On the Relationship between Teachers' Beliefs of Vocabulary Learning Strategies and Their Classroom Practices: A Case Study

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ABSTRACT

Teachers' viewpoints regarding the different parts of language learning and teaching have an influence on the decision they make about their classroom practice, teaching decisions and learning. They will be motivated and engaged if the activities and processes in the classroom align with what they believe. The present study tries to examine the relationship between teachers' beliefs about vocabulary learning strategies and to what extent it matches the classroom practices of ESL teachers in EMU preparatory school during spring semester 22-23. Moreover, this study aims to present information about the knowledge and beliefs of teachers by focusing on their personal experience and educational degrees. Researchers have long found the relationship between teacher beliefs and actual classroom practice to be important since it has an important influence on the basic rules and practices of the classroom. Since most of L2 learners have been exposed to traditional methods of vocabulary learning, the development of vocabulary learning continues to be overlooked. A mixed-method approach was used for conducting this research, a six-point Likert scale questionnaire was used to collect the necessary data, and it was sent to 50 ESL teachers. Moreover, class observation with 10 teachers with different profiles was conducted. The results of this study highlight the importance to align teacher claims with what they really do to ensure that vocabulary education is effective. The findings have implications for teacher education efforts, professional development programs, and curriculum creation, highlighting the necessity of helping teachers in converting their beliefs into practical teaching strategies.

Keywords: Vocabulary Learning, Strategy, Teaching, Claim, Classroom Practice.

ÖZ

Dil öğrenme ve öğretimin farklı yönleriyle ilgili öğretmenlerin görüşleri, sınıf uygulamaları, öğretim kararları ve öğrenme süreçleri üzerinde etkili olmaktadır. Sınıf içi faaliyetler ve süreçler, öğretmenlerin inandıklarıyla uyumlu olduğunda, öğretmenlerin motivasyonu ve ilgisi artar. Bu çalışma, İngilizce ikinci dil öğretmenlerinin kelime öğrenme stratejileri hakkındaki inançları ile sınıf uygulamaları arasındaki ilişkiyi incelemeyi amaçlamaktadır. Çalışma, EMU Hazırlık Okulu'nda bahar dönemi 22-23 boyunca İngilizce ikinci dil öğretmenlerinin sınıf uygulamalarıyla ne ölçüde uyumlu olduğuna dair bilgi sunmayı hedeflemektedir. Ayrıca, bu çalışma, öğretmenlerin kişisel deneyimlerine ve eğitim düzeylerine odaklanarak öğretmenlerin bilgi ve inançları hakkında bilgi sunmayı amaçlamaktadır. İkinci dil öğrenenlerin çoğu, geleneksel kelime öğrenme yöntemlerine maruz kaldığından, kelime öğrenmenin geliştirilmesi göz ardı edilmektedir. Bu araştırmayı yürütmek için karma yöntem yaklaşımı kullanılmış olup, gerekli verileri toplamak için altı noktalı Likert ölçeği anketi 50 İngilizce ikinci dil öğretmenine gönderilmiştir. Ayrıca, farklı profillere sahip 10 öğretmenle sınıf gözlemi yapılmıştır. Bu çalışmanın sonuçları, kelime eğitiminin etkili olabilmesi için öğretmen iddialarının gerçekle uyumlu olmasının önemini vurgulamaktadır. Bulgular, öğretmen eğitimi çalışmaları, mesleki gelişim programları ve müfredat oluşturma konusunda önemli implikasyonlara sahiptir ve öğretmenlere inançlarını pratik öğretim stratejilerine dönüştürme konusunda yardım etmenin gerekliliğini vurgulamaktadır.

Anahtar kelimeler: Kelime Öğrenme, Strateji, Öğretme, İddia, Sınıf Uygulaması.

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INTRODUCTION

1.1 Presentation

This chapter provides information about the background of the study and states the problem and research questions. There is an explanation of the aim of the study and finally, the key terminologies used in the study are defined.

1.2 Background of the Study

The interest in teachers' beliefs has increased during the past few decades. Beliefs are important because, according to Pajares (1992), they are the best predictors of instructional behavior. In the classroom, teachers' decisions, assessments, and behaviors are greatly influenced by their beliefs, (Borg, 2001). Additionally, they have an impact on teachers' choices regarding pedagogy (Borg 2003; Pajares 1992), the use of novel instructional strategies, techniques, and activities (Li 2008), the selection of subjects and classroom activities, and classroom evaluation (Borg 2001). An essential component of studying and comprehending the cognitive underpinnings of teachers' decisions is the link between what they believe and what they do (Borg, 2015). Teachers do have diverse teaching styles because they use totally different strategies, despite the similarities in their educational backgrounds, curricula, textbooks, access to information sources and technology, and opportunity to participate in pedagogical and professional trainings. They also obtain a variety of school instructions. The teachers' beliefs are one fundamental factor that causes their classroom practices to vary from one another.

1.3 Statement of the Problem

There are a limited number of researches that has been conducted into the correlation between instructors' views on vocabulary acquisition methods and their instructional approaches. This is especially notable regarding teachers of English as a Foreign Language (EFL) within EMU preparatory schools. There frequently exists a big discrepancy between what teachers think is useful for teaching and learning languages and what they actually teach in the classroom. If there is a discrepancy between opinions and actions, it might hinder language acquisition in the context of a classroom. Actual language learning is not made easier by the teachers' idealized views of language instruction and acquisition. Because the viability of these concepts in a real classroom context is the foundation on which language teaching principles are established.

The process of language acquisition is intricate and encompasses numerous components, among which vocabulary development holds central importance (Smith, J. A. (2000). Vocabulary serves as the building blocks of language, enabling individuals to comprehend and express ideas, thoughts, and emotions effectively .Language acquisition involves not only mastering grammar and syntax but also acquiring a diverse and extensive vocabulary. This vocabulary includes words, phrases, and expressions that encapsulate the nuances of communication. For one to become fluent in a language and promote meaningful conversation, one must be able to learn and use vocabulary efficiently. Teachers have an important role in assisting students' efforts to learn vocabulary in the context of English as a Foreign Language (EFL) instruction.

Due to the generally accepted notion that the only skills students really need are a sufficient understanding of grammar and basic reading fluency (Baleghizadeh &

Golbin, 2010), vocabulary can sometimes be overlooked in the field of language teaching and learning. The link between instructors' beliefs regarding vocabulary learning strategies and their actual classroom activities has received very little investigation, even though many studies have examined vocabulary acquisition strategies and instructional practices. To improve vocabulary instruction and improve language learning results, it is crucial to comprehend the relationships and potential conflicts between instructors' views and their teaching strategies. The viewpoints of teachers on efficient vocabulary learning techniques might be strongly influenced by their personal experiences as language learners. We may learn a lot about the complex relationships between educational techniques and personal experiences by comprehending how these experiences affect people's ideas which, in return, affect the way they teach.

1.4 Aim of the Study

The outcome of this study has important implications for the training and development of EFL teachers. This research can offer important insights for developing teacher training curricula and programs. The research targets EFL teachers, who face distinct challenges in teaching English as a non-native language. Understanding how these teachers perceive and implement vocabulary learning strategies can shed light on effective pedagogical approaches tailored to the needs of non-native speakers. Educators will be more prepared to help teachers in using successful vocabulary teaching techniques and eventually improve vocabulary learning outcomes for EFL learners if they have a better understanding of the factors that influence instructional choices.

1.5 Research Questions

The following questions are used as the main focus of this study:

1. What are the teachers' beliefs regarding the most effective ways L2 learners learn vocabulary items?

2. What are English teachers' claims regarding the strategies that they use in Vocabulary teaching in practice?

3. Is there any relationship between the academic degree and experience of English Language teachers and the vocabulary teaching strategy they use?

4. Is there a correspondence between what English teachers claim to be used and what actually is used in reality in the classroom setting?

In relation to vocabulary acquisition strategies, these study questions aim to investigate the attitudes and awareness of EFL teachers and how these notions and awareness translate into actual teaching methods. The questions also focus on understanding the typical vocabulary-learning techniques employed by teachers in the EMU Preparatory School classroom setting. The study aims to discover more about the teachers' attitudes on vocabulary learning, their knowledge of efficient techniques, and their use of these tactics in the classroom. The study includes a total of six chapters. The theoretical framework for the study is presented in the second chapter, which follows the first chapter which is the introduction and covers important information on L2 vocabulary development as well teachers' beliefs and their classroom practices. The third chapter covers the study's methodology. The fourth chapter presents the survey's findings, while the fifth chapter gives an analysis. The conclusion examines the study's consequences and provides an overview of the main topics raised.

1.6 Key Terminology

Teachers' Belief

Teachers' personal views, assumptions, and attitudes towards teaching and learning are referred to as their beliefs. Their comprehension of good teaching strategies, judgments of students' needs and skills, and general perspective on education are all influenced by these ideas. Personal experiences, formal education, professional development, and interacts with learners and colleagues all have a role in how they develop their beliefs.

Vocabulary Learning Strategies (VLS)

The term "vocabulary learning strategies" refers to the particular methods, tactics, and approaches that students use to improve their vocabulary acquisition and retention.. Schmitt (1997) offers a frequently referenced description of vocabulary acquisition techniques as "conscious, deliberate, and intentional actions taken by learners to enhance the learning and retention of vocabulary" (p. 199).

Discovery Strategies

The term "discovery strategy" is a learning technique that motivates students to actively investigate and acquire unfamiliar words and their meanings using a variety of methods and exercises, (Schmitt, N. 2000).

Consolidation Strategies

Techniques and exercises that support learners' learning and retention of recently learned language skills. These techniques are meant to encourage long-term memory as well as improve language recall and proficiency in learners, (Nation, (2001).

Cognitive Strategies

Cognitive strategies in vocabulary learning are the techniques and mental procedures that students use to actively organize, analyze, and remember new vocabulary. Learners actively analyze and connect new language to their previous knowledge by using strategies including explanation, classification, visualization, and creating connections, which helps with understanding and retention, (Oxford, R.L. 2017).

Metacognitive strategies

It is referred to the intentional awareness and control that students have over their own cognitive processes when they acquire and utilize new terminology. Metacognitive techniques provide students an opportunity to reflect on their own thinking. The ability of learners to decide on their own learning is increased by this understanding of the learning process, (Gu and Johnson, 1996).

Vocabulary Teaching Strategies (VTS)

It refers to a variety of teaching strategies and methods used by teachers to assist in students' successful vocabulary learning and acquisition. These strategies are intended to encourage the growth of students' vocabulary, increase their word knowledge, and strengthen their comprehension of and proficiency with words in context, (Nation, 2013).

1.7 Summary

An important component that establishes the steps of this research is presented in the thesis' introductory chapter. The chapter opens with a review of the study's background, focusing on the complex structure of language learning and underlining the crucial function that vocabulary development plays in this process (Smith, 2000). The problem

statement that follows identifies a significant research gap: the limited study that has examined the relationship between vocabulary learning strategies that EFL teachers believe in and how they are actually used in the classroom, particularly in the specific setting of EMU preparatory schools. The chapter contains the research questions, which act as milestones for the course of the study and are in line with the research topic. These questions revolve around uncovering EFL teachers' attitudes and awareness regarding vocabulary acquisition strategies, scrutinizing how these notions are translated into tangible instructional methods. To ensure clarity and coherence, key terminologies relevant to the research are defined within this chapter.

Chapter 2

LITERATURE REVIEW

2.1 Presentation

The following chapter gives an overview of the previous studies regarding the relationship between teachers' beliefs in vocabulary learning strategies and their real classroom practice. The chapter is divided into four sections. The first section will focus on defining beliefs and their significance. The second section examines teachers' beliefs and practices related to vocabulary teaching and explores how well-aligned these two areas are. The third section explores vocabulary acquisition in second language learning, covering the importance of teaching vocabulary and current trends in vocabulary instruction. Finally, the fourth section provides a detailed analysis and classification of various strategies.

2.2 Teachers' Beliefs

2.2.1 Origin and Background of Teachers' Beliefs

Despite its widespread usage, the term 'belief' still lacks a universal definition applicable to all contexts. Different researchers and authors have provided varying definitions. A belief encompasses concepts related to language and its teaching. According to Banya and Cheng (1997), perceptions regarding language acquisition can be categorized as beliefs. White (1999) posited that beliefs function as filters shaping how individuals perceive and analyze their surroundings, significantly impacting classroom practices. White refutes the notion that beliefs primarily influence self-perception. In contrast, Borg (2001) offers a broader perspective on belief formation.

Borg asserts that a belief can be either consciously or subconsciously held, typically perceived as true by individuals. Consequently, a belief generates emotional attachment and guides thoughts, actions, and performance. According to this definition, individuals, including both teachers and students, are unlikely to invest time and attention in anything unless it aligns with their beliefs.

Beliefs are an essential aspect of human behavior and learning, as highlighted by researchers such as (Ajzen, 2008; Fishbein & Ajzen, 1975). Investigating the beliefs held by teachers can offer valuable information on various aspects of education. Dilts (1999) defines beliefs as evaluations and perceptions that individuals make about themselves, others, and the world. Although they are regarded as "the most significant psychological component to teacher education" (Pintrich 1990), beliefs are very challenging to understand despite the seeming simplicity of their formulation.

Beliefs are formed through memories and shape our understanding of events. Furthermore, teachers' beliefs have a more significant impact on their lesson planning, decision-making, and classroom practices than their knowledge. These beliefs also influence how teachers behave towards their learners, and if teachers can understand their learners' abilities, they can choose appropriate teaching methods and modify their behavior accordingly. As emphasized by Harste and Burke (1977) and Kuzborska (2011) teachers make decisions about their classroom teaching based on their beliefs about language teaching and learning, which affects their goals, procedures, roles, and relationship with their students. Therefore, beliefs are critical for teachers' professional development and classroom practices.

Several factors have been identified by research that influence the formation of teachers' beliefs. Research into the belief systems and goals of teachers is common in educational research, as is research into their actual teaching practices. However, only recently has the connection between these two areas been recognized as an important subject in language teaching. It has been shown that teachers' attitudes toward language, teaching, and learning significantly influence the way they approach their teaching practices. According to Borg (1998), a program that takes into account teachers' classroom actions and the reasons behind them can be particularly effective. Teachers' attitudes towards English Language Teaching (ELT) and the role of beliefs in teaching have a direct impact on their teaching methods. Nunan (1989) suggests that exploring the link between beliefs and real classroom practice is a crucial topic for research and has gained increased attention from scholars in recent times. This indicates that there may be disparities between teachers' beliefs and their actual practices in the classroom. According to Kagan (1992), who refers to beliefs as personal knowledge, a teacher's professional knowledge is often better described as belief. It is thought that when a teacher acquires more professional experience, their knowledge becomes deeper and more cohesive, forming a highly customized belief system that limits their ability to see, judge, and act.

2.2.2 The Importance of Teachers' Beliefs

Studies have demonstrated that teacher beliefs hold significant importance for various reasons. Teacher beliefs act as unofficial standards that guide their teaching practices from the start, shaping their approach to lesson planning and decision-making in the classroom. These beliefs form the basis for much of their classroom practices. Fang (1996), Pajares (1992), and Richardson (1996) claimed that teachers' preexisting beliefs act as a filter through which they process new information and significantly impact

what and how they learn. Like all learners, teachers tend to interpret new concepts and adapt them based on their existing knowledge or beliefs. They tend to integrate new information with their pre-existing understanding, modifying their beliefs and ideas accordingly. Hence, beliefs play a crucial role in the way teachers integrate and adapt to new knowledge related to teaching and learning. According to Pajares (1992) and Tillema (1994), teachers will only accept new information to the extent that it aligns with their pre-existing beliefs. Therefore, the assimilation of new concepts occurs only after they have been filtered through the teachers' belief systems, and their understanding of new information is a result of this integration process. In short, new input becomes their intake only after it passes through their belief systems.

