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**THE IMPACT OF INPUT FORM IN THE LEARNING OF MODIFIERS
IN ENGLISH: COMPARISON BETWEEN WRITTEN INPUT AND
AUDIO-VISUAL INPUT**

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A Master's Thesis**

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T.C.
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**İNGİLİZCEDE NİTELEYİCİLERİN ÖĞRENİMİNDE GİRDİ
BİÇİMİNİN ETKİSİ: YAZILI GİRDİ İLE GÖRSEL-İŞİTSEL GİRDİNİN
KARŞILAŞTIRILMASI**

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BİLDİRİM

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İngilizcede Niteleyicilerin Öğreniminde Girdi Biçiminin Etkisi: Yazılı Girdi ile Görsel-İşitsel Girdinin Karşılaştırılması
(Yüksek Lisans Tezi)

İsmet TOKSÖZ

ÖZ

Kelime öğretimi yabancı dil öğretiminde son zamanlarda önemli derecede ilgi görmüştür. Bu zamana kadar yapılan çalışmaların odağı kelime öğretiminde girdi türünün etkinliğinden ziyade alternatif kelime öğretim yolları olmuştur. İngilizce’de belirteçlerin öğretimi ve öğrenimi konusunda Türkiye’de romanın yazılı girdi olarak, uyarlanmış filminin ise görsel-ışitsel girdi olarak beraber kullanıldığı herhangi bir deneysel çalışma yapılmamıştır. Bu da girdi biçiminin belirteçlerin öğretimi ve öğrenimi konusunda herhangi bir etkisinin olup olmadığını araştırmak için bir ihtiyaç doğurmuştur. Bu sebeple, bu çalışma sıfat ve zarf gibi belirteçlerin görsel-ışitsel girdi yoluyla öğretilmesinin yazılı girdi yoluyla öğretilmesinden daha başarılı sonuçlar doğurup doğurmadığını araştırmayı amaçlamaktadır. Bu çalışmaya bölümü İngilizce Öğretmenliği ve İngiliz Dili ve Edebiyatı olan 54 hazırlık sınıfı öğrencisi katılmıştır. Çalışmada hem nicel hem de nitel araştırma yöntemlerinden faydalanılmıştır; başka bir deyişle, karma araştırma yöntemi kullanılmıştır. Araştırmanın nicel sonuçları hem kontrol hem de deney grubuna uygulanan ön test ve son test puanlarından elde edilmiştir. Araştırmanın nitel verileri ise araştırmacı tarafından oluşturulmuş yarı-yapılandırılmış görüşmelerden elde edilmiştir. Veriler Bağımsız Örneklem T-Testi, Bağımlı Örneklem T-Testi, betimleyici ve sıklık analizi kullanılarak analiz edilmiştir. Sonuçlar göstermiştir ki hem yazılı girdi olan roman hem de görsel-ışitsel girdi olan film kullanılan deney grubu öğrencileri sadece yazılı girdi olarak roman kullanılan kontrol grubu öğrencilerinden belirteç öğrenimi konusunda daha başarılı olmuşlardır. Ayrıca, çalışmanın nitel sonuçları deney grubu öğrencilerinin görüşmeler sırasında kontrol grubu öğrencilerinde daha fazla belirteç kullandığını göstermiştir ve bu bağlamda nitel sonuçlar nicel sonuçlarla örtüşmektedir.

Anahtar Kelimeler: Girdi Biçimi, Görsel-İşitsel Girdi, İngilizcede Belirteçler, Kelime Bilgisi, Yazılı Girdi

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**The Impact of Input Form in the Learning of Modifiers in English: Comparison
Between Written Input and Audio-Visual Input
(A Master's Thesis)**

İsmet TOKSÖZ

ABSTRACT

Teaching vocabulary has been attracting considerable interest in the studies of foreign language teaching. The research to date has tended to focus on discussing the alternative ways in teaching vocabulary rather than investigating the effect of the type of the input in vocabulary teaching. Moreover, no experimental research was done on teaching and learning modifiers through a novel as a written input or a film as an audio-visual input in Turkey. This indicates a need to investigate whether the type of input has an effect on teaching and learning modifiers. Therefore, this study aims to explore whether learning modifiers such as adjectives and adverbs via audio-visually enriched written input results in more extensive knowledge of modifiers than learning modifiers via written input. Fifty-four compulsory preparatory students whose departments were English Language and Literature and English Language Teaching participated in the study. In the study, mixed-method research design was adopted which benefitted from both quantitative and qualitative data. Quantitative data were collected through the pre-test and post-test results of the control group (26) and experimental group (28). Qualitative data were collected through a semi-structured interview conducted with 54 students from the groups. Data were analyzed with Independent Samples T-tests, Paired Samples T-tests, and descriptive and frequency analysis. The results revealed that the students in the experimental group who were subject to both written input (novel) and audio-visually enriched written input (film) were more successful than the students in the control group who were only subject to written input (novel) in learning modifiers that they encountered during the treatments. Moreover, qualitative results were consistent with quantitative results of the study indicating that the student in the experimental group used more modifiers than the students in the control group during the interviews.

Key Words: Audio-Visual Input, Input Form, Modifiers in English, Vocabulary Knowledge, Written Input

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CHAPTER I

INTRODUCTION

This chapter includes the statement of the problem, research questions, the purpose of the study, the significance of the study, and the limitations of the study.

1.1. Background to the Study

Along with recent technological developments in our globe, there is an increasing and continuously changing trend in English language teaching and learning. Some new English teaching techniques such as online or mobile teaching are being applied in language classrooms in today's English-learning communities since learners demand new techniques in the process of learning a foreign language. If the teacher cannot catch up with learners' needs, the necessary skills of language learning might not be achieved. One idea about teaching a foreign language is that language teachers should use authentic and more entertaining materials in language classrooms as Raman (2016) suggests that learners today are exposed to various media and technology resources, and therefore often "lack the motivation to learn or read in the conventional manner" (p. 169). With the help of these materials, the units of a language such as vocabulary and grammar and the necessary skills such as listening and speaking could be acquired by learners easily.

As a unit of a language, vocabulary is one of the tools to use a foreign language efficiently since it provides the chance of explaining the speaker's ideas or needs. Harmer (1993) claims that "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p. 153). Similarly, Rupley, Logan and Nicholas (1999) state that vocabulary is the glue holding stories, ideas, and content together. That is to say, without vocabulary one could not speak a language and transmit a message to any person.

When literature is reviewed it might be claimed that learning grammar has been seen as the key for learning a foreign language for a long time. Yet, in recent years, learning vocabulary has become the center of learning a foreign language. In that respect, Schmitt (2000) suggests that correct use of vocabulary is regarded to be more important than correct use of grammar in order to comprehend the necessary concepts. Having a rich vocabulary knowledge helps the learner feel more comfortable in communicating in that language. Hence, it might be claimed that vocabulary learning motivates students to learn and to use the target language more. Besides its power to motivate students, Nam (2010) claims that vocabulary learning also develops students' four language skills, namely listening, speaking, reading, and writing; thus, teaching vocabulary turns to be a vital duty for language teachers. The research on vocabulary learning is still rising; "research studies on first language (L1) and foreign/foreign language (L2) vocabulary acquisition have turned their focus toward several key issues such as what it means to know a word, how many words native speakers know and how they acquire them, which words learners need to know to use another language, and how they should learn them" (Mansourzadeh, 2014, p. 50). The results of those studies unearthed a need for a well-designed approach for vocabulary teaching and learning in order to improve students' and teachers' success in language classrooms.

1.2. The Statement of the Problem

Although learning vocabulary in a foreign language has many advantages with regard to the points mentioned above, teachers might have difficulties in teaching vocabulary due to several reasons such as not pursuing an efficient teaching technique, being focused on only one technique, having a heavy schedule or having to follow a fixed curriculum imposed by various factors that might be either student-based or teacher-based. Hence, teachers might be in a rush to cover all the material in the curriculum. Another reason might be that students could be fed up with reading texts in their course books and reading comprehension worksheets. Thus, at this point alternative ways to teach vocabulary are needed.

As an alternative tool to teach vocabulary, literature could be utilized by teachers. “Many teachers consider the use of literature in language teaching as an interesting and worthy concern” (Sage, 1987, p. 1). Learners could read stories, novels, poems and plays and have discussions with their peers and language teachers in classrooms, which could be a beneficial technique to teach vocabulary. Başal, Aytan and Demir (2016) conducted a quasi-experimental study to investigate the effectiveness of teaching idioms via graphic novels compared to teaching them via traditional activities. The participants of the study were 72 ELT students from Turkey. After the treatment, the researchers found out that reading should be the main focus of vocabulary instruction in language classes. By reading a literary work, students would be directly exposed to an authentic material in the target language; thus, it could be claimed that literary works have valuable linguistic written input to build up language proficiency (Erten & Karakaş, 2007).

One of the alternative ways to teach vocabulary might be to use technology in language classrooms. New technological techniques to teach vocabulary could be applied by language teachers such as watching a movie (Şevik, 2017), a cartoon (Munir, 2016) or doing exercises on smart boards. In other words, instead of presenting learners merely written input with classical hardcopies, audio-technological or audio-visual-technological input might be presented to students.

Having mentioned some alternative ways to teach vocabulary, it might be better to speak of categories of vocabulary in a more specific and narrow manner. Vocabulary has some subsets as it is divided into some word categories such as modifiers, verbs, nouns and the others. As the focus of this thesis, a modifier is a word or phrase which describes or defines another element in the sentence. The word ‘modify’ means to change and alter something. A modifier clarifies a particular element in the sentence in order to add an emphasis or detail to that element. If used correctly, modifiers might be beneficial in spoken and written English to receive and convey the right messages.

As for teaching modifiers, it is another crucial issue and might be challenging for a language teacher since vocabulary teaching has some challenges as well. One example is that vocabulary instruction was not seen essential in pre-service, in-service, and graduate courses for years (Manzo, Manzo & Thomas, 2006). This claim

was also valid for Turkish EFL context where teachers had tendency to teach mostly grammar rather than vocabulary in classes (Balcı & Çakır, 2012). Ignoring the fact that one cannot speak or write properly without the knowledge of vocabulary, teachers gave importance to grammar teaching. Recently, this idea has changed and the focus has become the equal amount of teaching both vocabulary and grammar. In order to find alternative ways to teach vocabulary and modifiers as a subset of vocabulary teachers could make use the written input and audio-visual input together. The purpose of this study is underlined as an answer to the question of how effective it is to use these two inputs (written and audio-visual) together in the teaching practice of modifiers.

1.3. The Purpose of the Study

When literature is reviewed, it is concluded that although some studies have shown the upsides or benefits of using novels (Pitts, White & Krashen, 1989; Horst, Cobb & Meara, 1998; Pellicer-Sánchez & Schmitt, 2010; Al-Bajalan, 2017) or films (Kale, 2010; Bahrani & Sim, 2012; İsmaili, 2013; Bal-Gezegin, 2014; Raman, 2016; Amalia, Suparman & Mahpul, 2017) while teaching vocabulary; there has been very little research on incidental vocabulary learning through novels in Turkey (Hişmanoğlu, 2005; Öz & Efecioğlu, 2015). In order to fill this gap, the present study aims to investigate whether learning and teaching modifiers such as adjectives and adverbs via audio-visually enriched written input result in more extensive knowledge of modifiers than learning modifiers via written input. Thereby, the researcher aims to find out whether there is a significant difference between learning modifiers via only written input (novel) and written and audio-visual input (film) together. In addition, the researcher compares these two inputs in terms of their usefulness and effectuality in language classrooms.

The reason for the use of a novel as written input is that while reading a novel, students might visualize what they are reading and this visualization along with a plot and characters can help a better learning of the modifiers. Hişmanoğlu (2005) conducted a theoretical study about the benefits of using and reasons to use literature in ELT context. The researcher made a review about the reasons for using literary

texts in ELT and the main criteria for selecting the suitable literary texts in order to make the reader familiar with the underlying reasons and the criteria for language teachers' using and selecting literary texts. In the study, it is concluded that novels can help students achieve the linguistic system of the target language (Hişmanoğlu, 2005). Moreover, it could be suggested that fictional texts such as short stories, novels, fairy tales and fables are effective sources for a long-term reading; students could come across with the same words for several times in the process of reading. In other words, the frequency of new words in such a literary text stimulates learners to remember these words subconsciously.

The reason to use the film adaptation of a novel and thus audio-visual input in the present study is to find an alternative way to teach students new vocabulary. The relevant studies (Amalia et al., 2017; Bal & Gezegin, 2014; Karakaş & Sariçoban, 2012; Kale, 2010; İsmaili, 2013) proved that watching movies improves students' vocabulary learning by offering them a more enjoyable, memorable, and positive atmosphere to learn vocabulary. Similarly, Raman (2016) asserts that "in an EFL context, where learning is largely through the medium of print, films could be used as a means to improve listening skills, learn vocabulary, and focus on specific language points" (p. 173).

The study also targets to explore whether the students both in the control and experimental group are able to use the modifiers they have encountered in the written input. Thereby, the researcher asks participants semi-structured and somehow guided questions to lead them to use the modifiers. Finally, the study aims to find out whether there is a consistency or discrepancy between the results of the statistical analysis of the data gathered from the pre-test and post-test and the results of the qualitative analysis of the data gathered from the interview. In that way, the researcher might have the chance to triangulate the data and thereby add more depth to the study.

In order to reach these aims, the study investigates the following research questions:

- 1- Are there any significant differences between learning modifiers when they are encountered in the form of only written input and audio-visually enriched written input?

- 2- Are the students in the control group able to use the modifiers which they have encountered in the written input?
- 3- Are the students in the experimental group able to use the modifiers which they have encountered both in the written and audio-visually enriched written input?
- 4- Is there a consistency or discrepancy between the results of the statistical analysis of the data gathered from the pre-test and post-test and the results of the qualitative analysis of the data gathered from the interview?

1.4. The Significance of the Study

The present study is significant in that there has not been such an experimental study on teaching English modifiers in Turkey before. Even, to the best knowledge of the researcher, there has been no research about teaching English modifiers in Turkish context. Although novels are used in classrooms to teach vocabulary there has been very little research on incidental vocabulary learning through novels in Turkey (Hişmanoğlu, 2005; Öz & Efecioglu, 2015). Besides, “many scholars and EFL practitioners prefer to watch the movie adaptations of famous and current novels as a supplementary source to the reading” (İsmaili, 2013, p. 122). This case seems true in English as a Foreign Language (EFL) context in Turkey as well; hence, the present study is significant to find out whether there is a need for reading novels or watching film adaptations of novels for incidental learning of English modifiers. Therefore, by filling this gap, this study makes a significant contribution to literature by investigating the effect of two types of input (namely written and audio-visually enriched written) in vocabulary teaching in Turkish context.

