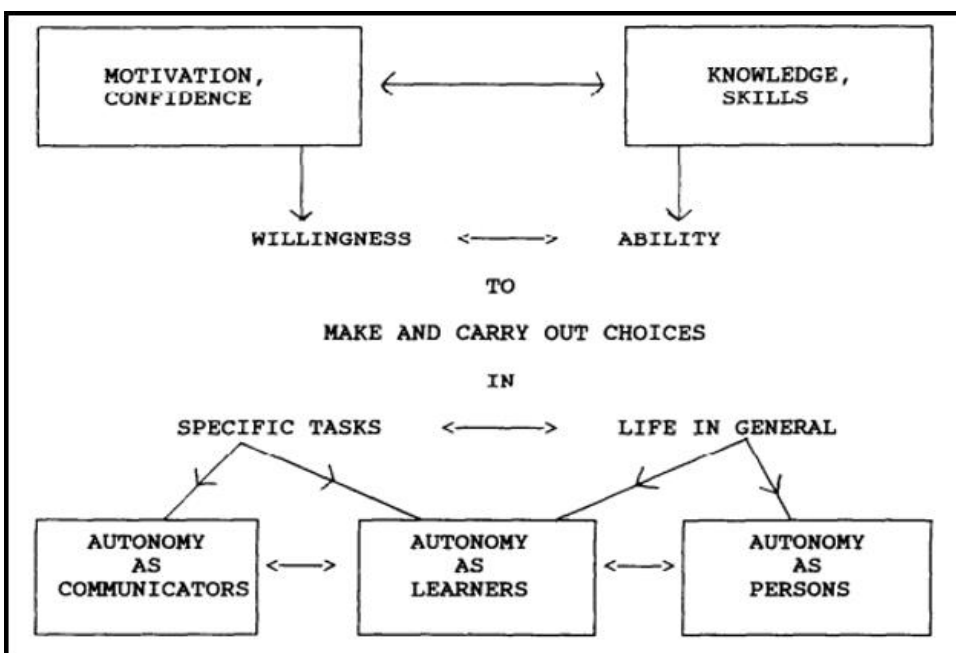
Figure 1. Components and domains of autonomy. Littlewood, W. (1996). "Autonomy": An anatomy and a framework. *System, 24*(4), 427-435.

As it is seen in the figure, existence of the main components of autonomy, willingness and ability respectively, is vital to make and carry out choices in either specific tasks or life in general as communicators, learners, or persons.

These three broad domains of autonomy can usefully be broken down further into more specific areas:

- *autonomy as a communicator* depends on (a) the ability to use the language creatively; and (b) the ability to use appropriate strategies for communicating meanings in specific situations;

- *autonomy as a learner* depends on (a) the ability to engage in independent work (e.g. self-directed learning); and (b) the ability to use appropriate learning strategies, both inside and outside the classroom;

- *autonomy as a person* depends (in the foreign language learning context) on (a) the ability to express personal meanings; and (b) the ability to create personal learning contexts, e.g. through interacting outside the classroom (Littlewood, 1996).

In another figure below, Littlewood (1996) summarizes these sub-categories and their relations.
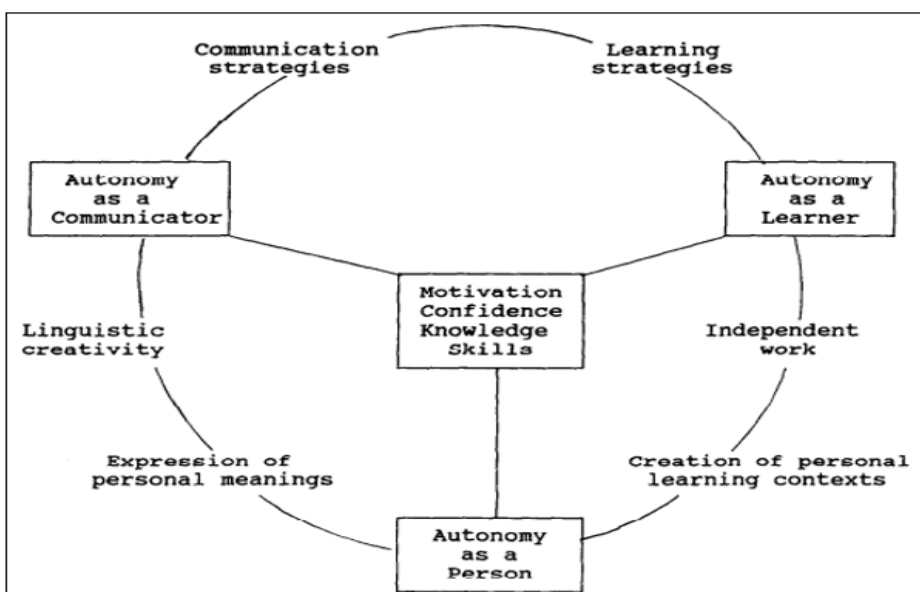
Figure 2. Overlapping points of domains and areas of autonomy. Littlewood, W. (1996). "Autonomy": An anatomy and a framework. *System, 24*(4), 427-435.

It is obvious from the figure that all domains are linked together in a way that each one is somehow effective on achieving the other.

Teacher's Role in Fostering Learner Autonomy

Learning a language requires a life-long endeavor and the concept of autonomy is mainly based on the idea of helping students to gain life-long skills especially in learning contexts. As Kenny (1999) states autonomy is not only the freedom to learn but also "the opportunity to become a person" (p. 431). As teachers, our duty is to create as many opportunities as possible for our learners to become independent individuals. "Dependence and autonomy are not categorically distinct. Rather, they exist on a continuum" (Nunan, 2003, p. 195).

"In autonomous learning, learners take their own responsibility for goal-setting, materials selection, learning activities and/or assessment, instead of a teacher or self-study materials being in overall charge" (Benson, 2001, p. 131). It is fair to say that being autonomous does not necessarily mean learning without teachers.

"As students begin to take charge of their learning, the teacher needs to take on the role of the facilitator or counsellor in an increasing number (and type) of classroom situations" (Scharle & Szabo, 2000, p. 5). Learners are no longer total dependent individuals when they finally become autonomous after a series of educational steps. However, students have freedom of choice in learning while they are still monitored and guided by teachers.

The process of developing learner autonomy in learning contexts requires an extensive time. Barfield et al. (cited in Balçıkanlı, 2010) state that "there is an important role for teachers in this process since the ability to behave autonomously for students is dependent upon their teacher creating a classroom culture where autonomy is accepted" (p. 91).

Yang (1999) clarifies that the increasing necessity to teach students how to become independent and autonomous learners has brought new perspectives to the teaching profession and has changed traditional ideas about language teachers' roles, such that the new roles of being helpers, facilitators, advisors, and guides have been adopted and incorporated into teaching practices.

Nunan (2003) sets the following steps out sequentially, and states that some of the steps overlap, and can be introduced simultaneously. According to him, teachers should;

- make instruction goals clear to learners,
- allow learners to create their own goals,

- encourage learners to use their second language outside the classroom,

- raise awareness of learning processes,

- help learners identify their own preferred styles and strategies,

- encourage learner choice,

- allow learners to generate their own tasks,

- encourage learners to become teachers,

- and encourage learners to become researchers.

Similarly, according to Camilleri (1997) there are three main roles of teachers to develop learner's autonomy; teacher as a resource person, teacher as counselor, and teacher as manager. During the learning process, teachers maintain all possible resources, strategies, and learning styles, help learners to figure out problems that they encounter, and manage the tasks for the sake of a healthy learning program.

In a general sense, we may conclude that teachers should help learners to develop their sense of responsibility and support learners to involve actively in decision making process in their learning environment.

Vocabulary

Vocabulary is the first and foremost step in mastering a foreign language. Since there is a growing interest on vocabulary learning and teaching, it becomes necessary to define vocabulary properly. Vocabulary, or namely word meaning is one of the keys to understand a statement, a paragraph and so on. Vocabulary also acts as a connection tool between four main skills which are listening, reading, writing, and speaking. That's why one should learn enough vocabulary to comprehend any kind of information in target language.

Vocabulary learning is fundamentally about knowing words but as Nation (2001) states learning vocabulary in a foreign language is much more than making form-meaning correspondences and simply piling up individual words.

According to Nation (1990) knowing meaning, form, and use of a word means to know a word. Yet it is, may be, the most difficult aspect of a language to internalize and it is almost impossible to know all the vocabulary in a language in a full mean.

One other characterization of lexical competence is Richard's (1976) eight items assumption that clarifies the underlying meaning of knowing a word as followings;

- Native speakers continue to expand their vocabulary in adulthood. Little is known about the average language-user's vocabulary but anything from 20.000-100.000 words could be within a person's receptive vocabulary.
- Knowing a word means knowing the degree of probability of encountering it and the sorts of words most likely to be found associated with it (frequency and collocability).
- Knowing a word means knowing its limitations of use according to function and situation (temporal, social, geographical; field, mode, etc.).
- Knowing a word means knowing its syntactic behavior (e.g. transitivity patterns, cases).
- Knowing a word means knowing its underlying forms and derivations.
- Knowing a word means knowing its place in a network of associations with other words in the language.
- Knowing a word means knowing its semantic value (its composition).
- Knowing a word means knowing its different meanings (polysemy) (Richards, 1976).

Carter and McCarthy (1988) lay an emphasis on the importance of Richard's article stating, it tries to relate different ways of teaching and practicing diverse aspects of vocabulary to the separate features of learner lexical competence and acknowledges the complex nature of the vocabulary teaching/learning processes".

Most of the learners are weak in vocabulary for various reasons such as limited exposure to the language, lack of motivation, low education level, and unawareness to the objectives of learning vocabulary. Learners must force themselves to develop their vocabulary first by getting rid of these inhibitive reasons, then making use of various learning strategies to decide what words to learn or teach according to one's need.

Vocabulary size, based on reasonable goals of learning, is one of the topics that should be discussed at the early phase of vocabulary learning process. The size of vocabulary that learners have is somehow a signal of their success in achieving any task in the target language. Meara (1996) claims that "learners with big vocabularies are more proficient in a wide range of language skills than learners with smaller vocabularies" (p. 3). Schmitt (2008) suggests that "…a large vocabulary is necessary to function in English: 8000–9000 word families for reading, and perhaps as many as 5000–7000 families for oral discourse." This is quite a big amount of vocabulary knowledge that may cause learners to fail to meet. He also adds that "a number of word knowledge aspects need to be learned about each lexical item" (Schmitt, 2008, p. 329). In that way, the process becomes even more challenging for learners.

Not just the learners and teachers but also material writers and researchers should involve actively in vocabulary learning process by making use of both incidental and intentional learning programs to advocate enough exposure of lexical items.

There are several studies (Laufer, 1989; Hu & Nation, 2000; Carver, 1994) conducted to reveal the percentage of lexical items that learners should know to be able to operate in English. They all come up with that learners must be familiar with above 95 percent of lexical items of a both spoken and written text for enough mastery of it. These results show that learners are better to know a very large amount of vocabulary and it is obviously tough, especially without the coordinated help of all four partners.

First of all, learners must be willing to master the lexis of the target language. If they don't want to be involved in the learning process, it is almost impossible to reach the learning goals even they are exposes to a great deal of input.

Furthermore, learners should be assisted, by the way, to choose which lexical items to be learnt, how they are internalized, and which vocabulary learning strategies are applied. Right at this point, teachers come into play to be a guide, an advisor, or a resource person. In essence, teachers are expected to help their learners with whatever they need, but teacher may lack of experience to provide guidance without help.

That's why, we need to consider the other side of the coin; researchers and materials developers. Serving for the same purpose, researchers should provide authentic information

about vocabulary and effective techniques to teach and learn it while materials writers are expected to compile the reliable information obtained from studies and offer them to teachers and learners for practical use. These four stakeholders are bound to each other to achieve a desirable vocabulary size, because if one fails, the others become helpless.

Depth or quality of vocabulary is another important point of mastering in vocabulary. Even though the link between form and meaning is a prerequisite to learn a vocabulary item, without the mastery of other aspects such as appropriate use of a lexical item, one may not claim that the present vocabulary item is learnt especially when it comes to use it productively.

While it is possible to teach some aspects such as form and meaning explicitly, more problematic issues that appear in more contextualized areas of vocabulary learning may not be easily tracked. Providing a solution to this handicap, Schmitt (2008) suggests that "a vocabulary learning program will require both an explicit teaching component, and a component which maximizes repeated exposures to lexical items, such as extensive reading" (p. 334).

The Figure 3 offered by Nation (2001) will be definitely helpful to clarify the range of 'word knowledge' aspects, also incorporating a receptive (R) versus productive (P) dimension that will be discussed in detail later in this chapter.

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

Figure 3. What is involved in knowing a word. Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.

As it is understood from the table vocabulary learning occurs in a cumulative way. Nation (2001) states that "it is well established that lexical items need to be met many times in order to be learned" (p. 19). In essence, a lexical item should be met in different contexts and at different phases of the learning process recursively, only then they can be acquired to be used in a long-term learning experience. The more learners encounter with a word, the more likely they are able to learn it. Following the same lines of thoughts, Craik and Lockhart's (1972) also state that the more attention given to an item, and the more manipulation involved with the item, the greater the chances it will be remembered.

While in another study, Hulstijn and Laufer (2001) suggest that involvement for vocabulary learning consists of three components: need, search, and evaluation. Need stands for the necessity of a lexical item to be known, for instance, to understand a sentence. Search is the effort that learners make to reach the desired information about the lexical item. And finally, evaluation is the action learners take to see whether the obtained information about the lexical item is consistent with the context which it comes from. Upon their observations on several studies and their own experiments such as comparing vocabulary competence of learners who write compositions versus the words coming across in a reading text, Hulstijn and Laufer come up with the conclusion that higher involvement brings more success.

There are other factors that matter such as learners' motivation, involvement, and strategy use. Vocabulary development occurs in a continuous process in which all these factors engage with each other. That is to say, the more learners make use of vocabulary learning strategies, the more permanent vocabulary learning may occur. Every time they witness the expansion of their vocabulary knowledge, they feel confident and motivated to involve in learning process actively. There is a range of other factors proposed by Schmitt (2008) that have an influence on vocabulary developments as followings;

- increased frequency of exposure;
- increased attention focused on the lexical item;
- increased noticing of the lexical item;
- increased intention to learn the lexical item;
- a requirement to learn the lexical item (by teacher, test, syllabus);
- a need to learn/use the lexical item (for task or for a personal goal);

- increased manipulation of the lexical item and its properties;

- increased amount of time spent engaging with the lexical item;

- amount of interaction spent on the lexical item (p. 339).

Partial and Precise Vocabulary

Partial and precise vocabulary knowledge is mainly related to learners' vocabulary size. The vocabulary knowledge of learners takes its roots from recognition of indefinite understanding of meaning and end with the mastery of a precise comprehension. In other words, one may not simply define a lexical item as known or unknown, there are some degrees constitute a continuum between them and all word knowledge moves along with that continuum.

It is natural for learners to be indefinite about meaning at first. "Precision will come later, and lexical development can be characterized as a move or progression from rough categorization or vagueness to more precision and mastery of finer shades of meaning" (Henriksen, 1999, p. 311).

Harley (1995) also stresses that "learners do not know a word on an *all or nothing basis* but go through phases of *partial word knowledge*" (p. 3). Moreover, many words cannot be fully comprehended by learners and this is not an obstacle for them to grasp an utterance or text meaning.

Keeping the incremental nature of vocabulary development in mind, Schmitt (2000) proposes that "complete mastery of a word entails a number of component types of word knowledge, not all of which can be completely learned simultaneously" (p. 117). This is a process in which learners' lexical knowledge moves from simple word recognition through various levels of partial knowledge towards precise comprehension.

All in all, some word knowledge types can be learnt before others and some of them can be totally neglected and this does not have a vital importance on vocabulary development if a certain comprehension can occur. Yet, it is important that vocabulary learning process requires a gradual development from mere understanding of meanings to full comprehension of lexis.

Intentional and Incidental Vocabulary Learning

Hulstijn (2003) makes a comprehensive description of both intentional and incidental vocabulary learning as follows:

> "Learning a second language can either mean months and years of 'intentional' study, by deliberately committing to memory thousands of words along with grammatical words, or it can mean 'incidental' learning by 'picking up' structures and lexicon of a language, through getting engaged in a variety of communicative activities, namely reading and listening, while the learner's attention is focused not on the form but on the meaning" (p. 349).

One cannot deny the importance of conscious learning of lexicon for developing a rich vocabulary knowledge. Since, explicit learning focuses attention directly on the information to be learned, which gives the greatest chance for its acquisition (Schmitt, 2000). It still may be considered as time-consuming and tiresome not all but for more attentive students, intentional vocabulary learning should take place in the learning process. Nation (1995) makes an emphasis on this idea by saying that we should consider vocabulary teaching in terms of cost/benefits, with the value of learning such well worth with the time required to teach them explicitly.

Ellis (1997) suggests that "meaning is one lexical aspect amenable to conscious learning, particularly by means of guessing a new word's meaning from context, using imagery, and utilizing appropriate strategies for connecting meanings to word forms" (p. 123).

Learners solely focus on the meaning of a lexical unit regardless of the context surrounding it. Since their concentration on the root learning, they do not engage in cognitive processes at all.

There are several reasons to adopt an approach which incorporates intentional learning to teach the lexical items of a language as follows;

- learners who understand the overall message often do not pay attention to the precise meanings of individual words
- guessing from context is often unreliable, especially if the learner does not know 98% of the words in the discourse
- words which are easily understood (guessed) from context may not generate enough engagement to be learned and remembered
- new words which learners have met in discourse need to be met again relatively quickly to avoid their being forgotten. In order for words to be met 10 times in reading,

learners would need to read 1–2 graded readers per week. The typical learner simply does not read this much (Laufer, 2005).

There is a common belief about the effectiveness of intentional vocabulary learning over incidental vocabulary learning. Intentional vocabulary learning (i.e. when the specific goal is to learn vocabulary, usually with an explicit focus) almost always leads to greater and faster gains, with a better chance of retention and of reaching productive levels of mastery (Schmitt, 2008). Moving from this idea, we may say that an explicit component needs to show its existence in a vocabulary learning program.

Teachers, of course, may use various kinds of activities while they are teaching explicitly. Even if we cannot say one activity type is superior to another, there are some milestones that teachers should take into account while constructing an effective learning activity as suggested by Schmitt (2008) as followings;

- Use activities that maximize learner engagement with target lexical items.

In the case of vocabulary, the more one engages with a word (deeper processing), the more likely the word will be remembered for later use (Schmitt, 2000).

- Maximize repeated exposures to target lexical items.

Recycling and repeated exposure to the target lexical items contribute to the likelihood of retainment of the item in a longitudinal process.

- Consider which aspects of lexical knowledge to focus upon.

According to Hunt and Beglar (1998), many vocabularies are learned incidentally through extensive reading and listening. That is why; learners should be encouraged to read and listen extensively to be able to have a chance to learn new vocabularies.

Furthermore, Huckin and Coady (1999) state that except for the first few thousand most common words, vocabulary learning predominantly occurs through extensive reading with the learner guessing the meaning of unknown words. Besides being a good way of enlarging vocabulary knowledge, they also mention the other advantages of incidental vocabulary learning as following:

- It is contextualized, giving the learner a rich sense of word uses and meaning.

- It is pedagogically efficient in that it yields two activities at the same time: vocabulary acquisition and reading.
- It is more learner-based, in that it is the learner who selects the reading materials (Huckin and Coady, 1999).

The key element for an incidental vocabulary learning takes place is the maximum exposure to lexical items. "Undoubtedly, the most effective way to do this is to transplant the learner into a country or situation where the L2 is the primary language" (Schmitt, 2000, p. 149). Yet, it is not highly possible for most of the learners in a country which English is taught as foreign language, teachers and learners must seek any other opportunities such as using English language media and maximizing extensive reading activities to ensure enough repeated exposure of the vocabulary items.

Schmitt (2000) supports the idea that the importance of extensive reading on advocating incidental learning stating the book-flood studies showed that additional reading led to a tangible increase in learners' vocabularies, even though the classroom discussions about the books read focused on meaning and the students' enjoyment of the texts.

One point that we should emphasize is the necessity of a certain amount of intentional vocabulary learning process for learners to be able to benefit learning vocabulary incidentally. That is mainly because intentional vocabulary learning in foreign language vocabulary acquisition forms a basis for incidental vocabulary learning. One should know at least the main surrounding words and word families that can be taught through intentional vocabulary learning to be able to figure out the meanings of unknown vocabulary in a reading text while they are studying extensively.

Only some elements of lexical knowledge can be mastered through intentional learning regardless of the input is teacher-driven or self-regulated because as Schmitt (2000) states it is impossible to present and practice all the creative uses of a word that a student might come across. This fact obligates the integration of explicit and implicit activities in any well-developed vocabulary teaching program. As for which approach should be adopted at which level of mastery Schmitt (2000) states his opinion as follows:

> "With rank beginners, it is probably necessary to explicitly teach all words until students have enough vocabulary to start making use of the unknown words they meet in context. But beyond this

most basic level, incidental learning should be structured into the program in a principled way. It is important for at least two reasons: meeting a word in different contexts expands what it is known about it (improving quality of knowledge), and the additional exposures help consolidate it in memory" (p. 145).

All in all, it is fair to say that especially for foreign language learners, both intentional and incidental vocabulary learning are necessary because of their interdependent nature.

Receptive versus Productive Mastery of Lexical Items

In terms of vocabulary use within the scope of its use in four main skills, several classifications have been made up today. Harmer (2001) has identified knowledge of vocabulary to the active vocabulary which students can use and call it orally. According to his definition, learners can recognize the passive words and keep them in their mind, but they cannot use them for any kind of production in target language.

Henriksen (1999), on the other hand, divided the knowledge of vocabulary into three dimensions as followings;

- a partial trend towards the right dimensions that reflect the level of meaning and understanding;
- the depth dimension, such as the construction of the system showing the relationship between words;
- receptive-productive dimension that shows the learner control and access to knowledge about the word.

In a broader perspective, Nation (2001) suggests a model including *form* (pronunciation, spelling and the words), *meaning* (structure or meaning of words, ideas and preferences, a combination of words) and *use* (syntax, collocation, constraints in use).

Although the classifications above are different from each other structurally, they share the same core of idea substantially. As a matter of fact, the most reputable scholars in this field (Laufer, 1998; Laufer & Paribakht, 1998; Henriksen, 1999; Nation, 2001; Read, 2000; Schmitt, 2014) agree that vocabulary knowledge are classified under two titles as receptive vocabulary and productive vocabulary.

Receptive vocabulary is mainly associated with reading and listening skills. In other words, learners understand and learn vocabulary items through listening or reading a text, but they do

not use them to speak or write. Receptive vocabulary is also seen as passive vocabulary since learners stay passive by means of producing lexical items in the process. Learning the receptive vocabulary usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but just ask the learners to spell and pronounce only (Webb, 2005).

On the contrary, productive vocabulary requires learners to learn lexical items and use them for further activities in vocabulary learning. Productive vocabulary is identified with speaking and writing skills which learners actively produce some linguistic products. As Webb (2005) states productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which understood by others.

Developing a productive mastery of vocabulary is much more difficult than developing receptive mastery. May be, that is why, learners have larger receptive vocabularies than productive ones (Schmitt, 2008).

As for the relationship between receptive and productive vocabulary, there are different theories suggested by different scholars in the field.

While Laufer & Goldstein (2004) states that there is "no consensus as to whether this distinction is dichotomous or whether it constitutes a continuum" (p.405), Schmitt (2008) implies that "it cannot be assumed that productive mastery will automatically follow from receptive mastery of words".

In essence, the ability to identify a word aurally may precede the ability to pronounce it in the right way, or the ability to recognize a word and figure out its meaning from the context may precede the ability to use it in an appropriate manner in a writing task.

Melka Teichroew (1982) claims that receptive and productive knowledge are placed on a continuum. Upon this idea one may change gradually into productive by learning more and more in the receptive phase of learning.

On the other hand, it might not be in this way. Learners may receive and store the lexical items but cannot transfer them into the production process. For Meara (1997), for example, the two types of knowledge represent different types of associational knowledge and therefore cannot be a continuum.

The Importance of Vocabulary in Foreign Language Learning

Learning a foreign language entails a great mastery of several areas such as grammar, lexis, spelling, both receptive (listening and reading) and productive (speaking and writing) language skills, phonology etc. They constitute a total unit in a harmony, and absence of one of these can cause the collapse of others in succeeding in target language. Unlike grammar, the importance of the mastery in vocabulary has recently gain decent attention. Nowadays, it is widely known that vocabulary knowledge forms somehow a basis for the successful use of other aspects of the language. Considering the growing attention on lexical knowledge, it becomes unfeasible not to stress the importance of vocabulary knowledge in a proper way.

Vocabulary or word knowledge is central to learning a language because one may not express the feelings and thoughts, convey the intended message, or understand what is told in target language without sufficient level of vocabulary. Word knowledge is mostly superior especially when compared with grammar knowledge. The time devoted to learning grammar of target language contributes your mastery less than the time devoted to practice vocabulary because learners need lexis more than syntax to make themselves heard in another language.

Wilkins (1972) asserts that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 97). It is certain that learners may have a successful communication to some degree even if they do not know any grammar at all only with enough vocabulary knowledge.

Widdowson (1978) claims that native speakers can understand grammatically incorrect sentences that have the correct vocabulary better than sentences with inappropriate words those are grammatically well-formed. He puts the vocabulary knowledge in the first place and thinks grammatical rules can only be helpers.

Lewis (1993) highlights the importance of vocabulary by saying "lexis is the core or heart of language" (p. 89).

Richards (2000) states that "no amount of grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary". Upon this idea, we may say that word knowledge is at the center of both communication and acquisition in target language.

Considering why vocabulary plays such an important role in language learning, Barcoft (2004) lists three reasons as following:

- the relationship between vocabulary and the ability to communicate,
- student perceptions about the relative importance of vocabulary,
- the critical role of vocabulary knowledge in the development of grammatical competence.

Furthermore, Rivers and Nunan (1991) state that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Considering the vital importance of vocabulary in language learning, Nation (1990) supports the idea that a comprehensive and systematic vocabulary teaching should be at the center of foreign language learning due to following reasons;

- Because of the considerable research on vocabulary we have good information about what to do about vocabulary and about what vocabulary to focus on.
- There is a wide variety of ways or dealing with vocabulary in foreign or second language learning.
- Both learners and researchers see vocabulary as being a very important, if not the most important, element in language learning. Learners feel that in both receptive and productive language use result from an inadequate vocabulary.

In the same spirit, Huckin (1995) states that "second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome" (p. 154). Learners get frustrated and anxious when they feel that they lack the vocabulary which they can use to reach the meaning.

Vocabulary has been acknowledged as L2 learners' greatest single source of problems (Meara, 1980). This is may be because of that there is not a certain path or clear rules to follow as the ones in syntax or phonology to master in vocabulary. Likewise, Oxford (1990) defines vocabulary as "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings" (p. 129).

Language learners are highly aware of the importance of learning vocabulary despite the complex and tough nature of it. Krashen (1989) makes an emphasis on this by saying that they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem. Deliberately, learners spend a great time practicing the lexis of target language. On the whole, good language learners know that a high rate of success in foreign language learning can be achieved with the help of a high rate of vocabulary mastery in that language.

Vocabulary Learning Strategies

Nation (2001) defines Vocabulary Learning Strategies (VLS) as one part of language learning strategies which in turn are part of general learning strategies. These strategies are directly about the actions that learners take to develop their vocabulary competence.

Strategy training aims to provide learners with awareness of the language learning strategies through instruction (Cohen, 2003). Based upon Cohen's idea, it is possible to say that learners should take a strategy training to become aware of existing strategies, how to use them, which strategy appeals to which competence, and how to create their unique vocabulary learning strategies according to their needs. Furthermore, Farhady (2006) claims that applying certain types of strategies form an approach to vocabulary learning that influences the level of foreign language proficiency.

Teachers have an important role in raising awareness of learners about strategy use either by explicit instruction or helping them to notice the most appropriate strategy of their own.

According to Cohen (2003) strategy training helps language learners to:

- self-diagnose their strengths and weaknesses in language learning.

- become aware of what helps them to learn the target language most efficiently.

- develop a broad range of problem-solving skills.

- experiment with familiar and unfamiliar learning strategies.

- make decisions about how to approach a language task.

- monitor and self-evaluate their performance.

- transfer successful strategies to new learning contexts.

Acquiring deep and rich vocabulary knowledge is not an easy job. That's why it is strongly suggested that learning strategies should be used as an influential tool for accelerating vocabulary learning. Nation (1997) suggests that learners need to be able to use vocabulary strategies to cope with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary and to learn new words in isolation.

Apart from all classifications of language learning strategies mentioned in the previous part of this chapter, Schmitt (1997) proposed a taxonomy that is more into vocabulary learning including determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Schmitt's model is quite different from others in the literature with respect to its practicality and intelligibility.

Schmitt's classification is indeed based on two dimensions which are discovery strategies and consolidation strategies. Learners are expected to use discovery strategies when they first encounter a vocabulary item while it is appropriate to use consolidation strategies to recall a vocabulary item after it is encountered.

Schmitt (1997) provides a figure to sum up all strategy types and a rich content of samples for each type of VLS.

Strategy group	Strategy
Strategies for the discovery of a new word's meaning	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of new word
SOC	Ask classmates for meaning
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in group
SOC	Interact with native speakers
MEM	Connect word to previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time

Figure 4. The taxonomy of vocabulary learning strategies. Schmitt, N. (1997). Vocabulary learning strategies. In Schmitt, N., & McCarthy, M. (Eds.) *Vocabulary: Description, acquisition, and pedagogy.* Cambridge: Cambridge University.

Schmitt (2000) defines determination strategies as the individual learning strategies that help learners to identify the meaning of new words without the other's help. Using dictionaries, examining affixes and roots, checking for L1 cognate, guessing the meaning from the context,

analyzing pictures and gestures, and identifying the parts of speech can be listed under the title of determination strategies.

Social strategies can encourage learners to interact with each other and learn from each other (Schmitt, 2000). In other words, learners learn from each other and from their teachers. Asking teacher for L1 translation, paraphrase or synonym of a new word, or a sample sentence including the new word, asking friends for a definition, or learning during group work sessions may be listed under the most commonly used social strategies.

The strategies that learners use to recall or retrieve a previously encountered vocabulary are called as memory strategies. That is to say, memory strategies help learners to acquire the new words via mental processing by connecting their background knowledge to the new words (Schmitt, 2000). Memory strategies refer to the strategies through which the learners use some imagery or grouping; thus, they help the learners to associate a new word with something already familiar to them (Oxford, 2001). Using imagery to link unknown word and its meaning, connecting word to a personal experience, using cognates or keyword method are the main memory strategies.

Schmitt (2000) defines cognitive strategies as the ones that deal with mechanical aspects of learning vocabulary and are not related to mental processing. Repeating words several times, taking notes, highlighting new words, making lists of new words, using flashcards to record new words, labelling physical objects, keeping a vocabulary notebook, and writing the words many times are the strong examples of cognitive strategies.

Metacognitive strategies refer to learners' own reflection on their learning process. The most commonly used ones are self-applying word tests to see where they are in English, skipping or passing a new word that they do not need at the present phase of learning, and creating extensive study time period. They also include learners' conscious efforts outside the classroom such as using English media.

Factors Affecting Vocabulary Learning Strategies

The vocabulary learning strategies are of course chosen by learners according to their own criteria. Oxford (1994) believes that "the most common factors that influence the choice of strategies used among students learning a second language are motivation, gender, cultural background, attitudes and beliefs, type of task, age and L2 stage, learning style, and tolerance of ambiguity" (p. 3). It is necessary to examine each of these factors to be able to handle the possible obstacles that teachers may face in the process of learning.

Motivation is the first and foremost effective factor that learners have to deal with. The more learners are motivated, the more strategies they use. In the choice of strategy, it is also important why learners study target language in terms of their motivational orientation.

As for gender, we might say that although male learners sometimes show a greater tendency than female learners do in using some particular strategies, female learners are mostly more active in terms of strategy use.

Cultural background is another important factor that should not be ignored. Some cultures are simply not accustomed to use strategies to learn vocabulary items. They preferably benefit rote memorization and other forms of memorization.

Learners' attitudes and beliefs, on the other hand, overwhelmingly affect their strategy used both in a negative and positive way. If learners have negative feelings towards strategy use, then they result in avoiding strategy use in their learning process. However, the exact opposite situation advocates learners' strategy use.

Teachers should also care about the type of tasks. Since each task necessitates the use of a particular strategy that learners need to determine carefully to be able to carry out the task, teachers should help learners to decide the most suitable strategy for each task.

Furthermore, learners' strategy choices differ as they grow older and become advanced. At an early age and level, they may not be able to use any kind of strategy because of the lack of ability and knowledge.

Another factor that teachers should consider is learners' learning style. Learners' learning style somehow determine their strategy choice "for example analytic-style students preferred strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while

global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing)" (Oxford, 1994, p. 3-4).

Finally, the degree of learners' being tolerant to the ambiguity is one important factor that affects their choices in terms of learning strategies. Most of the learning strategies may begin to develop in the earliest English exposure experiences in the light of these factors.

A Closer Look at the Current Vocabulary Learning Strategies

In terms of phases of vocabulary development, one must speak of two main headings; comprehension and production. They are obviously different skills in vocabulary learning and require adaption of different methods. Nattinger (1988) makes this distinction between comprehension and production clear by stating "comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory, that is, while production concerns strategies that activate one's storage by retrieving these words from memory, and by using them in appropriate situations" (p. 62). This distinction comes with various trends in vocabulary teaching such as the context clues, mnemonic devices, semantic mapping, and dictionary use. These techniques are quite handy to grasp the meaning of a new word and remember it when it is necessary.

Context Clues

Using contextual clues, or in other words, guessing from the context is the most frequently used way to discover the meaning of new words. Since learners can learn a quite quantity of words just by meeting in the context, without dictionary use or glossary, the positive effects of using contextual clues to grasp the meaning of a new word cannot be underestimated. When learners cannot identify the meaning of a word in a text, there are several clues to lead them to the answer they seek.

First of all, the subject of the text is a clue that informs learners about what they are about to read. Using this hint, learners may set a mental border in which they try to make unknown words meaningful. Other than that, even a title provides an effective source of clues for guessing (Dooling & Lachman, 1971).

Another contextual clue that learners may benefit is the other words surrounding the unknown word. "Discourse is full of redundancy, anaphora and parallelism, and each offers clues for understanding new vocabulary" (Nattinger, 1988, p. 63).

