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**THE EFFECTS OF DIFFERENT TYPES OF READING
CONTEXTS ON VOCABULARY GAIN, USE AND
RETENTION**

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Yukarıda adı geçen öğrenci tarafından hazırlanan **The Effects of Different Types of Reading Contexts on Vocabulary Gain, Use and Retention** başlıklı bu çalışma **07./08./2012** tarihinde yapılan savunma sınavı sonucunda oybirliği/oyçokluğu ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

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*Dedicated to my beloved parents,
Nihat-Seher OKYAR*

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ÖZET

FARKLI OKUMA BAĞLAMLARININ KELİME KAZANIMINA, KULLANIMINA VE KALICILIĞINA ETKİSİ

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Bu çalışmanın amacı kelime kazanım, kullanım ve hatırlama düzeyine, hedef kelimelere farklı bağlam içinde karşılaşmanın mı yoksa kelimeleri sadece tek bağlamda görüp daha sonra onları bağlam dışında kelime listeleri halinde tekrar etmenin mi daha etkili olup olmayacağını araştırmaktır.

Bu çalışmaya Selçuk Üniversitesi Ahmet Cengiz Mühendislik Fakültesi Makina Mühendisliği Bölümünden 55 öğrenci katılmıştır. Çalışmanın verileri deney ve kontrol grubundan elde edilmiştir. Çalışmada kullanılmak üzere 58 adet hedef kelime seçilmiştir ve her iki grup da aynı kelimeleri öğrenmiştir. Deney grubu hedef kelimelere farklı bağlamlarda karşılaşmıştır. Kontrol grubu ise hedef kelimelere sadece bir bağlamda karşılaşmış ve daha sonra bu kelimeleri bağlam dışında liste halinde tekrar etmişlerdir. Çalışmanın uygulama kısmı 5 haftayı, toplam süresi ise 9 haftayı kapsamıştır.

Bu deneysel çalışmada her iki grubun da kelime kazanım ve kalıcılık düzeyini ölçmek için ön test, son test ve gecikmeli test kullanılmıştır. Ayrıca, çalışmanın öğrencilerin kelime kullanım düzeylerine olan etkisini anlamak için yazma aktivitesi yaptırılmıştır. Analiz sonuçları kelimelere farklı bağlamlarda karşılaşmanın kelime kazanımı, kullanımını, kalıcılığı için daha etkili olduğunu göstermiştir.

Anahtar kelimeler: Bağlam, Kelime Kazanımı, Kelime Kullanımı, Kelime Kalıcılığı

ABSTRACT**THE EFFECTS OF DIFFERENT TYPES OF READING CONTEXTS ON
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This study aimed to investigate whether exposure to the target words in different types of reading contexts would have more positive effects on students' vocabulary gain, use and retention than repeating them in lists as isolated elements after exposure to them only in a single reading context.

The subjects were 55 Mechanical Engineering students from Selcuk University Seydisehir Ahmet Cengiz Engineering Faculty. This current study gathered its data from two classes formed as a control and an experimental group. There were 58 target words to be used in the study and both group learnt the same target words. The treatment group encountered the target words in different types of reading contexts. On the other hand, the control group learnt the target words in a single reading context and then they repeated them in word lists out of context. The implementation period was completed in 5 weeks and the total duration of the research covered 9 weeks.

This experimental study consisted of a pre-test, a post-test and a delayed post-test which were designed to measure vocabulary gain and retention level of both groups. This study also included a guided writing task to find out the effects of the treatment on students' vocabulary use as students were expected to write short paragraphs with the given target words. The analysis of the test results and writing tasks indicated that exposure to vocabulary in variety of contexts produced better results for vocabulary gain, use and retention.

Keywords: Context, Vocabulary Gain, Vocabulary Use, Vocabulary Retention

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CHAPTER I: INTRODUCTION

1.0 Introduction

This chapter begins with general background to the study. Then, it presents the statement of the problem followed by research purposes. Next, it lists the hypotheses of the research. After that, it focuses on assumptions and limitations of the study. Finally, it ends with definition and abbreviations of terms.

1.1 Background to the Study

Vocabulary, the central aim of which is providing students with the ability to use four language skills fluently, is in the role of a cornerstone in foreign language learning and teaching. It is beyond reach to acquire and develop language skills properly without adequate vocabulary as Wilkins (in Schmitt, 2010:3) puts forward: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It is perfectly clear that vocabulary comes to scene as a preliminary step to be taken in foreign language teaching and learning.

Sedita (2005:33) puts emphasis on vocabulary knowledge by saying: "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." Today as more and more language studies bring vocabulary into a strong focus, language instructors throughout the world become well aware of the significant role that vocabulary occupy in any language and so they try to apply more beneficial strategies.

Vocabulary knowledge is recognized as a sheer necessity for students to express themselves effectively. However, vocabulary knowledge is not sufficient solely on its own as students are not conscious about where and how to use their acquired vocabulary. In other words, only knowing the meaning of words doesn't necessarily mean that learners can express themselves appropriately. Also, after learning the novel words, students may forget them easily if the sufficient meaningful exposure is not supplied. Kamil and Hiebert (2005:9) state that: "Effective classrooms provide multiple ways for students to learn and interact with words." Furthermore, as McCarten (2007: 19, 20) highlights:

. . . there is a lot to learn about vocabulary in terms of its range, the sheer number of words and phrases to learn, and the depth of knowledge students need to know about each vocabulary item. Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs.

Exposure to words in natural contexts provides students with rich opportunities for understanding the scope of each specific words. One of the items of National Reading Panel's (Kamil & Hiebert, 2005:7) specific conclusions about vocabulary instruction supports the importance of exposure to words in context: "Learning in rich contexts is valuable for vocabulary learning. Vocabulary words should be those that the learner will find useful in many contexts."

Considering the above mentioned issues, it is easily deduced that meaningful encounter to words holds crucial importance for robust learning of vocabulary. Stahl (in Sedita, 2005:4) explains this like: "Vocabulary knowledge seems to grow gradually moving from the first meaningful exposure to a word to a full and flexible knowledge." In each exposure, we discover something new related to the word. This indicates that not only the use of a variety of contexts makes students aware of where and how to use words properly rather than learning the words superficially but also it provides them with successful recall of vocabulary. This study is important as it tries to clarify whether encountering the target words in different contexts will be more beneficial for the effective gain, use and retention of target vocabulary or not.

1.2 Statement of the Problem

Vocabulary, with no doubt, plays a crucial role for development of language skills. Put another way, for an absolute mastery of any language skill, building a good vocabulary becomes an indispensable requisite. Mechanical engineering students in Seydişehir Engineering Faculty not only had difficulties in handling activities in English as they lacked adequate vocabulary but also they had problems in recalling the words they had just learned. In other words, most of the students used to forget the words they had learned in a short time. Also, they had difficulties in using the words in simple sentences. The researcher, with the purpose of finding a

remedy to these problems, designed a study which tried to find out the most effective way for better vocabulary gain, use and retention.

1.3 Purpose of the Study

The main purpose of this study is to find out whether using different contexts will be more beneficial for the effective gain and retention of target vocabulary or not. Another aim of the study is to explore whether exposure to target words in variety of contexts will help learners use the target words properly in their writings or not. In addition, this study intends to raise awareness about the leading role of vocabulary in language teaching and learning.

1.4 Research Hypotheses

This present study is based on the following hypotheses:

1. Multiple exposure to the target words in different reading contexts will have more positive effects on students' vocabulary gain than repetition of them in lists as isolated elements after exposure to them only in a single reading context.
2. Multiple exposure to the target words in different reading contexts will have more positive effects on students' vocabulary retention level than repetition of them in lists as isolated elements after exposure to them only in a single reading context.
3. Multiple exposure to the target words in different reading contexts will be better for students' vocabulary use than repetition of them in lists as isolated elements after exposure to them only in a single reading context. The students meeting vocabulary in different types of context will produce better sentences with the target words.

1.5 Assumptions

The basic assumptions of this study are listed below:

1. Data collection instruments are valid and reliable.
2. The results of the data collection are valid and reliable.

1.6 Limitations

This study has the following limitations:

1. This study is conducted on Selçuk University Seydişehir Ahmet Cengiz Engineering Faculty freshmen. Therefore, the results may not be the same for all learners.
2. The number of students involved in this study is limited to 55. That is to say, the sampling was only narrowed to 55 so, this study may not be generalized for all language learners.
3. The idiomatic meanings of words were ignored during the course of this study. The focus was on literal and pragmatic meanings of the words.
4. This study only assessed the writing skills of students for understanding the effects of study on vocabulary use, it didn't explore the effects of study on students' speaking skills.

1.7 Definition of Terms

Vocabulary Retention: Vocabulary retention is being able to recall the words even after a long time. In this study, vocabulary retention level was measured a month later after the implementation period was completed.

Vocabulary Use: Vocabulary use refers to productive use of target vocabulary in writing or speaking. In this study, only writing skill was taken into account while assessing the effects of the treatment on vocabulary use level.

Vocabulary Gain: According to Erçetin (2012: 7), vocabulary gain "associates with meaning recognition and production of target words."

Short-term memory: It is defined by Thornbury (2002: 23) as "the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds."

Long-term memory: It is the kind of store that refers to our capacity to hold the information in mind long time after the initial input (Gairns&Redman, 1986).

1.8 Abbreviations

EFL: English as a foreign language

L1: Mother tongue

L2: Second/foreign language

STM: Short-term memory

LTM: Long-term memory

STS: Short term store

LTS: Long-term store

CHAPTER II: REVIEW OF LITERATURE

2.0 Introduction

This section, containing information about relevant literature, starts with the definition of vocabulary and gives deeper insights about word knowledge. Then, the importance of vocabulary and effective vocabulary instruction are discussed in detail. Next, it touches upon the scope of vocabulary use as well as the role of high frequency words. Afterwards, memory types, retention of vocabulary and the context within the framework of vocabulary are investigated thoroughly. Finally, the chapter ends with highlighting the importance of exposure to words in multiple contexts and giving information about the relevant studies.

2.1 Vocabulary and Word Knowledge

To understand its role in language learning, a comprehensive definition of vocabulary is required. Linguists have offered variety of explanations for vocabulary, most of which directly refer to words. For instance, McCarthy, O'Keeffe and Walsh (2010:1) put forward that "vocabulary is all about words." Likewise, Kamil and Hiebert (2005:3) report that "vocabulary is the knowledge of meanings of words." These definitions provide us with general definition of vocabulary. Still, the scope of vocabulary, that is, knowledge of the words, necessitates more detailed comments. Oxford and Crookall (1990:9) give the following statement:

Knowing an L2 word' involves not just the ability to recognize the word or to match it with its L1 counterpart, if such exists, knowing an L2 word also involves being able to use the L2 word communicatively in any of the four main language skills.

In the same way, Nation (2000:39,40) declares that word knowledge, in general, contains "form, meaning and use". By the same token, Asselin (2002:58) highlights active facet of word knowledge by saying: "Knowing a word means how to do things with it, not write its definition." According to these definitions, vocabulary knowledge is determined by the active use of words. Considering these explanations, vocabulary knowledge can be divided into two as active vocabulary and passive vocabulary. Active vocabulary, which is more restricted than passive vocabulary, involves using words during speaking or writing and passive vocabulary

includes understanding and recognizing of words. In the same fashion, Kamil and Hiebert (2005:3) take into account the active and passive aspects of vocabulary:

Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak.

A complete vocabulary knowledge is impossible and learning new words covers a lifetime process as Kamil and Hiebert (2005:2) indicate: "Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime." There are lots of aspects that should be taken into account while teaching and learning vocabulary. When we look at the list prepared by Nation (in Schmitt, 2000:5), it is easier for us to understand multi-faceted aspect of vocabulary. He offers a list showing the variety of knowledge for knowing a word including 8 items:

- The meaning(s) of the word
- The written form of the word
- The spoken form of the word
- The grammatical behavior of the word
- The collocations of the word
- The register of the word
- The associations of the word
- The frequency of the word

A person needs most or all of these types of word knowledge to use in rich range of contexts. These different kinds of vocabulary knowledge develops at different levels, which indicates that vocabulary is incremental in nature.(Schmitt,2000). Also, Scott (2005:70,71) says that:

These different aspects of word knowledge are at least partially independent. Thus, one person may know the definition of a word but not its frequency or how to use it, whereas another may be able to pronounce it but unable to distinguish it from similar words.

