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İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**ADULT LANGUAGE LEARNERS' ATTITUDES TO THE STRATEGY  
TRAINING ON VOCABULARY AND READING IN THE CLASSROOM**

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## **ABSTRACT**

The aim of the present study is to investigate the adult language learners' attitudes towards vocabulary and reading strategies. Especially the affect of strategy training on the learners' attitudes towards these strategies were examined.

The study was conducted in a private language course in Bursa, Turkey. All of the language learners (112) in the course were firstly given pre-questionnaire to decide what kind of vocabulary and reading strategies the language learners have the tendency to use, later the results of the analysis of the pre-questionnaire revealed that mostly as they were the adult learners, they were aware of language learning strategies. However, the results revealed that the language learners had the tendency of learning English words by linking them with Turkish words or they like rote memorization. For reading, in general participants demonstrated that they had positive attitudes towards the use of these strategies however, while reading a text the subjects like translating the sentences into Turkish or not did not indicate a clear result. Moreover, some students demonstrated that they liked looking up a dictionary instead of guessing the unknown words during reading an English text.

Then after strategy training a post questionnaire was given to investigate the control and experiment group's attitudes towards vocabulary and reading strategies. 11 subjects were involved in control group and 13 of subjects involved in experiment group. The overall results of the analysis of the post-questionnaire demonstrated that the language learners in the experimental group have maintained much more positive attitudes than the learners in the control group eg: the students in the experimental group indicated that they did not favor rote memorization, translating the sentences into Turkish, looking up a dictionary for every unknown words...etc. In contrast they appear to think that the use of these strategies were a waste of time for them.

Furthermore, 3 subjects from the control group and 3 subjects from the experimental group were interviewed in order to check the attitudes of these learners towards vocabulary and reading strategies more clearly. The results obtained from the interview showed that three students in the experimental group employed much more positive attitudes towards vocabulary and reading strategies.

Based on these findings, the researcher recommends that more strategy training should be used in regular classroom activities.

# TABLE OF CONTENTS

	<b><u>PAGE</u></b>
LIST OF TABLES	VIII
ABBREVIATIONS	XIII
CHAPTER 1	
INTRODUCTION	1
1.1. The Need For The Present Study	1
1.2. The Wider Significance Of the Study	2
1.3. Organisation Of the Thesis	3
CHAPTER 2	
LITERATURE REVIEW	5
2.1. What is Strategy and Learning Strategy	5
2.1.1 Definitions of Learning Strategies	5
2.1.2 The Features of Language Learning Strategies	7
2.1.1.1 Classification of Learning Strategies	8
2.2 Why are Language Learning Strategies Important for Second Language or Foreign Language	18
2.3 Learner Variables	20
2.3.1 A) Language Proficiency	20
2.3.1 The Use of Learning Strategies By Different Level Students	24
2.3.2 B) Nationality	26
2.3.3 C) Gender	27
2.3.3.1 D) Age	28
2.4 What Kind of Activities Can Be Done to Improve Learners' Variables	28

2.5	Some Studies Related to Vocabulary Learning Strategies	30
2.6	The Effects of Reading on Vocabulary Learning	32
2.6.1	The Importance of Reading	32
2.6.2	The Use of Reading Strategies By Effective Readers	33
2.6.3	Incidental Vocabulary Learning By Using Inferencing Strategy	34
2.6.4	The Use of Dictionary By Second Language Learners	36
CHAPTER 3		
METHODOLOGY		43
3.1	Introduction	43
3.2	The Study	43
3.3	Participant	44
3.4	Data Collection Procedure	44
3.4.1	A) The Pre-Questionnaire	45
3.4.2	B) The Post-Questionnaire	46
3.4.3	C) The Interview	47
3.5	The Activities for the Experimental Group	48
3.5.1	The First Activity	48
3.5.2	The Second Activity	49
3.5.3	The Third Activity	50
3.6	Analysis	51
3.7	The Assesment of Strategy Training	52
CHAPTER 4		
ANALYSIS		53
4.1	Analysis of the Pre-Questionnaire Items Related to Vocabulary Learning Strategies	53
4.2	Analysis of the Pre-Questionnaire Items Related to Reading Strategies	69

4.3	List of Popularity of Strategies in the Analysis of Pre- Questionnaire	84
4.4	Analysis of Items Related to Post-Questionnaire	86
4.5	Control Group’s List of Popularity of Strategies in the Analysis of Post-Questionnaire	117
4.6	Experimental Group’ List of Popularity of Strategies in the Analysis of Post-Questionnaire	119
CHAPTER 5		
DISCUSSION		121
5.1	Discussion for the Pre-Questionnaire	121
5.1.1	What are the Learners’ Tendency about the Items Related to Vocabulary Learning Strategies	121
5.1.2	What are the Learners’ Tendency about the Items Related to Reading Strategies	122
5.2	Discussion for the Post-Questionnaire	124
5.2.1	How Participants Read an English Text	124
5.2.2	How Participants Learn New Words	124
CHAPTER 6		
CONCLUSION		127
6.1	Summary and Conclusion	127
6.2	Pedagogical Implications	128
6.3	Suggestions for Further Research	129
REFERENCES		131

APPENDICES	135
APPENDIX A Pre- Questionnaire (Turkish)	135
APPENDIX B Pre- Questionnaire (English)	143
APPENDIX C Post- Questionnaire (Turkish)	152
APPENDIX D Post- Questionnaire (English)	155
APPENDIX E An Example Activity	160
APPENDIX F	162
APPENDIX G	166
APPENDIX H	170
APPENDIX I	177
ÖZGEÇMİŞ	181

## LIST OF TABLES

### PAGE

#### LIST OF TABLES OF THE PRE-QUESTIONNAIRE RESULTS

Table 4.1: Frequency and percentage numbers for item one.	53
Table 4.2: Frequency and percentage numbers for item ten.	53
Table 4.3: Frequency and percentage numbers for item thirty-four.	54
Table 4.4: Frequency and percentage numbers for item four.	55
Table 4.5: Frequency and percentage numbers for item eight.	55
Table 4.6: Frequency and percentage numbers for item twenty-four.	56
Table 4.7: Frequency and percentage numbers for item seventeen.	56
Table 4.8: Frequency and percentage numbers for item forty-two.	57
Table 4.9: Frequency and percentage numbers for item twenty-three.	57
Table 4.10: Frequency and percentage numbers for item twenty.	58
Table 4.11: Frequency and percentage numbers for item six.	59
Table 4.12: Frequency and percentage numbers for item nineteen.	59
Table 4.13: Frequency and percentage numbers for item thirty.	60
Table 4.14: Frequency and percentage numbers for item twelve.	60
Table 4.15: Frequency and percentage numbers for item forty.	61
Table 4.16: Frequency and percentage numbers for item fifteen.	62
Table 4.17: Frequency and percentage numbers for item forty-eight.	62
Table 4.18: Frequency and percentage numbers for item sixteen.	63
Table 4.19: Frequency and percentage numbers for item forty-nine.	63
Table 4. 20: Frequency and percentage numbers for item twenty-six	64
Table 4. 21: Frequency and percentage numbers for item thirty-two.	64
Table 4. 22: Frequency and percentage numbers for item thirty-seven.	65
Table 4. 23: Frequency and percentage numbers for item thirty-eight.	66
Table 4. 24: Frequency and percentage numbers for item forty-three.	66
Table 4. 25: Frequency and percentage numbers for item forty-six.	67



Table 4. 26: Frequency and percentage numbers for item fifty-one	67
Table 4. 27: Frequency and percentage numbers for item two.	69
Table 4. 28: Frequency and percentage numbers for item thirty-six.	69
Table 4. 29: Frequency and percentage numbers for item twenty-nine.	70
Table 4.30: Frequency and percentage numbers for item thirteen.	71
Table 4. 31: Frequency and percentage numbers for item thirty-five.	71
Table 4. 32: Frequency and percentage numbers for item three.	72
Table 4.33: Frequency and percentage numbers for item eighteen.	73
Table 4. 34: Frequency and percentage numbers for item thirty-three.	73
Table 4.35: Frequency and percentage numbers for item thirty-nine.	74
Table 4. 36: Frequency and percentage numbers for item nine.	75
Table 4.37: Frequency and percentage numbers for item five.	75
Table 4. 38: Frequency and percentage numbers for item twenty-eight	76
Table 4.39: Frequency and percentage numbers for item seven.	77
Table 4. 40: Frequency and percentage numbers for item twenty-five.	77
Table 4. 41: Frequency and percentage numbers for item twenty-one.	78
Table 4. 42: Frequency and percentage numbers for item forty-seven.	78
Table 4.43: Frequency and percentage numbers for item fifty.	79
Table 4.44: Frequency and percentage numbers for item thirty-one.	79
Table 4.45: Frequency and percentage numbers for item forty-five.	80
Table 4.46: Frequency and percentage numbers for item twenty-seven.	80
Table 4.47: Frequency and percentage numbers for item forty-one.	81
Table 4.48: Frequency and percentage numbers for item eleven.	81
Table 4.49: Frequency and percentage numbers for item fourteen.	82
Table 4.50: Frequency and percentage numbers for item twenty-two.	82
Table 4.51: Frequency and percentage numbers for item forty-four.	83

## **LIST OF TABLES OF POPULARITY OF STRATEGIES IN THE ANALYSIS OF PRE- QUESTIONNAIRE RESULTS**

Table 4.52: List of popularity of strategies in the analysis of pre-questionnaire	84
---	----

## **LIST OF TABLES OF POST QUESTIONNAIRE RESULTS**

Table 4.53: Frequency and percentage numbers for item three	86
Table 4.54: Frequency and percentage numbers for item three.	86
Table 4.55: Frequency and percentage numbers for item thirteen.	87
Table 4.56: Frequency and percentage numbers for item thirteen.	87
Table 4.57: Frequency and percentage numbers for item eight.	88
Table 4.58: Frequency and percentage numbers for item eight.	88
Table 4.59: Frequency and percentage numbers for item eighteen.	89
Table 4.60: Frequency and percentage numbers for item eighteen.	89
Table 4.61: Frequency and percentage numbers for item two.	90
Table 4. 62: Frequency and percentage numbers for item two.	90
Table 4. 63: Frequency and percentage numbers for item five.	91
Table 4. 64: Frequency and percentage numbers for item five.	91
Table 4. 65: Frequency and percentage numbers for item twelve.	92
Table 4. 66: Frequency and percentage numbers for item twelve.	92
Table 4. 67: Frequency and percentage numbers for item fifteen	93
Table 4.68: Frequency and percentage numbers for item fifteen.	93
Table 4.69: Frequency and percentage numbers for item seven.	94
Table 4.70: Frequency and percentage numbers for item seven.	94
Table 4.71: Frequency and percentage numbers for item ten	94
Table 4.72: Frequency and percentage numbers for item ten.	95
Table 4.73: Frequency and percentage numbers for item twenty-six.	96
Table 4.74: Frequency and percentage numbers for item twenty-six.	96
Table 4.75: Frequency and percentage numbers for item thirty.	96

Table 4.76: Frequency and percentage numbers for item thirty.	97
Table 4.77: Frequency and percentage numbers for item twenty-one	97
Table 4.78: Frequency and percentage numbers for item twenty-one.	98
Table 4.79: Frequency and percentage numbers for item twenty-five.	99
Table 4.80: Frequency and percentage numbers for item twenty-five.	99
Table 4.81: Frequency and percentage numbers for item six.	100
Table 4.82: Frequency and percentage numbers for item six.	100
Table 4.83: Frequency and percentage numbers for item seventeen.	101
Table 4.84: Frequency and percentage numbers for item seventeen.	101
Table 4.85: Frequency and percentage numbers for item twenty-three.	102
Table 4.86: Frequency and percentage numbers for item twenty-three.	102
Table 4.87: Frequency and percentage numbers for item twenty-eight.	103
Table 4.88: Frequency and percentage numbers for item twenty-eight.	103
Table 4.89: Frequency and percentage numbers for item twenty-nine.	104
Table 4.90: Frequency and percentage numbers for item twenty-nine.	104
Table 4.91: Frequency and percentage numbers for item one.	105
Table 4.92: Frequency and percentage numbers for item one.	105
Table 4.93: Frequency and percentage numbers for item four.	106
Table 4.94: Frequency and percentage numbers for item four.	106
Table 4.95: Frequency and percentage numbers for item eleven.	107
Table 4.96: Frequency and percentage numbers for item eleven	107
Table 4.97: Frequency and percentage numbers for item fourteen.	108
Table 4.98: Frequency and percentage numbers for item fourteen.	108
Table 4.99: Frequency and percentage numbers for item nineteen.	109
Table 4.100: Frequency and percentage numbers for item nineteen.	109
Table 4.101: Frequency and percentage numbers for item twenty-two.	110
Table 4.102: Frequency and percentage numbers for item twenty-two.	110
Table 4.103: Frequency and percentage numbers for item twenty-seven.	111
Table 4.104: Frequency and percentage numbers for item twenty-seven.	111
Table 4.105 : Frequency and percentage numbers for item nine.	112

Table 4.106: Frequency and percentage numbers for item nine.	112
Table 4.107: Frequency and percentage numbers for item sixteen.	113
Table 4.108: Frequency and percentage numbers for item sixteen.	113
Table 4.109: Frequency and percentage numbers for item twenty.	114
Table 4.110: Frequency and percentage numbers for item twenty.	114
Table 4.111: Frequency and percentage numbers for item twenty-four.	115
Table 4.112 : Frequency and percentage numbers for item twenty- four.	115

**CONTROL GROUP’S LIST OF TABLES OF POPULARITY OF STRATEGIES  
IN THE ANALYSIS OF POST QUESTIONNAIRE**

Table 4. 113: Control Group’s list of popularity of strategies in the analysis of post- questionnaire	117
--	-----

**EXPERIMENTAL GROUP’S LIST OF TABLES OF POPULARITY OF  
STRATEGIES IN THE ANALYSIS OF POST QUESTIONNAIRE**

Table 4. 114: Experimental Group’s list list of popularity of strategies in the analysis of post- questionnaire.	119
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## **ABBREVIATIONS**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FL:** Foreign Language

**SILL:** Strategy Inventory for Language Learning

**L2 :** Second Language

## **CHAPTER 1: INTRODUCTION**

This study was conducted to investigate the adult language learners' attitudes toward vocabulary learning strategies and reading strategies. Hismanoglu (1997) states that language learning strategies in general being specific actions, behaviours, tacticts or techniques facilitate the learning of the target language by the language learners.

In this study, the effect of strategy training was investigated upon the adult language learners' attitudes towards vocabulary and reading learning strategies. Oxford (1994: p. 3 ) state that 'attitudes have an effect on the strategies learner choose, with negative attitudes often result with poor strategy use'. Thus examining adult language learners attitudes toward vocabulary and reading strategies would enable us to understand if strategy training really effects learners strategy use or not.

The present study was carried out in a private language course in Bursa. The purpose of this course is to teach the learners general English.

In the present chapter, the need for the present study is explained, then wider significance of the study is explored and finally this chapter ends with a summary of the organisation of the thesis.

### **1.1. The Need For The Present Study**

As far as I am concerned, most of the language learners' problem is 'speaking'. I think the lack of vocabulary size gets the language learners not to be able to speak fluently or while reading an English text, because of not knowing the words and not being aware of some reading strategies language learners mostly have the difficulty of comprehending the text. Chamot and Eldinary (1999: p.332 ) support this idea by

saying 'less effective learners focus too much on the details, whereas more effective learners focus on the task as a whole.

Oxford (1990) suggests that learning strategies are easy to teach and modify. This can be done through strategy training as it is the necessary parts of language education. Additionally, strategy training helps learners become more autonomous learners.

Thus as a language teacher, I needed to use strategy training in one of my class (experiment group). However, in another class (control group) which was the same level with the first class, strategy training was not used. Thus the study purpose was to investigate if strategy training effected the experimental group's attitudes towards vocabulary and reading strategies or not.

## **1.2. The Wider Significance Of the Study**

As mentioned before, strategy training can help learners become more responsible of their learning. However in Turkey in the classrooms it is difficult to see such kinds of students. Because most of the students like being passive learners, they want to get all information from their teacher. Oxford (1990: p. 10 ) supports this idea by saying:

'Owing to conditioning by the cultural educational system, many language students are passive and accustomed to being spoon-fed. They like to be told what to do and they do only what is clearly essential to get a good grade even if they fail to develop useful skills in the process. Attitudes, behaviours like these make learning more difficult and must be changed or else any effort to train learners to rely more on themselves use better strategies is bound to fail.'

Additionally David (1997: p 6) has stated that 'our actions speak louder than words and it is therefore important for professionals who use language learning strategies

training to also model such strategies both within their classroom teaching' (cited in Lessard, 1997: p.8 ).

Then this study indicates if strategy training can change the language learners' attitude towards vocabulary and reading strategies or not. The present study was conducted to investigate below questions.

- a) to find out the variety of vocabulary, reading strategies that learners have a tendency to
- b) to find out about the participants' attitudes towards using these learning strategies
- c) to see if there is a significant difference between the control and experimental group's attitudes towards vocabulary, reading strategies after strategy training in the experimental group.

From these research questions, especially the fourth one's answer can shed some light if there is the effect of strategy training upon the learners' attitudes or not. Because if it works, most of the language teachers should try to encourage their learners to use vocabulary and reading strategies. Bedir (2000: p.6 ) suggests 'students should be instructed not only to acquire and use the appropriate strategies in any learning situation but also they should be trained on how to modify and transfer these strategies into another learning situation as a facilitator tool.'

### **1.3. Organisation Of the Thesis**

The present study includes six chapters. Following the introduction chapter, a reviewed of related literature is explained in the second chapter. This chapter starts with the definition of language learning strategies, the features, categorization, importance of learning strategies and the effect of learner variables on the use of learning strategies are presented. As the research is to investigate students' attitudes



towards vocabulary and reading strategies, the importance of vocabulary and reading are explored and the studies about vocabulary and reading strategies are mentioned, later the use of strategy training in the classrooms is suggested.

Chapter 3, starts with the research questions why this study is conducted , the participants, data collection procedures, data analysis and the assesment of strategy training are explained in a detailed way.

Fourth chapter presents the analysis of the two questionnaires (pre and post questionnaire) in tables. Each items were analysed in details. Additionally, in this chapter list of popularity of strategies in the analysis of pre-questionnaire are given. The aim is to see which items are frequently used among the participants, then the experimental and control group's list of popularity of strategies in analysis of post-questionnaire are presented. The purpose is to compare experimental and control group's strategy use( which strategies are frequently used by these two groups).

Chapter 5 presents the discussion of pre and post-questionnaire from the results of the data analysis.

Chapter 6 ( in the final chapter), by considering the results of the analysis of the study, the conclusion of the study is explained, the findings of the study are presented, moreover, some pedagogical implications are suggested. Finally it involves some suggestions for the further research.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 . What is Strategy and Learning Strategy**

First of all to understand the meaning of learning strategies we should look at the meaning of 'strategy'. According to Oxford (1990), this word comes from the ancient Greek term 'strategia' which symbolizes generalship or the art of war. Griffiths (2003) states that a review of the literature mentions about different terms such as strategies, tactics, techniques and learning behaviours. The strategy concept means a planned step or conscious action toward success of an objective (Oxford, 1990). Moreover, Larsen – Freeman and Long (1991) point out, strategy was the term which was used by Rubin (1975) in what was possibly the earliest study in this field and is used most often recently (cited in Griffiths, 2003).

Although the terminology is not always the same, some writers tend to use the term of 'learner strategies' (Wendin and Rubin, 1987), others 'learning strategies' (O'Malley and Chamot, 1990 ; Chamot and O'Malley, 1994) and still others 'language learning strategies' (Oxford, 1990 a 1996) (cited in Lessard, 1997).

#### **2.1.1. Definitions of Learning Strategies**

The field of education during the last two decades emphasizes a less stress on teachers and teaching and greater importance on learners and learning (Nunan, 1988). Shmais (2003) claims that the term of 'awareness' in learning strategies in foreign and second language teaching and learning have become significant. In this part , there are the definitions of learning strategies by different researchers.

The concept of language learning strategies has been described in number of ways such as 'elusive' (Wenden, 1987: p.7) and 'fuzzy' ( Ellis, 1994: p.529), while O'Malley and Chamot (1985: p.22) speak of 'no consensus' and Cohen ( 1998: p.3) think of 'conflicting views' (cited in Griffiths, 2003: p. 368).

Learning Strategies are described in different ways, from different perspectives. Some of the researchers define learning strategies as a way of processing new information. For example language learning strategies are different from learning styles, which refer to learners 'natural, habitual and preferred ways of absorbing, processing and retaining new information and skills' (Reid, 1995: p.8) (cited in Lessard, 1997:p.2). Similarly, according to Rubin (1987: p.29) 'learning strategy is the process that the information is obtained, stored, retrieved and used' (cited in Fan, 2003:p.223 ). According to Bedir (2000) learning strategies make students use the right method in the right place in their learning process. They also help students make associations with their background knowledge. Other researchers who intend to define the learning strategy as a process of information is Weinstein and Mayer (1986: p.315), they defined learning strategies as 'behaviours and thoughts that a learner engages in during learning' which are 'intended to influence the learners' encoding process' (cited in Lessard, 1997:p.2). Later Mayer (1988: p.12) defined learning strategies as 'behaviours of a learner that are intended to influence how the learner processes information' (cited in Lessard ,1997:p.2).

On the other hand, learning strategies are described as an aid to make learning easier. Oxford (1990:p.8) points out that 'learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferrable to new situations'. Similarly, O'Malley and Chamot (1990: p.1) defined learning strategies as 'the special thoughts or behaviours that individuals use to help them comprehend, learn and retain new information' (cited in Kirkgoz, 2000:p.47). Cohen (1998: p.4) defines learning strategy as a 'process consciously chosen by students that result in action, taken to enhance the learning or use

of a second language... through storage, retention, recall and application.’ (cited in Peacock & Ho, 2003: p.180). An early definition by Rigney (1978) of learning strategy as operations employed by the learner for acquiring, retaining, retrieving or performing information (cited in Griffiths, 2003).

The fact that learners can choose strategies takes Cohen (1998) and Oxford (1990; 1996) to discuss for the further aspect of language learning strategies that of consciousness. Cohen thinks that ‘the consciousness choice factor is important to the language learning strategy concept because the element of consciousness is what distinguishes strategies from those processes that are not strategic’ (Cohen, 1998, p.4).

Moreover, language learning strategies are related to communication by some researchers. Faerch and Kasper (1986) explain learning strategies as devices that learners use them in second and foreign language learning and communication (cited in Kırkgöz, 2000). According to Brown (1994) and Kupper (1989), language learning strategies involve receptive strategies which is interested in receiving the message, productive strategies and communication (cited in Shmais, 2003).

Language learning strategies are thought to effect the learners’ language system and their interlanguage competence. Rubin (1987: p.22) thought that learning strategies ‘are strategies contribute to the development of the language system which the learner constructs and affect learning directly’ (cited in Lessard, 1997: p.2). Similarly, Torone (1983: p.67) described language learning strategy as ‘an attempt to develop linguistic and sociolinguistic competence in the target language to incorporate these into one’s interlanguage competence’ (cited in Lessard, 1997: p. 2).

### **2.1.2. The Features of Language Learning Strategies**

According to Oxford (1990: p.9) there are 12 language learning strategies. These are;

- 1) Contribute to the main goal, communicative competence
- 2) Allow learners more self-directed.
- 3) Expand the role of teachers.
- 4) Are problem-oriented
- 5) Are specific actions taken by the learner
- 6) Involve many aspects of the learning, not just the cognitive
- 7) Support learning both directly and indirectly
- 8) Are not always observable
- 9) Are often conscious
- 10) Can be taught
- 11) Are flexible
- 12) Are influenced by a variety of factors.

In addition to these, Oxford (1990) states that there are other characteristics of learning strategies which are problem orientation action basis, involvement beyond such cognition, ability to support learning directly or indirectly, degree of observability, level of consciousness and teachability.

Moreover, learner strategies on the other hand are easier to teach because,

- 1) They can be systematically explained
- 2) They are less dependent on real life situations
- 3) They are less personality dependent
- 4) They are essentially behavioral things that learners can make themselves do
- 5) They are not necessarily involved in spontaneous speech (Grenfell, 1994).

### **2.1.2.1. Classification of Learning Strategies**

Harley & Hart (2000), point out that in recent years, identifying and classifying second language learning strategies have become the focus of researchers but there is as yet no clear result of categories to be used.

However, language learning strategies have been classified by many different researchers. Rubin's (1981) , O'Malley and Chamot's (1990) and Oxford's (1990) taxonomies of language learning strategies are really significant.

Rubin (1981) suggested the following learning strategies;

**1) Clarification /Verification**

- a) Asks for example of how to use a word /expression
- b) Puts word in a sentence to check understanding
- c) Looks up word in the dictionary
- d) Paraphrases a sentence to check understanding

**2) Monitoring**

- a) Corrects error in own/others pronunciation, vocabulary, spelling, grammar, style
- b) Notes sources of own errors, e.g own language interference, other language inference

**3) Memorization**

- a) Takes notes of new items with or without examples, contexts or definitions
- b) Finds some association (semantic, visual. etc.).

**4) Guesing/ Inductive Inferencing**

- a) Uses clues from the following to guess the meaning other items in the sentence or phrase syntactic structure context of discourse...etc
- b) Ignores difficult word order

**5) Deductive reasoning : Looks for and uses general rules**

- a) Compares native/ other language to target language to identify similarities and differences
- b) Infers grammatical rules by analogy

- c) Notes exceptions to rules
- d) Finds meaning by breaking down word into parts

## **6)Practice**

- a) Experiments with new sounds in isolation and in context, use mirror for practice
- b) Talks to self in target language
- c) Drills self on words in different forms

In Rubin's terms direct strategies are described such as clarification, verification, guessing, inductive, inferencing and deductive reasoning. And the other strategies emphasize such as monitoring, memorization and practice which are called indirect strategies ( cited in Skehan, 1989).

According to O'Malley and Chamot (1990: p.44-45 ) are classified into 3 main groups. These are;

### **A)Metacognitive Strategies:**

They refer to higher order skills that plan for monitoring or evaluate the success of a learning activity. (Graham,1997). Kirkgoz (2000) states that they also include paying an attention to linguistic features and self monitoring .

**Advance organizers:** Making a preview of the organizing concept principle in learning activity

**Directed attention:** Deciding in advance what to attend to in a learning task

**Selective attention:** Deciding in advance to attend to specific aspects of the language input or situational details in a task

**Self- management:** Understanding and arranging for the conditions that help one learn

**Advance preparation:** Planning for and rehearsing linguistic components necessary for language task

**Self monitoring:** Correcting one's speech for accuracy or for appropriateness to context.

**Delayed production:** Consciously deciding to postpone speaking in favour of initial listening

**Self-evaluation:** Checking learning outcomes against internal standards.

**Self-reinforcement:** Arranging rewards for successfully completing language learning activity.

## **B) Cognitive Strategies:**

It is a processing routine that a person can use to simplify knowledge acquisition or the store of knowledge already acquired based on some series of mental step. The major cognitive strategies are inference, elaboration and transfer.

**Repetition:** Imitating a language model, including overt practice and silent rehearsal

**Resourcing:** Using target language reference materials

**Directed physical response:** Relating new information to physical actions with directives

**Translation:** language to understand and produce the second language

**Grouping:** Reordering or reclassifying material to be learned

**Note taking:** Writing down main ideas, important points, outlines, or summaries of information

**Deduction:** Conscious application of rules

**Recombination:** Structuring language by combining known elements in a new way

**Imagery:** Relating new information to visualize concepts in memory

**Auditory:** Retention of the sound or similar sound or a word, phrase, etc.

**Keyword:** Remembering a new word in the second language by mnemonics

**Contextualisation:** Placing a word or phrase in a meaningful language sequence

**Elaboration:** Relating new information to existing concepts. According to Chamot and O'Malley (1994: p.7), 'while elaborating students develop images of new words, organise new words into groups, think of what they know about the



concept the word represents and build strong association in multiple ways with existing memory'(cited in Bedir, 2000: p.30 ) .

