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THE DIVISION OF ENGLISH LANGUAGE EDUCATION

**THE IMPACT OF PEER TEACHING ON EFL
STUDENTS' SELF-REGULATION AND VOCABULARY
LEARNING**

M.A. THESIS

Gözde FINDIK

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**AKRAN ÖĞRETİMİNİN İNGİLİZCEYİ YABANCI DİL
OLARAK ÖĞRENEN ÖĞRENCİLERİNİN ÖZ
DÜZENLEMESİ VE KELİME ÖĞRENİMİ ÜZERİNDEKİ
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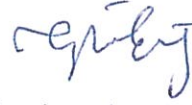


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AKRAN ÖĞRETİMİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİNİN ÖZ DÜZENLEMESİ VE KELİME ÖĞRENİMİ ÜZERİNDEKİ ETKİSİ

Bir sosyal öğrenme teorisi olarak, akran eğitimi, şüphesiz öğrencilere öğreterek öğrenmelerini sağlar. Bu çalışma, karşılıklı akran eğitimlerinin İngilizce kelime hazinelerini öğrenmedeki olası gücünü ve öz düzenlemeli kelime öğretiminin öğrenmeye etkilerini ayrıntılı olarak araştırmak için yapılmıştır. Başlangıçta, kelime öğrenme stratejilerini bir devlet ortaokulunda eğitim gören bir grup öğrenciye öğretmek amaçlanmaktadır. Daha sonra, öğrencilerin akran eğitimleri hakkında eğitilmesi, akranlarıyla kişisel ve akademik becerilerine göre eşleştirilmesi, “Ayrılp Birleşme” ve “Düşün Eşleş Paylaş” teknikleriyle çalışacakları bir ortam yaratmaları ve akran öğretimi programlarında öz düzenlemeli kelime öğrenme stratejilerini kullanmaları amaçlanmaktadır. Son olarak, öğrencilerin, akran öğretimi programı süresince öz düzenlemeli kelime öğrenme strateji kullanmalarının kelime hazineleri üzerindeki etkilerini ve sonuçlarını araştırmak amaçlanmaktadır. Katılımcılar, Aydın ilinde kırsal bir bölgede yer alan bir devlet ortaokuluna kayıtlı 13 yaşında 7. Sınıf öğrencileriydi (n = 40). Çalışmaya katılan tüm katılımcılar aynı yeterlilik düzeyindeydi (A2). Bu çalışmada kullanılan veri toplama araçları, Kelime Öğreniminde Öz Düzenleme Kapasitesinin Türkçe bir versiyonu (SRCvoc) (Tseng ve diğerleri, 2006), kısa bir Özgeçmiş Anketi, ön test, son test, karşılıklı akran geri bildirimleri, düşünceler, tutumlar, süreçle ilgili duyguların yer aldığı öğrenci günlükleriydi.

Tseng, Dörnyei ve Schmitt (2006) tarafından eğitim psikolojisi alanında vurgulanan öz-düzenleme kavramına dayanan araç dört alt başlıkta 20 maddeden oluşmaktadır. Katılımcılar ankete A2 düzeyinde cevap verdiler. Nicel verilerin analizinde SPSS 22.0 istatistik programı kullanılmıştır. Bu çalışma, akran öğretiminin öğrenci üzerindeki etkilerini ve iki ay boyunca çalıştıktan sonra edindikleri akran öğretmenliğinin faydalarını ortaya çıkarmak için yapılmıştır. Bu araştırmanın katılımcıları bir ortaokulun gönüllü öğrencileriydi. Bu katılımcılar İngilizce dilindeki kelimeleri kalıcı bir şekilde öğrenme konusundaki gereksinimlerine, başarılarına ve İngilizce becerilerine göre öğretmen veya öğrenci olarak eşleştirildi. Katılımcılar, İngilizce dilindeki ihtiyaç ve becerilerine göre rollerini değiştirmişlerdir. Bu akran öğretimi süreci, öğrencilerin kendilerini eğitimin her iki tarafında da fark etmelerini ve tanımlarını sağlamıştır; eş zamanlı olarak öğretme ve öğrenme, rollerini değiştirme ve İngilizce kelime öğreniminde kendi gelişimlerini gözleme fırsatı sunmuştur.

Akran eğitiminin gruplar arası kelime stratejileri üzerindeki etkisinin analizinin bulguları, deney grubundaki ve kontrol grubundaki öğrencilerin son test kelime öğrenme ölçeği ortalama puanları arasında anlamlı bir fark bulunmadığını göstermiştir. Ayrıca grup içi karşılaştırmaların analiz sonuçlarına göre akran öğretiminin kelime öğrenme stratejileri stratejileri üzerindeki etkisinin; ön test ile kelime öğrenme ölçeği son testi arasında deney grubu ve kontrol grubu öğrencilerinin ortalama puanları arasında anlamlı bir fark bulunmuştur. Son bulgu, deney grubunu ve kontrol grubunu oluşturan öğrencilerin kelime öğrenme stratejilerini ön teste göre geliştirmeleridir. Bu sonuçlarda, öğrencilerin etkileşiminin karşılıklı başarıyı arttırdığı söylenebilir.

Anahtar sözcükler: Sosyal Öğrenme Teorisi, Akran Öğretimi, Dil, Öz Düzenleme, Kelime Öğrenme Stratejileri

ABSTRACT

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Thesis: The Impact of Peer Teaching on EFL Students' Self-Regulation and Vocabulary Learning

Supervisor: Assoc. Prof. Dr. İlknur SAVAŞKAN

THE IMPACT OF PEER TEACHING ON EFL STUDENTS' SELF-REGULATION AND VOCABULARY LEARNING

Without doubt, as a social learning theory, peer tutoring provides learners learn by teaching. This quasi experimental study was conducted to investigate the possible power of the reciprocal peer tutoring in learning English vocabularies and its effects on self-regulated vocabulary learning in detail. Initially, it is aimed to teach the SRCvoc strategies to a group of students studied at a state secondary school. Then, it is aimed to educate students about peer tutoring and match them with their peers up to their personal and academic skills and create an environment to work with Jigsaw and Think Pair Share techniques by using SRCvoc strategies in their peer tutoring programme. Finally, it is aimed to investigate the outcomes and effects of SRCvoc strategy use into peer tutoring programme for their vocabulary achievement. The participants were 13 years-old 7th graders (n=40) studied at a rural public secondary school in the city of Aydın. All the participants who took part in the study were in the same proficiency level (A2). The data collection instruments used in this study were a Turkish version of the Self-Regulatory Capacity in Vocabulary Learning (SRCvoc) (Tseng et al., 2006), a short Background Questionnaire, a pre-test, a post-test, learning logs by the students including peer feedback, thoughts, attitudes, feelings about the process.

The instrument, based on the concept of self-regulation highlighted from the field of educational psychology by Tseng, Dörnyei and Schmitt (2006), is formed of 20 items in four subscales. The participants answered to the inventory during A2 level. In the analysis of the quantitative data, SPSS 22.0 statistical program was used. This study was conducted to

discover the impacts of peer tutoring on the learner and the benefits of peer tutoring that learners acquired after they used while working on for two months. The participants of this study were voluntary students of the secondary school. These participants were paired as tutor or tutee according to their needs, success and ability in English in terms of learning a foreign language vocabulary. The participants switched their roles according to their needs and knowledge in English as a foreign language: tutor, tutee in the same time. This tutoring process let them notice and know themselves in both sides of education; teaching and learning as integrated, switch their roles and observed their own development in English vocabulary learning.

The findings of the analysis of the effect of peer education on vocabulary strategies between the groups, there was no significant difference between the post-test SRCvoc scale mean scores of the students in the experiment group and the control group. Also it was found that according to the results of the analysis of intra-group comparisons of the impact of peer teaching on SRCvoc strategies; there was a significant difference in favour of between pre-test and the post-test of SRCvoc scale mean scores of the experimental group and control group student. The last finding is that the students who form the experiment group and control group developed their vocabulary learning strategies according to the pre-test. As a result, it can be said that the interaction of the students may increase the mutual success.

Key words: Social Learning Theory, Peer Tutoring, Language, Self-Regulation, Vocabulary Learning Strategies

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List of Abbreviations

CAT:	Cross-age Tutoring
CWPT:	Class Wide Peer Tutoring
EFL:	English as a Foreign Language
ELT:	English Language Teaching
ESL:	English as a Second Language
LLS:	Language Learning Strategies
PT:	Peer Tutoring
RPT:	Reciprocal Peer Tutoring
SAT:	Same-Age Tutoring
SCT:	Sociocultural Theory
SLA:	Second Language Acquisition
SPSS:	Statistical Program for Social Sciences
SRCvoc:	Self-Regulated Capacity in Vocabulary Learning
SRL:	Self-Regulated Learning
VLS:	Vocabulary Learning Strategies

CHAPTER 1

Introduction

1.1. Background of the Study

Peer tutoring is a well-known cooperative learning strategy which saves students time and increases student performance and achievement at different educational levels (Slavin, 1991; Griffin, 1998; Duffy & Azevedo, 2015). It is a common thought that it provides students improving their both academic and non-academic skills (Williams & Burden, 1997, p. 40; Topping, 2005). As Abbas et. al. (2015) expressed, “peer tutoring creates an opportunity for the students to utilize their knowledge and experience a learning process in a meaningful way”. When interacting, the role of the one with having more knowledge, a partner or a teacher, but often a peer, is to find ways of helping the other to learn effectively. Peers have special roles and aspects in their development process that parents or teachers may not have. It is illustrated by Rizve (2012) that the process of peer teaching is a strategy that provides students to the opportunity discovering themselves and having a more autonomous, more equal and longer learning experience. Since we are social entities, how we reflect the phenomena that we witness around us to our lives greatly affect our adulthood process. Peer-to-peer relationships are of the ultimate importance among individuals as the nature of our social relationships focuses on a fair and social society, a harmonious and interactive communication (Rizve, 2012).

Some researches indicate that peer tutoring method can significantly improve to both tutors' and tutees' academic and social performance especially in reading, spelling and vocabulary acquisition process. On the other hand, some studies have shown that tutors benefit the peer tutoring program more than tutees because they improve themselves in preparation phase for their teaching process (Allen & Feldman, 1973; Annis, 1983; Benware & Deci, 1984).

Peer teaching (PT), which is realized by one student teaching to another student, enables both academic and social relations among individuals at the same time. In cross age peer teaching program, peer teaching may include some students on different ages while peer teaching of the same age may include classmates or other students of the same age. Vygotsky (1978, p. 90), who is one of the leading psychologists and the founder of constructivism, states that “learning awakens in children a variety of internal developmental processes that can operate only when they interact with more competent people in their environment and in cooperation with their peers”. The student can receive support from peers, teachers and adults until he / she learns to learn by himself (Vygotsky, 1978). Vygotsky argues that language development will not be possible without being interaction with social environment. As they interact with others, people will be active participant in their social life and develop their communication skills.

Fantuzzo and his associates gave importance that students gained a teaching experience by helping to other students in their learning processes and for this reason developed Reciprocal Peer Tutoring (RPT) program (Fantuzzo, & Wolfe, 1986). In RPT technique, each student experiences to the role of being both a tutor and a tutee. The process of RPT allows students to develop their metacognitive skills by reinforcing and evaluating their learning and teaching process and so each student can also experience the feeling of motivation for social assistance to others (King, & Heller, 1992; Pigott et al., 1986).

In cooperative learning, learning and teaching take place simultaneously. RPT, which is one of the cooperative strategies that serves this process and provides a learning environment in which students are active by living, helping and learning (Goodlad & Hirst, 1989). Bradford-Watts (2011) noticed that in RPT, tutor and tutee share responsibility and undergo a conscious learning and teaching process. They prepare materials and help each other in accordance with their purpose. It is not necessary for the tutor to be an expert or

teacher. In this strategy, the more experienced or better student is usually the tutor, and the student with the lower level or less experienced is the tutee (Hott, Walker & Sahni, 2012). In the process of RPT, the main objective expected from the tutee is to know himself / herself, to control his / her own learning process, and to discover learning skills and methods. The tutor guides the tutee in this process (Topping, 2005). In this case, not only the tutee, but also the tutor benefit from reciprocal peer teaching in various aspects. Namely, the tutor reinforces what he knows by teaching. He/she develops social skills and learns how to use self-regulation skills.

Most studies have demonstrated that reciprocal peer tutoring improves academic performance: students experiencing the reciprocal peer teaching strategy have developed a better understanding of the materials tested (Fantuzzo et al., 1992; Fantuzzo, & Wolter, 1984). Nevertheless, this study covers only secondary school students.

1.2. Statement of the Problem

In the process of language education, it is widely known that listening, reading, writing and speaking skills should be developed with a holistic approach in order to have a full understanding of learning. However, in order to develop these skills, students should overcome some limitations such as classroom environment, time management, individual differences, background diversity, and different areas of intelligence. In this process, students need extra help and need to get support from cooperative learning methods. As a solution to these differences, peer teaching, one of the cooperative social learning strategies, is widely practiced in schools around the world.

In Turkey, although English is included in the curriculum as a foreign language, it is generally seen as one of the most difficult areas to acquire and an interdisciplinary approach is needed. In our country where the rural region is the majority; peer support and cooperation are of great importance as there is a lack of equipment, teachers and educational materials. In

addition, the differences in the structure of Turkish and English languages and the lack of foreign language knowledge of the parents are among the major problems. Especially that the pronunciation and writing skills are different from each other and that a word has meaning more than one makes the learning process more difficult. In order to take place a meaningful learning; self-motivation, self-regulation, lots of practice, interest, desire, attention, vocabulary retention, self-discipline and a collaborative environment are required for students, therefore, the language learning process causes a more anxious attitude and stress on the students.

Furthermore, since foreign language teaching is given from an early age, the negative attitudes and behaviours that students have during this process affect every stage of their academic life. At this point, it is known that some students' background knowledge is insufficient, and they need support. Therefore, the appropriate conditions should be created for students who need help, but it is difficult for teachers to meet all requirements. The obstacles such as the classroom atmosphere, materials, time constraints and the abundance of class sizes that prevent teachers from creating appropriate conditions for students make training process difficult. These barriers make it difficult for students to develop their social, affective and academic skills and are likely to bring along personal problems together. Students may also have difficulty in managing their learning processes.

In this context, RPT is a method that provides the necessary conditions for students to overcome the problems they face in the learning and teaching process and to develop self-regulation skills. It is thought that it is a method that creates a context for students to experience effective collaboration with their peers, especially on the learning of vocabulary retention of foreign language (Bilican, 2012; Rizve 2012; Aydınlioğlu,2016).

1.3. The Purpose of the Study

The present study designs as a quasi-experimental study and conducted in actual circumstances. The study also presents all the processes and the performances of the students closely. I sight to investigate the possible power of the reciprocal peer tutoring in learning English vocabularies and its effects on self-regulated learning in details. It also aims to see the participants' affective behavioural changes thanks to reciprocal peer tutoring.

1.4. Research Questions

The following questions were addressed in the present study:

1. Is there a significant difference between the use of self-regulatory competence of vocabulary strategies of experimental group and control group?
2. Is there a significant difference between experimental group and control group in terms of vocabulary learning?
3. What types of learning behavioural patterns occurred in the students participating in experimental group?

1.5. The Significance of the Study

The present study has significance in terms of different aspects: Teenagers who are at secondary school level may have some similar lifestyles, emotions, thoughts, problems and aspirations to their peers somehow. They experience similar problems in the same environment and spend a lot of time together. At this age, teenagers enjoy spending time with their peers with having common interests and characteristics and are influenced by each other in both academic and social fields. In addition, their peers can act as role model; they can benefit from their experience, share their problems, and perhaps display a more courageous and willing attitude to receive support. In this interactive process, peers may have the chance to understand and discover both themselves and their peers and can empathize. In this way, teachers can mobilize this cycle of communication between peers to develop self-confidence

and self-regulatory skills so that they can overcome problems and shortcomings. Particularly in state schools in rural areas, teenagers can mostly help each other because of the lack of the teachers, courses and materials. RPT can provide students the opportunity to take responsibility for learning and teaching of their peers, to regulate their lives, and to develop their vocabulary skills.

The present study aims to enhance the students', notably those living in rural areas, integration of self-regulatory strategies into the language learning process, particularly in the reading and vocabulary learning skills (Kreuger,1996; Kingsley,2007). This study may also contribute to area of language teaching by presenting the idea that RPT can be integrated into the foreign language curriculum and educational policies. Moreover, this study can guide students to develop their skills through peer teaching in other disciplines by targeting an interdisciplinary approach as well English lesson. In this sense, this study is also valuable as it will guide to both educators and researchers to include peer education in their studies. Besides, this study will also serve as a guide for educators to integrate peer teaching into the course process.

Considering the shortage of study using SRCvoc in the international context, only few researches have been conducted so far in a Turkish EFL context. This symbolizes an important gap in the literature to which the current research intends to contribute to the field.

In the present study, I have attempted to provide students learning vocabularies permanently in the target language by using self-regulated vocabulary learning strategies and to guide them to teach these strategies to their peers through peer teaching.

1.6. Setting

The present study is a quasi-experimental study. There is a total of 40 students. 20 students (10 peers) who seemingly need help in learning English vocabulary among the participants were selected as the samples for the experimental group of the research in

accordance with the terms of the purposive and convenience sampling. The participants were 7th grade students (n=40) enrolled at a public secondary school in the rural area of Aydın. 20 students will consist the experimental group and 20 students the control group.

1.7. Assumptions

The present study assumes that the participants of the research study answered the questionnaire and took part in the peer tutoring sessions honestly and sincerely. Necessary permissions for the participants were obtained from both the Ministry of National Education (See Appendix 5) and parents (See Appendix 6). The participants were also selected on a voluntary basis to participate with increasing performance, improving social skills motives as well as to contribute to the field through a research study.

1.8. Limitations

The number of students may be increased to get more effective feedback and results. One of the limitations of the study can also be duration. The students spent 8 weeks of peer teaching, 2 hours per week. It is important to note that individual differences such as student absenteeism, peer-to-peer conflicts may decrease the impact of peer tutoring and the process may not be effective on students' self-regulated learning skill. Conducting case studies based on peer teaching among students at different levels and grades can provide more reliable data and results to the field.