Furthermore, learners may make use of grammatical structures that constitute the sentence which have the unknown word, intonation of the word when it is heard in a speech or punctuation marks that somehow support the meaning of the unknown word.

Clarke and Nation (1980) provide a model with a four-step procedure as a guide for teachers and learners to use while searching contextual clues as below:

- Guessing the meaning of words from the immediate context can be approached from a number of directions but all of them benefit from the learner first establishing the part of the speech of the item in question.
- Knowing the part of speech of the word then allows one kind of analysis to take place along the lines of, 'Who does what to whom?'.
- The idea of an unknown word having a positive or a negative value can be useful, also, when considering segments of language learner than the immediate environment of a word.
- After the learner has gone through the three previous steps of part of speech, immediate context, and wider context, he should attempt to guess the meaning and then check his guess.

Since it is really challenging to correct wrong learning experiences, crosschecking is an important point here to see whether the process reach learners to the intended meaning or not. According to Clarke and Nation (1980), there are three ways of checking: check that the part of speech of the meaning that you have guessed is the same part of speech as the word in the passage; see if the word has a prefix, root, or suffix that might give a clue to the meaning; substitute your guess for the word in the passage and see if it makes sense.

Though a well-planned process, there may be some hindering factors that decrease the chance to guess the word meaning from the text. Sternberg and Powell (1983) distinguish between clues to the meaning of an unknown word in context, and variables that facilitate or hinder the use of these clues (cited in Nation & Coady, 1988). These variables include;

- density, that is the ratio of unknown to known words in a text,

- the number of times the same unknown word occurs in a text,

- the importance of the unknown word to understanding the context in which it is embedded,

- the closeness of the contextual information to the unknown word (Carnine, Kameenui & Coyle, 1984)

- the usefulness of prior knowledge (Nation & Coady, 1988).

The negative effects of these variables may very well be minimized with a good strategy training and the selection of appropriate materials.

All in all, teachers should encourage learners to use contextual clues rather than providing them explicit meanings they need. Bright and McGregor (1970) emphasize the importance of practicing contextual clues as following:

> "Perhaps the most important thing of all is to remember that the ability to infer in this way is a skill that can only be acquired by practice. Every time we tell a pupil what a word means we are robbing him of a chance to practise this skill" (p. 31).

Mnemonic Devices

Unlike using contextual clues as a comprehension strategy to enhance learning, mnemonic devices stand for enhancing storage in memory. Mnemonic devices are mainly associated with memory strategies that help learners to keep the new information in their minds by linking them to the previous information they already know. Solso (1995) defines mnemonics as techniques or devices, either verbal or visual in nature, that serves to improve the storage of new information, and the recall of information contained in memory.

"If material is presented in a way which fits in or relates meaningfully to what is already known, then it will be retained for relatively long periods of time and thus retrieval through verbal or visual clues becomes quite easy" (Amiryousefi and Ketabi, 2011, p. 179).

In terms of vocabulary learning, mnemonics are used to relate the word to some previously learnt information, using some form of imagery or grouping (Mastropieri & Scruggs, 1991).

Mnemonic devices can be very effective and can make the students motivated and the classroom more interesting (Groeger, 1997).

Similarly, Thompson (1987) emphasizes the usefulness of mnemonic devices by stating that they can help learners learn faster and recall better by integration of new material into existing cognitive units and by providing retrieval cues and provides a comprehensive classification including five classes as linguistics, spatial, visual, physical response and verbal methods.

Linguistic Mnemonics

The most commonly used linguistic mnemonic methods are *peg word method* and *the key word method* and both are very effective to enhance storage in memory linguistically.

Peg word method is based on relating unfamiliar items (e.g. list of unknown vocabulary) to easily remembered items (e.g. list of numbers from 1 to 10) that act as pegs. Peg word method is an ideal system for remembering words by recalling them in a particular order. This method is a two-stage process and Richmond, Cummings and Klapp (2008) explain these stages as follows:

> "In the first stage, learners are asked to learn 10 number-rhyme pairs (e.g., one is a bun, two is a shoe, and three is a tree, etc.). In the second stage, learners are given a picture or asked to visualize the to-be-remembered item linking the rhyming words to the to be-remembered item" (p. 2).

On the other hand, key word method is another commonly used mnemonic strategy that requires two stages: an acoustic link stage and an imagery link stage (Levin, 1981). At the first stage, learners are provided a word either from their L1 or L2 as a key word that acoustically similar to the target word. In the second stage, learners are expected to make a connection between the key word and the target word by a mental image. It is best to use preferably concrete words while applying key word method because concrete words are easier to form an image in learners' minds.

Nattinger (1988) provides an example to demonstrate how the keyword method works in an English-Spanish vocabulary learning setting as follows:

> "For example, in learning that the Spanish word *perro* means 'dog', one might notice that the first syllable of the new word sounds like 'pear' and would then visualize a large pear-shaped dog waddling down the street" (p. 66).

Key words method is an effective strategy both for immediate and delayed recall of vocabulary.

Spatial Mnemonics

As for the spatial mnemonics, the loci method needs to be highlighted. Neisser (1976) defines loci as the world's oldest and best-known memory device, described in every self-help book on improving memory. Loci are somehow similar to cognitive maps that combine visual images with new words for the sake of recalling them easily.

According to Yates (1966) the method of loci mnemonic involves three steps. The first step requires learners to memorize "series of distinct loci along a familiar pathway" (Moe & De Beni, 2005, p. 95). Secondly, they are expected to "deposit the image along some salient location along the path" (Roediger, 1980, p. 559). Finally, learners need to travel in their mental path to recall target vocabulary. Learners may prefer to store situate the necessary words along a well-travelled path, a familiar space, or a well-known story. Once learners place the target word in one of the loci that they choose, they need to do nothing more than thinking of the scene of loci for the retrieval of the word.

Visual Mnemonics

As non-verbal tools, the use of pictures and visualization are vital to increase the number of vocabulary items that may be learned. Similarly, Wright (1989) believes that meaning cannot be derived only from verbal language. Upon his idea, vocabulary learning should be supported with non-verbal items as much as possible. It is a general truth that the more senses involve in the teaching process, the more prominent learning can take place.

Thompson (1987) suggests that learners can acquire words better, "if they are paired with pictures". Using pictures and realia are very helpful to clarify the meaning of the words presented, as well as they motivate learners by arousing their interest.

Moreover, Gains and Redman (1986) assert that objects and pictures can facilitate recall. That is why, it is better to present new vocabulary with some kind of pictures, realia, or real objects than just providing translation or meaning directly for a long-term retention. Compared with visualizing, translation does not develop this essential learning strategy which the students can continue to draw on long after they have left the classroom (Wright, 1989).

The Verbal Method

Since the storage of information does not guarantee its retrieval (Nattinger, 1988), learners need techniques to increase the likelihood of effectiveness of retrieval cues to be able to recall the vocabulary items easily when it is necessary. The most effective techniques that learners can use to do so are semantic mapping and story-telling in terms of verbal instruction.

According to Johnson and Pearson (1984) Semantic mapping is one technique of teaching word meanings which makes extensive use of classroom discussion in connection with a visual display. Learners are expected to bring semantically related words together under title for a better understanding of word sets and an easy retention of words that have obvious inferential associations.

In terms of the application of semantic mapping, Oxford and Crookall (1990) state that "the key concept is highlighted or centralized and it is linked with subsidiary concepts, attributes, and so on by means of lines or arrows showing relationships" (p. 20). Furthermore, they summarize Hague's six step model that was proposed in 1987 for using semantic mapping as following:

- Write the target word on the chalkboard or transparency.
- Have the class members brainstorm words related to the topic.
- Write/list the words by categories in the form of a map.
- Have the students provide labels for each category (optional).
- Discuss the words on the semantic map. Students should be encouraged to discover how the concepts are related to each other.
- Revise the map after discussion if necessary. Add new concepts to the map as the lesson progresses (Oxford & Crookall, 1990, p. 21).

Other than keeping new words in learners' mind in an organized way, the procedure of semantic mapping also gives learners a chance to activate and enrich their vocabulary knowledge on a specific topic. At the end of the process, learners have a graphic that is shaped around categorical structures which display familiar and unfamiliar words labelled under conceptual topics. Furthermore, learners are able to see the mental semantic relationships among each word that belongs to a concept.

Story-telling or namely the narrative chain is an another commonly used mnemonic method that entails the use of stories to make a connection between known and unknown vocabulary items. In this method the learner links the words together by a story. By the way, it is fair to say that this method works better for more competent learners since the method requires the ability to build up meaningful sentences.

Holden (1999) asserts the steps of narrative chain method to be effectively used in classroom as following;

- Start by grouping the words which you associate with a topic together.
- Connect these associations by making up a short story containing the words you're trying to learn.
- Write the story later again to check how many of the words you remember.

Visualization contributes to the effectiveness of method when it is combined with a story. That is why; learners should be encouraged to picture the story in their minds step by step. As well as the same story can be used to learn new words each time, the story may change when learners retell it to check their previous comprehension.

Physical Responses Methods

Physical response method is the method that makes use of connections between physical actions and new words. With its best-known name *Total Physical Response* has been commonly adapted in vocabulary teaching programs since it was proposed by Asher in 1969. According to Holden (1999) "the physical response method requires you to move your body or parts of your body in a certain way that illustrates the meaning of a word" (p. 45). It is a process that makes use of the actions of learners' brain, body and facial expressions to remember new words by associating them.

Stevick (1976) describes these associations as follows:

> "These associations of vocabulary with physical actions have a dramatic effect on memory because students must commit themselves to the learning task by performing appropriate actions. This commitment may be rather shallow one on the depth scale" (Stevick, 1976, p. 37).

But it is still a more effective technique in terms of remembering words than situations in which learners are just passive receivers.

Dictionary Use

Using dictionaries is an indispensable part of foreign language vocabulary learning. Carter and McCarthy (1988) state that "almost every learner or user of English as a second or foreign language owns one; and it is probably one of the few books which are retained after following a language course" (p. 52).

Despite there are several differences between monolingual (MLD) and bilingual dictionaries (BLD), both of them are commonly used by language learners at different levels of competences to enhance both comprehension and production. Bilingual dictionaries, for example, are more suitable for the use of learners who are at the initial stages of language learning.

On the other hand, at later stages of language learning, learners may prefer monolingual dictionaries to get the maximum benefit. There are several advantages of using monolingual dictionaries in foreign language vocabulary learning as Underhill (1985) suggests as following:

- Users have to think in English.
- Meanings have to be understood in terms of other English words, promoting a more rapid expansion of passive vocabulary.
- Many high-frequency function words which are virtually inaccessible via bilingual dictionary may be given appropriate treatment.
- Learners may gain insights into the precision of defining and describing meanings, and constructing example sentences, as well as learning to cope with definitions which at first seem unclear.
- The example sentences themselves not only exemplify typical usage but also provide an access to the meaning.
- The ability to use the MLD effectively allows students the satisfaction of exploration through the dictionary, a sense of self-sufficiency and greater confidence in their ability to solve language problems for themselves. This in turn helps students to recognize and formulate their own language problems and questions in the first instance.

In the literature, there is a strong agreement on the idea that vocabulary should not be taught individually or in isolation and dictionaries advocates learners' tendency to grasp new words individually while learning a foreign language. McCarthy (1984) states that the habit of viewing words as isolated semantic problems to be resolved by definition is one best discouraged from the start of the beginner course. Although this idea is reportedly correct and dictionary use is not of course is prior to other vocabulary learning strategies such as guessing from the context, using semantic maps, or making use of keyword method for the sake of successful vocabulary learning and the retention of learned words in learners' active memory, it cannot be underestimated that using dictionaries is a valuable technique to understand a language. However, the repeated exposure issue has still a vital importance.

Bogaards (1998) claims that learners were significantly more likely to identify the correct definition in the dictionary than they were to accurately guess the meaning of unknown words from context. On the other hand, dictionary use is treated like time-consuming and insufficient in terms of supplying one-sided information, that is why, it is better to encourage learners to use dictionaries at a last resort.

Vocabulary and Reading Skill

Reading, as a larger concept than word knowledge, is an important part of vocabulary programs in all levels of mastery. Learners who are at different levels of English proficiency, benefit from reading practices to different extents in terms of vocabulary learning. Intermediate and advanced learners, for example, may be exposed to a wide range of words through a reading text while learners who are at initial stage of language proficiency may benefit graded books that include a limited number of controlled vocabulary items.

Since it is a general fact that a wide variety of lexical items can be learned incidentally through reading, it is fair to say that written discourse tends to use a wide variety of vocabulary, making it better resource for acquiring a broader range of words (Schmitt, 2000).

Authentic texts are suitable for intermediate and advanced learners considering their size of vocabulary, on the other hand, graded readers are the best materials for the beginners who are

graded into number of levels according to their vocabulary size based on particular guidelines that shows which graded reader series is suitable for which level of vocabulary size.

As mentioned before, intermediate learners are good to read authentic text as well as advanced learners. However, it is better for them to adopt the narrow reading method. Narrow reading entails reading several authentic texts on the same exact topic. The idea is that learners may have numerous chances to be exposed to the particular vocabulary items since the topic is same. The reading process becomes rather easy for learners in such a way. Although the topic remains same, there are still other factors that may reduce the readability of the text such as the percentage of known and unknown vocabulary.

In order not to cause frustration by providing higher levels of reading texts than learners' level, or boredom by supplying lower levels of reading texts than learners' level, the reading proficiency levels of learners must be examined.

As well as the proficiency levels of students, the percentage of known and unknown words also gives clues about the ability of inferencing. Inferencing, or guessing from the context is a vocabulary learning strategy that entails discovering the meaning of the unknown words from the words surrounding it in a text.

Nation (1990) lists inferencing as one of the three principal strategies for handling low-frequency vocabulary. However, by its complicated nature, inferencing cannot assure total success. Beside the fact that a successful inferencing requires learners to know enough vocabulary that constitutes a text, there are other several factors that affect the success of inferencing listed by Schmitt (2000) as following:

- The context must be rich enough to offer adequate clues to guess a word's meaning.

Contexts that include the word which learners are expected to inference should be rich enough to help learners to figure out the meaning of the word. Unfortunately, every context that learners may come across, may not offer enough. That is why, the importance of choosing an appropriate context is undeniable in terms of leading clues.

- Readers are better able to use local clues in proximity to an unknown word than more global clues that are located further away.

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It is better to search meaning out of the closer words surrounding the target word to reach a clear meaning.

- Learners may mistake an unknown word for one they already know with a similar orthographic or phonological form.

Once learners interpret the meaning of a word incorrectly, it is really hard to change that understanding. Learners may interpret the surrounding context in a way that is congruent with their erroneous reading of the unknown word, rather than letting the context help define the word (Haynes, 1993). That is to say, learners may have a tendency to adjust the overall meaning of the context in a coherent way to the target word rather than trying to discover the correct meaning.

- Cognates can help guessing from context if they are used prudently.

Cognates are useful tools to advocate the inferencing ability of learners. However, it is vital to avoid internalizing false cognates. For example, the interpretation of the English word 'moral' in the meaning of 'the principles of right and wrong behavior' may highly act as a false cognate considering the Turkish word 'moral' in the meaning of 'spiritual state'.

- Background knowledge about the topic and the culture being discussed aids inferencing.

A shared culture and background knowledge with the context will help learners within the inferencing process. The more learners know about the topic and the culture that shapes the context, the more easily and correctly they may infer the meanings of unknown words.

- Learners need to be skilled in guessing.

Being skilled in guessing means knowing what clues to look for and where to find them (Schmitt, 2000). Since there are several clues possible, adapting a systematical way to infer meaning of the unknown words may be life-saving.

- Guessing a word from context does not mean that it will be remembered.

Sometimes unknown words may be too easy to guess its meaning, but this does not guarantee that the word will be remembered. Similarly, some contexts may be rich enough to supply an overall meaning without unknown words in the text thus learners just ignore them. On the contrary, if the context is poor in terms of clues, then there will be a more challenging

cognitive process for the learners that increase the likelihood of retainability of the unknown words.

Vocabulary and Writing, Listening, and Speaking Skills

Even though there is a tendency to relate vocabulary competence only with the reading skill in the literature, mastery of vocabulary is vital to develop other three skills, namely writing, listening, and speaking as well as reading skills.

Considering especially traditional writing courses, teachers generally focus on grammatical errors and unity of the writing task more than lexical errors. However, lexical errors may be accounted as the main criteria that affect the flow of writing task. Parallel with this idea, Ellis (1994) expresses the results of the study as lexical errors tend to impede comprehension more than grammatical errors. The lack of vocabulary may both corrupt the comprehension and cause misunderstanding of the thoughts. Furthermore, learners have a tendency to make lexical errors more.

Schmitt (2000) states that a typical problem is that learners often use basic vocabulary where a good native-speaking writer would use more precise lower-frequency words. Since the choice of vocabulary type is a sign of the quality of a piece of writing, encouraging learners to expand their vocabulary by either recycling and elaborating receptive vocabulary or advocating the use of productive learner dictionaries may be the best solution to this problem.

Another point that should not be neglected is the examination of learners' ability to use dictionaries. Scholfield (1997) clarifies some key points that learners should take into consideration in being able to reach the correct entry and meaning of a word as follows:

1. The word's spelling must be guessed, even if it has only been heard.
2. Alphabetical order must be known to locate the word.
3. The learner must decide the proper word form under which to look up the word or phrase (e.g., to find *scruffier*, you must look under *scruffy*; to find *to put your nose to the grindstone*, you must look under *nose*).
4. In the plentiful case of polysemous words, multiple meaning senses must be examined before deciding upon the appropriate one.

Since it is a complex procedure, learners should be informed and given several chances for practice. In essence, it is enough to even make learners read and understand the informative source of dictionaries that is located in their front page.

As for verbal skills, vocabulary knowledge has somehow less importance when it is compared to reading and writing because learners may succeed in listening and speaking skills with much less lexical information. Nation (1990) adds "reading stories aloud, glossing new words when they occur, and dictation exercises as ways of improving listening vocabulary" (p. 156).

When it comes to speaking, we may say that there are several possibilities for learners to engage in vocabulary items through oral activities. Pair-work is one of the best examples of oral communicative activities thanks to its nature of having information gap. Moreover, when one of the pairs is given a key word vocabulary and other pair is expected to negotiate it, this activity becomes a richer source in terms of vocabulary mastery.

Paraphrasing, similarly, may be a strong way that help learners figure out unknown words through speaking by having them describe the unknown words with the help of the words that they already know.

All in all, vocabulary competence is an important prerequisite for all language skills even if their degrees of effectiveness are different. That is why; learners should be encouraged to make the maximum use of all four language skills in the process of learning vocabulary.

Autonomy in Vocabulary Teaching

The implementation of autonomous learning is a significant factor in students' intrinsic engagement and motivation to develop vocabulary knowledge (Almusharraf, 2017). As a desirable goal of foreign language education, learners should involve in an autonomous fashion to explore, store and use foreign language vocabulary rather than staying passive during the process of presentation of word lists previously selected by teacher or syllabus.

Haddad (2016) stresses the importance of learner autonomy by stating when learners identify language learning strategies; they gradually develop their autonomy through individual selection and application of different words in diverse context.

Along with the same line of thoughts, Alrashidi and Phan (2015) stress the important contributions of learner autonomy to successful vocabulary learning by stating that when the learner initiates the learning process, he or she will be responsible for making sense of vocabulary in different contexts and fully comprehending the meaning of each word with its appropriate contextual usage. Upon their idea, it is fair to say that learners involve in a continuous process that runs through learners' own reflection and perception of the most appropriate strategies in vocabulary learning.

Since class time is mostly limited and each learner has his/her own changing learner needs, learners should make a conscious effort to learn vocabulary outside the classroom, as well. Our goal, as language instructors should be examining learners' perceptions and applications of autonomous learning strategies and help them choose the right path for the purpose of English vocabulary development as well as their most preferred method for learning English.

Vocabulary learning necessitates autonomous learning to self-selected and self-apply vocabulary knowledge in various real-life contexts (Almusharraf, 2017). If learners are able to explore language individually, it certainly promotes possible vocabulary growth. Since learners may have less chance to practice and somehow are forced to listen more in a traditional classroom environment, they also fundamentally need to engage in authentic situations to explore, expand and use their vocabulary knowledge.

Almusharraf (2017) also states that "giving students the freedom to engage in informal and anxiety-free contexts will develop their vocabulary acquisition and foster meaning-making for new vocabulary, thereby leading, for example, to higher levels of literacy" (p. 2).

To sum up, since vocabulary learning is at the core of any other linguistic skill in the mastery of a foreign language and vocabulary learning which is a continuous process that cycle in and outside the classroom, it is highly important to raise autonomous learners who are able to manage their own vocabulary learning process as a life-long learning skill.

Autonomous Learning Strategies for Vocabulary Development

Explicit teaching of vocabulary is a common method adopted in teacher-directed language learning programs. Learners are constrained to learn and memorize some certain lexical items through direct input and repetition. However, it is recently obvious that vocabulary development occurs also beyond the classroom. That is why; the necessity of developing learner autonomy cannot be underestimated. There are several ways to help learners to become more independent language learners such as using self-directed strategy, notebook strategy, authentic experience, metacognitive strategies, technology tools, and motivational strategies.

Self-directed Strategy

Based on its common framework, Self-regulated learning involves metacognitive, motivational, and behavioral processes that are personally initiated to acquire knowledge and skills, such as goal setting, planning, learning strategies, self-reinforcement, self-recording, and self-instruction (Zimmerman, 2015).

Self-directed learning (SDL) helps learners to regulate their capacity to learn independently and personalize their learning styles. Learners have new opportunities on usual tasks to become more autonomous with the help of the ability of self-regulation. Self-regulation is not only focused on the results learners obtain, but mainly in the process learners go through and how it influences second language learning (Tseng, Dörney & Schmitt, 2006).

As it is clearly understood from the expressions above, self-directed learning requires learners to use their high level of skills, namely metacognitive skills at almost every phase of learning. Learners should be given chance to involve in the activity that goes around by letting them choose their topics of interest, what they want to discuss and evaluation type. In that way, learners will be automatically motivated to achieve, and this fact will empower their vocabulary knowledge.

Furthermore, Zimmerman (1990) describes self-regulated learners as "metacognitively, motivationally, and behaviorally active participants in their own learning process" (p. 5). Teachers should encourage learners to use critical thinking skills to develop their lexical knowledge in this active participation process.

Almusharraf (2017) states that "teachers could benefit from using SDL with their students to help them monitor their own language growth" (p. 31). Because optimizing learning involvement for learners, enables them both to enjoy their learning and to get the maximum benefit from the experience.

Notebook Strategy

Proponents of learner-based teaching have promoted the idea of giving their students the tools and strategies to learn independently (Oxford 1990). In terms of vocabulary learning, one effective way to do is to encourage learners to keep vocabulary notebooks.

Vocabulary notebooks are commonly used by language teachers and there are two main reasons making vocabulary notebook strategy that popular. "The primary aim is acquiring new vocabulary" (McCrostie, 2007, p. 247). Since, learners have a close relationship with words and come across with them continuously; the chance of acquiring new words is high. Hulstijn (1992) supports the idea by stating that taking vocabulary notes of one kind or another and the resulting practice and memorization of words appears to lead to better vocabulary retention, especially in input deficient EFL contexts.

The secondary aim for vocabulary notebooks is fostering learner autonomy (Schmitt & Schmitt, 1995). While keeping vocabulary notebooks, learners choose the vocabulary item that they add on to their notebooks: design them in a special way, schedule their time to work on the vocabulary notebook, and follow their own developmental process. That is why; this is a strong strategy to help learners gain autonomous behaviors.

Keeping vocabulary notebooks is a metacognitive strategy that is mainly based on learners' act of recording words on their notebooks and reviews them regularly for the sake of grasping and retention. Keeping vocabulary notebooks gives a chance to learners to see all the learning activities they experience throughout the year in one single spot. It also helps learners to keep a collection of words, like a personal word chart. Moreover, vocabulary notebooks are quite suitable to be a reference source for other activities like writing a memo. Since, it requires learners to make a connection between the familiar and unfamiliar words while tracking new words to the notebook, vocabulary notebooks act as a perfect tool for reflection and retention.

For several reasons mentioned above, the positive effects of vocabulary notebooks on enhancing vocabulary learning are commonly pointed in the literature.

Using vocabulary notebooks are quite useful in terms of learners' being responsible of their own vocabulary learning and tracking their development of lexical knowledge. There are several implications parallel with this idea in the literature.

Schmitt and Schmitt (1995), for example, maintain that vocabulary notebooks are particularly useful, since entries can be developed as a learner's understanding evolves.

Similarly, Ledbury (2006) states that keeping vocabulary notebooks improved ability to use dictionaries and guess from context.

Fowle (2002), on the other hand, mentions the benefit of vocabulary notebooks as keeping teachers informed about learners' progress.

To sum up, vocabulary learning is a cumulative process and vocabulary notebooks can act as a useful learning tool to develop vocabulary competence and autonomy.

Authentic Experience

One way of creating an effective vocabulary learning environment is to provide authentic tasks and situations in which learners can experience the culture, real language, and practical implications of target language. "There is strong convergent evidence that, for students to learn a new or a foreign language independently, they need to engage in authentic, informal conversation inside and outside the classroom" (Almusharraf, 2017, p. 33).

Richards (2001) states that "Authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes" (p. 252). In other words, they are materials which are designed for native speakers of any language. It is highly important to provide authentic materials in language learning classes especially for vocabulary teaching because they not artificial and only they can be a source of real language. Since we live in a technology era, it is not challenging to reach good examples of authentic materials that are appropriate for our learning goals and our learners' age, needs, and level.

Many scholars (Phillips & Shettlesworth, 1978; Clarke, 1989; Peacock, 1997, cited in Richards, 2001) propose advantages of using authentic materials such as following:

- They have a positive effect on learner motivation.

By their nature, authentic materials are more interesting and motivating than purposefully created ones. They have real-life implications and out of purpose items that may attract learners' attention along with the goal of the current tasks. There is a huge source of authentic materials such as magazines, news scripts, comic books, English media extracts, etc. that teachers can reach and adopt into their language syllabus easily.

- They provide authentic cultural information about the target culture.

Authentic materials provide a wide variety of cultural items both linguistic and non-linguistic. Since language learning cannot be taught apart from its surrounding culture, learners should be exposed to the unique cultural experiences such as beliefs, daily talk, customs, national festivals, etc., In terms of vocabulary learning, it is fair to say that lexical items of any language come alive in its natural context, namely in its cultural environment. That is to say, authentic texts help learners to master vocabulary in a full mean.

- They provide exposure to real language.

As, created materials are written for the sake of teaching a particular pattern, authentic texts are superior to those in terms of its rich content. Authentic materials do not necessarily constrain learners to experience artificial use of target language; instead, they give a chance to learners to see the target patterns in a fully comprehensive and natural way.

- They relate more closely to learners' needs.

Since learners experience real world situations through authentic texts, their language needs outside and inside the classroom will overlap.

- They support a more creative approach to teaching.

Authentic materials give teachers a chance to experience their teaching skill at a maximum level. Creating teaching materials parallel with learners' learning styles and the goals of learning advocates teachers to develop their potential.

Metacognitive Strategies

Metacognitive strategies are closely related to learners' ability to control their learning process "planning, monitoring, and evaluating both language use and language learning" (Harris, 2003, p. 67).

Almusharraf (2017) states that "metacognitive strategies are helpful in developing autonomous learning where students are active evaluators of their own learning in class, as well as proactive planners for language development" (p. 33-34).

Anderson (2002) divides metacognition into five primary components as following:

- preparing and planning for learning

When learners participate actively in the process of preparation and planning, they can develop an insight about their learning goals and possible ways that they can follow to reach personally set goals. That is why preparation and planning are highly important metacognitive strategies that contribute to learners' language development.

- selecting and using learning strategies

Selecting and using a particular learning strategy proves learners' ability to think and make conscious decisions about their own learning. Yet, as Anderson (2002) proposes students must receive explicit instruction in how to use these strategies, and they need to know that no single strategy will work in every instance. Learners need guidance about how to choose the strategy that best suits to the current task.

- monitoring strategy use

Once learners choose a specific learning task and start studying with it, they should pause periodically to monitor their process in that strategy use. They should do that to make sure of whether they still use the chosen strategy in conformity with the necessary criteria or not. They should also check if the chosen strategy works well with the current learning task or not to ensure continuity of success. Teachers need to assist their learners to become aware when one specific strategy is not working anymore and how to change it with a better one.

- orchestrating various strategies

As learners may adapt a specific metacognitive strategy to use with specific tasks, they may very well mix more than one type of strategy and use them together in different occasions.

Yet, knowing how to combine more than one strategy properly necessitates a high level of metacognitive ability. Anderson (2002) asserts that "the ability to coordinate, organize, and make associations among the various strategies available is a major distinction between strong and weak second language learners" (p. 4). Learners must be aware of several strategies around them and know that they are not constrained to use only one of them at a time.

- evaluating strategy use and learning

Anderson (2002) states that second language learners are actively involved in metacognition when they attempt to evaluate whether what they are doing is effective" and he poses four questions for learners to answer thoughtfully to be able to reflect on their own learning process. These questions are: 'What am I trying to accomplish?', 'What strategies am I using?', 'How well am I using them?', and 'What else could I do?'. Each of these questions corresponds to one of the components above, so by answering all these four questions, learners are able to experience the cycle of metacognition. Considering their interdependent nature, it can be concluded that teachers should include each component in a well-designed vocabulary teaching program.

Technology Tools

Since we live in a technology era and our learners use technology excessively in their everyday life, it is a wise move to integrate technological tools into education. It is undeniable that technology can promote learner autonomy in vocabulary learning. Computer-Assisted Language Learning (CALL) is the best known and the most effective technology integrated technique in terms of vocabulary teaching. Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning" (p. 1). CALL has become popular with the rise of technology in recent years. There are several reasons to use CALL in educational programs as following:

- It provides *experiential learning* situations.

Learners may experience a great deal of different situations while using CALL by exploring what they want in their own way. In such a way, their thinking skills develop as the information that they search for is not presented in a linear way.

- It is a source of *motivation*.

Computers are best known with its fun nature. Learners feel motivated when they learn with a wide variety of activities; fun games, challenging tasks etc., and this will contribute their success in learning vocabulary.

- It enhances *student achievement*.

By tackling with the tasks proposed by CALL, learners develop their sense of self-confidence and self-instruction skills that lead them to achieve the current task and far more. "Students have become active participants in learning and are encouraged to be explorers and creators of language rather than passive recipients of it" (Brown, 1991, p. 246).

- It is a great source of *authentic materials for study*.

It is highly possible to come across several authentic materials on the World Wide Web in any language that learners want to gain mastery. Learners may read newspapers, search for daily conversation patterns, watch videos and so on in the target language with the help of CALL at no costs.

- It provides *greater interaction*.

As well as some web sites provide interactional settings for those who want to learn any particular language, learners may also make some real contacts with native speakers of target language to practice.

- It makes room for *individualization*.

CALL is a perfect strategy to work alone for those who have low communication skills. It is always easy to express their feelings and thoughts via some sort of technological tools for some learners.

- It ensures *independence from a single source of information*.

With the help of CALL, it is highly possible to reach several sources of information about a single topic at the same time. When it is compared with a traditional learning environment where the teacher or, at its best, the current learning material is the only source at the time of learning such an opportunity, is what almost every learner might ask for.

In a classroom setting that learners benefit CALL "teachers are not the only source of information any more, but act as facilitators so that students can actively interpret and

organize the information they are given, fitting it into prior knowledge" (Dole, et al., 1991, cited in Lee, 2000, p. 4).

- It gives chance to arise one's *global understanding* (Lee, 2000).

Each time learners make use of activities provided through CALL, they also experience a part of the culture of that language. This nature of CALL helps learners to develop their global understanding in the process of internalizing target language.

All in all, it is vital to go digital for both learners and teachers to be able to keep up with the innovations in education, as well.

Motivational Strategies

There is no doubt that autonomous learning cannot occur without learners' motivation. That is why, it is crucial to keep learners motivated. Indeed, it is a cyclical process that the more learners feel motivated, the better they learn and vice versa.

Cheng and Dörnyei (2007) highlight the importance of motivation in learning a foreign language as follows:

> "…without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language proficiency, whereas most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language aptitude or any undesirable learning conditions" (p. 153).

Considering the importance of enhancing motivation in language classrooms, Wery and Thomson (2013) propose some guidelines to create a motivational learning environment as following:

- Believe your students can learn.

Teacher's beliefs are very powerful on shaping learners' thoughts about themselves, which is why teachers should lead learners to gain their self-confidence.

- Model enthusiasm and intrinsic motivation.
- Create a learning environment that is encouraging and challenging.
- Acknowledge the difficulty of tasks.
- Connect learning to the world.

If learners know that what they learn in the classroom has some reflections in real life, they will learn better and easier.

- Set goals.

Setting clear goals is a vital part of successful language learning. Giving learners clear purposes will make them aware of the learning process, and thus they get the maximum benefit from the activity by joining actively.

- Involve students in the learning process.
- Allow for independence.
- Use projects.
- Evaluate the task, not the student.

It is recommended to evaluate the task rather than compare students' performance to the performance of other students (Butler, 1988). Thus, learners are detracted from the sense of failure instead they discover how they can achieve better in terms of individual improvement.

- Promote mastery learning.
- 'Immunize' against the negative effects of extrinsic motivation.

It is important to distance learners from socially exposed negative effects and lead them to find their intrinsic motivation while making activities interesting and fun for themselves.

- Use priming words.
- Respond positively.

Using positive words associated with intrinsic motivation rather than expressions that drive learners to lower motivation results in success on the behalf of them.

- Praise students.

Being rewarded provides real motivation for learners so learners should be praised when it is necessary to a proper degree.

Considering all the implications above, it is fair to say that motivation is at the core of any language learning task. That is why it is important for teachers to act as motivators in the classroom to help learners learn effectively.

Previous Studies on Autonomy and Vocabulary Teaching

Since, especially in the recent years, autonomy is the focus of interest in foreign language teaching and learning, several studies have been conducted on autonomy and its relations with different language areas.

Sherwani and Tilfarlioglu (2018) conducted a study on the relationship among EFL learner autonomy, self-esteem, and choice of vocabulary learning strategies with 157 male and female undergraduate EFL learners who are within the age range of 17 to 25 years. He administered three scales including a 30-item vocabulary learning strategies questionnaire, a 30-item learner autonomy questionnaire, and a 30-item self-esteem questionnaire to find out whether any significant relationship exists among Iraqi EFL Learner Autonomy (LA), self-esteem (SE), and choice of Vocabulary Learning Strategies (VLS) as well as whether LA and SE are predictors of these strategies. The results showed that both learner autonomy and self-esteem make strong contributions to vocabulary learning strategies. According to the results of the study, it is possible to say that a significant difference between EFL Learner Autonomy and self-esteem in their prediction of VLS exists. He claims that learner autonomy and self-esteem contribute to effective vocabulary acquisition, while they also contribute significantly to the use of vocabulary learning strategies. Moreover, it was concluded from the results that the greater the learner autonomy and self-esteem among learners, the more frequent the VLS use.

