A Study on English Vocabulary Learning Strategies of Çankırı Karatekin University Students*

Safiye Cansu Özeroğlu ** Ebru Doğruöz ***

Abstract

Purpose: *The study aims to determine which and which of the English vocabulary methods are used, as well as whether the student has his/her own learning discipline, whether he/she has knowledge about vocabulary learning strategies, and whether he/she is familiar with traditional and modern methods.*

Method: *In this study, quantitative research method was used, the "Vocabulary Learning Strategies Use Scale", which was used to determine the vocabulary learning strategies used by students in their English language acquisition, was administered to 623 participants studying at Çankırı Karatekin University 1st grade in the fall semester of the 2022-2023 academic year.*

Findings and Implications:: *In line with the findings, female participants used note-taking and repetition strategies more than male participants. Students whose mothers received graduate education used executive cognition and organizing strategies more than students whose mothers did not. Students who graduated from science high schools use repetition strategies more than students who graduated from other types of high schools. The average score of students who graduated from high schools in the Southeastern Anatolia region is higher than students who graduated from high schools in other region.*

Result: *It shows that female students, students whose mothers have postgraduate education, and students who graduated from science high school use vocabulary learning strategies more.*

Originality: *The study has a unique value in terms of shedding light on issues such as whether the student has own learning discipline, whether he/she is familiar with traditional and modern methods, whether he/she uses technology to improve his/her vocabulary, as well as which of the English vocabulary learning methods are used.*

Keywords: *English, English language acquisition, vocabulary learning strategies, language learning*

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Çankırı Karatekin Üniversitesi Öğrencilerinin İngilizce Kelime Öğrenme Stratejilerinin İncelenmesi [*]

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Öz

Amaç: *Çalışmada İngilizce kelime yöntemlerinin hangi ve hangilerinin kullanıldığının yanı sıra, öğrencinin kendi öğrenme disiplininin olup olmadığı, kelime öğrenme stratejileri hakkında bilgi sahibi olup olmadığı, geleneksel ve modern yöntemlere aşina olup olmadığının tespit edilmesi amaçlanmıştır.*

Yöntem: *Nicel araştırma yönteminin kullanıldığı çalışmada, öğrencilerin İngilizce dil edinimlerinde kullandıkları kelime öğrenme stratejilerini belirlemek üzere kullanılan "Kelime Öğrenme Stratejileri Kullanma Ölçeği", 2022-2023 eğitim yılı güz döneminde Çankırı Karatekin Üniversitesi 1. sınıflarda öğrenim gören 623 katılımcıya uygulanmıştır.*

Bulgular: *Elde edilen bulgular doğrultusunda kadın katılımcılar, erkek katılımcılara göre not alma ve tekrar stratejilerini daha fazla kullanmaktadır. Annesi lisansüstü eğitimi alan öğrenciler, almayan öğrencilere göre yürütücü biliş ve örgütleme stratejilerini daha çok kullanmaktadır. Fen lisesi mezunu öğrencileri diğer lise türlerinden mezun olan öğrencilere göre tekrar stratejilerini daha çok kullanmaktadır. Güneydoğu Anadolu bölgesinde bulunan liseden mezun olan öğrencilerin ortalama puanı, diğer bölgelerde bulunan liseden mezun olan öğrencilerden daha yüksektir.*

Sonuç: *Elde edilen bulgular doğrultusunda kadın, annesi lisansüstü eğitimi alan, fen lisesi mezunu öğrenciler kelime öğrenme stratejilerini daha fazla kullanmaktadır.*

Özgünlük: *Çalışma İngilizce kelime öğrenme yöntemlerinin hangi/lerinin kullanıldığının yanı sıra, öğrencinin kendi öğrenme disiplininin olup olmadığı, geleneksel ve modern yöntemlere aşina olup olmadığı, teknolojiyi kelime dağarcığını geliştirmek adına kullanıp kullanmadığı gibi konulara ışık tutması açısından özgün değere sahiptir.*

Anahtar Sözcükler: *İngilizce, İngilizce dil edinimi, kelime öğrenme stratejileri, dil öğrenimi.*

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Introduction

English language acquisition is very important today. In addition to the importance of knowing at least one foreign language, more than one foreign language should be known. Learning and speaking English, which is the universal language, has become a commonplace in today's world and the primary basic characteristic for many job opportunities. English preparatory classes are offered at public and foundation universities in Türkiye. In the preparatory classes, language education is provided with course programs that include four language skills: speaking, writing, listening and reading. Preparatory classes are not limited to foreign language departments, but are also included in preparatory education programs in many departments other than foreign language departments due to the importance and necessity of English today. In departments other than foreign language departments that do not have preparatory classes, English courses, projects and activities requiring English are also implemented. Although foreign language acquisition methods that are far from being ordinary are followed due to the changes in different educational fields, the desired rate of acquisition has not been realized as a result of the targets for language acquisition starting from secondary education and including higher education (Çelebi, 2006; Doğru, 2014). Students outside foreign language departments have problems in English language acquisition because they do not have the necessary equipment due to the high schools they graduate from and the departments they study in. In vocabulary acquisition, the ways of vocabulary acquisition may differ according to the student's interest, level and needs (Apaydın, 2007; Özbay & Melanlıoğlu, 2008). Factors such as the learner's motivation, cultural background, age, language proficiency, interest, expectation, attitude towards the lesson and language are also important factors affecting this situation.

