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UNIVERSITY OF CUKUROVA
The Institute of Social Sciences

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A STUDY ON VOCABULARY IMPROVEMENT THROUGH EXTENSIVE READING

MASTER OF ARTS

in the Subject of

ENGLISH LANGUAGE TEACHING

GÜLDEN TÖM

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A Thesis Presented

by

GÜlden TÖM

to

The Institute of Social Sciences in Partial Fulfillment of the
Requirements for the degree of

MASTER OF ARTS

in the subject of

ENGLISH LANGUAGE TEACHING

University of Çukurova

I certify that this thesis is satisfactory for the
award of the degree of master of Arts.



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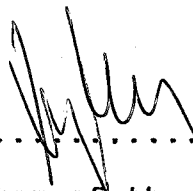


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to my family

ABSTRACT

The main goal in this study is to find out if there is any correspondence between extensive reading and vocabulary improvement through graded readers at YADIM Library. It is assumed that individualized instruction in reading English book outside the classroom increases the range of vocabulary. 100 graduate and undergraduate students of Level 4 will be examined as control groups and experimental groups who will be given individualized instructions to use graded readers or different English materials in the library at YADIM in the 1994-1995 academic year. The materials will be Graded Readers or some English books for extensive reading and the course books, "Ways of Attaining Study Skills, Reading Comprehension, Communication Through Writing, and Project Writing". In order to find out how well the students improve their vocabulary, students will be given a list of vocabulary at the beginning of Level 4. The list will contain the words chosen randomly from their course books. At the end of eight-week term, both groups will be given the identical list of vocabulary in a different order. The results of word list based on the survey will be analyzed and compared. The results of Reading and Writing Sections in the Achievement 3 and 4 and compositions of the subject will also be analyzed and compared.

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TABLE OF CONTENTS

	PAGE
LIST OF TABLES AND FIGURES	
1. INTRODUCTION	
1.1. Background to the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Aim and Scope of the Study.....	3
1.4. Statement of the Hypotheses.....	5
1.5. Definition of Terms.....	6
2. REVIEW OF LITERATURE	
2.1. Reading.....	8
2.1.1. The Role of Reading in Learning.....	12
2.1.2. Reasons for Reading.....	14
2.1.3. Reading Styles.....	15
2.1.3.1. Scanning and Skimming.....	15
2.1.3.2. Intensive Reading and Extensive Reading.....	16
2.1.4. Selecting Text.....	23
2.2. Vocabulary.....	28
2.2.1. The Strategies of Learning Vocabulary...	34
2.2.2. The Rate of Guessing Words.....	36
2.2.3. Enhance Storage in Memory.....	37
3. METHOD	
3.1. Overview.....	40
3.2. Research Design.....	41
3.3. Subjects.....	43
3.4. Data Collection.....	44
3.4.1. Instruments.....	44
3.4.1.1. Vocabulary List.....	45
3.4.1.2. Achievement Test.....	45
3.4.1.3. Feedback from the Teachers.....	45
3.4.1.4. Book Report Sheet.....	46
3.4.1.5. First Compositions of the Subjects.....	47

4.	DATA ANALYSIS	
4.1.	Findings and Discussion.....	49
5.	CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH	
5.1.	Conclusion.....	64
5.2.	Suggestions for Further Research.....	67
6.	APPENDICES	
	Appendix A.....	68
	Appendix B.....	70
	Appendix C.....	73
	Appendix C1.....	76
	Appendix D.....	79
7.	REFERENCES.....	80

LIST OF TABLES AND FIGURES

	PAGE
Table 4.1. The results of the Pre-Test.....	49
Table 4.2. The results of the Post-Test.....	50
Table 4.3. The results of the Reading Grades.....	52
Table 4.4. The results of the Writing Grades.....	54
Table 4.5. Books read in each class.....	57
Table 4.6a. The results of the Book Reports.....	58
Table 4.6b. The results of the Book Reports.....	59
Table 4.7. Books students chose to read.....	61
Figure 4.1. Differences of the Pre-test and The Post-test.....	51
Figure 4.2. Differences of the Reading Grades.....	53
Figure 4.3. Differences of the Writing Grades.....	54
Figure 4.4. Differences of the Compositions and Book Report Summaries.....	55

CHAPTER I

INTRODUCTION

This chapter consists of the following five parts which offer a general outline of the study: Background to the study to give information about vocabulary improvement of students in general; Statement of the problem; Aim and Scope of the Study; Hypotheses; and as the last part, the Definition of Terms for a better understanding of the research.