**Transfer:** Using previously acquired knowledge to facilitate new learning

**Inferencing:** Using available information to guess meanings of new items, predict outcomes, etc

**Question for clarification:** Asking a teacher, etc. for repetition , paraphrasing, explanation and or examples

### **C) Social Strategies**

They either involve interaction, cooperation with another person or control over emotional or affective responses to learning.

**Cooperation:** Working with one or more peers to obtain feedback.

In this study, in order to measure language learners' attitudes towards vocabulary learning strategies and reading strategies Oxford's (1990) learning strategies classification system was used. There are two main groups of strategies which are direct and indirect learning strategies. However, in the study direct strategies only included in the items of the questionnaire as they are more related to vocabulary and reading strategies.

### **Direct Strategies**

Language learning strategies that directly involve are called direct strategies.

#### ***A) Memory Strategies:***

They are sometimes called mnemonics, which have been used for thousands of years. Eventhough some teachers think that vocabulary learning is not so difficult, language learners have a problem remembering large amounts of vocabulary which is very necessary for their fluency. Oxford (1990:p.39) explains that 'Vocabulary is 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,'

Memory strategies help language learners to store and retrieve information. Although they can be really effective strategies for language learning, some research shows that language learners seldom appear to use these strategies. It might be that students simply do not use memory strategies very much, especially the students in elementary level.

### **1) Creating mental linkages**

- a) Grouping
- b) Associating and Elaborating
- c) Placing new words into a context

### **2) Applying images and sounds**

- a) Using imagery
- b) Semantic mapping
- c) Using keywords
- d) Representing sounds in memory

### **3) Reviewing well**

- a) Structured reviewing

### **4) Employing action:**

- a) Using physical response or sensation
- b) Using mechanical techniques

## **B) Cognitive Strategies**

They are typically found to be the most popular strategies with language learners. Cognitive Strategies are essential in learning a new language. They enable learners to understand and produce a new language. They relate to how students think about their learning.

### **1) Practicing**

- a) Repeating
- b) Formally predicting with sounds and writing systems
- c) Recognizing and using formula and patterns
- d) Recombining
- e) Practicing naturalistically

### **2)Receiving and sending messages**

- a) Getting the idea quickly
- b) Using resources for receiving and sending messages

### **3) Analyzing and reasoning**

- a) Reasoning deductively
- b) Analyzing expressions
- c) Analyzing contrastively
- d) Transferring

### **4)Creating structure for input and output**

- a) Taking notes
- b) Summarizing
- c) Highlighting

### **C) *Compensation Strategies***

They get language learners to use the new language for either comprehension or production inspite of the limitations in knowledge. They are also known as inferencing strategies. Many compensation strategies for production are mostly used when a learner try to guess the unknown vocabulary.

#### **1) *Guessing intelligently***

- a) Using linguistic clue
- b) Using other clues

#### **2) *Overcoming limitations in speaking and writing***

- a) Switching to the mother tonque
- b) Getting help
- c) Using mime or gesture
- d) Avoiding communication partially or totally
- e) Selecting the topic
- f) Adjusting or approxiamately the message
- g) Coining words
- h)Using a cirumlocution or synonym

### **Indirect Strategies**

#### **A) *Metacognitive Strategies:***

They are essential for the students to control their own learning through organizing, planning and evaluating.

#### **1) *Centering your learning***

- a) Overviewing and linking with already known material
- b) Paying attention
- c) Delaying speech production to focus on listening.

## **2) Arranging and planning your learning**

- a) Finding out about language learning
- b) Organizing
- c) Setting goals and objectives
- d) Identifying the purpose of a language task
- e) Planning for a language task
- f) Seeking practice opportunities

## **3) Evaluating your learning**

- a) Self monitoring
- b) Self evaluating

### ***B) Affective Strategies:***

They help learners gain control over their emotions, attitudes, motivation and values.

### **1) Lowering your anxiety**

- a) Using progressive relaxation, deep breathing or meditation
- b) Using music
- c) Using laughter

### **2) Encouraging yourself**

- a) Making positive statements
- b) Taking risks wisely
- c) Rewarding yourself

### **3) Taking your emotional temperature**

- a) Listening to your body
- b) Using a checklist
- c) Writing a language learning diary

d) Discussing your feelings with someone else

**C) Social Strategies:**

They help learners interact with other peers.

**1) Asking questions**

- a) Asking for clarification or verification
- b) Asking for correction

**2) Cooperating with others**

- a) Cooperating with peers
- b) Cooperating with proficient users of the new language

**3) Empathizing with others**

- a) Developing cultural understanding
- b) Becoming aware of others' thoughts and feelings

Oxford (1990) pointed out that research has given importance the metacognitive and cognitive strategies much more than the other types of the learning strategies. She added that studies on Affective and Social Strategies are not very common in second language research. The reason might be that these behaviours are not researched frequently by second language researchers because among the learners paying attention to their own feelings is not very familiar.

Then learning strategies are categorized in different ways. From these three researchers' learning strategies taxonomy, Rubin's taxonomy does not include most of the learning strategies. They mostly try to get the students to gain vocabulary and grammar learning strategies. There are few learning strategies about students' monitoring, planning their own learning. Additionally, a few of them are related to speaking and reading strategies.

On the other hand, O'Malley and Chamot's one of the basic learning strategy is the metacognitive, which is about learners' planning, organizing, monitoring their learning. Moreover, the learning strategies mostly focus on vocabulary learning strategies. At the same time, some of them are about reading strategies like taking notes, inferencing. Apart from Rubin's taxonomy there are learning strategies which try to gain students to interact with each other.

Oxford's learning strategies is the most detailed one that they enable learners to retain, produce, comprehend information and at the same time apart from Rubin's and O'Malley and Chamot's learning strategies they allow learners to control their emotions, attitudes, motivation and values.

## **2.2. Why Are Language Learning Strategies Important For Second Language or Foreign Language Students**

Within communicative approaches to language teaching an important point for the learner is to develop communicative competence in the L2 and FL, thus language learning strategies can help students in doing so.

According to Lessard (1997), the term language learning strategies is used so much that L2 and FL learners use in learning target language. Therefore, communication strategies are just one kind of language learning strategies. For all L2 teachers who want to develop their students' communicative competence and language learning, an understanding of language learning strategies is vital. Oxford (1990: p.1) support this idea by saying 'Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence'.

Realistic communication among learners using meaningful, contextualized language is very necessary for developing communicative competence. Learning strategies get learners to involve in such authentic interaction. Such strategies encourage the development of communicative competence (Oxford, 1990).

Lessard (1997) points out that language learning strategies are important because if students are encouraged to use the language learning strategies these can make them become good language learners.

According to Oxford (1990), learning strategies facilitate the developing of communicative competence in general. For instance **Cognitive strategies** such as analyzing and particular **Memory strategies** like the keyword technique are useful for storing and recalling new information. **Compensation strategies** help learners in overcoming knowledge gaps, continuing to communicate authentically. **Metacognitive strategies** get students to control their own and to plan, evaluate their learning as they move toward communicative competence. **Affective strategies** develop the self confidence. And lastly **Social strategies** supply interaction and more empathetic understanding. Thus all of these strategies help language learners develop their communicative competence.

Strategies can act in particular aspects of competence such as grammatical, sociolinguistic, discourse and strategic elements as the learners' competence develops. For example: **memory strategies** like using imagery and **cognitive strategies** such as reasoning deductively and using contrastive analysis enhance grammatical accuracy. **Social strategies** such as asking questions, interacting with native speakers, communicating with peers help sociolinguistic competence. Again **social strategies** like recombination provide a real communication, thus strengthen discourse competence. **Compensation strategies** such as guessing the unknown word, using synonyms or gestures to infer the meaning of an unknown word or expression are the heart of strategic competence.



## **2.3 . Learner Variables**

### **2.3.1. A) Language Proficiency**

Research into learning strategies started in the 1960's. The research about language learning Strategies are effected much by the development in Cognitive psychology. From the research to date, it is obvious that all language learners use language learning strategies of some kind. However, the frequency and variety use differ between different language learners , depend on a number of variables ( Chamot and Kupper, 1989). One of the learner variable is learners' language proficiency. According to Chamot and Kupper (1989) ,O'Malley and Chamot (1990) and Oxford (1990), the good language learners use different types of learning strategies in effective ways.

Research has showed that more proficient learners appear to use different kinds of strategies in many situations than do less proficient learners. Oxford (1990) points out that good language learners tend to use learning strategies that are suitable to the task, material, self objective, their needs, motivation and stage of learning . Similarly, Chomot and Kupper (1989) also states that more proficient students use learning strategies more often, more appropriate to the task and which help them complete the task succesfully. On the other hand, less proficient learners use fewer strategies that are not suitable to the task. Therefore, the ability to choose and evaluate one's strategies is very important.

More proficient learners according to Rubin and Thompson (1994), can find their own way by taking responsibilities of their learning, organizing their language information and trying to find opportunities for practicing the language. Ellis and Sinclair (1989: p.6) support this idea by saying 'good language learners are aware of and understand the reasons for their attitudes and feelings towards language learning and themselves as language learners' (cited in Halbach, 2000: p. 89). Additionally researchers such as Oxford (1990) ; Cohen (1987) and O'Malley and Chamot (1990)

have emphasized that good language learners use many kinds of strategies and techniques in order to solve problems that they come across with while acquiring or producing the language. (cited in, Shmais, 2003).

By focusing the good language learner, it is possible to learn what they do 'right' and as a result become more successful. One early seminal study, Stern (1975) emphasizes 10 learning strategies that successful learners tend to use more often.

- |                          |                             |
|--------------------------|-----------------------------|
| a. Planning strategy     | f) Semantic strategy        |
| b. Active strategy       | g) Practice strategy        |
| c. Empathetic strategy   | h) Communication strategy   |
| d. Formal strategy       | i) Monitoring strategy      |
| e. Experimental strategy | j) Internalisation strategy |

(cited in Grenfell, 1994)

Keeping a diary is the best way to find out students' use of strategies and their skills in language learning, which is important since evaluating students use of strategies has taken a long time. (Skehan, 1989). By analysing the language learners' diaries, there exists a great difference between effective and ineffective learners. Effective students appear to take the advantage of strategy training. On the other hand, ineffective students appear not to benefit from strategy training because of not using enough learning strategies to help them. (Halbach, 2000).

One of the most frequently research has been collecting data about good language learners. The main purpose is to find out what they do and make them successful. The classic examples of such research are the 'good language learner' studied by Rubin (1975), Stern (1975), Naiman et. al (1978) and Stevick (1989) (cited in Griffiths, 2003).

One of the authors of 'The Good Language Learner' Stern was among the first to have some sort of classification (Stern, 1975). His list of taxonomy involves such properties such as tolerance of uncertainty, readiness to practice and use the language and a generally active approach to language learning. The same is true of the early work of Rubin (1975). She draws much more her attention to the different kinds of learning strategies. In her taxonomy, the strategies include willingness to guess, to appear, to practice and to monitor (cited in Graham, 1997).

One of the introspective study by Stern (1975) and a group of Canadian researchers (Naiman, Froehlich, Todesco and Stern (1978) aimed to interview with some successful and unsuccessful language learners to collect information about the strategies they preferred to use while learning a language (cited in Skehan, 1989).

Naiman (1978) one of his research found out that language learners use five major strategies. These are ;

- 1) **Active task approach:** Good language learners actively involve themselves in the language learning task.
- 2) **Realization of language as a system:** Good language learners develop or exploit an awareness of language as a system.
- 3) **Realization of language as a means of communication and interaction:** Good language learners develop and exploit an awareness of language as means of communication and interaction.
- 4) **Management of affective demands:** Good language learners realize initially or with time that they must cope with affective demands made upon them by language learning and succeed in doing so.
- 5) **Monitoring Second Language Performance:** Good language learners constantly revise their second language systems. They monitor the language they are acquiring by testing their guesses

(cited in Skehan 1989: p.78,77).

It is clear to see that most of the researchers emphasize the use of language learning strategies by more proficient learners. They claim that effective strategies are used by them. However there are some researchers who also think of unsuccessful learners.

Skehan (1989: p.76) states that ‘ there is always the possibility that the good learning strategies they uncovered are also used by bad language learners, but other reasons cause them to be unsuccessful with this group’.

Vann and Abraham (1990) investigated the use language learning strategies by unsuccessful learners while doing different kinds of tasks and found that what separated unsuccessful learners from successful learners was not the lack of appropriate strategies but the inability to choose the right strategy for the task. The result of the study indicated that unsuccessful learners appear to be active strategy users but they often can not use the strategies that are suitable to the task. Apparently, they have the inability to use metacognitive strategies which would enable them to evaluate the task and then help them use a suitable learning strategy (cited in Richards and Lockhart, 1994).

A similar study was made by Porte (1988), who interviewed 15 unsuccessful learners in private language schools in London. He commented that the majority of the unsuccessful learners in his study reported using strategies which were the same as or very similar to those they had used at schools in their native countries ( cited in Griffiths, 2003).

As most of the researchers claim that there is a connection between the strategy use and proficiency , Naiman et al (1978; reprinted 1996) conducted a study. Firstly in the study he interviewed with 32 successful and 2 unsuccessful adult learners. In the second part of the study he employed a main classroom study with 8,10,12 learners of French in Toronto. As a result of the study he found out that there was no relationship between learner strategy and proficiency (cited in Graham,1997).

### **2.3.1. The Use of Certain Types Of Learning Strategies By Different Level Students**

Griffiths (2003) suggests that the private English language school for international students in Auckland, New Zealand showed that there was a statistically important relationship between frequency of language learning strategy use and the level, it was revealed that advanced level students used strategies nine times more than did elementary level students. Furthermore, higher level students seem to be more cultured and more interactive.

Takeuchi (2003) states that the use of metacognitive strategies started at the intermediate level and continued to be used even at the advanced stage of their learning. Kimura (1999) and Takeuchi (2002) also claim that the strategies which are preferred in the beginning stage of learning are not same as those preferred in the advanced stage.

Green and Oxford (1995) argue that more proficient learners reported using all kinds of learning strategies more often than less proficient learners. These mixed findings indicate that factors such as situation, context, sample and individual styles may be significant variables.

Mullins (1992) reported that 110 Thai University EFL students tended to use compensation, cognitive and metacognitive strategies and medium use of the social, memory and affective strategies. Rong (1999) researched language learning strategy use among tertiary level 1,006 Chinese learners in Hong Kong and she stated that compensation and metacognitive strategies were the most frequently used, memory and cognitive were used least. Ehrman and Oxford (1995) surveyed 262 English native speaker government employees studying different foreign languages at the U.S Foreign Service Institute. They found that the compensation strategy is the most frequently used strategy followed by social, cognitive, metacognitive, memory and affective strategies. Green and Oxford (1995) investigated 374 tertiary level Puerto Rican ESL

students who were at different stages of learning. (beginner, elementary and intermediate). They state that more proficient students appear to use cognitive, compensation, metacognitive, and social strategies. Bedell and Oxford (1969) conducted a study with 353 secondary and tertiary students studying English in China and they found out that the most frequently used category was compensation strategy the least category was memory strategies. Ku (1997) used SILL with 335 college students in Taiwan. She pointed out that compensation strategies were the most frequently used, followed by cognitive, metacognitive, memory, social and affective strategies. Goh and Foong (1997) researched 175 ESL students from China. Metacognitive and compensation strategies were the most used categories and memory and social strategies were the least. Bremner (1999) surveyed 149 primary education students studying in Hong Kong University. He explored that compensation and metacognitive strategies were the most used and affective, memory strategies were the least ones. ( cited in Peacock and Ho, 2003).

Bialystok (1981) and Huang and Naerssen (1987), however explained that strategies related to functional practice were connected with language proficiency. Ehrman and Oxford (1995) revealed that cognitive strategies such as looking for patterns and reading for pleasure in the second language were the strategies mostly used by proficient learners in their study. (cited in Griffiths, 2003).

According to Takeuchi (2003:p.389) There are some strategies only preferred in Japanese FL context.

- 1)**Metacognitive strategies** related to maximizing input and above all the opportunities to use a language.
- 2) **Skill specific strategies** related to conscious learning
- 3)**Memory strategies** related to internalizing the linguistic system
- 4)**Cognitive strategies** for practicing, such as imitating shadowing and pattern practicing.

Shmais (2003) conducted a study with Ah Najah a group of Palestinians. He researched the strategy use among this group. The result of the study showed that Palestinian major appeared to use metacognitive strategy more frequently which was similiar to that observed among students from Asian countries like Japon, China, Korea, and Taiwan as reported in some of the studies on Asian student (eg... Sheorey, 1998; Oxford et al..., 1990). On the other hand, the use of compensation strategies were the least.

### **2.3.2. B) Nationality**

Although research into language learning strategy use according to nationality is not easy to find, there are some studies about it.

Politzer and Mc. Groarty (1985) and O'Malley (1987) revealed that more proficient Asian students tended to use some of the learning strategies more than did Hispanic students. In Taiwan, Yang (1999) pointed out that, eventhough her students were aware of using different kinds of language learning strategies, a few of them actually reported using them. Usiki (2000) investigated the use of language learning strategies among Japanese students. The result of the study demonstrated that Japanese were passive learners and they needed much more interaction (cited in Griffiths, 2003).

Some studies claim that the strategies frequently used by good language learners is an Asian FL context which differ from the learners in the North American second langunge context. (Gu, 1996; Locastro, 1994 ; Takeuchi et al., 1999 ; Takeuchi and Wakamoto, 2001) (cited in Takeuchi, 2003). However Griffith (2003) state that European students reported using language learning strategies more frequently than other students.

### 2.3.3. C) Gender

Studies which focus on language learning strategy use according to gender are not very popular too. However there are some researchers who argue that females use strategies more frequently than males. For example, Oxford and Nyikos (1989), who researched language learning strategy use among 1200 university students explored that sex effected the use of strategy that females used learning strategies more frequently than males.

Similarly, Ehrman and Oxford (1989,1995) claimed that women at the Foreign Service Institute definitely reported more frequently use of strategies (cited in Griffiths, 2003). Moreover, Green and Oxford (1995) reported that 374 students at the University of Puerto Rico, also pointed out that females used strategies significantly more often males.

Green and Oxford (1995) conducted a study with 374 tertiary level Puerto, Rican ESL students. Females reported a high use of memory, metacognitive, affective and social strategies. Mochizuki (1999) investigated that the female students in Japanese university who studied English appear to use compensation, social and metacognitive strategy more often than did the students who studied science. Goh and Foong (1997) concluded that 175 ESL female students in China, used compensation, affective strategies more often than did males (cited in Peacock and Ho, 2003). According to Peacock and Ho (2003), females reported a high use of 6 category strategies (memory, compensation, metacognitive, affective, and social strategies) more than males.

On the other hand, some researchers have not found a connection between gender and strategy use. For instance Mullins (1992), does not state a gender difference between the learners in the study of 110 Thai University EFL learners ( cited in Peacock and Ho, 2003) . Similarly, Ehrman and Oxford (1995) conducted a study with 262 English native speaker government employees studying different foreign language at



the U.S Foreign Service Institute. They also argued that there were no gender differences on the use of language learners ( cited in Peacock and Ho, 2003). Shmais (2003), after one of his research with the English major students at Ah Najah University claimed that gender had no effect on the use of learning strategies.

#### **2.3.3.1. D) Age**

According to Bellingham ( 2000), children are better language learners than adults. Several well known case studies (for example: Schmidt, 1983; Schumann, 1978) also appear to support the opinion that adults find it difficult to develop new language. On the other hand, Harley (1986) and Swain (1981) think that the superiority of the younger learner is less certain (cited in Griffiths, 2003)

### **2.4. What Kind Of Activities Can Be Done To Improve Learners' Vocabulary**

Long and Robinson (1998) argue that cooperative task based approach can help learners to deal with unknown words they come across with. They state that learning appear to be very effective when the learners pay attention to the form of the language in response to communicative need.

In a recent study by Laufer and Hulstjn (In press), reported that greater involvement with unknown words led to better retention as a combination of 3 factors.

**Need:** the need to understand the word for comprehension

**Search:** trying to figure out the word

**Evaluation:** comparing one word with another words

(cited in Newton, 2001: p.32).

Newton (2001) proposes that while the learners are trying to understand the text, to every learner some definitions can be given, then each learner can listen to each other's definition carefully instead of looking up a dictionary for unknown words. This cooperative work can make students learn the words better because of attending the words in meaningful context. Thus, communication task appears to result with large vocabulary size for the language learners.

Heltai (1989), states that another way of getting students to have larger vocabulary size can be the use of the translation as pair work. Translation, can get the advantage from communicative and interactive approach. For instance in the class the teacher can read a short text from the newspaper or story in his her own native language, then one of the student in the class can try to translate later the other students can add something. If the text is handed out to the students, it can have better results.

Additionally, using code mixing to learn new vocabulary can be an effective method. 'Code mixing can be defined as a phenomenon in which a word or an expression from one language is used in a group of words whose structure belongs to another distinct language' (Wardhaugh 1990: p.104) (cited in Celik, 2003, p. 361).

Then the teachers can help the learners develop their vocabulary size by doing some activities in the class . Furthermore, teachers and students perceptions about strategy use should be also similiar. However some studies revealed that the teachers and learners' perceptions about strategy use were different.

Griffiths and Parr (2001) conducted a study with 569 students of English for speakers of other languages in New Zealand. In addition, 30 teachers involved. In this study, students report using memory strategies least. They stated that they use social strategies, followed by metacognitive strategies very often. However, teachers believe that their students use memory strategies most frequently. The only point at which teacher and student perceptions almost same are with affective strategies .

In O'Malley et al's study (1985) a similar conclusion about the differences in perception between students and teachers were found. Similarly, the learning strategies used by beginner and intermediate students in an American high school were noted and teachers were interviewed. The study demonstrated that both beginning and intermediate students stated using different kinds of learning strategies. However it was found out that teachers were generally unaware of the use their students' strategies (cited in Griffiths and Parr, 2001).

## **2.5. Some Studies Related to Vocabulary Learning Strategies**

Schmitt (1997) explained that the studies about vocabulary learning strategies give some general ideas. These are;

- a) Many learners are aware that learning vocabulary is important and they use more strategies for learning vocabulary than for other linguistic aspects
  - b) Mechanical strategies such as memorization, notetaking involve deep processing such as guessing, imagery and the keyword technique
  - c) Good learners use a variety of strategies and take the initiative to manage their vocabulary learning
- ( cited in Fan, 2003: p.224 ).

Then from Schmit's third item it is possible to think that proficiency as a learner variable can effect the learners' vocabulary size and the use of vocabulary learning strategies.

Fan (2003) explains that the more proficient learners know how to learn new vocabulary. They might just keep a notebook, use a dictionary or perhaps have a look at their notes or read for pleasure outside of class. Additionally all of these techniques

and disciplines make the learners more independent as a learner which results with larger vocabulary size.

A number of researchers have tried to find out the learners' strategy use in lexical acquisition. (Brown and Perry, 1991; Cohen and Aphek, 1980, 1981; Lawson and Hogben, 1996; Naiman, Fröhlich, Stern and Todesco, 1996). Hogben (1996) in his study stated that successful learners not only used more strategies than less successful learners but also tried to use different kinds of techniques and disciplines for learning new vocabulary. Furthermore, Ahmed (1989) in his research suggests that more proficient learners are aware of what they learn about words and use more strategies than their less proficient peers (cited in Kojic- Sabo and Lightbown, 1999).

Sanaoui (1992) argues that students appeared to be in 2 groups. Those with a structured approach organize the task of vocabulary learning however those with an unstructured approach does not seem to learn new vocabulary in an organized way.

Sanaoui (1992) explained that learners who follow structured approach follow some procedures. These are;

- a) they spent three more hours per week on independent language study
- b) they engaged in 3 or more self – initiated learning activities
- c) they kept extensive records of vocabulary items they were learning
- d) they reviewed those records occasionally or often
- e) their opportunities to practice new words come from self initiated as well as classroom related activities

(cited in Kojic- Sabo and Lightbown, 1999: p.178 ).

Gu and Johnson (1996) and Schmidt (1997) conducted two large scale projects with Asian students. Gu and Johnson (1996) researched 850 non English majors at a university in China to find out the relationship between vocabulary learning strategies and vocabulary size.

Schmidt (1997) surveyed a study with 600 Japanese students in order to search what kind of vocabulary learning strategies the students actually used, how helpful they believed them to be. The result of the study indicated that imagery, semantic grouping, rote memorization strategies were regarded as unuseful strategies. The most frequently used strategies were guessing the meaning, reviewing the new words. These strategies were expected to use more often, because the students in the study were advanced second language learners. Dictionary and analysis strategies were also used very often. This result was also expected because these students needed to learn a lot of academic vocabulary. However, what was unexpected was that they seldom used management strategies. Then from the findings of the study it is possible to think that less successful students seem to use repetition and association strategies more frequently than the proficient students. However, Cohen and Apeh, Hulsjtin (1997) state that association strategies enhance learning (cited in Fan, 2003).

## **2:6. The Effects of Reading On Vocabulary Learning**

### **2 .6.1. The Importance Of Reading**

According to Sternbergn (1987 a) and West and Stanovich (1991), reading is one of the main ways of learning new words, and that people who read a lot can know more words. Krashen (1989) and Wodinsky and Nation (1988) suggest that not only is reading important for first language development but also it appears to be significant for second language development too. Then second language acquisition researchers have decided that reading is an important source of learning new words (cited in Horst, Cobb and Meara, 1998).

### **2.6.2. The Use Of Reading Strategies By Effective Readers**

According to Cohen (1990), the following are some of the strategies that good second language readers tend to use in an extend variety.

- 1) clarify their purpose for reading the material at hand
- 2) jump around in order to get a good sense of where the piece is going
- 3) read for meaning using as fully as possible their world knowledge, their knowledge of the particular subject matter, and their knowledge of linguistics
- 4) read in broad phrases
- 5) rely on contextual clues, vocabulay analysis and grammar to interpret unknown words, rather than referring all the time to the dictionary or a glossary
- 6) keep the previous material in mind while moving on to new material
- 7) make predictions regarding what the next portion of the text will be about
- 8) look for markers of cohesion (cited in Cohen,1990, p.117).

Hossenfeld's (1977) states that 'reading seems to have been effective in modifying a word-based approach to reading, and inculcating the habit of clause , sentence and even paragraph based processing strategies (cited in Skehan, 1989: p. 95).

According to Graham (1997) effective learners use some different kinds of strategies. These are; double check monitoring, comprehension looking up an unknown word, guessing and reading the passage loudly. However there are some strategies that are tended to use by ineffective readers. These are ; selective attention, strategy monitoring, translation, transfer, word analysis, narrow focus, sentence analysis, omission, skipping the parts that they can not understand.

Graham (1997) gives some advice for efficient reading. Learners should be activated before reading. This can be done by looking at the picture, title and

comprehension questions of the text. Hulstijn (1993: p.142) adds that ‘we should ask them how they exhibit a critical inferring behaviour rather than a wild guessing behavior’.

As a reading skill, what makes the difference between good and poor readers is the knowledge of learning strategies. Good readers know how to approach a text then they read the text by thinking the suitable reading strategies. Thus, it is necessary that students should be taught how to use the appropriate reading strategies. However, one difficult point is that, acquiring the reading strategies requires a long period of time And according to Chomat and O’Malley (1994: p.18) ‘they can be gradually acquired and used automatically when students repeatedly use them with various learning materials’. (cited Bedir, 2000: p.30 ).

### **2.6.3. Incidental Vocabulary Learning By Using Inferencing Strategy**

As Nagy, Anderson and Herman (1987) explain that incidental learning appears to take place through listening and reading. Additionally, Elley (1989) Krashen (1989) Cho and Krashen (1994) Day, Omura and Hiramatsu (1991) and other second language researchers have also showed that incidental vocabulary learning is possible through listening and reading in the second language (cited in Watanabe, 1997).

