

LECTURERS' STRATEGY PREFERENCES, ATTITUDES, AND CHALLENGES FACED IN FOREIGN LANGUAGE VOCABULARY TEACHING¹

Ahmet KESMEZ², Oktay YAĞIZ³

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Abstract

The aim of this study is to investigate the VTSs implemented by EFL lecturers and also to identify their attitudes towards vocabulary along with the difficulties faced by them in vocabulary teaching. In line with this aim, a mixed-method research design was used. 170 lecturers working at twenty-five universities participated in the study. The researchers used a questionnaire and a semi-structured interview. The quantitative data instrument was the Vocabulary Teaching Strategies Questionnaire. The quantitative data were analyzed by using Statistical Package for the Social Sciences (SPSS) 23. Semi-structured interviews were carried out with eight lecturers. The collected qualitative data were content-analyzed. The analysis of both quantitative and qualitative data showed that the participants applied determination strategies while teaching their students to discover the meanings of new words. On the other hand, while teaching students to consolidate the learned words, they used metacognitive, memory, cognitive and social (consolidation) strategies, respectively. Additionally, it was found that the participants experienced difficulties in vocabulary teaching, such as students' lack of practice and repetition, students' low proficiency levels, time limitation, and students' tendency to use a bilingual dictionary.

Keywords: foreign language vocabulary, vocabulary teaching strategies, vocabulary teaching difficulties.

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² Instr. Dr., Bingöl University, School of Foreign Languages, akesmez@bingol.edu.tr, ORCID: <https://orcid.org/0000-0002-6663-794X>.

³ Assoc. Prof. Dr., Department of English Teaching, Atatürk University, yoktay@atauni.edu.tr, ORCID: <https://orcid.org/0000-0001-7076-7774>.

**ÖĞRETİM ELEMANLARININ STRATEJİ TERCİHLERİ,
TUTUMLARI VE YABANCI DİL KELİME ÖĞRETİMİNDE
KARŞILAŞTIKLARI ZORLUKLAR**

Öz

Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin uyguladıkları kelime öğretme stratejilerini araştırmak ve aynı zamanda kelime öğretiminde karşılaştıkları zorluklarla birlikte kelime dağarcığına yönelik tutumlarını belirlemektir. Bu amaç doğrultusunda çalışmada karma yöntemli bir araştırma tasarımı kullanılmıştır. Çalışmaya yirmi beş üniversitede çalışan 170 öğretim görevlisi katılmıştır. Veri toplamak için bir anket ve yarı yapılandırılmış bir görüşme formu kullanılmıştır. Nicel veri toplama aracı Kelime Öğretme Stratejileri Anketi'dir. Nicel veriler, Sosyal Bilimler için İstatistiksel Paket (SPSS) 23 kullanılarak analiz edilmiştir. 8 öğretim görevlisi ile yarı yapılandırılmış görüşmeler yapılmıştır. Toplanan nitel veriler içerik analizi yöntemiyle analiz edilmiştir. Hem nicel hem de nitel verilerin analizi, katılımcıların öğrencilerine yeni kelimelerin anlamlarını keşfetmeyi öğretirken belirleme stratejilerini kullandıklarını göstermiştir. Diğer taraftan, öğrencilere öğrenilen kelimeleri pekiştirmeyi öğretirken sırasıyla üst bilişsel, bellek, bilişsel ve sosyal (pekiştirme) stratejiler kullanmışlardır. Ayrıca, katılımcıların kelime öğretiminde öğrencilerin uygulama ve tekrar eksikliği, düşük yeterlilik seviyeleri, zaman sınırlaması ve öğrencilerin iki dilli sözlük kullanma eğilimi gibi zorluklar yaşadığı görülmüştür.

***Anahtar Kelimeler:** yabancı dil kelime hazinesi, kelime öğretme stratejileri, kelime öğretme zorlukları.*

1. Introduction

The significance of vocabulary in learning a target language is an undeniable fact because people who learn an additional language cannot express themselves properly without words and cannot understand what is spoken or written in that language. Lewis (1993, p. 89) views vocabulary as "the core or heart of language" because though grammar brings word groups together, meaning can only be formed by words. In the same way, Ellis (1994) claims lexical errors may hinder comprehension more when compared to grammatical errors. Taking the abovementioned statements into account, it can be concluded that it is possible to gain insight into some structures in the target language only with lexical knowledge while one cannot express himself by knowing

grammatical rules alone. Besides, the more words we know, the more we can communicate (Gough, 2007, p. 3).

Words constitute the most significant part of language learning. To communicate effectively, to express feelings, and to use the language productively, comprehensive lexical knowledge is required. Graves (2006, p. 12) clarifies vocabulary knowledge as “knowing a word involves the ability to select situations in which it is appropriately applied, recall different meanings of the words, and recognize exactly in what situations the word does not apply”. Similarly, Nagy and Scott (2000) assert that “knowing a word means being able to do things with it: (I) to recognize it in connected speech or in print, (II) to access its meaning, (III) to pronounce it and (IV) to be able to do these things within a fraction of a second” (p. 463). However, as Ölmez (2014, p. 9) emphasizes “lexical knowledge is such a multifaceted concept that even what is meant by vocabulary sometimes leads to ambiguity”.

How to teach a foreign language successfully has always been a controversial issue throughout the history of language teaching. For this reason, many different methods have been developed and used throughout the process. The methods and approaches used in foreign language teaching have emerged to cover the shortcomings or insufficient points of a method in use. Therefore, these efforts have contributed to better teaching of foreign languages and have provided alternative methods to this field. Research into vocabulary learning and teaching has a long history, and there have been several approaches, each one of which regards vocabulary from a different perspective.

In examining one of the prominent language teaching methods, Grammar-Translation, it can be seen that it has been used in teaching classical languages and also in teaching modern languages. The purpose of this method is to make language learners be able to read the literature of foreign languages by learning the grammatical rules and the vocabulary of the target language. In the classes in which the Grammar-Translation method is applied, the words are taught in the form of separate word lists and their equivalents in the mother tongue. Students are given long word lists and they try to learn the words by memorizing those lists. Almost no emphasis is given to the pronunciation of words. The words in the texts to be translated or read are given to students in bilingual lists. Students commonly learn these words by using a dictionary or memorizing them (Larsen-Freeman, 2003; Richard & Rodgers, 2001).