1.1. Background to the Study

Hill and Holden (1990: 91) define reading as the most useful skill for students to develop the feeling of satisfaction in understanding a text in many ways. Krashen and Terrell (1989: 131) state that reading is an important source of comprehensible input and can make a significant contribution to competence in a foreign language. Krashen (cited in Hill and Holden, 1990: 92) also explains that the research shows students who do more pleasure reading are better readers, better writers and have a greater vocabulary and grammatical

competence. He also suggests that "free voluntary reading" may be a powerful way of improving reading ability, vocabulary and grammatical competence. Krashen further emphasizes that students may make better progress in reading comprehension and vocabulary development through extensive reading than in traditional instructional reading if they are encouraged to read whatever they want in "self-selected reading".

Therefore, encouraging students to be involved in their foreign language through extensive reading provides the possibility of learning the language, motivation, and this also reinforces points that they have learnt without pressure. Goodman and Burke (cited in Tierney, Readence and Disher 1985: 335) agree on extensive reading stating that the readers are encouraged to make judgements in natural reading situations. They also add that pleasure reading helps to develop their awareness of effective reading from easy to difficult material. Therefore, readers may become familiar with the unknown words.

1.2. Statement of the Problem

As pointed out by Judd (1978: 72), there are two major points to be considered in vocabulary teaching in the English-as-a Second Language programs at the university level. First, vocabulary is not given primary importance, and students are given basic grammatical patterns rather than simply words to understand and communicate in language. Second, learning new

words or phrases are considered as a secondary skill, and vocabulary instruction is seen as a means rather than a goal. Krashen (cited in Hill and Holden, 1990: 91) also claims that reading- and especially "free voluntary reading" is a neglected source of comprehensible input for second language learners. There are also many methodologists regarding the indirect teaching of vocabulary as a vital part of language learning equally as important as reading or listening comprehension (Chastain, 1976; Rivers 1968; and Michel and Patin, 1972;. cited in Judd 1978).

In the opinion of the researcher, if the students are emboldened through pleasure reading outside the classroom, they may greatly enrich their vocabularies with retention, and they remember more and better since they work out the meanings by themselves.

1.3. Aim and Scope of the Study

This study aims to provide evidence on whether students can learn more vocabulary through extensive extracurricular reading or whether using solely the course texts can provide the same degree of vocabulary development.

The main purpose of this study is also to inform teachers about the problems that the students have when they encounter unfamiliar words in their reading. Since vocabulary teaching

is not usually a significant part of the program, students might be affected negatively in reading comprehension. Many students may complain that they are not learning enough words even though they are learning them incidentally in almost every activity that occurs in the classroom.

The purpose of this research is to also determine whether or not vocabulary improvement can be emboldened through extensive reading, and to investigate whether there is any discrepancy in vocabulary growth between the control and the experimental groups. Therefore, the experimental groups are instructed individually to use different texts such as graded readers and various versions of English books related to their interests and needs outside the classroom, and also they are asked to return summaries of the books they read to their teachers during the experimental period. Another goal of the study is to provide an alternative solution to the vocabulary deficits of students at YADIM.

The focus of the study is on the performance of the experimental and the control groups enrolled at YADIM (the Foreign Language Center at the University of Çukurova). The study aims to determine the causes of the problems and to give some suggestions about solutions rather than to solve the problems. The study questions were as follows:

1. Can experimental groups learn twice as many words as control groups through individualized instruction in extensive reading?

2. Can "extensive or free voluntary reading" be a factor to affect vocabulary development?
3. Can the results of Reading and Writing tests reflect any difference in the experimental groups' vocabulary development?

In order to provide an alternative and accomplish the purpose of the study, a word list was randomly chosen from Level 4 course-books. This vocabulary list was presented to the control and the experimental groups, each of which are undergraduate classes as a pre-test at the beginning, and post-test at the end of the eight-week period. This word list contained 325 words covered in the course-books for Level 4 students continuing their intensive English study at YADIM in the 1994-1995 academic year.