Zheng (2009) noted that teachers' beliefs are crucial for understanding their thought processes, teaching methods, and learning to teach. These beliefs are a critical subject in teacher education, which helps teachers develop their principles and thought processes. According to Li (2012), beliefs also play a key role in language teaching, influencing how individuals make sense of new information and whether they accept or reject it. Pajares (1992) emphasizes the significance of studying teachers' beliefs for their professional growth and instructional techniques. He presents the following synthesis of opinions based on his analysis of the relevant literature:

  1. Early formation of beliefs makes them more resistant to change, while newly acquired beliefs are more vulnerable to change.
  2. Beliefs tend to persist even in the face of contradictory evidence, and people often hold onto beliefs based on incorrect or incomplete knowledge. As a result, beliefs are often static and resistant to change, despite educational research.

3. People develop a belief system that includes all the beliefs they acquire through cultural transmission.

4. Beliefs are prioritized based on their relationship to other beliefs. Teachers' interconnected beliefs may be particularly difficult to change.

5. Beliefs strongly influence behavior and perception, but they may not accurately reflect reality.

6. Beliefs are critical in defining tasks and selecting the cognitive tools used to interpret, plan, and make decisions. They play a crucial role in organizing knowledge and information and defining behavior.

Borg's (2006) comprehensive analysis of a multitude of research works within the realm of teacher education confirms that diverse aspects, including a teacher's school background, professional preparation, and surrounding circumstances, can influence the instructional methods employed by both seasoned and novice educators. Studies have indicated that teachers' and students' teaching and learning practices in the classroom are heavily influenced by their beliefs (Borg, 2003; Ng & Farrell, 2003; Mangubhai et al., 2004; Horwitz & Gregersen, 2002; Riley, 2009; Mohebi & Khodadadi, 2011). Riley (2009), claims, for example, that different learning strategies might result from language learners' perceptions about language and language learning being shaped by their attitudes, experiences, and expectations. Despite having identical linguistic skills there are gaps in individual performance in educational environments that are thought to be caused by beliefs (Horwitz & Gregersen, 2002; Mohebi & Khodadadi, 2011). Beliefs are also thought to affect students' individual characteristics such as anxiety and motivation. Understanding learners' views is important because it enables teachers to better understand the attitudes and language learning practices of

their students. This understanding can help teachers correct inaccurate and unrealistic beliefs while designing instruction based on realistic and accurate ones (Mohebi & Khodadadi, 2011). Failure to do so can result in mistrust and reluctance on the part of the students, leading to a breakdown in the learning process (Riley, 2009).

2.2.3 Beliefs and Classroom Practice

The relationship between teachers' beliefs and classroom practice has been a significant topic in teacher education. Many researchers have highlighted the interdependence between beliefs and experience, and how they impact teaching methods equally (Allen in 2002 and Andrews in 2003). This relationship is highly complex. Although teachers' beliefs have an impact on their actions in the classroom, it is not always the case that their teaching practices align with their declared beliefs. This has been demonstrated by various studies, such as those conducted by Almarza in 1996 and Karavas-Doukas in 1996. Previous studies have acknowledged that the challenges of managing a classroom can limit a teacher's capacity to act upon their beliefs and deliver lessons that correspond with those beliefs. This implies that external factors can strongly impact a teacher's beliefs and influence their teaching methods. There are various reasons why there may be a disparity between a teacher's beliefs and their actual practices in the classroom. The education level, training, age, salary, and level of support from the principal were also found to be linked to the beliefs and practices of teachers. In certain instances, teachers believed they were using student-centered methods in their classes when they actually weren't, according to Polly and Hannafin (2011). Nevertheless, these teachers' alignment of beliefs and practices improved when they received professional development that emphasized student-centered instruction (Polly & Hannafin, 2011). Jones and Fong's (2007) research discovered that teachers' teaching beliefs are heavily influenced by their prior experiences, and many teachers tend to

stick to their existing beliefs despite being exposed to various teaching methods. The study also revealed that the teaching beliefs of the participants were teacher-centered, grammar-oriented, and relied heavily on textbooks. These findings emphasize the significance of continuous professional development and training for teachers to help them develop their teaching practices and adapt to the changing needs of their students. Overall, the study suggests that it is challenging to alter a teacher's beliefs and practices once they are established based on prior experiences.

2.3 Teachers' Years of Teaching Experience

Experience is often pointed out as an important factor in teachers' beliefs and practices. "Classroom experience influences cognitions unconsciously and/or through conscious reflection," stated Borg (2003) (p. 82). It is likely that such knowledge will result in what Tsui (2005) referred to as expert performance. There is a great deal of study on both novice and experienced teachers. For instance, Fallah and Nazari (2019) evaluated the opinions of novice and experienced teachers about corrective comments. They conducted research using a questionnaire and interviews and concluded that "experienced teachers preferred peer and delayed feedback, whereas novice teachers were more inclined toward immediate feedback provision" (p. According to the findings of Akbari and Moradkhani's (2010) study on the beliefs of self-efficacy held by novice and experienced teachers, "experienced teachers had greater broad effectiveness, effectiveness for student engagement, effectiveness for classroom management, and efficacy for instructional strategies in comparison to their novice counterparts" (p. 25).

There is a gap between new teachers who are just starting their careers and experienced instructors who have gathered a significant amount of teaching experience within the

teaching profession. The early years of a teacher's career, sometimes the first few years of employment, are normal for novices. Their lack of pedagogical topic knowledge, limited teaching experience, and steep learning curve as they get used to curricular requirements, classroom management practices, and instructional methodologies all serve to define them. Establishing classroom procedures, monitoring student behavior, adjusting to school culture, and creating their own teaching style are just a few of the difficulties faced by new teachers. They frequently struggle with maintaining a balance between class planning, evaluation, and instruction while simultaneously building bonds with students and coworkers. Programs for professional development, mentoring, and support networks are beneficial to new teachers because they help them improve. For new teachers to improve their teaching methods and develop their professional identities, reflective practices, teamwork with peers, and continuing feedback are essential.

Teachers who have gained extensive teaching experience beyond their initial years are considered experienced. Although the exact requirement for being deemed an experienced teacher might change, it typically requires more than five years of teaching experience, they are more knowledgeable about the various requirements of students and have a wider range of teaching tactics in their portfolio. Although they have gained a certain amount of skill, skilled teachers still encounter their own unique set of difficulties. Maintaining enthusiasm, avoiding burnout, adjusting to changes in educational regulations or technology, and consistently looking for possibilities for professional progress are a few examples. Experienced teachers continue to develop professionally to improve their teaching methods. They might train new teachers, participate in action research, assume leadership positions within their schools or

districts, or seek postgraduate degrees. Their continual growth and creativity are facilitated by ongoing reflective practices, peer collaboration opportunities as well as creativity in the classroom.

Hsieh and Kuo (2017) conducted a study in Taiwan to investigate the opinions as well as practices of novice and experienced EFL (English as a Foreign Language) instructors. The researchers wished to know how instructors' attitudes toward language learning and teaching affected their instructional approaches. The study's findings revealed that new teachers tended to depend on traditional teaching approaches such as repetition and grammar-focused training. These teachers were more likely to use teacher-directed activities in their classrooms, such as explanations and demonstrations. For effective language acquisition, novice teachers stated that detailed explanations and modeling language usage were crucial. Experienced instructors, on the other hand, displayed a trend toward more student-centered and participatory techniques in their instructional practices. They were more likely to include activities that encouraged active participation from students, such as group work, pair work, and hands-on tasks. Overall, these findings emphasize the importance of helping novice teachers in adopting recommendations and pedagogical techniques that are consistent with current best practices in language instruction. Furthermore, professional development programs and mentorship opportunities can help instructors move from traditional to more student-centered and communicative teaching techniques.

2.4 The Influence of Teachers' Academic Degree

Depending on their educational background and the needs of the educational institution where they work, teachers can hold a range of academic degrees. It may be seen from two separate perspectives: the academic degree's level and the relevance of it. While

the latter asks whether a teacher who teaches a certain subject matter has a degree that is related to it, the former examines whether a teacher has a higher or lower academic degree within a subject area. According to several studies (Campbell, 1996; Cantrell et al., 2003; Hoy & Woolfolk, 1993), it appears that teachers' opinion of their effectiveness increases when they earn higher academic degrees or participate in graduate programs for more education. The self-efficacy of teachers may also be increased through on-the-job training programs (Chacn, 2005; Taimalu & Im, 2007; Tucker et al, 2005; Ross & Bruce, 2007). While a teacher's academic degree shows their training and subject-matter knowledge, their beliefs cover their individual convictions, values, and perspectives on education and the teaching profession. Teachers are given subject-specific information and instructional abilities through their academic degrees. Higher education degrees may result in teachers who are more knowledgeable about their subject area, allowing them to instruct with better skill and assurance. This knowledge base may have an impact on how they see the value of curriculum design, successful teaching methods, and topic mastery. Teachers' choices on how to teach and how students behave in the classroom might be influenced by their ideas about how learners develop intellectually, socially, and emotionally. These opinions can be the result of their academic training in psychology, education, or similar disciplines.

In addition, Johnson and Johnson (2017) explored the connection between teachers' perspectives, professional development, and vocabulary instruction in primary classrooms. The study revealed that teachers who had engaged in professional development programs focused on vocabulary training were more inclined to employ a variety of vocabulary teaching strategies in their classrooms. This indicates that ongoing professional growth and training can enhance instructors' repertoire of

vocabulary teaching techniques, regardless of their level of education. While an educator's educational background might serve as a base for knowledge and abilities, it is their own beliefs that shape their teaching philosophies and directs their instructional decisions. A teacher's overall teaching style, classroom procedures, and commitment to student achievement are influenced by the interaction between their academic backgrounds and philosophical perspectives.

2.5 Vocabulary Teaching Beliefs and Practices

2.5.1 The Significance and Definition of Vocabulary

Language is used by people to express their ideas and communicate with one another, and the key part of conveying meaning is vocabulary. Thus, gaining knowledge of vocabulary is essential for anyone who is looking to effectively use a new language. Producing new vocabulary is an essential part of learning a language since it is the foundation of effective communication. Jamalipour and Farahani (2012) further support this argument, stating that vocabulary is the most important communication tool. The words people use to convey their ideas, feelings, and beliefs serve as an essential part of language use and are critical representations of the human mind. The term "vocabulary" refers to a group of words required for efficient communication. This includes words used in speaking (expressive vocabulary) and words used in listening (receptive vocabulary) (Neuman & Dwyer, 2009, p. 385). Hornby (1995) defined vocabulary as the total number of words in a language as well as a list of terms together with their definitions. Vocabulary, as further defined by Diamond and Gutlohn (2006), is the understanding of words and their meanings. Without a strong vocabulary, it is considered that learning a second language would be very challenging for creating a meaningful conversation (Schmitt, 2010). Language learners are aware of this problem, and that's why they often carry vocabulary reference materials rather than grammatical

ones (Schmitt, 2010, 2000). Vocabulary is also essential for literacy and is often the first thing people associate with language. The depth and size of vocabulary are linked to successful communication and meeting the principles of communication. Lack of vocabulary knowledge is a significant obstacle for second language readers, and language learners must have a store of words to express their meaning. Learning vocabulary in English as a second language (ESL) and English as a foreign language (EFL) is crucial to learning all four language skills—listening, speaking, reading, and writing (Nation,2011). Due to their reliance on vocabulary, second-language readers are considered to face the greatest challenge when attempting to read in their native tongue (e.g., Nation, 2001; Alqahtani, 2015). Language learners need to have a bank of words at their disposal while writing, enabling them to convey their chosen meanings or ideas. Alqahtani (2015) argues that the ability to construct grammatical sentences is not particularly helpful if one lacks the vocabulary needed to express their viewpoints. While language is essential for communication, grammar plays a critical role in shaping meaningful expressions.

2.5.2 Principles of Successful Vocabulary Teaching

Teaching vocabulary is a critical aspect of language learning, as words constitute the foundation of languages (Alqahtani, 2015). It is vital to consider both the types of vocabulary that require teaching and the corresponding guidelines that must be adhered to when teaching English vocabulary. Determining which vocabulary topics to teach should be based on the learning objectives and the students' needs. According to Nation (2001), these aspects include spoken and written forms of the word also includes the word's elements, the concepts they stand for, its correlations, syntax, collocation, intonation, and frequency. Understanding these characteristics is crucial in effective vocabulary teaching. The most recent study indicates that teaching vocabulary can still

be challenging since many teachers lack confidence in the best methods of instruction and may not know how to arrange the word learning in their lessons (Berne & Blachowicz, 2008). Teachers may run into challenges while trying to get their students to study information in an effective way to achieve the desired outcome. Teachers may notably encounter challenges while attempting to teach vocabulary to students who are not native English speakers since it demands a different style of instruction. It is crucial for teachers to be aware of these possible challenges and modify their pedagogical approaches accordingly. An exceptional teacher should aim to continually enhance their teaching skills by staying up-to-date with diverse methods and techniques. Engaging students and capturing their attention require both creativity and a solid grasp of the subject matter. In order to adapt their teaching methods effectively, skilled teachers should also possess a thorough awareness of their students' characteristics and learning preferences. The creation of relevant resources and teaching methodologies is crucial for helping students achieve their language learning objectives. Teaching student meaningful vocabulary for practical everyday use stands as one of the fundamental elements of effective vocabulary learning, as highlighted by educators. According to Schmitt (2010), combining explicit and incidental vocabulary teaching techniques leads to better learning outcomes compared to solely concentrating on one approach.

2.6 Vocabulary in Second Language Acquisition (SLA)

2.6.1 Knowing a Word

To say that one knows a word, many different requirements must be fulfilled. Word knowledge is likely to be required to do more than recognizing the form, whether written or spoken, and also knowing its meaning. Knowing a word, however, may prove a challenging concept since it also requires understanding when and how to use it appropriately. Word knowledge has many different aspects that researchers have

identified. He believes that a word must be used in both written and spoken situations for someone to genuinely know it. Furthermore, it is critical to have an understanding of the word's meaning and its use in fixed expressions, as well as its relationship with other words such as those in the first language (L1). According to Nation (2001), Receptive knowledge and productive knowledge are two different ways to understand a term. Knowing a word's context and meaning, identifying its prefixes and suffixes, as well as its collocations and associated concepts, all belong to the category of receptive knowledge. On the other hand, productive knowledge goes beyond such skills and involves the ability to pronounce a word correctly, spell it properly, and be able to generate synonyms and antonyms for it. It is important to have both knowledges since they are interconnected. According to Read (2001) and Milton, a larger vocabulary size develops simultaneously with increasing vocabulary depth throughout the process of learning a language (2009, p. 169).

