

# Self-Regulatory Capacity of Learners' with Differing Proficiency Levels in Vocabulary Acquisition during Three Periods

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## Abstract

*This study aimed at finding self-regulatory capacity and habits of 3 learners with differing proficiency levels at Translation and Interpretation department of a State university in Turkey. This is a multiple case study and longitudinal in nature in which the process of vocabulary learning was observed in three subsequent school terms. The participants were chosen according to several exam grades from prep classes and out of 15 voluntary participants; three were chosen and were named as a good starter in more improving group, average starter in less improving group and a steady one in decreasing group in terms of their grades. Data collection tools included three narrations as retrospective data, six interviews and six self-reports. The collected data was analyzed according to a checklist which was modified from a scale called "Self-regulatory Capacity for Vocabulary Acquisition (SRC voc)" (Tseng et al 98). The data was coded under the subheadings of that checklist. It was concluded after the analysis that self-regulation was an important indicator and predictor for success in vocabulary acquisition. The good starter and average starter student was able to overcome some negative feelings or habits during his/her vocabulary learning process; however, the steady one was unable to create an effective balance between good and bad feelings and seemed to feel pessimistic and unsuccessful although she tried hard. Some causal attributions behind these learners' positive or negative attitudes or feelings towards vocabulary learning also seemed to play a significant role in their self-regulatory capacities in vocabulary acquisition.*

**Keywords:** Self-regulation, Vocabulary learning, Competing tendencies

## Introduction

Some language learners appear to be more proficient than their peers although they are educated under the same curriculum and system, which is still an unexplained phenomenon. What those successful ones were doing during their learning process triggered a new research area called Language Learning Strategies (LLSs), whose pioneer scholar was Joan Rubin. The scholar observed her own students and noted down good language learning behaviors of proficient ones and tried to find out whether those good habits could be taught to less able or less proficient ones (Rubin 43). LLS research agenda witnessed a boom in 1990s; however, some scholars started to criticize some factors in the research field.

There was not a concrete agreement among scholars about the definition of LLS in general and the transferability issue also seemed to be problematic as it was claimed by some scholars that less proficient ones were not the students who were not doing anything on their own expense. Instead, they were the ones who generally got stuck somewhere during the learning process and unable to overcome some negative feelings and tendencies. From those criticisms and disagreements resulted in a new research scope of language learning behaviors in which some new terms such as self-regulation, self-learning tactics, self-control, autonomous learning and so on were created. Even the founder of a famous language learning strategies scale called SILL in her 1989 article accepted that “strategy use by students was not a specific choice at a specific time for a specific task but indeed was a matter of a long and dynamic process in which the learner himself/herself need to have proper strength to create a balance between some negative and positive feelings and tendencies” (Oxford, 8).

Zhang and Zhang claimed that there were some overlapping categories in LLS inventories and the choice of a specific strategy on its own does not guarantee ultimate success for even a proficient language learner and also this does not mean that less proficient learner does not use any strategy during the learning process at all (115). The scholars here proposed a more comprehensive insight into strategic language learning including the findings of the researches, dynamic meta-cognitive knowledge systems, learners, learning tasks, learner agency, environment, evolving nature of meta-cognitive systems of learners. They also attributed learners’ success to their living environments for which they claimed that the learners could not be separated from their particular social environments that might have a big impact on their learning processes, an idea generally attributed to Vygotsky’s Socio-cultural Theory. Hadwin and Oshige emphasized a similar aspect of learning process in which the learners were responsible for their own learning adventure. They were able to find and modify the strategies according to emerging needs and situations, negative or positive emotions and socio-cultural aspects of their learning environment (253). Zimmerman et al.,

classified learners’ self-controlled learning process as self-evaluation and monitoring, planning and goal setting, strategy implementation and monitoring and strategic outcome monitoring (13). What the authors suggested as can be seen from the wording easily includes the term “ monitoring” several times in which the learner himself/herself is responsible to follow chosen strategies, their effectiveness, to modify when any necessity emerges, to change them or even to quit them when needed. Being aware of one’s weaknesses and strengths as a learner for the author is another precondition for self-regulation. A learner needs to know his/her cognitive strengths or deficiencies to choose proper strategies for him/her. Learning is about a learner’s relationship with himself and his ability to exert effort, self-control and critical self-assessment to get to best outcomes as well as about overcoming risk aversion, failure, distractions and sheer laziness in pursuit of a real achievement. (Nilson11).

From the explanations above, a self-regulated learner might be someone who is capable of balancing some negative tendencies or feelings and go on to try hard to realize an intended action. Those negative tendencies or feelings are called by Kuhl “as competing tendencies which are of essential components for somebody to self-regulate but what the learner according to the author needs to achieve is to be able to find an effective way to get rid of them while continuing his/her learning adventure” (285). Dynamicity and conceptual settings and shifts, necessities as Zimmerman claimed in his 2002 article (68), play an important role in learning process and it would be very interesting to look at their roles in vocabulary acquisition adventure of learners in which there could be a lot of ups and downs, motivational breaks and negative feelings as for learners’ side (Dörnyei, 82). Therefore, this study was based on the idea that the learners at an academic setting might have differing self-regulatory capacities in terms of vocabulary learning in three different learning contexts, mainly university exam preparation period, prep class and freshman years at university. It was believed by carrying out this study that the different aspects of vocabulary learning strategies in three different learning contexts might provide hints about the participants’

underlying self-regulatory capacities to implement a chosen vocabulary learning strategy as well as some dynamic changes or tendencies emerging in those different learning periods, university exam preparation period, prep class and fresh manyears at university. As Zimmerman claims, “most of the study habits of learners come from their past and they need to adapt those according to emerging needs or disengage some outdated ones and adapt new ones” (33). It seems significant for learners to adapt their already existing vocabulary habits into new learning contexts. SRC voc by Tsengetal is claimed to be used to find out the self-regulatory capacity for vocabulary learners before, during and after they choose and utilize some strategies on their own (81). This longitudinal study might provide clues about the dynamic process of differing self-regulatory behaviors of three different learners with varying proficiency levels and meanwhile finding out some key factors affecting their self-regulation either positively or negatively. It was a unique study utilizing SRCvoc scale for a long term period, totally qualitative in nature.

### Research Question

The study tried to find out answers for the following question;

What control mechanisms of self-regulation do the students with varying proficiency levels have in the process of vocabulary learning?

### Review of Literature

#### Language Learning Strategy Vs. Self-Regulation

The term “Strategy” is derived from a Greek word “Strategia” meaning generalship or art of war (Oxford and Cohen 17). LLS research has generally been attributed to a famous article namely “*What the good language learner can teach us*” by Rubin in 1975. In those times, it was expected that good or effective language learning behaviors could be transferred or taught to less proficient learners. Rubin observed language students and noted down effective learning behaviors of the students. However, there were some disagreements among related scholar as to whether LLS had a concrete and single shot definition and also how training less proficient learners to be able to imitate good language learning

tactics could be effective. The definitional problem could easily be seen from the differing wordings by the scholar such as language learning strategies being behaviors and thoughts of the learners which stand for on their own to affect their encoding process, (Weinstein 833), attempts to enhance one’s linguistic or sociolinguistic competence in the language to in order to integrate several proficiencies into their inter-language system (Tarone 289), learning and regulating the meaning of a second or foreign language, a cognitive approach into learner’s strategic knowledge of language learning and effective view including motivation, attitude, beliefs and so on (Wenden12). Mayer broadened the term saying that LLSs are behaviors of a learner which are intended to influence how the learner processes information (17). The scholar emphasizes further that LLSs are any behaviors or thoughts that facilitate encoding in such a way that knowledge integration and retrieval are enhanced. They include rehearsing, summarizing, paraphrasing, imaging, elaborating and outlining. LLSs are particular actions, behaviors, steps, techniques chosen or performed by the learners intentionally to make learning more enjoyable, self-directed, effective, transferrable and moreover to improve their development of LLSs skills (Oxford 13-38). LLSs also include a consciousness aspect in which they are consciously chosen steps or behaviors to enhance learning, storing, recalling or using of new information (Erhmanand Oxford317). They are general approaches and specific actions or techniques employed by learners, problem oriented, contributing directly or indirectly to learning process (Ellis 542). Cohen defines them as general actions or techniques used to learn a target language which has subcomponents of language skills such as writing, listening and so on (16). They are learning skills, learning to learn skills, thinking skills or methods which learners use to intake or store information (Williams andBurden 238) and according to Oxford in her 2002 article intentionality is very important in choosing learning strategies (127) and facilitation of learning is significant (Chamot 21). Moreover, Cohen expresses selective attention and observable behaviors for LLSs (24) and from this view came out another definition ““thoughts and actions consciously chosen and operationalized by language learners, to

assist them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target language performance” (Cohen 141).

All of the above definitions prove that there is a contradictory disagreement among the scholars as there are a lot of overlapping concepts in the definitions and there is not a concrete agreement. This contradiction resulted in almost a quitting of LLS research at the start of the new millennium. Later on, LLS research was broadened into new concepts such as autonomous language learning, self-controlled learning, self-regulation, self-management, self-directed learning and so on. Self-regulation, which is a main scope of this study is generally attributed to Barry J. Zimmerman who defines the term as learner’s beliefs about their capability to engage in appropriate actions, thoughts, feelings and behaviors in order to pursue valuable academic goals while self-monitoring and self-reflecting on their progress. Self-regulation includes a learner’s ability and motivation to apply learning strategies (Ertmeretal 743), a tool for the learners to exercise their agency (Bandura, 2001), a process in which learners are able to exercise and develop their autonomy (Ehrmanetal 317), monitoring, controlling and regulation of behaviors which contribute to learners’ self-control, a major source of motivation to continue to learn in a cyclic process (Garcia and Pintrich, 133), a process in which people organize and manage their learning, controlling over their thoughts including their self-efficacy beliefs, emotions during the learning process, behaviors or control of the learning environment (Kormos and Csizer, 287). A more detailed definition was “Self-Regulated learning and performance refers to the processes whereby learners personally activate and sustain cognitions, affect, and behaviors that are systematically oriented towards the attainment of personal goals. By setting personal goals, learners create self-oriented feedback loops through which they can monitor their effectiveness and adapt their functioning. Because self-regulated persons must be proactive in order to set goals andengage in a self-regulatory cycle, supportive motivational beliefs are also essential.”(Boekartsetal.202; Shunk and Zimmerman 24; Nakata 348). Dörnyei and Ryan propose that a self-regulated learner need to be ready to adjust himself/herself academically,

psychologically, mentally to choose and implement a learning strategy with full awareness while knowing their own strengths and weaknesses as a learner (149). Zimmerman emphasizes three phases of self-regulation; self-observation, self-judgment and self-reaction which interacts with each other in a noncyclical manner (13). Effective self-regulation also includes the realization of learner environment for which the learner should be ready to modify anything on his own expense (Bown 580). Autonomy is another significant term for self-regulated behaviors as it is initiated and guided by choices which are compatible with learners’ needs, values and self-selected aspirations (Legault and Inzlicht129), also is a term which refers to a capacity for detachment, critical reflection, decision making and independent action in which the learner might be equipped to create a particular relation to the learning process and content of his/her learning (Inozu 528). As seen above, LLS research agenda has gained new concepts rather than being abandoned totally in which S some terms such as self, autonomy, self-reflection, self-observation, consciousness, intentional choices, modification of learning environment come forward as significant ones.