Moreover, the list above reveals that a great deal of effort should be put in to understand the nature of each word. It is obvious from the aforementioned explanations that the scope of vocabulary is pretty broad and as it forms the basis of a language, it deserves special attention.

2.2 Importance of Vocabulary

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.", the statement from Wilkins (in Schmitt, 2010:3) considerably emphasizes the importance of vocabulary, which serves a central role in any language. Any person needs to have adequate vocabulary to voice his/her ideas properly. McCarthy et al. (2010:1) directly correlate the effective use of language to the effective use of words: "When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words." Croll (1971) proposes that vocabulary is necessary for people to express themselves sufficiently.

Absolute necessity of vocabulary cannot be denied for both second and foreign language learning. Learners, who lack in necessary vocabulary knowledge, are unable to use language fluently. Vocabulary forms the basis of four language skills, therefore the success in any language skills such as writing, speaking, listening and reading is bound to one's vocabulary knowledge. Schmitt (2010:4) asserts that "vocabulary knowledge contributes to a very great deal to overall language success." He also underlines that there are positive relations between vocabulary knowledge and diverse language skills. Similarly, Alderson (in Schmitt, 2010:5) places a high value on vocabulary by stating: ". . . the size of one's vocabulary is relevant to one's performance on any language test, in other words, that language ability is to quite a large extent a function of vocabulary size. Further, Read (2000:1) points up the importance and the incremental nature of vocabulary as follows:

It is necessary in the sense that words are the basic building blocks of language, the units of meaning from which larger structures, paragraphs and whole texts are formed. For native speakers, although the most rapid growth occurs in childhood, vocabulary knowledge continues to develop naturally in adult life in response to new experiences, inventions, concepts, social trends and

opportunities for learning. For learners, on the other hand, acquisition of vocabulary is typically a more conscious and demanding process.

Teachers are well aware of the importance of vocabulary. They are in the opinion that communication breaks down when the learners don't own the adequate vocabulary and therefore, both grammar and vocabulary should be given equal opportunity during the learning process (Allen, 1983). As for Oxford and Crookall (1990), vocabulary learning is not an easy job for foreign or second language learners, therefore teaching vocabulary would be thought to be the prominent subject for the instructors of language, but it is not. These two researchers believe that most language classes fall short of direct vocabulary teaching, and students are supposed to learn vocabulary alone with no help. They also state that although L2 programmes include many courses on four language skills as well as culture, vocabulary courses are not very common and many of these existing courses include learning vocabulary by heart or they give limited chance to put what have learned into practice.

Keeping in mind that vocabulary development is a process that demands special effort, the teacher should create a classroom environment which centralizes on stimulating vocabulary learning. Students should be provided with vocabulary learning activities in which they can have rich involvement. As Croll (1971:378) suggests, vocabulary should be taught in such a way that "students experience the enrichment of knowing, understanding, and using new, more definite words."

2.3 Effective Vocabulary Instruction

As the prominent role of vocabulary in language learning and teaching is perfectly understood day by day, considerable efforts are devoted by researchers to find out the most effective way to teach vocabulary. As vocabulary is a rich and complex phenomenon and as there is too much to know about each lexical item in depth for fluent communication and complete comprehension, searching for efficient ways for proper vocabulary instruction becomes an indispensable requisite.

Stahl and Fairbanks (in Stahl, 2005:102) summarize the nature of effective vocabulary instruction with three major items:

- Effective vocabulary instruction provides both definitional and contextual information about a word.

- Effective instruction requires that children engage in deep processing of each word, including generating information that ties the new word to already known information.

- Effective instruction involves multiple exposures to each word.

These items provide a framework on which a proper vocabulary instruction can be built. Learners not only need to be provided with definitional information (such as knowing a word's synonyms, antonyms, categories and comparison to other similar words) but also different contexts in which the target words placed. Second principle suggests that the teacher should help learners make connections between the novel words and different contexts as this leads to better understanding. Moreover, the last element offers that in order to strengthen one's word knowledge, repetition seems to be an important prerequisite. Nevertheless, this repetition should be done in meaningful contexts rather than in isolated structures (Stahl, 2005).

In the same vein, Kamil and Hiebert (2005:7) present National Reading Panel's 8 specific conclusions about effective vocabulary instruction as follows:

1. There is a need for direct instruction of vocabulary items required for a specific text.

2. Repetition and multiple exposure to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.

3. Learning in rich contexts is valuable for vocabulary learning. Vocabulary words should be those that the learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas.

4. Vocabulary tasks should be restructured as necessary. It is important to be certain that students fully understand what is asked of them in the context of reading, rather than focusing only on the words to be learned. Restructuring seems to be most effective for low-achieving or at-risk students.

5. Vocabulary learning is effective when it entails active engagement in learning tasks.

6. Computer technology can be used effectively to help teach vocabulary.

7. Vocabulary can be acquired through incidental learning. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning of vocabulary.

8. Dependence on a single vocabulary instruction method will not result in optimal learning. A variety of methods was used effectively with emphasis on multimedia aspects of learning, richness of context in which words are to be learned, and the number of exposures to words that learners receive.

McCarten (2007: 21) has the opinion that vocabulary should be presented and practiced in natural contexts. He attracts attention to variety of materials to be used while teaching vocabulary such as visual and audial materials, rich range of texts including "stories, conversations, web pages, questionnaires, news reports." When words are presented in contexts, learners can get the idea about their particular use in particular situations, their cooccurrence with other words, their certain positions in sentences (Thornbury, 2002). Nagy (2005: 28) holds the opinion that effective vocabulary instruction should be "multifaceted, encompassing: teaching individual words; extensive exposure to rich language, both oral and written; and building generative word knowledge."

In addition to what has been said above in terms of effective vocabulary instruction, Schmitt (2010) highlights that the teacher's responsibility is to engage students more with novel words, as active engagement leads to better improvement. The suggestions so far offer profound insights in understanding the scope of effective vocabulary instruction and they provide instructors with certain clues to follow while teaching vocabulary.

2.4 The Scope of Vocabulary Use

The scope of vocabulary use can be explained considering the receptive and productive aspects of vocabulary knowledge. Therefore, we need to distinguish

between receptive and productive vocabulary knowledge or "passive and active" vocabulary, the alternative terms suggested by Read (2000:154). Mondria and Wiersma (2004:86,87) label the "knowledge of the meaning of an L2 word" as receptive vocabulary knowledge and "being able to express a concept by means of an L2 word" as productive vocabulary knowledge. Yet, the scope of receptive and productive vocabulary knowledge needs deeper explanations in order to understand what vocabulary use really means.

The idea composing the basis of receptive skills is that we attempt to figure out the information we get via listening and reading. The principle on which productive skills centralizes is that for the purpose of communication we put the language in use through speaking and writing (Nation, 2000). According to Read (2000), understanding the word exposed through listening and reading refers comprehension and writing or speaking the words refers to use.

Nation (2000: 41) analyzes the word "underdeveloped" from both receptive and productive knowledge. From receptive perspective, the word involves:

- being able to recognize the word when it is heard
- being familiar with its written form so that it is recognized when it is met in reading
- recognizing that it is made up of the parts under-, -develop- and -ed and being able to relate these parts to its meaning
- knowing that underdeveloped signals a particular meaning
- knowing what the word means in the particular context in which it has just occurred
- knowing the concept behind the word which will allow understanding in a variety of contexts
- knowing that there are related words like overdeveloped, backward and challenged
- being able to recognize that underdeveloped has been used correctly in the sentence in which occurs

- being able to recognize that words such as territories and areas are typical collocations
- knowing that underdeveloped is not an uncommon word and is not a pejorative word

As for productive perspective, Nation (2000: 42) points that the word "underdeveloped" includes:

- being able to say it with correct pronunciation including stress
- being able to write it with correct spelling
- being able to construct it using the right word parts in their appropriate forms
- being able to produce the word to express the meaning "underdeveloped"
- being able to produce the word in different contexts to express the range of meanings of underdeveloped
- being able to produce synonyms and opposites for underdeveloped
- being able to use the word correctly in an original sentence
- being able to produce words that commonly occur with it
- being able to decide to use or not use the word to suit the degree of formality of the situation

It is apparent with the above mentioned items that both receptive and productive knowledge demand a great deal effort and therefore the instructors have to search for the appropriate ways for their development. Actually, most of the researchers are in agreement with the fact that receptive and productive knowledge don't develop equally. As Kamil and Hiebert (2005:3) note: "In general, recognition or receptive vocabulary is larger than production vocabulary." Likewise, Thornbury (2002: 15) states that: "Receptive knowledge exceeds productive knowledge and generally -but not always- precedes it. That is, we understand more words than we utter, and we usually understand them before we capable of uttering them." All of us know by experience that being able to identify and comprehend a word in a written and spoken context but not being able to put it into use ourselves. This widespread condition indicates that knowing a word has varying levels. While receptive knowledge, linked to listening and reading, means comprehension of a word, putting

the word into practice at the time of speaking and writing is called as productive knowledge (Schmitt, 2000). Similarly, Wei-xin (2011) complains that no matter how much effort his students spend on vocabulary learning, they cannot use words productively, that is, they cannot go beyond receptive level.

To sum up, the scope of language use mainly covers using the words in speaking and writing and as noted above, demonstrating productive skills is a challenging task. With this in mind, in this study we will look at the reflection of being exposed to variety of texts in different contexts on one aspect of language use "writing" which comes to scene as one of the productive skills.

2.5 High Frequency Words

This recent study has covered the most frequently used words and for this reason this topic also needs to be touched on. Generally, frequency in vocabulary is examined in two categories: low frequency words and high frequency words. In the following paragraph, Nation and Meara (2002: 39) draw the distinction between these two concepts by considering frequency counts and they offer an immediate answer to the question why a teacher should focus on the instruction of high frequency words:

If we use frequency counts to distinguish high-frequency from low frequency words then it seems clear that the high frequency words need to be the first and the main goal of the learners. These words are so frequent, so widespread and make up such a manageable group that both teachers and learners can usefully spend considerable time ensuring that they are well learned. The low-frequency words are so infrequent, have such a narrow range of occurrence and make up such a large group that they do not deserve teaching time. Of course, learners need to keep on learning low- frequency words after they have learned the high-frequency words, but they should do this incidentally or deliberately in their own time.

Most of the researchers are in the opinion of giving prominence to the teaching of high-frequency words (Loucky, 1998; McCarten, 2007; Nation, 2000). As they contain vast amount of the words in spoken and written texts as well as existing in all sorts of uses of the language, high frequency words have significant roles. Therefore,

learners have to spend an important amount of time on high frequency words as they hold a substantial place in language (Nation, 2000).

Nation and Meara (2002: 37) report that "the needs of the learners and the usefulness of the vocabulary items" are two considerable terms taken into account when deciding the vocabulary which should be given special emphasis. Schmitt (2010: 68) has the opinion that "high frequency words are the most basic and essential words in a language." The teachers can get help from frequency lists while deciding which words to teach and which words should take the first place. For instance, idioms can be placed at the end of the program as they occur rarely while high frequency words, used commonly by people, can be put into the first place (McCarten, 2007). Considering the fact that high frequency words cover a large proportion of vocabulary in any language, this study gave a major focus on high frequency words as target ones.

2.6 Types of Memory

Memory has a pivotal role in any kind of learning. In order to provide learners with effective learning of vocabulary, it seems to be an important issue to understand the reason why learners forget the items they have just learned in a short time. As there is much to deal with in terms of vocabulary, the learners need to remember what they have learned before. Therefore, to reduce forgetting to the least, one has to know the scope of memory and how it works.

Most of the researchers have examined memory in two basic parts while determining its role in retain: Short term memory, long term memory. First of all, short term memory refers to keeping limited information for a very limited time like up to a thirty seconds. Holding a telephone number in head until being able to dial it exemplifies the nature of short term memory. As for long term memory, it is the kind of store that refers to our capacity to hold the information in mind long time after the initial input. That is to say, the information is durable for a long time in long term memory. Different from STS which has a limited capacity, LTS has a great capacity and for this reason it can accomodate lots of new information (Gairns&Redman, 1986).

