



Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

**THE EFFECTS OF USING CORPUS-BASED MATERIALS IN
VOCABULARY INSTRUCTION**

Evin Çilak

Master's Thesis

Ankara, 2017

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KABUL VE ONAY

Evin ÇILAK tarafından hazırlanan "The Effects of Using Corpus-Based Materials in Vocabulary Instruction" başlıklı bu çalışma 24/02/2017 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylım.



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BİLDİRİM

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24.02.2017

Evin Çilak

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ABSTRACT**The Effects of Using Corpus-Based Materials in Vocabulary Instruction****Evin ÇİLAK****UFUK UNIVERSITY****Master of Arts, English Language Department****February 2017**

This study investigated the effects of corpus-based materials on the vocabulary skills of Preparatory School learners. The study was also explored the perceptions of the learners in the experimental group towards corpus-based vocabulary teaching. Finally, the effect of corpus-based vocabulary materials on the retention rate of the experimental group was identified.

50 preparatory school learners at the Ufuk University Preparatory School enrolled the study. The data were collected through corpus-based and course book based pre-tests and post-tests. Additionally, ten participants in the experimental group were interviewed so that in-depth data was collected. In order to assure the reliability of the tests, they were administrated to the 50 same level learners at the Preparatory school. To find out whether there was a significant difference between the vocabulary scores for the experimental group and the control group, a pre-tests and a post-tests were administered to both groups. Two weeks later the last post-tests, they were administrated again to the experimental group to determine retention level of the participants. All the data gathered from the pre-tests, post-tests and interviews were analyzed both quantitatively and qualitatively. The data obtained from the pre and post tests was analyzed with The Mann-Whitney U test, Paired sample t-test and Independent Sample t-test and Test Analysis Program, while the data gathered from the interviews was subjected to content analysis.

The findings revealed that there was a significant difference between the results of the experimental group and the control group on the both post-tests: corpus-based and

course book based. The experimental group had a higher score on the post-tests than the control group. The analysis of the experimental group interviews also indicated that the learners' positive attitudes towards corpus-based vocabulary materials. Lastly, the analysis of the last post-tests for retention rate of the experimental group showed a decrease in the scores.

Keywords: Corpus-based method, vocabulary teaching, retention



ÖZET

Derlem Temelli Materyallerin Kelime Öğrenimi Üzerindeki Etkisi

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UFUK ÜNİVERSİTESİ

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Bu çalışma derlem temelli materyallerin hazırlık sınıfı öğrencilerinin kelime öğrenmeleri üzerindeki etkisini araştırmıştır. Çalışma aynı zamanda denek grubundaki katılımcıların bağlam temelli kelime öğretimine karşı tutumlarını incelemiştir. Son olarak, bağlam temelli kelime materyallerinin denek grubundaki öğrencilerde kelimeleri akılda tutma oranı üzerindeki etkisi belirlenmiştir.

Çalışmaya, Ufuk Üniversitesi hazırlık sınıfı öğrencilerden 50'si katılmıştır. Veriler corpus temelli ve ders kitabı temelli ön testler ve son testlerle toplanmıştır. Ek olarak, denek grubundaki 10 katılımcıyla detaylı veri toplamak amacıyla görüşme yapılmıştır. Testlerin geçerliliğini sağlamlaştırmak için hazırlık sınıfındaki 50 aynı seviye öğrenciye testler uygulanmıştır. Denek grubu ve kontrol grubunun kelime öğrenme başarısında önemli bir fark olup olmadığını tespit etmek için, denek gruba ve kontrol grubuna ön testler ve son testler uygulanmıştır. Son testler uygulandıktan 2 hafta sonra, denek grubundaki katılımcıların kelimeleri akılda tutma seviyesini öğrenmek için son testler yeniden uygulandı. Ön ve son testlerden ve görüşmelerden elde edilen verilerin hem nicel olarak hem de nitel olarak analizi yapılmıştır. Ön testler ve son testlerden elde edilen veriler The Mann-Whitney U test, Paired sample t-test and Independent Sample t-test and Test Analysis Program ile incelenmiştir. Görüşmelerden elde edilen veriler ise içerik analizine tabi tutulmuştur.

Araştırmanın bulguları denek grubunun ve kontrol grubunun son testlerdeki sonuçları arasında önemli bir fark olduğunu ortaya koymuştur. Son testlerde, denek grubu kontrol

grubuna göre daha yüksek puan almıştır. Ayrıca, görüşmelerin analizi bağlam temelli kelime öğretme materyallerine karşı öğrencilerin pozitif tutumlarını göstermiştir. Son olarak, son testlerin analizi denek grubundaki öğrencilerin kelimeleri akıllarında tutma seviyelerinde bir düşüş olduğunu saptamıştır.

Anahtar Sözcükler: Bağlam temelli metod, kelime öğretimi, akılda tutma



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CHAPTER I

INTRODUCTION

1.1. Presentation

This chapter presents context relevant to the background information about vocabulary teaching, corpus-based approach to language teaching, statement of problem, significance of the study, purpose and scope of the study and lastly, research questions related to indicated problems. The limitations of the study are also discussed and the definitions of related terms are given.

1.2. Background of the Study

In English teaching and learning, the highest importance has always been given to vocabulary. According to many linguists, learning a new word is crucially important (Thornbury, 2002; Nunan, 2003). Wilkins (as cited in Thornbury, 2002) indicates that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (p.13).” However, in Turkey, vocabulary learning situation between university students is insufficient. The common vocabulary teaching in Turkey primarily focuses on the demonstration of Turkish meaning, part of speech, or some example sentences. The students are acquainted with the meaning of the vocabulary because of deficiency of language environment and insufficiency of input. They are unaware of the word usage, structure of grammar as well as semantic and pragmatic designs. Briefly, the meaning of a vocabulary in context can be identified, although it will be difficult for the learner to put it into correct use in oral or written English. That is why Turkish students endeavor in learning English vocabulary.

It is for sure that vocabulary learning is a complicated procedure. In the progress of vocabulary learning, the aim of the students is to remember the word and to identify it in its oral and written pattern.

Mainly, recognizing a word includes recognizing its form and meaning at the elementary level.

In broad terms, it means the capabilities to know its (Harmer 1993): 1) Meaning, i.e. relate to the word to an appropriate object or context 2) Usage, i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have 3) Word formation, i.e. ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes), 4) Grammar, i.e. to use it in the appropriate grammatical form.

Since 1980's, the use of electronic tools has changed the position of corpus linguistics, consequently it brings useful techniques and materials to language learning and as well teaching to language classroom. Views on vocabulary learning and teaching have changed as computer technology develops, and internet resources are much more easily available. It caused in the emergence of new methods; instructional tools now support vocabulary education. Online dictionaries which many language learners visit for their vocabulary reference can be given as good examples. Additionally, using concordancers has been influential with the help of this development. Now, teachers or learners can use them online for free and provide them with words and their contextual usages from a large and structured set of electronically processed texts, i.e., corpus. Therefore, the improvement of corpus linguistics has brought development to such dilemma in vocabulary education. It flourishes on data to examine and to notice what language speakers do. Due to plenty of texts, vocabulary, grammar and discourse patterns are revealed. If the text for parts of speech or particular data is tagged by the researcher, s/he can deal with it in seconds by the help of computers. Römer (2009) asserts that for language learning and teaching corpus linguistics can create the difference and that it has a massive capability to enhance pedagogical practice (p. 84). As an application of the Lexical Approach, which views vocabulary as building blocks of language, and the corpus-based language learning method (Lewis, 1993, 1997, 2000), the concordancer has recently drawn attention in ESL and EFL education fields because of its authentic

text use of corpus and easy accessibility of words and contexts (Cain, 2002; Chan & Liou, 2005; Sun, 2000, 2003, 2007; Sun & Wang, 2003; Varley, 2009).

According to these numerous studies, it can be said that the corpus-based language instruction has positive and promising effects on language teaching and learning. To determine which words should be taught and learned, corpus-based approach can be used. It is believed that materials formed by corpora are more authentic. They facilitate researchers to recognize with a high degree of particularity of persisting words and phrases a language learner would contribute most from studying, of recurring words and phrases a language learner would profit most from studying, given his or her learning goals (Biber, Conrad, & Reppen, 1994; McCarthy & Carter, 1997; Simpson & Mendis, 2003; Schmitt, 2004). Common English words list and to which extend they present analysis of specific genres acquired by the use of Wordsmiths as a tool have been explored by L2 vocabulary acquisition researchers such as Laufer (1992), Sutarsyah, Nation, and Kennedy, (1994), Nation and Waring (1997), and Coxhead (2000). Selecting the most common and the most effective vocabulary to make sure that the contexts in which words are used are authentic ones, based on the contexts that occur in corpora and the most appropriate to their ESL lives, is certainly necessary. According to various studies, computerized media and a multimedia environment can be beneficial to learn foreign language vocabulary (Lyman-Hager, Davis, Burnett, & Chennault, 1993; Siribodhi, 1995; Chun & Plass, 1996; Davis & Lyman-Hager, 1997; Plass, Chun, Mayer, & Leutner, 1998; Brett, 1998; Duquette, Renie, & Laurier, 1998; Laufer & Hill, 2000; Hulstijn, 2000; Groot, 2000; Al-Seghayer, 2001). Specifically to contribute repetitions and opportunities to comeback, using computers for vocabulary learning can give a very useful way of putting many of the principles of good vocabulary learning into practice (Nation, 2001).

1.3. Statement of Problem

In the instruction and learning of a second language or foreign language, vocabulary is a crucial part (Folse, 2010). For language learners, whether in classroom for academic tasks as dictionary reading or in real-world tasks as ordering food in a restaurant, vocabulary is fundamental for the successful language learning. According to Zhang

(2008), using suitable presentation methods allow learners to acquire a broader perception of and more valuable information about the target words to make them enter the long-term memory more easily. However, most words are obtained by exposure the language input by means of reading input, rather than by intentionally engaging words to memory (Laufer, 2001).

According to Sinclair (2010), corpus-based language teaching represents a revolution in language teaching. Using corpus for vocabulary acquisition has made the latest and the most informative contribution as a corpus makes a clear and fast analysis of a big deal of linguistic data (Sinclair, 2003). Cobb (2003) states that as the main source to search for word meanings and examples, dictionaries are mainly used by traditional language learners; however, this task is often too difficult and unprogressive. Learners involve in a more authentic, fast and effective language learning experience with the help of concordance tool of corpora.

1.4. Significance of the Study

By researching the effectiveness of the corpus-based vocabulary instruction in preparatory school students, this study will try to help teachers better deal with vocabulary teaching and thereby to improve the Turkish EFL learners' overall vocabulary knowledge. Additionally, the data collected through this research will make a contribution to forthcoming studies on corpus-based vocabulary teaching materials.

At the pedagogical level, it will attempt to provide teachers with the applicability and effectiveness of corpus-based vocabulary instruction that can be used in foreign language classrooms as it was previously assumed to be neglected among Turkish EFL classrooms. Secondly, it is an attempt to show that using concordance lines for vocabulary teaching can be helpful for learners to retain target words. Lastly, the anticipated findings of the research may lead to the inclusion of activities based on corpus-based vocabulary instruction in new teaching materials in EFL contexts.

1.5. Purpose of the Study

This study aims to investigate the effects of corpus-based input in vocabulary teaching to preparatory schools students in a private university in Ankara. The aim of the researcher is to find out whether corpus-based vocabulary activities have an effective development on learning and retaining target vocabulary. The results are obtained by using pre-test, post-tests and a retention test measuring the results of the experimental group and the control group. This study also aims to examine learners' opinions against corpus-based vocabulary activities. Moreover, the researcher believes that this study will inspire other English language teachers to use corpus-based activities in their classroom for teaching other language skills.

1.6. Scope of the Study

This study was performed with forty-two preparatory school students in a private university in Ankara. Fifty vocabulary items were selected by the researcher by taking into the course book objectives account. The students were not familiar with these target words previously. By administrating pre-test, the researcher determined whether or not the students knew these vocabulary items. Considering the study was carried out with forty-two preparatory school students in a private university in Ankara, the results of this study would be difficult to apply to other educational settings.

1.7. Research Questions

The objective of this study is to search the effects of corpus-based input on preparatory school learners' vocabulary learning, retention of those target words and learners attitudes towards corpus-based materials. In the light of this goal, the following questions will be answered by the researcher:

1. Is there any statistically significant difference between using course book input and corpus input in teaching vocabulary?
2. Do corpus-based input help learners remember the vocabulary taught?

3. What are learners' concerns about the use of corpus-based materials in vocabulary teaching?

1.8. Methodology

The researcher carried out the study in two groups (the experimental group and the control group) consisting of 42 students. Both groups had 21 students. A pre-test was administered before the study. Corpus-based vocabulary materials are used to teach target vocabulary items in the experimental group by one of the teachers, whereas another teacher carried out the traditional method to teach these target vocabulary items in control group. The study continued five weeks. A post-test was conducted to investigate the effectiveness of corpus-based materials on vocabulary teaching analyzing the results of these two groups after the study. The vocabulary items in the pre-test and post-test is alike. Two weeks later, the same post-test administrated again to experimental group to investigate effectiveness of corpus-based material on retention level of learners.

1.9. Limitations

Some limitations in the study should be noted before the results can be generalized. Initially, it is limited to two groups of intermediate level English language learners in the Ufuk University Preparatory School 2015-2016 academic year. There are forty-two learners in total in the study; twenty one learners in the experimental group and twenty one in the control group. If there had been more participants, the results of the study would have been more dependable, applicable and generalisable. Also, the level of the learners can be another limitation. Having higher level participants would be better for the application of corpus-based materials as learners' levels were sometimes not enough to understand concordances. The effectiveness of corpus-based materials in vocabulary teaching can differ when administered to learners from different levels. This suggests that the results of the same study on other levels of learners may be dissimilar from this study. Lastly, another limitation of the study is the length of the treatment. The study lasted for five weeks because of time constraints. It started in March and it lasted until

the middle of April. It would be better to understand the effectiveness of corpus-based materials in vocabulary teaching if there was a longer treatment period.



CHAPTER II

REVIEW OF LITERATURE

2.1. Presentation

In this study, the effects of using corpus-based materials in vocabulary skills of preparatory school learners will be investigated. In relation to this, this chapter consists of a short literature review on definition of vocabulary, what is to know a word, importance of vocabulary instruction, approaches to vocabulary instruction, direct and indirect vocabulary learning approach. Later, some information about vocabulary retention, lexical approach, definition of corpus, history of corpus, corpus in language classrooms, benefits of using corpus in language classrooms, the corpus of contemporary American English, corpus in vocabulary teaching, and lastly, authentic material contribution of corpus will be presented.

2.2. What is vocabulary?

In learning foreign language, vocabulary is considered to be an important part of a language. According to Richards and Renandya (2002) vocabulary is in the center of language efficiency and therefore it provides a foundation for learners' speaking, listening, reading and writing abilities.

Oxford Advanced Learner's Dictionary (2012) defines vocabulary as employed core of words used in a specific language. Whereas according to Cambridge Advanced Learner's Dictionary (2008), entire words which are present in a specific language or subject are vocabulary. According to Graves (2000, as cited in Taylor, 1990) all common words which belong to a section of knowledge or known by a person are vocabulary. Additionally, vocabulary is the lexicon of a language and it contains words and expressions. Krashen (1998, as cited in Herrel, 2004) broadens Graves' definition of lexicon by saying that the subjective vocabulary in a learner's mind is organized by lexicon. The awareness of vocabulary is the learner's subjective lexicon (Krashen, 1998, as cited in Herrel, 2004). As stated by Miller (1999, as cited in Zimmerman, 2007) to

generate and understand sentences vocabulary which is a group of words that are necessary building blocks are used.

Without doubt, one of the essential requirements for language acquisition is enhancing vocabulary knowledge. It can only be managed by language teachers if they employ compelling vocabulary teaching and learning strategies.

2.2.1. What is to know a word?

As it is mentioned earlier, vocabulary is one of the basic components of language learning and it should be learned efficiently. According to Folse (2004) as teachers misjudge the amount of vocabulary that students can really understand, they are unsuccessful of teaching comprehensible input. Teaching vocabulary is one of the most essential parts of any language class though. Language production and language comprehension are only possible with some knowledge of vocabulary. However, there are some aspects in vocabulary learning to be able to say “I know a word”. To know a word, the learner should know its forms, its meaning and usage of it in elementary level both receptively and productively. Knowing and using a word are different in a way that knowing it involves conscious and explicit learning methods although using it requires mostly implicit learning and memory (Ellis, 1994). Meaning is carried by vocabulary; in the process of language learning it is expected to learn to understand and express the meaning. According to Schmitt and McCarthy (1997), familiarizing a word’s form and meaning is not considered as acquiring it. A learner should have enough knowledge of a particular word’s pronunciation, spelling, word parts, meaning, grammatical properties, collocations, and contextual factors influencing its suitable usage to say s/he knows it (Nation, 2001). As the importance of vocabulary acquisition and knowledge in language teaching has advanced lately, our concerns about learning new words has expanded. Specifically, it is known now that vocabulary knowledge and learning is far more than learning the translation of a word (Nation, 2001).

There are several crucial features of knowing a word. These are pronunciation, spelling, meaning, register, morphology, syntax, and collocation of a word. Yet, all these features are not necessarily known by all language learners. It is about the necessary language

skills, aim of vocabulary learning, oral necessities of the learner and the language level of the learner.

Some aspects or components of knowing a word are suggested by a lot of researchers. For example, Ooi and Lee (1996, p. 7) assume in their study that knowing a word involves knowing:

- word form, including pronunciation, spelling, inflections and derivations;
- word meaning involving basic and literal meaning, derived and figurative meanings, semantic relation and connotation; and
- word use concerning sub-categorisation, collocation, sociolinguistic and stylistic, restrictions, and slang and idioms).

Also, Ur (2000: 60-62) and Harmer (1993: 156-157) agree in listing the major aspects.

These are needed to be involved within vocabulary teaching:

“...Besides knowing the form of the word, learners also need to be familiar with its grammar. Learners need to know e.g. irregular forms of verbs or plural nouns, the position of adjectives etc. Another aspect in teaching vocabulary is the word formation. Learners should know how to change a word form and when to use it (gerund, the past form...)...”

Qian (2002, p. 515) proposes that knowing a word necessitates knowing:

- breadth of vocabulary knowledge (knowledge of word meaning of which one has at least some superficial knowledge); and
- depth of vocabulary knowledge (knowledge of vocabulary which language learners can use in their speech and writing).

The words exact meaning, its different implications, the spelling of it, collocations with other words, pronunciation, commonness, the kind of syntactic building in which it take part, the morphological alternatives and also, an abundant diversity of semantic associates like antonyms, homonyms are all indication of knowing a word (Nagy and Scott, 2000, as cited in Taylor, 1990).

Another important factor that can be mentioned in knowing a word is denotation. To teach the meaning, it is necessary to connect a word with its equal in the real world. Language teachers should teach connotation of the word (concordance and impression, which appear when one hears it). According to the context, meaning of a word can change. Furthermore, the meaning of a word develops by use of metaphor and idiom

(Harmer 1993: 157) Also, for learners, the relationship of word awareness should be provided. Synonyms, antonyms, hyponyms etc are some relations. One other challenge for the learner is possibly collocations. It is the knowledge of using words with other words and how to do it. For example, when the word “yoga” is thought, the learner should also be educated that s/he should use the verb “do” with it. Furthermore, it is necessary for students to understand when it is suitable to use a specific word - speaking or writing, spontaneous conversation with a friend or formal polite conversation (Ur 2000: 60-62; Harmer 1993: 156-157).

In conclusion, in order to be able to say to know a word, the word connotation, denotation, grammar and formation along with its collocation and the right way and suitability of use must be identified by the learner.

2.2.2 Importance of Vocabulary Instruction

The significance of vocabulary has been accepted by many scholars. Amer (2002) states that “vocabulary is a key and has crucial significance for any language learner” (p. 1). Bogaards (2001) continues this idea by saying a necessary part of second or foreign language is vocabulary knowledge (p. 321). In addition to this, Atay and Ozbulgan (2007) argue that “development of lexical knowledge occupies an important position in the learners’ struggle to master a second/foreign language” (p. 40). While learning a second language, acquiring a great deal of learned vocabulary is also important. In regard to this, Laufer and Hulstijn (2001) states that to learn a language one must learn a big amount of vocabulary (p.1). By this way, learners will be able to transfer their verbal messages as they will be equipped with the major tool to do that.

In real life communication, vocabulary plays a central role. Learners come across lots of written materials such as texts, articles, magazines, and so on. To understand them, they should have lexical repertoire. Beside written messages, learners need to have enough vocabulary knowledge to understand listening texts and discourse. Wilkins (1972, p. 111) supports this idea by saying “The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, Gass (1987, p. 129) cited Hatch’s (1983, p. 74) statement about the significance of words with regard to managing basic communication. That is, if the learner does not have enough

knowledge of learned language, lexicon can help and it provides a meaningful communication. Richards' introduction in Schmitt's (2000, p. xi) "Vocabulary in Language Teaching" argues that vocabulary is necessary to have communicative competence and the acquisition of a second language. According to Davies and Pearse (2000, p. 59), for oral communication, grammar is less important than grammar. When the language learners realize that for an effective communication the words that they know is not enough, it is generally frightening for them. This is also asserted by McCarthy (1990, p. iix) who points out the importance of vocabulary that, "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful ways". Krashen (1989, p. 440) makes a related statement about the importance of vocabulary:

L2 language learners realize that knowing numbers of words is necessary for mastering a target language. Besides, they have dictionaries with them, not grammatical references. In addition, they often report the major problem is lacking vocabulary. In connection with learners' views of vocabulary learning, Meara (1980, p. 221) indicates: "...Learners themselves readily admit that they experience considerable difficulty with vocabulary."

It can be inferred from the scholars' comments; vocabulary knowledge is a fundamental part of both learning and using a language and having a meaningful communication. For any language learner, knowing a lot of vocabulary is a must and valuable for them since it will develop second language skills more successfully.