### **Self-Regulatory Capacity for Vocabulary Acquisition (SRCvoc) by Tseng et al (2006)**

Dörnyei and Ryan warn that there is still a danger of misconception, definitional fuzziness and disagreement among scholars of the term “self-regulation”; however, this new shift could direct strategy research into a more process oriented insight which was previously focused on product oriented outlooks (152). Self-regulation could be used synonymously with self-management, self-directed behavior, autonomy, meta-cognition, coping behavior, self-control, self-change, volitional control or action control (Kuhl 92) and even with problem solving. From this new outlook, Tseng etal created a new scale of self-report to learners namely “Self-regulatory capacity for vocabulary acquisition (SRC voc)” which was created according to Dörnyei’s classification of self-motivational strategies (Dörnyei, 82). According to Dörnyei, some learners even without any support from teachers and even in some unexpected and adverse

situations can make use of motivational facilitators more than others and can achieve better than their peers. Sustainability of motivation when confronting obstacles is very important as he claims. He divides self-regulatory behaviors as commitment control, metacognitive control, satiation control, emotional control and environmental control. Some of the strategies under this category have some resemblance to that of Oxford's (25) and O'Malley and Chamot's (121) as explained by him and this taxonomy has originated from Kuhl's 1987 and Corno and Kanfer's 1993 taxonomies (Dörnyei 145 and Csizer and Tanko 12). Indeed, these controlling mechanisms were derived from Kuhl's Action Theory (91). Kuhl says that self-regulated learners actively participate in their learning process by at first hand setting an objective, via intentions and putting those intentions into actions by means of some constructs like motivation, beliefs, attitudes, values and so on. In action theory, there are mainly two types of learners, state oriented and action oriented ones. State oriented ones are the learners who cannot balance some competing tendencies or positive and negative feelings and may end up with even drop out of school whereas action oriented learners are able to balance their feelings, beliefs, to modify or even quit a strategy according to emerging conditions and necessities (Kuhl 284). SRC voc scale was created as a self-report tool for learners in their vocabulary learning adventure. It has five subcomponents each of which has 4 items (See appendix 4). Commitment control refers to perseverance, keep going and self-confidence, meta-cognitive control meaning keeping concentration while coping with procrastination, satiation control deals with overcoming boredom and emotion control includes coping with stress. Finally environmental control consists of learner's ability to modify or organize his learning environment according to emerging needs.

There were several studies using this scale. Tseng et al analyzed the validity of the scale by conducting a three phase research (99). After the pilot study they reduced the first 41 items to 20 items under 5 categories. After confirmatory factor analysis and exploratory factor analysis, the authors concluded that the scale though created for vocabulary learning could also be used for other

language skills. Yeşilbursa and Bilican conducted a similar study and concluded that the scale was reliable and valid to analyze self-regulatory capacity for vocabulary learning (884). Other validity studies were by Mizumoto and Takeuchi (83-91) and Doae et al (169-186), Ziegler (1-9), Bilican (1-107), Yeşilbursa (883), Khezrlou and Sadeghi (1-17), Tasnimi and Ravari (81-86), Hamedani (20-31), Gao (615-620), Vujnovic (1-44), Ranalli (357-376) all of which concluded that the scale could be used for what it was created for.

The studies generally support the dynamic and cyclical nature of self-regulatory capacity in relation to vocabulary success. The participants all seemed to choose or use some language learning strategies but what some of them lacked was to choose a correct strategy at the right time and for the right task, skill or course. What such learners may need is to guide them to find best route for themselves rather than teach them a bulk of strategies and ask them to select and choose several of them from time to time. The cases in above studies all appear to be struggling to learn a foreign language however their chosen LLSs change according to the task in hand, target language, their social status, beliefs in terms of language learning, specific skills, and their efficacies and soon. SRC voc scale has not been used so widely under LLS research agenda but the validity studies of it make the scale a reliable start to look at learners' existing capabilities to use LLSs for different skills and tasks. The main question SRC voc seems to be asking is whether the learners are ready or feel they are competent enough to start to use any strategy for a task or language learning skill.

## Methodology

### Research Design

This study was designed as a multiple case study of qualitative research method as well as being a longitudinal one in nature. As self-regulation involves both contextual and developmental processes in which the learners face a great variety of ups and downs in terms motivation, anxiety, stress, efficacy beliefs, language learning or skill specific beliefs and so on, it was decided by the researcher to conduct a totally qualitative approach to search for the learners' control mechanisms for vocabulary learning.

### Participants

The participants of this study were chosen from preparatory classes at the University of Siirt, Turkey, Translation and Interpretation Department in 2016-2017 educational years. There were 15 students (11 females and five males ; mean value of ages = 20) chosen out of 48 according to their proficiency exam grade which was given at the beginning of the prep class, first mid-term exam, and results of three quizzes they were given during first term of prep class, subsequently grammar, writing and reading. Then 12 students out of 15 were chosen under four subheadings as shown in table 1.

**Table 1 Categorization of the Participants According to their Exam Grades**

Grades	Improving ones	
	More improvement (3 Students)	Less improvement (3 Students)
	(Mean Value)	(Mean Value)
Proficiency exam	46	55
First Term and Quizzes	69	73
Difference	23	18
	Average Starters(3 Students) /Decreasing Group(3 Students)	
Proficiency exam	50	46
First Term and Quizzes	61	56
Difference	11	10

After data collection period and the first raw analysis, it seemed inevitable that 12 students would provide a very complicated set of data which might add up to 130 tables in total so it was later on decided that the participants for the study had better be cut down to 3, one for each group namely one in more improving, one for less improving and one participant for steady/decreasing group. The selected students for this study chose a pseudo name as “Rose” in more improving group, “John” in less improving group and “Julia” in Steady/decreasing group. These names will be used as case 1 as Rose,

case 2 as John and Case 3 for Julia in the whole study accordingly.

### Instruments

Data was collected by three narrations as retrospective information about the learners’ past vocabulary study habits, attitudes and positive or negative tendencies. It was concluded that their vocabulary learning adventure could not be separated from their existing habits or attitudes. Past habits might have a detrimental impact on their present tendencies. Narrations were supposed to provide information about their English learning experience in general before coming to university, how they got prepared for high school entrance exam and how they got prepared for university entrance exam in terms of vocabulary acquisition. The narrations were supported by a final group discussion at the end of the collection of narrations to evaluate some important aspects of their learning experience.

Moreover, six semi structural interviews were applied to participants in three subsequent terms to follow up the dynamicity of self-regulatory behaviors in terms of vocabulary acquisition along with six self-reports prepared by the students in the same period to get knowledge of their own vocabulary learning process and progress in their own words.

The participants were interviewed three times in the second term of prep class and twice in the first term of their freshman year. The first interview was to find out some self-regulatory behaviors of the participants in terms of five facets of control mechanisms of Dörnyei’s (83). The second interview aimed at finding out some clues about the factors affecting learners’ self-regulatory behaviors both in the classroom and outside it during their university education in the second term of prep class and first term of freshman year. The third interview was made with the learners to find out some contextual changes of their self-regulatory behaviors between prep class and first year and this interview was supported by a second group discussion to listen to their vocabulary learning experiences in two terms, how being a prep class student changed into a freshman student in terms of their self-regulatory behaviors in terms of vocabulary learning. There was another oral commentary of participants as a sixth interview to

evaluate themselves individually as a vocabulary learner during those two terms, what changed in their experiences, what caused some changes, their study environments and some beliefs about vocabulary learning and so on.

The participants were asked to provide six self-reports in terms of their vocabulary learning adventures during the two terms, three in the second term of prep 100 class and three in freshman year. These written reports were students' self-evaluative reports in terms of their vocabulary learning adventures during some specific courses or tasks. They were free to choose any lesson or task or subject and tell about what they did with the new vocabulary they faced, how they felt, what they did with that vocabulary later in other courses, how they assessed themselves to see whether they learnt the new item or not. These reports were intended to see the dynamic nature of control mechanisms in various tasks or activities and the reactions or tactics of learners and their mood changes in terms of new vocabulary items.

### Procedure

The researcher first wrote a letter of permission to the administration of Translation and Interpretation Department within the start of second term of prep class, 2017 to get the permission to work with selected participants. The researcher also prepared a letter of consent for the participants and got it signed by them one by one, and he also provided a letter of ethical issues signed by himself and gave over to the participants in order to construct a mutual trust to use the data only for research purposes and to ensure anonymity.

### Data Analysis

The researcher prepared a checklist from the SRCvoc questionnaire by Tsengetaland got it checked and approved by his dissertation consultants. SRCVoc scale consist of 5 subcomponents for vocabulary acquisition namely commitment control, meta-cognitive control, satiation, emotion and environmental control (see appendix 4). There are 4 items under each subcomponent, all of which add up to 20 items in total. The first subcomponent deals with objectives and vocabulary strategies, second

one about concentration and procrastination, third one for feeling of boredom, fourth as for coping with stress and the last one is about manipulation of learning and study environment according to learner's emerging needs and tendencies. The researchers analyzed the first interview, reading and writing observations, third interview, second group discussion and two of the self-reports according to this checklist. The checklist had already thematic information so what the researcher did with the data was to go through the texts of each participant line by line and write the related concepts under each category in the checklist and compared the themes emerging under those concepts. During the interviews the researcher also asked the participants about what kind of attribution aspects of success or failure may be behind their self-regulatory tendencies in terms of vocabulary acquisition and analyzed the emerging data according to Weiner's attributions of success and failure (Weiner 203-215; 4-11; 186-200; 548-573; 1-14; 17-30; 13-29).

### Findings and Discussion

#### Case 1- Good starters/More Improving Group - "Rosa"

Rosa is a 19 year old student who was grown up with a family of 9 people. She has got two elder sisters, both of whom are not educated and three elder brothers all of whom finished a university, two teachers and one lawyer. Her father is a self-employed person and mother is a housewife. Her interest and love of English comes from primary school days and she thinks that she was lucky enough to have good English teachers throughout all her educational life. Her English teachers during her secondary school education were supportive and stimulating (Excerpt 1).

*Excerpt 1 "I feel very lucky about my English learning adventure as I have always had good English teachers throughout my education life. My primary school teacher had a very significant impact on my choice of this department now. At the end of 8th grade then, that teacher advised me to go language class at high school and from that moment my enthusiasm and love of English increased a lot." (Narration 1)*

She decided to go to language class at high school

by the impact and stimulation of her father and one elder brother. She faced some hardships during high school period as the administration did not want to allow language classes to be opened; however, parents managed to convince the management at the end. Moreover, there was a local conflict in her hometown, fights between the state and terrorist groups, which caused her to lose her concentration and motivation to study for the university entrance exam. That conflict was too disturbing and distressing for a teenager who was on the verge of having a very important exam to be able to concentrate so she was terribly affected by it and felt very helpless at times. However, she somehow managed to enter the exam

and passed it to go to Siirt University, Translation and Interpretation department. She is now in freshman year and passed the prep class with a top grade.

Her choices or tactics for vocabulary learning have witnessed several fluctuations throughout three periods, LYS period, prep and freshman years, which were caused by several factors, explained by herself shown in the related tables in this chapter accordingly. Her self-regulatory capacities for various vocabulary learning skills and her attributions for several causes behind such behaviors are explained by means of the table 2 one by one below.