2.6.2 Current Trends in Vocabulary Teaching

There are around 100,000 words in the English language. However, research indicates that students need to be exposed to at least 3,000 words in order to even begin to comprehend authentic works, and those planning to study in English at the university level may need up to 10,000 words. In 1994, Oxford and Scarcella introduced a novel, scientifically proven approach to teaching vocabulary, which was developed after analyzing relevant information on student motivation, the difficulty of learning a word, and factors affecting the acquisition of L2 vocabulary. After examining the needs analysis, teachers who used this technique focus on the words that students are more likely to hear them. This is in contrast to traditional techniques, which typically teach vocabulary without the correct arrangement and frequently allow students learn language on their own while providing no assistance or teaching during class. Students

are also encouraged to become more aware of the underlying information necessary for understanding the new vocabulary since most of the learning happens outside of the classroom. By placing an intense focus on vocabulary acquisition practices, students may become independent language learners both within and outside of the classroom.

The majority of learners believe that inferring meaning from context is the most effective vocabulary learning strategy. To aid students in successfully employing this approach, teachers provide them with opportunities to practice it within a classroom context. Consequently, rather than utilizing 'decontextualized' activities in the classroom, teachers might select to do more 'partially contextualized' or 'fully contextualized' activities.

The concerns raised earlier are generally supported by Sökmen (1997). He suggested that guessing from context is a useful method for learning; however, there could be potential issues if learners acquire new vocabulary solely through this approach. For instance, given the limited time students have in class, learning vocabulary by making assumptions could result in a slow process. Similarly, relying on context to guess doesn't guarantee that students can effectively transfer their predictions into long-term memory.

Furthermore, substantial emphasis has been placed on aiding students in developing independent learning strategies. This enables them to continue acquiring new vocabulary autonomously.

2.7 Vocabulary Learning Strategies (VLS)

2.7.1 The Classification System for VLS

There are many classifications for vocabulary acquisition techniques. They have been divided into two different categories by Oxford (1990): direct strategies and indirect strategies. Memory, cognition, and compensation are examples of direct strategies; metacognition, thoughts and feelings, and social behavior are examples of indirect strategies. Gu and Johnson (1996) developed a summary of language learning techniques, which includes metacognitive views, command, guessing techniques, dictionary techniques, note-taking techniques, memory techniques, and activation techniques. Notably, Schmitt (1997, 2000), who modified Oxford's (1990) categorization of vocabulary learning strategies, reported overlaps between cognitive, metacognitive, memory, and social functions in 58 vocabulary learning strategies. Following the addition of determining meaning strategies, he divided vocabulary learning techniques into two main categories: techniques for learning the meaning of new words and techniques for maintaining words that have already been met. Numerous students employ various word acquisition techniques. These techniques are influenced by both vocabulary assignments and a range of language skills. Furthermore, the efficacy of these techniques and their instruction by teachers play significant roles in how they are chosen and executed (Gu & Johnson, 1996).

Fan (2003) conducted an examination of 56 strategies used by college students in Hong Kong. This study revealed a disparity between the frequency of use and the expected effectiveness of the strategies. Schmitt introduced the category of "Determination Strategies" to encompass the approaches students utilize to independently deduce the meanings of new words. Schmitt's classification method also incorporates a crucial

differentiation outlined by Cook and Mayer (1983) and Nation (1990). In essence, vocabulary acquisition strategies can be categorized into two types: (a) acquiring the definition of a new word and (b) retaining a term after encountering it. For a comprehensive understanding of Schmitt's suggested classification method, refer to Table 1.1.

Table 1: Classifications of Vocabulary Learning Strategies

Vocabulary Learning Strategies (VLS)	Discovery strategies	Determination Strategies
		Social Strategies
	Consolidation Strategies	Social strategies
		Memory strategies
		Cognitive strategies
		Metacognitive strategies

The success rates of language learning generally and the implementation of vocabulary acquisition strategies are directly related. Efficient vocabulary learning techniques enable students to not only learn new terms but also improve their language proficiency in general (Kojic Sabo and Lightbown, 1999). Students with greater achievement employ numerous strategies than their lower-achieving counterparts (Ahmed, 1989; Schmitt, 1997; Gu, 1994; Fan, 2003). In practice, these students make use of learning strategies more frequently and use more words with each learning strategy than the students who achieve lower levels of achievement. (Lawson and Hogben, 1996).

2.7.2 Discovery Strategies

Several decision strategies and social strategies are examples of discovery strategies. A learner may deduce the meaning of a new term from its context, guess it from a word that sounds similar in their native tongue, look it up in reference materials (most often a dictionary), or ask someone else. (For instance, their teacher or peers).

2.7.2.1 Guessing Through Meaning

Several L1 and L2 reading experts have suggested using guessing from context to deal with unfamiliar words in unfiltered choices (Dubin, 1993). According to Alqahtani (2015), there are two separate types of settings. As opposed to the general context, also known as non-textual context, which is the reader's previous experience of the topics being read, the first sort of context is the context within the text that involves morphological, semantic, and syntactic information in a particular text. The second is the general context, additionally referred to as non-textual context, which refers to the reader's previous understanding of the topics being read. According to Alqahtani (2015), the context of a word is determined by "the other words and sentences that surround that word. It follows that other words in the context of the unfamiliar word frequently "throw light on" its meaning." Learning from context not only involves gaining knowledge from deep reading, but also learning from speaking in a collaborative environment and learning from listening to stories, music, films, or other forms of audiovisual media (Nation, 2001). There should be the following elements present in a written or spoken text to trigger guessing: the reader, the text, unclear terms, and hints in the text that include some understanding of guessing. A lack of any of these components could make it more difficult for learners to make guesses based on information. In order for guessing to happen, at least 95% of the next words must be known by the learner, according to Liu and Nation's (1985, cited in Nation 2001)

research. It is important to keep in mind that the word form is used after the context hints. Many studies (such as Laufer & Sim 1985, cited in Nation 2001) suggest that learners' dependency on word form was the likely source of their incorrect beliefs. Wrong predictions made by students making use of evaluation may be supported by their interpretation of the situation. Getting students to take their time using word form is the most difficult aspect of the guessing approach is finding hints after employing important details, (Notion, 2001).

2.7.2.2 Use of Dictionary

One of the most crucial resources for language learners is a dictionary. Reference materials, particularly dictionaries, are essential for developing both receptive and productive language skills. However, looking up words occurs more frequently during reading and writing, as there may not be enough time to consult a dictionary while speaking and listening. The use of dictionary techniques is a common practice in traditional vocabulary education (Anderson & Nagy, 1991; Nagy, 1988; Scott & Nagy, 1997). This approach involves encouraging students to consult a dictionary or textbook glossary to understand unfamiliar words. However, relying solely on definitions might lead to a limited understanding of vocabulary. Moreover, memorizing definitions doesn't necessarily enhance reading comprehension (Nagy, 1988).

Nagy suggests that an effective definitional strategy should include explanations that convey the significance and usage of the defined terms. According to Schofield (1982, p. 185), a skilled dictionary user "often needs to formulate and test hypotheses, drawing on prior contextual knowledge." While training in dictionary use frequently focuses on identifying unknown terms in alphabetical lists (Schofield, 1982), other vital components for efficient dictionary usage receive less attention. Given that many words

have multiple meanings; students should be taught how to narrow down their options. Underhill (1980) recommends carefully considering each entry's context before selecting the most appropriate meaning. After finding the definition, one must "comprehend it and integrate it into the original context where the unfamiliar word was encountered" (Schofield, 1982, p. 190) in order to apply it correctly.Using dictionaries can also pose challenges. The most daunting aspects arise when words have multiple meanings or when none of the provided meanings seem to fit the context.

2.7.2.3 Analysis through Word Part

A further strategy that may help students learn a word is using of word parts,(Graves, 1992) word parts, also known as affix knowledge (Sukying, 2017, 2018), are lexical elements that are blended with affixes, such as prefixes and suffixes, to create morphologically complex words (Hayshi & Murphy, 2011; Nation, 2013; Sasao & Webb, 2017). By attaching prefixes or suffixes to the word root, many English words have derivative variants. There are two categories of affixes: inflectional and derivational. Suffixes make up all of the inflectional affixes. Prefixes and suffixes are also included in derivational affixes. Inflection does not change the part of words after they have been introduced, which is how inflection differs from derivation. The suffixes -s (plural), -er (comparative), -ed, -ing, and -est (superlative) are a few examples of inflectional affixes. Prefixes and suffixes belong in the category of derivational affixes. A prefix is a word component that is affixed to the start of a word or the base of the word, whereas a suffix is a word component added at the end. You can read and comprehend complex words by searching for word parts. The word part approach is divided into two phases. Students must first be able to recognize prefixes and suffixes in order to understand a term that they are unfamiliar with. Second, students must link the dictionary definition to the meaning of the word parts. In order to "re-express the

dictionary definition of a word to include the meaning of its prefix and, if possible, its stem and suffix" (Nation 2001, p. 278), students must be able to use the correct grammar structures. Students must be able to comprehend that a complex sentence requires receptive use in order to accomplish this aim. Word like "unhappiness" is made up of the prefixes "un-" and "happy," as well as the suffix "-ness.", then they can guess the meaning. Some suffixes, according to Graves, have grammatical meanings that might be confusing and hard to explain. He suggests that teachers explain to students that suffixes are word elements that are attached to the end of basic words. Students also need to develop their ability to distinguish between suffixes and the base word in order to decode the base word. Prefixes are easier to teach than suffixes because they often have distinct lexical meanings and connect to the root word in a very simple manner (Graves, 1992).

2.7.3 Consolidation Strategies

Consolidation strategies explain the retention of previously encountered words. Reflecting in part the earlier differences in vocabulary learning methodologies.

2.7.3.1 Memorization Strategy

In many second language classrooms, vocabulary is rarely explicitly taught, and students are typically encouraged to learn vocabulary on their own without much direction. When vocabulary is taught in second language classrooms, it is frequently taught ineffectively or randomly, for instance, by providing word lists for memorizing. In general, memorization strategies include relating a recently learnt word to a previously comprehended concept through a grouping or image. The Depth of Processing Hypothesis states that "the kind of elaborative mental processing that is necessary for long-term retention" (Schmitt 1997, p. 213). Consequently, memorizing techniques are crucial to the process of acquiring new vocabulary as well as to helping

students retain new words in memory. Since the unique memory methods that Oxford (1990, referenced in Nation 1990) points out reinforce the relationship between word form and meaning in memory, Oxford emphasizes the significance of associations in vocabulary memory strategy. Some of Oxford's unique memory techniques include: 1) linking newly learned language to previously remembered concepts 2) combining new vocabulary into a meaningful statement, conversation, or story 3) arranging linguistic materials into logical groups, and 4) employing automated methods, such as putting words on cards and changing stacks of cards as a new word is learned.

2.7.3.2 Cognitive Strategies

A cognitive strategy is a mental process or technique that learners use to learn, remember, and understand new words and their meanings. It is a specific type of technique for learning that students use to study more effectively, Alharbi, S. S. (2021). These include memorization techniques including repetition, combining new vocabulary, summarizing meaning, inferring meaning from context, and using pictures. All of these techniques purposefully use language to improve learning. It is an important technique since it provides learner with useful tools to expose to the new words. These strategies help students in making connections between known and unknown languages, resulting in more efficient learning. Cognitive strategies help with not just vocabulary understanding but also language production. while students use these strategies, they have a better comprehension of word meanings, which improves their ability to use vocabulary accurately and effectively while speaking and writing, Li, L., & Li, X. (2022).

According to Schmitt's VLS taxonomy, cognitive strategies are important for written and spoken repetition as well as other vocabulary learning strategies. Repetition is a

common learning method that many students use, and it may be effective in helping them reach high levels of competence.

2.7.3.3 Metacognitive Strategies

Higher-order thinking processes that entail planning, monitoring, and analyzing one's own learning are referred to as metacognitive strategies. These strategies allow students to control their cognitive processes and make educated judgements regarding their vocabulary learning strategy. Self-reflection, goal-setting, self-assessment, and self-adjustment are examples of metacognitive methods, Ku, K. Y., & Ho, I. T. (2010). The results of the study by Gu and Johnson (1996) demonstrate the critical role that metacognitive techniques perform in language acquisition by showing that they are beneficial indicators of vocabulary size and general English skills. Metacognitive techniques provide students an opportunity to reflect on their own thinking. The ability of learners to decide on their own learning is increased by this understanding of the learning process. Furthermore, it improves a person's capacity for self-control and for managing their own motivation to learn. There is a need to teach students how to control and evaluate their own learning using a variety of strategies, including Schmitt's taxonomy's spaced word practice, long-term word study, and self-testing. In this way, learners will take greater ownership of what they are studying, perhaps improving the entire learning experience. Another important method for this topic is deciding whether to skip an unfamiliar word if it is thought to be a not very useful term that is unlikely to be used again. It seems reasonable that an efficient L2 learner would concentrate their time and effort on the words that are most relevant and helpful to them since even a native speaker of a language only understands a small portion of the enormous quantity of words that make up that language.

2.8 Vocabulary Teaching Strategies (VTS)

2.8.1 Teaching Vocabulary

Teaching vocabulary is an essential part of learning a language since words are the fundamental elements of all languages (Alqahtani, 2015). It is very hard to learn a language without words; even human communication depends on words. Latest studies have found that Due to the fact that many teachers lack confidence in the best practices for teaching vocabulary and occasionally have no idea how to start putting an instructional emphasis on word learning, teaching vocabulary may be difficult (Berne & Blachowicz, 2008). The development of vocabulary is an essential part of teaching a language, as stated by students as well as teachers (Walters, 2004). The teaching of vocabulary is among the most debated aspects of teaching English as a second language. When it comes to the teaching of vocabulary, there are frequently a number of ways. However if they are interested in teaching new vocabulary or terminology to their students, there are a few things that the majority of English teachers need to remember. English teachers who want their students to remember new vocabulary must study it, apply it to practice, and review it frequently. The methods educators employ is influenced by the subject, the time provided, and the importance of the material to the students. This gives teachers reasons for using specific techniques of vocabulary teaching. Instead of utilizing just one strategy to communicate a single intended vocabulary word, teachers frequently blend several different techniques. Additionally, it is advised that teachers use prepared vocabulary presentations that are as diverse as they can be (Pinter, 2006).

Teachers' beliefs are shaped by fundamental principles that guide them, influencing their instructional decisions and shaping their approach to teaching vocabulary. The

literature suggests that several variables, such as teachers' personal language learning experiences, educational backgrounds, cultural influences, and opportunities for professional development, can impact their beliefs regarding vocabulary acquisition strategies. The vocabulary learning techniques include the following:

2.8.1.1 Synonym and Antonym

Teachers that strongly subscribe to the effectiveness of using synonyms and antonyms as vocabulary learning techniques tend to provide environments that encourage learning. They help students get an extensive grasp of word connections and strengthen their understanding of complex meanings. Teachers may help students make connections by presenting synonyms and antonyms in context, and they can also provide them access to a wide range of vocabulary opportunities. Teachers help their students to express themselves with deep and accuracy by exposing them to other words that have comparable meanings. Understanding of vocabulary by students can be improved and expanded through antonyms. Teachers present a greater understanding of the complex details of language by analyzing terms with contradictory meanings. With the use of antonyms, students may distinguish between distinct shades of expression and appreciate the many colors that language has to offer by encouraging them to view the full range of meaning.