1.4. Hypotheses

On the basis of the assumption that vocabulary range can be improved through extensive reading, the following hypotheses are formed:

1. There will be significant discrepancy in the growth of vocabulary between the control and the experimental groups who are exposed to the application of extensive extracurricular reading. The experimental groups will learn more vocabulary, because they read for pleasure outside the classroom.
2. There will also be a considerable improvement in writing and reading comprehension of the subjects when the writing and reading grades of the two groups are compared.

1.5. Definition of Terms

The definitions of certain terms are presented below for the benefit of the reader.

ACHIEVEMENT TEST : A formal examination given at the end of the year or at the end of the course, which attempts to cover as much of the syllabus as possible (Heaton, 1988: 14).

AUTHENTIC MATERIAL : Any material which has not been specifically produced for the purposes of language teaching (Muni, 1989: 54).

EXTENSIVE² READING : The ability for students to gain satisfaction from reading on their own for pleasure in the new language without putting them into any stress (Ekmeççi, 1994: 46). X

LEVEL 4 : It corresponds to the level of the "Advanced" students who have already had intensive language course through Level 1, 2, and 3, and who have necessary structures and vocabulary to help them cope successfully with the skills program (Consolidation File of YADIM, 1994: Program Information: 7).

SELF-ACCESS : A facility which aims to promote learner responsibility and learner independence and to cater for the learner as an individual. Little (cited in Sheerin, 1991).

YADIM : It is the Foreign Language Center of the University of Çukurova. Its objective is to provide intensive Language Programs for both undergraduate students of different faculties and graduate students of the institutes of the University of Çukurova.

In the following section, the contributions of researchers to the field of vocabulary improvement through extensive reading will be reviewed.



CHAPTER 2

LITERATURE REVIEW

Reading is an interactive process in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the setting to focus their interpretation.

Walker (1992: 4)

Walker (1992: 37) defines reading as an active, problem solving process that involves predicting or guessing what the author says, based on expectations about story events. He claims that reading involves recalling an individual's life experience and trying to understand what is written. He also states that reading is comprehending and also developing of human learning; in other words, reading is more than just receiving meaning in a literal sense. Hill and Holden (1990) support this idea stating that reading is the most useful skill for students to develop the understanding of a text, and it is very important since the learner gets immediate feedback about the text.

Papalia (cited in Rivers, 1987: 70) agrees with Hill and Holden, and considers that reading is a problem solving behavior that involves the reader in the process of acquiring meaning. He also claims that the reader comprehends contextual information containing syntactic, semantic, and discourse constraints that affect interpretation.

Williams (1984: 2) also defines reading as a process where one looks at and understands what has been written in the text. He strongly emphasizes that the key word is "understands" and reading without understanding does not count as reading. He also claims that this definition of reading does not mean that a foreign learner needs to understand everything in a text, and from that he follows understanding is not an "all or nothing" process, and the reader does not necessarily need to look at everything in the text. According to him, the reader is not simply a passive object who is fed with words and sentences, but one who is working on the text and trying to understand it without looking at every word.

Researchers (Smith, 1985; Duffy and Roehler, 1986) follow Williams on the definition claiming that meaning lies at the core of reading, and the comprehension comes from the meaning that a reader brings to the language. They also emphasize that comprehension is not in print or in speech, but rather it is in the language itself. In other words, it is necessary to "plunge a little deeper into the very nature of language" to explain the paradox between what is in the mind of the learner

and what is in the text. They claim that reading starts by seeking meaning and getting contextual framework in the mind of the learner. It consists of constructing an interpretation of the text; therefore, reading is more than simply the sum of component parts or skills. This idea is also supported by schemata theory, which is "structured frameworks of knowledge" about the world and the language (McCarthy, 1990: 108). McCarthy explains that schema theory means words which are integrated in different stores of knowledge that allow readers to make sense. He also claims that it is a perception of the world and the language, and lack of schema in perception may lead to communication breakdown. Cairney (1990: 86) also defines this theory as "structures for organizing information held in memory", and he adds that readers develop a set of expectations about different texts before reading. According to him, these expectations are their prior experiences which enable them to understand the text easily. However, McCarthy (1990: 109) claims that it has to match into the knowledge store since schemata may differ from culture to culture as it differs from person to person. Carroll (1986: 231) also explains that schema is a structure in semantic memory, and it specifies the general and expected arrangement of the information in the text. As many authors stated above, he also states that there may be many different schemata with different stories. Bartlett (cited in Carroll, 1986: 231) asserts that schema is generally associated with recall of what is written. He also attempted to show that remembering is not a reproductive process, but it was a process in which readers

retain the gist of an event and reconstruct the details from this impression. In his experiments, he found that when subjects were given unusual stories inconsistent with their schemata, recall was usually distorted in the schema.

