

**The Motives of Pre-Service English Language
Teachers for Utilizing a Jargon Book in
a Methodology Course**

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Abstract

In an attempt to enhance learners' autonomy and create awareness of their own learning process, keeping a vocabulary notebook can be regarded as one of the most commonly used cognitive strategies. A jargon book, a kind of vocabulary notebook, consists of specialized terms that are used for conveying hidden meanings accepted and understood in a specific field. Researchers draw attention to the need for carrying out some studies on vocabulary notebooks to examine their effectiveness more closely. Therefore, the present study investigates the practices and perceptions of pre-service English language teachers on the strategy of keeping a jargon book. Data were collected through a semi-structured interview, an open-ended questionnaire and focus-group interviews. The findings indicate that most of the participants exhibit positive attitudes towards the strategy of keeping a jargon book. The present study implies that the strategy of keeping a vocabulary notebook can be incorporated to the classes of pre-

service English language teachers in order to make them familiar with the specialized terms found in the field of English language teacher education.

Keywords: teacher education program, pre-service teachers, learner autonomy, cognitive strategies, vocabulary notebooks, jargon book

Introduction

English language teachers in Turkey receive education at the education faculties, English language teaching (ELT) departments of the universities. The English Language Teacher Education Program in Turkey was introduced in 2006. Normally, it is a four-year program; however, it can take five years if the program includes a one-year preparatory class during which pre-service teachers take intensive English education. This program includes a large number of compulsory and a couple of elective courses. With the help of these compulsory and elective courses, linguistic and pedagogic competence, general knowledge (Altunya, 2006) and teaching practice of pre-service English language teachers are intended to be developed (Karakas, 2012). In the first year of the program, the main focus of the courses, which are mainly based on four language skills, is on improving language specific competencies of pre-service teachers. However, from the second year, pre-service teachers start taking various and more professionally oriented courses with the help of which general and pedagogic knowledge and linguistic competence of pre-service teachers are intended to be developed.

The professionally oriented courses (e.g. approaches and methods in English language teaching and testing) contain some kind of specialized terms that can be incomprehensible and confusing for pre-service English language teachers. In this study, the strategy of keeping a vocabulary notebook, a second language vocabulary learning strategy presented in Schmitt's (1997) taxonomy, is used in an attempt to enhance pre-service teachers' learning and remembering of the specialized terms found in the teaching profession. Thus far, several studies have been conducted (e.g. Bozkurt, 2007; Chien, 2013; Fowle,

2002; Tezgiden, 2006; Walters & Bozkurt, 2009) to explore the perceptions of students on vocabulary notebooks. Moreover, a couple of empirical studies (e.g. Bozkurt, 2007; Uzun, 2013; Walters & Bozkurt, 2009) have also been conducted in order to investigate the effect of the strategy on vocabulary acquisition. In these previous studies, the vocabulary notebooks were kept in a semantically different way and for a different reason. The main reason behind using the strategy of keeping a vocabulary notebook in these studies was to learn second language vocabulary. However, the main reason behind the present study is to enable pre-service English language teachers to learn and remember the specialized terms relating to the teaching profession. Therefore, in the present study, the vocabulary notebooks kept by the pre-service teachers consist of specialized terms instead of words used in spoken language.

Regarding vocabulary notebook implementation, it can be observed that the studies have been mostly conducted in second language learning context rather than in language teacher education context. Thus, this study can be regarded as a pioneering study in which the strategy of keeping a vocabulary notebook is used as a strategy for learning and remembering the terminology of the field of language teacher education. Uzun (2013) draws researchers' attention to the need for carrying out some studies on vocabulary notebooks to examine their effectiveness more closely. Therefore, the present study investigates the practices and perceptions of pre-service English language teachers on the strategy of keeping a jargon book, a kind of vocabulary notebook consisting of specialized terms that are used for conveying hidden meanings accepted and understood in a specific field.

Literature Review

The present exploratory case study seeks to explore the practices and perceptions of pre-service English language teachers on the strategy of keeping a jargon book, a kind of vocabulary notebook consisting of education-related terms. This section reviews the literature on learning strategies and a specific vocabulary learning strategy: keeping a vocabulary notebook.