There is a common belief that incidental vocabulary learning firstly occurs through the process of guessing the meaning of the word. According to some researcher Bensoussan and Laufer (1984) and Paribakht and Wesche (1997), most of the second language learners ignore the unknown words if they are left on their own however, if there is a specific need they try to guess the unknown words thus they think that inferring the meaning of an unknown word is a productive strategy for vocabulary learning. Additionally because of the text difficulty and reader limitations some researchers (Bensoussan, Laufer, 1984, Haastrup, 1989, 1991, Haynes, 1984, Hulstijn, 1992) think that inferring is not an easy strategy to use by second language learners

(cited in Fraser, 1999). Fan (2003 ) explains that there are also many researchers who were interested in the use of inferencing strategies such as Huckin, Haynes, Coady, 1993; Liu and Nation, 1985; Saragi, Nation and Meister, 1978; Seibert, 1945 and Nation, 1990.

Fraser (1999) conducted a study about the use of lexical strategies by second language learners. Lexical processing strategies refer to some strategic options which are consult, ignore, infer and no attention. The result of the study indicated that in the process of dealing with unknown vocabulary, second language learners used lexical processing strategies that were productive for learning vocabulary such as consulting and inferencing more frequently than unproductive ones (ie, ignoring or not paying attention) .The research also shows that learners can improve their vocabulary knowledge through reading. Furthermore instruction that enhances lexical processing strategy use does not directly affect vocabulary learning it can have an indirect effect by decreasing the number of unfamiliar words which are ignored during the reading.

Similarly, Gian (1998) conducted a study about the use of lexical inferencing strategies among adult Chinese speakers and Korean speakers who learn English as second language. After the research, he found that the learners who performed well on a test assessing vocabulary knowledge in English were better able to understand the English texts moreover, they were better to use contextual cues in comprehending unknown words than were learners who knew less vocabulary knowledge (cited in Harley and Hart, 2000).

Horst, Cobb and Meara (1998) supplied a study to find out the effect of reading on incidental vocabulary learning. In this study learners read a long page book, a simplified version of Thomas Hardy's *The Mayor of Casterbridge* Jones 1979 over a 10 day period. The result of the study demonstrated that small but substantial amounts of incidental vocabulary learning occurred as a result of reading a simplified novel. As expected longer reading text could produce more evidence of word learning.



Another learner variable is learners' vocabulary size. It is thought that if a learner knows more words it will result with better comprehension of the text thus learning more incidental vocabulary. Laufer (1989,1992) explained that there was a strong relationship between learners' vocabulary size and text comprehension. If a learners' vocabulary size is small, he or she can not know enough words in the text thus he or she can not infer the meanings of unfamiliar words. However, if a learners' vocabulary size is large learning gains may also be limited because in the text there can be only a few new words to learn (cited in Horst, Cobb and Meara, 1998).

According to Hulstijn (1993), if a learner knows a lot of words, they generally look up a dictionary less than a learner with small vocabulary size. However, it was not the case that students with higher inferring ability look up fewer words than students with lower inferring ability.

#### **2.6.4. The Use Of Dictionary By Second Language Learners**

Another point is the use of dictionaries among second language learners. Dictionaries are frequently used in the learning of new words. However, Hulstijn (1993) found no important differences in posttest scores between students who looked up many words in the dictionary and students who looked up only a few.

Luppescu and Day (1993) argued that the Japanese learners who used bilingual dictionaries scored higher on a vocabulary posttest than the students who did not. Moreover, Knight (1994) reported that students who used computerized dictionary during reading demonstrated more vocabulary knowledge than the learners without a computerized dictionary (cited in Fan, 2003). Similarly Gu and Johnson in one of their study (1996) indicated that Chinese students had positive attitudes towards the use of dictionary. Whereas, using dictionary is an intentional way of learning new words, guessing or inferencing strategies are related to the incidental learning of vocabulary .

Indeed, Read (2000: p.53) regarded inferencing as ‘ a desirable strategy because it involves a deeper process that is likely to contribute to better comprehension of the text as a whole and may result in some learning of the lexical item that would not otherwise occur’ (cited in Fan, 2003:p.224). However, Mondria and Wit-de Boer (1991), demonstrated that if the meaning of a new second language word is too easily guessed from text , it seems to be more difficult to be stored (cited in Harley and Hart, 2000).

On the level of understanding FL reading strategies, Hulstijn (1993: p.140) investigated FL readers’ look up behaviour from two perspectives.

- 1) Task variables on FL readers’ look up behaviour, the influence of reading goal, word relevance and word inferability.
- 2) To determine the relationship between word look up behaviour on the one hand and two learner variables on the other.
  - a) Readers FL vocabulary knowledge
  - b) Their ability to guess the unknown words from context

The study indicated that, the FL readers did not look up the all of the meaning of unknown words in the dictionary. Additionally it was found that words which were suitable in terms of reaching the goal of reading were looked up more frequently than words that were unsuitable to the task. Moreover, words whose meanings could easily be guessed from the text were looked up less frequently than words whose meaning could not easily be inferred.

There have been a few studies investigating the glosses to enhance vocabulary learning. Jacobs et al (1994) compared both first language and second language glosses. Students who read versions with glosses of a passage either in the first or second language performed significantly better than those who read the same texts without glosses (cited in Watanabe, 1997).

Watanabe (1997) surveyed a study with Japanese college students. The result of the study indicated that marginal glosses whether they were multiple choice or single

glosses in the text facilitates vocabulary learning through reading. On the other hand another kind of enhancing device, appositives did not significantly promote vocabulary learning. In this study, Japanese college students read a passage with 16 target words glossed in the margin either in the single gloss format or in a multiple choice format. The results showed that these learners scored better on three unexpected vocabulary posttests than students who read the same passage without the glosses.

## 2.7. Strategy Training

Since language learning strategies have the potential to be ‘ an extremely powerful learning tool’ ( O’Malley et al, 1985: p. 43) (cited in Griffiths, 2003:p.381 ) ,thus strategy training is necessary to be used in the classrooms by the teachers.

Oxford (1990) states that strategy training is especially necessary in the area of second and foreign languages. The purpose of strategy training is to make language learning more meaningful, to learn about options for language learning and to learn and practise strategies that promote self confidence. Strategy training should not be abstract and theoretical but should be highly practical and useful for students. She states that if teachers are interested in their learners’ feelings and beliefs about taking on more responsibility and about the use of learning strategies, this can be the best strategy training. Because if learners do not change some of their old beliefs about learning, they will not benefit from strategy training.

Oxford (1990 ) proposes three types of strategy training . These are;

**1) Awareness Training:** Awareness training is also known as consciousness raising or familiarization training. In this training, the main aim is to get students to become aware of and familiar with the opinion of language learning strategies .

**2) One Time Strategy Training:** One time strategy training is often in the language learning program. It includes learning and practicing one or more strategies with actual language tasks. The purpose of this training is to give the learner information about the learning strategy, when and how can be used it and how to evaluate the success of the strategy. However one time strategy training is not as effective as long term strategy training.

**3) Long Term Strategy Training:** The main purpose is to get students be aware of the importance of particular learning strategies when and how to use, monitor and evaluate their own performance. It is likely to be more effective than one time training.

Additionally, there are eight steps model for strategy training. It is especially beneficial for long term strategy training. The steps are not necessary to be followed in the same order . If wanted they can be performed at the same time or in a different order.

#### **The Steps In The Strategy Training Model**

- a) Determine the learners' needs and the time available
- b) Select strategies well
- c) Consider integration of strategy training
- d) Consider motivational issues
- e) Prepare materials and activities
- f) Conduct ' completely informed training'
- g) Evaluate the strategy training
- h) Revise the strategy training (cited in Oxford, 1990: p.204).

Similarly, O'Malley and Chamot proposes the following steps to strategy training. '... the teacher first identifies or shows students for their current language strategies, explains the rationale and application for using additional learning strategies, provides opportunities and materials for practice and evaluate their degree of success with new learning strategies. (1990: p. 157-59) (cited in Shmais, 2003,p. 14).

Regarding some steps for strategy training are mentioned, Lessard (1997) also suggests three steps be followed by the language teachers.

The first step is; **Study your teaching context:** teachers should study their teaching context, paying special attention to their students, their materials and their own teaching. Related to this step, Shmais (2003 ) argues that the language teacher should analyze his textbook to search if the textbook involves some of language learning strategies or not. Moreover, the language teacher should be aware of his/her own teaching method . They should also be careful if their lesson plans give learners chance to use a variety of learning strategies or not. Oxford (1990) proposes that strategy training can be succesful not only training the students with the language learning strategies but also integrating learning strategies in the clasroom plans and make students use these learning strategies. Similarly, Peacock and Ho (2003: p.194) support this idea by saying ‘an alternative to direct strategy training is to embed language learning strategies in teaching tasks and materials.’

Lessard (1997) states that the second step is, **focus on language learning strategies in your teaching** :after the teaching context, teacher should focus on specific language learning strategies that are relevant to their learners , their materials and their own teaching style.

Finally the third step is, **reflect and encourage learner reflection:** As Graham (1997: p.170) suggests ‘ those teachers who have thought carefully about how they learned a language about which strategies are most appropriate for which tasks are more likely to be succesful in developing ‘strategic competence’ in their students’ . In this step Lessard (1997) suggests that the most necessary thing to do is to encourage learner reflection during and after the language learning strategies training in the class or course.

Some of the researchers who deal with strategy training mostly focus on the awareness of the learners in strategy training.

Shmais (2003) states that both learners and teachers need to be aware of the learning strategies through strategy training. Similarly, Grundy (1999) suggests that teacher should aid learners' language learning process by increasing their awareness of strategy usage (cited in Griffiths and Parr, 2001). Wenden (1983, 1986 and 1987 a) has researched how learners think about their own learning, how they make decisions about their learning (cited in Skehan, 1989). Cohen (1990, p.118), points out that 'consciousness raising is perhaps the crucial factor here. Since there may not be a single best way to learn given language material, awareness on the part of learners as to what does and does not work for them may be the most important thing. Then, as also Kojic-Sabo and Lightbown (1999) refers most of the studies emphasize the significance of self awareness, self monitoring, organization and active involvement of the learner in the strategy training process.

According to Oxford (1990), learners who receive strategy training generally learn better than those who do not, and that certain techniques for such training are more beneficial than others.

Bedir (2000) conducted a study with 44 student in which the usefulness of strategy training is applied. The researcher divided the students into two main groups. Firstly, a pre test was given two groups which were control and experimental group. The result of the pre test indicated no significant difference between these two groups. Then 22 students in the experimental group were trained for two semesters using the training programme adapted from Jones (1991). The purpose was to get learners gain cognitive and metacognitive strategies. Because they are thought as providing higher level thinking process in reading comprehension. However, a traditional approach based on 'structure , vocabulary knowledge was used' in the control group. Then after the strategy training, a statistically significant difference between two groups was found in

the post test.. The students in the experiment group were found more successful than the students in the control group. About three years later the same post test was given to the students in both groups again. The aim was to find out if the students in experimental group continued to use the same strategies considering the idea that strategy training needs a long period of time. The results showed that the students in the experimental group have maintained the cognitive and metacognitive strategies again as if it was three years ago. On the other hand, no statistically important improvement was found in the control group. Thus this study suggests that if students are trained with the help of proper teaching methods they can gain and store language learning strategies .

## **CHAPTER 3: METHODOLOGY**

### **3.1. Introduction**

The methodology, used in the present study is reported in this chapter. First of all, the context of the study and the subjects who have participated in the study are presented, then the data collection procedure, including four different data collection instruments and data analysis procedures are explained and lastly the teacher assessment of strategy training is mentioned.

### **3.2. The Study**

This study was carried out in a private language course in Bursa, Turkey.

The aim of the present study are;

- a) To find out about the variety of vocabulary and reading strategies that learners have a tendency to
- b) To find out about the range of variety of learning strategies used by learners.
- c) To find out the participants' attitudes towards using these learning strategies.
- d) To see if there is a significant difference between the control and the experimental group's attitudes towards vocabulary and reading learning strategies after strategy training in the experimental group.

The aim of this language course is to teach adult learners English, to get them skilled in grammar, reading, listening, speaking and writing. The study focused on students' vocabulary learning and reading skills. As a course book for the beginner levels, Headway is used and for the other levels (elementary, pre-intermediate, intermediate and upper-intermediate) Clockwise is used.



### **3.3. Participants**

Participants are adult language learners attending a private language course in Bursa. 111 learners participated in the pre- questionnaire. Their age range is between 18-41. The participants are from different social groups. Most of them are university students. There are also learners who are engineers, doctors, businessmen, accountants, secretaries, housewives, lawyers and bankers. In addition to these, there are also a few students who are unemployed. Their general aim to learn English is to build up a career in their job. Some of the learners' learn English because they like it. In addition, some of the subjects aim to go abroad.

The post- questionnaire was administered to 24 students. These students were pre-intermediate level students from both the morning and the evening classes. The morning class is the control group. It included 11 participants while the evening class was the experimental group where there were 13 subjects. These learners are placed following a proficiency test right at the beginning of the term. Three learners from each class have also been interviewed. These learners have been chosen by taking their language performance account. In order to represent all levels, one good performer, one moderate performer and one weak performer learners have been selected for the interview.

### **3.4 . Data Collection Procedure**

In order to collect data two questionnaires were administered. The pre-questionnaire was applied at the beginning of the term and the post-questionnaire was applied at the end of the term. Following the post questionnaire, three learners from each group were interviewed.

### 3.4.1. A) The Pre- Questionnaire

The questionnaire was designed to investigate and analyze vocabulary and reading strategies that are used by all of the learners in the language course, in addition, the questionnaire also aimed to explore their attitudes towards vocabulary and reading learning strategies. The participants were asked to respond to the pre-questionnaire in the second week of their course.

The questionnaire was handed out by the class teachers. They were informed that the participants did not have a time limit to do the questionnaire. In addition, they were also informed that the learners had to put a tick near some items which were effective vocabulary and reading strategies for them. The reason of telling this instruction was that the last item required writing some item numbers.

The pre-questionnaire included 51 items . These items were organized according to Oxford's (1990) three direct strategies which are called Cognitive, Memory and Compensation strategies. You can find the categorisation of these items in **Appendix H**. The reason why there were 51 items was to include all of these strategies in this questionnaire. 25 of these are related to vocabulary learning strategies the other 25 of them are related to reading strategies. The last item is a general question about the use of these strategies. All items are formed considering if they are effective, ineffective, vocabulary, reading strategies. They are ordered in a jumbled way. The items related to vocabulary learning strategies include four groups. These are associating with Turkish words, Operating in English, Learning Strategies Based On Visual Material and Interactive Strategies.

The items related to reading strategies involve the items such as if they read books or not, how they read an English text eg: they guess the unknown words or

not, the kinds of dictionaries they use, there also items related to text processing too. The reader can find a sample copy of pre- questionnaire in **Appendix B.**(pg 143)

### **3.4.2. B) The Post Questionnaire**

The post questionnaire, aimed to understand if there was a significant difference in the experimental group's attitudes towards vocabulary and reading learning strategies after strategy training. It was administered at the end of the 2- month period. The subjects both in the control and experimental were given the questionnaire by the researcher. In this questionnaire there was no time limit too.

This post-questionnaire included 30 items which tried to measure control and experimental group's attitudes towards vocabulary reading strategies. 15 of them are related to vocabulary learning strategies and the other 15 of them are related to reading strategies. Like pre-questionnaire, the items were formed considering effective, ineffective, vocabulary, reading strategies in a jumbled way. These items are similar to the items in pre-questionnaire which are from Oxford's (1990) three direct strategies. (Memory, Cognitive and Compensation). You can find the categorisation of these items in **Appendix I.** However, the researcher mostly give an importance to the items she focused during strategy training in experimental class.

15 of the items related to vocabulary include items about how participants learn new words. In this category there are 2 groups. These are, learning new words by operating in English and learning new words by operating in Turkish.

The other 15 items related to reading involve items how subjects read an English text. For example: whether they read English stories or not; before reading the text whether they look at the title, picture or not when there is an unknown word they cope with it or not.. etc. The reader can find a sample copy of the post –questionnaire in **Appendix D** (pg 155).

### **3.4.3. C) The Interview**

The aim of the interview was to check two group's attitudes towards vocabulary and reading strategies and if strategy training worked or not in the experimental group.

Six subjects who were also participants in the post questionnaire were chosen for the interview. Three students from the control group and three students from the experimental group in terms of their success like successful, neither successful nor unsuccessful, unsuccessful were chosen. After having decided whom to choose for the interview, the date, time of the interviews were set up, the place was decided to be in one of the empty classroom at that time. Before starting the interview, the researcher explained the purpose of the interview was to find out about what kind of learning strategies about vocabulary and reading they used. Then some questions were asked to the interviewees. During the interview, the researcher took some notes.

The general questions that were asked students were;

- 1)What is the reason of learning English? What are your targets related to English?
- 2)How do you learn new words?
- 3) How do you read an English text, what ways do you use for comprehending the text
- 4)When you read a text which is very difficult for you, do you get demoralized?
- 5)Do you use internet for improving your English?

All the interviews were carried out in their native language, Turkish in order to have relaxed atmosphere and to get as much detailed information from the interviewees as possible. Every interview lasted nearly about 15-25 minutes, it

changed according to interviewee's speech time. In addition, the interview carried out in informal setting which was teachers' room.

### **3.5. The Activities For The Experimental Group**

After the pre-questionnaire, two groups were chosen by the researcher. These groups were the students' of the researcher who were at pre- intermediate level. The morning class was chosen as a control group, and the evening class became experiment group.

During 2 months, the importance of vocabulary and reading learning strategies were explained only in the experiment group orally by the researcher. In addition, in the experimental class, 3 extra activities were done. These activities are aimed to support cognitive, memory and compensation strategies in Oxford's (1990) terms. The aim was to raise their awareness about such strategies. It was also aimed to encourage them to use effective vocabulary and reading strategies.

#### **3.5.1. The First Activity**

The first activity set was done during the third week of the course. It included two activities. One activity was from the students' course book (Unit: 3), with the control group the same activity was done. However, in the experimental group, it was aimed to get learners to be conscious of reading a paragraph by using some strategies like skimming and scanning...etc or learning some new words by using effective strategies. Then this activity aimed to get students become aware of Oxford's 3 directed strategies. However, in the control group the instructions in the unit were only followed during the activity.

In addition to this activity, in order to clarify the differences the two groups, for the experimental group another activity was done at the end of the lesson. The

activity aimed to write them a short paragraph about one famous person's physical appearance and their personality. Their paragraphs were assembled to check if the participants were able to use the new words that they had learnt or not after talking about some effective vocabulary strategies like making a semantic mapping, grouping the words... etc which were all about memory strategies.

### **3.5.2. The Second Activity**

The second activity was done at the fourth week of the course. Firstly, one activity from the students' course book (Unit: 5) was chosen. This activity was also done in the control group. However, the significant difference was that, while reading an English text, or talking about the unknown words, different kinds of strategies especially compensation and cognitive strategies were highlighted in the experimental group. For instance subjects were encouraged to guess the meaning of the unknown words instead of looking up a dictionary or they were encouraged to take some notes, highlighting the sentences while reading an English text. On the other hand, in the control group subjects read the text without getting informed from skimming, scanning strategies, they were not told not to look every unknown word from a dictionary.

Another activity which was only done in the evening class again focused on compensation and cognitive strategy. A reading passage from outside (the text named All About Disney) was chosen by the researcher (**see Appendix E**)( pg 160) The important detail was, again the text' purpose to repeat the usage of the Simple Past Tense likewise the unit in their course book.

While the activities were chosen, the researcher always aimed to find the activities that subject could enjoy, and ask herself if the activity could attract the participants attention or not. The reason, why the English text about All About

Disney photocopied in colorful was to motivate the students and attract their direct attention to the material.

### **3.5.3. The Third Activity**

The third activity was done during the seventh week. The activity was done initially both in control and experimental groups. The activity was chosen from their course book (Unit: 23). However, the experimental group was aware of compensation and memory strategies while doing the activity. For example they were told about associating the new words like suit, shirt, tie, creating a context about the new word, groping the words, which are all about memory strategies. Furthermore, reading strategies were told as it was mentioned before. In contrast, in the control group during the activities only instructions were followed, no explanations about vocabulary, reading strategies are carried out.

To emphasize the use of effective vocabulary, reading learning strategies much more in the experimental group students' mind much more another activity was done. This material was chosen from the Forum Magazine in which the activity explored was for describing a person's appearance. At the same time this activity was suitable for the learners' aim, that unit 23 also focused to teach learners' vocabulary about the clothes, accessories they wear for head, body, hands, feet and legs. As it was mentioned in the second activity, while the materials were chosen, the researcher's another purpose was to choose activities that were parallel with the topics of the units which were used both for control and experimental group.

Then, in this activity, students played a kind of game. All of them stood up, the researcher told them some sentences that described different details of one particular student, at that time if a detail did not apply, the subjects had to sit down, at the end

one student had to stand up, he or she started to give some details about one student's clothes and accessories and the same order followed that explored above.

During two months, these activities were done as it was explained above. They were done in different weeks of the course. However, vocabulary and reading strategies were not only explored to the experimental group during these activities, but also nearly every lesson during two months, the researcher aimed to focus the effective use of vocabulary and reading learning strategies. In addition, the units in their course book were studied through out the light of Oxford's three important direct strategies again.

### **3.6. Analysis**

The items of the percentages of the data were calculated for each item of pre-post questionnaire to analyze data. The results were presented in tables.

In both, pre-post questionnaire, a five point scale was used. The statements were in the forms which were replied as 'I definitely agree', 'I agree', 'I have no idea', 'I disagree', 'and I definitely disagree'. During the instructions, the subjects were told not to write their names because the aim of the analysis of the question was not based on individual differences.

The post questionnaire aimed to compare control and experimental group's results. Here, I mainly focused on the group's attitudes towards vocabulary and reading learning strategies. For this reason, my main aim was to check if there was an important difference between these two groups or not after the strategy training.

Furthermore, at the end of the 2 months, an interview had been applied with these participants of both groups. Three students from control and three students from experimental group were chosen. Like, in post questionnaire the aim was to compare



control and experimental group's attitudes towards vocabulary and reading strategies. It was a way of eliciting their attitudes. 5 questions that were asked them were general and aimed to find out their attitudes towards vocabulary and reading learning strategies. Furthermore, while analyzing the participants' answers in the interview, each replies related to the items in post-questionnaire were used in the analyze of the post-questionnaire. The aim was to compare both of the groups in a much clearer way.

### **3.7. The Assesment of Strategy Training**

The basic aim of this analysis is the note whether strategy training can help students to employ some strategies or change their attitudes towards vocabulary reading strategies or not. My expectation before the study was to see some differences between the 2 groups. And after the post questionnaire results, we were able to see some differences which meant that experimental group tend to use more effective strategies than the control group. Interview also demonstrated the same result.

## CHAPTER 4 : ANALYSIS

### 4.1: Analysis of The Pre- Questionnaire Items Related to Vocabulary Learning Strategies

In this pre-questionnaire there are 51 items. Some of the items are about vocabulary learning strategies and some of them are related to reading strategies. They are presented in two groups which are about vocabulary and reading strategies. In each group the items' analysis is presented according to the relevant items. The aim is to get the reader and the researcher to analyze the items more clearly. You can find the categorisation of vocabulary strategies in **Appendix F**.

Item 1) Birbirine benzeyen kelimeleri gruplamayı severim.

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	14	56	22	16	3	1	112
Percentage	12.5 %	50 %	19.64%	14.28 %	2.67 %	0.89 %	100

Table 4.1: Frequency and percentage numbers for item one.

As seen in Table 4.1, 12.5 % of subjects strongly agreed with this item and 50 % of subjects agreed while 19.64 % of subjects stated that they had no idea. In addition, 14.28 % of subjects disagreed and 2.67 % of subjects strongly disagreed with the statement. These percentages appear to show us that most of the subjects like grouping similar words.

Item 10) Yeni öğrendiğim İngilizce kelimeleri anlamlarına göre sınıflama yöntemi kullanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	12	30	25	36	8	1	112
Percentage	10.71 %	26.78%	22.32%	32.14%	7.14%	0.89 %	100

Table 4.2: Frequency and percentage numbers for item ten

Table 4.2 demonstrates that 10.71 % of participants strongly agreed with this item and 26.78 % of participants agreed while 22.32 % of participants stated that they had no opinion. On the contrary, 32.14 % of participants disagreed and 7.14 % of participants strongly disagreed with the item.

Some students reported that they use classification technique depending on the meaning of words. It is possible to think that they might classify the words by thinking whether these have positive or negative meanings. On the other hand, some students also stated that they had no idea. The reason can be relatively uncommon usage of this technique among the students.

Item **34)** Anlamını bildiğim İngilizce kelimelerin anlamıyla, yeni öğrendiğim İngilizce kelimelerin anlamları arasında ilişki kurmak beni motive eder.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	17	63	22	10	0	0	112
Percentage	15.17 %	56.25%	19.64%	8.92%	0%	0%	100

Table 4.3: Frequency and percentage numbers for item thirty-four.

Table 4.3 shows that 15.17 % of subjects strongly agreed with this item and 56.25 % of subjects agreed while 19.64 % of subjects expressed that they had no idea. However, 8.92 % of subjects disagreed and 0 % of subjects strongly disagreed with the statement.

The results in this table indicate that, establishing a connection between the English words that the students had known earlier and the English words that they have learned recently motivate the majority very much. The reason might be that when the subjects can see the relationship between these words, they are pleased and this can also increase their self-confidence.

Item **4)** Sözlüğü açıp, merak ettiğim, İngilizce kelimelerin Türkçe anlamlarını ezberlemek hoşuma gidiyor.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	28	41	4	31	8	0	112
Percentage	25 %	36.60%	3.57%	27.67%	7.14%	0%	100

Table 4.4: Frequency and percentage numbers for item four.

Table 4.4 demonstrates that 25 % of subjects strongly agreed with this item and 36.60 % of subjects agreed while 3.75 % of subjects stated that they had no opinion. In contrast, 27.67 % of subjects disagreed and 7.14% of subjects strongly disagreed with the item.

Here, nearly half of the students (61.60 %) appear to like memorizing Turkish meanings of English words by looking up a dictionary. They may think that this is an effective and maybe relatively easier technique for them.

Item **8**) Yeni öğrendiğim kelimeleri gün içinde, fırsat buldukça, sözlü bir şekilde Türkçe anlamlarıyla tekrarlamayı severim.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	26	48	12	21	4	1	112
Percentage	23.21 %	42.85%	10.71%	18.75%	3.57%	0.89%	100

Table 4.5: Frequency and percentage numbers for item eight.

As seen in Table 4.5, 23.21 % of participants strongly agreed with this item and 42.85 % of participants agreed while 10.71 % participants expressed that they had no idea. Then, 18.75 % of participants disagreed and 3.57 % of participants strongly disagreed with the statement.

According to the results of the analysis, most of the students (66 %) like memorizing Turkish meanings of the new English vocabulary. The students appear to think that memorization is an easy way to learn new words. This item's results seem to support the results of item 4 (pg:54 ) That is, most of the students in this course tend to

agree with the idea of memorizing Turkish meanings of the new words. But for this item, there are some students who do not agree with the idea mentioned above. The reason may be that they do not like memorizing orally.

Item 24) Yeni öğrendiğim bütün kelimeleri, Türkçe anlamlarıyla birlikte deftere yazmanın faydalı olduğuna inanıyorum.

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	39	48	8	12	5	0	112
Percentage	34.82%	42.85%	7.14%	10.71%	4.46 %	0%	100

Table 4.6: Frequency and percentage numbers for item twenty-four.

Table 4.6 indicates that 34.82 % of subjects strongly agreed with this item and 42.85 % of subjects agreed while 7.14 % of subjects stated that they had no opinion. On the contrary, 10.71 % of subjects disagreed and 4.46 % of subjects strongly disagreed with the item.

Most of the students in the course (77 %) seem to believe that writing down the English words with their Turkish meanings in a notebook is a useful practice. Here the number of students who have no idea is less than the number of students for the item 8 (pg:55 ). The reason may be that this strategy requires which may not appeal to the students much.