According to Carroll (1986: 231), readers already have a series of values that might fit within activity in their memory. He also concludes that the properties of schemata specify the sequence of events in a story, and they are general knowledge structures, providing expectations about structure and content (see Carroll, 1986 for details).

As expressed above, schemata help readers expect what happens in the text by recalling related experiences and guessing words from the content. Carroll also adds that many studies have shown that readers' recognition of words is influenced positively with an appropriate sentence context. There are also some indications that readers might use context for word recognition to a great extent. The process of recognition may be regarded as the integration of bottom-up and top-down processes. Carroll (1986: 367) defines bottom-up processing as "analyzing the stimulus input and using that interpreted input" for higher levels of analysis. In other words, bottom-up processing proceed from sensory information to semantic information. Carroll claims that bottom-up processes are specific reading skills that are involved in identifying letters and words in print. Conversely, top-down processing occurs when a reader uses the context about the nature of

words and sentences. In other words, top-down processes go from semantic levels to sensory knowledge; thus, the general organization of the input enables the reader to predict some of the features to follow in the context. This model tends to dominate when the analysis of the context enables readers to make "strong expectations" about what will come next.

Carroll (1986: 370) also cites that the importance of top-down and bottom-up processes has been investigated by other theorists. Some of the theorists emphasize the use of these two processes helps reading and makes it more meaningful, and they conclude that both forms are needed for fluent reading which plays an important role.

2.1.1. The Role of Reading in Learning

Reading plays an inevitably important role in comprehending a text and using the foreign language appropriately and fluently. Language teachers who give importance to reading in their schedule always keep in their mind the question of "Why should teachers want their students to read in a foreign language?".

Williams (1984: 13) suggests some answers to this question:

1. Learners can have further practice in the language that they have learnt,

2. Learners can practice language in order to reuse it in other skills such as speaking and writing,
3. Learners can learn how to get benefit from the texts to extract the information they need,
4. Learners can find enjoyment or interest through reading.

Researchers consider that Suggestions 1 and 2 are the most important purposes in reading as they are the ways to encourage the learners to be involved in the language. Alexander (cited in Williams, 1984: 14) also supports this idea presenting the following order:

" Nothing should be spoken before it has been heard."

" Nothing should be read before it has been spoken."

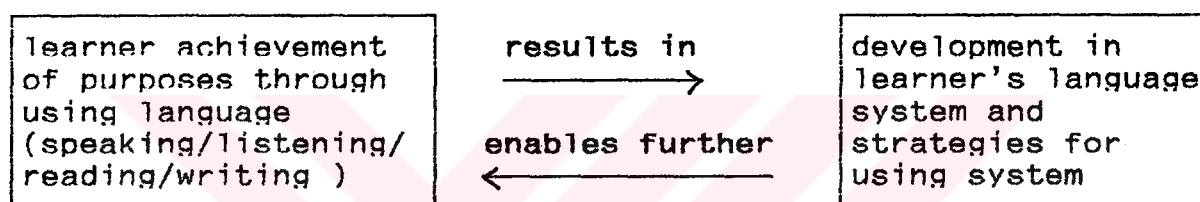
" Nothing should be written before it has been read."

It may be concluded from the order mentioned above that in order to teach a language to learners, all the language skills are important.

Researchers believe Suggestions 3 and 4 are also important as the focus is on reading for a purpose rather than reading for practice. Reading for information and reading for pleasure or interest can be difficult to understand because of unfamiliarity of the language in a chosen text. This can be achieved by choosing the texts according to the tastes of individuals in the classroom. Therefore, teachers should try to arouse the motivation of the learner by choosing interesting

texts to give purpose to the reading. This also helps learners to read for purpose outside the classroom. Therefore, the emphasis of extracurricular reading is on "growth" on the part of the learner rather than on the part of the teacher.