With respect to its aims, the study would also contribute to ELT field by finding relative answers to the question whether written input is beneficial enough, or there is a need for audio-visual input as well as an alternative way to teach modifiers in an EFL context. The findings of the present study could give English language teachers some opportunities to develop innovative, interactive, and alternative strategies for the instruction of English modifiers, and the pedagogical implications of using these two inputs in teaching modifiers. Moreover, the present study could present

recommendations to both teachers and students about alternative beneficial sources in terms of teaching and learning vocabulary.

1.5. Assumptions

The current study assumes that the students did not cheat during the pre-test, post-test so that the results could be reliable. Moreover, the students in the control group and the experimental group of the study were assumed to have similar English language proficiency. Lastly, it is assumed that the students in the control group of the study did not watch the film adaptation of the novel.

1.6. Limitations

This study is limited to 54 pre-service English teachers studying at a state university in Turkey. The study is conducted with compulsory preparatory students; faculty students in English Language Teaching or English Language and Literature programs are not included in the study. Furthermore, the study aims to evaluate the knowledge of English modifiers presented in the input; students' overall vocabulary knowledge is not to be evaluated. Lastly, it might be necessary to remind that both qualitative and quantitative data were limited to the participants' responses.

1.7. Definitions of Key Concepts

Vocabulary: “Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do” (Şener, 2015, p. 16).

Literature: Literature is defined as “the body of written work of a language, period, or culture, which is imaginative and creative” (Gültekin, 2006, p. 2)

A Modifier: A modifier is defined as an optional element in phrase or clause structures whose function is to alter or modify the semantic structure of the noun or the verb on which it is dependent (Jacobs, 1995).

Drama: “The genre of literature represented by works intended for the stage” (Collins Cobuild, 2001).

Novel: “A novel is a long written story about imaginary people and events” (Collins Cobuild, 2001).

Story: “A story is a description of imaginary people and events, which is written or told in order to entertain” (Collins Cobuild, 2001).

Film: “A film consists of moving pictures that have been recorded so that they can be shown at the cinema or on television” (Collins Cobuild, 2001).

Poem: “A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme” (Collins Cobuild, 2001).

CHAPTER II

LITERATURE REVIEW

This chapter presents the background theoretical information and related empirical studies related to vocabulary teaching and English modifiers in general.

2.1. Teaching Vocabulary Through Literature

“Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts” (Sedita, 2005, p. 1). Having a rich vocabulary might be more important than knowing the grammatical rules of a foreign language to communicate in that language effectively. However, students might have difficulty learning new words and they might lose their motivation and desire to exchange ideas in the target language. Therefore, teachers should bolster students’ ability to learn new words by engaging them to an exciting class atmosphere. In that respect, teachers might make use of literature which might be an authentic and effective tool to learn new words.

Gültekin (2006) defines literature as “the body of written work of a language, period, or culture, and is imaginative and creative” (p.2). Currently, EFL instructors seem to have grasped the value of using literature as a tool of teaching language and finding authentic materials in EFL classrooms. “The use of literature as a technique for teaching both basic language skills and language areas is very popular within the field of foreign language learning and teaching nowadays” (Hişmanoğlu, 2005, p. 54). Saka (2014) conducted a descriptive study on using short stories in ELT with 40 junior students in the ELT Department of Akdeniz University. Short stories and a questionnaire were used as data collection tools. The researcher concluded that literature is an important part of foreign language teaching (Saka, 2014). Although most literary works are not specifically designed for the purpose of language

teaching, literature presents teachers beneficial authentic materials to use in classroom context.

There are many advantages of using literary works in EFL classrooms such as a better linguistic understanding, developing creative skills, higher language proficiency and literary appreciation (Ramsaran, 1983). Çıraklı and Kılıçkaya (2011) conducted a mixed-method study in order to explore how literature lessons are perceived by pre-service ELT students. The participants of the study were 30 Turkish EFL senior students. The findings of the study revealed that pre-service teachers have highly positive attitudes towards literature courses. Thus, the researchers highlight the benefits of using literature stating that “in recent years many educators have acknowledged the academic, intellectual, cultural, and linguistic benefits of the study of literature” (Çıraklı & Kılıçkaya, 2011, p. 12). Literary works are never out-of-date and a literary work is an effective starting point in foreign language discussions in classrooms. Furthermore, literature develops students’ creativity and helps them start using their potential for learning a foreign language (Collie & Slater, 1991). Literary texts provide foreign language learners new themes and real language. Brumfit and Carter (1986) state that “a literary text is authentic text, real language in context, to which we can respond directly” (p. 15). These texts are not written for the purpose of teaching. In fact, they deal with “things which mattered to the author when he wrote them” (Maley, 1989, p. 12). Accordingly, it seems obvious that there is a need for authentic materials in language teaching in order to provide learners life-like situations in classrooms and motivate them to learn a second language. Littlewood (2000) summarizes this case as it follows:

A major problem of language teaching in the classroom is the creation of an authentic situation for language. All language classrooms, especially those outside the community of native speakers, are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because, in literary works, language creates its own context (p. 179).

Presenting other cultures to students, using literature in EFL classroom atmosphere is also joyful for both students and teachers. In addition, learning about the customs and traditions of the country of the target language, and learning about time and culture

would make students completely absorbed in the culture of the target language, which makes it much easier for learners to use their language skills. Ceylan (2016) conducted a quantitative study in order to investigate the attitudes of the first year college students studying in English Language and Literature Department. The results of the study displayed that studying literature has many benefits for the students broadening their perspectives, presenting different life styles, making them compare their culture with the other cultures, and making them read more literary texts. Thus, the researcher claims that “integrating literature in EFL classes provides an authentic model of language use with its rich potential; by reading literary texts students face language written for native speakers and try to understand the texts” (Ceylan, 2016, p. 311). Literary texts involve real-life languages; accordingly, these texts seem as a model for foreign language learners to be familiarized with different forms of the target language.

Besides all these, literature not only develops imagination, creativity, language abilities and linguistic senses but also enriches culture (Collie & Slater, 1991). Moreover, studying literature teaches past and present, customs and traditions, thus teaches culture to foreign language learners (Erkaya, 2005). Moreover, as an authentic and varied material, literature motivates students to associate what is read to the world outside. Students who read literary texts develop their vocabulary learning and have further reading skills and they even learn about different genres such as poetry, stories, short stories, novels and drama.

Literature draws learners in itself by making them completely involve in the text. Correspondingly, in the process of reading a text, students do not find themselves in the center of grammatical structures and vocabulary; rather they go beyond the words dealing with their semantic structures. That is to say, it could be claimed that literature educates the readers. Drawing students’ attention from concrete syntactic structures to abstract semantic structures, literature motivates them to learn more about the target language. Collie and Slater (1990) suggest engaging learners with literature enables them to change the focus of their attention beyond the more mechanical aspects of the target language system.

Literature also stimulates positive attitudes towards reading and learning the target language, it improves learners’ tolerance and understanding the cultural differences

as well. Likewise, it could be claimed that literature allows students to become intercultural travelers (Carroli, Pavone & Tudini, 2003). Hişmanoğlu (2005) claims that “literature is a window opening into culture of the target language, building up a cultural competence in students” (p. 65).

Literature might also enhance students’ reading and writing abilities in the target language in the long term. Learning difficulties could be related to learners’ poor reading skills (Perfetti, Landi & Oakhill, 2005). Poor reading skills affect not only students’ academic achievement but also their emotional development, thus also affecting their professional lives outside the classroom as well. Reading a literary text, learners transfer their reading and writing abilities in their mother tongue to the same abilities in the target language; thus, through literature students’ general understanding of the target language also improves (Collie & Slater, 1991). This also includes the development of their reading fluency and their writing accuracy. Accordingly, students’ reading and writing speed are supposed to be higher, they feel more confident and relaxed while reading a literary text in the target language, and they could pay more attention to the overall meaning of what they are reading.

According to Duff and Maley (2007) there are three main reasons for using literature in EFL classes: linguistic, methodological, and motivational reasons. In terms of linguistic reasons, literary texts improve students’ vocabulary and structural knowledge of the target language considering the textual organization. As reading contributes largely to vocabulary development, students acquire most of their vocabulary through reading (Krashen, 1989). Accordingly, it could be stated that literature develops learners’ language and literary awareness. In terms of methodological reasons, meaning in literary texts uncovers different understandings and interpretations. Students bring up their own interpretations according to their own experience by critical thinking. Custodio and Sutton (1998) state that “literature can open horizons of possibility, allowing students to question, interpret, connect, and explore” (p. 20). Lastly, in terms of motivational reasons, learners find themselves absorbed in the target language and become motivated to learn it if they are interested in the topic which is focused in the literary text they are reading. Literature might develop students’ imagination and increase their emotional awareness.

Apart from all these advantages of using literature in EFL context, Hişmanoğlu (2005) states that “literature develops students’ sociolinguistic competence in the target language” (p. 56). It could be claimed that the use of literature in a foreign language class helps students gain a sociolinguistic richness. Language is used differently in several regions of a country. Literary texts could present students a number of language varieties such as dialects, sociolects, and idiolects (Hişmanoğlu, 2005).

In conclusion, literary texts not only help students become familiar with the target grammatical structures unconsciously but also reveal an enjoyable way of learning in the target language. Obediat (1997) sums up the benefits of using literature in EFL context as it follows:

Literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners (p. 32).

However, in spite of all these advantages or upsides of using literature in language classes, course designers or teachers might be reluctant to involve authentic literary texts to the course syllabus (Savvidou, 2004). That might be because of the general conception that literature is complex and beyond learners’ reach (Bassnett & Grundy, 1993; McKay, 1982; O’sullivan, 2017). This conception is also borne out by Akyel and Yalçın (1990) who showed that trying to broaden learners’ horizons through literary texts often result in failure and disappointment. Literature might be regarded as just “work of art” and ignored as a source for language learning and teaching (Bassnett & Grundy, 1993). Some teachers could utilize literature just as filler activity tools and discard it from instruction (Wasanasomsithi, 1998). According to Khatib and Nourzadeh (2011) teachers face some problems in using literary texts in traditional classroom settings. Savvidou (2004) puts forward some reasons why teachers think literature is inappropriate for language classes:

Firstly, the creative use of language in poetry and prose often deviates from the conventions and rules which govern standard, non-literary discourse, as in

the case of poetry where grammar and lexis may be manipulated to serve orthographic or phonological features of the language. Secondly, the reader requires greater effort to interpret literary texts since meaning is detached from the reader's immediate social context; one example is that the "I" in literary discourse may not be the same person as the writer. (p.2)

Readers might become confused or overloaded by inferring, anticipating and negotiating meaning from the texts which is not the case in non-literary texts (O'sullivan, 2017; Savvidou, 2004). In that sense, Savvidou (2004) claims that "the use of literary discourse deflects from the straightforward business of language learning, i.e. knowledge of language structure, functions and general communication"(p.2). Similarly, McKay (1982) states that with its complex structure and unique use of language literature has little contribution to language classes where teachers target to teach grammar of the language. Therefore, teachers might not prefer literary texts in order to help the students meet their academic or occupational goals by getting good scores from the exams.

Moreover, Khatib, Rezaei and Derakhshan (2011) note that lexical difficulty of the literary texts adds little to help students become competent users of the target language since literature is filled with old and outdated words which are not used in today's English. Furthermore, in literature, some words are pronounced differently and this may cause misunderstanding. That deviation from normal phonetic and phonologic system might be considered as another pitfall of using literature (Khatib, et al. 2011).

2.1.1. Teaching vocabulary through poetry. Literary texts such as poems offer wide range of interesting and practical language development materials for both teachers and students at different ages and levels (Duff & Maley, 1990; Finc, 2003). As a part of literature poetry has a particular interest thanks to its usefulness to teachers such as encouraging students' creativity (Çubukçu, 2001), enriching and energizing the learning environment (Ahmad, 2014), building a positive attitude towards language learning (Khatib, 2011), and being an alternative media in teaching grammar (Hussein, 2004). Teaching through poetry is an effective means to develop students' communicative abilities, and teaching through poetry makes vocabulary

learning easier for students. Poetry might help the students to gain a new perspective on the target language in favour of using it practically and fluently (Kadioğlu, 2005). Poetry uses language in a rich way and thereby enlarges students' vocabulary knowledge. Therefore, poetry might be an effective tool to improve students' vocabulary learning.

Although most teachers achieved a consensus about the idea that poetry stimulates language acquisition, they still apprehend that poetic concepts and cultural assumptions might be too difficult for language learners (Finc, 2003). Brindley (1980) states this apprehension as follows:

Poems often deal with geographical or social settings alien to the students' experience. Perhaps the greatest barrier to understanding poetry, however, is its elliptical, metaphorical, and highly allusive language. Poetry, from this perspective (i.e. as a high-level, individual reading activity), has little to offer the EFL classroom.... (p. 1).

However, Finc (2003) states that this concern might be credible for reading activity while using poetry as a writing activity can yield effective and collaborative tools of language learning and individual expression. Creativity in writing can be manifested through poems (McKay, 1982; Çubukçu, 2010). Meaningful and successful language learning can be achieved with a broader perspective on utilizing poetry in language classrooms (Finc, 2003).

Özal (2006) conducted a study with high school students and investigated their attitudes towards poetry-based activities in EFL classrooms. The instruments of the study were some questionnaires which were analyzed statistically afterwards. The results of the study revealed that poetry-based activities were more beneficial in developing students' language skills than the traditional teaching methods and techniques, and in developing positive attitudes towards foreign language learning.

Atay (2007) conducted a descriptive study with 25 secondary school students using 8 poems selected from English and American literature. The participants were asked to analyze these 8 poems by writing their views about each of them. The results of the study revealed that using poetry in EFL classroom increased students' language awareness and critical thinking skills. The researcher concluded that language

learning and the study of literature appear to be interconnected and they cannot be put into practice without each one.

Özen and Mohammadzadeh (2012) conducted a quantitative study with 48 7th grade students by using a pre-test, a post-test and five poems as data collection tools. From the results of the study the researchers concluded that teaching vocabulary through literary texts is one of the essentials of teaching the target language (Özen & Mohammadzadeh, 2012). Earlier, Atay (2007) conducted a descriptive study with 25 secondary school students using 8 poems as data collection tools. The researcher concluded that language learning and the study of literature appear to be interconnected and they cannot be put into practice without each one. In practice, language teachers seem to teach vocabulary only through coursebooks in most schools; nevertheless, literary texts could be useful alternatives for these boring one-source language courses. Kadioğlu (2005) conducted a mixed-method study in order to investigate the use of poetry in enhancing communicative abilities and expanding vocabulary range of the students. She founded that poetry is an effective alternative material to the speaking activities applied in the current curricula in the schools of Ministry of National Education. The study also revealed that poetry positively affected the range of vocabulary of the students. Thus, the researcher concluded that “literary texts might be considered to offer a number of alternative sources of materials to serve for various aims in language teaching process” (Kadioğlu, 2005, p. 2).

