

**KARADENİZ TEKNİK ÜNİVERSİTESİ \* SOSYAL BİLİMLER ENSTİTÜSÜ**

**BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI  
UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI**

**EFFECTIVENESS OF WRITING NEW WORDS MULTIPLE TIMES WITH  
THEIR TURKISH MEANINGS TECHNIQUE FOR VOCABULARY RETENTION  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE CONTEXT WITH  
REFERENCE TO TEACHERS' REFLECTIONS ON THIS TECHNIQUE**

**YÜKSEK LİSANS TEZİ**

**Hatice Özlem ANADOL**

**HAZİRAN-2015**

**TRABZON**

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## ONAY

Hatice Özlem ANADOL tarafından hazırlanan “Effectiveness of Writing New Words Multiple Times with Their Turkish Meanings Technique, for Vocabulary Retention in Teaching English as a Foreign Language Context, with Reference to Teachers’ Reflections on This Technique” adlı bu çalışma 16/06/2015 tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim Dalı Uygulamalı Dilbilimi alanında **yüksek lisans tezi** olarak kabul edilmiştir.

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduklarını onaylarım. .../.../....

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Prof. Dr. Ahmet ULUSOY

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## **BİLDİRİM**

Tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada orijinal olmayan her türlü kaynağa eksiksiz atıf yapıldığını, aksinin ortaya çıkması durumunda her tür yasal sonucu kabul ettiğimi beyan ediyorum.

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## CONTENTS

ACKNOWLEDGEMENTS .....	IV
CONTENTS.....	V
ABSTRACT.....	X
ÖZET .....	XI
LIST OF TABLES .....	XII
LIST OF FIGURES .....	XIII
LIST OF ABBREVIATIONS.....	XIV

## CHAPTER ONE

<b>1. INTRODUCTION .....</b>	<b>1-9</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	3
1.3 Statement of Purpose .....	4
1.4 Research Questions .....	4
1.5 Significance of the Study .....	5
1.6 Limitations of the Study.....	7
1.7 Operational Definitions.....	7
1.4 Overview of the Study .....	8

## CHAPTER TWO

<b>2. REVIEW OF LITERATURE .....</b>	<b>10-30</b>
2.1 Background of the Study .....	10
2.2 The Role of Vocabulary Teaching in Foreign Language Learning .....	10
2.2.1 Grammar Translation Method.....	11
2.2.2 Direct Method .....	12
2.2.3 Audio-Lingual Method.....	12
2.2.4 Communicative Language Learning .....	12

2.2.5 The Natural Approach.....	13
2.2.6 Total Physical Response .....	13
2.2.7 Silent Way.....	13
2.2.8 Suggestopedia .....	14
2.2.9 The Situational Language Teaching.....	14
2.3 Various Approaches to Vocabulary Teaching .....	15
2.3.1 Explicit Vocabulary Instruction .....	15
2.3.2 Implicit Vocabulary Instruction .....	16
2.3.3 Multimedia Methods .....	16
2.3.4 Capacity Methods.....	17
2.3.5 Association Methods.....	17
2.4 Various Approaches to Vocabulary Learning.....	18
2.4.1 Memorization Strategies .....	18
2.4.1.1 Reading A Lot.....	18
2.4.1.2 Flash Cards .....	19
2.4.2 Repetition .....	19
2.4.3 Learning Through Language Tests .....	20
2.4.4 Association Strategies .....	21
2.4.5 Key Word Method.....	21
2.4.6 Inferencing Strategy .....	22
2.4.7 Dictionary Use .....	22
2.4.8 Word Lists.....	23
2.5 Students' Profiles and Teaching Context in Vocabulary Teaching.....	25
2.5.1 The Place of Students' Levels in Vocabulary Teaching .....	25
2.5.2 The Nature of the Words.....	26
2.5.2.1 Academic Words .....	26
2.5.2.2 Words for Informal Language .....	27
2.5.2.3 Phrasal Verbs .....	27
2.5.2.4 Idioms .....	28
2.6 The Methods Teachers Use to Teach the Words .....	28
2.6.1 Incidental Vocabulary Learning.....	28
2.6.2 Direct Vocabulary Learning.....	29
2.7 Lexical Knowledge of English.....	29

## CHAPTER THREE

<b>3. METHODOLOGY .....</b>	<b>31-44</b>
3.1 Introduction.....	31
3.2 Methodology.....	31
3.3 Qualitative and Quantitative Research in This Study .....	34
3.3.1 Qualitative Research in the Present Study .....	34
3.3.2 Quantitative Research in the Present Study .....	35
3.3.2.1 Background Information of the Respondents .....	37
3.3.2.2 Experimental Research in Education.....	39
3.3.2.2.1 Quasi Experiment .....	39
3.4 Setting and Student Profile .....	40
3.5 Treatment .....	41
3.6 Data Collection .....	41
3.7 Data Analysis .....	42
3.7.1 Vocabulary Quiz .....	42
3.7.2 Teacher Questionnaire .....	43
3.7.3 Student Interviews.....	43

## CHAPTER FOUR

<b>4. FINDINGS AND DISCUSSION .....</b>	<b>45-76</b>
4.1 Introduction.....	45
4.2 Quantitative Analysis.....	45
4.2.1 Group Statistics of Experiment and Control Group.....	45
4.3 Normality Evidences.....	46
4.3.1 Histograms .....	46
4.3.2 Normal Q-Q Plots .....	47
4.3.3 Boxplots .....	48
4.3.4 Levene Test for Equality Variance .....	50
4.4 T-test for Equality of Means .....	51



4.5 T-test for Teaching Levels, Teaching Experiences and Educational Backgrounds of Teachers .....	51
4.6 Analysis of Questionnaire Items .....	52
4.6.1 The First Part of the Questionnaire .....	53
4.6.1.1 Analysis of the Item 1 .....	53
4.6.1.2 Analysis of the Item 2 .....	53
4.6.1.3 Analysis of the Item 3 .....	54
4.6.1.4 Analysis of the Item 4 .....	54
4.6.1.5 Analysis of the Item 5 .....	54
4.6.1.6 Analysis of the Item 6 .....	54
4.6.1.7 Analysis of the Item 7 .....	55
4.6.1.8 Analysis of the Item 8 .....	55
4.6.1.9 Analysis of the Item 9 .....	55
4.6.1.10 Analysis of the Item 10 .....	56
4.6.1.11 Analysis of the Item 11 .....	56
4.6.1.12 Analysis of the Item 12 .....	56
4.6.1.13 Analysis of the Item 13 .....	57
4.6.1.14 Analysis of the Item 14 .....	57
4.6.1.15 Analysis of the Item 15 .....	57
4.6.1.16 Analysis of the Item 16 .....	58
4.6.1.17 Analysis of the Item 17 .....	58
4.6.1.18 Analysis of the Item 18 .....	58
4.6.1.19 Analysis of the Item 19 .....	59
4.6.1.20 Analysis of the Item 20 .....	59
4.6.1.21 Analysis of the Item 21 .....	59
4.6.1.22 Analysis of the Item 22 .....	60
4.6.1.23 Analysis of the Item 23 .....	60
4.6.2 The Second Part of the Questionnaire .....	60
4.6.2.1 Analysis of the Item 1 .....	61
4.6.2.2 Analysis of the Item 2 .....	61
4.6.2.3 Analysis of the Item 3 .....	62
4.6.2.4 Analysis of the Item 4 .....	62
4.6.2.5 Analysis of the Item 5 .....	62

4.6.2.6 Analysis of the Item 6.....	63
4.6.2.7 Analysis of the Item 7.....	63
4.6.2.8 Analysis of the Items 8-9-10.....	63
4.7 Views of Experimental group About the Practice .....	64
4.8 Overall Evaluation of the Findings .....	65
4.9 Explanations of Research Questions.....	67

## **CHAPTER FIVE**

<b>5. CONCLUSION .....</b>	<b>78-83</b>
5.1 Introduction.....	78
5.2 Concluding Remarks .....	78
5.3 Discussion of the Results .....	78
5.4 Strengths and Contributions of the Present Study .....	79
5.5 Pedagogical Recommendations .....	80
5.6 Experimental Group Students' Comments on the Treatment .....	81
5.7 Control Group Students' Comments on the Practice .....	82
5.8 Implications for Further Research .....	83
<b>REFERENCES .....</b>	<b>84</b>
<b>APPENDICES.....</b>	<b>97</b>
<b>CURRICULUM VITAE .....</b>	<b>136</b>

## **ABSTRACT**

This study aims at investigating the relation between word retention and a teaching practice - writing target words multiple times with their Turkish meanings in 8th grade English teaching context with reference to perceptions of state schools teachers about this vocabulary teaching practice. A quasi experimental design was employed to find any relations, if any, between the treatment sessions and vocabulary retention. Students were divided into experimental and control groups according to their first term English grades. While experimental group was required to write target words multiple times with their meanings, control group was required to find the meanings themselves, do the vocabulary exercises in the book and read the reading passages which include target words in order to memorize them. After three different treatment sessions, a vocabulary quiz was applied to both classes as a post test. It was analyzed quantitatively. The data of the quiz was analyzed by independent t- test on SPSS (Statistical Package for Social Sciences) 16.0. The findings have revealed that the common vocabulary teaching practice used is not very effective for long time vocabulary retention. Instead, students did not focus their attention wholly on the meanings, rather they focused on the writing session as they stated to the researcher in the feedback sessions after the treatment. Also, a teacher questionnaire was applied to 400 English teachers to gain an insight about their perceptions about the technique.

**Key Words:** vocabulary retention, writing multiple times, vocabulary, language assessment, vocabulary assessment, vocabulary teaching, questionnaire

## ÖZET

Bu çalışmanın amacı, 8. Sınıf İngilizce öğretimi esnasında kullanılan İngilizce kelimelerin Türkçe anlamları ile bir kaç defa yazdırılması tekniği ile bu kelimelerin hafızadaki kalıcılığı arasındaki ilişkiyi belirlemek ve Türkiye'nin değişik bölgelerindeki devlet okullarında çalışan İngilizce öğretmenlerinin bu kelime öğretim tekniği hakkındaki görüşlerini, araştırmacı tarafından oluşturulan bir öğretmen anketi ile toplayıp, sonuçları analiz etmektir. Çalışmaya katılan öğrenciler Ankara'da bir devlet okuluna devam eden ortaokul öğrencileridir. İki sınıftan toplam 80 öğrenci bu çalışmaya katılmıştır. Kelime öğrenimi ile uygulanan yöntem arasındaki ilişkiyi bulmak için, yarı deneysel araştırma deseni kullanılmıştır. İlk olarak, iki sınıfın İngilizce dersi başarı puanlarının arasında istatistiksel açıdan manidar bir fark olup olmadığını saptamak için en son dönem İngilizce dersi başarı notu ortalamaları hesaplanmıştır. Aradaki farkın istatistiksel açıdan manidar olmadığı görüldükten sonra, iki sınıf homojen kabul edilmiştir. Daha sonra, sınıflar deney ve kontrol grupları olarak adlandırılmıştır. Deney grubundan kelime ezberlemeleri için kelimeleri anlamları ile bir kaç defa yazmaları, kontrol grubundan ise kelimelerin anlamlarını bulmaları ve kitaptaki kelime alıştırmalarını yaparak, kelimelerin geçtiği okuma metinlerini okumaları istenmiştir. Üç ayrı uygulamanın sonucunda, her iki sınıfa da aynı kelime sınavı uygulanmış ve sonuçları karşılaştırılmıştır. Sonuçlar SPSS 16.0 programı ile analiz edilmiştir. İki sınıf arasındaki fark t testine göre istatistiksel açıdan manidar değildir. Ayrıca, İngilizce öğretmenlerinin bu teknik hakkındaki görüşleri bir öğretmen anketi yardımıyla toplanmış ve sonuçlar yorumlanmıştır.

**Anahtar Kelimeler:** kelime kalıcılığı, birkaç kez yazma, kelime, dil öğretimi değerlendirilmesi, kelime testi, kelime öğretimi

## LIST OF TABLES

<u>Table No</u>	<u>Title of the Table</u>	<u>Page No</u>
1	8th Grade English Book Units .....	32
2	Background Information of the Respondents .....	38
3	Two Groups, Non-Random Selection, Pre-Test, Post-Test Quasi Experimental Design .....	39
4	Group Statistics .....	45
5	Tests of Normality .....	46
6	Independent Samples Test .....	50
7	Table of the Items in the First Part of the Questionnaire.....	52
8	Frequency Table of the Items in the Second Part of the Questionnaire.....	61
9	Student Questionnaire.....	64
10	Frequency of the 1st Item .....	70
11	Frequency of the 17th Item .....	70
12	Frequency of the 18th Item .....	71
13	1st Item's ANOVA on Educational Backgrounds .....	71
14	2nd Item's ANOVA on Educational Backgrounds .....	72
15	1st Item's ANOVA on Experience Years .....	73
16	2nd Item's ANOVA on Experience Years.....	73
17	1st Item's ANOVA on Teaching Levels.....	74
18	2nd Item's ANOVA on Teaching Levels .....	74

## LIST OF FIGURES

<u>Figure No</u>	<u>Title of the Figure</u>	<u>Page No</u>
1	Histogram of Results of Treatment.....	47
2	Bar Chart of Results of Treatment.....	47
3	Normal Q-Q Plots of Results of Experimental group.....	48
4	Normal Q-Q Plots of Results of Control Group.....	48
5	Boxplot of Experimental group.....	49
6	Boxplot of Control Group.....	49
7	Bar Chart of the Views of Students about the Treatment.....	65
8	Weideman's Figure of Eclectic Method.....	80

## **LIST OF ABBREVIATIONS**

ALM	: Audio Lingual Method
CALL	: Computer Assisted Language Learning
CLT	: Communicative Language Teaching
DM	: Direct Method
EFL	: English as Foreign Language
ELT	: English Language Teaching
GTM	: Grammar Translation Method
NA	: Natural Approach
SLA	: Second Language Acquisition
SLT	: Situational Language Teaching
TPR	: Total Physical Approach

## **CHAPTER ONE**

### **1. INTRODUCTION**

This present study was motivated by the purpose of investigating the effectiveness of a specific vocabulary teaching practice- writing new words multiple times to memorize- and gaining an insight into teachers' perceptions about this present vocabulary teaching practice by a questionnaire. In this chapter, the rationale and background of the study, its significance and purpose, background information about the secondary school, the test carried out, the questionnaire applied, research questions and key terminology are presented. Finally, overall organization of the study is presented.

#### **1.1 Background of the Study**

Language learning is a meticulous process that requires significant amount of time and effort on the parts of the learners. The bulk of the literature seems to have been done in order to find out how learners learn or what works well with language learners in various contexts and situations. Among the strenuous efforts is the vocabulary teaching which has one of the most significant roles in this 'whole' language teaching context since vocabulary remains one of the most important components that helps students understand the language and communication. While Lewis (1993) refers to vocabulary as the heart of the language, Dellar et al. (2000) highlight the critical role of vocabulary stating that if a learner spends his time by studying only one skill of a language, he may not learn English. Nonetheless, "whether, and how best to teach vocabulary has long been a topic of controversy" (Levin et al., 1992: 156).

Although the current literature provides substantial evidence for the critical role of vocabulary knowledge in a foreign or a second language, vocabulary seems not to have received due importance in language teaching. However, there has been a renewed interest in vocabulary teaching. Vocabulary has become the center of interest of the researchers



with a focus on the relations between vocabulary teaching and language learning (Richards and Renandya, 2002).

According to the output hypothesis (Swain, 1985), language learning can take place through producing language, either spoken or written. Writing vocabulary items in this study is an output way to learn foreign language vocabulary, so when the learner writes the target words multiple times with their Turkish meanings, s/he pays attention to the written form and meaning of target words; therefore, spelling and meaning of a word get longer retention in learner's mind. In this present study; written form of vocabulary learning was stressed and used.

According to Ellis (1994), beginner students prefer learning words separately, that is, using rote memorization techniques or restricting new words with their first meanings as they appear in any activity or any textbook without using them in different contexts. In such traditional vocabulary instruction sessions, students are given a list of words to be copied on their notebooks. This case is quite often in English classes in Turkey. The findings of a study carried out by Solak and Bayar (2015) provide support for this argument. The results of their study revealed that one of the most frequently used vocabulary teaching method in Turkey is through writing new words multiple times. However, this kind of superficial activity may not be enough for students' long term vocabulary retention. According to Kang (1995), the reason of the failure of this traditional vocabulary instruction is the lack of context.

Teachers use different instructional methods fitting to their teaching context relevant to their educational background and experience in Turkey (Aktaş, 2005). There is one technique used by Turkish teachers of English as the researcher has witnessed based on her five-year-teaching experience in different teaching contexts and held the idea that some of the teachers in beginner classes use this technique frequently: having students write new words multiple times to ensure memorability. As Nation (1995/1996, cited in Richards and Renandya, 2002) stresses, a requisite aspect of vocabulary learning is learner's written and verbal production. This study; therefore, examines whether there is any relationship between vocabulary retention and the practice of writing the words multiple times. On the other hand, integrating communicative activities in language classes

to teach vocabulary has become a growing concern which discards traditional classes labeled as “dull” and “pedestrian” (Wessels, 1987). Bearing this in mind, this study makes an attempt to get a relatively a more comprehensive picture of teachers in Turkey through a teacher questionnaire to see whether they argue for or against this present vocabulary practice.

## **1.2 Statement of the Problem**

The main motivation for this study arises from the evidence of classroom practices of the researcher teaching vocabulary in primary and secondary schools. The new English curriculum in Turkey is based on communicative language learning method in the framework of integration of different approaches (Ministry of National Education, 2006). Despite being theoretically ideal, the new curriculum is said to be unrealistic. The burden of each class is very heavy and weekly schedule is very busy because of a placement test named TEOG for 8<sup>th</sup> grade students. The selection is based on the average grades of the students, which also requires the evaluation of students’ language skills. It can be concluded that this placement exam contributes negatively to the choices of the methods or techniques employed in classes since teachers have difficulty in choosing between following the curriculum by using Communicative Language Teaching method and increasing the success rate of the students in the placement exam. Teachers grow tendency to use ineffective, but time-saving methods to cover all the units in a short period of time, and to increase the success rate of the students (Kızıldağ, 2009). Due to “placement exam factor”, this present technique is among the techniques used by English teachers in order to save time and increase students’ averages in the placement exams. The place of this present technique in language classrooms was brought forward through personal experience of the researcher, and it was elaborated by justifications of different English language teachers who took the teacher-questionnaire from different parts of Turkey. Therefore, this present study is an attempt to evaluate the effectiveness of writing new words multiple times to memorize with reference to the teacher-questionnaire.

As a second problem, what is observed in Turkish classes is that even if they know the meanings of the words, they may not use the vocabulary appropriately because of the way they learn new words. In EFL classes in Turkey, vocabulary is generally taught by

presenting with their definitions “Teachers prefer to use classical vocabulary teaching techniques such as synonyms, antonyms, mother tongue translation and definition” (Balci and Çakır, 2012: 23). Also, beginners tend to learn new words separately without using them in a context while advanced students try to learn words in a context (Ellis, 1994). Learners may be unable to deduce the meanings of previously learned vocabulary items when they come across in conversation or the reading passages (Paker, 2012). The issue of development of critical vocabulary knowledge by writing them with Turkish meanings does not require a context which, in the long run, may prevent students from understanding reading passages or daily language. Therefore, this study addresses the problem of excessive dependence of Turkish teachers on making students write new words multiple times to ensure memorization without using a context. According to a research conducted by Acat and Demiral in 2002, heavy dependence on memorization in language classes may trigger English language learning failures. When teachers want their students to write new words multiple times to ensure memorization without context, students may not use them appropriately while speaking.

### **1.3 Statement of Purpose**

The present study aims to find out the effectiveness of writing new English words multiple times on enhancing Turkish learners’ vocabulary knowledge and tries to define the role of this technique in vocabulary teaching. Furthermore, this study tries to depict a picture of current English language teachers’ reflections by investigating what they think about the present vocabulary teaching practice through a questionnaire in order to gain an insight about their classroom practices thus contributing to review of literature in vocabulary teaching studies.

### **1.4 Research Questions**

In harmony with the aim and significance, the present study aims to find answers to the following major research questions:

1. Is writing new words multiple times with their Turkish meanings technique effective for vocabulary retention in teaching English as a foreign language context?

2. What are the justifications of the teachers who use ‘writing new English words multiple times with their Turkish meanings technique’ to provide learning and retention with reference to teacher questionnaires?

2.1 Is there a relation between teachers’ educational background and their attitudes towards this technique?

2.2 Is there a relation between teachers’ experience-year and their attitudes towards this technique?

2.3 Is there a relation between grades in which teachers are instructing and their attitudes towards this technique?

3. For what reasons do teachers avoid using this technique to teach new vocabulary items?

4. Is the experimental group or the control group better in terms of vocabulary retention?

### **1.5 Significance of the Study**

Vocabulary is significant to language learners. Words are touchstones of a language since people cannot convey any meaning without them. The outstanding role of vocabulary knowledge in EFL has only been recognized recently by researchers in the language learning and teaching field. Along those lines, different new types of practices have been introduced into the field of vocabulary teaching (Hatch and Brown, 1995). It has been proposed that teaching vocabulary should not be isolated from context and only focus on mere vocabulary teaching (Hulstijn, 1993, cited in Morin and Goebel, 2001). Language learners need sufficient word knowledge in the target language to be able produce and comprehend new ideas. However, when vocabulary learning lacks an appropriate context, it turns out to be a list of memorization rather than language learning.

When considered as main materials in classes, textbooks have promoting roles for vocabulary development. The first thing to take into consideration is repetition that

contexts have for word retention. Actually, repetition does not always provide word retention for all students, however, repeated words in contexts ensure improved word acquisition conditions. The second benefit of textbooks, accordingly context, is that they provide opportunities for learners to encounter different meanings of the words defined as breadth and depth (Qian, 1999).

Textbooks not only provide a guide for teachers in following objectives of the course, but also serve as teaching materials to the teacher when conducting lessons. On the behalf of language teaching, a textbook directs a learner's language learning experience and it provides necessary input to the learner. As Kayaoğlu (2011) states, English is a foreign language in Turkey and in EFL settings, textbooks are tools through which teachers shape language teaching systematically and methodically. In other words, textbooks are the primary teaching material. Cunningsworth (1995: 7) at this point draws attention to careful selection of course books and suggests that 'Careful selection is made, and that the materials selected closely reflect the aims, methods and values of the teaching program'. In Turkey, choosing the most appropriate course book or the teaching material for students is not possible because course books are assigned to schools by the Turkish Ministry of National Education and teachers need to follow these books. In a study conducted by Tok (2010), the course book used in state primary schools was examined. The course book was evaluated in terms of layout and design, activities and tasks, language type, subject, content and skills and whole aspect with the help of a questionnaire applied to 46 English teachers. The most relevant research result is that 'Half of the teachers think that grammar points and vocabulary items are not introduced appropriately in motivating and realistic context' (p.513). As the teachers are not in a position to decide the course books, they may develop their ability to teach the target grammar or vocabulary items with the most appropriate teaching technique. It is a known fact that vocabulary has been neglected for a long time in language classes (Hedge, 2000). It is difficult not only for students, but also for teachers to get competent enough in vocabulary knowledge as cited in the study of Çetinavcı and Yavuz (2010). The findings of their study reveal that 71% of the teachers who participated in the study remarked that during their teacher education process, their vocabulary knowledge showed no positive change or even got worse which can be confirmed by the results of their KPDS (English Proficiency Exam) results. This can be attributed to the fact that teacher trainees have no real interaction in language classes and

they do not have contextual vocabulary learning classes (Çetinavcı and Yavuz, 2010). At this point, this research on one vocabulary teaching practice in Turkey is innovative because there are not extensive studies on this topic; although vocabulary teaching and learning are problematic as aforementioned. The results of this study can assist vocabulary teaching practices in English classes in Turkey. This study can serve as the basis for future plans of action to be taken by teachers. Furthermore, supported by the results of the teacher questionnaire, this study can serve as a model for future studies of the same practice.

### **1.6 Limitations of the Study**

The present study is concerned with the vocabulary teaching practices based on course book of 8<sup>th</sup> grade published by the Turkish Ministry of National Education in 2013-2014. Students have four hours of English class every week. They may have a two-hour extra class if they choose English as an elective course at the beginning of the academic year. The 8<sup>th</sup> grade was chosen on purpose for the reason that TEOG (High School Entrance Exam) taken by 8<sup>th</sup> graders creates dependence on course book. Therefore, this study focuses on one of the vocabulary teaching and learning practice only in the 8<sup>th</sup> grades. The treatment was limited to a three-week period.