Learning strategies

Learning strategies are the behaviors that affect learner's encoding process during learning (Weinstein & Mayer, 1986). Motivation, organizing information, planning, taking notes and the ability to concentrate can be counted among these kinds of behaviors (Cannon & Newble, 2000; Ghiasvand, 2010; Talbot, 1994). More specifically, they are the steps taken for the purpose of contributing to acquisition, storage, retrieving and using information and having an easy, fast, enjoyable, self-directed and effective learning experience (Oxford, 1990). Moreover, they are "the processes by which information is obtained, stored, retrieved and used" (Rubin, 1987, cited in Bozkurt, 2007, p.18). These processes are associated with the culture (Zhenhui, 2006), learning styles (Jones, 1998) and motivation of learners (Gu & Johnson, 1996). Therefore, learners with different cultural background, learning styles and levels of motivation generally engage in different learning strategies.

Language learning strategies can be regarded as a sub-class of learning strategies and they are the steps taken by learners consciously in order to develop their language learning (Anderson, 2005). In other words, they are the specific actions or techniques in which students are engaged in an attempt to improve their language learning (Scarcella & Oxford, 1992). Over the last decades, second language learning strategies have been studied by many researchers (Chamot, Barnhardt, El-Dinary, & Robbins, 1996; Cohen, 1998; Hsiao, 2001; MacIntyre & Noels, 1996; Oxford, 2013). However, there is still an ongoing conflict concerning definition and classification of the second language learning strategies (Oxford & Cohen, 1992).

Up to the present, various strategy systems for second language learning have been developed by different researchers (O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1981; Wenden, 1983), thus, the exact number and classification of strategies is open to debate. Nevertheless, Oxford's model is regarded as one of the most thorough classifications (Brown, 2007; Ellis, 1994). One of the most prominent figures on language learning strategies, Oxford (1990) divides language learning strategies into two broad categories: direct and indirect. She defines direct strategies as those that are directly related to not only learning and use of the target language but also the mental processing

of it. In Oxford's strategy system, direct strategies are subdivided into three categories: memory strategies, cognitive strategies and compensation strategies. Memory strategies help learners to store and then retrieve the verbal material (Oxford, 1990). In other words, they give learners the chance of relating new information with their existing knowledge (Schmitt, 1997). Cognitive strategies "are used for forming and revising internal mental models and receiving and producing messages in the target language" (Oxford, 1990, p.71). Compensation strategies, such as guessing when meaning is unknown or inferring information from explanatory statements and hints, enable learners to attain the target information despite inadequate knowledge of language (Oxford, 1990). On the other hand, Oxford (1990) defines indirect strategies as those that are not directly associated with the target language but are necessary or helpful for learning the language. In Oxford's strategy system, indirect strategies, like direct strategies, are subdivided into three categories: metacognitive strategies, affective strategies and social strategies. Metacognitive strategies, such as planning and evaluating one's own learning, enable learners to take the responsibility of their own learning (Hunt & Beglar, 2005). Affective strategies, such as controlling anxiety level, enable learners to direct their feelings and attitudes related to learning (Oxford, 1989). Social strategies, such as asking somebody's help for understanding information, are associated with cooperation and interaction (Oxford, 1990). According to Oxford (1990), direct and indirect strategies and their subcategories support and enhance each other's effects in an attempt to improve second language learning.

Vocabulary learning strategies make up a sub-class of language learning strategies. They can be defined as the actions taken by learners to make sense of unknown words, to store these words in the long term memory, to remember them at will and to use them in spoken or written language (Catalan, 2003). Over the last decades, vocabulary learning strategies have attracted considerable research attention around the world (Ahmed, 1989; Catalan, 2003; Fan, 2003; Gu, 2003; Gu & Johnson, 1996; Kojic-Sabo & Lightbown, 1999; Lawson & Hogben, 1996; Nakamura, 2002; Sanaoui, 1995; Schmitt, 1997). As a result, various detailed taxonomies have been proposed by different researchers (see Schmitt, 1997; Gu & Johnson, 1996).