2.3. Approaches to Vocabulary Instruction

It can be said that vocabulary is in the center of foreign language learning process. Therefore, we need to discuss vocabulary learning approaches. However, it should be clarified that it would be wrong to say that there is "right" or "best" approach for vocabulary learning (Schmitt 2000, p. 142). The most suitable approach depends on the school system, curriculum, students' levels, their learning styles and target vocabulary. Nation (1990, p. 2); Rubin and Thompson (1994, p.79); Richek et al. (1996, p. 203) state that, the vocabulary learning approaches are broadly two; direct and indirect

vocabulary learning approaches. Some educational sources suggest the direct approach while others the indirect approach in vocabulary teaching. The comment of Scholfield (2003) on vocabulary teaching is that both approaches can be needed according to the learner's needs.

2.3.1. Indirect Vocabulary Learning Approach

Indirect or implicit vocabulary learning can be defined as learning vocabulary unconsciously through reading or listening. In this process, the learner is not aware of aim of learning. According to Hulstijn (2003) implicit learning is being exposed to information by which one can acquire knowledge unconsciously. Nation suggests (2001) in the process of learning vocabulary indirectly, guessing the meaning from the context is a broadly accepted and important variety of learning vocabulary. Wode (1999) supports implicit learning by saying that an individual's socializing is the key point of learning a new language. Thus, language is acquired by children with the aim of understanding the world around them and to be a part of it. Additionally, as people need to yield constantly to differences in their environment, the socialization process is never completed. Oxford and Scarcella (1994) state that knowing an L2 word includes the ability to identify its translation, audio and visual forms and as well the knowledge to use the word communicatively in the context of interaction. They explain that lexical knowledge involves knowledge of form (pronunciation, spelling word deviations, position in grammatical constructions, collocations (co-occurring words), functions (frequency and appropriateness, and association (Nation, 1990, as cited in Oxford and Scarcella 1994, p.232). It can be inferred that it is not possible for learners to learn all these parts of vocabulary only by explicitly. Thus, many linguists (Craik and Tulving, 1975; Nation and Coady, 1988) take the position that L2 learners have to learn vocabulary implicitly. It can be done by the help of extensive reading. To accomplish it, readers' aim should be to understand the text without giving deliberate attention to language features including vocabulary in the text.

Lots of researchers (e.g. Sternberg, 1987; Nation, 1990; Hulstijn, 1992; Sökmen, 1997; Carter, 1998; Gu, 2002; 2003) have emphasized that one of the useful strategy for vocabulary learning is guessing the meaning of the vocabulary from the context and

also, presumption strategies can be helpful for learning vocabulary from context. For a language learner to obtain the meaning of new words by more implicit vocabulary learning approaches, they need to be advanced or independent learners. Language teachers can help learners through the use of word lists, similar translations, and in connected semantic groups. This will make use of direct or explicit strategies. On the other hand, reading authentic texts can make improvement to indirect or implicit means. In other words, vocabulary can be learned unintentionally by means of explicit or/and implicit learning.

Craik and Tulving (1975) in their study conducted to investigate retention of words in episodic memory. The results show that when subjects have to infer words through reading, the more mental effort will be provided by them than when they are given the word meanings. The result from the research has shown that the degree of mental effort increased the success of retrieval and recalling of words later. Hulstijn (1992) states that a 'mental effort' hypothesis would anticipate that the retention of an implicit word meaning will be higher than the retention of a given word meaning. Krashen (1989) also argues that the most efficient way to have proficiency in spelling and vocabulary is achieved by comprehensible reading input. According to Krashen's input hypothesis, language acquisition is improved by more comprehensible input in spoken and written forms. This prediction has been explained for different features of competence. Krashen states that with the help of reading, learners can get the entire information about the word. He criticizes that most of the vocabulary teaching methods are boring or painful. Even the ones which are fairly interesting are not even close to reading a good book (p.450). Additionally, to be a better writer, one should read outside the school as well according to some studies. A great deal of test has shown the relationship between second language acquisition and getting comprehensible input from other sources apart from school. Krashen suggests that with more comprehensible input, in the form of reading, greater competence in vocabulary and spelling is associated.

2.3.2. Direct Vocabulary Learning Approach

Direct or explicit vocabulary learning focuses on teaching vocabulary directly to learners in order to enhance the chance of new vocabulary acquisition. "conscious

learning processes relate to direct or 'explicit' vocabulary learning when language learners learn vocabulary explicitly, either in context or in isolation, through direct instruction in both the meanings of individual words and word-learning strategies" (Laufer and Hulstijn 2001, p. 1). According to Schmitt (2000, p. 120) the main focus in explicit learning is on the information to be learned and this provides its acquisition. This kind of instruction is an effort to teach specific variety of words by using different teaching methods or techniques.

According to Nagy (1997) teaching vocabulary directly is time wasting. The main point he argues is that in English there are a large number of words. Therefore, to teach this much vocabulary a lot of time is necessary. He believes that only a small number of native speakers can benefit from direct teaching. However, Nation (2001, p.157) points out that direct teaching of second language vocabulary can raise students' awareness of particular words so that they notice them when they meet them while reading. Hunt and Beglar (2005) explain that explicit, direct vocabulary instruction seems to be more effective for vocabulary development than those modes that rely exclusively on indirect means and that "connecting word form and meaning is best learned explicitly whereas the phonetic and phonological features and articulation of new words is best learned implicitly."

In his study, Coady et al (1993) researched the effects of teaching common English words through explicit teaching methods. There were forty-two participants of the study and they were different proficiency levels university students in an intensive English program. They were split in half; twenty-two of them were in the experimental group and the other half consisted of twenty participants of the control group. In two total phases the study was completed. All the participants in the study were required to do a multiple choice basic vocabulary test consisting of thirty-six questions. The Degrees of Reading test from the College Entrance Examination Board (CEEB) originally created for native speakers. Instruction was in English for both groups. In the treatment period, computerized vocabulary learning program was provided for the experimental group. The period lasted eight weeks and the experimental group studied on it for an hour each week. The program displayed twenty words from the list of the most common 600-2000 words. For each student, the program had a personalized file which recycled any selected or missed word. The pre-test of the study was completed with the same

vocabulary which all the participants studied on. The second phase was different from the first one in a way that the computer program presented the vocabulary randomly. Therefore, reading comprehension texts were changed accordingly. A short structured questionnaire was administered at the end to evaluate the computer program. According to the results of the study, the success of reading comprehension and vocabulary knowledge was higher ($F(41, 1) = 9.55, p < .005$) for the participants of the experimental group. The t-tests ($p < .05$) results showed that the success of the participants in reading comprehension and vocabulary scores increased considerably. In addition, questionnaire results revealed that all of the participants liked the computer program as it helped them to develop vocabulary learning skills as well as reading skills. The connection between vocabulary and reading comprehension can be clearly seen in this study. Coady et al. (1993) noted that benefits of adopting direct learning of vocabulary can help learners to remember vocabulary in a longer period of time. According to Schmitt (2000), considerable amount of vocabulary can be learned by learners with the help of word lists. Also, the 'depth of processing' hypothesis suggests that the more information is used, the more likely it is to be retained in memory (p.121). Oxford and Scarcella (1994) are of the opinion that explicit vocabulary instruction is needed to guide learners to guide learners about vocabulary learning strategies outside of their L2 classes (p.235). Wintergerst and DeCapua (2003) find in a study conducted on Asian ESL learners, Asian students are more used to teacher-centered classrooms, which mean that they are more used to given instruction by teachers. However, it is generally agreed that learners may become less autonomous if they are always provided with explicit instruction.

2.4. Vocabulary Retention

Vocabulary retention is a necessity in learning English as a foreign language. Bogaards suggests (2001), it should not be forgotten that words constitute a major part of a language. Language learners generally think that if they know a great deal of words, they assume they have learnt the language. Dealing out with a word only by meeting it once is not enough to learn and remember it because learning a word does not mean only learning its meaning, learner should also learn its form, pronunciation, function

etc. Nation (2001) indicates that it is insufficient to meet a word once because there is a lot to know about each and every word. He adds that knowing the word is not enough, it must be learned well so that it can be accessed easily. Furthermore, Schmitt (2000) suggests that all parts of word knowledge cannot be learned at the same time so that the mastery of a word does not develop all at once. According to Nation (1990), in learning language, vocabulary is the most sizable and uncontrolled part. Sokmen (1997) supports this idea by saying it is a necessity for language teachers to help learners about storing and retrieving vocabulary knowledge. The need for useful educational methods in teaching vocabulary is because of this.

Integrating unknown words into language that is known is the best method (Schmitt and Schmitt, 1995). It is also stated that it is important to make associations between words as they promote remembering them afterwards and therefore, confusion between the word pair can be solved (Schmitt and Schmitt, 1995).

“Recalling or remembering ability of vocabulary after a period of time is definition of vocabulary retention. Retention in language teaching depends on several things such as learners’ aptitudes, teaching styles, or material quality” Richards & Schmidt (2002 cited in Khabiri & Pakzad 2012:80). According to Mohammed (2009:16) definition of vocabulary retention is recalling the learned vocabulary after an interval of time and the ability of using it in a new context. Thornbury (2002) states that without remembering, learning is not accomplished; learning is remembering. Bahrick (1984) indicates that the more deeply people deal with something, the better they remember it. Subsequently, there are several ways to develop vocabulary retention. As it mentioned before, learning the meaning of a word in context is not enough. A deeper analysis of the word is needed. According to Craik & Tulving (1975), a powerful connection between the word form and its meaning is necessary for vocabulary learning. When permanent retention is considered, the new word and its meaning should be evaluated and went over by the learner. And also, the meaning of the word should be elaborated and used in another context. Without this elaboration, the word and the meaning of it may be difficult to use an interval of time (Lawson & Hogben 1996:104). Haycraft (1978 cited in Khabiri & Pakzad 2012) indicates that related words can be recalled easily since using the meaning of words together with the whole meaning of the sentences in which they are embedded is the deepest level of processing and ensures the best retention.

Craik and Lockhart (1972) and Craik and Tulving (1975) suggests that when the mental processing is widened to learn vocabulary, remembering it will be easier. Schmitt and Schmitt (1995) continue by saying generating a visual for the meaning of word in mind, evaluating its formality or labeling words that are related to each other will help learner by boosting semantic processing. Furthermore, in order to remember words in the future, using target words in sentences will benefit. Cohen's (1990) argument is also in parallel with this strategy. He states that language learners should focus on the task that they are dealing with to achieve learning. As suggested by Nation's (1990) recycling vocabulary which is learned is important

Views of McLaughlin et al. (1986, 1987, 1990) and McLaughlin and Heredia (1996) on Information Processing Theory, the first phase of learning is controlled then it becomes an automatic process and so, it can be said that learning is explicit in the beginning but it evolves to learning implicitly. Learners are encouraged to understand linguistic features, concentrate on meaning and deduce meaning from texts. Reading for meaning should be supported by explicit vocabulary teaching, in this way it will be more successful and much vocabulary and its components will be learned (Paribakht and Wesche (1997) and Zimmermann (1997)).

Martin-Chang, Levy, and O'Neil (2007) administrated a study on students' recognizing and transferring abilities by using direct and indirect vocabulary instruction. Students who were familiar with whole language instruction were selected and they were all second graders. English as Second Language (ESL) students and students with developmental delays were excluded from the experiment.

Subtest for the reading screening was applied to sixty-nine students. The students whose scores were as expected (forty-eight students) read two different reading texts afterwards. Students were not allowed to participate if the number of mistakes ten or less. Twenty-eight participants (16 boys and 12 girls) who made ten or more mistakes were chosen for the final group. For every student individualized pedagogical materials were designed. Isolated word training and context training instructions were taken by all of the participants. Duration of each training program was 15-20 minutes for two weeks. In total there four parts of the study; pre-test, training days, retention period and lastly retention task and transfer task.

Students had personalized cue cards to read at the time of isolated word training. The time of responding was 1.5 second. When the answer of the student was correct, the next card was showed without any feedback. However, when the answer is wrong, the correct answer was given by the experimenter and then next card was shown. Twelve repeat, “2 word repetitions per list x 2 trials x 3 days = 12 word repetitions in total,” (p. 43) of every word took place over the three day training period.

On the other hand, personalized reading texts were read with the experimenter by students during the context training. In each text there were target words. Those words were read by the students while the experimenter was reading the rest of it aloud. The same procedure was applied in this training; responding time was 1.5 second. If the response was correct, the experimenter preceded reading. However, when a wrong answer was given or response time was longer than wanted, the experimenter said the word and continued reading the rest of the text.

A retention and then a transfer tasks was done by the participants after eight days of training. The same materials were included to the retention task, but in the transfer task, original screening text was used. The students had only seen it once twelve days before. Words which were chosen were the ones that students couldn't read in the pretest. Mean scores for the isolated were training were calculated after each one of the trials. The mean scores increased from 40.93 percent to 95.61 percent accuracy of the words. The same method was applied for the context word training mean scores. It also increased from 48.64 to 97.89 accuracy rate. Obtained results showed a distinct increase from first trail to sixth trail for both of the trainings. It means that two types of the instruction methods can develop students' reading accuracy.

Eight days after the trainings, the retention test was applied to the both groups and the results showed 97 percent accuracy for the context group while 94.5 percent accuracy for the isolated group. The students were asked to read a novel passage for the transfer task and the results was 85 percent accuracy for the context group, but 70 percent accuracy for the isolated group. It can be assumed that there is a positive relation between these two instructions. If the target words are learned from the context, remembering and transferring those words to different contexts get easier.

2.5. Corpus in EFL classes

2.5.1. Lexical Approach

Lewis, M (1998) states that:

“The Lexical Approach can be summarized in a few words: language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks. Teachers using the Lexical Approach will, instead of analyzing language whenever possible, be more inclined to direct learners’ attention to chunks which are as large as possible.”

Pupils have been assumed to learn long lists of single vocabulary items, often without being aware how to use the specific words in sentences, since they have been, again, required to be able to say the words only when they have been questioned.

However, “knowing a vocabulary item means much more than simply memorizing the word“ (Lewis & Hill, 1992, p. 99). Lewis, similarly to Hill or Conzett (Lewis, 2000, p. 60, 83), also says that “to know a word means much more than to know its meaning” – it means knowing its grammar, i.e. the patterns in which it is used (2000, p. 8). Michael Hoey also adds that to know a word means being aware of its associations, grammatical characteristics, pronunciation, phrases in which it occurs, etc. (Lewis, 2000, p. 230).

However, real life communication is not based on these procedures at all. It has been proven that native speakers’ output is not recognized by isolated words and sets of grammar rules learnt by heart. As Lewis and Hill state “learning more and more vocabulary items does not necessarily increase a person’s fluency” (1992, p. 99). Therefore, there exists also notional syllabus which, answering the question what is primarily concerned with the content – lexical content (D. A. Wilkins, in Brumfit & Johnson, 1979, pp. 84-85). This kind of syllabus is considered to be highly suitable for the practical communication, even though items learnt with the help of it, could seem to be quite complex, especially at the earlier stages. Teachers should try to resist the temptation to explain the structure of the items and phrases, for the only thing which the learners need to be familiarized with is the function (i.e. meaning or use) of it though. Similarly, Morgan Lewis states that language should be kept in the form in which it was found, without any analysis (Lewis, 2000, p. 19).

Lewis and Hill express an appeal for the teachers – they strongly believe that ‘teachers who themselves learned foreign languages in a very strongly structural tradition must avoid confusing their students by using structural explanations for functional materials’ (Lewis & Hill, 1992, p. 99). Hence it also corresponds with the fact, which was a few years later presented by Lewis, that the key principle which encourages the fluency is primarily a quick access to a vast stock of so called ‘chunks’ (1998, p. 15). Willis, like Hill (Lewis, 2000, p. 47), calls these prefabricated chunks which create a part of the native speaker’s repertoire waiting for being used (1990, p. 73). And this is actually the basis of the 20 Lexical Approach for which the lexis is the crucial part carrying the meaning.

2.6. Definition of Corpus

Numerous authors have defined corpus. According to Sinclair (1991) corpus is selection of authentic language which was chosen to mark a state or mixture of a language. Leech (1997) states that a corpus is a naturally-occurring data which contains structures, examples and anticipated aspects of language. Hunston’s (2002) definition of corpus is “a collection of naturally occurring examples of language, consisting of anything from a few sentences to a set of written texts or tape recordings, which have been collected for linguistic study.”

In summary, definition of corpus is a group of authentic language document, language examples, and a group of written texts or audio recordings that take place in various situations and are used to analyze language use.

2.6.1. History of Corpus

Corpus Linguistics is a methodology within the field of linguistics. It has been developing rapidly since the year 1964 when the first computerized corpus, The Brown Corpus¹ Collecting large amounts of text in order to analyze linguistic phenomena was not a new concept when corpus linguistics appeared as a methodology. As Meyer (2009) stated in his article, initial dictionaries were based on a large body of published works and millions of citation slips of naturally occurring language. Furthermore,

concordance lines (i.e., a word displayed within a surrounding context) as a format for displaying, was completed. According to Meyer (2002) corpus linguists are mainly interested in descriptive or functional interpretations of language, and it works on linguistic phenomena by using the empirical analysis of corpora which is large computerized databases of language. Biber, Conrad, & Reppen (1998, p.4) defines corpus as a large and principled collection of natural texts that are assembled in order that it is representative of the language in general, a dialect, or other subset of the language. Corpora may contain written texts, transcribed audio, or both of them but they should be language based. These texts are stored electronically, and then computer software programs called concordance generators, concordancers, or, generically, concordancing software (Conrad, 2005; Tribble & Jones, 1990) analyze them. Collecting large amounts of text in order to analyze linguistic phenomena was not a new concept when corpus linguistics appeared as a methodology. As Meyer (2009) indicates in a recent article, initial dictionaries were based on a large body of published works and millions of citation errors of naturally occurring language. Furthermore, concordance lines (i.e., a word displayed within a surrounding context) as a format for displaying every instance of a word in a text or collection of texts has been around for centuries, as Tribble and Jones (1990) explain: In its original sense a concordance is a reference book containing all the words used in a particular text or in the works of a particular author (except, usually, the very common grammatical words such as articles and prepositions), together with a list of contexts in which each word occurs. [...] Books like this have been in use since the Middle Ages, especially in Biblical Scholarship. [...] The earliest known complete concordance of the Latin Bible was compiled by the Benedictine Hugo de San Charo in the thirteenth century. Hugo, it is said, was assisted by no fewer than 500 monks. (p. 7)

In modern linguistics, the work of collecting and analyzing large databases of language, though still a time-consuming and tedious task, has been greatly simplified and largely automated by powerful computers and concordancing software programs, of which Laurence Anthony's AntConc (2008) is just one example. These powerful software programs have the capacity to rapidly and accurately locate every word in a text together with its surrounding context, including even those very common words like articles and prepositions that were a burden, and often not included, in concordances

that were collected manually, such as those by the monks of Hugo de San Charo. In addition to their capacity to search for keywords and their surrounding contexts, these programs also have the capability of calculating frequency information about words, which is often presented in the form of hierarchical lists (usually with the most frequently occurring word appearing at the top of the list). Computerized corpus searches are not limited to word-level searches, however. Users may also choose to run searches on two or more words (i.e., collocations), phrases, clauses, or, if the corpus is tagged, on grammatical categories (e.g, prepositions and articles).

Corpora for the classroom's need can be designed by the teacher or ready-made corpora can be used in the classroom. Some of the well-known and the largest corpora of English language are American National Corpus (22 million words), British National Corpus (100- million-word text corpus), Corpus of Contemporary American English (425 million words), Bank of English (650 million running words).

As this short history of corpora and concordancers shows, this method of studying language was not invented by corpus linguists nor was it incidental to the creation of the computer. Instead, old methods of doing linguistic research have been greatly supported by modern technology, and this has caused linguists to return to the "empirical tradition", to borrow a term from Meyer (2009). A tradition which Meyer claims, "fell into disfavor following the rise of Chomsky's theory of generative grammar in the 1960s" (p. 208). This return to the empirical tradition in linguistics comes at the same time that language teaching theorists are emphasizing the facilitative effects of exposing learners to authentic examples of language in the classroom; teachers in addition to their counterparts in research are beginning to find uses for corpora.

2.6.2. Corpus in Language Classrooms

According to Leech (1997), it is obvious that there is an association between teaching and language corpora. In classroom, there are two effects of corpora; direct or indirect effect. Indirect use of corpus is more widely used in language classrooms. It is probably because of the restriction of direct use of corpora in language education. This restriction is a result of learners' language level and not enough knowledge, time pressure, requirements of educational programs, uneducated teachers about the use and

analysis of corpus and lack of necessary equipments like computers, and appropriate software tools and corpora.

It can be said that while indirect use of corpus is associated with what to teach, direct use of it can provide insights into how to teach. Direct use can be engaged with language learners in two ways. One way is to give direct connection to a corpus and concordancing program on a computer; the other way is to give print-outs of raw data from a corpus.

2.6.3. Benefits of using corpus in language classrooms

The effect of using corpus analysis methods has been on roles of language learners since the learners become “researchers” and teachers become directors or coordinators of research (Gavioli, 1997, 2001; Johns, 2000, 2000). However, according to Bernardini, (2002) “descriptive insights and research methodologies have not simply been borrowed from the descriptive paradigm, but have been adapted, reformulated, and often extended in various ways to fit pedagogic concerns and priorities” (p. 29). Learners are encouraged to take part in linguistic research in this kind of classrooms. Questions on target language are raised and learners are engaged in process of hypothesis formation and testing of particular rules of the language, a process by which interlanguage development is thought to progress (Conrad, 2005). Moreover, Aston (1995, 1997) argues extensively that “corpora can play a useful role in the acquisition and restructuring of schematic knowledge” (1995, p. 263). According to his argument, contextual repetition and variation of linguistic structures, promoting a process of synthesis and analysis of information on the part of the learners are delivered thanks to concordance lines. Finally, to promote noticing or consciousness-raising corpus-based activities are helpful according to many researchers. (Kettemann, 1995; Johns 1991a, 1991b; Conrad, 2005).

Corpus-based activities are also seen as being consistent with a variety of principles and learning goals within the CLT paradigm, which currently dominates the English language teaching (ELT) profession. Firstly, output from concordance lines presents learners linguistic phenomena in authentic context. Hence, learners need to analyze this data and categorize inductively so that they can discover the rules of the language.

Furthermore, the new role of the learner as researcher transfers control of learning from teacher to student, causing the classroom to become more student-centered during these activities. Finally, corpus-based activities are thought to increase learner autonomy “as students are taught how to observe language and make generalizations rather than depending on a teacher” (Conrad, 2005, p. 402).