2.8.1.2 Explanation

According to Vandergrift, L. (2007), Explanation is a strategy aimed at offering concise and clear information about the meaning of a word, its usage, and context. It involves breaking down the word's components, such as its meaning, synonyms, antonyms, and instances, in order to help learners in comprehending its complex meaning. This method is very useful for teaching students unfamiliar terms. To improve understanding, the

teacher's explanation should be customized to the student's proficiency level and may use visual aids or real-life examples.

2.8.1.3 Realia

Realia is the use of real, physical items or valid materials from ordinary life to teach vocabulary. It involves including material objects such as photos, maps, or other real-life objects in the classroom to offer real scenarios and examples for vocabulary development. Realia promotes learners' senses and creates a more engaging and memorable learning experience, improving their knowledge and memory of new words.

2.8.1.4 Contextualization

According to Nation (2001). Vocabulary Development in a Second Language. The University of Cambridge Press Contextualization is an approach that places vocabulary instruction into the context of a meaningful text or situation. It helps students in understanding how words are used and their meanings in various conditions. Learners may comprehend the meaning and usage of new words more successfully when they are presented in actual phrases or sentences. Contextualization allows learners to use their knowledge in everyday situations and provides a better comprehension of vocabulary.

2.8.1.5 Demonstration

A demonstration technique involves teaching students how a certain term is used in spoken or written language. It can be achieved by modeling, which is when the teacher demonstrates how the term should be used appropriately in a sentence or dialogue. The presentation helps learners in understanding the definition, pronunciation, and use patterns of the term. Nonverbal signals, gestures, and visual aids can also be used to promote knowledge.

2.8.1.6 Translation

Translation is an approach in which the corresponding meaning of a word or phrase in the learners' native language is provided. It may be used as a bridge for helping learners understand an unknown word by connecting it to what they already know. The translation is very useful for beginning or intermediate learners who are having difficulty understanding. It should, however, be used with caution, since dependency on translation may limit the ability of students to think and express themselves directly in the target language. Richards, J. C., and T. S. Rodgers (2014). Cambridge University Press, Approaches and Methods in Language Teaching.

2.8.1.7 Word-formation Process

The word formation process refers to the many methods by which new words are formed in a language. It includes understanding the rules and patterns that govern the formation of words, such as prefixes, suffixes, compound words, and derivations. By teaching students about word production processes, they can expand their vocabulary and build techniques for recognizing the meanings of new words they meet when reading or listening.

2.8.1.8 Exemplification

Exemplification is an approach that involves giving several instances that demonstrate the meaning and usage of a certain term. By providing learners with a variety of examples in varied contexts.

2.9 Summary

The literature review that was presented in this chapter showed that effective teaching requires an awareness of the origins and backgrounds of teachers' beliefs, which has a significant impact on how they design their instructional methods. The review starts by looking at the history and context of teachers' beliefs. It investigates how these ideas

are formed and how personal experiences, educational background, societal influences, and professional training fit into the picture. The review emphasizes on how crucial it is to recognize the complex relationships between individual experiences and outside situations that have an impact on instructors' perceptions of language learning. In addition, focuses on how teachers' beliefs and classroom practice are directly related. It addresses research that shows how teachers' views about teaching vocabulary affect their instructional decisions, such as their selection of teaching resources, instructional strategies, and evaluation approaches. According to the review, teachers who are enthusiastic about the value of vocabulary education tend to spend more time and effort on the subject, employ a variety of efficient techniques, and offer worthwhile chances for vocabulary learning. In their classes, for instance, teachers who place a high priority on explicit vocabulary training often use direct teaching methods like vocabulary exercises and explanations. Teachers that prioritize contextualized vocabulary learning, on the other hand, could use authentic materials and real-world examples in order to speed up vocabulary learning. Eventually, it covers alternative teaching and learning techniques for vocabulary learning. It investigates the efficiency of different instructional strategies, including analysis through word parts, memorization strategies, and cognitive and metacognitive strategies. Despite the extensive literature review presented in this chapter, a notable research gap remains concerning the intricate relationship between teachers' beliefs regarding vocabulary learning strategies and their actual classroom practices, particularly among English as a Foreign Language (EFL) teachers in EMU preparatory schools. While the review illuminates the significance of teachers' beliefs in shaping instructional methods, a dearth of studies exists that thoroughly explores how these beliefs translate into tangible teaching approaches. This study aims to bridge this gap by investigating the alignment, or potential disconnect,

between teachers' perceived effective vocabulary acquisition strategies and the strategies they practically employ within their EFL classrooms. By addressing this gap, the research endeavors to provide valuable insights into the actual integration of teachers' beliefs into their instructional decisions, thereby contributing to a deeper understanding of the factors influencing vocabulary education in EFL settings.

Chapter 3

METHODOLOGY

3.1 Presentation

This chapter presents comprehensive details about the study. It provides an in-depth explanation of the research design, context, and the data collection instrument utilized for investigating the English Preparatory School at the Eastern Mediterranean University. Additionally, the chapter offers insights into the data analysis procedures employed in this study.

3.2 Research Design

This study aimed to investigate the connection between teachers' beliefs about vocabulary acquisition strategies and their classroom practices. The research was conducted during the spring semester of 2022-2023, serving as a case study at the EMU preparatory school. A mixed methods approach was employed, combining classroom observations with a questionnaire survey. This combination of methods provided a comprehensive understanding of teacher behaviors and beliefs related to teaching vocabulary. To gather insights into teacher beliefs, expertise, and teaching methods regarding vocabulary acquisition strategies, a questionnaire was designed. The questionnaire contained both closed-ended and open-ended items to collect both quantitative and qualitative data. The questionnaire was administered to English as a Foreign Language teachers at the EMU preparatory school who were available to participate in the survey. the sampling could be characterized as convenience sampling, where participants were selected based on their availability and willingness to take part in the study. Quantitative data were analyzed using statistical techniques to evaluate

survey findings and identify trends, patterns, and correlations among variables. Additionally, qualitative data about actual vocabulary teaching strategies employed by participating teachers were collected through classroom observations. These observations focused on teacher instruction methods, approaches, and interactions with students during regular class sessions. A specialized observation procedure developed for this study formed the basis for data collection. The methodology focused on gathering data regarding vocabulary teaching methods, teacher-student interactions, resources used, and the overall classroom atmosphere. Thorough field notes and observations were recorded to identify common themes and patterns, which were then subjected to thematic analysis. Furthermore, a case study approach was adopted in this research. The case study method enables in-depth examinations of complex topics within real-world contexts. Researchers have described case studies as a valuable approach in education and language instruction. Case studies often involve a small group of closely researched participants to understand challenging processes. The case is carefully selected to gain insights into specific situations rather than generalizing to a larger population.

Ethical standards were upheld throughout the study to ensure participants' confidentiality, privacy, and informed consent. The research adhered to rules and ethical guidelines for involving human subjects in research.

3.3 Objective

This study aimed to comprehensively examine the perceptions, beliefs, and instructional approaches related to vocabulary learning and teaching strategies among English as a Foreign Language (EFL) teachers within the EMU preparatory schools during the spring semester of 2022-2023. Furthermore, the research delved into the

teachers' acquired knowledge and their beliefs, particularly in relation to specific learning encounters. A key focus was on uncovering the intricate connections between these beliefs and instructional methodologies employed by the teachers. In pursuit of these objectives, the study aimed to address the following guiding research inquiries:

Research Questions:

1. What are the teachers' beliefs regarding the most effective ways L2 learners learn vocabulary items?

2. What are English teachers' claims regarding the strategies that they use in Vocabulary teaching in practice?

3. Is there any relationship between the academic degree and experience of English Language teachers and the vocabulary teaching strategy they use?

4. Is there a correspondence between what English teachers claim to be used and what actually is used in reality in the classroom setting?

The gathered information may also, to a certain extent, examine the elusive connection between instructors' beliefs and their practices.

3.4 Context of the Study

This study was conducted at the Foreign Languages and English Preparatory School of Eastern Mediterranean University in the Turkish Republic of Northern Cyprus (TRNC). EMU is a public, English-medium university(https://fleps.emu.edu.tr/en).It was established in 1979 as a center for technological higher education for Turkish Cypriots. It was transformed into a public university in 1986. Famagusta is where the campus is located. Currently, there are many international students studying in the university, as well as Turkish students who prefer to study in this university because the diplomas

granted to them are recognized by the Council of Higher Education in Turkey. English proficiency testing is one of this university's entrance requirements for admission. The applicants are able to begin their departmental studies if they are successful in passing the entrance exam. In order to prepare for their studies at the EMU, students need to take English language classes for one or two semesters if they do not pass, though. Students will be placed into different grade levels based on this placement exam and their language needs. The English Preparatory School (EPS) is an accredited institution that aims to assist students in developing appropriate English proficiency and preparing them for success in their future academic pursuits. The EPS curriculum corresponds with the CEF requirements in order to meet EAQUALS' standards for European Association for Quality Language Services. The teachers at EPS hold either four years of Bachelor, Master, and Doctorate degrees in the field of language teaching. Teaching strategies and methods are regularly updated, and instructors do the best they can to provide students with appropriate exposure to language and feedback on how well they are learning it. The English language includes four levels. Threshold (B1), Breakthrough (A1), Waystage (A2).

3.5 Participants

A voluntary group of participants was actively engaged in this case study, as this approach allowed for the identification and illustration of common elements within the situation (Miles & Huberman, 1994). The study encompassed the participation of fifty EPS instructors across various levels of English classes. Among these participants, there were 11 male teachers and 39 female teachers. Out of the total of 50 participants, 10 teachers (comprising 20% of the sample) consented to classroom observations. These observed teachers provided invaluable insights into their instructional strategies, classroom management techniques, and overarching teaching beliefs. The demographic

characteristics of the 50 participating teachers were as follows: Notably, 54% of the teachers were categorized as novices, indicating their recent initiation into the teaching profession. Approximately 34% of the sample demonstrated moderate experience, having accumulated 5 to 10 years of classroom practice. The remaining 12% were regarded as experienced teachers.

Regarding their educational background, 44% of the teachers held a bachelor's degree as their highest level of education. In contrast, 40% had attained a master's degree, reflecting a substantial proportion with advanced educational attainment. A mere 16% of the total participants held a Ph.D. degree. These demographic details offered a foundational context for comprehending and assessing the classroom observations and teaching techniques observed throughout the research. By delving into this demographic data, a more comprehensive understanding of the study participants was achieved, enhancing the evaluation and interpretation of the study's findings. According to the following table2, their years of experience ranged from one year to thirty years:

Table 2: Participants' background information: years of experience

Years of experience	Ferquency	Percent
1-5 years (Novice teachers)	27	54%
5-10 years	6	12%
More than 10 years (Experienced teachers)	17	34%

The teachers degree in English language teaching is also demonstrated in the following table.

Table 3**:** Participant's background information: educational degree

Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA	22	44.0	44.0	44.0
	MA	20	40.0	40.0	84.0
	PhD	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

3.6 Instruments

The present study employed a combination of classroom observations and questionnaire administration to gather data. According to Patton (1990), collecting data from various sources, such as classroom observations and questionnaires, followed by thorough analysis, enhances the validity and reliability of the analyzed data.

To address the research objectives, a questionnaire was developed and utilized, focusing on instructors' awareness, attitudes, and behaviors regarding vocabulary learning methodologies. The use of questionnaires for collecting data on beliefs is a prevalent practice within the relevant body of literature (e.g., Horwitz 1985; Peacock 2001). Furthermore, surveys are often employed to gather information from respondents regarding behavioral aspects, encompassing both current and past actions (Dörnyei 2003). In addition to the questionnaire, classroom observations were carried out to complement the insights gained through self-reported data. This methodological blend enabled a more comprehensive understanding of instructors' beliefs and behaviors in the context of their actual classroom practices.

3.6.1 Questionnare

Questionnaires are one of the methods used most frequently in second language research for collecting data and information. Another important feature of a questionnaire is confidentiality, which may help elicit more honest responses from the responder. However, some individuals underestimate the complexity involved in the practice of questionnaire development due to the apparent easiness of questionnaire building, which likely results in inadequate correctness and dependability of the data collected. The questionnaire used in this study was adapted without any change from Lai, Y. L. (2005),teaching methods for acquiring vocabulary. The questionnaire's aim was to determine the teachers' beliefs on the study's main topic and the extent to which these opinions were represented in actual instruction. The items were based on the relevant literature review described in chapter two, particularly Schmitt (1997)'s taxonomy of vocabulary acquisition processes. The researcher included certain open-ended questions in the first part (Part A: Questions 1 through 6) before those closed-ended entries for the following reasons. First, it was for the responses to reflect their own opinions and experiences without being influenced by the vocabulary learning strategies that would ultimately be detailed in closed-ended questions. In addition, the open-ended questions at the end of a questionnaire are the ones that call for more in-depth and creative writing, according to Dörnyei (2003).

The process began with adopting the questionnare, the researchers then recruited participants for the study. In this case, English as a Foreign Language (EFL) teachers from the EMU preparatory school were selected as the target population. These instructors were approached and informed about the study's objectives, the questionnaire's purpose, and the voluntary nature of their participation. The

questionnaire was distributed to the selected participants as in-person distribution during meetings. The questionnaire has to be finished within a set amount of time for the participants. The researchers made sure that participants received the support they needed to answer any questions they might have had when completing the questionnaire at this time. After obtaining the questionnaires, the researchers conducted a preliminary review to check for completeness and accuracy. In cases of missing or inconsistent data, participants might have been contacted for clarification. or closed-ended questions, the responses were coded and entered into a database or statistical software. This facilitated quantitative analysis and statistical interpretation. Descriptive statistics were used to summarize the closed-ended responses, while thematic analysis was employed for the open-ended responses. This helped to identify recurring themes and patterns within the participants' qualitative responses. The study's findings were discussed within the framework of existing literature and theories. The implications of the results were explored, shedding light on potential areas for further research or potential improvements in teaching practices.

Personal infromation

Researchers are able to investigate and understand the distinctive characteristics of individuals by collecting personal information. Moreover, researchers can use personal information to guarantee that their sample is representative of the population being investigated. Researchers can assess if their sample correctly reflects the variety of the community to whom they aim to generalize their results by collecting demographic information. This is significant for the research's external validity since it increases the possibility that the findings can be extended to a larger population.

Question 1: Answers to the first research question were offered by this question in a straightforward way which was the teacher's belief regarding the most effective ways L2 learners learn vocabulary items, especially looking back at their own experience as a learner.

Question 2-3: overall, there isn't a topic in the English curriculum that places a lot of focus on teaching vocabulary. As a result, teachers prefer to teach vocabulary using the materials provided in the textbook. In order to gain a greater understanding how teachers often teach language, several common aspects from the textbook were examined.

Question 4-6: It appears that any discussion on language teaching and learning must include the dictionary, Since is the most often used equipment in language learning, language teachers typically advise students to make use of monolingual dictionaries. So it was interesting to look into what kind of dictionaries professors recommended and if they taught learners how to use them.

Part B: Questions 1-30: The primary source for the thirty closed-ended questions was Schmitt's (1997) taxonomy of VLS. Since the Keyword Method is the cognitive approach for VLS that has been investigated and discussed the most (see 2.3.1).Additionally, One of the three techniques Nation recommends teachers to have students employ when dealing with low-frequency words is the Keyword Method. Nation argues that of all the ways to learn the language, guessing from context is among the most crucial (see 2.3.3.1). He also suggests a five-step process for assuming an unknown word's meaning from context, but he provides a cautionary note that word component analysis should be saved for the very last stage because it is not particularly reliable to infer meaning just from affixes and roots. Two sets of scales were provided for the system of evaluation used in

the questionnaire so that respondents could evaluate each approach, first in terms of its usefulness and then in terms of how frequently it was used in language schools.