**Table 2 Controlling Mechanisms for Rosa Over Vocabulary Learning in Three different Periods**

Control Mechanisms	Subcomponents	LYS Period	PREP Class	Freshman Year
Commitment Control	Number of used Special Techniques	17	30	20
	Persistence to realize objectives	Yes	Yes	Yes (Partly)
	Belief in realizing objectives faster	Yes	Yes	Yes (Partly)
	Self confidence in realizing objectives	Yes	Yes	Yes (Partly)
Meta-Cognitive Control	Efficaciousness in controlling concentration	Yes	Yes	Yes (Partly)
	Efficaciousness in focusing on his/her thoughts	No	Yes	Yes (Partly)
	Efficaciousness in controlling the tendency procrastination	Yes	Yes	Yes (Partly)
	Competence in avoiding procrastination	Yes	Yes	Yes (Partly)
Satiation Control	Persistence even in the absence of novelty	Yes	Yes	Yes (Partly)
	Satisfaction of the ways to eliminate boredom	Yes	Yes	Yes
	Efficaciousness in avoiding boredom	Yes	Yes	Yes
	Efficaciousness in self-regulating during boredom	Yes	Yes	Yes



Emotion Control	Use of satisfactory ways to cope with stress	No	Yes	Yes
	Competence in reducing stress	No	Yes	Yes
	Tendency to give up when stressed	No	No	No
	Immediate intervention to cope with stress	Yes	Yes	Yes
Environmental Control	Efficaciousness in creating an effective learning environment	Yes	Yes	Yes
	Creating a suitable learning environment	Yes	Yes	Yes
	Looking for a suitable learning environment	Yes	Yes	Yes
	Awareness of the importance of learning environment	Yes	Yes	Yes

### Commitment Control

As can be seen in table 2, Rosa used 17 vocabulary strategies in LYS period, 30 in prep class and 20 in the first year. In LYS period some main vocabulary learning strategies included rehearsal strategies such as doing vocabulary tests, memorizing some lists, hanging colorful charts in her room, making a colorful vocabulary list, using flashcards and finally writing some seemingly problematic words five times in her notebook. She used some encoding strategies like trying to remember where she saw the new word and associating the new word with real life objects. Her guessing strategies included trying to understand contextual meaning of the word. She used bilingual and monolingual dictionaries as well as a picture dictionary in that period. She noted down most encountered words and as an activation strategy. She tried to make a new sentence with the new item she could choose words which were more important for her and she was brave enough to ask for help from both teachers and peers whenever needed. She was able to plan and initiate a vocabulary learning program however she sometimes felt helpless when to and how much to study at first. She felt very self-disciplined although there were some obstacles at first place. (See Excerpt 2 below)

*Excerpt 2- "While I was studying for LYS exam, I*

*focused on vocabulary the most as my vocabulary knowledge was not so good. I did not have any specific technique of my own and did not know how to study for that. Therefore, I asked for help from one of teachers at school and tried to find a solution with her. -----Finally we decided that I would write the new words on colorful pages and then would make sentences with them. I tried this method and it worked a lot. I got a good knowledge of vocabulary then. I was doing extra reading and studying for vocabulary a lot. Our teachers would give us vocabulary quizzes every week. By their forcing, we had a general habit to study for vocabulary regularly.----- At first I would take a vocabulary list and try to memorize all of them. Then I realized that how much ever I tried to do memorization, I used to forget most of them and I quitted that method-----Translation of any text was forbidden by our teachers. They told us to try to think in English. Translation was also very boring" (Narration 1)*

Her commitment in prep class was more successful compared to previous learning period. She used almost 30 vocabulary strategies. It was a very fruitful year for her as she was in a department of her dreams. Indeed she had taken enough grades

to go to other language focused departments but she chose to be a translator and interpreter. She enacted her plans successfully within this period and she was able to change her plans according to emerging needs. Newly adopted vocabulary strategies were repeating the words loudly to practice pronunciation and revision not a weekly basis but daily this time as a rehearsal strategies. She started visualizing items in her mind and grouped the words under title of her own creation as encoding strategies. She started looking at word formation rules, used every possible dictionary to look up not only the meaning but also other formations of words. She wrote the pronunciation of the new words next to them. She started talking to herself in front of the mirror to practice new words as an activation strategy and she looked for alternative and similar reading texts to see more comprehensive usage of the words (see Appendix 1 for detail). Her freshman year started like a stagnation period for her. Her number of strategies went down to 20. She used similar one to that of prep class however she felt that she couldn't find enough time for dedication to vocabulary learning although she set strict rules for herself. She felt dissatisfied of the objectives and she didn't know what to do or how to initiate her plans. She ascribed such a stagnation period to joining a project unit at university and the diversity of the translation courses at University.

*Excerpt 3- "The subject of the reading text is very important for me to look up a word or to find it very interesting. If the subject of the text is not interesting, I do not even look up any word in it. If I find it interesting, I even search for the word more on the internet. (interview 1) -----  
-- For instance, when I face with a new word, I make a sentence of my own immediately and I try to use it while speaking. Apart from those, I watch movies and series with subtitles and makes notes of newly encountered structures or words. (interview 2) ----- My visual memory is really strong. I definitely remember the spelling of a new word. I directly find the spelling of words when I hear it from somewhere and look up it for meaning. ----- I remember the words more easily if I see them in reading texts. I find the book or text where I have seen the word and them reread the sentences the word is in. I remember myself getting up at around three o'clock in the*

*morning, finding the place of a new word and rereading the text again. Generally, I try to find and learn the spelling of a word as visualization of a word is more important for me (Self report 1). ----- I look up all possible alternatives of a word in a dictionary. If it is used in a sentence, I definitely read that sentence and note down the sentence in my vocabulary notebook. I try to make similar sentences to that sentence and I usually set myself strict time limits while I start studying for vocabulary. (Interview 2)*

To sum up, Rosa was successful as for commitment to vocabulary studies though it may seem partly success in freshman year. She knew what to do, how to proceed, when to change or adopt a new strategy according to emerging needs or conditions.

### **Meta-Cognitive Control**

As can be in table 2, Rosa seems to be successful in focus and concentration although there seem to be some internal or external attributions destroying her concentration. In LYS period, she mostly studied vocabulary generally for university exam and she felt that she couldn't focus efficiently. She could interfere any problem timely with the help of her elder brothers and she never postponed anything to a later stage. The main ascription for her lack of focus and concentration at times was a local conflict between the state and some groups and there was some kind of battle which always interrupted her studies but still she was able to go on her studies to pass the university exam. In prep class she had no problem as for concentration and focus and she even felt very disturbed when she postponed any vocabulary learning plan or program. In freshman year she sometimes was not able to concentrate due to other commitments. She was aware of such deficiency and she felt as if she was making up some nonsense and false excuse for procrastination. She also witnessed a lack of efficient time management. In terms of focus and concentration she appears to be successful which could be ascribed her tendency or ability to find ways to fight against some negative feelings or attitudes (See Excerpts 4,5 below)

*Excerpt 4- " I do not feel myself to be at a good level as I dreamed about as I have only recently been acquainted with various language skills*

like speaking, reading, writing and listening so on. The English we were taught at high school was only exam oriented and had nothing to do with our academic studies now. I realized this after I started prep class. The only thing we were taught at high school was grammar. Writing, listening or speaking were totally ignored. After starting prep class, I realized that English learning included all skills and was an individual activity.”(Narration 1)

Excerpt 5- “ Yes, unfortunately most of the time this year, my vocabulary studies are concentrated on only exams and apart from that I cannot do any extra studies. But I believe I can restart again.” (Interview 5)

### Satiation Control

As seen from table 2, Rosa was almost always successful in terms of dealing with boredom in three periods. She only witnessed some ups and downs in freshman year. In LYS period she was very excited to use new words and she self-motivated herself by reminding of upcoming university exam when she felt bored she listened to music, played vocabulary games with friends and went out at times. She could early avoid or get rid of boredom and never let it break or destroy her motivation and concentration. The same tendency went on in prep class in which she could use the same tactics as that of LYS period. She even created some very interesting activities to play with her friends. However in freshman year, a stagnation period, she sometimes felt bored during the courses and she couldn't find a way to get rid of it although she knows she needed to enact as soon as possible. She named this kind of stagnation as a temporary situation which she promised herself to overcome very soon (see excerpts 6,7 below).

Excerpt 6 “I do not know for sure Sir, but I think I had no other choice but to pass the exam. There were a lot of problems at my living place and I really wanted to keep myself away from all of them. I wrote on a piece of paper the name of the departments and universities I dreamed about going and hanged it on my wardrobe. That helped me a lot. I knew that I had no option as to get bored while studying.” (narration 1)

Excerpt 7-“I really enjoy dealing with vocabulary.

I study for it regularly and I look up the words whenever I come to think of it.” (Interview 3)

### Emotional Control

Rosa was very stressed out about the upcoming university exam and due the local conflict in her hometown that kind of stress was doubled. However in spite of all the external interventions or obstacles, she never quit studying and she believed herself a lot as a successful learner. She had a concrete ambition or target in front during LYS period and freshman year. She never felt stressed out and she could find ways to amuse and entertain herself during vocabulary acquisition period. She played vocabulary games with her friends and listened to foreign music. She watched movies with English subtitles. It seems that she did not allow any negative feeling to outperform her enthusiasm and motivation to learn. (See Excerpts 8,9 below)

Excerpt 8-“I really enjoy dealing with vocabulary. I study for it regularly and I look up the words whenever I come to think of it.” (Interview 3)

Excerpt 9 “Indeed Sir, I have a weird tendency. I feel like studying more when I am stressed out. I get ashamed if I let that feeling stop my vocabulary studies or any language studies. I always remember how self-disciplined I was brought up and my elder brothers’ suggestions and positive beliefs in me.” (Interview 4)

### Environmental Control

Rosa was that kind of a student who knew exactly how to manipulate her study or learning environment according to emerging needs of conditions in three vocabulary learning periods. In LYS period she had her own room, adjusted the light, put aside her mobile phone and closed the door while studying. She used to keep only one thing in front of her at her desk. She sometimes went to library to study. In prep class she set very strict rules with her roommates at the dormitory. Even once she asked the administration to change her room when she felt that necessity. Similarly, she was a very successful to adjust her learning environment in freshman year. She used headphones to avoid noise. She would go to study room on their floor to concentrate more when needed. She was able to notice how important

it was to adjust the learning and study environment according to her own learning styles and needs.

*Excerpt 10 “I was not happy with the attitudes of my roommates in the dormitory so I applied to change my room without explaining my reason to my roommates. I knew that they would not obey our decided rules. ----- For example, I can never ever concentrate if there is any noise in the place where I am studying. If the place is untidy, my eyes will get stuck to somewhere immediately. I put away everything on my desk apart from the relevant materials of my study, only I have a pencil, rubber and the related material in front. I put aside the mobile phone as mobile phone distracts my concentration a lot. I set a time limit for my study and close the door then. I never ever deal with anything else apart from it.” (Self report three)*

### General Evaluation of Rosa as for All Controlling Mechanisms

As seen from the findings above, Rosa can be described as a successful and self-regulated vocabulary learner in three periods though she faced some obstacles from time to time. As Kuhl (1985) suggested in his action theory, Rosa was able to balance positive and negative feelings or tendencies called by the scholar as competing tendencies in all three periods. Her objectives and plans were in parallel with her applications of strategies. She knew how to plan, to initiate to make necessary changes, to get rid of some tactics and replace them with more effective ones and finally self-reflect or go back to what she had done. There were three important ascriptions either positive or negative in her vocabulary learning adventure. The negative

one was a local conflict during her LYS preparation period and the positive were her having two elder brothers who were educated and her being at a department of her dreams.