Alrabai (2017) also searched learners' level of autonomy and its relationship to academic achievement in English as a foreign language (EFL) working with a sample of 630 Saudi students. He conducted a survey to reveal learners' level of autonomy and a standardized achievement test to evaluate their achievement. The results showed that learners whom constitute the sample were non-autonomous and the gender had a significant effect on autonomy and achievement. The study also revealed that the vast lack of awareness of the vital role of learner autonomy in the Saudi EFL setting. Upon the findings, he suggested that Saudi learners and teachers alike require increased awareness of the importance of the concept of autonomy and that practical means to promote Saudi EFL learner autonomy should be sought and practiced.

Another study was conducted by Almusharraf (2017) to reveal how English language learners in the Kingdom of Saudi Arabia realize learner autonomy, especially in the context of the

learner's meaning development via purposeful vocabulary acquisition. She carried on a qualitative study with 8 students and 6 teachers from two different classrooms and made use of face-to-face semi structured interviews, classroom observations, and audio recordings of instructional practices as materials. She concluded that the implementation of autonomous learning is a significant factor in students' intrinsic engagement and motivation to develop vocabulary knowledge. The findings also confirmed the students' appreciation of the English language and showed how various autonomous learning methods developed their sense of self-possession.

Similarly, Abadi (2013) conducted a research on the relationship between learner autonomy and vocabulary learning strategies in Iranian EFL learners with different language proficiency levels. He worked with a total number of 190 male and female EFL learners to reveal whether there is any statistically significant relationship between learner autonomy and vocabulary learning strategies use in Iranian EFL learners with different language proficiency levels by administering two questionnaires and two language proficiency tests. The results revealed that there is a significant positive correlation between learner autonomy and vocabulary learning strategies use in high proficient group, and a significant positive relationship between these two constructs in low proficient group, however not as strong as in the advanced group.

Furthermore, İşler (2005) studied on learner autonomy and language learning portfolios in terms of its effects on the development of reading and vocabulary with 94 English as Foreign Language Learners in 11th grade in a high school. Participants who were divided into two groups as experimental and control group, were administered a pre-test and a post test. The control group was trained reading via traditional methods while the experimental group experienced an autonomous instructional application, portfolio, in their reading sessions. Both groups had one or one-half hours reading sessions a week as a part of the general English Course which is seven hours a week. The experiment took fifteen weeks; at the end of that period both groups again were given a post-test, the identical of the pre-test. The results revealed that the experimental group revealed a significant progress in comparison to the control group at the end of the experiment although both groups were equal at the beginning. It was also concluded that the experimental group performed better than the control group in the post-test while both groups performed nearly the same in the pre-test vocabulary section.

Nalkesen (2011) carried a case study of Turkish EFL students on the effects of vocabulary strategy training on vocabulary learning and autonomy. Nineteen students who were intermediate level students participated in the study to examine both the effects of vocabulary strategy training on vocabulary learning and the effects of vocabulary strategy training on learner autonomy in preparatory classes of a foundation university. A multi-method approach was adapted by using think-aloud protocols, focus group interviews as qualitative methods and learner autonomy questionnaires, vocabulary tests as quantitative methods to collect data. The results revealed that vocabulary strategy training is effective on learner autonomy in terms of learners' studying independently of the teacher; learners' having control in their studies; and learners' increased awareness in the importance of vocabulary learning, although the obtained results were not found to be statistically highly significant. It was also concluded that there is a statistically significant difference on vocabulary learning achievement in the experimental group who received vocabulary strategy training for 3 weeks. On the other hand, no statistically significant difference was found between the pre and post vocabulary test scores in the control group, which received no strategy training. It is obvious from the results that vocabulary strategy training had some effects on vocabulary learning achievement of the students in the experimental group.

Moreover, Vela and Rushidi (2016) considered the matter from a different angle and examined the effect of keeping vocabulary notebooks on vocabulary acquisition and learner autonomy. They worked with three groups of intermediate level students from the South East European University Language Center to reveal whether sharing power and supporting learner autonomy by using vocabulary notebooks is effective and motivates students to learn or not. Over four-week period students followed the same course material and syllabus. One group acted as the treatment group and kept vocabulary notebooks while the remaining two groups were control groups and didn't keep vocabulary notebooks. It is obvious from the scores of the vocabulary tests that the treatment group results were significantly more successful than the control groups. These findings led to a conclusion that vocabulary notebooks are an effective tool that can be implemented in an EFL classroom.

Following the same line of thoughts, Aydoğan (2018) studied on students' autonomy, relatedness and English language competencies in their cognitive domains using a sample of

155 Turkish students including 90 female and 65 male learners who were studying in different departments of a public university. Considering the gender distributions of learners, he also examined the gender differences in EFL variables and the three basic psychological needs namely autonomy, competence, and relatedness. It was concluded from the results that there is a positive relationship between English skills and knowledge, as well as participants' level of English competencies with these needs while a negative relationship was found between Turkish and English grammar difficulty and basic psychological needs. Furthermore, the results showed that there are no statistically significant differences in gender either in EFL variables or in the basic needs.

Moreover, Nosratinia, Shakoori and Zaker (2013) conducted a study on the relationship between EFL learners' autonomy and vocabulary learning strategies, with major emphasis on predicting learners' autonomy through their vocabulary learning strategies. They examined a total number of 140 male and female students, between 20-25 years old, studying English Language Teaching and English Language Literature at Islamic Azad University, Central Tehran, Iran to meet the above purpose. Participants were randomly selected and given learner autonomy and vocabulary learning strategies questionnaires. Results revealed that there was a statistically significant relationship between EFL learners' autonomy and vocabulary learning strategies.

Also, Tuan (2011) studied on self-learning vocabulary to seek answers to the questions about learners' autonomy in acquiring vocabulary. Two groups constituted the sample of this study. While the first group included 140 first year full-time students from four pre–intermediate general English classes at University of Finance-Marketing, the second group consisted of 13 teachers. Research data collated through survey questionnaires sent to students and teachers at University of Finance-Marketing to depict learners' attitudes toward vocabulary learning autonomy as well as strategies they utilized in vocabulary learning process. It was concluded that self-learning raises the students' awareness of using more vocabulary learning strategies and motivate them to choose the most suitable vocabulary learning strategies to help them become high-performing learners.

PART III

METHODOLOGY

Introduction

This chapter comprises the outline of research methods to be employed in the research study. It will provide detailed information about subsections such as research design, population and sampling, data collection tools, data collection procedures, and data analysis respectively. The researcher will describe the research design adopted for the study and underlining reasons. And then, the participants will be introduced and how they have been chosen will be explained. Afterwards, the materials, measures, equipment or stimuli used in the experiment will be introduced under the title of data collection tools. The next part of the method section will detail the procedures used for collection of data in the experiment. This will be followed by the last section that addresses the data analysis.

Theoretical Framework

Quantitative Research Method

Quantitative research method which involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods (Dörnyei, 2007) was adopted as the research method for this study. Since the present study was conducted to reveal the possible relationships between autonomy and vocabulary learning, the most appropriate research method for this study is quantitative research method which can be able to "determine

the relationship between one thing, an independent variable, and another, a dependent or outcome variable, in a population" (Hopkins, 2008, p. 2). Quantitative research method was also chosen because of its nature of being effective in obtaining large amounts of data within a given short time period. However, the most commonly mentioned downside of quantitative research methods is its inefficiency of measuring phenomena such as attitudes and beliefs. Luckily, "by designing research instruments aimed specifically at converting phenomena that don't naturally exist in quantitative form into quantitative data, which we can analyze statistically" (Sukamolson, 2007, p. 3). It is possible to use quantitative research methods to measure unlimited numbers of such phenomena. The main four types of quantitative research methods can be classified as survey research, correlational research, experimental research and, causal-comparative research. In the present study, an experimental research which is "the best method for examining the causal relationships" (Muijs, 2011, p. 28), was used.

Experimental Design

"The basis of the experimental method is the experiment, which can be defined as *a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis*" (Muijs, 2010, p. 11). The present study aims to reveal the causal relationships between the dependent and independent variables by controlling the environment as much as possible. That is mainly why, experimental design was chosen as the research method of the study. Controlling the environment mainly requires that researchers' control over extraneous factors and focus on the variables that they want to examine. As Johnson and Christensen (2004) state the common feature of experimental designs is the fact that certain consciously manipulated processes take place in a tightly controlled environment in which only the target variables are varied while others kept constant.

In an experimental design, it is highly possible for researchers to use a pre-test post-test control group design which is based on the comparison of test results obtained from the experimental group, or both the experimental and control group before and after a period of education called treatment. In such cases, the experimental group receives a treatment while control group receives a standard instruction.

In terms of the selection of group members, experimental studies can be classified as pre-experimental, true experimental and quasi-experimental studies. Pre-experimental studies differ from other two by measuring the progress only in one group that is namely experimental group. There is no control group in pre-experimental studies. True experimental studies, on the other hand, build causal relationships based on the comparisons between the progresses of two groups. Considering the importance of minimizing the influence of external factors, participants of both groups, the experimental and control group, are assigned randomly. Randomization is a technique that participants are divided into groups nevertheless of their characteristics such as age, gender, proficiency level etc., to ensure that each participant has equal chance to be assigned to both groups. Quasi-experimental designs are almost the same with true experimental designs except for its way to choose samples. Researchers may include or exclude a participant intentionally because of specific characteristics of them.

The present study is a true experimental study that was conducted with two groups of participants who were selected randomly.

Research Design

This study aims to determine whether or not there is a relationship between autonomy and effectiveness of foreign language vocabulary teaching and learning. Considering variables in this study, it also aims to measure to what extent autonomy is effective on vocabulary teaching and learning. For this purpose, a quantitative research was adopted in this study.

As Aliaga and Gunderson (2000) proposed, quantitative research explains phenomena by collecting numerical data. In this study, quantitative data gathered through pre-test, post-test control group design. The most important reason to implement tests as quantitative tools that reveal descriptive information and correlations between variables (Muijs, 2004) in this study was that we mainly needed to see whether or not autonomy techniques that was taught to experimental group made a change in success level of learners over the time.

Regarding the purpose of this study, it seemed to be suitable to adopt two-group study design to observe students' progress by measuring their vocabulary competences depending on various variables both before and after treatment. In other words, an intervention study which

contains at least two groups; the 'treatment' and the 'control group' was adopted in this study. Dörnyei (2007) suggests that "the answer to the cause-effect dilemma has been provided by a simple but ingenious methodological idea that has been labelled *experimental design*" (p. 116) which was the underlying research method of this study.

In this respect, two questionnaires and one achievement test were administered to both groups before and after the treatment which was implemented to the experimental group for six weeks. The results that were obtained from both experimental and control group were compared and contrasted to examine the existence of any relationship and its degree between autonomy and foreign language vocabulary learning.

Population and Sampling

The universe of this study was Turkish high school students in an EFL context. The study was conducted with 12th grade students at two different state Technical High Schools. As in such kinds of schools, learners' profile was reported by their teachers as having low academic success and being dependent to their teachers in their learning process, the sample group formed a functional example for this study. In this context, 60 high school students whose vocabulary competence was at beginner level according to the placement test which is provided by Oxford Graded Readers Level Test during 2018-2019 academic years formed the sample group of the study.

Dörnyei (2007) suggests that in random sampling "the selection is based entirely on probability and chance, thus minimizing the effects of any extraneous or subjective factors" (p. 97). In this regard, learners are chosen and divided into the groups, namely experimental and control group by random sampling among those who were accessible and available at the scheduled time by the researcher. Both experimental group and control group consisted of 30 students, each and all 60 students gave consent to fully participate in the study. The number of the participants is shown below in the following table with respect to their gender:

Table 1

Distribution of Participants with Respect to Their Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Total	Female	28	46.7	46.7	46.7
	Male	32	53.3	53.3	100.0
	Total	60	100.0	100.0	
Control	Female	17	56.7	56.7	56.7
	Male	13	43.3	43.3	100.0
	Total	30	100.0	100.0	
Experimental	Female	11	36.7	36.7	36.7
	Male	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

When the gender distribution of participants is examined, it is possible to see that there are 28(46.7%) female and 32(%53.3) male participants in total. On group basis, control group consists of 17(56.7%) female and 13(43.3%) male while experimental group includes 11(36.7%) female and 19(63.3%) male participants.
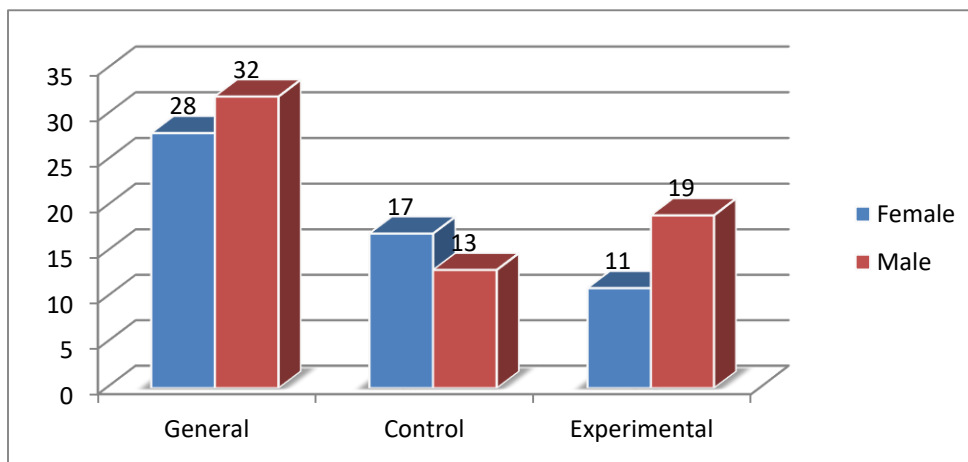
Figure 5. Distribution of participants with respect to their gender (percent

The participants of the study were also evaluated with respect to their opinions towards learning English. The distribution of the data on participants' opinions about the importance of learning English were given in the Table 2 below.

Table 2

Distribution of Participants with Respect to Their Opinions About the Importance of Learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Control	Not important	6	20,0	20,0	20,0
	Quite important	16	53,3	53,3	73,3
	Highly important	8	26,7	26,7	100,0
	Total	30	100,0	100,0	
Experimental	Not important	4	13,3	13,3	13,3
	Quite important	18	60,0	60,0	73,3
	Highly important	8	26,7	26,7	100,0
	Total	30	100,0	100,0	

The results in Table 2 indicated that 20 % of the participants in the control group marked 'not important' while more than half of them chose 'quite important' with a percentage of 53,3. Finally, 26,7 % of the participants stated that they find learning English 'highly important'. On the other hand, 13,3 % of participants in the experimental group preferred 'not important' and 60 % of them declared that learning English is 'quite important'. 'Highly important' was chosen by the same number of participants with control group with a percentage of 26,7. It is obvious from the results that 'quite important' was the mostly preferred option by participants of both groups.

Data Collection Tools

In order to find out the attitudes and habits of learners towards autonomy and the use of vocabulary learning strategies, the researcher conducted two quantitative data collection tools; namely, the Vocabulary Learning Strategies Questionnaire and the Autonomy Questionnaire (Appendices 1 and 2). In addition, the vocabulary achievement test that was designed to

measure the vocabulary competence of the learners was administered. As the learners were not capable of understanding the English versions of the tools due to their low proficiency of English, both questionnaires were proposed to them in their first language that is Turkish.

The researcher initially conducted the introduction part of questionnaires to find out the gender distribution of participants and how important it is to learn English for the participants. Personal information such as participants' names or contact details were not included in the questionnaires for the sake of confidentiality.

A modified version of Schmitt's (1997) Vocabulary Learning Strategies Questionnaire which originally consists of 58 five-point Likert scale questions, was used to measure participants' strategy usages to learn vocabulary items. However, Derici (2019) adapted some of the items in terms of their wordings to make it more suitable for the target group. For example, she made some changes such as replacing the expression of "asking the teacher for L1 translation" with "asking someone (teacher, friend etc.) for L1 translation". She found the Cronbach Alpha internal reliability coefficient of the questionnaire was calculated as .914, which can be accepted as highly reliable. Even this modified version of the Vocabulary Learning Strategies Questionnaire was too comprehensive for the present study due to the limited time that could be allocated to the strategy training. That's why another modification was done, and the number of items included in Vocabulary Learning Strategies Questionnaire the were decreased concerning the strategies that were taught to participants during strategy training. The VLS questionnaire embodies items that refer to 5 sub-factors of vocabulary learning strategies according to Schmitt's (1997) Vocabulary Learning Strategies Taxonomy namely; Determination Strategies, Social Strategies, Memory Strategies, Cognitive Strategies and Metacognitive Strategies. The Cronbach Alpha values of the final version of the VLS questionnaire was found to be .810 that indicates a high reliability. The Turkish version of the VLS questionnaire that was provided by Derici (2019) was used in the present study. The VLS questionnaire includes a five-point Likert scale, ranging from 'never' to 'always'.

As for autonomy, the researcher conducted the 20-item autonomy questionnaire to measure the autonomy levels of learners in EFL vocabulary learning. The Autonomy Questionnaire was adopted from Nalkesen's (2011) study. She developed the Autonomy Questionnaire investigating Guven and Sunbul's (2007) version of the Autonomy Questionnaire. She

extracted some items as they were not addressing the autonomous vocabulary learning and added some items that were related to the aim of the present study. She also modified 14 items that were mainly about English Language Education and made them more related to autonomous vocabulary learning. After the modification process, the reliability alpha was found to be 0,906. For the present study, Nalkesen's (2011) modified version of the Autonomy Questionnaire was used with the inclusion of one of the excluded items. The Cronbach Alpha values of the final version of the Autonomy Questionnaire was found to be .815 that can be interpreted as having a high reliability. The Turkish version of the autonomy questionnaire that was provided by Nalkesen (2011) was used in the present study. Furthermore, the autonomy questionnaire includes a five-point Likert scale, ranging from 'strongly disagree' to 'strongly agree'.

Last but not the least, the researcher administered a 30-item multiple choice achievement test on vocabulary knowledge as both pre-test and posttest. The vocabulary items were chosen among the target vocabulary that their course books suggest. Their course books consisted of 10 themes in total and the researcher chose 3 mostly emphasized words for each unit; thus, the vocabulary test was compiled. Test items that measures the learners' knowledge about the target vocabulary were selected among the samples that their course books provide. Since the target group of the study was high school students, the test was proposed to 10 high school English teachers to take their expert opinion before administration. They all ensure its face validity and readability. Moreover, the Cronbach Alpha coefficient, the reliability degree of the Vocabulary test was found to be .809.

Before actual research, a pilot study was implemented with 20 students who are very similar to the ones in the sample group in terms of their characteristics such as educational background, age and the level of vocabulary competence to find out the level of comprehensibility and the necessary time that should be allocated to the participants for the completion of each questionnaire. The pilot study showed that the modified versions of the questionnaires are comprehensive enough for learners to state their attitudes, habits and thoughts easily and gave an idea to the researcher to determine the necessary time that should be given to the learners for the completion of the questionnaires.

Furthermore, it led the researcher to calculate the reliability coefficient for the modified versions of questionnaires. Since internal consistency reliability is generally seen as the psychometric prerequisite for any multi-item scale in a questionnaire that is to be used as a research instrument (Dörnyei, 2007), which is measured by the Cronbach Alpha coefficient, the reliability degrees of the tools were measured by Cronbach Alpha Analysis. The reliability coefficients were found as follows as in the table below.

Table 3

Cronbach Alpha Values of Questionnaires and Achievement Test

Scale	Items	Cronbach Alpha Value
VLS Questionnaire	25	.810
Autonomy Questionnaire	20	.815
Vocabulary Test	30	.809

Nunnaly (1978) has indicated that 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. Since, the higher the score, the more reliable the generated scale is and all three tools were proven to have higher degrees than 0.7, it is fair to say that quantitative tools of the present study have a high level of reliability. Thus, they can be used as research tools.

Data Collection Procedures

The common feature of experimental designs is the fact that certain consciously manipulated processes take place in a tightly controlled environment in which only the target variables are varied while others are kept constant (Johnson & Christensen, 2004). Moving from this idea, it is aimed to form two groups; the 'treatment' or 'experimental group' and 'control group' before the administration of the tools. Participants of both groups were informed about the procedure of the study and assured about the confidentiality of personal information. It was also explained that their grades were not affected by their performance during the study.

Following that, the researcher administered VLS and Autonomy questionnaires and achievement test to both groups. The experimental study was planned to be conducted for six weeks during the 2018-2019 academic year. Experimental group received treatment on vocabulary learning strategies and autonomy that were thought to be helpful for their progress of learning foreign language vocabulary items for 2 sessions per week and 2 hours per session, 24 hours in total keeping other variables during treatment process under control while control group receives standard instruction. The study started on 25th April with the pre-implementation of the questionnaires and the achievement test for both groups. When the treatment process was over after 6 weeks, the post-implementation of the same questionnaires and achievement test were conducted on 31st May. Detailed procedure of the six weeks is presented in the table below:

Table 4

Weekly Schedule for Strategy Training

Session	Selected VLS	Activities
1	--	Introducing the program
		Giving timetable to the participants
		Applying achievement test and questionnaires as pre-tests
2	Teaching how to use dictionary	Frayer model
3	Teaching how to paraphrase words	Semantic word map
4	Teaching how to benefit from imagery and flashcards	--
5	Studying the sounds of the words	Keyword method
6	Teaching synonyms and antonyms Using dictionary	Words alive
7	Guessing from the context	Making meaning
8	Teaching using the new words in a sentence to clarify their meanings	Find and use
9	Teaching using the words in different concepts	Making up stories
10	Using imagery and flashcards	Picture dictation
11	Teaching parts of speech	Hopscotch game
12	--	Reapplying achievement test and questionnaires as post-tests
		Applying self-evaluation paper

Data Analysis

The quantitative data gathered through questionnaires were analyzed through Statistical Package for the Social Sciences program (IBM SPSS 25.0) to seek any relationship between autonomy and vocabulary competence. Initially, a test of normality was performed to determine whether parametric or non-parametric tests were used to analyze the gathered data. Since it may be deceptive to decide only by normality tests results, Skewness and Kurtosis values were also examined. According to the Kolmogorov-Smirnov and Shapiro-Wilk

normality tests and Skewness and Kurtosis values, it was decided that the use of parametric tests would be appropriate. Since, autonomy and vocabulary learning are the main elements of the present study, correlations between autonomy and vocabulary learning were examined by a mixed design split plot ANOVA. As descriptive statistics, the researcher employed an independent sample t-test to compare the pre-test scores of control and experimental groups to reveal the effect of autonomy on successful vocabulary learning. Then, a paired sample t-test was applied to find out any significant relationships between the test scores of experimental and control groups both before and after the treatment. Besides, repeated measure ANOVA was also used to reveal the internal variance of the groups and the variance values between groups. Additionally, an independent sample t-test was adapted to see if there is a significant relationship between autonomy and EFL vocabulary learning with respect to gender of participants.

CHAPTER IV

FINDINGS AND DISCUSSIONS

Introduction

In this section, findings related to quantitative data tools were explained through item analysis for each questionnaire and are shown in graphs. The general results of the study were also provided with respect to research questions.

Rationale for the Use of Parametric Tests

As mentioned before, while determining the analysis technique to be applied in quantitative data analysis, whether the distribution of the data is suitable for normal distribution had to be investigated. If the data show normal distribution, parametric tests are used in the analysis. Otherwise, it was more appropriate to use non-parametric tests. For this purpose, Kolmogorov-Smirnov and Shapiro-Wilk normality tests were applied to the data used in the analyses and the results are given in Table 5.

Table 5

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	*p*	Statistic	df	*P*
pre_VLS_questionnaire	.121	60	.028	.957	60	.035
post_VLS_questionnaire	.139	60	.006	.936	60	.004
pre_autonomy_ questionnaire	.076	60	.200[*]	.971	60	.167
post_autonomy_ questionnaire	.092	60	.200[*]	.971	60	.160
pre_vocabulary_test	.092	60	.200[*]	.975	60	.243
post_vocabulary_test	.195	60	.000	.904	60	.000
pre_determination strategies	.111	60	.065	.979	60	.404
post_determination strategies	.126	60	.019	.958	60	.037
pre_social_strategies	.117	60	.041	.970	60	.140
post_social_strategies	.104	60	.168	.965	60	.084
pre_memory_strategies	.107	60	.084	.955	60	.026
post_memory_strategies	.093	60	.200[*]	.983	60	.568
pre_cognitive_strategies	.093	60	.200[*]	.961	60	.053
post_cognitive_strategies	.104	60	.166	.986	60	.710
pre_metacognitive_strategies	.091	60	.200[*]	.955	60	.028
post_metacognitive_strategies	.135	60	.008	.953	60	.022

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results indicated that except for the data results such as VLS questionnaire pre-test, VLS questionnaire post-test, vocabulary post-test, determination strategies post-test, social strategies pre-test, and metacognitive strategies post-test ($p < .05$), data in this study indicated a normal distribution ($p > .05$). Yet, when the histograms of data were examined, it was seen that all data distributed approximately normal. In addition to the test scores of normality, Skewness and Kurtosis values of data were also analyzed to assure the reliability of the results. The findings of Skewness and Kurtosis values were given in the table below:

Table 6

Skewness and Kurtosis Values of Data Used in Analysis

	n	Skewness	Kurtosis
pre_VLS_questionnaire	60	-.536	-.491
post_VLS_questionnaire	60	-.708	-.242
pre_autonomy_ questionnaire	60	-.401	.214
post_autonomy_ questionnaire	60	.090	-.934
pre_vocabulary_test	60	-.047	-.844
post_vocabulary_test	60	.209	-1.446
pre_determination_strategies	60	.145	.601
post_determination_strategies	60	.011	-.940
pre_social_strategies	60	-.068	-.105
post_social_strategies	60	.004	-.958
pre_memory_strategies	60	.560	1.344
post_memory_strategies	60	.147	-.262
pre_cognitive_strategies	60	.285	.368
post_cognitive_strategies	60	-.055	.181
pre_metacognitive_strategies	60	.118	-.832
post_metacognitive_strategies	60	-.151	-.705
Valid n (listwise)	60		

Since the values for asymmetry and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution (George & Mallery, 2010), Skewness and Kurtosis values of data revealed that the data distributed normally. That is why; parametric tests were used in the present study.

Evaluation of the Items of the Vocabulary Learning Strategies Questionnaire

The Vocabulary Learning Strategies Questionnaire was administered to find out the frequency of occurrence of each strategy that was referred in the questionnaire and the treatment process. The questionnaire included 25 items and each strategy namely determination, social, memory,

cognitive, and metacognitive was supposed to be measured by at least 4 items. The participants were asked to choose the most suitable option ranging from 'never' to 'always' according to their habits in vocabulary learning strategy use.

Item 1.

"Kelimenin anlamını bulunduğu içerikten tahmin ederim."

 "I guess the meaning from the context."

The first item of VLS questionnaire is to identify participants' guessing abilities. As shown in the table 6 below, before strategy training, 'never' was not chosen by any of the participants in the control group, it was preferred by the 13.3 % of the participants in the experimental group. The percentage of the participants who responded with 'rarely' is 36.7 in the control group while it is 23.3 in the experimental group. Likewise, 33.3 % of the participants in the control group and 43.3 % of the participants in the experimental group preferred 'sometimes'. 20 % of the participants in the control group and 10 % of the participants in the experimental group chose 'often' for the first item. Lastly, 10 % of the participants in both groups declared that they 'usually' try to guess the meanings of unknown words by examining sample sentences.

Table 7

The Responses of the Participants to Item 1 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Rarely	11	36.7	36.7	36.7
		Sometimes	10	33.3	33.3	70.0
		Often	6	20.0	20.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	4	13.3	13.3	13.3
		Rarely	7	23.3	23.3	36.7
		Sometimes	13	43.3	43.3	80.0
		Often	3	10.0	10.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

According to the responses of the participants to the first item of VLS questionnaire after strategy training, the percentage of the participants who chose 'never' was 16.7 in the control group and 3.3 in the experimental group. It is obvious that there is a high percentage of decrease in the participants of the experimental group who preferred 'never' after strategy training and that was an expected result. While 30 % of the participants in the control group chose 'rarely', 16.7 % of the participants in the experimental group preferred the same option. 33.3 % of the control group and 13.3 % of the experimental group stated that they 'sometimes' use guessing strategies to find out the meanings of unknown words. 10 % of the participants in the control group and 36.7 % of the participants in the experimental group marked 'often'. At last, 10 % of the participants in the control group and 30 % of the participants in the experimental group ticked 'usually'.

Table 8

The Responses of the Participants to Item 1 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Never	5	16.7	16.7	16.7
		Rarely	9	30.0	30.0	46.7
		Sometimes	10	33.3	33.3	80.0
		Often	3	10.0	10.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental Group	Valid	Never	1	3.3	3.3	3.3
		Rarely	5	16.7	16.7	20.0
		Sometimes	4	13.3	13.3	33.3
		Often	11	36.7	36.7	70.0
		Usually	9	30.0	30.0	100.0
		Total	30	100.0	100.0	

Item 2.

"İngilizce-Türkçe sözlük kullanırım."

"I use an English-Turkish dictionary."

Table 9 shows the responses of the participants to Item 2 which questions learners' habits of dictionary use before strategy training. 10 % of the participants in the control group marked 'never' while 33.3 % of them chose 'rarely'. Other than that, 'sometimes' and 'often' were preferred by 20 % of the participants and 16.7 % of the participants stated that they 'usually' use bilingual dictionaries to reach the meanings of the new words. As for the experimental group, while 'never' was marked by 20 % of the participants, 'rarely' was chosen by 16.7 % of them. As having the highest percentage among five options, 'sometimes' was preferred by 40 % of the participants in the experimental group. 10 % of the participants preferred 'often' and 13.3 % of them declared that they 'usually' use dictionaries in word recognition.

Table 9

The Responses of the Participants to Item 2 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Never	3	10.0	10.0	10.0
		Rarely	10	33.3	33.3	43.3
		Sometimes	6	20.0	20.0	63.3
		Often	6	20.0	20.0	83.3
		Usually	5	16.7	16.7	100.0
		Total	30	100.0	100.0	
Experimental Group	Valid	Never	6	20.0	20.0	20.0
		Rarely	5	16.7	16.7	36.7
		Sometimes	12	40.0	40.0	76.7
		Often	3	10.0	10.0	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

Table 10, on the other hand, gives the results of both groups after strategy training. According to the results in table 9, 'never' was marked by 3.3 % of the participants in the control group and by none of the participants in the experimental group. The percentage of 'rarely' became 26.7 in the control group and 10 in the experimental group. 53.3 % of the participants in the control group and 23.3 % of the participants in the experimental group preferred 'sometimes'. 6.7 % of the participants in the control group and 40 % of the participants in the experimental

group stated that they 'often' benefit from dictionaries in vocabulary learning. The percentage of the participants in the control group who marked 'usually' was 10 in the control group while it was 26.7 in the experimental group.

Table 10

The Responses of the Participants to Item 2 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Never	1	3.3	3.3	3.3
		Rarely	8	26.7	26.7	30.0
		Sometimes	16	53.3	53.3	83.3
		Often	2	6.7	6.7	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental Group	Valid	Rarely	3	10.0	10.0	10.0
		Sometimes	7	23.3	23.3	33.3
		Often	12	40.0	40.0	73.3
		Usually	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

Item 3.

"İngilizce-İngilizce sözlük kullanırım."

"I use an English dictionary."

Being one of the items which refer to the use of determination strategies, Item 3 stands for the monolingual dictionary use to find out meanings of new words. The responses to Item 3 before strategy training showed that 26.7 % of the participants in both the control and the experimental group 'never' benefit from monolingual dictionaries. On the other hand, the percentage of the participants who 'rarely' do that was 33.3 in the control group and 23.3 in the experimental group. 30 % of the participants both in the control and the experimental group marked 'sometimes'. However, 6.7 % of the participant learners in the control group and 10 % of the participants in the experimental group chose 'sometimes' while 3.3 % of the

participants in the control group and again 10 % of the participants in the experimental group preferred 'usually'.

Table 11

The Responses of the Participants to Item 3 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Never	8	26.7	26.7	26.7
		Rarely	10	33.3	33.3	60.0
		Sometimes	9	30.0	30.0	90.0
		Often	2	6.7	6.7	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental Group	Valid	Never	8	26.7	26.7	26.7
		Rarely	7	23.3	23.3	50.0
		Sometimes	9	30.0	30.0	80.0
		Often	3	10.0	10.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

After strategy training, 13.3 % of the participants in the control group chose 'never' while 46.7 % of them preferred 'rarely'. In the control group, 26.7 % of the participants declared that they 'sometimes' consult monolingual dictionaries. The percentage of the participants who ticked 'often' was 10 and the percentage of the participants who preferred 'usually' in the control group was exactly the same both before and after strategy training. The experimental group, on the other hand, showed a great improvement. The percentage of the participants who marked 'never' decreased to 3.3 from 26.7. 16.7 % of the participants preferred 'rarely'. The percentage of the participants who marked 'sometimes' remained the same by 30 %. While 30% of the participants chose 'often', 20 % of the participants preferred 'usually'.

Table 12

The Responses of the Participants to Item 3 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Never	4	13.3	13.3	13.3
		Rarely	14	46.7	46.7	60.0
		Sometimes	8	26.7	26.7	86.7
		Often	3	10.0	10.0	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental Group	Valid	Never	1	3.3	3.3	3.3
		Rarely	5	16.7	16.7	20.0
		Sometimes	9	30.0	30.0	50.0
		Often	9	30.0	30.0	80.0
		Usually	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

Item 4.

"Kelimeyi atlarım ya da es geçerim."

"I skip or pass the new word."

Item 4 aims to find out whether or not learners ignore unknown words if they do not prevent them from understanding the overall meaning of the text. According to the results, 13.3 % of the participants in the control group preferred 'never' for Item 4 while 23.3 % of them marked 'rarely' before strategy training. The percentage of the participants who declared that they 'sometimes' skip or pass the unknown words unless they interrupt the flow of understanding was 36.7. And, both 'often' and 'usually' were chosen by 13.3 % of the participants in the control group before strategy training. When it comes to the experimental group, 6.7 of the participants stated that they 'never' ignore the unknown words in a particular text. The percentage of the participants who marked 'rarely' was 36.7 and 26.7 % of them preferred 'sometimes'. 5 learners in the experimental group chose 'often' that equals to 16.7 % of all the participants in the group. And finally, 13.3 % of the participants that is exactly the same percentage with the control group marked 'usually'.