Also this frequent use of writing multiple times practice witnessed by the researcher may not be so common in different teaching contexts or different counties. Therefore, comparing Turkish students with students from other countries becomes difficult.

Finally, there can be disagreements about the word “multiple”. Some teachers may have their students write English words with their Turkish meanings five times, other teachers may require ten times vocabulary writing sessions. Therefore, “multiple times” is open to comment.

### **1.7. Operational Definitions**

- **Language Learning:** Language learning is the process of learning a new language through direct instruction. Students learn the rules of the target language consciously and they can talk about the rules. They memorize new words and grammatical rules. Language learning is different from language acquisition. While language learning is

a conscious process, language acquisition occurs naturally and unconsciously. According to Krashen (1981, cited in Schmidt, 1990), language learning is the explicit presentation of the rules of a language.

- **Vocabulary Knowledge:** Vocabulary is the core of language proficiency and provides the basis for communication in the target language. Clearly, vocabulary knowledge is the storage of the words in the brain in depth and breadth (Nation, 2001).

- **Language Assessment:** Language tests are intended for language assessment after a particular topic or subject is taught to learners. If learners are not evaluated by language tests, there is no other way to know what the level of their language is. There are four main skills of a language. They are listening, speaking, reading and writing. A good language test covers all skills and assesses one's language ability deeply with an appropriate criterion (Alderson et al., 1995).

- **Vocabulary Assessment:** Vocabulary is an aspect of language learning that should be measured to see the growth. Since vocabulary knowledge cannot be seen by looking at the student, it should be turned into performance. Vocabulary tests are the quantitative evidence for the vocabulary knowledge. Immediate treatment is needed to see whether there is a problem in vocabulary learning of students (Nation, 2001).

- **Vocabulary Teaching:** Vocabulary teaching is enhancing vocabulary capacity of learners' via implicit and explicit vocabulary instruction. Teachers need to understand learners' needs and do what vocabulary instruction requires. To enhance students' vocabulary knowledge, specific word instructions should be employed (Beck et al., 2002). It is important to keep in mind that vocabulary learning is incremental, and the "best" teaching method should be applied through taking students' profiles into account.

## **1.8 Overview of the Study**

This study consists of five chapters. The first chapter is devoted to the introduction of the study. It covers the background of the study, the statement of the problem, the purpose and the significance of the study and operational definitions. Also, it presents the

research questions to be answered. The final part is the general overview which helps readers gain insights about the study.

The second chapter provides background information and definitions of the basic concepts about the present study. The role of vocabulary teaching in foreign language learning part covers all the language teaching approaches to state the place of vocabulary in these approaches. Various approaches to vocabulary teaching and learning are mentioned. Students' profiles and teaching context in vocabulary teaching are touched upon to stress different learners. The chapter goes on discussing lexical knowledge of English to give insights about vocabulary teaching.

The third chapter is the methodology part of the study. It focuses on the statistical data analysis of the data, data collection materials and the whole process.

The fourth chapter elaborates the findings of the study in the light of research questions.

The fifth chapter summarizes the results of the present study, and it covers some teaching implications. It also includes the limitations of the study. Finally, there are some suggestions for further studies.



## **CHAPTER TWO**

### **2. REVIEW OF LITERATURE**

#### **2.1 Background of the Study**

In this chapter, the aim is to present related literature on vocabulary teaching and learning. This chapter clarifies the theories and practices on which the present study is based. The chapter starts with some basic methods and approaches such as Grammar Translation Method in order to clarify the place of the vocabulary teaching in different language teaching approaches. It goes on with various approaches to vocabulary teaching and learning which underline classroom practices. Then, students' profiles and teaching context in vocabulary teaching are elaborated. Later, the chapter deals with the nature of the words such as phrasal verbs and academic words. Finally, it deals with the lexical knowledge of English.

#### **2.2 The Role of Vocabulary Teaching in Foreign Language Learning**

The role of vocabulary in language teaching has always been viewed differently at different times. As Richards and Renandya (2002) put forward, teaching and learning were not at the first rank in second language programs in the past on the account that vocabulary development could supervene on grammar development. Allen (1983) asserts that between 1940 and 1970 vocabulary teaching was ignored and teachers neglected vocabulary teaching and he added that if students do not learn grammar properly, they can make mistakes in sentence construction. On the other hand, since the late 1980s, vocabulary has been an area that draws researchers' attention in the mainstream of L2 acquisition (Nation, 1997). Meara (1983) supports this view by stating that changing overview of the importance of vocabulary learning has been noticed as a crucial component in language learning. The value of vocabulary teaching has also been recognized since development of vocabulary knowledge is very significant for both native and nonnative speakers (Stoller and Grabe, 1993).

Nation (2001) emphasizes that learning vocabulary is a long term process which must be deliberately taught, and revised. This is crucial for some reasons: encountering new words in different contexts for a better acquisition, using different techniques allowing learners to remember words to ensure a longer retention, and lastly assigning homework to reinforce the learning process Nation states (2001: 80) that:

When words are met in reading and listening or used in speaking and writing, the generativeness of the context will influence learning. That is, if the words occur in new sentence contexts in the reading text, learning will be helped. Similarly, having to use the word to say new things will add to learning.

Even though there are various methods and techniques for teaching vocabulary, none of them can be named as the best method to facilitate learning at the first rank since all of the methods have their own merits. The place of the vocabulary teaching in language has not only changed by time, but also changed from teaching approach to teaching approach as presented below:

### **2.2.1. Grammar Translation Method**

The grammar-translation method to teach a foreign language (GTM) is one of the oldest methods. Initially, it was used to teach 'dead' languages such as Latin and Greek (Thuleen, 1996). The main practice of grammar translation method is to make students memorize grammar rules, applications and words in the target language. Mainly, mother language is spoken in class. New words are presented by giving the direct translation. "Sometimes it is worth giving the mother tongue equivalent rather than to pending valuable time trying to define or show the meaning. It is of great value when no easy alternative suggests itself or highlight the danger of false cognates." (Harmer, 1993: 86). Vocabulary memorization practices have significant roles in Grammar Translation method. Vocabulary lists are frequently used in this method (Larsen-Freeman, 2000).

### **2.2.2 Direct Method**

The Direct Method (DM), which is known as conversational method enables students to communicate and use the target language. The DM focuses on daily language, using affirmative, negative and question forms of sentences. The primary target of this method is to associate the target language and speech directly with real life situations (Larsen-Freeman, 2000). Instructors use the target language as a means of instruction and communication in language classroom, and avoid using the first language. Words are important at sentence level since without vocabulary knowledge, it is impossible to communicate and form new sentences in the target language. Learners establish a relation between words and their meanings, that's why vocabulary is emphasized over grammar (Stern, 1983).

### **2.2.3 Audio-Lingual Method**

Audio-lingual Method (ALM) is a method emphasizing listening and speaking before reading and writing. However, it does not focus on teaching vocabulary on the account that new vocabulary items are presented through dialogues. The teacher uses the same structure over and over to present new words in ALM, yet there is no explicit vocabulary instruction; every vocabulary item is simply memorized by the learners until they use the words in other situations spontaneously (Brown, 1994). To sum up, vocabulary teaching is very limited and learned in context since it is believed that too much vocabulary knowledge at early stages of learning could lead to a false security in students, which eventually may prevent further learning.

### **2.2.4 Communicative Language Learning**

Communicative Language Teaching (CLT) targets at the teaching of communicative competence to the learners due to growing need for communication. The world-wide need of communication has created a demand for a high level of accuracy and fluency. Communicative Language Teaching encourages teachers to develop a good sense of vocabulary knowledge in learners since grammar teaching is no longer explicit; it is the means of communication. Lord (1993: 83) mentions that "Vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether for a

foreign or one's mother tongue because of thousands of different meanings". In order to enhance vocabulary development, teachers need to make use of a variety of activities that require students to employ their background knowledge so that they engage in more meaningful language learning environment (Doughty and Long, 2003). As students' knowledge of the target languages progresses, learners make use of their vocabulary knowledge in every circumstance. Overall, instructors consider vocabulary instruction as an integral part of language teaching and build creative language teaching techniques.

### **2.2.5 The Natural Approach**

The Natural Approach (NA), developed by Krashen (1989), underlies the significance of comprehensible and meaningful input. For Krashen, comprehensible input is crucial in new vocabulary learning. It has been suggested in the Natural Approach that relevant vocabulary knowledge should be provided to learners to help them boost in the target language. It is difficult to associate form with meaning in isolated vocabulary lists; however, it is feasible to acquire words through communicative activities. In other words, acquiring vocabulary items remains important in this method.

### **2.2.6 Total Physical Response**

According to Edge (1993), knowing a lot of words in a foreign language increases the chance of being understood by native speakers. Using TPR is helpful for students to learn the target language because learners use the target words in real life situations. That's why they develop storage of words in a short time. According to Richards and Rodgers (2001), Total Physical Response (TPR) is a language teaching method which attempts to provide language teaching through physical activities. This method can facilitate students to use new words in real context. Students can learn new words by looking at the action, even the meaning of the word in the mother tongue is not provided.

### **2.2.7 Silent Way**

Silent Way (SW) is based on the principal that the instructors should be silent enough to encourage learners speak. Richards and Rodgers (2001: 81) state that "It is based on the premise that the teacher should be silent as much as possible in the classroom and

the learner should be encouraged to produce as much language as possible.” New words are taught with the help of visual aids and word-charts. Words are written on the charts and these charts show the most common English words, using the same color code as the sound-color chart. However, vocabulary instruction is restricted at the beginning as learners keep silent as much as possible when they are beginners (Richards and Rodgers, 2001).

### **2.2.8 Suggestopedia**

The purpose of Suggestopedia in foreign language teaching is to create positive assumptions in the mind of students to prevent negative assumptions hindering their potential of language learning (Lozanov, 1978). In Suggestopedia, environment in which students learn has a significant role. The environment in which learning takes place is the main determinant affecting the learning process. Pictures and charts are hung on the walls of the classroom to provide peripheral learning. New words are introduced with the phonetic transcriptions for pronunciation within a context. Also, target vocabulary lists are hung on the walls to appeal to subconscious minds of the learners.

### **2.2.9 The Situational Language Teaching**

The Situational Language Teaching introduced by West; emphasizes reading skills by the improvement of vocabulary skills (Zimmerman, 1997). The Situational Language Teaching approach focuses on the presentation of structures in situations. The objective of this method is the accurate use of vocabulary and grammar rules in order to achieve a mastery of all language skills. Learners must be able to respond quickly in different situations with basic structures of sentences. The importance given to speaking besides a vast variety of vocabulary knowledge attracts language teachers.

It is easy to understand after reviewing literature that vocabulary or lexis was handled infrequently before the 1970s in EFL studies. Starting with 1970s, however, scholars made up for the lack of interest to lexis by placing emphasis on vocabulary and its instruction while focusing more on communication strategies (O’Dell, 1997). The 1980s witnessed the initiation of research on vocabulary, which stemmed from the need for accurate language description.

## **2.3 Various Approaches to Vocabulary Teaching**

Vocabulary is one of the most important aspects in language learning process. Many researchers have mentioned that English language proficiency is mostly related with their vocabulary learning (Kojic-Sabo and Lightbown, 1999).

There are various approaches to language teaching, each with a different emphasis on vocabulary. The National Reading Panel's review (2000) describes five approaches to teach vocabulary in this respect: Explicit instruction, indirect instruction, multimedia methods, capacity methods, association methods

### **2.3.1 Explicit Vocabulary Instruction**

Explicit teaching refers to a conscious operation where the individual struggles in the search for learning. In other words, knowledge attainment is achieved by searching for information or by assimilation of given rules (Ellis, 1994).

Explicit vocabulary teaching primarily requires focusing on the target vocabulary. There are basic principles that help teachers decide classroom practices on the account of how to teach and what to teach integrating new vocabulary with old ones. Explicit vocabulary teaching also encourages independent learning strategies and deep processing of language (Sökmen, 1997). For Schmidt (2000) explicit learning directs attention to the information to be learned.

By explicit instruction, teaching and learning goals are clearly outlined by instructors for the students and ambiguous explanations are avoided in order to ensure information and structures that are presented by instructors are understood. Vocabulary and structures are taught in a logical order directed by the teacher through plenty of practice. In explicit teaching, teachers guide students by working through a problem which helps students understand how to perform on a task. Since explicit language learning and teaching is teacher centered where vocabulary is taught directly; keeping the student alert is very important. Ellis (1994) argues that although much of language acquisition is based on implicit learning, explicit instruction is also contributing to second language acquisition.

### **2.3.2 Implicit Vocabulary Instruction**

Implicit learning is “learning without conscious attention or awareness” (Brown, 2007: 291). Implicit learning is a process where learners acquire knowledge and are exposed to information simply through exposure, without a conscious effort. Krashen mentions that “language is subconsciously acquired while you are acquiring, you do not know you are acquiring; your conscious focus is on the message, not on the form” (1989: 440).

While explicit teaching is teacher centered, implicit teaching is student centered without giving the exact meanings of words. The emphasis is on guessing the meaning from the context where translation is avoided. Students are encouraged to be as independent as possible in determining the meanings of words through the given contexts. Extensive reading provides children with a chance to encounter new words in a proper context and to see words used multiple times in various situations. This is said to be a challenge for learners since acquisition necessitates encountering target words in different contexts and involving integration of different types of information (Beck and McKeown, 1991).

### **2.3.3 Multimedia Methods**

In recent years, there have been dramatic changes in the ways of language teaching. It is under changes that technology use has come to the age. The development of computer-assisted language learning (CALL) has therefore got avail of multimedia applications on foreign language vocabulary acquisition in recent years (Richards et al., 1998). Levy (1997: 1) defines CALL as “the search for and study of applications of the computer in language teaching and learning”.

Some vocabulary acquisition theories have developed guidelines for vocabulary acquisition of CALL programs. For instance, Goodfellow (1995) proposes that CALL programs need to aim at the learner’s L2 mental lexicon to ease learning processes which focus on structure in the target-word list. In addition, there are empirical studies associated with the development of lexical CALL programs. According to the results of two studies

with ESL learners, Coady et al. (1993) claim that exercise with most frequently used vocabulary through computer programs assists reading.

Kang (1995) carried out a research with elementary school students who had basic level of English. The findings showed that the students performed better if their learning was facilitated by the computer-based context. This is the proof for the benefits of CALL that visual and auditory vocabulary learning in CALL environments enhances vocabulary teaching and learning.

#### **2.3.4 Capacity Methods**

Capacity methods in vocabulary teaching presume that students are required to have sufficient mental capacity in order to make reading process automatic. Capacity methods work on fluency and decoding in order to create mental space for vocabulary learning; involving phonemic awareness, phonics, and fluency; therefore, students can focus on processing vocabulary and understanding the text. These methods of instruction also teach students to make associations with the words they know previously and with the new words they come across. Students form mental images in order not to forget the meanings of the target words (National Institute of Child Health and Human Development [NICHD], 2000).

#### **2.3.5 Association Methods**

Students learn to make a connection between the words they know and they do not know through association methods focusing on semantic and contextual clues. Word associations are signs of mental processes and help understand how a learner learns a word. Knowing a word may affect knowing other words in the mental lexicon. Meara (1983: 36) argues that “Perhaps it would be possible to tap this process by recording the associations made to new words and observing these associations change over a period of time.” Therefore, word association is noteworthy.



## **2.4 Various Approaches to Vocabulary Learning**

Some researchers have suggested that vocabulary is one of most important aspects of a language to be taken into account. (Moulton, 1966, Twaddle, 1980, Parreren; cited in Mondria and Wit-De-Doer, 1991). Different researchers have talked about different vocabulary learning strategies, some of which are:

- Memorization strategies,
- Repetition strategies,
- Association strategies,
- Learning through language tests,
- Key word method,
- Inferencing strategy,
- Dictionary use (Cohen and Macaro, 2007),
- Word lists (Farhadi, 2006).

### **2.4.1 Memorization Strategies**

There are multiple techniques one can get avail of when learning vocabulary. Some techniques can work better for someone than others, but learners need to use the most efficient techniques for themselves:

#### **2.4.1.1 Reading A Lot**

Reading is an interactive process in which readers use their prior knowledge in order to interpret contextual clues. “Reading is widely one of the best ways to learn another language” (Willis, 1996: 8). Reading in the target language paves the way for getting exposed to target vocabulary. More exposure means getting more chances to acquire the words since understanding the reading passages requires being familiar with the words. Being familiar with the words does not necessarily mean looking up every single unknown word. It requires comprehension of the words through using contextual clues or making guesses. Also, seeing the appropriate sentence structures in a reading context or in a book influences readers or learners in a positive way when they form their own sentences. In

other words, readers combine contextual information with the meanings of the words; therefore, they make connections which they read and what they interpret.

#### **2.4.1.2 Flash Cards**

A flashcard is an educational card which has a picture on one side and the word in the other side. After learning a new word, it is important to revise it to ensure its retention. Flash cards are the tools that are prepared especially for memorization or revision of new words and they allow students to use them whenever needed. Flash cards are useful devices for visual learners; who can learn by using colorful and bright pictures to assist their learning. They give students challenging practices of words. Also, teachers can introduce new vocabulary items to the learners.

Flashcards have been utilized as a means of teaching vocabulary and they have been adapted to all skills in language teaching (Ruwe et al., 2011). While learners can prepare their own flash cards; they can also buy ready-made flashcards sold as supplementary packs. There is one thing to point out about flash cards as a disadvantage. While flash cards provide opportunities to memorize or revise words, students may not use them in a meaningful context; since flash cards often lack context. In order to engage learners in a meaningful learning context, flashcards should be used with other teaching materials.

#### **2.4.2 Repetition**

Repetition means repeating target words in order to ensure retention. It helps students keep common vocabulary or chunks in mind, in other words, keeping common words in mind to ensure fluency. After presented new words, students need to familiarize themselves with them through repetition. Repetition has an important place in fluency especially at low levels of English learners. Mental revision of the target words before using them in a speaking situation helps to notice what is learned and assimilated in the working memory. The first time when a learner hears or reads a word, brain does not put it in the long term memory immediately because it must be ensured that it is worth remembering. To store a word or phrase in the long term memory, it has to be repeatedly seen, heard, or read. However, the question of how often a learner should repeat the words

lacks an answer, which accordingly depends on the learner and the complexity of the word. Kramersch (2009: 209) argues the value of repetition as following:

In an effort to make language use more authentic and spontaneous, communicative language teaching has moved away from memorization, recitation, and choral responses. It has put a premium on the unique, individual, and repeatable utterance in unpredictable conversational situations. And yet, there is value in repetition as an educational device: utterances repeated are also resignified.

Students may silently repeat the words in their minds to get a mental image of them or whole class may repeat the words all together.

### **2.4.3 Learning through Language Tests**

Language test is a kind of test that evaluates students' understanding of a specific topic or course. The use of tests in language learning is beneficial to vocabulary learning since it helps the direction of learners' attention to particular words (Bowles, 2004). Information is processed through visual, verbal and auditory channels which means only one channel is not enough to acquire knowledge. The presence of all these channels affects and facilitates the working memory. In order to comprehend a meaningful context, learners must select meaningful linguistic information from the context. Concrete vocabulary learning takes place when learners are challenged by vocabulary with similar meaning. It is believed that meaning of a word retains longer when it is inferred from a question since it involves deeper processing (Craik and Lockhart, 1972). Other than evaluation, language tests can function as a future plan since learners can use the results of the tests in order to direct their further studies.

On the other hand, vocabulary tests may inhibit learning as they may foster anxiety and frustration. Students who get low grades in language tests may get discouraged and they may quit learning. Due, in part, to this factor, some teachers may avoid including vocabulary tests in the schedule in order to discard negative effects of tests. However, excluding language tests may hinder observing subsequent improvements of language learning. Realistic tasks and authentic assessment tools give teachers some opportunities to evaluate students' vocabulary development (Heaton, 1988).

#### **2.4.4 Association Strategies**

Association strategy is forming mental associations between words learned previously and target words aimed to learn. Some words are set together to create mental links in order to ensure retention. Opposite words, the words in the same semantic group, frequently used together can be given as basic examples to create mental representations in learners' minds.

Gu and Johnson (1996) proposed six types of strategies which are *Guessing*, *Dictionary Use*, *Note-taking*, *Rehearsal*, *Encoding*, *Activation* to associate the words with their meanings. Guessing strategies, use of dictionaries and note-taking strategies are labeled as cognitive strategies. Rehearsal and encoding categories are classified under memory strategies.

#### **2.4.5 Key Word Method**

Many researchers studied on how to conduct the keyword method to help students acquire new words and retain them in their long-term memory. To enhance students' ability in remembering new words, key word method can be employed as Hulstijn (1997: 204) stated. Hulstijn divides keyword strategies into three parts as:

1. An L1 or L2 word is chosen according to orthographic similarity with the L2 word;
2. An association between the target word and the keyword must be created, so that key word reminds of the target word;
3. A visual image must be employed combining the keyword and the target word in order to ensure memorability.

Brahler and Walker (2008) studied on vocabulary retention and worked with high school students who attend anatomy and physiology classes at a career technology center. The students were supposed to memorize medical words. Students were divided into three categories according to the methods carried out: the keyword method, rote memorization, and the combination of both. They completed pre- and post tests of words. The findings showed that students whom keyword method was conducted outperformed the other two groups in terms of remembering. In other words, the keyword group could remember words better than the other groups.

Shapiro and Waters (2005) carried out an experiment to find out the effectiveness of key word method. The findings of the experiment have showed that the key word method is effective because it offers a visual image on which memory builds new word's meaning.

#### **2.4.6 Inferencing Strategy**

Inferencing in language learning means inferring and guessing the meanings of words from context; a process of identifying unfamiliar words in a context. Inferencing is a cognitive strategy used not only in reading comprehension but also in vocabulary learning. This strategy facilitates the internalization and storage of the new language. According to Grabe and Stoller (2005), inference means making a meaningful deduction depending on information given in text and background knowledge. Discourse or reading passages do not always give the explicit meanings of the words; therefore, learners need to fill in the missing parts in the discourse or texts. The mental process when learners read unknown words is that meanings are assigned to them in the process of reading. Since inference is used in order to learn new words in the process of reading, there is a strong relation between reading and inferring.

Since different cultures may have different communication strategies, it will be wise to teach learners how to apply inferencing strategies in order not to fail in communication. What is more, learners need to be aware of effectiveness of this strategy to achieve identifying unknown words in a context.

#### **2.4.7 Dictionary Use**

Dictionary use has been one of the recognized strategies in vocabulary learning (Gu and Johnson, 1996). Despite the importance of dictionaries in vocabulary learning, dictionary use in ELT does not have a long history. Some dictionary use researches conducted in recent years yielded useful results for both teachers and learners. A study by Summers (1988) indicates that learners with dictionary using habits performed better than learners without dictionary using habits in terms of comprehension and production.

The study by Tono (1989) revealed that there is a significant difference in performance between reading comprehension with and without dictionaries. When learners use dictionaries, they learn the target words incidentally. *Incidental vocabulary learning* means that learning takes place when participants are not informed. In other words, they are not aware of the fact that they are learning new words (Hulstijn, 2005). Dictionary use is one of the incidental learning strategies generally utilized by instructors.

Other than its incidental teaching and learning nature, a dictionary is an important tool for language learners in many aspects. A learner can look up unknown words to check their meanings, check their spellings and pronunciation; and find synonyms, antonyms, examples of the use of them in daily language, and lastly collocations.

#### **2.4.8 Word Lists**

Wordlists are user-friendly lists which help learners cover target words in class. These lists do not contain all the words required to learn a language, but they have some definitions or some related words about a theme or a subject. Most of the student books have word lists about each unit in the book. New words are given with their translations in the mother tongue, or with their definitions in the target language. When words are grouped according to their theme or one basic topic, it is easy for learners to memorize them since they are associated with each other. When they remember one of the words in the list, they can make associations with others. As for repetition, students can keep track of their revisions since they write related words on the same sheet. There is a criticism against word list in that word lists lack of context and people need contexts to remember the words.

There is a study to evaluate the impact of two instructional techniques on EFL learners' vocabulary knowledge by Baleghizadeh and Ashoori (2011). The use of flash cards and word lists was compared and contrasted. The study was carried out to investigate learners' preferences between flash cards and word lists at a Junior High School in Iran. There were two groups consisting of 18 students. A post-test was applied to both experiment and control groups, then their mean scores were computed through t-test. The

results also revealed no significant difference between two different techniques. Word list technique did not outdo flash card technique.