CHAPTER 2

Literature

2.1. Vocabulary Learning in ELT

Among the foreign language teaching methods used in the past and the present, in all the approaches put forward, among the basic elements of foreign language acquisition, vocabulary learning has become an indispensable part and prerequisite of the language acquisition process. To cope with the foreign language vocabulary learning process, in most of the researches, foreign language teaching programs prepared, the nature of the word, pronunciations, spelling, pre, and suffixes have been examined deeply, and vocabulary has been given special importance to gain mastery of language (Richards, 1976; Nation, 2005).

It is necessary to note that students who learn a foreign language can neither speak nor write communicatively or functionally when they are lacking vocabulary knowledge even though they may have mastered the grammar of the target language; likewise, it will also be almost impossible to use both receptive and productive skills when the vocabulary is insufficient. Therefore, vocabulary acquisition and retention are some of the most fundamental elements of the language learning process (Bilican, 2012; Richardson & Wyatt, 2018).

Depending on the experience of most teachers, McCarthy (1990) concludes that in a language course or school, learning vocabulary is the most important stage among all skills of the language learning process. Moreover, it is worth mentioning here that a learner who wants to improve his / her foreign language skills can achieve his / her goal by having a complete grammar knowledge and using the rules of target language; however, it was not possible to develop language competence fully without knowing adequate vocabularies (Bradford-Watts, 2011). For this reason, researchers and linguists have carried out studies to make the

vocabulary learning process more effective and meaningful for many years by using various methods and strategies (Oxford, 1990).

It is widely known by second language learners that words consist of meaningful expressions through the combination of lexical elements and that communication can be accurately conveyed through these expressions, and they are aware that inadequate vocabulary knowledge mostly prevents effective communication (Read, 2004). That's why the vocabulary salience of learners influences the acquisition of other language skills and characteristics.

The extensive vocabulary patterns of the English language can also make it difficult for foreign language learners to learn varied vocabularies. Each EFL learner in the path of learning a foreign language should make a serious effort and should not only learn vocabulary but also make sure that the vocabulary becomes permanent. Nevertheless, it should be noted that despite all these efforts, most learners have difficulty in using the language satisfactorily. It is important to note that authentic materials should be used in the vocabulary learning process, speaking practices should be done and a lot of time should be spent on developing strategies (Tseng, Dörnyei, & Schmitt, 2006). It is a common thought that an EFL learner who wants to master both receptive (listening and reading) and productive (writing and speaking) skills should increase his/her vocabulary salience.

Chamot (2005) stressed the importance of spreading the vocabulary learning process and making similar vocabulary practices at frequent intervals. Each EFL learner who begins to learn a foreign language assumes that improving vocabulary skills is effective on all other skills and believes that they should spend most of their time and efforts to improve their vocabulary knowledge. It should be mentioned here that to ensure permanent vocabulary learning, it is necessary to use more self-regulated vocabulary learning strategies such as

association, categorization, imagination rather than memorization (Zimmerman & Schunk, 2007, p 1-2).

Schmitt (2008) argues that to apply self-regulating strategies that require experience, learners must set a high target vocabulary and have a lot of vocabulary knowledge. On the other hand, the process of acquiring words requires patience and different approaches can be suitable for different times and environments.

In the following section, the different trends and approaches to vocabulary teaching in the history of ELT will be discussed.

2.2. Second Language Vocabulary Acquisition Trends in History

Language learning and teaching are subject to a historical process that includes elements such as the structure of language, what stages it passes, how it is transmitted, and what techniques are taught. Here, the long-term effectiveness of approaches in language teaching can be referred to. The introduction of different theories for many years has led to the application of various approaches in the language teaching process. Educational approaches are to bring together similar theories in terms of purpose, principle, and method and to systematically apply them to practice (Freeman & Anderson, 2011; Richards & Rodgers, 2001). Language teaching approaches including various theories guide systematic processes, principles, methods, rules and educational practices. The effectiveness of the proposed approaches was independently evaluated with the methods and techniques used at the time of application. At the beginning of the 20th century (the 1920s and 1930s), the starting point of rational and systematic methods and approaches was an attempt to provide vocabulary knowledge control (Richards, 1984:7).

Here it will be appropriate to briefly talk about the approaches and methods that have continued from past to present. In particular, the differences between theories and methods related to vocabularies will be discussed.

The Grammar Translation Method, which was designed in the 18th and 19th centuries, focuses on the written form rather than the oral form of the language, based on the classical literature of the Greeks and Romans, and focuses on the teaching of grammar. In this method, vocabulary is taught in lists and likewise, there is a process in which reading passages are in the foreground and vocabularies are taught through translation and memorization. As Zimmerman (1997) situated, it is a method that introduces vocabulary teaching and includes epistemology. It was a method that contains limitations in terms of verbal communication, active learner and association, which are the requirements of vocabulary acquisition.

Considering all these limitations, the instructors tried to find better ways to correct the pitfalls of the grammar-translation method. The direct method was the answer. It is known that The Direct Method, also called the Natural Method, was established around 1900 in Germany and France (Demir, 2018; Rhalmi, 2009). It emerged as a response to the shortcomings of the Grammar Translation Method. Teaching foreign languages by using the target language is one of the rules in the method.

As Bilican (2012) pointed out, grammar was taught based on the deductive method in the Grammar Translation Method, while the Direct Method focused on teaching by using the inductive method. This was one of the major methods to teach vocabulary through realia. The Grammar Translation Method only deals with the memorization technique, while the Direct Method introduces vocabulary learning techniques that are still used among educators in the foreign language education sector. Besides, it is highlighted that the target language is only used.

As Richards and Rodgers (2001) drew attention, the rules of the Direct Method were introduced by the German Scholar Frankie. According to Frankie, learners need to actively participate to learn a new language in the process. Additionally, Frankie stressed the

importance of encouraging learners to learn the rules through the presentation of adequate linguistic forms in the target language, in other words, to enable them to learn by using the target language directly. In this sense, it is easily understood that in the classroom applications, the formation of a speech environment in the target language and the development of pronunciation were of great importance, and vocabulary teaching was often given by spontaneous sentences. Word groups were reinforced by authentic materials such as visualization, concretization, and storytelling. In addition to this, abstract meaningful words were gained by association technique (Zimmerman, 1997).

Despite its advantages, the direct method was not adequate to meet the needs of the education systems. One of its major shortcomings is that it is difficult for public schools to integrate it into the curriculum. As Brown (1994: 56) states, the Direct Method “is a method in which the constraints of budget, class size, time and teacher infrastructure are difficult to use in public education. In a nutshell, the short popularity at the beginning of the 20th century soon began to lose its interest because of the shortcomings. Although the Audio-Lingual Method is similar to the Direct Method in many ways, it mainly focuses on the mechanical formations and the habitual chained schemes in the language teaching process (Richards & Rogers, 2001). Hence, it is commonly believed to be a method that suggests that permanent learning occurs when repeated habits are reinforced. Accordingly, in a foreign language course using the Audio-Lingual Method, first, the patterns that are determined from the dialogue are played in a chain, then the dialogue sequences are created, these sequences are consecutively repeated, and the patterns are memorized. In this process, the meanings of the words are learned by making connections in the context (cited from Bilican,2012).

Brown (2006) argues that the techniques of the Audio-Lingual Method (ALM) differentiate the Direct Method from the Grammar Translation Method and provide a transformational effect on the method through its principles and lead the way for a qualified

cycle process. This cycle was thought to have brought about a process based on psychological, thematic and linguistic theories.

On the other hand, Larsen and Freeman (2000) put forward an assertion that the main objective of the Audio-Lingual Method was to acquire structural patterns, to be the main elements aimed at gaining simplicity and sophistication, and only through chain studies that word acquisition would be possible.

The Communicative Approach, whose foundations were laid by Noam Chomsky in the 1960s and developed by Michael Halliday in the 1970s, is based on the idea of language teaching by communicating the true meaning of language through interaction (Brown, 2000:266). According to the Communicative Approach, the main purpose of language education is to gain the ability to express oneself in the target language. This is the main feature that distinguishes Communicative Language Teaching (CLT) from the Grammar-Based Teaching Method. As students take part in a dialogue about everyday life, they instinctively learn how to use the target language. In this way, they pass on their personal experience to their peers, and teachers aim to provide students with training beyond the usual grammar to improve their language skills in all situations (Schunk & Zimmerman, 1997, 2007).

Findings from studies, CLT is an approach that emerges in response to the Audio-Lingual Method, which is heavily linked to structural patterns. The advocates of CLT endeavoured to create a meaningful learning environment in and out of the classroom for these stereotypes and to carry these learning into concrete environments (Zimmerman & Kitsantas, 2002, p. 660). They also integrated innovative activities such as role-play, opinion sharing and interviews into the learning process. In this way, they aimed to gain students' communicative skills by providing student-centred courses rather than teachers. It was clear that these authentic and simulated learning environments increased students' interest,

enthusiasm, and motivation, making CLT an important place among ESL teachers (Kumaravadivelu, 2006:61).

As mentioned in the statement made by Savignon (2005) CLT has been an approach based on working on communicative skills for the development of the competence element, negotiating and interpreting the gains achieved, and integrating process-oriented and exploratory tasks into teaching programs and creating a meaningful design model.

From Zimmerman's perspective (1997), it can be said that he is more interested in the effects of CLT on vocabulary. Zimmerman et al. (2000) believe that vocabulary retention will take place faster and easier with a meaningful context. As a result, it is encouraged to increase vocabulary and provide permanent learning through authentic and concrete samples in foreign language teaching and learning process.

According to the Natural Approach put forward by Krashen and Terrell (1983) as one of the traditional methods, the emphasis is placed on providing easy-to-understand input in the target language throughout the course. The techniques proposed by Krashen and Terrell (1983: 76) are taken from other methods and adapted to meet the requirements of the Natural Approach theory. The Natural Approach teacher provides an interesting, warm and effective classroom environment for learning. The teacher should select and guide what is required from a very rich class of classroom activities, including various group sizes, contents, and contexts. In a program where Natural Approach is applied, a language theory is not mentioned. Unlike instructors advocating the CLT approach, learners are expected to have adequate vocabulary memory. Other researchers who advocate this view also suggest that the language itself is like a dictionary, and grammatical structures are only guides that show how to use this dictionary (Richards & Rogers, 2001:178).

Krashen suggested that innovations in the language learning process should be open our thinking and practices on how this process should change. At the heart of these changing roles lies the decision of the learner himself to decide when to speak, what to talk about and which linguistic expressions to use when speaking. He pointed out that these changing roles underwent random, context-based, automated processes. Similarly, he stressed the importance of students' intuition and needs as well. In this approach, the most important focus on the elements of language acquisition is meaning. As Oxford (2005) puts it, the acquisition is not just a way of learning, but a goal.

When the Natural Teaching Approach is considered in terms of vocabulary acquisition, as Zimmerman (1997) and Krashen (1989) advocate, vocabulary knowledge is important, words should be taught in interesting, meaningful contexts and gradual progress should be made according to the level of students, and it is clearly emphasized new vocabulary and teaching methods are important with innovative methods and techniques.

In the Silent Way method put forward by Gattegno, students are expected to explore their internal resources, use the language to express themselves, and realize the sounds in the language through techniques such as listening and generalization and learn consciously. Language is presented through concrete materials to create meaningful connections between sounds and contexts. The sound-colour tables are used to encourage students. As Richards (1984) mentioned, although language expertise is not expected, grammar, vocabulary and full learning are emphasized.

Another method that emerged in the 1980s is Task-Based Language Teaching (TBLT). Willis defines "tasks" as "Tasks are a set of activities of the target language used by the student for a communicative purpose". Through this method, students are exposed to different situations in real life and must communicate verbally to perform the tasks assigned to them (Oxford, 2006).

As this method (TBLT) encourages students to use their language skills and vocabulary knowledge, teachers must enrich the language and vocabulary structures used by the students. Kumaravadivelu (2006, p.65) pointed out that Task-Based Language Teaching does not have a certain methodological philosophy, it contains a set of tasks that can be shaped according to the requirements of the curriculum specified in the language teaching program and teachers must focus on different outputs according to their place. At this point, the teaching techniques needed for Task-Based Learning are not very different from the known language teaching methods. Accordingly, the differences are in the ranking of activities and giving priority to their importance.

Another major method, the Lexical Approach, is a way of teaching based on the idea that language is composed of word groups rather than grammar. The lexical approach was put forward in 1993 by Michael Lewis, who drew attention that "language consists of grammaticalized lexis, not lexicalized grammar" (The Lexical Approach, 1993). In the same way, research has revealed that the Lexical Approach is not fully understood and is used in a variety of ways rather than a single method. When the literature is searched, it is observed that there are lots of principles to understand various word groups, collocations, chunks and word combinations (Lewis, 2000).

Since the 1990s, the foreign language sector has faced a post-method process. The main idea of this period was stated to be an individualized process in which students were centred, played a leading role and directed his learning process. From a sociological point of view, the influence of lots of theories within educational psychology is often seen. In the next section, it will be a correct approach to firstly address the history and components of sociocultural theory.

2.3. Self-Regulation

Research in the field of educational sciences has shown that some students have difficulty in understanding concepts and learn more slowly than other students, and this situation harms students' academic performance. On the other hand, there have been studies showing that students' abilities and skills are insufficient to explain academic achievement. Zimmerman and Schunk (2012: vii) state that self-regulatory learning and motivation are important factors along with ability and skill on the road to success.

The concept of self-regulation, including the use of learning strategies such as repetition, articulation, summarizing, and schematizing; pointing to the learning model in which the student evaluates himself/herself, performance and process and sets new goals in this direction. Self-regulation is related to the degree of students' active participation in their learning processes in terms of metacognition, motivation, and behaviour (Zimmerman, 1989).

An individual plays an active role in learning by taking responsibility for learning. Studies in this area have focused on learning strategies in recent years. Learning strategies include all behaviours, thoughts, beliefs, and emotions that facilitate the acquisition, understanding and subsequent transfer of new knowledge and skills (Weinstein et. al., 2000). Learning strategies consist of behaviours and thoughts that are expected to affect the way the learner chooses, organizes and integrates new knowledge to be taught (Büyüköztürk, et al., 2004; Toprakçı, 2013).

Most studies investigating the effectiveness of the strategies used have shown that students learn more on their own rather than the training given by others. At the beginning of the learning activities, the students have goals such as gaining knowledge and skills, finishing their work and getting high grades. Success is an indicator of the extent to which an individual

has benefited from a special course or academic program in the school setting (Özgül, 2002).

Although research shows that self-regulation develops from an early age to adolescence, it can be said that self-regulation can be taught at all levels of education through studies and interventions and that the skills gained by self-regulation studies provide significant improvements in students' academic achievement (Weinstein et. al., 2000). There are lots of definitions of self-regulation and self-regulated learning. These are multidimensional definitions that are hard to express (Dörnyei, 2005).

Pintrich (2000) defines self-regulation as a constructivist process in which students set learning goals, regulate their cognitions and behaviours and control them. Perry and Drummond (2002) for self-regulation defined the awareness of the elements that affect the motivation of the learner to learn and take responsibility in this process.

These definitions show that students with self-regulation skills have set learning goals for themselves in the learning process, plan their actions in line with these goals, implement these planned actions systematically, evaluate the gains obtained as a result of the application and control their behaviours/cognitions.

Most SRL theorists have a common opinion that ideas, emotions, and applications have related a sense of affective, behavioural, cognitive and motivational dimensions (Montalvo & Torres, 2004). However, SRL theorists and models demonstrate different opinions on which dimensions they focus on and, thus, what strategies and processes they underpin to back academic achievement up.

According to social cognitive theorists, self-regulatory learning is not only determined by personal processes, but it is assumed that environmental and behavioural phenomena affect these processes in triplicate. Self-regulatory learning can express

metacognitive skills such as cognitive, emotional, understanding, monitoring, behaviour control strategies such as persistence and diligence, effort management strategies, impulse control when talking to class (Yağlı,2014). Self-regulatory learning emphasizes autonomy and control through the acquisition of information, the development of experience and the monitoring, manipulation, and regulation of actions taken by the individual (Paris and Paris, 2001). The acquisition of self-regulatory learning skills in secondary school education is particularly important in our age when information is constantly and rapidly changing (Turan & Demirel, 2010).

2.3.1. Self-Regulation in ELT. Recently, considerable literature has grown up around the theme of language learning strategies. The number of publications increasingly emphasizes on the relationship between language learning strategies and some concepts or factors such as success, proficiency level, encouragement, nationality; self-motivation, thoughts, beliefs about language learning, background, learning style, vocabulary size, goal orientations, and cultural context, etc. (Bremner,1999; Chen, 2009; Griffiths, 2003; Kim, 2015; Yalçın, 2003).

The definition of this research is derived from the common thought of self-regulation in academic achievement and SLA. Second language learners applying SRL focus to the process during that L2 learners proactively carry out strategies to develop a particular second language skill by handling their language learning activities to their language learning goals (Oxford & Shchramm, 2007; Zimmerman, 2002). As an example, second language learners utilize cognitive strategies (for applying mental sources) to gain metacognitive and vocabulary strategies (an experience that permits learners to manage their cognition) to able their learning environment (Oxford & Shchramm, 2007).

Hence, the current definition of self-regulation in language learning in this research addresses to which learners are active participants in their learning process and contain

concepts such as environmental, cognition, motivation, behavioural and metacognition factors applied by learners to assist their language learning. To illustrate, it can be understood that self-regulated learning strategies cover not only cognitive but also affective domains equally. Namely, cognition includes strategy knowledge while affection is to deal with a wish to learn. Nevertheless, it is believed that implementation and proactive actions should be carried out to provide a full understanding of self-regulated learning.

The use of strategies in foreign language learning is strongly related to motivation, gender, age, culture, dominant brain hemisphere, career orientation, beliefs and the nature of foreign language (Oxford, 1999). When learners consciously choose strategies that are appropriate to their learning styles and existing foreign language tasks, they become active, conscious, and useful tools for self-regulation of learning (Oxford, 2003).