Gardihewa (2014) conducted a qualitative study with 40 students from Faculty of Social Sciences and Languages, in Sabaragamuwa University of Sri Lanka. The researcher found that poetry in ESL classroom is an effective source in language teaching and learning. The participants of the study seemed to have acquired the pronunciation, stresses and rhythm in poetry; they were willing to develop their spoken language; and they were satisfied with the literary material (poetry) used in learning a foreign language. The negative outcomes of using poetry in language learning were that the participants had difficulty in using grammar used in poetry afterwards; some participants stated they could not grasp the meaning in poetry in classroom; and, some participants claimed that they could not memorise the language structures used in poetry.

2.1.2. Teaching vocabulary through drama. Nowadays more teachers are making use of drama techniques in practice. The reason might be that drama makes learners more imaginative and it enlarges their creativity in the process of learning a foreign language. “Through the use of drama, learners become familiar with grammatical structures in contexts and also learn about how to use the language to express, control and inform” (Hişmanoğlu, 2005, p. 62). Furthermore, using drama activities helps learners communicate more efficiently in the target language.

It could be claimed that students might easily be involved in the target language through drama. Furthermore, by using drama in language classrooms “the monotony of a conventional English class can be broken, and the syllabus can be transformed into one which prepares learners to face their immediate world better as competent users of the English language” (Demircioğlu, 2010, p. 440).

Using drama in language classrooms is such a fruitful alternative that teachers can integrate drama into all what they do in classrooms. Bolton (1988) suggests that teachers should regard drama as the focus of the curriculum due to the fact that “it is through the use of drama that learners become familiar with grammatical structures in contexts and also learn about how to use the language to express, control and inform” (Hişmanoğlu, 2005, p. 62). Moreover, drama activities in classrooms improve communicative competence and stimulate language learning since drama is an efficient alternative to combine the skills of grammar, reading, writing, speaking, listening and pronunciation in a language course. Drama not only creates opportunities of listening activities but also helps language production in classrooms by making learners use their linguistic abilities.

Drama activities in classrooms help students use the language for different purposes since these activities have rich contexts. Moreover, drama activities could help learners improve their self-studies since during these activities they write their own scripts. They feel more enthusiastic to produce good dialogues and learning a foreign language becomes fun for these students (Hişmanoğlu, 2005). Accordingly, it could be claimed that drama helps ease the production of language fluently since it is, in a way, a kind of pre-fabricated dialogue.

Drama also helps learners overcome speaking anxiety before the class. Students are supposed to have less anxiety about speaking English when they study with their

classmates during drama activities. That is to say, students feel safer while speaking in someone else's shoes. They speak more fluently as fictitious characters on display. Even, shy students could hide behind these fictitious characters since they feel more comfortable on display.

The use of drama helps students gain a sense of language awareness towards the target language. Learners and actors are similar in terms of transforming intended messages, they have the same obstacles in dealing with new roles and a new language, and therefore they could use similar strategies in order to overcome these difficulties and reach their goals (Smith, 1984).

In her experimental study, Demircioğlu (2010) taught vocabulary to 25 primary school students via drama, and the other 25 students via traditional vocabulary teaching methods. The researcher taught 32 new vocabulary items through drama acting out a story with pictures, puppets, masks and real objects to the experimental group. She presented the Turkish equivalents of the words or showed the pictures of the new vocabulary items to the control group. The researcher found that drama as a teaching technique has some advantages; for instance, it improves students' intellectual and emotional skills, it develops long-term retention of new vocabulary, and drama as a teaching technique stimulates students for further learning and using a foreign language as a means of communication.

Nordin, Sharif, Fong, Mansor and Zakaria (2012) conducted a qualitative study with 25 engineering students from five selected engineering faculties. The researchers tried to investigate whether well-designed drama activities could integrate the four skills of reading, writing, speaking and listening, and whether these activities could motivate the students to speak English actively. The participants who were English learners took part in a drama workshop. Findings of the study revealed that drama activities managed to integrate these four skills and helped students speak English actively in the classroom. Moreover, students stated that they had fun during drama activities. Thus, drama activities could be claimed to complete the triangle by managing to integrate the necessary skills for learning a foreign language, making learners more active in language classrooms, and giving students some fun in the process of learning English.

Thorkelsdóttir and Ragnarsdóttir (2013) conducted a quantitative study in order to find out whether using drama develops young learners' vocabulary knowledge in primary schools in Iceland. Eight classes constituted from primary school students participated in this experimental study. Word definition questionnaires were formed as data collection tools from two stories in Nordic mythology. These questionnaires were applied during interviews with the students. The answers to the questions in the interviews were later transcribed. In the end of the study, the researchers found out that drama is an efficient teaching technique especially for students with learning disabilities and immigrant students considering their success to give right answers to the questions. Thus, the researchers claim that drama-tasks provide a meaningful basis for developing students' vocabulary, and when stories are taught via drama students develop their vocabulary knowledge significantly.

2.1.3. Teaching vocabulary through stories. Reading stories is an efficient way of vocabulary learning, especially for young learners. Özcan (2011) conducted a theoretical study discussing the benefits of using narrative texts in ELT context. The researcher based his argument on biological, cognitive and psychological foundations of learning. He claims that a narrative-based-story could be transformed into a multiple-voiced-dialogue and students could act out this story easily in the classroom. Thus, stories are texts that ease the usage of dialogues in foreign language teaching. Accordingly, it could be concluded that stories develop not only students' receptive skills (listening and reading) but also their productive skills (speaking and writing); thus, reading stories improve students' language proficiency substantially (Özcan, 2011). As for vocabulary learning; Duke and Moses (2003) state that reading stories to children and getting them to read stories by themselves are the focus of vocabulary development; reading improves their oral communication and reading skills. Reading stories to young learners are also functional in terms of improving learners' roleplaying skills. Children, mostly put themselves in the place of the characters in stories; thus, they try to imitate them. Using the words and idioms expressed in the stories, these young learners grasp the meaning of new vocabulary significantly easily.

Erkaya (2005) claims that using short stories to teach a foreign language has benefits with respect to motivation, literature, culture, and higher-order thinking. Stories are invaluable sources in foreign language learning as students learn vocabulary subconsciously while pursuing the meaning (Wright, 2000). Moreover, as authentic materials, stories provide life-like and comprehensible contexts for learners. Stories might also be the starting point of the activities applied in classrooms (Yıldırım & Torun, 2014). “Contextualizing language instruction with stories may also bring emotional and social advantages” (Yıldırım & Torun, 2014, p. 48). As mostly being fun and motivating, stories might develop positive attitudes towards language learning and motivate students to continue learning.

Another advantage of using stories in language classrooms is that the teacher’s reading a story to students creates a comfortable atmosphere in classrooms (Bafile, 2003). This improves the interaction between the teacher and the students in a positive way. Moreover, reading stories help learners see the new vocabulary used in a meaningful and memorable way. By the help of stories, students might also infer the meanings of the new vocabulary from the context. Stories serve as a bridge between known and unknown vocabulary for learners, thus they could motivate students to intrinsically learn new words and teaching through stories is an efficient alternative for learners.

In addition to stories, short stories might also be efficiently utilized in foreign language teaching. Poe (as cited in Abrams, 1970, p. 158) defines short story as “a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect, to which every detail is subordinate”. Short stories are less feared in language classrooms compared to other literary genres; in addition, they are enjoyed more by foreign language learners (Hirvela & Boyle, 1988). Accordingly, it seems that using short stories might be an alternative way to stimulate students to study the target language and improve their reading and writing skills in EFL classes.

There are some advantages of using short stories for language teaching. First, short stories are practical to read as they are short; “as it is short, short story makes the students’ reading task and the teacher’s coverage easier” (Hişmanoğlu, 2005, p. 62). Short stories could be covered in one or two-class sessions. Secondly, short stories

are not too complicated to understand for foreign language learners since teachers can find an appropriate short story according to students' levels, needs and interests. Studying short stories is also enjoyable for both students and teachers as Crumbley and Smith (2000) also note that "short stories connect education with entertainment in order to make learning easier and interesting" (p. 292). Lastly, as a significant advantage of using short stories, they could be used with each type of learners; they could be used with all levels, all ages, and all classes.

Pardede (2010) conducted a mixed-method study on using short stories in language skills classes. He utilized a 24-item-questionnaire as the data collection tool. The study aimed to investigate the perceptions and attitudes of pre-service English teachers towards using short stories in language skills classes. 45 students studying in English Teaching Study Program participated in the study. The researcher found out that the participants regarded short stories as interesting and enjoyable materials in language classes. They also had the idea that short stories could easily develop their academic skills in foreign language learning. Interestingly, the participants also claimed that pre-service English teachers should improve themselves in terms of using short stories to teach language skills.

Pardede (2011) conducted a qualitative study on using short stories to teach language skills discussing about the effectiveness of using short stories in EFL instruction. The researcher presented some criteria for selecting a short story such as the needs and the abilities of the students, and the linguistic and stylistic level of the text. It is concluded from the study that short stories might be efficient to provide students the four necessary skills in language teaching, namely reading, writing, listening, and speaking. Short stories also provide learners meaningful context to learn several language forms; they develop learners' interpretative skills as well.

Vural (2013) conducted a mixed-method study with 34 preparatory students from a state university in Turkey on the use of short stories in EFL classroom atmosphere. The researcher found out that the use of literature in ELT highly motivates students. The study also revealed that short stories are more suitable texts for students compared to traditional course book texts making them more fluent and competent language learners.

İnal and Çakır (2014) conducted a quantitative study on using stories in vocabulary teaching. The participants of the study were 90 first grade students from ELT Department of Selçuk University, Turkey. The study revealed that a good story as a vocabulary learning tool is beneficial to both students and learners. Besides teaching language skills, stories are efficient in terms of learners' intercultural understanding. That is to say, stories were utilized not only for teaching language skills but also for giving students new horizons in life.

Chou (2014) conducted a mixed-method study with 72 Taiwanese EFL primary school pupils. The data collection tools were a self-assessment questionnaire and students' learning outcomes. The researcher found out that stories could be beneficial to young students' English vocabulary learning when integrated to the school curriculum properly.

Saka (2014) conducted a descriptive study on using short stories in ELT with 40 junior students in the ELT Department of Akdeniz University. Short stories and a questionnaire were used as data collection tools. The study revealed that students believed short stories broadened their perspectives and developed their empathy. Also, they stated that short stories increased their wish to read more, which was beneficial for students' academic success.

Yıldırım and Torun (2014) conducted a mixed-method study on exploring the value of animated stories with young English language learners. The participants of the study were 31 sixth grade students aged 11-12 in Turkey. The data collection tools were a questionnaire, a semi-structured interview and lesson evaluation forms. The study revealed that animated stories are invaluable sources to contextualize the target language in natural and meaningful ways with both strong text structures, and visual and audio stimuli that they provide. They could serve as a background and starting point for activities in classrooms. Stories also give students opportunity to practice the target language in contexts related to the story themes. They also create a relaxing and enjoyable environment in classrooms. Moreover, stories also help students decrease their anxieties about learning a new language as students can contextualize the new language with their lives through reading stories.

Aitkuzhinova-Arslan et. al. (2016) conducted a quantitative study on teaching vocabulary to young learners via digital storytelling. The participants of the study

were 25 sixth-grade students, and digital stories were used as data collection tools. The researchers found out that students' vocabulary test scores in English improved after they were subject to digital story telling activities.

Ceylan (2016) conducted a quantitative study with 40 first-year students from English Language and Literature Department in Zonguldak Bülent Ecevit University, Turkey. The data were collected via a questionnaire on the benefits of short stories. The study revealed that studying short stories broadens students' perspectives for the world outside and short stories are ideal literary materials to be used in language classrooms.

2.1.4. Teaching vocabulary through novels. Novels, like stories, could be used for teaching vocabulary to adult learners. The use of novel in ELT is a beneficial technique for students in order to master the linguistic system of the target language (Hişmanoğlu, 2005). Reading a novel may improve the productive power of the speaker/learner, and it eases the imagination and contemplation of students. In addition, as they are authentic materials, novels have valuable input for students to learn new vocabulary. Al-Bajalan (2017) states that in the first stages of EFL learning students are exposed to novels in order to comprehend and remember new vocabulary and sentence structures easily. However, while choosing the proper novel for students, a language teacher must regard the age, level and cultural background of the learners since “if selected carefully, using a novel makes the students' reading lesson motivating, interesting and entertaining” (Hişmanoğlu, 2005, p. 64).

Using novels in ELT context has many advantages in terms of providing students with the necessary motivation to learn the target language. First, reading novels provides students with a unique way of learning reading by making students involved in and excited about the reading process. Moreover, it broadens students' horizons, teaches them about other cultures and hence improves their intercultural communicative competence. In addition, while reading a novel students' imagination develop and their oral and written language skills improve. Al-Bajalan (2017) claims that “reading novels and acquiring vocabulary have a significant effect on learning the second language, as it leads to an improved reading comprehension” (p. 19).

Day and Bamford (1998) claim that pleasurable and extensive reading are necessary for effective incidental learning. As a tool for a long-term reading, students could come across with the same words for several times in the process of reading a novel. In other words, the frequency of new words in such a literary text stimulates learners to remember these words subconsciously.

Saragi, Nation and Meister (1978) conducted a quantitative study with 20 native English students. The researchers asked the participants to read Burgess' novel *A Clockwork Orange*. The novel contained 241 words from a Russian-based slang called *nadsat*. The participants were not asked to learn or remember these words; they were only asked to read the novel. The results of the study were compelling; the participants had learnt an average number of 45 words by reading a novel. Thus, it could be claimed that slang vocabulary acquisition could be succeeded by merely reading a novel without any instruction in classrooms.

Pitts et al. (1989) conducted a replication of the study above with adult language learners by having them read only the first two chapters of the novel. The results of the study were parallel to Saragi's since it was inferred that some vocabulary acquisition actualized through reading these two chapters of the novel.

Horst et al. (1998) conducted a similar study with 34 foreign language learners on reading novels for learning vocabulary. The participants were asked to read a simplified version of Thomas Hardy's novel *The Mayor of Casterbridge*. The results of the study revealed that the participants had grasped at least one word of five new words in the novel within 10 days. That is to say, vocabulary acquisition actualized to some extent even in a short period of extensive reading.