Today, for second language learners key resources are computerized corpora. For classroom applications, general corpus has advantages for language learners. Especially in the field of vocabulary learning it will be helpful. Learners can easily search on vocabulary items and phrases. In addition to that, for text books and publishing dictionaries, it can be used. Besides, to understand how language is used in a particular register of the language (spoken, news, academic, fiction and magazine) (Tribble, 1990) a specialized corpus can be used. For example, to learn a range of politeness or formality strategies using a specialized corpus including business letter can supply necessary knowledge to learners (Cornnor, Davis, & DeRycker, 1995). According to Johns (2002), as the user friendly interface of concordance programs has been developing, it is becoming easier and easier to reach authentic language samples for classrooms. For instance Wichmann (1995) did not believe that dictionaries meet enough authentic meaning needs of the learners so she used corpora and a concordance program to teach German. Another valuable advantage of corpus provides authentic examples for L2 acquisition. Dodd (1997) states that learners have opportunity to be explorers of language as a corpus-based approach give authentic patterns. With the help of those authentic patterns, students deal with the real language use. Flowerdew (1993) warns that if adjusted examples are used, the learners may not discover the real use of the target language. For that reason, using corpora is promoted in second language and foreign language learning by a lot of scholars because it is useful for improving particularly reading and writing skills and also, in understanding and building specific texts and text types (Aston, 2001; Flowerdew, 2001; Connor & Upton, 2004; Römer, 2011). Corpus based second language and foreign language teaching increase motivation of language learners and also, they become more autonomous learners (Woolard, 2000) as they can work on language descriptions by means of the corpus (Aston, 2001). Some researchers have showed the success of using corpora in teaching practices, including use of concordancing software during the acquisition of L2 or FL,

such as through collocation learning (Howarth, 1998; Sun & Wang, 2003), lexical acquisition (Cobb, 1999), writing (Sun, 2007; Tribble, 2001), and grammar (Sun, 2003). In conclusion, for any type of language research, the corpus is an essential element. It is necessary in language research, education, and translation. In the development of vocabulary and grammar, benefits of concordances are emphasized by authors as the use of authentic language is facilitated and learners are more motivated, active and analyze language independently and lastly, it provides practical evidence about use of language (Johns, 1986, Taylor, 1991; Hanson-Smith, 1993; Johns, 1994; Aston, 1995; Qiao and Sussex, 1996 and Cobb, 1997). As corpus-based language learning provokes learners' motivation by giving authentic examples of language, their needs are accomplished (Sun, 2007). It also encourages inductive thinking and improves comprehension on reading writing skills.

2.6.4. COCA - The Corpus of Contemporary American English

Mark Davies created The Corpus of Contemporary American English (COCA) in 2008. Davies (2009) states that COCA is the largest free English corpus and has benefits over other free corpora (Davies, 2009). There are specific advantages of COCA in terms of vocabulary teaching and learning. First of all, everyone can access COCA on the internet at <http://corpus.byu.edu/coca/> by using an email address to register. COCA has a large vocabulary source, over 425 million words. It gives more than enough English lexis patterns and grammar without misrepresenting outliers as the norm (Davies, 2009). Secondly, by using COCA, it is easy to access to all resources as it is not necessary to have special linguistic knowledge or complicated computer techniques. Guidebooks and site tours are also helpful because users can learn using COCA's features according to reason of usage; vocabulary or grammar. Benefits of easy registering and kind of language being used are also helpful. There is a balance of registers of language; spoken, news, academic, fiction and magazine (Davies, 2009). Fig. 1.1 shows the register of language on COCA.

Figure 1.1: Screenshot of the home page of COCA drawn from the Corpus of Contemporary American English

The screenshot displays the COCA (Corpus of Contemporary American English) interface. At the top, there is a navigation bar with the title 'Corpus of Contemporary American English' and icons for search, help, and user profile. Below this, there are four main tabs: SEARCH, FREQUENCY, CONTEXT, and OVERVIEW. The SEARCH tab is active.

In the search area, there is a text input field containing the word 'find' and a '[POS]' label. Below the input field are two buttons: 'Find matching strings' and 'Reset'. To the right of the search area, there are links for 'List', 'Chart', 'Collocates', and 'Compare KWIC'. Below these links, there are tabs for 'Sections', 'Texts/Virtual', 'Sort/Limit', and 'Options'. The 'Sections' tab is selected, showing two dropdown menus for selecting sections. Both dropdown menus are currently set to 'IGNORE'. The dropdown menus list the following sections: SPOKEN, FICTION, MAGAZINE, NEWSPAPER, and ACADEMIC.

On the right side of the interface, there is a 'SECTIONS' section with a '(Hide help)' link. Below this, there is a 'SHOW' checkbox and a description: 'Determines whether the frequency is shown for each "section" of the corpus (in the case of COCA, the genre or year). For example, the synonyms of *beautiful* in each section and overall.' Below this, there is a prompt: 'Select a section: (sub-)genre or (set of) year(s). Click here for more examples of change over time.' Below the prompt, there is a table of example sentences:

*ize verbs in ACADEMIC	Past tense verb + over in SPOKEN
*ment in ACADEMIC	Nouns near <i>green</i> in 2000-2009
ADJ + track in NEWSPAPERS	Noun near <i>chair</i> in FIC
Hard + NOUN in MAGAZINES	Synonyms of <i>smart</i> in FICTION
Verbs in MAGAZINES-Sports	Nouns in NEWSPAPERS-Money
Adjectives in ACADEMIC-Medicine	Adverbs in FICTION-Movies

Below the table, there is an optional section: '(Optional) Select a second (set of) section(s) against which to compare the sections chosen above'. Below this, there is another table of example sentences:

*ize verbs in ACAD vs MAG	Past tense verb + over in FIC vs ACAD
*ment in ACAD vs FIC	Nouns near <i>green</i> in 2005-2015 vs 1990-1999

It makes learners to see more realistic usage of language either in written or spoken format. Besides, Davies (2009) states that the resources in COCA are all published or broadcasted materials by American corporations and they meet acceptability standards. Frequency rates are shown simultaneously with example sentences in COCA. It helps learners as they can see grammatical order of the words in sentences and can deduce meaning from the context with the help of key words in concordance lines. Collocations, synonyms or antonyms, frequency of a word can be searched by users for vocabulary learning purposes. Figure 1.2 shows concordance lines for the word 'find'.

Figure 1.2: Screenshot of concordance lines drawn from the Corpus of Contemporary American English

The screenshot displays the COCA interface with the following elements:

- Header:** "Corpus of Contemporary American English" with navigation icons and a user profile icon.
- Navigation Tabs:** SEARCH, FREQUENCY, CONTEXT (selected), and OVERVIEW.
- Search Parameters:** FIND SAMPLE: 100 200 500 1000; PAGE: << < 1 / 1000 > >>
- Controls:** "CLICK FOR MORE CONTEXT" button, a search input field containing "[?]", and buttons for "SAVE LIST", "CHOOSE LIST", and "CREATE NEW LIST".
- Table:** A table with 16 rows of concordance lines. Each row includes a line number, year, genre, source, and the concordance line itself. The word "find" is highlighted in green in each line.

Line	Year	Genre	Source	Concordance Line
1	2015	ACAD	DeltaKappaGamma	A B C deem valuable but what stakeholders perceive as valuable (Fiore). If stakeholders consistently find that communication from a certain administrator or covo
2	2015	ACAD	DeltaKappaGamma	A B C , but there are teaching positions available every year. When newly-certificated teachers do not find jobs within a year, they may become discouraged and lea
3	2015	ACAD	DeltaKappaGamma	A B C be in the introduction to education class. An easy assignment is to have students find an online employment Web site, such as teachers-teachers.com or sch
4	2015	ACAD	DeltaKappaGamma	A B C , students should locate their state's teacher-employment Web site and read openings. To find the states Web site, candidates can use a search engine such i
5	2015	ACAD	DeltaKappaGamma	A B C 2013) research on getting a teaching job indicated that it takes a year to find a position. Accordingly, basic information about how to start job searching shou
6	2015	ACAD	DeltaKappaGamma	A B C experience and expertise. They all tell me that learning about the paperwork required to find a teaching job helped them tremendously, especially in a class I
7	2015	ACAD	DeltaKappaGamma	A B C tools being used. With this cycle of steps, teachers are more likely to find success in creating a properly-supported grading system that uses objectivity and st
8	2015	ACAD	DeltaKappaGamma	A B C and would be difficult to coordinate. # * Collaborating with teachers and parents to find interests of students is a challenge. # * Work with administrators an
9	2015	ACAD	DeltaKappaGamma	A B C are on it. # * I would like to help all the kids and find what benefits each student to be successful. # Goal statements. When participants were
10	2015	ACAD	DeltaKappaGamma	A B C specific student. # * Communicating with other teachers and with students' parents to find out more about each student is important. # Four participants inc
11	2015	ACAD	DeltaKappaGamma	A B C was difficult for these teachers. # Certainly change must occur if teachers are to find new methods to identify and instruct students who may be struggling. H
12	2015	ACAD	JAdolAdultLiteracy	A B C crowds eager to support their fictional band. Some students are using map skills to find the best route to take as their tour makes its way across the country.
13	2015	ACAD	JAdolAdultLiteracy	A B C , 1984). In this work, you observed and talked with children to find out how students move meanings across modes -- such as the movements from drawing t
14	2015	ACAD	JAdolAdultLiteracy	A B C who like reading books. Students who thought book reading was uncool tended to also find book reading less enjoyable. # Friend Encouragement to Read #
15	2015	ACAD	ReadingImprovement	A B C 2098 Teachers may find themselves facing a dilemma. On one hand, the teacher of the content subject
16	2015	ACAD	ReadingImprovement	A B C with the science lessons have been introduced and practiced by the students. Some may find it difficult to justify the additional time required to teach the ne

Besides benefits of COCA in vocabulary teaching, it may have some limitations. Firstly, not all language classrooms are designed with necessary computers and internet connections. Second, when a learner wants to make a search, the query would generate a lot of entries. It would be time consuming to reach the necessary entry and also, it would be difficult to understand some of the entries which are above the learners' level. Learners can be unmotivated and feel lack of confidence because of this disadvantage. Therefore Liang (2009) suggests that language teacher needs to modify the query results before using them in the classroom. If not, students may have hard times in understanding to all of those examples. A user on COCA can select the entries that s/he wanted and save them and get printouts. Therefore, those prepared mini concordance lines can be brought to classroom as printouts.

Before creating texts for the classroom use, there are some requirements to be completed. Firstly, the most frequent uses of searched vocabulary should be included. Flowerdew (2009) states that language teachers can make use of frequencies to decide what items to teach. For that reason, if a teacher wants to have specialized lists of words, example sentences according to their frequency should be added to the texts. In the second place, the Input Hypothesis (Krashen, 1985) suggests that learners' progress in their language knowledge if they comprehend language input that is slightly more advanced than their current level. Consequently, teachers should think about their

students' level, select suitable data of corpus. There should be some new and a little difficult vocabulary but not much. Thirdly, to stimulate students' interests of various language features, different material types like academic, spoken, news should be included. Lastly, it is important to think about students' interests, age or their cultural background before choosing data from the corpus. It will motivate them.

To sum up, teacher should firstly decide on target vocabulary from the course book, and then variety of structures with different frequency and collocation are selected for the vocabulary teaching materials.

2.7. Corpus in teaching vocabulary

In vocabulary instruction, corpus data analysis is a beneficial way. Not only teachers but also students can reach important information about authentic language use. The knowledge about vocabulary and vocabulary instruction has been influenced by corpus linguistics (Nation, 2001; Schmitt, 2000). Read (2010) states that, because of the nature of corpora, there is a natural, close relationship between corpus analysis and vocabulary knowledge. Corpora and materials being prepared from corpus have changed our opinions on vocabulary issues like grammar, idioms and other phrases, choosing what words to teach, and knowing what a word means with the developments in the field. Therefore, employing corpus based activities to vocabulary teaching almost seems natural.

In connection with this, Koda (2000) points out that the knowledge of rules about language, parts of language, and how language works, or even a simple self-recognition of one's own language and the forms being used is described as metalinguistic awareness. For that reason, the idea that not only knowing the meaning of a word but also knowing how to spell it, its morphology, which parts of speech it is, how to pronounce it, its different meanings, collocations, specific uses, and register related contexts of use are all included in metalinguistic awareness (Nation, 2001). Moreover, J. Flowerdew (2009) includes word's semantic prosody, semantic preference and colligation. Consequently, as there are lots of features of knowing a word apart from its meaning, corpus linguistics can lead teachers and learners in vocabulary education.

2.8. Authentic Material Contribution of Corpus

The improvements on English corpora and related concordance programs, bringing authentic language examples to the classroom has gained attention (Johns, 2002). For example Wichmann (1995) taught German via corpora and a concordance program as does not believe that dictionaries provide enough real life meaning. It is an important contribution of corpus that it brings authentic language samples that are necessary for second language acquisition. Dodd (1997) states that authentic examples as well as the opportunity for students to be explorers of the language are provided by a corpus-based approach. Real use of language is provided with authentic samples for the learners. Flowerdew (1993) warns if learners are exposed to formed examples, they may not discover the real usage of the language. For that reason, using corpora in L2 and FL instruction is promoted by many scholars because corpus is useful for developing reading and writing skills and in understanding and producing specific texts and texts types (Aston, 2001; Flowerdew, 2001; Connor & Upton, 2004; Römer, 2011). Woolard (2000) suggests that language learners' motivation can be improved and they can become more autonomous learners if corpus-based instruction is adopted. It also allows them to discover explanations of language (Aston, 2001). Various studies have showed the effectiveness of using corpora in teaching practices, including adopting concordancing software during the acquisition of L2 or FL, such as through collocation learning (Howarth, 1998; Sun & Wang, 2003), lexical acquisition (Cobb, 1999), writing (Sun, 2007; Tribble, 2001), and grammar (Sun, 2003).

CHAPTER III

METHODOLOGY

3.1. Presentation

The purpose of the current study was to research the efficiency of corpus-based materials in vocabulary teaching. The study aimed at exploring difference between traditional methods and corpus-based materials in vocabulary teaching.

This chapter provides information about the employed methodology in the research process. Used methods to collect and analyze the data are described as well as participants in the study and the setting. The researcher also describes data collection instruments, procedure of data collection and data analysis. Three research questions formed the basis of this study.

1. Is there any statistically significant difference between using course book input and corpus input in teaching vocabulary?
2. Do corpus-based input help learners remember the vocabulary taught?
3. What are learners' concerns about the use of corpus-based materials in vocabulary teaching?

3.2. Research Design

Since corpus-based materials were practiced in the experimental group as an teaching technique to teach and practice target vocabulary items during the treatment, in the control group a traditional method based on course book materials for vocabulary teaching was practiced as an teaching technique. Two of the researcher colleagues helped to conduct the study. While the teacher was implementing corpus-based materials, the researcher observed the experimental group. In the preparatory school program, in a week learners had 26 hours of English lesson. During treatment period, to teach and practice target vocabulary items two hours of English lesson a week were

used. The study completed in five weeks. The teacher implemented different kinds of corpus-based vocabulary materials each week during the study.

To accomplish the aims of the study, two research methods were used; quantitative and qualitative methods. The purpose of using both of the methods is to get improved and more dependable results. According to Creswell (2006), mixed method focuses on collecting, analyzing, and mixing both qualitative and quantitative data in a single study or series of studies. Additionally, experimental design was adopted by using quantitative analysis in both a pre-test and a post-test during the research process. Two pre-tests were designed to confirm the reliability of items; while one test was based on corpus-based material, the other was based on course book material. They were administered to a group of 50 learners. They were part of neither the experimental group nor the control group. When it was done with the confirmation of reliability of the tests, they were applied to the both experimental and control group. After five weeks of treatment, two post-tests with the same questions as the pre-tests were administrated again for both groups. The researcher compared the pre-tests and post-tests data to see the results of the study. Two weeks later, the post-tests were administrated; the same test with corpus based material was administrated to the experimental group to obtain data about the retention level of the participants.

As the source of qualitative analysis, an interview was done with randomly selected ten learners in the experimental group. Thus, the researcher had an opinion of the learners' attitudes towards corpus-based vocabulary materials.

3.3. Participants

This study was conducted at Ufuk University, Preparatory School in the second term of the academic year 2015-2016. In this study, there are 41 participants. The researcher is an English language instructor at the same university. It gave her the advantage of monitoring the experimental group whenever necessary.

The control group included 20 and the experimental group included 21 learners. Although the pre-test was originally administrated 54 learners, 13 of them were excluded because of the missing answers or being absent in the time of the tests. There are two levels of learners at the Preparatory School; A (low) and B (high). The

participants had 26 hours of English lesson every week. They have never been exposed to corpus-based materials. The participants' ages were varied in 17 and 22. The social and educational backgrounds of the participants were ignored.

Students of various departments like guidance and psychological counseling, law and psychology were included in the experimental and control group. A proficiency exam was administrated to all students at the beginning of the academic year. The ones who were unsuccessful were distributed in the classes at the Preparatory School. The learners from different departments were placed to every classroom. There was not any level test during the term. For that reason, all of the participants were assumed to be intermediate level learners when tests were administered. Even though the language levels of the learners was considered as intermediate at the time of the study, the groups were not homogenous in the sense of language level. That is to say, there were even pre-intermediate or lower level students in both groups.

3.4. Setting

The study took place at Ufuk University, which is a private university. The medium of instruction is 30% English in most of the departments; ELT department's medium of instruction is 100% English. Except from Political Science, International Relations, International Trade, Business Administration and Nursing, all other students have to take an English proficiency exam at the beginning of their first term at the university. The English Preparatory school is mandatory for all those who do not pass the exam. It lasts for one academic year. If the students get 60 out of 100, they are accepted as successful. If they can get 60 or over 60, they can start education in their departments. For the ones who cannot pass the exam, the Preparatory School is compulsory.

The preparatory school students take the proficiency exam at the end of the spring term in order to continue their education in their departments. In the proficiency exam, 40% of their scores in their exams during two semesters and 60% of their score in the proficiency exam are summed up, and the students who have 60 and over in total are accepted as successful. Students who do not have at least 60 in total have to take the proficiency exam again in September; otherwise, they have to repeat the preparatory class.

At the time of the study, there were 20 instructors working at the Preparatory School. On average 250-300 students enroll at the school each year. Students either have 26 hours or 24 hours of English according to their level, which were either A or B, every week, and each term includes 16 weeks in one academic year; they take five course books which are “Open Mind” series (Macmillan) during their education.

3.5. Instruments

To collect data, two different instruments were used during the study. The participants of this study were divided into two groups: the experimental group and the control group as this is an experimental research. Quantitative data were collected from the pre-tests and the post-tests, and qualitative data were collected from the interview with 10 learners from the experimental group.

To confirm reliability of two pre-tests, they were piloted to a group of learners different from the control and experimental group. They were analyzed through Test Analysis Program (TAP). Each pre-test consisted of 50 new target vocabulary items which the teacher would teach in the time of the study. They were chosen accordingly with corpus-based materials and course book materials. These items were mainly nouns, verbs, adjectives, adverbs, and phrasal verbs. Multiple choice items were used in the tests. At the time of the study, as the learners' level was intermediate, items were carefully chosen for this level. These vocabulary items, which were used in the pre-tests, were selected from reading and vocabulary exercises in the participants' course book for course book based pre-test, and then same vocabulary items were selected from Corpus of Contemporary American English (COCA, <http://corpus.byu.edu/coca/>) in the concordance lines for corpus-based pre-test. The course book which was used for the experimental group was also used for the control group. After the five weeks of treatment, post-tests were administered to both the experimental group and the control group to be able to compare the two groups in terms of the success of corpus-based materials. Both post-tests consisted of the same vocabulary items, which were used in the pre-tests. Two weeks after the application of the post-tests, the post-test, which was designed according to corpus, was administered to the experimental group to be able to

evaluate the retention level of the participants. The tests can be seen in Appendix 1 and 2.

Qualitative data were collected by the researcher by participants' interviews in the experimental group. The participants were asked whether they liked using corpus-based materials in the treatment period, how it could be more beneficial and these kinds of related questions. The researcher aimed to find out if teaching vocabulary with a different method got the attention of the participants or not. Interviews were done after the last post-test, which were administrated for retention purpose.

3.4.1. Course Book

The course book "Open Mind" by Mickey Rogers, Joanne Taylore-Knowles and Steve Taylore-Knowles (2014) was used for vocabulary teaching in control group during five weeks of treatment. Participants had two hours of vocabulary lessons each week. In the course book, fifty target vocabulary items were presented by means of matching or gap-filling exercises.

3.4.2. Handouts

After choosing target vocabulary items, five different handouts were created by the researcher to be used during the treatment for the study. The participants in the experimental group were asked to analyze the concordance lines in the handouts and do vocabulary exercises. By this way, participants had chance to practice knowledge of meaning, part of speech, form and use of the vocabulary items. The handouts can be seen in Appendix 3.

3.4.3. Interview Questions

To explore participants' views and attitudes towards using corpus-based vocabulary materials in vocabulary teaching, the researcher conducted semi-structured interviews. The interviews were conducted with 10 volunteered participants in the experimental group. After they had been informed about the purpose of the interview, they were

divided into two groups. The interviews were administrated in Turkish to make participants more relax and to make data more reliable. Each group of interview lasted for ten minutes. The researcher recorded the interviews and transcribed the analysis. Both the Turkish and English versions of the interview questions can be seen in Appendix 4.

3.5. Data Collection Procedure

The relevant documents for the literature review were firstly obtained through university libraries at the beginning of the study. After library search, she used internet search by the key words “corpus-based learning”, “corpus-based materials” and “vocabulary teaching”. When the literature review chapter was completed, the researcher selected study groups. The experimental group and the control group were selected from (A) level students as the researcher was more familiar with them. There was not any discrimination based on participants’ gender, socio-educational background or departments. The experiment was conducted in five weeks’ time in the middle of the spring term of 2015-2016 academic year, starting from March 29th to April 30th.