Another study was conducted by Yang and Dai (2011), on rote memorization of vocabulary for vocabulary development. The researcher stated that memorization of vocabulary was a common way for Chinese students to learn new words. Many factors were identified which account for students' reliance on memorization in vocabulary learning. Other than rote memorization as a learning method, the researcher suggested different vocabulary learning strategies to study further.

Still in another study two methods: memorization and improvisation were compared by Liu (2006). The researcher tried to investigate their effects on vocabulary learning. Students were divided into three groups, a memorization strategy group, an improvisation group, and a memorization and improvisation group. Data were collected from pre-test and post-test and were analyzed. The results show that the improvisation group performed better than other groups. In other words; memorization group could not perform better than improvisation group.

There is a contrastive study by Lajoee and Barimani (2013) on teaching vocabulary through role-play and memorization among EFL female learners. This study was implemented to compare two different learning vocabulary methods: role-play and memorization among Iranian upper-intermediate EFL female learners in terms of vocabulary retention. A pre-test of vocabulary was applied. Then, the students were divided into an experiment and control group. Experimental group learnt through role-play, control group learnt through memorization. After treatment, a post-test was applied to both groups. Means scores of each group showed that there was a difference between the scores of two groups: experimental group outperformed the control group. In other words, role-play method worked better than mere memorization to ensure vocabulary retention.

Memorization of vocabulary list is quite common in vocabulary teaching practice in Turkish context. For most Turkish students, learning English means memorizing as many words as possible. English language teaching in Turkey is conducted by Turkish teachers who are trained basically in Turkish universities. Most of the Turkish English teachers who

are proficient in reading have not yet been exposed to theories about methodologies. Therefore, list memorization still prevails in English classes in Turkey. Turkish students are exposed to a rote memorization-based instruction and they receive information without questioning. As a result, they are incapable of using their knowledge in practice since list memorization does not encourage students to use the target language and words in their real lives (Alagözlü, 2006).

By definition, memorization ignores comprehension, so by itself it is an insufficient way of learning words in the long run. There could be more understandable if students use them in context. When students learn words by heart from a vocabulary list, they may not relate them with their meanings. However, Schmitt (2000) asserts that list memorization is an effective way since learners direct their attention to language learning.

## **2.5 Students' Profiles and Teaching Context in Vocabulary Teaching**

Research on vocabulary instruction that the National Reading Panel (2000) made shows that there is not a unique method for vocabulary teaching. However, teachers can help students improve vocabulary by providing instruction. Teachers can also focus student attention on learning new words by various activities which ensure retention. While there are many ways to teach vocabulary to students, teachers are in a way restricted since they are bound to their students' profiles. Teachers need to keep four factors in mind when they consider which method or strategy to use (Flanagan and Greenwood, 2007): "student levels, the nature of the words, methods used in teaching and lastly lexical knowledge of English".

### **2.5.1 The Place of Students' Levels in Vocabulary Teaching**

Multi-level classrooms are classes in which students with different levels try to learn a new language. Students communicate in the target language at different levels. In multi-level English as a second language classes, teachers have to use different materials and activities to attract the interest of learners. While teaching vocabulary, teachers should use a variety of techniques to ensure understanding; not only had a single method, but also different vocabulary teaching methods for each student is needed (Mathews-Aydinli and



Van Horne, 2006). According to CALPRO (California Adult Literacy Professional Development Project) article (2006):

“The use of grouping strategies has been found to be an effective management beginning-level ESL classes begin with learning the vocabulary that will be used in the unit, it is easy to start a lesson with the whole class together. The natural process of previewing, presenting, and practicing the vocabulary lends itself perfectly to whole-class, multilevel instruction.”

For students who have limited vocabulary knowledge, trying to find the meanings of the words can be frustrating and unproductive; therefore, whole-class vocabulary teaching can appeal to both low level and high level students.

### **2.5.2 The Nature of the Words**

The more words a learner knows, the better he or she will understand the target language. For this purpose, teachers teach vocabulary directly or indirectly using a variety of methods and vocabulary types to increase the student's ability to learn new words. Teachers need to facilitate vocabulary learning by teaching useful words that learners are most likely to encounter. In other words, learners need to acquire high frequency vocabulary rather than categorizing them as verbs, nouns or adjectives. Learners need to cover learning strategies in order to learn the meaning of new words. The strategies are useful in in-class and also in out-of-class where learners encounter new words from all categories. These strategies also help them acquire new vocabulary items they see or hear. The students can learn how to use contextual clues to guess the meanings of words from different categories from the context (Linse, 2005).

#### **2.5.2.1 Academic Words**

Academic vocabulary constitutes an important part in university education in an English medium university. There are plausible reasons for focusing academic vocabulary in English to explain the reason why academic vocabulary is crucial to comprehension. First of all, school success depends on academic achievement. Students are expected to read and understand content-based texts about their subject fields at university. In order to comprehend the texts and pass the exams about these texts, students need to know academic vocabulary items. Without knowledge of vocabulary specific to domain, students

may experience failure. Secondly, educational researchers have also found a strong relation between academic vocabulary knowledge and academic success. In other words, students who have a large vocabulary capacity are mostly successful students (Coxhead and Nation, 2001).

### **2.5.2.2 Words for Informal Language**

Based on the studies, first language learning takes place outside the classroom environment unconsciously and incidentally. However, teaching second language is generally a conscious process which lacks natural social interaction. The fact that the contribution of social interaction in language learning is undeniable, informal language learning should be included in the language teaching curriculum. Coombs and Ahmed (1974) describe informal learning as an unintentional process which occurs with exposure to language environment in different ways such as through reading newspapers, and books, listening to the radio or watching films or television. The importance of social interaction in daily language paves the way for teaching words for daily communication. A significant amount of vocabulary learning can take place when learners are involved in daily activities. Daily events are important because they create opportunities for repetitive learning in a natural way. However, an EFL context lacks the social interaction which naturally occurs outside the class. In fact, language acquisition simply cannot take place without having exposure to some sort of informal language input (Gass, 1997). A language teacher needs to make a plan to create some opportunities for the learners to use target words particularly in informal settings.

### **2.5.2.3 Phrasal Verbs**

Phrasal verb is defined in Oxford Online Dictionary (2014) as “An idiomatic phrase consisting of a verb and another element, typically either an adverb, as in *break down*, or a preposition, for example *see to*, or a combination of both, such as *look down on*”. There are a variety of phrasal verbs in English some of which have numerous meanings. Phrasal verbs are extensively used by native speakers of English; however, foreign language learners find them difficult to memorize and comprehend (Kao, 2001). Although teaching phrasal verbs is demanding for most of the teachers, it is vital to

develop students' skills in using them. To have a native like English, a learner needs to learn all the phrasal verbs via a variety of classroom practices, use them in their speech and avoid learning phrasal verbs mainly by focusing on the verbs forming them (Norman, 2010).

#### **2.5.2.4 Idioms**

An idiom is a figurative language used to negotiate meanings. They are the creative parts of languages which convey cultural and historical information about languages (Wu, 2008). Nippold and Martin (1989) stressed that "Failure to grasp the meanings of idioms can impinge upon an individual's understanding of language in social, academic, and vocational settings" (p.59). In order to master English, it is vital for EFL learners to learn English idioms; therefore, it is important for EFL teachers to design various activities for students to learn idioms efficiently.

### **2.6 The Methods Teachers Use to Teach the Words**

Because vocabulary knowledge is critical to language learning, it is important that those working with foreign language learners help promote their development of vocabulary capacity and vocabulary learning strategies. There are numerous effective strategies that teachers can employ with their learner as follows:

#### **2.6.1 Incidental Vocabulary Learning**

Incidental vocabulary learning is the process of learning memorizing words without the purpose of memorizing (Richards and Schmidt, 2002). Extensive reading is a means for incidental vocabulary learning, since it facilitates guessing ability of students which leads to comprehension and learning. The time spent by students to read contributes to their vocabulary knowledge. Students become familiarized with new words by encountering them in text, either through looking up the meanings or deducing. As learners study systematically and gain regular studying habits, they come across new words in new contexts. The more they read, the more deduction and inference students use to get the meaning of the target words. Incidental learning of vocabulary is a long process that learners build their vocabulary knowledge over a repetitive period of time. In other words,

more encounters with the words strengthen the retention. Creating some opportunities for such encounters paves the way for students' vocabulary knowledge improvement.

### **2.6.2 Direct Vocabulary Learning**

Direct vocabulary learning is the process of increasing vocabulary knowledge by learning and memorizing with an intention. It refers to explicit learning where consciousness and effort take place. Learners apply both their individual learning strategies and vocabulary learning strategies. Direct learning helps students memorize difficult words that are not part of the students' everyday language. Direct instruction of vocabulary leads to a better reading comprehension. Before learners read a text, it is beneficial for them to learn specific words they will encounter and may not deduce the meanings in the text. Learning important vocabulary before reading can help comprehend the text. According to the report of the National Reading Panel (2000), direct vocabulary learning should be employed with indirect learning.

### **2.7 Lexical Knowledge of English**

Generally, lexical knowledge means the knowledge of the spoken or written form of a word, together with its meaning and morphology. However, knowing a word makes it necessary to examine deeply the details of what is included in vocabulary knowledge. Vocabulary learning is a complex task and has lots of different variables such as knowing the meaning, morphology, pronunciation and the written form of it. In other words, vocabulary learning is a deep and profound process which requires knowing depth of vocabulary knowledge. Depth of vocabulary knowledge has attracted attention in language teaching and learning field so far. Vocabulary depth is a qualitative term and it implies the knowledge of word in all aspects such as "its meaning (to multiple levels of precision), its grammatical categories, its derivations, its pragmatic and sociolinguistic value, and its collocation" (Schoonen and Verhallen, 2008: 212). It can be concluded that a learner cannot deepen the knowledge of a word without knowing its basic meaning. Richards (1976) distinguishes between productive and receptive vocabulary knowledge. Mainly, receptive vocabulary knowledge involves only understanding the meaning of a word while listening or reading it. On the other hand, productive vocabulary knowledge involves the

target with the intended meaning. Other than productive and receptive vocabulary knowledge, other important terms to be discussed are inflection and derivation. Carter (1998: 10) explains these two different terms in the following manner:

A general distinction between the two categories is: inflection produces from the root or roots of a given lexeme all the word forms of that lexeme which are syntactically determined; derivation is a process which results in the formation of different lexemes. Thus, it is a characteristic of inflections that they signal grammatical variants of a given root. They do not form new lexemes or change the grammatical class of a given item.

According to Carter (1998), the main difference between derivation and inflection is that derivation can change the meaning and grammatical category of words, but inflection creates syntactic differences of a given word.

Lexical knowledge paves the way for lexical storage of the target words. The fact that lexical items are stored in human mind in an organized way is accepted by language teachers and linguists. Human mind needs to be organized in order to cope with new words. This fact is explained by Aitchison (2003: 5):

Words cannot be heaped up randomly in the mind for two reasons. First, there are so many of them. Second, they can be found so fast. Psychologists have shown the human memory is both flexible and extendable, provided that the information is structured. Random factors and figures are extremely difficult to remember, but enormous quantities of data can be remembered and utilized, as well as they are well organized.

It is possible to mention mind mapping in the sense of organization. Mind mapping is the organization of words in the brain through association with pictures and images (Tergan, 2005). The process starts from a central idea associated with related ideas. It emphasizes the use of key words and a diagram is built with these key words. Mind mapping is initiated by a word and related words are written around the key word. With the help of mind mapping, new vocabulary items can be added to learners' vocabulary knowledge.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1 Introduction**

In this chapter, an overall design of the study was given with detailed information about the subjects involved in the research, the setting, the method and the instruments used for data collection and data analysis. This is a quasi-experimental study, which aims at investigating the effectiveness of writing new words multiple times on learners' vocabulary knowledge. Also, a questionnaire was designed to extract some information about English language teachers' attitudes towards this vocabulary teaching technique.

#### **3.2 Methodology**

This is a quasi-experimental study, which aims at investigating the effectiveness of writing new words multiple times on learners' vocabulary knowledge. Accordingly, both qualitative and quantitative methods were used. Quantitative data came from the analysis of the quiz administered at the end of three-week treatment sessions. Quantitative data also came from teacher questionnaires formed by the researcher. Moreover, one question was asked about the treatment sessions to the experimental group students to get a holistic picture about their reflections. The results were analyzed and evaluated. Moreover, qualitative data were obtained from experimental and control group students' reflections about sessions. Therefore, this study is a combination of both qualitative and quantitative research techniques.

The discussion of qualitative research versus quantitative research in terms of supremacy has been on agenda of the researchers for many years. However, in this study, both qualitative and quantitative types of research were equally important. According to Creswell (1994), in a qualitative study researchers try to develop a theory based on the minimal literature. Alternatively, in quantitative introductions researchers test a theory

including a number of variables with reference to comprehensive literature .Therefore, this study has a notion of integration of two research types.

It is a three-week study in which eighty students in a secondary school in Ankara were incorporated as experimental and control groups in 8<sup>th</sup> grade. Average grade of experimental group was 3.12 out of 5; average grade of control group, out of 5, was 3.14 at the very last term (their 7<sup>th</sup> grade 2<sup>nd</sup> term English language course averages). There is no significant difference between their grade point averages according to t-test results. In other words, each class was homogenous. Therefore, classes were named as control and experimental groups without sampling randomly.

Each class had the same teacher. This eliminates the variables deriving from teacher instruction. In terms of the hours of instruction, there was no difference between control and experimental group. Both groups received four hours of instruction every week. Also, both groups used the same book ‘Forward English’ and its Workbook. *Forward English 8* was a book set designed for 8<sup>th</sup> grade students in Turkey in 2013. The textbook consists of 16 units, each of which has a different focus such as mathematics, geography or history. Only first three units were covered in the treatment sessions and the whole unites were presented in Table 1 below.

**Table 1: 8<sup>th</sup> Grade English Book Units**

Unit	Covered?	
	Yes	No
Friendship Rules	X	
Road To Success- Study Skills	X	
Improving One's Looks-Body Care	X	
Sweet Dreams		
Atatürk: The Founder Of Turkish Republic-The Independence War Detective		X
Stories: The Story Of The Stolen Necklace		X
Personal Experiences Places		X
Cooperation In The Family: Running Errands		X
Success Stories - A Living Scientist		X
Reading For Entertainment: A Modern Short Story		X
Personal Goals: Knowing What You Want		X
Personality Types Identifying Strengths And Weaknesses		X
Language Learning: A Good Language Learner		X
Precautionary Measures-Sensible Precautions		X
Preferences-Holiday Activities		X
Empathy: Understanding Others		X

During three-week treatment sessions which were not successive (once in two weeks), the experimental group was given a list of words pertaining to the target reading context which was written with present perfect tense. They wrote each word multiple times with their Turkish meanings without reading the target passage. Students were not assigned with this written practice of the words as homework since the teacher tried to ensure that all of the students were involved in writing sessions. Afterwards, they were intended to read the passage in the unit and do the exercises in the book. The aim was to see the impact of the treatment on their vocabulary retention.

The control group; however, read the text and found the meaning of each word they did not know individually without teacher's interference. In other words, they learned the words without writing them multiple times, but by self-study. In the end, they were intended to read the passage and do the exercises in the book, too.

At the end of three separate weeks, each group was given a vocabulary test to see whether writing words multiple times worked or not. The vocabulary test had 40 questions including three-week words. Words to teach were not chosen randomly, there were taken from the vocabulary charts of each target unit. The results were analyzed on SPSS to see whether there is a significant difference between classes or not.

Vocabulary test was formed by the researcher herself with the help of her experienced colleagues with reference to educational attainments in the table of specifications of the 8<sup>th</sup> grade English class. The table was covered in the very beginning of the course book of the 8<sup>th</sup> graders and the researcher (teacher) took them into account by forming the vocabulary test. After forming, the test was expertized by three language teachers for content validity.



### **3.3 Qualitative and Quantitative Research in This Study**

According to the method that the data gathered, studies can be classified into two categories: quantitative and qualitative studies. Simply, quantitative research deals with numbers while qualitative research deals with words and definitions. Research design of this study was presented as below:

- Identifying language levels of students to divide them as control and experimental groups
- Calculating their English language grades of the previous semester
- Carrying out treatment sessions
- Administering a vocabulary quiz to check its effect on vocabulary retention
- Inquiring students' reflections on the treatments sessions (at the end of the quiz)
- Inquiring teachers' reflections on the present vocabulary teaching technique

#### **3.3.1 Qualitative Research in the Present Study**

Lazaraton (2003) claims that qualitative research has been utilized frequently in applied linguistics recently since it paves the way for different insights into language teaching. Qualitative studies usually start with definitions or a hypothesis to be tested. Qualitative research in ELT tries to understand students, teachers or the efficiency of methods without making generalizations as everything in a particular group or class is special to that group or class which cannot be generalized. The aim of this method in language teaching is generally to understand language learning experiences by answering questions about the 'what', 'how' or 'why'. Qualitative research is a scientific research on detailed information which consists of contextual or textual data, ideas and the experiences of the participants (Berg, 2001). Creswell (2007) describes qualitative approach as an approach which claims knowledge based primarily on grounded theories, or case studies. The researcher collects open-ended, emerging data with the primary intent of developing themes from the data.

Data from qualitative studies in ELT works on the characteristics of language and language learners. It also provides details about behaviors and emotions, which must be

taken into consideration in social science studies. With qualitative research, researchers chart their own ways out. With the data gathered they put a piece into a bigger picture to make more sense. Qualitative research makes it easier to gain a better understanding of the target language or class since the types of questions that are asked during the research process begin with the word why. ‘Why’ is a powerful word as it questions the reasons behind a particular behavior or a method used in a language classroom.

Qualitative research in language teaching is a kind of research which is characterized by its aims targeting at understanding classroom practices, aspect of language teaching and learning, solving teaching and learning problems by generating words not numbers. The aim of the study is to investigate the effectiveness of a specific vocabulary teaching practice to meet the needs of language learners in language classes; therefore, qualitative research was employed to interpret the results of the views of the students which were placed at the end of the quiz to clarify their stances. Also, teacher questionnaires were analyzed and interpreted by the researcher to clarify the role of present vocabulary teaching practice from the teachers’ perspectives.

In this study, students got the chance to share their ideas about the present practice orally. The sentences of the students were noted down by the researcher. Experimental group students commented on the treatment sessions and control group students commented on their vocabulary learning practices. Each comment was important in order to shed light into students’ own perceptions and attitudes towards treatment sessions and classroom practices.

### **3.3.2 Quantitative Research in the Present Study**

Quantitative research is a data and number based approach which provides a statistical and numerical point of view to make generalizations and draw conclusions. Quantitative research methods are designed to produce statistically reliable data that tells the answers of questions ‘how many’ and ‘how much’ Quantitative data typically is in numerical form. The greatest strength of quantitative research is that it produces reliable and repeatable data that can be generalized to larger population. It helps generalize results from a sample to the target population. In quantitative research, the goal is to determine a

relationship between two things; thus it is experimental in nature. In quantitative research, researchers can work with larger groups which are representative of the population. In order to test hypothesis, data collection instruments are used such as questionnaires. The objectivity is crucial in quantitative studies hypothesis are tested to draw correct conclusions. Quantitative Research is predetermined in nature and a lot of respondents are involved. By definition, measurement must be done objectively, statistics must be valid. The sample for a survey is calculated by using some programs with an acceptable degree of accuracy. Generally, SPSS program is used in order to analyze the data collected (Field, 2005).

In this research inquiry, quantitative data was collected through a post test in the form of a vocabulary quiz which had 40 questions. The results of the quiz were analyzed using SPSS 16.0 in order to interpret the numerical data. Figures and tables regarding the results were provided.

In addition, an online teacher questionnaire was designed by the researcher with this particular vocabulary teaching practice. All findings were planned to be fed back to teachers who participated in this study by filling out the questions about the effectiveness of writing new words multiple times for vocabulary retention in teaching English as a foreign language context. According to Oppenheim (1992), questionnaires are practical ways to gather data from various participants in a short period of time. Also, a questionnaire was preferred, as it requires little time to make the interpretations of the findings. In other words, the online questionnaire designed by the researcher in the study was not only regarded as important, practical and effective terms of gathering the data from different regions of Turkey, but also it enabled the researcher to clarify the process in terms of teachers' choices.

The first goal of the questionnaire used in this study was to depict a holistic picture of teachers' profiles: their experience years, their education levels and their teaching grades. Therefore, the first part was designed to collect some data about teachers' profiles. Next, items were written within the scope of vocabulary teaching through writing them with their Turkish meanings. At first, there were 45 items; however, 12 items were omitted following the first piloting done with 10 randomly chosen participants. The participants

thought that those questions were irrelevant and not applicable in their situations in terms of the use of materials and activities in real classrooms. Hence, the final questionnaire was decided to include 33 items.

The questionnaire was applied to 400 random English language teachers all over Turkey. The teachers stated that they were using writing new words multiple times with their Turkish meanings technique in their classrooms before filling in the questionnaire. Therefore, only the teachers who were acquainted with this technique took part in the study. The names of these respondents were not revealed throughout the study. For a comprehensive questionnaire to gather data about classroom practices of English teachers, curriculum, syllabus and teaching materials were analyzed by the researcher to write questionnaire items appropriately. Besides that, the researcher analyzed background information on the earlier studies devoted to forming and applying questionnaires in educational settings. Then, the researcher made a list of ten top online groups based on collaboration and cooperation of English language teachers in academic and educational issues and shared the questionnaire online. The participation to the study was on volunteer-basis. The teachers were selected across the country in order to avoid bias against the responses of one specific region extensively. Turkish version of the questionnaire was applied in order to avoid misunderstandings and communication problems. Convenient sampling was used.

Finally, students in experimental groups were given a question at the end of the quiz. A Likert scale question asked at the end of the quiz to learn students' stances who participated in the treatment sessions was: '*I think writing new English words multiple times with their Turkish meanings is beneficial to memorize them.*' It was a chance for the teacher to interpret students' ideas about this technique. Students marked '*totally agree, agree, neutral, disagree, totally disagree.*' The results were analyzed quantitatively.

### **3.3.2.1 Background Information of the Respondents**

Information about respondent teachers is presented in terms of educational background, experience years and teaching levels in Table 2.

**Table 2: Background Information of the Respondents**

	N	%
<b>Educational Background of the Respondents</b>		
Undergraduate Degree	335	84%
Master's Degree	57	14%
Doctoral Degree	8	2%
<b>Experience Years</b>		
0-5	157	39%
6-10	126	32%
11-15	71	18%
16+	46	12%
<b>Teaching Level</b>		
Primary School	54	14%
Secondary School	179	45%
High School	167	42%

All the teachers who responded to the questionnaire were recruited in state schools in Turkey. The teachers were from different age groups; the majority of the respondents were in the 22-27-year-old group, 28-32-year-olds were in the second place, over 33-year olds were in the third place. Therefore, the questionnaire accomplished its goal in reaching out to teachers of different ages. The teachers' distribution according to educational background differed, too. Majority of the teachers which constitutes 84% had an *undergraduate degree*. 14% of the teachers had *master's degree* and only 2% of the teachers had *doctoral degree*. It shows less participation of teachers who are involved in academic studies. As for the teaching levels of the teachers', 14% of the respondents stated that they were primary school teachers, 45% of the respondents stated that they were secondary school teachers and 42% of the respondents stated that they were high school teachers. Therefore, this questionnaire covered teachers studying at different level at state schools. The responses to the items were collected through online version of the questionnaire and they were automatically saved. The responses were analyzed on SPSS 16.0 at the end.

### 3.3.2.2 Experimental Research in Education

In education, experimental research is employed when teachers determine to compare more than one method to decide on the best working method in a class. It consists of unbiased observations during which one of the variables is held controlled and other(s) are variables. Objectivity is vital to achieve a real comparison. In other words, there are experiment and control groups. An experimental group is taught with experimental treatment which the researcher wants to observe. A control group is not taught with the experimental treatment. Generally, control group is taught with the traditional classroom practice. Then, the researcher compares the experimental group with the control group to see whether there is a statistically significant difference between two groups (Shadish et al., 2002). In the present study, non-equivalent experimental (quasi experimental) research was used in order to replace the role of the pre-test.

#### 3.3.2.2.1 Quasi Experiment

A quasi-experimental design is one of the experimental designs that lack random assignment. In other words, respondents in a research do not all have the same chance of being in the control or the experimental groups. They are either in the experiment or in the control group as long as they are equivalent samples. Campbell and Stanley note that:

There are many natural social settings in which the research person can introduce something like experimental design into his scheduling of data collection procedures (e.g., the when and to whom of measurement), even though he lacks the full control over the scheduling of experimental stimuli (the when and to whom of exposure and the ability to randomize exposures) which makes a true experiment possible. Collectively, such situations can be regarded as quasi-experimental designs (1963, p. 34).