Table 13

The Responses of the Participants to Item 4 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Never	4	13.3	13.3	13.3
		Rarely	7	23.3	23.3	36.7
		Sometimes	11	36.7	36.7	73.3
		Often	4	13.3	13.3	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental Group	Valid	Never	2	6.7	6.7	6.7
		Rarely	11	36.7	36.7	43.3
		Sometimes	8	26.7	26.7	70.0
		Often	5	16.7	16.7	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

The responses of the participants changed after strategy training as it was expected. 30 % of the participants in the control group and 16.7 % of the participants in the experimental group preferred 'never' after strategy training. The increase in the number of the participants who preferred 'never' in the experimental group even after strategy training was an unexpected outcome and may be seen as a downfall of the training due to unforeseen circumstances. 6 participants in the control group and 8 participants in the experimental group chose 'rarely' for Item 4 after strategy training that equals to 20 % and 26.7 % respectively. 36.7 % of the participants in both groups marked 'sometimes'. The percentage of the participants who preferred 'often' in the control group was 10 while none of the participants in the experimental group chose that option. At last, 3.3 % of the participants in the control group and 20 % of the participants in the experimental group marked 'usually'.

Table 14

The Responses of the Participants to Item 4 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Never	9	30.0	30.0	30.0
		Rarely	6	20.0	20.0	50.0
		Sometimes	11	36.7	36.7	86.7
		Often	3	10.0	10.0	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental Group	Valid	Never	5	16.7	16.7	16.7
		Rarely	8	26.7	26.7	43.3
		Sometimes	11	36.7	36.7	80.0
		Usually	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

Item 5.

"Kelimenin türüne bakarım (isim, sıfat, vb.)."

"I check the part-of-speech (noun, verb, etc.)."

Item 5 stands for the learners' ability to identify parts of speech of an unknown word before its meaning. Before strategy training, the participants in the control group only preferred 'never', 'rarely', and 'sometimes' with 40 %, 30 %, and again 30 % respectively. However, the participants in the experimental group chose all five options with different percentages. According to the results, 30 % of the participants preferred 'never' while both 'rarely' and 'sometimes' were marked by 26.7 % of them. The percentage of the participants who claimed that they examine parts of speech of an unknown word before trying to find out its meaning was 10. The rest of the participants who constituted 6.7 % of all participants in the experimental group chose 'usually'.

Table 15

The Responses of the Participants to Item 5 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	12	40.0	40.0	40.0
		Rarely	9	30.0	30.0	70.0
		Sometimes	9	30.0	30.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	9	30.0	30.0	30.0
		Rarely	8	26.7	26.7	56.7
		Sometimes	8	26.7	26.7	83.3
		Often	3	10.0	10.0	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

After strategy training, the percentage of the participants who preferred 'never' became 23.3 in the control group and 10 in the experimental group. While 43.3 % of the participants in the control group chose 'rarely', the percentage of the ones who preferred the same option in the experimental group was 20. 16.7 % of the control group and 33.3 % of the experimental group preferred 'sometimes'. 13.3 % of both groups declared that they examine whether an unknown word is a noun or a verb before trying to find its meaning. Finally, 3.3 % of the participants in the control group and 23.3 % of the participants in the experimental group marked 'usually'.

Table 16

The Responses of the Participants to Item 5 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	7	23.3	23.3	23.3
		Rarely	13	43.3	43.3	66.7
		Sometimes	5	16.7	16.7	83.3
		Often	4	13.3	13.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	3	10.0	10.0	10.0
		Rarely	6	20.0	20.0	30.0
		Sometimes	10	33.3	33.3	63.3
		Often	4	13.3	13.3	76.7
		Usually	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

Item 6.

"Anlamını çözebilmek için kelimenin önekine, köküne ve aldığı takıya bakarım. (Örneğin; unaccepted, -un, -accept, -ed)."

"I check prefixes, suffixes, and word roots to discover meaning (e.g., unaccepted, -un,-accept, -ed)."

Item 6 aims to measure whether learners benefit from their knowledge on prefixes and suffixes when figuring out the meaning of unknown words. According to the results of VLS questionnaire before strategy training, the percentage of the participants who marked 'never' was 20 % in both groups. Again 20 % of the participants in the control group and 26.7 % of the participants in the experimental group chose 'rarely'. 40 % of the participants in the control group declared that they 'sometimes' pay attention to the prefixes and suffixes that an unknown word takes to find out the meaning while 33.3 % of the participants in the experimental group stated the same opinion. 13.3 % of the participants in the control group and 10 % of the participants in the experimental group preferred 'often' for the 6th Item. On the other hand, 6.7 % of the participants in the control group and 10 % of the participants in the experimental group chose 'usually' before strategy training.

Table 17

The Responses of the Participants to Item 6 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	6	20.0	20.0	20.0
		Rarely	6	20.0	20.0	40.0
		Sometimes	12	40.0	40.0	80.0
		Often	4	13.3	13.3	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	6	20.0	20.0	20.0
		Rarely	8	26.7	26.7	46.7
		Sometimes	10	33.3	33.3	80.0
		Often	3	10.0	10.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

When it comes to the results after strategy training, 10 % of the participants in the control group marked 'never' while 30 % of them preferred 'rarely'. The percentage of the participants who chose 'sometimes' was 36.7 and the percentage of the ones who preferred 'usually' was 6.7. 16.7 % of the participants, on the other hand, chose 'usually'. As for the experimental group, the percentage of the participants who marked both 'never' and 'rarely' was measured as 6.7. 9 participants that equals to 30 % of learners in the experimental group preferred 'sometimes'. The percentage of the participants who chose 'often' became 26.7 and 30 % of the participants chose 'usually'.

Table 18

The Responses of the Participants to Item 6 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	3	10.0	10.0	10.0
		Rarely	9	30.0	30.0	40.0
		Sometimes	11	36.7	36.7	76.7
		Often	2	6.7	6.7	83.3
		Usually	5	16.7	16.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	2	6.7	6.7	6.7
		Rarely	2	6.7	6.7	13.3
		Sometimes	9	30.0	30.0	43.3
		Often	8	26.7	26.7	70.0
		Usually	9	30.0	30.0	100.0
		Total	30	100.0	100.0	

Item 7.

"Anlamını çözebilmek için resim veya kullanılan jest ve mimiklere bakarım."
"I look at pictures or gestures to understand meaning."

Being the last item that stands for determination strategies, Item 7 aims to measure the participants' ability to use visual cues for the sake of reaching the meaning of unknown words. Table 19 shows the participants' answers to Item 7 in both groups before strategy training. According to the results, 10 % of the participants in the control and 20 % of the participants in the experimental group marked 'never'. The percentage of the participants who chose 'rarely' was 23.3 in the control group and 26.7 in the experimental group. 30 % of the participants in the control group and 13.3 % of the participants in experimental group responded that they 'sometimes' use visuals or gestures to define the meaning of an unknown word. 23.3 % of the participants in the control group and 20 % of the participants in the experimental group, on the other hand, marked 'often'. The percentage of the participants who chose 'usually' in the control and the experimental group was 13.3 and 20 respectively.

Table 19

The Responses of the Participants to Item 7 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	3	10.0	10.0	10.0
		Rarely	7	23.3	23.3	33.3
		Sometimes	9	30.0	30.0	63.3
		Often	7	23.3	23.3	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	6	20.0	20.0	20.0
		Rarely	8	26.7	26.7	46.7
		Sometimes	4	13.3	13.3	60.0
		Often	6	20.0	20.0	80.0
		Usually	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

After strategy training, on the other hand, it is possible to see a remarkable change especially in the results of the experimental group when compared with the results before strategy training. First, none of the participants in neither the control nor the experimental group chose 'never'. 33.3 % of the participants in the control group and 10 % of participants in the experimental group chose 'rarely'. The percentage of the participants who declared they 'often' benefit visuals while learning vocabulary was 26.7 in the control group and 40 in the experimental group. The option 'usually' was preferred by 20 % of the participants in the control group and 12 learners that is equal to 40 % of the whole group in the experimental group.

Table 20

The Responses of the Participants to Item 7 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Rarely	10	33.3	33.3	33.3
		Sometimes	6	20.0	20.0	53.3
		Often	8	26.7	26.7	80.0
		Usually	6	20.0	20.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Rarely	3	10.0	10.0	10.0
		Sometimes	3	10.0	10.0	20.0
		Often	12	40.0	40.0	60.0
		Usually	12	40.0	40.0	100.0
		Total	30	100.0	100.0	

Item 8.

"Bir öğretmenden kelimeyi İngilizce başka sözcüklerle açıklamasını veya kelimenin İngilizcede eş anlamlısını söylemesini isterim."

"I ask a teacher for a paraphrase or synonym."

With the 8th Item, it was aimed to measure the participants' inferring ability. Table 21 shows how often participants ask for an explanation from their teachers to figure out the meaning of the unknown words. According to results, 23.3 % of participants in both the control and the experimental group 'never' consult their teachers' explanation. The percentage of the participants who preferred 'rarely' was 30 and 36.7 in the control and the experimental group respectively. While 33.3 % of participants in the control group marked 'sometimes', 13.3 % of the participants in the experimental group ticked the same option for Item 8. 10 % of the participants in both groups chose 'often'. On the other hand, only 3.3 % of participants in the control group and 16.7 % of the participants in the experimental group responded with 'usually'.

Table 21

The Responses of the Participants to Item 8 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	7	23.3	23.3	23.3
		Rarely	9	30.0	30.0	53.3
		Sometimes	10	33.3	33.3	86.7
		Often	3	10.0	10.0	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	7	23.3	23.3	23.3
		Rarely	11	36.7	36.7	60.0
		Sometimes	4	13.3	13.3	73.3
		Often	3	10.0	10.0	83.3
		Usually	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

After strategy training, the percentage of the participants who preferred 'never' was 6.7 while the percentage of the participants who chose both 'rarely' and 'sometimes' was 26.7 in the control group. 13.3 % of the participants marked 'often' and 26.7 % of them preferred 'usually'. As for the experimental group, the percentage of the participants who marked 'never' decreased to 3.3. 10 % of participants chose 'rarely' and the percentage of the participants who declared that they 'sometimes' ask for explanations or synonyms of unknown words became 30. 20 % of the whole group preferred 'often' while 36.7 % of participants ticked 'usually'.

Table 22

The Responses of the Participants to Item 8 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	2	6.7	6.7	6.7
		Rarely	8	26.7	26.7	33.3
		Sometimes	8	26.7	26.7	60.0
		Often	4	13.3	13.3	73.3
		Usually	8	26.7	26.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	1	3.3	3.3	3.3
		Rarely	3	10.0	10.0	13.3
		Sometimes	9	30.0	30.0	43.3
		Often	6	20.0	20.0	63.3
		Usually	11	36.7	36.7	100.0
		Total	30	100.0	100.0	

Item 9.

"Kavram haritaları kullanırım (Birbirleriyle bağlantılı olan kelime ve kavramları gösteren diyagramlar)."

"I use semantic maps (i.e., diagrams that show the words and phrases which are connected to each other)."

The researcher aimed to define whether learners use semantic maps to figure out the meanings of the unknown words with Item 9. As shown in Table 23, 33.3 % of the participants in the control group and 26.7 % of participants in the experimental group preferred 'never'. The percentage of the participants who thought that using diagrams that show the words and phrases which are connected to each other is 'rarely' a useful way to organize vocabulary was 20 in the control group and 23.3 in the experimental group. 'Sometimes', on the other hand, was chosen by 43.3 % of participants in the control group and 40 % of the participants in the experimental group. While the percentages of the participants who marked 'often' were 3.3 and 10 in the control and the experimental group respectively, none of the participants in neither the control nor the experimental group chose 'usually' and this shows that the learners' tendency was mainly negative towards the 9th Item before strategy training.

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Table 23

The Responses of the Participants to Item 9 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	10	33.3	33.3	33.3
		Rarely	6	20.0	20.0	53.3
		Sometimes	13	43.3	43.3	96.7
		Often	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	8	26.7	26.7	26.7
		Rarely	7	23.3	23.3	50.0
		Sometimes	12	40.0	40.0	90.0
		Often	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

After strategy training, 16.7 % of the participants in the control group chose 'never' while none of the participants in the experimental group preferred it. The percentages of participants who marked 'rarely' were 50 and 3.3 in the control and the experimental group respectively. 26.7 % of the participants in the control group and 43.3 % of the others in the experimental group declared that they need to be provided with semantic maps of the unknown words by their teachers or create their own diagrams to be able to understand the logic of related words. Furthermore, the percentage of the participants who marked 'often' remained the same with 3.3 in the control group while it increased to 30 in the experimental group. At last, 3.3 % of the participants in control group responded with 'usually' and the percentage of the participants who declared the same opinion in the experimental group was measured as 23.3.

Table 24

The Responses of the Participants to Item 9 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	5	16.7	16.7	16.7
		Rarely	15	50.0	50.0	66.7
		Sometimes	8	26.7	26.7	93.3
		Often	1	3.3	3.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Rarely	1	3.3	3.3	3.3
		Sometimes	13	43.3	43.3	46.7
		Often	9	30.0	30.0	76.7
		Usually	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

Item 10.

"Bir öğretmenden yeni kelimeyi cümle içinde kullanmasını isterim."

"I ask a teacher for a sentence using the new word."

Item 10 aims to measure one of the social strategies, which is the ability of learners to benefit sample sentences to find out the meaning of an unknown word. As it is shown in Table 25 below, 30 % of the participants in the control group preferred 'never' while 10 % of the participants in the experimental group expressed that they 'never' ask for a sample sentence that includes the unknown word from their teachers. The percentages of the participants who marked 'rarely' were 26.7 and 40 in the control and the experimental group respectively. 'Sometimes' was preferred by 16.7 % of the participants in the control group and 23.3 % of the participants in the experimental group. 6 participants that is equal to 20 % of the control group marked 'often' while 23.3 % of the participants in the experimental group ticked the same option. Finally, 6.7 % of the participants in the control group and 3.3 % of the participants in the experimental group preferred 'usually' according to the results of VLS questionnaire before strategy training.

Table 25

The Responses of the Participants to Item 10 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	9	30.0	30.0	30.0
		Rarely	8	26.7	26.7	56.7
		Sometimes	5	16.7	16.7	73.3
		Often	6	20.0	20.0	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	3	10.0	10.0	10.0
		Rarely	12	40.0	40.0	50.0
		Sometimes	7	23.3	23.3	73.3
		Often	7	23.3	23.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	

After strategy training, the percentage of the participants who preferred 'never' was 10 while 9 participants that equals to 30 % of the control group marked 'rarely'. 'Sometimes' was chosen by 40 % of the participants while both 'often' and 'usually' were preferred by 10 % of the participants in the control group. When it comes to the results of the experimental group, 6.7% of the participants chose 'never' and 3.3 % of them claimed that they rarely need to be provided with sample sentences that include unknown words from their teachers. The percentage of the participants who marked 'sometimes' revealed to be 16.7. While 33.3 % of the participants chose 'often', the percentage of the participants who ticked 'usually' increased to 40 after strategy training.

Table 26

The Responses of the Participants to Item 10 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	3	10.0	10.0	10.0
		Rarely	9	30.0	30.0	40.0
		Sometimes	12	40.0	40.0	80.0
		Often	3	10.0	10.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	2	6.7	6.7	6.7
		Rarely	1	3.3	3.3	10.0
		Sometimes	5	16.7	16.7	26.7
		Often	10	33.3	33.3	60.0
		Usually	12	40.0	40.0	100.0
		Total	30	100.0	100.0	

Item 11.

"Sınıf arkadaşlarıma sorarım."

"I ask my classmates."

Being one of the items that measures the participants' social strategy use, Item 11 examines participants' ability to negotiate with their classmates to figure out the meanings of unknown words. Table 27 below shows the responses that participants gave to Item 11 before strategy training. According to the results, 23.3 % of the participants in the control group and 13.3 % of the participants in the experimental group stated that they 'never' try to find out the meanings of unknown words by consulting their friends. The percentages of the participants who marked 'rarely' were 33.3 and 20 in the control and the experimental group respectively. The ones who preferred 'sometimes', on the other hand, constituted 20 % of the participants in the control group and 36.7 % of the participants in the experimental group. 16.7 % of the participants in the control group and 10 % of the participants in the experimental group asserted that they 'often' look for a chance to take their friends' opinion for the sake of

grasping meanings of unknown words. 'Usually' was preferred by 6.7 % of the participants in the control group and 20 % of the participants in the experimental group.

Table 27

The Responses of the Participants to Item 11 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	7	23.3	23.3	23.3
		Rarely	10	33.3	33.3	56.7
		Sometimes	6	20.0	20.0	76.7
		Often	5	16.7	16.7	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	4	13.3	13.3	13.3
		Rarely	6	20.0	20.0	33.3
		Sometimes	11	36.7	36.7	70.0
		Often	3	10.0	10.0	80.0
		Usually	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

When the learners in the control group were asked whether or not they benefit from the word knowledge of their classmate to identify the meanings of the unknown words, none of them chose 'never' after strategy training. Majority of the participants, with a percentage of 36.7 preferred 'rarely'. The percentage of the participants who preferred 'sometimes' became 33.3. 20 % of the participants marked 'often' while 10 % of them preferred 'usually'. 6.7 % of the participants in the experimental group, on the other hand, chose 'never' while 10 % of them claimed they 'rarely' try to reach meanings of unknown words by asking their classmates' opinion. Majority of the participants, with a percentage of 40, chose 'sometimes'. 6 participants that makes up 20 % of the whole experimental group marked 'often' while 23.3 % of them preferred 'usually'.

Table 28

The Responses of the Participants to Item 11 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Rarely	11	36.7	36.7	36.7
		Sometimes	10	33.3	33.3	70.0
		Often	6	20.0	20.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	2	6.7	6.7	6.7
		Rarely	3	10.0	10.0	16.7
		Sometimes	12	40.0	40.0	56.7
		Often	6	20.0	20.0	76.7
		Usually	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

Item 12.

"Anlamı bir grup aktivitesi içinde öğrenirim."

"I learn the meaning in group work."

According to the responses given to Item 12 by the participants in the control group before the strategy training, the percentage of the participants who asserted that they 'never' benefit from group work to learn new words was 13.3. Majority of the participants with a percentage of 40 preferred 'rarely'. However, the percentages of the ones who marked both 'sometimes' and 'often' were measured as 20. 'Usually', on the other hand, was preferred by only 6.7 % of the participants in the control group. The percentage of the participants who selected both 'never' and 'rarely' was 16.7% in the experimental group. One third of the experimental group that refers to 33.3 % of the whole group preferred 'sometimes' while 26.7 % them marked 'often'. Only 6.7 % of the learners in the experimental group declared that they 'usually' try to learn new words during a group work.

Table 29

The Responses of the Participants to Item 12 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	4	13.3	13.3	13.3
		Rarely	12	40.0	40.0	53.3
		Sometimes	6	20.0	20.0	73.3
		Often	6	20.0	20.0	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	5	16.7	16.7	16.7
		Rarely	5	16.7	16.7	33.3
		Sometimes	10	33.3	33.3	66.7
		Often	8	26.7	26.7	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

After strategy training, the percentage of the participants who selected 'never' remained the same with a percentage of 13.3 in the control group while it decreased to 10 in the experimental group. while 33.3 % of the participants in the control group marked 'rarely' after strategy training, only 3.3 % of the experimental group stated the same idea. 'Sometimes', on the other hand, was preferred by 26.7 % of the participants in both the control and the experimental group. While 13.3 % of the participants in the control group marked 'often', the percentage of the participants who preferred the same option became 33.3. At last, the percentages of the participants who declared that they 'usually' make a conscious effort to learn new words while studying with their friends were revealed 13.3 and 26.7 in the control and the experimental group respectively.

Table 30

The Responses of the Participants to Item 12 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	4	13.3	13.3	13.3
		Rarely	10	33.3	33.3	46.7
		Sometimes	8	26.7	26.7	73.3
		Often	4	13.3	13.3	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	3	10.0	10.0	10.0
		Rarely	1	3.3	3.3	13.3
		Sometimes	8	26.7	26.7	40.0
		Often	10	33.3	33.3	73.3
		Usually	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

Item 13.

"Kelimeyi eş ve zıt anlamlarıyla bağdaştırırım."

"I connect the word to its synonyms (e.g., irritated – annoyed) and antonyms (e.g., dead – alive)."

Being the first item that aims to measure learners' ability to use memory strategies, Item 13 focused on whether learners match the unknown words with their antonyms and synonyms that they have already know in their mind to remember and retain when necessary. According to the responses of the learners before strategy training, we may state that all options were marked somehow by the participants in both groups. 16.7 % of the participants in the control group preferred 'never' while the percentage of the participants who marked 'never' in the experimental group was higher with a percentage of 30. 'Rarely' was selected by 36.7 % of the participants in the control group and 6.7 % of the learners in the experimental group. 23.3 % of the participants in the control group and 30 % of the participants in experimental group declared that they 'sometimes' code new words with their antonyms and synonyms that have learnt before to remember them easily. The percentages of the participants who preferred 'often' were measured as 16.7 and 6.7 in the control and the experimental group respectively.

As shown in Table 31, only 6.7 % of the participants in the control group and 16.7 % of the experimental group marked 'usually'.

Table 31

The Responses of the Participants to Item 13 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	5	16.7	16.7	16.7
		Rarely	11	36.7	36.7	53.3
		Sometimes	7	23.3	23.3	76.7
		Often	5	16.7	16.7	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	9	30.0	30.0	30.0
		Rarely	5	16.7	16.7	46.7
		Sometimes	9	30.0	30.0	76.7
		Often	2	6.7	6.7	83.3
		Usually	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

After strategy training, the results of the control group did not show a remarkable change. Ten percent of participants responded with 'never' while 33.3 % of them with 'rarely'. Similarly, while 30 % of the participants chose 'sometimes', 'often' was selected by 10 % of them. 16.7 % of the participants, on the other hand, chose 'usually'. As for the experimental group, it can be said that there was a remarkable increase toward effective strategy use. According to results, the percentage of the participants who marked 'never' showed a great decrease and became 3.3. 6.7 % of the participants, on the other hand, preferred 'rarely'. 26.7 % of the participants declared that they 'sometimes' make use of antonyms and synonyms of the unknown words to remember the meanings of the words while 36.7 % of responded with 'often'. Moreover, the percentage of the participants who preferred 'usually' became 26.7. The increase in the results, especially in the experimental group, showed that strategy training helped learners to become aware of strategy use and make use of it in vocabulary learning.

Table 32

The Responses of the Participants to Item 13 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	3	10.0	10.0	10.0
		Rarely	10	33.3	33.3	43.3
		Sometimes	9	30.0	30.0	73.3
		Often	3	10.0	10.0	83.3
		Usually	5	16.7	16.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	1	3.3	3.3	3.3
		Rarely	2	6.7	6.7	10.0
		Sometimes	8	26.7	26.7	36.7
		Often	11	36.7	36.7	73.3
		Usually	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

Item 14.

"Kelimeyi kendi kendime sözlü olarak tekrar ederim."

"I repeat the word to myself."

Emphasizing the use of memory strategies in vocabulary learning, Item 14 aims to measure how often participants repeat the new words aloud for the sake of remembering them. According to the results before strategy training as seen in Table 33, more than half of the participants that equals to 53.3 % of the control group marked 'never' while again majority of the participants that is 56.7 % of the experimental group stated the same opinion. The percentages of the participants who declared that they 'rarely' benefit from repeating aloud for the sake of remembering new words were measured as 23.3 and 20 in the control and the experimental group respectively. 20 % of the participants in the control group and 10 % of the participants in the experimental group preferred 'sometimes' for Item 14 before strategy training. Only 3.3 % of the participants in the control group marked 'often' while 6.7 % of the participants in the experimental group did so. At last, none of the participants in the control group chose 'usually' but 6.7 % of the participants were found to do so.

Table 33

The Responses of the Participants to Item 14 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	16	53.3	53.3	53.3
		Rarely	7	23.3	23.3	76.7
		Sometimes	6	20.0	20.0	96.7
		Often	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	17	56.7	56.7	56.7
		Rarely	6	20.0	20.0	76.7
		Sometimes	3	10.0	10.0	86.7
		Often	2	6.7	6.7	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

The rates shown in Table 34 below indicate that nearly half of the participants in the control group with a percentage of 46.7 chose 'never' after strategy training. The percentage of the participants who declared that they 'rarely' repeat new words was measured as 30. None of the participants, on the other hand, chose 'often' and 'usually' was preferred by 10 % of the participants in the control group. The results of the experimental group after strategy training seemed to be gathered around options that refer average rates of strategy use. Expressing this thought in numbers, 33.3 % of the participants preferred 'rarely', while the percentage who marked 'sometimes' was 36.7 and the percentage of the ones who chose 'often' was 23.3. The percentages of the participants who preferred both 'never' and 'usually', on the other hand, were only 3.3.

Table 34

The Responses of the Participants to Item 14 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	14	46.7	46.7	46.7
		Rarely	9	30.0	30.0	76.7
		Sometimes	4	13.3	13.3	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	1	3.3	3.3	3.3
		Rarely	10	33.3	33.3	36.7
		Sometimes	11	36.7	36.7	73.3
		Often	7	23.3	23.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	

Item 15.

"Kelimeyi aynı konudaki başka kelimeler ile bağdaştırırım (örneğin; furniture, table, chair)."

"I associate the word with its coordinates (e.g., fruit = pears, cherries, peaches…)."

Item 15 aims to define the rate of participants using grouping activities to learn new words. As seen in the table below, 'never' was chosen by 23.3 % of the participants in the control group and 20 % of the participants in the experimental group. The percentages of the participants who declared that they 'rarely' remember the new words by grouping them with respect to their meanings were 43.3 and 36.7 in the control and the experimental group respectively. 'Sometimes', on the other hand, was preferred by 20 % of the participants in the control group and 16.7 % of the participants in the experimental group. 10 % of learners in the control group and 20 % of the learners in the experimental group marked 'often' for Item 15 before strategy training. Finally, only 1 learner in the control group and 2 learners in the experimental group that refer to 3.3 % and 6.7 % of the entire group respectively chose 'usually'.

Table 35

The Responses of the Participants to Item 15 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	7	23.3	23.3	23.3
		Rarely	13	43.3	43.3	66.7
		Sometimes	6	20.0	20.0	86.7
		Often	3	10.0	10.0	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	6	20.0	20.0	20.0
		Rarely	11	36.7	36.7	56.7
		Sometimes	5	16.7	16.7	73.3
		Often	6	20.0	20.0	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

Table 36 displays the learners' answers to Item 15 after strategy training. As seen in the table, 13.3 % of the participants in the control group chose 'never' while 33.3 % of them preferred 'rarely'. 'Sometimes' was chosen by the majority of the participants with a percentage of 40. 10 % of the participants claimed that they 'often' group words regarding to their meanings to be able to remember them easily. However, the percentage of the participants who chose 'usually' remained same with a percentage of 3.3. After taking strategy training, 6.7 % of the participants in the experimental group chose 'never' while the percentage of the ones who preferred 'rarely' decreased to 13.3. The percentage of the ones who chose 'sometimes' became 30. 26.7 % of the participants marked 'often' while 23.3 % them chose 'usually'.

Table 36

The Responses of the Participants to Item 15 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	4	13.3	13.3	13.3
		Rarely	10	33.3	33.3	46.7
		Sometimes	12	40.0	40.0	86.7
		Often	3	10.0	10.0	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	2	6.7	6.7	6.7
		Rarely	4	13.3	13.3	20.0
		Sometimes	9	30.0	30.0	50.0
		Often	8	26.7	26.7	76.7
		Usually	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

Item 16.

"Nesnelerin üzerine İngilizce kelimelerini gösteren etiketler yapıştırırım."

"I put English labels on physical objects."

As being the last item that measures the participants' use of memory strategies, Item 16 aims to define to what extent learners try to remember the meanings of unknown vocabulary items by labelling them with concrete subjects. Table 37 shows the participants' answers that they gave for Item 16 before strategy training. Considering results on the basis of the groups, 23.3 % of the participants in the control group declared that they 'never' label objects with unknown words that they belong to while 36.7 % of them stated that they 'rarely' do so. The percentages of the participants who chose 'sometimes' and 'often' were 20 and 13.3 respectively. At last, 'usually' was preferred only by 6.7 % of the participants.

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Table 37

The Responses of the Participants to Item 16 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	7	23.3	23.3	23.3
		Rarely	11	36.7	36.7	60.0
		Sometimes	6	20.0	20.0	80.0
		Often	4	13.3	13.3	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	11	36.7	36.7	36.7
		Rarely	8	26.7	26.7	63.3
		Sometimes	6	20.0	20.0	83.3
		Often	4	13.3	13.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	

After strategy training, the percentage of the participants who marked 'never' became 13.3 while 16.7 of them stated that they 'rarely' make use of labelling strategy to remember the meanings of new words. Nearly half of the participants, on the other hand, marked 'sometimes' with a percentage of 43.3. Again 16.7 % of the participants chose 'often' while 'usually' was chosen by 10 % of them. In the experimental group, it is possible to see an enormous decrease in the percentage of the participants who chose 'never' with a percentage of only 6.7. 10 % of them preferred 'rarely' and 'sometimes' was chosen by 26.7 % of the participants in the experimental group after strategy training. The percentage of the participants who preferred 'often' became 36.7 that refers to one-third increase. Finally, 'usually' was chosen by 6 participant learners that equals to the 20 % of whole experimental group after strategy training.

Table 38

The Responses of the Participants to Item 16 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	4	13.3	13.3	13.3
		Rarely	5	16.7	16.7	30.0
		Sometimes	13	43.3	43.3	73.3
		Often	5	16.7	16.7	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	2	6.7	6.7	6.7
		Rarely	3	10.0	10.0	16.7
		Sometimes	8	26.7	26.7	43.3
		Often	11	36.7	36.7	80.0
		Usually	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

Item 17.

"Kelimenin telaffuzunu çalışırım."

"I study the spelling of the word."

Item 17 and the next four items stand for learners' cognitive strategy use. It is aimed to define how often learners study the spellings of the new words with the 17th item. 26.7 % of the participants in the control group declared that they 'never' check the correct spellings of the words while both 'rarely' and 'sometimes' were preferred by 30 % of the participants. The percentages of the participants who chose both 'often' and 'usually' were measured as 6.7. In the experimental group, 'never' and 'rarely' were the most selected options with the percentages of 30 and 36.7 respectively. 16.7 % of the participants, on the other hand, preferred 'sometimes'. While 10 % of them selected 'often', only 6.7 % of the participants in the experimental group stated that they 'usually' learn how to spell new words.

Table 39

The Responses of the Participants to Item 17 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	8	26.7	26.7	26.7
		Rarely	9	30.0	30.0	56.7
		Sometimes	9	30.0	30.0	86.7
		Often	2	6.7	6.7	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	9	30.0	30.0	30.0
		Rarely	11	36.7	36.7	66.7
		Sometimes	5	16.7	16.7	83.3
		Often	3	10.0	10.0	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

After strategy training, on the other hand, the percentages of the participants who chose both 'never' and 'rarely' were 26.7 in the control group. 20 % of the participants stated that they 'sometimes' consult dictionaries or other sources for the correct spellings of the new words considering their meanings at the same time. At last, both 'often' and 'usually' were preferred by 4 students that equals to 13.3 % in the entire group. Only 3.3 % of the participants in the experimental group, marked 'never' after strategy training. Nearly one-third of the participants chose 'rarely' with a percentage of 30 while 'sometimes' was chosen by 16.7 %. The percentages of the ones who preferred 'often' and 'usually' showed a great increase and became 23.3 and 26.7 respectively.

Table 40

The Responses of the Participants to Item 17 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	8	26.7	26.7	26.7
		Rarely	8	26.7	26.7	53.3
		Sometimes	6	20.0	20.0	73.3
		Often	4	13.3	13.3	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	1	3.3	3.3	3.3
		Rarely	9	30.0	30.0	33.3
		Sometimes	5	16.7	16.7	50.0
		Often	7	23.3	23.3	73.3
		Usually	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

Item 18.

"Kelimeyi cümle içinde kullanırım."

"I use the new word in a sentence."

Item 18 aims to measure mental processing ability of learners as the previous item. According to the results shown in Table 41, one-third of the participants in the control group that refer to the 33.3 % of the whole group and 20 % of the participants in the experimental group preferred 'never'. The percentages of the ones who declared that they 'rarely' write different sentences that includes the new words that they learn were 26.7 and 40 in the control group and the experimental group respectively. 'Sometimes', on the other hand, was chosen by 20 % of the participants in the control group and 30 % of the participants in the experimental group. The number of the participants who marked 'often' and 'usually' were rather low when it was compared to other options. 13.3 % of the participants in the control group chose 'often' while only 3.3 % of the participants in the experimental group did so. At last, 'usually' was selected by only 2 learners in each group that refers to 6.7 % of the whole group.

Table 41

The Responses of the Participants to Item 18 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	10	33.3	33.3	33.3
		Rarely	8	26.7	26.7	60.0
		Sometimes	6	20.0	20.0	80.0
		Often	4	13.3	13.3	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	6	20.0	20.0	20.0
		Rarely	12	40.0	40.0	60.0
		Sometimes	9	30.0	30.0	90.0
		Often	1	3.3	3.3	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

Table 42 below shows the responses of participants to the 18th item after strategy training. Obtained results showed a higher tendency towards a positive attitude with respect to strategy use when it was compared to the pre-test results. According to the results, 20 % of the participants in the control group chose 'never' while 23.3 % of them preferred 'rarely'. 'Sometimes' was preferred by 26.7 % the participants and the percentages of the ones who marked 'often' and 'usually' were 20 and 10 respectively. In the experimental group, on the other hand, only 1 learner that refers to the 3.3 % of the whole group preferred 'never'. The percentage of the ones who chose 'rarely' decreased to 13.3 while the majority of participants selected 'sometimes' with a percentage of 43.3. 23.3 % of the participants chose 'often' while 16.7 % of them marked 'usually' after strategy training.

Table 42

The Responses of the Participants to Item 18 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	6	20.0	20.0	20.0
		Rarely	7	23.3	23.3	43.3
		Sometimes	8	26.7	26.7	70.0
		Often	6	20.0	20.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	1	3.3	3.3	3.3
		Rarely	4	13.3	13.3	16.7
		Sometimes	13	43.3	43.3	60.0
		Often	7	23.3	23.3	83.3
		Usually	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

Item 19.

"Kelimeleri bir hikâye içinde bir araya getiririm."

"I group the words together within a storyline."