LTM holds information to be used in the future while STM can only store it only for seconds. Therefore, the central aim of vocabulary learning is to "transfer the lexical information from the short term memory, where it resides during the process of manipulating language, to the more permanent long-term memory." (Schmitt, 2000:131). In the following section, some aids will be offered to facilitate retention of vocabulary.

2.7 Retention of Vocabulary

In every learning, forgetting exists with no fail and vocabulary is no exception. Schmitt (2010: 23) affirms this below:

Vocabulary acquisition is not a tidy linear affair, with only incremental advancement and no backsliding. All teachers recognize that learners forget material as well. This forgetting (*attrition*) is a natural fact of learning. We should view partial vocabulary knowledge as being in a state of flux, with both learning and forgetting occurring until the word is mastered and 'fixed' in memory.

Forgetting, as just said, is a natural process of learning. As there is no fixed rules for vocabulary learning, vocabulary knowledge tends to be forgotten easily more than phonology and grammar (Schmitt, 2010). Thornbury (2002: 23) explains successful vocabulary learning in the light of both STM and LTM:

The short term store (STS) is the brain's capacity to hold a limited number of items of information for periods of time up to a fewseconds. It is the kind of memory that is involved holding in your head a telephone number for as long as it takes to be able to dial it. Or to repeat a word that you've just heard the teacher modelling. But successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds. For words to be integrated into long term memory they need to be subjected to different kinds of operations.

The teacher has to ensure that the novel words are successfully stored in students' LTM so that they can recall them long times after their initial input. Stahl and Nagy (2006:174) note : ". . . the benefits of context are primarily long term—a matter of gradually accumulating partial information about words as one repeatedly encounters them. Therefore, in order to improve retention, learners should given the

opportunity of exposure to the new words many times in meaningful contexts. Judd (in Nation, 2000:469) emphasizes that recall of words that are taught without context is most of the time difficult. The study conducted by Cohen and Aphek (in Takac, 2008: 59) indicates that making variety of associations in vocabulary learning such as "meaning, sound, context, mental image, personal experience, visualisation of the word, word stress, physical reaction, personal name or symbols" help retention. In the same way, Schmitt (2010: 28) suggests some ways to aid retention:

Overall it seems that virtually anything that leads to more exposure, attention, manipulation, or time spent on lexical items adds to their learning. In fact, even the process of being tested on lexical items appears to facilitate better retention, as research designs which include multiple posttests usually lead to better results on the final delayed posttest compared to similar designs with fewer or no intermediate post tests.

Some researchers advice some ways to aid retention. For instance, Schmitt (2010:257) suggests that "A learner must read enough so that a new lexical item will be met again before its memory trace disappears." and ". . . different kinds of exposure lead to stronger memory traces. . ." Oxford and Crookall (1990: 23) as well, advocate that "sufficient exposure to the new target language word in meaningful, communicative, oral or written contexts is no doubt essential." For a proper acquisition, each word should be repeated in order to gain the necessary information related to them. Both quality and quantity of vocabulary knowledge are reinforced by repetition (Nation, 2000). Besides, Nation and Meara (2002: 40) recommend that: ". . . vocabulary needs to be met a number of times to allow the learning of each word to become stronger and to enrich the knowledge of each word." Gairns and Redman (1986: 89) note that "we need to practice and revise what we learn otherwise the new input will gradually fade in the memory and ultimately disappear."

Recalling composes the large proportion of vocabulary learning, therefore, to acquire the words properly, learners have to engage with the novel words in a number of times (McCarten, 2007). Schmitt (2000) underlines that learning occurs as a result of numerous exposures to the words. Similarly, Schmitt (2010: 31) emphasizes the essential role of context in retention:

Studies with a variety of test types have shown that exposure leads to improvements in multiple types of word knowledge. Also, given that repetition

is key to learning words, the benefits of repeated exposures in different contexts for consolidating fragile initial learning and moving it along the path of incremental development cannot be underestimated.

For thorough vocabulary knowledge, multiple exposures to words in rich range of contexts seem to be a fundamental requirement. Kamil and Hiebert (2005:9) suggest that: "Both practice and repeated encounters with words seem to be important for the acquisition of vocabulary."

Thornbury (2002: 26) proposes recycling to prevent forgetting. However, he claims that "it's not enough simply to repeat words, or re-encounter them in their original contexts " and he proposes to recycle the words in different ways. Therefore, it can be said that encountering words in different contexts functions as one of the solution to forgetting.

Quality of recycling, as well as quantity of recycling, plays an important role in retention. Teachers provide students with example sentences while teaching a novel word however they don't generally supply different example sentences in which these new words are exemplified. Nevertheless, students, who encounter the lexical items in a rich range of contexts, can easily retain them in longer periods (Gairns & Redman, 1986).

Comments made so far lead us to infer that it is necessary to present the words in meaningful contexts more than once to help retention of vocabulary. Exposure to words in coherent texts more than once is a real necessity for effective retain. For that reason, one of the purposes of this recent study is to see the effect of seeing words in multiple contexts on retention of vocabulary.

2.8 Context within the Framework of Vocabulary

Context is such a broad concept that the definition of it varies according to the focus of the study and here the emphasis will be on vocabulary. Many researchers have described the context within the framework of vocabulary learning and this study will do the same. The term context, encountered a great deal in "discourse and text analysis" as Widdowson (2004, p.36) puts forward, demands a comprehensive explanation considering its role in vocabulary development.

Although there are lots of definition of context covering its relation to vocabulary gain, unfortunately, they don't seem to be adequate in providing the certain information. That is, most of the studies fail to offer a proper definition for context in vocabulary improvement. Nevertheless, Engelbart and Theuerkauf (1999:57) provide us with a clear-cut definition, as they claim, by distinguishing context into two as "verbal and nonverbal." According to these two researchers, verbal contexts consist of grammatical context and semantic context. Grammatical context is composed of morphological (dealing with the type of the word whether it is a noun, adjective and so on) and syntactical clues (dealing with the type of the sentences) and semantic context is made up of word associations such as collocations, synonyms and antonyms. As for nonverbal context, it is made up of situative context, descriptive context, subject context and global context. Location, speaker, time, acting person and matter compose the basis of situative context, however not all of them have to exist at the same time. Descriptive context refers to a sentence or a paragraph which partly explains the meaning of an unknown word. The subject context means that the information the learner already possesses about a given subject. And finally, the global context refers to the world knowledge of the learner.

Dash (2008: 22) defines context as "an an immediate linguistic environment in which a particular word occurs." In order to figure out the actual meaning of a word -in other words, intended meaning of a word, Dash (2008) discusses the concept in detail under four titles: a) local context b) sentential context c) topical context d) global context. The local context addresses the words located in the right and left of the keyword, that is, the nearest words to the keyword. For understanding the contextual meaning of the keyword, these words play a vital role in providing essential information. Nevertheless, to get the real meanings of the keyword we need aid from other types of contexts as well as the local context. The second context type called as sentential context means a sentence in which the keyword placed. It tries to infer the meaning by looking whether the keyword has any direct or indirect associations with the other words in the sentence or not. The other context type, the topical context looks to the subject or theme of the text while determining the actual

meaning of the keyword. It is noted that the topic of the text has a strong effect on modifying the etymological meaning of the keyword, therefore, it is concluded that the topic strongly determines the real meaning of the keyword. Last but not least, the global context addresses the world knowledge. The global context gives clues about the interlocutors (participants), the topic, time, place, reason, and the way the message delivered in the text and in the end help us to figure out the contextual meanings of the words. These context types reduce the probability of making error in inferring the actual meaning of a word to the least (Dash, 2008).

Similar to the aforementioned categorization, with the aim of narrowing the scope of context, Requejo (2007: 171) proposes that:

. . . context can be divided into linguistic and situational context. Linguistic context would encompass the phonetic, morphological, syntactic or textual material surrounding to the word, whereas situational context entails anything to do with the immediate situation and the socio-cultural background in which the language event takes place. Note that it is not only the objective situational context that should be taken into account, since the individual experiences, beliefs, intentions and perceptions of the participants can also affect the way in which meaning is constructed for a particular communication event.

As it is apparent, linguistic context functions in clarifying the meaning without relying on intent and assumptions while situational context presents every non-linguistic factors to unfold the real meanings of the words. In the same fashion with the above explanations, Çelik (2007: 223) points out that the elements such as "variety of language, time, place, occasion, participants, and the purpose in a specific communicative event" are the basis of contextual language use. Another definition of context comes from Sperber and Wilson (in Xiaochuan & Huiling, 2005: 108,109):

The set of premises used in interpreting an utterance constitutes what is generally known as the context. A context is a psychological construct, a subset of the hearer's assumptions about the world. It is these assumptions, of course, rather than the actual state of the world, that affect the interpretation of an utterance. A context in this sense is not limited to information about the immediate physical environment or the immediately preceding utterance. Instead, expectations about the future, scientific hypothesis or religious beliefs, anecdotal memories, general cultural assumptions, beliefs about the mental state of the speaker, may all play a role in interpretation.

The statements made so far help us deduce that texts occur in contexts and the meaning of the words in a text is affected by these specific contexts. Put another way, context has an enormous role both to get rid of ambiguity in word meanings and to figure out the real meanings of words. Text and context interact with each other closely as Widdowson (2004:54) indicates and context goes beyond what is said or written and reveals the real meanings. The significance of the role played by context in determining the contextual meaning of the word is also emphasized by Firth (in Requejo, 2007: 170): "The complete meaning of a word is always contextual, and no study of meaning apart from a complete context can be taken seriously. Stahl and Nagy (2006: 174) are in agreement with this idea and they say: "Context contains a great deal of valuable information about a word's meaning." In similar fashion, Wittgenstein (in Çelik, 2007: 225) highlights that "the meaning of a word equals to its use in the language." Then, it can be easily said that context comes to scene as an important source information in terms of meaning inference.

Çelik (2007: 225) explains the significance of the context for certain meanings of words with the following examples:

1. A large rock hit my windshield.
2. A large rock fell of the cliff.

When these two sentences are analyzed carefully, the meaning of the word "large" is different in each sentence. In other words, once the size of the rocks is compared, it can be deduced that the size of the rock mentioned in the first sentence " can be as big as a fist" while the size of the rock placed in sentence two "can be as big as a car". With this in mind, it can be noted that the other words in the same sentence determine the meaning of the word (Çelik, 2007:225).

In the process of vocabulary development, variety of contexts help learners evaluate the words from different perspectives thus Stahl's (2009: 71) statement deserves to be the special focus of attention:

A full and flexible knowledge of a word involves an understanding of the core meaning of a word and how it changes in different contexts. To know a

word, we not only need to have *definitional knowledge*, or knowledge of the logical relationship into which a word enters, such as the category or class to which the word belongs (e.g., synonyms, antonyms, etc.). This is information similar to that included in a dictionary definition. In addition, we also need to understand how the word's meaning adapts to different contexts. I have called this *contextual knowledge*, since it comes from exposure to a word in context. This involves exposure to the word in multiple contexts from different perspectives.

Robust vocabulary gain necessitates more than the mere dictionary definitions. Widdowson (2004: 37) indicates that "Words in use can only be understood in terms of what we do with them." For this reason, each context as a distinct entity provides us with distinct features of words. Considering the above explanations, the term pragmatics which deals with the language use comes to the scene to be touched upon briefly. Stanley (2007: 135) defines pragmatics as "the use speakers make of words." Cook (1989: 29) defines pragmatic meaning as ". . . the meaning which the words take on in a particular context, between particular people." Adolphs (2008: 6) explains the concept below:

The systematic exploration of utterance function has been a key concern in the area of pragmatics. One of the general assumptions in pragmatics is that the interpretation of language in use is based in part on the meaning of the actual words that are being used and in part on other sources of knowledge including knowledge about contextual and cultural norms. As such pragmatic theories do not assume a one to one relationship between language form and utterance function, but instead are concerned with accounting for the processes that give rise to a particular interpretation of an utterance that is used in a particular context.