In 1997, Schmitt introduced a taxonomy for classifying vocabulary learning strategies. In this taxonomy, vocabulary learning strategies are divided into two major categories: discovery and consolidation strategies. Discovery strategies are the strategies that learners use in an attempt to make sense of an unknown word. These strategies are further classified as: determination and social strategies. Determination strategies are those used to make sense of an unknown word by applying to reference books or by using existing language knowledge. Social strategies involve asking for someone else's help, for example asking the classmates in an attempt to find out the meaning of an unknown word. On the other hand, consolidation strategies are those used in order to retain the new word in the long term memory and to recall it when it is reproduced. Consolidation strategies are divided into four groups: social, memory, cognitive and metacognitive strategies. Social strategies are also a subgroup of consolidation strategies as learners can ask for someone's help for both discovering and recalling the meaning of a new word. Memory strategies enable learners to associate the new word with existing knowledge and, by this way, to put it into long term memory. Moreover, cognitive strategies enable learners to analyze and transform the words (Hismanoğlu, 2006). Finally, metacognitive strategies enable learners to regulate their own vocabulary learning (Hunt & Beglar, 2005).

The strategy of keeping a vocabulary notebook

In Schmitt's (1997) taxonomy, 58 vocabulary learning strategies are classified and keeping a vocabulary notebook is presented as a cognitive strategy. Many researchers define a vocabulary notebook as learners' personal dictionary consisting of new words and additional information associated with those words (Bozkurt & Walters, 2009; McCrostie, 2007; Fowle, 2002; Schmitt & Schmitt, 1995). Thus far, several benefits have been attributed to the use of vocabulary notebooks by different researchers, such as enhancing vocabulary study (Schmitt and Schmitt, 1995), informing teachers about learners' progress (Fowle, 2002; Nation, 1990), and enabling learners to review the words they recorded whenever and wherever they would like as it is portable (D'Onofrio, 2009).

Vocabulary notebooks are generally regarded as a way for enhancing learner autonomy (Fowle, 2002; Schmitt & Schmitt, 1995). In their study, Schmitt and Schmitt (1995) pointed out that keeping vocabulary notebooks enables learners to develop their autonomy since they record vocabulary of their own by employing individually appropriate learning strategies. Furthermore, in his study, Fowle (2002) observed that keeping vocabulary notebooks enhanced learner autonomy as learners decided which words to record according to what was new, useful or interesting to them. However, Walters and Bozkurt (2009) did not discover any positive effect of the implementation of vocabulary notebooks on learner autonomy. Even though learner autonomy is not advocated by some researchers (e.g. Laufer, 2005), it is generally seen as a beneficial quality in FLL. According to Oxford (1990) it is more likely for autonomous learners to become self-confident and to have high involvement and proficiency.

In vocabulary notebooks, unknown words are recorded along with their meanings and related information (Bozkurt & Walters, 2009; McCrostie, 2007; Fowle, 2002; Schmitt & Schmitt, 1995). Moreover, although keeping a vocabulary notebook is presented as a single vocabulary learning strategy in Schmitt's (1997) taxonomy, learners might use various vocabulary learning strategies including using dictionaries, predicting the meaning from context or taking their teachers' or classmates' advice while keeping their vocabulary notebooks (Fowle, 2002). Thus, keeping a vocabulary notebook requires learners to activate a complex mental process during the action of recording words (Uzun, 2013). According to "Depth of Processing Hypothesis" the likelihood of recalling and using a word later depends on the cognitive energy a person uses while thinking about that word (Craik & Lockhart, 1972; Craik & Tulving, 1975 cited in Nemati, 2009). In other words, the use of the vocabulary learning strategies which require a deeper engagement with words are more likely to result in high retention compared to other strategies (Uzun, 2013). As a result, the activation of a complicated mental process while keeping a vocabulary notebook might lead a higher retention of the words. However, in D'Onofrio's (2009) study, no difference was observed in learners' retention.

Although there has been much research on learning strategies and vocabulary notebooks, Uzun (2013) draws researchers' attention to the need for carrying out some studies on vocabulary notebooks to examine their effectiveness more closely. Therefore, the present study investigates the practices and perceptions of pre-service English Language teachers on the strategy of keeping a jargon book, a kind of vocabulary notebook consisting of specialized terms that are used for conveying hidden meanings accepted and understood in a specific field. In detail, two research questions have guided this investigation:

- 1) What practices and perceptions do pre-service English language teachers have on jargon book?
- 2) What are the perceived advantages and challenges of the strategy of keeping a jargon book, according to pre-service English language teachers?