In the classes where the Direct Method is applied, students' native language is never used and the translation is not practised. The vocabulary needs to be learned spontaneously with the help of interaction. The use of native language is strictly prohibited in the courses and the words that are intended to be taught are taught by movements, pictures, or sample sentences. According to this method, there is a direct relationship between shape and meaning. The concrete words are tried to be taught by drawing or showing objects or materials while the abstract words are tried to be taught by associating thoughts. This approach places more emphasis on vocabulary than grammar and target words are introduced in context sorted as (from) simple to complicated (Celce-Murcia 2001; Larsen-Freeman, 2003; Richard & Rodgers, 2001).

In the Audiolingual method, vocabulary teaching is restricted, especially at the initial stage and presented through dialogues. Simplicity and familiarity of words are the main criteria in the selection process of new words (Zimmerman, 1997). In the classes where the Silent Way method is applied, the teacher tries to teach vocabulary through coloured wood, plastic bars, or word tables. Words are frequently repeated and are quite limited at first. Then, more frequently used words are repeated in the language learning process. Generally, the teacher shows only word tables or bars instead of speech; students try to understand and repeat the words they learn.

Vocabulary has a significant place in the Suggestopedia, which is another language teaching method that places great importance on oral communication. Students develop their speaking and listening skills through dialogue or role-playing activities, write creative compositions to develop their writing skills, and read dialogue or texts for the development of reading skills. With the help of music and the calming effect of the environment, it is intended to make students learn a significant number of words in the target language. This method primarily focuses on the improvement of listening and speaking skills rather than reading and writing (Celce-Murcia, M. 2001; Richard & Rodgers, 2001; Larsen-Freeman, 2003).

In the Community Language Learning method, students are accepted as clients while teachers are regarded as consultants. In teaching the target words, translation plays a crucial role and all sentences and words are taught by translating them from L1 to the target language. As the main task of learning an additional language is communication, this method is principally based on the fact that the teacher should be a consultant who tries to reduce language learners' anxiety (Larsen-Freeman, 2003; Richard & Rodgers, 2001).

The essential point that the Total Physical Response method is based on is improving the listening skills of language learners first and then their comprehension skills. In this method, words are not described one by one and are expressed by reacting with expression if the expression is understood. Words are given in imperative sentences. The vocabulary teaching starts with the teaching of verbs and adjectives; adverbs or nouns are taught together with verbs. Words such as the names of materials in the classroom can be taught. It is a method used in foreign language teaching, especially for young learners and it is particularly suitable for beginners (Celce-Murcia, 2001; Larsen-Freeman, 2003; Richard & Rodgers, 2001). While stating the importance of vocabulary teaching in Total Physical Response, Fahrurrozi (2017) asserts that the TPR method is expected to increase the learning outcomes in English vocabulary learning and also highlights the effectiveness of the learning process to be carried out by teachers (p. 120).

Another language teaching method, Natural Approach, defends that the acquisition of target words depends on their comprehension. In this approach, the importance of vocabulary is clearly emphasized and with abundant exposure to the target language and reading activities, incidental vocabulary learning occurs (Krashen & Terrell, 1983, pp. 19-22).

The teachers using the principles of Communicative Language Teaching in their language classes regard the process of vocabulary learning as cumulative and they believe those language learners should be active in vocabulary learning as knowing a word comprises having adequate knowledge about its pronunciation, meaning, context, spelling, and collocation, etc. In this approach, repetition, recognition, and recall of target words should be organized by teachers and besides, productive and receptive skills of language learners should be enhanced by teachers. As the main focus of this approach is on encouraging language learners to communicate in the target language by using possible linguistic resources, vocabulary is not regarded as a fundamental concern and is “taught mainly as a support for functional language use (Decarrico, 2001, cited in Ketabi and Shahraki, 2011, p. 729).

This section tries to demonstrate a brief history of vocabulary teaching by mentioning the situation of vocabulary in some leading language teaching approaches and methods. However, in the current vocabulary teaching methodology, the perspective of researchers and language teachers has been dramatically changed with the emergence of some strategies and techniques in vocabulary teaching since the focus has shifted from methodology to the student (Alizadeh, 2016; Cohen & Macaro, 2007; Schmitt, 2000). Recently, it has been

significantly emphasized that learning strategies should be taught to language learners to improve their target language skills. By teaching students the strategies related to target language vocabulary, it can be ensured that they develop their own strategies and thus increase their lexical knowledge.

Oxford and Crookall (1990, p. 9) state that considering the difficulties in vocabulary learning and the challenges in dealing with these difficulties, vocabulary teaching should be at the top in foreign language teaching, but the opposite is the case. Accordingly, although lessons on reading, speaking, listening, and grammar are common in foreign language teaching, there is little room for vocabulary teaching. Besides, students are left alone in learning vocabulary with lists of words that need to be memorized without any support for how they can learn words more efficiently. In this respect, Oxford and Crookall (1990, p. 26) concluded that teaching systematic vocabulary learning strategies (VLSs) suitable for students' interests and needs in foreign language teaching will make important contributions to their vocabulary and language development. Taking the Turkish EFL research into account, many studies investigate the VLSs of language learners, and most of these studies are based on quantitative data collection instruments (Apari, 2016; Ay, 2006; Bozatlı, 1998; Cengizhan, 2011; Çelik & Topbaş, 2010; Derici, 2019; Ekmekçi, 1999; Kırmızı & Topçu, 2014; Tılfarlıoğlu & Bozgeyik, 2012; Yıldız, 2019). These studies generally focus on identifying the most and least frequently used VLSs of language learners and the relationship between strategy use and foreign language success. However, most of the studies in the literature disregard language teachers' vocabulary teaching strategies (VTSs). As an attempt to fill this gap in the literature, the current study aims to discover teachers' strategies used in vocabulary teaching, and their perceptions and attitudes towards vocabulary, along with the difficulties faced in vocabulary teaching.

1.1. Research Questions

The purpose of this study is to identify the VTSs used by EFL lecturers with the help of Schmitt's (1997) vocabulary learning strategies questionnaire. Identifying lecturers' perceptions and attitudes towards vocabulary is another purpose. Mainly, this study aims to find answers to the following research questions;

1. Which VTSs do EFL lecturers implement while teaching vocabulary?
2. What are the perceptions and attitudes of lecturers towards vocabulary and VTSs?

3. What are the difficulties faced by EFL lecturers in discovering and consolidating foreign language vocabulary?

2. Methodology

The present study aims to discover the VTSs implemented by EFL lecturers and also to identify their attitudes towards vocabulary along with the difficulties faced by them in vocabulary teaching. To accomplish these aims, the most appropriate research design is a mixed-method research design. For data collection, both qualitative and quantitative data collection instruments were sequentially used in this study.

2.1. Participants

The participants were 170 lecturers working in twenty-five universities in Turkey. The participants differ in terms of gender, academic degree, and VLSs training. These variables are illustrated in Table 1.