### Case Two- Average Starter/Less Improving Group - “John”

John is a 19 Year olds student who was brought up in small town of Turkey with a family of five people. He has one younger brother and sister. His father was a worker and mother, ahousewife. His interest in language learning started at primary school. He once had a chance to go to Germany by means of a school project at high school. His parents weren’t very supportive for him to go to a language department. His father wanted him to be a pharmacist and mother dreamed of his being a lawyer. His aunts who were studying at tourism department s encouraged him to choose a department of language. His controlling mechanisms witnessed some fluctuations in three periods. Table 3 below gives a whole summary of all mechanisms in term of vocabulary acquisition. Their detailed description can be seen in Appendix 2.

*Excerpt 11 “Indeed Sir, my parents did not want me to go a language department. Both of them had different dreams about me. My father always wanted me to be a pharmacist in the future and my mother wanted me to go to Law school. I knew that I would not be able to succeed so I chose to study for language schools----- If I could be a lecturer at my university or work as a translator at a company; or at least be a teacher at a high school, I would be much hopeful for future.” (Narration 1)*

**Table 3 Controlling Mechanisms for John Over Vocabulary Learning in Three Different Periods**

Control Mechanisms	Subcomponents	LYS Period	PREP Class	Freshman Year
Commitment Control	Number of used Special Techniques	12	29	29
	Persistence to realize objectives	No	Yes (Partly)	Yes
	Belief in realizing objectives faster	No	Yes (Partly)	Yes
	Self confidence in realizing objectives	No	Yes (Partly)	Yes

Meta-Cognitive Control	Efficaciousness in controlling concentration	No	Yes (Partly)	Yes
	Efficaciousness in focusing on his/her thoughts	No	Yes (Partly)	Yes
	Efficaciousness in controlling the tendency procrastination	No	Yes (Partly)	Yes
	Competence in avoiding procrastination	No	Yes (Partly)	Yes
Satiation Control	Persistence even in the absence of novelty	No	Yes	Yes
	Satisfaction of the ways to eliminate boredom	No	Yes	Yes
	Efficaciousness in avoiding boredom	No	Yes	Yes
	Efficaciousness in self-regulating during boredom	No	Yes	Yes
Emotion Control	Use of satisfactory ways to cope with stress	No	Yes	Yes
	Competence in reducing stress	No	Yes	Yes
	Tendency to give up when stressed	Yes	No	No
	Immediate intervention to cope with stress	No	Yes	Yes
Environmental Control	Efficaciousness in creating an effective learning environment	Yes	Yes	Yes
	Creating a suitable learning environment	Yes	Yes	Yes
	Looking for a suitable learning environment	Yes	Yes	Yes
	Awareness of the importance of learning environment	Yes	Yes	Yes

### Commitment Control

As can be seen in table 3, John was not very successful in terms of commitment to vocabulary studies in LYS period. He used only 12 strategies, mostly university exam oriented. They included some rehearsal strategies like memorization preparing a vocabulary list, writing the word five or six times and revision at nights. He wrote down some simple sentences from dictionaries but it did not work.

He also tried to make sentences of his own but not worked again as an activation strategy. He mostly chatted with people while playing computer games. However in prep and freshman year there was a great leap towards successful commitment to vocabulary study though it may seem partly in prep class. He used 29 strategies in both periods. He adopted a big diversity of rehearsal, encoding, guessing, dictionary, note taking and activation strategies during these

periods. He found a very entertaining way of learning and revising vocabulary, playing computers games and chatting online with people. His partly commitment during prep class was ascribed by him to starting a new life full of totally new friends. It was a transitional period for him from high school to university life. He usually set objectives in prep class but couldn't initiate or follow up his plans. He couldn't establish an effective system in that transitional period. However, in freshman year those fluctuations of prep class cooled down and he started to get to know more about himself as a learner. There was a consistency between his plans or objective and his application of strategies towards the emerging need or conditions. His commitment skills seem to have gone up in an ascending order from LYS period to freshman year.

*Excerpt 12 "We had a class distinctive for vocabulary learning. It was very difficult although it was only an hour. We were learning the words that had the least probability to see at the exam. It was difficult. As a result of that I could neither learn nor memorize the words. It was not a permanent learning style because we would forget all the words after a while following the exam. I had a notebook in which I tried to list my new words in an alphabetical order first but then the notebook was a mess so I gave up. I even tried to write the meanings and the words five times in a list but it did not work. I hated memorizing words in that time. I think the method the teachers were using and the vocabulary lessons at that time were useless. We were not dealing with exam related vocabulary. I sometimes tried to guess the meanings from the texts especially in paragraph questions as I knew that we would not be able to use a dictionary in the exam. My vocabulary success in the exam was not so good I only did two out of five questions and three was left empty. I once tried to write the sample sentences in the dictionary towards the exam date but it did not help much. But what I liked most during that time was chatting with foreign people while playing online games so I think this is what helped me improve my general vocabulary unconsciously. Indeed I did not know a lot how to and what to study for the university*

*entrance exam at that time.----- I would write the words on a paper; five or ten words it doesn't matter. I would memorize on the same day. It was also a warming activity for the lessons. It was working. However, I would forget the words at the next weeks. That was a problem.-----I had a vocabulary notebook. When I was at high school, the teacher asked for it."(Narration 1)*

### Meta-Cognitive Control

As seen in table 3, John was not successful enough in terms of focus, concentration and coping with procrastination in LYS period, partly successful in prep class and full success in freshman year. He had no special technique to focus or concentrate on his vocabulary strategies in LYs period. He had a general tendency to postpone everything to the last minute in prep class. He adopted some techniques according to the emerging needs of courses. However, in freshman year, He felt that he has grown up enough to adopt and adopt new strategies according to emergent needs and conditions. He expressed himself to be a mature learner as time passed by. Prep class caused him to face some orientation problems to a new environment. (See Excerpts 13,14 below)

*Excerpt 13 "Indeed Sir, I am not a student who loses concentration very easily but sometimes some other factors affect me. It depends on my mood. I do not stop studying if there is not a bad situation. If something is not so urgent or very significant, I keep going. I do not let anything to stay on my way. However, I was not very successful doing that in prep class. This year, I feel I am improving but last year was a small break for me. I wish I could have done better as I believe myself to do so." (Interview 4)*

*Excerpt 14 "Sir, I was not a word worm in LYS period as I just did not know what to study. I was easily bored and I think the vocabulary activities we were dealing with were just irrelevant to the exams. I was sitting down to memorize a list of words but after a few minutes I was getting lost and quitting. Maybe I did not like memorizing at all." (Narration 1)*

### Satiation Control

John seemed to lack of efficient tactics to cope

with boredom in LYS period but to be successful in both prep class and freshman years. He always felt bored while doing vocabulary studies in his period and he only used some break time activities like eating or drinking to get rid of boredom but it did not work. Even he sometimes felt that those breaks were applied after nonsense made up excuses as if he was trying to get bored somehow. However, when it comes to prep class and the first year at university, he found a very enjoyable way to learn and practice vocabulary. He thought that this was the best tactic he had ever adopted. He also felt very disturbed when he couldn't remember a basic word while he was walking around which might show that he was enthusiastic enough to learn and practice new vocabulary items (See excerpts 15,16 below)

*Excerpt 15 "What I have always liked was playing online games with foreign people and what. I soon realized that I was improving my English in general. I was not a student who could sit somewhere for hours and deal with a big list of vocabulary. I was easily getting bored and lost if I did that. I really could not understand why our teachers were insisting us to do that. It was a problem because of study style at the high school or education system. Always it was always like that. I was not a good vocabulary learner then. The most I remember were those that I had learnt in games. That was it. I think the others were just a waste of time." (Interview 1/Narration 1)*

*Excerpt 16 "I was at university and knew that I had to be more serious. I really like dealing with languages. I can speak English and a little German and we will have Italian classes next year. I am looking forward to it. But I have still sudden mood changes this year. I get bored while dealing with vocabulary but I am not sure I can get rid of it easily -----Sometimes I self-stimulate myself by looking at my friends. For example, when I know that it should be done, I do not postpone my study; therefore I say to my friends to wait until I complete my work. Even I warn them to finish their study instead of spending time on unnecessary things. (Self-report 3)*

### Emotion Control

There was a similar pattern for three periods

in terms of emotional control to that of satiation control which consists of generally coping with stress. He was very stressed out and couldn't find an effective way to get rid of it in LYS period. He generally tended to put aside vocabulary learning activities when he was stressed out. However, he used the same entertaining activity in prep class and freshman year to cope with stress. He never had a tendency to give up. In freshman year, he started watching movies with English subtitles. He felt that the more motivation he had to learn and practice new vocabulary in these periods, the more able he had become to cope with stress and boredom. This means that when John found a way or context to use the new vocabulary items, his enthusiasm and motivation went up higher in spite of some negative feelings (see excerpts 17,18 below)

*Excerpt 17 "It took me some time to get used to the new system at school but this year I know exactly what I should do and know that I have no luxury to get bored, lazy or stressed. I am a university student and I really wish I had studied a lot at prep class. I promised myself not to repeat the same mistakes this year. I haven't any enjoyment in learning English. I still listen to music, watch movies and play games to keep my enthusiasm alive. I think they still work. I become very happy to learn new words out of them. They help me get rid of boredom all the time." (Self-report 4)*

*Excerpt 18 "I was lost in LYS period. The only words I learnt were from the games but they did not help a lot in the exam. I was more stressed when the exam date approached nearer. And unfortunately, nobody helped me to get rid of it. ---- none of the words I studied were asked in the exam. I tried to get meaning but no way. -----I didn't think the reason. Maybe I just didn't notice or didn't want. I don't know the exact reason. Maybe we thought that we learnt enough. But whatever the reason I was always stressed out." (narration 1/Interview 1)*

### Environmental Control

John was a successful student who could manipulate and adopt his vocabulary studying or learning environments in three periods. He had his own room in LYS period, in which he set very strict

rules like adjusting the light; using headphones to avoid noise .He broadened his repertoire in prep and freshman years in terms of regulating his study atmosphere. He put aside his mobile phone, organized only the related material in front him and sometimes went to study room when needed. He established very strict rules with his flat mates and even he created some vocabulary games to keep them busy as well (See Excerpts 19.20 below)

*Excerpt 19 "Sir, I was aware of my study habits. Thanks to my family, I had a separate room and nobody was disturbing me while I was studying. I was very tidy and had the only related material in front of me. I kept the door closed and never used my mobile phone. Even I was using a hard copy dictionary to avoid looking up the words in mobile phone. I was sometimes changing my sitting place to get enough light and to avoid sleepiness." (Narration 1/Interview 1)*

*Excerpt 20 "As I said before, I am generally a tidy student who is ready to prevent anything which are to distract him.I silent the phone. I do not care whether it rings or not. I was keeping it in silent mode. But when the screen catches my attention I reply and say that I am studying. Negative things impession me. I try to make the better if the thing I do get negative views. (Self-Report 3)*

### **General Evaluation of John as for all Controlling Mechanisms**

The findings above show that John was generally a successful student in terms of controlling mechanisms for vocabulary acquisition in prep class and freshman year but not very manageable in LYS period. Some very important ascriptions might have played a role positively or negatively in those mechanisms throughout three periods. For instance, his parents' choice of a career for him during exam preparation period might have had a very negative impact on his general study tendencies whereas his chance to go to Germany through a school project may have forced him to keep going. His two aunts seemed to play a big role for his department choice. The partial success throughout prep class seems

to have emerged from his being a new student in a totally new environment. The total success in freshman year, on the other hand, may mean that John has become mature enough to adopt new study tactics according to his own needs. His chatting with foreign people while playing computer games have him a good opportunity to practice vocabulary, which he says was the best tactic he had ever found. He seems to have found an enjoyable way to keep going. John used very interesting metaphors for vocabulary learning. For example, he resembles choosing vocabulary strategies to having a multi-colored ball point pen. He says somebody may have many alternatives and the only thing he has to do is to choose what color he wants to write in. He can just add some extra ink when needed. Another metaphor was that vocabulary learning was something like trying to make pizza. He thinks that there is not a sharp cut or limit for the ingredients of pizza. Someone should just rely on his/her imagination and creativeness. A learner can flavor the pizza using as many things as he/she likes. Put whatever and how much ever you like and outcome may become incredible. Like Rosa he was able to cope with competing tendencies in a balanced way in prep class and freshman period.