Another important element that affects and forms the basis of the skills of reading, listening, writing and speaking in English is vocabulary learning. In English vocabulary learning, there are many vocabulary learning strategies that students can choose based on their individual interests and their own learning disciplines. One or more vocabulary learning strategies can be used to improve English vocabulary. This research, which was written in order to determine the characteristics of learning and teaching, can serve as a guide for determining the characteristics of students and how they should learn.

Conceptual Framework

There are many definitions and dimensions of vocabulary learning, which is the sole need for the realization of expression, regardless of the native or foreign language. There are five key steps for vocabulary learning: learners need a source to encounter words, they need to be able to form words visually or sensually in their minds, they need to know word meanings with the help

of pictures or sources, they need to be able to associate these word meanings with different forms and meanings, and they need to use these words (Hatch & Brown, 1995).

Montgomery and Windsor (2007) argue in their study that vocabulary learning takes place in four main ways; the first of these is vocabulary acquisition that occurs by listening to words alone. Like a baby's language acquisition, adults learn words by listening first. They can understand and memorize an average of 50,000 words. The second is to be able to speak the word and adults can communicate using 5,000-10,000 words a day. The third step involves reading the word in such a way that it makes sense, and the final step is writing the word. The act of writing involves how the word is spelled, spelling rules and writing skills. VLS is usually considered as a subcategory of the learning strategies (Carter & McCarthy, 1988; Schimitt, 1997).

The duties of teachers during vocabulary acquisition also affect this process. The retention of the words encountered throughout the entire education and their use by retrieving them from the mind is an action that requires time. The process of vocabulary acquisition, which starts from the first time it is heard, starts with words that are first stored in short-term memory, and if this process is not transferred to long-term memory, the target word is quickly forgotten. For this reason, it is very important to ensure this transfer by repeating the target words (Çetinkaya, 2005). In order to find useful methods and techniques for vocabulary acquisition, gains and objectives should be well identified and training should be provided for these gains (Barın, 1992). Two questions to be asked about which words should be acquired by the student are of great importance; the first of these is whether the targeted word is a necessary word that he/she can use in his/her life or whether it is a non-living word that he/she needs only for meaning in the context and will not use. The second question is whether the target word is suitable for the student's needs, language and thought development (Cemiloğlu, 1998).

The Importance of Vocabulary Practice in Foreign Language Acquisition

Any language other than the language that a person learns from his/her family and the language he/she has acquired since birth is called a foreign language. This language, which is acquired after the first language learned or together with the mother tongue, is called the second language (Oruç, 2016). In second language acquisition, the acquisition of these four basic skills, which are considered as reading, listening, speaking and writing, and the vocabulary acquired in order to use these skills effectively are highly related (Karatay, 2004). Words are a symbol in the formation and acquisition of vocabulary and a symbol of are very important units for its formation. For this reason, vocabulary language acquisition is strongly affected by its increase. (Yaman

& Gülcan, 2009). One of the most important sub-units of these four inseparable basic language skills is vocabulary learning. Lack of vocabulary learning significantly affects learning, no matter how competent the learner is in the other four skills. Just as vocabulary knowledge is important in conveying meaning to the other party, lack of vocabulary knowledge can become the biggest obstacle in conveying meaning, and vocabulary knowledge is very important in the use of all four basic language skills together (Krashen, 1989). In cases where grammar knowledge is lacking, something can be conveyed, even a little, but nothing can be conveyed without vocabulary knowledge (McCarten, 2007). In addition to this, Aygün (1999) mentions in his study that it is impossible to carry out grammar, pronunciation and communication studies as long as the vocabulary acquired by students is incomplete. Therefore, it can be said that the acquisition and development of vocabulary is the basis of learning and using language. Researchers have identified students' interest, level and vocabulary learning strategies in a systematic way in accordance with their needs teaching is important. However, it was also concluded that it was necessary to contribute to their language development.

English Vocabulary Learning Strategies and Uses

There are various classifications of vocabulary learning strategies used in language acquisition and many studies on these classifications. One of the most widely discussed of these is the categories language learning strategies, which includes sub-headings under two general headings. The dimensions under these two general headings are direct and indirect learning strategies. The subheadings are memory, cognitive, compensatory, affective, social and metacognitive strategies. Memory strategies involve putting information into long-term memory and recalling it from memory by remembering it again in communication. Cognitive strategies include creating a model in the mind, receiving and using inputs in the target language and reviewing them. Compensation strategies involve uncovering and compensating for missing information that is revealed during language use. Metacognitive strategies are strategies that enable learners to plan and evaluate their learning methods. Affective strategies are strategies that help learners to control their emotions, interest, attitude and motivation related to the learning process. Finally, social strategies include strategies that help the learner to communicate effectively in oral communication (Oxford, 1990). Apart from these strategies or in addition to these strategies, vocabulary learning strategies that the learner uses and creates himself/herself are also effective in the process (Tok & Yıgın, 2014).