Similarly, Pellicer-Sánchez and Schmitt (2010) conducted a mixed-method study with 20 Spanish university students on reading novel for vocabulary learning. The researchers used Achebe's novel *Things Fall Apart* as a data collection tool. The results of the study revealed that substantial vocabulary learning actualized through reading the novel. Moreover, the participants stated they had fun while learning new vocabulary through a short authentic novel. To conclude, the participants' positive attitudes towards reading a novel for vocabulary learning leads to the opinion that novel reading is a beneficial, pleasurable, and encouraging technique to be used in vocabulary teaching in ELT context.

Öz and Efecioglu (2015) conducted a mixed-method study with 56 10th grade International Baccalaureate (IB) students in order to investigate the role of graphic novels in foreign language teaching. The researchers utilized a questionnaire, semi-structured interview and achievement test (post-test) as data collection tools. The results of the study revealed that the use of graphic novels was effective in foreign language teaching and learning. The use of graphic novels also improved students' critical thinking skills and motivated students positively in terms of vocabulary learning.

Başal et al. (2016) conducted a quantitative study to investigate whether students perform well in terms of vocabulary learning via graphic novels. The researchers utilized an achievement test as a data collection tool. The participants of the study were 72 first-year students from an ELT Department of a state university in Turkey. The researchers found out that using graphic novels is more effective in vocabulary teaching than traditional techniques. In the process of teaching new vocabulary to foreign language learners various modalities must be utilized as alternative ways.

Al-Bajalan (2017) conducted a quantitative study with 60 students studying in English Language and Literature and English Language Teaching Departments at Sulaimani University. The researcher investigated the possible effects of novel reading on EFL students' vocabulary knowledge and reading comprehension. The study revealed that the students who read novels to learn vocabulary performed better in terms of vocabulary development and reading comprehension skills compared to the students who learnt vocabulary through classical vocabulary learning techniques.

2.2. Teaching Vocabulary Through Films

Films which are the combination of sound and vision are categorized as audio-visual inputs. As audio-visual materials, films could help students use the foreign language fluently as Holden (1980) states they can be tools in all stages of the lesson. Through films language could be taught in a context, which is an important framework where the meaning of vocabulary could be comprehended. Films might be good alternatives for foreign language learners as most students seem to enjoy watching films in or out

of the classrooms as Kale (2010) states that films are effective tools which hook students to the world around them and make them more intellectual.

There are some advantages of using films in language classrooms. The major advantage of films in ELT is that they present a large amount of audio-visual input that learners wish to use and through films learners are also motivated to see many forms of language variations (Chapple & Curtis, 2000; King, 2002). Films are authentic materials and this type of an authentic language sample constitutes the bridge between the language learners and the real life. In addition, authentic materials like films improve learners' motivation and confidence in classrooms. Authentic materials build discussions and motivate learners to think and speak for themselves (Krashen, 1981). Films present learners "colloquial English in real life contexts rather than artificial situations" (King, 2002, p. 510).

Moreover, films involve students in task-based activities and contribute to building up a bridge between learners and the world outside. King (2002) claims that "learning English through films compensates for many of the shortcomings in the EFL learning experience by bringing language to life" (p. 510). Moreover, film versions of stories and novels motivate students to read the books themselves. Films which are the simplest ways to serve as authentic materials turn out to be comprehensible input for foreign language students (Krashen, 1981). Chapple and Curtis (2000) assert that films have cross-cultural values leading students to obtain the skill of critical thinking and they have rich sources for foreign language learners. Lastly, films present learners the spoken language that is mostly unavailable in language classrooms. As audio-visual input, films provide learners clear and accurate language, draw students' interest, and lead to an increase in vocabulary learning as Raman (2016) also claims "materials which provide visual and aural input such as movies may be conducive to incidental vocabulary learning" (p. 172).

Learning vocabulary through films, students could also experience the language varieties such as British and American English. Students become exposed to native speakers with their own slang, reduced speech, stress, accents, and dialects (King, 2002). Accordingly, films could also be used in language classrooms to teach varieties of a foreign language and create a discussion atmosphere about stress, intonation, and pronunciation in a non-threatening learning atmosphere. Moreover, learning

through films provides background information to activate prior knowledge of students, which is beneficial for improving the four skills in language classrooms. To conclude, it could be claimed that films present learners a wide range of contextualized linguistic and paralinguistic terms, expressions, and cross-cultural inputs; they are also beneficial classroom materials for listening activities and fluency practice in ELT contexts (Braddock, 1996; Stempleski, 2000).

Kale (2010) conducted a study with an English teacher and a language classroom of 7 students at a state high school in Muğla, Turkey. The researcher used two authentic films to teach vocabulary to students. She collected the data through teacher's field notes, student journals and interviews with the students. The results of the study revealed that students had positive attitudes towards learning vocabulary through watching authentic films.

Bahrani and Sim (2012) conducted a quantitative study on using films as a tool in foreign language learning. The researchers investigated whether watching films as audio-visual input stimulates learning a foreign language or not. The participants of the study were 107 foreign language learners majoring in ELT program. The study revealed that students improved their language proficiency via being exposed to films in the target language. Moreover, watching films in ELT context highly motivated students to absorb the new input in the target language.

Karakaş and Sariçoban (2012) conducted an experimental study about the impact of watching subtitled cartoons on incidental vocabulary learning of ELT students. The study aimed to explore the effect of animated cartoons on vocabulary learning of first-year ELT students at a state university in Turkey. The participants of the study were 42 ELT 1st grade students studying at Mehmet Akif Ersoy University (MAKU) in the academic term 2010-2011. A pre-test and a post-test design was applied to both the control and the experimental group. The control group watched the cartoon movies without subtitles while the experimental group watched them with subtitles. It was concluded from the findings of the study that vocabulary development is a long process which should be supported by contextual materials. Moreover, frequent encounters with novel words make learners become familiarized with the words.

İsmaili (2013) conducted a mixed-method study on using films in EFL classrooms. The participants of the study were 60 college students studying at South East

European University, Macedonia. The results of the study revealed that film-based teaching increased the efficiency of teaching and learning process in ELT. Students had positive attitudes towards learning through films; and exposed to films, students became more active in terms of participating in classroom activities. The films used in the study provided students a relaxed atmosphere in classroom and made the learning process more enjoyable for them. In addition, most of the participants of the study stated that films should be integrated in syllabus design and curriculum.

Bal-Gezegin (2014) conducted a mixed-method study 50 university students from English preparatory classes. Videos and audio records were utilized as data collection tools during the courses. The researcher found out that the use of video in vocabulary teaching might enhance the success of learners. Besides, students were content to be exposed to video clips during their English courses.

Raman (2016) conducted a study on using films in reading with 45 engineering students in India. As a finding of the study, students claimed they had learned many new words and expressions. In addition, the researcher found that using the combination of novel and its film version in vocabulary teaching highly motivated the students to learn the new vocabulary.

Lin and Wu (2016) conducted a quantitative study with 250 university students in Taiwan. The data of the study were collected via a questionnaire and a vocabulary teaching video. The study revealed that students' success in vocabulary learning increased when vocabulary teaching videos were used as teaching materials.

Amalia et al. (2017) conducted a mixed-method study to investigate the improvement of students' vocabulary mastery after the implementation of movies in ELT context. The participants of the study were 24 university students from Lampung University, Indonesia. The results of the study revealed that students improved their vocabulary after being taught through movies. Moreover, teaching through movies made the learning process more enjoyable and memorable.

2.3. Modifiers

A modifier is defined as a word or phrase that limits or adds to the meaning of another word or phrase (Cambridge Dictionary, 2019). In other words, a modifier

adds a quality to the referent; accordingly, the meaning of the modified entity does not remain the same. For instance, in the sentence “The huge man spoke slowly.” the adjective ‘huge’ and the adverb ‘slowly’ are modifiers. The adjective ‘huge’ adds a specification to the noun ‘man’, and the adverb ‘slowly’ limits the verb ‘speak’ in contextually.

2.3.1. The nature of modifiers. In the first place it seems that all adjectives and adverbs are modifiers; however, not all modifiers are adjectives and adverbs. There are ‘modifying phrases’ as well. Thus, there are three types of modifiers in English language: adjectives, adverbs, and modifying phrases. The sentence below is an example of a modifying phrase.

(1) Responsible for representing students in the faculty and overseeing student organizations, the Student Council plays an important role in campus life.

Contextually, it could be suggested that the phrase ‘responsible for representing students in the faculty and overseeing student organizations’ provides additional information about the subject of the sentence that is ‘the student council’. Thus, considering its existence and function in the full sentence, this phrase could be referred as a ‘modifying phrase’ adding 2 qualities to the referent ‘the student council’.

It should be added that a modifier might be a simple or compound one. For instance, in the phrase ‘barking dog’ the word ‘barking’ is a simple modifier. As for compound modifier, it is defined as “a compound of two or more attributive words: that is, more than one word that together modify a noun” (McArthur, 1992, p. 757). The word ‘one-way ticket’ is an example of this type of modifier.

2.3.2. The function of modifiers. The function of an adjective is to modify a noun (a person, place, or a thing); the function of an adverb is to modify verbs, adjectives, and other adverbs. However, according to the syntactic approach, not all the adjectives and adverbs are necessarily modifiers. Simply, if the adjective/adverb can be omitted from the sentence it is a modifier. Nevertheless, it should be stated that for the present study all adjectives, adverbs and modifying phrases are regarded

as modifiers whether they alter the meaning of the referent or subvert the grammatical structure of the sentence.

(2) This is a white car.

(3) This car is white.

(4) He was so afraid that his face became white.

In (2), the adjective ‘white’ defines the car; when it is omitted from the sentence, the sentence is still meaningful and grammatical. Hence, the word ‘white’ is a modifier here. Yet, according to the syntactic understanding the ‘white’ in (3) is a predicate rather than a modifier. However, it modifies our perception of the neutral noun ‘car’ as well. Altering our perception of the noun ‘car’, the word ‘white’ here is also called ‘a modifier’ for the present study. Likewise, in (4) the word ‘white’ might be regarded as a complement of the verb ‘became’ rather than a modifier. When it is omitted from the sentence it turns to be a meaningless and ungrammatical sentence. Still, the word ‘white’ here is called a modifier for this study since it could be attributed to no other word categorization and it is still a ‘modifier’ in the syntactic quality of being a ‘predicate’. All in all, all ‘white’s in the relevant sentences are called modifiers considering their semantic functions in the places they are used. In other words, since semantics conceives the word ‘white’ in the (2), (3), and (4) to be modifiers these three ‘white’s are considered to be modifiers for the study. This present study takes the semantic understanding as a basis in terms of determining modifiers used in sentences.

2.3.2. Teaching modifiers. Similar to teaching vocabulary, teaching modifiers in English might be a challenging task for an English teacher as well. Modifiers in ELT could be a rather ignorable subject for both teachers and learners in EFL classrooms. Even, some English course books have no detailed unit or instructions for modifiers. Parallel to these facts, there seems to be very few experimental research articles and theoretical books about teaching/learning modifiers in literature.

Ningling (2015) conducted a study on the projection of specificity in the usage of modifiers in Chinese college EFL writing. The researcher analyzed the usage of

modifiers and how it projected specificity in specific writing. In his qualitative study 20 writing papers of EFL learners from Leshan Normal University were analyzed. The study revealed that the writers had tendency to apply modifiers for specificity to an extent; however, the lack of modifier diversity and the partial choice for familiar modifiers displayed monotonous descriptions and personal preference to project certain aspects of an entity or a situation.

With all these ideas and recent studies in mind it could be claimed that although some studies have shown the upsides or benefits of using novels (Pitts et al. 1989; Horst et al. 1998; Pellicer-Sánchez & Schmitt, 2010; Al-Bajalan, 2017) or films (Kale, 2010; Bahrani & Sim, 2012; İsmaili, 2013; Bal-Gezegin, 2014; Raman, 2016; 2016; Amalia et al. 2017) while teaching vocabulary; there has been very little research on incidental vocabulary learning through novels in Turkey (Hişmanoğlu, 2005; Öz & Efecioglu, 2015). This indicates a need to understand the possible results of an experimental study investigating the effect of the input type (namely written and audio-visually enriched written) on the learning and use of modifiers in English. The main aim of this study has therefore been to explore whether there is a significant difference between learning modifiers via only written input (novel), and written(novel) and audio-visual (film) input together.

CHAPTER III

METHODOLOGY

This chapter provides basic information on the participants of the study, data collection instruments, and data collection procedure, and the data analysis.

3.1. Research Design

The present study adopts a mixed-method research design aiming to find out whether the type of input, namely written and audio-visually enriched written, has an impact on learning modifiers or not. Mixed-method designs aid the researcher to benefit from the strengths of one method and to overcome the weaker points of other data while each method is gaining depth from each other (Dörnyei, 2007). The control and the experimental groups of the study were appointed randomly by the researcher. Actually, they were already appointed as Class A, and Class B by School of Foreign Languages, MAKU; however, the researcher randomly appointed Class A as the experimental group and Class B as the control group.

3.2. Research Questions

The research questions of this study are as follows:

- 1- Are there any significant differences between learning modifiers when they are encountered in the form of only written input and audio-visually enriched written input?
- 2- Are the students in the control group able to use the modifiers which they have encountered in the written input?
- 3- Are the students in the experimental group able to use the modifiers which they have encountered both in the written and audio-visually enriched written input?

- 4- Is there a consistency or discrepancy between the results of the statistical analysis of the data gathered from the pre-test and post-test and the results of the qualitative analysis of the data gathered from the interview?

3.3. Participants

The study was carried out with 54 pre-service English teachers studying at MAKU whose departments were English Language Teaching and English Language and Literature. Since they had failed the English proficiency exam prepared by the School of Foreign Languages at the beginning of the fall term, they had to be included in the Compulsory Preparatory Program of the university. The students were assigned into two classes by School of Foreign Languages; therefore, the researcher used these classes without any modifications as one being the control group and the other one as the experimental group of the study. Thereby, 26 of the students were in the control group and 28 students were in the experimental group. The participants were the researcher's own students from two separate classes whom the researcher was teaching Reading and Writing Course for 6 hours in a week. Other than Reading and Writing Course, the students were also taking 10 hours of Main Course, 4 hours of Grammar, and 4 hours of Listening and Speaking in their weekly schedule.

When compared with each other, it could be stated that the control and the experimental groups of the study were homogenous. Each one included students from both departments, namely English Language Teaching, and English Language and Literature departments. There were 13 students from ELT department and 13 students from the literature department in the control group. Similarly, there were 16 students from ELT department and 12 students from the literature department in the experimental group. The age of the participants ranged from 18 to 21. Convenience sampling method was used for the study since the participants were easily accessible for the researcher.