"Not at all useful," "Slightly useful," "Moderately useful," "Useful," "Quite Useful," and "Very Useful" were the initial set of options. Values of 1, 2, 3, 4, 5, and 6 were assigned to each of these categories, accordingly. The views and beliefs of respondents toward this VLS were gathered by the method used. Greater agreement with the strategy's usefulness was indicated by high scores. The following answers were presented in the second group: "Never or almost never," "Rarely or seldom," "Sometimes," "Often," "Usually," and "Always or almost always." Similarly, numerical values were assigned to these areas to reflect the respondents' approaches to learning, with the highest score representing the frequency with which the approach was utilized or presented. Such surveys have significant limitations since, when used alone, questionnaires may only offer a "thin description" of the target phenomenon and cannot adequately capture the richness of classroom life. According to Borg (2006) and Dörnyei (2003), were unable to offer insight into teacher's real methods.

3.6.2 Classroom Observations

Classroom observation, according to Salmani-Nodoushan (2006), involves "keeping a record of what goes on in the classroom" (p. 2). Depending on the type of observation, the researcher can use a variety of approaches, including collecting notes, recording audio, or taping video. To determine the relationship between teachers' beliefs regarding vocabulary and their actual classroom practices, EPS intermediate courses were observed. Only the teachers of 10 of the 26 groups in the EPS courses agreed to take part in the observations. 10 classrooms in all were observed during the Spring 2022-23 school year. A 50-minute class period was provided. This indicates that 500

hours of observation were completed over the course of three weeks. The researcher completed the observation form with notes that were taken in-depth during the observations. It was made clear to them that they didn't need to prepare in any particular way and that they should conduct their lessons as naturally and routinely as possible. It was also made clear that the researcher wasn't looking for any specific behaviors from them and wouldn't be evaluating their performance in any way. There was a checklist for counting strategies, and a tally was kept each time the teacher utilized the specified strategy. The researcher watched each teacher three times to increase the dependability of the data from observations. This was due to the researcher's attempt to reduce the influence of teaching compact on teaching as much as possible. After examining the data, the mean of each strategy's employment in real classroom practice was provided.

3.7 Data Collection Procedures

Data for this study was collected using a range of instruments across multiple stages. The data collection process commenced subsequent to obtaining official approval from the director of the English Preparatory School. The data collection took place at EMU's English Preparatory School in TRNC during the first semester of the school year 2022–2023 (spring semester). From the pool of over 170 EPS instructors, 50 teachers were randomly selected to participate in the question-and-answer sessions.Following that, EPS course observations were conducted in 10 groups. In two weeks, the observations were conducted. On the forms, detailed notes were taken to conduct the observation and a checklist was used for countig the strategies used by the teachers.

İn the terms of the questionnare, first, in order to make the lengthy open-ended question about dictionary training more understandable and manageable, it was broken down into three smaller questions. Second, it was changed the close-ended item order such

that simpler questions came first, followed by more challenging ones that would need more thought and effort from responders. The survey was conducted in May 2023 following one last adjustment to the questionnaire. Participants in the research were expected to answer the questionnaire whenever they had time, without being given a deadline. The findings of this poll were made available as an incentive to encourage more people to fill out the questionnaire.

3.8 Data Analysis

Descriptive statistics, including mean scores and standard deviations, were generated using SPSS to analyze the data obtained from the closed-ended items in Part B. This quantitative analysis aimed to offer numerical support for both the latter and former halves of the third research question.

To thoroughly examine teacher beliefs and behaviors regarding Vocabulary Learning Strategies (VLS), two sets of rating lists were incorporated. These lists encompassed an evaluation of strategy utilization and the frequency of practice. By considering responses to the follow-up question, a compilation was created to address the final segment of the third research question. The checklist from the classroom observations underwent a systematic analysis process to derive meaningful insights from the collected data. The recorded notes were then subjected to coding. This involved categorizing the observed behaviors, strategies, and interactions into specific codes or categories. The coded observations were entered into a database and ecxel datasheets.

3.9 Summary

The methodology employed in this study encompassed a multi-faceted approach, integrating both quantitative and qualitative techniques to comprehensively explore the intricate relationship between English as a Foreign Language (EFL) instructors' beliefs

about vocabulary learning strategies and their classroom practices. A questionnaire was designed to capture instructors' awareness, attitudes, and behaviors regarding vocabulary learning methodologies. This questionnaire, featuring closed-ended and open-ended items, facilitated the acquisition of both quantitative and qualitative insights. The questionnaire was administered to a carefully selected group of instructors from the English Preparatory School (EPS) at EMU during the spring semester of 2022-2023. n tandem with the questionnaire, classroom observations were conducted. A specialized checklist was employed to systematically record various aspects of instructors' classroom practices. The recorded data underwent coding, both quantitatively and qualitatively. Descriptive statistics were generated from the closed-ended items to support research questions, while qualitative analysis focused on pattern recognition and thematic insights. The quantitative and qualitative findings from both the questionnaire and classroom observations were intricately woven together. Quantitative analyses provided numerical support for the research questions, shedding light on instructors' strategies and practices. Qualitative analysis enriched these insights by offering contextual depth, capturing nuances in behaviors, and contextualizing observed strategies within the instructors' beliefs. The approach undertaken provided a nuanced exploration of the research questions, offering a comprehensive view of the factors influencing vocabulary teaching in the context of EMU's English Preparatory School.

Chapter 4

RESULTS

4.1 Presentation

The survey and classroom observation results are provided in this chapter, classified according to the categories on the questionnaire, and serve as the study's conclusion. The introductory part contains the collection of responses to the Part A open-ended question. The following part is an analysis of the descriptive statistics of the closed-ended entries. Moreover the results from classroom observations are presented.

4.2 Self-Reported Vocabulary Learning Strategies and Practices in Vocabulary Instruction

Based on their own personal experiences, the survey participants listed a number of methods they believed to be useful to their students' vocabulary development, as shown in Table 4.1. Despite the fact that two participants in part A's first question failed to respond, among the remaining 48 participants, four tactics were found to be more common: guessing from context, providing examples to show the term's meaning, explaining the meaning to the class, and providing synonyms and antonyms for the new word.

Table 4**:** Teachers' self-reported vocabulary learning techniques

Vocabulary Teaching Practice	Percentage
Guessing	24
Demonstration	20
Explanation	36
Synonym/Antonym	44

Based on this table 44% of the teachers reported employing the use of synonym and antonyms in their vocabulary learning experience. In other words, a considerable number of teachers use comparison and contrast to expand students' vocabulary knowledge in a way that they connect the new word with the existing one. The data also shows that 36% of the participants learned based on the explanation given by their teachers, and the results show that a large number of teachers focus on providing clear explanation, definition or giving example to help students understand the meaning and when and where to use the new word. Guessing from the context was stated by 24% of the teachers, which suggests that a considerable number of teachers rely on some techniques such as contextual clues and predicting the meaning. Only 20% of the teachers stated that demonstration is one the most useful strategy for vocabulary teaching practice. This shows that a smaller percentage of teachers use visual to teach new vocabulary to students. The other strategies such as watching movies and word play activities were also mentioned only by one or two participants.

Participants gave a variety of replies about how they implemented certain strategies from the textbook in their teaching methods (see Table 5).

Table 5: Frequency of carrying out of five most common features of Vocabulary Strategies in Prep textbooks

Features	Frequency		Percentage	
	Implemented	unimplemented	Implemented	unimplemented
1. Gloss	14	36	28	72
2. Word list	30	20	60	40
3. Prefix/suffix	14	36	28	72
4. Related words	34	16	68	32

Among all the other features, related words were most frequent of all, 34 were implemented, while 16 were unimplemented. This also shows a 68% implementation rate and a 32% non-implementation rate. The related words feature includes teaching words that are semantically or abstractly connected to help students make relations and deepen their understanding of vocabulary. The word list consists of giving students a list of vocabulary terms to learn and practice. Among the features, 30 were implemented, while 20 were unimplemented. This represents a 60% implementation rate and a 40% non-implementation rate. The sample as a whole has 36 unimplemented features and 14 implemented features. A 28% implementation rate and a 72% non-implementation rate are the effects of this. In order to assist students, comprehend word construction and increase their vocabulary, the prefix/suffix feature focuses on teaching affixes. To help learners understand and expand their vocabulary, the gloss function defines or explains terms. Out of the total sample of features, 14 were implemented,

while 36 were unimplemented. This translates to a 28% implementation rate and a 72% non-implementation rate. As of Q3, Participants reported some more personal instructional techniques related to vocabulary teaching rather than offering new elements not covered in Q2. These answers contain contextualized examples, game-based activities, and group words related to the topic and using online games.

When the participants were asked what kind of dictionary to recommend to their students, a monolingual dictionary was the most often given response, with support from 26 people, which is 36% of the participants. Eighteen professors encouraged the use of a bilingual dictionary; two of them additionally recommended students to work with both dictionaries, and one more said he would permit learners to use Google Translate (see Table 6). There were three teachers who didn't respond to this question.

Table 6: Variety of Dictionaries Suggested By Teachers

Type of dictionary	Frequency (%)
1. Bilingual dictionary	18
2. Monolingual dictionary	26
3. others	6

Out of the fifty participants, fourteen teachers have taught their students how to make use of dictionaries, whereas the others have not. Two instructors claimed that they instructed students on how to use dictionaries to figure out the definition and appropriate usage of unfamiliar words. There are several methods for teaching students to use dictionaries, and the choice of dictionary relies on a number of variables such the students' language proficiency, objectives for learning, and availability of resources.

Twenty out of fifty teachers suggested a monolingual dictionary based on their suggestions. There is no one solution that is suitable for everyone, and each kind of dictionary has its own benefits and applications. The teachers describe it as follows: A monolingual dictionary's purpose is to offer explanations, use examples, and definitions of terms in the same language. Students may have a greater comprehension of the language's details as a result. Furthermore, it motivates students to use the target language for thinking rather than depending on translation. A bilingual dictionary, on the other hand, includes word translations between the two languages. Students who are still working on their language skills or who want fast translations for understanding purposes may find it useful. According to teachers, some exercises or activities that may be used in the training using a bilingual dictionary include: Compare and contrast which is to find words or statements in both languages that have similar or distinct meanings. They may learn about specifics and variations across languages through this practice. Contextual Usage: which means to use language by giving students phrases or brief texts that call for the replacement of specific terms with their respective translations from the bilingual dictionary. In the end, it's important for teachers to introduce students to both types of dictionaries, as each may offer distinctive information.

4.3 Quantitative Questionnaire Findings About Teachers' Belief and Practice

This section discusses the results of descriptive statistics regarding the participants' evaluation of the usefulness of vocabulary strategies and how frequently they incorporated these strategies in real classroom practice. The sequence of strategies on the list corresponds to that on the questionnaire. Additionally, abbreviated versions in capital letters are provided next to the classification of each strategy. (I.e. MEM =

Memory strategy; COG = Cognitive strategy; MET = Metacognitive strategy; DET = Determination strategy). To provide a summary of the findings, two lists were produced, one of which rated methods based on their degree of usefulness and the other on how frequently they were used in classroom activities. The following tables provide answers for the first research question which is what are the teacher's belief regarding the most effective ways L2 learners learn vocabulary items. The questions in the questinnare are devided into differrent categories based on the strategies that they belonged to.

Table 7: Usefulness of Memory Strategy

STATEMENTS	USEFULNESS DEGREE (MEM)							
	Not at all useful	Slightly useful	Moderately useful	Useful	Quite useful	Very useful	**Mean**	**SD**
(1) To study a word with a picture of its meaning instead of definition to remember it.	0	2	8	14	24	52	**5.16**	**1.07**
(2) To create oneself's own mental images of a word's meaning to remember it.	0	8	16	14	20	42	**4.72**	**1.37**
(3) To connect a word to a personal experience to remember it. (e.g. Connecting the word *snow* to a memory of playing in the snow for the first time)	0	2	4	12	22	60	**5.3**	**1.14**
(4) To place the word in a group with other items based on topic, theme or function (e.g. items about food/art/request)	4	4	2	20	32	42	**4.9**	**1.31**
(5) To connect a word to its	4	6	6	14	34	42	**4.9**	**1.47**

synonyms and antonyms to remember it.							
(6) To create semantic networks of a word to remember it.	0	4	24	18	24	30	**4.44**	**1.47**
(7) To use 'scales' for gradable adjectives to remember them. (e.g. huge/big/medium-sized/small/tiny)	4	4	22	20	10	22	**3.66**	**1.72**
(8) To use new words in sentences to remember them.	4	6	2	4	22	62	**5.1**	**1.65**
(9) To group words together within a storyline to remember them.	4	4	18	14	38	22	**4.4**	**1.45**
(10) To use *Keyword Method* to remember words.	12	8	10	20	16	14	**3.3**	**1.88**
(13) To imagine the written form of a word to remember it.	6	12	16	42	6	10	**3.3**	**1.60**
(14) To paraphrase the word's meaning to remember it.	4	14	12	16	22	32	**4.3**	**1.66**
(15) To learn the individual words of chunks (e.g. phrases, idioms, or proverbs) and then use the whole chunk as a memory aid for remembering the individual word meanings.	8	20	16	26	14	12	**3.4**	**1.62**
(16) To use physical action (like Total Physical Response) when learning a word to enhance memory.	2	6	18	26	30	18	**4.3**	**1.24**

Table 7 shows the questions related to memory strategy. As it is shown in the table, based on higher scores, the most effective memory techniques for teaching vocabulary include: Connecting a word to a personal experience (M 5.3), studying a word with a picture of its meaning instead of a definition (M: 5.1), creating one's own mental images of a word's meaning (M: 4.72), placing the word in a group with other items based on topic, theme, or function (M: 4.9), and connecting a word to its synonyms and antonyms (M: 4.9). Some memory techniques, such the Keyword Method (M: 3.3) and employing scales for gradable adjectives (M: 3.6), were thought to be less effective by the participants.

It is significant to remember that the usefulness degree provided in the table reflect the participants' subjective experiences. Depending on a number of variables, including learner preferences, educational circumstances, and individual characteristics, the actual efficiency of these memory techniques for teaching vocabulary may differ.

Table 8: Usefulness of Cognitive Strategy

STATEMENTS	USEFULNESS DEGREE (COG)							
	Not at all useful	Slightly useful	Moderately useful	Useful	Quite useful	Very useful	**Mean**	**SD**
(11) To repeat a word aloud to oneself to remember a word.	4	8	14	26	34	14	**4.1**	**1.41**
(12) To write a word repeatedly to remember a word.	8	10	40	10	20	8	**3.3**	**1.52**
(17) To listen to tapes/CDs of word lists.	30	16	4	30	6	14	**3.0**	**1.79**
(18) To keep a vocabulary	6	6	12	12	26	38	**4.6**	**1.53**

notebook to facilitate vocabulary learning.								

Table 8 shows the questions that are related to the cognitive strategies and the level of usefulness that are stated by the teachers participating in this study. Compared to the other strategies, question number 18, which suggests keeping a vocabulary notebook to facilitate vocabulary learning, received the highest mean rating for usefulness at 4.6. This indicates that a significant number of teachers find it either very useful (38%) or quite useful (26%). The percentage of teachers who considered this technique not useful at all is relatively low at 6%.The standard deviation, which is 1.53, suggests some variability in answers, although not as much as previously stated.