Item 17) Yeni kelimeleri en az 10 kez yazmanın yararlı olduğunu düşünürüm.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	27	41	19	17	8	0	112
Percentage	24.10%	36.60%	16.96%	15.17%	7.14 %	0%	100

Table 4.7: Frequency and percentage numbers for item seventeen.

In Table 4.7 it is clear to see that 24.10 % of subjects strongly agreed with this item and 36.60 % of subjects agreed while 19.96 % of subjects expressed that they had no

idea. In addition, 15.17 % of subjects disagreed and 7.14 % of subjects strongly disagreed with the item.

Although they appear to find writing down new vocabulary ten times useful, they do not seem to repeat these orally. Perhaps this strategy is not emphasized by EFL teachers.

**Item 42)** Yeni öğrendiğim İngilizce kelimenin, Türkçe anlamlarını ezberlemeyi severim.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	17	62	6	23	3	1	112
Percentage	15.17%	55.35%	5.35%	20.53%	2.67%	0.89%	100

Table 4.8: Frequency and percentage numbers for item forty-two.

Table 4.8 above demonstrates that 15.17 % of participants strongly agreed with this item and 55.35 % of participants agreed while 5.35 % of participants expressed that that they had no idea. However, 20.53 % of participants disagreed and 2.67 % of participants strongly disagreed with the statement.

This item again shows that majority (70.52 %) likes memorizing Turkish meanings of new vocabulary. The results of item 4 (pg: 54), 8 (pg:55 ) and 24 (pg:56 ) support each other. It seems that most of the subjects tend to memorize the new vocabulary with their Turkish meanings

**Item 23)** İngilizce şarkıların, bazı cümlelerini Türkçeye çevirerek kelime öğrenmek beni motive ediyor.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	32	44	22	11	3	0	112
Percentage	28.57%	39.28%	19.64%	9.82%	2.67 %	0%	100

Table 4.9: Frequency and percentage numbers for item twenty-three.

As seen in Table 4.9, 28.57 % of students strongly agreed with this item and 39.28 % of students agreed while 19.64 % of students stated that they had no opinion. In addition, 9.82% of students disagreed and 2.67 % of students strongly disagreed with the item.

This table shows that listening to English songs and translating parts of the lyrics into Turkish motivate most of the students (67.85 %) in the course. On the other hand, some students appear not to agree with this idea. These subjects may listen to English songs. But they might not like translating the lyrics. It is possible that their listening comprehension skills are not good enough to support this activity.

Item 20) Sınıftaki öğretmenin, bilinmeyen kelimeleri yalnızca İngilizce açıklamasından hoşlanmıyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	10	29	9	42	22	0	112
Percentage	8.92%	25.89%	8.03%	37.5%	19.64%	0%	100

Table 4.10: Frequency and percentage numbers for item twenty.

Table 4.10 shows that 8.92 % of subjects strongly agreed with this item and 25.89 % of subjects agreed while 8.03 % of subjects stated that they had no idea. In contrast, 37.5 % of subjects disagreed and 19.64 % of subjects strongly disagreed with the statement.

This item demonstrates that more than half of the students (56.69 %) like teacher's explaining the words in English. The results of this item appear to contradict with that of the items 4 (pg:54: ), 8 (pg:55 ), 24 (pg:56 ), 42 (pg:57 ) and 23 (pg:57 ). Because, the result of the items above show us that students tend to learn the new words with their Turkish meanings most of the time. But when it comes to a teacher's role, students seem to prefer their teachers to explain the meaning of the words in English.

Item 6) Yeni öğrendiğim İngilizce kelimeleri değişik bağlamlarda da kullanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	13	65	19	15	0	0	112
Percentage	11.60%	58.03%	16.96%	13.39%	0%	0%	100

Table 4.11: Frequency and percentage numbers for item six.

As seen in Table 4.11, 11.60 % of participants strongly agreed with this item and 58.03 % of participants agreed while 16.96 % of participants expressed that they had no idea. On the contrary, 13.39% of subjects disagreed and none of subjects strongly disagreed with the item.

Table 4.11 shows that here majority of learners (69.63 %) report a preference of using new vocabulary in different contexts.

Item 19) Öğrendiğim yeni kelimeleri cümleler içinde kullanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	32	61	9	10	0	0	112
Percentage	28.57%	54.46%	8.03%	8.92%	0%	0%	100

Table 4.12: Frequency and percentage numbers for item nineteen.

In Table 4.12 it is clear to see that 28.57 % of subjects strongly agreed with this item and 54.46 % of subjects agreed while 8.03 % of subjects stated no idea. In addition, 8.92 % of subjects disagreed and 0 % of subjects strongly disagreed with the statement.

Table 4.12 demonstrates that almost all of the subjects (83 %) use the new words in their own sentences. But here, there is a contradiction between the results of this item and the results of item 17 (pg:56 ) which agrees the idea of writing the new words down 10 times. The reason is that if someone tries to use the new words in a sentence she/he is expected to think the idea of writing one word many times nonsense. Then here, the students do not seem to be aware of the effectiveness of the strategies they choose.



Item 30) İngilizce bir kelimenin birden çok anlamını görmekten hoşlanmıyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	28	37	6	34	6	1	112
Percentage	25%	33.03%	5.35%	30.35%	5.35 %	0.89%	100

Table 4.13: Frequency and percentage numbers for item thirty.

As seen in Table 4.13, 25 % of students strongly agreed with this item and 33.03 % of students agreed while 30.35 % of students expressed that they had no idea. However, 30.35% of students disagreed and 5.35 % of students strongly disagreed with the statement. Here, half of the students (58.03 %) do not appear to see the English words' different meanings. But there is a contradiction between the result of this item and the item above. Because if a person uses the words in different contexts, she/he needs to learn the word's different meanings. When they realize the number of meanings of words can be quite many, it is possible that they feel overwhelmed and confused. Thus, they appear to prefer not to overload their mind.

One related item is item 39. The results of the analysis of item 39 indicate that students would like to guess meanings from the context. Therefore, they appear to indicate that they like learning meanings of one word with in a context.

Item 12) İngilizce kelimeyi, Türkçe okunuşuyla ezberleyince daha çok aklımda kaldığına inanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	17	24	19	35	17	0	112
Percentage	15.17%	21.42%	16.96%	31.25%	15.17 %	0%	100

Table 4.14: Frequency and percentage numbers for item twelve.

Table 4.14 above shows that 15.17% of subjects strongly agreed with this item and 21.42 % of subjects agreed while 31.25 % of subjects stated that they had no idea. In

addition, 31.25 % of subjects disagreed and 15.17 % of subjects strongly disagreed with the item.

According to the results of this item nearly half of the students (46.42 %) do not appear to believe the idea of memorizing the English words with their Turkish pronunciation. As a result, they seem to be conscious that this cannot be a useful and correct strategy for them. On the other hand, there are some students who appear to believe the idea of using this strategy. It is possible to think that they find it as an effective learning strategy.

Item 40)Yeni öğrendiğim bir İngilizce kelimenin telaffuzu ile bildiğim bir İngilizce kelimenin telaffuzunu ilişkilendirmek hoşuma gider.

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	17	52	27	13	2	1	112
Percentage	15.17%	46.42%	24.10%	11.60%	1.78 %	0.89%	100

Table 4.15: Frequency and percentage numbers for item forty.

As seen in Table 4.15, 15.17 % of participants strongly agreed with this item and 46.42 % of participants agreed while 24.10 % of participants expressed that they had no opinion. Moreover, 11.60 % of participants disagreed and 1.78 % of participants strongly disagreed with the statement.

This item is about pronunciation. Table 15 shows that more than half of the students (61.59 %) like making a connection between the known English words' pronunciation and the new English words' pronunciation.

As we also see in item 34 (pg 54) before (the relationship between the new and known English word) students really like the idea of making a connection between the newly learnt words and their existing vocabulary.

Item 15) Yeni öğrendiğim İngilizce kelimelerin İngilizce zıt anlamlarını öğrenmenin yararlı olduğuna inanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	42	49	14	6	1	0	112
Percentage	37.5%	43.75%	12.5%	5.35%	0.89%	0%	100

Table 4.16: Frequency and percentage numbers for item fifteen.

Table 4.16 gives evidence that 37.5 % of subjects strongly agreed with this item and 43.75 % of subjects agreed while 12.5 % of subjects stated no idea. However, 5.35 % of subjects disagreed and 0.89 % of subjects strongly disagreed with the item.

In this item, lots of the students (80.80 %) believe the value of learning the English words with their antonyms.

Item 48) Yeni öğrendiğim İngilizce kelimelerin İngilizce eş anlamlılarını öğrenmek hoşuma gider.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	20	64	15	11	2	0	112
Percentage	17.85%	57.14%	13.39%	9.82%	1.78 %	0%	100

Table 4.17: Frequency and percentage numbers for item forty-eight.

As seen in Table 4.17, 17.85 % of students strongly agreed with this item and 57.14 % of students agreed while 13.39 % of students expressed that they had no opinion. In contrast, 9.82 % of students disagreed and 1.78 % of students strongly disagreed with the item.

The result is similar to the result of item 15. Majority (74.99 %) likes learning the English words with their synonyms. According to the results of these two items above, students like learning the English words with their synonyms and antonyms very much. The reason might be, this strategy for learning a new word can be easier and more enjoyable for them.

Item 16) İngilizce bir kelimenin görsel formunun (fotograf, çizim) anlamını kafamda canlandırarak öğrenmeyi severim.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	44	48	13	5	2	0	112
Percentage	39.28%	42.85%	11.60%	4.46%	1.78 %	0%	100

Table 4.18: Frequency and percentage numbers for item sixteen.

Table 4.18 above shows that 39.28 % of subjects strongly agreed with this item and 42.85 % of subjects agreed while 11.60 % of subjects stated no idea. On the other hand, 4.46 % of subjects disagreed and 1.78 % of subjects strongly disagreed with the statement.

The results in this table show us that nearly all of the students (82 %) like learning English words by thinking its visual image in their mind.

Item 49)Yeni bir kelimenin yazılı şeklini kafamda canlandırmanın yararlı olduğuna inanırım.

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	28	66	17	1	0	0	112
Percentage	25%	58.92%	15.17%	0.89%	0%	0%	100

Table 4.19: Frequency and percentage numbers for item forty-nine.

As seen in Table 4.19. 25 % of subjects strongly agreed with this item and 58.92 % of subjects agreed while 15.17 % of subjects expressed that they had no idea. Furthermore, 0.89 % of subjects disagreed and 0 % of subjects strongly disagreed with the statement.

This item's result is the same as item 16. Majority (83.92 %) appears to believe the effectiveness of visualizing orthographic form of words. Thus, item 16 (pg.63) and item 49 (pg:63 ) seem to indicate that, students believe that visualization technique is regarded as useful.

Item 26) Yeni öğrendiğim İngilizce kelimeleri renkli kartonlara yazıp, duvara yapıştırmanın faydalı olduğunu düşünüyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	21	41	27	13	10	0	112
Percentage	18.75%	36.60%	24.10%	11.60%	8.92 %	0%	100

Table 4. 20: Frequency and percentage numbers for item twenty-six

As seen in Table 4. 20, 18.75 % of participants strongly agreed with this item and 36.60 % of participants agreed while 24.10% of participants stated that they had no opinion. In addition, 11.60 % of participants disagreed and 8.92 % of participants strongly disagreed with the item.

Table 20 demonstrates that more than 50% of the students are aware of the usefulness of writing the new words in colourful cartoons and sticking them on walls. On the other hand, it is interesting to see that 24% of the students have no idea related to this strategy. Perhaps, they have not heard of this technique before or have never used it. It is also possible that this strategy requires too much effort and takes time. This is why students may not prefer it.

Item 32) İngilizce şarkılar dinleyerek, yeni kelimeler öğrenmekten hoşlanıyorum.

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	40	38	20	12	2	0	112
Percentage	35.71%	33.92%	17.85%	10.71%	1.78 %	0%	100

Table 4. 21: Frequency and percentage numbers for item thirty-two.

Table 4. 21 indicates that 35.71 % of subjects strongly agreed with this item and 33.92 % of subjects agreed while 17.85 % of subjects stated no idea. However, 10.71 % of subjects disagreed and 1.78 % of subjects strongly disagreed with the statement.

This item's results give us the idea that most of the subjects (69 %) like learning English words by listening to English words. As in item 26 (pg.64), in this item 17.85 % of the students have no idea.

Item **37)** Yabancılarla, İnternette Chat yoluyla birçok yeni İngilizce kelime öğrendiğimi düşünüyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	21	33	37	15	6	0	112
Percentage	18.75%	29.46%	33.03%	13.39%	5.35%	%	100

Table 4. 22: Frequency and percentage numbers for item thirty-seven.

As seen in Table 4. 22, 18.75 % of students strongly agreed with this item and 29.46 % of students agreed while 33.03 % of students expressed that they had no opinion. In contrast, 13.39 % of students disagreed and 5.35 % of students strongly disagreed with the item.

The result of this item indicates that nearly half of the participants (49 %) seem to believe the idea of learning new words by chatting foreigners on the internet. On the other hand, most of the students appear to have no idea or disagree with using this strategy. The reason might be, they do not like having a chat even in Turkish on the internet or they might think that this is a waste of time. It is possible that some may not have required computer skills for this.

Both of these items 26 (pg:64 ), 32 (pg:6 ) and item 37 (pg:65 ) are different techniques for learning new vocabulary. But from the results of the analysis of these three items above, it is clear to see that when students do not use the technique, instead of disagreeing the idea, they tend to indicate that they have no idea.

Item **38)** Sınıfta yeni kelime öğrenirken bunların anlamlarını rol yaparak anlatmam istendiğinde bundan hoşlanmıyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	10	25	27	36	14	0	112
Percentage	8.92%	22.32%	24.10%	32.14%	12.5 %	%	100

Table 4. 23: Frequency and percentage numbers for item thirty-eight.

Table 4. 23 shows that 8.92 % of subjects strongly agreed with this item and 22.32 % of subjects agreed while 24.10 % of subjects stated no idea. On the contrary, 32.14 % of subjects disagreed and 12.5 % of subjects strongly disagreed with the statement.

Nearly half of the participants (44.19) seem to enjoy learning the new word by means of role play technique. However, 24.10 students appear to have no opinion. It is possible to think that they have never thought it as a strategy for learning new words.

Item 43) Rol yaparak, yeni İngilizce kelime öğrenmek beni motive eder.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	13	57	22	15	5	0	112
Percentage	11.60%	50.89%	19.64%	13.39%	4.46 %	%	100

Table 4. 24: Frequency and percentage numbers for item forty-three.

As seen in Table 4. 24, 11.60 % of subjects strongly agreed with this item and 50.89 % of subjects agreed while 19.64 % of subjects stated that they had no idea. However, 13.39 % of subjects disagreed and 4.46 % of subjects strongly disagreed with the item.

In item 43, we can nearly see the similar results as in 38 (pg.65 ). Because here, the result shows us that taking part in drama activities for learning new words motivates most of the students (62 %) very much.

Item 46) İngilizce kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramayı sevmem.

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	11	30	43	21	7	0	112
Percentage	9.82%	26.78%	38.39%	18.75%	6.25 %	0%	100

Table 4. 25: Frequency and percentage numbers for item forty-six.

In Table 4.25 it is clear to see that 9.82 % of participants strongly agreed with this item and 26.78 % of participants agreed while 38.39 % of participants expressed that they had no idea. On the other hand, 18.75% of subjects disagreed and 6. 25 % of subjects strongly disagreed with the item.

In the results of this item, nearly half of the students (36 %) do not like looking for English words, of which pronunciation is similar to Turkish phonetic system. But here it is surprising to see that approximately 39% of students (nearly half of the students) have no idea.

Item **51)** İngilizcedeki kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramanın faydalı olduğunu düşünürüm.

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	12	37	34	22	7	0	112
Percentage	10.71%	33.03%	30.35%	19.64%	6.25 %	0%	100

Table 4. 26: Frequency and percentage numbers for item fifty-one.

As seen in Table 4. 26, 10.71 % of subjects strongly agreed with this item and 33.03 % of subjects agreed while 30.35 % of subjects stated that they had no opinion. In addition, 19.64 % of subjects disagreed and 6.25 % of subjects strongly disagreed with the statement.

Here there is a contradiction between these results and that of above. The results of this indicate that half of the subjects seem to look for English words, of which pronunciation is similar to Turkish phonetic system. Maybe for this item the expressions of finding it useful or like can affect students' ideas. For instance, someone thinks that doing sport is very useful but it is not the guarantee that she/he likes doing it. As seen in item 46 (pg:66 ), it is interesting to see that nearly 30% of students have no idea. Then for both of these two items, we do not have a clear picture that students



really think the effectiveness of looking for words which have similar pronunciation in English and in Turkish or vice versa. For both items, the number of subjects who have no idea is quite high. This can indicate that these students have never thought about this strategy before.

## 4.2: Analysis of the Pre-Questionnaire Items Related to Reading Strategies

Item 2) İngilizce bir okuma parçasını okurken, İngilizce düşünmekten hoşlanmıyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	13	35	6	40	17	1	112
Percentage	11.60%	31.25%	5.35%	35.71%	15.17%	0.89%	100

Table 4. 27: Frequency and percentage numbers for item two.

As seen in Table 4. 27, 11.60 % of subjects strongly agreed with this item and 31.25 % of subjects agreed while 5.35 % of subjects stated no idea. In addition, 35.71 % of subjects disagreed and 15.17 % of subjects strongly disagreed with the item.

The results of item indicate that nearly half of the students (42.85 %) do not like reading an English text by thinking in English. The reason can be its difficulty for them. On the other hand, the rest of the other students (50.88 %) agree with the idea of reading an English text and thinking in English, in the process.

In fact some of the items about vocabulary give us the idea that most of the students tend to translate the sentences into Turkish.

Item 36) Okuduğum parçadaki cümleleri Türkçeye çevirmeden anlamaya çalışmak beni motive ediyor.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	22	56	14	15	5	0	112
Percentage	19.64%	50%	12.5%	13.39%	4.46%	0%	100

Table 4. 28: Frequency and percentage numbers for item thirty-six.

Table 4. 28 shows that 19.64 % of participants strongly agreed with this item and 50 % of participants agreed while 12.5 % of participant expressed that they had no idea.

On the other hand, 13.39 % of participants disagreed and 41.46 % of participants strongly disagreed with the statement.

The results of this item indicate that most of the subjects (69.64 %) feel motivated while they read the sentences in English without translating them into Turkish. It is possible to think that when they understand the English structures easily in the process of reading, this can increase their motivation. On the other hand this item appears to contradict with the item above and the related items in vocabulary, items 4 (pg.54), 8 (pg.55), 24 (pg.56), 42 (pg:57 ), 23 (pg:57 ) which are about learning new words by memorizing their Turkish meanings. The reason can be that the students have more tendency to use Turkish in vocabulary learning. This tendency can influence their choice of reading strategies.

Item **29)** Okuduğum İngilizce bir parçadaki her cümleyi Türkçeye çevirmek hoşuma gider.

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	21	57	7	21	6	0	112
Percentage	18.75%	50.89%	6.25%	18.75%	5.35%	0%	100

Table 4. 29: Frequency and percentage numbers for item twenty-nine.

It is clear to see that Table 4.29, 18.75 % of subjects strongly agreed with this item and 50.89 % of subjects agreed while 6.25 % of subjects stated no idea. In contrast, 18.75 % of subjects disagreed and 5.35 % of subjects strongly disagreed with the item.

The results for this table demonstrate that most of the students like translating every sentence that they read in an English reading text. This item appears to contradict with that item of 36 (pg.69).

It is possible to think that they enjoy translating very much, with the hope that they will understand all of the sentences. But maybe when they sometimes understand the

sentences in the passage without thinking in their own language, this might motivate the subjects very much. In addition to these, students may feel that they progress in English.

Item 13) İngilizceden Türkçeye sözlük kullanmanın daha faydalı olduğunu düşünüyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	21	49	14	21	7	0	112
Percentage	18.75%	43.75%	12.5%	18.75%	6.25 %	0%	100

Table 4.30: Frequency and percentage numbers for item thirteen.

As seen in Table 4. 30, 18.75 % of students strongly agreed with this item and 43.75 % of students agreed while 12.5 % of students expressed that they had no idea. On the other hand, 18.75 % of students disagreed and 6.25 % of students strongly disagreed with the statement.

The results in this table show that, most of the subjects (62 %) think the usage of English to Turkish dictionary more useful.

Item 35) İngilizceden İngilizceye sözlük kullanmaktan hoşlanmıyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	9	26	18	43	16	0	112
Percentage	8.03%	23.21%	16.07%	38.39%	14.28 %	0%	100

Table 4. 31: Frequency and percentage numbers for item thirty-five.

Table 4.31 indicates that 8.03 % of subjects strongly agreed with this item and 23.21 % of subjects agreed while 16.07 % of subjects stated no idea. In addition, 38.39 % of subjects disagreed and 14.28 % of subjects strongly disagreed with the item.

The results of this item show that half of the students like using English to English dictionary. At this point, this item's analysis contradicts with the results of item 35 (pg:71) which supports the effectiveness of using English to Turkish dictionary. But

here, maybe the phrase of ‘enjoy’ can affect participants’ answers. On the other hand, some students appear to believe the idea of not using English to English dictionary. It is possible to think that when subjects look up their dictionary for every unknown word, they want to see the definitions in their own language. The reason might be its being convenient.

Item 3) Her bilinmeyen kelimeyi sözlüğe bakmadan okumayı severim.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	18	36	6	36	16	0	112
Percentage	16.07%	32.14%	5.35%	32.14%	14.28%	0%	100

Table 4. 32: Frequency and percentage numbers for item three.

As seen in Table 4.32, 16.07 % of participants strongly agreed with this item and 32.14 % of participants agreed while 5.35 % of participants expressed that they had no opinion. On the contrary, 32.14 % of participants disagreed and 14.25 % of participants strongly disagreed with the statement.

According to the results of this item, nearly half of the students (48.21 %) tend to like reading without looking up a dictionary every single unknown word. Thus, we can infer that these students try to guess some of the unknown words during reading. On the other hand, the rest of the students (46.42 %) appear to like reading the English text by looking up a dictionary for every single unknown vocabulary. For these subjects it is possible to say that they do not guess the words from the context. According to these results, we cannot predict what the majority thinks. However, there can be a close relationship between this item and item 21 (pg.77) which is about reading a text in a detailed way. We can infer that if a student likes reading an English text in a detailed way, this can possibly translate into that she/he uses dictionary for every unknown word.

Item 18) İngilizce bir metni, sözlük kullanmadan anlamaya çalışmaktan hoşlanmıyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	26	31	7	32	15	1	112
Percentage	23.21%	27.67%	6.25%	28.57%	13.39%	0.89%	100

Table 4.33: Frequency and percentage numbers for item eighteen.

Table 33 above demonstrates that 23.21 % of subjects strongly agreed with this item and 27.67 % of subjects agreed while 6.25 % of subjects stated no idea. In addition, 28.57 % of subjects disagreed and 13.39 % of subjects strongly disagreed with the statement.

Table 33 gives us the idea that half of the subjects (50.88 %) do not like to understand the English passage without using a dictionary. In contrast to this result, nearly half of the students (41.97 %) enjoy reading the text in English without a dictionary. Then this item's result is similar to that of item 3 (pg.72 ).

Item **33)** İngilizce bir metin okurken, anlamını bilmediğim bütün kelimelerin anlamlarına tek tek sözlükten bakmayı severim.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	19	46	5	25	17	0	112
Percentage	16.96%	41.07%	4.46%	22.32%	15.17%	0%	100

Table 4. 34: Frequency and percentage numbers for item thirty-three.

As seen in Table 4.34, 16.96 % of student strongly agreed with this item and 41.07 % of students agreed while 4.46 % of students expressed that they had no opinion. On the other hand, 22.32 % of students disagreed and 15.17 % of students strongly disagreed with the item.

According to the results of this item, most of the participants (58 %) agree with the idea of looking up a dictionary for all of the unknown words in an English text. They state that they like this idea. But this result contradicts with the other items. Because in items 3 (pg.72 ) and 18 (pg:72 ) half of the subjects show that they do not like using a dictionary for every unknown vocabulary. As we stated before for those items there were no clear results as we can not clearly conclude about what majority thinks. But for this item, it is clear that most of the subjects tend to like looking up a dictionary for every unknown word in an English text.

Item **39)** Bir ingilizce okuma parçasındaki bilinmeyen kelimelerin anlamlarını tahmin etmek beni motive eder.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	33	67	10	2	0	0	112
Percentage	29.46%	59.82%	8.92%	1.78%	0%	0%	100

Table 4.35: Frequency and percentage numbers for item thirty-nine.

In Table 4.35 it is clear to see that 29.46 % of subjects strongly agreed with this item and 59.82 % of subjects agreed while 8.92 % of subjects stated no idea. In addition, 1.78 % of subjects disagreed and none of subjects strongly disagreed with the statement.

Table 4.35 demonstrates that guessing unknown words from the English text motivates most of the subjects (89 %). But this result contradicts with the result of item 33 (pg:73 ) Earlier students show that they use their dictionaries for all of the unknown words (see Table 34). But here the result is different. The reason can be that most of the time students tend to look up a dictionary instead of trying to guess. They may feel anxious to make wrong guesses. When they sometimes try to infer the meanings from

the English text and when they see that they guess correctly. This can increase their motivation and self confidence.

Item 9) İngilizce bir okuma parçasındaki, cümleleri anlayabilmek için sözlük kullanmanın yararlı olduğuna inanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	40	51	3	16	1	1	112
Percentage	35.71%	45.53%	2.67%	14.28%	0.89%	0.89%	100

Table 4. 36: Frequency and percentage numbers for item nine.

Table 4.36 shows that 35.71 % of participants strongly agreed with this item and 45.53 % of participants agreed while 2.67 % of participants expressed that they had no idea. In contrast, 14.28% of participants disagreed and 0.89% of participants strongly disagreed with the statement.

Results of this item indicate that majority (81 %) believe the usage of using a dictionary to understand an English text. They may feel more confident with a dictionary.

From the items 13 (pg:71 ), 35 (pg:71), 3 (pg:72), 18 (pg:72), 33 (pg:73), 39 (pg:74) and 9 (pg:75) we can clearly understand that students like using dictionaries (especially English to Turkish). Most of the time, the subjects look up the dictionary for the unknown words, or the other thing they do most of the time is asking the meaning of the word to the teacher during the class.

Item 5) Dersane dışında, boş kalan vakitlerimde İngilizce hikaye kitabı okumayı severim.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	18	60	13	20	1	0	112
Percentage	16.07%	53.57%	11.60%	17.85%	0.89%	0%	100

Table 4.37: Frequency and percentage numbers for item five.



As seen in Table 4.37, 16.07 % of subjects strongly agreed with this item and 53.57 % of subjects agreed while 11.60 % of subjects stated that they had no opinion. In addition, 17.85 % of subjects disagreed and 0.89 % of subjects strongly disagreed with the item.

The results demonstrate that almost all of the subjects (69.64 %) in the course like reading English stories in their spare time.

Item 28) Kurs dışında, İngilizce kitap ve gazete okumaktan hoşlanmıyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	11	24	12	51	14	0	112
Percentage	9.82%	21.42%	10.71%	45.53%	12.5%	0%	100

Table 4. 38: Frequency and percentage numbers for item twenty-eight.

Table 4. 38 above indicates that 9.82 % of subjects strongly agreed with this item and 21.42 % of subjects agreed while 10.71 % of subjects expressed that they had no opinion. However, 45.53 % of subjects disagreed and 12.5 % of subjects strongly disagreed with the item.

The result in this table is similar to the result of item 5 (pg: 75). It seems that more than half of the students (57.58 %) like reading English stories in their free time. But related to these items, one question comes to mind: whether the subjects really read English stories in their free times or not. Because liking something does not all the time mean that you do it .

Item 7) Bir okuma parçasının başlığına bakmanın gereksiz olduğuna inanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	7	5	46	54	0	112
Percentage	0%	6.25%	4.46%	41.07%	48.21%	0%	100

Table 4.39: Frequency and percentage numbers for item seven.