### **Case Three- Steady/Decreasing Group/Less improving- Julia**

Julia is a 21 year old student coming from an eastern town of Turkey. She is eldest daughter of for other girls, all of whom are studying at various schools. She couldn't get enough grades to go to a language based Anatolian High School. Her interest in language started during high school years; however, she was on the verge of giving up before one of her teachers at school encouraged her to prepare for language exam. She is new at translation and interpretation department which is not indeed her department of dreams. She has always wanted to go to ELT department but failed to get enough grades in the university exam. Her control mechanisms in three different periods have witnessed a lot of ups and downs as can be seen in table 4 below.



**Table 4 Controlling Mechanisms for Julia Over Vocabulary Learning in Three Different Periods**

Control Mechanisms	Subcomponents	LYS Period	PREP Class	Freshman Year
Commitment Control	Number of used Special Techniques	14	4	9
	Persistence to realize objectives	Yes	No	No
	Belief in realizing objectives faster	Yes	No	No
	Self confidence in realizing objectives	Yes	No	No
Meta-Cognitive Control	Efficaciousness in controlling concentration	Yes	No	No
	Efficaciousness in focusing on his/her thoughts	Yes	No	No
Meta-Cognitive Control	Efficaciousness in controlling the tendency procrastination	Yes	No	No
	Competence in avoiding procrastination	Yes	No	No
Satiating Control	Persistence even in the absence of novelty	Yes	No	No
	Satisfaction of the ways to eliminate boredom	Yes	No	No
	Efficaciousness in avoiding boredom	Yes	No	No
	Efficaciousness in self-regulating during boredom	Yes	No	No
Emotion Control	Use of satisfactory ways to cope with stress	Yes	Yes	Yes
	Competence in reducing stress	Yes	No	No
	Tendency to give up when stressed	No	Yes	Yes
	Immediate intervention to cope with stress	Yes	No	No
Environmental Control	Efficaciousness in creating an effective learning environment	No	No	Yes
	Creating a suitable learning environment	No	No	Yes
	Looking for a suitable learning environment	Yes	Yes	Yes
	Awareness of the importance of learning environment	Yes	Yes	Yes

## Commitment Control

As can be seen in table 4, Julia seems to have succeeded in LYS period but failed in the other two periods in terms of commitment to vocabulary studies. She used 14 strategies in the first period using some rehearsal, guessing, dictionary, note taking strategies. She somehow managed to persevere what she had in mind and tried to initiate and implement her tactics. However, she felt that she lacked coordination and integration among her chosen activities. She had a concrete target in front of her and she felt confident and determined to achieve. This determination and tendency did not go on in prep class and freshman year. The number of strategies dropped to only 4 in prep and rose up to 9 in the first year. The ones she used in these terms were something like repetition of the same ones. Especially in prep class she felt lost somewhere and was even about to drop out of University. She expressed that she had a lot of orientation problems in prep class and some negative feelings or competing tendencies were still prevalent in freshman year although she somehow managed to pass prep class. Her most commitment to all language skills in that year was only to pass to the next grade, which might have limited herself as a learner to focus only exams.

*Excerpt 21- "First of all, all of us in the class had a vocabulary notebook. After the English courses, I used to write the new words five times with their meaning. Then I would repeat them many times. After that I used to try to use some of them in sentences. When I used them in sentences, the words would be permanently stored and I could practice spelling as well. After a while, I made a vocabulary box. I used to throw the unknown words with their Turkish meanings behind the cards into the box. I used to revise them almost every morning and evening. Those times were free for me so it was easier to practice vocabulary for me. We would play some vocabulary games with friends. We hanged big vocabulary cardboards with colorful ornaments in the class. Inevitably, we would look at them and everyone could learn at least one or two every day. My vocabulary knowledge had improved by those and I saw their impact in the exam." (Narration 1)*

*Excerpt 22- I would only study for vocabulary*

*as we had some memorization homework in Prep class. I would never ever study apart from the homework or exams. This was a very boring activity. Indeed, I did not do much for English in prep class." (Self report 1)*

## Meta- Cognitive Control

Julia felt determined enough to go to a language department in LYS period. That is why she sustained her focus and concentration on vocabulary studies. She was ready to ask for any help from teachers and she didn't have any tendency to postpone her duties. On the other hand, after she passed the university exam and came to language department, she started losing her focus in her studies. She was almost lost in prep class. She could concentrate for about only 20 minutes at most and she was very easily irritated and disturbed by external distracters. The same tendency and attitude followed in freshman year. She was aware what her problem was but couldn't find any solution to it. The more procrastination she faced, the more negative feelings she had towards vocabulary studies. One main reason might be that she passed the university exam and she was now at a language department. She lost focus and concentration because now the only obstacle for her was to finish university, which led to loss of enthusiasm. (See excerpts 23 and 24 below)

*Excerpt 23 "Perhaps, Sir, I sometimes try to seize a chance to postpone my studies or sometimes many things happen and I put aside things to an unpredictable time." ..... "Sir, Sometimes while I am dealing with a task, I encounter some familiar words, I feel I know their meanings but I look up their meanings again to be sure but I forget them again. I always hesitate about their meanings. (Interview 4)*

*Excerpt 24- "I sometimes feel that I am ready to lose my concentration. I really want to focus and conduct my studies but I cannot concentrate efficiently. ---I really would like to enhance my vocabulary knowledge, want to improve my English by practicing more, these are what I would like to achieve but it does not happen so. I would like to read more but I can never concentrate." (Interview 5)*

### Satiation Control

A similar pattern could easily be seen for Julia's satiation control during her vocabulary studies in three periods. An ultimate target in LYS period made her strong enough to cope with negative feelings like boredom, but this cannot be said for prep class and freshman year. The more she got bored, the more negative feelings such as stress and hopelessness she felt. The negative tendencies within these two periods seemed to feed each other like ending up being an enormous monster of pessimism, which eventually may have had a big impact for her drop out decision.

*Excerpt 24- "I get too bored sometimes. I look up the unknown words, write them somewhere especially in the books and revise them. I am not thinking of doing something extra this year. Indeed I am not doing anything extra for English this year. Only studying for doing homework and exams.....Sir, Indeed I do not study this term, which is very terrible for me. Only while the exams are approaching, we study more and we cannot do anything apart from them. This is not good for us, we know it but we cannot concentrate and I do not know why." (Interview 5)*

### Emotion Control

Unfortunately, coping with stress was easier for Julia in LYS period but this wasn't the case in prep class and freshman year. As mentioned already in satiation part above negative feelings or tendencies seemed to grow bigger and bigger in her university years, which ultimately could cause a very disruptive choice of quitting school. She felt really helpless in prep class and she couldn't find a way to ask for help from teachers and peers. She mentioned that she was able to study only to pass the prep class and she managed to do so with a very average grade. She felt very happy to have passed to another grade; however, she didn't know what to do or where or how to start in freshman year. This feeling of desperateness made her unhappy, stressed, and bored and loses her focus and concentration to an unpredictable and unknown extent.

*Excerpt 25- "Sometimes I find myself in a very bad mood. I want to study for vocabulary but I get easily bored and leave it aside. Sometimes I feel good and study for a short time. I cannot resist*

*my friends when they invite me to go out. I cannot say "no" to them. When I look at the proficient students in the class, I myself would like to be like them and this encourages me to study more. At least this year I got used to general system of the department." (Interview 4) ..... "When I feel stressed out especially if that stress is related to any kind of study or vocabulary task, my stress always goes on and I do not think I can get rid of it. Nothing works about it.(Interview 5)*

### Environmental Control

With a lot of emotional ups and downs, Julia was still aware of the importance of proper study environment according to her own needs. In three periods, she knew that a suitable study or learning environment could contribute to her fight against negative tendencies; however, when it came to modify that environment according to the emergent needs, this was not the case in LYS period and prep class. She lived in a very crowded family in LYS period in an eastern town of Turkey, which has a harsh climate in winter and the family got heated with a stove in only one room. She had to go on her studies with other people in the same room, which made it almost impossible to adjust her environment. The only thing she could do was to turn her back to TV while studying. In prep class, failure to modify the study environment resulted from her roommates' lack of empathy towards her feelings. They didn't obey any established rules and three of them were from different departments. In freshman year at least, she could ask a room change from the administration of the dormitory and started living with one of her classmates from the same department. This change made her able to manipulate or adjust her study environment. With the help of her new roommates, they settled very strict rules and the problems were solved after everyone started to obey those rules.

*Excerpt 26- "As I was staying with my family, I felt the urgent responsibility to help my mother at any time. Time passed so fast with such commitments until I finished high school. Then I moved to my uncle's at university, in prep class. The first two months was ok for me and I was going to school with my uncle every day and coming back to home. After a while everything*

*changed for me. He was imprisoned and left all the responsibility to me. I could not concentrate on anything for a whole year. Even at that time, I was forcing myself to study but that was not enough. I was only trying to pass the prep class. That was all.”..... We used to try to study in the living room as it was the only one heated by a stove but indeed I was not able to study as there was a TV set on all the times, everybody was having a chat with each other. Neither I nor my sisters could concentrate in such a crowded room. For this reason, it was inevitable for us not to succeed as much as we would like to.” (Narration 1)*

### **General Evaluation of Julia’s Controlling Mechanisms**

As can be concluded from the findings above, Julia seems to have been a self-regulated student in LYS preparation period although she witnessed some fluctuations in her studies. She ascribed some kind of emotional and focusing problems to not having any educated person in her family. She also had some environmental control problems caused by some externally created obstacles mentioned above. However, after Julia passed the university exam and entered a language department, though not the one of her dreams, Julia started to lose focus, concentration along with too much boredom, stress and procrastination. Her self-regulation level reached to such an extent even to make her an almost drop out student in prep class. She somehow preserved her studies to pass prep and go on to freshman. Nonetheless, in freshman year she still lacked all necessary self-regulatory controlling mechanisms apart from environmental control in that year. According to Weiner’s attribution theory, some negative feelings emerging from the perceptions of the learner himself/herself may end up being mediating feelings in terms of learning process. When these negatives become uncontrollable in the eyes of the learner, then, Kuhl’s competing tendencies scale goes down towards negative feeling like hopelessness, boredom, stress, drop out and so on. Two important stimulants in LYS period appear to have played a great role in her success. An upcoming exam and her commitment and promise especially

to her mother. Passing the university exam may have ended up being a negative means of her losing enthusiasm at university. Moreover, translation and interpretation department wasn’t where she intended to go. She wanted to go to ELT department but couldn’t get enough grades. Therefore, not being in a department of her dreams as opposed to Rosa might have had a detrimental impact on all her study habits. Julia could be regarded as action oriented student in LYS period whereas she was a state oriented one in prep class and freshman year as described by Kuhl in his action theory.

