



Exploring the Vocabulary Learning Strategies of Prospective English Language Teachers

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Abstract

The purpose of the study was to investigate vocabulary learning strategies of prospective English language teachers. The subjects of the study were 34 second-year and 54-third year students at Education Faculty of Osmangazi University 2016-2017 Fall Term. A questionnaire adapted by Riankamol (2008) from the taxonomy of vocabulary learning strategies developed by Schmitt was given to 88 students studying at English language Teaching (ELT) department. The students were wanted to mark the statements on a 5-point likert-scale from 1(never) to 5 (always). The first purpose of the study was to find most and least frequently used vocabulary learning strategies (Cognitive, Memory, Metacognitive, Determination and Social) and the second purpose was to compare the two groups. Apart from the questionnaire, semi-structured interviews were also carried out with 20 students to get more information about their beliefs and attitudes about vocabulary learning strategies. The questionnaire data were analyzed using The Statistical Package for the Social Sciences (SPSS, version 22.0). The results indicated some similarities and differences between the two groups of students.

Keywords: Vocabulary, teacher education, prospective English language teachers, vocabulary learning strategies

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