Learners need to learn and use many learning strategies to meet their learning tasks (Arends, 1997). As a result of his research, Arends developed five different vocabulary learning strategies that are categorized and facilitate

the learner's vocabulary learning process. The first of these five vocabulary acquisition strategies is the detection strategy. In this strategy, word groups, affixes and roots of the target word are examined in detail, its meaning in the text is determined, and vocabulary acquisition is aimed by using cards and listing. Another strategy is the social strategy. In the social strategy, the equivalent, meaning or synonyms of the word in the target language are asked, examples of the use of the target word in a context are created, the meanings in the word lists are checked with the picture cards prepared, and the word is used in the target language. The third strategy is memory strategies. In this strategy, words are kept in mind with pictures, meaning maps are created, words are grouped and target words are used in sentences. At the same time, the target word is categorized in a story, its spelling and pronunciation are practiced, and the keyword technique is applied. The fourth strategy is cognitive strategies. This strategy includes the written repetition of vocabulary words, the use of picture cards, listening exercises in the vocabulary acquisition sections of textbooks, and the creation of vocabulary notebooks. Finally, the metacognitive strategy involves the learner's own methods and self-monitoring, such as the learner's path, the learner's ability to use materials in the target language, and the learner's ability to infer word meaning from context.

When the researchs on vocabulary learning are examined; in the context of language teaching in the international literature, there are studies on students' attitudes towards foreign language (Şerabatır, 2008; Erdem, 2007). In his study, it was examined whether the vocabulary learning strategies used by primary school students while learning the target foreign language differed according to gender, receiving support with private courses, achievements in school, attitudes towards foreign language course, mother and father education status. This study included 337 students studying in a primary school. The Vocabulary Learning Strategies Scale, the 6th and 7th grade Vocabulary Achievement Test, and the Attitude Toward English Lesson Scale developed by Erdem (2007) were used in the study. In order to support these data, students were also interviewed about the subject. As a result of the study, it was found that learners used vocabulary learning strategies superficially; they used social strategies most commonly and executive cognition strategies most rarely; and girls used vocabulary learning strategies more frequently than boys. It was observed that learners who were interested in the English course used strategies such as organizing, executive cognition, social, repetition, and note-taking; learners whose interest level was medium used social strategies more; and learners whose mothers were university graduates used social strategies more than others.

The study in which the effectiveness of vocabulary learning strategies acquisition was investigated involved 146 female students who are studying

foreign language which is English at two universities in Japan (Mizumoto & Takeuchi, 2009). In the study, only cognitive and executive cognition vocabulary learning strategies were addressed and these strategies were taught for 10 weeks. Data were collected through vocabulary learning strategies scale, study diaries, vocabulary test and interviews. As a result of all analyses, it was found that vocabulary strategy instruction increased students' success in vocabulary learning, their knowledge of strategies, and their use of strategies. In addition, this study also found that students with different learning characteristics responded differently to the instruction.

Research in the literature shows that many students today are inadequate in language skills even though they have attended preparatory classes and received years of language education. English speaking skills are at the forefront of this inadequacy, and the effectiveness of vocabulary can be said to be an important factor that significantly affects speaking skills. Susanto (2017) states that although the importance of vocabulary is not emphasized enough in schools, it is very valuable and vocabulary knowledge is an important element of mastering a language. Students who lack vocabulary may have problems in each of the English language skills due to this deficiency. The findings of this study can be evaluated by the instructors and new vocabulary learning strategies and how to apply them can be given to the students in the name of this hypothesized inadequacy with today's still changing technology. In addition to which and which vocabulary methods are used, the research will also reveal many issues such as whether the student has his/her own learning discipline, whether he/she has knowledge about vocabulary learning strategies, whether he/she is familiar with traditional and modern methods, whether he/she uses technology to improve his/her vocabulary. For this purpose, the following questions were focused to be answered:

- Do learners' English VLS differ statistically according to gender variable?
- Do learners' English VLS differ statistically according to their mother's education level?
- Do learners' English VLS differ statistically according to their father's education level?
- Do learners' English VLS differ statistically according to the type of high school they graduated from?

Method

Research Model

In this study, students' English Vocabulary Learning Strategies were examined. As a research model, survey model from quantitative approaches was applied.

Participants

This research was conducted with 623 participants studying at Çankırı Karatekin University in the fall semester of 2022-2023 academic year. In this study, it was focused to examine students' English Vocabulary Learning Strategies according to variables. It was not aimed to generalize the obtained data to the universe. Accordingly, the research was conducted on the data obtained from a specific study group. While determining the study group, the appropriate sampling method was chosen. In the selection of this method, due to the limitations of factors such as time, money and labor force, it is essential that the sample is easily accessible (Büyüköztürk, 2012). In this context, 623 scales were applied. Two scales with missing data were excluded from the study, and analyzes were carried out in line with the data obtained from 621 students. According to the data on the participants in the study, 41.4% of the students were female and 58.5% were male. When the maternal education status of the students is examined, it is seen that 4.8% of the students are illiterate, 5.1% are literate, 34% are primary school graduates, 18.4% are secondary school graduates, 20.3% are high school graduates, 14.4% are associate's / bachelor's degree graduates, and 2.7% are graduate graduates. Regarding the educational status of the students' fathers, 1.6% were illiterate, 3.6% were literate, 28.2% were primary school graduates, 22.7% were secondary school graduates, 26.4% were high school graduates, 14.4% were associate degree/undergraduate degree graduates, and 2.7% were graduate (master's/doctorate) graduates. 3% of the students graduated from science high schools, 43.8% from Anatolian high schools, 10.5% from imam hatip high schools, 1.9% from social sciences high schools and 40.6% from vocational high schools. The regions where the students graduated from high schools are located are 10.5% Marmara region, 4.9% Aegean region, 8.1% Mediterranean region, 58.5% Central Anatolia region, 9.7% Black Sea region, 4.8% Eastern Anatolia region, 3% Southeastern Anatolia region.