Successful students in foreign languages proceed with new information more effectively in learning, associate old and new knowledge, organize and transform the presented material, set goals for themselves, plan strategies and ask for help when they need it. In other words, students with good foreign language organize their own learning activities themselves (Bland, 2005) and adapt their efforts based on learning products regularly (Zimmerman and Pons, 1996). It is stated that there is a difference in motivation levels between highly successful students and less successful students (Ruban & Reis, 2006). Also, there is a difference between low-achieving and below-expected (medium-low) students. According to Krouse and Krouse (1981), the main reason for students' success under expectations is that they do not use self-control strategies effectively and they do not have self-regulation skills.

Both self-regulatory learning and motivation affect students' academic performance. When we examine the related literature, we see that the effect of these two variables on students' academic performance, whether there are significant differences between the

genders in terms of these two variables, in which self-regulatory strategies are used more frequently and the students' motivation towards language learning are investigated.

The recent studies show that self-regulated learning is only one of the qualities which learners exist or lack. Vice versa, it requires the special use of a process that is needed to be individually adapted to each learning task. The skills can be defined as (a) *adjusting* particular goals for oneself, (b) *internalizing* powerful strategies for getting the goals, (c) *observing* one's performance especially for progress, (d) *reorganising* one's physical and social context to make it coherent with one's goals, (e) *adjusting* one's time use effectively, (f) *self-evaluating* one's methods, (g) *contributing* reason to results, and (h) *adapting* future methods (cited in Bilican, 2012).

The -wh question words (why, how, when, what, where, and with whom) to be emphasized by Zimmerman (1998) composes the scope of the self-regulation process. The question "why" points learners' motivation to self-regulate their language learning. The question "how" is related to styles and skills letting students decide or manage their method to study. The question 'when' is to stimulate learners to organise their time more effectively. The question "what" is about students' obvious behavioural performance. The question "where" addresses to plan of physical context by the learner. The final question "with whom" deals with the social side of studying, that is self-regulated learners are conscious of how study peers, tutors, or educators can support or prevent their language learning (cited in Bilican, 2012).

As it is considered in the framework of ELT, it was obvious that monitoring good language learners and their strategies were not effective, therefore, the analysts began discovering the mystery of strategic learners 'proactiveness' caring on the self-regulatory process and the learner potential highlighting it. Further, scholars continuously adjust that the origin of achievement leading the proactive strategic learners is not the basic scope of the

strategies, tactics, or methods that they use, however instead of the fact that they carry out to apply them. It should be noted, what makes strategic learners special based on creativity they exhibit into their learning willingly (Dörnyei, 2005).

Embi and Mohd Amin (2010) recommend that learning strategy training in a language classroom may have valuable effects on students' language achievement. It can also be seen from the recent studies that the most certain way to increase learners' self-motivation is to train them in ways that persuade learners that achievement is mostly because of domains under their control, such as effort and strategy use.

2.3.2. Language learning strategies. The concept of LLSs is a summary of the question of how an effective foreign language learning process can be proper. Firstly, learners who are good at foreign language learning were asked about the strategies of which they succeed to be successful. Later, the attention to the appropriateness was put by the methodologists and practitioners since all learner is unique and he or she has his or her private area and learning context. At this point, the concept of “teachability of the language learning strategy”, considered by contemporary educators and researchers, and the idea that the LLS are motivating to use the potentials of a language learner to enhance their ability can be focused (Griffiths & Parr, 2001).

According to Anderson (2005), language learning strategies are conscious actions taken by students to develop their language learning. Namely, there can be two types of strategies: observable strategies such as note-taking to better remember the information at an academic lesson, and mental strategies such as thinking about what they know about a subject before reading a chapter in a book. Recent studies have shown a strong association between LLS use and L2 competence. It has been observed that those who are proficient in learning L2 have more LLS knowledge and resort to this information to implement L2 tasks. On the other

hand, studies support the notion that those who are less proficient in L2 learn less apply to LLS and receive less efficiency (Anderson, 2005, p. 757).

Swan (2008) states that the main element of the concept of 'strategy' is problem-solving. The strategy is not a way to achieve a result; on the contrary, it is the way you prefer to focus on the problems encountered in concluding. In other words, a strategy is one of how you believe that solving a problem will work best. Furthermore, interestingly, in language learning discussions, the element of solution choice is not always clear.

Learning strategies are ways to facilitate being successful in a learning task. In deciding strategies, especially in the early stages when deciding on a foreign language learning procedure, learners often focus consciously on the goal (Chamot, 2005). To ensure that learners are familiar with the situation when exposure times become repetitive. The learning strategy automates this situation, but most students can bring awareness to the awareness-raising strategy when necessary.

According to William and Burden (1997, p. 145), learning strategies are like a tactic used by a player. In other words, learning strategies include strategies that learners, like players, consciously apply to achieve something. Learners using strategies consciously should be proactive to plan, organize, decide on the right skills, observe, evaluate and, if necessary, revise the plan, following their purpose.

Another discussion is that a situation becomes strategic only when it is appropriate for learners. Accordingly, strategic learning will take place as learners strive to select and maintain learning paths that they believe will increase practices that will positively affect their development. In other words, it is not the strategies that make the learners successful, but the efforts they make in trying to discover the appropriate strategy for them. In this case, it

provides the transition from the natural techniques used in the focusing process to the self-regulation process by selecting individual learning (Schmitt, 2010).

Most recent research also shows that researchers go through the extent to which learners are pro-active in managing their own language learning experiences (Dörnyei, 2005; Tseng, Dörnyei and Schmitt 2006). Dörnyei (2005) put forward a taxonomy of self-regulation language learning strategies (see Dörnyei 2005; Tseng et al., 2006) besides expand the focus of future study into this field (Gao, 2006).

Dörnyei (2005, p.169) synthesises a list of LLSs based on past research:

1. Affective strategies, including taking control of the emotional (affective) circumstances and experiences that shape one's nominative interest in learning.
2. Cognitive strategies, including the trick or convention of the learning tools/input (e.g., repetition, summarizing, using images),
3. Social strategies, including interpersonal attitudes purposed at boosting the amount of L2 communication and practice the learner undertakes (e.g., leading interaction with native speakers, cooperating with peers),
4. Meta-cognitive strategies, including higher-order strategies aimed at analysing, observing, evaluating, planning, and coordinating one's learning process, (cited in Bilican,2012).

2.3.3. Self-regulated vocabulary learning strategies. Vocabulary learning strategies are used to increase attention in the vocabulary learning process. Among these strategies, strategies such as memorizing, repeating and note-taking appear to be the most preferred VLS. These strategies fall into the category of mechanical strategies and are

thought to be much simpler and more practical for students than other strategies (Schmitt, 2010).

Nation (2005) categorizes word strategies into four main groups: use of dictionaries, use of word cards, word fragments, and prediction of context. Nation also states that it is safer for vocabulary retention to practice in a repeated manner so that learners can fully learn. Thus, these studies allow learners to apply, use, receive and give back words vigorously and allow them to experience a fluent vocabulary acquisition process. When high-frequency words are offered to learners, the context for strategy development should also be provided.

According to Nation and Newton (1997), there are practical consequences of word ranking and selection. They advise that technical and academic vocabulary lists can be applied by educators and learners to ease the process of such words in the same way as high-frequency words, namely, they learn the words directly via vocabulary practices or individual learning. Since there are comparatively few high frequency words implied for effective use. They supply very good text coverage. With some low-frequency words, learners can easily guess if they know the high-frequency words.

Cognitive strategies involve the use of repetition and mechanical methods to practice words, including keeping word books. Students can be exposed to a word in a word list or on a flashcard. Nevertheless, such strategies are then used for revision. Taking notes is an important activity that heartens students to make plans and offers another chance for their schemes and supplemental exposure during the review for newly learned words (Schmitt, 1997).

Examining the literacy of vocabulary acquisition in a foreign language, it is seen that the vocabulary learning strategies have an important place for the learners to manage and regulate their learning process (Graves & Fink, 2007). Nevertheless, studies on VLS

especially put attention on cognitive strategies and less attention was put to affective and metacognitive aspects of vocabulary learning (Rasekh & Ranjbary, 2003). In this study, based on the theoretical framework of SRL, the focus is to investigate all cognitive, metacognitive, motivational and affective dimensions of self-regulation in vocabulary learning.

SRCvoc learning strategies include environmental control, commitment control, satiation control, metacognitive control and emotion control (Tseng et al, 2006). The factors of self-regulated vocabulary learning strategies have been studied by Tseng et al. (2006) in traditional ways. In other words, as a new method, peer learning has started to be used to increase the self-regulated vocabulary learning capacity of ESL learners in this research (Blanch et. al., 2012). Some researchers demonstrated that the importance of the environment and peers' influence on personal factors is in keeping with social cognitive views of self-regulation (Ariza & Viafara, 2009). Dörnyei's (2005) model of self-regulation consists of five categories of control:

1. Commitment control strategies for aiming to protect or boost the learner's goal commitment.
2. Metacognitive control strategies for observing and managing concentration and for reducing unimportant delay.
3. Satiation control strategies for disposing boredom and inserting more attention or interest to the duty.
4. Emotion (Affect) control strategies for managing destructive emotional situations or feelings and for creating emotions that are initiative to reach one's goals.
5. Environmental control strategies for creating positive environmental effects by making an environment a crony in the chase of a difficult goal (Dörnyei, 2005, p. 113).

SRCvoc provides the ability to use vocabulary strategies in order. Nevertheless, this model includes two components of strategic behaviour: Participation in “Strategic Vocabulary Learning and Mastery of Vocabulary Tactics”. The first component refers to the “quantity” aspect, which involves the discovery and improvement of specific tactics through hidden or open actions. The second component is the “quality” model of the mastery of specific hidden or open learning methods for obtaining vocabulary (Schmitt, 2010).

2.3.4. Recent studies on the SRCvoc strategies. The SRCvoc scale (Tseng et al., 2006) has undergone very little research so far. A very recent study has been conducted in an environment where foreign languages are taught in Japan (Mickelson et al., 2003). The piloting work showed that factor structures were different from those in the main study. The main study reveals that the scale can be a valid measure of self-regulation capacity in vocabulary learning in a Japanese EFL context.

The study administered by Roscoe (2007) in the Japanese language learning context caused criticism against self-regulation. It is noticed that the participants applied environmental control strategies for the goals of regulating satiation, meta-cognitive, and affective control. Furthermore, the research also revealed an unusual association between the other four categories. That is, corruption in any category of motivational control had a certain effect on other categories. Such confused relationships, thus, advise the suggested model of motivation control, can have difficulty in the common definitional uncertainty for which past models of strategic learning have been criticised.

2.4. Sociocultural Theory

Learning is a social activity. When we communicate with other people, we gain knowledge and each knowledge depends on experience (cited in Steffe & Gale, 1998). Vygotsky (1978) argued that the social environment involved in the child's cognitive

development plays an important role. Children learn from the people around them and their social worlds. The social environment is the source of the concepts, ideas, phenomena, skills, and attitudes gained by children. According to Vygotsky (1978), it is the socio-cultural environment that shapes self-regulation. Students are willing to behave independently and have the capacity for high-level mental development through interaction with individuals in the socio-cultural environment.

Vygotsky (1978) emphasizes that the role of the adult is very important in influencing the child's cognitive development. According to him, when children work together with adults or other children, their cognitive development is fed. In many teaching situations, adults control children's thinking and problem-solving activities (cited in Aydınlioğlu, 2016, p.68). However, this control should enable children to internalize what they have learned, making them independent thinkers and problem solvers. According to Vygotsky (1983), the adult needs to identify two points to help the child integrate the information and gain the information. One of them determines the level of development that the child can provide independently, without the help of an adult. The second is to determine the level of potential development that an adult can show when working under guidance (Doolittle, 1995). The difference between these two is the child's open space for development. The most important concept that Vygotsky brings to development and education is the open space for development. This shows that the development of the learner depends on the society and culture in which he lives. Shabani (2013) expresses sociocultural theory as a social process. It involves the emergence of human intelligence in a society or culture (cited in Rizve, 2012, p.112).

Vygotsky (1990) stated that people can learn what they want and what strategies they should use to get their wishes. Students learn to construct and think through the tools of culture or internalize with other more skilled individuals. The use of language in the language

learning process and the application of a self-regulated teaching process in this process constitute a good example of social learning (Kingsley, 2007). Aimin (2013) also states that SCT is primarily concerned with the cognitive development of the learner and that social, cultural and biological elements are integrated and that socio-cultural conditions have a major effect on learner cognitive development.

2.4.1. Sociocultural theory's background and its concepts. Vygotsky's

Sociocultural theory (1978) is established on the foundation of notions in a learner's cultural environments that are mediated by language and other symbol systems (Steward, 2011), interacting with others, and then associating into the learner's mental construction (Scott and Palincsar, 2013). It is reported that SCT is applied to investigate language learning as a social practice in which students can go in for the building of the learning process and the cooperation of other elements (Pei ,2010).

To find an association between sociocultural theory and second language acquisition, qualified researchers and language teachers have studied SCT and its notions (Pei, 2010; Rizve, 2012; Aimin, 2013). In the light of research, SCT has some notions that create the SCT structure and is also referred to in second language acquisition (SLA). They mediate regulation, the zone of proximal development (ZPD), verbal thought, internalization, and scaffolding.

2.4.1.1. Mediation. The focus notion in Vygotsky's (1978, 1981, 1983, 1988) cognitive psychology is mediation. Vygotsky thinks mediation as a major mechanism of the learning and development process. According to Vygotsky, all psychological processes are mediated by signs, language, and symbols. Learners acquire these tools via adults in their development phases. Learners firstly internalize these tools and then these tools become mediators for learners' high psychological mental processes. When one examines Vygotsky's researches, he/she faces two major mediations: metacognitive and cognitive mediations.

Metacognitive mediation involves gaining semantic channels of self-regulation while cognitive mediation involves scientific notions of some phenomena.

It is said that language plays the role of thought-giver in the mediation process. Fahim and Haghani (2012) emphasized the importance of communicating with the world in the process of learning and acquiring. However, in Aimin's report (2013), Saussure stated that language, as an element of a symbolic system, is a tool that reflects our feelings and thoughts. Speech, which is both a psychological and a physical concept, is a process in which we make sounds by using language; therefore, language has a social and speech is an individually accepted phenomenon.

SCT offers a new perspective on the SLA process. In other words, language and thought, which have a direct relationship between them, and learners in terms of the ability to express themselves in social environments need to receive adequate support in the language they will communicate (Aimin, 2013). Vygotsky argues that the learner's interaction with more talented and experienced people such as parents or educators prevents and improves cognitive development (Rizve, 2012). According to Vygotsky, who considers the element of consciousness as a component of socialization, a learner applies language as an interpersonal communication channel and then internalizes and masters the external world, resulting in internal conversations. The child receives information in a sociocultural context and learns to himself. (1978).

Mediation is one of the main elements of sociocultural theory. Vygotsky and his followers think language as a symbolic channel to serve as a protection wall between humans and the environment (Lantolf and Thorne, 2006) and to manage and organise the relationship between people and context (Fahim and Haghani, 2012). To get a full understanding of sociocultural theory (SCT), we initially need to comprehend the notion of “mediation”. Symbolic channels are very meaningful tools for communicating with the world and

improving our physiological and cognitive processes. In terms of second language acquisition, the mediation can be thought as an independent student in this learning process, but also as a transition from other regulations to self-regulation (Mynard, 2006).

2.4.1.2. Regulation, Zone of Proximal Development, Interaction. Regulation is defined as a rule or guide to manage an event or process applied and continued by an expert. Aimin (2013) regulates the SCT by describing it as a form of mediation that swiftness the capacity of children to control their practices via linguistic techniques by taking part in physical and mental activities in which they are managed or controlled by others. Vygotsky thinks that play has two important benefits to children's cognitive development. The first allows children to think abstractly. Secondly, children learn to postpone their impulsive actions through play, to think initially, to perform purposeful and flexible actions and to do so, and this process is seen as the process of learning to make self-regulation.

Interaction between humans and culture is more effective in cognitive development than psychological processes. Cultural values should also be included in the education process. Education is not only a basis for cognitive development but also sociocultural activity. According to Aschermann 2001, culture, which directly affects children's understanding, also has an important role in the Zone of Proximal Developments in conveying their own ways or ways of thinking through their internalized cultures. The adult must know the child's ZPD to help the child integrate the information. Teaching is good to the extent that it can advance the child's development; ensure that the child can use his / her developmental area effectively. Therefore, direct one-to-one instruction and how children interact with children and adults play an important role in the child's cognitive development (Bilican, 2012; Aydınlioğlu, 2016).

Vygotsky (1987) states that in order to contribute to children's cognitive development levels, two conditions must first be identified: The first is the level of development that each

child can achieve independently without any adult assistance. According to Vygotsky, the difference between these two situations is the child's proximal development zone. When working with a guide or environmental support, the child's learning will be more and more likely and will be revealed in a more comfortable way (Aimin,2013). This is the most important concept that Vygotsky introduced to the psychology of development. When Vygotsky's principles of ZPD are examined, some rules emerge: The teaching and learning process must be full of activities that will enable the child to make the best use of the area of proximal development. Therefore, cooperation is important. Not only the individual but also the group should be evaluated. Cultural values should also be included in the education process. Teachers should largely release the students in a controlled manner.

In the interaction phase, a learner receives support from a more talented peer or adult described as "other regulated." It is a powerful step for the learner to make self-regulation and to receive aids or scaffolds from the more capable peer or adult known as "other arrangements." to improve intellectual development (Jones and Brader-Araje, 2002). As Magogwe (2007) stated, other regulations are described as more qualified peers who assist tutees in interacting with adults or ZPD and receiving feedback to learn their mistakes and achieve self-regulation or intellectual development (see Jones and Brader-Araje, 2002). Bandura (1991) expresses that learners regulate their attitudes according to both external outcomes and their effects. He claims that self-monitoring is the determinant of the success of self-regulation of its originality, consistency, and temporary proximity (cited in Aydinlioğlu, 2016, p.87).