Method

In the present study, an exploratory case study research design is used in an attempt to explore the practices and perceptions of pre-service English language teachers on the strategy of keeping a jargon book. The case study research design is considered appropriate for this study, because, in case studies, the control or manipulation of relevant behaviors is restricted and the intrinsic value of the case is emphasized while the possibility of developing theoretical knowledge that can be transferred to other settings is valued (Stake, 1994; Tellis, 1997; Yin, 2009).

The study was conducted with the participation of 20 pre-service English language teachers in Çukurova University, during 'Approaches and Methods in English Language Teaching' classes, in the fall term of 2016-2017 Academic Year. This course is among the first professionally-oriented courses that pre-service English language teachers take during their education in English Language Teacher Education Program in Turkey. Considering their general background knowledge of the teaching profession, the pre-service teachers were not so familiar with this field. During this course, lectures were given through a textbook and the pre-service teachers participated in mini discussions about targeted topics. Moreover, when the pre-service teachers encountered an unknown term during the lesson or in the

textbook, they noted the term. After class sessions, they searched for an appropriate definition of the term and they stored the terms and their definitions in their personal jargon books. In the following class session, if there were any deficiencies in the definitions they had found, the pre-service teachers corrected the deficiencies either with the help of the instructor or by participating in mini discussions with their peers.

In Çukurova University, ELT department, there are six separate second-grade classes and in an attempt to select the class at which this study was conducted, convenience sampling was used. The ages of pre-service teachers participated in this study ranged between 19 and 20. All of the participants were in the second year of their education in the department and the course of 'Approaches and Methods in ELT' was one of the first major area courses they attended. Thus, their proficiencies and knowledge in this area were very close to one another. Before conducting the study, the consent of each participant was obtained and to keep their identities confidential, participants were given pseudonyms.

At the very beginning of the study, a semi-structured interview was carried out with the voluntary participants in order to have an idea about the general implementation of the strategy of keeping a jargon book. In semi-structured interviews, the researcher can use an interview guide that includes key themes, issues and questions that will be covered, however additional questions can also be asked (Kajornboon, 2005). This type of interview gives researchers the chance of exploring the views and opinions of the interviewees thoroughly (Kajornboon, 2005). Afterwards, two different kinds of instruments were used for data collection: an open-ended questionnaire and focus-group interviews.

In an attempt to collect the needed data, firstly the open-ended questionnaire consisting of 15 open-ended questions, relating to the participants' practices and perceptions of the strategy of keeping a jargon book and the perceived advantages and challenges of the strategy, was administered in one class hour session. The open-ended questions were developed with regard to the review of the related literature and the issues that were discussed during the semi-structured interview. Before the implementation of the questionnaire,

the open-ended questions were piloted with five pre-service teachers in order to check the comprehensibility of the questions. After a few amendments, the questionnaire was conducted.

Secondly, at the end of the fall term, focus-group interviews were carried out with all of the 20 participants in order to have a deeper idea about their perceptions. According to Lederman (see Thomas *et al.* 1995), a focus-group interview involves in-depth group interviews and purposive selection of a group of participants that “focuses” on a topic. In focus-group interviews, deeper and richer data can be obtained as a result of the social interaction of people within the group than those obtained from one-to-one interviews (see Thomas *et al.* 1995). During the focus-group interviews, the participants were interviewed in groups of five. Moreover, the issues discussed during these interviews were partly determined according to the answers the participants gave to the questions in the open-ended questionnaire.

Not only the semi-structured interview which was carried out at the beginning of the fall term but also the focus-group interviews were held in participants’ mother tongue, which is Turkish in our case, in an attempt to give the participants the chance of expressing themselves better and to avoid linguistic confusion and misunderstandings. Furthermore, the interviewees were informed about the confidentiality of the research.