Target vocabulary items which would be taught during the experiment were selected from the reading and vocabulary parts of participants’ course book, and very same items were also selected from Corpus of Contemporary American English (COCA), which is the largest and free corpus of English. In total 50 vocabulary items, which were key words of the units during the study, were selected in different context or concordance lines. The researcher prepared two multiple choice vocabulary test; one consisted of course book based stems and the other consisted of concordance lines. To ensure tests’ validity, they were piloted to forty-six different learners in the same level before they were administrated to the experimental group and the control group. According to this pilot study, validity of the tests was proven.

After the post-tests were administered, the interviews with the ten participants from the experimental group were carried out by the researcher on April 21 and 22, 2016. The interviews were recorded and transcribed by the researcher so as to analyze the study.

3.5.1. The Pre-tests and the Post-tests

Both the pre-tests and the post-tests were prepared by the researcher in purpose of identifying improvements between the experimental group and the control group before and after the treatment. Before starting the treatment, the pre-tests were administrated in participants' regular class hour. The duration of the pre-tests was fifty-five minutes each. The participants answered 50+50 multiple choice tests in two different days. The items were selected from key words of following units; while course book based test's stems were selected from the texts of reading and vocabulary exercises in the course book, and corpus-based test's stems were selected from Corpus of Contemporary American English (COCA). The exams were graded out of 100 points. All of the tests were graded by optical reader.

3.5.2. Learner Interviews

In order to obtain qualitative data which supports the analysis of the tests ten voluntary participants were interviewed. Interview questions were prepared by the researcher herself to see the effectiveness of corpus-based materials on participants. The aim of the researcher is to obtain data about the essential aspects relevant to corpus-based vocabulary teaching method. The perceptions and beliefs of the participants on corpus-based materials are also collected.

3.6. Data Analysis Procedure

Both quantitative and qualitative research strategies are adopted for the current study to collect stronger data for the analyses. To find out if there was a critical difference between the pre and post-tests either in the control or the experimental group quantitative data was collected. On the other hand, the qualitative data were collected through open-ended question interviews. Some programs like Microsoft Excel, Statistical Package for Social Sciences (SPSS) and Test Analysis Program (TAP) were used to analyze the quantitative data. Due to the missing answers, 9 of the 54 tests of the participants were eliminated.

All of the tests were graded by optical reader before the data of the pre-tests and post-tests are analyzed. The accurate answers in the tests were counted. In total, there were fifty vocabulary questions. Each question's score doubled and the highest score on the tests was 100 points. After grading the tests, the scores were calculated and then a Microsoft Excel table was prepared. A statistician analyzed the data collected through the pre-tests and the post-tests in order to determine if there was a significant difference between the pre and post-tests from both control and experimental groups or not. The analysis of the tests was completed using SPSS.

The interview with the participants in the experimental group was analyzed qualitatively to get deeper understanding about the opinions of students. To be able to analyze, the researcher transcribed the interviews that conducted with the participants.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

4.1. Presentation

In order to determine whether there is a significant difference between the learners who received corpus-based vocabulary teaching instruction and the ones who received traditional vocabulary teaching instruction, this study was conducted. It examines the learners' perspectives towards corpus-based vocabulary teaching materials, too. To test reliability of items, the item analysis was conducted with Test Analysis Program (TAP). The Mann-Whitney U test, Paired sample t-test and Independent Sample t-test were used to compare the data, collected from the pre-tests and the post-tests both from the control group and the experimental group. The latest post-tests' results were obtained only from the experimental group. In this chapter, both quantitative and qualitative analyses of the research, which were conducted with three major questions, are presented. The results were interpreted and discussed by the researcher according to these research questions:

1. Is there any statistically significant difference between using course book input and corpus input in teaching vocabulary?
2. Do corpus-based input help learners remember the vocabulary taught?
3. What are views of learners concerns about the use of corpus-based materials in vocabulary teaching?

The calculations and analyze of the pre-tests and the post-tests results were obtained from the Statistical Package for Social Sciences (SPSS). The researcher also analyzed the interview with the participants of the experimental group qualitatively. The researcher interpreted the data collected from the interviews using the comments of participants.

4.2. Item Analysis of Pre-Tests

Before administrating pre-tests to the control group and the experimental group, the pre-tests were administrated to 46 same level learners in the preparatory class. Test Analysis Program (TAP) was used for the analysis of test items to get more reliable results of pre-tests. It provided reports of examinee total scores, item difficulty and item discrimination analyses for the researcher. Desired score for the item difficulty is around 0.50; discrimination index is >0.20 . Table 1 shows the analysis of corpus-based vocabulary pre-test.

Table 1: The analysis of corpus-based vocabulary pre-test

Number of Examinees	= 46
Total Possible Score	= 50
Minimum Score	= 15,000 = 30,0%
Maximum Score	= 40,000 = 80,0%
Median Score	= 24,000 = 48,0%
Mean Score	= 24,935 = 49,9%
Standard Deviation	= 5,483

The corpus based pre-test is applied to 46 participants in neither the experimental group nor the control group. It had 50 vocabulary items. Results show that the mean score of the test is 24,935. The maximum score can be 50. Therefore, it can be said that the group to which the test was administrated is in moderate level as the mean is 24,935 out of maximum score of 50.

To analyze the homogenous or heterogeneous distribution of the test results we need standard deviation. Standard deviation was divided to mean score and the result is 0.21, which shows that participants' scores are homogenous.

4.2.1. Item Analysis of Corpus-Based Pre-Test

Item difficulty and discrimination index of the question 1 is as seen below. As item difficulty is near 1, it can be said that this item is easy. Additionally, discrimination

index shows that this item does not discriminate low and high level participants; 31 of them find the correct answer. Therefore, it is sure that this item was problematic, and it was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
01	0,67	0,08

Item difficulty (0.39) of item number 2 shows that this item is neither difficult nor easy. Also, as it can be seen in the discrimination index score (0.37), this item is good enough to discriminate between high and low level participants.

Item Number	Item Difficulty	Discrimination Index
02	0.39	0.37

It can clearly be interpreted that item 3 is too easy as item difficulty is 0.91 and the discrimination index 0.13. However, as high level participants chose the correct option more than the low group, it was not necessary to revise or exclude.

Item Number	Item Difficulty	Discrimination Index
03	0.91	0.13

For item number 4, item difficulty (0.30) shows it is little difficult. Additionally, discrimination index (0.07) shows that high and low level participants were not discriminated as desired. Therefore, this item is revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
04	0.30	0.07

Item number 5 is harder than desired (0.26). However, discrimination index shows that its distinctiveness is acceptable with 0.34 score.

Item Number	Item Difficulty	Discrimination Index
05	0.26	0.34

Item difficulty of item 6 can be acceptable. However, discrimination index shows that it is not acceptable as low level participants chose the correct answer more than the high level participants. Therefore, this item is revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
06	0.67	0.07

According to results of item number 7, it is not a difficult item with item difficulty 0.70. Discrimination of it is also enough with 0.21 score.

Item Number	Item Difficulty	Discrimination Index
07	0.70	0.21

The discrimination index of the item number 8 shows that its distinctiveness (0.10) is bad. Although this item's difficulty (0.52) is as desired, low level participants did not choose it more than high level participants, so it is a fair question.

Item Number	Item Difficulty	Discrimination Index
08	0.52	0.10

Item number 9 is easy as item difficulty is 0.91. Discrimination index score is not as desired (0.06). Mostly, high level participants found the correct answer, so it is acceptable.

Item Number	Item Difficulty	Discrimination Index
09	0.91	0.06

Although this item is not difficult as the result is 0.65, high level participants could not find the correct answer. Mostly, low level participants chose the correct option. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
10	0.65	-0.01

The discussion of item 10 is same for item 11, too. It can be said that this item is easy (0.76), but its distinctiveness is not acceptable (-0.07) because possibly, there is another option that participants mostly chose. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
11	0.76	-0.07

Item number 12's difficulty is as desired as the result of item difficulty is 0.61. Besides, discrimination index is also acceptable with result of 0.24.

Item Number	Item Difficulty	Discrimination Index
12	0.61	0.24

Although it is clear that item number 13 is little difficult (0.39), the discrimination index is as desired with the result of 0.30.

Item Number	Item Difficulty	Discrimination Index
13	0.39	0.30

It can be considered that item number 14 is a little difficult (0.39). However, discrimination index (0.58) is good enough.

Item Number	Item Difficulty	Discrimination Index
14	0.39	0.58

The difficulty of item number 15 is as desired as the result of item difficulty is 0.59. Although discrimination index is low with result of 0.10, mostly high level participants found the correct answer, so it is acceptable.

Item Number	Item Difficulty	Discrimination Index
15	0.59	0.10

According to the results of item number 16, it can be said it is a difficult item (0.28). However, its discrimination index (0.41) is high. Therefore it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
16	0.28	0.41

Item difficulty of item number 17 is as desired. It is neither difficult nor easy. When we look at the discrimination index (0.19), it can be interpreted that its discrimination is not enough. However, as high level participants are better than low level participants, it is not necessary to revise the item.

Item Number	Item Difficulty	Discrimination Index
17	0.57	0.19

The results of the item number 18 show that this item's both difficulty (0.52) and discrimination (0.67) is as desired.

Item Number	Item Difficulty	Discrimination Index
18	0.52	0.67

The discrimination index of the item number 19 shows that its distinctiveness (0.16) is not as good as desired. Although this item's difficulty is a little high, low level participants did not chose the correct option more than high level participants, so it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
19	0.37	0.16

Although item number 20 is not difficult as the result is 0.57, high level participants could not find the correct answer as it is clear in the discrimination index (-0.13). Possibly, there is another option that participants mostly chose. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
20	0.57	-0.13

21st item is not easy as difficulty result is 0.26. Discrimination index (0.27) shows it is not perfect but this item is acceptable.

Item Number	Item Difficulty	Discrimination Index
21	0.26	0.27

Item number 22's difficulty result (0.74) shows that it is a moderately easy question. Besides, discrimination index is also acceptable with result of 0.30.

Item Number	Item Difficulty	Discrimination Index
22	0.74	0.30

According to the results of item number 23, it can be said it is a little difficult item (0.33). However, its discrimination index (0.40) is high. Therefore, it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
23	0.33	0.40

The results of the item number 24 show that both difficulty (0.48) and discrimination of this item (0.46) are good enough.

Item Number	Item Difficulty	Discrimination Index
24	0.48	0.46

Both item difficulty (0.46) and discrimination index (0.30) are good for this question.

Item Number	Item Difficulty	Discrimination Index
25	0.46	0.30

Results of item number 26 show that it is easier than desired; however discrimination index (0.49) is as good as desired.

Item Number	Item Difficulty	Discrimination Index
26	0.61	0.49

It is clear that item number 27 is absolutely as desired. Its both difficulty (0.52) and discrimination (0.80) are perfect.

Item Number	Item Difficulty	Discrimination Index
27	0.52	0.80

According to the results of item number 28, it can be said that it is relatively difficult (0.39). However, discrimination is as good as desired.

Item Number	Item Difficulty	Discrimination Index
28	0.39	0.64

The result of the difficulty of item 29 (0.74) shows that it is a moderately easy question. Besides, discrimination index is also acceptable with result of 0.28.

Item Number	Item Difficulty	Discrimination Index
29	0.74	0.28

Discrimination index of the item 30 is very low (0.14). Item difficulty (0.67) is in the desired level. Although discrimination is not good, it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
30	0.67	0.14

Although this item is not difficult as the result is 0.61, it is clear in the result of discrimination index (-0.15) high level participants could not find the correct answer. Mostly, low level participants chose the correct option. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
31	0.61	-0.15

The result shows that difficulty (0.26) of the item number 32 is not as desired. For that reason, the participants chose another options apart from the correct answer as it can be seen in the result of discrimination index (-0.3). Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
32	0.26	-0.3

33rd item is not easy as difficulty result is 0.22. Discrimination index (0.26) shows it is not perfect but this item is acceptable.

Item Number	Item Difficulty	Discrimination Index
33	0.22	0.26

Although the difficulty result (0.37) of the item number 34 shows it is relatively a difficult question, it can be said that in the result of discrimination index (-0.08) high level participants could not find the correct answer. Mostly, low level participants chose the correct option. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
34	0.37	-0.08

According to the results of item number 35, it can be said that it is relatively difficult (0.37). However, discrimination index (0.64) is as good as desired.

Item Number	Item Difficulty	Discrimination Index
35	0.37	0.64

Item difficulty (0.43) of item number 36 is near to desired level, and the discrimination index (0.43) is also good enough.

Item Number	Item Difficulty	Discrimination Index
36	0.43	0.43

The difficulty of item number 37 (0.30) is seen as high, and discrimination (0.13) is low. Although the results are not satisfactory, high level participants chose the correct option. Therefore it is acceptable.

Item Number	Item Difficulty	Discrimination Index
37	0.30	0.13

It is clear that item 38 is difficult (0.26), and discrimination is low (0.13). High level participants could not find the correct answer. Mostly, low level participants chose the correct option. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
38	0.26	0.13

Although the difficulty of the item 39 (0.48) is as desired, discrimination index (0.09) is really low. It can be inferred that low level students could easily find the correct option. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
39	0.48	0.09

Item difficulty (0.33) of item number 40 is near to desired level, and the discrimination index (0.35) is also good enough.

Item Number	Item Difficulty	Discrimination Index
40	0.33	0.35

It is clear that item 41 is difficult (0.28) and discrimination is acceptable (0.20).

Item Number	Item Difficulty	Discrimination Index
41	0.28	0.20

The result of the difficulty of number 42 (0.76) shows that it is an easy question. Besides, discrimination index is also acceptable with result of 0.30.

Item Number	Item Difficulty	Discrimination Index
42	0.76	0.30

Results of item number 43 show that it is a rather easy question (0.65); however discrimination index (0.49) is as good as desired.

Item Number	Item Difficulty	Discrimination Index
43	0.65	0.49

44th item is not easy as difficulty result is 0.24. Discrimination index is low (0.12), but this item is acceptable.

Item Number	Item Difficulty	Discrimination Index
44	0.24	0.12

The result of the difficulty of number 45 (0.76) shows that it is an easy question. However, discrimination index (0.10) is low. It can be inferred that high level participants could find the correct option. Therefore, it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
45	0.76	0.10

As it was discussed above, item number 46 can also be considered as an easy (0.59) item. However, discrimination index (0.13) is low. Thus, most probably high level participants were not as successful as they should have been. Nevertheless, it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
46	0.59	0.13

The result of the difficulty of number 42 (0.65) shows that it is an easy question and discrimination index is also acceptable with result of 0.21.

Item Number	Item Difficulty	Discrimination Index
47	0.65	0.21

It can be inferred that item number 48 is one of the perfect questions. Its item difficulty (0.57) and discrimination index are just as wanted (0.60).

Item Number	Item Difficulty	Discrimination Index
48	0.57	0.60

It is clear that item 49 is difficult (0.24), and discrimination is acceptable (0.26).

Item Number	Item Difficulty	Discrimination Index
49	0.24	0.26

Item difficulty (0.33) of item number 50 is near to desired level, and the discrimination index (0.27) is also acceptable.

Item Number	Item Difficulty	Discrimination Index
50	0.33	0.27

Table 2: Item Analysis Results of Corpus-Based Pre-Test

Number of Items Excluded	= 0
Number of Items Analyzed	= 50
Mean Item Difficulty	= 0,499
Mean Discrimination Index	= 0,248
KR20 (Alpha)	= 0,655
High Grp Min Score (n=13)	= 29,000
Low Grp Max Score (n=16)	= 21,000

Potential Problem Items = 11
 defined as: difficulty $\leq 0,20(0)$
 or: difficulty $\geq 0,95(0)$

According to the analysis of TAP, there were 11 problematic items either because of difficulty or because of discrimination problems. These items were revised by the researcher before they were administrated to the experimental and control groups. Results also showed that, this test's level is as desired (Mean Item Difficulty: 0.49 and Mean Discrimination Index: 0.24). According to KR20 (Alpha) (0.65) result, this test can be considered as reliable.

4.2.2. Item Analysis of Course Book Based Pre-Test

The course book based pre-test is applied to 46 participants in neither the experimental group nor the control group. It had 50 vocabulary items. Results show that the mean score of the test is 30,880. The maximum score can be 50. Therefore, it can be said that the group to which the test was administrated is in moderate level as the mean is 30,880 out of maximum score of 50.

To analyze the homogenous or heterogeneous distribution of the test results, we need standard deviation. Standard deviation was divided into the mean score and the result is 0.23, which shows that participants' scores are homogenous.

Table 3: The Analysis of Course Book-Based Vocabulary Pre-Test

Number of Examinees	= 50
Total Possible Score	= 50
Minimum Score	= 14,000 = 28,0%
Maximum Score	= 43,000 = 86,0%
Median Score	= 32,000 = 64,0%
Mean Score	= 30,880 = 61,8%
Standard Deviation	= 7,135

Item number 1 is a little easier (0.60) than desired and also, discrimination result (0.25) is little low, but it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
01	0.60	0.25

According to the results, it is possible to say that item number 2 is a little difficult (0.40). Although it is difficult, discrimination index is (0.24) is enough.

Item Number	Item Difficulty	Discrimination Index
02	0.40	0.24

The result of the difficulty of number 3 (0.76) shows that it is an easy question. Nevertheless, discrimination index is acceptable with result of 0.30.

Item Number	Item Difficulty	Discrimination Index
03	0.76	0.30

It can clearly be seen that item number 4 is just as desired with the difficulty of 0.50. Discrimination index (0.21) is a little low, but it can work in the test.

Item Number	Item Difficulty	Discrimination Index
04	0.50	0.21

It can be inferred that item number 5 is one of the desired questions. Its item difficulty (0.44) and discrimination index are just as wanted (0.50).

Item Number	Item Difficulty	Discrimination Index
05	0.44	0.50

The result of the difficulty of number 6 (0.66) shows that it is an easy question and discrimination index is also acceptable with result of 0.25.

Item Number	Item Difficulty	Discrimination Index
06	0.66	0.25

Item number 7 is easy as item difficulty is 0.90. Discrimination index score is not as desired (0.14). Mostly, high level participants found the correct answer, so it is acceptable.

Item Number	Item Difficulty	Discrimination Index
07	0.90	0.14

Results of item number 8 show that it is easier (0.84) than desired; however, discrimination index (0.30) is as good as desired.

Item Number	Item Difficulty	Discrimination Index
08	0.84	0.30

It can clearly be interpreted that item 9 is too easy as item difficulty is 0.92 and the discrimination index 0.16. However, as high level participants chose the correct option more than the low group, it was not necessary to revise or exclude.

Item Number	Item Difficulty	Discrimination Index
09	0.92	0.16

Although item number 10 is an easy question (0.90), its discrimination index is good (0.29). Therefore, it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
10	0.90	0.29

Results of item number 11 show that it is easier (0.66) than desired; however discrimination index (0.39) is good enough to use this question.

Item Number	Item Difficulty	Discrimination Index
11	0.66	0.39

According to results of item number 12, it is not a difficult item with item difficulty 0.76, but discrimination of it is very good with score of 0.50.

Item Number	Item Difficulty	Discrimination Index
12	0.76	0.50

Results of item number 13 show that it is easier (0.80) than desired; however discrimination index (0.23) is acceptable.

Item Number	Item Difficulty	Discrimination Index
13	0.80	0.23

It can be inferred that item number 14 is one of the perfect questions. Its item difficulty (0.58) and discrimination index is near to what is desired (0.54).

Item Number	Item Difficulty	Discrimination Index
14	0.58	0.54

Item difficulty (0.40) of item number 15 shows that this item is neither difficult nor easy. As it can be seen in the discrimination index score (0.36), this item is also good enough for discriminate between high and low level participants.

Item Number	Item Difficulty	Discrimination Index
15	0.40	0.36

Item number 16's difficulty result (0.68) shows that it is an easy question and discrimination index is little low but it is acceptable with result of 0.19.

Item Number	Item Difficulty	Discrimination Index
16	0.68	0.19

According to the results of item number 17, it can be said it is an easy question (0.82). However, its discrimination index (0.50) is high. Therefore, it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
17	0.82	0.50

The results of the item number 18 are the same as number 17. It is an easy question (0.82). However, its discrimination index (0.50) is high.

Item Number	Item Difficulty	Discrimination Index
18	0.82	0.50

Item difficulty (0.56) of item number 19 shows that this item is ideal. Also, as it can be seen in the discrimination index score (0.35), this item is good enough to discriminate between high and low level participants.

Item Number	Item Difficulty	Discrimination Index
19	0.56	0.35

It can clearly be interpreted that item 20 is too easy as item difficulty is 0.90 and the discrimination index (0.36) is not very low. However, as high level participants chose the correct option more than the low group, it was not necessary to revise or exclude the item.

Item Number	Item Difficulty	Discrimination Index
20	0.90	0.36

The item number 21 is really difficult and discrimination index (0.09) is very low. It can be inferred that low level students could also find the correct option. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
21	0.20	0.09

Item difficulty of item number 22 is higher (0.74) than desired. When we look at the discrimination index (0.57), it can be interpreted that its discrimination is good enough.

Item Number	Item Difficulty	Discrimination Index
22	0.74	0.57

Results of item number 23 show that it is easier (0.66) than desired; however, discrimination index (0.39) is good enough to use this question

Item Number	Item Difficulty	Discrimination Index
23	0.66	0.39

Item difficulty (0.40) of item number 24 shows that this item is neither difficult nor easy. Also, as it can be seen in the discrimination index score (0.56), this item is good enough to discriminate between high and low level participants.

Item Number	Item Difficulty	Discrimination Index
24	0.40	0.56

It is clear that item number 25 is little easier than expected. Yet, its distinctiveness is not high (0.25). However, as high level participants chose the correct option more than the low group, it was not necessary to revise or exclude the item.

Item Number	Item Difficulty	Discrimination Index
25	0.68	0.25

The result of the difficulty of number 26 (0.86) shows that it is an easy question. Nevertheless, its discrimination index is also acceptable with result of 0.37.

Item Number	Item Difficulty	Discrimination Index
26	0.86	0.37

Item difficulty of item number 27 is higher (0.78) than desired. When we look at the discrimination index (0.57), it can be interpreted that its discrimination is good enough.

Item Number	Item Difficulty	Discrimination Index
27	0.78	0.57

The results of the item number 28 show that it is an easy question (0.80). However, its discrimination index (0.64) is really good to use this question.