Item 19 aims to measure the frequency of learners' responses in terms of their habits to group the words that they learn together within a storyline. Table 43 below shows the results of the 19th Item before strategy training. As it was understood from the pre-test results, making up short stories that include new words that participants learn was not a favored activity in both groups. According to the results, nearly two-third of the participants in the control group that equals to 63.3% of the entire group and again slightly more than half of the participants in the experimental group that refers to 53.3 % of the whole group declared that they 'never' write short stories with new words. 13.3 % of the participants in the control group and 26.7 % of the participants in the experimental group marked 'rarely' for the 19th Item before strategy training. 'Sometimes' was chosen by 16.7 % of the participants in the control group and 13.3 % of the participants in the experimental group. The percentage of the ones who selected both 'often' and 'usually' in the control group was 3.3 each. In the experimental group, on the other hand, 'often' was marked by 6.7 % the participants while none of them chose 'usually'.

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Table 43

The Responses of the Participants to Item 19 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	19	63.3	63.3	63.3
		Rarely	4	13.3	13.3	76.7
		Sometimes	5	16.7	16.7	93.3
		Often	1	3.3	3.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	16	53.3	53.3	53.3
		Rarely	8	26.7	26.7	80.0
		Sometimes	4	13.3	13.3	93.3
		Often	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

Considering the post-test results, it is possible to see that the percentage of the participants who chose 'never' in the control group remained same with a percentage of 63.3. 'Rarely' was chosen by 16.7 % of them while other three options were preferred by equal numbers of the participants that refer to 6.7 % of them each. As it was expected, post-test results were more positive in the experimental group although the pre-test results were gathered mostly around 'never' and 'rarely'. This showed that strategy training mostly achieved its goal. According to the results that was obtained after strategy training, the percentage of the participants who declared that they 'never' write short stories with new words they learn decreased to 23.3. While 26.7 % of the participants chose 'rarely', the percentage of the ones who preferred 'sometimes' became 10. 'Often' and 'usually', on the other hand were marked by 20 % of the learners.

Table 44

The Responses of the Participants to Item 19 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	19	63.3	63.3	63.3
		Rarely	5	16.7	16.7	80.0
		Sometimes	2	6.7	6.7	86.7
		Often	2	6.7	6.7	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	7	23.3	23.3	23.3
		Rarely	8	26.7	26.7	50.0
		Sometimes	3	10.0	10.0	60.0
		Often	6	20.0	20.0	80.0
		Usually	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

Item 20.

"Kelime hakkında notlar alırım."

"I take notes about the new words."

Item 20 was asked to the participants to reveal whether they benefit note-taking strategy to find out the meanings of unknown words that they come across or not. Table 45 shows responses of the participants before strategy training. As seen in the table, 16.7 % of the learners in the control group and 26.7 % of the learners in the experimental group chose 'never'. 23.3 % of the participants in the control group and 40 % of the participants in the experimental group declared that they 'rarely' write the new words down to search for their meaning afterwards. 'Sometimes' was preferred by 33.3 % of the participants in the control group and 16.7 % of the participants in the experimental group. 6 learners that refer to 20 % of the entire control group selected 'often' for the 20th Item while none of the participants in the experimental group marked it. At last, the percentages of the ones who selected 'usually' were 6.7 and 16.7 in the control and the experimental group respectively.

Table 45

The Responses of the Participants to 20 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	5	16.7	16.7	16.7
		Rarely	7	23.3	23.3	40.0
		Sometimes	10	33.3	33.3	73.3
		Often	6	20.0	20.0	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	8	26.7	26.7	26.7
		Rarely	12	40.0	40.0	66.7
		Sometimes	5	16.7	16.7	83.3
		Usually	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

After strategy training, on the other hand, the percentages of the participants who stated they 'never' take notes of unknown words to search afterwards were 10 in the control group and 6.7 in the experimental group. 20 % of the participants in the control group and 6.7 % of the participants in the experimental group chose 'rarely'. As it is seen in the table there was a high decrease in the percentage of the participants who chose 'never' and 'rarely' in the experimental group as it was expected. 'Sometimes' was chosen by the majority of the participants that refer to 36.7 % of the control group while it was preferred by 20 % of the participants in the experimental group. On the other hand, 23.3 % of the participants in the control group marked 'often' while nearly half of the experimental group with a percentage of 43.3 declared the same idea. At last, only 10 % of the participants in the control group chose 'usually' and the percentage of the ones who preferred the same option became 23.3.

Table 46

The Responses of the Participants to Item 20 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	3	10.0	10.0	10.0
		Rarely	6	20.0	20.0	30.0
		Sometimes	11	36.7	36.7	66.7
		Often	7	23.3	23.3	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	2	6.7	6.7	6.7
		Rarely	2	6.7	6.7	13.3
		Sometimes	6	20.0	20.0	33.3
		Often	13	43.3	43.3	76.7
		Usually	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

Item 21.

"Yeni kelimeleri çalışmak için kelime listeleri kullanırım."

"I use word lists to study new words."

As being the last item that stands for cognitive strategy use Item 21 aims to measure how often learners make use of word lists including new words that they learn during English classes. Table 47 below shows responses of participants to the 21st Item before strategy training. As it is seen in the table, 26.7 % of the participants in the control group marked 'never' while 16.7 % of them chose 'rarely'. The majority of the participants declared that they 'sometimes' make word lists with a percentage of 30. The percentages of the participants who selected 'often' and 'usually', on the other hand, were measured as 20 and 6.7 respectively. As for the experimental group it was seen in the table that 33.3 % of the participants chose 'never'. Nearly half of the participants that refers to 43.3 % of the whole experimental group preferred 'rarely' while both 'sometimes' and 'often' were selected by 10 % of the learners. At last, only 3.3 % of the participants marked 'usually' before strategy training.

Table 47

The Responses of the Participants to Item 21 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	8	26.7	26.7	26.7
		Rarely	5	16.7	16.7	43.3
		Sometimes	9	30.0	30.0	73.3
		Often	6	20.0	20.0	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	10	33.3	33.3	33.3
		Rarely	13	43.3	43.3	76.7
		Sometimes	3	10.0	10.0	86.7
		Often	3	10.0	10.0	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	

According to the post-test results, it was obvious from Table 48 that there was a remarkable chance especially in results of the participants in the experimental group. 23.3 % of the participants in the control group and only 3.3 % of the participants in the experimental group declared that they 'never' benefit from the word lists while practicing the new words. The percentage of the ones who preferred 'rarely' showed an increase with a percentage of 36.7 in the control group while it showed a great decrease with a percentage of 16.7 in the experimental group. After strategy training, 'sometimes' was chosen by 20 % of the participants in the control group and 40 % of the participants in the experimental group. 13.3 % of the participants in the control group and 8 learners that equals to 26.7 % of the entire experimental group chose 'often'. Finally, the percentages of the ones who preferred 'usually' became 6.7 and 13.3 in the control group and the experimental group respectively.

Table 48

The Responses of the Participants to Item 21 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	7	23.3	23.3	23.3
		Rarely	11	36.7	36.7	60.0
		Sometimes	6	20.0	20.0	80.0
		Often	4	13.3	13.3	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	1	3.3	3.3	3.3
		Rarely	5	16.7	16.7	20.0
		Sometimes	12	40.0	40.0	60.0
		Often	8	26.7	26.7	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

Item 22.

"Kelimeyi öğrendikten sonra belli aralıklarla tekrar etmek için bir program ayarlarım."

"I develop a schedule to review the words at various intervals."

As being the first item that measures metacognitive strategy use of learners, Item 22 questions whether or not participants develop a schedule to review the newly learned words periodically. According to the results shown in Table 49, 43.3 % of the participants in the control group marked 'never' while 26.7 % of them chose 'rarely'. The percentage of the ones who declared that they 'sometimes' make use of a schedule to revise vocabulary items that they have learned was 30 and none of the students chose neither 'often' nor 'usually'. The participants of the experimental group, on the other hand, preferred all options to some degree. Nearly half of the participants chose 'never' with a percentage of 46.7 and 30 % of them preferred 'rarely'. 'Sometimes', on the other hand, was chosen by 10 % of the participants while both 'often' and 'usually' were marked by only 6.7 % of the learners in each group.

Table 49

The Responses of the Participants to Item 22 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	13	43.3	43.3	43.3
		Rarely	8	26.7	26.7	70.0
		Sometimes	9	30.0	30.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	14	46.7	46.7	46.7
		Rarely	9	30.0	30.0	76.7
		Sometimes	3	10.0	10.0	86.7
		Often	2	6.7	6.7	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

Table 50 displays the learners' answers to Item 22 after strategy training. As seen in the table, the percentages of the participants who chose 'never' became 36.7 and 13.3 in the control and the experimental group respectively. 26.7 % of the learners in the control group and 16.7 % of the learners in the experimental group preferred 'rarely'. 20 % of the participants in the control group and 30 % of the learners in the experimental group stated that they 'sometimes' follow a schedule for the revision of the new words. 'Often', on the other hand, was preferred by 10 % of the participants in the control group and 26.7 % of the participants in the experimental group. At last, only 2 learners in the control group and only 4 learners in the experimental group that refers to 6.7 % and 13.3 % of each group respectively marked 'usually'.

Table 50

The Responses of the Participants to Item 22 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	11	36.7	36.7	36.7
		Rarely	8	26.7	26.7	63.3
		Sometimes	6	20.0	20.0	83.3
		Often	3	10.0	10.0	93.3
		Usually	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	4	13.3	13.3	13.3
		Rarely	5	16.7	16.7	30.0
		Sometimes	9	30.0	30.0	60.0
		Often	8	26.7	26.7	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

Item 23.

"Kelimeyi ana dili İngilizce olan insanlar ile iletişime geçerek çalışırım."

"I study the word by interacting with native-speakers."

Item 23 aims to measure learners' ability to communicate people whose first language is English to improve their vocabulary competence. According to the pre-test results of the participants, the percentage of the participants who preferred 'never' in the control group became 46.7 while the percentage of the ones who marked 'rarely' remained same with a percentage of 26.7. 10 % of them declared that they 'sometimes' contact people who are native speakers of target language to study the unknown words while 13.3 % of them chose 'often'. And only 1 learner that equals to 3.3 % of the participants of the entire control group selected 'usually'. Nearly half of the participants in the experimental group, on the other hand, marked 'never' for the 23rd Item with a percentage of 43.3 while 30 % of them chose 'rarely'. 'Sometimes' was preferred by 20 % of the participants and both 'often' and 'usually' were chosen by only 3.3 % of them before strategy training.

Table 51

The Responses of the Participants to Item 23 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	14	46.7	46.7	46.7
		Rarely	8	26.7	26.7	73.3
		Sometimes	3	10.0	10.0	83.3
		Often	4	13.3	13.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	13	43.3	43.3	43.3
		Rarely	9	30.0	30.0	73.3
		Sometimes	6	20.0	20.0	93.3
		Often	1	3.3	3.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	

According to the post-test results, it can be said that there was almost no change in the control group. However, results showed a remarkable change in the experimental group. The percentage of the participants who marked 'never' became 40 in the control group while 36.7 % of them chose 'rarely'. 16.7 % of the learners declared that they 'sometimes' make use of foreign people to practice words in English and both 'often' and 'usually' were preferred by 3.3 % of the participants in the control group. The number of the participants who selected 'never' almost halved with a percentage of 20 in the experimental group after strategy training. The percentage of the participants who chose 'rarely' became 26.7 % and 'sometimes' was marked by 30 % of the participants. 13.3 % of the participants preferred 'often' and only 10 % of them selected 'usually' for Item 23.

Table 52

The Responses of the Participants to Item 23 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	12	40.0	40.0	40.0
		Rarely	11	36.7	36.7	76.7
		Sometimes	5	16.7	16.7	93.3
		Often	1	3.3	3.3	96.7
		Usually	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	6	20.0	20.0	20.0
		Rarely	8	26.7	26.7	46.7
		Sometimes	9	30.0	30.0	76.7
		Often	4	13.3	13.3	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

Item 24.

"İngilizce haber yayınları, film, müzik vb. ile kelimeleri çalışırım."

"I use English-language media (songs, movies, newscasts, etc.) to study the words."

The researcher aims to measure the frequency of learners' acts in terms of learning new vocabulary items by using English-language media with Item 24. The percentage of the participants who selected 'never' in the control group was measured as 26.7. One-third of the participants that refers to 33.3 % of the whole control group declared that they 'sometimes' benefit from English songs, movies, and newscasts to practice the English vocabulary. 'Rarely', 'often', and 'usually' were marked by 13.3 % of them each in the control group before strategy training. When it comes to the answers of the participants in the experimental group, it can be said that the majority of the learners preferred 'never' with a percentage of 43.3 while 20 % of them chose 'rarely'. Both 'sometimes' and 'often' were selected by only 10 % of the participants and the percentage of the ones who marked 'usually' was measured as 16.7.

Table 53

The Responses of the Participants to Item 24 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	8	26.7	26.7	26.7
		Rarely	4	13.3	13.3	40.0
		Sometimes	10	33.3	33.3	73.3
		Often	4	13.3	13.3	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	13	43.3	43.3	43.3
		Rarely	6	20.0	20.0	63.3
		Sometimes	3	10.0	10.0	73.3
		Often	3	10.0	10.0	83.3
		Usually	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

According to the post-test results, it is possible to say that there was a positive change in the habits of the participants in both groups. The percentage of the participants who chose 'never' became 10 in the control group even though 30 % of them marked 'rarely'. 'Sometimes' was selected by 13.3 % of the learners while both 'often' and 'usually' were marked by 23.3 % of them each. The percentage of the participants who claimed that they 'never' benefit from English language media to learn English vocabulary items in the experimental group showed an enormous decrease with a percentage of 6.7. 10 % of the participants marked 'rarely' while 33.3 of them preferred 'sometimes'. On the other hand, the percentages of the ones whose chose 'often' and 'usually' became 30 and 20 respectively.

Table 54

The Responses of the Participants to Item 24 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	3	10.0	10.0	10.0
		Rarely	9	30.0	30.0	40.0
		Sometimes	4	13.3	13.3	53.3
		Often	7	23.3	23.3	76.7
		Usually	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	2	6.7	6.7	6.7
		Rarely	3	10.0	10.0	16.7
		Sometimes	10	33.3	33.3	50.0
		Often	9	30.0	30.0	80.0
		Usually	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

Item 25.

"Ders kitabımın kelime bölümünü kullanırım."

"I use the vocabulary section of my textbook."

Item 25 is the last item in the VLS questionnaire, and it aims to measure how often learners check the vocabulary sections of their textbooks. Table 55 shows the rates of answers that the learners gave to Item 25 before strategy training. As seen in the table below, 26.7 % of the learners in the control group marked 'never' while 30 % of the participants in the experimental group chose the same option. 'Rarely' was chosen by 20 % of the learners in the control group and 23.3 % of the learners in the experimental group. The percentages of the participants who stated that they 'sometimes' benefit from the vocabulary sections which were provided by their textbooks were 13.3 and 26.7 in the control group and the experimental group respectively. 26.7 % of the participants in the control group and 10 % of the participants in the experimental group chose 'often' while 'usually' was selected by 13.3 % of the learners in the control group and 10 % of the participant learners in the experimental group.

Table 55

The Responses of the Participants to Item 25 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	8	26.7	26.7	26.7
		Rarely	6	20.0	20.0	46.7
		Sometimes	4	13.3	13.3	60.0
		Often	8	26.7	26.7	86.7
		Usually	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	9	30.0	30.0	30.0
		Rarely	7	23.3	23.3	53.3
		Sometimes	8	26.7	26.7	80.0
		Often	3	10.0	10.0	90.0
		Usually	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

The number of participants who selected 'never' showed a remarkable decrease in both the control and especially the experimental group with the percentages of 16.7 and 6.7 respectively. The percentages of the participants who chose 'rarely' became 26.7 and 3.3 in the control group and the experimental group respectively. 'Sometimes' was preferred by 10 % of the participants in the control group and 36.7 % of the participants in the experimental group after strategy training. 7 learners in the control group and 6 learners in the experimental group marked 'often' with percentages of 23.3 and 20 respectively. At last, 'usually' was chosen by 23.3 % of the learners in the control group while it was preferred by one-third of the entire experimental group with a percentage of 33.3 after strategy training.

Table 56

The Responses of the Participants to Item 25 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Never	5	16.7	16.7	16.7
		Rarely	8	26.7	26.7	43.3
		Sometimes	3	10.0	10.0	53.3
		Often	7	23.3	23.3	76.7
		Usually	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Never	2	6.7	6.7	6.7
		Rarely	1	3.3	3.3	10.0
		Sometimes	11	36.7	36.7	46.7
		Often	6	20.0	20.0	66.7
		Usually	10	33.3	33.3	100.0
		Total	30	100.0	100.0	

Evaluation of the Items of the Autonomy Questionnaire

The Autonomy questionnaire was administered to mainly find out how much learners meet the characteristics of an autonomous individual before and after treatment. The questionnaire included 20 items that refer to different levels and dimensions of autonomy. The questionnaire adapted a 5-likert type and the participants were asked to choose the most suitable option ranging from 'strongly agree' to 'strongly disagree' according to their level in terms of being autonomous learners.

Item 1.

"Kelime öğrenme ile ilgili sınıf içi aktivitelerin hazırlanmasına katkıda bulunmak isterim."

"I would like to prepare the vocabulary materials related to be used in the classes."

The first item of autonomy questionnaire aims to reveal learners' opinions about taking responsibility in the process of preparation of the in class materials. Table 57 shows the learners' preferences about Item 1 before strategy training. As seen in the table below, 'strongly disagree' was chosen by 13.3 % of the participants in both the control and the

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experimental group. On the other hand, 'disagree' was preferred by 13.3 % of the participants in the control group while none of the participants in the experimental group chose that option. 26.7 % of the participants in the control group and 23.3 % of the participants in the experimental group stated that they 'neither agree nor disagree' with the idea that taking an active role in the preparation of the vocabulary materials has a positive effect on their vocabulary learning. The percentage of the participants who responded with 'agree' was 23.3 in the control group while it was 46.7 in the experimental group. Finally, 23.3 % of the participants in the control group and 16.7 % of the participant learners in the experimental group marked 'strongly agree'.

Table 57

The Responses of the Participants to Item 1 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	4	13.3	13.3	26.7
		Neither agree nor disagree	8	26.7	26.7	53.3
		Agree	7	23.3	23.3	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Neither agree nor disagree	7	23.3	23.3	36.7
		Agree	14	46.7	46.7	83.3
		Strongly agree	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

According to the responses of the participants to the first item in the autonomy questionnaire shown in Table 58, after strategy training, 6.7 % of the participants responded with 'strongly disagree', while none of the participants in the experimental group did so. Moreover, 'disagree' was not chosen by any of the participants in neither the control nor the experimental group. The rate of the learner responses to these two items was certainly a sign of a desirable change in learners' attitude towards becoming autonomous learners. The percentage of the

participants whose responses to Item 1 were 'neither agree nor disagree' was measured as 36.7 in the control group and 10 in the experimental group. In both groups, 40 % of the participants 'agree' with the underlying idea of Item 1. While the percentage of the participants who chose 'strongly agree' became 16.7 in the control group, it increased to 50 in the experimental group.

Table 58

The Responses of the Participants to Item 1 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Neither agree nor disagree	11	36.7	36.7	43.3
		Agree	12	40.0	40.0	83.3
		Strongly agree	5	16.7	16.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Neither agree nor disagree	3	10.0	10.0	10.0
		Agree	12	40.0	40.0	50.0
		Strongly agree	15	50.0	50.0	100.0
		Total	30	100.0	100.0	

Item 2.

"İngilizce bilgimi geliştirmek amacıyla yeni kelimeler öğrenmeye çaba sarf ederim."

"I try to learn new English words in order to expand my lexical knowledge."

The researcher aims to reveal whether or not learners try to learn new words to develop their vocabulary knowledge with Item 2. As seen in the table below, before strategy training, 16.7 % of the participants in the control group and 10 % of the participants in the experimental group marked 'strongly disagree'. The percentages of the participants who 'disagree' with the idea of learning new English words in order to expand their lexical knowledge were 26.7 in the control group and 23.3 in the experimental group. The 'neither agree nor disagree' option was chosen by 13.3 % of the participants in the control group and 16.7 % of the participants in the experimental group. On the other hand, 6.7 % of the participants in the control group and

23.3 % of the participants in the experimental group selected 'agree' before strategy training. Slightly more than one-third of the participants in the control group with a percentage of 36.7 marked 'strongly agree' while 26.7 % of the participants in experimental group selected the same option.

Table 59

The Responses of the Participants to Item 2 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	5	16.7	16.7	16.7
		Disagree	8	26.7	26.7	43.3
		Neither agree nor disagree	4	13.3	13.3	56.7
		Agree	2	6.7	6.7	63.3
		Strongly agree	11	36.7	36.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	7	23.3	23.3	33.3
		Neither agree nor disagree	5	16.7	16.7	50.0
		Agree	7	23.3	23.3	73.3
		Strongly agree	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

According to the post-test results of participants, on the basis of groups, 6.7 % of the participants in the control group marked 'strongly disagree' while 'disagree' and 'neither agree nor disagree' were chosen by 20 % of them. The majority of the participants selected 'agree' with a percentage of 40 and the percentage of the ones who chose 'strongly agree' became 13.3. As for the experimental group, it can be said that there was a slight change in the learners' opinions towards a positive level. 16.7 % of them chose 'strongly disagree' while the percentage of the ones who 'disagree' with the underlying idea of Item 2 became 20. 'Neither agree nor disagree' was chosen by 10 % of the participants and 23.3 % of them stated that they

'agree' with the idea that they make an effort to learn new vocabulary to expand their vocabulary knowledge. At last, 9 learners that equals to 30 % of the entire experimental group selected 'strongly agree'.

Table 60

The Responses of the Participants to Item 2 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	6	20.0	20.0	26.7
		Neither agree nor disagree	6	20.0	20.0	46.7
		Agree	12	40.0	40.0	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	5	16.7	16.7	16.7
		Disagree	6	20.0	20.0	36.7
		Neither agree nor disagree	3	10.0	10.0	46.7
		Agree	7	23.3	23.3	70.0
		Strongly agree	9	30.0	30.0	100.0
		Total	30	100.0	100.0	

Item 3.

"İngilizce derslerindeki aktivitelere katılırsam kelimeleri daha iyi öğrenirim."

"I believe I can learn vocabulary items better if I participate in the activities."

Item 3 aims to measure learners' attitude towards participating activities for a better recall. Table 61 below shows the learners' responses to Item 3 before strategy training. According to the results, 13.3 % of the participants in the control group marked 'strongly disagree' while 'disagree' and 'neither agree nor disagree' were chosen by 20 % of them. One-third of the participants in the control group preferred 'agree' with a percentage of 33.3 and only 4 participants that equals to 13.3 % of the whole control group selected 'strongly agree'. 6.7 %

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of the participants in the experimental group, on the other hand, chose 'strongly disagree' while 23.3 % of them marked 'disagree'. 36.7 % of the participants declared that they 'neither agree nor disagree' with the idea they can learn vocabulary items better if they participate in the activities. The percentages of the ones who preferred 'agree' and 'strongly agree' were 23.3 and 10 respectively.

Table 61

The Responses of the Participants to Item 3 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	6	20.0	20.0	33.3
		Neither agree nor disagree	6	20.0	20.0	53.3
		Agree	10	33.3	33.3	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	7	23.3	23.3	30.0
		Neither agree nor disagree	11	36.7	36.7	66.7
		Agree	7	23.3	23.3	90.0
		Strongly agree	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

After strategy training, 'strongly disagree' was chosen by 6.7 % of the learners in the control group. 13.3 % of them preferred 'disagree' while 23.3 % of them responded with 'neither agree nor disagree'. The percentage of the participants whose responses to the Item 3 were 'agree' was 46.7% and only 10 % of them chose 'strongly agree'. It is fair to say that the results of the participants in the experimental group showed a great improvement. None of them selected neither 'strongly disagree' nor 'disagree' after strategy training. Only 3 learners that equals to 10 % of the entire experimental group chose 'neither agree nor disagree'. The 'agree' option, on the other hand, was marked by 43.3 % of the participants and 46.7 % of

them declared that they 'strongly agree' with the idea that they can learn vocabulary items better if they are active during classroom activities.

Table 62

The Responses of the Participants to Item 3 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	4	13.3	13.3	20.0
		Neither agree nor disagree	7	23.3	23.3	43.3
		Agree	14	46.7	46.7	90.0
		Strongly agree	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Neither agree nor disagree	3	10.0	10.0	10.0
		Agree	13	43.3	43.3	53.3
		Strongly agree	14	46.7	46.7	100.0
		Total	30	100.0	100.0	

Item 4.

"İngilizce derslerindeki kelime çalışmalarına etkin bir biçimde katılırım."

"I participate actively in our vocabulary activities."

Item 4 aims to reveal whether learners pay attention to participate in in-class activities to improve their word knowledge. Before strategy training, 23.3 % of the participants in the control group marked 'strongly disagree' for Item 1. The percentage of the learners who chose 'disagree' was 16.7 while 23.3 % of them declared that they 'neither agree nor disagree' with the idea that participating activities in class helps them to improve their vocabulary knowledge. 'Agree' and 'strongly agree', on the other hand, were preferred by 26.7 and 10 percent of the learners respectively. According to the pre-test results, 16.7 % of the participants in the experimental group responded with 'strongly disagree' while 10 % of them marked 'disagree'. The percentage of the participants whose answers to Item 4 were 'neither

agree nor disagree' was 40. 8 that equals to 26.7 % of all the participants in the experimental group who marked 'agree' while only 6.7 % of them chose 'strongly agree'.

Table 63

The Responses of the Participants to Item 4 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	7	23.3	23.3	23.3
		Disagree	5	16.7	16.7	40.0
		Neither agree nor disagree	7	23.3	23.3	63.3
		Agree	8	26.7	26.7	90.0
		Strongly agree	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	5	16.7	16.7	16.7
		Disagree	3	10.0	10.0	26.7
		Neither agree nor disagree	12	40.0	40.0	66.7
		Agree	8	26.7	26.7	93.3
		Strongly agree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

Table 64 shows the responses of the learners to Item 4 after strategy training. As seen in the table, 6.7 % of the participants in the control group marked 'strongly disagree' while none of the participants chose that option in the experimental group. The percentages of the participants who claimed that they 'disagree' with the idea that they participate in vocabulary activities became 20 in the control group and 10 in the experimental group. 'Neither agree nor disagree', on the other hand, was chosen by the majority of the participants in the control group with a percentage of 40 while chosen by 16.7 % of the participants in the experimental group. 26.7 % of the participants in the control group and half of the participants in the experimental group with a percentage of 50 selected 'agree'. At last, 6.7 % of the participants in the control group and 23.3 % of the participants in the experimental group marked 'strongly agree' for Item 4 after strategy training.

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Table 64

The Responses of the Participants to Item 4 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	6	20.0	20.0	26.7
		Neither agree nor disagree	12	40.0	40.0	66.7
		Agree	8	26.7	26.7	93.3
		Strongly agree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	3	10.0	10.0	10.0
		Neither agree nor disagree	5	16.7	16.7	26.7
		Agree	15	50.0	50.0	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

Item 5.

"Kendi başıma çalışırken öğrendiğim kelimeler daha çok aklımda kalıyor."

"I learn English words better when I learn them on my own."

The statement in Item 5 aims to measure learners' thoughts about a better learning style of their own to learn vocabulary easily and permanently. Table 65 shows the learners' preferences for Item 5 before strategy training. As seen in the table below, 10 % of the participants in the control group chose 'strongly disagree' and 23.3 % of them declared that they 'disagree' with the idea that they can learn vocabulary items easily and permanently when they study alone. The percentage of the participants whose answers were 'neither agree nor disagree' was 30 and 13.3 % of them responded with 'agree'. 'Strongly agree', on the other hand, was chosen by 23.3 % of the participants in the control group before strategy training. According to the pre-test results of the participants in the experimental group, it can be said that 13.3 % of the participants marked 'strongly disagree' while 6.7 % of them chose 'disagree' option. Nearly one-third of the participants with a percentage of 30 responded with 'neither agree nor disagree'. 'Agree' was chosen by 33.3 % of the learners and the percentage

of the ones who selected 'strongly agree' was measured as 16.7 in the experimental group before strategy training.

Table 65

The Responses of the Participants to Item 5 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	7	23.3	23.3	33.3
		Neither agree nor disagree	9	30.0	30.0	63.3
		Agree	4	13.3	13.3	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	2	6.7	6.7	20.0
		Neither agree nor disagree	9	30.0	30.0	50.0
		Agree	10	33.3	33.3	83.3
		Strongly agree	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

When it comes to the post-test results, 'strongly disagree' was chosen by 10 % of the participants in the control group while none of the participants in the experimental group preferred that option. 6.7 % of the participants in the control group marked 'disagree' while the percentage of the ones who selected it in the experimental group is 3.3. The percentages of the participants who declared that they 'neither agree nor disagree' with the idea that they learn vocabulary items better by studying on their own became 43.3 and 16.7 in the control and the experimental group respectively. 16.7 % of the participants in the control group and 30 % of the participants in the experimental group marked 'agree' while the percentages of the participants whose answers were 'strongly agree' became 23.3 in the control group and 50 in the experimental group.

Table 66

The Responses of the Participants to Item 5 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	2	6.7	6.7	16.7
		Neither agree nor disagree	13	43.3	43.3	60.0
		Agree	5	16.7	16.7	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	1	3.3	3.3	3.3
		Neither agree nor disagree	5	16.7	16.7	20.0
		Agree	9	30.0	30.0	50.0
		Strongly agree	15	50.0	50.0	100.0
		Total	30	100.0	100.0	

Item 6.

"İngilizce kelimeleri öğrenirken tek başıma çalışırım."

"I study new English vocabulary items on my own."

Item 6 aims to measure the preferences of learners' in terms of their language learning styles. Before strategy training as seen in the table below, 20 % of the participants responded with 'strongly disagree' while 'disagree' and 'neither agree nor disagree' were chosen by 23.3 % of them in the control group. 26.7 % of the participants declared that they 'agree' with the idea that they study new English vocabulary items on their own. At last, only 2 learners that equals to 6.7 % of the control group marked 'strongly agree'. On the other hand, 23.3 % of the participants in the experimental group selected 'strongly disagree' while 10 % of them marked 'disagree'. The percentage of the ones who responded with 'neither agree nor disagree' was 40. 'Agree' and 'strongly agree' options were chosen by 20 and 6.7 percent of the participants in the control group before strategy training.

Table 67

The Responses of the Participants to Item 6 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	6	20.0	20.0	20.0
		Disagree	7	23.3	23.3	43.3
		Neither agree nor disagree	7	23.3	23.3	66.7
		Agree	8	26.7	26.7	93.3
		Strongly agree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	7	23.3	23.3	23.3
		Disagree	3	10.0	10.0	33.3
		Neither agree nor disagree	12	40.0	40.0	73.3
		Agree	6	20.0	20.0	93.3
		Strongly agree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

According to the post-test results 16.7 % of the participants in the control group chose 'strongly disagree' while none of the participants in the experimental group preferred that option. Upon those results, it can be said that nearly one-third of the participants in the experimental group changed their mind and gained a positive insight about the underlying idea of Item 6. The 'disagree' option was preferred by 10 % of the participants in both the control and the experimental group. The number of the participants who chose 'neither agree nor disagree' was 15 that equals to the 50 % of the whole control group while it was preferred by 23.3 % of the participants in the experimental group. The percentages of the participants who claimed that they 'agree' with the opinion that studying alone helps learners to develop their vocabulary knowledge became 10 and 40 in the control and the experimental group respectively after strategy training. Finally, only 13.3 % of the participants in the control group and 26.7 % of the participants in the experimental group responded with 'strongly agree'.

Table 68

The Responses of the Participants to Item 6 After Strategy Training

GRUP			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	5	16.7	16.7	16.7
		Disagree	3	10.0	10.0	26.7
		Neither agree nor disagree	15	50.0	50.0	76.7
		Agree	3	10.0	10.0	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	3	10.0	10.0	10.0
		Neither agree nor disagree	7	23.3	23.3	33.3
		Agree	12	40.0	40.0	73.3
		Strongly agree	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

Item 7.

"Derslerde farklı aktiviteler yapıldığı zaman kelimeleri daha iyi öğrenirim."

"I learn vocabulary items better when different activities are done in the classroom."

Considering the nature of autonomy, learners need to know their needs and shape their learning activities accordingly. The researcher aims to measure learners' preferences in terms of the activity types that they use to improve their vocabulary knowledge. Table 69 shows the responses of the learners to Item 7 before strategy training. As seen in the table below, 13.3 % of the participants in the control group declared that they 'strongly disagree' with the underlying idea of Item 7 while 20 % of them responded to Item 7 with 'disagree'. 23.3 % of the learners chose 'neither agree nor disagree'. The percentages of the ones who marked 'agree' was 30 and 13.3 % of the participants selected 'strongly agree' in the control group before strategy training. 6.7 % of the participants in the experimental group, on the other hand, chose 'strongly disagree' while 'disagree' was preferred by 20 % of them. Nearly half of the participants with a percentage of 43.3 selected the 'neither agree nor disagree' option. 20 % of the participants stated that they 'agree' with the idea that they need to participate in different activities such as visual and audial ones to develop their word knowledge while the

number of the participants whose answers were 'strongly agree' was 3 that equals to 10 % of the entire experimental group.

Table 69

The Responses of the Participants to Item 7 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	6	20.0	20.0	33.3
		Neither agree nor disagree	7	23.3	23.3	56.7
		Agree	9	30.0	30.0	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	6	20.0	20.0	26.7
		Neither agree nor disagree	13	43.3	43.3	70.0
		Agree	6	20.0	20.0	90.0
		Strongly agree	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

After experiencing how the various activities are effective in learning new words, the participants especially the ones in the experimental group developed a positive attitude towards the underlying idea of Item 7. As seen in the table below, 'strongly disagree' and 'disagree' were chosen by only 3.3 % of the participants in the control group after strategy training. The percentage of the participants who preferred 'neither agree nor disagree' became 33.3 and slightly more than one-third of them with a percentage of 36.7 responded with 'agree'. At last, 23.3 % of the participants in the control group declared that they 'strongly agree' with the idea that they need to do different activities such as visual and audial activities to expand their word knowledge. After strategy training, none of the participants in the experimental group responded with 'strongly disagree' and only 1 participant that equals to 3.3 % of the whole experimental group preferred 'disagree'. The percentage of the participants who selected 'neither agree nor disagree' decreased to 16.7 after strategy training. Finally,

'agree' and 'strongly agree' were chosen by equal number of participants with a percentage of 40 each in the experimental group.