In order to arouse motivation in the learner's development, the following model may be presented:

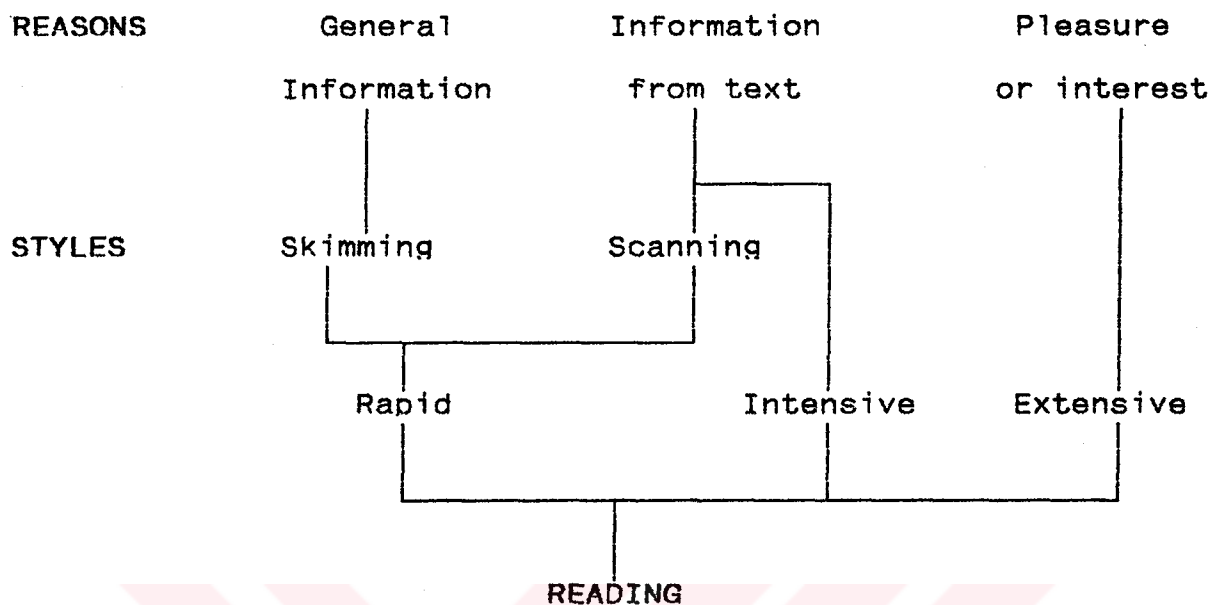


(Williams, 1984: 17)

As seen in the model, none of the skills are considered more important; however, all of them help in the development of learners to be adequate related to their reasons for reading in their second language.

2.1.2. Reasons for Reading

Learners' interests show differences in reasons and styles in reading. There are different styles of reading, and these are determined by readers' personal goals for reading. The following diagram summarizes the relation between reasons for reading and styles of reading:



(Williams, 1984: 12)

As demonstrated in the diagram, learners generally read if they have a specific reason concerning their purpose of learning the language. There are different styles of reading related to the readers' needs.

2.1.3. Reading Styles

Grellet (indicated in Ekmekci, 1994: 46) states that readers adopt different strategies depending on their purpose. According to the researchers, there are four styles of reading: scanning, skimming, intensive and extensive reading.

2.1.3.1. Scanning and Skimming

Williams (1984: 13) defines scanning as going through a text very quickly to find a specific piece of information. He

explains that the purpose of scanning is to find the answers to particular questions. Ekmekçi (1994: 46) states that readers apply this strategy as they look up a name in a directory or a date in an encyclopedia. She also emphasizes that readers want to find only specific information rather than reading the whole text in detail.

According to Williams (1984: 13), skimming means glancing rapidly through a text by "merely dipping into it and sampling it at various points" to comprehend its general content. He also emphasizes that the purpose of skimming is to briefly summarize what the text is about. He believes that one of the reasons for practising skimming is that it helps the learner to acquire a study technique, to organize his thoughts and also to specify what information he can get from a book. However, he claims that skimming is not an appropriate technique for learners at beginning levels, as they both lack the language knowledge and confidence. He also suggests it should be practiced at the intermediate levels.