As seen in Table 4.39, none of the participants strongly agreed with this item and 6.25 % of participants agreed while 4.46 % of participants stated that they had no idea. In addition, 41.07 % of participants disagreed and 48.21 % of participants strongly disagreed with the statement.

The results of this item show that almost all of the students (89.28 %) appear to agree that the title of a reading text can be a valuable source of information.

Item **25)** İngilizce bir metni okumadan önce, başlığına bakıp konuyu tahmin etmeye çalışmak beni motive eder.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	30	58	18	5	1	0	112
Percentage	26.78%	51.78%	16.07%	4.46%	0.89%	0%	100

Table 4. 40: Frequency and percentage numbers for item twenty-five.

Table 4.40 shows that 26.78 % of subjects strongly agreed with this item and 51.78 % of subjects agreed while 16.07 % of subjects stated no opinion. In contrast, 4.46% of subjects disagreed and 0.89 %of subjects strongly disagreed with the item.

The result of this item is similar to the results of item 7(pg:76 ) Guessing the content in the text by looking at the title appears to motivate nearly all of the students (78 %)

Then from the items 7 (pg:76) and 25 (pg:77 ), it is clear to see that majority seems to be aware of the advantages of looking at a title and trying to think what the text can be about before reading.

Item **21)** Okuduğum bir İngilizce metnin, en küçük ayrıntılarına kadar anlamam gerektiğine inanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	37	27	4	35	9	0	112
Percentage	33.03%	24.10%	3.57%	31.25%	8.03%	0%	100

Table 4. 41: Frequency and percentage numbers for item twenty-one.

As seen in Table 4.41, 33.03 % of students strongly agreed with this item and 24.10 % of students agreed while 3.57 % of student expressed that that they had no opinion. On the contrary, 31.25 % of students disagreed and 8.03 % of students strongly disagreed with the statement.

The results of this item show that more than half of the students (57.13 %) believe that they should understand an English passage in details. It is possible to say that they do not read the passage in a general way. They may try to understand every single sentence in a text. On the other hand, some students do not appear to agree with this idea. Then for these subjects to get the general meaning of a text can be more important.

Item 47) İngilizce bir okuma parçasının, önce hızlı bir şekilde okunup, sonra ikinci okumanın ayrıntılı bir şekilde yapılması gerektiğine inanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	26	59	14	12	1	0	112
Percentage	23.21%	52.67%	12.5%	10.71%	0.89%	0%	100

Table 4. 42: Frequency and percentage numbers for item forty-seven.

Table 4.42 above indicates that 23.21 % of subjects strongly agreed with this item and 52.67 % of subjects agreed while 12.5 % of subjects expressed that they had no opinion. In contrast, 10.71 % of subjects disagreed and 0.89 % of subjects strongly disagreed with the statement.

According to this table, majority (75.88 %) appears to believe skimming and scanning are good strategies. Thus the subjects seem to be aware of this reading technique.

Item 50) İngilizce bir okuma parçasını, ilk okuyuşta hemen anlamak beni motive eder.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	50	57	3	2	0	0	112
Percentage	44.64%	50.89%	2.67%	1.78%	0%	0%	100

Table 4.43:Frequency and percentage numbers for item fifty.

As seen in Table 4.43, 44.64 % of participants strongly agreed with this item and 50.89 % of participants agreed while 2.67 % of participants stated that they had no idea. However, 1.78 % of participants disagreed and none of participants strongly disagreed with the item.

The results of this item indicate that almost all of the students (95 %) feel motivated when they understand an English passage in their first reading. They appear to feel pleased when they comprehend it. Perhaps this can encourage them to read much more English books or newspaper.

Item 31) İngilizce bir metin okurken, cümleler arasındaki neden sonuç ilişkilerini bulmaya çalışmanın gereksiz olduğunu düşünüyorum.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	11	30	44	22	0	112
Percentage	0%	9.82%	26.78%	39.28%	19.64%	0%	100

Table 4.44:Frequency and percentage numbers for item thirty-one.

Table 4.44 gives evidence that none of subjects strongly agreed with this item and 9.82 % of subjects agreed while 26.78 % of subjects stated no idea. On the other hand, 39.28 % of subjects disagreed and 19.64 %of subjects strongly disagreed with the statement.

The result of this table indicates that most of the students (58.92 %) do not believe the unnecessity of finding the reason result relations between the sentences during

their reading. On the other hand, approximately 26.78 % of students stated that they had no idea. The reason might be that they have not thought the idea of making the relation between reason result sentences in an English text.

Item 45) İngilizce bir metin okurken cümleler arasında neden sonuç ilişkilerini kurmaktan hoşlanırım.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	17	61	26	7	1	0	112
Percentage	15.17%	54.46%	23.21%	6.25%	0.89%	0%	100

Table 4.45: Frequency and percentage numbers for item forty-five.

As seen in Table 4.45, 15.17 % of subjects strongly agreed with this item and 54.46 % of subjects agreed while 23.21 % of subjects stated no idea. In addition, 6.25 % of subjects disagreed and 0.89 % of subjects strongly disagreed with the item.

It seems that majority likes having relations between reason result sentences while they are reading an English text. The other similar point is that nearly 23 % of subjects have no opinion.

Item 27) İngilizce bir metni okurken paragraflar arası bağlantılara da dikkat etmeyi severim.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	15	63	24	9	0	0	112
Percentage	13.39%	56.25%	21.42%	8.03%	0%	0%	100

Table 4.46: Frequency and percentage numbers for item twenty-seven.

Table 4.46 indicates that 13.39 % of participants strongly agreed with this item and 56.25 % of participants agreed while 21.42 % of participants expressed that they had no opinion. On the contrary, 8.03 % of participants disagreed and none of subjects strongly disagreed with the item.

This item gives the idea that most of the students (69.64 %) reading an English text seem to like giving importance to the connection between the paragraphs. On the other hand, in the results of items 31 (pg:79 ), 45 (pg:80 ) approximately 24% of students state that they have no idea about it.

Item **41**) İngilizce bir metni okurken, paragraflar arasında ilişki kurmaya çalışmanın önemsiz olduğunu düşünürüm.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	3	8	15	61	25	0	112
Percentage	2.67%	7.14%	13.39%	54.46%	22.32%	0%	100

Table 4.47: Frequency and percentage numbers for item forty-one.

As seen in Table 4.47, 2.67 % of subjects strongly agreed with this item and 7.14 % of subjects agreed while 13.39 % of subjects stated no idea. In contrast, 54.46 % of subjects disagreed and 22.32 % of subjects strongly disagreed with the statement.

The result of this item is similar to the result of the item above. Because majority (76.78 %) does not agree with the unnecessary of making connections between the paragraphs. In this item, nearly 13% of subjects stated that they had no opinion. Thus, the results of items 31(pg79: ), 45 (pg:80 ), 27 (pg: 80) and this item's results of having no idea are nearly same. The reason why the subjects have no opinion can be the reason that they have not thought about using these techniques before in their life.

Item **11**) İngilizce bir metni takiben anlamaya dayalı sorular varsa önce onlara göz atmanın faydalı olduğunu düşünürüm.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	33	48	7	21	3	0	112
Percentage	29.46%	42.85%	6.25%	18.75%	2.67%	0%	100

Table 4.48: Frequency and percentage numbers for item eleven.

As seen in Table 4.48, 29.46 % of students strongly agreed with this item and 42.85 % of students agreed while 6.25 % of students expressed that they had no opinion. However, 18.75 % of students disagreed and 2.67 % of students strongly disagreed with the item.

In this table the result indicates that most of the subjects (72 % ) really think the effectiveness of having a look at the comprehension questions before reading. They seem to believe the idea of getting to understand the text better if they have a look at the questions before.

**Item 14) Okurken, önemli noktaların altını çizmek hoşuma gidiyor.**

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	45	51	7	8	1	0	112
Percentage	40.17%	45.53%	6.25%	7.14%	0.89%	0%	100

Table 4.49:Frequency and percentage numbers for item fourteen.

Table 4.49 shows that 40.17 % of subjects strongly agreed with this item and 45.53 % of subjects agreed while 6.25 % of subjects stated no idea. In addition, 7.14 % of subjects disagreed and 0.89 % of subjects strongly disagreed with the item.

From the results, it seems that most of the subjects (85.70 %) like underlining the important sentences during reading an English text. The reason why the students underline the important sentences is that they have only look at them in second reading.

**Item 22) İngilizce bir metin okurken, sayfanın kenarına not almaktan hoşlanırım.**

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	24	43	20	23	1	1	112
Percentage	21.42%	38.39%	17.85%	20.53%	0.89%	0.89%	100

Table 4.50:Frequency and percentage numbers for item twenty-two.

As seen in Table 4.50, 21.42% of participants strongly agreed with this item and 38.39 % of participants agreed while 17.85 % of participants expressed that they had no opinion. On the contrary, 20, 53 % of participants disagreed and 0.89 %of participants strongly disagreed with the item.

The results of the analysis indicate that more than half of the subjects (59.80 %) seem to enjoy taking a note near the page while reading an English text. It is possible to think that they might understand the English text better in this process.

Item 44) Okuduğum, İngilizce parçaların özetini İngilizce olarak çıkarmanın yararlı olduğunu düşünürüm.

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	36	43	22	9	1	1	112
Percentage	32.14%	38.39%	19.64%	8.03%	0.89%	0.89%	100

Table 4.51:Frequency and percentage numbers for item forty-four.

As seen in Table 4.51, 32.14 % of subjects strongly agreed with this item and 38.39 % of subjects agreed while 19.64 % of subjects stated no idea. Then, 8.03 % of subjects disagreed and 0, 89 of subjects strongly disagreed with the statement.

The result of this item shows that most of the students (70.53 %) appear to believe the idea of summarizing the English text in English. However, nearly 19% of subjects have no idea about this technique. The reason might be the difficulty of it.



### 4.3: List of Popularity of Strategies in the Analysis of Pre-Questionnaire

By looking at this table 4.52 it is possible to see the adult language learners preference on the use of vocabulary and reading strategies. Thus what kind of vocabulary and reading strategies are frequently used by them can be seen.

Questionnaire Item	Percentage
50)İngilizce bir okuma parçasını, ilk okuyuşta hemen anlamak beni motive eder.	91 %
39)Bir İngilizce okuma parçasındaki bilinmeyen kelimelerin anlamlarını tahmin etmek beni motive eder	90 %
14)Okurken, önemli noktaların altını çizmek hoşuma gidiyor.	85.70 %
49)Yeni bir kelimenin yazılı şeklini kafamda canlandırmanın yararlı olduğuna inanırım.	83.92 %
19)Öğrendiğim yeni İngilizce kelimeleri cümleler içinde kullanırım.	83 %
16) İngilizce bir kelimenin görsel formunun (fotoğraf, çizim) anlamını kafamda canlandırarak öğrenmeyi severim.	82 %
9) İngilizce bir okuma parçasındaki, cümleleri anlayabilmek için sözlük kullanmanın yararlı olduğuna inanırım	81 %
15)Yeni öğrendiğim İngilizce kelimelerin İngilizce zıt anlamlarını öğrenmenin yararlı olduğuna inanırım.	80.80 %
25)İngilizce bir metni okumadan önce, başlığına bakıp konuyu tahmin etmeye çalışmak beni motive eder.	78 %
24)Yeni öğrendiğim bütün kelimeleri, Türkçe anlamlarıyla birlikte deftere yazmanın faydalı olduğuna inanıyorum.	77 %
47)İngilizce bir okuma parçasının, önce hızlı bir şekilde okunup, sonra ikinci okumanın ayrıntılı bir şekilde yapılması gerektiğine inanırım	75.88 %
48)Yeni öğrendiğim İngilizce kelimelerin İngilizce eş anlamlılarını öğrenmek hoşuma gider.	74.99 %
11)İngilizce bir metni takiben anlamaya dayalı sorular varsa, önce onlara göz atmanın faydalı olduğunu düşünürüm	72 %
34)Anlamını bildiğim İngilizce kelimelerin anlamıyla, yeni öğrendiğim İngilizce kelimelerin anlamları arasında ilişki kurmak beni motive eder	71.42 %
42)Yeni öğrendiğim İngilizce kelimenin, Türkçe anlamlarını ezberlemeyi severim	70.52 %
45)İngilizce bir metin okurken cümleler arasında neden sonuç ilişkilerini kurmaktan hoşlanırım	69.64 %
36)Okuduğum parçadaki cümleleri Türkçeye çevirmeden anlamaya çalışmak beni motive ediyor	69.64 %
27)İngilizce bir metni okurken paragraflar arası bağlantılara da dikkat etmeyi severim	69.64 %
6)Yeni öğrendiğim İngilizce kelimeleri değişik bağlamlarda da kullanırım.	69.63 %
5) Dershane dışında, boş kalan vakitlerimde İngilizce hikâye kitabı okumayı severim	69.54 %
32)İngilizce şarkılar dinleyerek, yeni kelimeler öğrenmekten hoşlanıyorum	69 %
29)Okuduğum İngilizce bir parçadaki her cümleyi Türkçeye çevirmek hoşuma gider.	69 %
23)İngilizce şarkıların, bazı cümlelerini Türkçeye çevirerek kelime öğrenmek beni motive ediyor	67.85 %
8)Yeni öğrendiğim kelimeleri gün içinde, fırsat buldukça, sözlü bir şekilde Türkçe anlamlarıyla tekrarlamayı severim.	66 %
1) Birbirine benzeyen İngilizce kelimeleri gruplamayı severim	62.5 %

13)İngilizceden Türkçeye sözlük kullanmanın daha faydalı olduğunu düşünüyorum	62 %
43)Rol yaparak, yeni İngilizce kelime öğrenmek beni motive eder.	62 %
4)Sözlüğü açıp, merak ettiğim İngilizce kelimelerin Türkçe anlamlarını ezberlemek hoşuma gidiyor.	61.60 %
40)Yeni öğrendiğim bir İngilizce kelimenin telaffuzu ile bildiğim bir İngilizce kelimenin telaffuzunu ilişkilendirmek hoşuma gider.	61.59 %
17)Yeni kelimeleri en az 10 kez yazmanın yararlı olduğunu düşünürüm	60.70 %
22)İngilizce bir metin okurken, sayfanın kenarına İngilizce not almaktan hoslanırım	59.81 %
33)İngilizce bir metin okurken, anlamını bilmediğim bütün kelimelerin anlamlarına tek tek sözlükten bakmayı severim.	58 %
28)Kurs dışında, İngilizce kitap ve gazete okumaktan hoşlanmıyorum.	57.88 %
21) Okuduğum bir İngilizce metnin, en küçük ayrıntılarına kadar anlamam gerektiğine inanırım.	57.13 %
20)Sınıftaki öğretmenin, bilinmeyen kelimeleri yalnızca İngilizce açıklamasından hoşlanmıyorum	56.69 %
26)Yeni öğrendiğim İngilizce kelimeleri renkli kartonlara yazıp, duvara yapıştırmanın faydalı olduğunu düşünüyorum	55 %
35)İngilizceden İngilizceye sözlük kullanmaktan hoşlanmıyorum.	52.67 %
2)İngilizce bir okuma parçasını okurken, İngilizce düşünmekten hoşlanmıyorum.	50.88 %
3)Her bir bilinmeyen kelimeyi sözlüğe bakmadan okumayı severim.	48.21 %
37)Yabancılarla, internette Chat yoluyla birçok yeni İngilizce kelime öğrendiğimi düşünüyorum.	48 %
38)Sınıfta yeni kelime öğrenirken bunların anlamlarını rol yaparak anlatmam istendiğinde bundan hoşlanmıyorum	44.19 %
51)İngilizcedeki kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramanın faydalı olduğunu düşünürüm.	43.74 %
18)İngilizce bir metni, sözlük kullanmadan anlamaya çalışmaktan hoşlanmıyorum.	43 %
10)Yeni öğrendiğim İngilizce kelimeleri anlamlarına göre sınıflama yöntemi kullanırım.	37 %
12)İngilizce kelimeyi, Türkçe okunuşuyla ezberleyince daha çok aklımda kaldığına inanırım.	36.59 %
30)İngilizce bir kelimenin birden çok anlamını görmekten hoşlanmıyorum.	35.70 %
46)İngilizce kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramayı sevmem.	26 %
41)İngilizce bir metni okurken, paragraflar arasında ilişki kurmaya çalışmanın önemsiz olduğunu düşünürüm	19.81 %
31)İngilizce bir metin okurken, cümleler arasındaki neden sonuç cümlelerini bulmaya çalışmanın gereksiz olduğunu düşünüyorum	9.82 %
7)Bir okuma parçasının başlığına bakmanın gereksiz olduğuna inanırım	6.25 %

#### 4.4: Analysis of The Items Related to Post-Questionnaire

In this post questionnaire, there are 30 items. 15 of the items are about vocabulary learning strategies and 15 of them are related to reading strategies. The order of presentation of the items' analysis here does not follow the order of the items in the questionnaire. The analysis of the relevant items is presented in succession, in the hope that this will help interpretation of the data. You can find the categorisation of strategies in **Appendix G**.

The item analysis of the control group and experimental group data is presented here together in order for enabling both the reader and the researcher to see potential differences and similarities between both groups of learners.

Item 3) İngilizcemi ilerletmek için yeni yöntemler geliştirmeye çalışırım.

Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	4	4	3	0	0	0	11
Percentage	36.36%	36.36%	27.27%	0%	0%	0%	100

Table 4.53: Frequency and percentage numbers for item three.

As seen in Table 4.53, 36.36 % of students strongly agree with this item and 36.36 % of students agree while 27.27 % of students express that they have no opinion. None of the students seem to disagree or strongly disagree with the statement.

Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	4	6	3	0	0	0	13
Percentage	30.76%	46.15%	23.07%	0%	0%	0%	100

Table 4.54: Frequency and percentage numbers for item three.

Table 4.54 indicates that 30.76 % of subjects strongly agree with this item and 46.15 % of subjects agree while 23.07 % of subjects state that they have no idea.

However, none of the subjects appear to agree or strongly agree with the item. According to the results, both of the groups appear to employ new strategies for improving their English.

Item 13) Sınıfta yaptığımız çalışmaların yeterli olduğuna inandığım için kendimi geliştirmek için yeni yöntemler bulmanın gerekli olmadığına inanırım.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	1	2	6	2	0	11
Percentage	0%	9.09%	18.18%	54.54%	18.18%	0%	100

Table 4.55: Frequency and percentage numbers for item thirteen.

In Table 4.55 it is clear to see that none of the subjects strongly agree with this item and 9.09 % of subjects agree while 18.18 % of subjects state that they have no opinion. On the contrary, 54.54 % of subjects disagree and 18.18 of subjects strongly disagree with the statement

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	2	1	7	3	0	13
Percentage	0%	15.38%	7.69%	53.84%	23.07%	0%	100

Table 4.56: Frequency and percentage numbers for item thirteen.

Table 4.56 gives the evidence that none of participants strongly agree with this item and 15.38 % of participants agree while 7.69 % of participants state that they have no opinion. In addition, 53.84 % of participants disagree and 23.07 of participants strongly disagree with the item.

The results reveal that both of the groups do not seem to believe the idea of not trying to find some new strategies for improving themselves because they think that classroom activities they do are satisfying enough. Then, it is possible to say that both

of the groups are aware of the need for developing new strategies to improve their English.

Item 8) Boş zamanım olmadığı için hikâye kitabı okuyamıyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	3	2	3	1	0	11
Percentage	18.18%	27.27%	18.18%	27.27%	9.09%	0%	100

Table 4.57: Frequency and percentage numbers for item eight.

Table 4.57 gives evidence that 18.18 % of participants strongly agree with this item and 27.27 % of participants agree while 18.18 % of participants state that they have no idea. However, 27.27 % of participants disagree and 9.09 % of participants strongly disagree with the statement.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	4	1	4	4	0	13
Percentage	0%	30.76%	7.69%	30.76%	30.76%	0%	100

Table 4.58: Frequency and percentage numbers for item eight.

As seen in Table 4.58, none of the students strongly agree with this item and 30.76 % of students agree while 7.69 % of students state that they have no opinion. In addition, 30.76 % of the students disagree and 30.76 % of students strongly disagree with the item.

In the control group, half of the students (45.45 %) indicate that they cannot read English stories because of lack of spare time while some of the students disagree with this opinion that they try to find some time for reading English stories. However, half of the control group students (60 %) indicate that they can find spare time for reading English stories. The result seems to be surprising because most of the control group

students do not work or attend to a university department even though the students in the experimental group are mostly the people who work very hard and a few of them are married who have children. It seems that although they have limited time, they try to find some free time for reading English stories. It is possible that the students in the experimental group are aware of the need of reading for developing one's English. Both working somewhere and going to language course require more planned life style.

Item 18) İngilizce hikâye kitapları okumak hoşuma gidiyor.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	3	5	1	2	0	0	11
Percentage	27.27%	45.45%	9.09%	18.18%	0%	0%	100

Table 4.59: Frequency and percentage numbers for item eighteen.

In Table 4.59, it is clear to see that 27.27 % of students strongly agree with this item and 45.45 % of students agree while 9.09 % of students state that they have no idea. In addition, 18.18 % of students disagree and none of the students strongly disagree with the item.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	7	3	1	0	0	13
Percentage	15.38%	53.84%	23.07%	7.69%	0%	0%	100

Table 4.60: Frequency and percentage numbers for item eighteen.

Table 4.60 shows that 15.38 % of subjects strongly agree with this item and 53.84 % of subjects agree while 23.07 % of subjects state that they have no idea. In contrast, 7.69 % of subjects disagree and none of the subjects strongly disagree with the statement.

The results demonstrate that both of the groups enjoy reading English stories. However, the phrase of ‘enjoy’ can affect students’ idea. Because someone can enjoy doing something but does it mean that she/he does that thing. For example In item 8 (pg:88), the control group state that they can not read English stories because of limited time, but in this item they seem to enjoy reading English stories.

Item 2) Çoğu zaman okuma parçasının başlığına bakmanın anlamsız olduğuna inanıyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	0	1	7	3	0	11
Percentage	0%	0%	9.09%	63.63%	27.27%	0%	100

Table 4.61: Frequency and percentage numbers for item two.

In Table 4.61 it is clear to see that none of students strongly agree or agree with this item while 9.09 % of students state that they have no idea. On the contrary, 63.63 % of students disagree and 27.27 % of students strongly disagree with the statement.

#### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	0	0	8	5	0	13
Percentage	0%	0%	0%	61.53%	38.46%	0%	100

Table 4. 62: Frequency and percentage numbers for item two.

Table 4.62 shows that none of the participants strongly agree or agree with this item. In addition, none of the participants state an opinion. On the other hand, 61. 53 % of participants disagree and 38.46 % of participants strongly agree with the item.

The control and experimental group appear not to believe the meaninglessness of looking at the title of the English text.

Item 5) Başlığa bakıp, okuma parçasının konusunu tahmin etmek hoşuma gidiyor.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	8	1	0	0	0	11
Percentage	18.18%	72.72%	9.09%	0%	0%	0%	100

Table 4. 63: Frequency and percentage numbers for item five.

Table 4.63 above shows that 18.18 % of subjects strongly agree with this item and 72.72 % of subjects agree while 9.09 % of subjects express that they have no idea. In addition, none of the subjects seem to disagree or strongly disagree with the item.

#### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	6	7	0	0	0	0	13
Percentage	46.15%	53.84%	0%	0%	0%	0%	100

Table 4. 64: Frequency and percentage numbers for item five.

As seen in Table 4.64, 46.15 % of participants strongly agree with this item and 53.84 % of participants agree while none of the participants express an idea. In addition, none of the participants appear to disagree or strongly disagree with the statement.

The results demonstrate that both of the groups seem to enjoy guessing what the English text is about by looking at the title before beginning reading.

Item 12) Bir okuma parçasının yanındaki resme bakmadan, doğrudan parçayı okumak hoşuma gider.



### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	1	2	5	3	0	11
Percentage	0%	9.09%	18.18%	45.45%	27.27%	0%	100

Table 4. 65: Frequency and percentage numbers for item twelve.

In Table 4.65 none of the participants strongly agree with this item and 9.09 % of the participants agree while 18.18 % of participants state that they have no idea, in contrast 45.45 % of participants disagree and 27.27 % of participants strongly disagree with the item.

### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	0	0	8	4	0	13
Percentage	0%	0%	0%	61.53%	30.76%	0%	100

Table 4. 66: Frequency and percentage numbers for item twelve.

Table 4.66 indicates that none of the students strongly agree, agree or state that they have an idea. However, 61.53 % of the students disagree and 30.76 % of the students strongly disagree with the statement.

According to the results, both of the groups appear to have the same idea on this issue. In the control group, nearly most of the students (72 %) disagree with the idea of reading the text without looking at the picture. However, there are a few students who agree or have no idea about the item. In addition, in the experimental group majority (91 %) appear to be in favour of making sense of the accompanying picture. They really believe the effectiveness of looking at the picture and seem to think that the picture gives them a general idea about the English text.

Item 15) Bir okuma parçasını okumadan önce varsa parçayla ilgili resme bakmanın faydalı olduğunu düşünüyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	4	6	1	0	0	0	11
Percentage	36.36%	54.54%	9.09%	0%	0%	0%	100

Table 4. 67: Frequency and percentage numbers for item fifteen.

Table 4. 67 shows that 36.36 % of subjects strongly agree with this item and 54.54 % of subjects agree while 9.09 % of subjects state that they have no opinion. On the other hand, none of the subjects appear to disagree or strongly disagree with the statement.

#### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	5	8	0	0	0	0	13
Percentage	38.46%	61.53%	0%	0%	0%	0%	100

Table 4.68: Frequency and percentage numbers for item fifteen.

Table 4.68 indicates that 38.46 % of participants strongly agree with this item and 61.53 % of participants agree while none of the participants state that they have an idea, disagree or strongly disagree with the item.

It seems that both of the groups seem to think the usefulness of looking at the picture before reading the English text. In both groups, there are no students who disagree with this item.

Item7) Bir parçayı ikinci kez ayrıntılı kez okuduğumda daha iyi anladığıma inanıyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	5	6	0	0	0	0	11
Percentage	45.45%	54.54%	0%	0%	0%	0%	100

Table 4.69: Frequency and percentage numbers for item seven.

In Table 4.69 it is clear to see that 45.45 % of subjects strongly agree with this item and 54.54 % of subjects agree while none of subjects express that they have no idea. In addition none of the subjects seem to disagree or strongly disagree with the item.

#### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	5	7	1	0	0	0	13
Percentage	38.46%	53.84%	7.69%	0%	0%	0%	100

Table 4.70: Frequency and percentage numbers for item seven.

Table 4.70 indicates that 38.46 % of students strongly agree with this item and 53.84 % of students agree while 7.69 % of students express that they have no opinion. In contrast, none of the students strongly agree or agree with the item. The results demonstrate that, both of the groups seem to believe the opinion of reading the text twice to comprehend it better.

Item 10) İngilizce bir okuma parçasını okurken, bütün cümleleri anlamamanın gereksiz olduğuna inanıyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	1	3	1	3	3	0	11
Percentage	9.09%	27.27%	9.09%	27.27%	27.27%	0%	100

Table 4.71: Frequency and percentage numbers for item ten.

Table 4. 71 shows that 9.09 % of subjects strongly agree with this item and 27.27 % of subjects agree while 9.09 % of subjects express that they have no idea. On the other hand, 27.27 % of subjects disagree and 27.27 % of them strongly disagree with the statement.

#### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	1	10	2	0	0	0	13
Percentage	7.69%	76.92%	15.38%	0%	0%	0%	100

Table 4.72: Frequency and percentage numbers for item ten.

Table 4.72 gives the evidence that 7.69 % of participants strongly agree with this item and 76.92 % of participants agree while 15.38 % of participants state that they have no idea. In addition, none of the participants seem to disagree or strongly disagree with the item.

For this item, the results are really different. In the control group, more than half of the students (54.54 %) appear to think that there is no need to understand every single sentence. These students seem to be in favour of working on the meaning of sentences one by one.

In the experimental group it is easy to see what the majority thinks, nearly all of the students (83 %) appear to believe that there is no need to understand every single sentence of a text for a full comprehension. The reason can be that they appear to think that it may be a waste of time if they read all of the sentences in a detailed way.