**Table 3: Two Groups, Non-Random Selection, Pre-Test, Post-Test  
Quasi Experimental Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental group	O	X	O
Control Group	O		O

In Table 3, the procedure of *Two groups, Non-random Selection, Pre-test, Post-test Quasi Experimental Design* was displayed. In this research design, students were not given

a separate pre-test to see their levels before the process, since the means of their final grades of the very last term were calculated and the difference between two classes was determined. In other words, in order to replace the role of pre-test, final grades of English class of the last term were used. In fact, respondents of both experiment and control group were not assigned randomly. They held their existing groups to serve as different groups. Average grade of one class was 3.12 out of 5; average grade of other class out of 5 was 3.14 at the very last term. There is no significant difference between their grade point averages. After ensuring that there was not a significant difference between means of their English grades according to t-test results, they were named as experimental and control groups.

Then, experimental group students got the treatment sessions. After the treatment sessions, a post-test was applied to see the difference between class averages in order to decide whether the treatment was effective or not.

The most notable weakness of this research design can be non-randomization of the groups. If experimental and control groups are not equals, some factors rather than treatment itself may lead to different results. However, it was assured by the means of the last English grades of the students (pre-test). They were close to each other. Therefore, the main purpose of the study was to see the effect of the treatment.

### **3.4 Setting and Student Profile**

As the purpose of the study was to explore and describe the impact of a practice of English teachers in Turkey in vocabulary instruction in 8<sup>th</sup> grade EFL learners' vocabulary knowledge, secondary school was the right place in order to conduct the present study. Thus, the present study was undertaken in a state secondary school with 80 students in Mamak-Ankara, Turkey. Mamak is among the poorest regions in Ankara which means the schools is relatively underprivileged in terms of educational means. Students take 4 hours English course in a week as other state school students do in Turkey. They were 13-14 years old. Their families were generally low-incomers who could not afford to buy additional language sources. The classroom in which the students got the treatment sessions was equipped with only desks and a board. The researcher brought a laptop and a

portable projector to the class for the treatment sessions. As for the syllabus, it was set by the Ministry of National Education to be covered in one academic year. The syllabus is available at the front page of *Forward English 8* book. The researcher covered only the first 3 unit.

### **3.5 Treatment**

For the purpose of the study, treatment lessons were designed as three weeks, which means 6 course hours for each class. Target words were not chosen with a specific factor. Since they are state school students, they should follow a strict curriculum and the researcher needs to teach them according to the curriculum. 50 words were taken from the target vocabulary sections of the three units: ‘Friendship, Road to Success and Improving One’s Look’. The treatment sessions were applied to experimental group.

The control group dealt with course book vocabulary exercises and looked up the words for their meanings. Turkish meaning of the words were asked to students to check whether they were working on the task or not. After checking, fill-in-the-blanks and matching exercises were done by the students preceding the reading. As the final step, students read the reading passage. This process was repeated three times for three separate reading passages. At the end of three weeks, which was one day after the last vocabulary teaching session, a vocabulary quiz was applied to control group students.

The experimental group was given a list of words pertaining to the target reading context at the beginning of the treatment sessions. They wrote each word multiple times with their Turkish equivalence without reading the target passage. The researcher checked whether they were focusing on their tasks or not. At the end of the writing session, they read the reading passages. This process was repeated three times for three separate reading passages. At the end of three weeks, which was one day after the last vocabulary teaching session, a vocabulary quiz was applied to experimental group students.

### **3.6 Data Collection**

In order to see whether there is a difference between the results of experimental and control group, quantitative data were collected. The quantitative data were obtained from a



vocabulary quiz. All of the respondents from the experimental and control group were given a word quiz based on the words of three units to determine whether there was any significant difference between the two groups in terms of writing multiple times of the target words worked or not and its effect on word retention. Words in the quiz were not in the format of multiple choice questions, but they were in the formats that required the students to match the words with their meanings, write the definitions and make sentences using the words. Therefore, the quiz required to complete different tasks rather than a certain question type.

Hughes (2003) puts forward that multiple choice questions in language classes distract students from the correct answers. Multiple choice questions (MCQ) do not measure language ability since they make language test takers performance too much dependent on distracters. He also mentions that writing multiple choice questions is a matter of proficiency and not all teachers can write MCQ, since it necessitates training.

Testing and evaluation in language teaching takes a vital role. Evaluation is a systematic decision making process through which interpretations about students or any aspects of a program of education is made. Tests are useful not only for evaluating the performance of the students but also for diagnosing of students' weaknesses. Different kinds of tests can be used to evaluate the performance level of students. Therefore, different kinds of tests were used in the present study to evaluate word retention of the students. Scoring of the test was done according to an answer key. One correct answer was given two points; therefore, the highest score in a test was 100.

### **3.7 Data Analysis**

In this part, the detailed analysis of vocabulary quiz results and teachers' questionnaires were presented.

#### **3.7.1 Vocabulary Quiz**

In order to find out whether there is statistically significant difference between experimental and control groups in terms of vocabulary retention, the average scores and standard deviations of the quiz were computed. There were 40 questions in the quiz. Then,

T- test was applied to analyze the data obtained from the vocabulary quizzes with SPSS 16. The independent -samples t-test was applied in order to calculate the differences between experimental and control group. Another purpose to use T-test was to calculate the differences between the scores of experimental group and control group. After applying the quiz, the raw scores were calculated for each student. The analysis of the quizzes was done through the correct answers of each student. The results of the experimental and control group were contrasted and compared. In other words, the test results of two groups were compared to see whether there was a significant difference stemming from the treatment sessions of groups which used *writing multiple times vocabulary instruction or not*.

### **3.7.2 Teacher Questionnaire**

In addition to the vocabulary quiz, a follow-up teacher questionnaire was designed to elicit teachers' reflections on the present vocabulary teaching technique. This teacher questionnaire consists of two parts. In the first part teachers reflected on the items by marking '*totally agree, agree, neutral, disagree and totally disagree*'. These items were designed to understand to which extent and in which situations teachers agree or disagree in using this technique to teach new words. In the SPSS, each item in the questionnaire was given a point from 1 to 5. Accordingly, *totally agree* was 5 points followed by 4 points for *agree*, 3 points for *neutral*, 2 points for *disagree* and 1 point for *totally disagree*. In the second part, teachers reflected on the items by marking '*always, usually, sometimes, seldom, never*'. Similar to the analysis of the first part, each statement was given a value from 1 to 5, which means that *always* was equivalent to 5 points followed by 4 points for *usually*, 3 points for *sometimes*, 2 points for *seldom* and 1 point assigned for *never*. All in all, all these items were designed to understand how often and in which situations teachers used the given techniques in teaching vocabulary items in their classrooms.

### **3.7.3 Student Interviews**

The study also made use of interview, another data gathering method. The students were asked to reflect on the treatment sessions verbally after getting their consent. The researcher noted students' reflections down rather than recording their answer in order to avoid unexpected anxiety. According to Oppenheim (1992), interview has some

advantages which are richness and spontaneity, improved response rate, being convincing than a cover letter, validation, subjects' motivation and assessment (p.81-82). Students were not limited by structured questions or multiple choice items, they were free to reflect on the sessions briefly. Furthermore, it is possible to say that there was not any room for misunderstanding since students stated their opinions in Turkish.

## CHAPTER FOUR

### 4. FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter is devoted to analysis of treatment sessions of *writing new words multiple times with their Turkish meanings* technique. The results of t-tests of both groups were compared and shown in forms of tables and figures. To interpret the results of the teacher-questionnaire, the data were again computed on SPSS 16.0 and each item was evaluated based on the frequency they got from the respondents.

#### 4.2 Quantitative Analysis

##### 4.2.1 Group Statistics of Experimental and Control Group

**Table 4: Group Statistics of Post-Test**

Classes		N	Mean	Std. Deviation	Std. Error Mean
Averages	Experimental	40	62,30	19,31	3,05
	Control	40	68,00	19,70	3,12

Statistical significance is determined by calculating p value of a data set. P value means rejecting the  $H_0$  (null hypothesis) or accepting  $H_1$  (alternative) hypothesis of a study. Null hypothesis is the hypothesis of 'no difference' and alternative hypothesis is the hypothesis of 'difference' (Büyüköztürk, 2002). As seen in Table 4, standard deviation of experimental group is 19, 31 and standard deviation of control group is 19, 70. Statistical significance of the difference of the standard deviations is explained in Levene Test Part.

### 4.3 Normality Evidences

**Table 5: Tests of Normality**

	Classes	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	df	Sig.
Grades	Experimental	,136	40	,060
	Control	,140	40	,046

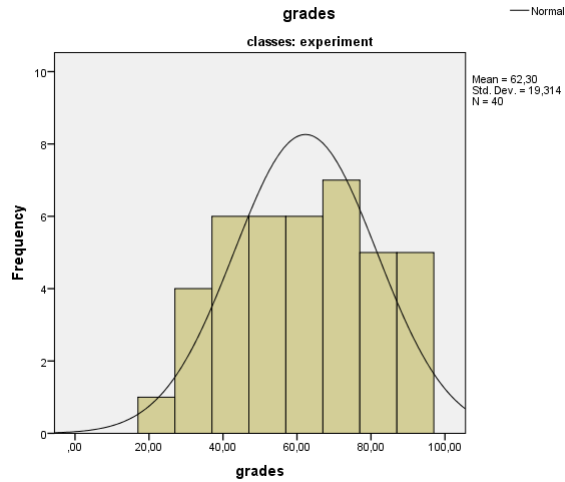
(a: Lilliefors Significance Correction)

An assessment of the normality of data is a compulsory for statistical value of tests because normal data is required for parametric testing. If data is not normally distributed, non-parametric tests are used. There are two tests for normality in Table 5: Kolmogorov-Smirnov and Shapiro-Wilk. If there are less than 30 participants, Shapiro-Wilk test is used for normality. If there are more than 30 participants, Kolmogorov-Smirnov is used for normality (Landau and Everitt, 2004). For the present data set, Kolmogorov-Smirnov is used since there are 80 participants in the present study. The Kolmogorov-Smirnov test is used to determine if two distributions are the same. “The Kolmogorov-Smirnov test is a method for comparing the distributions of two independent groups that has virtually disappeared from applied research and introductory statistics books for the social sciences” (Sencer and Çelik, 2013). The significance of experimental group is 0.060.  $P > 0.05$  therefore, the alternative hypothesis can be rejected and it can be said that the data comes from a normal distribution. The significance of control group is 0.046.  $P < 0.05$ ; therefore, it can be concluded that data does not come from a normal distribution. It is essential to examine other test to prove normality.

#### 4.3.1 Histograms

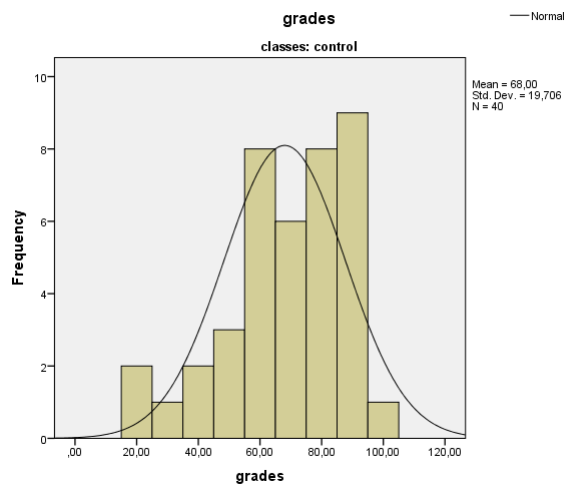
When evaluating the normality of a group, one of the first things to do is to look at the shape of the histogram. A histogram is a figure that helps discover, and show the shape of a set of data. Histograms pave the way for visual representations of numerical data by using of bars with frequencies. The bell-shaped curve is the indication of normality. In a normal distribution, points are as likely to occur on each side of the average. In Figure 1, points are on each side of the average. It can be concluded that experimental group has a normal distribution.

**Figure 1: Histogram of Results of the Experimental Group**



In Figure 2, points are on each side of the average. It can be concluded that control group has a normal distribution. It has a bell-shape.

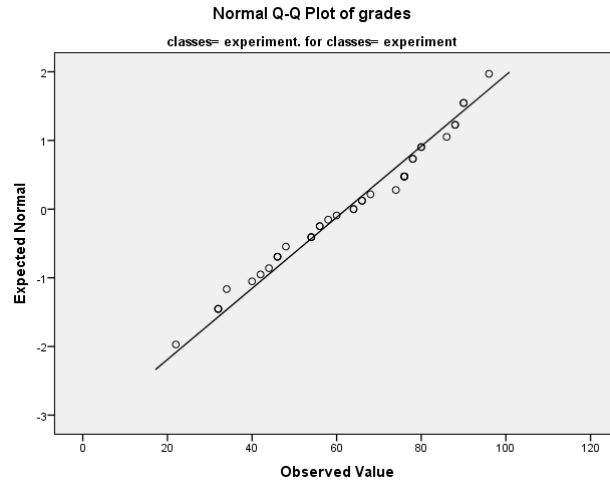
**Figure 2: Histogram of Results of the Control Group**



### 4.3.2 Normal Q-Q Plots

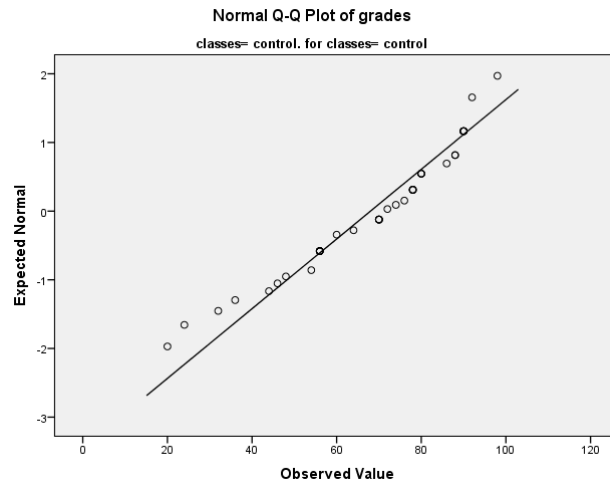
In normal Q-Q plot test, if the data comes from a normal distribution, the points form a line. If the two groups compared are similar, the points in the Q-Q plot are on the same line. In Figure 3, points draw a line which means a normal distribution in experimental group.

**Figure 3 :Normal Q-Q Plots of Results of Experimental Group**



In Figure 4, points draw a line which means a normal distribution in control group.

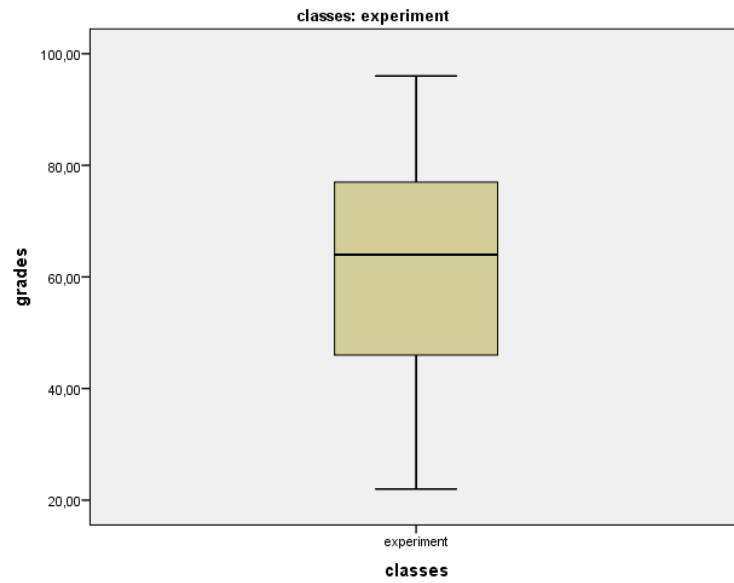
**Figure 4: Normal Q-Q Plots of Results of Control Group**



### 4.3.3 Boxplots

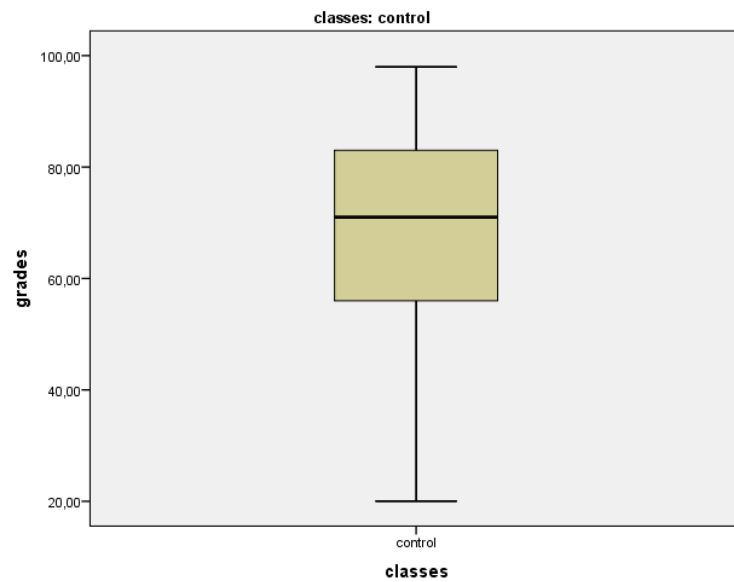
According to (Büyüköztürk, 2002), “Box plot test is used to test whether there are outliers present in the data or not.” The centre line of the box is the median of the distribution. Box plot combines minimum and maximum values called quartiles. Outliers are the indication of the violation of normality. When median is in the middle of the box, it means that the distribution is normal. Median of the experimental group in Figure 5 is near the middle of the box plot. It is a sign of normality.

**Figure 5: Boxplot of Experimental Group**



Median of the control group is near the middle of the box plot as seen in Figure 6. It is a sign of normality.

**Figure 6: Boxplot of Control Group**





### 4.3.4 Levene Test for Equality Variance

**Table 6: Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
Averages	Equal variances assumed	,006	,937	-1,307	78	,195	-5,70000	4,36275	-14,38557	2,98557
	Equal variances not assumed			-1,307	77,969	,195	-5,70000	4,36275	-14,38562	2,98562

Levene's test is used to determine whether samples have equal variances or not. Equal variance in target samples is called homogeneity of variance which is a pre-condition of normality. The Levene test is used to assume that variances are equal across samples. The Levene test can be used with two or more groups in a study. With two groups, it provides information for the t-test. With more groups, it provides information for ANOVA (Landau and Everitt, 2004).

H0: Variances of groups are homogeneous.

H1: Variances of groups are not homogeneous.

As seen in Table 6,  $0,937 > 0,05$ . Therefore H0 cannot be rejected. It means variances are homogeneous. When variances are homogeneous, second line "Equal variances assumed" should be taken into consideration.

#### **4.4 T-test for Equality of Means**

The two-sample t-test is used to determine whether the means of two samples are statistically different from each other or not. When the means of two-samples are statistically different from each other, then they are called different. Two groups can be one sample and two sub-groups or two separate samples. (Elliot and Woodward, 2007). In the present study, there are two different groups which are two different classes in a school.

H0: Means of two samples are similar.

H1: Means of two samples are not similar.

If the number in the significance column is smaller than 0,05 ( $p < 0,05$ ), then the difference between experimental and control groups is significant. If the significance column is bigger than 0,05 ( $p > 0,05$ ), then the difference is not remarkable. In the present study, the results of two different groups are compared. As can be seen from Table 6, the Sig. (significance) between experimental and control groups is 0,195.  $0,195 > 0,05$ . Therefore, H0 cannot be rejected. In other words, "*means of experimental and control groups are similar.*" As independent t-test table shows, there is no significant difference between writing new words multiple times and doing vocabulary practices in the main course book without writing target words with their Turkish meanings in terms of success in a teacher-made vocabulary quiz. There is no remarkable difference between experimental and control groups in terms of vocabulary retention. It can be understood from both groups' average score.

#### **4.5 T-test for Teaching Levels, Teaching Experiences and Educational Backgrounds of Teachers**

The relation between teaching levels, teaching experiences, educational backgrounds and questionnaire items were investigated. To achieve this, pair wise independent samples t-tests were conducted to determine whether there was a significant difference between aforementioned variables and responses given to questionnaire items. These differences were not proved statistically significant. There were not any relations between teachers' experience years, their teaching levels, educational backgrounds and the

responses they gave to the questionnaire. Since there were only 8 doctorate teachers, there were not included in the analysis. The overall aim here was to see any relations between items and variables belong to teachers as given in Appendix VI, VII and VIII.

#### 4.6 Analysis of Questionnaire Items

In this section, the analysis of the items in the two sections of the questionnaire is presented. This part was first divided into two sections as in the questionnaire and every item is analyzed separately and the results are demonstrated in a detailed way. Frequencies of the items in the first part of the questionnaire were given in Table 7:

**Table 7: Frequency Table of the Items in the First Part of the Questionnaire**

	<b>Totally Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally Disagree</b>
<b>I-1</b>	26%	36%	12%	14%	12%
<b>I-2</b>	13%	26%	18%	26%	17%
<b>I-3</b>	18%	23%	22%	26%	11%
<b>I-4</b>	5%	9%	16%	28%	42%
<b>I-5</b>	4%	5%	13%	28%	50%
<b>I-6</b>	33%	20%	18%	15%	14%
<b>I-7</b>	50%	27%	11%	7%	5%
<b>I-8</b>	6%	13%	17%	18%	46%
<b>I-9</b>	19%	19%	26%	22%	14%
<b>I-10</b>	20%	20%	19%	21%	20%
<b>I-11</b>	48%	28%	15%	8%	1%
<b>I-12</b>	21%	26%	24%	21%	8%
<b>I-13</b>	28%	29%	16%	19%	8%
<b>I-14</b>	10%	20%	26%	22%	22%
<b>I-15</b>	40%	27%	16%	13%	4%
<b>I-16</b>	12%	24%	16%	21%	27%
<b>I-17</b>	20%	30%	14%	18%	18%
<b>I-18</b>	20%	34%	26%	10%	10%
<b>I-19</b>	54%	27%	11%	5%	3%
<b>I-20</b>	47%	27%	14%	8%	4%
<b>I-21</b>	6%	15%	16%	23%	40%
<b>I-22</b>	1%	7%	16%	28%	48%
<b>I-23</b>	3%	9%	21%	22%	45%

#### **4.6.1. The First Part of the Teacher Questionnaire**

This 23-item-part was conducted by the respondents on a Likert scale ranging from one to five, including judgments as: strongly disagree, disagree, indecisive, agree and lastly strongly agree. 400 teachers participated in the study by responding to the items online.

##### **4.6.1.1. Analysis of the Item 1: “Writing target English words multiple times with their Turkish meanings is useful to learn written forms of the target words”**

Regarding further information on questionnaire respondents, the majority of the teachers (36%) show a positive stance by choosing “*Agree*” in the first item which is “Writing target English words multiple times with their Turkish meanings is useful to learn written forms of the target words.” 26% of the teachers chose “*Strongly Agree*” which means 62% of the teachers hold the belief that when students write new words multiple times with their Turkish meanings, they can acquire the written forms of the words. 26% of the teachers *disagree* and *strongly disagree* with the concept of the present technique while 12% of the teachers remained *neutral*. It can be deduced from the findings of the first item that teachers are in favor of using this technique for teaching written forms of the target English words.

##### **4.6.1.2. Analysis of the Item 2:”Writing target English words multiple times with their Turkish meanings is useful to learn meanings of the target words”**

The majority of the teachers (43%) stated that they *disagree* or *totally disagree* with this item. However, 39% of the teachers *agree* and *totally agree* with the statement that writing new English words multiple times with their Turkish meanings is useful for retention. It can be inferred from the results that almost half of the teacher believe in the efficiency of writing new words with their meanings to acquire Turkish equivalences while almost half of the teachers reject this belief. 18% of the teachers remained neutral.

**4.6.1.3. Analysis of the Item 3: “Writing target English words multiple times with their Turkish meanings ensure long time memorability.”**

Teachers do not have resistant reactions to this item. 11% of the teachers totally disagree with the item, 26% of them *disagree* with this statement while 23% of them *agree* and 18% of them *totally agree*. *Neutral* teachers are worth noting, since they constitute 22% of the respondents. It seems from the findings that the majority of teachers think writing target English words multiple times with their Turkish meanings as an obsolete technique and they do not employ it in classroom practices.

**4.6.1.4. Analysis of the Item 4: “Writing target English words multiple times with their Turkish meanings motivates students to learn.”**

For the 4<sup>th</sup> item, teachers showed a great tendency (70% of the respondents) towards *disagree* and *totally disagree*. Only 14% of the questionnaire takers chose *agree* or *totally agree* which is only a minority of the respondents while 16% of them remained *neutral*. These findings confirm that teachers find written practice of the target words as a discouraging practice in language classes.