Stahl (2005:103) in order to demonstrate that "a word's "meaning" is more than just a definition ", they give multiple examples with the word 'swam' the ordinary meaning of which is "moved through water by using one's hands and feet." They put forward that "the word has multiple senses, depending on the context in which it appears." The following sentences exemplify this :

- Melanie swam toward the wall.
- The five-year-old swam across the kiddie pool on her belly, kicking and splashing and laughing all the way.
- Our team swam strongly, but was not able to win the meet.

- The alligator swam through the swamp toward the girls' dangling feet.
- Dad slowly swam across the pool to get an iced tea from Mom.

A close examination of the sentences shows that the same word, "swam" conveys different meaning each time it is used in a different sentence. To begin with the initial sentence, the sense of the word swam indicate a "typical swimming action" and except any extra context it is difficult to know much about it. When it comes to second sentence, it "creates picture of a beginner", the third sentence make us imagine "a vigorous competition", the fourth sentence pictures a "stealth", and the last sentence has the image of "a leisurely crawl". In each of the sentences the word swam is used, however, each time the meaning of it expressed quite dissimilar senses, which is a clear proof that context has enormous effects on determining the meaning of words (Stahl, 2005:103).

Stahl (2009: 70) believes that: "When a person 'knows' a word, he knows more than the word's definition- he also knows how that word functions in different contexts." He exemplifies this with the following sentences:

- a. He smoked a cigarette.
- b. The psychologist smoked his pipe.
- c. The hippie smoked a marijuana cigarette.
- d. The 13-year-old smoked his first cigarette.

The general definition for the word "smoked" is same for all these sentences however, the smoking actions in each sentences differ from one another. The sentence (a) exemplifies "a typical smoking action", the sentence (b) presents "a puffing in", the sentence (c) gives us the image of "a deeper and longer inhaling in", the sentence (d) gives the sense of "an inhaling followed by coughing and choking in". These information cannot be obtained from a dictionary definition. In order to

understand the changes in the meaning of a word, the words should be met in rich range of contexts.

In conclusion, examples and discussions made so far cast light upon the role of context in affecting the meaning of words and they support the belief that meaning varies with context (Cook,1989). Then, while teaching vocabulary to the students, they should be made aware of this kind of strong impacts of context on the senses of the words and it shouldn't be forgotten that texts occur in specific contexts and the meaning of words can be grasped through seeing their uses. Taking into account all of these nature of contexts mentioned in this recent study, the instructor gave information to the students about the possible pragmatical meanings of the words while teaching the words in a new context by keeping in mind the statement from Stahl (2009: 70): "Most words can be used in multiple domains but have distinct meanings within those domains."

2.9 Exposure to Words in Multiple Contexts

In the previous title, we have examined the function of context within the framework of vocabulary and also we have seen how the intended meaning of words determined by the context. Under this title, we will touch upon the significance of the context for vocabulary gain and the vital role of exposure to words in different contexts. Stahl (2005:103) highlights the importance of context with a notable example:

Consider the process of placing a call to someone you do not know well enough to call often. You look up the number in the phone book, walk to the phone, dial the number, and, by the time the person you are calling answers, you have forgotten the number. You forget the number because that particular phone number is not meaningful to you. Rather, it is an arbitrary piece of information. We tend to remember meaningful information because we can integrate it with other information. . .

It can be inferred from this quotation that effective learning of the words is gained when the learners encounter them in coherent entities rather than isolated structures. Stahl (2009: 69) states that:

When a word is encountered for the first time, information about its orthography (or spelling) is connected to information from the context, so that after one exposure a person may have a general sense of the context in which it appeared ("It has something to do with..."), or a memory of the specific context ("I remember seeing it in an automobile manual"). . .

With this in mind, exposure to words in different types of context becomes fairly essential as context supplies meaningful information. The statement above shows us that learners can have the chance to make meaningful associations with the words they have just seen in a context. Most of the researchers advocate that variety of contexts supply learners with better vocabulary. (Bolger, Balass, Landen & Perfetti, 2008). Takac (2008) holds the opinion that vocabulary is learned when learners are provided with variety of contexts. Likewise, again Kamil and Hiebert (2005:9) underline the prominence of exposure to rich contexts as: "According to the National Reading Panel, seeing vocabulary in the rich contexts provided by authentic texts rather than in isolation was one of the characteristics of instruction that produced robust vocabulary learning." Again, Nation (in Joe, 2010: 120) states that "receptive and productive knowledge of a word involves attention to its forms, meanings, and uses in a range of contexts." and Joe (2010:120) underscores that "without exposure, it would not be possible to develop these different dimensions of vocabulary knowledge"

Besides, Webb (in Schmitt, 2000: 31) voices the effect of meeting words in different contexts as follows:

Repetition affects incidental vocabulary learning from reading. Learners who encounter an unknown word more times in informative contexts are able to demonstrate significantly larger gains in [various] vocabulary knowledge types than learners who have fewer encounters with an unknown word.

Considering the idea coming from Webb, it can be concluded that repeated exposure to words in context supplies the learner with an invaluable information even in implicit learning of vocabulary as well as explicit one. Stahl and Nagy (2006:173) indicate that:

Much, if not most, of students' vocabulary knowledge is gained through encountering words in context. Children pick up information about what words mean and how the words are used as they repeatedly hear the words or see them

in print. Even for those words that are explicitly taught, much of students' knowledge of them ultimately comes from further encounters with those words in text.

In the same fashion with the explanations made so far, Loucky (1998:3) admits that: "A variety of new contexts is best for learning and fixing important new word meanings." Nation and Meara (2002:43,44) propose two approaches for fluent use of vocabulary. The first one of these is named as "the well-beaten path approach to fluency" which highlights the significance of repetition for effective use of vocabulary. The second one can be labelled as "richness approach to fluency" in which rich range of contexts take place for using the newly learned item. In the study designed to analyze the effect of various reading tasks on second language vocabulary acquisition, Xu (2009: 69) found that "using new words in contextualized communication is an efficient means to extend and consolidate learners' vocabulary acquisition" Again, Stahl (2005:108) expresses one of the bases of efficient vocabulary learning by pointing exposure to context below:

The third principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. This does *not* mean mere repetition of drill of the word and a synonym or a definition (e.g., *companion* means "friend"), but seeing the word in different contexts—in sentences, with a definition, and with elaborated information. Repetition can be overdone, but a child probably has to see a word more than once to place it firmly in his or her long-term memory. The picture I have been painting is of vocabulary instruction in a context of rich instruction about texts, rather than the sterile, isolated instruction that we remember from our youth.

So far, the role of exposure to rich contexts in vocabulary learning has been discussed. However, the complicated questions that immediately need asking are: What is actually meant by context: a single sentence or a paragraph? Should we refer to context as isolated sentences rather than coherent texts? What is the suitable length of a context to teach vocabulary?

Schouten van Parreren supports the idea that new words should be presented in meaningful texts instead of isolated sentences. (in Engelbart &Theuerkauf, 1999) The study conducted by Baleghizadeh and Nik (2011) advocates teaching new words in whole coherent texts. The study was made to understand the role of context type in learning English colligations. The outcomes of the study showed that presenting

colligations in list and single sentences had almost the same effect. Hence, they came up with the idea that contextualization extended the learning however, for a proper description of a context a single sentence context didn't seem to be adequate. Schouten-van Parreren (in Engelbart & Theuerkauf, 1999: 58) maintains that:

Presenting new words in meaningful texts is . . . clearly preferable: many points of support are offered, the chance of interference is reduced and – unlike isolated words or sentences – texts do present a linguistic as well as a psychological reality.

With these offered suggestions, we arrive at a conclusion that presenting vocabulary in coherent texts can be more helpful in building up robust vocabulary learning rather than isolated sentences. Therefore, this study presented the target words in contexts and so it tried to find out the effects of multiple exposures to the coherent entities in vocabulary learning.

2.10 Relevant Studies

A number of studies have been conducted on the role of context in vocabulary learning. To begin with, Webb (2007) contributed to the literature by a research which tried to account for the influence of a single context and learning words in word pairs on vocabulary knowledge. The study was implemented on 84 Japanese first-year university students learning English as a foreign language and they were randomly assigned as the experimental and comparison groups. The students in the experimental group learned the words in glossed sentences beside word pairs and the students in comparison group were exposed to word pairs task. To understand the effects of each task on vocabulary learning, students were given a test at the end of the study. The result of the study indicated that there was no significant difference between the scores of two groups, which showed that a single glossed sentence context might have little effects on vocabulary knowledge.

Bolger et al. (2008) aimed at exploring the effects of both context variation and definitions on learning new word meanings. They based their research on two studies. In the first study, they compared variability: 4 different sentences versus 4 same sentences and the presence or absence of a definition. In the second experiment, the subjects were exposed to words in variety of context sentences

without definitions. The outcomes of the test results showed that exposure to variety of contexts resulted in better learning of abstract meanings than did equivalent exposure to a single context. It was also noted that definitions facilitated word learning than context alone.

In addition, Baleghizadeh and Shahry (2011) carried out a study with 40 adult learners studying English as a foreign language and they used a within subject design in which the subjects met the words under two different conditions. They chose 20 target words to be used in the study. In the first condition, the first 10 words out of 20 were presented in three consecutive context sentences plus their mother tongue equivalents. In the second condition, the subjects encountered the other half of the words only in first language equivalents out of context. In the light of the results of the study, the researchers concluded that context sentences had positive effects on vocabulary learning.

Furthermore, Webb (2008) designed a research in which the effect of more or less informative contexts (in types of a sentence) on knowledge of word form and meaning was explored. The participants in experimental group who encountered target words in the three most informative context sentences got higher scores from the test measuring knowledge of meaning than the other group who met the target words in the most informative context, followed by the two least informative contexts. This pointed out to the fact that context had a significant effect on gaining knowledge of meaning and also quality of context affected the learning. In addition, the results indicated that context had little effect on gaining knowledge of word form as both groups performed well in spelling and this was attributed to the effects of encounters.

Moreover, Soureshjani (2011) attempted to investigate the influences of contextualized and decontextualized techniques on vocabulary learning of Iranian EFL learners. With this aim, the researcher assigned 190 participants into two groups as an experimental and a control. Learners in the control group met the words in word lists with their Persian meanings and memorized them while subjects in the experimental group encountered the words in model sentences. The analysis of both

pre-, and post- tests results indicated that the experimental group gained better scores on both vocabulary memorization test and sentence-making test.

The purpose of Akbari's (2008) research was to find out the effects of teaching vocabulary items through pictures, contextualization and definitions and synonyms. To achieve this aim, the researcher composed three groups: one control group and two experimental groups. In control group, new words were presented through definitions and synonyms. As for experimental groups, the first one were exposed to new words through pictures while the other group was presented new words through model sentences. The comparison of the results of pre- and post-tests including 45 multiple choice questions indicated that both picture and context group enhanced their vocabulary to some extent however using pictures seemed to have more positive effects than context and definition. Similarly, Yıldız (2008) compared the effects of context and picture on vocabulary learning in her study. The results revealed that learning new words through pictures was more effective than learning them through context.

Rodriguez and Sadoski (2000) decided to find out the most effective one of the following ways in vocabulary teaching: rote rehearsal, context, keyword, and context/keyword methods on retention of vocabulary in EFL classrooms. Overall data indicated that the combination of keyword and context method aided better retention than the other three methods.

In their study, Rezaei and Dezhara (2011) investigated the influence of favored contexts on second language vocabulary acquisition. Put another way, they searched for the effects of favored contexts (passages) versus disfavored ones on vocabulary learning. With this purpose, two groups were formed to gather data. The experimental group students faced the target words in contexts which they were interested in whereas the control group students learned the words in contexts which didn't attract their interests. Overall data gathered throughout the study showed that using favored contexts resulted in better achievement.

Aksoy (2006) designed an experimental study in which one group of students learned the new words through context (while reading texts) and the other group

through word lists. At the end of the study, it was found that context was much more beneficial in terms of vocabulary learning.

Additionally, Daniels (2009) conducted a research which determined to understand whether home interventions with multiple exposures to words, definitions, model sentences and context could help learners' pronunciation of words, correct use of word in a sentence and ability to compose complex sentences. To fulfill this aim, the researcher formed three groups. Group 1 received no home intervention and acted as a control group. Group 2 received multiple exposures intervention of the words with definitions and sentences on tape each night. As for group 3, the participants received context intervention of both definitions and sentences and stories including the words in context on tape each night. Students who were exposed to multiple exposures (group 2) and learners who received both multiple exposures and context intervention (group 3) showed better improvement than group one with no intervention. One of the findings of the study was that hearing words multiple times in context led to positive improvements in the complexity of students' sentences. Another finding of the study clearly pointed out that multiple exposures to words, their definitions, and simple model sentences with the words affected word learning positively.