Item Number	Item Difficulty	Discrimination Index
28	0.80	0.64

Item number 29 is easy as item difficulty is 0.88. Discrimination index score is close to what is desired (0.30). Mostly, high level participants found the correct answer, so it is acceptable.

Item Number	Item Difficulty	Discrimination Index
29	0.88	0.30

As it was discussed above, Item number 30 is easy as item difficulty is 0.86. Discrimination index score is close to what is desired (0.37). Mostly, high level participants found the correct answer, so it is acceptable.

Item Number	Item Difficulty	Discrimination Index
30	0.86	0.37

Although it is clear that item number 31 is a little difficult (0.36) than desired, the discrimination index is as desired with the result of 0.30.

Item Number	Item Difficulty	Discrimination Index
31	0.36	0.30

It is clear that item number 32 is nearly as desired. Its both difficulty (0.60) and discrimination (0.54) are good enough.

Item Number	Item Difficulty	Discrimination Index
32	0.60	0.54

This item is difficult than desired with the result of 0.24. The number of low level participants who chose the correct option is same as the high level participants. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
33	0.24	-0.06

It can be said that this item is not difficult (0.44) but its distinctiveness is not acceptable (-0.08) because possibly, there is another option that participants mostly chose. Therefore, this item was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
34	0.44	-0.08

It can be said that item number 35 is neither difficult nor easy. Yet, discrimination index (0.46) is high for such a question.

Item Number	Item Difficulty	Discrimination Index
35	0.34	0.46

Even though item number 36 is difficult (0.22), it can be inferred according to discrimination index (-0.23) low level participants success was higher than the high level participants. For that reason, this question was revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
36	0.22	-0.23

As the difficulty result (0.48) was just as desired and the discrimination index was much higher than desired, item number 37 is one of the perfect questions.

Item Number	Item Difficulty	Discrimination Index
37	0.48	0.69

Item difficulty (0.62) of item number 38 shows that this item is good. Also, as it can be seen in the discrimination index score (0.34), this item is good enough to discriminate between high and low level participants.

Item Number	Item Difficulty	Discrimination Index
38	0.62	0.34

Item number 39's difficulty (0.46) is good enough, but discrimination (0.11) is low. Although the distinctiveness is not satisfactory, high level participants chose the correct option. Therefore, it is acceptable.

Item Number	Item Difficulty	Discrimination Index
39	0.46	0.11

The results of the item number 40 show that difficulty of this item is little low (0.68), but discrimination (0.53) is as desired.

Item Number	Item Difficulty	Discrimination Index
40	0.68	0.53

The result of the difficulty of number 41 is as desired as result of item difficulty is 0.52. Most probably low level participants could also found the correct option as the

discrimination index is not very high (0.30). However, as the high level participants are better than low level participants, this question can be considered as good.

Item Number	Item Difficulty	Discrimination Index
41	0.52	0.30

Results of item number 42 show that it is easier (0.70) than desired; however discrimination index (0.26) is acceptable.

Item Number	Item Difficulty	Discrimination Index
42	0.70	0.26

According to the results of the item number 43, it can be said that it is one of the good questions. Both item difficulty (0.46) and discrimination index (0.42) are just as desired.

Item Number	Item Difficulty	Discrimination Index
43	0.46	0.42

For item number 44, item difficulty (0.20) shows it is a difficult item. Additionally, discrimination index (0.02) shows that high and low level participants were not discriminated as desired. Therefore, this item is revised by the researcher.

Item Number	Item Difficulty	Discrimination Index
44	0.20	0.02

According to the results of item number 45, it can be said it is an easy question (0.72). However, its discrimination index (0.51) is high. Therefore, it is an acceptable question.

Item Number	Item Difficulty	Discrimination Index
45	0.72	0.51

The result of the difficulty of number 46 (0.80) shows that it is an easy question. Nevertheless, discrimination index is acceptable with result of 0.30.

Item Number	Item Difficulty	Discrimination Index
46	0.80	0.30

It is clear that this item is easy (0.42) enough although discrimination index is a little low (0.24). It shows that low level participants were also successful, but it is still an acceptable question.

Item Number	Item Difficulty	Discrimination Index
47	0.42	0.24

Item difficulty (0.60) of item number 48 shows that this item is good. As it can be seen in the discrimination index score (0.47), this item is also good enough to discriminate between high and low level participants.

Item Number	Item Difficulty	Discrimination Index
48	0.60	0.47

Results of item number 49 show that it is easier (0.72) than desired; although discrimination index (0.19) is low, this question can still be used.

Item Number	Item Difficulty	Discrimination Index
49	0.72	0.19

Item difficulty (0.54) of item number 50 shows that this item is just as desired. Also, as it can be seen in the discrimination index score (0.30), this item is good enough to discriminate between high and low level participants.

Item Number	Item Difficulty	Discrimination Index
50	0.54	0.30

According to the analysis of TAP, there were 5 problematic items either because of difficulty or because of discrimination problems. These items were revised by the researcher before they were administrated to the experimental and control groups. Results also showed that the level of this test is as desired (Mean Item Difficulty: 0.61 and Mean Discrimination Index: 0.32). According to KR20 (Alpha) (0.82) result, this test can be considered as reliable.

Table 4: Item Analysis Results of Course Book Based Pre-Test

Number of Items Excluded	= 0
Number of Items Analyzed	= 50
Mean Item Difficulty	= 0,618
Mean Discrimination Index	= 0,326
KR20 (Alpha)	= 0,824
High Grp Min Score (n=17)	= 35,000
Low Grp Max Score (n=14)	= 27,000
<p># Potential Problem Items = 5 defined as: difficulty \leq 0,20(2) or: difficulty \geq 0,95(0) or: D index \leq 0,00(3)</p>	

4.3. The Analysis of the Pre-Test and the Post-Test

There were 41 learners in the class, who participated to the study; 20 participants were in the control group and 21 participants were in the experimental group. The treatment lasted for five weeks. Before starting it, the pre-tests were administrated both to the control and to the experimental group. Each week, a corpus-based vocabulary handout exercise was done in two class hours in the experimental group, while only course book exercise of the same vocabulary was done in the control group. In total, each group learned 50 target vocabulary in five weeks' time. After the treatment, the same pre-tests was administrated as the post-tests to both groups to see if there was a significance difference between teaching vocabulary through corpus-based materials. Two weeks later, the post-test was administrated again to the experimental group only to see the retention of the target vocabulary items.

Table 5 illustrates the descriptive analysis results for the pre-tests' and post-tests' scores for both control and experimental group. For the control group, the results show that the minimum score is 18, and the maximum score is 76; and the mean value is 43.90 with a standard deviation of 17.15. In addition to these, the post-test results show

that the minimum score is 14; the maximum score is 80, and the mean value is 48.20 with a standard deviation of 18.55 for the course book based test. It can be seen that there is about 4 point mathematical difference between the scores of pre-test and post-test of course book based test for the control group.

Table 5: The Descriptive Analysis Results For the Pre-Tests' And Post-Tests'

Group		N	Minimum	Maximum	Mean	Std. Deviation	
Control	Pre-Test	20	18	76	43.90	17.15	
	Course Book Based						
	Post-Test	20	14	80	48.20	21.97	
	Course Book Based						
	Pre-Test	Corpus	20	14	44	31.10	8.81
	Based						
Experimental	Post-Test	Corpus	20	18	70	38.70	17.58
	Based						
	Pre-Test		21	20	52	36.09	10.01
	Course Book Based						
	Post-Test		21	30	80	57.14	13.75
	Course Book Based						
Experimental	Pre-Test	Corpus	21	18	50	30.67	8.15
	Based						
	Post-Test	Corpus	21	20	80	53.62	18.54
	Based						

In the name of corpus based test, the results show that for the pre-test, the minimum score is 14, and the maximum score is 44; and the mean value is 31.10 with a standard deviation of 8.81. The post-test results for this test show that the minimum score is 18, the maximum score is 80, and the mean value is 38.70 with a standard deviation of 17.58. For the control group, the mean values show that there is about 8 point mathematical difference between the scores of pre-test and post-test of corpus based test. For the experimental group, the results show that the minimum score is 20, and the

maximum score is 52; and the mean value is 36.09 with a standard deviation of 10.01. In addition to these, the post-test results show that the minimum score is 30; the maximum score is 80, and the mean value is 57.14 with a standard deviation of 13.75 for the course book based test. It can be seen that there is 21 point mathematical difference between the scores of pre-test and post-test of course book based test for the experimental group.

In the name of corpus based test for the experimental group, the results show that for the pre-test the minimum score is 18, and the maximum score is 50; and the mean value is 30.67 with a standard deviation of 8.15. The post-test results for this test show that the minimum score is 20; the maximum score is 80, and the mean value is 53.62 with a standard deviation of 18.54. For the experimental group, the mean values show that there is about 23 point mathematical difference between the scores of pre-test and post-test of corpus based test.

In order to understand whether there is a statistically significant difference between the scores of pre-tests and post-tests, inferential statistical analysis were conducted. First of all Paired sample t-test was conducted to analyze the difference between pre-test and post-test of course book based test for control group and experimental group separately. For the control group the results shows that there is not a statistically significant difference between the scores of pre-test and post-test of course book based; $t(19) = -1.01$, $p > .05$. In contrast, the results in order to analyze the difference between of pre-test and post-test of corpus based test, show that there is statistically significant difference between the scores of pre-test and post-test of corpus; $t(19) = -2.57$, $p < .05$. For the experimental group, the results show that there is a statistically significant difference between the scores of pre-test and post-test of course book; $t(20) = -7.46$, $p < .05$ and also between the scores of pre-test and post-test of corpus; $t(20) = -5.63$, $p < .05$. Table 6 summarizes the results of Paired Sample t-test analysis.

Table 6: Summary of the Results of Paired Sample T-Test Analysis

			mean				
			difference	t	df	Sig. (2-tailed)	
control	Pre-Test	Course Book	-4.30	-1.01	19	.32	
	Post-Test	Course Book					
	Pre-Test	Corpus	-7.60	-2.57	19	.02	
	Post-Test	Corpus					
experimental	Pre-Test	Course Book	-21.05	-7.46	20	.00	
	Post-Test	Course Book					
	Pre-Test	Corpus	-22.95	-5.63	20	.00	
	Post-Test	Corpus					

As illustrated in Table 6 the descriptive results show that for the control group, there is about 10 point mathematically difference between the post-test of course book based test ($M = 48.20$, $SD = 21.97$) and the post-test of corpus based test ($M = 38.70$, $SD = 17.58$). In order to analyze whether there is a statistically significant difference between these variables, another Paired sample t-test was conducted; and the results show that there is a statistically significant difference between the post-tests of course book based and corpus based tests in the control group, $t(19) = 2.20$, $p < .05$.

In addition to these for the experimental group, the descriptive results show that there is about 4 point mathematically difference between the post-test of course book based test ($M = 57.14$, $SD = 13.75$) and the post-test of corpus based test ($M = 53.62$, $SD = 18.54$). In order to analyze whether there is a statistically significant difference between these variables, another Paired sample t-test was conducted, and the results show that there is not statistically significant difference between the post-tests of course book based and corpus based tests in the experimental group, $t(20) = .91$, $p > .05$.

In the light of the research questions of the study it was investigated that whether there is statistically significant difference between the control group and experimental group

in the name of the post-tests of course book based and corpus based tests. Two different independent samples t-tests were conducted in order to analyze. Table 7 illustrates the results of the descriptive and inferential statistics.

Table 7: The Results of the Descriptive and Inferential Statistics

	Group	N	Mean	Std. Deviation	Mean Difference	t	Sig.
Post-Test	control	20	48.20	21.97			
Course Book	experimental	21	57.14	13.75	8.94	1.57	.12
Post-Test	control	20	38.70	17.58			
Corpus	experimental	21	53.62	18.54	14.91	2.64	.01

4.4. Participants' Interviews

The interviews were conducted by the researcher with the ten participants in the experimental group. After the post-test to obtain results of the retention levels of the participants, the researcher asked for ten volunteers. There were nine questions asked in total. The major theme of the interviews was about participants' reflections on the corpus-based materials. The researcher transcribed the interviews in detail and obtained necessary information on participants' perceptions.

Firstly, the participants' attitudes towards corpus-based vocabulary materials were asked. General idea on them was that they were interesting and helpful. Only one participant had a negative comment. However, that was because of participant's general attitude towards language learning. Additionally, they remarked that corpus-based vocabulary materials helped them to remember target words easier. Some participants noted that:

“Student 1: All of the vocabularies from our course book. When I saw them in concordance lines, it helped me to remember them more easily. I tried to learn

those new vocabulary items because I thought they would be in quizzes. It was more beneficial than ordinary materials.

Student 2: We memorized those vocabulary items by the help of materials. Those activities were catchier.

Student 3: We realized what we know and what we didn't know. It was more efficient for us.

Student 4: There were synonyms of the vocabulary items; it helped us through understanding difference between them.

Student 5: When we saw the vocabulary items in the concordance lines, we realized different usage of the words. They were helpful in this way.

Student 6: They helped me understanding meanings and also word formation. I could notice if a word is noun, verb or adjective."

Secondly, the participants were asked whether those materials helped them to distinguish between parts of speech. In the traditional vocabulary instruction, generally parts of speeches are neglected. During treatment, the participants were asked to find the part of speech of the target vocabulary items in the concordance lines. Although it was a new thing for them, participants' attitudes towards this question were positive. Some of the comments are:

"Student 1: Of course it helped. We noticed each word in a sentence. We saw different usages of them. We could tell which one was word or noun or adjective. I think it was really helpful.

Student 2: It wasn't only for our quizzes but they were also helpful for making sentence and generally for our language learning process."

The third question was about the handouts used during the treatment period. Each week, the participants were given a handout consisting of ten target vocabulary items. They found them beneficial for their vocabulary learning. They pointed that:

"Student 1: They were neither difficult nor easy.

Student 2: Yes you are right. They were absolutely beneficial.

Student 3: At home, I revised them. They were easy to understand."

For the next question, the participants were asked to make comparison between the corpus-based vocabulary materials and course book based vocabulary materials. One of the participants stated that he liked course book materials better. He noted:

“Student 1: I think the course book activities were better because I could visualize the vocabulary items in the course book.”

Apart from him, all other participants had positive comments on corpus-based vocabulary materials. They remarked that concordance lines helped them to infer meanings. Additionally, abundance of unknown words in the course book based on vocabulary materials made them exhausted while they were dealing out with finding the meaning. This was not a case for the concordance lines. Therefore, they found them more helpful. They stated:

“Student 1: Corpus-based materials were better as we could infer meaning in the concordance lines.

Student 2: In the course book, it was harder to deduce meaning from a paragraph as there were a lot of unknown words. Concordance lines were not like them.

Student 3: Corpus-based materials were different and more beneficial.

Student 4: In the handouts, we practiced synonyms, antonyms and also, we made sentences for each vocabulary. That made them more memorable. We could recall other vocabularies as we saw them together in concordance lines.

Student 5: We could deduce meanings in concordance lines.

Student 6: Corpus-based. I liked them better. In the course book, there were a lot of unknown words in the vocabulary exercises, but in the concordance lines, we could infer meaning.”

Another one of the questions focused on benefits of corpus-based vocabulary materials. All of the participants commented that they helped them one way or another. Common idea was that they were more helpful in memorizing target vocabulary items. In the handouts, the participants had chance to analyze synonyms and antonyms of the target vocabulary items. Other main point of the comments was that. They said:

“Student 7: As we learned synonyms and antonyms, it enriched our vocabulary knowledge. We could use them in our writing exercises. It was more productive.

Student 8: We memorized a lot of new words. They also helped me for my quizzes.

Student 9: I can read and understand sentences more easily now.

Student 10: They were beneficial to understand sentences.

Student 1: We learnt synonyms and antonyms of the words as well.

Student 2: They were more memorable, easier to memorize.

Student 3: To understand meaning, they were more beneficial.”

The researcher also asked about the overall effect of the corpus-based materials on the participants' language learning process. Their main idea was on sentence making. They stated:

“Student 4: It helped us to make sentences easily.

Student 5: It has a lot of good sides but for me, I could remember those words afterwards. I used them in sentences. It helped me in this way a lot.”

Lastly, the researcher asked for further recommendation on the treatment period. While some participants thought all the materials and activities were enough, some of them said there should be a few more things to be done in that period of time. Main concern of them was on pronunciation. They remarked:

“Student 1: Pronunciation of the vocabulary items could be helpful.

Student 7: If there were pronunciation of the vocabulary items, they could be more beneficial.

Student 8: Instead of concordance lines, vocabulary items could be in short texts.

Student 9: We wrote separate sentences at the end of the handouts but maybe we could write paragraphs with the vocabulary items in the handouts. It could help us remember them.

Student 10: They were all enough. We even made sentences using target vocabulary items.

Student 5: They were all enough. We learnt synonyms and antonyms.”

Regarding the interview with the participants in the experimental group, it can be inferred that there is a correlation between the data obtained from the tests and the data obtained from the interview with the participants.

CHAPTER V

RESULTS AND DISCUSSION

5.1 Presentation

The aim of this chapter is to discuss the main findings elicited through the analyses of the pre-tests, post-tests and interviews with the participants in the experimental group. The researcher attempted to answer and discuss each of the research questions in detail.

5.2 Results and Discussion

5.2.1 Analysis of the first research question: Is there any statistically significant difference between using course book input and corpus input in teaching vocabulary?

Descriptive statistics such as, means and standard deviations were computed to summarize the participants' scores on the two pre-tests, the two post-tests and the two post-tests for retention rates. These descriptive analyses can help identify the overall patterns of learners' scores in both groups in order to address the first and the second research questions.

The first research question attempted to reveal the difference between using course book materials and corpus materials in teaching vocabulary. Pre-tests and post tests were conducted to the experimental group and to the control group to answer this question. Table 8 shows the difference between the test results;

Table 8: The Difference Between the Test Results

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control Pre-Test Course Book Based	20	18	76	43.90	17.15
Experimental Pre-Test Course Book Based	21	20	52	36.09	10.01
Control Pre-Test Corpus Based	20	14	44	31.10	8.81
Experimental Pre-Test Corpus Based	21	18	50	30.67	8.15
Control Post-Test Course Book Based	20	14	80	48.20	21.97
Experimental Post-Test Course Book Based	21	30	80	57.14	13.75
Control Post-Test Corpus Based	20	18	70	38.70	17.58
Experimental Post-Test Corpus Based	21	20	80	53.62	18.54

As table 8 displays, the difference between the control group and the experimental group's course book based post-test is nearly 10 points mathematically lower in the control group: $M = 48.20$, $SD = 21.97$ and the experimental group $M = 57.14$, $SD = 13.75$. It can be inferred that the experimental group was more successful in the course book based post-test as a result of corpus based vocabulary materials.

Additionally, when we look at the corpus based post-test results, the difference between the control group and the experimental group is significant (the control group: $M = 38.70$, $SD = 17.58$ and the experimental group: $M = 53.62$, $SD = 18.54$).

It can be seen that the 9 points mathematical difference between the control group and experimental group for the post-tests of course book test is not statistically significant,

$t(1,39) = 1.57, p > .05$. However for the post-tests of corpus test the mathematical difference of 15 points is statistically significant, $t(1,39) = 2.64, p < .05$.

These results provided answers to Research Question 1 that there were significant differences between the effects of the corpus-based materials and the traditional teaching method on learners' average scores on the measures of their vocabulary size.

5.2.2 Analysis of the second research question: Do corpus-based input help learners remember the vocabulary taught?

The second research question aims to find out whether corpus-based materials help learners remember the vocabulary taught. To understand whether they have positive effect on learners' remembering vocabulary, paired sample t-test was conducted.

Table 9: Paired Sample T-Test Analysis Results of Retention Tests

Group	N	Mean	Std. Deviation
Experimental Post-Test Course Book	21	57.14	13.75
Experimental Retention Post-Test Course Book	21	55.04	20.85
Experimental Post-Test Corpus	21	53.62	18.54
Experimental Retention Post-Test Corpus	21	45.71	18.95

According to the results, there is 2 points mathematical decrease between the post-test of course book ($M = 57.14, SD = 13.75$) and the retention test of course book ($M = 55.04, SD = 20.85$); however this difference is not statistically significant, $t(21) = .544, p > .05$. Moreover, there is about 8 points mathematical decrease between the post-test

of corpus ($M = 53.62$, $SD = 18.54$) and the retention test of corpus ($M = 45.71$, $SD = 18.95$), which is statistically significant, $t(21) = 1.91$, $p < .05$. Therefore, the difference in word retention was found not to be significant, and the corpus-based method was proven to have not positive effects on learner's retention rates than the traditional teaching method.

5.2.3 Analysis of the third research question: What are learners' concerns about the use of corpus-based materials in vocabulary teaching?

All the related data on corpus-based vocabulary materials, it was seen that the learners could handle handouts and they made use of them in their vocabulary learning process. The learners' ability of interpreting meaning of a word and identifying its parts of speech has improved with the help of the corpus-based handouts progressively. At the end of the study, a significant improvement was noticed in learners' performances in interpreting meaning of a word and identifying its parts of speech when compared with the first days of the study. Considering the interview, when the participants were asked to compare the corpus-based materials to traditional materials, they expressed benefits of practicing with corpus-based materials over traditional materials. It was indicated in the interviews that this kind of vocabulary instruction drew their attention to types of vocabulary, while traditional activities did not. Another major finding was that 90% of the participants found the corpus-based materials motivating for vocabulary learning. According to language learners, corpus-based L2 and FL instruction can encourage and make the more autonomous learners (Woolard, 2000). It also allows them to interpret and deduce definitions through the corpus (Aston, 2001). Additionally Sun (2007) states that corpus-based language learning can meet the needs of learners by stimulating their motivation to learn with authentic examples through inductive thinking strategies, by developing ESL learners' comprehension and transforming learned linguistic knowledge into reading and writing skills. Besides motivating learners to learn, the corpus-based materials can promote word memorization, too. The participants also stated that the corpus-based materials increased their amount of reading, and they thought their reading proficiency as well as writing ability much more improved.

Understanding and dealing with concordance lines were found to be difficult but as their vocabulary knowledge got richer day by day, they could handle them better afterwards. For that reason, it can be said that, the results from Research Question 1 were supported by the interviews with the experimental group participants.