Table 1: Demographic Information about Lecturers

	Variables	Number
Gender	Male	65
	Female	105
Academic Degree	Bachelor's degree	76
	Master's degree	74
	Doctoral degree	20
VLSs training	Yes	95
	No	75
Total		170

The analysis of the table reveals that 61.8 % of participants were female while 38.2% were male. As can be seen in the table, the percentage of participants who had a bachelor's degree was 44.7 and of those who had a master's degree were 43.5, whereas only 11.8 % of participants had a doctoral degree. Lastly, 55.9 % of participants stated that they had received training on VLSs while the rest asserted that they had not received any training on VLSs.

2.2. Data Collection Instruments

To collect quantitative data of this study about EFL lecturers' techniques and strategies in vocabulary teaching, a 'Vocabulary Teaching Strategies Questionnaire' was implemented. This questionnaire was originally formed by Schmitt (1997), and it is the most commonly used data collection tool in the literature on the examination of target vocabulary teaching. As one of the research questions of this study was to find out the strategies used by EFL lecturers while

teaching vocabulary, Schmitt's questionnaire was the best instrument to answer the mentioned research question. Among all classifications of VLSs, Schmitt's (1997) taxonomy is regarded as the most prominent and comprehensive classification due to its several advantages over others. These advantages are mentioned by Catalan (2003, p. 60), who asserts that Schmitt's taxonomy can be standardized as a test that can easily be used to gather answers from language learners. He also adds that the taxonomy is technologically simple and facilitates the coding, classification, and management of data in computer programs.

The present instrument was composed of three main parts. The first part included a section about demographic information. Data in this part included the respondents' general background information about their gender, academic degree, and VLSs training. The second part involved questionnaire items related to revealing the strategies used by lecturers in teaching students to discover the meanings of a new word. This part included 14 items related to the discovery strategies used by lecturers. In the third part, there were 44 items related to finding out the strategies used by lecturers to strengthen the students' learning of words. In other words, the last part aimed to reveal the consolidation strategies of lecturers. In brief, the questionnaire included 58 statements in total with six categories, and the participants would rate them from 1 to 5 in the Likert Scale format ranging from (1) never apply it, (2) rarely apply it, (3) sometimes apply it, (4) usually apply it and (5) always apply it.

In addition to the questionnaires, which are practical data collection tools, semi-structured interviews were also used by the researcher to "investigate phenomena that are not directly observable, such as learners' self-reported perceptions or attitudes" (Mackey & Gass, 2005, p. 173). Thus, semi-structured interviews involved open-ended questions formed by the researcher and were implemented to lecturer participants to collect qualitative data. The lecturers were interviewed in English and the answers were gathered in the same language. The first question of the form was directed to reveal the perceptions of lecturers regarding the teaching of vocabulary and the importance they gave to vocabulary. The discovery strategies of lecturers were tried to be determined by the second question. The third question was asked to figure out the consolidation strategies of lecturers. Finally, the difficulties that the participants faced in the process of vocabulary teaching were tried to be determined by the fourth question.

2.3. Data Collection Procedure

Having considered different aspects of data collection methods, a mixed-method data collection procedure was selected for the present study. As Creswell (2003, p. 12) asserts, "Individual researchers have a freedom of choice. They are 'free' to choose the methods, techniques, and procedures of research that best meet their needs and purposes". Therefore, two different data collection tools were decided to be used; questionnaires and semi-structured interviews. The implementation of the vocabulary teaching strategies questionnaire to the lecturers was the first main data collection procedure. The primary aim of using that questionnaire was to explore and describe the types of VTs applied by lecturers. The participants were asked to rate 58 statements consisting of six categories: determination, social (discovery), social (consolidation), memory, cognitive, and metacognitive strategies. The first 14 statements were about discovery strategies and the remaining 44 statements were about consolidation strategies that the participants would rate from 1 to 5 in the Likert Scale format. The administration of both questionnaires took place at the very beginning of the 2018-2019 academic year. The questionnaires were sent to the participants online by using google forms.

A semi-structured interview that included five open-ended questions was used as a qualitative data collection tool. The interview is one of the verbal data collection instruments used to gather and examine information extensively (Opie, 2004). Before interviewing the participants, the aim of the interview was explained and they were ensured that the data gathered would be used for only academic purposes. The participants were also ensured that their participation was voluntary and that their names would not be revealed to protect their identities. One-to-one interviews were done with participants and the questions and answers of lecturers' interviews were in English. Semi-structured interviews were conducted with eight lecturers from the school of foreign languages at Bingöl University.

2.4. Data Analysis

Statistical Package for the Social Sciences (SPSS) 23 was used to analyze the quantitative data. Firstly, Cronbach's Alpha reliability test was performed to find out the instrument's reliability. The result showed that the questionnaire was highly reliable as the reliability coefficient of lecturer questionnaires was .93. Then, Skewness and Kurtosis normality values were taken into account to

determine whether each variable was normally distributed. The results are shown in Table 2.

Table 2: Skewness and Kurtosis Normality Values

Strategy Group	n	Skewness	Kurtosis
Determination	170	-.183	.120
Social (discovery)	170	.055	.561
Social (consolidation)	170	.099	-.545
Memory	170	-.219	.401
Cognitive	170	.170	-.182
Metacognitive	170	-.349	.637

Tabachnick and Fidell (2013) stated that to accept the data results as normally distributed, the skewness and kurtosis values should be between +1.5 and -1.5. Table 2 shows that quantitative data can be considered to be normally distributed. Therefore, for the analysis of data, parametric tests were used. Additionally, Levene's Homogeneity Test was applied to examine the homogeneity of the data.

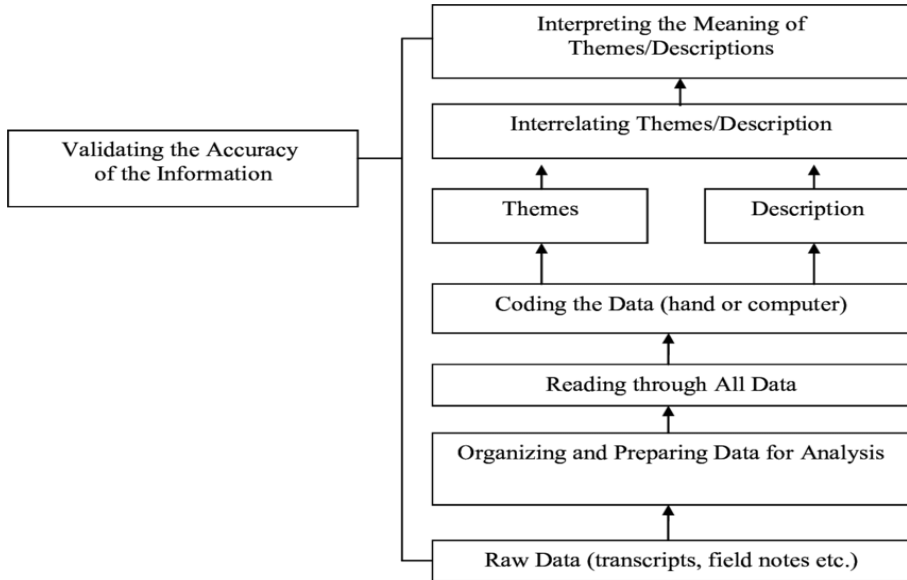
Table 3: Levene's Homogeneity Test

Levene Statistic	df1	df2	p
.047	1	168	.829

As the p-value was bigger than 0.05, it can be asserted that each variable was homogeneous. Therefore, independent-samples t-tests were used to examine the difference between and among the variables.