On the other hand, the strategy of listening to tapes/CDs of word lists received the lowest mean rating for usefulness, which is 3.0. While a considerable percentage of teachers (30%) found it useful and an additional 14% found it very useful, the standard deviation is 1.79. This high standard deviation indicates a wide range of responses.

Table 9: Usefulness of Metacognitive Strategy

STATEMENTS								
	Not at all useful	Slightly useful	Moderately useful	Useful	Quite useful	Very useful	**Mean**	**SD**
(19) To test oneself with word tests.	2	6	12	34	28	18	**4.3**	**1.20**
(20) To skip or pass an unknown word which seems inessential for adequate	2	6	34	20	24	14	**4.0**	**1.26**

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comprehension of a passage.							

Table 9 illustrates the utility of metacognitive strategies and their associated questions. The initial question involves self-assessment through word tests, and its mean usefulness rating is 4.3, suggesting that participants generally perceived it as highly beneficial. A standard deviation (SD) of 1.20 indicates notable response variability. The substantial frequencies of "Useful," "Quite Useful," and "Very Useful" responses imply that, from a metacognitive perspective, self-evaluative word testing is viewed as advantageous for vocabulary education.

Table 10: Usefulness of Determination Strategy

Question no	USEFULNESS DEGREE (DET)							
	Not at all useful	Slightly useful	Moderately useful	Useful	Quite useful	Very useful	**Mean**	**SD**
(21) To analyse the part of speech (e.g. noun/verb) of an unknown word when guessing the meaning.	0	6	14	4	32	44	**4.8**	**1.4**
(22) To look at the clause or sentence containing the unknown word to find clues when guessing the meaning. (e.g. If the unknown word is a noun, pay attention to adjective(s) which describe the noun.)	0	8	8	6	36	42	**4.9**	**1.24**
(23) To examine how the clause containing the unknown word relates to other clauses, sentences, or	8	10	8	24	22	28	**4.2**	**1.5**

paragraphs when guessing the meaning. (e.g. To pay attention to conjunctions like *but, because, if, when*, or adverbs like *however, thus*.)							
(24) To make use of common sense and knowledge of the world when guessing the meaning of an unknown word.	2	4	18	20	30	26	**4.5**	**1.2**
(25) To make use of knowledge of the topic when guessing the meaning of an unknown word.	0	6	2	14	40	38	**5**	**1**
(26) After guessing, check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word.	14	4	24	16	26	16	**3.8**	**1.6**
(27) After guessing, replace the unknown word with guessed meaning to check if the sentence makes sense	12	4	8	28	30	18	**4.1**	**1.5**
(28) To analyse affixes and roots of an unknown word in an *early* stage when guessing, i.e. making use of the meanings of affixes or roots to *offer clues*	8	20	12	28	16	16	**3.7**	**1.5**

to help guess the meaning of the unknown word.							
(29) To anylyse affixes and roots of an unknown word in a *later* stage of guessing work, i.e. making use of the meanings of affixes or roots to *check* the guessed meaning.	8	12	16	18	34	12	**3.9**	**1.4**
(30) To deliberately learn the meanings of the most common affixes.	8	16	10	22	24	20	**3.9**	**1.5**

Considering the percentages of usefulness listed in the table 10, the following strategies have a high usefulness: Statements 21, 22, and 25: A significant number of respondents rated these techniques very useful 44% for question 21 and 42% for question 22 and 38% of them were related to question 25, or very useful, indicating that they are highly valued. They include going back and looking at the part of speech, examining the context of the unfamiliar word inside the phrase or sentence and using knowledge of the topic. Statements 28, 29, 30: Strategies with Relatively Lower Usefulness In comparison to the earlier categories, these tactics obtained lower usefulness ratings. They are still seen to be useful, nevertheless. They entail carefully learning the definitions of common affixes as well as analyzing affixes and roots, either in the early or later stages of guessing.

The following tables provide answers to the second research question which was what are English language teachers claims regarding the startegies that they use in Vocabulary teaching in practise.

Table 11: frequency of practice of memory strategy

STATEMENTS	FREQUENCY OF PRACTICE IN CLASSROOM (MEM)							
	Never or almost never	Rarely or seldom	sometimes	often	usually	Always or almost always	Mean	SD
(1) To study a word with a picture of its meaning instead of definition to remember it.	2	6	22	22	22	26	**5.1**	**1.07**
(2) To create oneself's own mental images of a word's meaning to remember it.	12	12	20	18	6	28	**3.6**	**1.88**
(3) To connect a word to a personal experience to remember it. (e.g. Connecting the word *snow* to a memory of playing in the snow for the first time)	6	4	6	20	24	40	**4.7**	**1.45**
(4) To place the word in a group with other items based on topic, theme or function (e.g. items about food/art/request)	4	6	16	16	24	34	**4.4**	**1.56**
(5) To connect a word to its synonyms and antonyms to remember it.	8	2	2	18	34	36	**4.6**	**1.65**
(6) To create semantic networks of a word to remember it.	12	8	28	16	18	14	**3.5**	**1.69**

(7) To use 'scales' for gradable adjectives to remember them. (e.g. huge/big/medium-sized/small/tiny)	18	20	28	6	6	18	**3.0**	**1.80**
(8) To use new words in sentences to remember them.	4	6	2	2	30	56	**5.0**	**1.63**
(9) To group words together within a storyline to remember them.	24	12	20	18	8	14	**3.0**	**1.80**
(10) To use *Keyword Method* to remember words.	18	18	10	24	10	4	**2.5**	**1.78**
(13) To imagine the written form of a word to remember it.	4	20	20	16	32	8	**2.8**	**1.55**
(14) To paraphrase the word's meaning to remember it.	4	18	16	20	12	26	**3.8**	**1.75**
(15) To learn the individual words of chunks (e.g. phrases, idioms, or proverbs) and then use the whole chunk as a memory aid for remembering the individual word meanings.	10	38	16	12	12	8	**2.9**	**1.58**
(16) To use physical action (like Total Physical Response) when learning a word to enhance memory.	6	12	28	14	28	12	**3.8**	**1.43**

Based on the statistics, it is evident that personal connections, visual aids, and semantic relationships are more commonly utilized in the classroom and are also more frequently considered beneficial. Using Pictures for Meaning Instead of Definitions: This strategy is employed from "often" (22%) to "usually" (26%) in the classroom, indicating a

relatively high frequency of usage. The mean usefulness degree is 5.1, suggesting that the strategy is perceived as quite useful. Using New Words in Sentences: This strategy is used "usually" (30%) to "always" or "almost always" (56%) in the classroom, indicating a high frequency of usage. The mean usefulness degree is 5.0, indicating that the strategy is perceived as quite useful. However, the least practical methods in real classroom practice are imagining the written form of a word and the Keyword Method. The former strategy is used "rarely" (4%) to "too often" (32%) in the classroom, indicating a variable frequency of usage. The mean usefulness degree is 2.8, suggesting that the strategy is perceived as moderately useful. Similarly, the Keyword Method is also among the least practiced strategies in the classroom. This strategy is used "occasionally" (10%) to "too often" (24%), indicating a variable frequency of usage. The mean usefulness degree is 2.5, indicating that the strategy is perceived as moderately useful.

Table 12: Frequency of practice of cognitive strategy

STATEMENTS	FREQUENCY OF PRACTICE IN CLASSROOM (COG)							
	Never or almost never	Rarely or seldom	sometimes	often	usually	Always or almost always	Mean	SD
(11) To repeat a word aloud to oneself to remember a word.	4	26	16	4	38	12	**3.7**	**1.64**
(12) To write a word repeatedly to remember a word.	24	26	18	14	12	2	**2.5**	**1.49**
(17) To listen to tapes/CDs of word lists.	36	22	6	16	8	12	**2.7**	**1.79**
(18) To keep a vocabulary	4	12	26	20	6	32	**4.0**	**1.57**

notebook to facilitate vocabulary learning.							

As presented in Table 12, the final statement—focused on keeping a vocabulary notebook to facilitate vocabulary learning—stands out as the most frequently employed technique in real classroom practice among the participating teachers. According to the study, 32% of teachers reported using it frequently or always, with an additional 20% stating they use it often. This technique boasts a notably high average usage frequency of 4.0, indicating widespread adoption. Although a standard deviation of 1.57 suggests some variability in responses, the overall usage remains robust. In contrast, the practice of repeatedly writing a word to aid memorization emerges as the least frequently used technique when compared to others. A substantial portion of teachers (26%) expressed using it "rarely or seldom," while an additional 24% reported employing it "never or almost never" in their classrooms. The mean usage frequency of 2.5 reveals a comparatively limited adoption rate. A standard deviation of 1.49 underscores the variation in responses for this technique.

Table 13: Frequency of Practice of Metacognitive Strategy

STATEMENTS	FREQUENCY OF PRACTICE IN CLASSROOM (MET)							
	Never or almost never	Rarely or seldom	sometimes	often	usually	Always or almost always	Mean	SD
(19) To test oneself with word tests.	8	10	32	10	26	14	**3.7**	**1.50**
(20) To skip or pass an unknown word which seems inessential for adequate	2	20	20	14	32	12	**3.9**	**1.41**

comprehension of a passage.								

The percentages of "sometimes" (32%), "often" (10%), and "usually" (26%) reflect a noteworthy proportion of participants who reported adopting this strategy to varying extents in their vocabulary teaching activities. Teachers have indicated that they employ this approach in the classroom at times. The fact that it is utilized to some degree underscores teachers' recognition of its potential value in fostering metacognitive awareness and self-assessment in vocabulary learning, despite it not being as frequently employed as one might hope. Nonetheless, there is room for greater integration and wider application of this technique within common teaching methodologies. (20) Another strategy involves choosing to skip or pass over an unfamiliar word that appears unnecessary for a sufficient comprehension of a passage. This frequency of usage spans from "Never or almost never" to "Always or almost always," with corresponding percentages allocated. This underscores its common use as reported by the participants.

Table 14: Frequency of Practice of Determination Strategy

STATEMENTS	FREQUENCY OF PRACTICE IN CLASSROOM (DET)							
	Never or almost never	Rarely or seldom	sometimes	often	usually	Always or almost always	Mean	SD
(21) To analyse the part of speech (e.g. noun/verb) of an unknown word when guessing the meaning.	6	6	14	12	12	50	**4.6**	**1.6**
(22) To look at the clause or sentence containing the unknown word to find clues	0	14	14	10	18	44	**4.6**	**1.5**

when guessing the meaning. (e.g. If the unknown word is a noun, pay attention to adjective(s) which describe the noun.)							
(23) To examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs when guessing the meaning. (e.g. To pay attention to conjunctions like *but, because, if, when*, or adverbs like *however, thus*.)	12	12	22	6	20	28	**3.9**	**1.7**
(24) To make use of common sense and knowledge of the world when guessing the meaning of an unknown word.	8	8	12	32	12	28	**4.1**	**1.5**
(25) To make use of knowledge of the topic when guessing the meaning of an unknown word.	0	6	16	18	32	28	**4.5**	**1.3**
(26) After guessing, check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word.	26	6	16	28	22	2	**3.2**	**1.5**
(27) After guessing, replace the unknown word	14	18	14	16	18	20	**3.6**	**1.7**

with guessed meaning to check if the sentence makes sense							
(28) To analyse affixes and roots of an unknown word in an *early* stage when guessing, i.e. making use of the meanings of affixes or roots to *offer clues* to help guess the meaning of the unknown word.	32	8	18	22	14	6	**2.9**	**1.6**
(29) To anylyse affixes and roots of an unknown word in a *later* stage of guessing work, i.e. making use of the meanings of affixes or roots to *check* the guessed meaning.	24	6	20	22	22	6	**3.3**	**1.6**
(30) To deliberately learn the meanings of the most common affixes.	14	10	16	28	10	22	**3.7**	**1.6**

Considering the percentages for frequency of usage of the strategies claimed by the teachers participated in this study in the table 14. Strategies that are mostly been used by the teachers Statements 21, 22, 25: These strategies are used most often by teachers. A significant percentage of teachers reported using them usually or always. These strategies involve analyzing the part of speech, examining the context of the unknown word within the sentence or clause, and utilizing knowledge of the topic. Techniques Used Less Frequently: Statements 26, 27, 28, 29, and 30: Teachers hardly ever employ these techniques. While some teachers claimed to use them occasionally, others claimed

to use them never or never. These techniques include reviewing the part of speech after making a guess, substituting the unknown word to ensure that the phrase makes sense, examining affixes and roots at various stages of guessing, and consciously memorizing the meanings of frequent affixes.

In order to provide answers to the third and fourth research questions, ten classroom observations were conducted as the researcher specified in the methods section, in order to increase the reliability of the study. The purpose of the observations was to determine whether or not teachers' beliefs about learning vocabulary strategies and how frequently they are used in actual classroom settings match. Moreover, the preference of the strategies that were claimed and used in the real classroom practice are shown. The vocabulary strategies under consideration were contextualization, synonym/antonym, word-formation process, exemplification, demonstration and explanation. Table 15 and table 16 shows the results from the classroom observations which were generated from the classroom checklists.

Table 15: Teachers' Claim of Vocabulary Teaching Strategies

		1	2	3	4	5	6
Claim	**Ph.D.**	contextualization	Synonym/antonym	Word-formation	exemplification	Explanation	
		5.42	5.25	4.37	3.75	3.25	
	Master	Synonym/antonym	Contextualization	Explanation	Demonstration	Exemplification	Word formation
		5	4.4	4.33	4	3.66	3.23
	Bachelor	Synonym/antonym	Contextualization	Word-formation	Demonstration	Explanation/exemplification	
		4.33	4.06	3.73	3.66	3	
	Novice	Synonym/antonym	Contextualization	Demonstration	Word-formation	Explanation	Exemplification
		4.75	4.67	4.25	4.17	4	3
	Experienced	Synonym/antonym	Contextualization	Exemplification	Word-formation	Demonstration	Explanation
		5.16	4.7	4	3.53	3.5	15.7

First of all, all teachers, despite their educational background, stated that contextualization and providing synonyms and antonyms are their most preferred and often utilized vocabulary teaching strategies. Since they suggested that applying these strategies will help students learn the new term more effectively. However, they indicated that explanation and exemplification are the least effective and often employed techniques in their classroom. To compare statements made by teachers depending on their educational background. Teachers with a Ph.D. had a better average contextualization score of 5.42 and an average score of 5.25 for teaching synonym/antonym relationships. Teachers with a Master's degree have an average contextualization score of 4.4 and an average score of 5 for synonym/antonym, whereas teachers with a Bachelor's degree have an average contextualization score of 4.06 and they had an average score of 4.33 for synonym/antonym.

According to the statistics provided, teachers with a Ph.D. had greater scores in contextualization, synonym/antonym, and word construction than teachers with a Master's or Bachelor's degree. Teachers with a Master's degree, on the other hand, tend to score higher in explanation and exemplification. It is crucial to note that these comparisons are based simply on the data supplied and may not reflect the full range of teaching techniques or individual variations among instructors from various educational backgrounds.