In the light of the aforementioned researches, this current study is determined to add to the literature by examining the role of multiple exposure to words in different reading contexts versus exposure to words in a single reading context and then repeating them in isolated word lists. In addition, it assesses the effects of these two strategies on three areas: vocabulary gain, vocabulary use and vocabulary retention. Contrary to some studies, this current study uses coherent texts rather than isolated sentences in determining the effects of contexts on vocabulary learning and it consists of rich range of reading contexts in which all the target words of each week are repeated.

CHAPTER III- METHODOLOGY

3.0 Introduction

This section gives a detailed information about the research methodology applied in this current study and it consists of 5 main parts: Setting and Participants, Design of the Study, Testing Instruments, Data Collection Procedure, Treatment Process for Experimental and Control Group.

3.1 Setting and Participants

This present study was conducted at Selçuk University Seydişehir Ahmet Cengiz Engineering Faculty. The faculty, officially founded in 2010, consists of three engineering departments: Mechanical Engineering, Mining Engineering, Metallurgical and Materials Engineering. It accepted its first group of students in 2011-2012 academic year to the department of Mechanical Engineering.

55 Mechanical Engineering students enrolled in this study. The two classes, which were divided as an experimental and a control group at random, formed the sample for the research. Experimental group was composed of 28 students (5 girls and 23 boys) and control group included 27 students (5 girls and 22 boys). They were all freshmen and the researcher was at the same time the instructor of them. The participants in this study were native speakers of Turkish learning English as a foreign language and they had three hours of English per-week.

3.2 Design of the Study

In this present study, experimental research design was employed to collect data. There were two groups of students randomly assigned as the experimental and control group. The experimental process lasted 5 weeks for both groups and the subjects received three hours of instruction per week. The whole process of the study was completed in 9 weeks. The table below displays the steps of the research:

Table 1. Design of the Study

Groups	Before the Treatment	Treatment Process (5 weeks)	Just after the treatment	2 weeks after the treatment	1 month after the treatment
Experimental	Vocabulary Pre- test	Learning the target words in a reading text + repeating the same target words in different contexts	Vocabulary Post-test	Writing Task	Delayed Post-test
Control	Vocabulary Pre- test	Learning the target words in a reading text + repeating the same target words in word lists	Vocabulary Post-test	Writing Task	Delayed Post-test

As presented in the table above, before the implementation, both groups were given a pre-test to ascertain that their vocabulary level was similar prior to the treatments. The instructional period was carried out in 3 sessions (45'+45'+45') each week for five consecutive weeks. During the teaching process, four reading texts including all 58 target words were used with the aim of teaching vocabulary to both groups. After their first encounter with the target vocabulary in a reading text, the experimental group met the words more than once in another context in the following week. As for the control group, after their first meeting with the target words in a reading text, they encountered the words in lists in the coming week. Right after the 5-week period was completed, both groups were given an immediate post-test to see the results of the study. Two weeks after the completion of the treatment process, a writing task was given to both groups in order to determine the influence of the study on students' vocabulary use. Because of the fact that "an immediate post test has the very real danger of overestimating the degree of durable learning" as Schmitt (2010:155) alleges, about a month later both groups took a delayed post-test which was used to determine the long term effects of the study.

3.3 Testing Instruments

In this experimental study, with the aim of understanding the efficacy of the treatment, the researcher used four kinds of instruments: a pre-test, an immediate post-test, a delayed post test and a guided writing task. Prior to the study, a test composed of 25 questions (see Appendix A) including all the target words, was

prepared by the researcher utilizing the book *Password 1* by Linda Butler and it was checked by a native speaker to ensure that there wasn't any ambiguities. The test was designed for measuring passive vocabulary of students and it covered three parts. Part A was composed of eight fill in the blank questions with choices, part B included six word-definition matching questions and as a last, part C covered eleven multiple choice questions with four options and the distractors were chosen from the same word class in order to avoid giving any grammatical clue. After the test was prepared, with the suggestion of the statistician, it was applied to 150 first year students from different engineering departments at Selçuk University to find the test's reliability. The results of the reliability test was found $\alpha = 0,815$ which showed that the test was reliable. Pre-, post-, and delayed post tests, covering all of the 58 target words, were same in terms of their contents however, the order of the questions in the delayed post test was changed in case the students might memorize the places of the answers they had given in the former test and this would reduce the research's reliability. Also the delayed test was used to see the study's long term effects. Here, the major role of the delayed post tests in providing the reliable information needs to be reminded by Schmitt's (2010:155) statement:

. . . it is not possible to interpret scores on an immediate posttest as long-term learning. Immediate posttests can only give a snapshot of vocabulary knowledge, and cannot inform about the dynamic and incremental nature of the learning process. We know that attrition occurs in any learning, and so need to include delayed posttests in order to capture the long-term learning.

As Schmitt (2010) conveys, the retention test that is applied less than one week after the implementation period, doesn't seem to be very informative. Besides, he states that some researchers are of the same opinion on applying delayed post tests three weeks after the treatment. Bearing this in mind, this study administered the delayed post test about a month later.

With the purpose of measuring the effect of the treatment on students' vocabulary use, a guided writing task was designed by the researcher. Baleghizadeh and Shahry (2011: 78) explain the importance of assessing vocabulary use level in context studies as follows:

In studies of context, it is critical to assess the differential effects of word-list learning and vocabulary- learning in context on both the capacity of learners to

use the word and their knowledge of it. It is important to distinguish these two dimensions given that a key aspect of vocabulary-learning in context purports to be of benefit in terms of providing learners with a sample context where the word is used naturally. Such learning might form the basis of the learner's subsequent accurate use of the word in a sentence in a communicative situation. Moreover, a common criticism leveled at word-pair learning has long been its failure to provide learners with the means to use the word. Therefore, in any study of the effects of context, it would be worth investigating how context affects a learner's ability to use the word.

Considering its prominent place in contextual studies, the writing task (see Appendix B) was administered to the students two weeks after the implementation process finished. There were two parts in the writing task each of which consisted of 9 target words to be used in sentences and to compose short paragraphs. The first topic of the writing task was "What do you do when you have a problem?". 9 target words (decision, argue, bored, rather, stress, relax, wise, for instance, choice), which were thought to be suitable to the context of this topic, were chosen out of 58. Also, the students were provided with other questions (e.g. Think about a problem you have. Do you try to solve it or not?) related to the topic so as to ease the path they took while writing. For the second part, the topic "wars in the world" was chosen and it was again accompanied by 9 target words (disagreement, respect, result, terrible, attack, enemy, brave, power, fear) and relevant questions (e.g. What can be the reasons of wars?). The students were expected to produce correct and meaningful sentences with the given words and compose a short paragraph for each part.

3.4 Data Collection Procedure

As mentioned before, this study attempted to scrutinize whether exposure to the target words in different reading contexts more than once would be better in vocabulary gain, retention and use than exposure to them in a single context plus repeating them in lists as isolated elements. To clarify this, two groups, whose vocabulary level were almost the same, were assigned as a control and an experimental group. The experiment was carried out with the participation of 55 freshmen in the second term of 2011-2012 academic year. The treatment period was completed in 5 weeks and total duration of the study was 9 weeks.

Before the start was made for the study, four reading texts including the target words were selected from the book *Password 1* by Linda Butler. These texts were *Listening for the Truth, Comfort Food, Slow Food and An Amazing Woman* (see Appendix C, D, E, F) and the target words placed in them were among the most frequently used words. Considering the target words in these reading texts, the instructor prepared 6 different texts including two dialogues, one letter to a friend, one letter asking for advice, one advertisement and one news report and they included the target words. When the schedule wasn't very busy, the students were provided with two new contexts. First step was taken by conducting the pre-test on the 14th of March and then the target words were taught to the both groups in a reading text. After that, experimental group faced the same words again in another contexts like dialogues, letters of advice from newspapers, letters, news reports, and advertisements. On the other hand, the control group repeated the same words in isolated word lists. That is, both groups had chance to see the words more than once: the experimental group in a meaningful entity and the control group in isolation. Soon after this period, an immediate post test was administered to both groups on the 11th of April with the goal of comparing both groups' scores. In addition, the writing task was given to students on 25th of April with the purpose of seeing the effects of study on vocabulary use. On 9th of May the delayed post test was conducted, which would be used to understand whether the treatment was effective for durable vocabulary learning or not.

3.5 Treatment Process for Experimental and Control Group

This study was limited to 5 sessions as the schedule was too busy. To get a good grasp of the nature of the study, adopted procedures for the experimental and control group are explained here in a comprehensive way. First week the experimental group was supplied with a reading text titled as *Listening for the Truth* in which the 15 target words were boldfaced as follows:

*Judith Prakash is a **judge** in Singapore. She's a judge for the Supreme Court. It's the highest **court** in the country. Being a judge is a serious job. It's a job with a*

lof of **responsibility**. Judges make important **decisions**. Their decisions can change people's lives.

A big part of Judith's job is listening. In court, she listens and learns about **disagreements** between people. The people come to court with their **lawyers**. The lawyers speak about the case. Judith was a lawyer herself for many years. The lawyers **argue** about the facts of each case. Sometimes they argue about the meaning of a **law**. Other people speak in court, too. Everyone **promises to tell the truth**.

Every case is different, so they're all interesting to Judith. She asks many questions in court. The cases give her a lot to think about. She likes this, but making a decision is never easy. She has to ask herself, "Do I have the whole story, or do I need to know more?" Another important question is: Who's telling the truth? She has to figure that out. "It's the hardest part of my job," she says.

Things are changing in Singapore. Ten years ago, there were no women on the Supreme Court. All seventeen judges were men. Right now, there are only two women **among** the seventeen judges. However, in the lower courts, almost half the judges are women. These younger women can look at Judith as a role model. They can **follow** her example. Judith didn't really have any role models to follow, but she felt confident about becoming a judge. She says, "I never **doubted** that I could do the job."

In court, people speak to Judith with great **respect**. When she **enters** the courtroom, everyone stops talking. They all stand up. People bow to her. They call her "Your Honor" to show their respect. They always listen carefully to her words. It's very different at home, she says. "I have four daughters, and they never listen!"

First, the instructor began with the warm up questions such as *what can be the text about?*, *what does the title mean to you?* and then students were expected to read the text silently by focusing on the words that were in bold. Students weren't permitted to use the dictionaries and the instructor gave them the opportunity to guess the meanings of the words. After that the instructor read the text loudly and she emphasized the lines where the target words placed in and explained the meanings of

the words clearly and gave their definition both in first and second language. In the coming week, the instructor brought another two contexts in which the same target words placed. All the target words of the previous week were included in these new contexts. The first one was an example of a letter asking for advice and the target words were again boldfaced as in below:

Letter Asking for Advice

*Note: Generally, there are problems **among** teens and parents. Here is an example letter and a teen, who has problems with his parents, asks for help.*

Dear Jill,

*I have a big problem with my parents: they just don't understand me. We **argue** all the time about everything: my clothes; the music I listen to; my friends. They always ask me where I am, what I am doing. I am bored with their silly questions! They don't believe me and think that I am a good liar. But I always **tell them the truth**. I want to make my own **decisions**, but they won't allow me to take **responsibility** for my own life. I am 18, but they don't **respect** me.*

*Also, I've got some problems at school at the moment. My exam results are very bad. I can't study for my exams. I want to talk to my parents, but they just say they've got problems too and they don't listen to me. When I **enter** the house, I just feel like it is a **court**: my parents are the **judges** and I am the accused. Is this **law**? I **doubt**! Maybe I need a **lawyer** who will support me. Please help me! I don't know what to do with all my problems. We are always in **disagreement**. I **promise** to **follow** your advice!*

Yours, Tim

As it is obvious, the words were in their core meanings, and the students made aware of the possible pragmatic meanings as intended meanings can be hidden in each different contexts. Bolger et al. (2008:122) remark that ". . . variation in contexts is important for allowing core meaning features of a word to emerge." For example, the target words presented in the original reading text *Listening for the Truth* were used to tell about the life of a judge besides her thoughts about being a

judge. When we look at the text named as *Letter Asking for Advice*, the same target words were used to make a complaint and therefore the intended meaning of the words changed according to the context. The students were also enlightened with these kinds of contextual effects.