The qualitative data collected from semi-structured interviews were content analyzed by following some steps. Creswell (2014, p. 247) presents a framework that consists of seven steps for analyzing qualitative data. In this study, this framework was followed to analyze the qualitative data, which is illustrated in the following figure.

Figure 1: The model for qualitative data analysis



3. Results

To answer the research questions, firstly, the statistical analyses of quantitative data collected through questionnaires will be presented through tables. Then, the results of semi-structured interviews will be displayed in this section.

3.1. Quantitative Results

The results of the data analysis of questionnaires for EFL lecturers will be demonstrated in this section. For the purpose of the study, as mentioned in the methodology part, 170 lecturers from different universities in Turkey participated in this study. Table 4 presents the means and standard deviations for the quantitative data. This data is based on the questionnaires, which consist of six categories: determination, social (discovery), social (consolidation), memory, cognitive, and metacognitive strategies.

Table 4: Independent T-Test Results for Overall Strategy Use

Strategy Group	n	M	S.D.
Determination	170	3.34	.459
Social (discovery)	170	2.97	.568
Social (consolidation)	170	2.86	.847
Memory	170	3.23	.587
Cognitive	170	3.14	.706

Metacognitive	170	3.46	.592
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The analysis of Table 7 reveals the overall strategy use of participants. The first two strategy groups (determination and social (discovery) strategies) were discovery strategies used to make students find out the meaning of a new word. The other four groups of strategies were related to consolidation strategies that were used to make students remember the meanings of the previously learned words. The findings show that the participants used determination strategies (M=3.34) more than social (discovery) strategies (M=2.97) while teaching students to find out the meaning of unknown words. Metacognitive strategies were the most frequently used VTSs among others, with the highest mean score of 3.46 in the consolidation process. The least used strategies were social (consolidation) strategies, with a mean score of 2.86.

Table 5: Descriptive Statistics for Each Determination Strategy

Strategy	n	M	S.D.
DET 1: Analyzing part of speech	170	4.09	.899
DET 2: Analyzing affixes and roots	170	3.61	.974
DET 3: Checking for L1 cognate	170	3.38	1.021
DET 4: Analyzing any available pictures or gestures accompanying the word	170	3.66	.917
DET 5: Guessing from textual context	170	4.27	.798
DET 6: Using a bilingual dictionary	170	2.99	1.015
DET 7: Using a monolingual dictionary	170	3.02	1.151
DET 8: Using English-Turkish word lists	170	2.12	1.150
DET 9: Using flashcards	170	2.97	1.057

Table 5 reveals that the most commonly used determination strategies are ‘guessing from the textual context in which the word appears’ (M=4.27) and ‘analyzing part of speech’ (M=4.09). The least used strategies are ‘using English-Turkish word lists’ with the lowest mean score of 2.12 and ‘using flashcards’ with the second-lowest mean score of 2.97, respectively. Considering these results, it can be asserted that lecturers usually teach the students to guess the word’s meaning from the text/context in which the word appears and teach them to analyze the part of speech (noun, verb, adjective, adverb, etc.). On the other hand, teaching students to learn the word through English-Turkish word lists and teaching students to deduce the meaning of the word from flashcards and posters are the least commonly used strategies by lecturers.

Table 6: Descriptive Statistics for Each Social (Discovery) Strategy

Strategy	n	M	S.D.
SOC 10: Asking the teacher for Turkish translation	170	2.29	1.000

SOC 11: Asking the teacher for a paraphrase or synonym	170	3.55	.942
SOC 12: Asking the teacher for a sentence including the new word	170	3.48	.924
SOC 13: Asking classmates for the meaning of the word	170	2.78	1.031
SOC 14: Discovering the meaning of a new word through group work	170	2.76	1.034

The table presents lecturers' perceptions about the usage of social (discovery) strategies. Teachers frequently get the students to ask them to paraphrase or give a synonym of the new word ($M=3.55$) and a sentence including the new word ($M=3.48$). The least used strategies for lecturers are 'getting students to ask me for Turkish translation of the English word' with the lowest mean score of 2.29 and 'teaching students to discover the meaning through group work' with a mean score of 2.76.

Table 7: Descriptive Statistics for Each Social (Consolidation) Strategy

Strategy	n	M	S.D.
SOC 15: Studying and practising the meaning of the word in pairs/groups, in class, and outside class	170	3.20	1.113
SOC 16: Keeping word lists/flashcards	170	2.82	1.190
SOC 17: Trying to use the new word in interactions with native speakers	170	2.58	1.195

The results in Table 7 show that the majority of teachers indicate that they do not ask students to use the new word in interactions with native speakers ($M=2.58$). Instead, they prefer to get students to study and practice the meaning of the word in pairs/groups in class and outside class ($M=3.20$).