Table 70

The Responses of the Participants to Item 7 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	1	3.3	3.3	6.7
		Neither agree nor disagree	10	33.3	33.3	40.0
		Agree	11	36.7	36.7	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	1	3.3	3.3	3.3
		Neither agree nor disagree	5	16.7	16.7	20.0
		Agree	12	40.0	40.0	60.0
		Strongly agree	12	40.0	40.0	100.0
		Total	30	100.0	100.0	

Item 8.

"İngilizce kelimeler öğrenmek için değişik yöntemler kullanırım."

"I use various strategies in order to learn vocabulary items."

Emphasizing that effective strategy use is the core of autonomous learning, Item 8 measures whether or not learners can use more than one vocabulary learning strategy even simultaneously when it is necessary while learning new words. Table 71 shows the responses of the participants to Item 8 before strategy training. As seen in the table below, 16.7 % of the participants in the control group and 10 % of the participants in the experimental group chose 'strongly disagree'. The 'disagree' option, on the other hand, was preferred by 10 % of the participants in the control group and 16.7 % of the participants in the experimental group. The majority of the participants that equals to 36.7 % of the whole control group and to 33.3 % of the participants in the experimental group responded with 'neither agree nor disagree'. The

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percentage of the ones who stated that they 'agree' with the idea that they can mix more than one strategy to learn new words when it is necessary was 26.7 in both groups. Finally, 'strongly agree' was chosen by 10 % of the participants in the control group and by 13.3 % of the participants in the experimental group.

Table 71

The Responses of the Participants to Item 8 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	5	16.7	16.7	16.7
		Disagree	3	10.0	10.0	26.7
		Neither agree nor disagree	11	36.7	36.7	63.3
		Agree	8	26.7	26.7	90.0
		Strongly agree	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	5	16.7	16.7	26.7
		Neither agree nor disagree	10	33.3	33.3	60.0
		Agree	8	26.7	26.7	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

According to the post-test results, 10 % of the learners in the control group chose 'strongly disagree' while 26.7 % of them preferred 'disagree'. The percentage of the ones who responded with 'neither agree nor disagree' became 20. 30 % of the participants in the control group marked 'agree' and 13.3 % of them declared that they use various strategies to learn new words. Finally, the number of the participants whose responses were 'strongly agree' was 5 that equals to 13.3 % of the whole control group. After becoming aware of which strategies to use and how to use them, the responses of the participants showed a great change in the experimental group. None of the participants in the experimental group chose neither 'strongly disagree' nor 'disagree'. 'Neither agree nor disagree' option, on the other hand, was preferred by 30 % of the participants. Slightly more than half of the participants responded with 'agree'

with a percentage of 53.3. At last, the percentage of the participants who declared that they 'strongly agree' with the underlying idea of Item 8 became 16.7 after strategy training.

Table 72

The Responses of the Participants to Item 8 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control Group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	8	26.7	26.7	36.7
		Neither agree nor disagree	6	20.0	20.0	56.7
		Agree	9	30.0	30.0	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Neither agree nor disagree	9	30.0	30.0	30.0
		Agree	16	53.3	53.3	83.3
		Strongly agree	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

Item 9.

"İngilizce derslerinin dışındaki zamanlarda okurken ve/veya dinlerken karşılaştığım yeni kelimeleri kendi gayretimle öğrenirim."

"I learn new English words outside the classroom with my own efforts."

Item 9 aims to measure learners' tendency to make effort to improve their English word knowledge at out of school times, as well. Table 73 reveals learners' thoughts to the underlying idea of Item 9 before strategy training. As seen in the table below, 13.3 % of the participants in both the control and the experimental group expressed that they 'strongly disagree' with the idea of benefiting extensive learning activities to develop a large vocabulary. 20 % of the learners in the control group preferred 'disagree' while the percentage of the ones who chose the same option was 16.7 in the experimental group. The 'neither agree nor disagree' option was chosen by 30 % of the participants in the control group and 33.3 % of the participants in the experimental group. The percentages of the participants who responded

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with 'agree' were 16.7 and 23.3 in the control and the experimental group respectively. Finally, 20 % of the participants in the control group and 13.3 % of the participants in the experimental group marked 'strongly agree' for Item 9 before strategy training.

Table 73

The Responses of the Participants to Item 9 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	6	20.0	20.0	33.3
		Neither agree nor disagree	9	30.0	30.0	63.3
		Agree	5	16.7	16.7	80.0
		Strongly agree	6	20.0	20.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	5	16.7	16.7	30.0
		Neither agree nor disagree	10	33.3	33.3	63.3
		Agree	7	23.3	23.3	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

According to the results shown in Table 74, 6.7 % of the participants in the control group preferred 'strongly disagree' while 23.3 % of them chose 'disagree'. The majority of the participants marked 'neither agree nor disagree' with a percentage of 40. 'Agree' and 'strongly agree', on the other hand were selected by 26.7 and 3.3 percent of the participants respectively. Responses of the participants in the experimental group showed that only 3 learners that equals to 10 % of the entire group marked 'strongly disagree'. The percentage of the ones who preferred 'disagree' decreased to 6.7 and 16.7 % of the learners chose the 'neither agree nor disagree' option. The percentage of the participants who marked 'agree' remained same with a percentage of 23.3 while the percentage of the ones who responded with 'strongly agree' showed a great change and increased to 43.3 after strategy training.

Table 74

The Responses of the Participants to Item 9 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	7	23.3	23.3	30.0
		Neither agree nor disagree	12	40.0	40.0	70.0
		Agree	8	26.7	26.7	96.7
		Strongly agree	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	2	6.7	6.7	16.7
		Neither agree nor disagree	5	16.7	16.7	33.3
		Agree	7	23.3	23.3	56.7
		Strongly agree	13	43.3	43.3	100.0
		Total	30	100.0	100.0	

Item 10.

"İngilizce kelimeleri tek başıma öğrenebilecek yeterliliğe sahibim."

"I am capable enough of learning new English words on my own."

Considering that autonomous learning strategies help learners to become independent individuals in terms of deciding on their own learning situations and studying on their own effectively, the researcher aimed to measure whether the participants need help of others to improve their vocabulary competence. Table 75 shows the responses of the participants to Item 10 before strategy training. As seen in the table below, 10 % of the participants in the control group and 13.3 % of the learners in the experimental group chose 'strongly disagree' while 'disagree' was selected by 13.3 % of the participants in the control group and 16.7 % of the learners in the experimental group. 36.7 % of the learners in both groups responded with 'neither agree nor disagree'. The 'agree' option, on the other hand was marked by 36.7 % of the participants in the control group and 20 % of the participants in the experimental group. Finally, only 1 learner that equals to 3.3 % of the entire control group and 13.3 % of the participants in the experimental group preferred 'strongly agree' before strategy training.

Table 75

The Responses of the Participants to Item 10 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	4	13.3	13.3	23.3
		Neither agree nor disagree	11	36.7	36.7	60.0
		Agree	11	36.7	36.7	96.7
		Strongly agree	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	5	16.7	16.7	30.0
		Neither agree nor disagree	11	36.7	36.7	66.7
		Agree	6	20.0	20.0	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

According to the post-test results, 13.3 % of the participants in the control group chose 'strongly disagree' while the percentage of the ones who declared that they 'disagree' with the idea that they do not need help from others to build an expanded vocabulary became 26.7. 20 % of the learners marked 'neither agree nor disagree' and the percentages of the participants who chose both 'agree' and 'strongly agree' remained same with percentages of 36.7 and 3.3 respectively. However, it was possible to see the positive changes in results of the participants in the experimental group such that 'strongly disagree' and 'disagree' were marked only by 3.3 % of the learners after strategy training. The percentage of the ones who chose 'neither agree nor disagree' became 20 in the control group. Nearly half of the participants marked 'agree' with a percentage of 43.3 and the percentage of the ones who responded with 'strongly agree' increased to 30.

Table 76

The Responses of the Participants to Item 10 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	8	26.7	26.7	40.0
		Neither agree nor disagree	6	20.0	20.0	60.0
		Agree	11	36.7	36.7	96.7
		Strongly agree	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	1	3.3	3.3	6.7
		Neither agree nor disagree	6	20.0	20.0	26.7
		Agree	13	43.3	43.3	70.0
		Strongly agree	9	30.0	30.0	100.0
		Total	30	100.0	100.0	

Item 11.

"İngilizce derslerine düzenli olarak devam etmezsem, yeni kelimeleri öğrenemem."

"I believe I cannot manage to learn new words, if I do not attend my English classes regularly."

The underlying idea of Item 11 is that learners cannot learn new English words unless they attend to the English classes regularly. 13.3 % of the participants in the control group declared that they 'strongly disagree' with this idea. 3.3 % of the learners responded with 'disagree' while 'neither agree nor disagree' was chosen by slightly more than one-third of the group with a percentage of 36.7. The 'agree' option, on the other hand was preferred by 13.3 % of the participants and 33.3 % of them marked 'strongly agree' before strategy training. 10 % of the participants in the experimental group, on the other hand, responded with 'strongly disagree' while 13.3 % of them marked 'disagree'. 'Neither agree nor disagree' was preferred by 20 % of the participants in the experimental group. One-third of the group chose 'agree' with a percentage of 33.3 and 23.3 of them responded with 'strongly agree'.

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Table 77

The Responses of the Participants to Item 11 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	1	3.3	3.3	16.7
		Neither agree nor disagree	11	36.7	36.7	53.3
		Agree	4	13.3	13.3	66.7
		Strongly agree	10	33.3	33.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	4	13.3	13.3	23.3
		Neither agree nor disagree	6	20.0	20.0	43.3
		Agree	10	33.3	33.3	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

According to the post-test results, 6.7 % of the participants in the control group chose 'strongly disagree' and 'disagree' was marked by 10 % of them. The percentage of the ones who preferred 'neither agree nor disagree' was 33.3. 26.7 % of the participants declared that they 'agree' with the underlying idea of Item 11 while 23.3 % of them responded with 'strongly agree'. It is clear from the table that after strategy training, none of the students in the experimental group chose neither 'strongly disagree' nor 'disagree' and this was a good improvement with respect to learners' autonomous development. 20 % of them, on the other hand, preferred 'neither agree nor disagree'. The percentages of the ones who responded with 'agree' and 'strongly agree' increased to 36.7 and 43.3 respectively in the experimental group after strategy training.

Table 78

The Responses of the Participants to Item 11 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	3	10.0	10.0	16.7
		Neither agree nor disagree	10	33.3	33.3	50.0
		Agree	8	26.7	26.7	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Neither agree nor disagree	6	20.0	20.0	20.0
		Agree	11	36.7	36.7	56.7
		Strongly agree	13	43.3	43.3	100.0
		Total	30	100.0	100.0	

Item 12.

"İngilizce dersindeki kelime ödevlerimi öğretmen kontrol ettiği için yaparım."

"I do my vocabulary homework only because my teacher checks it."

Being one of the items which refer to the use of self-regulation strategies, Item 12 stands for learners' habits in terms of doing their homework regularly to learn new words and reinforce them. The responses to Item 12 before strategy training showed that 10 % of the participants in the control group and 13.3 % of the participants in the experimental group 'strongly disagree' with the underlying idea of Item 12. On the other hand, the percentages of participants who chose 'disagree' were 16.7 in the control group and 10 in the experimental group. 23.3 % of the participants in the control group and 30 % of the participants in the experimental group marked 'neither agree nor disagree'. However, 30 % of the participant learners in the control group and 33.3 % of the participants in the experimental group chose 'agree' while 20 % of the participants in the control group and 13.3 % of the participants in the experimental group preferred 'strongly agree'.

Table 79

The Responses of the Participants to Item 12 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	5	16.7	16.7	26.7
		Neither agree nor disagree	7	23.3	23.3	50.0
		Agree	9	30.0	30.0	80.0
		Strongly agree	6	20.0	20.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	3	10.0	10.0	23.3
		Neither agree nor disagree	9	30.0	30.0	53.3
		Agree	10	33.3	33.3	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

According to the post-test results, it can be said that there were slight changes in the responses of the participants in the control group while the responses of the participants in the experimental group showed a great increase with respect to learners' perceptions about autonomy. In the control group, 'strongly disagree' and 'disagree' were chosen by 13.3 % of the participants while the percentage of the ones who marked 'neither agree nor disagree' became 26.7. 30 % of the learners responded with 'agree' and the percentage of the participants who selected 'strongly agree' became 16.7. On the other hand, none of the participants chose 'strongly disagree' and only 1 participant that equals to 3.3 % of the whole experimental group preferred 'disagree'. 'Neither agree nor disagree' was marked by 20 % of the participants while 33.3 % of them responded with 'agree'. Finally, nearly half of the group chose 'strongly agree' with a percentage of 43.3.

Table 80

The Responses of the Participants to Item 12 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	4	13.3	13.3	26.7
		Neither agree nor disagree	8	26.7	26.7	53.3
		Agree	9	30.0	30.0	83.3
		Strongly agree	5	16.7	16.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	1	3.3	3.3	3.3
		Neither agree nor disagree	6	20.0	20.0	23.3
		Agree	10	33.3	33.3	56.7
		Strongly agree	13	43.3	43.3	100.0
		Total	30	100.0	100.0	

Item 13.

"İngilizce dersinde yaptığım kelime hatalarını öğretmenimin düzeltmesine ihtiyaç duyarım."

"I would like my teacher to find and correct my vocabulary mistakes."

Being one of the items that stand for self-observation abilities, Item 13 aims to measure whether learners are able to become aware of their missuses of words unless they are corrected by their teachers. Table 81 shows the responses of the participants to Item 13 before strategy training. As seen in the table below, 'strongly disagree' and 'disagree' were chosen by 10 % of the participants in the control group. The majority of the participants in the control group responded with 'neither agree nor disagree' with a percentage of 40 and the percentage of the ones who marked both 'agree' and 'strongly agree' was 20 before strategy training. As for the experimental group, 13.3 % of the participants declared that they 'strongly disagree' with the idea that they cannot realize their mistakes about words unless their teachers correct them. 16.7 % of them, on the other hand, preferred 'disagree' and again the majority of the experimental group responded with 'neither agree nor disagree' with a percentage of 43.3. The 'agree' option was marked by 16.7 % of the participants and the percentage of the participants whose answers were 'strongly agree' was measured as 10 before strategy training.

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Table 81

The Responses of the Participants to Item 13 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	3	10.0	10.0	20.0
		Neither agree nor disagree	12	40.0	40.0	60.0
		Agree	6	20.0	20.0	80.0
		Strongly agree	6	20.0	20.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	5	16.7	16.7	30.0
		Neither agree nor disagree	13	43.3	43.3	73.3
		Agree	5	16.7	16.7	90.0
		Strongly agree	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

After strategy training, 'strongly disagree' and 'disagree' were chosen by 6.7 % of the participants in the control group while the percentage of the ones whose answers were 'neither agree nor disagree' became 30. The percentage of the participants who marked 'agree' increased to 43.3 and 13.3 % of them responded with 'strongly agree' in the control group before strategy training. 13.3 % of the participants in the experimental group, on the other hand, marked 'strongly disagree' and the 'disagree' option and was chosen by 23.3 % of them. Once again, 13.3 % of the participants responded with 'neither agree nor disagree' while the percentage of the ones who claimed that they 'agree' with the underlying idea of Item 13 became 30. Finally, 20 % of the participants preferred 'strongly agree' for the 13th item after strategy training.

Table 82

The Responses of the Participants to Item 13 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	2	6.7	6.7	13.3
		Neither agree nor disagree	9	30.0	30.0	43.3
		Agree	13	43.3	43.3	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	7	23.3	23.3	36.7
		Neither agree nor disagree	4	13.3	13.3	50.0
		Agree	9	30.0	30.0	80.0
		Strongly agree	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

Item 14.

"İngilizce derslerinde yanlış olarak kullandığım kelimeleri kendim bulup düzeltirim."

"I correct my vocabulary mistakes on my own."

Researcher aims to measure learners' effort to learn the correct pronunciation of words that they mispronounce during speech in Item 14. Considering the fact, 10 % of learners in the control group and 13.3 % of the learners in the experimental group responded with 'strongly agree' before strategy training. The percentages of the ones who declared that they 'disagree' with the idea that they realize their mispronunciations of words during English classes and learn the correct version of them with their own efforts were 23.3 and 10 in the control and the experimental group respectively. The 'neither agree nor disagree' option was chosen by 26.7 % of the participants in the control group and 23.3 % of the participants in the experimental group. 13.3 % of the participants in the control group and 33.3 % of the participants in the experimental group marked 'agree' for the 14th item. Finally, the percentages of participants whose answers were 'strongly agree' were 26.7 and 20 in the control and the experimental group respectively.

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Table 83

The Responses of the Participants to Item 14 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	7	23.3	23.3	33.3
		Neither agree nor disagree	8	26.7	26.7	60.0
		Agree	4	13.3	13.3	73.3
		Strongly agree	8	26.7	26.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	3	10.0	10.0	23.3
		Neither agree nor disagree	7	23.3	23.3	46.7
		Agree	10	33.3	33.3	80.0
		Strongly agree	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

According to the post-test results, 3.3 of the participants in the control group marked 'strongly disagree' after strategy training while none of the participants in the experimental group did. The percentages of the ones who responded with 'disagree' became 6.7 and 3.3 in the control and the experimental group respectively. Half of the participants in the control group preferred 'neither agree nor disagree' while 13.3 % of the participants in the experimental group chose that option. 20 % of the participants in the control group and 40 % of the participants in the experimental group marked 'agree' and 'strongly agree' was preferred by 20 % of the participants in the control group and 43.3 % of the participants in the experimental group.

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Table 84

The Responses of the Participants to Item 14 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	2	6.7	6.7	10.0
		Neither agree nor disagree	15	50.0	50.0	60.0
		Agree	6	20.0	20.0	80.0
		Strongly agree	6	20.0	20.0	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	1	3.3	3.3	3.3
		Neither agree nor disagree	4	13.3	13.3	16.7
		Agree	12	40.0	40.0	56.7
		Strongly agree	13	43.3	43.3	100.0
		Total	30	100.0	100.0	

Item 15.

"İngilizce kelime bilgimi geliştirmek için yeterli beceriye sahibim."

"I have enough capacity for developing vocabulary."

Item 15 aims to reveal the learners' perceptions about their own learning abilities. Table 85 shows the responses of the learners to Item 15 before strategy training. As seen in the table, 10 % of the participants in the control group and 13.3 % of the participants in the experimental group marked 'strongly disagree'. 'Disagree' was chosen by 6.7 % of the participants in the control group and 10 % of the participants in the experimental group. 36.7 % of the participants in both groups preferred 'neither agree nor disagree' for Item 15. The percentages of the participants whose answers were 'agree' were 30 and 33.3 in the control and the experimental group respectively. Finally, 16.7 % of the participants in the control group and 6.7 % of the participants in the experimental group chose 'strongly agree' before strategy training.

Table 85

The Responses of the Participants to Item 15 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	2	6.7	6.7	16.7
		Neither agree nor disagree	11	36.7	36.7	53.3
		Agree	9	30.0	30.0	83.3
		Strongly agree	5	16.7	16.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	3	10.0	10.0	23.3
		Neither agree nor disagree	11	36.7	36.7	60.0
		Agree	10	33.3	33.3	93.3
		Strongly agree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

On the other hand, after strategy training 3.3 % of the participants in the control group chose 'strongly disagree' while 13.3 % of them preferred 'disagree'. Nearly half of the participants marked 'neither agree nor disagree' with a percentage of 46.7 and the percentage of the ones who chose became 23.3. At last, 13.3 % of the participants in the control group responded with 'strongly agree'. As a sign of positive change in the responses of the participants in the experimental group, none of the participants marked 'strongly disagree' and only 3.3 % of them preferred 'disagree'. The 'neither agree nor disagree' option was chosen by 10 % of the participants and the percentage of the participants who selected both 'agree' and 'strongly agree' increased to 43.3 each after strategy training.

Table 86

The Responses of the Participants to Item 15 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	4	13.3	13.3	16.7
		Neither agree nor disagree	14	46.7	46.7	63.3
		Agree	7	23.3	23.3	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	1	3.3	3.3	3.3
		Neither agree nor disagree	3	10.0	10.0	13.3
		Agree	13	43.3	43.3	56.7
		Strongly agree	13	43.3	43.3	100.0
		Total	30	100.0	100.0	

Item 16.

"Yeni İngilizce kelimeleri bir öğretmen açıklamazsa öğrenemem."

"I cannot learn new English vocabulary items on my own; when my teacher does not teach me."

Considering the nature of autonomy, learners are expected to make a conscious effort to learn on their own. Item 16 aims to reveal whether or not learners need help from their teachers to learn a new word. According to the results seen in Table 87, 16.7 % of the learners in the control group marked 'strongly disagree' while 23.3 % of them chose 'disagree' before strategy training. The 'neither agree nor disagree' option was preferred by 20 % of the learners and 16.7 % of them marked 'agree'. Finally, 23.3 % of the participants in the control group declared that they 'strongly agree' with the idea that they should benefit their teachers' help while learning new words. As for the experimental group, 16.7 % of the participants chose 'strongly disagree' while 6.7 % of them preferred 'disagree'. One-third of the group marked 'neither agree nor disagree' with a percentage of 33.3 and the 'agree' option was selected by 40 % of the participants. At last, only 1 learner that equals to 3.3 % of entire experimental group marked 'strongly agree' before strategy training.

Table 87

The Responses of the Participants to Item 16 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	5	16.7	16.7	16.7
		Disagree	7	23.3	23.3	40.0
		Neither agree nor disagree	6	20.0	20.0	60.0
		Agree	5	16.7	16.7	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	5	16.7	16.7	16.7
		Disagree	2	6.7	6.7	23.3
		Neither agree nor disagree	10	33.3	33.3	56.7
		Agree	12	40.0	40.0	96.7
		Strongly agree	1	3.3	3.3	100.0
		Total	30	100.0	100.0	

But then, after strategy training 13.3 % of the participants in the control group chose 'strongly disagree' while none of the participants in the experimental group preferred it. 20 % of the participants in the control group and none of the participants in the experimental group declared that they 'disagree' with the idea that they need to be taught new vocabulary items. The percentages who marked 'neither agree nor disagree' became 36.7 and 20 in the control and the experimental group respectively. Furthermore, the percentage of the participants who marked 'agree' increased to 26.7 in the control group and 43.3 in the experimental group. At last, 3.3 % of the participants in the control group responded with 'strongly agree' and the percentage of the participants who declared the same opinion in the experimental group was measured as 36.7. Considering the underlying idea of Item 16, the researcher expected the learners in the experimental group to choose 'strongly disagree' and 'disagree' options after strategy training because the learners were expected to be willing to act more independently. This can be seen a downfall of the training because of several possible reasons such as limited time allocated to strategy training and the troublesome nature of behavioral change.

Table 88

The Responses of the Participants to Item 16 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	6	20.0	20.0	33.3
		Neither agree nor disagree	11	36.7	36.7	70.0
		Agree	8	26.7	26.7	96.7
		Strongly agree	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Neither agree nor disagree	6	20.0	20.0	20.0
		Agree	13	43.3	43.3	63.3
		Strongly agree	11	36.7	36.7	100.0
		Total	30	100.0	100.0	

Item 17.

"İngilizce kelimeler öğrenirken kullandığım yöntemler başarılı olmamı sağlıyor."

"The strategies I use in order to learn vocabulary makes me successful."

To emphasize being aware of which techniques work best for themselves, learners are expected to question whether they are on the right lines or not while learning new words. The responses of the participants to Item 17 considering the case above are shown in Table 89. 'Strongly disagree' and 'strongly agree' were chosen by 13.3 % of the participants in the control group each while 'disagree' and 'agree' were marked by 20 % of the participants each. One-third of the participants, on the other hand, responded with 'neither agree nor disagree' with a percentage of 33.3 before strategy training. It is clear from the results of the experimental group that both 'strongly disagree' and 'disagree' were chosen by 13.3 % of the participants each. The percentage of the ones who responded with 'neither agree nor disagree' was 30 and 33.3 % of the participants preferred 'agree'. Finally, 'strongly agree' was marked by only 10 % of the participants in the experimental group.

Table 89

The Responses of the Participants to Item 17 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	6	20.0	20.0	33.3
		Neither agree nor disagree	10	33.3	33.3	66.7
		Agree	6	20.0	20.0	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	4	13.3	13.3	26.7
		Neither agree nor disagree	9	30.0	30.0	56.7
		Agree	10	33.3	33.3	90.0
		Strongly agree	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

According to the post-test results, 3.3 % of the learners in the control group chose 'strongly disagree' and 30 % of them responded with 'disagree'. The percentage of the ones who preferred 'neither agree nor disagree' became 26.7 while 33.3 % of the participants chose 'agree'. The 'strongly agree' option on the other hand was marked by 6.7 % of the participants in the control group. After learning several techniques and how to use them, the participants in the experimental group began to question whether or not the strategies they use help them to become successful in vocabulary learning as it can be clearly seen from the responses in the table below. 'Strongly disagree' and 'disagree' were chosen by only 3.3 % of the participants each. 10 % of the learners responded with 'neither agree nor disagree' while more than half of them marked 'agree' with a percentage of 53.3. And finally, 9 learners that equals to 30 % of the participants in the experimental group preferred 'strongly agree' for Item 17 after strategy training.

Table 90

The Responses of the Participants to Item 17 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	9	30.0	30.0	33.3
		Neither agree nor disagree	8	26.7	26.7	60.0
		Agree	10	33.3	33.3	93.3
		Strongly agree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	1	3.3	3.3	6.7
		Neither agree nor disagree	3	10.0	10.0	16.7
		Agree	16	53.3	53.3	70.0
		Strongly agree	9	30.0	30.0	100.0
		Total	30	100.0	100.0	

Item 18.

"İngilizce derslerinde işlenen kelimeleri zorluk çekmeden anlarım."

"I have no difficulty in understanding the vocabulary items we learn in our English classes."

Item 18 aims to reveal whether learners have difficulty in learning words that they learn in the English classes. Table 91 shows responses of the participants to Item 18 before strategy training. As seen in the table below, 13.3 % of the participants in the control group and 16.7 % of the participants in the experimental group responded with 'strongly disagree'. The percentages of the participants whose answers were 'disagree' were 20 in the control group and 10 in the experimental group. Majority of the participants in the control group chose 'neither agree nor disagree' with a percentage of 43.3 while it was preferred by 26.7 % of the learners in the experimental group. The percentages of the ones who marked 'agree' were 16.7 and 26.7 in the control group and the experimental group respectively. Finally, 6.7 % of the participants in the control group and 20 % of the participants in the experimental group preferred 'strongly agree' before strategy training.

Table 91

The Responses of the Participants to Item 18 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	4	13.3	13.3	13.3
		Disagree	6	20.0	20.0	33.3
		Neither agree nor disagree	13	43.3	43.3	76.7
		Agree	5	16.7	16.7	93.3
		Strongly agree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	5	16.7	16.7	16.7
		Disagree	3	10.0	10.0	26.7
		Neither agree nor disagree	8	26.7	26.7	53.3
		Agree	8	26.7	26.7	80.0
		Strongly agree	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

According to the post-test results, it can be said that the results showed a remarkable change in the experimental group as expected. The percentage of the participants who marked 'strongly disagree' became 3.3 in the control group while 13.3 % of them chose 'disagree'. 40 % of the learners declared that they 'neither agree nor disagree with the underlying idea of Item 18 after strategy training and 'agree' and 'strongly agree' were preferred by 20 % and 23.3 % of the participants respectively. However, none of the participants in the control group marked 'strongly disagree' while the number of the participants who selected 'disagree' became 13.3 in the experimental group after strategy training. The percentage of the participants who chose 'neither agree nor disagree' became 16.7 % and 'agree' was marked by the majority of the learners with a percentage of 43.3. 26.7 % of the participants, on the other hand, preferred 'strongly agree' for Item 18.

Table 92

The Responses of the Participants to Item 18 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	4	13.3	13.3	16.7
		Neither agree nor disagree	12	40.0	40.0	56.7
		Agree	6	20.0	20.0	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	4	13.3	13.3	13.3
		Neither agree nor disagree	5	16.7	16.7	30.0
		Agree	13	43.3	43.3	73.3
		Strongly agree	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

Item 19.

"İngilizce derslerinin dışındaki yeni kelimeleri öğretmenimin açıklamasını isterim."

"I would like my teacher to explain the new words that I come across outside the classroom to me."

Emphasizing the metacognitive awareness of learners, Item 19 aims to measure whether the learners raise a curiosity about new words that they come across out of their English classes and check their meanings or they need their teachers to figure out their meaning. Table 93 shows the responses of the participants to Item 19 before strategy training. As seen in the table below, 10 % of the participants in the control group chose 'strongly disagree' while 13.3 % of them responded with 'disagree'. The 'neither agree nor disagree' option was preferred by 16.7 % of the learners and the percentages of the ones who selected 'agree' and 'strongly agree' were 26.7 and 33.3 respectively. 6.7 % of the participants in the experimental group, on the other hand, chose 'strongly disagree'. The 'disagree' and 'agree' options were marked by 20 % of the participants each while the percentage of the participants who preferred both 'neither agree nor disagree' and 'strongly agree' were measured as 26.7 before strategy training.

Table 93

The Responses of the Participants to Item 19 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	3	10.0	10.0	10.0
		Disagree	4	13.3	13.3	23.3
		Neither agree nor disagree	5	16.7	16.7	40.0
		Agree	8	26.7	26.7	66.7
		Strongly agree	10	33.3	33.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	6	20.0	20.0	26.7
		Neither agree nor disagree	8	26.7	26.7	53.3
		Agree	6	20.0	20.0	73.3
		Strongly agree	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

Later, after strategy training, 3.3 % of the participants in the control group chose 'strongly disagree' and 20 % of them marked 'disagree'. The percentage of the ones whose answers were 'neither agree nor disagree' was 16.7. Slightly more than one-third of the participants in the control group preferred 'agree' with a percentage of 36.7 while 23.3 % of the learners chose 'strongly agree'. When it comes to the experimental group, it is clear from the table that none of the participants marked 'strongly disagree' and only 1 learner that equals to the 3.3 % of whole experimental group chose 'disagree'. The percentage of the ones who stated that they 'neither agree nor disagree' with the idea that they ask for help from their teachers to learn the new words they see out of their English classes was 10. And finally, the percentage of the participants whose answers were 'agree' and 'strongly agree' increased to 43.3 each after strategy training.

Table 94

The Responses of the Participants to Item 19 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	6	20.0	20.0	23.3
		Neither agree nor disagree	5	16.7	16.7	40.0
		Agree	11	36.7	36.7	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	1	3.3	3.3	3.3
		Neither agree nor disagree	3	10.0	10.0	13.3
		Agree	13	43.3	43.3	56.7
		Strongly agree	13	43.3	43.3	100.0
		Total	30	100.0	100.0	

Item 20.

"İngilizce kelimeleri öğrenme konusunda kendimi başarılı buluyorum."

"I find myself successful in learning vocabulary."

The researcher aims to measure learners' metacognitive habits in terms of evaluating their own learning with Item 20. The percentage of the participants who selected 'strongly disagree' in the control group was measured as 3.3. 13.3 % of the participants in the control group declared that they 'disagree' with the idea that they think about their English progress. 'Neither agree nor disagree' was chosen by 23.3 % of the participants while the number of the participants who marked 'agree' was 11 that equals to 36.7 % of the entire control group. 'Strongly agree' was preferred by 23.3 % of the learners in the control group before strategy training. When it comes to the answers of the participants in the experimental group, it can be said that both 'strongly disagree' and 'disagree' were chosen by 6.7 % of the participants separately. The majority of the learners, on the other hand, preferred 'neither agree nor disagree' with a percentage of 40 while 33.3 % of them chose 'agree'. Finally, 13.3 % of the participants responded with 'strongly agree' to the last item before strategy training.

Table 95

The Responses of the Participants to Item 20 Before Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	1	3.3	3.3	3.3
		Disagree	4	13.3	13.3	16.7
		Neither agree nor disagree	7	23.3	23.3	40.0
		Agree	11	36.7	36.7	76.7
		Strongly agree	7	23.3	23.3	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	2	6.7	6.7	13.3
		Neither agree nor disagree	12	40.0	40.0	53.3
		Agree	10	33.3	33.3	86.7
		Strongly agree	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

After strategy training, 'strongly disagree' and 'strongly agree' were chosen by 6.7 % of the learners each in the control group. The percentage of the ones who preferred 'disagree' became 10 while the percentage of the participants whose answers were 'neither agree nor disagree' and 'agree' increased to 43.3 and 33.3 respectively. On the other hand, none of the participants preferred 'strongly disagree' while only 1 participant that equals to 3.3 % of the entire experimental group preferred 'disagree'. 23.3 % of them chose 'neither agree nor disagree' and the percentage of the ones who marked 'agree' became 40. Finally, one-third of the experimental group responded with 'strongly agree' with a percentage of 33.3.

Table 96

The Responses of the Participants to Item 20 After Strategy Training

			Frequency	Percent	Valid Percent	Cumulative Percent
Control group	Valid	Strongly disagree	2	6.7	6.7	6.7
		Disagree	3	10.0	10.0	16.7
		Neither agree nor disagree	13	43.3	43.3	60.0
		Agree	10	33.3	33.3	93.3
		Strongly agree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	
Experimental group	Valid	Disagree	1	3.3	3.3	3.3
		Neither agree nor disagree	7	23.3	23.3	26.7
		Agree	12	40.0	40.0	66.7
		Strongly agree	10	33.3	33.3	100.0
		Total	30	100.0	100.0	

Discussion on the Research Questions

In this section, more general results will be provided with respect to the research questions in the present study. Several discussions on the results of the questionnaires and the achievement test both before and after strategy training will be held. The relationship between learner autonomy and vocabulary learning will be examined and the degree of differentiation of both groups before and after strategy training will be discussed. Moreover, this section will introduce the information about learners' levels of autonomy and their strategy use. The last but not the least, the gender issue will be handled with respect to learners' degree of being autonomous and using vocabulary learning strategies.

Research question 1: Does learner autonomy affect successful vocabulary learning in EFL settings?

To find out the relationship between learner autonomy and successful vocabulary learning in EFL settings, initially the pre-test scores of the control and the experimental group were compared. An independent sample t-test was employed, and the results are shown in the table below. While examining the table, it is better to remember that the P value indicates the

amount of errors that will possibly occur when the researcher seeks for a statistically significant difference between the groups. If a P value is found less than 0.05 in a test result, it means that there is a significant difference between the compared results.