**4.6.1.5. Analysis of the Item 5: “Writing target English words multiple times with their Turkish meanings is a technique loved by the students.”**

For this item, teachers again showed a great tendency (78% of the respondents) towards *disagree* and *totally disagree* while only 9% of the teachers stated *agree* and *totally agree*. The results of this item show that Turkish students’ preference of this technique is not noteworthy, as their teachers stated that students do not like using this technique to memorize new words. 13% of the teachers remained neutral.

**4.6.1.6. Analysis of the Item 6: “Writing target English words multiple times with their Turkish meanings are not a beneficial technique for long term vocabulary retention.”**

The purpose of this question is to see whether teachers find writing target English words multiple times with their Turkish meanings beneficial or not in terms of retention.

Very few respondents found this technique as a beneficial one. Only 29% of the teachers reported towards benefits of this technique. The majority of the teachers (53%) were of the opinion that this technique does not work for long term vocabulary retention. A somewhat smaller percentage of the teachers (18%) were indecisive about this item.

**4.6.1.7. Analysis of the Item 7: “*Students perceive writing target English words multiple times with their Turkish meanings as a burden.*”**

For this item, teachers decided in behalf of their students’ based on their observations in class. 77% of the teachers marked *agree and totally agree*. Only 12% of the teachers marked *disagree and totally disagree*. The frequency distributions show that teachers may have witnessed students who complain about writing target words with their Turkish meanings. 11 % of the teachers remained impartial by marking *neutral*.

**4.6.1.8. Analysis of the Item 8: “*I recommend my colleagues to have students write target English words multiple times with their Turkish meanings.*”**

The results of this item can be thought as an indicator of teachers’ attitudes towards sharing this technique with their colleagues. Approximately 64% of the respondents marked *disagree and totally disagree* which reveals unsuitability of this technique to be recommended as a useful in-class vocabulary teaching practice. 19% of the teachers stated their ideas as *agree and totally agree* which shows their willingness to share their present vocabulary teaching as experience. 17% of the teachers remained neutral.

**4.6.1.9. Analysis of the Item 9: “*When studied by writing multiple times with their Turkish meanings, target words are easily forgotten.*”**

This item reflects what teachers think about long term retention of the words learnt by this technique. It is noteworthy that teachers who *agree and totally agree* and who *disagree and totally disagree* do not differ markedly. 36% of the teachers marked *disagree and totally disagree* which implies their positive attitudes towards using writing target words multiple times with their Turkish meanings to provide retention. 38% of the teachers marked *agree and totally agree* to state that they agree with the 9<sup>th</sup> item. They

agree with the idea that when studied by writing multiple times with their Turkish meanings, target words are easily forgotten. Yet, 26% of the participants remained neutral.

**4.6.1.10. Analysis of the Item 10: “*I think writing target words multiple times with their Turkish meanings is a waste of time.*”**

41% of the teachers marked *disagree and totally disagree* which shows that they do not think writing target words multiple times with their Turkish meanings as a futile vocabulary teaching practice. 40% of the teachers hold the idea that writing target words multiple times with their Turkish meanings is a useless vocabulary teaching practice. There is not a significant difference between teachers who agree or disagree with this item. 19% of the teachers remained neutral.

**4.6.1.11. Analysis of the Item 11: “*I prefer using a more communicative technique to teach vocabulary instead of using this technique.*”**

There is a sharp difference between teachers who agree/totally agree and disagree/totally disagree. A comparatively low number of respondents marked *disagree and totally disagree* which supports the notion that only few of the teachers show a positive attitude towards using this technique all the time. 76% of the teachers marked *agree and totally agree*. It is sign of a significant tendency among teachers toward more communicative vocabulary teaching techniques. 15% of the teachers remained neutral which means they have not decided which technique is better yet.

**4.6.1.12. Analysis of the Item 12: “*Students think that studying new words with this technique is not beneficial.*”**

It can be seen from the answers which each teacher gave to this item that majority substantial percentage of the teachers (47%) marked *agree and totally agree*. It indicates that students are thought not to have positive attitudes towards this technique from teachers’ perspectives. 29% of the sample held the idea that students perceive this technique as a beneficial one. However, 24% of the teachers remained neutral.

**4.6.1.13. Analysis of the Item 13: “*Studying for new words by writing them multiple times with their Turkish meanings cannot go beyond mere memorization.*”**

57% of the respondents *agreed* and *totally agreed* with this item. Thus, the majority of the teachers thought that writing new words with their meanings to memorize does not ensure learning. The percentage of the teachers who *disagree* and *totally disagree* is comparatively low (27%). 16% of the teachers could not make a decision on whether to agree or disagree.

**4.6.1.14. Analysis of the Item 14: “*Students who study for target words with writing them with their Turkish equivalences are better than students who do not use this technique in terms of vocabulary knowledge.*”**

This question aims at finding out teachers’ observations and evaluations as well as providing insights into the success of this technique in vocabulary teaching. As seen from the responses, 30% of the teachers marked *agree* and *totally agree* implying that written practice of new words with their Turkish meanings ensures better vocabulary knowledge. However, the number of the teachers who share the idea that writing new words with their Turkish equivalences does not make a difference in terms of vocabulary retention is more than the number of the teachers who hold an opposite idea. 44% of the teachers hold the stance as *disagree* and *totally disagree* with this item. 26% of the respondents remained indecisive about this item.

**4.6.1.15. Analysis of the Item 15: “*Since students fulfill written practice of the target words with their Turkish meanings just because they have to, learning does not take place.*”**

67% is the portion of the respondents who *agree* and *totally agree* with this item. It is an indicator of the fact that students do not learn or keep new words in their minds for longer periods by writing them multiple times with their Turkish meanings. *Disagree* and *totally disagree* are not options chosen predominantly by the teachers for this item. Only 17% of the teachers circled disagree and totally disagree to defend this technique. 16% of the teachers remained neutral.



**4.6.1.16. Analysis of the Item 16: “*If I decide to learn a new language, I study for the new words by writing them multiple times with their Turkish meanings.*”**

In this item, teachers were asked to indicate their personal preferences for learning new words in a new language. 36 % of the teachers marked *agree and totally agree* which points out that 36 % of the teachers find this technique to be appropriate to learn new words. Teachers who share the belief that they do not use this technique to learn new words in a new language constitute 48% of the whole group. 16% of the teachers remained undecided.

**4.6.1.17. Analysis of the Item 17: “*While learning English, I studied for the new words by writing them multiple times with their Turkish meanings.*”**

Feedback from teachers’ own learning styles can shed light on their teaching styles in classes. The most frequently marked options are *agree and totally agree* in this item. 50% of the teachers stated that they learnt new words in English by writing them multiple times with their Turkish meanings to memorize them whereas *disagree* and *totally disagree* options were marked by 36% of the teachers. 14% of the teachers did not state any idea.

**4.6.1.18. Analysis of the Item 18: “*Learning new words with this technique is appropriate for introvert students.*”**

The most frequently marked choices are *agree* and *totally agree* (54%) which implies that introvert students can be given vocabulary instruction with this technique. 20% of the teachers *disagreed* and *totally disagreed* with this item. It can be deduced from this finding that a specific technique cannot be ascribed to a specific learner characteristics. Still, 26% of the teachers remained neutral.

**4.6.1.19. Analysis of the Item 19: “Regarding Multiple Intelligence Theory, learning new vocabulary by writing them with their Turkish meanings is not appropriate for all kinds of learners.”**

This item got the highest frequency from the respondents by 81% of *agree* and *totally agree* rate. The numerical findings show that different personality traits require different vocabulary teaching and learning styles. The results of this item also help reveal ineligibility of this technique in every class. Apart from that, 8% of the teachers marked *disagree* and *totally disagree* defending the eligibility of this technique in different teaching contexts. 11% of the teachers remained neutral. Cumulatively speaking, the majority of the teachers seemed to give importance to Multiple Intelligence Theory which prioritizes learners’ different learning styles.

**4.6.1.20. Analysis of the Item 20: “Using this technique in class contradicts with the national English language curriculum which employs Communicative Language Teaching method as a basis.”**

The aim of this item was to determine the consistency of this technique with the national English language curriculum in Turkey. A cumulative 74% of the respondents marked *agree* and *totally agree*. It is well established that the majority of the teachers are aware of the national curriculum and its requirements, so they utilize some vocabulary teaching techniques as it requires. 12% of the teachers marked *disagree* and *totally disagree* indicating that using this technique in class does not contradict with the national English language curriculum. It seems that there are a few teachers who manage to use this technique in every teaching context. Still, 14% of the teachers did not state any idea by marking neutral.

**4.6.1.21. Analysis of the Item 21: “At university, we learnt in our methodology courses that writing new words multiple times with their Turkish meanings is an efficient technique in order to ensure memorization.”**

63% of the teachers preferred *disagree* and *totally disagree* options claiming that they did not learn anything about the benefits of this technique at university. Teachers who shared the view that they learnt the efficiency of this technique in their methodology

courses at university constitute 21% of the respondents. Two groups who have opposite statements about learning this technique at university as an effective one differ significantly. 16% of the teachers remained neutral.

**4.6.1.22. Analysis of the Item 22: “*Learning new words with this technique is appropriate for extrovert students.*”**

The most frequently marked choices are *disagree* and *totally disagree* (76%) which implies that extrovert students should not be given vocabulary instruction with this technique. Only 8% of the teachers *agreed* and *totally agreed* with this item. It can be deduced from this finding that teachers need to find out students’ characteristics and their learning styles before using a specific technique in vocabulary teaching.

**4.6.1.23. Analysis of the Item 23: “*At university, I read in one of our methodology books that writing new words multiple times with their Turkish meanings is an efficient technique in order to ensure memorization.*”**

67% of the teachers marked *disagree* and *totally disagree* underlining the fact that they did not read anything about the efficiency of this method in vocabulary teaching. On the other hand, teachers who displayed a positive stance towards agree and totally agree options are the minority of this group. Only 12% of the teachers marked *agree* and *totally agree*. Finally, teachers who remained neutral make up 21% of the respondents.

**4.6.2. The Second Part of the Teacher Questionnaire**

This 10-item-part was conducted by the respondents on a Likert scale ranging from one to five, including judgments as: always, usually, sometimes, seldom and never.

**Table 8: Frequency Table of the Items in the Second Part of the Questionnaire**

	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
<b>I-1</b>	30%	27%	15%	6%	22%
<b>I-2</b>	16%	27%	17%	14%	26%
<b>I-3</b>	31%	17%	17%	14%	21%
<b>I-4</b>	18%	21%	23%	13%	25%
<b>I-5</b>	23%	29%	21%	10%	17%
<b>I-6</b>	21%	32%	24%	12%	11%
<b>I-7</b>	30%	16%	23%	12%	19%
<b>I-8</b>	12%	26%	30%	18%	14%
<b>I-9</b>	12%	26%	28%	19%	15%
<b>I-10</b>	11%	27%	28%	20%	14%

Frequencies of the items of the second part of the questionnaire were given in Table 8.

**4.6.2.1. Analysis of the Item 1: “I choose the target words that students study by writing them multiple times with their Turkish meanings from the course book.”**

Out of 400 teachers, 30% of them marked *always* for this item implying that when they employ this technique to teach vocabulary, they choose the target words from the course book. Accordingly, 27% of the teachers marked *usually*. Here, there is an implication for extensive use of course books in language classes. 15% of the teachers marked *sometimes*, 6% of the teachers marked *seldom*. 22% of the teachers who marked *never* were in favor of using other materials rather than the course book to teach new words through written practice.

**4.6.2.2. Analysis of the Item 2: “I choose the target words that students study by writing them multiple times with their Turkish meanings from the workbook of the students.”**

In specifically ranking their use of workbooks as their vocabulary teaching source, 16% of the teachers stated that they *always* choose the target words to teach by writing them multiple times with their Turkish meanings from the workbook. In a similar vein, 27% of the teachers state that they *usually* use workbooks, 17% of the teachers marked *sometimes*, 14% of the teachers *marked seldom* and 26% of the teachers went for *never*.

This result can indicate that teachers have a positive tendency towards choosing words to teach from the workbook of the students, as well.

**4.6.2.3 Analysis of the Item 3: “When I assign students with writing the target words multiple times with their Turkish meanings, I check every student to see whether s/he has completed writing or not.”**

It can be inferred from the results of this item that teachers try to make sure whether students properly complete the writing assignments of the new words or not. 31% of the teachers marked *always* namely they check students’ notebooks to see whether they write new words with their meanings or not. 17% of the teachers marked *usually*, 17% of the teachers marked *sometimes*, 14% of the teachers marked *seldom* and finally 21% of the teachers marked *never*. There is evidence of positive associations between teachers’ assigning new words to write and their homework check.

**4.6.2.4. Analysis of the Item 4: “When I assign students with writing the target words multiple times with their Turkish meanings, I check their homework verbally.”**

The results of the 4<sup>th</sup> item indicates that 18% of the teachers *always*, 21% of the teachers *usually*, 23% of the teachers *sometimes*, 13% of the teachers *seldom*, 25% of the teachers *never* check students’ homework verbally. Hence, the results support the argument that teachers tend to check students’ homework with different frequencies.

**4.6.2.5. Analysis of the Item 5: “When I assign students with writing the target words multiple times with their Turkish meanings, I hold vocabulary quizzes to see whether students have learnt the words or not.”**

When asked whether they hold vocabulary quizzes to check their retention after assigning students with writing the target words, 23% of the teachers marked *always*, 29% of the teachers marked *usually*, 21% of the teachers marked *sometimes*, 10% of the teachers marked *seldom* and finally, 17% of the teachers marked *never* for this item. It can be deduced from the responses to this item that teachers hold vocabulary quizzes to check the effectiveness of studying for the words by writing with different frequencies.

**4.6.2.6. Analysis of the Item 6: “My colleagues refer to this technique as the one they utilize in class.”**

Of all respondents, 21% of the teachers *always*, 32% of the teachers *usually*, 24% of the teachers *sometimes*, 12% of the teachers *seldom* and 11% of the teacher *never* hear their colleagues talking about this technique in class to teach vocabulary. The rate of the responses of the teachers who took a positive stand on their colleagues’ reference to this technique with changing frequencies was higher than the rate the responses of the teachers who took a negative stand (*never*).

**4.6.2.7. Analysis of the Item 7: “I use this technique whenever I use Grammar Translation method in class to teach vocabulary.”**

Regarding the results of this item, (30%) of the teachers stated that they *usually* use technique when they use GTM in their classes. This result underlined the fact that methods are significant in the choice of instructional techniques. Also, it can be maintained that there is a link between a method and classroom practice. 16% of the teacher marked *always*, 23% of the teachers marked *sometimes*, 12% of the teachers marked *seldom* and finally 19% of the teachers marked *never*.

**4.6.2.8. Analysis of the Items 8-9-10 “With this technique, students can learn the meanings of the verbs.” “With this technique, students can learn the meanings of the nouns.” “With this technique, students can learn the meanings of the adjectives and adverbs.”**

Items 8, 9 and 10 are indispensable items in this questionnaire, since vocabulary teaching requires teaching words in different classes. These items were designed to investigate the differences between parts of speech and students’ learning rates. For the 8<sup>th</sup> item, of all the teachers, 12% of them think that students *always*, 26% of them think that students *usually*, 30% of them think that students *sometimes*, 18% of them think that students *seldom* and 14 % of them think that students *never* learn the meanings of the *verbs* by writing them multiple times with their Turkish meanings. As for the *nouns*, 12% of the teachers think that students *always*, 26% of the teachers think that students *usually*, 28% of the teacher think that students *sometimes*, 19% of the teachers think that students

seldom and finally 15% of the teachers think that students never learn the meanings of the *nouns* by writing them multiple times with their Turkish meanings. For the 10<sup>th</sup> item, 11% of the teachers think that students *always*, 27% of the teachers think that students *usually*, 28% of the teacher think that students *sometimes*, 20% of the teachers think that students *seldom* and finally 14% of the teachers think that students never learn the meanings of the *adjectives and adverbs* by writing them multiple times with their Turkish meanings.

#### 4.7 Views of experimental group about the practice

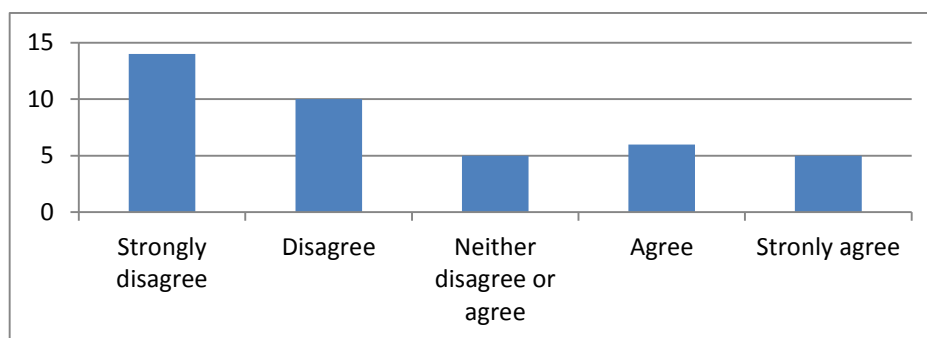
There was a question about the practice at the end of the quiz asking whether experimental group learnt through writing target words multiple times or not. The purpose of the question in the exam is to gather feedback from students about effectiveness of the practice. The question was given in Table 9.

**Table 9: Student Questionnaire**

<b>Student Questionnaire:</b> Feedback of the 3-week vocabulary teaching process	
Kelimleri beş kere yazma uygulamasının faydalı olduğunu düşünüyorum. <b>I believe writing new words multiple times is a beneficial practice for me.</b>	
1-Kesinlikle katılmıyorum (Totally disagree)	(.....)
2-Katılmıyorum (Disagree)	(.....)
3-Kararsızım (Neutral)	(.....)
4-Katılıyorum (Agree)	(.....)
5-Kesinlikle katılıyorum (Totally agree)	(.....)

As seen in Figure 7, 35% (14 students) didn't like the practice at all. They marked "totally disagree". 25% (10 students) marked "disagree". 12,5% (5 students) were not sure whether it worked for them or not. 15% (6 students) indicated that they learnt new words by writing multiple times. 12,5% (5 students) marked "totally agree" which means they really enjoyed the practice.

**Figure 7: Bar Chart of the Views of Experimental Group Students about the Treatment**



Except for students who marked “neither agree or disagree”, 60% of the students stated that they did not take advantage of the present practice by marking “strongly disagree” or “disagree”. Only 27,5% of the students noted that they benefited from the present practice. The data suggests that students’ satisfaction with their practice is very low and they did not learn through this practice.

#### **4.8 Overall Evaluation of the Findings**

It is a common practice in language classes in Turkey that vocabulary items are presented to the students with their Turkish meanings to be written multiple times, because there is time limitation in schedules. Secondary school students have only four hours of English every week. As researcher experienced and witnessed, many English teachers in Turkey use this technique to save time being aware of this limitation. If teachers try to address all learners in terms of their learning styles, they may not complete all the lessons required to take TEOG (High School Entrance Exam) exam (Baş, 2010). In other words, 16 units which have lots of parts cannot be covered on time. 16 units are full of new grammatical items and vocabulary knowledge. Such a busy curriculum requires teaching them interactively through four different language skills: reading, writing, speaking and listening. According to Kırkgöz (2007), foreign language instruction in Turkey is not satisfactory and teaching hours are not sufficient. To overcome curriculum management problems, some secondary school teachers heavily use this technique to allocate some extra time to exam preparation.



Depending on the research results, it can be concluded that teaching vocabulary through having students write them multiple times with their meanings does not positively affect the learning process of the students. This traditional vocabulary teaching technique is a weak one in teaching. One of reasons of the failure is that this technique may not motivate students since the practice is boring especially for the young or teenager learners. In fact, motivation is the mainstay of the teaching-learning process. However, many teachers believe in the effectiveness of classroom routines and they keep teaching in the same manner. As Dornyei (2001) notes, a variety of activities promote language learning and learning motivation, since learning a language is a matter of addressing different learners. Lack of various activities in experimental group's treatment may be a reason of failure.

Writing especially without a context may be dull for them. Language is full of associations (Gu and Johnson, 1996). Therefore, mere vocabulary memorization does not serve for language knowledge, as the context is the foundation of the language that words reach significance. Without embedding new words into contexts, learning new words cannot go beyond adding them into the memory, as students who simply memorize words may have trouble in using them in everyday language. For Kuhn and Stahl (1998), acquiring new words from contexts is one of the feasible ways that students can be taught, as students have access to many reading passages in an academic year. In addition, students are more likely able to derive the meanings from the contextual clues, since they see how each word works within a sentence. Thornbury (2002) stresses that guessing the meaning from the context is one of the most important language skills to apply both inside and outside the classroom. In order to facilitate vocabulary retention, contextual clues are extremely important. If students do not encounter with the target words in a context, they may not comprehend the message that the word carries. If students encounter with the target words in isolation as vocabulary lists, they cannot see how words are used grammatically in a sentence. Therefore, context is vital to deduce meanings and make guesses. In the present study, when students in experimental group wrote the target words multiple times, they did not have any context to associate the meanings. Lack of context may be a reason of failure.

Repetitive nature of the practice may be another reason, because it sounds more like a habit to them as they have done it for years again and again as an old learning pattern. When repetition is contextualized in a meaningful context, student can deal with new vocabulary items (Richards and Rodgers, 2001). Classroom routines in a language class may be used as positive reinforcement since young or adolescent learners enjoy doing the same exercise again and again if the exercise has appealed them before. However, these classroom routines may impede doing other exercises and may impede learning. After a certain point, students memorize what is done in class and they only recite what they have learned before. Daily greetings are good examples of classroom routines. As students recite what they have memorized before, they do notice the meanings of the sentences they use during the greetings. “Fine, thanks and you?” If they are asked to use this sentence of greeting in a different context, they may not use it, since they use it automatically in class. This can be the same for writing practice. The fact that they write the target words repetitively with their meanings as a classroom habit, they may not pay attention to what they do. Repetitive nature of this classroom practice may be a reason of failure.

Another essential thing to say is that finding the meanings of the words from dictionaries attracted students’ attention and they tried to guess the meanings of the words from the context in the study. Some of the students were quite successful in guessing the correct equivalent of the target vocabulary before their meanings were found from the dictionary. One thing that attracted researcher’s attention is that students were highly motivated in a facilitating atmosphere of the classroom. Even the uninterested students in English tried to find the meanings of the words, since they worked as pairs and they enjoyed corporation.

#### **4.9 Explanations of Research Questions**

As aforementioned, there were four research questions in the study. The questions were tackled as following.

1. Is writing new words multiple times with their Turkish meanings technique effective for vocabulary retention in teaching English as a foreign language context?

According to t-test results of experimental and control groups, there was no significant difference between their post test averages. The experimental group was taught with writing new words multiple times and the control group was to find the meanings of the target words themselves and do the exercises on the course book in three weeks time. In order to determine the effect of written practice of the words with their Turkish meanings, the researcher constructed a test including target words. The results of the study indicated that the average of control group is 68.00 and the average of experimental group is 63.30. There was no significant difference between experimental and control groups' averages. In other words, students taught with writing new words multiple times did not exceed control group. The results also indicated that attitude of experimental group students towards writing English words multiple times is negative based on the Likert Scale question item at the end of the exam: "*I believe writing new words multiple times is a beneficial practice for me.*" It can be concluded that writing new words multiple times with their Turkish meanings technique is not an effective technique according to the results.

2. What are the justifications of teachers who use writing new English words multiple times with their Turkish equivalences technique to provide learning and retention with reference to teacher questionnaires?

Many learners of English experience vocabulary learning problems, and they point vocabulary as their main concern in learning the language. They even search for the most beneficial method or technique to acquire new words; however, there is not a specific answer. In Turkey, vocabulary is taught by traditional techniques in many foreign language classes because of time limitation and short of opportunities and students generally grow a tendency to learn every word they encounter without explicit teaching, or teachers use time-saving techniques to ensure vocabulary retention (Kılıçkaya and Krajka, 2010). Writing target words with their Turkish meanings is one of the common techniques employed by English teachers on the basis of researcher's observations.