Table 8: Descriptive Statistics for Each Memory Strategy

Strategy	n	M	S.D.
MEM 18: Studying word with a pictorial representation of its meaning	170	3.12	1.019
MEM 19: Studying the word by imaging its meaning	170	3.13	1.107
MEM 20: Connecting word to a personal experience	170	3.63	1.103
MEM 21: Associating the word with its coordinates	170	3.78	.939
MEM 22: Connecting the word to its synonyms and antonyms	170	4.02	.867
MEM 23: Using semantic maps	170	3.31	1.111
MEM 24: Using 'scales' for gradable adjectives	170	3.18	1.058
MEM 25: Linking the new word to another word that rhymes with it	170	2.06	1.067
MEM 26: Connecting the word to a familiar place	170	2.99	1.154
MEM 27: Grouping words together to study them	170	3.57	.990
MEM 28: Grouping words together by forming geometrical patterns (triangles, squares, circles, curves, etc.)	170	2.41	1.195
MEM 29: Using new word in sentences	170	4.26	.764

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MEM 30: Grouping words together within a storyline	170	2.79	1.076
MEM 31: Studying the spelling of a word	170	3.72	1.172
MEM 32: Studying the sound of a word	170	3.87	1.024
MEM 33: Saying new word aloud when studying	170	3.84	1.129
MEM 34: Imaging the word form	170	3.06	1.113
MEM 35: Underlining initial letter of the word	170	1.74	1.006
MEM 36: Configuring the word and arranging it into its parts	170	2.76	1.248
MEM 37: Using a Turkish keyword with a similar sound to learn the new word	170	1.91	1.098
MEM 38: Remembering the word affixes and roots	170	3.33	1.036
MEM 39: Relating the word to its part of speech (noun, verb, adjective, etc.)	170	3.93	.927
MEM 40: Paraphrasing the word's meaning	170	3.68	.952
MEM 41: Using cognates	170	3.37	1.108
MEM 42: Learning the words of an idiom together as if they were just one word	170	3.19	1.216
MEM 43: Using physical action/body language to learn a new word	170	3.30	1.135
MEM 44: Using semantic feature grids (potato, mushroom = vegetables)	170	3.45	1.009

Considering the means of factors for lecturers, it can be seen that MEM 29 'using the new word in sentences' is the most commonly used strategy with the highest mean score of 4.26. The second most frequently used strategy by lecturers is MEM 22 'connecting the word to its synonyms and antonyms' (M=4.02). The least used strategies by lecturers are MEM 35 'underlining initial letter of the word' with the lowest mean score of 1.74 and MEM 37 'using a Turkish keyword with a similar sound to learn the new word' with the second-lowest mean score of 1.91. Overall, these results indicate that lecturers never teach their students to underline the initial letter of the word and they rarely teach the students to use a Turkish keyword with a similar sound to learn the new word.

Table 9: Descriptive Statistics for Each Cognitive Strategy

Strategy	n	M	S.D.
COG 45: Using verbal repetition of the word	170	3.42	1.140
COG 46: Writing the word several times	170	2.06	1.315
COG 47: Making word lists and revise them	170	3.12	1.256
COG 48: Using flashcards with the representation of the word	170	2.72	1.131
COG 49: Taking notes about the word in class	170	4.01	.890
COG 50: Revising the vocabulary sections in textbook	170	4.06	.943
COG 51: Listening to recordings and CDs of word lists	170	2.82	1.403
COG 52: Putting English labels on physical objects	170	2.44	1.240
COG 53: Keeping a vocabulary notebook	170	3.66	1.182

When the table is examined, the first two most frequently used strategies are COG 50 (M=4.06) and COG 49 (M=4.01). On the other hand, the first two least frequently used strategies are COG 46 (M=2.06) and COG 52 (M=2.44). Accordingly, it can be said that lecturers generally get students to revise the vocabulary sections in their textbook and also get them to take notes about the word in class. The analysis of the table also reveals that lecturers rarely get students to write the word several times and get them to put English labels on physical objects.

Table 10: Descriptive Statistics for Each Metacognitive Strategy

Strategy	n	M	S.D.
MET 54: Using English-language media (songs, movies, newscasts, etc.)	170	4.11	.936
MET 55: Testing oneself with word tests	170	3.26	1.102
MET 56: Using spaced word practice	170	3.86	.849
MET 57: Skipping or passing new word	170	2.26	1.045
MET 58: Studying word over time	170	3.83	.949

Table 10 displays lecturers' perceptions about the usage of metacognitive strategies. Teachers frequently get students to follow and use English language media for vocabulary learning (e.g. songs, films, newscasts.) (M=4.11) and also they usually teach students to use spaced word practice to revise vocabulary (M=3.86). Overall, these results indicate that lecturers rarely teach the students to skip/pass the new word and ignore it (M=2.26), and also, they sometimes teach students to test themselves with word tests (M=3.26).

Table 11: Independent Samples T-Test Results for Gender Differences

	Gender	n	M	S.D.	t	p
Determination	Female	105	3.40	.475	1.988	.048
	Male	65	3.25	.421		
Social (discovery)	Female	105	3.05	.586	2.412	.017
	Male	65	2.84	.515		
Social (consolidation)	Female	105	2.89	.823	.596	.552
	Male	65	2.81	.889		
Memory	Female	105	3.32	.572	2.616	.010
	Male	65	3.09	.584		
Cognitive	Female	105	3.25	.687	2.647	.009
	Male	65	2.96	.705		
Metacognitive	Female	105	3.61	.558	4.566	.000
	Male	65	3.21	.562		
Total	Female	105	3.30	.463	3.170	.002
	Male	65	3.07	.482		

It can be seen from the data in Table 11 that except for the social (consolidation) strategy group ($p > 0.05$), there is a significant difference between genders in terms of determination, social (discovery), memory, cognitive, and metacognitive strategy use ($p < 0.05$). Furthermore, it is seen in the table that the mean scores of the female participants on all strategies are higher than that of the male participants. Therefore it can be concluded that female participants use VTSs more than male participants.

Table 12: One-way ANOVA Results for the Differences in terms of Academic Degree

	Academic Degree	n	M	S.D.	F	p
Strategy Use	Bachelor's degree	76	3.24	.525	.402	.670
	Master's degree	74	3.18	.490		
	Doctoral degree	20	3.25	.231		

The analysis of Table 12 reveals that there are no significant differences among the scores of lecturers in all strategy groups based on their academic degrees ($p > 0.05$). When the mean scores of lecturers from all academic degrees are taken into account, it can be said that all participants use VTSs at a similar rate.

Table 13: Independent Samples T-Test Results for VLSs Training

	VLSs Training	n	M	S.D.	t	p
Strategy Use	Yes	95	3.26	.502	1.436	.153
	No	75	3.15	.453		

When Table 13 is examined, the results show no significant differences among the scores of lecturers in all strategy groups based on VLSs training ($p > 0.05$). This is an unexpected result because it was expected that the participants who have received any training on VLSs would use VLSs more than those who have not received any VLSs training before. According to the mean scores of lecturers, it can be said that the participants use VTSs at a similar rate.

3.3. Qualitative Results

In this part, the qualitative data collected from the eight lecturers through semi-structured interviews will be examined. The qualitative data collected from the EFL lecturers were analyzed through content analysis. Four questions were asked to lecturers and the answers were categorized into four main themes: (1) lecturers' attitudes about vocabulary in language teaching, (2) VTSs used by lecturers to teach an unknown word, (3) VTSs used by lecturers to consolidate the

meanings of words and, lastly, (4) the challenges faced by lecturers in teaching foreign language vocabulary.