According to Vygotsky (1982), learners can go beyond their capacities. He says that they need to get support and interact with a more knowledgeable peer or adult. Firstly, it is explained that with the help of the interaction, it can be solved by itself. Therefore, it is stated that children can do more than their potential. "The Proximal Development Zone specifies the

distance between the child's ability to solve problems alone, in cooperation with more competent peers and adults, under the guidance of their problem-solving ability and these levels of development” (Vygotsky, 1978). Ormrod (1998) points out that there should be two factors that show the cognitive capacity of a child. One of the elements is to determine how much a child can do on its own (as a level of actual development) and second, to determine the degree to which a child can do it by a more capable person. or experienced (as a potential level of development) (cited in Rizve, 2012, p.70).

Nacera (2010) presented us three perspectives and educational application areas to better understand the proximal region: “the use of all activities, the need for social interaction and change” (Doolittle, 1995, p. 4). To summarize, we must continue to develop high mental functions such as literacy, critical thinking, or problem solving. Besides, it has become important for us to socialize, interact and, where necessary, change our field of development to improve our learning and ZPD.

Most of the researchers agreed that the motivation levels of many learners who communicate with their peers were higher and this increased their academic success (Rohrbeck et al. 2003). The concept of learning in a social process becomes meaningful when we communicate and interact with the outside world (peer, family, teacher, etc.) (Hein, 1991; Kim, 2001). We acquire knowledge interactively and actively (Jones & Brader-Araje, 2002). Students who communicate and interact with their environment can measure the suitability of their behaviour to social life and get feedback on their attitudes and activities throughout the interaction and realize that working together is an important method (Dewey 1940, 1966; Gillies and Ashman, 2003). Social interactions emerge and increase learners’ cognitive and mental functions by the means of learner face with and participate in social events necessary for cognitive and communicative functions (Aimin, 2013). It is emphasized the significance

of sociocultural theory rules on the base of interaction and cooperation between peers in the second language class (Turuk, 2008).

2.4.1.3. Verbal Thought, Internalization, Scaffolding. Vygotsky argues that language is not only a means of communication, but also a tool for understanding and mediating the world, and that language improves thought and contributes to the realization of mental functions (Unal,2010). According to Vygotsky, the child's self-centred speech is the beginning of the inner conversation which will then be used as a tool for thinking. The concept of verbal thought mentioned here is one of Vygotsky's important contributions to socio-cultural theory, which focuses on the relationship between development and thought. The Sociocultural theory supports the view that language and thought are intertwined by the nature of thought and speech (Fahim and Haghani, 2012).

It is called internalization that the child acquires many of the situations that he/she obtains through social interaction. The child internalizes new skills in the field of close development. Thus, the area of close development goes further than before. Vygotsky stresses that the socio-cultural structure is highly influential in development. At the same time, the effect of the areas of language development, communication and development on the basic processes, how it shapes the thought and how the effect of the link established by the educator in development is parallel to the development. Vygotsky was also the representative of the social structuralist perspective. The Internalization is also of interest in Vygotsky's theory of sociocultural learning and second language classes. Hence, learners ought to be encouraged to think and speak in the target language to be organised in social communication activities (Aimin, 2013). Internalization is the process by which the learner first communicates and learns cultural tools such as a language with external help. The learner then becomes internally accessible (Dillenbourg, 1994; Steiner and Mahn, 2007). Vygotsky (1990) supposes that when an opinion, attitude, or behaviour is met by a learner in a social context, they

emerge the learner's mental functions, such as a language called internalization (Doolittle, 1995).

The concept of scaffolding is the teaching tools in which the teacher or peer uses the information that the child or learner does not know during his / her learning as examples and analogies. Therefore, education improves thinking. In education, scaffolding refers to a variety of teaching techniques that gradually lead students to better understanding and eventually make them more independent in the learning process. The term scaffolding implies an analogy with this term: teachers provide temporary support at successive levels that support students in achieving levels of understanding and skills that they cannot reach without help. As with building physical scaffolding, supportive strategies are gradually removed when they are no longer needed, and the teacher gives more and more responsibility to the student in the learning process.

Scaffolding is thought to be one of the key elements of effective teaching, and all teachers use various learning supports in their teaching. In addition, scaffolding is often used to bridge learning gaps – that is, the difference between what students learn and what they can know and be able to do at some point in their education. For example, if students are not at the reading level required to understand a text read in a lesson, the teacher can use instructional support to gradually bring the students' reading ability to a level that can read the desired text independently and without assistance. One of the main objectives of the scaffold is to reduce the negative feelings and perceptions that students may experience when they are frustrated, frightened or discouraged when they engage in difficult work without help, guidance or understanding that they have to finish the work.

Scaffolding is a six-stage approach to learning and helping individuals to develop in their areas of proximal development (Eskay et al., 2006). Knowledge, skills and previous experiences from an individual's general culture form the basis of the scaffold for potential

development. At this stage, students work independently to interact with adults and / or peers. To successfully implement scaffolding as a learning tool, the use of language and the sharing of experiences is extremely important (cited in Dash et al, 2015, p.88).

The first step in scaffolding is to attract the learner's interest. When the learner actively participates, the task should be simplified by dividing it into small sub-tasks. Throughout this work, the teacher should ensure that the learner focuses on the work and concentrates on the most important ideas of the task. One of the most inseparable stages of the scaffolding is to prevent the learner from being disappointed. In a recent study on the scaffolding, the teacher personally illustrates how the studies can be completed, so that learners can imitate and eventually internalize them” (Dash et al., 2015).

According to Lantolf et al. (2006), the scaffolding process has two main phases: first, “developing teaching plans that will bring students to a level where they can understand new material in depth, and secondly, in an appropriate scaffolding process, there will be certain identifiable features that will make it easier to help the learner internalize the information until he or she has learned it thoroughly.

2.5. Peer Tutoring

Peer teaching is a teaching method in which students help each other and learn by teaching (Mynard ve Almarzouqi ,2006). Under the guidance of the teacher, it is a process in which a gifted student is taught a concept or skill to one or more students at the same grade level (Doymuş, 2004). This model sometimes referred to as peer-assisted instruction (Shmais, 2003) and sometimes as peer coaching, is generally referred to as peer teaching. In addition, Kalkowski (2001) entitles peer teaching such as “peer tutoring, cross-age tutoring, peer teaching, peer education, partner learning, peer learning, child-teach-child, learning-through-teaching, [and] mutual instruction” (para. 4). When most of the studies are examined, it is

easily seen that the terms peer education, peer instructions, peer education, counselling, monitoring, mentorship, cooperative learning, group work with similar or similar meanings are generally used (Akay, 2011).

According to Topping (1998), the aim of peer teaching is explained as to transfer information to the peer in or out of the classroom under the control of the teacher and to teach a student while the other students learn (Hott et al., 2012). Within the peer teaching model, students work together to support each other's learning. This teaching model was first introduced in the early 19th century and used as a method to support students' cognitive and social learning.

In recent years, the peer teaching method is one of the methods used in the learning process and its importance is frequently emphasized (Akay, 2011; Doymuş, 2004). Peer education is used as quality education and one of the most effective teaching practices in many countries and is supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (Blanch, Duran, Flores and Valdebenito, 2012). Peer teaching is defined as helping individuals who are in a similar social group and who are not professional teachers to learn and teach each other (Ünver & Akbayrak, 2013: 214). Peer teaching can also be defined as helping pupils of the same or different age and level to help each other learn, especially from more experienced ones (Kiarie, 2003; Hott et al., 2012; Tiwari, 2014).

According to McNutt and Fletcher (1993), peer assessment is an approach in which students evaluate their peers in detail and get detailed feedback from their peers (cited in Dündar, 2016, p.25). Ruegg et al. (2010) described peer assessment as a mechanism in which students evaluate their peers' performances qualitatively and quantitatively and encourage students to reflect, discuss and collaborate (Kim, 2001).

Beside in these definitions, Vygotsky called peer tutoring as a role of the learners to receive data with the aid of each other by cooperating within their zone of proximal development (1978). In CAT, tutor and tutee have certain roles (cited in Grimm et al., 2009). In the meantime, tutor guide learners, facilitate their tutoring process, advise them if necessary, support their learning and observe during the process. (Topping, 2005). In this respect, Chi et al. (2001) focus on the idea that all educators should have enough pedagogical knowledge and skills to manage the process successfully and effectively.

One of the main reasons for the emergence of the Peer Tutoring Model; to eliminate the situation where teachers are lacking and cannot make adequate observations and feedback. In this model, students not only play the role of teachers, but they interact with each other as they are students, and they feel independent for a while. The basic logic underlying the PTM is quite simple. If a teacher cannot observe and perform feedback from a lot of students during the lesson, some students (teachers) are trained and assigned to perform other tasks (learners) engaged in practice trials. According to Wilson et al., The students who will teach peer education in PTM do not need to be selected among the smartest, most hardworking or most talented. Teachers should also plan their peer curricula, task distributions, and worksheets very well. In peer teaching, the teacher should decide which students will be matched, should teach the peer to be taught, the instructions to be followed, the reinforcements, feedback, and corrections to be given to his / her friend, in which situations and how to give them, and should assist them in continuous observation (Yardımcı,2009; Akay,2011).

Kim Bradsford-Watts (2011) emphasizes that all peer education programs address the Vygotskian approach, in other words, communication and interaction between peers constitute a meaningful learning environment. According to the results of the study with the AÖM, the students felt less tense than the education they received from the teacher, they trusted their friends' feedback and corrections, the students' success and responsibility

increased, the students' learning problems related to the teacher and that the peer teaching process enhances learning skills that contribute to academic achievement (Ariza & Viáfara, 2009; Akay, 2011; Bradford-Watts, 2012; Dash et. al., 2015). Most researchers observe that peer students have higher self-confidence than traditional ones and that their critical thinking and problem-solving skills develop more and acquire more permanent knowledge. This research proves that peer education is one of the main strategies that help students to better define themselves, organize learning processes, keep information in mind, and remember constantly (Can, 2009).

The implementation process of peer education should be well planned. The teacher first sets the goal, makes the appropriate teacher-learner pairings, the training is given to those who take on the role of the instructor, the lessons are taught in such a way that the motivation, interest and attention of the peer teachers are kept alive and finally the application is evaluated by both the teacher and the peers. Like Vygotsky's Scaffolding, the basis of peer teaching is based on a scaffold. Just like a teacher, the tutor asks questions, makes explanations to tutee or reacts to scaffolding-building activities such as modelling for tutee (Dzubak, 2015). In line with these reactions, both tutor and tutee should be noted and reinforced by what they learn through individual support from their peers (Roscoe and Chi, 2007).

2.5.1. Types of peer tutoring. Peer teaching is a technique that involves a series of approaches in which students work collaboratively and simultaneously in pairs or small groups to receive teaching support from their peers as well as the teacher. There are two main types of peer education: between ages and the same age. In peer-to-peer teaching, students of different ages match and the older student teaches to another. On the other hand, in addition to peer-to-peer teaching, another approach in which students in the same age group take on the roles of teaching and student respectively are mutual peer teaching (Blanch et al., 2012; Dash et al., 2015). On the other hand, Miller et al. (2005) have categorised five types of PT: “Class

wide peer tutoring, cross-aged tutoring, one-to-one tutoring, small group instruction and home-based tutoring” (cited in Aydınoğlu, 2016, p.36).

In peer teaching techniques, students are taught how to perform their roles effectively and meaningfully, using individualized and structured aspects of an effective teaching process (such as adopting question patterns in mutual peer teaching or referring to specific questions in peer-to-peer peer classes). It involves students of the same or different ages who give feedback to other peers about the quality of their performance and academic development, and this process can take place in different ways, such as reinforcing or organizing learning.

As understood in the studies (Dash et al., 2015) it may be inferred that mostly used PT are cross age peer tutoring (CAT), Class wide peer tutoring (CWPT) and Reciprocal Peer Tutoring (RPT). Cross-age tutoring (CAT) can be described as “older and more experienced peers with qualified in a topic field teaching younger and less experienced peers who are not qualified enough yet” (Kalkowski, 1995). Class wide Peer Tutoring (CWPT) can be defined that the class divides into two different groups and the groups are then split into pairs studying together in class to teach each other. Reciprocal Peer Teaching (RPT) is a cooperative learning technique including more than a one-to-one relationship. Learners switch roles while in pairs or groups. In this study, we will use RPT as a model in our works.

2.5.2. Reciprocal peer tutoring in ELT. Reciprocal peer tutoring is a cooperative classroom learning technique in which students teach each other and swift their roles as a tutor or tutee. In other words, Reciprocal Peer Tutoring (RPT) is described as a collaborative technique that builds evaluation in a learning process that is developed to help learners to take part in the tutoring process and increase their success (Mickelson et al., 2003). Most researchers suggest that RPT has a significant impact on students' academic achievement and psychosocial development (Fantuzzo, 1989; Tiwari,2014; Riggio,2017). RPT is an effective technique because it aims to develop many elements for the holistic development of students.

In RPT, each student prepares to do teaching to a peer and learn from a peer. Research on RPT revealed that the preparations made during the teaching and learning stage of the students had a positive effect on their cognitive development (Ruegg,2017). In addition, peer-assisted instruction reduces psychological stress and social pressure on students, thereby minimizing social isolation among students (Dash et al, 2015; Ruegg, 2017).

In the technique of RPT, the learners study together to swift, observe, and assess each other, while studying on group aims (Weiss, 2007). RPT is more widely used and prevalent than others since it can be performed with a small number of student pairs. Other types of peer teaching, such as cross peer teaching, are much more structured but require more planning and time to spend than mutual peer education. RPT allows peers to take responsibility for lesson planning, observing and assessing their performance. Thus, it aims to increase the student's interdependence as it gives freedom of choice in group settings (Using Peer Lesson to Facilitate Access, www.k8accesscenter.org).

In a quantitative study of 105 participants, Cheng & Ku (2008) investigated students' attitudes towards RPT. The group members stated that they achieved a beneficial working environment with RPT, they gained feedback from their peers and experienced an information sharing environment. In addition, students reported no fear or anxiety when asking questions.

2.5.3. Benefits of peer tutoring. A student with low social skills can be matched with a student with high social skills to learn appropriate behaviour from him. Peer education expands the peers' perspective and acquires new positive attitudes and behaviours. In addition, cooperation and team spirit are formed with peer teaching and peers gain responsibility (Chen & Liu, 2009). Peer teaching also allows peers to communicate with each other in a relaxed and stress-free way. One of the benefits of peer teaching is that peer teaching adapts to students' own learning steps, perception levels and learning styles (Gartner & Reissman,1999).

As a result of the researches, it has been observed that giving feedback and correction in the peer teaching process and correcting the basic misconceptions quickly enable students to complete a learning task with their own steps without comparing with the faster learners. However, most researchers have stated that giving children more emotional needs and providing more attention and emotional support makes peer teaching special. On the other hand, it has been stated that the person who takes on the task of teaching receives more of these benefits. It is also said that peer teaching reduces competition and creates a more supportive classroom environment. Finally, peer teachers have a better understanding of the problems of other students of the same age because they have cognitive characteristics (Lyttle,2011).

According to Tiwari (2014), peer tutoring process becomes both cognitively and socially in a personalized and positive way. Plenty of study done in this field records obviously that peer tutoring improves students' cognitive and academic skills while increasing their social and behavioural sides at different grade levels (Topping, 2005; Akay,2011, Lyttle,2011). It develops a new tenderness to manage to become socially qualified, get a sense of social justice, and construct a relationship with others except for the family (Fishkin,2004; Rizve,2012). Furthermore, peer tutors benefit from their academic experience, achieve teaching objectives, reinforce what they have learned, and achieve social maturity. At the same time, peer tutors have the opportunity to review, replicate, and develop communication, critical and high-level thinking skills and working habits, self-regulation, motivation and self-esteem (cited in Grimm, 2009, p.70).

In peer teaching, students have more time to experience the individualized learning process. In this way, students participate in meaningful learning environments to increase and reinforce their academic skills (Rizve,2015). When they share their reinforcements with their peers, they gain permanent learning (Lyttle,2011; Tiwari, 2014). Other advantages of PT can

be listed as follows: PT increases the level of learning within the school. It enhances cooperation rather than competition among students. It provides benefits in teaching academic skills, gaining social behaviours, attitudes towards school and classroom discipline. It has been observed that peer assistance increases the learning capacity of children with disabilities, and as a result, children's social and communication skills improve and problematic behaviours decrease (cited in Marul,2014).

In addition to the above, peer review helps students develop critical perspectives in evaluating each other's work and encourages students to contribute to the introduction of feedback mechanisms. Thus, this relieves the teacher's burden (Tella,2013). At the end of this process, the sense of autonomy of a student in peer assessment will be increased. In addition, thanks to this application, the student begins to see the mistakes he/she encounters as an opportunity and thus increases the motivation feeling of the student who perceives assessment as a part of learning.

2.5.4. Concerns of peer tutoring. Despite the PT program has some challenges, it is obvious that the benefits are more than challenges. PT influences more and carries out mostly for: “a) students in grades 1-3; b) urban settings; c) low socio-economic areas; d) minority students; e) school-wide prevention programs; and f) when students controlled tutoring sessions” (Rizve, 2012, p. 130).

It is believed that the PT does not see the value it deserves, is not yet popular and is not widely used. According to Kalkowski (2004), there are some ongoing factors have led to this situation. Obstacles such as traditional education, teacher-oriented teaching, inadequate planning skills in the field, time constraints to educate students, attitudes of parents and administrators, and providing the necessary educational materials and environment are narrowing the usage area of PT. (Kalkowski,1995, p. 6).

Bremner (1999) states that tutors and tutees have different attitudes and expectations during peer teaching, that they must receive training to meet them and that this training process should be well planned (Mynard and Almarzouqi,2006). Likewise, if the tutors and tutees are not properly trained, tutors cannot help the tutee to completely correct any missing aspects or mistakes, and this may raise concerns that students have wasted time in peer teaching (Bremner, 1999; Mynard & Almarzouqi,2006). On the other hand, there are opinions that no matter how supportive the tutors are trained, they cannot replace an experienced teacher (Shabani & Gerdabi,2013). Students may not be as knowledgeable and reliable in providing feedback as a professional teacher in error correction.