2.1.3.2. Intensive Reading and Extensive Reading

Intensive reading means reading every detail to certify everything in the text. Intensive reading involves a close study of texts and an examination of the features of foreign language at the various levels of word, sentence, paragraph and whole text. Hedge (1985: vi) explains that students are trained in the various skills and strategies to progress in

reading through intensive reading activities in the classroom. She follows her idea stating that these activities are designed to help students in the detailed comprehension of shorter texts. Muni (cited in Hedge, 1985: Vii) also defines this kind of reading activity as "skill training". In other words, the learners' attention is drawn to nearly every grammatical structure, word or cultural fact contained in it. Williams (1984: 11) also follows this idea saying that the ultimate aim is to be able to use language appropriately.

Extensive reading, on the other hand, means reading some materials for pleasure outside the classroom. There are also some researchers like Krashen, Hill and Holden who give different term to extensive reading as "free voluntary reading". These researchers (Hill and Holden, 1990: 91-93) claim that students who read for pleasure are better readers and have more advanced vocabulary since "free voluntary reading" is comprehensible input in a low anxiety situation, and students never feel pressured while reading outside the classroom. Ekmekçi (1994: 46) also states that there are several ways to supply comprehensible input outside the classroom citing that reading long texts, without any stress develops an ability to gain meaning from unknown words with which students have.

It has also been stated by Krashen (indicated in Hill and Holden, 1990: 91) that "free voluntary reading" is the major source of reading ability, vocabulary, and grammar competence.

To follow, he also emphasizes that "free voluntary reading" may be a powerful way of improving second language acquisition. Krashen also draws attention to the importance of "free voluntary reading" stating that there would be some programs both in and out of the school such as *In-school free voluntary reading*, which students are encouraged to read whatever they want, but no book report, or teacher follow up, and *Out-of-school reading* programs, which students read for pleasure in "print-rich environments" and they report what they have read to the teacher. Krashen concluded that when students participated in these programs for a certain time, they make better progress in reading comprehension and vocabulary development than students who take only "traditional" instruction which means only following their course books and no more. These researchers draw attention to the extensive reading and explain that the aim of extensive reading is to give learners the opportunity to practice skills by reading long texts and developing the ability to read quickly in a foreign language. The main goal is to read materials fluently for pleasure or information outside the classroom.

Hedge (1985: 77) also emphasizes the importance of extensive reading, stating that this kind of individual and self-directed process makes students independent in learning, which is an important factor in success. According to her, if students are prepared for reading and given the opportunity to interact with a text, they may learn to read for general meaning without frequent stops to look words up in a

dictionary. Hedge (1985: 77) also states that by reading at their own pace, they can develop the ability to deduce the meanings of unknown words and phrases from clues in the context. It may be concluded that students who spend some time reading for pleasure outside the classroom may increase both their comprehending the context and improving their vocabulary, and students can only learn by being actively involved in language.

Nagy (cited in Sanacore 1994: 605) suggests that extensive reading provides three essential properties of vocabulary instruction if students are guided to link vocabulary with reading: *integration*, *repetition*, and *meaningful use*. According to him, *integration* is the new information that students comprehend by their prior knowledge if the reader is familiar with the text. *Repetition* enables the students to pay more attention to the new words when they are exposed to words many times in the context. *Meaningful use* helps learning new words to be especially effective if students see them in meaningful context. Therefore, dealing with the words in context is more beneficial than the words in isolation. Nagy also claims that this kind of vocabulary improvement can be supported by encouraging students to spend time for reading a variety of books outside the classroom. On the other hand, according to Sanacore (1994: 604), the purpose of stimulating the students to read is to help them gain contextual insights through strategies as the following:

- * Certain words, phrases, sentences, and paragraphs help to determine the meaning of some new words and concepts.
- * Reading whole selections increases an awareness that thorough knowledge of all words is unimportant.
- * Context can support learning of unfamiliar words independently, because it provides clues for comprehension.
- * For comprehension to occur, vocabulary and prior knowledge must interact.
- * The intonation a reader brings to a text can affect the importance and meaning of words.

Sanacore (1994: 604) claims that these five strategies support the role of context for expanding vocabulary. However, these strategies are the most effective when students are provided a wide variety of reading materials in a balanced selection according to their level.

