



Vocabulary Learning Strategies and Effectiveness of Strategy Training: a Case Study in an EFL Context

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Abstract

This study aimed at identifying the vocabulary learning strategies used by Turkish EFL learners and establishing and raising more awareness of these strategies on low achievers through strategy training. It also investigated the learners' attitudes towards strategy instruction. For this purpose, a study was conducted among the beginner level students at Bahçeşehir University, School of Foreign Languages.

In this study, all data were collected with the administration of a vocabulary learning strategy questionnaire, vocabulary quizzes, and learner interviews. The effectiveness of strategy training was correlated with the results of the vocabulary tests. The analyses of quantitative and qualitative data revealed that strategy instruction had a positive impact on the outcomes of low-achievers' vocabulary tests. Moreover, the attitude towards strategy instruction was positive of the strategy trainees.

The study tried to focus on the point that instruction in vocabulary learning can make a difference in the first year of Turkish EFL students since it can foster learner autonomy, raise learner awareness and affect vocabulary grades outcomes.