Furthermore, there was a pattern of claims based on being Novice and Experienced, based on teacher statements about how frequently they use various vocabulary strategies in the classroom. Novice teachers claimed to use synonym/antonym as the most useful strategy in their classroom (4.75%), as they believe that it is important to place attention on teaching students about the meaning of the words. They claimed that exemplification (3%) is the least used strategy in the classroom. As a result, novice teachers may not commonly present examples to demonstrate the meaning or usage of vocabulary items.

On the other hand, Explanation (15.7) is the most frequently used strategy for experienced teachers, whereas demonstration (3.5) is the least frequently used. This suggests that experienced teachers place a high value on offering extensive explanations to assist students comprehend language and these teachers may not depend significantly on illustration or practical examples to demonstrate vocabulary topics. It is extremely important to keep in mind that teacher claims regarding how frequently they use specific strategies may vary and be subjective. These comparisons are strictly based on the data offered and do not take into account the causes for the disparities in strategy utilization. Overall, it appears that experienced teachers place a greater emphasis on

providing extensive explanations, whereas novice teachers place a greater focus on teaching synonym/antonym connections.

In contrast to what teachers declared, regardless of their educational backgrounds, the researcher observed a different way of employing the strategies in their actual classroom practice. Observation revealed that all teachers employed explanation and exemplification the most (22.7%), opposite to what they claimed to use. Furthermore, the least employed method in practical classroom practice was antonym and demonstration. Only the Master instructor demonstrated an entirely distinct teaching method. How frequently teachers apply vocabulary strategies in the classroom partly depends on their educational background and the way they're used by teachers. In this regard, Explanation (14.97) is the most often employed technique among Ph.D. teachers. This suggests that Ph.D. instructors prioritize delivering extensive explanations to help learners comprehend vocabulary in depth. Demonstration (2.7) is the least used approach among Ph.D. teachers. It indicates that Ph.D. teachers may not depend heavily on illustrations or practical examples to demonstrate vocabulary ideas.

Exemplification (22.7) is the most often employed approach among Master's degree holders. It implies that Master's degree instructors place considerable importance on providing examples to demonstrate the meaning or usage of terms from the vocabulary. Word-formation (6.18%) is a technique used the least by Master's degree holders. This shows that Master's degree instructors may not usually focus on teaching word creation. Explanation (31.72) is one of the most widely used technique among Bachelor's degree graduates. This suggests that teachers with a Bachelor's degree highly value offering detailed explanations in their vocabulary instruction. Antonym (1.8) is a technique employed the least by Bachelor's degree holders. It suggests that teachers with a

Bachelor's degree may not place much importance on teaching antonym links between vocabulary terms.

To compare their use of strategies in real classroom practice based on their experience level (novice and experienced), the researcher observed that both novice and experienced teachers used explanation the most for teaching vocabulary items, (31.16 and 15.7) respectively, whereas the least used strategy by novice teachers is Antonym (3.46) which implies that they not frequently focus on teaching the opposite terms. On the other hand, the least used strategy by experienced teachers was Demonstration (4.9). This suggest that experienced teachers didn't believe that they learner will learn the new term through visual aids or practical examples.

In summary, the evidence shows that teachers with higher educational levels (Ph.D. and Master's degree holders) prefer Explanation and Exemplification in their real classroom vocabulary instruction, respectively. Furthermore, teachers with a Bachelor's degree use Explanation more frequently while ignoring Antonym teaching.

Table 16: Teachers Actual Practice of Vocabulary Teaching Strategies

Practice		1	2	3	4	5	6	7
	Ph.D.	**Explanation**	**Synonym**	**Contextualization**	**Exemplification**	**Word-formation**	**Antonym**	**Demonstration**
		14.97	11.52	10.37	10.35	9.45	4.53	2.7
	Master	Exemplification	Explanation	Contextualization	Antonym	Synonym	Demonstration	Word-formation
		22.7	21.28	16.23	10.87	10.60	6.42	6.18
	Bachelor	Explanation	Contextualization	Synonym	Exemplification	Demonstration	Word-formation	Antonym
		31.72	20.24	18.42	8.01	7.43	4.07	1.8
	Novice	Explanation	Synonym	Exemplification	Contextualization	Word-formation	Demonstration	Antonym
		31.16	16.57	16.18	15.66	6.36	5.76	3.46
	Experienced	Explanation	Contextualization	Exemplification	Synonym	Word-formation	Antonym	Demonstration
		15.7	13.11	11.48	11.14	7.19	7.12	4.9

4.4 Summary

The results section of the study reveals insightful findings regarding the efficacy and prevalence of various vocabulary teaching strategies among participating educators. Notably, the strategy of maintaining a vocabulary notebook to aid vocabulary learning emerged as the most widely employed technique in real classroom settings. The study highlighted the metacognitive strategies adopted by teachers. The statistics indicated that strategies such as using visual aids, establishing personal connections, and recognizing semantic relationships were frequently employed and generally regarded as beneficial by the educators. While the study unveiled positive correlations between certain strategies and their perceived usefulness, it also underscored variations in

strategy adoption and perceived effectiveness. These findings suggest that while many educators recognize the value of certain strategies, there remains room for more consistent application and integration of these techniques into standard teaching practices.

Chapter 5

DISCUSSION AND CONCLUSION

In this chapter, an overview was provided of the survey results concerning the relationship between teachers' beliefs in Vocabulary Learning Strategies and their classroom practices. Additionally, the data was utilized to address the four research questions posed in the current study. These findings impacted the alignment between teacher perspectives and the actual utilization of vocabulary-learning techniques in the classroom. According to the findings, while certain teachers exhibited a strong correlation between their beliefs and actions, others displayed discrepancies or even contradictions. These variations could potentially be attributed to individual teaching approaches, opportunities for professional development, and the constraints of the educational environment.

5.1 The Teachers' Beliefs About the Most Effective Methods for Learners To Acquire Vocabulary İtems.

According to the responces to the quistionnare and the data provided on tables, 44% of teachers reported using synonyms and antonyms in their vocabulary learning experience. This implies that a significant number of teachers use comparison and contrast to improve students' vocabulary knowledge in such a manner that the newly introduced word is linked to the old one. The study also reveals that 36% of participants learned from their professors' explanations. This demonstrates that many professors place an emphasis on providing clear explanations, definitions, or examples to assist students comprehend the meaning and when and when to apply the new word. Fourteen

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of the fifty participants have instructed students how to use dictionaries, while the others have not. There is no one solution that is suitable for everyone, and each kind of dictionary has its own benefits and applications. The teachers describe it as follows: A monolingual dictionary's purpose is to offer explanations, use examples, and definitions of terms in the same language. Students may have a greater comprehension of the language's details as a result. Furthermore, it motivates students to use the target language for thinking rather than depending on translation. A bilingual dictionary, on the other hand, includes word translations between the two languages. Students who are still working on their language skills or who want fast translations for understanding purposes may find it useful. According to teachers, some exercises or activities that may be used in the training using a bilingual dictionary include: Compare and contrast which is to find words or statements in both languages that have similar or distinct meanings. They may learn about specifics and variations across languages through this practice. Contextual Usage: which means to use language by giving students phrases or brief texts that call for the replacement of specific terms with their respective translations from the bilingual dictionary. In the end, it's important for teachers to introduce students to both types of dictionaries, as each may offer distinctive information.

This section also discusses the descriptive statistics findings regarding the participants' evaluation of the effectiveness of vocabulary methods. These beliefs influence their objectives, processes, roles, and interactions with students, playing a pivotal role in both teachers' professional development and classroom activities.

When compared to other strategies, question number 18, which focuses on using a vocabulary notebook to facilitate vocabulary learning, receives the highest mean

usefulness rating of 4.6. This indicates that a majority of teachers consider this method highly beneficial for enhancing vocabulary skills. Furthermore, 38% of teachers find it useful, while 26% find it quite useful. The proportion of teachers who deem this technique entirely unhelpful is relatively low at 6%.

Participants in this study also decided on guessing from the context as a beneficial technique to acquiring vocabulary. Since vocabulary influences listening, speaking, reading, and writing, it is apparent that vocabulary development has a direct connection to the four abilities in the language classroom. Oxford and Scarcella (1994) proposed a brand-new, evidence-based method for teaching vocabulary that gives students opportunity to experience language use in real conversations through "fully contextualized" activities. Nation (2001), as previously mentioned, believes that form-focused training must be taken into account in a language course. Referring to a dictionary and looking at a word's root, prefix, and suffix were the two VLS mentioned in the participants' responses, it suggested that these teachers were also aware of the value of direct vocabulary learning exercises in a language course. Considering the fact that word analysis is an effective approach for increasing vocabulary, the teachers who were evaluated did not appear to have a strong grasp of how to use it. The other strategies mentioned by participants were rather varied and typically followed the advice given in pertinent literature, such as the use of images or actions to enhance memory. The majority of these strategies involved committing words to memory which means they fell under Schmitt's taxonomy's consolidation strategy.

In terms of popular pedagogical strategies, results from questionnaire (see Tables) show that memory strategies that include employing words in "partially contextualized" activities, which is Oxford and Scarcella's term, including classifying words according

to topics or functions, or connecting a word to its synonyms and antonyms, were viewed as relatively more useful than all other vocabulary learning strategies. Nevertheless, some studies (such as Tinkham 1993) indicate that it is difficult to introduce two new concepts that are conceptually linked at the same time because some students could find it challenging to keep the two terms apart and avoid confusing them (Gu & Johnson 1996). In summary, the study encompassed fifty in-service teachers currently teaching at EMU Preparatory School during the spring of 2023-2024. These participants possessed an awareness of numerous vocabulary learning strategies, often recommended and implemented in language learning. Additionally, teachers might hold the belief that incorporating vocabulary within pertinent contexts, like reading or listening exercises, enhances students' learning and retention of new terms.

5.2 English Language Teachers Claims Regarding the Strategies That They Use in Vocabulary Teaching In Practice

Several participants emphasised the need of effective dictionary use in vocabulary learning. Furthermore, similar research (e.g., Schimitt 1997) provides the dictionary's difficulties for students. Reserahcers believe that searching a new word in a dictionary is not an automatic operation, and readers must make intelligent choices during the checking process to obtain proper knowledge (see table.) In this study, only 14 instructors were given instruction on how to use a dictionary; this might be due to language teachers in FLEPs underestimating the difficulty of validating a phrase in a dictionary.

As previously noted, teachers questioned, agreed that practises including direct vocabulary learning were beneficial. The textbook's unusually high rate of use of guessing from context and prefix/suffix list (see Table) has mostly verified teacher

perceptions in this regard. Similarly, the tables in general evaluated usefulness degree and related practise frequency, demonstrating that teachers typically carried out teaching techniques in accordance with their underlying ideas and attitudes about vocabulary expansion. Pearson's coefficients of correlation found substantial positive relationships between teacher beliefs and practises in the majority of vocabulary acquisition approaches, supporting the preceding concept. However, there is still some differences in claims and practice of teachers in vocabulary stratugies.

To minimize student confusion, Nation (1990) and Cohen (1990) suggest that rather than using words that are connected (such as synonyms) teachers may use words that are partly related such as phrases related to a certain topic, (Oxford & Scarcella 1994). In this study, teachers used the strategy of relating a word to its synonyms and antonyms more frequently than learning terms from related categories. On one of the earlier suggested determination approaches, similar outcomes were discovered. Analysing the part of speech of an unknown word, using common sense and context clues to make a guess, analysing affixes early in the guessing process, and studying a word with a picture instead of definition were all thought to be beneficial and are frequently practised in real classroom practise, however researchers have suggested that the analysis of word form should be utilized to verify the guessed meaning rather than providing hints in the very beginning. The discrepancy may be due to a lack of informed knowledge about the guessing technique from relevant studies.

Self-testing and skipping or passing a word that appears unimportant for quick understanding were not preferred metacognitive strategies among the teachers questioned. One interesting aspect is that there are some matches between two of the determination techniques indicated in questions 21 and 22 of the questionnaire, which

are connected to word component analysis and discovering clues in the context. it might be concluded that there is a certain amount of match or alignment between the respondent's assessments of the usefulness degree and frequency of the element tested in vocabulary education based on these parallels in mean ratings, standard deviations, and answer options. This indicates that, in general, the teachers participated found this feature to be both beneficial and regularly used in their vocabulary teaching activities.

These findings reveal that there is variation in the frequency of memory strategy usage in the classroom. Strategies such as using new words in sentences and connecting words to personal experiences are commonly employed by teachers, suggesting their recognition as effective strategies. On the other hand, strategies like the Keyword Method and imagining the written form of a word are used less frequently, indicating a relatively lower emphasis on these techniques in the classroom.

5.3 Relationship Between the Level Of Education And Experience Of English Language Teachers And The Vocabulary Teaching Strategy They Use

The data gathered from the participants' self-reported beliefs and actions about the learning of vocabulary techniques were evaluated to see whether there were any significant patterns or relationships based on their level of education and their experiences.

The results of this study show that there are significant differences in the vocabulary strategies used by teachers at various levels of education. Teachers with a Ph.D. degree, in particularly, indicated using a range of strategies, with contextualization being the most commonly used strategy, followed by synonym/antonym exercises. They also

reported less use of vocabulary teaching strategies such as word formation, exemplification, and explanation. Teachers with a Master's degree, on the other hand, focused mainly on synonym/antonym exercises and contextualization, with less emphasis on word-formation, exemplification, and explanation. It is worth mentioning that while demonstrating was not common among Ph.D. instructors, it looked to be a strategy used by Master's degree holders. Similar to the Master's degree group, graduates with bachelor's degrees indicated applying synonym/antonym exercises and contextualization as their major vocabulary teaching techniques. They did, however, report employing word-formation and exemplification methods less frequently than the other groups.

Smith (2017) explored the beliefs and behaviors of ESL instructors about vocabulary instruction in one research. The findings suggested that teacher perceptions regarding the significance of vocabulary knowledge and the efficacy of certain strategies influenced their methods of instruction. Teachers who were convinced of the importance of vocabulary acquisition used a broader range of instructional strategies, such as explicit vocabulary instruction, word-formation assignments, and contextualization. This is in line with the findings of this study, which concluded that teachers with higher levels of education used a wider range of vocabulary teaching strategies. Johnson and Johnson (2017) also investigated the link between teachers' views, professional development, and vocabulary instruction in primary schools. This shows that continual professional growth and training, regardless of school level, may contribute to instructors' variety of vocabulary teaching strategies.

In the context of these previous studies, these results add to the body of data indicating a link between teachers' beliefs and their actual classroom practice, notably in the

context of vocabulary learning. L2 English teacher degree of education and experience appear to have a role in forming their perspectives and affecting their decision-making process and usage of vocabulary teaching strategies.

Hsieh and Kuo (2017) investigated the beliefs and practices of novice and experienced EFL instructors in Taiwan. They discovered that novices instructors depended more on teacher-directed activities in their educational techniques, such as explanations and demonstrations. Experienced instructors, in contrast, were more likely to use student-centered and collaborative methods such as contextualization and exemplification. This is in line with the results of study, which observed that novice teachers used more teacher-directed explanation, demonstration, and word-formation strategies. Experienced instructors, on the other hand, reported using more exemplification, contextualization, and student-centered tactics, which are better aligned with communicative and interactive approaches.

5.4 Correspondence between What English Language Teachers Claim To Be Used And What Actually is Used in Reality in Classroom Setting

The study's research question focuses on the correspondence between what L2 English instructors claim to be using in their classroom practices and what they really use. This study brings an understanding of the potential discrepancy between teacher-declared instructional techniques and their actual teaching practices in the L2 classroom.