After presenting this new text, the students were provided with a dialogue including the same target words again. Similarly, the target words were in bold and the instructor took their attention to the target words. This time the dialogue presented a disagreement between a husband and a wife as follows:

- *The husband **enters** the room and the dialogue begins:*

*W: Why didn't you **tell me the truth**?*

*H: What do you mean '**truth**'?*

*W: You said me you would go to look for a job, but I saw you at a surprise birthday party!!! And you were **among** your beloved friends!!!*

*H: You mean that you **followed** me?*

*W: Errr.....well yes I did!! But the point is you **promised** me that you would act responsibly, but you still don't have a proper job and you still dance and sing at parties!*

*H: You should **respect** my life! You always...*

*W: You should remember that we have two children and your **responsibility** is.....*

*H: Enough! When did this become a court of **law**? We always **argue** about everything! I can't live with all these problems.*

*W: Well, perhaps only a **judge** and a **lawyer** can solve this **disagreement**!*

*H: No **doubt**! They will give the right **decision**, see you in **court** then!!*

After their meeting with the first new context, the students remembered the words and then in the second meeting with another context, that is the dialogue, they

were more skillful in understanding the text and more successful as they had chance to see the words from different perspectives.

The students dealt with these new contexts in two sessions of the second week. At the last session of the the second week, the students learned the new target words in a new reading text: Slow Food. In the following week (third week), the students repeated the target words of the reading text Slow Food in a different reading text (news report) prepared by the researcher. The same steps were taken in the following weeks.

As for the control group, they also received 5-week period treatment and the sessions were held on the same day. The first step was the same, that is, they also saw the target words in a reading text and the instructor also explained them the meanings of each target vocabulary. However, in the following weeks, instead of meeting the learned words in another context, they repeated the target words in lists as isolated structures and the instructor provided them with the meanings when they didn't remember the word. After the sessions ended, the test results of both groups were compared to see the effects of the experiment.

CHAPTER IV: DATA ANALYSIS AND RESULTS

4.0 Introduction

This study was an experimental study and the quantitative data, obtained from pre-, post-, and delayed post tests, were analyzed through Statistical Package for the Social Sciences (SPSS) Version 18. In order to account the groups' scores independent samples t-test and paired samples t-test were used. The mean values, standard deviations, p values, which helped to see the levels of the students before and after the experiment, were displayed in tables. This part of the study will focus on giving a detailed statistical information about the comparison of both groups in terms of their pre-, post- and delayed post-test results. Also, the analysis of the writing task will be presented to find out the vocabulary use level of both groups.

4.1 Pre-, Post-, and Delayed Post-Test Results

In this research study, pre-, post- and delayed post-test results of both groups were used in order to understand the effects of the study. These tests included 25 questions in which each correct answer was pointed as 1 and each wrong answer was pointed as 0. With the purpose of understanding whether the vocabulary knowledge level of the students were similar prior to the experiment, pre-test was administered to both groups. Another aim of applying pre-test to both groups was to compare the results with the post and delayed post-test outcomes and find out the effects of the experiment. The results of statistical analyses are presented below.

Table 1. The Comparison of the Pre-test Results of Both Groups

Groups	N	Mean	Std. Deviation	T	P
Experimental	28	8,07	3,800	-,043	,966
Control	27	8,11	3,055		

In the table 1, comparison of the pre-test scores of both groups is displayed. The average pre-test scores is found as $8,07 \pm 3,80$ for the experimental group and $8,11 \pm 3,05$ for the control group. The results of the t-test indicate that t value is $-,043$

at level of 0,05 significance. This proves that there is no significant difference between the two groups ($p>0,05$). Hence, it is clearly seen that vocabulary knowledge levels of the both groups were very close to each other before the experiment. That is, neither of the groups was advantaged prior to the study. Therefore, this data will enlighten us on the effects of the study when the results of the pre- and post-test scores of the groups are compared.

Table 2. The Comparison of Pre-and Post-test Results of the Experimental Group

Tests	N	Mean	Std. Deviation	T	P
Pre	28	8,07	3,800	-10,444	,000
Post	28	16,27	4,106		

As shown in the table 2, the pre-test mean of the experimental group is 8,07 while it is 16,27 in the post test. p value equals to ,000 which proves that the difference between pre-and post test results is statistically significant. The difference between the average scores indicates that the students in the experimental group expanded their vocabulary considerably within the period of the treatment. This table is the evidence to the fact that being exposed to the words in different contexts more than once improved the vocabulary of experimental group to a great extent.

Table 3. The Comparison of the Pre- and Post-test Results of the Control Group

Tests	N	Mean	Std. Deviation	T	P
Pre	27	8,11	3,055	-6,336	,000
Post	27	12,15	2,685		

Table 3 displays that the mean of the pre-test was calculated as 8,11 and post test as 12,15 for the control group. p value equals to ,000 which signs that there is a

significant difference between the pre- and post-test results. Then, it can be deduced that exposure to the words in word lists after one exposure in context also improved the control group students' vocabulary knowledge.

In table 2 and 3, the comparison of pre- and post-test results within groups indicates that both groups had a considerable improvement. However, the following table, presenting the comparison of both groups' post test results, proves that the progress in the experimental group is outstanding.

Table 4. The Comparison of Both Groups' Post-test Scores

Groups	N	Mean	Std. Deviation	T	P
Experimental	28	16,27	4,106	4,386	,000
Control	27	12,15	2,685		

Comparison of both groups' post-test results reveal that experimental group has the average score of 16,27 while the control group has the average score of 12,15. As p value equals to ,000, it can be easily deduced that the difference is highly statistically significant to the experimental group's advantage. Taking into account this data, it can be easily said that experimental group students encountering the target words in variety of contexts improved their vocabulary better than the control group.

Table 5. The Comparison of Retention Test Scores of Both Groups

Groups	N	Mean	Std. Deviation	T	P
Experimental	28	15,04	4,469	3,154	,003
Control	27	12,01	2,266		

Table 5 displays the delayed post-test scores of both groups in which the mean for experimental group is 15,04 and the mean for control group is 12,01. t value was

accounted as 3,154. p value, found as ,003, shows that there is a statistically important difference between retention test results. So, this table points that the retention level of experimental group is higher than the control group. This proves that the experimental group, meeting the target words in different types of contexts, performed better on retention.

4.2 The Analysis of Guided Writing Task

In the writing task, students were expected to compose a short paragraph with the given target words. The task was analyzed according to the correct and meaningful sentences produced by the students. As most of the students hadn't received a proper writing course so far, the minor mistakes in their sentences were not taken into account. The result of the first writing task is presented in the following table:

Table 6. The Results of Writing Task 1

Target Words	Number of Correct and Meaningful Sentences in Experimental Group	Number of Correct and Meaningful Sentences in Control Group
Decision	12	8
Argue	10	4
Bored	9	6
Rather	11	5
Stress	7	0
Relax	13	3
Wise	12	1
For instance	9	2
Choice	18	1

As it is clear from the given table, for writing task one, number of meaningful and correct sentences in experimental group is more than the control group's. That is to say, the number of vocabulary used correctly in experimental group exceeded the number of control group students' correct vocabulary use.

Table 7. The Results of the Writing Task 2

Target Words	Number of Correct and Meaningful Sentences in Experimental Group	Number of Correct and Meaningful Sentences in Control Group
Disagreement	11	5
Respect	17	5
Result	11	1
Terrible	18	11
Attack	22	2
Enemy	16	4
Brave	14	3
Power	10	5
Fear	10	4

In guided writing task 2, again the number of correct and meaningful vocabulary use in experimental group outnumbered the control group's correct use of vocabulary. Each word was used better in experimental group than in control group. Putting passive knowledge of vocabulary into active use is a demanding task as Mondria and Wiersma (2004: 86) express as in the following:

Productive learning is more difficult than receptive learning. This is evidenced by the fact that in all the experiments the mean scores on the productive retention tests were lower than those on the receptive retention tests. Additional evidence comes from the fact that productive learning took more time than receptive learning (Waring 1997) and the fact that receptive learning trials were more successful than productive learning trials (Schneider *et al.* 2002).

As writing is a productive skill that cannot be developed overnight, the results of the writing task were not very outstanding for both groups. In other words, the paragraphs composed by two groups were not very satisfactory however, as the number of correct sentences was more in experimental group than in control group, this shows that variety of contexts, even in a short time, can be effective in helping learners to produce better sentences.

CHAPTER V-CONCLUSION

5.0 Overview of the Study

This study tried to investigate the effects of multiple exposure to the words in different contexts on vocabulary gain, use and retention. It also sought to find out the best way for effective gain, use and retention of target vocabulary: exposure to words in different contexts or exposure to words in a single context plus repeating the words in lists.

This current study was conducted with the participation of 55 mechanical engineering freshmen from Seydişehir Ahmet Cengiz Engineering Faculty. To realize its aim, this study used a vocabulary test composing of 25 questions to evaluate passive vocabulary knowledge and one guided writing task to understand the effects of instructions on active vocabulary knowledge, in other words, vocabulary use. A pre-test, an immediate post-test and a delayed post test were used to compare the results of the research. There were two randomly selected classes which were administered pre-, post-, and delayed-post tests in order to see the possible differences of the treatment made on the students' vocabulary knowledge. After the necessary data were collected, they were entered into the Statistical Package for Social Sciences and analyzed to see the final outcomes.

In the following section, the hypotheses will be discussed in the light of recent findings obtained from both applied tests and writing task and also the results will be examined by taking into account the relevant literature. Finally, pedagogical implications and suggestions for further studies will be given.

5.1 Discussion of the Hypotheses and General Results

This study forms its basis on three main hypotheses and the first hypothesis of this current study is as follows:

Multiple exposure to the target words in different reading contexts will have more positive effects on students' vocabulary gain than repetition of them in lists as isolated elements after exposure to them only in a single reading context.

First of all, it is necessary to keep in mind that in this study, as production of target words will be analyzed and discussed comprehensively under the title of third hypothesis related to vocabulary use, the results of the tests designed for measuring the passive vocabulary knowledge are given special emphasis in discussion part of this first hypothesis related to vocabulary gain. This first hypothesis claims that meeting the words in variety of contexts will be better for effective vocabulary gain than a single context plus isolated repetition of the words. The experimental group received 5-week period treatment in which variety of contexts such as dialogues, letters, advertisements were used to repeat the target words while the control group repeated the words in lists after meeting the words in context only once. With the purpose to find the effectiveness of the study, pre- and post test composed of 25 questions were applied to both groups. Pre-test results of the groups were approximately the same which showed that the vocabulary knowledge of the groups were similar prior to the study. While the pre-test mean score of the control group was 8,11, it was 8,07 for the experimental group and after the implementation period, the control group increased its average score to 12,15 and the experimental group increased it to the mean score of 16,27. According to comparison of the post test results within groups, both groups improved their vocabulary, which leads us to comment easily that both exposure to the target words in multiple contexts and repetition of the words in lists after exposure to them in a single context affected students' vocabulary gain positively.

Also, when the result of the pre-and post-test of the control group within themselves is examined once more, it can also be said that even a single context might be very helpful in vocabulary learning as some studies indicate. For instance, the results of the study conducted by Aksoy (2006) is in line with the current study's findings. The researcher composed two groups as an experimental and a control to apply 4-week implementation. Each week, the experimental group was taught new vocabulary through a reading text and the control group learned the same words out of context. When the pre- and post-tests results of both groups were compared, the students in the experimental group got higher scores than the control group students. The experimental group students in Aksoy's research learned the words in context

however, they didn't repeat them in another one. Therefore, it might be concluded that even a single exposure to words in a single context could be helpful, as it is the case in the current study's control group. With this in mind, both groups' increase in their vocabulary might be linked to their first exposure to words in a context as well as repetition. Furthermore, it is vital to point out that the role of the repetition cannot be denied as both of the groups improved their scores to some extent and this reminds us the quotation from Kamil and Hiebert (2005:9): "Both practice and repeated encounters with words seem to be important for the acquisition of vocabulary."