All of the interview protocols were tape-recorded, transcribed and translated by an expert committee for data analysis. Both of the responses of the participants in open-ended questionnaires and the transcriptions of the interviews were analyzed for key words and recurring themes. However, it is worth mentioning here that in qualitative research and especially in focus-group interviews large amounts of data can be generated and this situation has the possibility of overwhelming both the novice and experienced researchers (Rabiee, 2004). In the present study, trustworthiness was ensured through triangulation of multiple sources of data: A semi-structured interview, an open-ended questionnaire and focus-group interviews.

Research Findings

This exploratory case study focuses on exploring the practices and perceptions of pre-service English language teachers on the

strategy of keeping a jargon book. The data analysis uncovered not only pre-service English language teachers' practices and perceptions of a jargon book but also the perceived advantages and challenges of the strategy.

Pre-service teachers' practices of a jargon book

The content analysis of interview transcriptions and the pre-service teachers' answers to the open-ended questions uncovered the pre-service teachers' practices in keeping a jargon book. Pre-service teachers' practices of keeping a jargon book are presented in the Table 1.

Table 1: Pre-service teachers' practices of keeping a jargon book

Theme	Codes	F	%
Pre-service teachers' practices of keeping a jargon book	I use colorful pencils in my jargon book	6	30
	I draw pictures associated with terms on my jargon book	4	20
	I try to write the explanations about terms as clear as possible	3	15
	I write example sentences for each term	2	10
	I use a variety of sources while searching for definitions.	2	10
	I pay attention to the semantic links between terms and lesson topics	2	10
	I write short and brief descriptions for terms in my jargon book	2	10
	I draw a table for grouping terms related to each lesson topic	1	5
	I try to use paper economically in my jargon book.	1	5
	I decorate my jargon book based on my own preferences.	1	5

Note: F = frequency

As seen in the table, 30% of the participants stated that they prefer to use colorful pencils in their jargon book. On the other hand, 20% of the participants indicated that they draw pictures on their jargon book. In an interview, one of the participants stated that:

In my jargon book, I record and classify the unknown terms according to the topics they are related to. While keeping my jargon book, I try to explain the meaning of the terms in different ways depending on the nature of the topic and the term itself. Sometimes I just write the definition of the term but sometimes I draw a picture and write a story related to the picture. (Participant 20)

As also seen in the Table 1, 15% of the participants stated that they try to write the explanations as clearly as possible. In the open-ended questionnaire, one of the participants stated that:

Actually it is an easy process. It is like word cards. I write the word first. Then write the definition. It is important for me to use colorful pencils and write clearly. (Participant 14)

Moreover, 10% of the participants stated that they write example sentences for each term in their jargon book. In the open ended questionnaire one of the participants indicated that:

I generally take notes about the terms which I hear for the first time. Then I search for their meanings and add an example for each word or phrase. (Participant 1)

Furthermore, 10% of the participants stated that they use a variety of sources while searching for definitions. On this issue, in the open-ended questionnaire, one of the participants expressed that:

Generally, I keep my jargon book before lesson but sometimes I can be late. Therefore, I write after the lesson. I am searching a lot of source because definitions are different in every source. (Participant 3)

On the other hand, 10% of the participants expressed that they pay attention to the semantic links between terms and lesson topics

and in an interview one of the participants stated that he draws a subject table for grouping terms related to each lesson topic.

It is a collecting process. While studying, I pick up the terms from texts in the course book. I am organizing my jargon book according to the lesson topics and after that I am drawing a subject table for each topic and write the terms in it depending on the semantic links between the terms and lesson topics. (Participant 4)

Pre-service teachers' perceptions of a jargon book

In the present study the participants were also asked to express their perceptions about what they liked and disliked about a jargon book. Their responses to this question are presented in Table 2.