3.1.1. Theme 1: Lecturers' attitudes about vocabulary

This theme is related to the perceptions of lecturers considering the significance of vocabulary. After analyzing the written data, two main categories were identified as the necessity of vocabulary and contributions of vocabulary knowledge. For each category, two comprehensive codes were determined. Table 14 displays the categories and codes related to the lecturers' perceptions of vocabulary in language learning.

Table 14: Lecturers' Attitudes about Vocabulary in Language Learning

Categories	Codes
The necessity of vocabulary	The importance of vocabulary
	The place of vocabulary among other language skills
Contributions of vocabulary knowledge in language teaching	Facilitating speaking
	Facilitating writing
	Facilitating reading
	Facilitating listening

Lecturers' perceptions on the necessity and contributions of vocabulary knowledge were examined with the first interview question. The qualitative data collected from lecturers showed that all lecturers regarded vocabulary as an indispensable part of language teaching. When asked about the importance of vocabulary, the participants were unanimous in the view that vocabulary has the utmost importance in language teaching and learning. Some selected statements related to the first category are presented below:

Vocabulary teaching is quite essential in the language learning process. I guess vocabulary teaching is endless when compared with grammar teaching. Because as Chomsky pointed out, language consists of a finite set of rules (grammar) out of which you can create an infinite number of sentences. Of course, to produce an infinite number of sentences, the speaker or writer crucially needs the assistance of vocabulary. Only grammar knowledge is not enough to learn and use a language.

Similarly, another lecturer placed great emphasis on the role of vocabulary in language teaching, explaining his opinions with the following sentences:

I, as an EFL instructor, strongly believe that without learning and teaching vocabulary of the language to be mastered, what we do in terms of foreign language teaching will result in zero-sum. It is ridiculous to discuss the

importance of vocabulary in language teaching since one primarily needs to use vocabulary to convey her messages...

Based on the data obtained from the lecturers, the contributions of vocabulary knowledge in language teaching were examined under the second category. A comprehensive category, contributions of vocabulary knowledge in language teaching, was identified after analyzing all written data. Almost all lecturers agreed that vocabulary knowledge facilitated all language skills such as reading, writing, listening and speaking. However, some of the participants mentioned the significant place of vocabulary in reading comprehension or listening, but they did not comment on the significant role of vocabulary in developing other language skills. For example, one participant commented about this issue by expressing that:

Vocabulary teaching is an inseparable part of language teaching. In particular, reading courses require a focus on vocabulary teaching. During extensive and intensive reading, the vocabulary knowledge of the student makes it easier to comprehend the text.

Another lecturer pointed out the significant role of vocabulary in the development of all language skills with the comprehensive statements below:

Regardless of the type of communication (oral or written), words are the items that a learner combines to communicate her messages to others. Vocabulary is also of utmost importance in listening. When a language learner is not equipped with enough vocabulary, she will not be able to comprehend the spoken language. Additionally, learning vocabulary facilitates and accelerates reading and writing skills as well. In short, having an extensive vocabulary set is a prerequisite in language learning.

It can be understood from the abovementioned excerpts of the participants that lecturers regarded vocabulary as the heart of language learning and teaching. All participants believed that having a large vocabulary size is necessary to improve other language skills.

3.1.2. Theme 2: VTSs used by lecturers to teach an unknown word

The VTSs used by lecturers while teaching unknown words were examined in the second theme. After analyzing written data, the researcher determined a broad category that was later divided into codes. Table 15 presents the category and codes related to the lecturers' VTSs.

Table 15: The Strategies Used by Lecturers to Teach Unknown Words

Category	Codes
Determination strategies	Giving unknown words in a context
	Focusing on part of speech
	Giving synonym and antonym
	Using the new word in a sentence
	Using a monolingual dictionary
	Using an online bilingual dictionary

Based on the data discussed in the second theme, it can be said that lecturers applied various strategies in teaching unknown words. When asked which strategies they used while teaching unknown words, all the respondents reported that their first strategy was to give unknown words in a context. They maintained that inferring the meaning of an unknown word from the context was extremely important in learning vocabulary. The participants generally showed a tendency to allow their learners to use a monolingual dictionary; therefore, the least used strategy was related to the giving L1 translation, in other words, using a bilingual dictionary. Some comprehensive statements, including EFL lecturers' VTSs in the discovery process, are as follows:

Firstly, I generally try to give the unknown words in a context. I mean, the words are not presented to students in isolated lists for memorization. That would be rather useless. Because to figure out the meaning of a word, context is not only useful but also necessary.

While teaching an unknown word, I also focus on different versions of it: noun, adjective, adverb forms. That is because students often have much difficulty discriminating between the word forms and end up using them interchangeably.

I try to teach the word within a context and make it comprehensible to my students. If they still do not understand, then I try to explain it using synonyms or antonyms by explaining its meaning with other words.

I try to present sentence examples for each word and ask students to come up with their examples. This enables them to be more creative and autonomous learners. Last but not least, pronunciation teaching is significant. It may not be directly related to the meaning of a word but it is necessary.

I make my students use an English-English dictionary. Because when using monolingual dictionary students see the related words, example sentences and also phonetic transcription of the word.

Instead of giving the meaning directly, I give clues about the word, if it does not work I let them look up in the dictionary as the course time is limited.

3.1.3. Theme 3: VTSs used by lecturers to consolidate the learned words

The consolidation strategies used by lecturers in vocabulary teaching were examined through the answers to the third interview question. The lecturers were asked to express their VTSs used to consolidate the meaning of previously taught words. Three main categories were formed and some codes were given to each of the categories. Table 16 displays the categories and codes related to the consolidation strategies applied by lecturers in vocabulary teaching.

Table 16: VTSs Used by Lecturers to Consolidate the Meanings of Words

Categories	Codes
Cognitive strategies	Repetition of taught words
	Keeping a vocabulary notebook and to make word lists
	Revising the vocabulary sections in the textbook
Metacognitive strategies	Studying the word over time
	Following and using English language media
Memory strategies	Using the learned words in sentences
	Grouping words together to study them
	Connecting the new word to its synonym and antonym

The data on the VTSs used by lecturers to consolidate the meanings of words revealed various strategies used to consolidate the previously taught words. The first three most frequently used VTSs in consolidating learned words were the repetition of taught words, asking students to continue to study the word over time, and teaching students to use the learned words in sentences. On the other hand, when compared to other strategies, the least used strategies were asking students to revise the vocabulary sections in their textbook and teaching students to connect the new word to its synonyms and antonyms. As a result, it can be stated that lecturers applied various VTSs not only in teaching unknown words but also in consolidating the learned words. Some notable statements, including EFL lecturers' VTSs in the consolidation process, are as follows:

Students can easily forget the meanings of words if they don't make repetition and further reading. Therefore, to keep my students' lexical repertoire fresh, I recommend them to repeat the learned words from their notebooks or word lists regularly in order not to forget the words they learned.