3.4. Procedure

In advance of carrying out the study, the necessary permission was secured from the principal of the School of Foreign Languages of MAKU, Burdur (See Appendix 6). In the 1st week of the study, a pre-test assessing students' knowledge of English modifiers was applied to both groups in order to collect quantitative data for the study. In the 2nd week oral discussions about the assigned novel *The Green Mile* were done with both groups. In the 3rd week, while the control group was set free the experimental group was made to watch the movie adaptation of the novel. In the 4th week a post-test assessing students' knowledge of English modifiers was applied to both groups in order to collect more quantitative data for the study. In the 5th week, the students in both groups were interviewed by the researcher to complete the qualitative design for the data triangulation of the study. The interviews were done in English, and 5 semi-structured questions about the content of the novel were asked. During the interviews the participants were expected to use the modifiers available in the text. Although the researcher did not obviously ask the participants to use these modifiers, he somehow stimulated them to use the modifiers used in the novel by asking them to talk about the plot and the main characters. The researcher interviewed 54 students in total; 28 students from the experimental and 26 students from the control group. The interviews were done at the researcher's office and lasted for 4 minutes on average for each student. The qualitative data collected were first audio-recorded after taking the consent of the participants and later transcribed by the researcher. Then, the researcher had these transcriptions checked by an English instructor working at the same university. The transcriptions were first subject to descriptive analysis and then they were subject to frequency analysis. To present a better understanding of the focus of the study, the weekly schedule for the control group was given in the Table 1 below.

Table 1.

The Weekly Schedule for the Control Group of the Study

Weeks	The Control Group
Week 1 (1 hour)	The application of the pre-test
Week 2 (6 hours)	Oral discussions about the novel in class
Week 3 (4 hours)	-----
Week 4 (1 hour)	The application of the post-test
Week 5 (6 hours)	Oral interviews

The weekly schedule for the experimental group of the study was given in the Table 2 below.

Table 2.

The Weekly Schedule for the Experimental Group of the Study

Weeks	The Control Group
Week 1 (1 hour)	The application of the pre-test
Week 2 (6 hours)	Oral discussions about the novel in class
Week 3 (4 hours)	Watching the film adaptation of the novel
Week 4 (1 hour)	The application of the post-test
Week 5 (6 hours)	Oral interviews

As stated in Table 1 and Table 2 above, in the 5th week of the study the researcher conducted oral interviews with both groups. The following questions were asked in the semi-structured interviews:

1. How could you describe “the green mile” depicted in the novel?
2. Could you describe “the mouse image” in the novel?
3. How would you describe John Coffey’s physical and characteristic features?
4. Could you please describe and comment on how the guards conduct electrocutions?
5. If you were a character in the novel, who would you choose to be? Why?

3.5. Data Collection Instruments

The novel *The Green Mile* by Stephen King and the movie *The Green Mile* by Frank Darabont were used as discussion tools for the present study. The researcher made discussions about the novel in both groups using the modifiers used in the novel. However, only the experimental group watched the movie adaptation of the novel. As the movie was a complete adaptation of the novel, the modifiers used in the movie were almost the same modifiers used in the novel. Accordingly, the researcher made the students in the experimental group watch the movie adaptation with captions.

Quantitative data were collected through a pre-test (See Appendix 1) and a post-test (See Appendix 2) administered to both experimental and control groups. Both tests were prepared by the researcher himself and proofread by two experts in the field. The tests were aimed to assess 25 modifiers; each test had 25 questions assessing 7 adverbs, and 18 adjectives. The modifiers asked in both tests were the same, and they were randomly chosen from the novel by the researcher. The participants were given 20 minutes to complete each test. The pre-test was conducted at the beginning of the spring term of 2018-2019 academic year without presenting the students any input. The post-test was conducted in the 4th week of the study after presenting the written input to both groups, and the audio-visually enriched written input to only the experimental group. These two tests were different in terms of question roots; that is due to the fact that the researcher did not want the participants to remember the question roots in the pre-test. The post-test had to assess the learning process; in other words, it did not have to be a remembrance test for the participants.

Qualitative data were collected through a semi-structured interview (See Appendix 3) prepared by the researcher and proofread by two experts in the field. The semi-structured interview “gives the interviewee a degree of power and control over the course of the interview” (Nunan, 1992, p. 150). In the interview, the interviewees were subject to 5 questions about the content of the novel and also asked to discuss about the characters in the novel. The participants were supposed to use the modifiers in the text while giving answers to the questions in order to assess how much they had learnt these modifiers. 54 compulsory preparatory school students participated in the interview who had taken pre-test and post-test before. Twenty-six

of the interviewees were from the control group, and 28 of the interviewees were from the experimental group. The interviews were done one by one at the researcher's office after the course hours of the 5th week. After gaining participants' consent, the researcher audio-recorded the interviews and transcribed them.

3.6. Data Analysis

Before analyzing the quantitative data, the results of the participants not taking either one of the pre-test or the post-test were eliminated to prevent misleading data. After the elimination process, all the test results were analyzed through the statistics program IBM SPSS Version 20. Paired Samples T-test and Independent Samples T-test were used in order to compare the values of the means for the analysis of the quantitative data. The effect size of the t-tests showing significant differences was also calculated. Furthermore, the modifiers used by the students during the interviews were analyzed by determining the frequency and percentage.

The participants' answers to the questions of the interviews were transcribed by the researcher, and later the modifiers used were categorized as 'adjectives' and 'adverbs'. In order to do a descriptive analysis, the researcher presented some sentence samples from the novel and compared these samples with the students' own sentences from the interviews in which they used modifiers. These modifiers used were later presented with their frequencies of usage according to the Corpus of Contemporary American English (COCA). COCA is admitted to be the most widely-used corpus of English. Then, COCA frequencies and students' frequencies of modifier-usage in the interviews were compared and discussed in this context. Later, the infrequently used modifiers according to COCA were determined and subject to descriptive analysis. Moreover, the frequencies of used modifiers in the control group and the experimental group were compared in order to see whether the treatment of the study was effective. For those infrequently used modifiers, some sentence samples from the novel and some sentence samples from the interviews were presented. Lastly, the low-frequently-used modifiers (according to COCA) asked in the pre-test and post-test were determined, and the questions asking these modifiers were subject to descriptive analysis in order to see whether there was a

significant difference in terms of giving correct answers to these questions between the control and the experimental group.



CHAPTER IV

FINDINGS

This chapter includes the findings of the study and covers some discussion parallel to these findings. Findings and discussion concluded from the present study are presented according to the research problems of the study.

4.1. The Results of the Pre-tests of the Control Group and the Experimental Group

In this section, the results of the pre-tests for both control group and experimental group were compared to see whether these two groups were homogenous at the very beginning of the study. Since the parametric test assumptions were justified, Independent Samples T-test was used to compare the pre-test results of the groups before the treatment.

The T-test results of pre-tests of the groups were given in Table 3.

Table 3.

T-test Results of Pre-tests of the Control Group and the Experimental Group

Groups	N	\bar{x}	Sd	df	t	p
Experimental	28	61.42	18.02	52	1.570	.122
Control	26	54.30	15.01			

Table 3 shows that there is no significant difference ($p=.122$) between the pre-test results of the control group and the experimental group ($p \leq .05$). This means that the groups were homogenous at the beginning of the study. Therefore, any difference or improvement between the post-test results of these groups might be attributed to the treatment.

4.2. The results of the Post-tests of the Control Group and the Experimental Group

In this section, post-test results of both control group and experimental group were compared to see whether there is a significant difference between learning modifiers via only written input (novel), and written and audio-visual input (film) together. Independent Samples T-test was used to compare the post-test results of the groups after the treatment.

The T-test results of the post-tests of the groups were given in Table 4.

Table 4.

T-test Results of Post-tests of the Control Group and the Experimental Group

Groups	N	\bar{x}	Sd	df	t	p
Experimental	28	69.14	10.37	52	3.023	.004
Control	26	58.92	14.29			

Table 4 shows that there is a significant difference ($p=.004$) between the post-test results of the control group and the experimental group ($p \leq .05$). The magnitude of the differences in the means was found to be large effect ($\eta^2=.37$) according to Cohen (1988). The effect-size calculations were done through Dr. Lee A. Becker's website named UCCS (University of Colorado, Colorado Springs). The table above displayed that learning modifiers such as adjectives and adverbs via both written and audio-visually enriched written input resulted in more extensive knowledge of modifiers than learning modifiers via only written input. Since the effect size is large (.37), it might be claimed that the significant difference did not occur by chance. Hence the difference in the means is the effect of the treatment (watching film adaptation of the novel).

4.3. The Results of the Pre-test and Post-test of the Control Group

In this section, pre-test results and post-test results of the control group were compared to see whether reading the novel (written input) has an impact on learning

modifiers such as adjectives and adverbs. Paired Samples T-test was used to compare the pre-test results and post-test results of the control group.

The T-test results of the pre-test and post-test of the control group were given in Table 5.

Table 5.

T-test Results of Pre-test and Post-test of the Control Group

Groups	N	\bar{x}	Sd	df	t	p
Pre-test	26	54.30	15.01	25	-1.056	.301
Post-test	26	58.92	14.29			

Table 5 shows that there is no significant difference ($p=.301$) between the pre-test results and post-test results of the control group ($p \leq .05$). However, the mean of the post-test is slightly higher than the mean of the pre-test. That means, being subject to only written input (novel) did not yield a significant improvement on students' learning of modifiers (adjectives and adverbs).

4.4. The results of the Pre-test and Post-test of the Experimental Group

In this section, pre-test results and post-test results of the experimental group were compared to see whether both reading the novel (written input) and watching the film adaptation of the novel (audio-visual input) have a significant impact on learning modifiers such as adjectives and adverbs. Paired Samples T-test was used to compare the pre-test results and post-test results of the experimental group.

The T-test results of the pre-test and post-test of the experimental group were given in Table 6.

Table 6.

T-test Results of Pre-test and Post-test of the Experimental Group

Groups	N	\bar{x}	Sd	df	t	p
Pre-test	28	61.42	18.02	27	-2.061	.049
Post-test	28	69.14	10.37			

Table 6 shows that there is a significant difference ($p=.049$) between the pre-test results and post- test results of the experimental group ($p\leq.05$). The magnitude of the differences in the means was found to be medium effect ($\eta^2=.25$) according to Cohen (1988). The effect-size calculations were done through Dr. Lee A. Becker's website named UCCS (University of Colorado, Colorado Springs). The table above meant that the students learned the modifiers (adjectives and adverbs) significantly better when they were presented written input and audio-visually written input together.

4.5. The Use of the Adjectives in the Interviews of the Control Group

During the interviews the students in the control group used 82 different adjectives in total. The list of the adjectives used in the interviews of the control group was presented in Table 7 below.

Table 7.

The Adjectives Used in the Interviews of the Control Group

innocent	real	wet
sensitive	magical	huge
emotional	intelligent	giant
helpful	merciful	muscular
afraid	intellectual	long
clever	important	black
non-violent	nice	short
different	worried	tall
kind	reliable	small
supernatural	super	strong
loyal	childish	negro
pure	evil	massive
upset	happy	enormous
last	scared	dead
nervous	presentative	intimidating
trained	smart	physical
special	normal	necessary
lost	alive	wasted
compassionful	equal	still
fair	humorous	great
extraordinary	regretful	terrifying
lonely	god-given	healthy
calm	cool	relaxed
disciplined	right	painful
guilty	friendly	powerful
cool-headed	thoughtful	unaware
special	unhappy	immortal
trustworthy		

As seen in Table 7 above, the students in the control group used 82 adjectives during the interviews. These adjectives were used in the interviews at least once. Furthermore, the adjectives were not listed according to any frequency ratio; instead,

they were listed randomly by the researcher. The frequency ratios of these adjectives will be presented in the following pages of the study.

4.6. The Use of the Adverbs in the Interviews of the Control Group

During the interviews the students in the control group used 13 different adverbs. The list of the adverbs used by the students in the control group was presented in Table 8 below.

Table 8.

The Adverbs Used in the Interviews of the Control Group

actually	physically	especially
directly	firstly	inevitably
generally	seriously	properly
well	naturally	probably
constantly		

As seen in Table 8 above, the students in the control group used 13 adverbs during the interviews. These adjectives were used in the interviews at least once. Furthermore, the adjectives were not listed according to any frequency ratio. The frequency ratios of these adverbs will be presented in the following pages of the study.

4.7. The Frequency Analysis of the Modifiers Used in the Interviews of the Control Group

In this section, the results of the semi-structured interview conducted with 26 students in the control group were reported. The frequencies of the modifiers that the students in the control group used during the interviews and the frequencies of usage of these modifiers according to Corpus of Contemporary American English (COCA) were given in the Table 9.

Table 9.

Frequencies of the Use of Modifiers in the Control Group and Their Frequencies of Usage According to COCA(FoC)

Modifier	FoC	f (N=26)	Modifier	FoC	f(N=26)
innocent	15825	22	supernatural	2809	3
wet	21716	16	loyal	7104	3
huge	61425	11	especially	107955	3
sensitive	17923	9	pure	17722	3
giant	26233	8	upset	19084	3
emotional	32268	6	directly	47708	3
helpful	14826	6	last	441130	2
afraid	37330	6	real	174606	2
muscular	4091	6	magical	5988	2
long	339087	5	intelligent	9688	2
black	216065	5	merciful	723	2
short	90547	4	massive	26476	2
actually	161470	4	intellectual	19500	2
firstly	528	4	important	200570	2
clever	6747	4	nice	64739	2
physically	12817	4	worried	31316	2
non-Violent	480	4	reliable	11870	2
tall	29890	4	super	21324	2
different	236402	4	childish	1609	2
kind	235471	4	evil	19968	2
small	218756	3	happy	69697	2
strong	93096	3	scared	18841	2
negro	4122	3			

Table 9 shows that the modifier ‘innocent’ was used by 85% of the participants, determined to be the most used modifier in the control group. Secondly, ‘wet’ was used by 62% of the participants. Moreover, ‘huge’ was used by 42% of the participants; ‘sensitive’ was used by 35% of the participants; and ‘giant’ was used by 31% of the participants. Since these modifiers were available in the novel, students might have come across them frequently during the reading process.

The reason why the adjectives ‘innocent’, ‘wet’ and ‘huge’ are mostly-used modifiers could be that these modifiers are frequently used in the novel as well. The word ‘innocent’ is used for 11 times, the word ‘wet’ is used for 33 times, and the word ‘huge’ is used for 21 times in the novel. It seems that there is parallelism between the frequencies of the use of these modifiers in the novel and the participants’ frequencies of the use of these modifiers in the interviews.