CHAPTER VI

CONCLUSION

6.1. Presentation

The summary of the study is presented in this chapter. Some suggestions for future researches and implications for teachers have been given, too. Finally, this chapter gives a short conclusion.

6.2. Summary of the Study

This study investigated the effectiveness of corpus-based vocabulary materials in vocabulary teaching. Another aim was to find out the learners' perceptions towards corpus-based vocabulary materials. Lastly, it also informed us whether the corpus-based vocabulary materials had effect on retention levels of the participants. The research was quasi-experimental research and included both quantitative and qualitative research instruments. As quantitative instruments, pre-tests, post-tests and retention post-tests and as qualitative instrument, interviews were used.

The study was carried out with two different preparatory classes in a private university: the control group and the experimental group. The researcher administrated the pre-tests to 50 other learners in the same level to make sure that the test was reliable before they were administrated to the experimental group and the control group. After the study, the post-tests were administrated to the both groups to see if there was significance difference between the results from the experimental group and the control group or not. The analysis of the pre-tests and post-tests provided positive results on this aim. Two weeks later the post-tests, the corpus-based and course book based post-tests were administrated to the experimental group to find out the effect of it on the retention level of the participants. The results showed that, while there was not any significant

difference between course book based test and the corpus based test, the significant difference was negative. Lastly, the researcher interviewed 10 participants in the experimental group to confirm the quantitative results of the study. The analyses of the interviews confirm learners had a positive attitude towards corpus-based vocabulary materials. As a result, the study reveals that teaching vocabulary through corpus-based materials is more effective than teaching vocabulary through traditional materials.

6.3. Implications for Foreign Language Teachers

The current study has revealed that using corpus-based vocabulary teaching materials has positive effects on learners. Course-book based materials are also helpful but not as much as corpus-based materials. The findings of this study will be useful for foreign teachers while they implement corpus-based vocabulary materials in their own classrooms.

Proficiency level of the learners is very important before implementing any corpus-based materials in the classroom. Therefore, the teacher should be careful while designing corpus-based vocabulary activity. Additionally, the teacher should give some information about corpus before the activities to make learners familiarize with the concept of corpus and concordances.

By using concordance lines while presenting vocabulary, foreign language teachers would have benefits of engaging learners with authentic materials. According to the interviews, it is clear that the participants had positive attitudes towards that kind of material.

The positive beliefs of the participants towards the corpus-based materials will encourage them. The more encouraged they are, the more they will be eager and committed during the lessons. It is possible to infer from the results of the study that the attitudes of the students towards the activities were positive and that corpus-based vocabulary teaching materials helped motivate them.

Corpus makes it easier to reach parts of speech. With a quick search, hundreds of vocabulary in concordance lines will be available. Thus, the teachers can easily diversify their vocabulary lessons by using different uses of vocabulary in different contexts.

Instead of looking for the meaning in the dictionary, the participants experienced deducing meaning from the concordance lines. Being active while learning target words is beneficial for learners' sense of self sufficient.

6.4. Suggestions for Further Studies

There are some limitations of this study as stated in Chapter I. Therefore, there are some suggestions which should be acknowledged while discussing the effects of corpus-based vocabulary teaching materials.

Firstly, this study can be replicated with different level learners (lower; elementary, pre-intermediate or higher; upper-intermediate, advanced). It can be conducted at a government school or university. In this way, the results will be more valid and can be compared.

Additionally, forty-one learners participated in this study. To be able to generalize the results, future studies can be conducted with a bigger group.

Another suggestion can include the data collection procedures. The researcher used pre-tests, post-tests and interviews to gather quantitative and qualitative data for the study. Nevertheless, it is a possible that if different instruments are used for data collection, the reliability and the validity of the study will also increase.

As it was mentioned before, this study lasted for five weeks. A longer implementation period for corpus-based vocabulary materials may obtain different results. In this way, the results will be more reliable.

Lastly, this study was conducted to find out the effectiveness of the corpus-based materials on vocabulary learning. This study can be conducted to investigate the effectiveness of corpus-based materials on different aspects of language such as listening, reading, speaking or grammar teaching.

6.7. Conclusion

This study investigated the effectiveness of corpus-based materials in vocabulary teaching at intermediate level EFL learners at a private university. The study also measured the effect of corpus-based materials in remembering vocabulary taught. The

experimental group learners' perception towards corpus-based vocabulary materials was explored as well.

The results of the study have revealed that the learners in the experimental group who had used corpus-based materials while learning target vocabulary in their course books had higher grades than the learners in the control group who had used traditional course book materials. According to the post-tests results, there is a positive correlation between corpus-based instruction and achievement in vocabulary learning since the experimental group participants had higher scores in both post-tests; corpus-based and course book based. However, it was revealed that the retention rate decreased when two weeks later the post-tests were administrated to the experimental group. The data as to experimental group perceptions have demonstrated positive results and the majority of the learners expressed it would be more meaningful if they had learned English vocabulary by corpus-based materials.

It could be stated that language teachers, curriculum and material designers and even testers should pay more attention to integrate corpus and concordance lines into the teaching and learning process.

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APPENDICES

Appendix 1: Corpus-Based Pre/Post/Retention Test

Choose the correct option for following questions. (1-50)

1. More bicycle lanes, pedestrian crosswalks with right-of-way warning signs, enforcement of laws against speeding and _____ implementation of CMU Traffic 21 electronic innovations are a start. But still more needs to be done to enhance street safety.

<http://corpus.byu.edu/coca/x4.asp?t=4136393&ID=733284221>

- A) roundabout
- B) **jaywalking**
- C) congestion
- D) artery

2. There was this great city center/shopping square. They had a big and beautiful _____ and it was free. The businesses wanted to make it as easy and process free for people to shop there. We want to eat and shop downtown, but it just isn't worth the hassle.

<http://corpus.byu.edu/coca/x4.asp?t=4133399&ID=728052884>

- A) fruit stall
- B) pedestrian crosswalk
- C) **parking** garage
- D) souvenir store

3. Spikes, 27, is accused of leaving the scene of an accident causing injury, _____, driving negligently and failing to stay within marked lanes. Spikes' Mercedes-Benz Maybach was found abandoned in the median of Interstate 495 in Foxborough at about 3:30 a.m. Sunday with heavy front-end damage.

<http://corpus.byu.edu/coca/x4.asp?t=4137223&ID=733429481>

- A) violation
- B) blocking
- C) **speeding**
- D) parking

4. "I think he'll do what he feels what his heart is _____ him," Wallach said, "and what's the best thing for him and his family. "

<http://corpus.byu.edu/coca/x4.asp?t=4132247&ID=737498055>

- A) **telling**
- B) asking
- C) speaking
- D) warning

5. Chokal-Ingam says he experienced racism daily while posing as an African-American man. "I would walk into Mr. G's market where I'd shopped for years and I was accused of _____," he recalls.

<http://corpus.byu.edu/coca/x4.asp?t=4133766&ID=726643359>

- A) littering
- B) reporting
- C) violating
- D) **shoplifting**

6. Public _____ is defined as any street, alley, sidewalk, pedestrian or transit mall, bike path, greenway or structure.

<http://corpus.byu.edu/coca/x4.asp?t=4115085&ID=679060512>

- A) farm
- B) symbol
- C) domain
- D) **property**

7. Jim Parsons, Rihanna, Steve Martin and Jennifer Lopez provide key voices in this _____ movie based on the Adam Rex children's novel "The True Meaning of Smekday," about Earth being taken over by an alien race called Boov.

<http://corpus.byu.edu/coca/x4.asp?t=4137172&ID=732912708>

- A) **animated**
- B) horror
- C) war
- D) crime

8. A large baroque-style acrylic painting by Jared Davis of 20 people (mostly D.C. burlesque and sideshow performers plus a dog) is displayed until Saturday at 8 p.m., when the artist will destroy it in front of an_____. The event will also include performances by GiGi Holliday, Candy del Rio, Lucrezia Blozia and Kittie Glitter (all featured in the painting), and a lecture by Davis. Guests may take home a slice of the painting.

<http://corpus.byu.edu/coca/x4.asp?t=4132365&ID=737942338>

- A) **audience**
- B) audition
- C) account
- D) assembly

9. The award for _____ in a play went to a less widely known name: Tracy Letts, who beat out Nathan Lane and Tom Hanks for his revolutionary performance in Virginia Woolf.

<http://corpus.byu.edu/coca/x4.asp?t=4128966&ID=736143564>

- A) costume designer
- B) the best director
- C) **leading actor**
- D) the best producer

10. Lentz enrolled at Katella High, where he met the woman who would one day be his wife. And he got his first job in 1975 playing Winnie the Pooh and Tigger in the parade at the happiest place on earth. "It's a lot more work than people think it is to be in those _____, "Lentz says." It's a great weight loss plan. "

<http://corpus.byu.edu/coca/x4.asp?t=4137633&ID=731875804>

- A) styles
- B) **costumes**
- C) shoes
- D) gears

11. Beth Gruitch, who co owns four downtown Denver restaurants with chef Jennifer Jasinski, says that no single element makes a place sexy and romantic. " It's the subtle combination of energy, music, _____ , food, wine and service that creates a perfect evening, " says Gruitch, whose restaurants include Bistro VendxF4me, Euclid Hall, Stoic & Genuine and the just renovated Rioja.

<http://corpus.byu.edu/coca/x4.asp?t=4133448&ID=728308580>

- A) glow
- B) shine
- C) power
- D) **lighting**

12. 'Annabelle' was made cheaply because it doesn't rely on expensive computerized _____ or highly paid actors, and the studio isn't pouring money into marketing the film the way it does blockbusters such as " The Lego Movie. "

<http://corpus.byu.edu/coca/x4.asp?t=4127305&ID=737776530>

- A) **special effects**
- B) sound effects
- C) motion pictures
- D) small motions

13. So Mr. Hasan, a member of the Teach for India program that puts young, highly motivated teachers in some of the country's toughest schools, decided to give his students extra time to _____ by extending the school day for two hours.

<http://corpus.byu.edu/coca/x4.asp?t=4128290&ID=729406708>

- A) join in
- B) pick up
- C) look into
- D) **catch up**

14. The young residents' faces were horrified. No one dared _____ my eyes, as wild and sleepless as they probably were.

<http://corpus.byu.edu/coca/x4.asp?t=4132913&ID=723216434>

- A) fall behind
- B) **look into**
- C) apply for
- D) join in

15. Chester, 37, told me that he was trying to get a cab to go _____ his 3-year-old daughter when the officer stopped and searched him. "He thought I was selling drugs," Chester said, putting himself back together." He didn't find anything on me. He apologized to me. "

<http://corpus.byu.edu/coca/x4.asp?t=4132431&ID=737406198>

- A) catch up
- B) work for
- C) **pick up**
- D) fill in

16. " Mom told me before she died that I should _____ with my life when she was gone," Poppy said, her voice trembling with emotion.

<http://corpus.byu.edu/coca/x4.asp?t=4161237&ID=770963582>

- A) **get on**
- B) copy in
- C) look into
- D) catch up

17. Georgia Gwinnett College pairs all students with mentors, and professors call students if they skip class or _____ in assignments.

<http://corpus.byu.edu/coca/x4.asp?t=4085945&ID=648595410>

- A) apply for
- B) pick up
- C) work for
- D) **fall behind**

18. Frank-N-Furter's butler, Riff Raff, is played by Richard O'Brien, who also wrote the original musical play and co-wrote the screenplay. Audience members who can't control themselves are invited to _____ the interactive experience. Midnight Friday and Saturday

<http://corpus.byu.edu/coca/x4.asp?t=4115535&ID=677094450>

- A) catch up
- B) pick up
- C) look into
- D) **join in**

19. There are still many unanswered questions, including where the money will come from, how much will be available for each student to cover Emory's steep annual tuition --- now at \$44,400 --- and how many students the university expects to _____ it. The university, however, said it would use "private, nongovernmental resources" "to aid the students, starting with the class entering this fall.

<http://corpus.byu.edu/coca/x4.asp?t=4132925&ID=722585905>

- A) get on
- B) **apply for**
- C) copy in
- D) give up

20. A group of 18-year-olds sits around a picnic table at Barton Hills Elementary School, trading anecdotes and lobbing harmless barbs. They finish one another's sentences, _____ in the details of one another's incomplete memories, reflect on the past and speculate about college. Typical behavior for guys who've known each other most of their lives. They joke like brothers. Which they are, in a sense. They're bound not by blood but by time, friendship and a shared journey. They're all Eagle Scouts.

<http://corpus.byu.edu/coca/x4.asp?t=4134216&ID=723550889>

- A) throw
- B) put
- C) **fill**
- D) work

21. Millennial who want to try their hand at government work often find themselves having to compete with older, more experienced candidates - or older military veterans - who often are given preference in hiring, even for entry-level jobs. "I had an idealized picture in my head of what it would be like to _____ the government," recalled Laura Freeze, 28, who started sending applications to USA Jobs, the main federal jobs board, two years ago.

<http://corpus.byu.edu/coca/x4.asp?t=4132199&ID=738370380>

- A) **work for**
- B) catch up
- C) look into
- D) fall behind

22. In Chinese, we say that if you are hungry or cold you have to do something about it... Chinese people are in a hurry to work, to _____ money, to get rich. If they are farmers, they make every day count.

<http://corpus.byu.edu/coca/x4.asp?t=4131451&ID=725770762>

- A) lend
- B) give
- C) spend
- D) **earn**

23. Then the banking crisis of 2007 hit. "It was ridiculous, " he says." Some executives would get severances, some not. I never thought I'd be _____ after working so hard. Life has its twists and turns. I submitted the key to our landlord, sold our furniture and found myself at a Starbucks figuring out what to do next over numerous cups of bold coffee. "

<http://corpus.byu.edu/coca/x4.asp?t=4133967&ID=725123482>

- A) unengaged
- B) **unemployed**
- C) unfilled
- D) inactive

24. Most of his 15 to 25 employees are students who work _____ time. " When I tell them about (the proposed rise in) the minimum wage, they say, ' Oh, that's great!' They don't think about what it'll be like when they're one of three people on a shift in the summer, instead of five.

<http://corpus.byu.edu/coca/x4.asp?t=4130697&ID=736232748>

- A) extra
- B) long
- C) **part**
- D) early

25. Most white golfers had commercial or private sponsors to provide equipment and pay for transportation and lodging. Mr. Sifford had none. The only _____ he made was what he earned on the golf course.

<http://corpus.byu.edu/coca/x4.asp?t=4132260&ID=737551144>

- A) **salary**
- B) bill
- C) debt
- D) bonus

26. Laughing at ourselves, at our ridiculous situation, it is part of the Jewish tradition, our _____ of humor.

<http://corpus.byu.edu/coca/x4.asp?t=4132234&ID=737745987>

- A) learn
- B) value
- C) **sense**
- D) feel

27. 'As the creators were first showing me Tugg, I had the same _____ I had when I first started using Facebook, "League said." This was a brilliant, well-executed concept. "

<http://corpus.byu.edu/coca/x4.asp?t=4131825&ID=723723092>

- A) desire
- B) empathy
- C) reality
- D) **sensation**

28. " He was suffering," Reiley recalled of their 90-minute conversation in October. "And I think when you're suffering; it makes you more _____ to other people's suffering."

<http://corpus.byu.edu/coca/x4.asp?t=4132201&ID=737294792>

- A) intense
- B) **sensitive**
- C) generous
- D) pleased

29. Barack Obama's 2008 and 2012_____ will be remembered for their sophisticated use of data and social media.

<http://corpus.byu.edu/coca/x4.asp?t=4132206&ID=738453453>

- A) **campaigns**
- B) activities
- C) exploration
- D) actions

30. Professional football and basketball and their top-tier college counterparts are wildly popular industries dominated -- for the moment -- by young African-American athletes. Teams must do a balancing act as never before to _____ a relationship between those athletes and the fans and sponsors who would rather see them than hear them.

<http://corpus.byu.edu/coca/x4.asp?t=4131668&ID=729162843>

- A) promote
- B) prepare
- C) **facilitate**
- D) invest

31. McGurn was born at Charlton Memorial in 1962. Her father was on the hospital authority board until he died in the early 1980s. The hospital was struggling even then, McGurn recalled. She acknowledges that it makes little sense to put money into something that can't _____ itself; that's not how businesses run or how people handle their own finances, she said.

<http://corpus.byu.edu/coca/x4.asp?t=4132805&ID=722385107>

- A) comfort
- B) maintain
- C) defend
- D) **sustain**

32. State officials said last month that more than 120 auto companies have invested more than \$5 billion in Georgia in the past six years. Automotive firms employ 18,000 people in the state. That _____ comes after Georgia lost the Ford factory near Hartsfield-Jackson International Airport and the General Motors plant in Doraville.

<http://corpus.byu.edu/coca/x4.asp?t=4132816&ID=722797308>

- A) produce
- B) **growth**
- C) addition
- D) switch

33. At CNN, Mr. Hamby developed a reputation for experimenting with new technology. He encouraged his CNN colleagues to use social media to _____ their journalism and produced digital video shorts called " Hambycasts.

<http://corpus.byu.edu/coca/x4.asp?t=4132622&ID=728978305>

- A) **promote**
- B) achieve
- C) secure
- D) advise

34. The eMammal project began in 2012. In its first two years, volunteers and scientists placed more than 2,000 cameras in 32 parks across six Mid-Atlantic States, collecting more than 200,000 animal detections. The program is expanding. D.C. students are among the first to _____ in the program as volunteers, and the city has proved to be a good place for them to learn about wildlife.

<http://corpus.byu.edu/coca/x4.asp?t=4132343&ID=737927610>

- A) launch
- B) assign
- C) contribute
- D) **participate**

35. The city is not made by its planners and architects; it is made by its culture and everyday connections. “That’s a powerful vision of what a good city might be: Don't let money or power _____, don't let property drive out humanity.

<http://corpus.byu.edu/coca/x4.asp?t=4145657&ID=717382129>

- A) check
- B) manage
- C) **dominate**
- D) direct

36. If scientists _____ a way to extend human life, how do think it will work? It will be multi-pronged. I don't think the answer will be a single pill. I think there will be a series of regenerative technologies and a series of cures for various diseases. I think a combination of those two will be the most critical.

<http://corpus.byu.edu/coca/x4.asp?t=4132324&ID=738218733>

- A) get on with
- B) **come up with**
- C) put up with
- D) get away with

37. Kinghorn's first assignment was at the Durham VA, where he "learned the wrong things about posttraumatic stress disorder PTSD." Defined as an anxiety disorder, PTSD was believed to be driven by "intense fear, helplessness, or horror "following a _____ event, resulting in an array of symptoms. In 2003, most of Kinghorn's patients were Vietnam veterans, some of whom complained of struggling for decades with insomnia.

<http://corpus.byu.edu/coca/x4.asp?t=4138937&ID=709902684>

- A) mythical
- B) dreamy
- C) horrified
- D) **traumatic**

38. In one study area on the eastern slope of Washington's Cascade Mountains, for example, the spotted owl population fell from 120 birds in 1992 to just 18 last year. "It's been pretty depressing watching the spotted owl population just _____ to nothing, " says Stan Sovern, an Oregon State University biologist who has been working in the area since 1989.

<http://corpus.byu.edu/coca/x4.asp?t=4147041&ID=714029240>

- A) breakdown
- B) failure
- C) consume
- D) **dwindle**

39. Feelings of guilt and _____ are common for someone who has experienced a job loss, adds Wakeham, particularly for men, who see themselves as the family provider.

<http://corpus.byu.edu/coca/x4.asp?t=3017465&ID=213504268>

- A) **worthlessness**
- B) indifference
- C) smallness
- D) unimportance

40. When I was young, weight was a major factor in establishing my own _____, so I can appreciate the long-term consequences of being overweight. At the same time, I worry about taking the approach that obesity, for the great majority of overweight people, is the problem rather than a symptom of the problem.

<http://corpus.byu.edu/coca/x4.asp?t=3070074&ID=221678595>

- A) dignity
- B) morale
- C) **self esteem**
- D) modesty

41. While it is true that home prices in the District have tripled in the past 15 years and affordable living spaces are becoming more difficult to find, you can purchase a house in Washington even if you don't have a _____ in your bank account.

<http://corpus.byu.edu/coca/x4.asp?t=4132395&ID=738557341>

- A) luck
- B) **fortune**
- C) salary
- D) promotion

42. All animals _____ a great deal of information in their genes; some also learn more as they grow up. Humans have taken this second form of information transfer to a new level. We are born knowing and being able to do almost nothing.

<http://corpus.byu.edu/coca/x4.asp?t=4114475&ID=678367376>

- A) gather
- B) secure
- C) attain
- D) **inherit**

43. John Green's best _____ young adult novel about cancer survivors, Hazel Lancaster and Gus Waters, makes the move to the big screen with grace and wit.

<http://corpus.byu.edu/coca/x4.asp?t=4131104&ID=728165890>

- A) advertising
- B) dealing
- C) **selling**
- D) gaining

44. No matter the laws, most people, myself included, can not help but sneak a peek at a device while we are driving. Sometimes we do it slightly more safely, such as at a traffic light or when stuck in gridlock. But then there are those other times when we start subtly weaving as we try to shoot a short text back or fumble to try and answer a touchscreen phone. This behavior causes crashes, injuries and deaths. I'm making a real goal to better my own _____ driving.

<http://corpus.byu.edu/coca/x4.asp?t=4132813&ID=722734237>

- A) **distracted**
- B) confused
- C) annoyed
- D) troubled

45. Mr. Casey is not that _____. A third-year law student in the early '60s, he was writing stories under the tutelage of then-famous short-story writer Peter Taylor, who liked his work. One day, in 1965, Taylor told Casey to forget law - and go to Iowa.

<http://corpus.byu.edu/coca/x4.asp?t=4116659&ID=675673274>

- A) sarcastic
- B) **pessimistic**
- C) destroyed
- D) pathetic

46. I think any _____ person has to think, 'Do I really deserve to have this much money?'

<http://corpus.byu.edu/coca/x4.asp?t=4132338&ID=737478398>

- A) wanting
- B) independent
- C) liberal
- D) **wealthy**

47. In late July, more than half a year after she began the exercise, Rice said that she was _____ the results.

<http://corpus.byu.edu/coca/x4.asp?t=4132454&ID=738761502>

- A) fearless of
- B) **satisfied with**
- C) convinced about
- D) jealous of

48. The director, Anne Fletcher, is a choreographer. She would never walk from one set to the other. She would tour jete, which put everyone in a good _____. It was like going to a party instead of work.