Table 2: Pre-service teachers' perceptions of a jargon book

Theme	Codes	F	%
Pre-service teachers' perceptions of a jargon book	I like using colorful pencils	5	25
	I like drawing pictures	4	20
	I dislike writing terms	4	20
	I think it is boring	4	20
	I like nothing about jargon book	3	15
	I dislike nothing about jargon book	3	15
	I think it is like a personal dictionary	3	15
	I like writing terms	2	10
	I like organizing the terms in a systematic way	1	5
	I think it is annoying	1	5

Note: F = frequency

As seen in Table 2, the perceptions of the participants vary greatly. Findings indicate that according to 15% of the participants, there was nothing they like about keeping a jargon book however, 15% of the participants expressed that there was nothing they dislike about keeping a jargon book. Moreover, one-fourth of the participants (25% of them) like using colorful pencils and 20% of them like drawing pictures in their jargon books. On the other hand, while 10% of the participants like writing terms in their jargon book, 20% of them dislike writing terms in their jargon book. In the open-ended questionnaire, one of the participants stated that:

Actually, I just write the words and meanings, I do not like writing activities. (Participant 10)

Moreover, 15% of the participants like keeping jargon book as they think it is a kind of personal dictionary. In the open-ended questionnaire, one of the participants expressed his perceptions about this situation by stating that:

It is like creating your own dictionary. The thought of “It will be helpful for my teaching life” is very satisfying. (Participant 16)

Perceived advantages of the strategy of keeping a jargon book

The content analysis of the interview transcriptions and questionnaires uncovered the perceived advantages of the strategy of keeping a jargon book. The perceived advantages of the strategy are presented in Table 3.

Table 3: Perceived Advantages of the Strategy of Keeping a Jargon Book

Theme	Codes	F	%
Perceived advantages of the strategy of keeping a jargon book	It is helpful for learning specialized terms	19	95
	It provides a review of targeted topics/issues	18	90
	It is helpful for the exams	17	85
	It increases the responsibility toward studying	17	85
	It contributes to the retention of terms	16	80
	It is helpful for understanding targeted topics/ issues	13	65
	It enhances learner autonomy	13	65
	It contributes to the repetition of terms	9	45
	It is helpful for associating terms with targeted topics/issues	6	30
	It does not contribute to the learner autonomy	6	30
	It provides a summary of targeted topics/issues	4	20
	It is easy to use	4	20
	It helpful for preparing for the lesson	4	20
	It provides visual learning	4	20
It provides easy access to terms	3	15	
It is helpful for remembering targeted topics/ issues	3	15	

	It provides awareness about what is learned	3	15
	It keeps one's mind fresh about lesson topics	2	10
	It increases participation	2	10
	It increases motivation	2	10
	It broadens one's mind	1	5
	It provides a chance of using various strategies	1	5
	It is helpful for doing homework	1	5

Note: F = frequency

As seen in Table 3, almost all participants (95%) perceive keeping a jargon book as an effective strategy for learning terms. Moreover, the majority of the participants consider that this strategy is beneficial in that it provides a review of the targeted topics/issues (90%), increases the responsibility towards studying for the lesson (85%), is helpful for the exams (85%), and contributes to the understanding of the targeted topics/issues (65%). In the open-ended questionnaire, two participants expressed their perceptions by stating that:

The terms are about the lesson. When we study them, we will also learn something about the lesson. So, our grades will increase. (Participant 8)

Jargon book basically helps me to review the lessons. When you keep a jargon book, you inevitably review the lesson topics and become familiar with basic concepts. (Participant 20)

Furthermore, 80% of the participants perceive keeping a jargon book as an effective strategy for remembering the meanings of terms. In the open-ended questionnaire two participants indicated that:

It is useful because you can remember the terms in the lesson and when you write these on your jargon book they stay there permanently. (Participant 16)

Jargon book is beneficial for remembering terms. When I write, I can keep things in my mind more easily. (Participant 19)

On the other hand, 65% of the participants expressed that the strategy of keeping a jargon book contributes to their learner autonomy since it enables them to be independent of the teacher and to take the responsibility of their own learning process. In the open-ended questionnaire two participants expressed their perceptions about this situation by:

By keeping jargon book, I take the responsibility of my own learning because if the explanation I wrote in the jargon book is wrong, it will be my fault and I will fix it on my own. (Participant 18)

Whenever I want to repeat the terms in my jargon book, I can do it without the instructor or my classmates. (Participant 1)

However, it is worth mentioning that 30% of the pre-service teachers who participated in the present study do not share the same perceptions as the participants (65%) who think that the strategy of keeping a jargon book contributes to their learner autonomy. In one interview, one of the participants stated that:

Firstly the instructor gives a lecture on the targeted topic and then when I go home I write the definitions of the terms easily. Without the instructor, it is very hard for me to keep a jargon book. While keeping my jargon book, I need instructor's assistance. (Participant 2)

Moreover, 45% of the participants stated that a jargon book gives them the chance of repeating the terms whenever and wherever they want. In the open-ended questionnaire, one of the participants explained this situation by stating that:

I think it is good for us, because sometimes I forget the meaning of the terms and I immediately check the terms in jargon book. (Participant 9)

Perceived challenges of the strategy of keeping a jargon book

The content analysis of the interview transcriptions and questionnaires also uncovered the perceived challenges of the strategy of keeping a jargon book. The perceived challenges of the strategy are presented in Table 4.

Table 4: Perceived challenges of the strategy of keeping a jargon Book

Theme	Codes	F	%
Perceived challenges of the strategy of keeping a jargon book	Time and energy consuming	13	65
	Problems in finding appropriate meaning	7	35
	Feeling overload due to large number of terms	2	10
	No challenge	2	10
	Need for patience	1	5
	Problems in classifying terms	1	5
	Doubts about correctness of definitions	1	5
	Emphasizing the meaning of terms over their pronunciation	1	5

Note: F = frequency

Findings indicate that 65% of the participants perceive keeping a jargon book as a time and energy consuming activity although they still accept its benefits. In the open-ended questionnaire, two participants stated that:

Sometimes I am not able to find the exact meaning of the terms. It is tiring for me because I have to continue writing all the time. (Participant 6)

After some lessons, there can be too many keywords to research and it can be really time consuming. (Participant 11)

Moreover, 35% of the participants expressed that they face some problems in finding appropriate meaning and explanations for terms. In the open-ended questionnaire, one of the participants explained his problem in this situation by stating that:

Sometimes I am not able to find proper explanations for some of the terms, and this takes so much time.
(Participant 9)

Discussion

The present study focuses on exploring the practices and perceptions of pre-service English language teachers on the strategy of keeping a jargon book; a kind of vocabulary notebook consisting of education-related terms. Thus far, several studies have been conducted (e.g. Bozkurt, 2007; Chien, 2013; Fowle, 2002; Tezgiden, 2006; Walters & Bozkurt, 2009) to explore the perceptions of students on vocabulary notebooks. Moreover, a couple of empirical studies (Bozkurt, 2007; Uzun, 2013; Walters & Bozkurt, 2009) have also been conducted in order to investigate the effect of the strategy of keeping a vocabulary notebook on vocabulary acquisition. The overall findings of the present study are generally in the same line with the findings of these previous studies on vocabulary notebooks, although in the present study vocabulary notebooks are kept in a semantically different way and for a different reason.

Several studies (e.g. Bozkurt, 2007; Uzun, 2013; Walters & Bozkurt, 2009) have been conducted in order to provide empirical support for the claim that the strategy of keeping a vocabulary notebook potentially has a positive effect on vocabulary acquisition. For example, Uzun (2013) conducted a study so as to investigate to what extent the strategy of keeping vocabulary notebooks enables learners to retain the unknown words. The findings of the study have demonstrated that the use of vocabulary notebooks has a positive effect on vocabulary acquisition, however, this effect can be improved greatly with formal instruction, regular feedback and encouragement provided by instructor. Moreover, it was found that storing the new words with related additional information gives better results rather than just writing the native language equivalents of the words.

On the other hand, Walters and Bozkurt (2009) conducted a study in order to investigate the effect of the strategy of keeping a vocabulary notebook on students' vocabulary acquisition and for exploring the perceptions of the participant students and teacher. In their study, they found that keeping vocabulary notebooks can be

considered as a useful strategy for vocabulary learning in EFL classrooms. Moreover, In Kung's (2009) study, the strategy of keeping a vocabulary notebook is considered to be an effective and beneficial strategy for vocabulary learning.