### **Discussion**

Before starting to focus on the cases controlling mechanisms one by one, it would seem better to look at the definition of self-regulation. According to Zimmerman, pioneer of the term, it is regarded as learners beliefs about their capability to participate in appropriate actions, thoughts, feelings and behaviors to follow up valuable academic goals while self-monitoring or reflecting on their progress towards goal completion (16). Students can be self-regulated when they are active participants into their learning processes meta-cognitively, motivationally and behaviorally (Zimmerman 23). Yowell and Smylie added that self-regulation is a product of some relationships among interpersonal, environmental and individual processes (481). It is a goal directed process in which the pursuit should be adoptable and improve development and social change. Kuhl proposed in his Action Theory and expressed that there are two important preconditions if self-regulation is to be achieved (281). The first one is about the competing tendencies by which the learners may end up with having no alternative to change or adopt something. They then become a state oriented learner who cannot balance negative and positive feelings. The second one is the learner’s ability to be aware of himself/herself as a learner, to know their own weakness and strengths. Such learners don’t have a tendency to give up. These learners are called action or goal directed learners in Kuhl’s Action Theory.

Rosa can be regarded as a self-regulated, goal directed, action oriented learner in terms of vocabulary acquisition in three different terms. Although she

witnesses a stagnation period in freshman year, she calls it a temporary break, which she will overcome without irreversible damage. Among her ascriptions as for her success or self-regulated behaviors are her having two educated elder brothers, her commitment to her mother and the most significant one, her being in a department of her dreams. Self-regulation is called as a process which has got a never ending cycle with a lot of factors interconnected to each other and it helps the learner to start using LLS effectively whatever the obstacle they face during the process (Dörnyei 82; Dörnyei and Ryan 154). The main question for a self-regulated learner might be whether they start feeling ready psychologically, mentally or academically to implement their chosen strategies with a full awareness of what or why they are applying those as well as their weaknesses and strengths as language learners (Zimmerman 16). Zimmerman highlights that there is a strong relationship between academic achievement and self-regulation under social cognitive view in which self-regulated learning can take place by three important interconnected characteristics, self-observation, self-judgment and self-reaction. Learning by this way is not a linear process but a successful outcome of achieving academic results (Broadbent and Poon 8). According to those characteristics of a self-regulated learner, Rosa could be regarded as having most of the qualities mentioned above. She was able to make a plan, initiate that plan, and monitor herself while applying her strategies, make necessary changes or adjustments when needed, find effective ways to overcome negative feelings or tendencies such as procrastination, boredom, and stress and so on.

John was not an efficiently self-regulated learner in LYS period but his level of self-regulatory capacity went up gradually in prep and freshman years. He started to learn himself as language learner, weaknesses and strengths and found an entertaining way of learning and practicing vocabulary, playing computer games. His partial success in prep class was the lack of adaptation to a new environment full of with totally new friends. However, this temporary adaptation period didn't prevent him from applying his chosen strategies. He witnessed some fluctuations in LYS period mainly because of his parents differing career choices for him butre-motivated to choose

language department by the help of his two aunts and a foreign project in Germany. According to Collet, self-regulation refers to the capability of people to recognize and react to context specific behavioral, cognitive and meta-cognitive cues, ideally making the necessary modifications of them in particular learning contexts or situations to meet the signals by these cues (438). Pintrichsays that self-regulatory capacity, includes a constructive process in which the learners are able to set goals after which they attempt to monitor, regulate, control their cognition, motivation and behaviors guided by their goals and contextual features in the environment (460). These skills play a role like a bridge between the learners and other expectations and between actual and expected activities. The learners in such a process should be proactively involved in their learning cycle in which there should be motivational beliefs and objectives (Boekart and Corno 225; Shunk and Zimmerman, 19; Nakata 348). Bandura summarizes similar characteristics to those of John as a learner saying that such learners are agents who can have control over their learning processes while valuing their learning, believing themselves as a learner knowing that their aptitude has ties with their past and they are able to self-evaluate accurately which lead to their setting challenging goals while reinforcing their interest (11). Caprara et al express that self-regulated learners are confident about the necessary requirements of school contexts, plan and organize their academic activities, perceive difficulties as challenges but not obstacles or de-motivators, persist their efforts when needed, select peers who share similar things to their academic achievement process and contribute to creating conditions to enhance learning (527). This was what John was able to do when he created vocabulary learning activities or games to play with his peers. Such learners can make use of environmental manipulations such as organizing anything for study place, making use of every possible learning material, coping with distracting events.

Julia as seen in the findings above can be regarded as a self-regulated, action oriented student only in LYS period but a state oriented one in prep class and freshman year in terms of vocabulary acquisition. According to Kuhl and Beckman,

voluntary regulation is one of the preconditions to facilitate cognition and behavior consistency (92). Julia could achieve this consistency during LYS preparation, which she mostly ascribed her success to her commitment to her family although there was no role model for any academic career in her family. She failed to sustain such consistency in university because of loss of concentration and motivation as well some adaptation problems to a totally new environment. Her negative feelings seemed to feed each other which altogether came as if to create a big problem balloon. This may have caused her to decide almost to drop out of university. She was a state oriented learner in prep class and freshman year, defined by Kuhl (285). The scholar emphasized that a person's goals and behavioral procedures are encoded in memory structures in which there are cognitive associations between a specific situation and behavioral information. However, there are also emotional and motivational tendencies which face a constant change according to emerging needs and conditions. We might assume from this quotation that Julia's feeling of boredom has somehow surpassed by an upcoming exam in LYS period. This exam orientation seems to have faded away gradually after she came to a language department. According to Kluge and Friedrichsen, there should be a harmony between an actor's ability to stick to a chosen goal and his enactment of the most appropriate alternative to attain that goal (197). Learners have a general tendency to not act in a straight forward manner to overcome problems. Instead, they change strategies, modify their plans, reevaluate goals or abandon or terminate some tactics when needed. This approach was not something that Julia followed in her vocabulary acquisition period. Finally, Zimmerman says less proficient learners are not the ones who do not do anything on their own, on the contrary, they choose some strategies but fail to follow up or sustain their plans, cannot find ways to balance their cognitive, meta-cognitive strengths or weakness and some negative emotions (18). They eventually attend to be feeling frustrate, lost and helpless, which altogether eventually may cause a drop-out decision. This kind of conclusion was something seen in the case of Julia academic studies. Feeling of helplessness or boredom and stress all fed one

another and inevitably reached at a point that Julia was almost going to drop out of university in prep class and unfortunately that tendency seems to be dominant in freshman year as well.

### Conclusion and Suggestions

First of all, the findings in the study might be conforming what SRCV oc scale by Tseng et al was supposed to measure as the scale was created to look into self-regulatory capacities of a learner during the course of strategy implementation. The effectiveness of a chosen strategy might not be in the strategy itself but in the underlying capacity of learners who use it as the scholars suggested. Rosa and John found effective ways to self-regulate themselves while implementation of their chosen strategies which ultimately let them to fight against some negative competing tendencies, on the other hand, Julia couldn't achieve this in prep class and freshman year which might have caused her to face some seemingly uncontrollable and unsolvable feelings. Self-regulation consists of a self-initiated action made up of goal setting, regulating, self-monitoring, time management and physical or social environmental regulation (Winne and Perry 540). Monitoring, controlling, regulating, cognitive behaviors all contribute to a learner to self-control, which leads to a majorsource of motivation, that motivation leads to more self-regulation and self-regulation result in more motivation, creating anautonomous learner(Garcia and Pintrich 135; Ehrmanetal 322). Moreover, self-regulation seems to be a good predictor of success in the implementation of chosen strategies effectively. It might also be concluded that self-regulatory capacity could enhance self-efficacy believes of learners, which observed such tendencies in the case of John and Rosa's vocabulary acquisition period. They never let any obstacle to interrupt or disrupt their self-efficacy belief as a learner. They only try to find solutions to emergent problems whereas Julia's self- esteem seemed to get lower and lower in prep class and freshman year.

This study stands unique on its own to have used SRCvoc scale in a longitudinal study compared to the other studies (see Yeşilbursa and Bilican 882-886; Mizamoto and Takouchi 83-91; Doeea et al 169-186; Ranalli, 357-376; Vujnovic, 1-44). Because self-

regulation is defined as a life learning process, this study might provide very important hints as to whether self-regulation could enhance learners' capability of coping with emergent tendencies. It is suggested for teachers and administrators to use some scales to measure the learners underlying capacities before they start their academic studies which seems to be important especially for learners like Julia. As Kuhl suggests state-orientation is not a chronic illness and the learners might be helped if their supposedly uncontrollable and stable causes can change direction. What is more, orientation period at Universities unfortunately seems to focus on a limited number of issues such as student affairs office, giving information about some rules and so on. The related authorities need to find out concrete solutions especially to some environmental problems learners face in their academic settings. Placement of learners in both school and dormitories also appears to be a very significant factor for motivation and concentration. It might be that Julia could have achieved better if she had been placed with a classmate of hers from the first moment of prep class.

The limitation of the study may be the focus being only on vocabulary acquisition strategies and only in one department of a university. It would be more comprehensive to conduct such researches if they were performed for different language skills with longer periods in different levels of universities and for different purposes of English language learning as ESP (English for Specific Purposes), EFL (English as a foreign Language), English as a second language and so on.

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**Appendix 1 All Control Mechanism For Rosa in three Different Periods**

Commitment Control		LYS Periods	Prep Class	Freshman
Using special Techniques	Rehearsal	<ul style="list-style-type: none"> <li>• Doing voc test initially</li> <li>• Memorization then quitting this</li> <li>• Hanging colorful vocabulary cards on her desk or wardrobe</li> <li>• Ornamenting her colorful cards</li> <li>• Using flash cards</li> <li>• Making a vocabulary list every week</li> <li>• Writing the word five times</li> </ul>	<ul style="list-style-type: none"> <li>• Hanging colorful vocabulary cards on her desk or wardrobe</li> <li>• Listening to word again and again for pronunciation</li> <li>• Repeating the word loudly several times revision daily in the evenings</li> <li>• Vocabulary list every week</li> </ul>	<ul style="list-style-type: none"> <li>• Playing voc games in the mobile or internet</li> <li>• Repeating the word loudly several times</li> <li>• Vocabulary list every week</li> </ul>
	Encoding	<ul style="list-style-type: none"> <li>• Trying to remember where she saw that new word</li> <li>• Association of the words with real life items</li> </ul>	<ul style="list-style-type: none"> <li>• Association of the words real life items.</li> <li>• Trying very hard to remember the location of the word</li> <li>• Going back again where she saw the word</li> <li>• Visualizing the objects in the mind</li> <li>• Grouping new words under the title of texts or stories</li> </ul>	<ul style="list-style-type: none"> <li>• Association of the words real life items</li> <li>• Trying very hard to remember the location of the word</li> <li>• Going back again where she saw the word</li> <li>• Visualizing the objects in the mind</li> </ul>
	Guessing	<ul style="list-style-type: none"> <li>• Trying to understand contextual meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Trying to guess the contextual meaning first</li> <li>• Analyzing word formations</li> </ul>	<ul style="list-style-type: none"> <li>• Trying to guess the contextual meaning first</li> <li>• Analyzing word formations</li> </ul>
	Dictionary	<ul style="list-style-type: none"> <li>• Using a monolingual and bilingual dictionary</li> <li>• Using a picture dictionary</li> <li>• Looking at the sample sentences in the dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Looking up other forms and meanings of the words, parts of speech of the words</li> <li>• Trying to find alternative words for new items</li> <li>• Using an online and hard copy dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Looking up every new word</li> <li>• Finding synonyms and antonyms of new words</li> </ul>
	Note taking	<ul style="list-style-type: none"> <li>• Nothing down most encountered words</li> </ul>	<ul style="list-style-type: none"> <li>• Noting down every word</li> <li>• Writing synonyms or antonyms of the words, every exercise in her notebook</li> <li>• Regrouping words from her old notebooks</li> <li>• Writing the pronunciation next to the worde</li> </ul>	<ul style="list-style-type: none"> <li>• Noting down every new word the teacher says</li> <li>• Writing the pronunciation next to the word</li> </ul>