Writing new words multiple times to memorize have long been used as a teaching practice in Turkey. With some materials, only rote learning can work well to learn in a short time. For example, when students try to meet a deadline or pass an exam, they employ rote learning method which does not require any inner complexity. Many schools

or teachers around the world use rote learning in their courses and expect their students to learn English in a similar way. Thus, writing new words multiple times is the foundation that students build to learn further in a language. Here, it is worth noting that in a study held by Demir (2013) in a state secondary school, students were divided into experiment and control groups. Experimental group was instructed with different vocabulary teaching strategies and control group was instructed with grammar translation and *written practice of new vocabulary items*. There was a significant difference between the vocabulary retention scores of the students who were instructed with vocabulary teaching strategies and those who were given traditional instruction in favour of the group taught by vocabulary teaching strategies.

In language classes, when vocabulary is taught by superficial activities, especially by mere memorization, it may not be enough to equip students with essential vocabulary knowledge to lead them to long-term vocabulary retention, since there are great many of words to deal with and to keep in mind. For students, there is one more problem about vocabulary learning. Although memorizing is a time-consuming activity, students forget what they have memorized quickly. This is what many researchers have indicated as the most challenging obstacle for the EFL learners to overcome. According to August et al., (2005), learners who experience slow vocabulary learning are less likely to comprehend the second or the foreign language. On supposing the role of memorization new words by writing, it assists learners when they need quick memorization, such as learning irregular verbs or exceptions in a language. Writing new words multiple times to memorize is one of the fastest ways to learn certain things like these in a foreign language. The student does not need to learn the logic behind irregular or exceptions. Many students work on vocabulary items and try to memorize them in a few days as a solution to vocabulary knowledge problems. The most striking reason is that students study too many words without any context to store them in their long-term memory. More attention is given to the target vocabulary; therefore it takes less time to memorize. Generally, the more encounter means more chance to remember the target word in long-term memory. Students who write vocabulary items multiple times in a row may do a good job at memorizing the word in the short term memory.

As for the teacher-questionnaire, there were some items that elicit some responses to find out the logic behind having students write new words multiple times with their Turkish meanings. To illustrate, 61,3% of the teachers agreed or totally agree with the items “*Writing target English words multiple times with their Turkish meanings is useful to learn written forms of the target words*”. As this finding suggests, 62% of the teachers indicated that learning written forms of new words is possible by writing them with their meanings. The frequency of the 1<sup>st</sup> item was given in Table 10.

**Table 10: Frequency of the 1st Item**

I1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	44	11,0	11,0	11,0
	Disagree	58	14,5	14,5	25,5
	Neutral	53	13,3	13,3	38,8
	Agree	143	35,8	35,8	74,5
	Totally agree	102	25,5	25,5	100,0
	Total	400	100,0	100,0	

Teacher behaviors may provide insights into the ways they learnt a language as they may tend to teach as they were taught when they were students. “Research supports the concept that most teachers teach the way they learn” (Stitt-Gohdes 2001: 136). The major determinant for teachers to use this present vocabulary teaching technique is primarily because they learnt new words by this technique. Therefore, 50% -agree or totally agree- response to 17<sup>th</sup> item: “*While learning English, I studied for the new words by writing them multiple times with their Turkish meanings*” makes sense. It is logical to think that teachers teach as the way they learnt when they were students. The frequency of the 17<sup>th</sup> item was given in Table 11.

**Table 11: Frequency of the 17th Item**

I17		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	71	17,8	17,8	17,8
	Disagree	73	18,3	18,3	36,0
	Neutral	58	14,5	14,5	50,5
	Agree	119	29,8	29,8	80,3
	Totally agree	79	19,8	19,8	100,0
	Total	400	100,0	100,0	

Personality traits are one of the factors that affect language learning. Some studies justify that extrovert students are more successful in some specific skills of a new language while other argue introvert students are better in some other skills of language learning (Eysenck, 1999). In this respect, there are two items in the questionnaire putting emphasis on extrovert and introvert students' word retention by writing words them multiple times with their Turkish meanings. 54.5% of the teachers stated that this present technique is appropriate for introvert students. In other words, the majority of the teachers find this technique suitable for introvert students. The frequency of the 18<sup>th</sup> item was given in Table 12.

**Table 12: Frequency of the 18th Item**

I18		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	41	10,3	10,3	10,3
	Disagree	37	9,3	9,3	19,5
	Neutral	104	26,0	26,0	45,5
	Agree	138	34,5	34,5	80,0
	Totally agree	80	20,0	20,0	100,0
	Total	400	100,0	100,0	

2.1 Is there a relation between teachers' educational backgrounds and their attitudes towards this technique regarding 1<sup>st</sup> and 2<sup>nd</sup> items?

A regression analysis was carried out to see the relation between educational backgrounds and attitudes towards this technique regarding 1<sup>st</sup> and 2<sup>nd</sup> items.

**Table 13: 1<sup>st</sup> Item's ANOVA on Educational Backgrounds**

(I) education	(J) education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Graduate	MA	,157	,188	,681	-,29	,60
	Phd	,025	,469	,998	-1,08	1,13
MA	Graduate	-,157	,188	,681	-,60	,29
	Phd	-,132	,495	,962	-1,30	1,03
Phd	Graduate	-,025	,469	,998	-1,13	1,08
	MA	,132	,495	,962	-1,03	1,30

As Table 13 suggests, results obtained through regression analysis were not found to be meaningful between teachers who have bachelor degree and master's degree, bachelor degree and doctoral degree and finally master's degree and doctoral degree respectively ( $F=,681; ,962; ,998; P>0, 05$ ). It was found that there is not any significant relation between educational backgrounds and 1<sup>st</sup> item in the questionnaire: “*Writing target English words multiple times with their Turkish meanings are useful to learn written forms of the target words*”.

**Table 14: 2<sup>nd</sup> Item's ANOVA on Educational Backgrounds**

(I) education	(J) education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Graduate	MA	-,219	,185	,464	-,65	,22
	Phd	-,131	,462	,956	-1,22	,96
MA	Graduate	,219	,185	,464	-,22	,65
	Phd	,088	,488	,982	-1,06	1,24
Phd	Graduate	,131	,462	,956	-,96	1,22
	MA	-,088	,488	,982	-1,24	1,06

Results obtained through regression analysis in Table 14 were not found to be meaningful between teachers who have bachelor degree and master's degree, bachelor degree and doctoral degree and finally master's degree and doctoral degree respectively ( $F=,464; ,956; ,982; P>0,05$ ). It was found that there is no significant relation between teachers' educational backgrounds and 2<sup>nd</sup> item in the questionnaire: “*Writing target English words multiple times with their Turkish meanings is useful to learn meanings of the target words*”.

2.2 Is there a relation between teachers' experience years and their attitudes towards 1<sup>st</sup> and 2<sup>nd</sup> items (regarding the benefits of this present technique in terms of teaching written forms and the meanings of the new words)?

Regarding teachers' experience years and their reflections on 1<sup>st</sup> and 2<sup>nd</sup> items, results obtained through a regression analysis in Table 15 show that there is not any significant relation between teachers' experience years and 1<sup>st</sup> item in the questionnaire:

“Writing target English words multiple times with their Turkish meanings are useful to learn written forms of the target words”. (F=, 994; ,023; ,018; ,054; ,036; ,969; P>0,05).

**Table 15: 1st Item’s ANOVA on Experience Years**

(I) experience	(J) experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-5	6-10	,039	,154	,994	-,36	,44
	11-15	,527*	,184	,023	,05	1,00
	16-...	,638*	,216	,018	,08	1,20
6-10	1-5	-,039	,154	,994	-,44	,36
	11-15	,488	,191	,054	-,01	,98
	16-...	,599*	,222	,036	,03	1,17
11-15	1-5	-,527*	,184	,023	-1,00	-,05
	6-10	-,488	,191	,054	-,98	,01
	16-...	,111	,244	,968	-,52	,74
16-...	1-5	-,638*	,216	,018	-1,20	-,08
	6-10	-,599*	,222	,036	-1,17	-,03
	11-15	-,111	,244	,968	-,74	,52

(\*: The mean difference is significant at the 0.05 level.)

Between 2<sup>nd</sup> item (*Writing target English words multiple times with their Turkish meanings is useful to learn meanings of the target words*) and experience years, there is not a significant difference between teachers experience years and their responses as stated in Table 16. (F= ,590; ,840; ,906; ,268; ,419; 1,00; P>0,05)

**Table 16: 2nd Item’s ANOVA on Experience Years**

(I) experience	(J) experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-5	6-10	-,194	,154	,590	-,59	,20
	11-15	,153	,184	,840	-,32	,63
	16-...	,146	,216	,906	-,41	,70
6-10	1-5	,194	,154	,590	-,20	,59
	11-15	,347	,191	,268	-,15	,84
	16-...	,340	,222	,419	-,23	,91
11-15	1-5	-,153	,184	,840	-,63	,32
	6-10	-,347	,191	,268	-,84	,15
	16-...	-,007	,244	1,000	-,64	,62
16-...	1-5	-,146	,216	,906	-,70	,41
	6-10	-,340	,222	,419	-,91	,23
	11-15	,007	,244	1,000	-,62	,64



2.3 Is there a relation between grades in which teachers are instructing and their attitudes towards this technique regarding write it clearly?

From the analysis, again no significant difference was found between grades in which teachers are instructing and their attitudes towards 1<sup>st</sup> and 2<sup>nd</sup> items. The results are given in Tables 17 and 18.

**Table 17: 1st Item's ANOVA on Teaching Levels**

(I) level	(J) level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Primary	Secondary	-,081	,203	,915	-,56	,40
	High	,214	,204	,547	-,27	,69
Secondary	Primary	,081	,203	,915	-,40	,56
	High	,296	,140	,090	-,03	,63
High	Primary	-,214	,204	,547	-,69	,27
	Secondary	-,296	,140	,090	-,63	,03

**Table 18: 2nd Item's ANOVA on Teaching Levels**

(I) level	(J) level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
primary	Secondary	-,052	,200	,963	-,52	,42
	High	,245	,201	,444	-,23	,72
secondary	Primary	,052	,200	,963	-,42	,52
	High	,297	,138	,082	-,03	,62
High	Primary	-,245	,201	,444	-,72	,23
	Secondary	-,297	,138	,082	-,62	,03

3. For what reasons teachers avoid using this technique to teach new vocabulary items?

To see for what reasons teachers avoid using this present technique, items in which there is a sharp difference between teachers who agree and disagree indicating a negative stance were chosen and some deductions were made based on the items:

- Writing target English words multiple times with their Turkish meanings' do not motivate students to learn
- Writing target English words multiple times with their Turkish meanings' is not a technique loved by the students
- Writing target English words multiple times with their Turkish meanings' is not a beneficial technique for long term vocabulary retention
- Students perceive writing target English words multiple times with their Turkish meanings as a burden
- Teachers prefer using a more communicative technique to teach vocabulary instead of using this technique.
- Studying for new words by writing them multiple times with their Turkish meanings cannot go beyond mere memorization
- Since students fulfill written practice of the target words with their Turkish meanings just because they have to, learning does not take place.
- Regarding Multiple Intelligence Theory, learning new vocabulary by writing them with their Turkish meanings is not appropriate for all kinds of learners.

4. Is the experimental group or the control group better in terms of vocabulary retention?

Students who wrote target words multiple times did a good job for their short term memory, but it is not the same for their long term memory, because this may not be the 'natural encounter' with words. Students may have repeated the words carelessly instead of internalizing them. In order to acquire new words, a learner needs to associate it with other words. However, writing in a row lacks association. It is vital to understand the rules and principles of a language in order to communicate properly than simply memorizing rules. When a student memorizes lists of words, s/he may not relate it to previous learning. It is also clear from the data. Experimental group did not outdo the control group. Instead, even insignificant, control group outperformed the experimental group. It shows that experimental group may not have built any proper relationship between what they have memorized and what they have been asked in the exam.

The logic between this study was to determine whether writing multiple times works in terms of retention or not. It proved to be failure. Control group outperformed experimental group even the difference is not significant. The reason behind the failure can be vocabulary teaching practices in Turkey. Most of the Turkish English teachers prefer teaching as they have been taught. Thus, traditional vocabulary teaching practices still prevail. Prevalence does not mean success every time. In the present practice, students who tried to memorize through list writing turned out to be unsuccessful.

As for the dictionary use, it has been used widely by foreign or second language students for vocabulary acquisition understanding. A dictionary can be considered as “the building block of languages” (Schmitt et al., 2001: 53). That is why students rely heavily on dictionaries not grammar books when they try to develop their communicative skills. Some researchers defend the contribution of dictionary to language knowledge. Luppescu and Day (1993) carried out a study in which students had to read a story with 17 unknown words and used bilingual dictionaries. After treatment, students took a vocabulary test where they got high scores. This shows that the dictionary has a favorable effect on vocabulary acquisition. Hulstijn, et al., (1996) implemented a study searching for students’ dictionary use. They found out they when students use dictionaries, their retention rate is high.

Dictionaries are also used by students to boost their productive skills like writing and speaking. They help learners decide which words are suitable for different situations. Effective dictionary-skills should be taught to students so that they can improve their productive skills through dictionary-use skills training. However, there are limited number of studies that have been conducted on this issue. Strategies involved in dictionary use should be included in ELT training.

A dictionary is a necessary tool for all level learners of English language. Teachers recommend different kinds of dictionaries as sources of information and meanings of the words. There are a number of different dictionaries which help students to work with. However, not all of dictionaries can be used at low levels such as primary or secondary schools. In the present study, participants are low level students therefore their vocabulary knowledge is limited. That is why they used monolingual dictionaries, since they cannot

understand English-English explanations. According to the data taken from the post test, the means of the control group is more than that of experimental group. However, the difference is not significant. However, there is one point to take into consideration. Although they did not work on the words as experimental group did one by one and only looked up the meanings to do the exercises, they did better than the experimental group.

## **CHAPTER FIVE**

### **5. CONCLUSION**

#### **5.1. Introduction**

In this chapter, the results obtained from the data collected from the sample groups in the present study were discussed. The limitations of the study were also discussed. This is an overall evaluation of the findings through research questions.

#### **5.2 Concluding Remarks**

This study aims to teach 40 target words which are all taken from the course book of the 8th grade state school students to 80 8<sup>th</sup> graders through two different vocabulary teaching approaches: “writing the target words multiple times with their Turkish meanings without a context” and “reading the target passage by looking up the meanings of the target words and doing vocabulary exercises in the book”. After the treatment, a post test was applied to the participants to evaluate the results of the study. Along with a vocabulary test, a teacher questionnaire was applied to English language teachers to get an insight into their stances against the present vocabulary teaching technique.

#### **5.3 Discussion of the results**

Vocabulary is an essential part of language ability. There are many techniques to teach vocabulary two of which are having students write the target words multiple times as vocabulary lists and writing vocabulary lists multiple times with their Turkish meanings for some instructional reasons aforementioned in the teacher-questionnaire.

Since the participants of the present study are state-secondary school students, they are taught main course book words as it is mentioned in the previous sections. Experiment

group in vocabulary teaching had no better performance than control group according to t-test results. It cannot be said that this technique is the “best” way to teach vocabulary. The best way in any situation depends mainly on student profile, the nature of the words, the curriculum, and other factors. Vocabulary development on the part of Turkish students is certain not to be reached only through such traditional means as *multiple times vocabulary*. In order to help students facilitate vocabulary building, Turkish ELT teachers in Turkey should employ different vocabulary learning methods and strategies in everyday vocabulary activities. In this way learners can be equipped with useful vocabulary which contributes significantly to students’ vocabulary development. In other words, an eclectic method to provide long term retention is the most appropriate way according to for effective vocabulary teaching. It can be said that there is no one single instructional method that is sufficient enough for vocabulary retention; that is why, teachers should use a variety of methods to help students acquire new words. Students learn much of the vocabulary while doing things other than explicit vocabulary learning. Teachers need to include vocabulary tasks to help students restructure vocabulary knowledge (National Reading Panel, 2000).

#### **5.4 Strengths and Contributions of the Present Study**

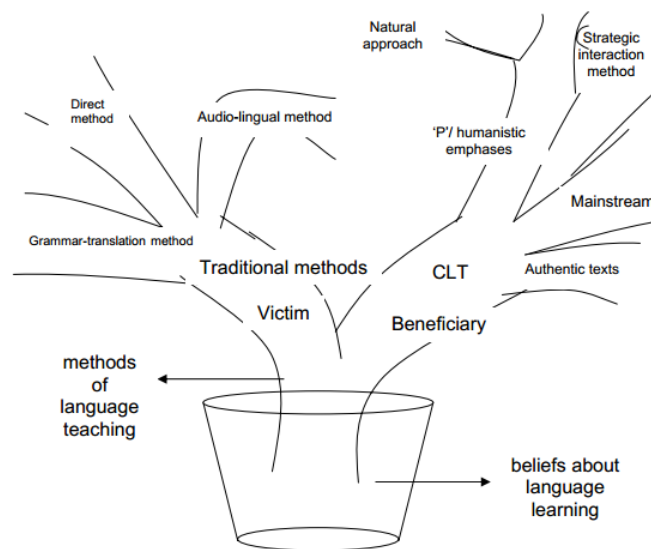
Both qualitative (teacher questionnaire and students’ reflections) and quantitative (post test) data collection techniques were used in order to obtain and interpret data about the same study which makes it more reliable. Different statistical techniques were employed to strengthen the consistency of the results. The present study has contributed to the field of language teaching and learning in many ways. First of all, there has not been a study regarding writing new words multiple times with their Turkish meanings as a vocabulary teaching strategy in Turkey. The originality of the subject also contributes to the literature as vocabulary teaching and learning is crucial in EFL setting. The present study contributed to the literature methodologically as different methods and approaches were elaborated. Another contribution of the present study is that it focused on a common vocabulary teaching practice used in EFL setting in Turkey.

## 5.5 Pedagogical Recommendations

In order to ensure accurate vocabulary teaching and learning, it is very significant to employ different teaching and assessment practices from various perspectives and different sources. Therefore, even though one specific practice may not work for a student, another method could for him/her. It is called *eclectic method*.

The eclectic method of learning was defined by Larsen-Freeman (2000) to describe as a combination of all approaches in language learning and teaching. The different components of language are not isolated from each other but included into teaching. The eclectic method is widely used by teachers since every method has strength and weaknesses of its own. The eclectic method actively works for any kind of learner. The best advantage of using an eclectic method is that it keeps the language teacher open to different experiences. Figure 8 below by Weideman (2001) symbolizes language teaching. Eclectic method is the combination of all methods:

**Figure 8: Weideman's Figure of Eclectic Method**



## 5.6 Experimental Group Students' Comments on the Treatment

### Positive comments:

Out of 40 in experimental group, 11 students have a positive attitude towards the treatment. They believe that thanks to writing multiple times, they feel obliged to memorize the words that are necessary for getting higher scores from exams. However, they also think that there is not a direct relationship between these two but rather this treatment is necessary for preparing the path towards exams.

*Ex.Stdnt#1:* "Each treatment is useful for our improvement as we have feedback after quiz and make sure that we memorize the words. If we hadn't had any quizzes, I would not have memorized and used them in exams."

The student believes that with the help of writing process, he has a chance to get used to memorizing. Therefore, he can use this process as a chance to practice some of the important skills for TEOG exam. For him, quizzes are helpful as he gets better at unknown words which are one of the weaknesses of the students.

### Negative comments:

Out of 40 students in experimental group, 24 students have negative feelings related to the treatment. They think writing multiple times is not effective but a burden for them. Some of the students believe that since there is no productive part in the treatment, they feel that they have not memorized the words. Therefore, they claim that they do not need to write anything to memorize.

*Ex.Stdnt#2:* "I think that this treatment is below our level. We have been writing new words multiple times since 4th grade. I think it is ineffective."

*Ex.Stdnt#3:* "We are only asked individual words related to the topics of the book, but in TEOG exam, there are paragraphs. Therefore, I do not think it is effective."



## 5.7 Control Group Students' Comments on the Practice

In Turkey, students are not used to using a dictionary since asking the meaning to teacher is easier for them. Therefore, students do not develop learner autonomy. They depend on the teacher for every detail of the language. Also, dictionary is a burden for them. Even if they carry dictionaries with them, they choose pocket dictionaries-easier to carry. However, these dictionaries only give one of the meanings of a word and mistake students by incorrect definition. Actually, "A learner who makes good use of a dictionary will be able to continue learning outside the classroom, and this will give him considerable autonomy about the decisions he makes about his own learning." (Gairns and Redman, 2005: 79). As a solution to the problem, students should be familiarized with dictionary use at the beginning of a course.

### **Positive comments:**

Out of 40 in control group, 26 students have a positive attitude towards the treatment. They believe that dictionary use benefits their vocabulary learning, since when they look up the words, their retention is longer.

*Con.Stdnt#1:* "I really memorize new words through looking up the dictionary. When I look for a word, I run across another one by chance and I keep it on my mind, too. I think it is really fun. Also, I sometimes try to memorize all the meanings and definitions of a word; therefore, I can understand a sentence that includes that word. When teacher tells the meaning or writes on the board, I copy the meaning to my notebooks without memorizing.

### **Negative comments:**

Out of 40 students in control group, 14 students state that they do not like using dictionaries, since they cannot find the meanings or definitions. For them, using dictionary is very difficult and they would rather teacher write the meanings on the board.

*Con.Stdnt#2:* "I do not like using dictionary in class as there is limited time to cover all the units. We have four class hours for English which is not enough compared to

private school students. They have at least 10 hours. We take the same TEOG exam. It is not fair. We need to hurry up and cover all the words and units. Last year, we could not cover the last unit. I think teacher should write the words on the board. Our responsibility is memorizing them.”

### **5.8 Implications for Further Research**

The results of the present study may suggest the followings for future research:

1. The study is carried out in the first semester of 2013-2014; therefore, it can be repeated in the future to support the findings. Furthermore, the results of the students’ exams can also be compared with students’ scores in the following semester. In order to provide a good teaching context in the long term, relation between the assessment methods and students’ success in their English courses is expected.

2. In this research, only two variables are examined. However, there might be many different teaching practices to effect students’ scores. In this respect, researchers may include different variables and examine the relationship between these variables and English success. It might be useful to examine the effect of other variables which may also be influential for the success of our students like the one.

3. This study does not investigate the relationship between students’ beliefs about the practice and their success. Therefore, a following study might investigate the relationship between students’ beliefs about the practice and their success.

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## APPENDIX 1: Vocabulary Quiz

Name-Surname:

Class-Number:

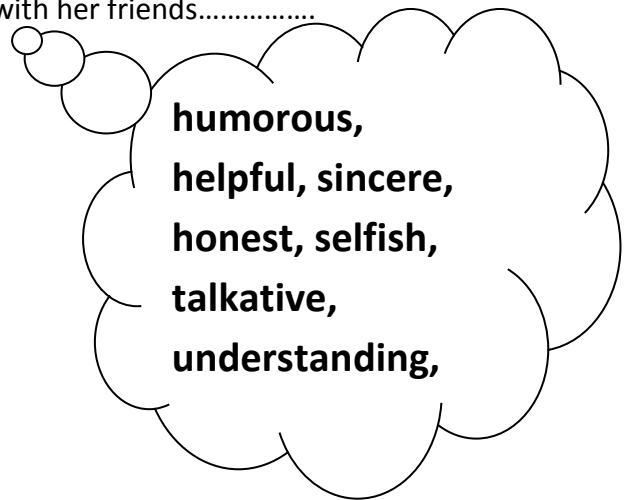
*Bu testten her hangi bir NOT verilmeyecektir. Amaç; kullanılan yöntemlerin kelimeleri öğretiminde işe yarayıp yaramadığını görebilmektir.*

### WORD QUIZ UNITS 1-2-3

#### QUESTIONS

#### 1- Fill in the blanks with the correct word from the bubble below.

- 1.He always tells the truth and he never cheats .....
- 2.She always tells what she really thinks and believes.....
- 3.I always give help and support to my friends.....
- 4.My brother is good at understanding and making jokes.....
- 5.Sibel is always kind about other people' s problems.....
- 6.She talks too much about herself and cares only for her own wishes.....
- 7.She loves talking and sharing her ideas with her friends.....





**2-Fill in the blanks**

generous	helpful	Funny	stingy	rude
----------	---------	-------	--------	------

1- My sister likes helping people. She is a ..... girl.

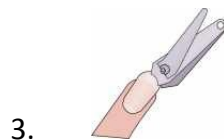
2-They are very rich but they never spends money. They are .....

3-He gives a lot of money, presents or time to other people. He is very .....

4- My best friend is a very ..... boy. He loves making jokes.

5-He is too impolite. He never helps other people. He is very .....

**3- MATCH THE BODY CARE PRODUCTS WITH PICTURES:**



5.