Data Collection Tool

In this research, the "Vocabulary Learning Strategies Scale (VLSS)" was used to determine the vocabulary learning strategies used by students in English. The scale in the study was developed by Oxford (1990) and was adapted into Turkish by Şerabatır (2008). Permission to use the scale in the study was obtained from Şerabatır (2008) via e-mail. For this study, the necessary ethics committee permission was obtained from Çankırı Karatekin University Social Sciences and Humanities Research Ethics Committee on 25.10.2022, number 28. The scale items, which were answered online by the students on a voluntary basis, took approximately 5 minutes to answer. The scale consists of 16 items and is 5-point Likert type. The items are scored as "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree". The scale consists of 6 sub-dimensions; items 1-6 are Executive Cognition, items 7-10

are Organizing, items 11-12 are Note Taking, items 13-14 are Repetition and items 15-16 are Social Strategies. The KMO value of the scale was 0.85, the percentage of items explaining the whole was 57.79 and the reliability of the scale was 0.82 (Şerabatır, 2008).

The reliability and validity analyses of the scale used in this study were re-calculated. The validity of the scale was tested with first-order confirmatory factor analysis (CFA). The calculated goodness of fit values are as follows; X2=507.888, sd=98, X2/sd=5, RMSEA=0.08, CFI=0.93, TLI=0.90. These results are among the reference values for good fit (Hu & Bentler, 1999). For this reason, it was concluded that the CSCS was a valid data collection tool for this study. For testing the reliability of the scale, Cronbach's alpha coefficient was calculated. The Cronbach's alpha value of the CSCS was calculated as .93, and its sub-dimensions were .82 for executive cognition strategies (6 items), .86 for organizing strategies (4 items), .75 for note-taking strategies (2 items), .80 for repetition strategies (2 items) and .70 for social strategies (2 items). According to these results, the CSCT is a reliable data collection tool suitable for use in this study.

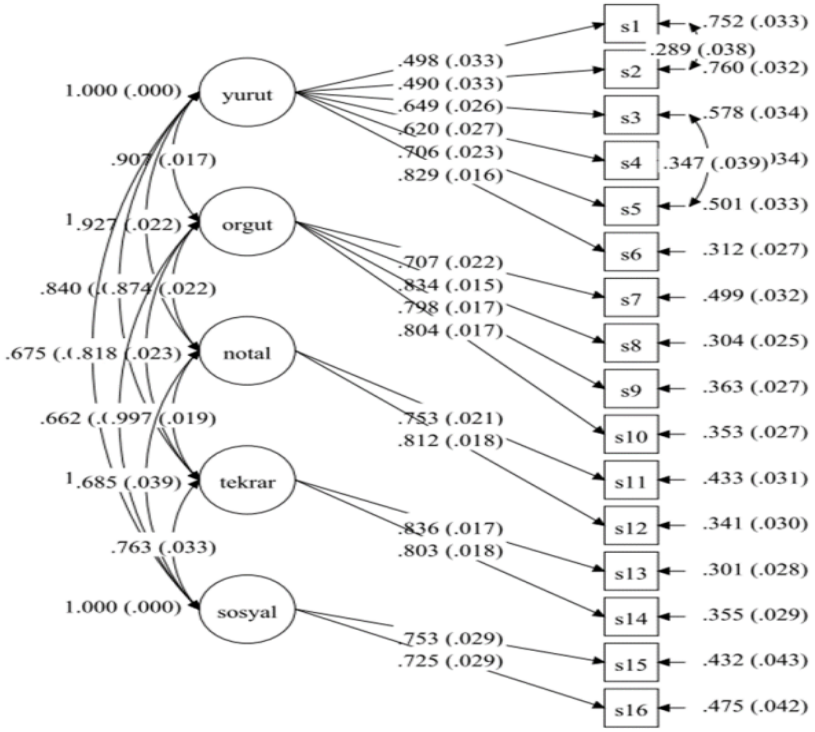
Data Analysis

In this study, SPSS 24.0 statistical data evaluation program was used for data analysis. The effect size was calculated using Eta squared. The obtained data were reported based on Cohen (1998) guideline values. According to Cohen's guideline values, Eta squared value; 0.01 is considered as low effect, 0.06 as moderate effect, 0.14 as large effect (Cohen 1998 as cited in Pallant, 2017). Normality analysis was conducted to find the significance levels between the variables and to determine the analyzes to be used. The normality assumption of the data was determined. The kurtosis and skewness coefficient values of the items are between -1.5 and +1.5. It was concluded that the data set met the univariate normality assumption. In order to meet the multivariate normality assumption, univariate distributions should be normal, the joint distributions of any pair of variables should be characterized by bivariate normality and all these bivariate distribution graphs should be linear and homogeneous (Kline, 2005). When the scatter diagrams of the variables were analyzed, it was concluded that the assumptions of multiple normality and linearity were not met. VIF value was examined for multicollinearity problem. This value is less than 5-10 and since the CI values are less than 30, it is seen that there is no multicollinearity. As a result of the examinations, it was seen that the items in the CSBSS also met the assumption of multivariate normality. The significance level is taken as $p<0.05$.