Item 26) Okuma parçasının önce hızlı bir şekilde okunup, genel bir fikir edinmenin yararlı olduğunu düşünüyorum.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	1	5	2	3	0	0	11
Percentage	9.09%	45.45%	18.18%	27.27%	0%	0%	100

Table 4.73: Frequency and percentage numbers for item twenty-six.

As seen in Table 4.73, 9.09 % of subjects strongly agree with this item and 45.45 % of subjects agree while 18.18 % of subjects state that they have no idea. In contrast, 27.27 % of subjects disagree and none of the subjects strongly disagree with the statement.

### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	3	8	2	0	0	0	13
Percentage	23.07%	61.53%	15.38%	0%	0%	0%	100

Table 4.74: Frequency and percentage numbers for item twenty-six.

Table 4.74 shows that 23.07 % of students strongly agree with this item and 61.53 % of students agree while 15.38 % of students state that they have no idea. On the other hand, none of the students disagree or strongly disagree with the item.

The results indicate that both of the groups think the usefulness of reading the text quickly at first time for getting a general idea. But in the experimental group, the percentage of students agreeing with this idea is higher than that of the morning class.

Item **30)** Okuma parçasını, bir kez yavaş ve ayrıntılı okumak hoşuma gidiyor.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	1	6	3	1	0	0	11
Percentage	9.09%	54.54%	27.27%	9.09%	0%	0%	100

Table 4.75: Frequency and percentage numbers for item thirty

Table 4.75 gives the evidence that 9.09 % of participants strongly agree with this item and 54.54 % of participants agree while 27.27 % of participants state that they have no opinion. In addition, 9.09 % of participants disagree and none of the participants strongly disagree with the statement.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	3	1	8	1	0	13
Percentage	0%	23.07%	7.69%	61.53%	7.69%	0%	100

Table 4.76: Frequency and percentage numbers for item thirty.

As seen in Table 4.76 none of the subjects strongly agree with this item and 23.07 % of subjects agree while 7.69 % of subjects state that they have no idea. On the other hand, 61.53 % of subjects disagree and 7.69 % of subjects strongly disagree with the statement.

According to the results, most of the participants in the control group (63.63 %) like reading text slowly and in a detailed way. In contrast, in the experimental group, most of the subjects (68 %) seem not to enjoy reading the text slowly and in a detailed way. This can indicate that they may have developed strategies to skim a text. The results of Item 26 (pg:95) also supports this opinion.

Item 21) İngilizce bir okuma parçasındaki bütün cümleleri Türkçeye çevirebilmek hoşuma gidiyor.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	4	3	1	2	1	0	11
Percentage	36.36%	27.27%	9.09%	18.18%	9.09%	0%	100

Table 4.77: Frequency and percentage numbers for item twenty-one.

In Table 4.77 it is clear to see that 36.36 % of students strongly agree and 27.27 % of students agree while 9.09 % of students state that they have no idea. However, 18.18 % of students disagree and 9.09 % of students strongly disagree with the statement.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	5	2	5	1	0	13
Percentage	0%	38.46%	15.38%	38.46%	7.69%	0%	100

Table 4.78: Frequency and percentage numbers for item twenty-one.

Table 4.78 shows that none of the subjects strongly agree with this item and 38.46 % of subjects agree while 15.38 % of subjects state that they have no idea. On the other hand 38.46 % of subjects disagree and 7.69 % of subjects strongly disagree with the item.

The results indicate that both groups have different opinions on this issue. In the control group, most of the students (63.63 %) seem to enjoy translating all of the English sentences into Turkish. This may indicate that they prefer understanding all of the sentences in a detailed way. The results of this item supports the results of the item 30 (pg:96) which is about reading the text slowly and a detailed way. On the other hand, in the experimental group, nearly half of the participants (45 %) disagree with the opinion of translating the sentences into Turkish. While reading an English text, they seem to believe the idea of unnecessary of translating the sentences. In addition, they appear to prefer understanding the English text in general. The results of the items 10 (pg: 94) and item 26 (pg:95) give us this idea.

Item **25**) İngilizce bir parçayı Türkçeye çevirerek birçok kelime öğrenmek hoşuma gidiyor.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	5	3	1	0	0	11
Percentage	18.18%	45.45%	27.27%	9.09	0%	0%	100

Table 4.79: Frequency and percentage numbers for item twenty-five.

In Table 4.79 it is clear to see that 18.18 % of subjects strongly agree with this item and 45.45 % of subjects agree while 27.27 % of subjects state that they have no idea. In addition, 9.09 % of subjects disagree and none of the subjects strongly disagree with the item.

### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	2	2	6	1	0	13
Percentage	15.38%	15.38%	15.38%	46.15%	7.69%	0%	100

Table 4.80: Frequency and percentage numbers for item twenty-five.

Table 4.80 above demonstrates that 15.38 % of participants strongly agree with this item and 15.38 of participants agree while 15.38 % of participants state that they have no opinion. In contrast, 46.15 % of participants disagree and 7.69 % of participants strongly disagree with the statement.

According to the results, the control class seems to like learning English words by translating the English sentences into Turkish in an English text. On the other hand, in the experimental group most of the subjects (54 %) disagree with this idea. They might well think that it is not really an effective strategy for learning new words.

Item 6) Bilmediğim bir kelimeyi tahmin etmektense sözlüğe bakıyorum.



### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	6	0	3	0	0	11
Percentage	18.18%	54.54%	0%	27.27%	0%	0%	100

Table 4.81: Frequency and percentage numbers for item six.

In Table 4.81 indicates that 18.18 % of students strongly agree with this item and 54.54 % of students agree while none of the students state that they have no opinion. On the other hand, 27.27% of students disagree and none of the students strongly disagree with the item.

### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	3	3	6	1	0	13
Percentage	0%	23.07%	23.07%	46.15%	7.69%	0%	100

Table 4.82: Frequency and percentage numbers for item six.

Table 4.82 gives evidence that none of the participants strongly agree with this item and 23.07 % of participants agree while 23.07 % participants express that they have no idea. However, 46.15 % of participants disagree and 7.69 % of participants strongly disagree with the item.

The results of both groups differ in their degree of preference of guessing meaning. According to the control group, most of the subjects (72.72 %) appear to prefer looking up a dictionary instead of guessing the meaning of an unknown word. There are only a few students who would try to guess an unknown word from the English text. In contrast, nearly half of the subjects in the experimental group (53 %) indicate that, they disagree with looking up a dictionary if there is an unknown word.

Item 17) Okurken, anlamını bilmediğim bütün kelimeler için sözlüğe bakmanın gerekli olduğuna inanıyorum.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	5	2	1	1	0	11
Percentage	18.18%	45.45%	18.18%	9.09%	9.09%	0%	100

Table 4.83: Frequency and percentage numbers for item seventeen.

Table 4.83 above demonstrates that 18.18 % of participants strongly agree with this item and 45.45 % of participants agree while 18.18 % of participants state that they have no opinion. In addition, 9.09 % of participants disagree and 9.09 % of participants strongly disagree with the item.

### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	3	2	7	1	0	13
Percentage	0%	23.07%	15.38%	53.84%	7.69%	0%	100

Table 4.84: Frequency and percentage numbers for item seventeen.

As seen in Table 4.84, none of the subjects strongly agree with this item and 23.07 % of subjects agree while 15.38 % of subjects state that they have no opinion. On the contrary, 53.84 % of subjects disagree and 7.69 % of subjects disagree with the item.

According to the results of the analysis, in the control group most of the subjects (63.63 %) appear to believe that they should look up all of the unknown words when reading an English text.

However, in the experimental group, most of the subjects (60 %) believe that there is no need for looking up all of the unknown words in an English text. It is interesting that in both of the groups there are some subjects who have no opinion.

Item **23**) Okurken karşılaştığım yeni kelimelerin anlamlarını tahmin etmeye çalışmak hoşuma gidiyor.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	1	7	1	2	0	0	11
Percentage	9.09%	63.63%	9.09%	18.18%	0%	0%	100

Table 4.85: Frequency and percentage numbers for item twenty-three.

In Table 4.85, it is clear to see that 9.09 % of participants strongly agree with this item and 63.63 % of participants agree while 9.09 % of participants state that they have no idea. However, 18.18 % of participants disagree and none of the participants strongly disagree with the item.

### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	5	6	2	0	0	0	13
Percentage	38.46%	46.15%	15.38%	0%	0%	0%	100

Table 4.86: Frequency and percentage numbers for item twenty-three.

Table 4.86 indicates that 38.46 % of students strongly agree with this item and 46.15 % of students agree while 15.38 % of students state that they have no idea. In addition, none of the students appear to disagree or strongly disagree with the statement.

The results of this item for both of the groups are the same. Participants appear to enjoy guessing the new words from the context. This possibly increases their self confidence too.

Item **28)** Anlamlarını tahmin ederken, kelimelerin varsa eklerini ayırıp anlamını analiz etmek hoşuma gider.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	1	3	4	1	2	0	11
Percentage	9.09%	27.27%	36.36%	9.09%	18.18%	0%	100

Table 4.87: Frequency and percentage numbers for item twenty-eight.

Table 4.87 above shows that 9.09 % of subjects strongly agree with this item and 27.27 % of subjects agree while 36.36 % of subjects state that they have no idea. However, 9.09 % of subjects disagree and 18.18 % of subjects strongly disagree with the item.

### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	4	4	3	2	0	0	13
Percentage	30.76%	30.76%	23.07%	15.38%	0%	0%	100

Table 4.88: Frequency and percentage numbers for item twenty-eight.

As seen in Table 4.88, 30.76 % of participants strongly agree with this item and 30.76 % of students agree while 23.07 % of participants state that they have no opinion. On the other hand, 15.38 % of participants disagree and none of the participants strongly disagree with the statement.

For this item, in the control group some students (36.36 %) who enjoy doing morphological analysis to guess its meaning. However, in the experimental group most of the students (60 %) enjoy using this strategy. But it is surprising to see that, there are a lot of students who have no idea.

Item 29) Okurken, karşılaştığım yeni kelimelerin anlamlarını yanlış yaparım endişesi yüzünden tahmin etmem.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	2	4	5	0	0	11
Percentage	0%	18.18%	36.36%	45.45%	0%	0%	100

Table 4.89: Frequency and percentage numbers for item twenty-nine.

Table 4.89 above indicates that none of the students strongly agree with this item, and 18.18 % of students agree while 36.36 % of students state that they have no opinion. However, 45.45 % of students disagree and none of the students strongly disagree with the item.

### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	1	1	7	4	0	13
Percentage	0%	7.69%	7.69%	53.84%	30.76%	0%	100

Table 4.90: Frequency and percentage numbers for item twenty-nine

As seen in Table 4.90 above none of the subjects strongly agree with this item and 7.69 % of subjects agree while 7.69 % of subjects state that they have an idea. In addition, 53.84 % of subjects disagree and 30, 76 % of subjects strongly disagree with the statement.

Some of the participants in the control group avoid making a guess about the meaning of an unknown word because of fear of making a mistake. In addition, number of participants who have no opinion is really high. The reason may be that they do not guess the words from the text, and they may prefer using their dictionaries for the unknown words. However, in the experimental group most of the participants indicate that they do not avoid guessing meaning of a word for the fear of making a mistake.

As a result, the students in the experimental group appear to like guessing the unknown words and they do not feel anxious while they are trying to guess. But the

analysis of 23 item (pg:101 ) shows that the control group also enjoys guessing but on the other hand 29 item (pg: 103) shows that they feel anxious while they are trying to guess the unknown words, so that they prefer looking up their dictionaries for not feeling anxious. Then, here it is possible to say that there is contradiction between the two items.

Item 1) İngilizce kelime öğrenirken, kelimeleri gruplama yöntemi kullanmak hoşuma gidiyor.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	6	2	2	1	0	11
Percentage	0%	54.54%	18.18%	18.18%	9.09%	0%	100

Table 4.91: Frequency and percentage numbers for item one.

Table 4.91 demonstrates that none of participants strongly agree with this item and 54.54 % of participants agree while 18.18 % of participants state that they have no idea. In addition, 18.18 disagree and 9.09 % of participants strongly disagree with the statement.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	10	1	0	0	0	13
Percentage	15.38%	76.92%	7.69%	0%	0%	0%	100

Table 4.92: Frequency and percentage numbers for item one.

As seen in Table 4.92, 15.38 % of subjects strongly agree with this item and 76.92 % of subjects agree while 7.69 % of subjects express that they have no opinion. However, none of subjects seem to disagree or strongly disagree with the statement.

It is obvious to see that both of the groups agree with the idea of grouping the words. However, in the experimental group there is a higher percentage of agreement.

Item 4) İngilizce kelimeleri tekrar tekrar yazarsam daha iyi aklımda kaldığına inanıyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	5	2	1	1	0	11
Percentage	18.18%	45.45%	18.18%	9.09%	9.09%	0%	100

Table 4.93: Frequency and percentage numbers for item four.

In Table 4.93 it is clear to see that 18.18 % of participants strongly agree with this item and 45.45 % of participants agree while 18.18 % of participants express that they have no idea. On the contrary, 9.09 % of participants disagree and 9.09 % of them again strongly disagree with the item.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	2	3	6	2	0	13
Percentage	0%	15.38%	23.07%	46.15%	15.38%	0%	100

Table 4.94: Frequency and percentage numbers for item four.

Table 4.94 indicates that none of the students strongly agree with this item and 15.38 % of students agree while 23.07 % of the students express that they have no opinion. On the other hand, 46.15 % of the students disagree and 15.38 % of the students strongly disagree with the statement.

There is a clear difference between two groups. In the control group, most of the participants (63.63 %) believe that writing down new English words several times can be an effective strategy. On the other hand, in the experimental group, most of the

participants (61.53 %) disagree with this idea. There are only a few participants who would agree with this idea.

Item 11) Kelimeleri eş anlamlıları ve zıt anlamlıları ile birlikte öğrenince daha çok aklımda kaldığını düşünüyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	5	5	1	0	0	0	11
Percentage	45.45 %	45.45%	9.09%	0%	0%	0%	100

Table 4.95: Frequency and percentage numbers for item eleven.

The results of item 4.95 demonstrates that 45.45 % of participants strongly agree with this item and 45.45 % of participants agree while 9.09 % of participants state that they have no idea. On the contrary, none of the participants seem to disagree or strongly disagree with the statement.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	7	6	0	0	0	0	13
Percentage	53.84%	46.5%	0%	0%	0%	0%	100

Table 4.96: Frequency and percentage numbers for item eleven

As seen in Table 4.96, 53.84 % of subjects strongly agree with this item and 46.5 % of subjects agree while none of the subjects appear to have an idea, disagree or strongly disagree with the item.

The results revealed that both of the groups seem to believe the idea of learning new words better with their synonyms or antonyms.



Item 14) Yeni karşılaştığım İngilizce bir kelime ile daha önce öğrendiğim yazılış bakımından benzer kelimeyi ilişkilendirmek hoşuma gider.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	3	3	3	0	0	11
Percentage	18.18%	27.27%	27.27%	27.27%	0%	0%	100

Table 4.97: Frequency and percentage numbers for item fourteen.

Table 4.97 demonstrates that 18.18 % of subjects strongly agree with this item and 27.27 % of subjects agree while 27.27 % of subjects state that they have no idea. On the other hand, 27.27 % of subjects disagree and none of the subjects strongly disagree with the item.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	1	8	2	2	0	0	13
Percentage	7.69%	61.53%	15.38%	15.38%	0%	0%	100

Table 4.98: Frequency and percentage numbers for item fourteen.

As seen in Table 4.98, 7.69 % of students strongly agree with this item and 61.53 % of students agree while 15.38 % of students state that they have no idea. In addition, 15.38 % of students disagree and none of the subjects strongly disagree with the item.

It seems that this strategy is not very popular among the participants. In the control group, nearly half of the participants (45.45 %) like finding a relationship between two homophones: a newly learned English word and a word they have already known. In the experimental group, most of the students (68 %) agree with this item. But again there are some students who have no opinion or not agree with this idea. The reason why students have no opinion can be the students not thinking of using this strategy before.

Item 19) İngilizce kelime öğrenirken kafamda o kelime ile ilgili bir durumu canlandırmanın yararlı olduğuna inanıyorum

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	3	4	2	2	0	0	11
Percentage	27.27%	36.36%	18.18%	18.18%	0%	0%	100

Table 4.99: Frequency and percentage numbers for item nineteen.

Table 4.99 gives evidence that 27.27 % of participants strongly agree and 36.36 % of participants agree while 18.18 % of participants state that they have no idea. On the other hand, 18.18 % of participants disagree and none of the participants strongly disagree with the item.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	7	6	0	0	0	0	13
Percentage	53.84%	46.15%	0%	0%	0%	0%	100

Table 4.100: Frequency and percentage numbers for item nineteen.

In Table 4.100 it is clear to see that 53.84 % of subjects strongly agree with this item and 46.15 % of subjects agree while none of the subjects state that they have no idea, disagree or strongly disagree with the item.

For this item, the results of the analysis of the two groups are nearly similar. In the control group, most of the students (63.63 %) believe the idea of imagining a context while learning an English word, but there are some students who have no idea or disagree with this item. Similarly, in the experimental group, all of the students (99 %) believe the effectiveness of creating a context for learning words.

Item 22) Yeni öğrendiğim kelimelerle daha önce öğrendiğim kelimeler arasında bağlantı kurmanın yararına inanmıyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	5	2	2	2	0	11
Percentage	0%	45.45%	18.18%	18.18%	18.18%	0%	100

Table 4.101: Frequency and percentage numbers for item twenty-two.

Table 4.101 above indicates that none of the participants strongly agree with this item and 45.45 % of participants agree while 18.18 % of participants state that they have no idea. In contrast, 18.18 % of participants disagree and 18.18 % of participants strongly disagree with the item.

#### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	2	2	8	1	0	13
Percentage	0%	15.38%	15.38%	61.53%	7.69%	0%	100

Table 4.102: Frequency and percentage numbers for item twenty-two.

Table 4.102 shows that none of the subjects strongly agree with this item and 15.38 % of subjects agree while 15.38 % of subjects state that they have no idea. In addition, 61.53 % of subjects disagree and 7.69 % of subjects strongly disagree with the item.

According to the results, there is a difference between the two groups. Nearly half of the students in the control group (45.45 %) do not agree with this strategy. However, more than half of the subjects in the experimental group (68 %) disagree with this item. They seem to believe the effectiveness of making a relationship between the newly learnt word and the word that has already been learnt.

Item 27) İngilizce kelimeleri cümle içinde kullanmakta zorlandığıma inanıyorum.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	5	3	2	1	0	0	11
Percentage	45.45%	27.27%	18.18%	9.09%	0%	0%	100

Table 4.103: Frequency and percentage numbers for item twenty-seven.

In Table 4.103, it is clear to see that 45.45 % of participants strongly agree with this item and 27.27 % of participants agree while 18.18 of participants state that they have no idea. In addition, 9.09 % of participants disagree and none of the participants strongly disagree with the statement.

### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	6	0	5	0	0	13
Percentage	15.38%	46.15%	0%	38.46%	0%	0%	100

Table 4.104: Frequency and percentage numbers for item twenty-seven.

Table 4.104 indicates that 15.38 % of students strongly agree with this item and 46.15 % of students agree while none of the students state an opinion. However, 38.46% of students disagree and none of the students strongly disagree with the statement.

According to the results, both of the groups think that, they have the difficulty of making sentences by using the English words. However, in the experimental group there are some students who do not agree with this opinion. It is possible that the majority has some difficulties for using the English words in sentences. This could lead students to avoid making sentences in learning new vocabulary.

Item 9) İngilizce kelimeleri aklıma geldikçe Türkçe anlamları ile sözlü olarak tekrar etmek hoşuma gidiyor

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	4	5	1	0	1	0	11
Percentage	36.36%	45.45%	9.09%	0%	9.09%	0%	100

Table 4.105 : Frequency and percentage numbers for item nine.

Table 4.105 shows that 36.36 % of subjects strongly agree with this item and 45.45 % of subjects agree while 9.09 % of subjects express that they have no idea. On the other hand none of the subjects disagree and 9.09 % of subjects strongly disagree with the statement.

### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	5	1	6	1	0	13
Percentage	0%	38.46%	7.69%	46.15%	7.69%	0%	100

Table 4.106: Frequency and percentage numbers for item nine.

As seen in Table 106, none of the students strongly agree with this item and 38.46 % of students agree while 7.69 % state that they have no opinion. On the contrary, 46.15 % of students disagree and 7.69 % of students strongly disagree with the item.

The results of this item seem to indicate a clear difference. In the control group, most of the students (81.81 %) enjoy repeating the English words with their Turkish meanings orally. However, according to the experimental group, more than half of the students (53.84 %) disagree with the idea of enjoyment when they repeat orally the new vocabulary with its Turkish meanings. While some of the students in the evening class seem to enjoy from repeating orally.

Item 16) İngilizce kelimeleri Türkçe anlamlarıyla ezberlemek hoşuma gidiyor.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	3	4	2	2	0	0	11
Percentage	27.27%	36.36%	18.18%	18.18%	0%	0%	100

Table 4.107: Frequency and percentage numbers for item sixteen.

In Table 4.107 it is clear to see that 27.27 % of subjects strongly agree with this item and 36.36 % of subjects agree while 18.18 % of subjects state that they have no opinion. However, 18.18 % of subjects disagree and none of the subjects strongly disagree with the item.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	4	1	7	1	0	13
Percentage	0%	30.76%	7.69%	53.84%	7.69%	0%	100

Table 4.108: Frequency and percentage numbers for item sixteen.

Table 4.108 shows that none of the students strongly agree with this item and 30.76 % of the students agree while 7.69 % of the students state that they have no idea. In contrast, 53.84 % of the students disagree and 7.69 % of the students strongly disagree with the item.

There is a clear difference between the two groups. In the control class, most of the participants (63.63 %) enjoy memorizing new vocabulary with its Turkish meanings. On the other hand, the results in the experimental group show that most of the students (60 %) disagree with this idea. The reason may be that these students can employ more effective learning strategies for learning new words.

Item 20) İngilizce kelime öğrenirken, kelimenin heceleriyle ilgili Türkçe isim bulunca o kelimeyi bir daha unutmadığımı düşünüyorum.

### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	2	4	3	1	1	0	11
Percentage	18.18%	36.36%	27.27%	9.09%	9.09%	0%	100

Table 4.109: Frequency and percentage numbers for item twenty.

Table 4.109 shows that 18.18 % of subjects strongly agree with this item and 36.36 % of subjects agree while 27.27 % of subjects state that they have no idea. On the other hand, 9.09 % of subjects disagree and 9.09 % of subjects strongly disagree with the statement.

### Experimental Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	5	3	4	1	0	13
Percentage	0%	38.46%	23.07%	30.76%	7.69%	0%	100

Table 4.110: Frequency and percentage numbers for item twenty.

As seen in Table 4.110 none of the participants strongly agree with this item and 38.46 % of participants agree while 23.07 % of participants state that they have no opinion. In contrast, 30.76 % of participants disagree and 7.69 % of participants strongly disagree with the item.

In the control group, the using of this strategy is more popular than the experimental group. Here half of the participants (54.54 %) think that, when they find some meaningful Turkish words which look like the syllables of an unknown English word, they think they will never forget it. On the other hand in the experimental group some of the participants (38.46 %) agree with this item and some of them (37 %) disagree with this item. The number of students who use this strategy is higher in the control group; the reason may be its relationship with our own language. The result of this item is supported by the previous items' results, 9 (pg:111 ), item 16 (pg.112) and item 24 (pg:115 ) which are related to operating in Turkish.

Item 24) Türkçedeki benzer sesli kelimelerle İngilizcedeki kelimeleri bulunca o kelimenin daha çok aklımda kaldığına inanıyorum.

#### Control Group

Scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	0	6	3	2	0	0	11
Percentage	0%	54.54%	27.27%	18.18%	0%	0%	100

Table 4.111: Frequency and percentage numbers for item twenty-four.

Table 4.111 shows that none of the subjects strongly agree with this item and 54.54 % of subjects agree while 27.27 % of subjects state that they have no idea. On the other hand, 18.18 % of subjects disagree and none of the subjects strongly disagree with the statement.

#### Experimental Group

scale	Strongly agree	Agree	No idea	Disagree	Strongly Disagree	No answer	Total
Frequency	3	7	1	2	0	0	13
Percentage	23.07%	53.84%	7.69%	15.38%	0%	0%	100

Table 4.112 : Frequency and percentage numbers for item twenty- four.

As seen in Table 4.112, 23.07 of students strongly agree with this item and 53.84 % of students agree while 7.69 % of students state that they have no opinion. However, 15.38 % of students disagree and none of the students strongly disagree with the statement.

The results between the two groups are nearly the same. More than half of the subjects in the control group (54.54 %) believe that if they find a Turkish word which has a similar pronunciation in English, they can learn the word better. But in this group, there are some students who disagree with this opinion. The reason might be that they do not think that this is a useful strategy for learning new words. On the other hand, most of the students in the experimental group (76.91 %) think the idea of finding the Turkish words which have the same pronunciation in English. They seem to believe



that an effective strategy for learning new words. There are only a few subjects, who have no idea, do not agree with this item.

The results show students operating in English or Turkish while they are learning new words is that, in the control group mostly students use ineffective strategies much more than the students in the experimental group. These strategies are for example, writing the word several times, item 4 (pg.106), repeating the words with their English meanings orally, item 9 (pg.111 ) and memorizing the English words with their Turkish meanings. The control group has much more tendency of making a relationship between the Turkish and English words. For instance as an effective strategy, morning class likes finding the Turkish words by syllabing an English word. In addition to these, control group really likes the opinion of translating the sentences into Turkish. As mentioned earlier, the students in the control group like reading the text in a detailed way. Thus, the reason why they translate the words into Turkish can be their wish to understand the English text.

#### 4.5: Control Group's List of Popularity of Strategies in the Analysis of Post-Questionnaire

In this table 4.113, it is possible to see the control group learners preference on the use of vocabulary and reading strategies. Subsequently what kind of vocabulary and reading strategies are popularly used can be seen.