	Activation	<ul style="list-style-type: none"> <li>Making a sentence with the new item</li> </ul>	<ul style="list-style-type: none"> <li>Writing her own sentences in a notebook</li> <li>Trying to use the words as much as possible</li> <li>Trying to translate subtitle and lyrics</li> <li>Text messages in English with elder brother</li> <li>Talking to herself to use new words on the mirror</li> <li>Social media use with a Dutch</li> </ul>	<ul style="list-style-type: none"> <li>Writing story summaries to use new words</li> <li>Reading articles and novels watching foreign TV series, movies with subtitles</li> <li>Creating dialogues with the new words</li> </ul>
	Selective Attention	<ul style="list-style-type: none"> <li>Knowing which words are more important</li> <li>Looking up the words she is interested in</li> </ul>	<ul style="list-style-type: none"> <li>Looking up the words according to theme of the reading text</li> <li>Knowing which words to use</li> </ul>	<ul style="list-style-type: none"> <li>Making notes of only some important words</li> </ul>
	Self Initiation		<ul style="list-style-type: none"> <li>Looking for alternative reading texts</li> </ul>	<ul style="list-style-type: none"> <li>Looking for alternative reading texts</li> </ul>
	Social strategy	<ul style="list-style-type: none"> <li>Asking help from teachers searching for roots of the words</li> </ul>	<ul style="list-style-type: none"> <li>Asking help from teachers</li> <li>Searching for new strategies</li> </ul>	<ul style="list-style-type: none"> <li>Asking help from teachers and friends</li> <li>Searching for new strategies</li> </ul>
<b>Persistence to realize objectives</b>		<ul style="list-style-type: none"> <li>Initiation and maintenance of her plans</li> </ul>	<ul style="list-style-type: none"> <li>A very fruitful year</li> <li>Setting a system with strict time limits</li> <li>Perseverance</li> <li>Enactment of plans</li> </ul>	<ul style="list-style-type: none"> <li>Setting strict plans but not obeying them</li> </ul>
<b>Belief in realizing objective faster</b>		<ul style="list-style-type: none"> <li>Not knowing what to do or how to study at first</li> </ul>	<ul style="list-style-type: none"> <li>Knowing when to change a strategy</li> </ul>	<ul style="list-style-type: none"> <li>Facing stagnation period</li> <li>Putting aside vocabularies</li> <li>Dissatisfaction of objectives</li> </ul>
<b>Self confidence in realizing objectives</b>		<ul style="list-style-type: none"> <li>Self-disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Self-disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Not knowing when and how to start at times</li> </ul>

Meta Cognitive Control	LYS Period	Prep Class	Fresh Man Year
<b>Efficaciousness in controlling concentration</b>	Exam oriented concentration	The most focused period	Not being able to concentrate at times
<b>Efficaciousness in focusing on his/her thoughts</b>	Not focusing efficiently	Regaining focus	Aware of the deficiency
<b>Efficaciousness in controlling the tendency of procrastination</b>	Timely intervention	In time intervention	Sometimes false excuses
<b>Competence in avoiding procrastination</b>	No postponing at all	Interruption of sleep when putting off	Lack of time management
Satiation Control	LYS Period	Prep Class	Fresh Man Year
<b>Persistence even in the absence of novelty</b>	Very excited to use new words	Very excited to use new words	Very excited

<b>Satisfaction of the ways to eliminate boredom</b>	<ul style="list-style-type: none"> <li>• Self-stimulated by the remind of approaching exam</li> <li>• Listening to music</li> <li>• Playing voc gameswith friends</li> <li>• Going out with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to music</li> <li>• Socializing with friends</li> <li>• Have a cup of tea/coffee</li> <li>• Have some fresh air</li> <li>• Creating some vocabulary activities or games</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to music</li> <li>• Socializing with friends</li> <li>• Have a cup of tea/coffee</li> <li>• Have some freshair</li> <li>• Creating some vocabulary activities orgames</li> </ul>
<b>Efficaciousness in avoiding boredom</b>	Consistency to avoidboredom	No boredom at all	Increased boredom by some activities during courses
<b>Efficaciousness in self regulating during boredom</b>	Easily able to get ridof negative feelings Perseverance	Ability to get rid of negative tendencies	Awareness of the deficiency but no enactment
<b>Emotion Control</b>	<b>LYS Period</b>	<b>Prep Class</b>	<b>Fresh Man Year</b>
<b>Use of satisfactory way to cope with stress</b>	<ul style="list-style-type: none"> <li>• Socializing with friends</li> <li>• Reminding herself of the approaching exam</li> <li>• Asking help from teachers of family</li> <li>• Listening to music</li> <li>• Playing vocabulary games</li> <li>• Self-stimulation</li> <li>• Having some fresh air (all reversed value)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to music</li> <li>• Going out with friends</li> <li>• Playing vocabularygames</li> </ul>	<ul style="list-style-type: none"> <li>• Socializing with friends</li> <li>• Help from elderbrother</li> <li>• Watching movies/series</li> </ul>
<b>Competence in reducingstress</b>	Very stressed out	Not stressed out easily	Not easily stressed out
<b>Tendency in give up whenstressed</b>	Never giving up	Feel of perseverance again Tendency to studymore to get rid of stress	Sometimes
<b>Immediate intervention to cope with stress</b>	Timely interventions	Able to initiate hertactive in time	Intentions-mood consistency
<b>Environmental Contral</b>	<b>LYS Period</b>	<b>Prep Class</b>	<b>Fresh Man Year</b>
<b>Efficaciousness in creating an effective learning environment</b>	Very efficient	Very efficient	Very efficient
<b>Creating a suitable learning environment</b>	<ul style="list-style-type: none"> <li>• Having her own room</li> <li>• Adjusting the light</li> <li>• Putting away mobilephone</li> <li>• Closing the door</li> <li>• Using headphones</li> <li>• Having only only thingin front</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing the desk according to her needs</li> <li>• Only related materials infront</li> <li>• Setting strict rules with friends</li> <li>• Using headphones to avoid noise</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing the desk according to her needs</li> <li>• Only relatedmaterials in front</li> <li>• Setting strictrules with friends</li> <li>• Using headphones to avoid noise</li> </ul>
<b>Looking for a suitable learning environment</b>	Going to library at times	Changing her room Going to study roomsometimes	Going to study room sometimes
<b>Awareness of the importance of learning environment</b>	Highly aware of her learning environment	Aware and manipulated the learning setting as much as possible	Aware and manipulated the learning setting as much as possible



**Appendix 2 All Control Mechanism for John in three different periods**

Commitment Control		LYS Periods	Prep Class	Freshman
Special Techniques	Rehearsal	<ul style="list-style-type: none"> <li>• Memorization daily but not worked</li> <li>• Memorization of first spelling and then Turkish meaning</li> <li>• Having a voc log</li> <li>• Making an alphabetical list</li> <li>• Writing the words five or six times</li> <li>• Revision of words at nights</li> </ul>	<ul style="list-style-type: none"> <li>• Making a vocabulary list for once only for exam</li> <li>• Having a vocabulary log in the first month but not worked</li> <li>• Revision of the words regularly-monthly weekly</li> <li>• Revision at times upon the remind of the exams</li> <li>• Listening for words several times to check for pronunciation</li> <li>• Repeating the words involuntarily which sleeping</li> <li>• Playing games with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Making a voc list before writing a paragraph or composition</li> <li>• Making a voc list on the telephone to revise everywhere</li> <li>• Doing extra pronunciation studies.</li> <li>• Checking the subtitles line by line</li> </ul>
	Encoding		<ul style="list-style-type: none"> <li>• Remembering the word where he saw it</li> <li>• Making word groups according to visual places like hospital school</li> <li>• Association of some words with real life situations and daily speech</li> <li>• Dreaming of situation and</li> <li>• Looking up words for that situation at times</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly remembering words from games</li> <li>• Word storms while before sleeping</li> <li>• Imagining somewhere as a visitor to use that word</li> <li>• Marking word families and</li> <li>• Looking at the suffixes and prefixes of the words</li> </ul>
	Guessing	<ul style="list-style-type: none"> <li>• Looking for contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly remembering the spelling of a word</li> <li>• Trying to guess the contextual meaning first</li> </ul>	<ul style="list-style-type: none"> <li>• Guessing the meaning form context mostly used technique</li> <li>• Trying to find contextual meaning from the movie</li> </ul>
	Dictionary	<ul style="list-style-type: none"> <li>• Using a hard copy dictionary</li> <li>• Writing the example sentences in dictionaries several times towards the exam but not worked.</li> </ul>	<ul style="list-style-type: none"> <li>• Copying the structure of writing examples to do writing homework</li> <li>• Using a bilingual online dictionary</li> <li>• Writing synonyms antonyms of words</li> </ul>	<ul style="list-style-type: none"> <li>• Fining other forms of words</li> <li>• Using a bilingual online dictionary</li> <li>• Looking over the example sentences in dictionaries.</li> <li>• Writing synonyms/ antonyms of the words if remembered</li> </ul>
	Note taking	<ul style="list-style-type: none"> <li>• Nothing down the unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Writing the meaning of the words under the texts</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing down the meaning next to the words</li> </ul>

<b>Special Techniques</b>	Activation	<ul style="list-style-type: none"> <li>• Chatting online with people</li> <li>• Making own sentences but not effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of vocabulary by playing online games and watching movies</li> <li>• Listening to music with lyrics</li> <li>• Overhearing somebody speaking English to catch interesting words</li> <li>• Watching foreign TV series</li> <li>• Making his own sentences</li> <li>• Playing online games and chatting internationally</li> <li>• Practicing English with somebody from another department</li> </ul>	<ul style="list-style-type: none"> <li>• Following you tubers of a Swedish game</li> <li>• Listening to music with lyrics</li> <li>• Using an online program to translate song lyrics watching competitions on English checking for pronunciation while watching TV</li> <li>• Always trying to practice English with international game players online</li> <li>• Making his own sentences</li> <li>• Trying to use other alternatives of words practicing English with somebody from another department</li> <li>• Using the words whenever possible</li> <li>• Writing a paragraph with word groups</li> <li>• Following an Instagram web page</li> <li>• Listening to music with lyrics</li> <li>• Watching movies with subtitles</li> </ul>
	Selective Attention	Being able to choose appropriate words to use	Being able to choose which words are important to learn	
	Self Initiation		<ul style="list-style-type: none"> <li>• Looking up the word when encountered frequently</li> <li>• Only choosing the words related to tasks</li> <li>• Rereading the paragraphs or text to make words permanent</li> <li>• Choosing the most liked words while speaking</li> <li>• Choosing very interesting chunks only from the movies</li> </ul>	<ul style="list-style-type: none"> <li>• Looking up the words only when needing while playing</li> <li>• Noting down some interesting words</li> </ul>
	Social strategy		<ul style="list-style-type: none"> <li>• Asking help from friends or teacher</li> <li>• Peer checking of writing on Sundays with four classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Asking help from friends and teachers</li> <li>• Asking for help from foreign counterparts</li> <li>• Peer checking for vocabulary especially in writing</li> </ul>
<b>Persistence to realize objectives</b>		Initiation but no perseverance with over maintenance of strategies (NO)	no setting objectives rarely achieving objectives setting an objective in the first month - ten new words a day (PARTLY YES)	Perseverance and consistence on the vocabulary setting strick objectives (YES)