Table 9 also indicates that some modifiers whose frequencies of usage are low according to COCA were used frequently in the interviews of the control group. These modifiers are ‘muscular’, ‘helpful’ and ‘non-violent’. This finding indicates that reading the novel (written input) stimulated the students to recall some infrequently used modifiers; thereby, the participants used these infrequently used modifiers during their interviews.

4.8. Descriptive Analysis of Some Infrequently-Used Modifiers Chosen from the Interviews of the Control Group

Some modifiers chosen from the interviews of the control group whose usages are low according to COCA are presented below.

The adjective ‘negro’ is used in the novel as follows: “John Coffey is a Negro, and in Trappingus County we're awful particular about giving new trials to Negroes.” With the aid of the depictions about John Coffey, the participants’ oral usage of the word ‘negro’ seems to have increased. During the interviews, the participant 24 seems to have used a low-frequent-word stating:

“John Coffey is such an emotional man, he is so sensitive as physical; he is a big and negro man.”(Participant 24, Control Group)

The adjective ‘supernatural’ is used in the novel as follows: “I don't really believe that Mr. Jingles was a supernatural visitation, and if I have given you that idea, I'm sorry, but I have never doubted that he was a genius of his kind” (King, p. 122). Here ‘supernatural’ modifies the noun ‘visitation’. Coming across the word while reading the novel, the participant 4 stated:

“Paul has supernatural powers because of John Coffey; he lives for a long time in the nursing home.” (Participant 4, Control Group)

The adjective ‘merciful’ is used in the novel in the form of an adverb as follows: “For a moment, mercifully brief, I saw the black silk mask burning away from Del’s face and revealing the cooked blobs of jelly which had been his eyes.” Here, the adverb ‘mercifully’ modifies the adjective ‘brief’. Coming across the word while reading the novel, the participant 22 stated:

“John Coffey is an innocent, merciful and helpful man.”(Participant 22, Control Group)

The participant 22 here used ‘merciful’ as an adjective to define one of John Coffey’s characteristic features.

The adjective ‘childish’ is used in the novel as follows: “He was, I realized, on the verge of tears. ‘I won’t,’ he said in a childish, trembling voice, ‘and you can’t make me.’” (King, p. 313). Here, this adjective defines Percy’s voice meaning that he spoke in a manner of a child. Coming across the word while reading the novel, the participant 11 stated:

“John Coffey has a childish personality. He is afraid of darkness.”(Participant 11, Control Group)

The participant 11 attributed John Coffey’s characteristic features to a child’s claiming that he has a personality similar to a child’s.

All in all, the participants in the control group appear to have used some low-frequently-used (according to COCA) modifiers in the interviews; that means that reading the novel (written input) might have uncovered these modifiers in the participants’ minds and triggered them to use these modifiers.

4.9. The Use of the Adjectives in the Interviews of the Experimental Group

During the interviews the students in the experimental group used 82 different adjectives. The list of the adjectives used in the interviews of the control group was presented in Table 10 below.

Table 10.

The Adjectives Used in the Interviews of the Experimental Group

innocent	sad	huge
long	emotional	serious
wet	short	sensitive
cold-blooded	small	black
clever	only	dark
tall	magical	real
muscular	strong	merciful
cute	enormous	negro
intelligent	non-violent	gigantic
bald	last	independent
massive	giant	talented
scary	intimidating	little
helpful	divine	physically
tied	afraid	angry
dry	roasted	known
normal	large	mystic
sweet	similar	healing
powerful	smart	amusing
maniac	superintellectual	important
compassionful	natural	extraordinary
childish	brutal	awful
happy	trustworthy	fine
logical	kind	scared
funny	pretty	talentful
pure	retarded	supernatural
holy	god-given	complicated
inhuman	happy	same
hard		

As seen in Table 10 above, the students in the experimental group used 82 adjectives during the interviews. These adjectives were used in the interviews at least once. Furthermore, the adjectives were not listed according to any frequency ratio; instead,

they were listed randomly by the researcher. The frequency ratios of these adjectives will be presented in the following pages of the study.

4.10. The Use of the Adverbs in the Interviews of the Experimental Group

During the interviews the students in the experimental group used 15 different adverbs. The adverbs used by the students in the experimental group were presented in Table 11 below.

Table 11.

The Adverbs Used in the Interviews of the Experimental Group

actually	physically	only
mentally	characteristically	firstly
shortly	personally	directly
professionally	kindly	politely
almost	seriously	probably

As seen in Table 8 above, the students in the experimental group used 15 adverbs during the interviews. These adjectives were used in the interviews at least once. Furthermore, the adjectives were not listed according to any frequency ratio. The frequency ratios of these adverbs will be presented in the following pages of the study.

4.11. The Frequency Analysis of the Modifiers Used in the Interviews of the Experimental Group

In this section, the results of the semi-structured interview conducted with 28 students in the experimental group were reported. The frequencies of the modifiers that the students in the experimental group used during the interviews and the frequencies of usage of these modifiers according to Corpus of Contemporary American English (COCA) were given in the Table 12.

Table 12.

Frequencies of Use of Modifiers in the Experimental Group and Their Frequencies of Usage According to COCA(FoC)

Modifier	FoC	f (N=28)	Modifier	FoC	f(N=28)
huge	61425	22	dark	84962	4
innocent	15825	18	tall	29890	4
long	339087	12	muscular	4091	4
emotional	32268	9	enormous	22902	3
sensitive	17923	9	serious	68940	3
wet	21716	9	cold-blooded	716	3
clever	6747	8	strong	93096	3
physically	12817	8	negro	4122	3
short	90547	7	characteristically	905	3
magical	5988	7	only	683027	3
merciful	723	7	real	174606	2
intelligent	9688	7	cute	9433	2
last	441130	6	gigantic	3184	2
talented	9147	6	non-violent	480	2
actually	161470	5	massive	26476	2
small	218756	5	independent	45560	2
helpful	14826	5	bald	4725	2
afraid	37330	5	mentally	8194	2
black	216065	5	scary	9246	2
firstly	528	4	divine	9803	2
sad	22177	4			

Table 12 shows that the modifier ‘huge’ was used by 79% of the participants, determined to be the most frequently used modifier in the experimental group. Secondly, ‘innocent’ was used by 64% of the participants. Moreover, ‘long’ was used by 43% of the participants, ‘emotional’ was used by 32% of the participants; and ‘sensitive’ and ‘wet’ were used by 32% of the participants. As these modifiers were available both in the novel and in the film students seem to have come across them both in the reading and in the watching process.

Similar to the table of the frequencies of the use of modifiers in the control group, the adjectives 'huge', 'innocent' and 'long' are most frequently used modifiers in the interviews of the experimental group as well. The reason why these modifiers are most frequently used could be that they are frequently used both in the novel and in the film adaptation of the novel as well. The word 'huge' is used for 21 times, the word 'innocent' is used for 11 times, and the word 'long' is used for 124 times in the novel. However, it should be underlined that these modifiers are not used in the film adaptation as frequently as they are used in the novel. Nevertheless, it seems that there is parallelism between the frequencies of the use of the modifiers in the novel and the frequencies of the participants' use of the same modifiers in the interviews. In this context, the film adaptation of the novel appears to function as a reinforcer in the present study.

Table 12 also indicates that some modifiers whose frequencies of usage are low according to COCA were used frequently in the interviews of the experimental group. These modifiers are 'clever', 'magical', 'merciful', 'intelligent', 'talented', 'firstly' and 'muscular'. In addition, some other infrequently used (according to COCA) modifiers were also used in the interviews of the experimental group. This finding indicates that reading the novel (written input) and watching the film adaptation of the novel (audio-visual input) together uncovered more infrequently used modifiers in the participants' minds than only reading the novel did in the control group; in other words, coming across these modifiers both in the novel and while watching the film seem to have improved the experimental group students' frequencies of use of modifiers in practice.

All in all, since the students in the control group used 195 frequent modifiers while the students in the experimental group used 221 frequent modifiers in total it could be claimed that the treatment (having the participants watch the film adaptation of the novel) was significantly efficient in terms of students' use of modifiers in English.

4.12. Descriptive Analysis of Some Infrequently-Used Modifiers Chosen from the Interviews of the Experimental Group

Some modifiers that are chosen from the interviews of the experimental group whose usages are low according to COCA are presented below.

The adjective ‘non-violent’ is not used in the novel and its frequency according to COCA is low. However, the participant 2 used this adjective as follows:

“Despite his enormous size John Coffey is so sensitive and non-violent.”

(Participant 2, Experimental Group)

‘Non-violent’ was used in this sentence to claim that John Coffey does not like violence and he never uses physical force to anybody or anything. Although the word ‘non-violent’ is not available both in the novel and in the film adaptation of the novel, students’ inference of John Coffey’s being non-violent might be a result of the the inputs (both written and audio-visual) provided by the treatment. Therefore, it could be claimed that the treatment was effective in students’ learning and usage of modifiers.

The adjective ‘cute’ is used in the novel as follows: “It was the fall of Delacroix, the little half-bald Frenchman with the mouse, the one that came in the summer and did that cute trick with the spool.” (King, p. 8) Here, ‘cute’ defines the noun ‘trick’. The frequency of usage of this adjective is low. Coming across this modifier while both reading the novel and watching the film adaptation of the novel, the participant 28 stated:

Mr. Jingles is always moving; it is talented, intelligent and cute. (Participant

28, Experimental Group)

‘Cute’ means ‘superficially clever’ in the former, and ‘attractive’ in the latter sentence. It could define both living and non-living things.

The adjective ‘scary’ is used in the novel as follows: “It was an eerie ride, and although it seems to me now that every moment of it is still etched in my memory—every turn, every bump, every dip, the scary times (two of them) when trucks passed us going the other way” (King, p. 331). Here, ‘scary’ defines the noun ‘time’. The frequency of usage of this adjective is low. Coming across this modifier while both

reading the novel and watching the film adaptation of the novel, the participant 10 stated:

“It depends on the living style I think; and the real green mile in the novel is the scary one because it is the jail of course; so, the prisoners live there and the guardians seem scared to me.” (Participant 10, Experimental Group)

Here, ‘scary’ defines the green mile. In both sentences it means ‘terrifying’.

The adjective ‘holy’ is used in the novel as follows: “Holy Mary, mother of God, pray for us sinners now, and at the hour of our death” (King, p. 423). The adjective ‘holy’ defines Mary. The frequency of usage of this adjective is low. Coming across this modifier while both reading the novel and watching the film adaptation of the novel, the participant 2 stated:

“John Coffey is a huge person and has a holy power.” (Participant 2, Experimental Group)

Here, ‘holy’ means ‘sacred’ and ‘divine’.

The adjective ‘bald’ is used in the novel as follows: “He had shown the world what happened when scrawny, half-bald little Frenchmen tried to cop his joint, by God, and he was leaving the field a victor” (King, p. 108). ‘Bald’ means ‘with little or no hair’. The frequency of usage of this adjective is low. Coming across this modifier while both reading the novel and watching the film adaptation of the novel, the participant 9 stated:

“John Coffey is dark and bald.” (Participant 13, Experimental Group)

In the first sentence ‘bald’ depicts the Frenchmen and in the second sentence it depicts John Coffey.

The adverb ‘mentally’ is used in the novel as follows: “I think, looking back on it, that something had already begun to happen to me, but I was too fixed - mentally and emotionally - on doing my duty to notice” (King, p. 412). ‘Mentally’ means ‘relating to the mind’ here. The frequency of usage of this adjective is low. Coming across this modifier while both reading the novel and watching the film adaptation of the novel, the participant 28 stated:

“Mentally, John Coffey is a little bit retarded, I guess.” (Participant 28, Experimental Group)

The adjective ‘cold-blooded’ is not used in the novel and the frequency of usage of this adjective is low. However, the participant 14 used this adjective as follows:

“I would choose to be Brutal because he is cold-blooded and serious.”
(Participant 14, Experimental Group)

The adjective ‘cold-blooded’ was used here to argue that Brutal has no sympathy and kindness towards the other characters in the novel.

The participant 1 used the adjective ‘compassionful’ as follows:

“Physically, John Coffey is very huge and as for his character, he is emotional, sensitive and compassionful.” (Participant 1, Experimental Group)

In fact, it is obvious that there is not such an adjective ‘compassionful’ in English language. It seems that the participant herself formed such an adjective in her mind by combining the noun ‘compassion’ and the suffix ‘ful’ during the interviews. Thus, this adjective was categorized into the adjectives of the experimental group in the present study.

All in all, these modifiers were not in any parts of the treatment of the present study since they were not used both in the novel and the film adaptation of the novel. Thus, it could be claimed that these modifiers were produced by the participants in the experimental group during the interviews. This production process displayed that being subject to both written input and audio-visually enriched written input together seems to have enhanced students’ creative and generative skills in terms of vocabulary usage. That means, the treatment of the study also appears to have developed students’ entry level skills of bringing words and even syllables together. Hence, as an implication of the study, it could be suggested that the treatment was successful in terms of improving students’ frequencies of modifier-usage by also enriching their lexical knowledge.

4.13. Frequency Analysis of Low-Frequently-Used Modifiers Asked in the Pre-Test and Post-Test Applied to the Control and the Experimental Group

The experimental (n=28) and the control (n=26) groups were subject to a pre-test and a post-test in order to collect quantitative data for the study. After the analysis of both tests it was determined that the control group did not show any significant success in terms of the knowledge of the modifiers asked, especially the infrequently used ones (according to COCA). It was also found out that the experimental group students have excelled the control group students in terms of the knowledge of modifiers after the treatment. In addition, the experimental group students seem to have increased their knowledge of modifiers, particularly the infrequently used ones. They displayed high success in the knowledge of the modifiers whose COCA frequency were actually low. Table 13 below shows the success of the experimental group students in terms of the knowledge of modifiers and the COCA frequencies of the modifiers asked in both tests.

Table 13.

The Number of the Experimental Group Students (n=28) Giving Correct Answers for Low-Frequently-Used Modifiers in the Pre-test and the Post-test and Coca Frequencies of the Modifiers Asked in These Questions

Q.N.	Modifier	FoC	Pre-Test	Post-Test
9	meek	904	11	20
12	strapped	3238	12	17
14	clamped	1520	11	13
15	sheer	8507	10	21
16	tender	10544	13	18
17	dogged	1401	4	16
18	briskly	1542	9	17

Table 13 displays the question number, the modifier asked in the relevant question, COCA frequency of the asked modifier, and the number of the participants giving correct answers to the relevant question. It could be claimed from the table that the

treatment of the study has increased students' knowledge of some infrequently used modifiers, which also proved that the treatment of the study was effective.