QUESTIONNAIRE ITEM	Percentage
7) Bir parçayı ikinci kez ayrıntılı kez okuduğumda daha iyi anladığıma inanıyorum.	100 %
5) Başlığa bakıp, okuma parçasının konusunu tahmin etmek hoşuma gidiyor	90.90 %
15) Bir okuma parçasını okumadan önce parçayla ilgili resme bakmanın faydalı olduğunu düşünüyorum.	90.90 %
11) Kelimeleri eş anlamlıları ve zıt anlamlıları ile birlikte öğrenince daha çok aklımda kaldığını düşünüyorum.	90.90 %
9) İngilizce kelimeleri aklıma geldikçe Türkçe anlamları ile sözlü olarak tekrar etmek hoşuma gidiyor	81.81 %
3) İngilizceyi ilerletmek için yeni yöntemler geliştirmeye çalışırım.	72.72 %
6) Bilmediğim bir kelimeyi tahmin etmektense sözlüğe bakıyorum.	72.72 %
18) İngilizce hikâye kitapları okumak hoşuma gidiyor	72.72 %
23) Okurken karşılaştığım yeni kelimelerin anlamlarını tahmin etmeye çalışmak hoşuma gidiyor.	72.72 %
27) İngilizce kelimeleri cümle içinde kullanmakta zorlandığıma inanıyorum	72.72 %
4) İngilizce kelimeleri tekrar tekrar yazarsam daha iyi aklımda kaldığına inanıyorum.	63.63 %
16) İngilizce kelimeleri Türkçe anlamlarıyla ezberlemek hoşuma gidiyor.	63.63 %
17) Okurken, anlamını bilmediğim bütün kelimeler için sözlüğe bakmanın gerekli olduğuna inanıyorum	63.63 %
19) İngilizce kelime öğrenirken kafamda o kelime ile ilgili bir durumu canlandırmanın yararlı olduğuna inanıyorum	63.63 %
21) İngilizce bir okuma parçasındaki bütün cümleleri Türkçeye çevirebilmek hoşuma gidiyor	63.63 %

25)İngilizce bir parçayı Türkçeye çevirerek birçok kelime öğrenmek hoşuma gidiyor.	63.63 %
30)Okuma parçasını, bir kez yavaş ve ayrıntılı okumak hoşuma gidiyor.	63.63 %
1)İngilizce kelime öğrenirken, kelimeleri gruplama yöntemi kullanmak hoşuma gidiyor	54.54 %
20)İngilizce kelime öğrenirken, kelimenin heceleriyle ilgili Türkçe isim bulunca o kelimeyi bir daha unutmadığımı düşünüyorum.	54.54 %
24)Türkçedeki benzer sesli kelimelerle İngilizcedeki kelimeleri bulunca o kelimenin daha çok aklımda kaldığına inanıyorum	54.54 %
26) Okuma parçasının önce hızlı bir şekilde okunup, genel bir fikir edinmenin yararlı olduğunu düşünüyorum.	54.54 %
8)Boş zamanım olmadığı için hikâye kitabı okuyamıyorum.	45.45 %
14)Yeni karşılaştığım İngilizce bir kelime ile daha önce öğrendiğim yazılış bakımından benzer kelimeyi ilişkilendirmek hoşuma gider.	45.45 %
22)Yeni öğrendiğim kelimelerle daha önce öğrendiğim kelimeler arasında bağlantı kurmanın yararına inanmıyorum.	45.45 %
10)İngilizce bir okuma parçasını okurken, bütün cümleleri anlamının gereksiz olduğuna inanıyorum.	36.36 %
28)Anlamalarını tahmin ederken, kelimelerin varsa eklerini ayırıp anlamını analiz etmek hoşuma gider	36.36 %
29)Okurken, karşılaştığım yeni kelimelerin anlamlarını yanlış yaparım endişesi yüzünden tahmin etmem.	18.18 %
13)Sınıfta yaptığımız çalışmaların, yeterli olduğuna inandığım için kendimi geliştirmek için yeni yöntemler bulmanın gerekli olmadığına inanırım.	18.18 %
12)Bir okuma parçasının yanındaki resme bakmadan, doğrudan parçayı okumak hoşuma gider.	9.09 %
2)Çoğu zaman okuma parçasının başlığına bakmanın anlamsız olduğuna inanıyorum	0 %

#### 4.6: Experimental Group's List of Popularity of Strategies in the Analysis of Post-Questionnaire

Table 4.114 indicates the frequently used vocabulary and reading strategies by the experiment group learners.

QUESTIONNAIRE ITEM	Percentage
5)Başlığa bakıp, okuma parçasının konusunu tahmin etmek hoşuma gidiyor.	100 %
19)İngilizce kelime öğrenirken kafamda o kelime ile ilgili bir durumu canlandırmanın yararlı olduğuna inanıyorum.	100 %
11)Kelimeleri eş anlamlıları ve zıt anlamlıları ile birlikte öğrenince daha çok aklımda kaldığını düşünüyorum.	99.99 %
15)Bir okuma parçasını okumadan önce parçayla ilgili resme bakmanın faydalı olduğunu düşünüyorum.	99.99 %
1)İngilizce kelime öğrenirken, kelimeleri gruplama yöntemi kullanmak hoşuma gidiyor.	92 %
7)Bir parçayı ikinci kez ayrıntılı kez okuduğumda daha iyi anladığıma inanıyorum.	91 %
23)Okurken karşılaştığım yeni kelimelerin anlamlarını tahmin etmeye çalışmak hoşuma gidiyor.	84.61 %
26) Okuma parçasının önce hızlı bir şekilde okunup, genel bir fikir edinmenin yararlı olduğunu düşünüyorum.	84.60 %
10)İngilizce bir okuma parçasını okurken, bütün cümleleri anlamının gereksiz olduğuna inanıyorum.	84 %
3)İngilizcemi ilerletmek için yeni yöntemler geliştirmeye çalışırım.	76.91 %
24)Türkçedeki benzer sesli kelimelerle İngilizcedeki kelimeleri bulunca o kelimenin daha çok aklımda kaldığına inanıyorum.	76.91 %
14)Yeni karşılaştığım İngilizce bir kelime ile daha önce öğrendiğim yazılış bakımından benzer kelimeyi ilişkilendirmek hoşuma gider.	69 %
18) İngilizce hikâye kitapları okumak hoşuma gidiyor.	69 %
27)İngilizce kelimeleri cümle içinde kullanmakta zorlandığıma inanıyorum.	61.53 %
28)Anlamlarını tahmin ederken, kelimelerin varsa eklerini ayırıp anlamını analiz etmek hoşuma gider.	61 %

9)İngilizce kelimeleri aklıma geldikçe Türkçe anlamları ile sözlü olarak tekrar etmek hoşuma gidiyor.	38.46
20)İngilizce kelime öğrenirken, kelimenin heceleriyle ilgili Türkçe isim bulunca o kelimeyi bir daha unutmadığımı düşünüyorum.	38.46 %
21)İngilizce bir okuma parçasındaki bütün cümleleri Türkçeye çevirebilmek hoşuma gidiyor.	38.46 %
15)Bir okuma parçasını okumadan önce parçayla ilgili resme bakmanın faydalı olduğunu düşünüyorum.	38 %
8)Boş zamanım olmadığı için hikâye kitabı okuyamıyorum.	30.76 %
16)İngilizce kelimeleri Türkçe anlamlarıyla ezberlemek hoşuma gidiyor.	30.76 %
25)İngilizce bir parçayı Türkçeye çevirerek birçok kelime öğrenmek hoşuma gidiyor.	30.68 %
6)Bilmediğim bir kelimeyi tahmin etmektense sözlüğe bakıyorum.	23.07 %
17) Okurken, anlamını bilmediğim bütün kelimeler için sözlüğe bakmanın gerekli olduğuna inanıyorum.	23.07 %
30)Okuma parçasını, bir kez yavaş ve ayrıntılı okumak hoşuma gidiyor.	23.07 %
13)Sınıfta yaptığımız çalışmaların, yeterli olduğuna inandığım için kendimi geliştirmek için yeni yöntemler bulmanın gerekli olmadığına inanırım.	15.38 %
4)İngilizce kelimeleri tekrar tekrar yazarsam daha iyi aklımda kaldığına inanıyorum.	15.38 %
29)Okurken, karşılaştığım yeni kelimelerin anlamlarını yanlış yaparım endişesi yüzünden tahmin etmem.	7.69 %
2)Çoğu zaman okuma parçasının başlığına bakmanın anlamsız olduğuna inanıyorum.	0 %
12)Bir okuma parçasının yanındaki resme bakmadan, doğrudan parçayı okumak hoşuma gider.	0 %

## **CHAPTER 5: DISCUSSION**

### **5.1. Discussion For The Pre-Questionnaire**

#### **5.1.1. What are the learners' tendency about the items related to vocabulary learning strategies?**

In this part, in order to present a clear picture we can have four subtitles. These are; Associating with Turkish Words, Operating In English, Learning Strategies Based On Visual Material and Interactive Strategies.

##### **A) Associating English Words With Turkish Words**

The items related to this title are; **4, 8, 12, 23, 24, 42, 46** and **51**

The results indicated that students have a clear tendency to learn the new English words by linking them with Turkish words. It seems that participants have the highest tendency of learning new vocabulary by associating English words with Turkish words.

##### **B) Operating In English**

The items related to Operating In English are **1,6,10,15,17,19,20,30,32,34,40** and **48**

Participants have a tendency of learning new English words by relating them again with English. However, giving a definite result at semantic level seems very difficult. The reason can be that students enjoy using the new words in different context, making sentences with them. In contrast they do not seem to like doing this when a word has got different meanings.

Under this subtitle, the other level can be memorization. Results appear to show that students have a clear tendency. For instance, they really agree with the idea of learning the new words by their synonyms or antonyms or listening to English songs.

### **C) Learning Strategies Based On Visual Material**

**16, 49** and **26** items are related to Learning Strategies Based On Visual Material.

The preference of using visual material for learning vocabulary tends to be high among the participants. They appear to like using this strategy. But only for the item which is related to writing the new vocabulary on colorful cards, the number of participants who stated that they had no opinion is high. As it will be mentioned later, maybe the teacher can encourage his/her students to use some strategies that they have no idea about it.

### **D) Interactive Strategies**

Interactive Strategies include the items which are **37, 38** and **43**

This category is the least common one among the learners for learning new vocabulary. For items related to Interactive Learning Strategies; the number of participants who expressed that they had no idea is high.

One of the items again about interactive strategy is that, they do not like taking part in role plays for learning new vocabulary in the classroom. The reason can be the uncommon usage of this technique during the past years of students' English education at schools. Students are generally used to listening to the lessons in a passive way.

#### **5.1.2 What are the learners' tendency about the items related to reading strategies?**

Participants like reading English books, newspaper etc in their spare time. Nearly all of the participants agree the idea of looking at the title of the passage when there are comprehension questions about the English text, students have the tendency of having a

look at them before reading the text. All of the students get more motivated when they clearly understand the text in their first reading. Students agree with the idea of doing skimming and scanning. Even at scanning level, they still think that they should read all sentences word by word.

The question that can come to our mind is that whether the subjects think in English or they translate the sentences into Turkish. Based on the results, reaching a definite conclusion is not easy. Results present a mixed picture. In some items they stated that they liked translating all of the sentences into Turkish. In some items, they expressed that they got motivated without translating the sentences into Turkish while they were trying to understand the passage. Item 36 (pg: 16) supports this idea. Maybe, the words “to motivate” and “to like” could have affected the students’ way of thinking.

Another point about how students read the English text is the type of dictionary students use. In addition to this, the students look up their dictionary for every unknown word or guess the meanings from the text. Most of the students like using English to Turkish dictionaries, as it is easy to understand.

Students appear not to guess the unknown words from the English text while reading. It is possible that they feel anxious of guessing incorrectly. However, when they make a guess from an English text correctly, this increases their motivation.

Other two strategies which have been highlighted are related to text processing. Students seem to favour not only making a cause -consequence connection between the sentences but also making a connection between the paragraphs while reading.

Subjects also seem to agree with the opinion of underlying important sentences, taking notes, summarizing in English.



## **5.2: Discussion For the Post-Questionnaire**

In this part, in order to present a clear picture, we can have two main titles. These are ; How participants read an English text and the other one is, How participants learn new words. Each title has got different subtitles t

### **5.2.1. A) How Participants Read an English Text**

The items related to this title are; 3, 13, 8, 18, 2, 5, 12, 15, 7, 10, 26, 30, 21, 35, 6, 17, 23,28 and 29.

There are five subtitles. These are;

- 1) Participants employ some new strategies for improving themselves or not (items 3 and 13)
- 2) They read English stories or not (items 8 and 18 )
- 3) Before reading the text, subjects look at the title (items 2 and 5), picture (items 12 and 15 ) or not
- 4) While reading an English text, participants have the tendency of getting understood all of the sentences in a detailed way, translating the sentences into Turkish or subjects have the tendency of reading the text in general. (items 7, 10, 26, 21 and 25 )
- 5) If there is an unknown word, learners try to guess it or they look up their dictionaries. (items 6, 17, 23, 28 and 29 ).

### **5.2.2 B) How Participants Learn New Words**

The items related to this title are; 1, 4, 11, 14, 22, 19, 27, 9, 16, 20 and 24.

There are two subtitles. These are;

- 1) Learning new words by operating in English.
  - a) Grouping the words (item 1)
  - b) Writing the new words several times (item 4)
  - c) Learning the new words with their synonyms or antonyms (item 11)
  - d) Finding a relationship between newly learnt word and the word they have already known. (items 14 and 22)
  - e) Creating a context related to the word (item 19)
  - f) Using the new words in sentences (item 27)
  
- 2) Learning new words by operating in Turkish
  - a) Learning new words with their Turkish meanings (items 9 and 16)
  - b) Finding some meaningful Turkish words which look like the syllables of an unknown word (item 20)
  - c) Finding a Turkish word which has similar pronunciation in English. (item 24)

Post Questionnaire's aim is to compare the Control and the Experimental Group's attitudes towards vocabulary and reading strategies after strategy training. After the analysis of each item it is possible to think that there has become some differences between the two groups. It seems that the Experimental group uses much more effective learning strategies than the Control Group. For example: While reading an English text, the learners in the Experimental Group try to understand the text in general and they try to guess the unknown words from the text, however the subjects in the Control Group prefer reading the text slowly, in a detailed way and they have also the tendency of translating the sentences into Turkish. In addition to these, the subjects in the Control Group try to learn the new words with their meanings and they prefer writing them many times. On the other hand, the subjects in the Experimental Group prefer much more effective strategies like grouping, creating a context.

All of these results demonstrate that, strategy training appear to have worked in the Experimental Group. Thus, for having much more autonomous , succesful learners teachers should give a place to strategy training in their classrooms.

## **CHAPTER 6: CONCLUSION**

### **6.1: Summary and Conclusion**

This study was carried out to investigate four main issues.

- a) to examine the variety of vocabulary and reading strategies that learners have a tendency to
- b) to find out about the range of variety of learning strategies used by learners
- c) to find out the participants' attitudes towards using these learning strategies
- d) to see if there is a significant difference between the control and experimental group's attitudes towards vocabulary and reading learning strategies after strategy training in the experimental group

The analyses of the pre-questionnaire indicated that adult language learners in general have the tendency of learning new English words by relating them with Turkish words, another obvious result is that mostly language learners like rote memorization. Additionally, the learners highly prefer learning new words by using visual material. However, they do not like taking a part in role play during learning new vocabulary in the class.

The results of the post-questionnaire gives a clear idea about the attitudes of the learners in control and experimental group. The result indicated that there is the positive attitude of strategy training upon experimental group learners. For instance: in the control group more than half of the students seem to think that there is the need to understand every single sentence. However, in the experimental group nearly all of the students do not agree with this idea. Similarly, the students in the control group like reading slowly and in a detailed way. However, the students in the experimental group try to employ some strategies like skimming a text. Chamot and Eldinary (1999) explain that more effective students seem to use more comfortable strategies like

guessing or skipping some individual words than their less effective friends. Furthermore, effective students may read the text by using more suitable strategies than ineffective learners. As the control group would like understanding all of the sentences, they also like translating the sentences into Turkish, however the experiment group seem to think that this is a waste of time.

Another difference that are in general both groups is that, the students in the experiment group like have a tendency of guessing when there is an unknown word, but the learners in the control group prefer look up a dictionary. As a traditional method, the subjects in the control group agree with the idea of writing the several times, they think that this is an effective way of learning new words. However, the students in the experiment group disagree with this opinion. Moreover, the participants in the control group have much more tendency of learning new words by relating them with Turkish words like memorizing the English words by their Turkish meanings.

In general, participants have positive attitudes towards reading strategies. Most of the subjects like guessing the unknown words, while reading a text, they also like underlying important sentences, taking notes. However, according to the results of the item analysis, whether students like translating the sentences into Turkish or not is sufficiently clear.

## **6.2: Pedagogical Implications**

The results of the present study indicated that the adult language learners in the experimental group developed positive attitudes toward vocabulary and reading strategies. Thus the result can support the idea of using strategy training in the classrooms. But it is clear that firstly the language teachers should be aware of all language learning strategies, they should know their learners very well too.

Because As Lessard (1997: p.8 ) expresses ‘all language learners use language learning strategies in the learning process. Since the factors like age , gender, personality, motivation, self-concept, life experience, learning style, excitement, anxiety...etc affect the way which language learners learn the target language. It is not reasonable to support the idea that all language learners use the same good language learning strategies should be trained in using developing the same strategies to become succesful learners.’

Thus, this study provide a considerable support that as all language teachers want their learners to become succesful, effective, autonomous learners, they should give a place to stragey training in their classrooms.

### **6.3: Suggestions For Further Research**

This study firstly carried out with 112 language learners in the course to find out their variety of vocabulary and reading strategies they have the tendency to use. After the pre-questionnaire the post-questionnaire was given to the subjects. In control group there were 11 students, there were 13 students in the experimental group. In a further study, the number of participants can be increased. Additionally, this study only lasted two months, a further study can last a longer period. Because language learning strategies instruction can take a long time. Chamot et. Al (1995: p.75) explains that ‘once the foundation is laid, instruction will proceed smoothly, students become accustomed to reflecting on their learning process and are willingly to take responsibility for their learners (cited in Bedir,2000.p.6 ).

Among language learning strategies, only directed strategies were applied in the classroom. In a further study, indirected strategies can be embedded into calssroom activities.

Furthermore, instead of examining the attitude differences between two classes from the same level, for the further research, two classes that are in different levels can be chosen and this will give the idea if proficiency really affects the use of learning strategy or not.

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## APPENDIX A

### ÖĞRENME STRATEJİLERİ ANKETİ

- İngilizce Seviyeniz: \_\_\_\_\_
- Sınıfınız
  - a) Sabah
  - b) Akşam
  - c) Hafta Sonu
- Yaşınız: \_\_\_\_\_
- Cinsiyetiniz: a) Bay b) Bayan
- Mesleğiniz: \_\_\_\_\_
- Yurt dışında bulundunuz mu? a) Evet b) Hayır
- Neden İngilizce Öğrenmek İstiyorsunuz?
  - a) İngilizceye ilgi duyuyorum.
  - b) İngiliz Amerikan Kültürü ilgimi çekiyor.
  - c) İngiliz Amerikan arkadaşlarımla kolay iletişim kurmak istiyorum.
  - d) Gelecekteki kariyerimi olumlu yönde etkileyeceğini düşünüyorum.
  - e) Yurtdışı seyahatlerde İngilizce bilmenin gerekli olduğuna inanıyorum.
- Gelecekte İngilizcenizi kullanarak bir şeyler yapmayı planlıyormusunuz?

Diğer sayfada bulunan maddeler İngilizce öğrenenlerin yeni kelimeler öğrenme ve İngilizce metin okuma ile ilgili geliştirdikleri bir takım öğrenme stratejilerine olan bakış açıları hakkındadır.

Lütfen her ifadeyi hızlı bir şekilde çok fazla düşünmeden cevaplamaya çalışınız.

TEŞEKKÜR EDERİM.

ASLIHAN DÖNER

1) Birbirine benzeyen İngilizce kelimeleri gruplamayı severim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

2) İngilizce bir okuma parçasını okurken, İngilizce düşünmekten hoşlanmıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

3) Her bir bilinmeyen kelimeyi sözlüğe bakmadan okumayı severim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

4) Sözlüğü açıp, merak ettiğim İngilizce kelimelerin Türkçe anlamlarını ezberlemek hoşuma gidiyor.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

5) Dershane dışında, boş kalan vakitlerimde İngilizce hikâye kitabı okumayı severim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

6) Yeni öğrendiğim İngilizce kelimeleri değişik bağlamlarda da kullanırım.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

7) Bir okuma parçasının başlığına bakmanın gereksiz olduğuna inanırım.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

8) Yeni öğrendiğim kelimeleri gün içinde, fırsat buldukça, sözlü bir şekilde Türkçe anlamlarıyla tekrarlamayı severim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**9)** İngilizce bir okuma parçasındaki, cümleleri anlayabilmek için sözlük kullanmanın yararlı olduğuna inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**10)**Yeni öğrendiğim İngilizce kelimeleri anlamlarına göre sınıflama yöntemi kullanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**11)**İngilizce bir metni takiben anlamaya dayalı sorular varsa, önce onlara göz atmanın faydalı olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**12)**İngilizce kelimeyi, Türkçe okunuşuyla ezberleyince daha çok aklımda kaldığına inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**13)**İngilizceden Türkçeye sözlük kullanmanın daha faydalı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**14)**Okurken, önemli noktaların altını çizmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**15)**Yeni öğrendiğim İngilizce kelimelerin İngilizce zıt anlamlarını öğrenmenin yararlı olduğuna inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**16)** İngilizce bir kelimenin görsel formunun (fotoğraf, çizim) anlamını kafamda canlandırarak öğrenmeyi severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**17)**Yeni kelimeleri en az 10 kez yazmanın yararlı olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**18)**İngilizce bir metni, sözlük kullanmadan anlamaya çalışmaktan hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**19)**Öğrendiğim yeni İngilizce kelimeleri cümleler içinde kullanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**20)**Sınıftaki öğretmenin, bilinmeyen kelimeleri yalnızca İngilizce açıklamasından hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**21)** Okuduğum bir İngilizce metnin, en küçük ayrıntılarına kadar anlamam gerektiğine inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**22)**İngilizce bir metin okurken, sayfanın kenarına İngilizce not almaktan hoşlanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**23)**İngilizce şarkıların, bazı cümlelerini Türkçeye çevirerek kelime öğrenmek beni motive ediyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**24)**Yeni öğrendiğim bütün kelimeleri, Türkçe anlamlarıyla birlikte deftere yazmanın faydalı olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**25)**İngilizce bir metni okumadan önce, başlığına bakıp konuyu tahmin etmeye çalışmak beni motive eder.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**26)**Yeni öğrendiğim İngilizce kelimeleri renkli kartonlara yazıp, duvara yapıştırmannın faydalı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**27)**İngilizce bir metni okurken paragraflar arası bağlantılara da dikkat etmeyi severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**28)**Kurs dışında, İngilizce kitap ve gazete okumaktan hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**29)**Okuduğum İngilizce bir parçadaki her cümleyi Türkçeye çevirmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**30)**İngilizce bir kelimenin birden çok anlamını görmekten hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**31)**İngilizce bir metin okurken, cümleler arasındaki neden sonuç cümlelerini bulmaya çalışmanın gereksiz olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**32)**İngilizce şarkılar dinleyerek, yeni kelimeler öğrenmekten hoşlanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum



**33)**İngilizce bir metin okurken, anlamını bilmediğim bütün kelimelerin anlamlarına tek tek sözlükten bakmayı severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**34)**Anlamını bildiğim İngilizce kelimelerin anlamıyla, yeni öğrendiğim İngilizce kelimelerin anlamları arasında ilişki kurmak beni motive eder.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**35)**İngilizceden İngilizceye sözlük kullanmaktan hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**36)**Okuduğum parçadaki cümleleri Türkçeye çevirmeden anlamaya çalışmak beni motive ediyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**37)**Yabancılarla, internette Chat yoluyla birçok yeni İngilizce kelime öğrendiğimi düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**38)**Sınıfta yeni kelime öğrenirken bunların anlamlarını rol yaparak anlatmam istendiğinde bundan hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**39)**Bir İngilizce okuma parçasındaki bilinmeyen kelimelerin anlamlarını tahmin etmek beni motive eder.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**40)**Yeni öğrendiğim bir İngilizce kelimenin telaffuzu ile bildiğim bir İngilizce kelimenin telaffuzunu ilişkilendirmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

41)İngilizce bir metni okurken, paragraflar arasında ilişki kurmaya çalışmanın önemsiz olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

42)Yeni öğrendiğim İngilizce kelimenin, Türkçe anlamlarını ezberlemeyi severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

43)Rol yaparak, yeni İngilizce kelime öğrenmek beni motive eder.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

44)Okuduğum, İngilizce parçaların özetini İngilizce olarak çıkarmanın yararlı olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

45)İngilizce bir metin okurken cümleler arasında neden sonuç ilişkilerini kurmaktan hoşlanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

46)İngilizce kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramayı sevmem.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

47)İngilizce bir okuma parçasının, önce hızlı bir şekilde okunup, sonra ikinci okumanın ayrıntılı bir şekilde yapılması gerektiğine inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

48)Yeni öğrendiğim İngilizce kelimelerin İngilizce eş anlamlılarını öğrenmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**49)**Yeni bir kelimenin yazılı şeklini kafamda canlandırmanın yararlı olduğuna inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**50)**İngilizce bir okuma parçasını, ilk okuyuşta hemen anlamak beni motive eder.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**51)**İngilizcedeki kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramanın faydalı olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**52)**Yukarıda verilen stratejiler içinde, şimdiye kadar kullanmadığınız ama kullanmanızın size yararlı olacağını düşündükleriniz hangileri? Madde numarası veriniz.

## APPENDIX B

### LEARNING STRATEGIES PRE- QUESTIONNAIRE

- English Level: \_\_\_\_\_
  
- Class
  - a) Morning
  - b) Evening
  - c) Weekend
  
- Age: \_\_\_\_\_
  
- Sex: a) Male b) Female
  
- Occupation: \_\_\_\_\_
  
- Have you ever been abroad? a) Yes b) No
  
- Why do you want to learn English?
  - a) I am interested in English.
  - b) I am interested in English , American culture
  - c) I want to communicate my English, American friends easily.
  - d) I think that English can effect my career in a positive way in the future.
  - e) I believe that English is necessary for the journeys in abroad.

Have you got any plans related to English in the future?

The items on the other page are related to the new English learners' attitudes towards vocabulary learning and reading strategies.

Please try to answer each item in a quick way without thinking too much.

THANK YOU.  
ASLIHAN DÖNER

1) I like grouping the English words that are similar in some way.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

2) While reading an English text, I do not like thinking in English.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

3) I like reading without looking up a dictionary every simple unknown word.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

4) I like memorizing Turkish meanings of English words by looking up a dictionary.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

5) Apart from the course, I like reading English stories in my spare time.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

6) I use the new English vocabulary that I have learnt in different contexts.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

7) I believe that looking at the title of text before reading is not necessary

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

8) When I find the opportunity, I like repeating the words that I have learnt with their Turkish meanings orally.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

9) I believe the effectiveness of using a dictionary to understand the sentences in an English text.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

10) I use a classification technique according to the meanings of the new English words that I have learnt.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

11) If reading text is accompanied with comprehension questions, I think having a look at them before reading the text is useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

12) If I memorize an English word with its Turkish pronunciation, I believe that I learn it better.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

13) I think that using English to Turkish dictionary is much more useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

14) While reading, I like underlying important sentences.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

15) I believe that learning the antonyms of English words that I have learnt is useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

16) I like making a clear mental image of an English word, drawing a picture in my mind.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

17) I believe of writing down new words at least 10 times is useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

18) I do not enjoy trying to understand an English text without using a dictionary.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

19) I use the new English words that I have learnt in sentences.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

20) I do not like when that the teacher explained the unknown words in English only.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

21) I believe that in order to understand an English text full I should read it in a detailed way.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

22) While reading an English text, I like taking notes in English in the margin.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

23) Learning words by translating parts of lyrics of songs into Turkish motivates me.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

24) I believe that writing down the English words with their Turkish meanings in a notebook is a useful practice.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

25) Before reading, guessing the content of the text by looking at the title motivates me.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

26) I think that writing down the new words on colourful cards and sticking them on walls is effective.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree



27) While reading an English text, I like paying attention to the connection between the paragraphs.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

28) I do not like reading English stories, newspaper outside from the course.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

29) I like translating every single sentence into Turkish when I read an English text.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

30) I do not like when I see that English words have different meanings.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

31) While reading an English text, I believe that finding cause-effect relationships between sentences of a text is not necessary.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

32) I like learning new words by listening to English songs.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

33) While reading an English text, I like looking up a dictionary for all of the unknown words.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

34) Establishing a connection between the English words that I had known earlier and the English words that I have recently learnt motivates me.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

35) I do not like using English to English dictionary.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

36) Trying to understand the sentences in an English text without translating them into Turkish motivates me.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

37) I think that learning many new English words by chatting with foreigners on the internet is useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

38) While learning a new word in the class, I do not like explaining their meanings by means of role play technique.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

39) Guessing the meanings of an unknown words from the context motivates me.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

40) I like making a connection between the pronunciation of the words I knew and the pronunciation of new English words I learn.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

41) I believe that while reading a text making connections between paragraphs is not necessary.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

42) I like memorizing Turkish meanings of new vocabulary.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

43) Learning new English words by a role play technique motivates me.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

44) I believe summarizing the text that I read in English is useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

45) While reading an English text, I like finding cause- effect relationship between the sentences.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

46) I do not like looking for words of which pronunciations are similiar both in English and Turkish.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

47) I believe skimming and scanning of an English reading text is useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

48) I like learning the synonyms of the new English words.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

49) I believe the effectiveness of visualizing ortographic form of words.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

50) Understanding an English text in the first reading motivates me.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

51) I think the effectiveness of looking for English words of which pronunciation is similiar to Turkish phonetic system.

a)Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

52) Among the strategies that are given above, which ones can be the useful ones that have not been used by you up to now.