<b>Belief in realizing objective faster</b>		<ul style="list-style-type: none"> <li>Lack of self-efficacy</li> <li>Feeling of lost (NO)</li> </ul>	<ul style="list-style-type: none"> <li>Not believing to stick to objectives</li> <li>Untidy Organization</li> <li>Aware of his weaknesses</li> <li>Dissatisfaction (PARTLY YES)</li> </ul>	<ul style="list-style-type: none"> <li>Changing objectives according to differing courses and tasks.</li> <li>More aware as a learner</li> <li>Plan behavior consistency</li> <li>Following his plans (YES)</li> </ul>
<b>Self confidence in realizing objectives</b>		<ul style="list-style-type: none"> <li>Alienation</li> <li>Difficulty of enactment</li> <li>Feeling helpless</li> <li>Having some negative tendencies (NO)</li> </ul>	<ul style="list-style-type: none"> <li>Not following a regular system</li> <li>Finding a nonsense excuses</li> <li>Positive self-efficacy beliefs</li> <li>Compensation via playing games</li> <li>(PARTLY YES)</li> </ul>	<ul style="list-style-type: none"> <li>Self-efficacy belief</li> <li>Believing to stick to his plans</li> <li>More self confidence in different courses (YES)</li> </ul>

Meta Cognitive Control	LYS Period	Prep Class	Fresh Man Year
<b>Efficaciousness in controlling concentration</b>	No special techniques to focus and concentration (NO)	Feel of self efficacy (YES)	Feel of self efficacy (YES)
<b>Efficaciousness is focusing on his/her thoughts</b>	Inability to focus (NO)	Focusing on only to the skills he think deficit (PARTLY YES)	More focuses
<b>Efficaciousness in controlling the tendency procrastination</b>	General tendency to procrastinate (NO)	Change of according to tasks or courses (PARTLY YES)	No postponing at all (YES)
<b>Competence in avoiding procrastination</b>	Postponing a high	Trying to find easy and enjoyable ways (PARTLY YES)	No postponing at all (YES)
Satiation Control	LYS Period	Prep Class	Fresh Man Year
<b>Persistence even in the absence of novelty</b>	NO	Very disturbed when not remembering very basic words	Very disturbed when not remembering very basic words
<b>Satisfaction of the ways to eliminate boredom</b>	<ul style="list-style-type: none"> <li>Eating or drinking something</li> </ul>	<ul style="list-style-type: none"> <li>Eating or drinting something</li> <li>Playing games playing with international students</li> <li>Playing games with classmates</li> </ul>	<ul style="list-style-type: none"> <li>Eating or drinking something</li> <li>Playing games playing with international students</li> <li>Playing games with classmates</li> </ul>
<b>Efficaciousness in avoiding boredom</b>	NO	YES	YES
<b>Efficaciousness in self regulating during boredom</b>	NO	YES	YES
Emotion Control	LYS Period	Prep Class	Fresh Man Year
<b>Use of satisfactory way to cope with stress</b>	NO	<ul style="list-style-type: none"> <li>Having a short break</li> <li>Playing games playing with international students</li> </ul>	<ul style="list-style-type: none"> <li>Having a short break</li> <li>Playing games playing with international students</li> <li>Watching movies</li> </ul>



<b>Competence in reducing stress</b>	NO	YES	YES
<b>Tendency in give up when stressed</b>	YES	NO	NO
<b>Immediate intervention to cope with stress</b>	NO	YES	YES
<b>Environmental Control</b>	<b>LYS Period</b>	<b>Prep Class</b>	<b>Fresh Man Year</b>
<b>Efficaciousness in creating an effective learning environment</b>	YES	YES	YES
<b>Creating a suitable learning environment</b>	<ul style="list-style-type: none"> <li>Setting rules in study room</li> <li>Adjusting the light</li> <li>Using headphones to avoid noise</li> </ul>	<ul style="list-style-type: none"> <li>Adjusting study environment very properly</li> <li>Putting away the mobile phone</li> <li>Setting strict rules at the dormitory study room must be quiet studying alone in the room</li> <li>Organizing only relevant material</li> </ul>	<ul style="list-style-type: none"> <li>Adjusting study environment very properly</li> <li>Not using the mobile most of the time</li> <li>Putting away the mobile phone</li> <li>Setting strict rules at the dormitory</li> <li>Setting strict rules for mobile, room and tv</li> <li>Organizing only relevant material</li> </ul>
<b>Looking for a suitable learning environment</b>	Having an individual room	<ul style="list-style-type: none"> <li>Having an individual room</li> <li>Having his own desk</li> <li>Going to study saloon at times</li> </ul>	<ul style="list-style-type: none"> <li>Having an individual room</li> <li>Having his own desk</li> <li>Going to study saloon at times</li> </ul>
<b>Awareness of the importance of learning environment</b>	Awareness of study environment	Awareness of study environment organization of the environment mostly according to needs	Awareness of study environment organization of the environment mostly according to needs

**Appendix 3 All Control Mechanisms for Jullia in Three Different Periods**

<b>Commitment Control</b>		<b>LYS Periods</b>	<b>Prep Class</b>	<b>Freshman</b>
<b>Special Techniques</b>	Rehearsal	<ul style="list-style-type: none"> <li>Making a voc log</li> <li>Regular revision in the morning/evening</li> <li>Preparation of colorful voc cards and charts</li> <li>Writing the new words five times</li> <li>Making an alphabetical list</li> </ul>	<ul style="list-style-type: none"> <li>Making a voc list</li> <li>No revision at all</li> <li>Recording and listening to her own voice for pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Making a voc list</li> <li>No regular revision</li> </ul>
	Encoding	X	X	X
	Guessing	Looking for contextual clues		
	Dictionary	<ul style="list-style-type: none"> <li>Looking up synonyms or antonyms</li> <li>Paying attention to sentences in dictionaries</li> <li>Using an online dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Using a bilingual online dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Finding other forms of words</li> <li>Using a bilingual online dictionary</li> <li>Writing synonyms/ antonyms of the words if remembered</li> </ul>

<b>Special Techniques</b>	Note taking	<ul style="list-style-type: none"> <li>Nothing down the unknown words</li> </ul>	X	X
		<ul style="list-style-type: none"> <li>Making sentences with new words</li> <li>Using the words in daily life whenever possible</li> <li>Playing voc games with friends</li> </ul>	X	<ul style="list-style-type: none"> <li>Making sentences</li> <li>Following an Instagram web page</li> <li>Listening to music with lyrics</li> <li>Watching movies with subtitles</li> </ul>
	Selective Attention	Being able to choose appropriate words to use	X	X
	Self Initiation	X	<ul style="list-style-type: none"> <li>Focusing only exam related vocabulary (reversed values)</li> </ul>	<ul style="list-style-type: none"> <li>Focusing only exam related vocabulary (reversed value)</li> <li>Not paying attention to the voc except of class (reversed value)</li> </ul>
<b>Persistence to realize objectives</b>		Initiation	Context inadequate intentions Inability to initiate	Setting objectives but no initiation
		Maintenance and perseverance to implement tactics Ability to compensate upon feel of deficiency Open to suggestions and criticisms	Over-maintenance or commitment of strategies	Over-maintenance or commitment of strategies Not being able to stick to plans Untidy planning and organization Plan-behavior inconsistency
		Lack of coordination and integration of activities	X	X
		X	X	X
<b>Belief in realizing objective faster</b>		YES	NO	NO
<b>Self confidence in realizing objectives</b>		YES	NO	NO

Meta Cognitive Control	LYS Period	Prep Class	Fresh Man Year
<b>Efficaciousness in controlling concentration</b>	Yes Concentrated enough	NO	NO
<b>Efficaciousness is focusing on his/her thoughts</b>	YES	NO TOTALLY LOST	NO TRYING TO RESTART
<b>Efficaciousness in controlling the tendency procrastination</b>	YES	NO TOO LONG BREAKS	NO AWARE BUT NO SOLUTION
<b>Competence in avoiding procrastination</b>	YES	NO (JUST EXAM FOCUS)	NO JUST EXAM FOCUS
Satiation Control	LYS Period	Prep Class	Fresh Man Year
<b>Persistence even in the absence of novelty</b>	YES (MAINTENANCE OF ENTHUSIASM)	NO (TOTALLY LOST)	NO-AWARE BUT NO SOLUTION
<b>Satisfaction of the ways to eliminate boredom</b>	YES - SUSTAINABILITY	NO- MORE BOREDOM	NO MORE BOREDOM

<b>Efficaciousness in avoiding boredom</b>	YES	NO (Very disturbed)	NO Inability to solve the problem
<b>Efficaciousness in self regulating during boredom</b>	YES	NO (only 20 minutes focus)	NO (still negative tendencies)
<b>Emotion Control</b>	<b>LYS Period</b>	<b>Prep Class</b>	<b>Fresh Man Year</b>
<b>Use of satisfactory way to cope with stress</b>	YES (Several tactics)	YES (Several tactics)	YES (Several tactics)
<b>Competence in reducing stress</b>	YES	NO- more stressed out	NO – More stressed out
<b>Tendency in give up when stressed</b>	NO	YES Almost quitting	Yes Still trying to restart from the first beginning
<b>Immediate intervention to cope with stress</b>	YES	No (More stressed our) Almost quitting school	NO Aware but no solution
<b>Environmental Contral</b>	<b>LYS Period</b>	<b>Prep Class</b>	<b>Fresh Man Year</b>
<b>Efficaciousness in creating an effective learning environment</b>	NO (No alternatives)	NO (no alternatives)	YES (Problems settled down)
<b>Creating a suitable learning environment</b>	NO (No alternatives)	NO (no alternatives)	YES (Problem settled down)
<b>Looking for a suitable learning environment</b>	YES Changing study places	YES Changing study places	YES Changing study places
<b>Awareness of the importance of learning environment</b>	YES (aware)	YES (aware)	YES (aware)

**Appendix 4**

Item	Learning experience	Strongly agree	Agree	Partly agree	Slightly disagree	Disagree	Strongly disagree
1	Once the novelty of learning vocabulary is gone, I easily become impatient with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	When I fell stressed about vocabulary learning, I know how to reduce this stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	When learning vocabulary, I have special techniques to achieve my learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	When learning vocabulary, I have special techniques to keep my concentration focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I feel satisfied with the methods, I use to reduce the stress of vocabulary learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	When learning vocabulary, I have I can achieve my goals more quickly than expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	During the process of learning vocabulary, I fell satisfied with the ways I eliminate boredom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	When learning vocabulary, I think my methods of controlling my concentration are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	When learning vocabulary, I persist until I reach the goals that I make for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	When it comes to learning vocabulary, I have my special techniques to prevent procrastination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	When I feel stressed about vocabulary learning, I simply want to give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	When learning vocabulary, I know how to arrange the environment to make learning more efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	When I feel stressed about my vocabulary learning, I cope with this problem immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	When learning vocabulary, I am aware that the learning environment matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	When I study vocabulary, I look for a good learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Commitment control: items 4, 7, 10, 13 metacognitive control: 5, 9, 11, 16: Satiation control: items 1, 8, 18, 19, emotion control: items 2, 6, 12, 13; environment control: items 3, 14, 17, 20.  
(Retrieved from Tseng et al, 2006 pp. 98, 99)

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