The validity of the data collection scale used in the research was retested for this research has been made. For this purpose, VLSS consisting of five sub-dimensions was used by using the Mplus program. First level

confirmatory factor analysis (CFA) was conducted on the data. For one-way outlier analysis, the outliers identified in the z values and box plot were deleted and new values were assigned by the mean method. For the multidirectional outlier analysis, mahalanobis distance values showing the distance of a subject from the center of other subjects were examined. The path diagram obtained as a result of the analysis is shown in Figure-1 is presented.

Figure 1: The path diagram for the VLSS



Findings

In this title, the sub-problems of the research and the findings of the research and analysis of the data collected from Çankırı Karatekin University first-year students in the 2022-2023 academic year with the "Vocabulary Learning Strategies Utilization Scale - VLSS" are given.

Findings Related to Gender Variable

The results of the independent sample t-test in the sub-dimensions of "Note Taking Strategies" and "Social Strategies" in the analyzes conducted for the sub-problem "Do students' English vocabulary learning strategies show a statistically significant difference according to gender?" are presented in Table 1.

Table 1: t-test Results According to Gender Variable

Scale/Dimension	Gender	N	x̄	sd	t	*df*	*p*
NTS	Female	258	3.72	1.18	2.54	621	.01*
	Male	365	3.47	1.24			
SS	Female	258	3.62	1.15	-1.57	621	.11
	Male	365	3.77	1.15			

**p<0.05*

As can be seen in Table 1, the "Note Taking Strategies" sub-dimension shows a statistically significant difference according to gender difference (t=2.54, *p*<.05). Accordingly, female participants (mean=3.72) use note-taking strategies more than male participants (mean=3.47). The effect size value (η2) for this difference is 0.01. Accordingly, it can be said that gender is a variable with a low effect. On the other hand, the "Social Strategies" sub-dimension did not show a statistically significant difference between male and female participants (t=-1.57, *p*>.05). The results of the Welch's t-test in the sub-dimensions of "Executive Cognition Strategies", "Organizing Strategies", "Repetition Strategies", and "VLSS-Total" in the analyses conducted according to gender are presented in Table 2.

Table 2: Welch t Test Results According to Gender Variable

Scale/Dimension	Gender	N	x̄	sd	t	*df*	*p*
ECS	Female	258	3.47	.84	.55	603.52	.57
	Male	365	3.42	1.01			
OS	Female	258	3.75	1.03	1.48	579.44	.13
	Male	365	3.62	1.12			
RS	Female	258	3.82	1.12	2.65	577.038	.00*
	Male	365	3.56	1.20			
VLSS	Female	258	3.63	.83	1.24	594.703	.20
	Male	365	3.54	.96			

p<0.05

According to Table 2, there is no statistically significant difference in the participants' views on the "Repetition Strategies" sub-dimension according to the gender variable (t=2.65, *p*<.05). According to this result, female participants' use of repetition strategies (mean=3.82) is higher than male participants' use of repetition strategies (mean=3.56). The effect size value (η2) for this difference is 0.01. Accordingly, it can be said that gender is a variable with a low effect. On the other hand, there was no statistically significant difference between the other sub-dimensions and the total scores of the CSBSS according to gender (tYBS=.55, *p*>.05; tTS=1.48, *p*>.05, tCBSS=1.24, *p*>.05).

Findings Related to Mother's Education Status Variable

ANOVA was conducted for "Executive Cognition Strategies", "Note Taking Strategies" and "Repetition Strategies" sub-dimensions related to the sub-

problem "Do students' English vocabulary learning strategies show a statistically significant difference according to the mother's education level?". The results are presented in Table 3.

Table 3: ANOVA Test Results According to Mother's Education Level

	Education Status	N	x̄	sd		KT	*df*	KO	F	*p*	Diff.
	A. Illiterate	30	3.56	.94	GA	12.60	6	2.10	2.37	.02*	B>C
	B. Literate	32	3.84	.95	Gİ	544.12	616	88			B>D
	C.PS. Graduate	212	3.44	.91	T	556.73					B>E
	D.SS. Graduate	115	3.42	.99							B>F
ECS	E.H. Graduate	127	3.29	1.00							G>C
	F. Associate / Bachelor's Graduate	90	3.43	.82							
	G.Postgraduate	17	3.92	.93							
	H.Total	623	3.44	.94							
	Illiterate	30	3.76	1.29	GA	17.13	6	2.85	1.91	.07	
	Literate	32	3.90	1.16	Gİ	918.00	616	1.49			
	PS. Graduate	212	3.60	1.16	T	935.14					
	SS. Graduate	115	3.52	1.30							
NTS	H. Graduate	127	3.33	1.29							
	Associate / Bachelor's Graduate	90	3.65	1.08							
	Postgraduate	17	4.08	1.38							
	Total	623	3.57	1.22							
RS	Illiterate	30	3.96	1.06	GA	10.53	6	1.75	1.26	.27	
	Literate	32	3.92	1.10	Gİ	854.2	616	1.38			
	PS. Graduate	212	3.66	1.15	T	864.77					
	SS. Graduate	115	3.59	1.29							
	H. Graduate	127	3.52	1.22							
	Associate / Bachelor's Graduate	90	3.75	1.06							
	Postgraduate	17	4.00	1.17							
	Total	62	3.67	1.17							