However, when groups are compared with each other, it is clearly seen that the difference of the test results are extremely significant to the experimental group's advantage. Ekmekçi (1997: 81) says that : "If the average scores of two groups prove to be significantly different, and if there are not any explanations for this difference, then it can be concluded that the effect of the treatment caused this difference." As mentioned before, the control groups' average post test score was 12,15 while it was 16, 27 for the experimental group and p value equaled to ,000. This statistical data are the sign of the significant difference, which can be used as a concrete proof both to Ekmekçi's aforementioned statement and to the first hypothesis of the study. The results are the strong evidence to the fact that there is a high positive correlation between encountering the words in variety of contexts and the vocabulary development as Stahl (2009: 71) states: "Children exposed to words in multiple contexts, even without instruction, can be presumed to learn more about those words than students who see a word in a single context (Nitsch, 1978; Stahl, 1991)." In brief, overall data derived from pre-and post tests verify the first hypothesis of this current study and it can be easily deduced that presenting words once more in different types of coherent entities produce better results.

The second hypothesis of the study is:

Multiple exposure to vocabulary in different contexts will have more positive effects on students' vocabulary retention level than repetition of them in lists as isolated elements after exposure to them only in a single reading context.

This second hypothesis puts forward that the retention level of the target vocabulary is expected to be higher in experimental group than in control group. To see whether this hypothesis would be justified or not, about a month later after the treatment, a delayed post test was given to both groups. As mentioned earlier, delayed post tests are very important in determining the efficiency of methods on retention level of vocabulary. The fundamental role of the delayed test is clearly explained by the statement from Schmitt (2010:257):

...knowledge of lexical items learned in a study will usually decay over time after the treatment, and so only delayed posttests give a true indication of durable learning. This is the main reason why delayed posttests are so important in vocabulary research.

With this quotation in mind, the results of the delayed post tests of both groups were compared and it was seen that the score of the experimental group was higher than the control group. With that acquired data, retention test scores proved that the treatment applied to experimental group produced better results. This verifies that meeting words in different contexts help learners' retention level more than a single context plus isolated repetition.

The findings of the study lead us to deduce that exposure to words in meaningful contexts improve retention of vocabulary as Stahl (2005:103) indicates: "We tend to remember meaningful information..."

The results show that when learners are actively engaged in the vocabulary learning process, they retain vocabulary more successfully. This finding is consistent with what Gök (2006) found while trying to find out the effects of two methods on retention: "deep processing" and "rote learning". The students who received the deep processing technique had high degree of involvement while learning the new words on the other hand the students receiving rote learning method memorized the words from decontextualized word lists. It was noted that the students who learned the new words with deep processing method got higher retention scores. The result of Gök's study provided an obvious parallel with this current study as students who dealt with the target vocabulary in different contexts engaged actively and devoted much mental effort during the vocabulary learning process and performed better retention level.

Another result that gained from the retention test scores is that even a single context accompanied by isolated repetitions of words did also aid retention as the outcomes also showed an improvement in control group's retain of vocabulary to some extent. In short, the data obtained from the delayed test substantiate the claims of the second hypothesis that encountering the words in variety of coherent contexts brings about fairly better results in vocabulary retention.

The last hypothesis of the study is:

Multiple exposure to target word in different reading contexts will be better for students' vocabulary use than repetition of them in lists as isolated elements after exposure to them only in a single reading context. The students meeting vocabulary in different types of context will produce better sentences with the target words

The last hypothesis claims that vocabulary use level will be better in experimental group after seeing words in different kinds of context than in control group. This study only focused on writing with respect to use and it excluded speaking aspect. Therefore, the students were provided with target words to write correct sentences with the words and compose short paragraphs with them. The students weren't expected to compose perfect paragraphs as they hadn't received a proper writing course until that time. The writings of both groups were analyzed carefully and it was noted that both groups had difficulties in producing well organized paragraphs. It was accepted normal as writing is a skill that cannot be developed overnight. However, it was obvious from the papers that the number of meaningful and correct sentences composed by target words in the experimental group were clearly higher than in the control group.

The fact that encountering words in rich range of contexts helps learners get used to word use is one of the findings of the current study, which is in agreement with the relevant literature as Hiebert and Kamil (2005:105) state: "Adeptness with word use involves examining words in context . . . ". Consistent with this statement, the students in experimental group examined the target words in variety of contexts and composed better sentences in their writing tasks. Some researchers like Baleghizadeh and Shahry (2011) also showed the importance of context on use of

vocabulary. They designed a research in which the students learned 20 target words in different ways. The students, in that study, learned the first half (ten words) by three context consecutive sentences plus L1 equivalents and the other half only with their L1 equivalents. At the end of their study, they found that the students, exposed to context sentences, composed more correct sentences with the target vocabulary.

As the experimental group achieved better results in their writings, it can be said that variety of contexts affected the writing performance of students positively. Furthermore, it can be inferred that even though the students didn't have a regular practice in terms of writing before, the ability to write correct and meaningful sentences in the experimental group can be attributed to the positive effects of exposure to different kinds of contexts.

Considering the mentioned items so far, it can be said that seeing the target words in a single context plus repeating them in lists don't seem very adequate for effective learning, retention and use of vocabulary. Both groups' first meeting with the target words was in a reading text, however after their first encounter, the control group repeated the words in lists and the experimental group repeated them in different contexts. Although encountering words in a single context and then repeating them in lists in succeeding week improved the vocabulary of students to some extent, it does not seem to be satisfactory when the improvement of the experimental group, faced with rich range of contexts, is taken into account.

The findings of the study is consistent with the relevant literature in that learners need to be provided with multiple exposure to words in multiple contexts.

For instance, National Reading Panel's (in Kamil and Hiebert, 2005:7) one of the specific conclusions about vocabulary instruction is in line with the comments made so far: "Repetition and multiple exposure to vocabulary items are important. Students should be given items that will be likely to appear in many contexts." This quotation highlights the importance of repetition and exposure in vocabulary learning and teaching, however it places a special emphasis on providing students with multiple contexts.

To conclude, this experimental study's focus was on improving and strengthening learners' vocabulary. With this purpose, it examined two ways so as to see which one was more beneficial for robust vocabulary learning, effective recall and use. Therefore, it tried to understand whether exposure to the target words in multiple contexts would produce more positive effects on students' vocabulary gain, use and retention than learning them in a single reading context plus repetition of them in lists as isolated elements. The findings of the study pointed to the conclusion that encountering the target words in variety of meaningful contexts produced better results for vocabulary gain, use and retention.

5.2 Pedagogical Implications and Suggestions for Further Study

The enormous value of vocabulary in language learning cannot be underestimated therefore, the proper instruction of vocabulary becomes a prominent issue day by day. For robust learning of vocabulary, repetition and exposure to words in rich range of contexts are necessary rather than repeating words in isolated lists as each word gains its identity in special contexts. When learners see the words in comprehensive entities, they get the opportunity to figure out how they are used and so they can obtain the necessary clues for effective use of vocabulary.

Another point to be touched upon is that learners can forget the novel words easily and for that reason, to reduce the rate of forgetting to the least, repetition has to be given a particular emphasis for successful learning. However, the repetition of words in isolation doesn't seem to bring about effective retention of vocabulary. Hence, learners should be provided with the repetition of words in meaningful contexts as making associations of words with meaningful entities results in durable learnings. Keeping this in mind, books and materials on vocabulary teaching can be designed in such a way that each words are repeated in varied contexts and instructors can use these kinds of coursebooks so as to help learners strenghten their vocabulary knowledge.

In the light of the limitations of this study, some suggestions can be offered. To begin with, this study was only conducted on first year 55 mechanical engineering students therefore, the future studies can be applied to larger groups from different departments and students from different age groups. In addition, the coming studies can conduct the treatment in longer periods. Another point to be touched upon is that this study only covered the writing aspect of the vocabulary use, another research which investigates the effects of context on speaking in terms of vocabulary use could be carried out. This study excluded idiomatic meaning, the possible studies can focus on examining the effects of contexts on teaching the idomatic meaning of words.

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APPENDICES

APPENDIX A

VOCABULARY PRE-, POST- and DELAYED POST-TESTS

A. Choose the correct word from the box to complete the sentences. There is one extra.
(Cümlelere uygun düşen kelimeleri seçiniz. Bir tane ekstra kelime vardır.)

follow, among, bright, less, aware of, fear, nearly, specific, rather

1. Judith is one of a group of judges. There are only two woman..... the seventeen judges.
2. He's a fast learner. He is very
3. He is a good swimmer. He has no of water.
4. This box is heavy. Can you help me with it?
5. I don't have any..... plans for the weekend. I just want to relax.
6. I wasn't the problem. Please explain it to me.
7. His new movie isn't great. It's exciting than his last one.
8. The teacher said, "Do Exercise A for homework. Read the directions and the examples."

B. Match each word with the correct definition on the right. There is one extra!
(Kelimeleri tanımlarıyla eşleştiriniz. Bir tane ekstra tanım vardır.)

- | | |
|------------------|---|
| 9. turn out | a) not including |
| 10. bored | b) show others what to do |
| 11. except | c) happen or end in a specific way |
| 12. skin | d) used when giving an example |
| 13. surprising | e) different from what someone expected |
| 14. for instance | f) the natural covering of a person's (or an animal's body)
g) feeling tired and unhappy |

C. Choose one of the options which makes each sentence meaningful. (Aşağıdaki cümlelerde boş bırakılan yerlere uygun düşen sözcüğü bulunuz ve cevap kutucuğuna işaretleiniz.)

15. I need to choose a career, but I can't decide. Who can help me make the right

- a) decision b) responsibility c) disagreement d) respect

16. The police stopped the driver. He broke the by driving too fast.

- a) court b) law c) judge d) lawyer

17. Fast food doesn't seem like a good idea to many Italians. In fact, it seems

- a) terrible b) amazing c) wise d) brave

18. When drivers get sleepy, they are inof having an accident.

- a) value b) power c) danger d) enemy

19. When will the enemyour zone?

- a) promise b) include c) attack d) encourage

20. You can't go in there. It says 'Don't' on the door.

- a)notice b)receive c) prepare d) enter

21. Ann's son didn't always tell the truth, but Ann always believed him. She neverhim.

- a)reached b)joined c)disappeared d)doubted

22.Argentinaa lot of meat, wheat,and corn.

- a)relaxes b)rushes c)produces d)argues

23. The president has a difficult job. He is under a lot of

- a)stress b)choice c)truth d)message

24. Dave has no family, so he gets.....on holidays.

- a)alive b)lonely c)local d)natural

25.What is thebetween the two cars?

- a)member b)result c) present d) differenc

APPENDIX B**WRITING TASK**

Write a short paragraph with the following words.

1.What do you do when you have a problem?

How do you feel?

Think about a problem you have. Do you try to solve it or not?

decision, argue, bored, rather, stress, relax, wise, for instance, choice

2. What do you think about 'wars' in the world?

What can be the reasons of wars?

Imagine a war scene.

disagreement, respect, result, terrible, attack, enemy, brave, power, fear

APPENDIX C

Reading Text: Listening for the Truth

Judith Prakash is a **judge** in Singapore. She's a judge for the Supreme Court. It's the highest **court** in the country. Being a judge is a serious job. It's a job with a lot of **responsibility**. Judges make important **decisions**. Their decisions can change people's lives.

A big part of Judith's job is listening. In court, she listens and learns about **disagreements** between people. The people come to court with their **lawyers**. The lawyers speak about the case. Judith was a lawyer herself for many years. The lawyers **argue** about the facts of each case. Sometimes they argue about the meaning of a **law**. Other people speak in court, too. Everyone **promises to tell the truth**.

Every case is different, so they're all interesting to Judith. She asks many questions in court. The cases give her a lot to think about. She likes this, but making a decision is never easy. She has to ask herself, "Do I have the whole story, or do I need to know more?" Another important question is: Who's telling the truth? She has to figure that out. "It's the hardest part of my job," she says.