- a. Hand cream   b.Nail clipper   c. Soap   d. Toothpaste   e. Shampoo

1.	2.	3.	4.	5.
----	----	----	----	----

**4- Write Turkish meanings of the words**

1.Smooth:

2.Acne:

3.Get rid of:

4.Junk food:

5.Make-up

5- <u>Categorize the given adjectives</u>		
	Physical Appearance	Personal Quality
✓ reliable	1-	1-
✓ handsome	2-	2-
✓ hardworking	3-	3-
✓ beautiful	4-	4-
✓ medium-height	5-	5-
✓ selfish		
✓ short		
✓ generous		
✓ plumb		
✓ honest		

**6- Match the words with their meanings**

1.Having a true friend	a. Making sb angry	a.	
2.Driving sb crazy	b. Making people laugh	b.	
3.Giving sth back	c. Becoming good friends	c.	
4.Making jokes	d.Having a best friend	d.	
5.Going out with friends	e. Returning sth	e.	
6.Making friends with sb	f. Giving suggestions	f.	
7.Giving sb a piece of advice	g. Being happy if sb calls	g.	
8.Looking forward to hearing sth	h.Meeting friends outside	h.	

**7- Write Turkish meanings of the words and write one sentence for each:**

**1-Grade:**

.....

**2-Handy:**

.....

**3-Easily:**

.....

**4- Reward:**

.....

**5-Chat:**

.....

**6- Daily:**

.....

**7-Tip:**

.....

**8- Spend:**

.....

**9-Focus:**

.....

**10: Trouble:**

.....

**Aşağıdaki cümleye katılma derecenizi belirtiniz.**

<b>Student Questionnaire- 3 haftalık uygulamanın geri bildirim</b>	
<b>Kelimeleri beş kere yazma uygulamasının faydalı olduğunu düşünüyorum.</b>	
1-Kesinlikle katılmıyorum	(.....)
2-Katılmıyorum	(.....)
3-Kararsızım	(.....)
4-Katılıyorum	(.....)
5-Kesinlikle katılıyorum	(.....)

## APPENDIX 2: Lesson Plans

### EXPERIMENTAL GROUP:

### LESSON PLAN – Week 1

<b>Teacher's name</b>	Hatice Özlem ANADOL
<b>School</b>	Gazeteci Hasan Tahsin Secondary School
<b>Course</b>	English- Vocabulary
<b>Topic</b>	Friendship
<b>Duration</b>	80 minutes
<b>Level</b>	Intermediate
<b>Materials</b>	Blackboard, chalk, computer, papers, worksheets, pictures
<b>Goals</b>	Learning and using target words in the course book  Learning target words to use in parts of speech in English  Noticing new words in different contexts  Using new words in different situations
<b>Objectives</b>	By the end of the lesson the students will be able to use and understand the new words in their sentences actively.

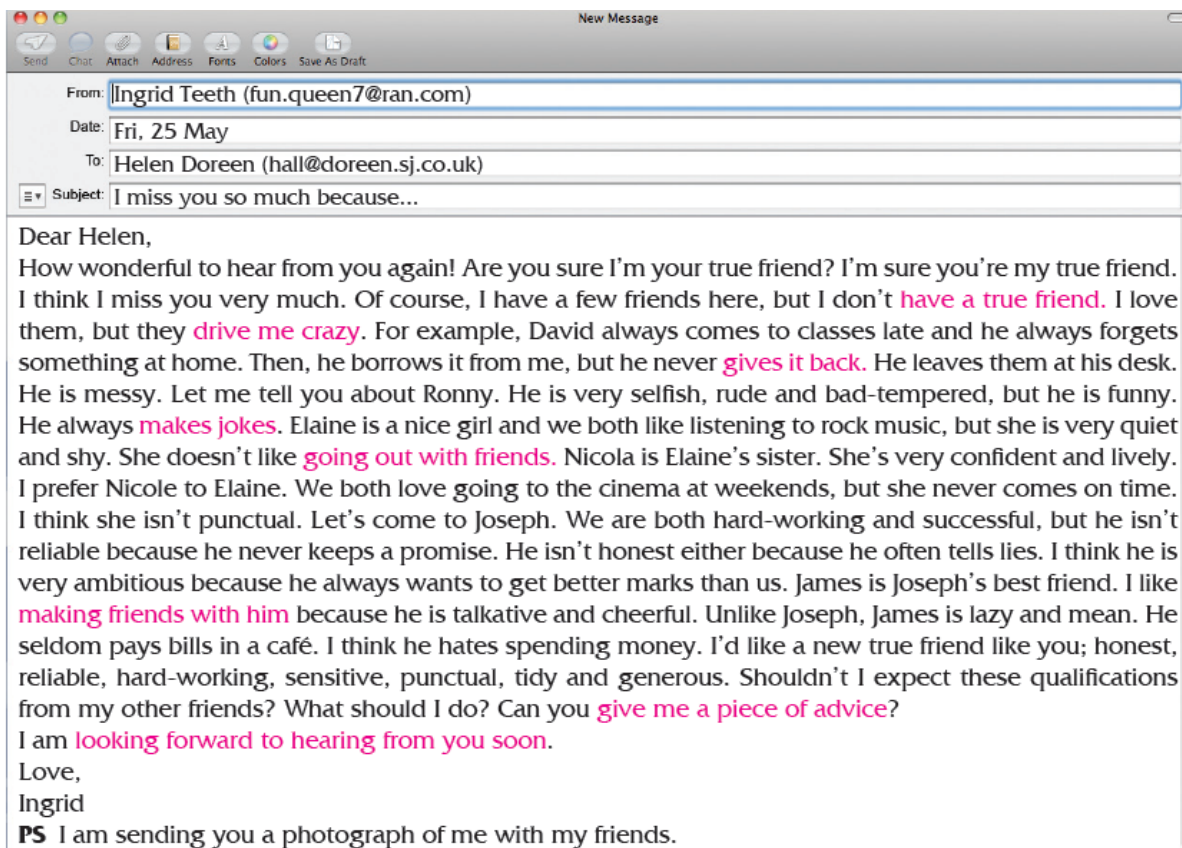
<p><b>Activities</b></p>	<p><i>Firtsly, the teacher introduces the unit by showing the power point pages from the computer. In those pages, the meanings of words were given. Then they were supported with sample sentences.</i></p> <p><i>Secondly, the teacher writes the meanings of parts of speech one by one on the blackboard. Then the students copy them in their notebooks. The teacher wants students to write target words multiple times in a row with their Turkish meanings. This takes 40 minutes time. After writing session, students are supposed to read the passages in the book.</i></p>
<p><b>Post-Activity Part</b></p>	<p>Teacher wants students to work on the reading passages in their course books. After reading, they are supposed to answer the questions in the following part.</p>

**CONTROL GROUP:****LESSON PLAN – Week 1**

<b>Teacher's name</b>	Hatice Özlem ANADOL
<b>School</b>	Gazeteci Hasan Tahsin Secondary School
<b>Course</b>	English- Vocabulary
<b>Topic</b>	Friendship
<b>Duration</b>	80 minutes
<b>Level</b>	Intermediate
<b>Materials</b>	Blackboard, chalk, computer, papers, worksheets, pictures
<b>Goals</b>	Learning and using target words in the course book  Learning target words to use in parts of speech in English  Noticing new words in different contexts  Using new words in different situations
<b>Objectives</b>	By the end of the lesson the students will be able to use and understand the new words in their sentences actively.
	<i>Firtsly, the teacher introduces the unit by</i>

<p><b>Activities</b></p>	<p><i>showing the power point pages from the computer. In those pages, the meanings of words were given. Then they were supported with sample sentences.</i></p> <p><i>Secondly, the teacher wants the students to work on the passages. They are supposed to look up the meanings of the unknown words from the dictionaries. Then, they need to take notes and write them in their notebooks. They work as pairs during the session.</i></p>
<p><b>Post-Activity Part</b></p>	<p>Teacher wants students to work on the reading passages in their course books. After reading, they are supposed to answer the questions in the following part.</p>

## 1<sup>st</sup> passage



1. having a true friend	a) having a best or close friend b) having a false friend
2. driving sb crazy	a) making sb very happy b) making sb very angry
3. giving sth back	a) taking sth from its owner b) returning sth to its owner
4. making jokes	a) making people laugh by telling sth, for example a story b) making people angry
5. going out with friends	a) staying at home alone b) meeting friends somewhere and having a good time
6. making friends with sb	a) becoming a neighbour of sb b) becoming a friend of sb
7. giving sb a piece of advice	a) giving suggestions or opinion b) giving order
8. looking forward to hearing from sb	a) being happy if sb write soon b) being unhappy if sb listen to soon



## 2<sup>nd</sup> Passage

**13.** Read Helen's e-mail. What is Helen writing about in her e-mail to Ingrid? Tick (✓) the correct items.



New Message

Send Chat Attach Address Fonts Colors Save As Draft

From: Helen Doreen (hall@doreen.sj.co.uk)

Date: Fri, 25 May

To: Ingrid Teeth (fun.queen7@ran.com)

Subject: A piece of advlce

Dear Ingrid,

I know how you feel now. Are you sure about their bad habits? I think you should think about them again. Personally, we are not perfect. What are your friendship rules? You should talk to them about your friendship rules. In my view, you should give them a chance. You know you need time for a good friendship. I am sure they can break their bad habits. Yes, you are right. David should be tidy and thoughtful. Warn him. If he does again, don't give him anything. You should talk to Ronny about his bad manners. Let's talk about Elaine and Nicola. Visit Elaine and listen to rock music at her home or take her to the cinema with your other friends. I think she will be confident by the time. Don't wait for Nicola when she comes late again. I think she will join you later at the cinema or she won't be late next time. Show Joseph you love him and you can both be successful. You can have a good time with James at the school canteen. I think school canteens are cheaper than cafés. I prefer keeping friendship with my old friends because I know them well. I'm sure you will do your best. Good luck!

Love,  
Helen

Helen..	
1. asks about Ingrid's friendship rules.	
2. asks about how certain/uncertain Ingrid is.	
3. asks Ingrid to do sth.	
4. apologizes to Ingrid.	
5. gives her advice.	
6. gets angry with Ingrid.	
7. expresses how certain/uncertain she is of sth.	
8. gives her opinion.	
9. makes a choice.	

**EXPERIMENTAL GROUP:****LESSON PLAN – Week 2**

<b>Teacher's name</b>	Hatice Özlem ANADOL
<b>School</b>	Gazeteci Hasan Tahsin Secondary School
<b>Course</b>	English- Vocabulary
<b>Topic</b>	Road to Success
<b>Duration</b>	80 minutes
<b>Level</b>	Intermediate
<b>Materials</b>	Blackboard, chalk, computer, papers, worksheets, pictures
<b>Goals</b>	Having students learn and use the new words introduced in the course in different contexts.
<b>Objectives</b>	By the end of the lesson the students will be able to use and understand the new words in their sentences actively.
<b>Activities</b>	<i>Firstly, the teacher introduces the unit 'Road to Success' by showing some pictures printed from the book. While showing, the meanings of words are given. Then they are supported with sample sentences.</i>  <i>Secondly, the teacher writes the meanings of</i>

	<p><i>parts of speech one by one on the blackboard. Then the students copy them in their notebooks. The teacher wants students to write target words multiple times in a row with their Turkish meanings. This takes 40 minutes time. After writing session, students are supposed to read the passages in the book.</i></p>
<p><b>Post-Activity Part</b></p>	<p>Teacher wants students to work on the reading passages in their course books. After reading, they are supposed to answer the questions in the following part.</p>

**CONTROL GROUP:****LESSON PLAN – Week 2**

<b>Teacher's name</b>	Hatice Özlem ANADOL
<b>School</b>	Gazeteci Hasan Tahsin Secondary School
<b>Course</b>	English- Vocabulary
<b>Topic</b>	Road To Success
<b>Duration</b>	80 minutes
<b>Level</b>	Intermediate
<b>Materials</b>	Blackboard, chalk, computer, papers, worksheets, pictures
<b>Goals</b>	Learning and using target words in the course book  Learning target words to use in parts of speech in English  Noticing new words in different contexts  Using new words in different situations
<b>Objectives</b>	By the end of the lesson the students will be able to use and understand the new words in their sentences actively.
<b>Activities</b>	<i>First of all, teacher introduces the topic by showing a short video about the lives of successful actors and actresses. Then the teacher introduces the new vocabulary</i>

	<p><i>items</i></p> <p><i>by showing some pictures scanned from the book. Finally, the teacher wants students to underline the unknown words and look up the meanings. They are supposed to work as pairs.</i></p>
<p><b>Post-Activity Part</b></p>	<p>Teacher wants students to work on the reading passages in their course books. After reading, they are supposed to answer the questions in the following part.</p>

## 1<sup>st</sup> Passage

**Gillian:** May I speak to you, ma'am?

**Mrs. Honey:** Sure, dear. How can I help you?

**Gillian:** I'd like to talk about the Maths exam. Well, I can't take the exam today.

**Mrs. Honey:** Why? What's the mather with you? Are you ill?

**Gillian:** Err... Yes, I am ill. Actually, err... I am not ill. I am a bit 1) **excited/ calm**.

**Mrs. Honey:** Why are you excited?

**Gillian:** Because I'm 2) **ready/ not ready** for the exam.

**Mrs. Honey:** Are you sure?

**Gillian:** Yes, I am.

**Mrs. Honey:** Gillian, you are a bit 3) **worried/ happy**. I think you are a 4) **lazy/ hard-working** student.

**Gillian:** Are you sure?

**Mrs. Honey:** Yes, I am. You 5) **always/ never** study daily and you do your homework every day.

**Gillian:** But I'm not 6) **bad at/ good at** Maths. I always get 7) **low/ high** grades in exams. I hate exams.

**Mrs. Honey:** I think you'll do well in this exam if you stay calm. I am sure about you. First, 8) **give/ take** a deep breath. Second, go and study until the exam. Finally, give me a hug.

**Gillian:** Thank you, Mrs. Honey. I love both you and Maths.

**4.** Read the dialogue between Gillian and Mrs. Honey in activity 3 again. Then, answer the questions.

1. Why does Gillian want to talk to her teacher?
2. Is Gillian ill?
3. Is she worried?
4. Why is she worried?
5. Does she always get low marks?
6. Does she always study daily?
7. How often does she do her homework?
8. Is Mrs. Honey sure about Gillian?

## 2<sup>nd</sup> Passage

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### WORK HARD AND DESIGN THE LIFE OF YOUR DREAMS

Do you want to be a vet or a novelist? Do you have a dream of becoming a doctor? Do you want to be a top designer or an engineer? So, stay calm. We have some **handy** tips for you. You should follow these handy **tips** if you want to be successful in school life.

Take good notes. If you take notes in classes, rewrite them when you get home.

Don't miss classes. You will do well in school if you don't miss classes.

Listen to your teachers carefully. If you listen to your teacher carefully, you'll be more successful.

Do your homework and study **daily**. If you study and do your homework daily, you'll probably get high **grades** in exams.

Get help early. For example, if you're having **trouble** with Maths, you should get help early. You must understand classes on time if you want to understand next classes.

Study in a quiet place. If there is no quiet place to study at home, go to the library.

Don't study the night before exams. If you study the night before exams, you'll be stressed and tired. If you are tired and stressed, you won't pass exams.

Do practice tests. They will help you learn **easily**. Remember the story of the tortoise and the rabbit. The way to success is slow and long.

Make a plan. If you have homework in English, History or Maths, make a plan. For example, how much time will you **spend** on each subject? Then, start doing your homework.

**Focus** on your studying. For example, turn off your mobile or don't answer any calls while you're studying. A friend **chat** can be long. You also lose time and concentration.

Give yourself a **reward** after a long studying. For example, stay in bed late on Sunday morning or go to the cinema. This makes you feel better and happy.

Take exercise. For example, go for a walk every day. If you are fit and happy, you'll be successful.

**10.** Look back at the highlighted words in the brochure in activity 8. Get the meanings of the key words from the context. Then, match them with the similar meanings.

<input type="checkbox"/> 1. handy	a) talk
<input type="checkbox"/> 2. tip	b) prize
<input type="checkbox"/> 3. daily	c) advice
<input type="checkbox"/> 4. grade	d) in an easy way
<input type="checkbox"/> 5. trouble	e) every day
<input type="checkbox"/> 6. easily	f) problem
<input type="checkbox"/> 7. spend	g) helpful
<input type="checkbox"/> 8. focus	h) pass
<input type="checkbox"/> 9. chat	i) mark
<input type="checkbox"/> 10. reward	j) concentrate



**EXPERIMENTAL GROUP:****LESSON PLAN – Week 3**

<b>Teacher's name</b>	Hatice Özlem ANADOL
<b>School</b>	Gazeteci Hasan Tahsin Secondary School
<b>Course</b>	English- Vocabulary
<b>Topic</b>	Body Care
<b>Duration</b>	80 minutes
<b>Level</b>	Intermediate
<b>Materials</b>	Blackboard, chalk, computer, papers, worksheets, pictures
<b>Goals</b>	Learning and using target words in the course book  Learning target words to use in parts of speech in English  Noticing new words in different contexts  Using new words in different situations
<b>Objectives</b>	By the end of the lesson the students will be able to use and understand the new words in their sentences actively.
<b>Activities</b>	<i>The teacher shows four pictures of famous people and asks to students whether they know them or not. Then the class has a short</i>

	<p><i>conversation about their lives. After conversation, the teacher wants the class to copy the words written on the board to their notebooks and write time multiple times in a row.</i></p> <p><i>There is one more practice for the students. They are also supposed to write 'personal hygiene products' multiple times in a row. Further exercises will be about these products.</i></p>
<p><b>Post-Activity Part</b></p>	<p>Teacher wants students to work on the reading passages in their course books. After reading, they are supposed to answer the questions in the following part.</p>

**CONTROL GROUP:****LESSON PLAN – Week 3**

<b>Teacher's name</b>	Hatice Özlem ANADOL
<b>School</b>	Gazeteci Hasan Tahsin Secondary School
<b>Course</b>	English- Vocabulary
<b>Topic</b>	Body Care
<b>Duration</b>	80 minutes
<b>Level</b>	Intermediate
<b>Materials</b>	Blackboard, chalk, computer, papers, worksheets, pictures
<b>Goals</b>	Learning and using target words in the course book  Learning target words to use in parts of speech in English  Noticing new words in different contexts  Using new words in different situations
<b>Objectives</b>	By the end of the lesson the students will be able to use and understand the new words in their sentences actively.
<b>Activities</b>	<i>The teacher shows four pictures of famous people and asks to students whether they know them or not. Then the class has a short</i>

	<p><i>conversation about their lives. After conversation, the teacher wants the class to work on the paragraphs about these actors and actresses. The students are supposed to look up the meanings of the unknown words. There is one more practice for the students. They are also supposed to look up the meanings of the personal hygiene products. Further exercises will be about these products.</i></p>
<p><b>Post-Activity Part</b></p>	<p>Teacher wants students to work on the reading passages in their course books. After reading, they are supposed to answer the questions in the following part.</p>

A. Emir Berke Zincidi

B. Beren Saat

C. Bergüzar Korel

D. Kıvanç Tatlıtuğ

2. Work with a partner. Look at the pictures. Ask and answer some questions in Turkish about the celebrities' physical appearance and personal qualities.



1



2



3



4

3. Read the speech bubbles. Then, complete the list as in the example.

I am young. I am an actress. I am 1.67 m tall. I was born on 6 February in Ankara. I have long wavy brown hair and I have green eyes. I am hard-working and successful. I like dancing, playing tennis and going to the cinema. I have a dog. Its name is Bitter. I like wearing casual clothes and I like wearing accessories like earrings, bracelets and necklaces. Now, I am wearing a green T-shirt, a pair of white trousers. I am carrying a red bag. I'm wearing earrings, a long necklace and four bracelets, but I am not wearing a watch.

I am young. I am 1.88 m tall. I live in İstanbul. I was born on 27 October 1983. I am an actor and a model. I am good-looking. I have short wavy fair hair and blue eyes. I am very outgoing and friendly. I love playing basketball. I don't like going out with friends at nights. I usually go diving or ride a horse at weekends. I love city life. Now, I'm wearing a blue scarf, grey sweatshirt and a pair of jeans.

I am tall and slim. I was born on 2 September 1982. I live in İstanbul. I am married to Halit Ergenç. He is an actor. We have a son. I have long straight brown hair. I have big brown eyes. I am confident. I am generous; I like sharing with my friends. I like reading. I like riding a horse and swimming. Now, I am sitting on a white sofa in the living room. My dog is sitting next to me. I'm wearing a red dress and a pair of red shoes. I'm wearing earrings.

I am a little child. I am an actor. I was born on 4 October 2005 in İstanbul. I have short straight brown hair and big brown eyes. I am very cute. I am not fat. I like playing with my toy cars, but I don't like playing with dolls. I live with my parents in İstanbul. I am happy. I like drawing pictures and acting very much. Now, I am playing with my toy cars in the living room. I'm wearing a shirt, a pair of shorts, white socks and black shoes.

37

1. Kıvanç Tatlıtuğ is very tall.
2. \_\_\_\_\_ has got long wavy hair.
3. \_\_\_\_\_ have got straight hair.
4. \_\_\_\_\_ have got short hair.
5. \_\_\_\_\_ have got long hair.
6. \_\_\_\_\_ likes doing sports.
7. \_\_\_\_\_ likes reading.
8. \_\_\_\_\_ doesn't like going out at nights.
9. \_\_\_\_\_ likes drawing pictures.
10. \_\_\_\_\_ likes acting.
11. \_\_\_\_\_ have got dogs.

**4.** Look back at the speech bubbles in activity 3 again. Get the meanings of the highlighted words from the context. Then, match them with their definitions.

<input type="checkbox"/> 1. generous	a. sociable
<input type="checkbox"/> 2. good-looking	b. not dark; light
<input type="checkbox"/> 3. accessories	c. sweet, charming
<input type="checkbox"/> 4. cute	d. fashion items such as rings, belts
<input type="checkbox"/> 5. outgoing	e. very sure
<input type="checkbox"/> 6. fair	f. having a nice appearance (used both for men and women)
<input type="checkbox"/> 7. confident	g. giving willingly; open-handed
<input type="checkbox"/> 8. acting	h. the activity of playing in films or plays

16. Look at the pictures. Guess the names of the products in English. Think about the names of the products in Turkish. Are they similar? Discuss.



<input type="checkbox"/> A. toothpaste	<input type="checkbox"/> B. body lotion	<input type="checkbox"/> C. hand cream	<input type="checkbox"/> D. hairbrush
<input type="checkbox"/> E. shampoo	<input type="checkbox"/> F. hair spray	<input type="checkbox"/> G. hair cream	<input type="checkbox"/> H. sun cream
<input type="checkbox"/> I. toothbrush	<input type="checkbox"/> J. moisturizer	<input type="checkbox"/> K. perfume	<input type="checkbox"/> L. dental floss
<input type="checkbox"/> M. comb	<input type="checkbox"/> N. hair- dryer	<input type="checkbox"/> O. nail scissors	

### APPENDIX 3:Teacher Questionnaire

#### Değerli Meslektaşlarım;

Yüksek Lisans tezimde, İngilizce kelimelerin Türkçe anlamları ile (en az 5 kez) yazılarak çalışılmasının öğrencilerin kelimeleri öğrenmedeki başarısına etkisini çalışmaktayım. Bu konuda uygulayıcılar olarak sizin değerli görüşleriniz çalışmam için önemli katkılar sağlayacaktır.

I. Bölüm için her bir maddede memnuniyet derecenizle ilgili ifadeler aşağıdaki gibidir:

**5= Tamamen Katılıyorum, 4= Katılıyorum, 3= Kararsızım, 2= Katılmıyorum, 1= Tamamen Katılmıyorum**

II. Bölüm için her bir maddeyi uygulama sıklığınızla ilgili ifadeler aşağıdaki gibidir:

**5= Her zaman, 4=Çoğu zaman, 3= Bazen, 2= Nadiren, 1=Hiçbir zaman**

Sizden düşüncenizi en iyi belirten yere (x) işareti koymanız beklenmektedir. Tüm soruları eksiksiz ve samimiyetle doldurmanızı rica eder, katkılarınız için teşekkür ederim.