Table 97

Analysis of Pre-test Scores of Control and Experimental Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean	*t*	Df	*p*
Vocabulary Pre-test	Control	30	14.10	4.381	.800	-.828	28	.411
	Experimental	30	14.97	3.700	.675			

df: degree of freedom

Considering the results in Table 97, it can be stated that the mean values of the pretest scores of the experimental (14.10) and the control (14.97) groups do not differ significantly before strategy training (*t (28) =-.828; p = 411 > .05).* This finding shows that the achievement test scores of the control and the experimental group were equivalent at the beginning of the experiment. Since it is expected that pre-test scores of both control and experimental groups are more or less the same, this is a desirable result in terms of the measurability of variables in the right way.

On the other hand, a paired sample t test was conducted to determine whether there is a significant difference between the test results of the experimental and the control groups before and after the treatment, and the results are given in Table 98.

Table 98

Analysis of Pre-test and Post-test Scores of Control and Experimental Groups

Group		N	Min	Max	Mean	Std. Deviation	*t*	Df	*p*
Control	pre-test	30	6	21	14.10	4.381	-1.200	29	.076
	post-test	30	12	21	15.30	2.366			
Experimental	pre-test	30	8	22	14.97	3.700	-9.400	29	.000
	post-test	30	15	30	24.37	3.846			

df: degree of freedom

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According to Table 98, the pre-test and post-test mean scores of the control group do not differ significantly (t (29) =-1.200; p = .076). It is possible to see a slight change in the mean score of the control group with a 1.20 increase. Upon this numerical data, it can be concluded that there is a minimal positive change that possibly resulted from an unforeseen variable. However, the pretest and the posttest mean scores of the experimental group differ significantly in favor of the posttests after the treatment (t (29) =-9.400; p = .000 <.05). The post-test mean score of the experimental group showed a 9.4 increase that can be interpreted as a permanent positive change. According to these findings, it can be claimed that strategy training has a positive effect on learners' vocabulary development or in other words, learner autonomy affects successful vocabulary learning.

> **Research question 2: How much does the experimental group differ from the control group in terms of learners' vocabulary achievement after treatment in vocabulary learning?**

After examining the changes within the experimental and control groups, comparisons were made between the groups and between the measurements of learners' vocabulary achievement by analyzing both the measurements according to the groups and the groups according to the measurements to reveal the differentiation degree of the groups. For this purpose, a mixed-pattern ANOVA analysis for repeated measurements was performed to compare the changes before and after the treatment if there were any and the results are presented in Table 99 below.

Table 99

Mixed Pattern ANOVA Analysis of the Experimental and Control Groups

Source	Sum of Squares	Df	Mean Square	F	*P*	Partial Eta Squared
Group	740.033	1	740.033	46.206	.000	.443
Measurement (Pre-test/Post-test)	842.700	1	842.700	79.345	.000	.578
Measurement* Group	504.300	1	504.300	47.483	.000	.450
Error(factor1)	616.000	58	10.621			

df: degree of freedom

As stated earlier, post-test results of the experimental group showed a great increase after the treatment and this was interpreted as the effectiveness of autonomous vocabulary learning strategies on successful vocabulary development. Basing on the results in the Table 99, an answer was tried to be found to the question of how much the groups differ from each other in terms of vocabulary learning. When results in Table 99 are examined, it is seen that, the mean scores of the students in the experimental and control groups differ significantly before and after the treatment according to the group line. (F_{Group} =46.206; p= .000 < .05) This finding shows that there is a significant difference between the mean scores of the experimental and control groups according to the results of the Vocabulary Learning Strategies Questionnaire, the Autonomy Questionnaire, and the Vocabulary Achievement Test regardless of pre-test and post-test discrimination. While interpreting the mean scores of the groups regardless of pre-test and post-test discrimination, it should be put forward that the post-test results of the experimental group played an important role in increasing the mean score. The experimental group did not show a significant difference from the control group in terms of pre-test scores as can be observed in the Table 100 below, and this is an important point which should be highlighted to avoid contradiction with the previously stated idea about the need for equal pre-test scores of the groups.

Table 100

Mean Scores of the Achievement Test of the Experimental and Control Groups (Regardless of Pre-test and Post-test Distinction)

| Group | n | Mean | Measurement | |
			Pre-test	Post-test
Control	30	14.700	14.10	15.30
Experimental	30	19.667	14.96	24.36

In other words, as it is seen in Table 100, it was observed that the total score means of the learners in the experimental group (19.667) and the control group (14.700) regardless of pre-test post-test distinction differ significantly in favor of the experimental group. In other words, learners in experimental group got higher scores in all tests than the learners in control group even though the pre-test mean scores of the groups differ slightly with 0.86.

On the other hand, when the measurement line in Table 98 is examined, it is observed that learners' pre-test and post-test mean scores differ significantly regardless of group distinction ($F_{Measurement}$ = 79.345; p = .000 <.05). From a different angle, it can be understood that high scores of the experimental group increased the mean scores of the achievement tests of the learners that were examined regardless of group distinction.

Table 101

Mean Scores of the Achievement Test of the Learners (Regardless of Groups Distinction)

Measurement	n	Mean	Group	
			Control(n=30)	Experimental(n=30)
Pre-test	60	14.533	14.10	14.97
Post-test	60	19.833	15.30	24.37

To put it in a different way, as it is seen in Table 101, the pre-test scores of the 60 students which were measured as 14.533 differed significantly from the post-test scores of them which were 19.833 in favor of the post-tests, regardless of group discrimination.

The last but not the least, Measurement*Group line reveals that there is a significant difference between the mean of the achievement test scores of the learners in both the control and experimental group when compared with the test scores before the treatment. ($F_{Group*Measurement}$ = 47.483; p = .000 <.05) This finding shows that strategy training that the experimental group received and the standard instruction that the control group got have different effects on increasing students' achievement in the vocabulary. There was a statistically significant increase in the post-test scores of the participants in the experimental group when compared to the pre-test scores and this shows that the strategy training that the experimental group received was more effective than the standard instruction in the increase of the success of learners in the achievement test. Based on all these results, it can be said that the strategy training that was employed to develop learner autonomy has a significant effect on successful vocabulary learning.

Furthermore, when the effect size values of the study were examined, it was calculated as .443 for between-groups, .578 for between-measurements, and .450 for Group*Measurement joint

effect. When all three values are considered, it is possible to assert that all three scores have high effect size.

Research question 3: How much do the learners meet the characteristics of an autonomous individual before and after treatment?

The third research question aims to reveal whether learners meet the characteristics of an autonomous learner before and after strategy training. Paired sample t tests were performed in order to determine whether autonomy levels of the students differed significantly before and after the treatment, and the results are given in Table 102.

Table 102

Learners' Autonomy Level Analysis Before and After Strategy Training

		Mean	N	Std. Deviation	T	df	P
Control	Autonomy scale before	3.21	30	.468	.163	29	.872
	Autonomy scale after	3.20	30	.267			
Experimental	Autonomy scale before	3.22	30	.440	-10.437	29	.000
	Autonomy scale after	3.96	30	.274			

df: degree of freedom

When the paired sample t-tests are examined, it can be said that the autonomy levels of 60 learners showed a significant difference before (3.21) and after (3.58) the treatment regardless of group discrimination (*t (59)* =-4.811; *p = .000 <.05).*

In group basis, on the other hand, the autonomy levels of the participants in the control group were measured as 3.21 and 3.20 before and after strategy training respectively. Results indicate that there was not a statistically significant difference between the pre-test and post-test results of the participants in the control group (*t (29)* =.163; *p = .872 >.05).*
However, the autonomy levels of the participants in the experimental group were measured as 3.22 before strategy training and became 3.69 after the strategy training. Based on these results, it can be concluded that the post-test results of the learners in the experimental group

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differed significantly from their pre-test results (*t (29)* =-10.437; *p* = *.000 <.05).* The findings above show that strategy training was proven to be effective in terms of developing learners' autonomy.

Research question 4: Which vocabulary learning strategies were used more to reach more success and to develop autonomy before and after treatment?

Being one of the quantitative tools, the vocabulary learning strategies questionnaire was administered to reveal learners' choice in terms of strategy use while learning vocabulary. 5 groups of strategy were measured separately taking their frequency of occurrence into account.

Analysis of the Learners' Determination Strategy Uses

Paired sample t tests were performed to figure out whether the level of determination strategy uses of learners differed significantly before and after strategy training and the results are shown in Table 103.

Table 103

Analysis of the *Learners' Determination Strategy Uses Before and After Treatment*

		Mean	N	Std. Deviation	*t*	df	*p*
Control	Determination strategies Pre-test	2.72	30	.555	.122	29	.904
	Determination strategies Post-test	2.70	30	.541			
Experimental	Determination strategies Pre-test	2.73	30	.656	-4.923	29	.000
	Determination strategies Post-test	3.54	30	.501			

df: degree of freedom

When the paired sample t tests in Table 103 were examined, the levels of determination strategy use of 60 students were calculated as 2.73 before strategy training and 3.12 after

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strategy training. Results showed that there was a statistically significant difference between the pre-test and the post-test scores before and after the treatment regardless of group discrimination (*t (59)* =-3.504; *p = .001 <.05).*

When results were analyzed on a group basis, the levels of determination strategy use of the learners did not differ significantly for the control group before (2.72) and after (2.70) strategy training (*t (29)* =.122; *p = .904 >.05).*

The levels of determination strategy use of the learners in the experimental group, on the other hand, were measured as 2.73 before the strategy training and 3.54 after the strategy training. Based on these calculations, it can be concluded that the post-test scores of determination strategy use of the learners in the experimental group differed significantly from the pre-test scores (*t (29)* =-4.923; *p = .000 <.05).* As it can be understood from the results on the group basis, mean scores of determination strategy use of 60 students differed significantly for the contribution of post-test results of the experimental group. It is obvious from the results that strategy training helped learners in the experimental group to benefit from determination strategies such as guessing from the context, using dictionaries, and examining parts of speech to figure out the meanings of the unknown words. Despite this, the standard instruction did not encourage learners in control group to use any of those strategies mentioned above.

Analysis of the Learners' Social Strategy Uses

Paired sample t tests were conducted to determine whether the level of social strategy uses of the learners differed significantly before and after strategy training and the results are given in Table 104.

Table 104

Analysis of the Learners' Social Strategy Uses Before and After Treatment

		Mean	N	Std. Deviation	*t*	df	*p*
Control	Social strategies Pre-test	2.44	30	.723	-2.355	29	.026
	Social strategies Post-test	2.83	30	.544			
Experimental	Social strategies Pre-test	2.71	30	.770	-6.174	29	.000
	Social strategies Post-test	3.71	30	.655			

df: degree of freedom

When results of paired sample t tests shown in Table 104 are considered, regardless of group discrimination, the mean score of the social strategy uses of the learners increased to 3.27 after strategy training since it was 2.58 before strategy training (*t (59)* =-5.710; *p = .000 <.05*). It is evident from the results that there was a statistically meaningful change in the scores of post-test results compared to the pre-test results. Thus, it can be stated that both the standard instruction and the strategy training contributed to learners' social strategy uses to different extents. Even the results of the control group showed a slight increase, the contribution of the standard instruction to the improvement of social strategy uses is undeniable for the fact that the classroom itself is a social environment.

When results were analyzed on a group basis, the levels of the social strategy use of the learners in the control group were measured as 2.44 before strategy training but 2.83 after strategy training (*t (29)* =-2.355; *p = .026 <.05)*. The levels of social strategy use of the learners in the experimental group, on the other hand, were measured as 2.71 before strategy training and 3.71 after strategy training. Based on these calculations, it can be claimed that post-test scores of the social strategies use of the learners in both groups differed significantly from the pre-test scores even though the control group showed a slight change (*t (29)* =-6.174; *p = .000 <.05)*. Therefore, it can be asserted that activities included in strategy training program triggered learners' social strategy uses and help them to benefit from the social contexts, they are in, to learn new vocabulary items.

Analysis of the Learners' Memory Strategy Uses

Paired sample t tests were conducted to determine whether the level of memory strategy uses of the learners differed significantly before and after strategy training and the results are given in Table 105.

Table 105

Analysis of the Learners' Memory Strategy Uses Before and After Treatment

		Mean	N	Std. Deviation	t	df	p
Control	Memory strategies Pre-test	2.26	30	.628	-1.917	29	.065
	Memory strategies Post-test	2.59	30	.677			
Experimental	Memory strategies Pre-test	2.32	30	.890	-5.941	29	.000
	Memory strategies Post-test	3.42	30	.638			

df: degree of freedom

When the paired sample t tests in Table 105 were examined, the levels of memory strategy use of 60 students were measured as 2.29 before strategy training and 3.00 after strategy training. The results showed that there was a statistically significant difference between the pre-test and the post-test scores before and after the treatment regardless of group discrimination (*t (59)* =-5.292; *p = .000 <.05).*

When the results were analyzed on a group basis, the levels of memory strategy use of the learners did not differ significantly for the control group before (2.26) and after (2.59) strategy training (*t (29)* =-1.917; *p = .065 >.05).*

The levels of memory strategy use of the learners in the experimental group, on the other hand, were measured as 2.32 before strategy training and 3.42 after strategy training. Based on these, it can be said that post-test scores of memory strategy use of the learners in the experimental group differed significantly from the pre-test scores (*t (29)* =-5.941; *p = .000 <.05).* Hence, it can be claimed that learners in the experimental group changed their vocabulary learning styles with the help of activities that they carried out during strategy

training. It is obvious from the results that they started to use memory strategies such as grouping words, benefiting from antonyms and synonyms of the words and labelling concrete objects with new words etc. to learn and retain the unknown words instead of simply memorizing them.

Analysis of the Learners' Cognitive Strategy Uses

Paired sample t tests were conducted to determine whether the level of memory strategy uses of the learners differed significantly before and after strategy training and the results are given in Table 106.

Table 106

Analysis of the Learners' Cognitive Strategy Uses Before and After Treatment

		Mean	N	Std. Deviation	t	df	p
Control	Cognitive strategies Pre-test	2.36	30	.764	-.769	29	.448
	Cognitive strategies Post-test	2.52	30	.735			
Experimental	Cognitive strategies Pre-test	2.17	30	.713	-7.511	29	.000
	Cognitive strategies Post-test	3.33	30	.616			

df: degree of freedom

When results of the paired sample t tests were examined, it is understood that the pre-test scores differed significantly from the post-test results with values of 2.26 and 2.92 respectively (*t (59)* =-4.584; *p = .000 <.05).*

As for the control group, it can be said that mean scores of cognitive strategies use of the learners were measured as 2.36 before strategy training and 2.52 after strategy training. As it is clear from the results that there was a slight change in the results of the paired sample t tests and this finding shows that there was not a statistically meaningful difference between the pre-test and the post-test scores (*t (29)* =-.769; *p = .448 >.05).* Hence, the standard instruction, by which learners are given long lists of context independent vocabulary items, was proven to be an ineffective way in terms of developing learners' cognitive strategies.

However, the scores of the learners' cognitive strategies use levels increased to 3.33 after strategy training while it was 2.17 before strategy training. It is evident that the post-test scores of the participants in the experimental group differed significantly from the pre-test scores (*t (29)* =-7.511; *p = .000 <.05).* This shows us that learners in the experimental group realized the effectiveness of cognitive strategies such as practicing pronunciation, writing new sentences or short stories using new words etc. and started to use them effectively to develop their vocabulary competence.

Analysis of the Learners' Metacognitive Strategy Uses

Paired sample t tests were conducted to determine whether the level of memory strategy uses of the learners differed significantly before and after strategy training and the results are given in Table 107.

Table 107

Analysis of the Learners' Metacognitive Strategy Uses Before and After Treatment

		Mean	N	Std. Deviation	*t*	df	*p*
Control	Metacognitive strategies Pre-test	2.35	30	.877	-1.035	29	.309
	Metacognitive strategies Post-test	2.62	30	.935			
Experimental	Metacognitive strategies Pre-test	2.18	30	.828	-5.241	29	.000
	Metacognitive strategies Post-test	3.23	30	.619			

df: degree of freedom

The results of the paired sample t tests revealed that there was a statistically meaningful difference between the pre-test (2.27) and the post-test (2.93) scores of 60 learners regardless of group discrimination in terms of their levels of metacognitive strategies use (*t (59)* =-3.881; *p = .000 <.05).* Considering the results on the group basis, it is fair to state that the post-test results of the experimental group played an important role in the increase of mean scores that

are revealed higher than the pre-test scores of 60 learners regardless of group discrimination in terms of their levels of metacognitive strategies use.

When the results were analyzed on a group basis, the levels of metacognitive strategy use of the learners did not differ significantly for the control group before (2.35) and after (2.62) strategy training (*t (29)* =-1.035; *p = .309 >.05).*

The levels of metacognitive strategy use of the learners in the experimental group, on the other hand, were measured as 2.18 before strategy training and 3.23 after strategy training. Based on these calculations, it can be said that the post-test scores of metacognitive strategies use of the learners in the experimental group differed significantly from pre-test scores (*t (29)* =-5.241; *p = .000 <.05).* Therefore, it can be concluded that learners in experimental group developed their metacognitive skills in terms of a successful vocabulary learning during strategy training for its encouragement of the learners to make use of out of class activities.

Research question 5: Is there any significant difference between male and female students in being autonomous and using vocabulary learning strategies before and after the treatment?

Independent sample t tests were conducted to find out whether the students' levels in terms of being autonomous and using vocabulary learning strategies differ significantly according to their gender before and after the treatment and the results are given separately in Table 108 and Table 109.

Table 108

Analysis of the *Learners' Pre-test Scores of* the *Vocabulary Learning Strategies and Autonomy Questionnaires with Respect to Their Gender*

Group		Gender	N	Mean	Std. Deviation	*t*	df	*p*
Control	Autonomy questionnaire	Female	17	3.31	.437	1.293	28	.206
		Male	13	3.09	.494			
	Determination strategies	Female	17	2.68	.526	-.427	28	.672
		Male	13	2.77	.608			
	Social strategies	Female	17	2.35	.773	-.749	28	.460
		Male	13	2.55	.664			
	Memory strategies	Female	17	2.24	.742	-.226	28	.823
		Male	13	2.29	.466			
	Cognitive strategies	Female	17	2.32	.629	-.342	28	.735
		Male	13	2.42	.936			
	Metacognitive strategies	Female	17	2.34	.888	-.083	28	.935
		Male	13	2.37	.899			
Experimental	Autonomy questionnaire	Female	11	3.21	.519	-.013	28	.990
		Male	19	3.22	.403			
	Determination strategies	Female	11	2.68	.652	-.363	28	.719
		Male	19	2.77	.674			
	Social strategies	Female	11	2.69	.771	-.119	28	.906
		Male	19	2.73	.789			
	Memory strategies	Female	11	2.05	.660	-1.284	28	.210
		Male	19	2.47	.982			
	Cognitive strategies	Female	11	2.16	.674	-.017	28	.986
		Male	19	2.17	.752			
	Metacognitive strategies	Female	11	2.02	.825	-.804	28	.428
		Male	19	2.28	.837			

df: degree of freedom

When the t test values in the significance column examined, it is seen that the pre-test results of the participants neither in the control nor in the experimental group did not differ significantly with respect to their gender from their pre-test results. (p>.05) Hence, it can be stated that gender is proven to be an ineffective variable in terms of learners' vocabulary learning strategies use and their being autonomous individuals.

Table 109

Analysis of the *Learners' Post-test Scores of* the *Vocabulary Learning Strategies and Autonomy Questionnaires with Respect to Their Gender*

Group		Gender	N	Mean	Std. Deviation	*t*	df	*p*
Control	Autonomy questionnaire	Female	17	3.15	.213	-1.067	28	.295
		Male	13	3.26	.324			
	Determination strategies	Female	17	2.71	.571	.108	28	.914
		Male	13	2.69	.521			
	Social strategies	Female	17	2.87	.474	.423	28	.675
		Male	13	2.78	.640			
	Memory strategies	Female	17	2.63	.685	.371	28	.714
		Male	13	2.54	.691			
	Cognitive strategies	Female	17	2.61	.554	.777	28	.444
		Male	13	2.40	.931			
	Metacognitive strategies	Female	17	2.76	.859	.992	28	.330
		Male	13	2.42	1.028			
Experimental	Autonomy questionnaires	Female	11	3.92	.205	-.681	28	.502
		Male	19	3.99	.309			
	Determination strategies	Female	11	3.65	.195	.882	28	.385
		Male	19	3.48	.610			
	Social strategies	Female	11	3.69	.797	-.098	28	.922
		Male	19	3.72	.582			
	Memory strategies	Female	11	3.30	.611	-.787	28	.438
		Male	19	3.49	.659			
	Cognitive strategies	Female	11	3.51	.766	1.246	28	.223
		Male	19	3.22	.503			
	Metacognitive strategies	Female	11	3.34	.664	.718	28	.479
		Male	19	3.17	.601			

df: degree of freedom

Table 109 shows the post-test results of the learners in both groups in terms of being autonomous individuals and using vocabulary learning strategies with respect to their gender. As for the pre-test values, the post-test t values of significance did not meaningfully differ, as well (p>.05), which means gender differences do not affect learners' autonomy development as well as vocabulary learning strategies use.

Some Further Remarks on Findings

Considering all the results presented in the previous part of this chapter, it can be concluded that learner autonomy highly affects successful vocabulary learning. Item analyses that were conducted for both the vocabulary strategies questionnaire and the autonomy questionnaire showed that learners improved their sense of autonomy and learned to choose which strategies to use and how to use them. Thus, learners claimed that they began to benefit from autonomous learning strategies for the sake of their vocabulary development. As a result, it became obvious from the test scores that learners developed their word knowledge through strategy training.

Since only the experimental group received treatment, while the learners in the experimental group were expected to make progress in terms of being autonomous learners and using vocabulary learning strategies, the learners in the control group also showed improvement in some cases, as well. Based on this fact, it can be stated that some effective variables that the researcher would not be able to control aroused during the standard instruction that the learners in the control group received.

Regarding the mean scores of the groups both before and after strategy training, it is fair to say that even though there were some exceptions, only a slight change occurred in the test scores of the participants in the control group while the test scores of the participants in the experimental group increased nearly by half as it was expected. Based on these findings, it can be concluded that developing learner autonomy is highly effective on successful vocabulary learning.

Emphasizing the positive effects of strategy training on learners' sense of autonomy, it is obvious from the results, obtained through the autonomy questionnaire, that no positive change in the learners' sense of autonomy has been observed and even a slight decrease was seen in the post-test results of participants in control group when compared with their pre-test results. However, the scores that stand for the learners' responses to the items of the autonomy questionnaire revealed that the learners in the experimental group showed a great improvement in terms of meeting characteristics of an autonomous learner.

When it comes to the learners' choices of vocabulary strategies, determination strategies were declared to be the most employed strategy by the learners in the pre-stage. This finding can be interpreted as a result of the learners' imprinting behaviors, considering the activities that can

be listed under determination strategies, are the mostly employed activities in English classrooms as well. It can also be thought that learners are expected to use basic strategies such as using visual clues, guessing from the context, using dictionaries, or just ignoring unknown words at the initial stages of vocabulary learning.

Social strategies, on the other hand, were placed to the second rank by the learners before strategy training. The underlying assumption of this finding can be explained as a need for help from their friends or teachers. It can be assumed as an easy and trustworthy way to learn from others for learners with a limited English competence especially in an EFL setting where learners are exposed to the target language only in English classes.

Preferring memory strategies as the third mostly employed strategy in the pre-stage can be related to learners' concerns about the necessity of remembering words for either getting good marks on exams or being able to answer the questions that are addressed to them during classroom activities.

Metacognitive strategies were stated to be complex and troublesome to be adopted by the learners especially at the initial stages of vocabulary learning. Because of this, metacognitive strategies were chosen to be a less employed strategy than the previous three in the pre-stage of the study.

Similarly, it is supposed that cognitive strategies were claimed to be the least employed strategy group before strategy training. Cognitive strategies were claimed to require learners to be more productive and engaged which was not a favorable act according to the learners.

Following the strategy training, there is not a significant change in the rank of the strategies even though the frequency of strategy use was highly increased. The social strategies were placed at the top of the list after strategy training. The reason why the learners preferred social strategies over determination strategies in the past stage can be explained by their excessive social interaction with their friends and teachers during the strategy training. Since social strategies had the highest level of preference after strategy training, determination strategies were placed in the second rank. Other three groups of strategies kept their places according to the responses of the learners to the vocabulary strategies questionnaire.

Gender was also a variable that was considered during data analysis. However, there was not any discrepancy found between scores neither in the vocabulary strategies nor in the autonomy questionnaire with respect to the gender issue.

All in all, it may be concluded that in vocabulary learning, it is highly important to develop learners' sense of autonomy and it can be fostered with well-designed strategy training and classroom activities.

In this part of the chapter, the main findings of the present study were summed up and discussed regarding the research questions.

CHAPTER V

CONCLUSION

Summary of the Study

The present study was conducted to examine the relationship between learner autonomy and EFL vocabulary learning. The researcher also aimed to find out the degree of discrepancy of the learners in the control group before and after a six-week strategy training. While studying the relationship of learner autonomy and EFL vocabulary learning in general, a specific attention was paid to the frequency of vocabulary learning strategies use to determine the mostly employed strategies. Furthermore, it was attempted to measure the learners' level of autonomy before and after strategy training and at last, gender issue was examined to reveal whether or not there was any gender difference in using vocabulary learning strategies and developing a sense of autonomy. The study attempted to emphasize the importance of the development of learner autonomy in terms of a successful EFL vocabulary learning process. The outcomes of the study are believed to be useful in providing both teachers and learners with insights in the development of the autonomy in learning a foreign language process.

An experimental design was chosen as the research method for the present study and two questionnaires along with one achievement test were employed for data collection. 60 twelfth grade students who were studying at two separate state high schools formed the sample group of the present study. A vocabulary learning strategies questionnaire that consisted of 25 items and an autonomy questionnaire that included 20 items were administered to the learners to gather data on the use of vocabulary learning strategies and the differences of autonomy level of the participants. For both instruments, 5-point Likert scale was used. Moreover, one achievement test that consisted of 30 items that questioned learners' word knowledge was used and items were constituted with the vocabulary items that were chosen from learners'

current course books. The achievement test was taken as the basis of learners' academic success in EFL vocabulary.

The obtained data was analyzed through IBM SPSS 25.0. With their main lines, the results given below obtained:

1. The analysis of the data revealed that there is a positive correlation between being an autonomous learner and building a rich vocabulary knowledge. Receiving strategy training, the participants in the experimental group showed a great improvement in both using vocabulary learning strategies and being autonomous learners.

2. In terms of meeting the characteristics of an autonomous individual, the learners in the experimental group developed a sense of autonomy after strategy training while the learners in the control group did not show any behavioral change as expected.

3. Determination strategies were declared to be the mostly employed strategy group before strategy training while social strategies were placed into the first rank after strategy training. However, cognitive strategies were claimed to be the least employed strategy group both before and after strategy training. Although any significant change was not observed in terms of the ranks of strategy groups, the learners in the experimental group showed a significant development in using vocabulary learning strategies.

4. It is obvious from the results that the gender issue did not act as an effective variable neither in the questionnaires nor in the achievement test. The scores of the male and female learners did not show any significant difference neither in the pre-test nor the post-test results.

All in all, the results of the study highlighted the importance of encouraging learner autonomy in language classrooms by revealing that there is a significant relationship between learner autonomy and EFL vocabulary learning. The learners' preferences of vocabulary learning strategies changed slightly after strategy training; however, the frequency of their strategy use changed in a desirable way. Thus, the learners' level of autonomy was triggered by appropriate and frequent strategy use. Upon this finding, it can be concluded that strategy training showed its efficacy on the results.

Pedagogical Implications

The most important implication that can be drawn from this study for the language practitioners is that learner autonomy has a great potential to be used in language classrooms. Since the term of autonomy was introduced to the field of language teaching, it paved a new way against the idea of the traditional language classes where teacher-centered methods are employed. Teachers who adopt autonomous teaching strategies are expected to encourage learners to learn by themselves by figuring out the best learning techniques and using them wisely. Moreover, they are also believed to motivate learners to learn from each other by creating a communicative classroom atmosphere. "With the advent of the communicative approaches, the focus in the classroom has considerably shifted from the teacher to the learners" (Balçıkanlı, 2008, p. 4). Since teachers take the facilitator role in autonomous learning settings, learners become more responsible for their learning and this enables them to control and regulate their learning even out of the classroom which is a desirable education goal for a life-long learning.

Considering learner autonomy was encouraged through strategy training, there is a need that language teachers should develop their sense of autonomy, and that they should be aware of the importance of strategy training and educate themselves in terms of appropriate strategy selection and use. They also educate themselves in terms of being autonomous individuals because only then, they can be competent and effective instructors in an autonomous classroom setting. Along with these implications, Wenden (1991) states that language strategy training should be included in the curriculum to foster learner autonomy.

On the other hand, emphasizing the effectiveness of learner autonomy on vocabulary learning, the present study may act as a source of motivation to make further research for learner autonomy in other components of foreign language learning; namely grammar and spelling. Moreover, since it was not handled in this study as a major focus, the investigation of any possible relationship between vocabulary learning strategies and learner autonomy can be useful for the field.

Suggestions

Considering the limitations of the present study, some implications that may shed light to further research in the field could be made as follows:

- The present study was held with only 12th grade students whose ages were either 17 or 18. That's why this study is limited to only a particular age group. Since age is a dioristic variable in foreign language learning, this study would be conducted with a different group of participants whose age range is either lower or higher than the current participants. Alternatively, increasing the number of the participants in both of the groups may be another solution for more reliable results.

- Similarly, since the present study was conducted at state schools, results could have been different with participants from private schools. The need for a further research with a group of participants who receive a more privileged education can be interpreted as possible differences in learners' academic success considering their expanded curriculum and more language-focused course design. Since private schools in Turkey are considered well equipped in terms of language teaching, students in such schools can be assumed to have a rich source of vocabulary at even earlier stages and thus, a further study can result in different assumptions.

- Since quantitative research method was adapted in this study, only quantitative data collection tools were used to obtain the data. Using a mixed method by including qualitative data tools such as observations and interviews to measure non-numerical variables such as feelings and attitudes of the participants in the study would strengthen the study.

- The present study aimed to examine the relationship between learner autonomy and vocabulary achievement. For this purpose, the learners received a strategy training that attempted to teach which vocabulary learning strategy to use and how to use them to develop a sense of autonomy so that they can become more successful in the vocabulary test. Although learner autonomy and vocabulary learning strategy use are two basic components of this study, the relationship between them was not handled in the present study and a further study would be conducted to reveal any relationship between these two to contribute to the field.

- Considering the results, that were obtained from Vocabulary Learning Strategies Questionnaire, it can be stated that learners developed their strategy uses after the treatment and; thus, they got higher scores from the post achievement test and it can be suggested that VLS may be promoted in the current curricula by introducing learners memory strategies rather than making them simply memorize the vocabulary items. Finally, encouraging them to use determination strategies such as guessing from the context or using dictionaries effectively instead of simply giving the Turkish equivalents of the unknown words to improve learners' vocabulary achievement.

- The strategy training program that designed to develop learners' vocabulary competence and their sense of autonomy proved its effectiveness for the revealed higher achievement test scores of the participants. Some further studies may be conducted with a more comprehensive strategy training program that could be enriched by more activities appealing to different strategies. In the present study, strategy training was applied for six weeks because of the time restrictions, so it can be claimed that the time allocated for the strategy training may be increased to get more successful learning outcomes. Moreover, for the effectiveness of such kind of strategy training programs, it may be suggested some other strategy training programs be designed and incorporated in the current English teaching curricula.

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APPENDICES

APPENDIX 1. Kelime Öğrenme Stratejileri Anketi (Turkish Version)

Değerli katılımcılar,

Anketteki maddelere vereceğiniz cevaplar İngilizce kelime öğrenimi ile ilgili bilimsel bir çalışmada kullanılacaktır. Bu nedenle vereceğiniz cevapların dürüst ve samimi olması son derece önemlidir. Katkılarınız için teşekkür ederiz.

		Asla	*Nadiren*	*Bazen*	*Sık sık*	*Genellikle*
1	Kelimenin anlamını bulunduğu içerikten tahmin ederim.					
2	İngilizce-Türkçe sözlük kullanırım.					
3	İngilizce-İngilizce sözlük kullanırım.					
4	Kelimeyi atlarım ya da es geçerim.					
5	Kelimenin türüne bakarım (isim, sıfat, vb.).					
6	Anlamını çözebilmek için kelimenin önekine, köküne ve aldığı takıya bakarım. (Örneğin; unaccepted, -un, - accept, -ed).					
7	Anlamını çözebilmek için resim veya kullanılan jest ve mimiklere bakarım.					
8	Bir öğretmenden kelimeyi İngilizce başka sözcüklerle açıklamasını veya kelimenin İngilizcede eş anlamlısını söylemesini isterim.					
9	Kavram haritaları kullanırım. (Birbirleriyle bağlantılı olan kelime ve kavramları gösteren diyagramlar)					
10	Bir öğretmenden yeni kelimeyi cümle içinde kullanmasını isterim.					
11	Sınıf arkadaşlarıma sorarım.					
12	Anlamı bir grup aktivitesi içinde öğrenirim.					
13	Kelimeyi eş ve zıt anlamlarıyla bağdaştırırım.					
14	Kelimeyi kendi kendime sözlü olarak tekrar ederim.					
15	Kelimeyi aynı konudaki başka kelimeler ile bağdaştırırım (örneğin; furniture, table, chair).					
16	Nesnelerin üzerine İngilizce kelimelerini gösteren etiketler yapıştırırım.					
17	Kelimenin telaffuzunu çalışırım.					
18	Kelimeyi cümle içinde kullanırım. .					

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19	Kelimeleri bir hikâye içinde bir araya getiririm.
20	Kelime hakkında notlar alırım.
21	Yeni kelimeleri çalışmak için kelime listeleri kullanırım.
22	Kelimeyi öğrendikten sonra belli aralıklarla tekrar etmek için bir program ayarlarım.
23	Kelimeyi ana dili İngilizce olan insanlar ile iletişime geçerek çalışırım.
24	İngilizce haber yayınları, film, müzik vb. ile kelimeleri çalışırım.
25	Ders kitabımın kelime bölümünü kullanırım.

APPENDIX 2. Vocabulary Learning Strategies Questionnaire (English Version)

Dear Participants,

Your answers to the items in the Vocabulary Learning Strategies Questionnaire will be used in a scientific study related to learning English vocabulary. Therefore, it is highly important that your answers are honest and sincere. Thank you for your contribution.