In the present study, it is found out that the majority of the pre-service language teachers generally have positive attitudes toward the strategy of keeping a jargon book as they think there are lots of advantages of the strategy such as being helpful for learning specialized terms, providing a review of targeted topics/issues, contributing to the retention of terms etc. In the open-ended questionnaire, one of the participants expressed that:

Jargon book supply main points and specific knowledge of topic, it is enormously useful for us. I can easily grasp the main points related to course units because it supplies short and brief explanation about topic.
(Participant 17)

This finding aligns with the findings of most of the previous studies that are conducted in an attempt to explore student's and teacher's perceptions on the strategy of keeping a vocabulary notebook. Chien (2013) conducted a study in an attempt to explore non-English major freshmen's perception and practice of the strategy of keeping a vocabulary notebook. In his study, he found out that the majority of the participants had a positive attitude towards the strategy, since it enabled them to increase their word knowledge. Moreover, Tezgiden (2006) studied the influence of vocabulary learning strategy instruction on learner's strategy use. In her study, the participating students and teacher had positive attitudes toward vocabulary notebooks. On the other hand, Fowle (2002) conducted a study in an attempt to explore the participant teachers and students' perceptions toward the strategy of keeping a vocabulary notebook after its implementation. In his study it is found out that the participant students have positive attitudes towards the strategy as they thought that it helped them to remember new words.

Findings of the present study also indicate that more than half of the participants (65%) perceive keeping a vocabulary notebook as a

strategy which contributes to learner autonomy. In the open-ended questionnaire one of the participants answered the question of whether the strategy has an effect on learner autonomy or not by stating that:

Jargon book helps the students to draw an outline of the targeted topic. They work on the topic individually before the lesson. So, it improves their autonomy.
(Participant 17)

This finding greatly supports the findings of Fowle's (2002) study. In his study, Fowle reported a positive impact of the strategy on learner autonomy. However, in their study, Walters and Bozkurt (2009) found that the strategy did not affect learner autonomy positively as claimed by Fowle (2002).

Moreover, the findings show that the majority of the participants (80%) perceived the strategy of keeping a vocabulary notebook as an effective strategy for retention of terms. In an interview one of the participants expressed that:

When I keep a jargon book I make a great effort to understand the topic. If I do not keep a jargon book, I would not make such an effort and I would not try to summarize the topic. Is not summarizing one of the best ways to learn the topic? Summarizing and doing something on your own... And while writing terms on my jargon book, I repeat the terms one more time and this helps me to remember the terms and their meanings. (Participant 3)

In Uzun's (2013) study, it was found that writing related additional information affects the knowledge and retention of the students positively. However, in D'Onofrio's (2009) study, secondary English learners used two notebook templates: one that focused on definitions and another that engaged learners in creating personal knowledge links. It was concluded that there was no difference in the learners' retention of the words that were entered in the vocabulary notebook.

Conclusion

The present study focuses on pre-service English language teachers' practice and perceptions on the strategy of keeping a jargon book. Based on a very comprehensive review of related literature, this study may be regarded as one of the pioneering studies in which the strategy of keeping a vocabulary notebook is used as a strategy for learning and remembering the specialized terms found in the field of language teacher education.

In the course of the study, both positive and negative views about the strategy of keeping a jargon book were explored. However, the findings indicate that most of the participants exhibit positive attitudes toward the strategy as they think it provides them with lots of advantages. Almost all of the participants stated that the strategy is helpful for learning specialized terms, contributes to the retention of terms, provides a review of targeted topics/issues, increases the responsibility toward studying and is helpful in exams. On the other hand, some of the participants found keeping a jargon book as a time and energy consuming strategy.

It is worth mentioning here that although the findings of the present study contribute to an understanding of the use of the strategy of keeping a vocabulary notebook as a strategy for learning education-related terms, a few limitations should be taken into consideration. First, this study spanned only one semester (four months); whereas a more longitudinal study could have produced more extensive results. Second, the current findings are based on a single cohort of students from one institution, therefore the extent to which these results are able to be applied to other content areas, or institutions is unknown.

The present study implies that the strategy of keeping a vocabulary notebook can be incorporated into the classes of pre-service English language teachers in order to make them familiar with the specialized terms of the specific field they are engaged to. This study may be beneficial by filling a genuine gap in the literature related to vocabulary notebook implementation in language teacher education context. However, replication of the study is considered necessary to determine whether the findings are sample-specific or not.

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