Things are changing in Singapore. Ten years ago, there were no women on the Supreme Court. All seventeen judges were men. Right now, there are only two women **among** the seventeen judges. However, in the lower courts, almost half the judges are women. These younger women can look at Judith as a role model. They can **follow** her example. Judith didn't really have any role models to follow, but she felt confident about becoming a judge. She says, "I never **doubted** that I could do the job."

In court, people speak to Judith with great **respect**. When she **enters** the courtroom, everyone stops talking. They all stand up. People bow to her. They call her "Your Honor" to show their respect. They always listen carefully to her words. It's very different at home, she says. "I have four daughters, and they never listen!"

APPENDIX D

Reading Text: Comfort Food

It's **natural** for people to eat when they're hungry. But people eat for other reasons, too. Do you ever eat because you're with friends and everyone else is eating? Do you ever eat because you feel tired, or because you are under **stress**? Many people do. People often eat to feel better. Maybe they have too much to do, or they're nervous. Maybe they're having problems in a relationship. But when people eat to feel better, they don't eat just anything. They want **specific** kinds of food. They want food that helps them **relax**. They want comfort food.

What is comfort food? For most people, it's food that is easy to **prepare**. It's often soft, so it's easy to eat. Eating it gives people a warm feeling. Sometimes it's a type of food that people loved as children. Maybe they used to eat it at specific times or places. Maybe it's food their mother used to make. Comfort food makes people feel, "Somebody's taking care of me."

Researchers at the University of Illinois did a survey on comfort food in the United States. They asked over 1,000 Americans about it. They wanted to know two things: What comfort food did people want, and when did they want them? The **results** of the survey were **rather surprising**. The researchers expected people's favorite comfort food to be warm and soft. But it wasn't. The number one food **turned out** to be potato chips. Another favorite was ice cream, especially among people aged 18-34. However, not all comfort foods are snack foods. **Nearly** half of the comfort foods were healthy, homemade foods, such as chicken soup and mashed potatoes.

People of different ages want different comfort foods. There are **differences** between the **choices** of men and women, too. The survey showed that American women usually choose sweet comfort foods. Women in the survey mentioned ice cream most often (74% of them like it), then chocolate (69%), and cookies (66%). Even more of the men in the survey mentioned ice cream (77%). However, men

choose sweet food **less** often **than** women. American men often want hot food and salty comfort foods such as soup (73%) and pizza or pasta (72%).

When do American most want comfort food? Many people think it is only for times of stress, or when someone feels **bored** or **lonely**. However, the researchers say that the opposite is true. Yes, people eat to feel better. But more often, they eat comfort foods when they already feel happy. They eat them to celebrate or reward themselves.

APPENDIX E

Reading Text: Slow Food

Italians know and love good food. It's at the heart of their culture. They don't like to **rush** through meals, either. So, many of them think that fast food is a **terrible** idea.

In 1986, something happened in Italy. An American fast food restaurant—a McDonald's—opened in Rome. Many Italians were surprised and angry. They thought, “This is an **attack** on Italian culture!” One man, Carlo Petrini, decided to fight back. “Fast food is the **enemy**,” he said. In 1989, Petrini started a group called Slow Food. Today, about 70,000 people belong to the group. They **join** every day.

The **members** of Slow Food have many ideas in common. There are a lot of problems with food today, they say. Fast food is one of them. For one thing, it's not healthy food. Also, it's the same everywhere. “That's boring,” they say. They want to keep traditional cooking with all its variety.

Slow Food members worry about a second problem, too. Some types of plants and animals are getting to be very rare. They **include, for instance**, a kind of tree in Morocco, a special type of Austrian cow, and wild rice in the United States. The world is in **danger** of losing them completely. Slow Food doesn't want to let them **disappear**, so they're working with farmers to keep them **alive**.

There is a third problem. Big companies **produce** much of our food today. They sell their products in many places, so they want products that can travel well. Big growers want the kinds of fruit and vegetables that look good after a long trip.

Today, it's common to eat foods from far away. Food travels an average distance of 1,300 miles to **reach** dinner tables in the United States. In the past, people got their food from farms and factories in their **local** area. Slow Food members say, “People should buy more local food. It's fresh, and it's part of our culture.”

Fast food is reaching more and more parts of the world. But Slow Food is getting its **message** to more and more people, too.

APPENDIX F

Reading Text: An Amazing Woman

Ruth Simmons was born in a very poor family. Today, she's the president of a famous American university. How did she do it? It's an **amazing** story.

The story begins on a farm in Grapeland, Texas, in 1945. Ruth was born that year. Her parents were farmworkers, and she was the youngest of their twelve children. They weren't able to give the children many things, and Ruth never had any toys. For Christmas, she didn't receive any **presents** at all **except** a shoebox with an apple, an orange, and some nuts. However, in Grapeland, Ruth wasn't really **aware of** being poor. Then the family moved into the city, to Houston. In the city, being poor was much harder.

Ruth's mother kept the family together. She had no education, "but she was very **wise**," Ruth remembers. "She taught us about the real **value** of being a human being, what mattered and what didn't matter". Ruth's mother didn't have big dreams. She just wanted to see her children grow up. This was not a simple wish. At that time, there was segregation in the United States. Life was dangerous for African Americans, especially in the South. Ruth remembers living in **fear**. "If you looked at someone the wrong way, you could be killed."

At age five, Ruth fell in love with school. She was a **bright** child, and she was lucky to have some excellent teachers. No one in Ruth's family had much education, but her teachers **encouraged** her to go to collage, and Ruth was **brave** enough to try. They also gave her money and even a coat to wear.

At first, Ruth studied theater. But what kind of career could she have? She says, "Remember I grew up in the South; I couldn't even go to theaters." So she studied languages instead. Later, she married, had two children, and began a career as a collage teacher and administrator. Soon people began to **notice** her and respect her abilities.

In 1995, Ruth became president of Smith Collage, a famous American collage for women. Ruth was the first African American to lead a collage like this one. Suddenly, her story was on TV and newspapers all over the country. Six years later, she accepted another challenge. She became the president of Brown University.

Ruth believes in the **power** of education. "Learning can be the same for a poor farm kid like me as it is for the richest child in the country. It's all about cultivating one's mind, and anybody can do that. So it doesn't matter what colour your **skin** is, it doesn't matter how much money your father has, it doesn't matter what kind of house you live in. Every learner can experience the same thing." As President Simmons will tell you, education can change your life.

APPENDIX G

New Contexts for the Target Words in the Reading Text "Listening for the Truth"

1. Letter Asking for Advice

Note: Generally, there are problems **among** teens and parents. Here is an example letter and a teen, who has problems with his parents, asks for help.

Dear Jill,

I have a big problem with my parents: they just don't understand me. We **argue** all the time about everything: my clothes; the music I listen to; my friends. They always ask me where I am, what I am doing. I am bored with their silly questions! They don't believe me and think that I am a good liar. But I always **tell them the truth**. I want to make my own **decisions**, but they won't allow me to take **responsibility** for my own life. I am 18, but they don't **respect** me.

Also, I've got some problems at school at the moment. My exam results are very bad. I can't study for my exams. I want to talk to my parents, but they just say they've got problems too and they don't listen to me. When I **enter** the house, I just feel like it is a **court**: my parents are the **judges** and I am the accused. Is this **law**? I **doubt**! Maybe I need a **lawyer** who will support me. Please help me! I don't know what to do with all my problems. We are always in **disagreement**. I **promise** to **follow** your advice!

Yours, Tim

2. An example dialogue:

The husband **enters** the room and the dialogue begins:

W: Why didn't you **tell me the truth**?

H: What do you mean '**truth**'?

W: You said me you would go to look for a job, but I saw you at a surprise birthday party!!! And you were **among** your beloved friends!!!

H: You mean that you **followed** me?

W: Errr.....well yes I did!! But the point is you **promised** me that you would act responsibly, but you still don't have a proper job and you still dance and sing at parties!

H: You should **respect** my life! You always...

W: You should remember that we have two children and your **responsibility** is.....

H: Enough! When did this become a court of **law**? We always **argue** about everything! I can't live with all these problems.

W: Well, perhaps only a **judge** and a **lawyer** can solve this **disagreement**!

H: No **doubt**! They will give the right **decision**, see you in **court** then!!

APPENDIX H

New Context for the Target Words in the Reading Text "Slow Food"

Note: Here is an example of a news report **produced** by a TV channel.

I am at the scene of a **terrible** explosion that occurred in ten-story building in the city center behind me. The flames are huge, resulting in extreme **danger** in the locality. Uh, unfortunately, we cannot get any closer because of the risk of explosion. Uh, the fire service are making massive efforts to extinguish the fire. There are lots of people here, **for instance** the police and firefighters **rushed to** the scene, and then the ambulance crews and emergency medical technicians **joined** them. The **local** media **reached** the scene 15 minutes after the explosion and the first report says that it is a terrorist **attack**. Also, uh, the report claims that **members** of the terrorist group immediately **disappeared** after the terrible attack. Unfortunately, uh, there are many people inside the building **including** children, adults and teenagers. There are reports that at least 20 people have died in the explosion. Three people have been injured as they jumped from the building to escape the flames. Two children were rescued **alive**. Relatives of the people rushed to the area, but the police won't permit them to get closer. The **message** on their faces is so clear: that **enemy** attacks should be punished. They cry bitterly and wait for good news.

APPENDIX I

New Contexts for the Target Words in the Reading Text "Comfort Food"

1. An example of an advertisement:

If you want to avoid **stress** and worry

If everything you do goes wrong,

If you are **bored** or **lonely** and want to meet new friends

If you want to make a **difference** in your life

Then now is the time! Make the right **choice** and take the fast-track to the island of Fethiye. **Relax** and sunbathe all day on the island's beautiful beaches, see the wonderful **natural** beauties, let your worries and cares drift away. **Prepare** yourself for **rather surprising results**. Enjoy your holiday!

2. An example dialogue:

A: What's wrong Chris?

B: I haven't **prepared** enough for the job interview and I am under a lot of **stress**.

A: **Nearly** everyone feels stressed before an interview. I think it is very **natural**.

B: I am really fed-up and I don't know what to do.

A: Don't let the situation get you down. I can help you.

B: Really?

A: First of all, think about **specific** questions that they might ask you like "Tell us about yourself ", "Why do you want this job?", "How will you deal with problems you cannot solve on your own".

B: Well, I've thought about those things and I've memorized the answers but I'm afraid of forgetting.

A: I think you shouldn't memorize the answers as you can also meet **surprising** questions.

B: **Surprising** questions?

A: Don't worry. The only thing you should do is try to be **natural** and give sincere answers to the questions. I'm sure it will **turn out** to be successful for you.

B: Uhh, I will try. but.....

A: Come on, you should be positive. I believe that they will make the right **choice** and give you the job.

B: Are you sure?

A: Yes, certainly. Just try to **relax**. It will be **less** difficult **than** you think.

APPENDIX J**New Context for the Target Words in the Reading Text "An Amazing Woman"**

Dear Jane,

How are you? We're having a great time here. Our hotel is very comfortable. The weather is really hot and sunny and day-by-day my **skin** gets darker in the **power** of the glorious sunshine. We've got another seven days here.

Here, I can really understand the true **value** of nature: fresh air, blue sea, **amazing** mountains and evergreen trees. In the daytime, there are lots of activities to do. The best activity for me is horse riding, but climbing is a real **fear** for me. Last week, I tried to climb but I didn't **notice** a loose rock and I fell down and hurt my back. Don't worry I'm good now. My roommate, Jessica, though, can climb without **fear** and she tries to **encourage** me but I am not very **brave** after my fall. I have dance lessons every day **except** Monday and Friday. :) I really enjoy them and I think I am a good dancer.

We also have a really good time in the evenings. We usually play chess, or table tennis, or one of the guys will play the guitar and we'll have a sing-along; we have parties and watch videos. Jack, one of my new friends, is really a **wise** and **bright** person, he always wins the chess. Yesterday was his birthday and I bought him a **present**. He was really grateful. Everything is wonderful. I am very lucky because I am now more **aware of** the beauties around me.

See you next week.

Love

Sally

CURRICULUM VITAE

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EDUCATION

- | | |
|------|--|
| 2012 | M.A., Konya Necmettin Erbakan University |
| 2009 | B.A., ELT, Hacettepe University |
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| 2000 | Mehmet Nuri Küçükköylü Primary School |