In my lessons, I try to get students to take notes, especially when teaching vocabulary. Word lists or notebooks provide students with the opportunity to repeat the words they learn weekly or monthly at any time.

In vocabulary sections, generally, the words related to a certain subject are introduced instead of giving individual items from different subjects. For example, the words related to personality such as selfish, dishonest, mean, etc. are studied together. This makes students learn words related to the same subject. So, by revising the vocabulary sections, students can consolidate their vocabulary knowledge.

I recommend my students repeat the words that they have learned at the end of each week. I make my students use learned words in sentences, write them a few times and listen to their pronunciation several times...

We live in a global age and the development of mass media affects language learning and teaching, as in every field. English is taught as a foreign language in Turkey, so to be exposed to the target language, learners should listen to songs, follow the news from social media or watch movies. I think being exposed to a foreign language certainly contributes to students' vocabulary knowledge.

After each teaching session, I ask my students to use newly learned vocabulary in sentences. Then, they are asked to share their sentences with the class in the next session. Besides, to consolidate the meanings of the words, I ask my students to write down at least three sentences that include all the words that they have learned during the term and bring them to me at the end of the term.

Mostly, I encourage my students to use the learned vocabulary in speaking or writing and also to write down the words in a vocabulary notebook with their synonyms or antonyms to remember them easily.

3.1.4. Theme 4: The Challenges Faced by Lecturers in Teaching Foreign Language Vocabulary

Under the last theme, challenges faced by lecturers in the vocabulary teaching process are examined. Having analyzed the written data, the researcher formed a broad category. This category comprises all challenges experienced by lecturers in vocabulary teaching. The category and codes about the challenges are presented in Table 17.

Table 17: The Challenges Faced by Lecturers in Teaching Foreign Language Vocabulary

Category	Codes
Difficulties	Lack of practice and repetition
	Students' low proficiency levels
	Time limitation
	Students' tendency to use a bilingual dictionary

Taking the fourth theme, challenges faced by lecturers in the vocabulary teaching process, into account, the data showed that lecturers referred to some difficulties regarding vocabulary teaching. The participants frequently complained about students' lack of practice and repetition. They believed that most of their students did not practice and repeat the words that they learned. According to their statements, another commonly faced difficulty was students' low proficiency levels that hindered successful vocabulary teaching. Time limitation and students' tendency to use a bilingual dictionary instead of inferring the meaning from context were also the problems that the lecturers experienced in vocabulary teaching. Some statements of lecturers are shown as below:

...Students can easily forget the meanings if they don't make repetition and further reading. They sometimes don't use the words in a suitable context and cannot discriminate word forms. In addition, due to lack of practice and repetition, the students forget the meaning of the word after the class.

While teaching vocabulary I generally use the target language, yet my students do not always understand the meaning of the words because of their lack of language background. When I experience this, I switch to the shared first language. When it comes to consolidating the previously taught words, theory and practice do not always match. We assume that when our students learn a new item in the target language, we think we are done here. This is where the problem arises because they know it (passive vocabulary), but they are not able to use (active vocabulary) it. That is to say, the frequent problem I come across is that my students are not able to use the newly learned vocabulary in language production activities in the classroom.

I spare most of the time explaining English grammar; thus I usually do not have enough time for explaining words and consolidating their meanings thoroughly.

The main challenge is to make my students use a monolingual dictionary and to see the meaning of the word in context. That is, they mainly use bilingual dictionaries and unfortunately; therefore, they cannot use the word in its correct meaning.

4. Discussion

This section presents the discussion of both quantitative and qualitative results by referring to the previous studies on the same subject to make some comparisons between the results of the present research and those in the previous research. The findings of the study are discussed according to the research questions.

4.1. Which VTs do EFL lecturers implement while teaching vocabulary?

This research question aimed to determine the VTs applied by lecturers in target vocabulary teaching. Considering the results of the questionnaire, it can be mentioned that lecturers usually preferred to teach the students to guess the word's meaning from the context, to analyze the part of speech (noun, verb, adjective, adverb, etc.) and the word affixes and roots. These results reflect those of Güreş (2019), who also found that lecturers generally employed determination strategies, especially the strategy related to teaching students to guess the word's meaning from the context. According to these data, it can be inferred that when teaching new words, lecturers generally made their students infer the meaning from the context in which the word appeared, that is, they allowed students to find meaning on their own without being involved in the inference process. On the other hand, the least commonly used VTs among lecturers were social strategies which were mainly related to using the experience of another person, such as getting students to ask the teacher for the meaning of a new word or teaching students to discover the meaning of a new word through group work. A possible explanation for this might be that the lecturers may want to prevent students from getting into the habit of asking the teacher or classmates instead of guessing the meaning of the words or looking up from the dictionary when they encounter new words. This finding correlates with the study of Ölmez (2014), in which social (discovery) strategies were found to be the least preferred VTs among others. In addition to the quantitative results, the results of semi-structured interviews indicated that lecturers applied various VTs in teaching new words.

To some extent, the findings from interviews supported and complemented the findings of the questionnaire. According to the qualitative results, lecturers

used only determination strategies such as presenting the unknown word from the context, focusing on part of speech, giving synonym or antonym, using the new word in a sentence, using a monolingual dictionary, and lastly using an online bilingual dictionary. Additionally, almost all the lecturers reported that their most commonly used VTS was teaching students to guess the word's meaning from the context. These results are consistent with the data obtained in questionnaires. On the other hand, it is somewhat surprising that no social (discovery) strategy was identified from the analysis of qualitative results. These results may be explained by the fact that the lecturers tended to apply traditional vocabulary teaching strategies rather than using collaborative techniques to encourage students to use social VLSs.

Concerning the first research question, it was found that while consolidating the meaning of previously taught words, lecturers applied metacognitive, memory, cognitive and social (consolidation) strategies, respectively. The quantitative results showed that the most frequently used VTSs were teaching students to use the new word in sentences, connect the word to its synonyms and antonyms, revise the vocabulary sections in the textbook, and use English-language media (songs, movies, newscasts, etc.). It seems possible that the lecturers want their students to learn the newly learned word not alone but together with other words, to continue studying vocabulary activities outside the classroom, and to benefit from technology in vocabulary learning. The finding of the study showed parallelism with the study conducted by Tran (2011). In his comprehensive study, Tran (2011) also indicated that teaching students to use the new word in sentences and connect the word to its synonyms and antonyms were the most commonly used VTSs by almost all teacher participants. On the other hand, lecturers rarely used the VTSs, such as teaching students to underline the initial letter of the word and link the new word to another word that rhymes with it. Because of the lack of studies related to VTSs that are used by lecturers in teaching target vocabulary, it is hard to introduce much evidences that support the findings of the current study.