*$p<0.05$

When Table 3 is examined, the opinions of the participants show a statistically significant difference in the "Executive Cognition Strategies" dimension according to the mother's education status variable. When the mean scores of the participants are examined, it is concluded that students whose mothers are literate use executive cognition strategies more than students whose mothers are primary school, secondary school, high school and associate degree/undergraduate degree graduates. It is concluded that students whose mothers have graduate education use executive cognition strategies more than students whose mothers have primary school graduates. It was decided to conduct Welch's ANOVA test for organizing strategies, social strategies and the sub-dimensions of the CSCS. The results are presented in Table 4.

Table 4: Welch ANOVA Test Results According to Mother's Education Level

Education Status		N	x̄	sd		KT	*df*	KO	F	*p*	Diff.
OS	A.Illiterate	30	3.87	1.00	GA	16.35	2.33	2.72	2.33	.02*	G>E
	B.Literate	32	3.84	1.08	Gİ	718.28		1.16			F>D
	C.PS. Graduate	212	3.73	1.05	T	734.64					G>D
	D.SS. Graduate	115	3.49	1.20							
	E.H. Graduate	127	3.51	1.13							
	F. Associate / Bachelor's Graduate	90	3.79	0.93							
	G.Postgraduate	17	4.23	0.89							
	H.Total	623	3.68	1.08							
SS	A.Illiterate	30	3.88	.99	GA	6.54	.81	1.09	.81	.42	
	B.Literate	32	4.04	.94	Gİ	820.10		1.33			
	C.PS. Graduate	212	3.64	1.14	T	826.64					
	D.SS. Graduate	115	3.67	1.20							
	E.H. Graduate	127	3.77	1.15							
	F. Associate / Bachelor's Graduate	90	3.70	1.14							
	G.Postgraduate	17	3.55	1.52							
	H.Total	623	3.71	1.15							
VLSS	Illiterate	30	3.75	.87	GA	9.95	2.00	1.66	2	.08	
	Literate	32	3.89	.92	Gİ	510.98		.83			
	PS. Graduate	212	3.59	.87	T	520.94					
	SS. Graduate	115	3.50	1.03							
	H. Graduate	127	3.44	.95							
	Associate / Bachelor's Graduate	90	3.62	.74							
	Postgraduate	17	3.98	.88							
	Total	623	3.58	.91							

**p<0.05*

As can be seen in Table 4, when the mean scores of the participants are examined, it is concluded that students whose mothers are graduate students use organizing strategies more than students whose mothers are middle school graduates and high school graduates. It is concluded that students whose mothers have associate's / bachelor's degree use organizing strategies more than students whose mothers have middle school graduates.

Findings Related to Father's Education Status Variable

ANOVA was conducted for "Executive Cognition Strategies", "Organizing Strategies", "Social Strategies" and "Social Strategies" and the sub-dimensions of the VLCS for the sub-problem "Do students' English vocabulary learning strategies show a statistically significant difference according to the father's education level?". The results are presented in Table 5.

Table 5: ANOVA Results According to Father's Education Level

	Education Status	N	x̄	sd	KT	*df*	KO	F	*p*
ECS	Illiterate	10	4.20	.63	GA	10.20	6	1.70	1.91
	Literate	23	3.73	1.03	Gİ	546.53	616	.88	
	PS. Graduate	176	3.47	.91	T	556.73			
	SS. Graduate	142	3.41	.95					
	H. Graduate	165	3.42	.95					
	Associate / Bachelor's Graduate	90	3.29	.94					
	Postgraduate	17	3.58	1.00					
	Total	623	3.44	.94					
OS	Illiterate	10	4.07	.75	GA	5.78	6	.96	.81
	Literate	23	3.81	1.16	Gİ	728.85	616	1.18	
	PS. Graduate	176	3.76	1.03	T	734.64			
	SS. Graduate	142	3.56	1.16					
	H. Graduate	165	3.66	1.06					
	Associate / Bachelor's Graduate	90	3.63	1.12					
	Postgraduate	17	3.83	1.08					
	Total	623	3.68	1.08					
SS	Illiterate	10	4.25	.63	GA	6.36	6	1.06	.79
	Literate	23	4.04	.988	Gİ	820.28	616	1.33	
	PS. Graduate	176	3.67	1.13	T	826.64			
	SS. Graduate	142	3.67	1.21					
	H. Graduate	165	3.73	1.14					
	Associate / Bachelor's Graduate	90	3.71	1.13					
	Postgraduate	17	3.55	1.36					
	Total	623	3.71	1.15					
VLSS	Illiterate	10	4.16	.60	GA	6.77	6	1.12	1.35
	Literate	23	3.81	.97	Gİ	514.17	616	.83	
	PS. Graduate	176	3.63	.87	T	520.94			
	SS. Graduate	142	3.50	1.00					
	H. Graduate	165	3.56	.92					
	Associate / Bachelor's Graduate	90	3.51	.80					
	Postgraduate	17	3.67	1.03					
	Total	623	3.58	.91					

Due to the lack of variance homogeneity for the dimensions of "Note Taking Strategies" and "Social Strategies", it was decided to conduct Welch ANOVA considering the normality assumption. The results are presented in Table 6.