<http://corpus.byu.edu/coca/x4.asp?t=4061326&ID=511093720>

- A) taste
- B) air
- C) **mood**
- D) joy

49. Recently, Giustra said the effort has _____ helping people in Colombia and other developing countries find markets for goods they can make or grow at home, resulting in permanent jobs for people in poverty.

<http://corpus.byu.edu/coca/x4.asp?t=4132338&ID=737478158>

- A) taken up
- B) gone at
- C) turned to
- D) **focused on**

50. Our nation is blessed with national resources, bright people, and a strong society. We have an independent education system, legal system, and National Health System. They are respected worldwide. I believe that if we connect the wealth of our land to the _____ of our people, we can create a better country, " he said.

- A) **well being**
- B) benefit
- C) protection
- D) interest

Appendix 2: Course Book-Based Pre/Post/Retention Test**Choose the correct option for following questions. (1-50)**

1. My friend Sofia is very worried about her son. He's got sixteen fines so far this year. Two others were for _____ in front of his school – it's a very busy road and he could have been killed.

- A) roundabout
- B) jaywalking**
- C) congestion
- D) artery

2. I parked my car outside the school but then I had to pay a fine for _____ illegally.

- A) vandalizing
- B) parking**
- C) fare dodging
- D) blocking

3. Andy was doing 60 miles an hour in a 50 limit. He was caught _____.

- A) violation
- B) blocking
- C) speeding**
- D) parking

4. His teacher called Sofia because he was cheating in tests and _____ lies. I don't know what she's going to do with him.

- A) telling**
- B) asking
- C) speaking
- D) warning

5. The security guard in the shop caught someone _____ CDs, so he called the police.

- A) littering
- B) reporting
- C) violating
- D) shoplifting**

6. Damaging or destroying places like schools or train stations is vandalizing public _____.

- A) farm
- B) symbol
- C) domain
- D) **property**

7. I prefer _____ films where the images are made by hand. I think the computer images are very unrealistic.

- A) **animated**
- B) horror
- C) war
- D) crime

8. It was a really good performance. The _____ liked it a lot. They clapped for a long time.

- E) **audience**
- A) audition
- B) account
- C) assembly

9. One of Alfred Hickok's most famous films was Psycho. Anthony Perkins is the _____ who stars as a creepy motel-owner.

- A) costume designer
- B) the best director
- C) **leading actor**
- D) the best producer

10. I thought the play was OK, but the actors were wearing awful _____.

- A) styles
- B) **costumes**
- C) shoes
- D) gears

11. The dancers wore silver and gold costumes, and the _____ really made them shine.

- A) glow
- B) shine
- C) power
- D) **lighting**

12. When people talk about _____ in a film, they usually mean the impressive visual images in it.

- A) **special effects**
- B) sound effects
- C) motion pictures
- D) small motions

13. A: Do you have time to meet up today?

B: Sorry, I just come back from a conference I'm trying to _____ with my work.

- A) join in
- B) pick up
- C) look into
- D) **catch up**

14. A: These sales figures don't look right.

B: Yes, we really need to _____ last month's sales performance.

- A) fall behind
- B) **look into**
- C) apply for
- D) join in

15. A: I called you ten minutes ago but you didn't _____ the phone.

B: Oh, I was away from my desk – I just went to get some lunch.

- A) catch up
- B) work for
- C) **pick up**
- D) fill in

16. He liked the work but he found he couldn't _____ with his colleagues.

- A) **get on**
- B) copy in
- C) look into
- D) catch up

17. A: I need to work late tonight.

B: Are you worried you might _____ with your work?

- A) apply for
- B) pick up
- C) work for
- D) **fall behind**

18. Can I _____ the marketing meeting tomorrow morning? I have a couple of ideas for the new product.

- A) catch up
- B) pick up
- C) look into
- D) **join in**

19. I'm going to _____ a job in advertising.

- A) get on
- B) **apply for**
- C) copy in
- D) give up

20. He has to write a good CV and _____ in a lot of forms.

- A) throw
- B) put
- C) **fill**
- D) work

21. I used to _____ a gas company.

- A) **work for**
- B) catch up
- C) look into
- D) fall behind

22. She works hard but she _____ a really good salary.

- A) lends
- B) gives
- C) spends
- D) **earns**

23. My cousin Ed, who has been _____ for some time, is now looking for a job at the shoe factory.

- A) unengaged
- B) **unemployed**
- C) unfilled
- D) inactive

24. If you work for only a few hours a day, or fewer than five days a week, you have a _____ time job.

- A) extra
- B) long
- C) **part**
- D) early

25. I got several job offers, but it was this company that made the biggest impression on me. They offered me a great _____.

- A) **salary**
- B) bill
- C) debt
- D) bonus

26. In the Middle East, where I come from, a lot of people get a _____ of identity from their family background.

- A) learn
- B) value
- C) **sense**
- D) feel

27. Although I've lived abroad for many years, I still feel a _____ of loyalty towards my country.

- A) possess
- B) empathy
- C) reality
- D) **sensation**

28. With my friends, I'm known as a _____ person who listens well and gives good advice.

- A) intense
- B) **sensitive**
- C) generous
- D) pleased

29. The politician _____ for the trade ban to be lifted.
- A) **campaigned**
 - B) participated
 - C) generated
 - D) boosted
30. To _____ something is to make it possible for something to happen.
- A) promote
 - B) prepare
 - C) **facilitate**
 - D) invest
31. We must shop locally in order to _____ small businesses.
- A) comfort
 - B) maintain
 - C) defend
 - D) **sustain**
32. Globalisation has been good for the whole country because there's been economic _____, which has led to a decrease in unemployment.
- A) produce
 - B) **growth**
 - C) addition
 - D) switch
33. Globalisation _____ free trade between countries.
- A) **promotes**
 - B) campaigns
 - C) participates
 - D) employs
34. Thousands of people _____ in a demonstration yesterday against globalisation.
- A) launched
 - B) assigned
 - C) generated
 - D) **participate**

35. If something _____, it fails by having too little power or influence.
- A) checks
 - B) manages
 - C) **dominates**
 - D) directs
36. She _____ a new invention that helps people save energy.
- A) get on with
 - B) **come up with**
 - C) put up with
 - D) get away with
37. Many celebrities find being famous so _____ that they need psychological help.
- A) mythical
 - B) dreamy
 - C) horrified
 - D) **traumatic**
38. My savings have been _____ over the last few months, a few pounds a day.
- A) collecting
 - B) appearing
 - C) consuming
 - D) **dwindling**
39. If you suffer from feelings of _____, you think that the things you do have no value.
- A) **worthlessness**
 - B) indifference
 - C) smallness
 - D) unimportance
40. Sadly, many celebrities don't realize that true _____ comes from within, not from others.
- A) dignity
 - B) morale
 - C) **self esteem**
 - D) modesty

41. She inherited a _____ worth millions.
- A) luck
 - B) **fortune**
 - C) salary
 - D) promotion
42. He had married late in life, and everyone assumed that his only son would _____ the business.
- A) gather
 - B) secure
 - C) attain
 - D) **inherit**
43. She wrote a best _____ novel about her experiences in Africa.
- A) advertising
 - B) dealing
 - C) **selling**
 - D) gaining
44. It's important to remain focused on the task and not get _____.
- A) **distracted**
 - B) confused
 - C) annoyed
 - D) troubled
45. I'm afraid I don't think things are going to go well for my country. I'm fairly _____ about the future.
- A) sarcastic
 - B) **pessimistic**
 - C) destroyed
 - D) pathetic
46. I've never seen so many huge houses and so many massive cars. These people must be so _____.
- A) wanting
 - B) independent
 - C) liberal
 - D) **wealthy**

47. I spoke to Jon, and I'm _____ the promises he gave me.

- A) fearless of
- B) **satisfied with**
- C) convinced about
- D) jealous of

48. You seem very happy this morning, Chloe! What's put you in such a good _____?

- A) taste
- B) air
- C) **mood**
- D) joy

49. She's very _____ achieving her goals.

- A) taken up
- B) gone at
- C) turned to
- D) **focused on**

50. Kao's emotions have been very up and down since he moved to the city, but he is trying to achieve a state of _____ so that he can look to the future and move on with his family.

- A) **well being**
- B) benefit
- C) protection
- D) interest

Appendix 3: Handouts

HANDOUT I

Vocabulary Exercises (Target Vocabulary of Units 10-11)

Analyze each concordance line below and answer the questions.

1. has a member of our team ever used celebrity to get out of a **speeding** ticket? In honor of

2. Life is full of stressful situations. Whether you've stepped in front of a **speeding** bicycle or

3. A 4-year-old boy was critically injured when he was thrown from a **speeding** car

- What part of speech is the word **speeding**?
-

- What is the correct definition of **speeding**?

- the act or practice of exceeding the speed limit
- full, maximum, or optimum rate of motion

- Choose synonym and antonym of **speeding**. (Write S for synonym; A for antonym)

- quickness
- slowness

1. University of Pennsylvania School of Education, found statistics showed **cheating** had taken place.

2. several investigations that confirmed **cheating** in Atlanta Public Schools were cleansed

3. Governor's Office of Student Accountability found evidence of **cheating** on a makeup test

- What part of speech is the word **cheat**?
-

- What is the correct definition of **cheat**?

- to take an examination or test in a dishonest way, as by improper access to answers.
- Law.* the fraudulent obtaining of another's property by a pretense or trick.

Choose synonym and antonym of **cheat**. (Write S for synonym; A for antonym)

- truthful
- deceive

1. N. Drilling pleaded guilty to eight felony charges and agreed to \$12.2 million in **fines** and
2. thousands of people a year on private probation to allow them to pay **fines** over time,
3. (The \$13.7 billion in additional **fines** related to violations of the Clean Water Act
 - What part of speech is the word **fine**?

 - What is the correct definition of **fine**?
 - a. of superior or best quality; of high or highest grade
 - b. a sum of money imposed as a penalty for an offense or dereliction
 - Choose synonym and antonym of **fine**.(Write S for synonym; A for antonym)

1. punishment 2. award

1. of jaywalking tickets. I don't ever worry about getting a ticket for **jaywalking**, but
2. You saw what was going on over there. He was **jaywalking**. He says he was trying to catch a bus.
3. in a street on campus in May when a campus police officer stopped her for **jaywalking**.

- What part of speech is the word **jaywalking**?

- What is the correct definition of **jaywalk**?
 - a. a person or thing that walks or likes to walk
 - b. Cross or walk in the street or road unlawfully or without regard for approaching traffic

1. Boy Scout. This is a guy who I doubt he's ever had a **parking** ticket.... I don't think he has
2. pointed out a **parking** lot that used to be a park where he played. " They sold that
3. A **parking** sticker was stolen from a vehicle. Duke St., 3100 block, 9:54 p.m

- What part of speech is the word **parking** ?

- What is the correct definition of **parking?**

- a. of, pertaining to, used for, or engaged in parking, especially of vehicles
- b. the activity or occupation of a person who operates or works in a parking lot , garage , or the like

1. Old Goucher, **shoplifting** skirts from stores in the Hampden neighborhood, hitting a jail

2. Gothic attire, doing drugs, sleeping with the wrong kind of guy, and **shoplifting** things

3. Phillips, 54, had just arrived home after a 90-day stint in prison for **shoplifting**.

- What part of speech is the word **shoplifting**?

-
- What is the correct definition of **shoplifting**?

- a. the act of stealing goods from a shop during shopping hours
- b. a person who steals goods from the shelves or displays of a retail store while posing as a customer

- Choose synonym and antonym of **shoplifting**. (Write S for synonym; A for antonym)

1. offer 2. burglarize

1. Georgia colony were ignored--numerous men owned large amounts of **property**, hundreds

2. In the first year-and-a-half after purchasing the **property** it was called Bedford or

3. By the time they purchased the **property**, both Louis and Prosper Berckmans had made

- What part of speech is the word **property**?

-
- What is the correct definition of **property**?

- a. According to or respecting social standards or conventions; respectable, especially excessively so
- b. goods, land, etc., considered as possessions

- Choose synonym and antonym of **property**. (Write S for synonym; A for antonym)

1. debt 2. belonging

1. both to an otter and to Sid the Sloth from the **animated** movie " Ice Age.
2. I fool them with my voice. I'm singing in Disney's next **animated** musical, called Moana.
3. three, moving through a story, much like the frames of a flip-book or **animated** film.
 - What part of speech is the word **animated**?

 - What is the correct definition of **animated**?
 - a. full of life, action, or spirit; lively; vigorous
 - b. bring to life
 - Choose synonym and antonym of **animated**.(Write S for synonym; A for antonym)
 1. dead 2. vivify
1. conference or news event during which they provide their **audience** with concert-related
2. they can research a topic of interest and learn to communicate with a general **audience**.
3. In this introduction, NASA invites a highly public **audience** to explore Earth together
 - What part of speech is the word **audience** ?

 - What is the correct definition of **audience**?
 - a. Sound, especially when recorded, transmitted, or reproduced
 - b.the group of spectators at a public event; listeners or viewerscollectively, as in attendance at a theater or concert
1. Golden Globe nominations, one for best comedy series and the other for its **leading** actor,
2. Neil Patrick Harris earned the Tony for performance by a **leading** actor in a musical,
3. Bryan Cranston took the prize for **leading** actor in a play for his portrayal of LBJ
 - What part of speech is the word **leading**?

 - What is the correct definition of **leading**?

- a. the first or foremost place; position in advance of others
- b. to cause or encourage to believe something that is not true

- Choose synonym and antonym of **leading actor**. (Write S for synonym; A for antonym)

- 1. best 2. insignificant

1. Comedian Nick Kroll wears many hats and wigs and **costumes** as the star and creator of the

2. TCB, Taking Care Of Business bus to go along with Michael Jackson's iconic **costumes**,

3. She would have recitals twice a year and make **costumes** for all of those students.

- What part of speech is the word **costume**?

- What is the correct definition of **costume**?

- a. An amount that has to be paid or spent to buy or obtain something

- b. A style of dress, including accessories and hairdos, especially that peculiar to a nation, region, group, or historical period

1. you better understand how your eyes work under different **lighting** conditions.

2. along with other opulent touches like mood **lighting**, soft music and a branded scent.

3. Brad Fields's " Cinderella " **lighting** is so dim that the heroine's face is scarcely visible as she

- What part of speech is the word **lighting** ?

- What is the correct definition of **lighting** ?

- a. the arrangement of lights to achieve particular effects

- b. the sensation produced by stimulation of the organs of sight

- Choose synonym and antonym of **lighting** . (Write S for synonym; A for antonym)

- 1. darkness 2. brightness

1. and the **special effects** were so bad that you could almost see the strings on the spaceships.
2. The cast is unimpressive and the **special effects** not so scary. Starring Sam Rockwell,
3. includes information on uploading images, cropping pictures, using **special effects**, adding
 - What part of speech is the word **special effects** ?

 - What is the correct definition of **special effects** ?
 - a.unusual visual and sound effects beyond the range of normal photography or recording.
 - b.a temporary, arbitrary reduction in the price of regularly stocked goods,especially food; a particularly worthwhile offer or price

Handout II**HANDOUT II****Vocabulary Exercises (Target Vocabulary of Units 12)**

Analyze each concordance line below and answer the questions.

1. Megan started talking fast, in a rush to **catch up** on everything she had missed since their
2. I hope we find time to **catch up**, Joseph. But my schedule is worse than ever, and I am
3. I was hurrying to **catch up** to her as she answered me, the breeze lifting her hair back from

- What part of speech is the word **catch up**?
-

- What is the correct definition of **catch up**?

- a. an effort to reach or pass a norm, especially after a period of delay
- b. a game in which a ball is thrown from one person to another

- Choose synonym and antonym of **catch up** .(Write S for synonym; A for antonym)

1. go away
2. close in

1. he does not propose anything of his own. Let's **look into** that. What happened?
2. so I might **look into** what else would help me make more money. But having a golf course
3. When Darren Wilson was called to **look into** a robbery, the reason he initially stopped

- What part of speech is the word **look into**?
-

- What is the correct definition of **look into**?

- a. investigate; examine
- b. to be alert and quick

- Choose synonym and antonym of **look into**.(Write S for synonym; A for antonym)

1. check
2. disregard

1. I would **pick up** the phone in that situation and call the city inspector, just for the

2. millions of young Chinese **pick up** their smart phones every day to exchange messages with
3. if they have a trade proposal, they'll **pick up** the phone and listen. This is why every club

- What part of speech is the word **pick up**?
-

- What is the correct definition of **pick up**?

- a. to walk with care and deliberation
- b. to lift or take up

- Choose synonym and antonym of **pick up** .(Write S for synonym; A for antonym)

1. gather
2. drop

1. " I don't want you to **fall behind** in your studies just because school's out for the holidays.
2. I really ought to let you go, Mom. I don't want to **fall behind** with studying. " " I'm so
3. are not engaged within the first 2 weeks of a class, they may **fall behind** academically

- What part of speech is the word **fall behind**?
-

- What is the correct definition of **fall behind**?

- a. to lag, in pace or progress
- b to fall in love with

- Choose synonym and antonym of **fall behind**.(Write S for synonym; A for antonym)

1. delay
2. advance

1. Eventually, I think, he will, you know, **join in** with the group, find a best buddy and fit
2. the center's after-school program a year or so ago, could never simply **join in** with a
3. Ben listened to the newcomer **join in** with the officers already present. He heard the

- What part of speech is the word **join in**?
-

- What is the correct definition of **join in**?

- a. take part in
- b. combine efforts

- Choose synonym and antonym of **join in**.(Write S for synonym; A for antonym)

1. observe 2. participate

1. Jackson admits she almost passed up the chance to **apply for** the job in the mayor's office.
2. A couple have to wed in 90 days with the visa and then can **apply for** a green card.
3. What are these kids going to think about the world? How will they **apply for** a job or go

- What part of speech is the word **apply for**?
-

- What is the correct definition of **apply for**?

- a. put oneself forward formally as a candidate for a job
- b. bring or put into operation or use

- Choose synonym and antonym of **apply for**.(Write S for synonym; A for antonym)

1. hire 2. refuse

1. She worked with him to **fill in** the gaps in his educational record from the years he had had
2. One way to present the words is a matching exercise; another may be a **fill in** the blank
3. the use of the KWHL chart as the general science teacher led the class to **fill in** their

- What part of speech is the word **fill in**?
-

- What is the correct definition of **fill in**?

- a. the act or practice of exceeding the speed limit
- b. to make full; put as much as can be held into

- Choose synonym and antonym of **fill in**.(Write S for synonym; A for antonym)

1. complete 2. leave blank

1. I had an idealized picture in my head of what it would be like to **work for** the government,
2. Day used to **work for** the State Department and is clearly attuned to cross-cultural details.

3. centered on the firm's **work for** the British bank Standard Chartered, which was suspected

- What part of speech is the word **work for**?

-
- What is the correct definition of **work for**?

- Be employed in a specified occupation or field
- Make efforts to achieve something; campaign

- Choose synonym and antonym of **work for** .(Write S for synonym; A for antonym)

- prevent
- cooperate

- Corina had to tend to household chores and work a summer job to **earn** money for her
- calculus as a teenager and **earn** an advanced degree in a science, technology, engineering,
- as a game but as a competition and an opportunity for the students to **earn** prizes.

- What part of speech is the word **earn**?

-
- What is the correct definition of **earn**?

- Obtain (money) in return for labor or services
- to fail to keep, preserve, or maintain

- Choose synonym and antonym of **earn**.(Write S for synonym; A for antonym)

- obtain
- lose

- It took me three months to pay him back because of my **unemployed** status. I earned a
- " What do you do for a living? " " I'm **unemployed**. " Greg snorted. " Go figure. She's
- We provide more than that, though. On the outside, the **unemployed** need jobs. But on the

- What part of speech is the word **unemployed**?

-
- What is the correct definition of **unemployed**?

- a. (of a person) without a paid job but available to work
- b. being in a state of existence, progress, or motion

- Choose synonym and antonym of **unemployed**. (Write S for synonym; A for antonym)

- 1. jobless 2. occupied

1. With 2 million more people working **part time**, we want full-time work but can't find it,
2. he owed more on the apartment than it was worth, that his wife worked **part time** at a dry
3. You can back into a lifestyle that you can afford, work longer, work **part time** to cover

- What part of speech is the word **part time**?

- What is the correct definition of **part time**?

- a. beyond or more than what is usual, expected, or necessary; additional
- b. employed to work, used, expected to function, etc., less than the usual or full time

1. The average teacher **salary** in Georgia for 2013-14 was \$52,924, compared to the national
2. became an engineering professor. But he quit in 1999, giving up a generous **salary** to
3. In recent years, the city has hired a chief of sustainability at a **salary** of nearly \$150,000

- What part of speech is the word **salary**?

- What is the correct definition of **salary**?

- a. The activity or business of selling products
- b. full, maximum, or optimum rate of motion

- Choose synonym and antonym of **salary**. (Write S for synonym; A for antonym)

- 1. income 2. bills

Choose the correct option for each blank.

1. You'd fall so far behind, you'd never _____. " # " Fine. Then we'll wake the team
2. Nobody's reported anything to me yet. I'll have Gerda _____ it, if you like. Any special
3. families who come to 14th Street to _____ bags of groceries or drop off preschool students
4. students _____ expected level in reading skills, educational interventions are done

- | | |
|----------------|--------------|
| a. fall behind | c. pick up |
| b. catch up | d. look into |

1. Twitter chat with our expert is still going on at this hour. You can _____ .
2. Jackson admits she almost passed up the chance to _____ the job in the mayor's office.
3. My students just enough structure, but in a way that doesn't make them _____ the blanks?
4. I would have thought the same thing before I started to _____ this incredible organization.

- | | |
|-------------|--------------|
| a. fill in | c. apply for |
| b. work for | d. join in |

1. Students are able to land careers where they can apply their skills and _____ a viable income.
2. I never thought I'd be _____ after working so hard. Life has its twists and turns.
3. After graduation, Austin will work _____ with local law enforcement (sheriff's office,
4. If you finish university you should find a nice job, with a good _____ so you can live your life

- | | |
|---------------|-----------|
| a. unemployed | c. earn |
| b. part time | d. salary |

Handout III**HANDOUT III****Vocabulary Exercises (Target Vocabulary of Units 1-2)**

1. I have watched perfectly **sensible** women go all foolish over him more times than I can count.

2. Equally aware of the odds, Wellington made the **sensible** decision to hold his position and await the arrival of the nearby

3. no real means of supporting myself. So I did what any **sensible** person would do. I went home to Mother and Daddy.