How efficient and quality the peer teaching process will be depend on the level of knowledge and skills of peers. The level of appropriateness and effectiveness of the ethical and theoretical arrangements required for the peer education program for peer assistants can be measured. Besides, there are four main problems for peer teaching: a noisy environment, a noisy expression, peer-to-peer complaints, cheating, and deception, returns to score differences (Topping and Ehly,1998, Fishkin,2004). In the peer teaching process, it may take a long time for peer harmony, lack of level differences, to provide a well-planned work plan, to set up, and to influence peers by selecting the appropriate materials and expressions (Topping, 1996).

In addition to these problems, there are some important tasks and processes that take time to complete and sometimes costly when planning the process. This works can be defined as to follow our student progress, to prepare student portfolios, to have enough time and resources, and to educate students (Bradford-Watts, 2011). In this respect, it will be useful to focus on the roles of teachers in the peer tutoring program process.

Another negative aspect of peer assessment is that it can only be perceived as a factor that increases the competition feeling in students. This situation may prevent learning and

may cause students to escape from this method and join an atmosphere of discussion and conflict. As a result, teachers need to keep the evaluation process under control in order to avoid any negative situations. It should be kept in mind that a healthy peer assessment process will be experienced when appropriate conditions and conditions of use are provided.

2.5.5. Teacher's role in reciprocal peer tutoring. The main objectives of the teachers in the peer education program are; guiding students to become students who have developed language skills, can work collaboratively, have high self-confidence, developed self-esteem, have self-responsibility, can work individually and in groups, can use self-regulation strategies effectively, and have a positive attitude towards foreign language and school. (Bradford-Watts,2011).

The teacher should put the pupil at the centre of the teaching process and should only act as a guide or facilitator. In addition, the teacher is obliged to adjust the environment in the peer teaching process, to provide appropriate learning materials and to make necessary field arrangements, and to make assessments throughout the process. Similarly, the teacher must provide the necessary logistical support to peers by considering the curriculum gains (Gartner and Riessman,1993). Also, the teacher should provide continuous feedback to the students and provide the appropriate environment for them to give feedback to each other and educate their peers for effective feedback. In this process, the teacher should reflect positive statements and tutees and tutors should not feel under pressure and should be able to take their responsibilities autonomously (Gartner and Riessman,1993).

Lyttle (2011) states that teachers should make tutor and tutee pairings in a planned and meticulous manner when teaching peer teaching. Once appropriate and meaningful matches are made, both peer groups must be educated about the process and given the necessary directives on how to manage the process. Only properly educated and supported tutors can make positive contributions to the training process of tutees (Arieno,2007;

Tella,2013, p.25). Previously, peer teaching was only used as a supportive technique, and nowadays, foreign language teachers apply to peer teaching in order to enrich the language teaching process and provide permanent learning. Thus, tutors gain self-regulation skills and help them gain skills (Gartner and Riessman,1993). Therefore, educators should know the lesson plan and how to organize the teaching process step by step in the peer education program. Tella (2013) put the instructions in PT in the following order:

- (1) identification of learning task;
- (2) analysis of learning task;
- (3) presentation of the learning task to the whole class by the teachers;
- (4) selection of peer tutors;
- (5) briefing assigning tasks to the tutors;
- (6) pairing of tutor-tutee
- (7) discussion of tutors with tutees;
- (8) monitoring of peer activity throughout the activity and provision of clue;
- (9) teacher process feedback for incorrect responses and praises for correct answers and appropriate cooperation;
- (10) teacher guides the conclusion (p. 10).

Most studies have indicated that teachers are reluctant to apply peer teaching.

Therefore, researchers working on peer teaching offer some rules and steps to teachers.

Initially, Baker emphasized in Martel's report that teachers should receive training in order to effectively comprehend and meet students' needs and desires. In other words, teachers should support students in time management and make guidance if necessary (Kingsley, 2007).

Topping (cited in 2005) refers to the necessities of the program process and explains what materials teachers should present, how they adjust context and they integrate curriculum objectives, what kind of other cooperative techniques they can also use to assist the process.

According to Dzubak (2015), the teacher has a crucial position as they teach major principals and interfere with the process when a negative atmosphere emerges like rebuking or insulting. To guarantee them, they should create a safe, positive, collaborative and student-centred atmosphere (Ning, 2011, cited in Ching & Hui, 2013). Another important point is that

teachers should inform parents about the program, praise and give positive words to students throughout the process, encourage students for teaching and learning efficiency, and celebrate their success (Eskay et al, 2012).

2.5.6. Student's role in reciprocal peer tutoring. Looking at the relationship between peer teaching and the student, one can say that the more students know what they should do and how they should do, the more meaningful and effective the learning and teaching process is. The students should be confident, have a good command of the strategies and have a responsible attitude (Tiwari et al., 2014). In order to exhibit these attitudes, the tutors must first understand and learn the subject they will teach and should have a good command of how to transfer it. However, tutors and tutees should be able to communicate well and be compatible. This will start the learning process quickly and effectively (Gartner & Riessman, 1993).

Dzubak (2015) defends that peers should have a good understanding of these strategies to ensure that both tutors and tutees learn after the tutors have received strategy training and should observe both themselves and their peers, otherwise the teaching process will not achieve its purpose. Developing self-regulation skills and reflecting this into the fields of foreign language and vocabulary learning are the ultimate and fundamental objectives of peer teaching processes. In other words, peer teaching can be considered as a technique in which peers reflect their learning strategies and practices and model them. Reflection can occur at any stage of the process, that is the frequency of reflection may vary depending on the active involvement of peers. According to Dzubak (2015), if and only if individuals experience autonomous learning and discover themselves, they can transfer knowledge and acquire skills such as critical thinking, problem solving, planning, analysis and coping with negative situations.

Researchers emphasize that it is an important detail that students should be willing to take responsibility and be willing to take responsibility (Dzubak, 2015). This is because, in peer teaching, peers are responsible for each other's learning, they observe, correct, evaluate and support each other to find new ways. Therefore, every step in the teaching process should be planned and implemented carefully and systematically (Doymuş, 2004).

Peer tutoring sessions include various learning strategies: The learners build a strong relationship with each other cognitively and socially. They use stepping, recurrence and strengthening, besides, they personalize and adjusting the material to their desire and learning style (Gartner & Riessman, 1993). Ezenwosu (2013) discusses that peer tutors must be qualified in terms of determination, analytic thinking, management, planning, spontaneity, desire to overcome the negative aspects and affection. However, Goodlad (1989, p. 2) claims that by the well-planned peer tutoring programs, tutoring may become a model program of relevance, well-organisation, self-control, reinforcement, cooperation, collaboration, and good habits. Orsmond (2005) focuses on six sides in which feedback can be applied which are to reinforce learning, encourage reflection, develop motivation, purify comprehension, enrich the learning context and develop an interest in the learning activities (cited in Arieno, 2007, p. 17).

2.5.7. Related studies to peer tutoring. In 2007, Joanne Kingsley of Bishop University researched on the impact of peer teaching. He observed 20 third grade students. He identified six students as priority and then selected the students with the most learning disabilities and conducted a two-week qualitative study of case studies. Joanne used photographs, videos, interviews, and audio recordings as data collection tools. As the sample of the study, 3rd grade students and 1st grade students were matched. 3rd grade and 1st grade teachers planned a working process in cooperation. According to the plan, peers work on reading difficulties 4 days a week for 3 months. After the time was over, peers were changed

by considering personality traits and reading skills. At first, the teachers taught their peers the subject and steps and the process of implementation began. After the end of the process, the students gained better reading skills, enjoyed learning and developed self-esteem awareness. In addition, their social skills have increased, and since they have developed self-confidence and self-regulation skills, they stated that they would like to take part in further education.

Another study was conducted by Vazquez using peer-to-peer teaching techniques with the belief that it would improve the social and academic development of sixth grade students. The 6th grade tutors, who will teach 5th grade students, matched with the same sex people as they wanted. The process of the teacher led tutoring was “(a) transitions to and from tutoring; (b) practice procedures; (c) rules for behaviour; (d) error correction procedures; and (e) positive feedback” (p. 7). After 45 minutes of tutor training, the process was started. Peer instruction lasted for 30 months in 30-minute sessions each weekday. As a data collection tool, teacher notes, journals, behaviour control charts, teacher reflections, and students' study examples were used. Vazquez said that she saw great effects on her students in both behaviour and social understanding. She also said that she was pleased she observed that students had increased self-confidence and improved self-esteem, self-regulation skills and courage.

As an experimental study, LI Li (2008) conducted a study with 240 students in total consisting of 60 students in 4 classes. Each class was selected from three different departments of the university. Li chose one of the classes and explained the working process. His studies aimed to improve students' foreign language skills through peer teaching. Before starting the peer teaching process, the students were divided into peer groups by taking into consideration the personality and academic characteristics of the students and the necessary information were provided. The study lasted from 4 to 6 weeks. When the process started, peers learned their responsibilities, fulfilled their weekly tasks determined by the teacher and

helped each other. As a result, students had the opportunity to explore their levels, learning styles and current situations. At the end of the study, Li Li observed that students' reading, writing, listening and speaking skills, as well as learning and working styles and cognitive skills, improved. In addition, students' communication skills, responsibility awareness, and self-regulation skills were observed to be improved. In addition, Li Li realized that social and affective influences were intertwined, affecting each other's levels. It was recorded as one of the most successful results of the peer teaching method in which students' self-esteem and self-confidence developed with poor success and social skills.

Another qualitative case study conducted by Aydınoğlu (2016) is to determine the effects of a 6-month peer teaching process on students. She selected the participants among the volunteer students in secondary school. The participants were matched to their success, skills and needs in English classes. The participants have three different roles in terms of their wishes, skills, and needs in the English learning process: tutors and switch. In each group, there are at least 3 peers and they have different roles in groups. As data collection tools, interviews, reflection paper, teacher notes, and observations were applied. As a result of the study, the students had the opportunity to explore their learning styles and the differences between roles as tutors and tutees. It also allowed them to witness their development in English language skills.

2.5.8. The importance of peer tutoring in learning English vocabulary. The approach of the peer tutoring provides a decrease in the anxiety in the approach learning process, the active participation of the students in the process using the target language, the continuity of learning (Lantolf, 2006, 17), the formation of positive learning environments, the increase of student success and social integrity (Magogwe, 2007, p.1). It is also known that peer tutoring approach has a complementary function, especially in language classes. In addition to enabling students to use the target language more frequently, to communicate with

each other, to enjoy in-class activities and to increase the diversity in learning (Turuk, 2008, p.244), it provides the development of problem solving and high-level thinking skills of especially low motivated students (Ushida, 2005, p.179).

As a result of some researches, peer tutoring technique (Topping,1996; Roscoe, 2007), which is known as a popular cooperative teaching technique, encourages problem solving, facilitates remembering and perception of concepts, phrases, and vocabularies, and increases productivity. It is understood that it provides logical thinking, transferring and sharing what is learned. Furthermore, from an effective point of view, this method provides positive relationships between students and social support among the group of friends to create, curiosity, motivation and emotions are seen to provide determination to learn (Phan, 2009, p.2). From these studies, it was seen that success was higher in the environments where peer tutoring which is one of the cooperative learning techniques was used. It was decided that this approach would be effective in developing language skills and vocabulary retention and social skills, increasing student motivation for the course and achieving academic success as a result.

Most foreign language educators agree that language learning is a social and dynamic process when students interact with their social environment to acquire meaningful and lasting vocabulary learning and other language skills and that peer teaching offers these opportunities to students (Lyttle, 2011; Shabani & 2011). In the draft of opinion, most of the researches are examined, giving the students the right to speak at different stages of the educational programs in order to gain individual language skills in the field of foreign language education, and to include classroom activities in which students can take more responsibility in the learning-teaching process, and to support the development of autonomous behaviours in the classroom

It is suggested that students should take opinions from the students in the decisions about the teaching process, give importance to the teaching of word learning strategies in

foreign language education programs, adopt multiple evaluation approaches that can be evaluated by the teacher, peer group and the student during the measurement and evaluation process, and the evaluation of student development files should be more work condition (Lyttle,2011; Tella,2013). Shabani and Gerdabi (2013) claim that peer teaching read loudly is more powerful and influential in vocabulary learning than individual teacher-guided read aloud for Iranian EFL students (cited in Aydinlioğlu,2016). Oroujlou (2011) expresses that PT develops “reading, social studies, spelling, and vocabulary skills on students with mild disabilities and students who are low-achieving” (cited in Pei, 2010, p. 11). Rahmasari (2017) found that while working on the peer scaffold, PT helped students overcome situations such as inadequate information generation, poor content knowledge, difficulty in pronunciation and experiencing challenging presentation processes. In this way, students develop self-regulation skills and form a positive self-concept (Ozer,2004).

2.6. RPT Techniques in English Vocabulary Learning

2.6.1. Jigsaw as a technique. The Jigsaw technique is the most powerful technique among cooperative learning techniques. The subject is divided into sections and one student pair is assigned for each department. Students working in the same department from each group come together to form expert groups. Expert groups learn the subject in depth and specialize. The students are evaluated both individually and in groups. Jigsaw technique, cooperative learning method, is defined as an interactive learning teaching method (Johnson et al., 1998) based on the cooperation of students in small groups in order to realize the common learning objectives at the maximum level. to help each other learn in small groups. The group members either help each other by teaching each other or by doing some of the work. This is called "internal dependence" or "objective dependence". The learning of a student in the group is influenced by the learning or efforts of other students in the group.

Therefore, everyone in the group is responsible for each other's learning and encourages each other's learning to use their abilities to the fullest limit (Açıkgöz,1993).

2.6.2. Think-Pair-Share as a technique. Think-Pair-Share is a collaborative discussion strategy consisting of a three-stage student movement where students talk about content and discuss their ideas before sharing with the whole group. It reveals two important features of cooperative learning, 'thinking time' and peer interaction (Yıldız,2009). The purpose of Think-Pair-Share is to help students process information, develop communication skills, and purify their thinking. With this strategy, the teacher:

- Pose an open-ended question or problem.
- Gives students a minute or two to think about their answers.
- Pair the students to discuss their answers and share their ideas.
- Provides opportunities for students to share their answers with a small group or the whole class. It's time for students to think about the answer, then share it with a peer and see a different perspective (Güler,2015)

They may be more willing and less anxious to share with a larger group. It also gives them time to change their answers if necessary and reduces the fear of wrong 'answers. On the open-ended topic, the students first concentrate on the subject individually and examine the details of the subject. Then the students study the subject by matching. The results are presented to the class and shared with the class (Sevecen,2014).

CHAPTER 3

Methodology

3.1. Research Design of the Study

This part presents the information about the participants, the instruments, the procedures, and the method for data collection and analysis. The research is a pre-test, post-test control group experimental design study to evaluate the effect of peer teaching on achievement self-regulated vocabulary learning strategies. The process of the study includes three phases. Initially, it is aimed to teach the SRCvoc strategies to a group of students enrolled at state secondary school. Then, it is aimed to educate students about peer tutoring, match them with their peers according to their individual and academic skills and let them experience a collaborative atmosphere by using SRCvoc strategies in their peer tutoring program. Finally, it is aimed to investigate the outcomes and effects of SRCvoc strategy use into a peer tutoring program on their vocabulary achievement.

3.2. Setting and Participants

The present study is a quasi-experimental study used mixed method. 20 students (10 peers) who seemingly get low marks from the exams and have difficulty in learning English vocabulary among the participants were selected as the experimental group samples of the research in accordance with the terms of purposive and convenience sampling. The participants were 13 years-old 7th graders who are totally 40 students and study at a village school in Aydın. 20 (10 peers) students will consist of the experimental group and 20 students the control group. Their proficiency level is A2 and they have been studying English for six years. All participants were selected voluntarily among the classes I was teaching. The demographic characteristics of the research participants are given in Table 1.

Table 1

Demographic Characteristics of Research Participants

Groups	Female		Male		Total	
	f	%	f	%	f	%
Experimental Group	10	50	10	50	20	20
Control Group	10	50	10	50	20	20

As can be seen in Table 1, when the demographic information of the experimental group and control group students participated in the study were examined, it can be said that the two groups had similar characteristics.

The peer pairs were organized and then they were formed in two as peers at the beginning of the research. Among those participants, a total of twenty students in ten peer groups were decided to investigate according to purposive sampling. The peer groups were chosen to their needs of help in learning or practicing their knowledge or skills in English, similar characteristics and their learning troubles such as lack of attention, focus, inappropriate attitudes, failing of vocabulary retention and unsocial behaviours. These students should get individual help in time, otherwise, their learning lessens, their English level gets worse and lastly, they isolate. Moreover, some of them have emotional problems such as anxiety, self-esteem. The participants of the experiment group were matched in pairs with each other as either tutor or tutee or both tutor and tutee up to their level and desire like other samples.

3.3. Data Collection Instruments

The data collection instruments used in this study were a Turkish version which was used before in a study conducted in a high school by Bilican (2012), the Self-Regulatory

Capacity in Vocabulary Learning (SRCvoc) (Tseng et al., 2006), a short Background Questionnaire, a pre-test, a post-test, learning logs by the students.

The SRCvoc (Tseng et al., 2006, see Appendix 2) is a questionnaire aiming to investigate students' self-regulating capacity in foreign language vocabulary learning. The model advised by Tseng et al. (2006) defined a five-factor structure: satiation control, commitment control, environment control, meta-cognitive control and emotional control. Each factor includes four variables. Participants point their answers on a five-point Likert type scale ranging from 'strongly disagree' (1) to 'strongly agree (5)'. To provide an understanding of the instrument topics, the SRCvoc items were translated into Turkish by the researcher. A bilingual Turkish English speaker translated them back with a Ph.D. in ELT approved the wording. The linguistic reliability of the instrument was indeed guaranteed. The construct reliability of the SRCvoc was conducted with confirmatory factor analysis by Bilican (2012).