		Never	*Rarely*	*Sometimes*	*Often*
1	I guess the meaning from the context.				
2	I use an English-Turkish dictionary.				
3	I use an English dictionary.				
4	I skip or pass the new word.				
5	I check the part-of-speech (noun, verb, etc.).				
6	I check prefixes, suffixes, and word roots to discover meaning (e.g., unaccepted, -un,-accept, -ed).				
7	I look at pictures or gestures to understand meaning.				
8	I ask a teacher for a paraphrase or synonym.				
9	I use semantic maps (i.e., diagrams that show the words and phrases which are connected to each other).				
10	I ask a teacher for a sentence using the new word.				
11	I ask my classmates.				
12	I learn the meaning in group work.				
13	I connect the word to its synonyms (e.g., irritated – annoyed) and antonyms (e.g., dead – alive).				
14	I repeat the word to myself.				
15	I associate the word with its coordinates (e.g., fruit = pears, cherries, peaches…)				
16	I put English labels on physical objects.				
17	I study the spelling of the word.				
18	I use the new word in a sentence.				
19	I group the words together within a storyline.				
20	I take notes about the new words.				

21	I use word lists to study new words.
22	I develop a schedule to review the words at various intervals.
23	I study the word by interacting with native-speakers.
24	I use English-language media (songs, movies, newscasts, etc.) to study the words.
25	I use the vocabulary section of my textbook.

APPENDIX 3. Özerk Öğrenme Stratejileri Anketi (Turkish Version)

Değerli katılımcılar,

Aşağıda bulunan her bir ifade İngilizce kelime öğrenimi esnasında kullanılan ve/veya kullanılması gereken özerk öğrenme yöntemleri ile alakalıdır. Özerk öğrenme ölçeği ile sizin bu konudaki rutinlerinizi, düşüncelerinizi ve tutumlarınızı ölçmeyi planlamaktayız. Lütfen sizi en iyi ifade eden kutucuğu işaretleyiniz. Katkılarınız için teşekkür ederiz.

		Kesinlikle katılıyorum	Katılıyorum	Emin değilim	Katılmıyorum	Kesinlikle katılmıyorum
1	Kelime öğrenme ile ilgili sınıf içi aktivitelerin hazırlanmasına katkıda bulunmak isterim.					
2	İngilizce bilgimi geliştirmek amacıyla yeni kelimeler öğrenmeye çaba sarf ederim.					
3	İngilizce derslerindeki aktivitelere katılırsam kelimeleri daha iyi öğrenirim.					
4	İngilizce derslerindeki kelime çalışmalarına etkin bir biçimde katılırım.					
5	Kendi başıma çalışırken öğrendiğim kelimeler daha çok aklımda kalıyor.					
6	İngilizce kelimeleri öğrenirken tek başıma çalışırım.					
7	Derslerde farklı aktiviteler yapıldığı zaman kelimeleri daha iyi öğrenirim					
8	İngilizce kelimeler öğrenmek için değişik yöntemler kullanırım.					
9	İngilizce derslerinin dışındaki zamanlarda okurken ve/veya dinlerken karşılaştığım yeni kelimeleri kendi gayretimle öğrenirim.					
10	İngilizce kelimeleri tek başıma öğrenebilecek yeterliliğe sahibim.					
11	İngilizce derslerine düzenli olarak devam etmezsem, yeni kelimeleri öğrenemem.					
12	İngilizce dersindeki kelime ödevlerimi öğretmen kontrol ettiği için yaparım.					
13	İngilizce dersinde yaptığım kelime hatalarını öğretmenimin düzeltmesine ihtiyaç duyarım.					
14	İngilizce derslerinde yanlış olarak kullandığım kelimeleri kendim bulup düzeltirim.					

15	İngilizce kelime bilgimi geliştirmek için yeterli beceriye sahibim.
16	Yeni İngilizce kelimeleri bir öğretmen açıklamazsa öğrenemem.
17	İngilizce kelimeler öğrenirken kullandığım yöntemler başarılı olmamı sağlıyor.
18	İngilizce derslerinde işlenen kelimeleri zorluk çekmeden anlarım.
19	İngilizce derslerinin dışındaki yeni kelimeleri öğretmenimin açıklamasını isterim.
20	İngilizce kelimeleri öğrenme konusunda kendimi başarılı buluyorum.

APPENDIX 4. Learner Autonomy Questionnaire (English Version)

Dear Participants,

Each statement below relates to the autonomous learning methods used and / or needed to be used during English vocabulary learning. We aim to measure your routines, thoughts and attitudes with the Learner Autonomy Questionnaire. Please tick the option that best describes you. Thank you for your contribution.

		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1	I would like to prepare the vocabulary materials related to be used in the classes.					
2	I try to learn new English words in order to expand my lexical knowledge.					
3	I believe I can learn vocabulary items better if I participate in the activities.					
4	I participate actively in our vocabulary activities.					
5	I learn English words better when I learn them on my own.					
6	I study new English vocabulary items on my own.					
7	I learn vocabulary items better when different activities are done in the classroom.					
8	I use various strategies in order to learn vocabulary items.					
9	I learn new English words outside the classroom with my own efforts.					
10	I am capable enough of learning new English words on my own.					
11	I believe I cannot manage to learn new words, if I do not attend my English classes regularly.					
12	I do my vocabulary homework only because my teacher checks it					
13	I would like my teacher to find and correct my vocabulary mistakes.					
14	I correct my vocabulary mistakes on my own.					
15	I have enough capacity for developing vocabulary.					
16	I cannot learn new English vocabulary items on my own; when my teacher does not teach me.					
17	The strategies I use in order to learn vocabulary makes me successful.					
18	I have no difficulty in understanding the vocabulary items we learn in our English classes.					
19	I would like my teacher to explain the new words that I come across outside the classroom to me.					
20	I find myself successful in learning vocabulary.					

APPENDIX 5. Vocabulary Test

1. Michael Jackson is a world-famous singer. He wrote _____ of his songs himself.

    A. instruments
    B. compositions
    C. lyrics
    D. rhythms

2. Music is too _____ and disturbing, please turn the volume down.

    A. clear
    B. loud
    C. soft
    D. calming

3. Dreams can be a rich source of _____ for the works of an artist.

    A. inspiration
    B. precaution
    C. comparison
    D. consumption

4. Our group members are _____ people who know success comes with helping each other.

    A. apathetic
    B. punctual
    C. cooperative
    D. distracted

5. There is an _____ building with a huge tower in the city center. It is old but gorgeous.

    A. charismatic
    B. ruinous
    C. destroyed
    D. impressive

6. She answered all my questions with _____. I have no doubt that she told the truth.

    A. honesty
    B. insincerity
    C. fidelity
    D. disloyalty

7. They collect a €2000 _____ for homeless people in the streets.

    A. information
    B. promotion
    C. application
    D. donation

8. Some occupations have different name tags for each _____. For example, male service personnel in a plane are called as 'host', while a female one is called as 'hostess'.

    A. gender
    B. region
    C. person
    D. group

9. He had passed his last 20 years in prison but last year he regained his _____.

    A. captivity
    B. majority
    C. freedom
    D. discrimination

10. You need to select a nickname and a safe password to create a/n _____ in any social network such as Facebook and Twitter.

    A. software
    B. account
    C. folder
    D. malware

11. Identity theft, online harassment, and invasion of policy are the common _____ crimes that can be committed easily through the Net.

    A. organized
    B. narcotic
    C. cyber
    D. sexual

12. I forgot my password that's why I can't _____ my Instagram account.

    A. log out
    B. sign in
    C. get out
    D. log in

13. The supporters of the team are very _____ for today's football game because they couldn't win any game in last two months.

    A. desperate
    B. amused
    C. bossy
    D. sincere

14. Students are really _____ on the day of their final exam. Nobody talks in the classroom.

    A. calm
    B. nervous
    C. joyful
    D. humorous

15. Unconscious use of social media has a bad _____ on the children.
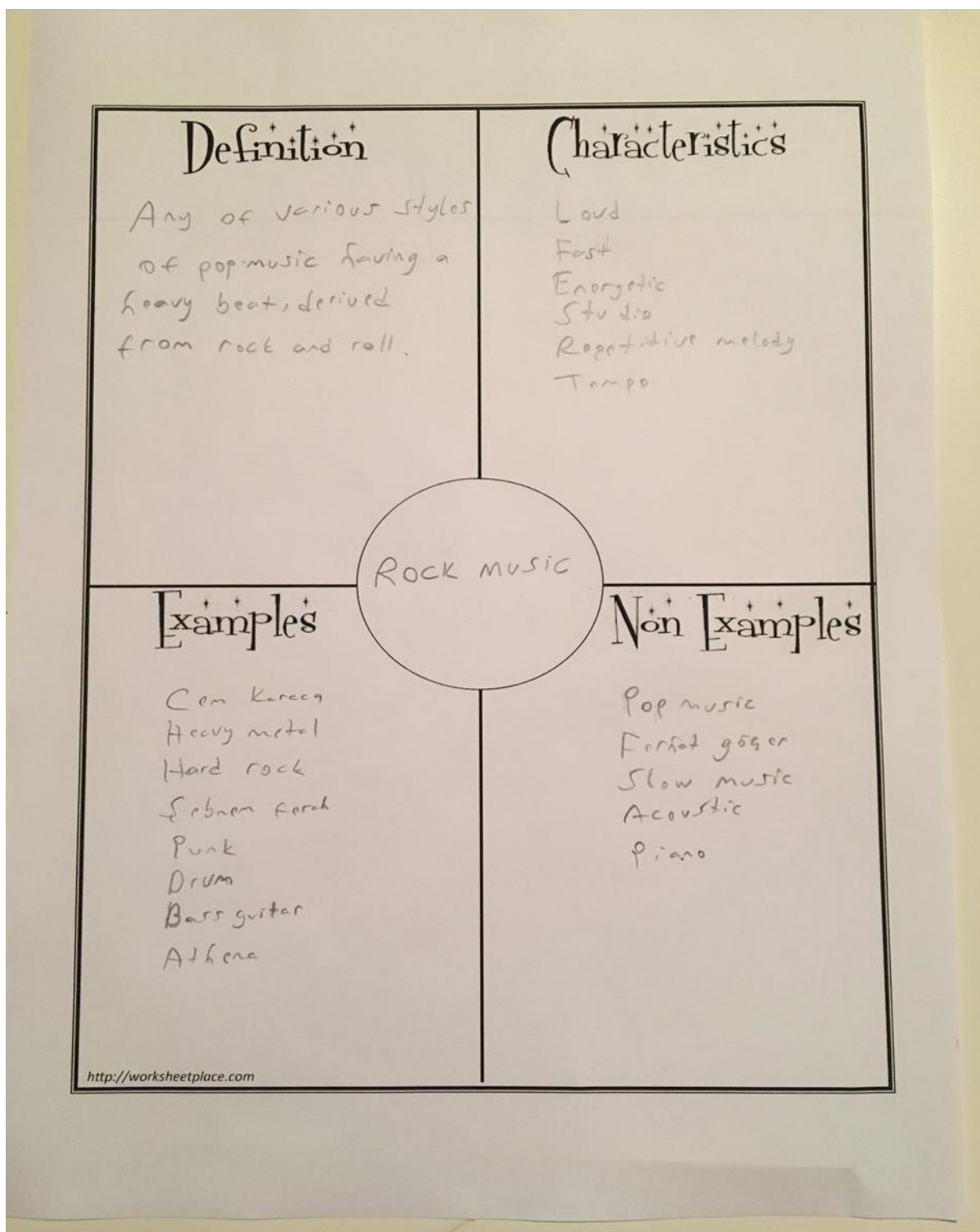
    A. confidence
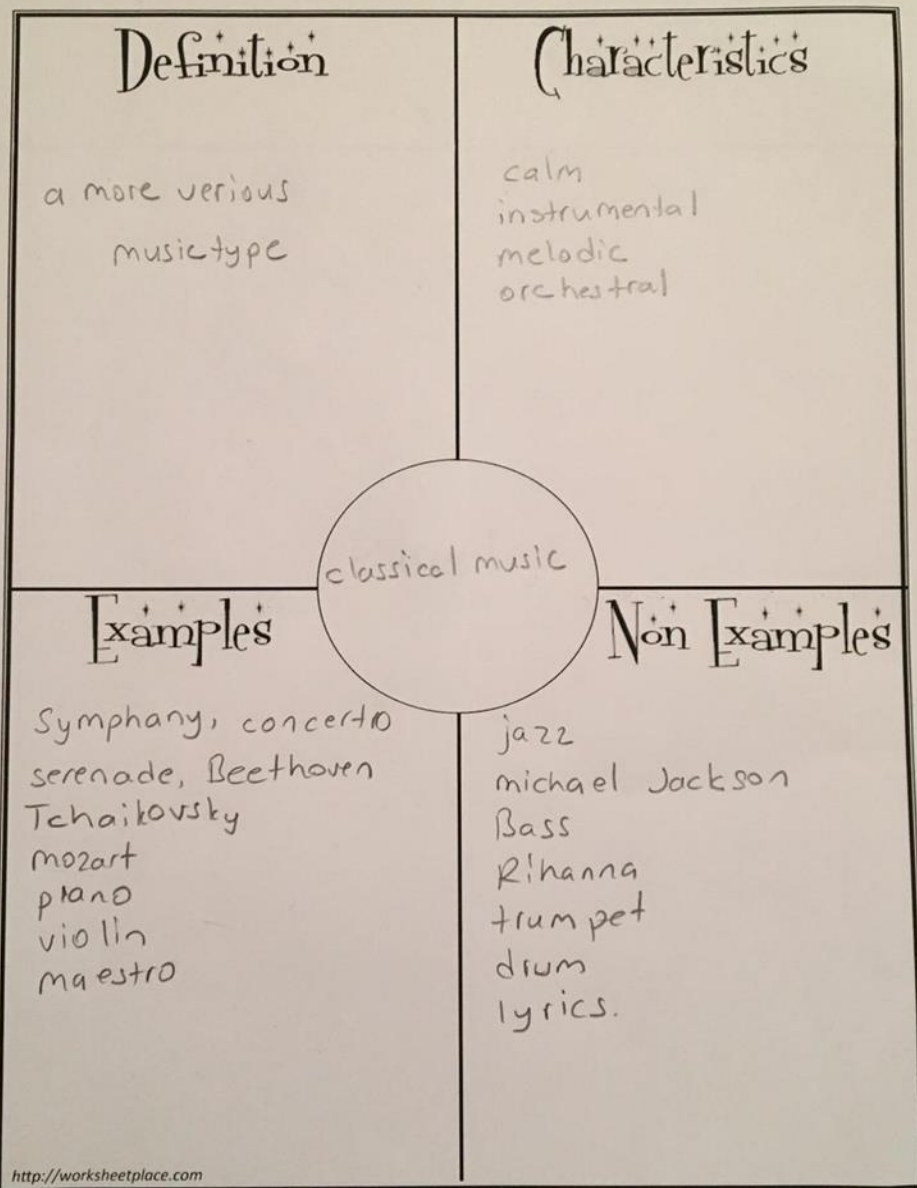   B. interaction
    C. influence
    D. expectation

16. My brother _____ for military service two years ago. He has been working for air forces since then.

    A. searched
    B. volunteered
    C. donated
    D. deceased

17. The concert will raise money for the local _____ to help people in need.

    A. scholarship
    B. donation
    C. leadership
    D. charity

18. Darüşşafaka is a non-profit school that gives _____ to many underprivileged students to continue their education.

    A. scholarship
    B. graduation
    C. admission
    D. leadership

19. My grandfather wears his glasses and reads the weekly _____ on Sundays to know what's going on in the country.

    A. book
    B. newspaper
    C. comics
    D. story

20. The details of the forest fire was given on the first page of yesterday's local newspaper under the _____ 'The huge oxygen loss'.

    A. setting
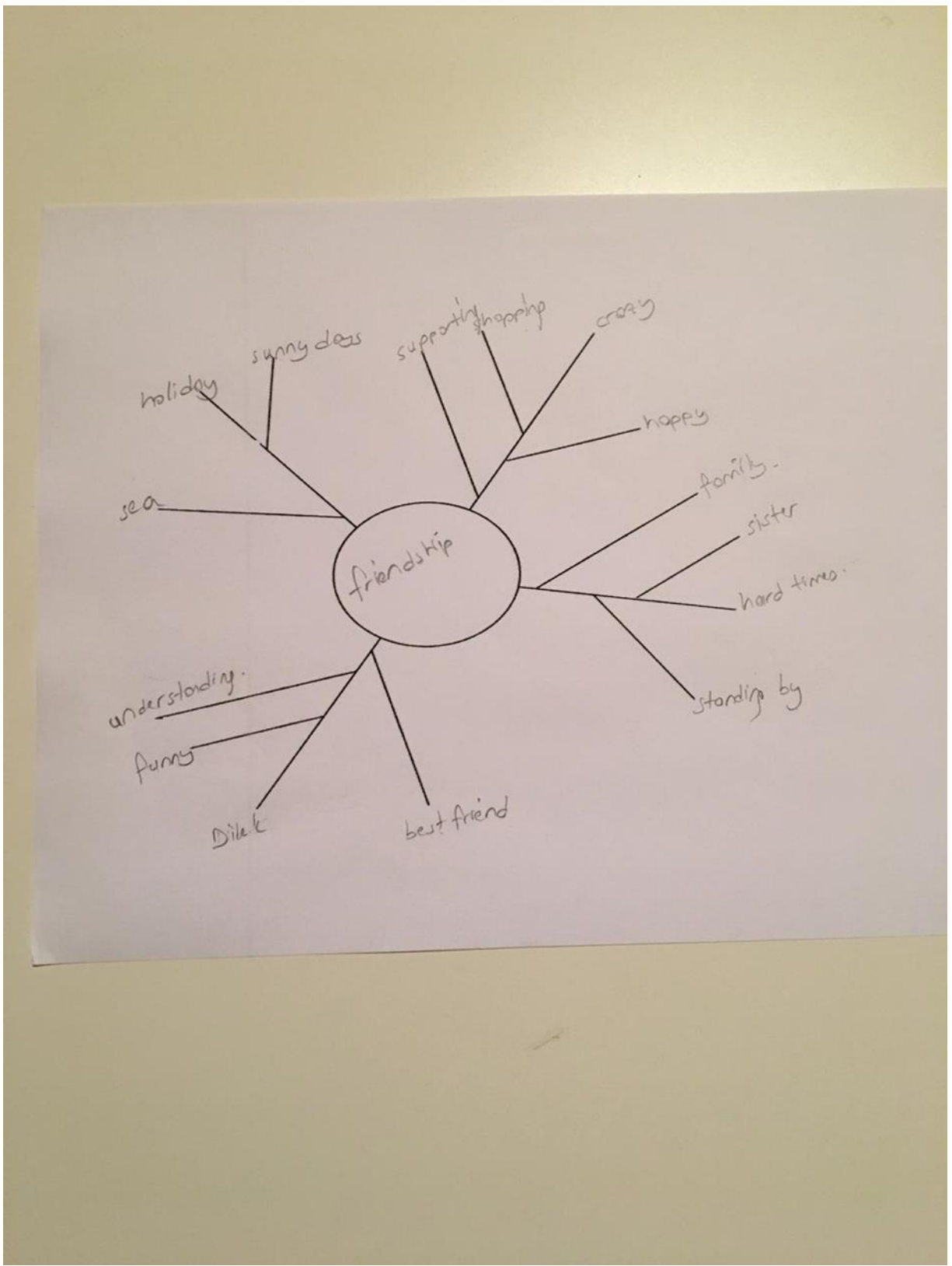   B. resolution
    C. climax
    D. headline

21. The explosion couldn't be prevented although several _____ were taken before the opening day of the factory.

    A. precautions
    B. decisions
    C. constructions
    D. connections

22. Due to overpopulation, _____ occurs much faster every day. People cut down millions of trees to create new areas to construct homes, roads, and factories.

    A. water pollution
    B. overconsumption
    C. deforestation
    D. carbon emission

23. As the people of the world, we need to protect the natural _____ of the animals which face with the danger of extinction. Otherwise, we can't see any polar bears or mountain gorillas soon.

    A. energy sources
    B. environment
    C. transportation systems
    D. development

24. It is a good way to _____ the electronic devices when they aren't in use to reduce energy consumption.

    A. turn on
    B. trigger
    C. unplug
    D. work with

25. You don't need any cables to use a _____ modem.

    A. high-tech
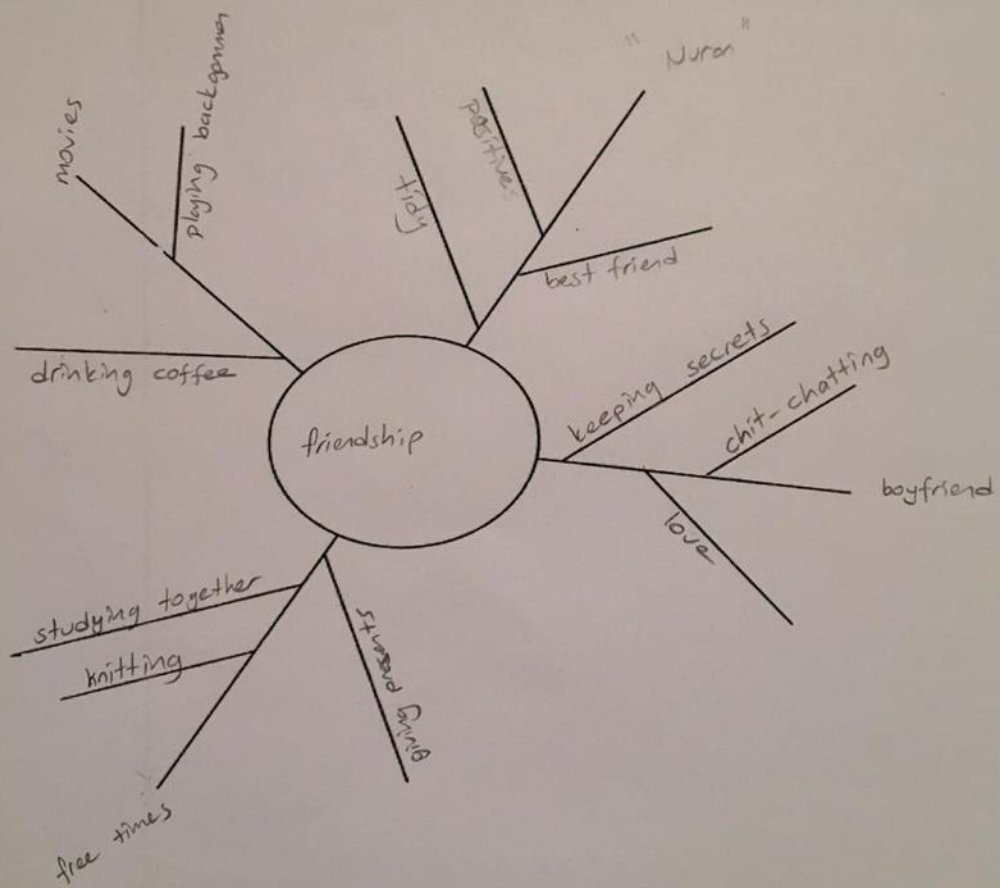   B. portable
    C. interactive
    D. cable

26. When you use _____ to listen to music, you shouldn't turn the volume up not to disturb your neighbors.

    A. gadgets
    B. processors
    C. headphones
    D. loudspeakers

27. Before _____ mobile phones become that common, users push buttons to text a message or make a phone call.

    A. touch screen
    B. portable
    C. high-tech
    D. interactive

28. It isn't a _____ behavior to ask a lady her age.

    A. regretful
    B. good
    C. polite
    D. insincere

29. Jack is really sorry about the heart-breaking words that he said to his mother yesterday. He deeply _____ them.

    A. requires
    B. regrets
    C. wishes
    D. apologizes

30. _____ each other is a very important virtue to build a healthy human relationship.

    A. Tricking
    B. Lying
    C. Upsetting
    D. Respecting

APPENDIX 6. Sample Activities

Definition

Any of various styles
of pop music having a
heavy beat, derived
from rock and roll.

Characteristics

Loud
Fast
Energetic
Studio
Repetitive melody
Tempo

Rock music

Examples

Cem Karaca
Heavy metal
Hard rock
Şebnem Ferah
Punk
Drum
Bass guitar
Athena

Non Examples

Pop music
Ferhat göçer
Slow music
Acoustic
Piano

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Definition	Characteristics
a more verious music type	calm instrumental melodic orchestral

classical music

Examples	Non Examples
Symphany, concertio serenade, Beethoven Tchaikovsky mozart piano violin maestro	jazz michael Jackson Bass Rihanna trumpet drum lyrics.

friendship

sunny days
holiday
sea
supporting
shopping
crazy
happy
family
sister
hard times
standing by
understanding
funny
Dilek
best friend
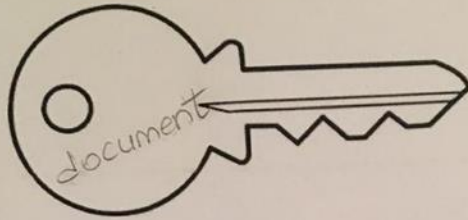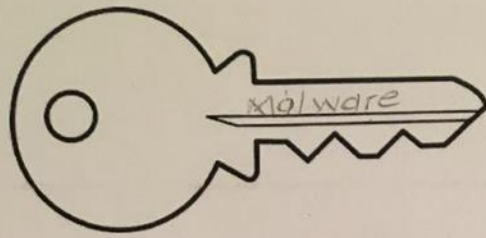
document

MEANING: a computer file that contains text that has an identifies its name.

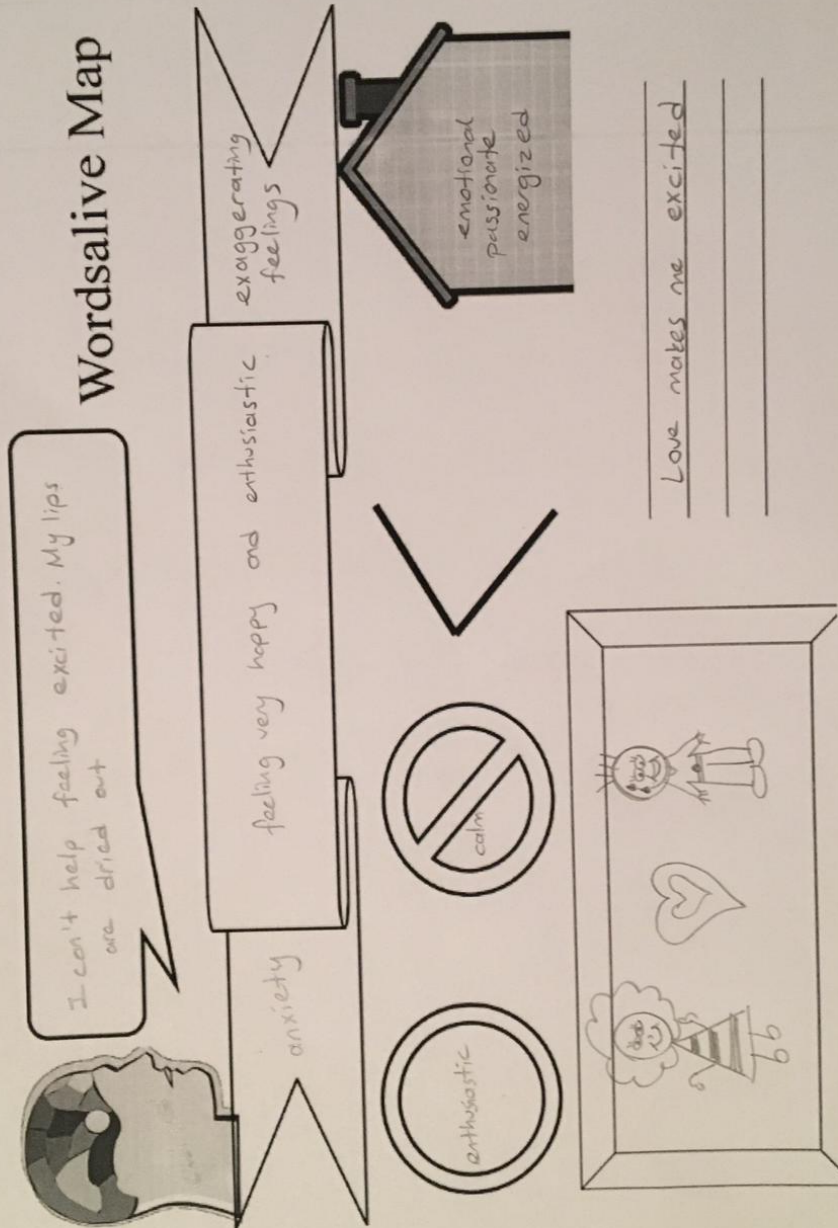ACOUSTIC PAIR: doctor

VISUAL:

→file

MEANING: Software such as a virus on a computer or computer network that the user doesn't want or know about

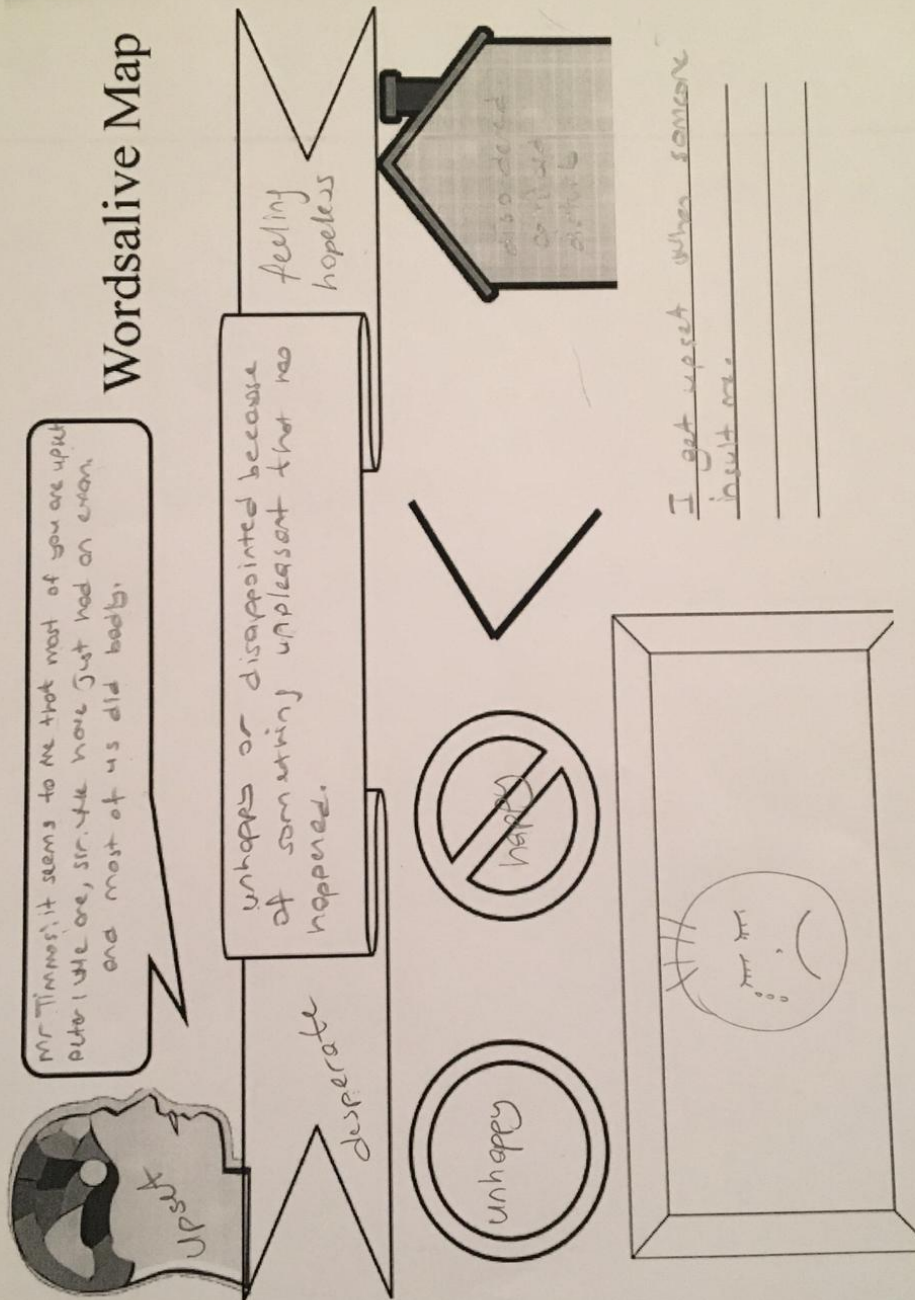**ACOUSTIC PAIR:** Mall

VISUAL:

Wordsalive Map

I can't help feeling excited. My lips are dried out

exaggerating feelings

feeling very happy and enthusiastic

anxiety

emotional
passionate
energized

calm

enthusiastic

Love makes me excited

Wordsalive Map

Mr Timms, it seems to me that most of you are upset. But I like are, sir. We have just had an exam and most of us did badly.

upset

desperate

unhappy or disappointed because of something unpleasant that has happened.

feeling hopeless

unhappy

happy

I get upset when someone insult me.

Word:*SCHOLARSHIP*

Possible Meaning: students

Sample Sentence:

I was so excited when I first read about the $10,000 **scholarship** that American University Women Charity Foundation gives to one lucky college student.

Guessed Meaning: money from good people

Word:*DECEASED*

Possible Meaning: earthquake

Sample Sentence:

At first, Darüşşafaka accepted students whose fathers were **deceased** for 149 years. eğitim kurumu

Guessed Meaning: dead

Word: *SCHOLARSHIP*

Possible Meaning: school friends

Sample Sentence:

I was so excited when I first read about the $10,000 **scholarship** that American University Women Charity Foundation gives to one lucky college student.

Guessed Meaning: education expenses

Word: *DECEASED*

Possible Meaning: becoming less

Sample Sentence:

At first, Darüşşafaka accepted students whose fathers were **deceased** for 149 years.

Guessed Meaning: died

Word: *UNPLUGGED*

Meaning: removed

A Brief Definition: removing its plug from a socket

Example Sentence: *Keep your devices unplugged to save energy.*
enerji tasarruf

Your Example Sentence:

Unless you unplugged iron when you aren't at home, you may cause a fire.

Word: *CONSUMPTION*

Meaning: the act of buying and using products

A Brief Definition: wasting goods and services.

Example Sentence: *Quit consumption-based lifestyle, save the world.*
bırakmak

Your Example Sentence:

People harm ozon-layer with over consumption of deadorants.

Word: *UNPLUGGED*

Meaning: disconnected (bağlı değil)

A Brief Definition: not using any electrical or electronic devices

Example Sentence: *Keep your devices unplugged to save energy.*

Your Example Sentence:

We should leave electronic devices unplugged to avoid electrical malfunction.

Word: *CONSUMPTION*

Meaning: using up a resource

A Brief Definition: eating or drinking something

Example Sentence: *Quit consumption-based lifestyle, save the world.*

Your Example Sentence:

Too much fuel consumption pollutes the air.

GAZİLİ OLMAK AYRICALIKTIR...