Table 6: Welch ANOVA Test Results According to Father's Education Level

		N	x̄	sd		KT	*df*	KO	F	*p*
NTS	Illiterate	10	4.10	.69	GA	11.05	72.10	1.84	1.22	.13
	Literate	23	3.80	1.17	Gİ	924.09		1.50		
	PS. Graduate	176	3.70	1.14	T	935.14				
	SS. Graduate	142	3.41	1.33						
	H. Graduate	165	3.52	1.22						

	Associate / Bachelor's Graduate	90	3.55	1.22						
	Postgraduate	17	3.67	1.39						
	Total	623	3.57	1.22						
RS	Illiterate	10	4.25	.63	GA	8.34	72.69	1.39	1.00	.11
	Literate	23	3.84	.99	Gİ	856.43		1.39		
	PS. Graduate	176	3.76	1.13	T	864.77				
	SS. Graduate	142	3.53	1.32						
	H. Graduate	165	3.64	1.14						
	Associate / Bachelor's Graduate	90	3.65	1.13						
	Postgraduate	17	3.73	1.38						
	Total	623	3.67	1.17						

There was no statistically significant difference between the participants' opinions and the sub-dimensions of "Note Taking Strategies" and "Repetition Strategies".

Findings Related to the Type of High School Graduated from

ANOVA was conducted for the "Social Strategies" sub-dimension related to the sub-problem "Do students' English vocabulary learning strategies show a statistically significant difference according to the type of high school graduated from?". The results are presented in Table 7.

Table 7: ANOVA Test Results According to the Type of High School Graduated from

	High School Types	N	x̄	sd	*df*	F	*p*
SS	Science High School	19	3.97	1.20	6	1.35	.24
	Anatolian High School	273	3.64	1.16	616		
	İmam Hatip High School	66	3.96	1.02			
	Social Sciences High School	12	3.91	0.82			
	Vocational High School	253	3.69	1.17			

When Table 7 was examined, it was found that there was no statistically significant difference between the mean score of "Social Strategies" according to the type of high school graduated from. Since the variance homogeneity was not ensured in the results of the other dimensions and the total score of the scale, it was decided to conduct Welch ANOVA, taking into account the normality assumption. The results are presented in Table 8.

Table 8: Welch ANOVA Test Results According to the Type of High School Graduated from

High School		N	x̄	sd		KT	*df*	KO	F	*p*	Diff.
ECS	Science	19	3.73	.84	GA	3.02	52.28	.75	.84	.43	
	Anatolian	273	3.41	.86	Gİ	553.71		.89			
	İmam Hatip	66	3.56	.89	T	556.73					
	Social Sciences	12	3.51	.84							

	Vocational	253	3.42	1.04							
	Total	623	3.44	.94							
OS	Science	19	3.97	.90	GA	4.33	52.42	1.08	.91	.41	
	Anatolian	273	3.74	1.01	Gİ	730.3		1.18			
	İmam Hatip	66	3.67	1.10	T	734.64					
	Social Sciences	12	3.68	.96							
	Vocational	253	3.59	1.16							
	Total	623	3.68	1.08							
NTS	Science	19	3.78	1.20	GA	11.25	52.11	2.81	1.88	.13	
	Anatolian	273	3.63	1.18	Gİ	923.89		1.49			
	İmam Hatip	66	3.81	1.10	T	935.14					
	Social Sciences	12	3.66	1.13							
	Vocational	253	3.43	1.29							
	Total	623	3.57	1.22							
RS	A.Science	19	3.97	1.04	GA	19	53.56	4.75	3.47	.00*	A>E
	B.Anatolian	273	3.64	1.11	Gİ	845.77		1.36			C>B
	C.İmam Hatip	66	3.96	.93	T	864.77					C>E
	D.Social Sciences	12	3.91	.79							
	E.Vocational	253	3.69	1.29							
	Total	623	3.71	1.17							

*$p<0.05$

As can be seen in Table 8, there is a statistically significant difference between the sub-dimension of the type of school graduated from and the "Repetition Strategies" dimension of the students. When the average scores of the participants were examined according to the type of school graduated, it was concluded that students who graduated from science high school used repetition strategies more than students who graduated from vocational high school. It is concluded that students who graduated from imam hatip high school use repetition strategies more than students who graduated from anadolu high school and vocational high school. There is no statistically significant difference between the sub-dimensions of Executive Cognition Strategies, Organizing Strategies, Note-taking Strategies, and PSSCS and the type of school the students graduated from.

Conclusion and Discussion

This study focused on examining the changes in university students' English VLS according to their gender, mother and father's educational status and the type of school they graduated from. Results Among the vocabulary learning strategies, the sub-dimensions of "Note Taking Strategies" and "Repetition Strategies" show a significant difference according to the gender. Accordingly, female students use note-taking and repetition strategies more than male students. When the literature in Turkey is examined, it is seen that Yılmaz (2017), Çevik, Orakcı, Aktan, Toraman and Ayçiçek (2018) reached similar findings in their studies on university students. In the international literature, Gu (2002) investigated the relation between gender and major of

Chinese students and vocabulary learning strategies and concluded that female students were more competent and successful in vocabulary learning competence than male students. Similarly, Soku (2011) focused on French and English languages and found that female learners of these languages had more positive attitudes towards language learning than male participants. In contrast to these results, Young and Oxford (1997) found that female students did not differ from male students in the frequency of vocabulary learning strategy use, but that female students used different strategies than male students.