To get general information, The Background Questionnaire was added to the SRCvoc as Part A and it includes data related to the participants such as gender, age, years spent learning English. Pre-tests and post-tests (see Appendix 1) were identical and consisted of 34 questions, in multiple-choice forms. Target words were selected from the two-unit texts of the main coursebook.

Apart from the pre-tests and post-tests, strategy training sessions (See Appendix 3) were conducted to teach the students how to apply the strategies about vocabulary in their peer tutoring program. For this reason, essential training was presented to the students. In addition, the participants were informed about the techniques of Jigsaw and Think Share Pair.

Collecting qualitative data to enhance the quantitative data, participants were held learning logs after the sessions finished. At the beginning and end of each session, the participants wrote in their learning logs about their vocabulary learning strategy selections,

attitudes, aims, plans, and feedback. The learning log prompts directing by the researcher guided them in their note taking process:

- “How did it go? What did you learn?”
- “Which strategy did you apply in this lesson?”
- “When is the event?”
- “What was the activity?”
- “Is this a useful process for you?”

They were free to write either in English or in Turkish. Furthermore, the teacher wrote field notes by observing the students. Finally, the teacher also facilitated the participants' comprehension and tutoring process with directive questions.

3.4. Data Collection Procedure

3.4.1. SRCvoc. Before the SRCvoc was applied to the main group, the pilot was applied after obtaining expert opinions. In the pilot study, two weeks before starting the study, 110 volunteer students with the same characteristics and conditions in the district answered the questionnaire through my other colleagues. They were informed that their answers will be anonymous.

3.4.2. Pilot Study of the Test. The pre-test and the post-test were selected by the researcher from two units in the foreign language curriculum objectives of 7th grade students, necessary arrangements were made by taking expert opinion and applied as a pilot study to 110 8th grade students who had learned the words before they were applied to the sample groups. While preparing the achievement test, firstly, 40 questions were determined by taking expert opinions about the course gains. The test was applied primarily to 110 students in the 8th grade of a few secondary schools in the same district of the Ministry of National Education. For the internal validity of the questions in the achievement test, the item discrimination index was examined and 34 of the 40 questions prepared with the highest

discriminant items were taken into the test to be applied. The indices of item discrimination power of the test items ranged from 0.33 to 0.83. According to these data, it can be said that the test has positive discrimination. Item difficulty indexes of the test items ranged from 0.29 to 0.75. The reliability of the test results was 0.87 and the difficulty was 46%. It can be said that the achievement test created according to these data is at medium difficulty level (Başol, 2015).

3.4.3. Pre-Test Implementation. After the pilot study, a pre-test consisting of 34 questions was applied to both control and experimental groups one week before the research process started. The participants were told that they did not learn the words yet, they should answer as much as they could, they should not worry, they could not get points from the test. The explanations were given in the Turkish language to get clearer and more accurate feedback.

3.4.4. Introduction of the Peer Tutoring Program. I told my students why they experienced the peer tutoring program and what objectives and skills they could have after the study. I explicitly gave the structures, instructions, and goals of the peer tutoring program and the procedures that were going to be carried out in this program. The instruction part continued with question- answers and then, personal instruction. Then we started the study process. This process was carried out for 8 weeks with 2 hours of teacher strategy training, 4 hours of peer instruction, an hour field notes, and students' learning logs. However, the control group didn't get any special training. They continued to study the vocabularies with usual curriculum materials and methods.

3.4.5. Strategy Training Process. Before the peer tutoring program, the students knew about the simple vocabulary learning strategies. In this respect, first, they did brain storming and the students were asked to say all the vocabulary strategies they remember. The strategies and words which were told were written on the board in a list and this list was

increased with the contribution of the teacher. Later, a speech was made on the importance of vocabulary learning strategies. Finally, it was stated that students will learn new vocabulary learning strategies in this process and self-regulation skills are very important, so a working environment will be provided in this direction.

Firstly, the commitment control strategy was implemented. The students were told why goal-oriented work is important when learning vocabulary, and their peers were asked to write down the words they learned weekly into a notebook. In this process, the students were discussed what difficulties they faced while learning vocabulary and why they could not provide permanent learning. The students were asked to briefly address these difficulties. Later, the students were introduced to a series of strategy examples and techniques to cope with these challenges. Finally, the peer groups were asked to choose the appropriate strategies for them and to work on them during their peer teaching that week. In this process, it was emphasized that they could get the necessary support and guidance from the teacher at any time.

Meta-cognitive strategies are the second strategy. The important point here is how we can continue the learning process without losing our focus when we are bored or have difficulty in the vocabulary learning process. Some strategies are mandatory, while others are added according to the wishes of the students. For example, while students are obliged to prepare to snap words using words, they are also allowed to play word quizzes over the phone application.

Our third control strategy was satiation control. In this process, students' desire to learn vocabulary, ways to overcome it when they are bored and to manage their mood to keep their interests were studied. As a result of the exchange of ideas with the students, it was decided to implement some strategies in and out of the classroom. To increase the interest of the students, it was decided to use strategies with fun practices and group works and authentic

examples. Students designed mutually entertaining materials for their peers. The students also had the opportunity to work together with different peer groups and transfer what they learned to their actresses in their groups.

This time, the fourth strategy of emotion control focused on emotion control was discussed. In this process, we discussed how to cope with stress. The students stated that working together, making free choices and preparing fun and easy materials reduced their stress level. They read texts from the textbook, shared chapters, worked on them, then matched and shared their ideas. They also prepared flashcards and gave them to each other as a gift. The students watched English videos about the unit on a simple level and measured their vocabulary in a fun way with “Kahoot”.

3.4.6. Peer Tutoring Program Process. One of the two techniques used to teach the words of the first unit through peer teaching was “Jigsaw”. On the other hand, the “Think Share Pair” technique was used for the second unit. The main objective of studying both units and both techniques was to facilitate self-regulated vocabulary learning through peer teaching. To make this process effective, two of the cooperative learning techniques were selected and peer teaching was applied. Tutors received strategy training for self-regulated vocabulary learning for two hours each week. They then made teacher-guided material preparation and lesson planning and conducted activities where they used strategies for tutees. Later, peers changed roles and experienced the same process again. Thus, each peer took both tutor and tutee roles and benefited from both teaching and learning strategies.

3.4.7. Learning logs. Students kept learning logs at the end of each peer teaching session throughout the study. Thus, they observed autonomously the extent to which the techniques they applied and the strategies they developed improved their skills in both academic, social, behavioural and cognitive terms. Through learning logs, they had the opportunity to get to know themselves better, to record and evaluate what they have done and

what they have learned. Through learning diaries, they have learned to record, reconstruct, reflect, reflect, plan, and thus organize their own learning environments and strategies. On the other hand, they had the opportunity to note the problems they faced during the process and find solutions. Throughout this process, students were supported to keep their grades systematically with some question patterns. The teacher guided the students in every step of the diary.

3.4.8. Post-test and SRCvoc Scale. One week after the end of the study process, the students underwent a post-test. Pre-test and post-test were given the same time. The duration of the test was 35 minutes. The students were again told that the test results would not be graded. And finally, the same scale was applied to understand the extent to which word learning strategies developed.

3.6. Data Analysis

SPSS 22.0 statistical program was used for data analysis. Percentages of participants were given according to age, gender and class categories. Since parametric test assumptions were provided in the analysis of the data, a t-test was used for independent groups and related samples. Inter-group t-test and intra-group t-test related to achievement test scores were used for the independent groups and the related samples. The significance level of .05 was taken as a criterion in the interpretation of whether the findings were significant.

CHAPTER 4

Results

4.1. Introduction

In this section, it is examined whether there is a significant difference between the experimental group and the control group in order to evaluate the effect of peer teaching on self-regulated vocabulary learning skills. The findings obtained as a result of the statistical analyses conducted for this purpose are given in order of the research purposes.

On the other phase, some examples from students' learning logs were presented to have a better understanding of the effectiveness of the peer tutoring program.

4.2. Quantitative Results

4.2.1. Quantitative results of students' SRCvoc scale mean scores. The number of the participants, the means, standard deviations, df, t and p values will be given to analyse the data conducted from students' SRCvoc scale. The t-test was used to determine whether there was a significant difference between the arithmetic means of the pre-scale scores of the experimental group students and the control group students.

Table 2

The t-test results of the SRCvoc scale mean scores of the students in the experimental and control groups

		N	\bar{x}	Sd	df	t	P
Pre scale	Experimental group	20	52,55	11,84	38	-,35	,73
	Control group	20	53,60	6,06			
Post scale	Experimental group	20	44,70	11,08	38	-,88	,38
	Control group	20	47,65	10,06			

The analysis results are given in Table 2. As seen in Table 2, there was no significant difference between the mean scores of the experimental group ($\bar{x} = 52.55$) and the mean scores of the control group ($\bar{x} = 53.60$) ($t = -, 35$; $p > 0.05$). The pre-test for the SRCvoc scale was applied to all the participants to define whether they all have similar knowledge and skills about vocabulary and strategy use. Therefore, as it is examined, it is seen that the participants have a similar background about target vocabularies and strategies. The t-test was used to determine whether there was a significant difference between the arithmetic means of the scale post-test scores of the experimental group students and the control group students before the application.

As shown in Table 2, no significant difference was found between the scale mean scores of the experimental group ($\bar{x} = 44.70$) and the mean scores of the control group ($t = -, 88$; $p > 0.05$). The experimental group was examined by a t-test for the related groups to determine whether the difference between the SRCvoc scale pre-test and post-test mean scores was significant.

Table 3

T-test results of the SRCvoc scale mean scores of the students in the experiment and control group

		N	\bar{x}	Sd	df	t	P
Experimental group (Inside group)	Pre-scale	20	52,55	11,84	19	3,009	,007
	Post-scale	20	44,70	11,08			
Control group (Inside group)	Pre-scale	20	53,60	6,06	19	2,50	,022
	Post-scale	20	47,65	10,06			

As shown in Table 3, a significant difference was found between the post-scale mean scores ($\bar{x} = 44,70$) and the pre-scale mean scores ($\bar{x} = 52,55$) of the students in the peer education group ($t = 3,009$; $p < .05$). According to these results, it was observed that the pre-scale scores of the students in the experimental group were higher than the mean scores of the post scale. The t-test was used to determine whether the difference between the SRCvoc pre and post scale mean scores of the control group was significant.

As shown in Table 4, a significant difference was also found between the post scale score means ($\bar{x} = 47.65$) and the pre-scale mean scores ($\bar{x} = 53.60$) of the control group students ($t = 2.50$; $p < 0.05$). According to these results, it was observed that the pre-scale mean scores of the students in the control group were higher than the mean scores of the post-scale.

When the scale analysis is examined, it can be considered that there is no significant difference between the groups in the experimental group itself regarding the self-regulation process. From the results, it can be understood that a two-month program is not adequate to integrate the SRCvoc strategies of the students into the vocabulary learning process and requires more time and effort to achieve a more meaningful achievement. In this context, it can be concluded that the age of the students is not big enough for understanding and assimilating SRCvoc strategies and it is an early period for them to develop cognitively and put them into practice.

Various theories focus on different factors that prevent students from having self-regulated learning skills. Most theories suggest that it is quite difficult for students to provide self-regulation at an early age (Zimmerman, 2001). In this case, it should be mentioned that factors such as the environment in which the students perform the learning process, their level and age are likely to affect the strategy learning process. For example, different studies can be conducted with participants in which adult and child samples, different environments and

whether this cognitive difference provides an advantage in the strategy learning process are provided (Plonsky, 2011).

While investigating the reasons for the absence of meaningful differences, self-regulation studies in other fields were also examined due to insufficient studies on vocabulary learning. One research was conducted by Fuchs (2003) to reinforce mathematical problem solving with self-regulated learning strategies. 24 teachers, with 395 students, were randomly selected. Sessions were executed for 16 weeks. The results of the pre-tests and post-tests demonstrated that SRL has a positive impact on problem solving.

Considering all the studies executed on self-regulation referred above, it has appeared that three factors have crucial roles in the effective use of SRL in various subjects. These are the number and the age of samples and the given time to the sessions.

4.2.2. Quantitative results of students' achievement mean scores. The number of the participants, the means, standard deviations, df, t and p values will be given in order to analyse the data conducted from students' achievement test scores. For the independent groups, a t-test was used to determine whether there was a significant difference between the arithmetic means of the scores obtained from the achievement test of the experimental group students and the control group students before the application.

One of the main reasons for the emergence of different attitudes was considered as "motivation". The types of "Integrative" and "Instrumental" motivation put forward by Lambert and Gardner were seen to be the main sources of these attitudes. The instrumental motivation was associated with some instrumental goals in the language learning process: to pursue a career abroad, to read the material in a foreign language, to translate, to get a promotion, to obtain a raise, and so on. On the other hand, integrative motivation was related to the internal processes of language learners, to develop the skills of recognizing another

culture and establishing social relations. It is not right to say that one is more important than the other, because when learning a language, internal and external sources of motivation may come into play in the same processes. This situation may vary according to the needs of learners. In other words, while some students experience a more successful language learning process with integrative sources of motivation, another student can increase their motivation with instrumental sources and be more successful (Brown, 2000). When evaluated in terms of this study, no concrete feedback was obtained in the study.

The study was conducted on a voluntary basis and the students did not have an extra score, so it was observed that the achievement test results did not significantly affect the academic degrees of the participants. In this case, it can be said that instrumental motivation sources should be taken into consideration for the participant students to experience a more successful and permanent vocabulary learning process.

Table 4

The t-test results of the Achievement Test mean scores of the students in the experimental and control groups

		N	\bar{x}	Sd	df	t	P
Pre test	Experimental group	20	18,70	4,64	38	-1,56	,127
	Control group	20	20,95	4,46			
Post test	Experimental group	20	23,55	4,98	38	,76	,45
	Control group	20	22,35	5,03			
Follow test	Experimental group	20	17,60	5,65			
	Control group	20	13,85	4,24			

The analysis results are given in Table 4. As can be seen in Table 3, there was no significant difference between the mean achievement scores ($\bar{x} = 18.70$) of the experimental group students ($\bar{x} = 18.70$) and the mean scores ($\bar{x} = 20.95$) of the control group students ($t = -1,56$). $p > 0.05$). After the application, a t-test was used to determine whether there was a significant difference between the arithmetic means of the scores obtained from the achievement test of the experimental group and the control group.

When Table 4 is examined, no significant difference was found between the mean achievement score ($\bar{x} = 23.55$) of the experimental group and the mean score of the control group ($\bar{x} = 22.35$) ($t = , 76$; $p > 0.05$). After the application, a t-test was used for independent groups to see whether there was a significant difference between the arithmetic means of the scores obtained from the achievement follow-test of the experimental group and the control group.

As seen in Table 4, a significant difference was found between the mean scores of the test-test success ($\bar{x} = 17.60$) and the mean score ($\bar{x} = 13.85$) of the control group ($t = , 76$; $p < 0.05$). According to this, it was observed that the experimental group students were more successful in the follow-up test than the control group students. The t-test was used to determine whether the difference between the pre-test and post-test achievement scores of the students in the experimental group was significant.

Table 5

T-test results of the Achievement test mean scores of the students in the experiment and control group

		N	\bar{x}	Sd	df	t	P
Experiment group (Inside group)	Pre-test	20	18,70	4,64	19	-8,683	,000
	Post-test	20	23,55	4,97	19	5,91	,000
	Follow-up Test	20	17,60	5,65			
Control group (Inside group)	Pre-test	20	20,95	4,46	19	-1,52	,143
	Post-test	20	22,35	5,02	19	7,08	,000
	Follow-up test	20	13,85	4,24			

When Table 5 is examined, a significant difference was found between the pre-test ($\bar{x} = 18.70$) and post-test ($\bar{x} = 23.55$) achievement scores of the experimental group in favor of the post-test ($t = -8,683$; $p < 0.05$). The t-test was used to determine whether the difference between the post-test and the follow-test achievement scores of the students in the experimental group was significant.

According to Table 5, a significant difference was also found between post-test ($\bar{x} = 23.55$) and follow-test ($\bar{x} = 17.60$) achievement scores of the experiment group in favor of the post-test ($t = 5.91$; $p < 0.05$). The t-test was used to determine whether the difference between the pre-test and post-test achievement scores of the students in the control group was significant.

When Table 5 was examined, there was also no significant difference between the pre-test ($\bar{x} = 20.95$) and post-test ($\bar{x} = 22.35$) achievement scores of the control group ($t = -1.52$; $p > 0.05$). The t-test was used to determine whether the difference between the post-test and follow-test achievement scores of the students in the control group was significant. The analysis results

are given in Table 12. According to Table 5, a significant difference was found between post-test ($\bar{x} = 22.35$) and follow-test ($\bar{x} = 13.85$) achievement scores of the control group in favor of the post-test ($t = 7,08$; $p < 0.05$).

4.3. Experimental group analysis of learning logs

The experimental group learners' views from the learning logs, which reinforce the "positive" effect of the peer teaching method on the learner attitudes and that the learner comments can be supportive, are also included in the research. Qualitative results obtained by the "learning logs" which were filled by the students in the Experimental Group and interpreted by the qualitative content analysis are presented and explained in line with the research question of the study. Each statement on the minute papers was recorded by the researcher on a page to become acquainted with the data and to make way for systematic analysis. Then, the statements extracted directly from the "learning logs" were broken down into meaning units which consist of sentences containing aspects related to a concept and the students' identity numbers like S10 (student 10).