H. Özlem ANADOL

TOBB ETU Yabancı Diller Bölümü İngilizce Okutmanı

KTU Yüksek Lisans Öğrencisi



## Kişisel Bilgiler

### Eğitim durumunuz nedir?

Lisans ( ) Yüksek Lisans ( ) Doktora ( )

### Hangi düzeyde eğitim veriyorsunuz?

İlkokul ( ) Ortaokul ( ) Lise ( )

### Kaç yıldır öğretmenlik yapıyorsunuz?

0-5 ( ) 6-10 ( ) 11-15 ( ) 16 ve üzeri ( )

## I. Bölüm

Madde No	İfadeler	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Tamamen Katılmıyorum
		5	4	3	2	1
<b>İngilizce kelimelerin Türkçe karşılıkları ile (en az) 5 kez yazarak çalışılması</b>						
1.	,öğrencilerin kelimelerin <i>yazılışını</i> öğrenmeleri açısından faydalıdır.					
2.	,öğrencilerin kelimelerin <i>anlamlarını</i> öğrenmeleri açısından faydalıdır.					
3.	,kelimelerin belleklerinde daha uzun süreli kalmasını sağlar.					
4.	,öğrencileri kelime öğrenmeye teşvik eder.					
5.	,öğrenciler tarafından sevilerek kullanılan bir tekniktir.					
6.	,öğrencilerin uzun dönem öğrenmeleri için faydalı değildir.					
7.	Öğrenciler yazarak çalışmayı yük olarak görür.					
8.	Bu tekniği sınıfta kullanmalarını için öğretmen arkadaşlarıma tavsiyede bulunurum.					
9.	Türkçe anlamları ile yazılarak çalışılan kelimeler, kısa zamanda unutulur.					
10.	Kelimeleri Türkçe karşılıkları ile yazdırarak öğretmeyi zaman kaybı olarak görürüm.					
11.	İngilizce kelimeleri Türkçe karşılıkları ile yazarak çalışma tekniği yerine daha iletişimsel bir teknik kullanmayı tercih ederim.					
12.	Öğrenciler bu teknik ile çalışmanın faydalı olmadığını düşünür.					
13.	Yazarak kelime çalışmak, ezberden öteye geçmez.					
14.	Kelimeleri Türkçe karşılıkları ile en az 5 kez yazarak çalışan öğrencilerin kelime bilgisi, bu teknik ile çalışmayan öğrencilerin kelime bilgisinden daha fazladır.					
15.	Öğrenciler; sınıf içinde verilen kelimeleri yazarak çalışma görevini sadece bitirmiş olmak için yaptıklarından, öğrenme gerçekleşmez.					
16.	Yeni bir dil öğrenecek olsam, hedef kelimeleri Türkçe karşılıkları ile yazarak çalışırım.					
17.	İngilizce öğrenirken, hedef kelimeleri Türkçe anlamları ile yazarak çalıştım.					

18.	Bu teknik ile çalışmak, içe dönük (introvert) öğrenciler için uygundur.	
19.	Çoklu Zekâ Kuramı göz önüne alındığında, yazarak kelime ezberlemek her öğrenci için uygun değildir.	
20.	Bu tekniği sınıf içinde kullanmak, iletişimsel dil öğretimine (Communicative Language Teaching) göre düzenlenen İngilizce dersi müfredatına ters düşer.	
21.	Üniversite de iken kelimelerin birkaç kez yazılarak öğrenilmesinin faydalı olduğunu öğrenmiştik.	
22.	Bu teknik ile çalışmak, dışa dönük (extrovert) öğrenciler için uygundur.	
23.	Kelimelerin birkaç kez yazılarak öğrenilmesinin faydalı olduğunu üniversitedeyken bir ders kitabımda okumuştum.	

## II. Bölüm

Madde No	İfadeler	Her zaman	Çoğu zaman	Bazen	Nadiren	Hiçbir zaman
		5	4	3	2	1
<b>Öğrencilerin Türkçe karşılıkları ile (en az) 5 kez yazacakları İngilizce kelimeleri</b>						
1.	,İngilizce ders kitabından seçerim.					
2.	,yardımcı çalışma kitaplarından seçerim.					
3.	ödev olarak verdikten sonra, tek tek kontrol ederim.					
4.	ödev olarak verdikten sonra, kontrolünü sözel olarak yaparım.					
5.	ödev olarak verdikten sonra, öğrenilip öğrenilmediğini görmek için mini kelime sınavları yaparım.					
6.	Öğretmen arkadaşlarım, bu tekniği kullandığımdan bahseder.					
7.	Bu tekniği, sınıfta dilbilgisi çeviri yöntemi (grammar translation method) kullandığım zamanlarda kullanırım.					
8.	Bu teknik ile öğrenciler fiillerin anlamını öğrenir.					
9.	Bu teknik ile öğrenciler isimlerin anlamını öğrenir.					
10.	Bu teknik ile öğrenciler sıfat ve zarfların anlamını öğrenir.					

#### APPENDIX 4: Sample Interview with Experimental Group

**Researcher:** Kelimeleri Türkçe anlamları ile beş kere yazma tekniği hakkında ne düşünüyorsun?

**Ex.Stdnt#1:** Yeni kelime öğrenmemiz için bu üç hafta çok etkili oldu. Özellikle en sonunda quiz var diye tüm kelimeleri ezberledim, yoksa ezberlemezdim.

**Ex.Stdnt#2:** Bence artık bu bizim seviyemizin altında bir şey. 4. Sınıftan beri her sene kelimeleri yazıyoruz. Bence hiç faydalı değil.

**Ex.Stdnt#3:** Kelimeleri tek tek yazdık. Fakat TEOG sınavında paragraflar var. Bu yüzden kelimeleri tek tek yazmak bence etkili değil.

**Ex.Stdnt#4:** Kelimeleri anlamlarıyla yazınca Türkçelerini öğrenmiş oldum. Yoksa öğrenemezdim.

**Ex.Stdnt#5:** Yazdım da ne oldu? Ne hatırlıyorum, hiçbir şey. Siz kızmayın diye yazdım hocam.

**Ex.Stdnt#6:** Sınıfta çok gürültü oluyor. Elim yazıyor, ben aklımı veremiyorum. Zaten İngilizce’de tek tek kelimelerle mi konuşuluyor. Sanmıyorum. Ben zaten dil kursuna gideceğim.

**Ex.Stdnt#7:** TEOG benim için çok önemli. Kazanıp, buradan gitmem lazım. İngilizce hariç diğer netlerim çok iyi. Kelimelere çalışırken zaten ben evde de Türkçe anlamları ile yazıp çalışıyorum. Ezberliyorum.

**Ex.Stdnt#8:** 4. Sınıftan beri yaz yaz elimiz koptu artık hocam. Kim geldiyse yazdırdı. Bir siz yazdırmıyorsunuz diyordum, siz de başladınız. Önceden ne güzel video falan izlerdik, değişik aktiviteler yapardık. Bırakalım şu yazma işini.

**Ex. Stdnt#9:** Bence İngilizce bu değil, yani sadece yazmak değil. Ben konuşmak istiyorum.

**Ex.Stdnt#10:** TEOG’ye çok az kaldı. Ben yüksek puan almak istiyorum ama böyle yazmayla falan olmaz hocam. Bence test çözmeliyiz.

## APPENDIX 5: Sample Interview with Control Group

**Researcher:** Yeni kelime öğrenmek için kendiniz anlamlarını bulup, kitaptaki alıştırmaları yaptınız. Son olarak da okuma parçalarını okudunuz. Sizce bu size faydalı oldu mu?

**Con.Stdnt#1:** Kelimelerin anlamlarını öğrenmek için sözlüğe baktığımda, tesadüfen başka kelimeyi de görüyorum, onu da ezberliyorum. Bence çok eğlenceli. Ayrıca, bir kelimenin tüm anlamlarını ezberliyorum, böylece bir cümleyi rahatlıkla anlıyorum. Öğretmen tahtaya bir kelime yazdığında, hemen defterime yazıp ezberliyorum.

**Con.Stdnt#2:** Sınıfta sözlük kullanmayı sevmiyorum. Ders zaten 40 dakika, ben sözlükten bakana kadar ders bitiyor. Haftada 4 saat dersimiz var, özel okullarda çok daha fazlaymış.10 saatmiş. Aynı TEOG'ye gireceğiz. Adalet nerede? Acele edip tüm üniteleri işlememiz gerekir. Geçen sene son üniyeti işleyememiştik diğer hocayla. Bence siz tüm kelimeleri tahtaya yazın, biz ezberleyelim.

**Con.Stdnt#3:** Sözlük kullanmak bence zaman kaybı. Test çözmemiz lazım bizim. Rakiplerimiz her gün test çözüyor, biz sözlük bakıyoruz.

**Con.Stdnt#4:** Sözlüğe bakınca aklımda kalıyor kelimelerin anlamları. Ama çok zaman kaybı bence. Tamam öğreniyorum ama işte TEOG için hızlı olmak lazım.

**Con.Stdnt#5:** Benim sözlüğüm İngilizce-İngilizce. Anlamıyorum ki.

**Con.Stdnt#6:** Sözlüğe bakınca gerçekten aklımda kalıyor anlamı. Ama tam olarak aklımda kılması için birkaç kere bakmam lazım. Ama olsun, yine de kalıyor.

**Con.Stdnt#7:** Benim sözlüğüm yok. Arkadaşımla beraber bakıyoruz. O da pek vermek istemiyor. Pek bir şey anlamadım ben bu işten.

**Con.Stdnt#8:** Biz şimdiye kadar hep kelimeleri yazarak çalışmıştık. Bu değişik oldu benim için. En azından kollarım kopmadı yazarken.

**APPENDIX 6: Independent Samples Test of Educational Backgrounds**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
M1	Equal variances A.	5,219	,023	,837	390	,403	,157	,188	-,212	,526
	Equal variances N.A.			,758	71,158	,451	,157	,207	-,256	,570
M2	Equal variances A.	1,951	,163	-1,184	390	,237	-,219	,185	-,583	,145
	Equal variances N.A.			-1,103	72,464	,274	-,219	,199	-,615	,177
M3	Equal variances A.	,943	,332	,645	390	,520	,120	,185	-,245	,484
	Equal variances N.A.			,618	73,955	,538	,120	,193	-,266	,505
M28	Equal variances A.	,327	,568	,311	390	,756	,062	,199	-,329	,452
	Equal variances N.A.			,318	77,561	,752	,062	,195	-,326	,450
M33	Equal variances A.	1,587	,209	,336	390	,737	,059	,175	-,286	,404
	Equal variances N.A.			,318	73,168	,751	,059	,186	-,311	,429
M32	Equal variances A.	3,261	,072	,801	390	,423	,141	,176	-,205	,487
	Equal variances N.A.			,736	71,799	,464	,141	,192	-,241	,523
M30	Equal variances A.	,466	,495	1,160	390	,247	,223	,192	-,155	,600
	Equal variances N.A.			1,131	74,833	,262	,223	,197	-,170	,615
M31	Equal variances A.	1,280	,259	,224	390	,823	,040	,177	-,308	,387

<b>(Continued)</b>										
	Equal variances N.A.			,209	72,636	,835	,040	,189	-,337	,416
M29	Equal variances A.	,048	,826	1,518	390	,130	,272	,179	-,080	,624
	Equal variances N.A.			1,451	73,746	,151	,272	,187	-,102	,646
M18	Equal variances A.	1,453	,229	,483	390	,629	,083	,171	-,254	,419
	Equal variances N.A.			,452	72,711	,652	,083	,183	-,282	,447
M27	Equal variances A.	,126	,723	1,150	390	,251	,236	,205	-,168	,640
	Equal variances N.A.			1,142	75,897	,257	,236	,207	-,176	,648
M26	Equal variances A.	,061	,805	,761	390	,447	,166	,219	-,263	,596
	Equal variances N.A.			,740	74,689	,462	,166	,225	-,281	,614
M25	Equal variances A.	,588	,443	,538	390	,591	,112	,209	-,298	,523
	Equal variances N.A.			,517	74,017	,607	,112	,217	-,321	,545
M23	Equal variances A.	,622	,431	1,296	390	,196	,209	,161	-,108	,526
	Equal variances N.A.			1,418	82,602	,160	,209	,147	-,084	,502
M24	Equal variances A.	,744	,389	1,326	390	,186	,286	,216	-,138	,711
	Equal variances N.A.			1,265	73,672	,210	,286	,226	-,165	,737
M20	Equal variances A.	1,499	,222	-2,145	390	,033	-,345	,161	-,661	-,029
	Equal variances N.A.			-2,445	86,094	,017	-,345	,141	-,625	-,064
M22	Equal variances A.	,351	,554	1,278	390	,202	,182	,142	-,098	,461

<b>(Continued)</b>										
	Equal variances N.A.			1,332	78,964	,187	,182	,136	-,090	,454
M21	Equal variances A.	2,981	,085	1,151	390	,250	,211	,183	-,149	,571
	Equal variances N.A.			1,225	80,447	,224	,211	,172	-,132	,553
M19	Equal variances A.	1,367	,243	-,649	390	,517	-,095	,146	-,381	,192
	Equal variances N.A.			-,685	79,936	,495	-,095	,138	-,369	,180
M5	Equal variances A.	2,116	,147	,716	390	,475	,111	,156	-,194	,417
	Equal variances N.A.			,797	84,074	,428	,111	,140	-,166	,389
M17	Equal variances A.	1,133	,288	-1,019	390	,309	-,205	,201	-,600	,190
	Equal variances N.A.			-1,058	78,717	,293	-,205	,194	-,590	,181
M14	Equal variances A.	1,468	,226	,406	390	,685	,074	,182	-,284	,432
	Equal variances N.A.			,380	72,595	,705	,074	,195	-,314	,462
M16	Equal variances A.	,016	,899	1,015	390	,311	,203	,200	-,190	,596
	Equal variances N.A.			1,026	76,985	,308	,203	,198	-,191	,596
M15	Equal variances A.	,726	,395	-,174	390	,862	-,029	,169	-,363	,304
	Equal variances N.A.			-,174	76,362	,862	-,029	,169	-,367	,308
M13	Equal variances A.	,002	,966	-,917	390	,360	-,172	,187	-,539	,196
	Equal variances N.A.			-,888	74,477	,377	-,172	,193	-,556	,213
M11	Equal variances A.	2,017	,156	-1,085	390	,279	-,159	,146	-,446	,129

<b>(Continued)</b>										
	Equal variances N.A.			-1,165	81,108	,248	-,159	,136	-,430	,112
M12	Equal variances A.	,058	,810	,541	390	,589	,097	,179	-,256	,449
	Equal variances N.A.			,526	74,767	,600	,097	,184	-,270	,464
M8	Equal variances A.	7,122	,008	1,555	390	,121	,288	,185	-,076	,651
	Equal variances N.A.			1,742	84,542	,085	,288	,165	-,041	,616
M10	Equal variances A.	,009	,923	,647	390	,518	,132	,204	-,269	,534
	Equal variances N.A.			,658	77,311	,513	,132	,201	-,268	,532
M9	Equal variances A.	,021	,884	,348	390	,728	,066	,190	-,307	,439
	Equal variances N.A.			,344	75,645	,732	,066	,192	-,316	,448
M4	Equal variances A.	3,954	,047	1,279	390	,202	,216	,169	-,116	,547
	Equal variances N.A.			1,445	85,301	,152	,216	,149	-,081	,513
M7	Equal variances A.	,044	,835	-,616	390	,538	-,101	,164	-,423	,221
	Equal variances N.A.			-,649	79,803	,518	-,101	,155	-,410	,208
M6	Equal variances A.	,176	,675	,674	390	,501	,138	,205	-,264	,540
	Equal variances N.A.			,655	74,652	,514	,138	,211	-,282	,557

(Equal variances A: Equal variances Assumed, Equal variances NA: Equal variances Not Assumed)



**APPENDIX 7:ANOVA for Teaching Levels**

		Sum of Squares	Df	Mean Square	F	Sig.
M1	Between Groups	7,723	2	3,861	2,267	,105
	Within Groups	676,275	397	1,703		
	Total	683,997	399			
M2	Between Groups	8,010	2	4,005	2,419	,090
	Within Groups	657,188	397	1,655		
	Total	665,198	399			
M3	Between Groups	6,136	2	3,068	1,862	,157
	Within Groups	654,174	397	1,648		
	Total	660,310	399			
M4	Between Groups	5,248	2	2,624	1,920	,148
	Within Groups	542,502	397	1,367		
	Total	547,750	399			
M5	Between Groups	8,941	2	4,471	3,902	,021
	Within Groups	454,819	397	1,146		
	Total	463,760	399			
M6	Between Groups	1,964	2	,982	,478	,620
	Within Groups	815,633	397	2,054		
	Total	817,598	399			
M7	Between Groups	9,661	2	4,830	3,706	,025
	Within Groups	517,449	397	1,303		
	Total	527,110	399			
M8	Between Groups	9,951	2	4,976	3,016	,050
	Within Groups	655,049	397	1,650		
	Total	665,000	399			
M9	Between Groups	10,884	2	5,442	3,129	,045
	Within Groups	690,554	397	1,739		
	Total	701,438	399			
M10	Between Groups	13,477	2	6,739	3,380	,035
	Within Groups	791,500	397	1,994		
	Total	804,978	399			
M11	Between Groups	2,058	2	1,029	,966	,382
	Within Groups	422,940	397	1,065		
	Total	424,998	399			

(Continued)						
M12	Between Groups	19,053	2	9,527	6,244	,002
	Within Groups	605,724	397	1,526		
	Total	624,778	399			
M13	Between Groups	,313	2	,156	,091	,913
	Within Groups	679,687	397	1,712		
	Total	680,000	399			
M14	Between Groups	6,425	2	3,213	1,997	,137
	Within Groups	638,535	397	1,608		
	Total	644,960	399			
M15	Between Groups	6,226	2	3,113	2,222	,110
	Within Groups	556,072	397	1,401		
	Total	562,297	399			
M16	Between Groups	16,718	2	8,359	4,369	,013
	Within Groups	759,659	397	1,913		
	Total	776,377	399			
M17	Between Groups	15,547	2	7,774	4,024	,019
	Within Groups	766,843	397	1,932		
	Total	782,390	399			
M18	Between Groups	13,503	2	6,752	4,741	,009
	Within Groups	565,394	397	1,424		
	Total	578,897	399			
M19	Between Groups	3,805	2	1,902	1,804	,166
	Within Groups	418,693	397	1,055		
	Total	422,498	399			
M20	Between Groups	1,210	2	,605	,467	,627
	Within Groups	514,468	397	1,296		
	Total	515,678	399			
M21	Between Groups	8,324	2	4,162	2,569	,078
	Within Groups	643,174	397	1,620		
	Total	651,497	399			
M22	Between Groups	,410	2	,205	,206	,814
	Within Groups	395,287	397	,996		
	Total	395,698	399			
M23	Between Groups	3,372	2	1,686	1,307	,272
	Within Groups	512,138	397	1,290		
	Total	515,510	399			

<b>(Continued)</b>						
M24	Between Groups	52,991	2	26,495	12,317	,000
	Within Groups	853,987	397	2,151		
	Total	906,977	399			
M25	Between Groups	17,848	2	8,924	4,313	,014
	Within Groups	821,350	397	2,069		
	Total	839,198	399			
M26	Between Groups	27,380	2	13,690	6,028	,003
	Within Groups	901,580	397	2,271		
	Total	928,960	399			
M27	Between Groups	2,274	2	1,137	,551	,577
	Within Groups	819,166	397	2,063		
	Total	821,440	399			
M28	Between Groups	23,955	2	11,978	6,374	,002
	Within Groups	745,982	397	1,879		
	Total	769,937	399			
M29	Between Groups	59,742	2	29,871	20,761	,000
	Within Groups	571,196	397	1,439		
	Total	630,938	399			
M30	Between Groups	22,306	2	11,153	6,349	,002
	Within Groups	697,444	397	1,757		
	Total	719,750	399			
M31	Between Groups	28,359	2	14,180	9,755	,000
	Within Groups	577,078	397	1,454		
	Total	605,438	399			
M32	Between Groups	30,214	2	15,107	10,508	,000
	Within Groups	570,763	397	1,438		
	Total	600,978	399			
M33	Between Groups	26,039	2	13,020	9,069	,000
	Within Groups	569,921	397	1,436		
	Total	595,960	399			

**APPENDIX 8: ANOVA for Teaching Years**

		Sum of Squares	Df	Mean Square	F	Sig.
M1	Between Groups	25,784	3	8,595	5,171	,002
	Within Groups	658,214	396	1,662		
	Total	683,997	399			
M2	Between Groups	7,270	3	2,423	1,459	,225
	Within Groups	657,928	396	1,661		
	Total	665,198	399			
M3	Between Groups	2,384	3	,795	,478	,698
	Within Groups	657,926	396	1,661		
	Total	660,310	399			
M4	Between Groups	5,602	3	1,867	1,364	,253
	Within Groups	542,148	396	1,369		
	Total	547,750	399			
M5	Between Groups	5,863	3	1,954	1,690	,169
	Within Groups	457,897	396	1,156		
	Total	463,760	399			
M6	Between Groups	11,264	3	3,755	1,844	,139
	Within Groups	806,334	396	2,036		
	Total	817,598	399			
M7	Between Groups	11,850	3	3,950	3,036	,029
	Within Groups	515,260	396	1,301		
	Total	527,110	399			
M8	Between Groups	2,236	3	,745	,445	,721
	Within Groups	662,764	396	1,674		
	Total	665,000	399			
M9	Between Groups	3,986	3	1,329	,754	,520
	Within Groups	697,452	396	1,761		
	Total	701,438	399			
M10	Between Groups	6,869	3	2,290	1,136	,334
	Within Groups	798,109	396	2,015		
	Total	804,978	399			
M11	Between Groups	2,512	3	,837	,785	,503
	Within Groups	422,485	396	1,067		
	Total	424,998	399			

<b>Continued</b>						
M12	Between Groups	13,360	3	4,453	2,884	,036
	Within Groups	611,417	396	1,544		
	Total	624,778	399			
M13	Between Groups	6,488	3	2,163	1,272	,284
	Within Groups	673,512	396	1,701		
	Total	680,000	399			
M14	Between Groups	3,952	3	1,317	,814	,487
	Within Groups	641,008	396	1,619		
	Total	644,960	399			
M15	Between Groups	,042	3	,014	,010	,999
	Within Groups	562,256	396	1,420		
	Total	562,298	399			
M16	Between Groups	10,312	3	3,437	1,777	,151
	Within Groups	766,066	396	1,935		
	Total	776,378	399			
M17	Between Groups	18,706	3	6,235	3,233	,022
	Within Groups	763,684	396	1,928		
	Total	782,390	399			
M18	Between Groups	13,601	3	4,534	3,176	,024
	Within Groups	565,296	396	1,428		
	Total	578,898	399			
M19	Between Groups	5,631	3	1,877	1,783	,150
	Within Groups	416,866	396	1,053		
	Total	422,498	399			
M20	Between Groups	11,859	3	3,953	3,107	,026
	Within Groups	503,818	396	1,272		
	Total	515,678	399			
M21	Between Groups	7,124	3	2,375	1,459	,225
	Within Groups	644,374	396	1,627		
	Total	651,498	399			
M22	Between Groups	7,651	3	2,550	2,603	,052
	Within Groups	388,047	396	,980		
	Total	395,698	399			
M23	Between Groups	8,537	3	2,846	2,223	,085
	Within Groups	506,973	396	1,280		

<b>Continued</b>						
	Total	515,510	399			
M24	Between Groups	51,184	3	17,061	7,895	,000
	Within Groups	855,794	396	2,161		
	Total	906,978	399			
M25	Between Groups	35,828	3	11,943	5,887	,001
	Within Groups	803,369	396	2,029		
	Total	839,197	399			
M26	Between Groups	23,711	3	7,904	3,457	,017
	Within Groups	905,249	396	2,286		
	Total	928,960	399			
M27	Between Groups	2,691	3	,897	,434	,729
	Within Groups	818,749	396	2,068		
	Total	821,440	399			
M28	Between Groups	9,649	3	3,216	1,675	,172
	Within Groups	760,288	396	1,920		
	Total	769,938	399			
M29	Between Groups	15,630	3	5,210	3,353	,019
	Within Groups	615,307	396	1,554		
	Total	630,937	399			
M30	Between Groups	18,760	3	6,253	3,533	,015
	Within Groups	700,990	396	1,770		
	Total	719,750	399			
M31	Between Groups	8,614	3	2,871	1,905	,128
	Within Groups	596,823	396	1,507		
	Total	605,438	399			
M32	Between Groups	14,504	3	4,835	3,264	,021
	Within Groups	586,473	396	1,481		
	Total	600,978	399			
M33	Between Groups	9,811	3	3,270	2,209	,087
	Within Groups	586,149	396	1,480		
	Total	595,960	399			

## **CURRICULUM VITAE**

Hatice Özlem ANADOL was born in Bursa, in 1988. She had her high school education in Ahmet Hamdi Gökbayrak Anatolian Teacher Training High School, Bursa. She got her undergraduate degree at Middle East Technical University in Ankara in 2010. She worked as an English Teacher in a state school for 3 years. She has been working as an instructor at TOBB ETU foreign languages.