Previous research has also looked into the relationship between instructors' assertions and their teaching techniques. For example, Johnson and Smith (2019) investigated the relationship between instructors' views regarding vocabulary education and the actual implementation of vocabulary teaching practices. The findings demonstrated a

moderate alignment between teacher claims and practices, demonstrating that their opinions did, with some variances, impact their instructional decisions. Based on previous studies, findings provide an additional perspective on the challenging link between instructors' claims and their actual practices in the L2 classroom. While teachers may describe their preferred teaching styles and approaches, various factors might impact their implementation in practice. Time limits, curricular needs, student characteristics, and classroom management issues are examples of such variables. For example, the findings revealed notable discrepancies between the claims made by the teachers and their observed classroom practices. Contrary to their claims, Ph.D. holders demonstrated a different pattern of vocabulary strategy usage in the classroom. Despite the claims they made, teachers with Master degrees preferred to use synonyms/antonym use as their most often employed method. Bachelor's teachers, like Masters teachers, used synonym/antonym usage as their major vocabulary technique. These findings contradicted their self-reported claims, revealing the gap between their stated tactics and actual classroom performance. Overall, the study emphasizes the need for instructors to reflect on their vocabulary strategy claims and align them with observed classroom actions.

The findings demonstrate the need of developing a complete understanding of the contextual elements that influence instructors' instructional approaches. It is critical to address the practical obstacles and limits that instructors confront in the L2 classroom since these variables can have a substantial influence on how their claims are put into real implementation.

5.5 Implications

The research findings hold significant importance for both teachers and experts who are involved in teaching second language vocabulary. Exploring the beliefs of teachers and how they actually teach vocabulary can unlock valuable insights that can greatly influence the way we approach teaching. Imagine it like discovering secret keys that can open doors to more effective learning for students. When we understand what teachers believe and how they teach, we can compare it with what research tells us about the best ways to teach vocabulary. In short, this study highlights how it's important for teachers to use methods that are proven to work when teaching vocabulary. We should help teachers learn these effective methods through training, so they can improve their teaching and help students learn vocabulary better.

5.6 Limitations

The conclusions of the study might be subject to some limitations because of the environment in which the research was carried out. The number of teachers who agreed to be observed by the researcher is one of the study's limitations, along with a few others. As a result, the observations couldn't be conducted randomly; they were only possible when teachers agreed, and they were focused on specific topics chosen by the teachers themselves. Furthermore, relying solely on self-reported data from teachers can potentially lead to assumptions or errors in their claims and viewpoints. For a more comprehensive understanding of the connection between teacher perspectives and classroom actions, future research should consider incorporating diverse sources of data. One such source could be gathering feedback from students, as their insights can provide a more well-rounded and complete view of the relationship between teacher beliefs and classroom behaviors. This broader approach to data collection would enhance the reliability and validity of the study's findings.

5.7 Recommandation for Further Studies

To address the previously mentioned limitation, a larger-scale research endeavor involving a diverse array of English teachers from various educational backgrounds and cultural contexts could offer a more profound understanding of the connection between beliefs and practices in vocabulary instruction. By expanding the study's scope, researchers would have the opportunity to gather data from a broader participant pool. To achieve this, recruitment efforts could encompass a wide range of educational institutions, including elementary and secondary schools, language institutes, and universities. Moreover, incorporating participants from various cultural backgrounds would permit an examination of how cultural factors might impact teachers' beliefs concerning vocabulary learning and instruction. Researchers may interview instructors after observations to provide depth and confirmation to the data they have gathered and strengthen the conclusions. With this method, it would be possible to gain a more thorough understanding of the complex connection between instructors' ideas and their actual classroom behaviors.

To enhance the robustness of our conclusions, it is recommended to take into account the specific context of the thesis. This involves considering various factors such as the characteristics of the teachers, the students, and the instructional settings. Additionally, delving into the relationship between the frequency of strategy usage and students' vocabulary learning outcomes would provide a more comprehensive grasp of the effectiveness of these strategies. This thorough exploration would consequently fortify the overall findings and offer more definitive insights.

5.8 Conclusion

The current research was driven by the desire to explore the correlation between teachers' beliefs in Vocabulary Learning Strategies and their Classroom Practices. Through the development of questionnaires and classroom observations, the researcher gained an understanding of the potential intricacies inherent in a comprehensive study within the realm of second language instruction.

This thesis investigated numerous research inquiries relating to English language teachers' beliefs, assertions, and actions in vocabulary learning. The findings offer valuable perspectives into teachers' viewpoints regarding effective vocabulary learning, the strategies they agree to use, the impact of their educational background and experience, and the alignment between their claims and the tangible practices executed in the classroom. Responses from fifty participants in the survey shared their thoughts on the study topics presented at the start of the questionnaire. The alignment of teacher statements and beliefs shows that their educational methods are coherent and consistent. This data provides credibility to the hypothesis that instructors' views influence their instructional decisions and practices.

The data that were collected and observed from the questionnaire and strategies related to teaching vocabulary revealed that teachers with more education and experience used a wider range of vocabulary teaching strategies. Ph.D.-level instructors and experienced teachers emphasized student-centered techniques like exemplification and contextualization. These findings align with previous research, suggesting that the educational backgrounds and professional experiences of teachers contribute to a broader array of teaching strategies. Additionally, the fourth research question

investigated the relationship between what English instructors claimed to use and what they actually used in the classroom. The findings revealed a reasonable alignment between teacher claims and actual practices. Although there was substantial agreement between the techniques stated and those implemented, noteworthy differences were also observed. These discrepancies can be attributed to various contextual factors, such as time constraints, curriculum demands, and diverse learner needs. These underscore the intricate nature of instructional decision-making and the challenges teachers face when putting their planned strategies into action in the classroom.

To summarize, this thesis has enhanced our comprehension of teacher beliefs, claims, and actions in vocabulary instruction. To promote effective vocabulary teaching, the findings underscore the importance of aligning teacher assertions with their practical approaches. These results hold implications for teacher training initiatives, professional development endeavors, and curriculum design, underscoring the necessity of aiding teachers in bridging the divide between their beliefs and actions.

To enhance the applicability of these findings, future research should delve deeper into the underlying factors contributing to the alignment or discrepancy between teachers' claims and practices. This could involve considering larger sample sizes and diverse educational settings, which would lead to a more comprehensive understanding of the dynamics at play.

5.9 Summary

The chapter provided a comprehensive insight into the realm of English language teachers' beliefs, claims, and behaviors concerning vocabulary instruction. The research sheds light on the alignment between what teachers believe, profess to use, and actually

implement in the classroom. The findings emphasize the critical need to bridge the gap between teacher assertions and practical implementation for effective vocabulary teaching. The implication of the findings extend to the realm of teacher education, professional development, and curriculum design. Recognizing the significance of aligning beliefs with classroom actions, this study underscores the importance of equipping teachers with strategies that are both theoretically grounded and practically applicable. As a next step, future research should aim to delve further into the intricate factors that contribute to the alignment or divergence between teacher claims and classroom practices. Expanding the scope to encompass a larger and more diverse set of participants, as well as exploring varied educational contexts, would enrich our understanding and yield more generalized insights into the dynamics of teacher beliefs and practices in vocabulary instruction.

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APPENDICES

Appendix 1: Consent Form

Dear participant,

This is Niloufar Vafadar Esfahan, ELT master student at Eastern Mediterranean University. I am conducting a study investigating On the Relationship between Teachers' beliefs of Vocabulary Learning Strategies and their Classroom Practices: A Case study. The study is supervised by Prof. Dr. Javanshir Shibliyev.

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's Signature _____Date _____

Researcher's Signature _____Date _____

Appendix 2: Questionnaire

QUESTIONNAIRE ON TEACHING VOCABULARY LEARNING STRATEGIES

This questionnaire is an attempt to gather information about how much In-service teachers at EMU English Preparatory School know about vocabulary learning strategies and in what ways they have made efforts to help students with vocabulary learning. Your ideas are highly valued and your cooperation genuinely appreciated. The data thus collected only serves this particular research and will remain confidential. Please feel free to share your opinions and report frankly your real situation when answering the following items. If you are interested in the results of this survey, please do not hesitate to leave your e-mail address in the end. A copy of the results will be sent to you afterwards.

Part A: Open-ended questions

This part may take you some time to complete. Whatever you share will provide information of great use for this research.

1. Thinking back on your own experience of learning English, what methods or strategies do you consider helpful to your vocabulary learning? Please share your experience.

2. Of the following features commonly used in Prep school English textbooks, which one(s) do you generally cover in your practice of vocabulary teaching? Please tick in the box and explain how you make use of them in the following space.

   o gloss (only new words and K.K. phonetic symbols listed) which accompany the reading text

   o word lists (which mainly offer English definitions word families, and example sentences)
   o Lists of prefix/suffix
   o Lists of words related to the topic of the lesson

3. Following Q2, please specify any feature(s) that have not been included above and explain.

4. What type of dictionary do you recommend your students to use? (Please tick)

□ a bilingual dictionary □ a monolingual dictionary □others_____

5. Have you ever designed any exercises or activities to train your students how to use a dictionary? (Please tick)

□Yes ⟶go to Q6   □No ⟶ go to Part B

6. Please specify what type of dictionary you train your students to use and explain what exercise(s) or activity (ies) you include in the training.

A □ a bilingual dictionary   B□ a monolingual dictionary

C □others_____

Part B: Close-ended questions

<Instructions> for each statement, there are **two scales** for you to **place a tick (√)**. The first scale is for you to specify **how useful you consider the strategy** is to your students. The second scale is for you to specify **to what degree you ACTUALLY include or introduce the strategy in class.**

The first scale (I):

not at all useful	slightly useful	moderately useful	useful	quite useful	very useful
1	2	3	4	5	6

The second scale (II):

Never or almost never	rarely or seldom	sometimes	often	usually	always or almost always
1	2	3	4	5	6

No.	Strategy Description	Scale	1	2	3	4	5	6
		(I)	not at all useful		<---->			very useful
		(II)	never/ almost never		<---->			always / almost always
(1)	To study a word with a picture of its meaning instead of definition to remember it.	(I)						
		(II)						
	To create oneself's own mental images of a	(I)						

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No.	Strategy Description	Scale	1	2	3	4	5	6
(2)	word's meaning to remember it.	(II)						
(3)	To connect a word to a personal experience to remember it. (e.g. Connecting the word *snow* to a memory of playing in the snow for the first time)	(I)						
		(II)						
(4)	To place the word in a group with other items based on topic, theme or function (e.g. items about food/art/request)	(I)						
		(II)						
(5)	To connect a word to its synonyms and antonyms to remember it.	(I)						
		(II)						
(6)	To create semantic networks of a word to remember it. e.g. cut comb ___ **hair** blow dry black blonde grey	(I)						
		(II)						
(7)	To use 'scales' for gradable adjectives to remember them. (e.g. huge/big/medium-sized/small/tiny)	(I)						
		(II)						
(8)	To use new words in sentences to remember them.	(I)						
		(II)						
(9)	To group words together within a storyline to remember them.	(I)						
		(II)						
(10)	To use *Keyword Method* to remember words. ** Before you read the following explanation, if you've never heard anything about it, place a cross here (), and **then reply** to the scale.	(I)						
		(II)						
(10)	**Keyword Method**: This technique involves finding a word (keyword) which sounds like the target English word							

No.	Strategy Description	Scale	1	2	3	4	5	6
		(I)	not at all useful		<---->			very useful
		(II)	never/ almost never		<---->			always / almost always
(11)	To repeat a word aloud to oneself to remember a word.	(I)						
		(II)						
(12)	To write a word repeatedly to remember a word.	(I)						
		(II)						

(13)	To imagine the written form of a word to remember it.	(I)						
		(II)						

(14)	To paraphrase the word's meaning to remember it.	(I)						
		(II)						
(15)	To learn the individual words of chunks (e.g. phrases, idioms, or proverbs) and then use the whole chunk as a memory aid for remembering the individual word meanings.	(I)						
		(II)						
(16)	To use physical action (like Total Physical Response) when learning a word to enhance memory.	(I)						
		(II)						
(17)	To listen to tapes/CDs of word lists.	(I)						
		(II)						
(18)	To keep a vocabulary notebook to facilitate vocabulary learning.	(I)						
		(II)						
(19)	To test oneself with word tests.	(I)						
		(II)						
(20)	To skip or pass an unknown word which seems inessential for adequate comprehension of a passage.	(I)						
		(II)						
(21)	To analyse the part of speech (e.g. noun/verb) of an unknown word when guessing the meaning.	(I)						
		(II)						
(22)	To look at the clause or sentence containing the unknown word to find clues when guessing the meaning. (e.g. If the unknown word is a noun, pay attention to adjective(s) which describe the noun.)	(I)						
		(II)						
(23)	To examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs when guessing the meaning. (e.g. To pay attention to conjunctions like *but, because, if, when*, or adverbs like *however, thus*.)	(I)						
		(II)						
		Scale	1	2	3	4	5	6
		(I)	not at all useful		<---->			very useful

No.	Strategy Description	(II)	never/ almost never		<--->		always / almost always
(24)	To make use of common sense and knowledge of the world when guessing the meaning of an unknown word.	(I)					
		(II)					
(25)	To make use of knowledge of the topic when guessing the meaning of an unknown word.	(I)					
		(II)					
(26)	After guessing, check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word.	(I)					
		(II)					
(27)	After guessing, replace the unknown word with guessed meaning to check if the sentence makes sense.	(I)					
		(II)					
(28)	To analyse affixes and roots of an unknown word in an *early* stage when guessing, i.e. making use of the meanings of affixes or roots to *offer clues* to help guess the meaning of the unknown word.	(I)					
		(II)					
(29)	To anylyse affixes and roots of an unknown word in a *later* stage of guessing work, i.e. making use of the meanings of affixes or roots to *check* the guessed meaning.	(I)					
		(II)					
(30)	To deliberately learn the meanings of the most common affixes.	(I)					
		(II)					

Part C: Follow-up question

After giving response to the above items, if you consider certain strategies useful, but you don't actually include or introduce those strategy (ies) in class, please explain why here.

** If you are interested in the results, please leave your

E-mail:_____

Appendix 3: Classroom Observation Checklist

1st observation:

	Techniques	Tally	Total
1	**Synonym**		
2	**Antonym**		
3	**Explanation**		
4	**Contextualization**		
5	**Demonstration**		
6	**Realia**		
7	**Translation**		
8	**Word formation process**		
9	**Exemplification**		

EDUCATIONAL SCIENCES ETHICS SUB-COMMITTEE

Reference No: ETK00-2023-0057   28.03.2023

Subject: Application for Ethical Approval

Dear: Niloufar Vafadar Esfahan (21507248)

Your application regarding your master's thesis on "On the Relationship Between Teachers' Beliefs of Vocabulary Learning Strategies and their Classroom Practices: A Case Study" under the supervision of Prof. Dr. Javanshir Shibliyev at Eastern Mediterranean University has been examined and approved in the meeting, dated 28 March 2023 and numbered 2023/133, by the Educational Sciences Ethics Sub-Committee at Eastern Mediterranean University.

I wish you success in your work

Regards

Prof. Dr. Sıtkıye Kuter

Head of Educational Sciences Ethics Sub-committee