Table 6

Summary of the students' thoughts emerged from the learning logs regarding improved areas after learning the strategies'

Category	Sub-category/ Frequency	Code	Example Meaning Unit
Needs/ Goals	Immediate/ future needs (n=2)	Needs to transfer strategy outside the classroom	"I can use these strategies in my other lessons (S3). I can use them with my friends while preparing the exams (S4). While playing games, I can chat with English speaking friends online by using strategies (S19)." I can also use this strategy at home (S13)."
Autonomy	Self- Reflection (n=17)	Having awareness about the strengths Having awareness about facilitative function of the strategy	"I improved my English thanks to these strategies (S11-S3). I can read and speak English more easily (S20). I can remember the words better than I used to (S16)." Even though I do not know the words, it is not a problem because I use my body language and mimics (S10)." "The words become even more memorable (S20-S15). Strategies help me remember the words correctly and use them in a sentence (S12)." "If I do not know a word and can't express it by my mimics, I tell it by drawing its picture (S5-S7-S16). I can tell the words in several ways (S15).
Affect	Motivation (n=2)	Motivation to succeed in L2	"I want to learn more about English (S21). I can use vocabularies to speak English and I can be very good at it (S14)."

When they were asked to state the improved areas that they noticed after learning these strategies, their thoughts were coded into immediate future needs, self-reflection and motivation in learning vocabularies. Table 6 illustrates the categories, codes and some

examples of meaning units from the students' reported thoughts on the areas facilitated through strategy learning. The students in the experimental group were informed in advance which strategies they could use, how they could use them and how to take notes during peer teaching. Reminders and assessments about the importance of student diaries were made at the end of each session. Although reminders were made, some of the students either left their learning diaries at home or did not take notes regularly. However, some students never kept a diary. Students were not asked to write long articles but were asked to answer short, clear and easy guiding questions (see 3.3).

Despite all this, the level of the student about diary keeping was not desired. As mentioned earlier, the students in the experimental group consisted of students with similar academic backgrounds and achievements. The experimental group consisted of students who had known each other since primary school, were educated in the same class, and lived in the same neighbourhood. Therefore, it was found that in-group performances also produced similar results, influenced by each other and similar thoughts and attitudes were noted in the learning diaries. On the other hand, the most striking finding among the findings was that the students who kept regular diaries had more successful results in the final tests. As observed in similar studies, the students who evaluated themselves, made efforts to learn and took regular notes were the students who showed the most improvement (Zimmerman, 2008).

CHAPTER 5

Discussion

5.1. Introduction

In this part, the findings to evaluate the effect of peer teaching on self-regulated vocabulary learning strategies capacity were discussed.

5.2. A general discussion on the research questions' findings

5.2.1. A discussion on SRCvoc scale mean scores of the experimental group students and the control group students. According to the results of the analysis of the effect of peer education on vocabulary strategies between the groups, there was no significant difference between the post-test SRCvoc scale mean scores of the students in the experiment group and the control group.

According to the results of the analysis of intra-group comparisons of the impact of peer teaching on SRCvoc strategies; There was a significant difference in favour of between pre-test and the post-test of SRCvoc scale mean scores of the experimental group and control group students who received peer instruction. According to these results, it can be said that the students who form the experiment group and the control group developed their vocabulary learning strategies according to the pre-test. According to these results, it may be suggested that the interaction of the students may have increased mutual success.

5.2.2. A discussion on the achievement test scores of the experimental group students and the control group students. As the effect of peer teaching on vocabulary learning and the recollection of the words learned over time was examined between the groups, the results of the analysis showed that there was no significant difference between the post-test achievement scores of the experimental group and the control group. It was observed that the mean post-test success scores of both groups increased but this did not make a

significant difference. From the results, it may be suggested that the interaction of the students may have increased mutual success. On the other hand, there was a significant difference between the mean scores of the students in the control group and the mean scores of the students in the control group. Depending on this result, it can be said that the students who form the experimental group protect what they have learned more.

In the context of this research study, peer education is examined in terms of the effect of vocabulary learning and remembering words over time; while there was a significant difference between the pre-test and post-test achievement scores of the students in the experimental group in favour of the post-test, there was no significant difference between the pre-test and post-test achievement scores of the students in the control group. Besides, when the post-test achievement scores and follow-test achievement scores of the students in the experimental and control groups were examined, it was seen that there was a significant difference between the post-test and the follow-test success scores of both groups in favour of the post-test. Accordingly, it can be said that both groups started to forget what they learned during the monitoring process. However, when the mean score is compared, it is seen that the mean score of the students in the control group decreased more. According to this, it can be said that the results which are thought to have arisen due to the interaction between the post-test mean scores change in favour of the experimental group over time.

One of the reasons why there are no significant differences between the groups is that participants in the experimental group were not taught a certain number of target words before the study. Another reason is that no group has waited until the end of the test period, which lasted forty minutes. The students were not familiar with the words, so they could not guess the words from the context. Another fact that needs to be addressed regarding the pre-test may be that, although information is given, students may be concerned that the test will affect their

overall grade point averages. It can be concluded that not only the experimental group but also the control group have a similar approach and similar mean score.

5.2.3. An analysis of experiment groups' learning logs. At the end of the peer teaching method, it was said that the learners in the experimental group could express their thoughts about the subjects and the method of vocabulary teaching; It was ensured that the experimental group learners participating in the research expressed their opinions in written learning logs. Some of the learner common views from the learning logs, which reinforce the “positive” effect of the peer teaching method on the learner attitudes and that the learner comments can be supportive, are also included in the research

Examining the randomly selected students' views of the students who wrote their opinions in the experimental group above, it can be understood that the students were very satisfied with the method applied (peer teaching), developed a positive attitude towards the lesson, learned the words easily, were content with being responsible for everyone's learning. They are very pleased with some issues about classroom environment design, materials provided and collaborative methods as well.

In addition to these behavioural objectives, the current study also emphasizes that if carried out properly, PT helps the students get “social, emotional, behavioural and academic benefits” as it is in Bell acknowledges (cited in Bremer, 1999, p. 4). Both tutor and tutee roles succeed achievement in English and improved interaction skills whilst communicating and sharing information, experience and so on. Notwithstanding their switching, tutors were observed that they developed their social and self-related factors such as leadership skills and self-confidence more than tutees as they had the pioneering role in teaching and they explored their method of teaching more desired, planned and actively than tutees (see also Kiarie, 2003).

Following the contributions, nonetheless, all the participants gained an advantage from academic opportunities, tutors were observed as they got social and self-related opportunities more than tutees. They appeared to develop their emotional sides indirectly while transmitting information directly. In other words, the tutors might have adjusted their emotional sides and empowered their learning while transmitting information at the same time. For instance, the tutors made preparation previously, explored various sources and techniques to wise up the tutees and organised a type of lesson plan and these arrangements let the tutors motivate and be more aware of their responsibilities, self-disciplined, and creative. As the students had the role of tutor and did some arrangements up to the tutees' level provided the tutors be more sensitive, thoughtful and matured. The tutors rearranged their leadership and responsibility by executing the activity and developed their self-confidence too. This provided them to get positive behaviours in learning English. Santrock (2006) backs this up by expressing that PT also helps learners improve self-confidence and self-efficacy (cited in Rizve, 2012).

Doymuş, Simsek, and Bayrakceken (2004) through this technique the main reasons why a course has a significant effect on student access are their responsibility towards group members. Similarly, Avşar and Alkış (2007) stated that students' interest and desire to learn increased to increase group success and this situation positively affected access. On the other hand, Gök (2006) points out that, unlike the learning environment in which the methods used in the program, the transition from active to passive status in the classroom and being a researcher rather than a recipient of the information transferred by the teacher may be effective in increasing the success. In the first stage of the application, students reach information through their efforts and from different sources, transferring them and acquiring new information through their friends allowed them to learn both individually and in groups, and it is thought that they can provide more effective learning than the control group.

Self-regulation skills require students to identify learning objectives and formulate strategies to achieve these goals and to follow their progress in the learning process and to evaluate them in terms of process and outcome (Arslan, 2011). In the absence of an increase in perceived self-regulation skills of students in the experimental group, students' self-monitoring or process evaluation during application may be weakened. Another factor in the formation of these results can be shown as the duration of the application. Implementation on a single topic and in a limited time may not have affected the students' self-regulation skills sufficiently. In addition, the first use of these techniques and the application of the practice to some extent can be considered as one of the factors on the outcome.

As a result of the research obtained abroad, at various educational levels, in various subject areas with various research conducted (Weiss, 2007; Rizve, 2012; Aydınlioğlu, 2016). Bilican, 2012), in contrast to these results, found that peer teaching technique and self-regulated vocabulary teaching were similar in terms of experimental groups. As a result of a study by Ghaith and Yaghi (1998), it was concluded that cooperative learning methods did not make a difference on the achievement compared to the methods in the curriculum. However, in the general context, most of the studies point out that cooperative activities have positive effects on learning.

5.1. Conclusion

The present study aimed to investigate the possible power of peer tutoring in learning English vocabularies and its effects on self-regulated vocabulary learning in detail. It also aimed to see the participants' affective changes thanks to peer tutoring. To conduct this study, a quasi-experimental research design was employed to collect data from the participants in Aydın, Turkey.

In the light of the synthesis of qualitative and quantitative data, there was no significant difference between the post-test SRCvoc scale mean scores of the students in the experiment group and the control group. Moreover, there was no significant difference between the post-test achievement scores of the experimental group and the control group. On the other hand, there was a significant difference between the mean scores of the students in the control group and the mean scores of the students in the control group. Furthermore, it was seen that there was a significant difference between the post-test and the follow-test success scores of both groups in favour of the post-test.

The findings revealed that learning English vocabulary as a skill can be considered one of the most important skills by all participants. In another conclusion, it was seen that age is a significant factor to be considered before applying a tutoring and strategy training program for self-regulated learning. Due to this issue, more time and practice are needed to spend for secondary school students to adapt themselves to self-regulated learning and to reach their long-term educational goals.

5.2. Implications

The present study has focused on some implications of self-regulated English vocabulary learning through peer tutoring in a Turkish setting. In other words, it implied there might be some difficulties while learning target vocabularies and need some knowledge about how they learn and apply their knowledge in the learning process. Because the age of students is a significant domain to define the effectiveness of the self-regulated peer tutoring process, this research could contribute to the field of innovative language teaching methods. That's why, in a self-regulated learning environment, students need to have features such as ability, continuity, sociability, and responsibility (Zimmerman, 1998). It can be understood that high or university students can internalize those necessities and have alertness and preparation for such a desired process more easily because of the maturity their age presents to their life.

Therefore, it would be suitable for researchers in a secondary school to conduct a research with older students like 12th graders or bachelor students who have gained self-study abilities and developed cognitive and meta-cognitive mental skills.

Another implication of the current research dealing with the students' behaviours is that they can have extrinsic motivation for self-regulated learning. This is not for the aim of the comparative research of the two different groups but in the cause of helping the students internalize self-study skills and experience a more effective learning process. As they notice a strong effect and result by increasing their points, they demonstrate more attention and they can be more included in the learning process. The more students gratified with managing their own learning and get more success to increase their motivation intrinsically, the more their motivation can be decreased extrinsically day by day. In this respect, the teacher guide is needed to be studied because they provide a better understanding of managing the collaborative and self-regulated learning process in the classroom. In this regard, policy makers can benefit from the qualifications of teachers on several concerns related to the collaborative methods once they purpose to increase the quality of the English language education environment.

Beside in English as a foreign language, peer tutoring has been proved that it is highly useful in other classes in the scope of multidisciplinary approaches in which require collaboration and practice in terms of motivating, experiencing, encouraging and reorganising their skills. Hence, PT may be expanded its frame and students may be reinforced to participate in peer tutoring and maintain it effectively to develop their skills for some disciplines. Students who require help in the learning process and cooperation may be reinforced to participate and overcome both roles of tutoring (tutor-tutee) to improve their weak areas and strengthen their abilities in other disciplines too.

Considering all, it is required to investigate and focus on the reasons causing teachers' profession and knowledge immediately with the promotion of more positive and supportive attitudes towards peer tutoring and somehow collaborative teaching. The teachers should be qualified observers and be aware of their students' capacity and they should also manage to organise the pairs and a relevant and regular PT program according to the students' circumstances and needs.

5.3. Limitations and Suggestions for Further Research

Bearing the limitations of the current research in mind, some suggestions can be made for further research. It should be noted that this is a quasi-experimental study and the scope of the current study is limited in the size of the participants. Hence, the results will be more certain and valid if further research studies are carried out with larger samples. This is noticed in the researches executed by Azevedo & Cromley (2004), Cottrel & Murray (2008), and Fuchs (2003) where the size of participants was 131, 269 and 395. Moreover, this research was only conducted in Aydın, Turkey. It would be more effective and satisfying to observe peer tutoring's effects at different grades of education with more samples. On the other hand, we conducted this study for two months. Another limitation of the current study could be the duration. Furthermore, the participants implemented PT at least two hours per week, this duration might not be adequate for some students to gain advantage efficiently and contributions. As this was a prerequisite for the research, the other nonparametric differences between the experimental and the control group such as environment, academic success, and group ambiance had to be neglected, which had a crucial impact on the results of the research.

The suggestions for further research come out of the outcomes of this study. To begin with, to manage to generalize the findings on the target sample, the number of the participants could be multiplied. Bremer (2005) focuses that pre-planning is significant because it lets educators decide about "pair matching, tasks during tutoring, monitoring, and evaluation". If

the phases above are taken into considerations successfully, the goal of the study will be succeeded. A teacher is necessary to be an active observer and notice how participants' attitudes or actions towards English, activities related to its skills and how to behave. PT provides quite a good opportunity to make up a language lively with its skills. As a language, English should be learned by communicating to internalize and consolidate it. Rather than giving more homework, the teacher may present and organise the learners to join a peer tutoring activity.

Before the study, the experimental group should be informed in more detail about the techniques to be used and a variety of preparatory activities should be organized for peer teaching. More time should be given for preparation and planning before the study and more support should be prepared for the guidance of the students. All students should be actively involved in the experimental group. Although the teacher is a guide in the experimental group, they should follow the work of the students more closely as they are not used to this technique and provide an appropriate working environment in the classroom. For the continuation of the research, the effects of peer teaching on different grammar subjects and at different levels can be examined.

The effects of peer teaching and the use of self-regulated learning strategies in the education of skills should be investigated. In-service training programs for teachers should be provided with information and specialization about peer teaching and other cooperative learning techniques. Peer education and major cooperative learning techniques should be included in the English teacher training programs more practically so that prospective teachers can be educated in this field. At a final glance, if all the school staff with the students join PT sessions somehow, PT's impact field can be much wider and even the authorities in that district or families may take part in and benefit from or support directly or indirectly.

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Appendices

Appendix 1: Achievement Test

PRE-TEST/POST-TEST

Name-Surname:

Class:

No:

Chose the correct option to complete the sentences.

1. You must plastic and paper to protect our environment.
a. have b. waste c. recycle d. give
2. Don'tthe books. Recycle them.
a. pick up b. throw away c. carry out d. take action
3. We must trees to make the world a better and cleaner place.
a. go b. cut c. throw d. plant
4. Chemicals from factories and cars..... the air we breathe.
a. tidy b. use c. pollute d. cut
5. You must stop using harmful in and around your homes.
a. balance b. chemicals c. lights d. temperatures
6. If we don't do anything, many of the species will be
a. endangered b. appeared c. survived d. dried
7. The air we is full of poisons from cars and factories.
a. threaten b. breathe c. push d. pull
8. People must stop the forests.
a. taking b. using c. destroying d. watering
9. We must the lights when we don't need to use it.
a. switch off b. turn on c. switch on d. take up
10. We must wild animals because they are important for the balance of the nature.
a. extinct b. protect c. pollute d. survive
11. We must use public..... Take the bus to school.
a. energy b. nature c. transportation d. environment
12. The catches heat from the Sun.
a. greenhouse b. environment c. destruction d. pollution
13. Temperatures are because of global warming.
a. polluting b. increasing c. trying d. using
14. If you grow your own vegetables in your garden, it will be more

- a. harmful b. responsible c. eco-friendly d. possibly
15. You should go to the..... if you need help about theft.
a. museum b. fire station c. police station d. shopping mall
16. Call the..... if you need help about a fire.
a. concert hall b. greengrocer c. amusement park d. fire station
17. We go to to get plane tickets for holiday.
a. travel agency b. sport centre c. library d. hospital
18. You should go to the if you need help with rubbish collection.
a. aquarium b. municipality c. school d. circus
19. Let's go to a because I'm going to buy a dictionary.
a. library b. greengrocer c. bookshop d. opera house
20. Shall we go to to buy a doll for my daughter?
a. cinema b. theatre c. pharmacy d. toy shop
21. How about going to..... to buy a skirt?
a. shopping center b. school c. chemist d. toy shop
22. Why don't we meet at a to drink something?
a. school b. bakery c. coffee shop d. cinema
23. Sevgi went to the to borrow some books yesterday.
a. bookshop b. library c. chemist d. greengrocer
24. I went to the to buy a gift for my brother's birthday last Monday.
a. bakery b. pharmacy c. grocery d. department store
25. Mustafa went to the to watch a documentary about wildlife last week.
a. cinema b. toy shop c. municipality d. governorship
26. My mother went to the for some bread at the weekend.
a. theatre b. opera house c. grocery d. bakery
27. My sister went to the for a CD 2 hours ago.
a. music store b. bakery c. circus d. cinema
28. Emre goes to the every day because he wants to build muscles.
a. library b. supermarket c. gym d. florist
29. I sometimes go to..... to buy some newspapers.
a. bakery b. newsagent c. butcher d. pharmacy
30. We go to the to have fun at the weekends.
a. bank b. café c. gym d. amusement park
31. There is a big just around the corner if you need some medicine.

a. mosque b. grocery c. pharmacy d. playground

32. Where can you see the new paintings?

a. cinema b. art gallery c. zoo d. bakery

33. If you need to buy a bouquet of daisies for your mum, there is a at the corner.

a. florist b. boutique c. museum d. municipality

34. You can buy some meat for the special dinner from the

a. bakery b. park c. butcher d. governorship

Appendix 2: Turkish Version of Students' SRCvoc Scale

KELİME ÖĞRENMEDE STRATEJİ ENVANTERİ

Sevgili Öğrenciler,

Bu, kelime öğrenme sürecinizdeki öz düzenleme beceriniz ile ilgili bir araştırma projesidir. Aşağıda, kelime öğrenme deneyiminizle ilgili ifadeler bulunmaktadır. Bu ifadelerle ilgili kişisel görüşünüzü bilmek isteriz. "Doğru" veya "Yanlış" yanıt yoktur. Ayrıca, topladığımız veriler araştırma amaçlıdır ve görüşlerinize saygı gösterilecek ve gizli tutulacaktır.