For instance, the adjective 'dogged' was an infrequently used modifier (FoC=1401) and in the pre-test only 4 of 28 students seem to have known this word. However, after the treatment 18 students in total appear to have known this adjective, which was proven in the post-test. Another infrequently used modifier was 'briskly' (FoC=1542) which was known by only 9 students in total. The same adverb was known by 17 students in the post-test applied after the treatment. Thus, these samples seem to indicate that the treatment of the study was effective in terms of teaching modifiers to students.



CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter discusses the findings of the study and makes some suggestions parallel to these results.

5.1. Conclusion and Discussion

The purpose of the present study was to investigate whether learning and use of modifiers such as adjectives and adverbs via audio-visually enriched written input resulted in more extensive knowledge of modifiers than learning modifiers via only written input.

In this chapter, the findings of the current study are discussed relating the findings with the similar studies presented previously in the literature review. Moreover, some recommendations are put forward for future research. Each research question is presented in sub-titles and the answers are provided based on the findings of the study.

5.1.1. Differences between learning modifiers when they are encountered in the form of only written input and audio-visually enriched written input. The results of the Independent Samples T-test showed that there was a significant difference ($p=.004$) between the post-test results of the experimental group and post-test results of the control group ($p\leq 0.05$). However, there was not a significant difference ($p=.122$) between the pre-test results of the control group and the experimental group. Therefore, the results implied that the students in the experimental group who were subject to audio-visual input (film) in addition to written input (novel) learned the modifiers better than the students in the control group who were only subject to written input (novel). The significant difference

between the post-test results of the group might be attributed to the type of the input since the groups were considered to be equal on their pre-test results.

The results of the study were in tandem with Raman's (2016) who found that combination of novel and film highly motivated students to learn new vocabulary. That can be valid for the experimental group students of the study who were more successful in the post-tests due to being subject to both the novel and the film adaptation of the novel. The results were also in line with those of Bahrani and Sim (2012) who found out that watching film motivated students to absorb new input in the target language. That might be one of the reasons of high success of the experimental group students who watched the film adaptation of the novel while the control group students only read the novel. Moreover, the results support the findings of Bal-Gezegin (2014) and Amalia et. al. (2017) who found that the use of videos or movies improved students' vocabulary learning and teaching through movies made the learning process more enjoyable and fun.

In light of the quantitative data, it can also be concluded that students learned the modifiers better while watching the film adaptation. Therefore, teachers should integrate more audio-visual materials such as films, short movies or video clips in their teaching plans or schedules. Similarly, in İsmaili's (2013) study most students stated that films should be integrated in syllabus design and curriculum. Including these kinds of materials in their teaching philosophy, teachers can motivate students more easily to learn vocabulary. As audio-visual tools are favored by the students, films can change the atmosphere of the class and facilitate the vocabulary learning process. These ideas can be associated with Kale's (2010) study who found that students had positive attitudes towards learning vocabulary through watching films. Similarly, in Raman's (2016) study students remarked that they had learned many new words and expressions through watching films. If the students can have a saying or a small role in designing of the teaching process, they can easily internalize the learning process and try to do their best.

The primary concern for teachers should be trying to engage the students in more meaningful contexts such as movies and thereby increase their motivation to learn. Here, it needs to be noted that, if teachers lack training about how to integrate audio-visual materials in their classrooms they might get training. However, some teachers

might have personal interest on these materials and might be more enthusiastic about including videos or films in their teaching process.

5.1.2. Control group students' usage of modifiers that they have encountered when exposed to only written input. During the interviews the students in the control group used 82 different adjectives and 13 different adverbs, 95 modifiers in total. It was found out from the study that 77 of these 95 modifiers were learned and the rest 18 modifiers were produced by the students. The number of the learned modifiers indicates the number of the modifiers which were not only available in the novel but also used by the students in the interview process of the study. The number of the produced modifiers indicates the number of the modifiers which were not available in the novel, rather they were produced by the students and used in the interview process of the study.

The frequency analysis of the semi-structured interview conducted with the students in the control group showed that the most frequent modifiers that the students in the control group used were “innocent”, “wet”, “huge”, “sensitive” and “giant”. The control group used 195 frequent modifiers in total. These were the modifiers available in the novel. Therefore, it could be suggested that students had acquired the modifiers above and the other non-frequent modifiers while reading the novel and they used these modifiers in the interview process of the study. Participants seem to have been involved in an incidental learning of modifiers as a result of coming across with the same words for several times in the process of reading the novel and this might have helped the students remember new vocabulary easily (Al-Bajalan, 2017).

Both qualitative and quantitative findings of the present study show similarities with Saragi et al. (1978), Pitts et al. (1989), Pellicer-Sánchez and Schmitt (2010), Al-Bajalan (2017), and Horst et al.'s (1998) studies which found that vocabulary acquisition could be succeeded through reading novels. Although they were not as successful as the experimental group students, the control group students seem to have benefited from reading the novel in terms of their usage of modifiers in English. It appears that reading the novel as literary text facilitated students' incidental

learning of modifiers by yielding them meaningful context and thereby motivating them to grasp the new words (Çıraklı & Kılıçkaya, 2011).

5.1.3. Experimental group students' usage of modifiers that they have encountered when exposed to both written and audio-visually enriched written input. During the interviews the students in the experimental group used 82 different adjectives and 15 different adverbs, 97 modifiers in total. It was found out from the study that 76 of these 97 modifiers were learned and the rest 21 modifiers were produced by the students. The number of the learned modifiers indicates the number of the modifiers which were not only available in the novel and the film adaptation of the novel but also used by the students in the interview process of the study. The number of the produced modifiers indicates the number of the modifiers that were not available in the novel and the film adaptation of the novel, rather they were produced by the students and used in the interview process of the study. Since the students in the experimental group produced more modifiers than the students in the control group it could be claimed that presenting students audio-visual input (the film adaptation of the novel) besides written input (the novel) significantly increased students' creativity in terms of producing and using new vocabulary.

The frequency analysis of the semi-structured interview conducted with the students in the experimental group showed that the most frequent modifiers that the students in the experimental group used were “huge”, “innocent”, “long”, “emotional”, “sensitive” and “wet”. The experimental group used 221 frequent modifiers in total. Therefore, it could be claimed that students had acquired these modifiers and the other non-frequent modifiers while reading the novel and watching the film adaptation of the novel; consequently, they used these modifiers in the interview process of the study. Both qualitative and quantitative findings of the present study show similarities with Kale (2010), Bahrani and Sim (2012), İsmaili (2013) and Bal-Gezegin's (2014) studies which displayed that watching films in ELT context increased students' success in vocabulary learning.

Proved to be more successful than the control group, the experimental group seems to have benefited from being subject to both the novel and its film adaptation in terms of using modifiers in English. It might be maintained that after coming across

the new vocabulary in the novel hearing them while watching the film adaptation seems to intensify students' acquisition of these words. It is obvious that, film adaptation was utilized as a booster to foster the learning of modifiers. It might be recommended to teachers to provide students a film adaptation of the novel (if available) as a post-reading activity. In that way, the combination of written input and audio-visual input may result in a better learning of vocabulary and help the students enjoy the learning process as well.

5.1.4. Consistency or discrepancy between the results of the statistical analysis of the data gathered from the pre-test and post-test and the results of the qualitative analysis of the data gathered from the interview. When both the qualitative and quantitative data were analyzed, it was seen that there was a consistency between the data. The T-test results showed that the students in the experimental group were more successful in the post-tests conducted after the treatment. Similarly, the qualitative analysis of the interviews also showed that the students in the experimental group used more modifiers than the students in the control group. Therefore, it could be stated that the statistical analysis and qualitative analysis of the study were parallel to each other.

That kind of triangulation and transformation of the data obtained through both quantitative and qualitative designs can make the results more reliable and generalizable to larger groups or similar contexts. Moreover, the parallel results attained from the data were hoped to promote a more comprehensive understanding of the effect of the input type on the learning and the use of modifiers and add depth to the study.

5.2. Recommendations

The current study tried to propose an alternative way to teach and learn modifiers, which was watching a film adaptation (audio-visual input) of a novel (written input). However, the study has some limitations and further research is required to compensate these limitations.

The current study was limited to 54 pre-service English teachers in English Language Teaching and English Language and Literature programs. A similar study could be conducted with students from different departments in terms of using stories in vocabulary learning. Moreover, reading stories and watching short-movie-adaptations of those stories could be compared in ELT context in terms of learning modifiers.

A methodological limitation of the present study was that the duration of the treatment was a little short. The treatment of the study lasted for five weeks. A similar study could be conducted by spending more time with the participants and having longer breaks between the stages of the procedure.

In addition, this study investigated preparatory students' acquisition of modifiers in English. A similar study could investigate preparatory students' acquisition of other word types such as nouns, verbs, conjunctions and so on.

In practice, it may be recommended to teachers to combine more than one material in classrooms in order to get better results in terms of teaching modifiers. However, these materials should appeal to more than one human sense. It could be better if they also appeal to more than one language learning skill. This study is a proper example of these recommendations in that two different materials (the novel and the film) appealing to two different senses (hearing and reading) and also covering two different language learning skills (reading and listening) were utilized and positive results were obtained in terms of the academic success of the preparatory students.

The findings of the present study could also prove that audio-visual input could be used by language teachers in order to teach vocabulary. Instead of classical course books and worksheets teachers could use movies, clips and short films in order to attract students' attention and present the vocabulary in authentic context to students. As it could be concluded from the findings of the present study this audio-visually enriched written input could be given to students as an additional input in order to complete the vocabulary acquisition process of the students.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

GİRİŞ

Problem Durumu

Kelime öğretiminin yabancı dil öğretiminde birçok avantajı vardır. Fakat bazı yabancı dil öğretmenlerinin bazı sebeplerden dolayı kelime öğretiminde zorlandıkları tespit edilmiştir. Bu sebepler öğretmenlerin etkili bir öğretme tekniklerinin olmaması ya da sadece bir tekniğe bağlı kalmaları, ders planları ve müfredatlara sıkı sıkıya bağlı kalmaları gibi birçok yönlü olabilir. Bunlar gibi genel problemlerin dışında öğrencilerin klasik okuma parçaları ve çalışma kâğıtlarından sıkılmış olmaları da muhtemeldir. Bu noktada alternatif kelime öğretim teknikleri geliştirilmesi gerekir. Alternatif bir kelime öğretim tekniği olarak edebiyat düşünülebilir. Şiir, roman, hikâye, drama gibi edebi metinler özgün öğretim materyalleri olarak dil sınıflarında kullanılabilirler. Bu yazılı materyallerin dışında görsel-işitsel materyal olarak filmlerin kullanılması da kelime öğretiminde alternatif bir yoldur.

Problem Cümlesi

Bu çalışmanın problemi İngilizce’de belirteçlerin öğretiminde sadece yazılı girdinin verilmesiyle yazılı girdiye ek olarak görsel-işitsel girdinin verilmesi arasında farklılık olup olmadığını tespit edip tartışmaktır.

Alt problemler

Bu çalışmada dört ana probleme cevap bulunmaya çalışılmıştır. Bu problemler:

1. Belirteçlerin yazılı girdi olarak öğrencilerin karşısına çıkmasıyla hem yazılı hem de görsel-işitsel girdi olarak öğrencilerin karşısına çıkması arasında öğrenim bakımından anlamlı farklılıklar var mıdır?
2. Kontrol grubundaki öğrenciler yazılı girdide karşılaştıkları belirteçleri kullanabiliyorlar mı?

3. Deney grubundaki öğrenciler hem yazılı girdi hem de görsel-işitsel girdide karşılaştıkları belirteçleri kullanabiliyorlar mı?

4. Ön test ve son test sonuçlarından toplanan istatistik analizleriyle görüşmelerden toplanan nitel analiz sonuçları arasında uyum ya da çelişki var mıdır?

Araştırmanın Amacı

Bu çalışmanın amacı yazın türü olan roman ve öğrencilerin hem görsel hem de işitsel becerilerine hitap eden sinema filminin İngilizce’de niteleyicilerin öğretiminde etkinliğini göstermek ve kullanılan bu iki materyal arasında öğrencilerin niteleyicileri öğrenme başarıları açısından anlamlı bir farklılık olup olmadığını belirlemektir.

Araştırmanın Önemi

Bu çalışmanın bulguları İngilizce’de niteleyicilerin öğretiminde hangi materyalin daha etkili kullanıldığını göstermek ve dil eğitimi yapan öğretmenlere niteleyicilerin öğretimi konusunda ipuçları vermek açısından oldukça önemlidir.

YÖNTEM

Araştırmanın Yöntemi

Bu çalışmada cevap bulunmaya çalışılan problemler şunlardır:

1. Belirteçlerin yazılı girdi olarak öğrencilerin karşısına çıkmasıyla hem yazılı hem de görsel-işitsel girdi olarak öğrencilerin karşısına çıkması arasında öğrenim bakımından anlamlı farklılıklar var mıdır?
2. Kontrol grubundaki öğrenciler yazılı girdide karşılaştıkları belirteçleri kullanabiliyorlar mı?
3. Deney grubundaki öğrenciler hem yazılı girdi hem de görsel-işitsel girdide karşılaştıkları belirteçleri kullanabiliyorlar mı?

4. Ön test ve son test sonuçlarından toplanan istatistik analizleriyle görüşmelerden toplanan nitel analiz sonuçları arasında uyum ya da çelişki var mıdır?

Bu çalışma bu sorulara cevap bulmak için karma yöntemli araştırma deseni kullanmış ve bu bağlamda nicel ve nitel veri toplama araçları olan bağımsız grup t testi, bağımlı grup t testi ve yarı yapılandırılmış görüşmelerden yararlanmıştır.

Çalışma Grubu

Bu çalışma bölümü İngilizce Öğretmenliği ve İngiliz Dili ve Edebiyatı olan 54 üniversite öğrencisiyle yapılmıştır. Araştırmacı hiçbir ayırım gözetmeksizin bu öğrencileri kontrol ve deney grubu olarak sınıflandırmıştır. Kontrol grubu 26 kişiden, deney grubu ise 28 kişiden oluşmaktadır. Ayrıca, gruplar her iki grupta iki bölümden de öğrenci olacak şekilde ayarlanmıştır.

Veri Toplama Araçları

Bu çalışmanın verileri Stephen King'in romanı *Yeşil Yol* ve romandan uyarlanmış Frank Darabont yönetmenliğindeki filmi ile toplanmıştır. Nicel verileri toplamak için bir ön test ve son test, nitel verileri toplamak için ise öğrenciler ile yarı-yapılandırılmış görüşme yapılmıştır. Ön test ve son test aynı 25 belirteci ölçmek amacıyla yazılmış sorulardan oluşmaktadır. Raporajda kullanılan sorular ise araştırmacı tarafından yazılmış olup sorular yazılırken cevaplara yönelik herhangi bir tema oluşturulmamıştır.