- What part of speech is the word **sensible**?

-
- What is the correct definition of **sensible**?

- Examine or evaluate (an option or possibility)
- having, using, or showing good sense or sound judgment

- Choose synonym and antonym of **sensible**. (Write S for synonym; A for antonym)

- rational
- stupid

1. the rock band tour was a good idea that provided their child with a **sense** of independence.

2. This made perfect **sense** to me. I was struck, too, by the very literary qualities of

3. In a stand-your-ground society, it makes **sense** to suspect and fear your neighbor. You do not know what weapons he may

- What part of speech is the word **sense**?

-
- What is the correct definition of **sense**?

a. any of the faculties, as sight, hearing, smell, taste, or touch, by which humans and animals perceive stimuli originating from outside or inside the body

b. to regain one's good judgment or realistic point of view; become reasonable

- Choose synonym and antonym of **sense**. (Write S for synonym; A for antonym)

- apathy
- feel

1. This may be a new **sensation**: You should feel like you're throwing your left shoulder behind your left ear
2. Gripping her cell phone for 10 or 15 seconds risked a burning **sensation**, as if lava were flowing beneath her skin.
3. However, commercially available solutions of both medications are acidic and cause a burning **sensation** on injection.

- What part of speech is the word **sensation**?

-
- What is the correct definition of **sensation**?

- a. A physical feeling or perception resulting from something that happens to or comes into contact with the body
- b. something that incites to action or exertion or quickens action, feeling, thought, etc.

- Choose synonym and antonym of **sensation**. (Write S for synonym; A for antonym)

1. physicality 2. emotion

1. Thus, the teacher needs to be **sensitive** to environmental, child, and self level variables that may impact outcomes.
2. Be **sensitive** to individual values of all patients and possible additional needs of patients with
3. There is no disputing that teaching **sensitive** subjects such as genocide is difficult and the actions that underlie such atrocities horrifying.

- What part of speech is the word **sensitive**?

-
- What is the correct definition of **sensitive**?

- a. having acute mental or emotional sensibility; aware of and responsive to the feelings of others
- b. a person with psychic powers; medium

- Choose synonym and antonym of **sensitive**. (Write S for synonym; A for antonym)

1. delicate 2. ignorant

1. communication on this topic cannot be forgotten, given that education is not the **responsibility** of teachers alone.

2. the author argues that schools should emphasize a shared **responsibility** among teachers, parents, and community to improve teaching performances

3. The committee members believed that service is a **responsibility** of university faculty and therefore created a numerical rubric to assess this element.

- What part of speech is the word **responsibility**?

-
- What is the correct definition of **responsibility**?

a. immediately present or under consideration; in this specific instance or place

b. the state or fact of being responsible, answerable, or accountable for something within one's power, control, or management.

- Choose synonym and antonym of **responsibility** .(Write S for synonym; A for antonym)

1. duty 2. freedom

1. ...when he was popular enough that it was thought he might be planning a presidential **campaign** this year.

2. A **campaign** against them was conducted in the press, though it did not dissuade other women

3. the school's librarian, stressed the importance of their " national **campaign** for better high school libraries

- What part of speech is the word **campaign**?

-
- What is the correct definition of **campaign**?

a. a systematic course of aggressive activities for some specific purpose

b. to race (a horse, boat, car, etc.) in a number or series of competitions

- Choose synonym and antonym of **campaign** .(Write S for synonym; A for antonym)

1. inaction 2. movement

1. By bringing students' nonacademic digital literacies into writing education, teachers can **facilitate** students' critical thinking about the technologies they use.

2. asking to students to support their reasoning when faced with opposing opinions can **facilitate** their self-confidence and their higher-order thinking.

3. For example, teachers can **facilitate** learning by planning for appropriate language models.

- What part of speech is the word **facilitate**?

-
- What is the correct definition of **facilitate**?

- a. to make easier or less difficult; help forward (an action, a process, etc.)
- b. to see, get knowledge of, learn of, find, or find out

- Choose synonym and antonym of **facilitate**. (Write S for synonym; A for antonym)

1. ease
2. Block

1. he soon realized made little money. Not enough to **sustain** a business. Not near enough to raise a family.

2. Even if the NRFL is launched, is the USA ready to **sustain** a national rugby league?

3. The Karen used the Internet to **sustain** and develop coethnic relationships with people and groups that were formed pre- and post-resettlement.

- What part of speech is the word **sustain**?

-
- What is the correct definition of **sustain**?

- a. to encourage the sales, acceptance, etc.
- b. to support, hold, or bear up from below; bear the weight of, as a structure

- Choose synonym and antonym of **sustain** .(Write S for synonym; A for antonym)

1. hinder
2. assist

1. educators use progress monitoring once or twice a week to determine students' **growth** and development.
2. technology-based techniques and tools influence the student's **growth** in technology, the average response
3. assist students with disabilities in preparing to achieve appropriate levels of emotional **growth** and self-esteem.

- What part of speech is the word **growth**?

-
- What is the correct definition of **growth**?

- a. size or stage of development
- b. to cause to slope or incline downward

- Choose synonym and antonym of **growth** .(Write S for synonym; A for antonym)

1. decline
2. expansion

1. Alphabet activities. The children should use materials that **promote** identification of letters and their sounds, such as ABC books,

2. Allowing students to explore and use their expertise in technology will **promote** creativity, and teachers can learn from students

3. digital audio recordings were used to conduct repeated readings to **promote** fluency development;

- What part of speech is the word **promote**?

-
- What is the correct definition of **promote**?

- a. distant in relationship or connection
- b. to help or encourage to exist or flourish; further

- Choose synonym and antonym of **promote** .(Write S for synonym; A for antonym)

1. block
2. advocate

1. in Spanish dance, those associated with escuela bolera, **regional** dance terms, and flamenco dance terms.
2. Next is a discussion of the 12 sets of national, **regional**, nonprofit, and proprietary standards reviewed in the analysis and their respective areas of
3. 2 patients who experienced septic shock and were transferred to the **regional** hospital (in another province)

- What part of speech is the word **regional**?

-
- What is the correct definition of **regional**?

a. of or relating to a particular region, district, area, or part, as of a country; sectional; local

b. Usually, **regions**. the vast or indefinite entirety of a space or area, or something compared to one

1. provide opportunities for the children to **participate** in common literacy activities in writing and conversation.
2. descriptions of how adults **participate** in online forums to promote their own and others' literate practices have typically been
3. Children learn best when they have multiple opportunities to experience and **participate** in the music-making process.

- What part of speech is the word **participate**?

-
- What is the correct definition of **participate**?

a. a section or division of a literary work

b. to take part in activity

- Choose synonym and antonym of **participate** .(Write S for synonym; A for antonym)

1. cooperate
2. watch

1. Venus and Jupiter continue to **dominate** the early evening sky while Saturn climbs highest in the south before midnight.

2. when they checked their phones for texts; discussions about the protests began to **dominate** the classroom.

3. It's got good flavor but won't **dominate**, because we want the peaches to be the star.

- What part of speech is the word **dominate**?

-
- What is the correct definition of **dominate**?

a. to rule over; govern; control

b. to prevent from doing, acting, or happening

- Choose synonym and antonym of **dominate** .(Write S for synonym; A for antonym)

1. obey

2. control

1. Avery was the only _____ person in Francesca's life, with both # feet on the ground.

2. Therefore, their preference for foraging under cover of darkness makes _____ as a defensive strategy.

3. I loved the feeling of the sun on my arms. The _____ of breeze between my legs beneath a short skirt.

4. Use soap-free cleansers, and products for _____ skin

a. sense

c. sensible

b. sensitive

d. sensation

1. the elder son wishes to be a good brother, he will have to take _____ for his brother's well-being.

2. in the Second World War, the US government began a marketing _____ to recruit women to replace the male workforce.

3. a stage now where I turn up to class, set the games up and _____ learning.

4. want to have a good life. And the trick is to be able to _____ it with your heart open and still be loving.

a. sustain

c. campaign

b. responsibility

d. facilitate

1. Using above-level testing to track _____ in academic achievement in gifted students.
2. Japanese universities have included strategic plans that advertise and _____ study abroad programs under the authority of internationalization
3. Contemporary illustrations of _____ French costumes with front lacing include A. Rabini Beauregard and Pierre Marie Gault de Saint-Germain
4. We inspire them to _____ in the public conversation and engage in vigorous debate
 - a. promote
 - b. participate
 - c. regional
 - d. growth



Handout IV

HANDOUT IV
Vocabulary Exercises (Target Vocabulary of Units 3)

1. The school board rejected Starr's recommendation and asked him to **come up with** lower-cost options.
2. handled by the FBI, because it's so easy to **come up with** excuses and try to cover it up.
3. They've got ideas and recommendations but have yet to **come up with** a solution. Maybe it's a gamble

- What part of speech is the word **come up with**?

-
- What is the correct definition of **come up with**?

- a. Produce, supply; also, discover
- b. to move towards a specified person or place

- Choose synonym and antonym of **come up with**. (Write S for synonym; A for antonym)

1. offer 2. refuse

1. Perhaps Esther felt God was silent during those **traumatic** years. But somehow, even in those dire circumstances,
2. who died in her early 30s, also showed evidence of horse riding and **traumatic** injury, including a fractured, atrophied left tibia
3. The disorder can be triggered by any of several **traumatic** events, experts say, including child sexual or physical abuse

- What part of speech is the word **traumatic**?

-
- What is the correct definition of **traumatic**?

- a. without rough motion
- b. psychologically painful

- Choose synonym and antonym of **traumatic**. (Write S for synonym; A for antonym)

1. conforming 2. alarming

1. share your love story and we could give you a special moment **in the spotlight**.
2. Clearly, Chicago is a city **in the spotlight** right now, and I know we're going to continue to follow this.
3. Olens will be **in the spotlight** more thanks to legislation that gave him control of the Office of Consumer Affairs,

- What part of speech is the word **in the spotlight**?
-

- What is the correct definition of **in the spotlight**?

- a. Singled out for close attention; prominent
- b. shocking or revolting to the moral sense

1. Our visits **dwindle** to two or three per year. I miss him so much, I need
2. In South County, the struggling Laguna Hills Mall - which has seen sales **dwindle** during the past several years - will turn into
3. The state's \$700 million budget surplus is projected to **dwindle** into a \$238 million deficit.

- What part of speech is the word **dwindle**?
-

- What is the correct definition of **dwindle**?

- a. to become smaller and smaller
- b. to multiply by propagation

- Choose synonym and antonym of **dwindle**. (Write S for synonym; A for antonym)

1. decline
2. expand

1. trouble falling asleep; anger; irritability; and feelings of guilt, **worthlessness**, and hopelessness. Solutions include: exercise;
2. Lydia that when feeling shame a person blocks out everything but her own sense of **worthlessness**.
3. There can be a major sense of insecurity and **worthlessness** associated with one person making more money,

- What part of speech is the word **worthlessness**?
-

- What is the correct definition of **worthlessness**?

- a. value, as in money

b. of no use, importance, or value

- Choose synonym and antonym of **worthlessness**. (Write S for synonym; A for antonym)

1. impracticality

2. worth

1. Today, Malaysia confirmed that a piece of a jet wing that **washed up** on an island in the Indian Ocean last week

2. A mottled fish **washed up** on the sand, Jim stares up at the ceiling.

3. Then he rode that big wave and **washed up** on that shore, and had the vision that he could do something with

- What part of speech is the word **wash up**?

-
- What is the correct definition of **wash up**?

a. to end, especially ignominiously (usually in the passive)

b. to be revealed; become known

1. Summer Camp July 8 12 Teens with epilepsy build friendships, develop confidence and **self esteem** in a safe environment.

2. nobody remembers him, that's got to be hell on your **self esteem** that nobody knows who you are.

3. Will the weight gain then hurt her **self esteem**, which is already suffering, and make her more depressed?

- What part of speech is the word **self esteem**?

-
- What is the correct definition of **self esteem**?

a. growing vigorously; thriving; prosperous

b. a realistic respect for or favorable impression of oneself

- Choose synonym and antonym of **self esteem**. (Write S for synonym; A for antonym)

1. humility

2. confidence

1. Ben Carson is answering questions that basically talk about the same **aspiration**.

2. At the time, our **aspiration** was to reach readers in Latin America' cause we felt that this was

3. You can't just talk about **aspiration** and wish for it. You've got to make it happen for people.

- What part of speech is the word **aspiration**?
-

- What is the correct definition of **aspiration**?

- a strong desire, longing, or aim; ambition
- an expressed wish; request

- Choose synonym and antonym of **aspiration**. (Write S for synonym; A for antonym)

1. apathy
2. ambition

1. In 1848, he gathered his small **fortune** in Peru and set sail for San Francisco, reasoning the contested California territory

2. It was 2004, and Thiel had recently made a tidy **fortune** selling PayPal, which he co-founded, to eBay.

3. you can purchase a house in Washington even if you don't have a **fortune** in your bank account.

- What part of speech is the word **fortune** ?
-

- What is the correct definition of **fortune** ?

- great wealth; ample stock of money, property, and the like
- advantage or success, considered as the result of chance:

- Choose synonym and antonym of **fortune** .(Write S for synonym; A for antonym)

1. worth
2. poverty

1. the same thing President Obama said. And, by the way, he did **inherit** a bad economy.

2. It's so bizarre. I mean, I don't know. Did he **inherit** money? I mean, is it even legal to have that many weapons,

3. Suddenly, Locke started getting calls and e-mails about who was going to **inherit** the house

- What part of speech is the word **inherit** ?
-

- What is the correct definition of **inherit** ?

- to receive as if by succession from predecessors
- to have delivered or brought to one

- Choose synonym and antonym of **inherit** .(Write S for synonym; A for antonym)

1. fail
2. Acquire

1. Long after the **scandal** broke, it remains unclear what exactly prompted Broadwell to view Kelley as a rival
2. And in Argentina, Oscar Bony caused a **scandal** when he hired a working-class family to pose in a gallery,
3. The largest school-cheating **scandal** in U.S. history finally concluded last week when a Fulton County jury found 11 former

- What part of speech is the word **scandal**?
-

- What is the correct definition of **scandal**?

- a. the loss of respect, honor, or esteem
- b. a disgraceful or discreditable action, circumstance, etc

- Choose synonym and antonym of **scandal**. (Write S for synonym; A for antonym)

1. good deed
2. wrongdoing

1. The Light Between Oceans, “based on the **bestselling** book about a couple who find an abandoned baby at sea.
2. Star Wars " is the **bestselling** film score of all time and still celebrated in his live performances.
3. The television show is a massive hit. There is a **bestselling** book out about it.

- What part of speech is the word **bestselling**?
-

- What is the correct definition of **bestselling**?

- a. n a particular or to an exceptional degree
- b. any product that among those of its kind is selling particularly well at agiven time

- Choose synonym and antonym of **bestselling**. (Write S for synonym; A for antonym)

1. hit
2. Failing

1. Committee members indicated that the state has too much to lose if it fails to _____ a plan the federal government will accept.
2. What makes it more _____ is if they lose contact with their siblings.
3. Years later, she thanked Johnny Carson for putting her_____. Says, to Edgar, your husband
4. just this past year, we've seen business computers to the size of a shoebox, and some models, such as the Lenovo

- a. dwindle
- b. traumatic
- c. come up with
- d. in the spotlight

1. But all along, I was just masking a stunning sense of _____, of being a fraud.
2. The moon will swallow every barely beating heart it finds _____ on shore.
3. students with disabilities who may have low _____ or low confidence in their abilities, would seek out instructors who are supportive
4. reape them and inspire them to make the most of every amazing, ambitious _____ they have.

- a. washed up
- b. self esteem
- c. aspiration
- d. worthlessness

1. He made a _____ for himself and his investors in 2013 after winning a proxy contest against Health Management
2. Luckily, she did not _____ the genes that had killed Jon. My daughter and her generation would be the
3. A few days ago, as the trial neared its end, Hyde said the _____ was not as surprising as it might have seemed at first.
4. John Green's _____ young adult novel about cancer survivors, Hazel Lancaster and Gus Waters,

- a. inherit
- b. bestselling
- c. fortune
- d. scandal

Handout V

HANDOUT V
Vocabulary Exercises (Target Vocabulary of Unit 4)

1. I don't remember him from the flight, where I was **distracted** by Barbara's problems and by not thinking too much about air travel.
2. I was like a cat, she said, easily **distracted** by every crawling bug and fluttering leaf. What could I do?
3. Humans are very easily **distracted**. Especially by their phones. They have a weird and unnatural attachment to those

- What part of speech is the word **distracted**?

-
- What is the correct definition of **distracted**?

- a. having the attention diverted
- b. psychologically painful

- Choose synonym and antonym of **distracted**. (Write S for synonym; A for antonym)

1. focused
2. disturbed

1. If you really want to know how **pessimistic** a party is, don't listen to anything the top brass are saying see
2. Cynicism refers to the extent to which the student feels **pessimistic** towards their studies. Lastly, Professional Efficacy refers to
3. If the vision of a Middle East is too **pessimistic**, the scale of the disasters that have overtaken some countries is beyond doubt.

- What part of speech is the word **pessimistic**?

-
- What is the correct definition of **pessimistic**?

- a. the tendency to expect only bad outcomes
- b. having the qualities, accomplishments, etc.

- Choose synonym and antonym of **pessimistic**. (Write S for synonym; A for antonym)

1. gloomy
2. cheerful

1. founded in 1967 with a \$1 million grant from a **wealthy** donor, is reliant on private funding for its operations.
2. the United States break up sooner, the data shows, than in any other **wealthy** country.
3. I think any **wealthy** person has to think, 'Do I really deserve to have this much money

- What part of speech is the word **wealthy**?

-
- What is the correct definition of **wealthy**?

- a. of or relating to the mind
- b. rich in character, quality, or amount

- Choose synonym and antonym of **wealthy**. (Write S for synonym; A for antonym)

1. poor
2. affluent

1. you know you can question whether you were **satisfied with** his answers, but he gave you answers and engaged the questions.
2. We are **satisfied with** the air support. We are getting good support, but, in reality
3. could she achieve sort of a reasonable explanation that most people would be **satisfied with**?

- What part of speech is the word **satisfied with**?

-
- What is the correct definition of **satisfied with**?

- a. content; completely paid, as a bill.

- b. adequate for the purpose; enough

- Choose synonym and antonym of **satisfied with**. (Write S for synonym; A for antonym)

1. contented
2. dissatisfied

1. I felt responsible for my students' **mood** and didn't want them leaving that classroom under a cloud of Sylvia Plath.
2. But on balance her **mood** was much more upbeat than regretful. She was open, curious,
3. I returned to the Hotel Merci in a wonderful **mood**, only to learn, immediately after turning on my computer, that James Foley

- What part of speech is the word **mood**?

-
- What is the correct definition of **mood**?

- a. a state or quality of feeling at a particular time
- b. position or posture of the body appropriate to

- Choose synonym and antonym of **mood**. (Write S for synonym; A for antonym)

1. dislike
2. atmosphere

1. The authors **focus on** the organizational and communication skills that educators possess
2. Craig remembered a **focus on** grammar and sentence mechanics in his high school writing courses,
3. The questions are not limited to recall but rather **focus on** various aspects of the text.

- What part of speech is the word **focus on**?

-
- What is the correct definition of **focus on**?

- a. exertion of physical or mental power
- b. to direct one's attention or efforts

- Choose synonym and antonym of **focus on**. (Write S for synonym; A for antonym)

1. concentrate
2. avoid

1. We love what we do. We genuinely care about each other and our **well being**.
2. you know, her head was hurting and I was concerned for her **well being**.
3. It provides a community, which supports their **well being** and development and counters the isolation

- What part of speech is the word **well being**?
-

- What is the correct definition of **well being**?

- a. a person or thing that exerts influence
- b. a good or satisfactory condition of existence

- Choose synonym and antonym of **well being**. (Write S for synonym; A for antonym)

1. comfort

2. handicap

1. if somebody talks to me, my **enjoyment** comes back because it's, you know, it's the real life application
2. On average across OECD countries, 37% of students do not read for **enjoyment**
3. **Enjoyment** of independent reading must remain the key emphasis. The value of post- and

- What part of speech is the word **enjoyment**?
-

- What is the correct definition of **enjoyment**?

- a. a particular form or source of pleasure
- b. the state or feeling of being pleased

- Choose synonym and antonym of **enjoyment**. (Write S for synonym; A for antonym)

1. sorrow

2. amusement

1. He wanted his parents to be _____, so that he could fit in more baseball and get any kind of haircut
2. A few are starting to feel more _____, " said Daniel Rodriguez, a 32 year old musician with the folk group
3. " Ace of Cakes " or the sisters of Georgetown Cupcake, rarely make anyone _____ .

4. If you're not _____ your home blender, the Tribest Dynablend Horsepower Plus has you covered.

a. **wealthy**

c. **distracted**

b. **satisfied with**

d. **pessimistic**

1. The affective style implies the use of music to change the _____ or pace of a classroom. Many times, the music specialist might be approached
2. so that students do not _____ right answers without understanding the process and underlying concepts
3. to allow discussion around aspects of the woman's health and _____, such as body mass index, diet, exercise,
4. Then, they were asked to indicate the _____ level they experienced from each of the five activities on a 5-point scale

a. **enjoyment**

c. **focus on**

b. **well being**

d. **mood**

Appendix 4: Interview Questions

1. What do you think of five weeks treatment on corpus-based vocabulary materials?
2. Do you think that those activities helped you to distinguish between parts of speech?
3. Do you think that handouts were clear? Did you have any difficulties while filling them?
4. When you make comparison between vocabulary materials and corpus-based vocabulary materials, which one do you prefer?
5. In which ways were they beneficial?
6. Did they have any effect on your general English knowledge?
7. What is your further recommendation on the treatment period and corpus-based vocabulary materials?

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Bildiği Yabancı Diller : İngilizce

Bilimsel Faaliyetleri : -

İş Deneyimi

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