Ankette toplamda yirmi madde bulunmaktadır. Kişisel kelime öğrenme deneyiminizle ilgili uygun kutuyu işaretleyiniz. İşbirliğiniz için çok teşekkürler!

Gözde FINDIK

A BÖLÜMÜ

1. Ad ve Soy ad:

2. Sınıf:

3. Yaş:

4. Cinsiyetiniz: Erkek / Kız

	Ek 1-Kelime Öğrenmede Strateji Anketi	Kesinlikle Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1.	Yeni kelimeler öğrenmek için sabırsızlanırım.				X	

B BÖLÜMÜ		Kesinlikle Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1.	Yeni kelimeler öğrenmek için sabırsızlanırım.					
2.	Kelime öğrenimi ile ilgili sıkıntı yaşadığımda bu stresi nasıl azaltacağımı biliyorum.					
3.	Kelime çalışırken öğrenme ortamı uygun değilse problemi çözmeye çalışırım.					
4.	Kelime öğrenirken öğrenme hedeflerimi gerçekleştirmek için özel tekniklerim var.					
5.	Kelime öğrenirken düşüncelerimi odaklamak için özel tekniklerim var.					
6.	Kelime öğrenimi stresini azaltmak için kullandığım metotlardan memnunum.					
7.	Kelime öğrenirken hedeflerimi beklenenden daha hızlı başarabileceğime inanıyorum.					
8.	Kelime öğrenme sürecinde bıkkınlığı gidermek için kullandığım yollardan memnunum.					
9.	Kelime öğrenirken konsantrasyonumu kontrol etme metotlarının etkili olduğunu düşünüyorum.					
10.	Kelime öğrenirken kendime belirlediğim hedeflere ulaşana dek azimliyimdir.					
11.	Mesele kelime öğrenmeye gelince işi sonraya erteleme eğilimini engellemek için özel tekniklerim var.					
12.	Kelime öğrenimi ile ilgili stres yaşadığımda basitçe vazgeçmek isterim.					
13.	Kelime öğrenimi hedeflerimi başarabilmek için tüm zorlukların üstesinden gelebileceğime inanıyorum.					
14.	Kelime öğrenirken öğrenmeyi daha etkin kılmak için ortamı nasıl düzenleyeceğimi biliyorum.					
15.	Kelime öğrenimi ile ilgili stres yaşadığımda bu problemin üstesinden hemen gelirim.					
16.	İş kelime öğrenmeye gelince işi sonraya erteleme eğilimini kontrol etme metotlarım etkilidir.					
17.	Kelime öğrenirken öğrenme ortamının önem arz ettiğinin farkındayım.					
18.	Kelime öğrenme sürecinde herhangi bir bıkkınlık duygusunun üstesinden gelebileceğimden eminim.					
19.	Kelime öğrenmekten sıkıldığımda öğrenme sürecini canlandırmak için duygu durumumu düzenlemeyi bilirim.					
20.	Kelime öğrenirken iyi bir çalışma ortamı ararım.					

Appendix 3: English Version of Students' SRCvoc Scale

STRATEGY INVENTORY FOR VOCABULARY

Dear Students,

This is a research project about your self-regulation skills in your vocabulary learning process. Below are statements about your vocabulary learning experience. We would like to know your opinion on these statements. There is no "True" or "False" response. In addition, the data we collect is for research purposes and your views will be respected and confidential.

There was a total of twenty items in the survey. Put a cross (X) to the appropriate box for your personal vocabulary learning experience. Thank you very much for your cooperation!

Gözde FINDIK

Part A

1. Name:

2. Class:

3. Age

4. Gender: Male /Female

	STRATEGY INVENTORY FOR VOCABULARY	Strongly Agree	Agree	Partly Agree	Disagree	Strongly Disagree
1.	Once the novelty of learning vocabulary is gone, I easily become impatient with it.				X	

PART B		Strongly Agree	Agree	Partly Agree	Disagree	Strongly Disagree
1.	Once the novelty of learning vocabulary is gone, I easily become impatient with it.					
2.	When I feel stressed about vocabulary learning, I know how to reduce this stress.					
3.	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.					
4.	When learning vocabulary, I have special techniques to achieve my learning goals.					
5.	When learning vocabulary, I have special techniques to keep my concentration focused.					
6.	I feel satisfied with the methods I use to reduce the stress of vocabulary learning.					
7.	When learning vocabulary, I believe I can achieve my goals more quickly than expected.					
8.	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.					
9.	When learning vocabulary, I think my methods of controlling my concentration are effective.					
10.	When learning vocabulary, I persist until I reach the goals that I make for myself.					
11.	When it comes to learning vocabulary, I have my special techniques to prevent procrastination.					
12.	When I feel stressed about vocabulary learning, I simply want to give up.					
13.	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals					
14.	When learning vocabulary, I know how to arrange the environment to make learning more efficient.					
15.	When I feel stressed about my vocabulary learning, I cope with this problem immediately.					
16.	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective					
17.	When learning vocabulary, I am aware that the learning environment matters.					
18.	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.					
19.	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.					
20.	When I study vocabulary, I look for a good learning environment.					

Appendix 4: Syllabus Design of the Experimental Group

Units and Weeks	Objectives	Aim	Duration	Description
WEEK 1&2- Public Buildings	Describing what people do regularly	To teach students the target vocabularies by providing students work on what people do regularly via peer tutoring and encourage them to have self-regulated learning (JIGSAW ACTIVITY)	-4 lessons in a week -40 minutes for each lesson: .1 for teacher instruction .2 for student tutoring .1 for peer and teacher assessment	Before the lesson starts in each peer group, the related subjects were distributed and students were told that they would study their own subjects with the students who took the same subject, they would return to their peer groups after they had learned the subject thoroughly and they would learn the other subjects from their friends. Firstly, the students were given the words in the Public Buildings unit and were asked to take notes about why they should learn these words, what kind of materials and strategies they were more effective to apply, and the techniques of using strategy under teacher guidance were written and discussed on the board. Then, expert groups came together to discuss the advantages and disadvantages of living in the city and village. Afterwards, the reading passages given by the teacher were examined and preliminary knowledge was given to convey them to their peer groups. After gathering the necessary information, they were returned to their peer groups and sentences were formed by using the time structure and words learned from reading passages. After the sentence-building activity ended, the peers in the opposite group were randomly handed out and peer evaluation was conducted. After the peer review process, each peer took his / her own paper and made self-evaluation. Finally, in order to provide permanent vocabulary, peers prepared snap words about the words they didn't know with their friends in the group. In the last lesson of the study, the students took note of the newly learned words, feelings and thoughts in the student diaries. The teacher also provided feedback to provide positive reinforcement to the students.
WEEK 3&4- Public Buildings	Making Simple Suggestions	To teach students to learn the target vocabulary by keeping their concentration focused and preventing procrastination (JIGSAW ACTIVITY)	-4 lessons in a week -40 minutes for each lesson: .1 for teacher instruction .2 for student tutoring .1 for peer and teacher assessment	The lesson began with a hangman game about the word 'Suggestion' which is another topic of the unit. The students were informed about their new strategies and then they were given a discussion topic on how to protect the city we live in. The students were asked to go to expert groups to discuss this issue and to obtain and offer suggestions as much as possible. Students first read the text in the book and made possible suggestions. They asked their peers the unfamiliar words in the reading text. Then they shared words and wrote example suggestion sentences. While constructing the sentences, they applied to the suggestion patterns they learned in the previous lesson. The students then combined their sentences and wrote a paragraph. They then went to their peer group to read the paragraphs and combine different suggestions and words. Finally, they gave each other the words they didn't know and agreed that they would make a flash card for each other. They wrote down their thoughts and new words for the lesson in their student diaries.
WEEK 5 &6-Environment	Talking about past events	To teach students the target vocabulary by adapting students eliminate boredom. To provide students being more enthusiastic with learning new vocabulary (THINK PAIR SHARE)	-4 lessons in a week -40 minutes for each lesson: .1 for teacher instruction .2 for student tutoring .1 for peer and teacher assessment	As a warm-up activity, students were asked to say words about protecting our environment. The students were given pictures of the environment and were asked to write appropriate titles with their peers. Then they and their peers read the text about the environment in the book. They were then asked to find the words they did not know and to discuss which ones were the verbs. Peers related to the past tense of words made an individual list, and then compared their lists, corrected their mistakes and completed the missing ones. Then they prepared and played 'Bingo' for the second version of the verbs. The whole class changed their Bingo game to other peers, thus reinforcing different words and verbs. Then, a peer-to-peer word contest was held. A peer of each group wrote words and verbs on the board, and the other peers of the groups wrote the meaning of the elephants and the second state and the meaning of the words on the board within a certain period of time. Finally, the students prepared an online vocabulary quiz for each other and played as a simultaneous teacher host. As a result, they noted in their student diaries the words and verbs that they had learned, and they reflected their emotions.
WEEK 7&8-Environment	Expressing Obligation	To teach the target vocabulary through the authentic materials To manage students decrease stress while learning vocabulary (THINK PAIR SHARE)	-4 lessons in a week -40 minutes for each lesson: .1 for teacher instruction .2 for student tutoring .1 for peer and teacher assessment	In order to keep the communication between the students and their peers alive and to reduce stress, as a warm-up activity, peer-to-peer speech and dialogue activities were organized and they were asked to share with each other what they learned in the past about the environment with the words they learned. I was told that they could use photos and videos for this. Later they were asked to chat and take notes on what difficulties and stress they had while learning the words. They then discussed how they could address each other's environmental challenges. They advised each other to correct any mistakes they made in the past. Finally, they prepared a word wheel for each other with all the words they learned and gave them as a gift. They wrote a general self-assessment report in their student diaries. They reviewed the words and ended the study with peer reviews.

Appendix 5: Parents Approval Form

VELİ ONAY FORMU

Sizi Uludağ Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümü öğretim üyesi İlknur SAVAŞKAN danışmanlığında yüksek lisans öğrencisi Gözde FINDIK tarafından yürütülecek olan “İşbirlikçi öğrenmeyi artırma: Karşılıklı akran öğretiminin, İngilizceyi ikinci dil olarak öğrenen ortaokul öğrencilerinin akademik öz düzenlenmesi ve kelime öğrenimi üzerindeki etkisi” adlı çalışmaya davet ediyoruz.

Bu nedenle bu çalışmada çocuklarınızın İngilizce kelime öğrenme sürecinde akran öğretiminin öz düzenleme becerisi üzerindeki etkisi incelenmektedir. Çocuğunuzla ilgili anketler, testler, günlükler ve etkinlikler değerlendirilecektir. Uygulama yaklaşık 3 ay sürecektir.

Araştırma sonucunda çalışmadan elde edilen bulgular ve öz düzenleme bilgileri ışığında konu ile yapılacak eğitsel ve akademik çalışmalara rehberlik ederek önemli katkılar sağlayacağı düşünülmektedir. Çalışmada çocuğunuzun psikolojisi olumsuz yönde etkilenecek hiçbir uygulama bulunmamakta ve kendisine gönüllü olmak kaydı ile çalışmaya katılacağı söylenerek açıklama yapılacaktır.

ONAY FORMU

Araştırmanın Adı: İşbirlikçi öğrenmeyi artırma: Karşılıklı akran öğretiminin, İngilizceyi ikinci dil olarak öğrenen ortaokul öğrencilerinin akademik öz düzenlenmesi ve kelime öğrenimi üzerindeki etkisi

	Evet	Hayır
Bilgilendirme Formunu okudunuz mu?	<input type="checkbox"/>	<input type="checkbox"/>
Araştırma projesi size sözlü olarak da anlatıldı mı?	<input type="checkbox"/>	<input type="checkbox"/>
Size araştırmayla ilgili soru sorma, tartışma fırsatı tanındı mı?	<input type="checkbox"/>	<input type="checkbox"/>
Sorduğunuz tüm sorulara tatmin edici yanıtlar alabildiniz mi?	<input type="checkbox"/>	<input type="checkbox"/>
Araştırma hakkında yeterli bilgi aldınız mı?	<input type="checkbox"/>	<input type="checkbox"/>
Herhangi bir zamanda herhangi bir nedenle ya da neden göstermeksizin araştırmadan çekilme hakkına sahip olduğunuzu anladınız mı?	<input type="checkbox"/>	<input type="checkbox"/>
Araştırma sonuçlarının uygun bir yolla yayınlanacağına katılıyor musunuz?	<input type="checkbox"/>	<input type="checkbox"/>
Yukarıdaki soruların yanıtları size kim tarafından açıklandı? <i>Lütfen İsim yazınız...</i>		

Bu Koşullarda;

- Söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın çocuğumun bu çalışmaya katılmasını kabul ediyorum.

İmza:
Adı / Soyadı:
Tarih:

Açıklamayı yapan kişinin
Adı / Soyadı: Gözde FINDIK
İmzası:
Tarih:

Appendix 6: Aydın Provincial Directorate of National Education Approval Letter



T.C.
AYDIN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 74083975-605.01-E.3416949
Konu : Gözde FINDIK'ın
Araştırma İzni Hk.

15/02/2019

VALİLİK MAKAMINA

- İlgi: a) Millî Eğitim Bakanlığının 2017/25 Sayılı Genelgesi.
b) Bursa Uludağ Üniversitesi Genel Sekreterlik'in 22.12.2019 tarih ve 47758 sayılı yazısı.

İlgi (b) yazı gereği; Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı öğrencisi Gözde FINDIK tarafından Aydın İli Karpuzlu İlçesi Tekeler Ortaokulu 7. Sınıf öğrencilerine "İşbirlikçi Öğrenmeyi Arttırma: Karşılıklı Akran Öğretiminin, İngilizceyi İkinci Dil Olarak Öğrenen Ortaokul Öğrencilerinin Akademik Öz Düzenlenmesi ve Kelime Öğrenimi Üzerindeki Etkisi" konulu tez çalışması yapılması, Millî Eğitim Bakanlığı 2017/25 sayılı genelgesi doğrultusunda incelenmiş olup inceleme sonucunda; **çalışmanın 1 yıl (2018-2019 Eğitim-Öğretim yılı) sürmesi nedeniyle eğitim-öğretimi aksatmayacak şekilde okul idaresinin uygun göreceği zamanlarda ve mühürlü anketin kullanılarak yapılması Müdürlüğümüzce uygun görülmektedir.**

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Seyfullah OKUMUŞ
İl Millî Eğitim Müdürü

Eki:İlgi (b) yazı ve ekleri

OLUR
15/02/2019

Yücel GEMİCİ
Vali a.
Vali Yardımcısı

Adres:	Meşrutiyet Mah. Kültür Cad.No:20 Efeler/AYDIN	Ayrıntılı bilgi için: A.ÇERÇİ-Şef
Elektronik Ağ:	www.aydin.meb.gov.tr	Tel:0256 215 10 28 - 1429 Dahili
e-posta:	yuksekokretimyurtdisi09@meb.gov.tr	Faks:0256 225 12 68

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 8596-6ce5-37ae-8eb0-26e9 kodu ile teyit edilebilir.

Appendix 7: SRCvoc Strategies Scale Approval Mail**gözde fındık** 19 Nis

Hocam merhabalar, nasılsınız 😊 Recep Bilican hocama verdiğiniz mail adresine ızın

**Aysegul Amanda Ye...** 19 Nis

Alıcılar: ben ▾



Dear Gözde Fındık,

You are more than welcome to use the Turkish version of the SRVOC scale translated by myself and my MA student Recep Bilican. Please remember to add the necessary references in your dissertation.

Best regards,

Prof. Dr. A. Amanda YEŞİLBURSA
Bursa Uludağ Üniversitesi
Eğitim Fakültesi
Yabancı Diller Eğitimi Bölümü
Görükle Kampüsü
16059 Bursa

ÖZ GEÇMİŞ

Doğum Yeri ve Yılı : Adana- 1989

Öğr. Gördüğü Kurumlar :	Başlama Yılı	Bitirme Yılı	Kurum Adı
Lise:	2003	2007	Adana Erkek Lisesi
Lisans:	2008	2013	Lefke Avrupa Üniversitesi
Yüksek Lisans:	2017	2020	Uludağ Üniversitesi

Bildiği Yabancı Diller ve

Düzeyi: İngilizce -ileri, İspanyolca- başlangıç

Çalıştığı Kurumlar	Başlama ve Ayrılma	Kurum Adı Tarihleri
	2014-	Milli Eğitim Bakanlığı

Yayımlanan Çalışmalar:

Fındık, G. (2018). Teaching English Using ICT: A Practical Guide for Secondary School Teachers. Journal of Foreign Language Education and Technology. 3(1). s. 309-316.

Fındık, G. (2018). Exploring University English Preparatory School Students' ICT Use for Regulating Self-Language Learning Process. Journal of Foreign Language Education and Technology, 3(2). s. 52-72.

BURSA ULUDAĞ ÜNİVERSİTESİ
TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Gözde FINDIK
Tez Adı	“Akran Öğretiminin İngilizce’yi Yabancı Dil Olarak Öğrenen Öğrencilerin Öz düzenlemesi ve Kelime Öğrenimi Üzerine Etkisi”
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Anabilim Dalı
Bilim Dalı	İngiliz Dili Eğitimi
Tez Türü	Yüksek Lisans
Tez Danışman (lar)ı	Doç. Dr. İlknur SAVAŞKAN
Çoğaltma (Fotokopi Çekim) İzni Kısıtlama	<input type="checkbox"/> Patent Kısıt (2 yıl) <input type="checkbox"/> Genel Kısıt (6 Ay) <input checked="" type="checkbox"/> Tezimin elektronik ortamda yayınlanmasına izin veriyorum

Hazırlamış olduğum tezimin yukarıda belirttiğim hususlar dikkate alınarak, fikrî mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih: 04.02.2020

İmza: 