To support the findings from questionnaires, semi-structured interviews were also used regarding the consolidation VTSs of lecturers. The qualitative results showed that while consolidating the meaning of a previously taught word, lecturers generally used VTSs such as repetition, teaching students to use the learned words in sentences, follow and use English language media, connect the new word to its synonyms and antonyms, and revise the vocabulary sections in their textbook. This finding is, to some extent, consistent with a recent study

conducted by Fors (2016), whose findings also showed repetition of previously taught words would facilitate students' vocabulary knowledge. Additionally, in accordance with the present results, Nemati (2009) found that teachers frequently used synonyms while consolidating vocabulary knowledge. Thus, it can be concluded that the findings of interviews match those observed in the results of questionnaires.

In the quantitative data analysis, some inferential statistical analyses were performed to determine whether there were differences among lecturers based on their genders, academic degree, and training on VLSs. The results showed that based on the gender variable, it can be concluded that female lecturers used VTSSs more than male lecturers. It is difficult to explain this result, but it might be said that female lecturers are aware of VLSs than male participants. The results also revealed that there was not a significant difference among the scores of lecturers in all strategy groups based on their academic degrees. In other words, the lecturers with different academic degrees used VTSSs at a similar rate. An unexpected result of this study is related to VTS use based on training on VLSs. The results showed that participants who received any training on VLSs shared a similar rate with those who did not receive any VLSs training before. A possible explanation for these results might be that lecturers restricted their vocabulary teaching to sections in textbooks.

4.2. What are the perceptions and attitudes of lecturers towards vocabulary and VTSSs?

The lecturers' attitudes and perceptions towards vocabulary in language learning and the VTSSs that they employed in the vocabulary teaching process were among the issues under examination in the present study. The findings were categorized under two themes: lecturers' attitudes about vocabulary in language learning and the challenges faced by lecturers in the vocabulary teaching process. To find out the perceptions of lecturers regarding vocabulary, semi-structured interviews were used. The results revealed that all the participants regarded vocabulary as an essential part of language teaching. When asked about the place of vocabulary, the participants agreed in the view that vocabulary had extreme importance in language teaching and learning, as also stated by many researchers (Barcoft, 2004; Decarrico, 2001; Ellis, 1994; Gough, 2007; Lewis, 1993; Richards, 2000; Schmitt, 2010). Considering the statements of lecturers about the importance of vocabulary, it can be concluded that vocabulary has an essential role in language teaching; therefore, to master a foreign language, the learners need to have extensive vocabulary knowledge. Additionally, almost all lecturers

were unanimous with the statement that vocabulary knowledge facilitated all language skills: reading, writing, listening, and speaking; thus, having a large vocabulary size was necessary in order to improve other language skills.

4.3. What are the difficulties faced by EFL lecturers in discovering and consolidating foreign language vocabulary?

The examination of mainly the qualitative data conducted to discover the challenges faced by lecturers in the vocabulary teaching process revealed that they experienced some kind of difficulties such as students' lack of practice and repetition, students' low proficiency levels, time limitation, and students' tendency to use a bilingual dictionary. These possible sources of difficulties may partly be explained by lecturers' tendency to associate problems in teaching vocabulary with students, not with themselves or textbooks. Some of these findings were also reported by a recent study conducted by Wardani and Sari (2019). Their study aimed to identify the difficulties encountered by English teachers in teaching vocabulary and the results were categorized by three factors: students, teachers, and other factors. The difficulties related to students were consistent with the data obtained in the present study. However, their findings related to teachers and other factors were not reported by the participants of this study. Therefore, it can be said that the participants of the present study reported only the difficulties arising from language learners and time limitations. Mukoroli (2011) also pointed out time limitation as a challenge for EFL teachers and revealed that most teachers had limited time for direct vocabulary instruction. Accordingly, he suggested that in order to expose language learners to target vocabulary both inside and outside the classroom, teachers should generate innovative methods. Based on the findings of the present study which are compatible with the findings of the abovementioned studies, it can be concluded that the challenges in the vocabulary teaching process could be overcome if lecturers enable their students to use appropriate VLSs and also have additional reading activities that include target vocabulary.

5. Conclusion and Pedagogical Implications

The qualitative and quantitative data collected from EFL lecturers revealed that all participants regarded vocabulary as an essential part of language teaching and they believed vocabulary knowledge facilitated all language skills: reading, writing, listening and speaking. Firstly, the lecturers' most frequently used discovery strategies were found to be determination strategies. In other words, while teaching target words, lecturers generally made their students guess the

meaning of a new word from the text/context in which it appeared and also made them analyze the part of speech; noun, verb, adjective, adverb. This study also revealed that teachers employed social strategies less when compared to determination strategies. Taken together, these results suggest that there is a lack of interaction between students and lecturers. Secondly, the most frequently used consolidation strategies by lecturers were metacognitive, memory, cognitive, and social (consolidation) strategies, respectively. It was revealed from the results of the data; the lecturers commonly wanted their students to use the new word in sentences, connect the word to its synonyms and antonyms, revise the vocabulary sections in the textbook, and use English-language media (songs, movies, newscasts, etc.).

The qualitative data of lecturers also show the difficulties faced in the vocabulary teaching process. The reported difficulties are students' lack of practice and repetition, students' low proficiency levels, time limitation, and students' tendency to use a bilingual dictionary. Among these difficulties, only time limitation can be attributed to lecturers as the remained difficulties are related to learners themselves. That is, the lecturers generally associate teaching difficulties with students. In this regard, it can be suggested that language teachers should also focus on learning difficulties arising from them and develop solutions to overcome difficulties such as using various methods and techniques in vocabulary teaching, arranging vocabulary activities that are suitable for students' language level and providing out-of-class exercises that students can benefit from.

Teachers should encourage language learners to use the experience of another person, such as asking the meaning of the new word to teacher or classmates and discovering the meaning of the new word through group work. In other words, by using social (discovery) strategies, teachers can direct their students to cooperative learning that facilitates vocabulary development.

Teachers should also encourage their students to determine their learning strategies and actively participate in the learning process, to combine the previously learned words with new vocabulary items, and use new words in different settings. Finally, the selection of the words to be taught and the teaching plan should be prepared by taking into account the language levels and needs of the students.

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