It was concluded that those whose mothers had postgraduate (Master's/PhD) education used executive cognition and organizing strategies more than those whose mothers had postgraduate (Master's/PhD) education. Students whose mothers have postgraduate (Master's/PhD) education use executive cognition and organizing strategies more. Looking at the literature; Sewell and Shah (1967) emphasized in their study that family educational status is highly effective in the academic success of students. Gardner (1985) also argues in his research that if parents encourage their children to learn a second language, they also increase their performance in language learning and play an active role in this regard. At the same time, he states that parents play a passive role in this process in terms of their attitude and predisposition towards the second language. He argues that both of these active and passive attitudes have a significant effect on the child's motivation and attitude in second language acquisition. In support of this research, the total scale levels of the vocabulary learning strategies scale of the learners studying at Çankırı Karatekin University whose mothers' educational status was Master's or Doctorate degree were found to be higher. Among the reasons for this situation;

- The importance of foreign language orientation and acquisition can be instilled in children as the mother's education level increases
- At an early age, the mother can work with the child on the second language during the time spent with the mother and develop a positive attitude towards the foreign language,
- The mother's ability to create a workspace for the student in the home environment and to carry out education as both an in-school and out-of-school process
- Positive situations such as facilitating the acquisition of many language acquisition skills, including language learning strategies, can be addressed when the mother directs the child to foreign language courses.

It shows that there is no statistically significant difference between the participants' father's education level and the total scale levels. In other words, the participants' views on these dimensions are similar according to the

variable of father's education level. Looking at the literature, Gümüşeli (2004) argues in his study that school alone is not sufficient for students to acquire the desired behavior and that the family has an important contribution in this regard. He states that the knowledge, skills and behaviors acquired at school will increase permanence if supported by the family and will be forgotten if not. On the other hand, he argues that the environment is also an important factor for a healthy school life and that the cooperation of all these factors is important for students to reveal and use their potential. Tezcan (1997) found that the socio-economic level of families affects academic achievement. Low socio-economic status even a more vicious use of language in families can have a negative impact on a student's school success can affect the quality of life. Bernstein (1964) argues that different socio-economic levels. He argues that families have different ways of speaking and thinking. In his study, the middle class and working class children, and he analyzed the situation of children from the working class. A language that is more limited due to their families, consisting of short sentences and simple grammar used adjectives more limitedly. These children also used adjectives more limitedly, vocabulary is less developed, and the use of abstract thought is also less that you are.

It was concluded that the total levels of the vocabulary learning strategy scale of the students with illiterate fathers were not statistically different from the total levels of the vocabulary learning strategy scale of the students with master's/doctoral degree graduates. The following situations can be shown among the reasons why students with illiterate fathers can close this gap;

- The student is able to maintain his/her own study discipline with or without the support of the family
- Students can get their motivation to study from the desire to change their circumstances
- The illiterate father is not involved in the student's school process, either willingly or unwillingly, leaving the student free space for self-realization and no pressure is felt
- It can be concluded that schoolwork and strategy use skills can be effective in the learning process with teacher support and self-efficacy.

The last finding of the study was that the participants who graduated from science high school used repetition strategies more than the students who graduated from other high school types. This finding may reveal that there may be a positive relationship between the high academic achievement of science high school students and their knowledge and application of vocabulary learning strategies. Pakır (2006), in his research, emphasizes the diversity of secondary education programs and schools as a problem in today's education system. Demirtaş (2010) emphasizes the importance of school

culture as a factor arising from the educational environment and affecting student achievement. It is known that students in vocational high schools in our country have lower academic achievement in the exams. In addition, students in these high schools, who are oriented towards applied and technical courses throughout high school, are deficient in the field of English and thus, it can be said that they are deficient in learning strategies.

For future research, the generalizability of the research results can be increased by expanding the scope of the sample. In addition, other levels of university education can also be included in the study. In addition, studies can be conducted with faculty members and students in order to use and teach learning strategies effectively. Studies involving native and foreign language teachers can be conducted by taking their opinions on vocabulary learning strategies. The study shows that conducting studies with groups with low scale mean levels (such as male students, students graduating from vocational high schools, students with low mother's education level) to improve this situation will contribute to the literature.

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Etik Beyanı: Bu çalışmanın tüm hazırlanma süreçlerinde etik kurallara uyulduğunu yazarlar beyan eder. Aksi bir durumun tespiti halinde Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi'nin hiçbir sorumluluğu olmayıp, tüm sorumluluk çalışmanın yazarlarına aittir. İlgili çalışma için 25.10.2022 tarih ve 28 sayılı kararla Çankırı Karatekin Üniversitesi Sosyal Bilimler Etik Kurulundan gerekli izinler alınmıştır.

Yazar Katkıları: "A study on English vocabulary learning strategies of Çankırı Karatekin University Students" başlıklı çalışmada birinci ve ikinci isim tüm bölümlerde eşit katkıda bulunmuştur.

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