## APPENDIX C

### ÖĞRENME STRATEJİLERİ ANKETİ

1)İngilizce kelime öğrenirken, kelimeleri gruplama yöntemi kullanmak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

2)Çoğu zaman okuma parçasının başlığına bakmanın anlamsız olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

3)İngilizceyi ilerletmek için yeni yöntemler geliştirmeye çalışırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

4)İngilizce kelimeleri tekrar tekrar yazarsam daha iyi aklımda kaldığına inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

5)Başlığa bakıp, okuma parçasının konusunu tahmin etmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

6)Bilmediğim bir kelimeyi tahmin etmektense sözlüğe bakıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

7)Bir parçayı ikinci kez ayrıntılı kez okuduğumda daha iyi anladığıma inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

8)Boş zamanım olmadığı için hikâye kitabı okuyamıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

9)İngilizce kelimeleri aklıma geldikçe Türkçe anlamları ile sözlü olarak tekrar etmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

10)İngilizce bir okuma parçasını okurken, bütün cümleleri anlamamanın gereksiz olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**11)** Kelimeleri eş anlamlıları ve zıt anlamlıları ile birlikte öğrenince daha çok aklımda kaldığını düşünüyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**12)** Bir okuma parçasının yanındaki resme bakmadan, doğrudan parçayı okumak hoşuma gider.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**13)** Sınıfta yaptığımız çalışmaların, yeterli olduğuna inandığım için kendimi geliştirmek için yeni yöntemler bulmanın gerekli olmadığına inanırım.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**14)** Yeni karşılaştığım İngilizce bir kelime ile daha önce öğrendiğim yazılış bakımından benzer kelimeyi ilişkilendirmek hoşuma gider.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**15)** Bir okuma parçasını okumadan önce parçayla ilgili resme bakmanın faydalı olduğunu düşünüyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**16)** İngilizce kelimeleri Türkçe anlamlarıyla ezberlemek hoşuma gidiyor.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**17)** Okurken, anlamını bilmediğim bütün kelimeler için sözlüğe bakmanın gerekli olduğuna inanıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**18)** İngilizce hikâye kitapları okumak hoşuma gidiyor.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**19)** İngilizce kelime öğrenirken kafamda o kelime ile ilgili bir durumu canlandırmanın yararlı olduğuna inanıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**20)** İngilizce kelime öğrenirken, kelimenin heceleriyle ilgili Türkçe isim bulunca o kelimeyi bir daha unutmadığımı düşünüyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

**21)**İngilizce bir okuma parçasındaki bütün cümleleri Türkçeye çevirebilmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**22)**Yeni öğrendiğim kelimelerle daha önce öğrendiğim kelimeler arasında bağlantı kurmanın yararına inanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**23)**Okurken karşılaştığım yeni kelimelerin anlamlarını tahmin etmeye çalışmak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**24)**Türkçedeki benzer sesli kelimelerle İngilizcedeki kelimeleri bulunca o kelimenin daha çok aklımda kaldığına inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**25)**İngilizce bir parçayı Türkçeye çevirerek birçok kelime öğrenmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**26)** Okuma parçasının önce hızlı bir şekilde okunup, genel bir fikir edinmenin yararlı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**27)**İngilizce kelimeleri cümle içinde kullanmakta zorlandığıma inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**28)**Anlamlarını tahmin ederken, kelimelerin varsa eklerini ayırıp anlamını analiz etmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**29)**Okurken, karşılaştığım yeni kelimelerin anlamlarını yanlış yaparım endişesi yüzünden tahmin etmem.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**30)**Okuma parçasını, bir kez yavaş ve ayrıntılı okumak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

## **APPENDIX D**

### **LEARNING STRATEGIES POST QUESTIONNAIRE**

- 1) While learning new English words, I like using grouping method.  
  
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
- 2) I generally believe that looking at the title of an English text is meaningful.  
  
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
- 3) I try to employ new strategies to improve my English.  
  
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
- 4) I believe that if I write down English words several times, I never forget their meanings.  
  
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
- 5) I like guessing the content of an English text by looking at its title.  
  
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
- 6) Instead of guessing the meanings of an unknown word, I look it up a dictionary.  
  
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree



7) I believe that I understand the text better, if I read it in a detailed way twice.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

8) I can not read English stories because of lack of spare time.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

9) When English words come to my mind, I enjoy repeating them with their Turkish meanings orally.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

10) While reading an English text, I believe that there is no need to understand every single sentence.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

11) I think that if I learn the words with their synonyms and antonyms, I can learn them better.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

12) I like reading the text without looking at the picture.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

13) Because the classroom activities we do are satisfying enough, I believe that there is no need to find new strategies to improve my English.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

14) I like finding a relationship between a newly learnt English word and a word I have already known.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

15) Before reading, if there is a picture related to the English text, I believe that looking at it is useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

16) I enjoy memorizing new vocabulary with its Turkish meaning.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

17) While reading an English text, I believe the necessity of looking up a dictionary for every unknown word .

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

18) I like reading English stories.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

19) While learning an English word, I believe the effectiveness of imagining a context related to that word.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

20) While learning an English word, I think that when I find some meaningful Turkish word which looks like the syllables of an unknown word, I never forget it.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

21) I enjoy translating all of the English sentences into Turkish.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

22) I do not believe the usage of finding a relationship between a newly learnt word and a word that I have already known.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

23) While reading, I enjoy trying to guess the meanings of the new words from the content.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

24) I believe that if I find a Turkish word which has a similar pronunciation in English, I learn the word better.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

25) I like learning English words by translating an English text into Turkish.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

26) I think reading the text quickly at first time to get a general idea is useful.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

27) I believe that I have a difficulty of using the English words in sentences.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

28) I like doing morphological analysis in order to guess the meaning of an unknown word.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

29) While reading, I avoid making a guess about the meaning of the new word due to fear of making a mistake.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

30) I like reading the text slowly and a detailed way once.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

# APPENDIX E

## AN EXAMPLE ACTIVITY



### All about Disney!

- 1 Look at the pictures. Who are these people?
- 2 Match the following descriptions to the pictures.
  - 1 A famous novelist who wrote many murder mysteries.
  - 2 A famous singer who is known as the King of Rock 'n' Roll.
  - 3 A famous explorer who opened up a whole new underwater world to everyone.
  - 4 A famous animator who created lovable cartoon characters such as Mickey Mouse and Donald Duck.
- 3 Read Walt Disney's biography and answer the questions.



Walt Disney is a well-known name all over the world. He was the famous animator who created characters such as Mickey Mouse and Donald Duck. Disney's films have entertained millions of people over the years and are still popular today.

Walter Elias Disney was born in Chicago on December 5th, 1901. He was one of five children and grew up on a farm in Missouri. Many of his first drawings as a child were of farm animals. At the age of sixteen, Disney returned to Chicago where he studied art at McKinley High School.

In 1920 he joined the Kansas City Ad Company, where he made cartoon advertisements. Disney's ambition, though, was to make films, so in 1923 he decided to go to Hollywood. Walt and his brother Roy set up their own small company in a small office there. Disney got married to Lillian Bounds on July 13th, 1925. They had two daughters, Diane and Sharon. In 1928, he created Mickey Mouse, his most famous cartoon character. That was the start of Disney's amazing success. His company grew and he won many awards for his films, which include *Snow White and the Seven Dwarfs*, *Bambi* and *Pinocchio*. His greatest creation, however, was Disneyland, which opened in 1955 in California.

Walt Disney died at the age of 65 on December 15th, 1966. Sadly, he didn't live to see the opening of the world-famous Disney World in Florida, in 1971. His dreams live on, though, and people can share them by watching his films and going to his amusement parks.

- 1 Who was Walt Disney?
- 2 Where was he born?
- 3 When was he born?
- 4 Where did he grow up?
- 5 What were his first drawings of?
- 6 What did he study at high school?
- 7 What did he do in 1920?
- 8 Where did he start a business with his brother?
- 9 Who did he marry?
- 10 What are some of his famous films?
- 11 What happened in 1955?
- 12 When did Disney die?

## All about Disney!



- 4 Find the following words in the text, underline and explain them. Then use the words to complete the sentences below.

*animator, awards, creation, ambition, amusement park*

- The most famous ..... in the world is Disney World in Florida.
- Disney's first job as a(n) ..... was with the Kansas City Ad Company.
- Dumbo the Elephant* was a(n) ..... of Walt Disney.
- Disney's films were very popular and he won many ..... for them.
- As a young boy, Disney's ..... was to make films and cartoons.

- 5 Read the text again and find the information to fill in the table below.

1901	<i>Disney was born on December 5th in Chicago.</i>
AT THE AGE OF 16	.....
1920	.....
1923	.....
JULY 13TH, 1925	.....
1928	.....
1955	.....
DECEMBER 15TH, 1966	.....

Use the information from the table above, and talk about the most important events in Disney's life.

### STUDY TIP

- We often use the **past simple** of the **passive voice** (was, were + past participle) in **biographies**.  
e.g. *Walter Elias Disney was born in 1901.*

- 6 Fill in the sentences below with the correct form of the verbs in brackets, as in the example.

- J. F. Kennedy was shot (**shoot**) in Dallas.
- Hamlet* ..... (**write**) by Shakespeare.
- Marilyn Monroe's last film ..... (**make**) in 1960.
- Robert Louis Stevenson ..... (**bring up**) in Scotland.
- Television ..... (**invent**) by John Logi Baird.
- The Little Tramp* ..... (**create**) by Charlie Chaplin.



### STUDY TIP

- We often use **prepositions of place** and **prepositions of time** when we write biographies.  
e.g. *Disney was born on December 5th, 1901.*  
*He was born in Chicago.*  
*At the age of sixteen, he returned to Chicago.*  
*He joined the Kansas City Ad Company in 1920.*

- 7 Fill in the gaps with the correct prepositions: *in, on or at.*

Agatha Christie was born 1) *on* September 15th, 1890. She was born 2) ..... Devon, England. She was educated 3) ..... home by her mother. 4) ..... 1914 she married Archibald Christie. Her first novel was published 5) ..... 1920, when she introduced Hercule Poirot, the famous detective. Her most famous books include *Death* 6) ..... *the Nile* and *Murder* 7) ..... *the Orient Express*. One of her plays, *The Mousetrap*, played 8) ..... the Ambassador Theatre for twenty-one years. She divorced Archibald and married Sir Max Mallowan, an archaeologist, 9) ..... 1930. Agatha Christie died 10) ..... January 12th, 1976 11) ..... the age of eighty-five.

## APPENDIX F

### LEARNING STRATEGIES PRE- QUESTIONNAIRE

#### The Items Related to Vocabulary Learning Strategies

##### C) Associating English Words With Turkish Words

4)Sözlüğü açıp, merak ettiğim İngilizce kelimelerin Türkçe anlamlarını ezberlemek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

8)Yeni öğrendiğim kelimeleri gün içinde, fırsat buldukça, sözlü bir şekilde Türkçe anlamlarıyla tekrarlamayı severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

12)İngilizce kelimeyi, Türkçe okunuşuyla ezberleyince daha çok aklımda kaldığına inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

23)İngilizce şarkıların, bazı cümlelerini Türkçeye çevirerek kelime öğrenmek beni motive ediyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

24)Yeni öğrendiğim bütün kelimeleri, Türkçe anlamlarıyla birlikte deftere yazmanın faydalı olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

42)Yeni öğrendiğim İngilizce kelimenin, Türkçe anlamlarını ezberlemeyi severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

46)İngilizce kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramayı sevmem.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

51)İngilizcedeki kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramanın faydalı olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

#### **D) Operating In English**

1)Birbirine benzeyen İngilizce kelimeleri gruplamayı severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

6)Yeni öğrendiğim İngilizce kelimeleri değişik bağlamlarda da kullanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

10)Yeni öğrendiğim İngilizce kelimeleri anlamlarına göre sınıflama yöntemi kullanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

15)Yeni öğrendiğim İngilizce kelimelerin İngilizce zıt anlamlarını öğrenmenin yararlı olduğuna inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

17)Yeni kelimeleri en az 10 kez yazmanın yararlı olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

19)Öğrendiğim yeni İngilizce kelimeleri cümleler içinde kullanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum



20) Sınıftaki öğretmenin, bilinmeyen kelimeleri yalnızca İngilizce açıklamasından hoşlanmıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

30) İngilizce bir kelimenin birden çok anlamını görmekten hoşlanmıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

32) İngilizce şarkılar dinleyerek, yeni kelimeler öğrenmekten hoşlanıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

34) Anlamını bildiğim İngilizce kelimelerin anlamıyla, yeni öğrendiğim İngilizce kelimelerin anlamları arasında ilişki kurmak beni motive eder.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

40) Yeni öğrendiğim bir İngilizce kelimenin telaffuzu ile bildiğim bir İngilizce kelimenin telaffuzunu ilişkilendirmek hoşuma gider.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

48) Yeni öğrendiğim İngilizce kelimelerin İngilizce eş anlamlılarını öğrenmek hoşuma gider.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

### **C) Learning Strategies Based On Visual Material**

16) İngilizce bir kelimenin görsel formunun (fotoğraf, çizim) anlamını kafamda canlandırarak öğrenmeyi severim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

49)Yeni bir kelimenin yazılı şeklini kafamda canlandırmanın yararlı olduğuna inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

26)Yeni öğrendiğim İngilizce kelimeleri renkli kartonlara yazıp, duvara yapıştırmanın faydalı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

#### **D) Interactive Strategies**

37)Yabancılarla, internette Chat yoluyla birçok yeni İngilizce kelime öğrendiğimi düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

38)Sınıfta yeni kelime öğrenirken bunların anlamlarını rol yaparak anlatmam istendiğinde bundan hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

43)Rol yaparak, yeni İngilizce kelime öğrenmek beni motive eder.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

## APPENDIX G

### LEARNING STRATEGIES POST QUESTIONNAIRE

#### A) How Participants Read an English Text

3)İngilizceyi ilerletmek için yeni yöntemler geliştirmeye çalışırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

13)Sınıfta yaptığımız çalışmaların, yeterli olduğuna inandığım için kendimi geliştirmek için yeni yöntemler bulmanın gerekli olmadığına inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

8)Boş zamanım olmadığı için hikâye kitabı okuyamıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

18) İngilizce hikâye kitapları okumak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

2)Çoğu zaman okuma parçasının başlığına bakmanın anlamsız olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

5)Başlığa bakıp, okuma parçasının konusunu tahmin etmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

12)Bir okuma parçasının yanındaki resme bakmadan, doğrudan parçayı okumak hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

15)Bir okuma parçasını okumadan önce parçayla ilgili resme bakmanın faydalı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

7)Bir parçayı ikinci kez ayrıntılı kez okuduğumda daha iyi anladığıma inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**10)**İngilizce bir okuma parçasını okurken, bütün cümleleri anlamamanın gereksiz olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**26)** Okuma parçasının önce hızlı bir şekilde okunup, genel bir fikir edinmenin yararlı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**30)**Okuma parçasını, bir kez yavaş ve ayrıntılı okumak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**21)**İngilizce bir okuma parçasındaki bütün cümleleri Türkçeye çevirebilmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**25)**İngilizce bir parçayı Türkçeye çevirerek birçok kelime öğrenmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**6)**Bilmediğim bir kelimeyi tahmin etmektense sözlüğe bakıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**17)** Okurken, anlamını bilmediğim bütün kelimeler için sözlüğe bakmanın gerekli olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**23)**Okurken karşılaştığım yeni kelimelerin anlamlarını tahmin etmeye çalışmak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**28)**Anlamlarını tahmin ederken, kelimelerin varsa eklerini ayırıp anlamını analiz etmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**29)**Okurken, karşılaştığım yeni kelimelerin anlamlarını yanlış yaparım endişesi yüzünden tahmin etmem.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

## B) How Participants Learn New Words

1)İngilizce kelime öğrenirken, kelimeleri gruplama yöntemi kullanmak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

4)İngilizce kelimeleri tekrar tekrar yazarsam daha iyi aklımda kaldığına inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)KesinlikleKatılmıyorum

11)Kelimeleri eş anlamlıları ve zıt anlamlıları ile birlikte öğrenince daha çok aklımda kaldığını düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

14)Yeni karşılaştığım İngilizce bir kelime ile daha önce öğrendiğim yazılış bakımından benzer kelimeyi ilişkilendirmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

22)Yeni öğrendiğim kelimelerle daha önce öğrendiğim kelimeler arasında bağlantı kurmanın yararına inanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

19)İngilizce kelime öğrenirken kafamda o kelime ile ilgili bir durumu canlandırmanın yararlı olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

27)İngilizce kelimeleri cümle içinde kullanmakta zorlandığıma inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

9)İngilizce kelimeleri aklıma geldikçe Türkçe anlamları ile sözlü olarak tekrar etmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

16)İngilizce kelimeleri Türkçe anlamlarıyla ezberlemek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

20)İngilizce kelime öğrenirken, kelimenin heceleriyle ilgili Türkçe isim bulunca o kelimeyi bir daha unutmadığımı düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**24)**Türkçedeki benzer sesli kelimelerle İngilizcedeki kelimeleri bulunca o kelimenin daha çok aklında kaldığına inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

## APPENDIX H

### LEARNING STRATEGIES PRE- QUESTIONNAIRE

#### Direct Strategies

##### *A) The Items Related to Memory Strategies:*

1) Birbirine benzeyen İngilizce kelimeleri gruplamayı severim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle

10) Yeni öğrendiğim İngilizce kelimeleri anlamlarına göre sınıflama yöntemi kullanırım.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

12) İngilizce kelimeyi, Türkçe okunuşuyla ezberleyince daha çok aklımda kaldığına inanırım.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

16) İngilizce bir kelimenin görsel formunun (fotoğraf, çizim) anlamını kafamda canlandırarak öğrenmeyi severim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

19) Öğrendiğim yeni İngilizce kelimeleri cümleler içinde kullanırım.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyor

26) Yeni öğrendiğim İngilizce kelimeleri renkli kartonlara yazıp, duvara yapıştırmanın faydalı olduğunu düşünüyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

34) Anlamını bildiğim İngilizce kelimelerin anlamıyla, yeni öğrendiğim İngilizce kelimelerin anlamları arasında ilişki kurmak beni motive eder.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum.

38) Sınıfta yeni kelime öğrenirken bunların anlamlarını rol yaparak anlatmam istendiğinde bundan hoşlanmıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

40) Yeni öğrendiğim bir İngilizce kelimenin telaffuzu ile bildiğim bir İngilizce kelimenin telaffuzunu ilişkilendirmek hoşuma gider.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

43) Rol yaparak, yeni İngilizce kelime öğrenmek beni motive eder.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

46) İngilizce kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramayı sevmem.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

49) Yeni bir kelimenin yazılı şeklini kafamda canlandırmanın yararlı olduğuna inanırım.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

51) İngilizcedeki kelimelerle, Türkçedeki telaffuz açısından benzer kelimeleri aramanın faydalı olduğunu düşünürüm.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

### **B) *The Items Related to Cognitive Strategies:***

2) İngilizce bir okuma parçasını okurken, İngilizce düşünmekten hoşlanmıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum



4)Sözlüğü açıp, merak ettiğim İngilizce kelimelerin Türkçe anlamlarını ezberlemek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

5) Dershane dışında, boş kalan vakitlerimde İngilizce hikâye kitabı okumayı severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

6)Yeni öğrendiğim İngilizce kelimeleri değişik bağlamlarda da kullanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

8)Yeni öğrendiğim kelimeleri gün içinde, fırsat buldukça, sözlü bir şekilde Türkçe anlamlarıyla tekrarlamayı severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

9) İngilizce bir okuma parçasındaki, cümleleri anlayabilmek için sözlük kullanmanın yararlı olduğuna inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

11)İngilizce bir metni takiben anlamaya dayalı sorular varsa, önce onlara göz atmanın faydalı olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

13)İngilizceden Türkçeye sözlük kullanmanın daha faydalı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

14)Okurken, önemli noktaların altını çizmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

17)Yeni kelimeleri en az 10 kez yazmanın yararlı olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

20)Sınıftaki öğretmenin, bilinmeyen kelimeleri yalnızca İngilizce açıklamasından hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

21) Okuduğum bir İngilizce metnin, en küçük ayrıntılarına kadar anlamam gerektiğine inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

22)İngilizce bir metin okurken, sayfanın kenarına İngilizce not almaktan hoşlanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

23)İngilizce şarkıların, bazı cümlelerini Türkçeye çevirerek kelime öğrenmek beni motive ediyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

24)Yeni öğrendiğim bütün kelimeleri, Türkçe anlamlarıyla birlikte deftere yazmanın faydalı olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

28)Kurs dışında, İngilizce kitap ve gazete okumaktan hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

29)Okuduğum İngilizce bir parçadaki her cümleyi Türkçeye çevirmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

30)İngilizce bir kelimenin birden çok anlamını görmekten hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**32)İngilizce şarkılar dinleyerek, yeni kelimeler öğrenmekten hoşlanıyorum.**

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**35)İngilizceden İngilizceye sözlük kullanmaktan hoşlanmıyorum.**

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**36)Okuduğum parçadaki cümleleri Türkçeye çevirmeden anlamaya çalışmak beni motive ediyor.**

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**37)Yabancılarla, internette Chat yoluyla birçok yeni İngilizce kelime öğrendiğimi düşünüyorum.**

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**42)Yeni öğrendiğim İngilizce kelimenin, Türkçe anlamlarını ezberlemeyi severim.**

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**44)Okuduğum, İngilizce parçaların özetini İngilizce olarak çıkarmanın yararlı olduğunu düşünürüm.**

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**47)İngilizce bir okuma parçasının, önce hızlı bir şekilde okunup, sonra ikinci okumanın ayrıntılı bir şekilde yapılması gerektiğine inanırım.**

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**50)İngilizce bir okuma parçasını, ilk okuyuşta hemen anlamak beni motive eder.**

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum.

**C) The Items Related to Compensation Strategies**

**3)**Her bir bilinmeyen kelimeyi sözlüğe bakmadan okumayı severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**7)**Bir okuma parçasının başlığına bakmanın gereksiz olduğuna inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**15)**Yeni öğrendiğim İngilizce kelimelerin İngilizce zıt anlamlarını öğrenmenin yararlı olduğuna inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**18)**İngilizce bir metni, sözlük kullanmadan anlamaya çalışmaktan hoşlanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**25)**İngilizce bir metni okumadan önce, başlığına bakıp konuyu tahmin etmeye çalışmak beni motive eder.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**27)**İngilizce bir metni okurken paragraflar arası bağlantılara da dikkat etmeyi severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**31)**İngilizce bir metin okurken, cümleler arasındaki neden sonuç cümlelerini bulmaya çalışmanın gereksiz olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**33)**İngilizce bir metin okurken, anlamını bilmediğim bütün kelimelerin anlamlarına tek tek sözlükten bakmayı severim.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum.

**39)**Bir İngilizce okuma parçasındaki bilinmeyen kelimelerin anlamlarını tahmin etmek beni motive eder.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**41)**İngilizce bir metni okurken, paragraflar arasında ilişki kurmaya çalışmanın önemsiz olduğunu düşünürüm.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**45)**İngilizce bir metin okurken cümleler arasında neden sonuç ilişkilerini kurmaktan hoşlanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**48)**Yeni öğrendiğim İngilizce kelimelerin İngilizce eş anlamlılarını öğrenmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

## APPENDIX I

### LEARNING STRATEGIES POST QUESTIONNAIRE

#### Direct Strategies

##### *A) The Items Related to Memory Strategies:*

1)İngilizce kelime öğrenirken, kelimeleri gruplama yöntemi kullanmak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

14)Yeni karşılaştığım İngilizce bir kelime ile daha önce öğrendiğim yazılış bakımından benzer kelimeyi ilişkilendirmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

19)İngilizce kelime öğrenirken kafamda o kelime ile ilgili bir durumu canlandırmanın yararlı olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

20)İngilizce kelime öğrenirken, kelimenin heceleriyle ilgili Türkçe isim bulunca o kelimeyi bir daha unutmadığımı düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

22)Yeni öğrendiğim kelimelerle daha önce öğrendiğim kelimeler arasında bağlantı kurmanın yararına inanmıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

24)Türkçedeki benzer sesli kelimelerle İngilizcedeki kelimeleri bulunca o kelimenin daha çok aklımda kaldığına inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

27)İngilizce kelimeleri cümle içinde kullanmakta zorlandığıma inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

##### *B) The Items Related to Cognitive Strategies:*

3)İngilizceyi ilerletmek için yeni yöntemler geliştirmeye çalışırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**4)**İngilizce kelimeleri tekrar tekrar yazarsam daha iyi aklımda kaldığına inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**7)**Bir parçayı ikinci kez ayrıntılı kez okuduğumda daha iyi anladığıma inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**8)**Boş zamanım olmadığı için hikâye kitabı okuyamıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**9)**İngilizce kelimeleri aklıma geldikçe Türkçe anlamları ile sözlü olarak tekrar etmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**10)**İngilizce bir okuma parçasını okurken, bütün cümleleri anlamamanın gereksiz olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**13)**Sınıfta yaptığımız çalışmaların, yeterli olduğuna inandığım için kendimi geliştirmek için yeni yöntemler bulmanın gerekli olmadığına inanırım.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**16)**İngilizce kelimeleri Türkçe anlamlarıyla ezberlemek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**18)**İngilizce hikâye kitapları okumak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**21)**İngilizce bir okuma parçasındaki bütün cümleleri Türkçeye çevirebilmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**25)**İngilizce bir parçayı Türkçeye çevirerek birçok kelime öğrenmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**26)** Okuma parçasının önce hızlı bir şekilde okunup, genel bir fikir edinmenin yararlı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**30)**Okuma parçasını, bir kez yavaş ve ayrıntılı okumak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**C) *The Items Related to Compensation Strategies***

**2)**Çoğu zaman okuma parçasının başlığına bakmanın anlamsız olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**5)**Başlığa bakıp, okuma parçasının konusunu tahmin etmek hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**6)**Bilmediğim bir kelimeyi tahmin etmektense sözlüğe bakıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**11)**Kelimeleri eş anlamlıları ve zıt anlamlıları ile birlikte öğrenince daha çok aklımda kaldığını düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**12)**Bir okuma parçasının yanındaki resme bakmadan, doğrudan parçayı okumak hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**15)**Bir okuma parçasını okumadan önce parçayla ilgili resme bakmanın faydalı olduğunu düşünüyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**17)** Okurken, anlamını bilmediğim bütün kelimeler için sözlüğe bakmanın gerekli olduğuna inanıyorum.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**23)**Okurken karşılaştığım yeni kelimelerin anlamlarını tahmin etmeye çalışmak hoşuma gidiyor.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum

**28)**Anlamlarını tahmin ederken, kelimelerin varsa eklerini ayırıp anlamını analiz etmek hoşuma gider.

a)Kesinlikle Katılıyorum b)Katılıyorum c)Hiçbir Fikrim Yok d)Katılmıyorum e)Kesinlikle Katılmıyorum



29) Okurken, karşılaştığım yeni kelimelerin anlamlarını yanlış yaparım endişesi yüzünden tahmin etmem.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Hiçbir Fikrim Yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

## **ÖZGEÇMİŞİM**

1979 yılında Bursa'da doğdum. İlkokul eğitimimi 1990 yılında Özel Karacadağ İlkokulunda tamamladım. 1997 yılında Özel Namık Sözeri Lisesini bitirdim. 2002 yılında Anadolu Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliğinden mezun oldum. 2002 yılında Uludağ Üniversitesi İngiliz Dili Eğitimi Bölümünde Yüksek Lisans eğitimime başladım. 2002-2003 yılları arasında Sita Dil kursunda İngilizce Öğretmeni olarak çalıştım ve 2003-2005 yılları arasında Deulcom Dil kursunda görev aldım.