BULGULAR

Araştırmada kullanılan deney ve kontrol grubunun ön test sonuçlarında anlamlı bir fark yokken son testin sonuçlarına göre deney grubundaki öğrenciler anlamlı bir şekilde daha başarılı olmuşlardır. Araştırmanın nicel sonuçlarına paralel olarak nitel veri toplama aracı olarak kullanılan yarı yapılandırılmış görüşmelerde de deney grubu öğrencilerinin belirteç kullanma sıklığının daha fazla olduğu gözlemlenmiştir.

Bütün bunların sonucu olarak deney grubu öğrencilerinin belirteçlerin öğreniminde daha başarılı olduğu anlaşılmıştır.

SONUÇ, TARTIŞMA VE ÖNERİLER

Çalışmanın nicel sonuçlarına göre, başlangıçta deney grubu ve kontrol gruplarının ön testleri kıyaslandığında Bağımsız Örneklem T-testi sonucuna göre anlamlı bir fark yok iken ($p=.122$), uygulama sonrasında yapılan son testler kıyaslandığında Bağımlı Örneklem T-testi sonuçlarında anlamlı bir fark ($p=.004$) bulunmuştur. Son test sonuçlarına göre, hem romanı okuyan hem de romanın film uyarlamasını izleyen deney grubu öğrencileri sadece romanı okuyan kontrol grubu öğrencilerinden daha başarılı olmuşlardır. Bu da demek oluyor ki sadece yazılı girdiye (roman) maruz kalmak belirteç öğreniminde tek başına yeterli olmamıştır. Ancak, hem yazılı (roman) hem de görsel-işitsel girdiye (film) maruz kalmak belirteç öğreniminde anlamlı bir şekilde daha etkili olmuştur. Çalışmanın sonuçları alanyazındaki diğer çalışmalarla (Raman, 2016; Bahrani & Sim, 2012; Bal-Gezegin, 2014; Amalia et al. 2017) benzerlik göstermektedir.

Çalışmanın nicel sonuçlarına göre, kontrol grubu öğrencileri görüşmeler esnasında romanda geçen bazı belirteçleri sıklıkla (195) kullanmışlardır. Ancak deney grubu öğrencileri görüşmeler esnasında kontrol grubu öğrencilerinden daha fazla belirteci sıklıkla (221) kullanmıştır.

Çalışmanın nitel sonuçlarına göre uygulama bitiminde kontrol grubunun 77 belirteç öğrendiği, 18 belirteç ürettiği tespit edilmiş iken deney grubunun 76 belirteç öğrendiği, 21 belirteç ürettiği tespit edilmiştir. Bu verilere göre yazılı girdi olan romanın görsel-işitsel girdi olan film versiyonunun izletilmesinin deney grubuna kelime üretme konusunda yarar sağladığı öne sürülebilir.

Çalışmanın nitel ve nicel sonuçları karşılaştırıldığında uyum içinde oldukları görülmüştür. Hem nitel hem nicel veriler yazılı (roman) ve görsel-işitsel (film) girdiye maruz kalan deney grubu öğrencilerinin sadece yazılı(roman) girdiye maruz kalan kontrol grubu öğrencilerinden daha başarılı olduğunu göstermiştir. Çalışmanın sonuçları belirteç öğretiminde girdi çeşidinin önemli olduğunu vurgulamaktadır ve bu çalışmanın öğretmenlerin öğretim planlarında görsel-işitsel girdilere de yer

vermesi gerektiğini ortaya koyması açısından alana katkıda bulunması beklenmektedir.





APPENDICES

APPENDIX -1

PRE-TEST

Full Name:
School Number:
Department:

Choose the correct option!

1. His reply to my question was somewhat _____.
A) lonely B) ambiguous
C) tight D) spare
2. He's really _____ and never buys anyone a drink when we go out.
A) bright B) alive
C) stingy D) awful
3. The brakes do not seem to be working _____.
A) properly B) hardly
C) still D) kindly
4. Your room is so _____, you should clean it.
A) retarded B) grown
C) stinky D) spare
5. We have exchanged e-mails but we have never _____ met.
A) briskly B) actually
C) likely D) mostly
6. Your hair is too _____, you should change your shampoo.
A) dandruffy B) careless
C) shocking D) holy
7. The woman with her four kids seemed happy in that _____ house.
A) itty-bitty B) tender
C) soft D) scared
8. I am very proud of this scheme and I _____ hope it will succeed.
A) sincerely B) eventually
C) mostly D) briskly
9. My sister is so _____ that she is always unwilling to argue with her friends.
A) imposed B) meek
C) foolish D) worried
10. Teachers with _____ students must be very patient and tolerant to them.
A) poor B) alive
C) retarded D) careless
11. He claims to be _____ of the crime.
A) original B) enormous
C) innocent D) broken
12. The children saw a little, _____ dog in the garden.
A) screwed B) strapped
C) stinky D) spared

13. Her suggestion was very _____, so it was immediately accepted.

- A) sheer B) swell
C) strange D) ambiguous

14. His _____ wrists were hurting too much.

- A) faded B) satisfied
C) screwed D) clamped

15. His success was due to _____ determination.

- A) fragile B) sheer
C) inbred D) alive

16. He had a \ an _____ smile on her face when she saw her little, new-born baby.

- A) shocking B) screwed
C) grown D) tender

17. His _____ determination provided him a fortune.

- A) dogged B) dummy
C) mean D) stinky

18. The committee started _____ at its first meeting.

- A) actually B) likely
C) briskly D) pretty

19. In the middle of the room the child saw a tiny, _____ mouse.

- A) simple B) bright
C) busted D) fragile

20. She's put a \ an _____ pile of papers on my desk and I haven't a clue what to do with them.

- A) holy B) enormous
C) foolish D) tired

21. The woman had a \ an _____ look on her face after the car accident.

- A) dogged B) ambiguous
C) scared D) careful

22. Please describe to the court _____ what you saw.

- A) properly B) exactly
C) kindly D) likely

23. It's _____ unlikely that they'll turn up now - it's nearly ten o'clock.

- A) sincerely B) likely
C) eventually D) pretty

24. My dad was _____ diagnosed as suffering from a chronic heart condition.

- A) quietly B) kindly
C) sincerely D) eventually

25. Hold on _____ when we go around the corner.

- A) tight B) strange
C) loud D) empty

APPENDIX-2

POST-TEST

Full Name:
School Number:
Department:

Choose the correct option!

1. His role in the affair is _____ .
A) lonely B) ambiguous
C) tight D) spare
2. The landlords are so _____ - they refused to pay for new carpets.
A) bright B) alive
C) stingy D) awful
3. Parents should teach their children to behave _____ in public.
A) properly B) hardly
C) still D) kindly
4. My son is always playing soccer and he is used to the _____ socks.
A) retarded B) grown
C) stinky D) spare
5. There is a big difference between saying you'll do something and _____ doing it.
A) briskly B) actually
C) likely D) mostly
6. This shampoo is for _____ hair, I will buy it.
A) dandruffy B) careless
C) shocking D) holy
7. Oh, my God! How can you live in this _____ house!
A) itty-bitty B) tender
C) soft D) scared
8. We are _____ grateful for your help.
A) sincerely B) eventually
C) mostly D) briskly
9. He doesn't want to argue with people, he is so _____ .
A) imposed B) meek
C) foolish D) worried
10. Some people might be _____ not only mentally but also emotionally.
A) poor B) alive
C) retarded D) careless
11. Several _____ civilians were killed in the bombing.
A) original B) enormous
C) innocent D) broken
12. The police were taking a) an _____ man.
A) screwed B) strapped
C) stinky D) spared

13. Finally, he found a/an _____ idea about the wedding proposal.

- A) sheer B) swell
C) strange D) ambiguous

14. Her _____ hands were over her mouth.

- A) faded B) satisfied
C) screwed D) clamped

15. The suggestion is _____ nonsense. I cannot accept it.

- A) fragile B) sheer
C) inbred D) alive

16. What you need is some _____ loving care for your children.

- A) shocking B) screwed
C) grown D) tender

17. Her _____ ambition ensured that she rose to the top of her profession.

- A) dogged B) dummy
C) mean D) stinky

18. I am not sure because he passed very _____

- A) actually B) likely
C) briskly D) pretty

19. Suddenly, he found a little, _____ mouse in the corner.

- A) simple B) bright
C) busted D) fragile

20. They cut _____ blocks of stone out of the hillside.

- A) holy B) enormous
C) foolish D) tired

21. When I found it, the little bird had a/an _____ look on its face.

- A) dogged B) ambiguous
C) scared D) careful

22. It tastes _____ the same as the real thing, but has half the fat.

- A) properly B) exactly
C) kindly D) likely

23. Nothing really changes around here. One day is _____ much like the next.

- A) sincerely B) likely
C) eventually D) pretty

24. A: Did they ever pay you?

B: _____, yes.

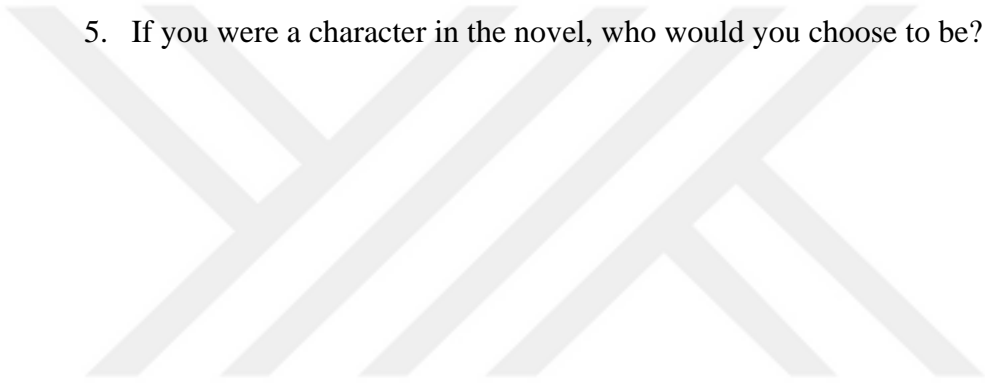
- A) Quietly B) Kindly
C) Sincerely D) Eventually

25. Check that windows and doors are shut _____ before you leave.

- A) tight B) strange
C) loud D) empty

APPENDIX-3

Interview Questions

1. How could you describe “the green mile” depicted in the novel?
 2. Could you describe “the mouse image” in the novel?
 3. How would you describe John Coffey’s physical and characteristic features?
 4. Could you please describe and comment on how the guards conduct electrocutions?
 5. If you were a character in the novel, who would you choose to be? Why?
- 

APPENDIX-4

A Sample Interview of the Control Group

1. How could you describe “the green mile” depicted in the novel?

p.14. I think the Green Mile is a road that goes to death and each person has different story and different life; but, we all share one common thing and it is that we are all afraid of death. We have some common emotions like being afraid. We sometimes have good time in life but we sometimes feel afraid and we feel nervous and the Green Mile is a process I think.

2. Could you describe “the mouse image” in the novel?

p.14. For me, I think Mr. Jingles is not so necessary character in the novel; he just makes Del happy for a short time. He disappears after Del’s execution but I guess then Paul finds him and starts to feed him with toast. I think he is not so important character in the novel for me.

3. How would you describe John Coffey’s physical and characteristic features?

p.14. John looks like a giant in the novel, he is so tall and his chin is big. Unlike his appearance he is like a child, he is afraid of darkness. He is kind and I think he likes helping people. I think everyone should be like him, I like his character in the novel.

4. Could you please describe and comment on how the guards conduct electrocutions?

p.14. They rehearse at least three times before the execution. When the time comes for execution the inmates sit down on the chair and the guards put a wet sponge on their heads. Then, the inmates wear a helmet on their head and then, the guards give electricity until they die. I think the guardians are cool-headed and they do their jobs well except for Percy. Before John Coffey, they were okey. They thought they did their job well. At first, they did not care about people’s death but after John gained different look at people’s death.

5. If you were a character in the novel, who would you choose to be? Why?

p.14. I would probably choose John Coffey because he is the innocent one in the novel. I believe that he will go to heaven. I will choose him because he does not have bad habits and bad personality.

APPENDIX-5

A Sample Interview of the Experimental Group

1. How could you describe “the green mile” depicted in the novel?

p.4 . The Green Mile actually in the novel represents our mile. In our real lives we have own miles. We have to reach the death in the end of the novel. The novel represents this actually; but the Green Mile represents something. Green is represents peace. That is why maybe they thought that the Green Mile can scare the inmates. Maybe that is why its name like that.

2. Could you describe “the mouse image” in the novel?

p.4. It is cute, clever. It is a like playing trick games. It has a French man in itself. So, that is all. It is pretty clever.

3. How would you describe John Coffey’s physical and characteristic features?

p.4. Physically, it is enourmous, bigger and muscles and everything you can scare of him all the time; but, inside of him he is emotional, sensitive, he cannot hurt any animal, any human.

4. Could you please describe and comment on how the guards conduct electrocutions?

p.4. They tie chains on ankles, arms and hands; and they are making a sponge wet in salty water. They are taking this sponge and putting on the head, but before that they are cutting the hair to make the electricity inside of the inmate’s brain. So, they are rolling the electricity. When the electricity rolled two they are starting to suffering.

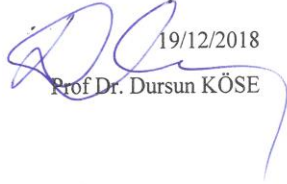
5. If you were a character in the novel, who would you choose to be? Why?

p.4. Toot Toot, you know Toot Toot? The man who is repeating all the crisis in the prison. I want to be that person because when I saw his scene in the movie I was feeling happy, I was feeling pain before it. That kind of human need entertainment in their life. When you in prison you need some hope inside of you. That is why I want to be that person.

APPENDIX-6**BURDUR MEHMET AKİF ERSOY ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

Enstitünüz Yabancı Diller Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans programına kayıtlı Yabancı Diller Yüksekokulu Öğretim Görevlisi İsmet TOKSÖZ'ün yüksek lisans tezi için gerekli olan uygulamanın 2018/2019 Bahar Dönemi'nde Yüksekokulumuz zorunlu hazırlık 3A ve 3B sınıflarında yapması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinize sunar, gereğini arz ederim.


19/12/2018
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Toksöz, İ. (2017). Psychoanalytic analysis of the characters in Beckett's "Waiting for Godot". *International Journal of Science and Research*, 6(12), 66-68.

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