Williams (1984 : 31) also explains the other goals of extensive reading; to increase general reading speed, to practice in skimming and scanning, and to develop an ability to extract relevant information from a text. According to him, increasing vocabulary through reading , and giving learners training in working out the meaning of words from the context are further goals. Accordingly, extensive readers learn to tolerate a degree of uncertainty in the meaning of new words.

Dubin and Olshtain (1977: 97) also claim that learners who read on their own for pleasure in an effective way develop good reading habits and learn much vocabulary through extensive reading. They also summarize the objectives of extensive reading as follows:

- * Students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning.
- * They are exposed to the language in a more natural and less structured way. In other words, they get a different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or a test.
- * Extensive reading has also effect on other language skills such as writing and speaking.
- * Extensive reading, or reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction.

According to Dubin and Olshtain (1977: 98), all these objectives are very important to fulfil the objective of encouraging reading for pleasure. Extensive reading can only take place if the material is easy and interesting or arouses interest for students. They also claim that students need considerable encouragement from the teachers at the first stage of extensive extracurricular reading, especially avoiding turning them into "school" activities since the initial stages

are very important to develop confidence in language. According to Dubin and Olshtain (1977: 145), teachers should spend more time to embolden students individually in reading. If learners can be made aware of reading individually in the library or self-access centers where they can find any kind of materials to cope with their weaknesses, more development can be achieved in language learning. They strongly state that individualized learning emphasizes the needs to adopt realistic expectations towards FL and preferences of individual learners. In other words, students are given some responsibility for their own learning.

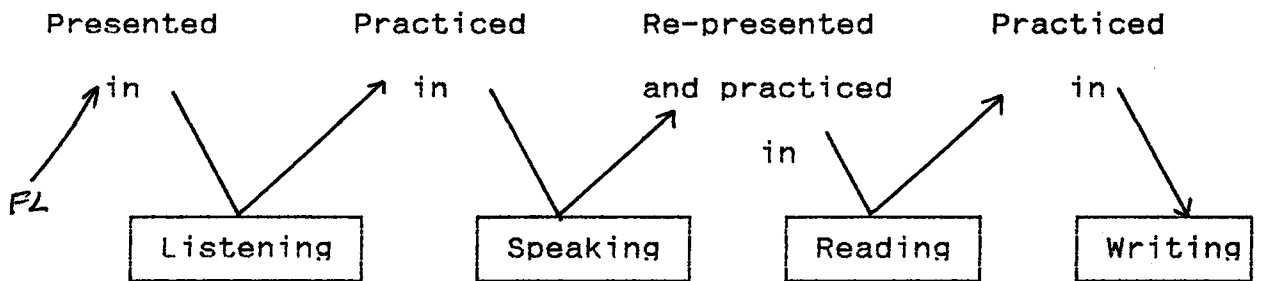
There are some researchers who believe in the importance of individualized learning. Berglund and Johns (cited in Walker, 1992: 58), and Williams (1984: 44) suggest that reading for students' own individual purposes discharges their minds to enjoy reading on their own, and encourages them to read books for enjoyment rather than instructional purposes while developing the desire to read. According to the researchers given above, individual reading helps them express their ideas and emotions as they incorporate new textual words into their own vocabularies. Therefore, individual reading is a great source of knowledge about comprehending word meaning. Global understanding of the situation, as well as the content, should help learners to come up with unfamiliar words.

Tierney, Readence and Disher (1985: 263) also emphasize that individualized reading is related to interest and

selection individually, and it is appropriate for use at all levels. They claim that individualized reading centers on the student, his individual development and his specific needs, such as vocabulary improvement in a quiet and non-pressured situation. It also helps learners' own growth in reading and vocabulary if the materials are also appropriate for them.

2.1.4. Selecting Texts

Widdowson (cited in Williams, 1984: 23) defines text as any piece of written language to use in the English language classroom. He claims that texts which are used to teach a foreign language are very important to meet the need of both teachers and learners. First of all, the text must be right for the learners. On the one hand, he states that the text should be related to the learner's personal interests and knowledge. On the other hand, the level of language should be appropriate to the learner's competence in English. Widdowson also asserts both of these conditions should be taken into consideration if any book is going to be "an effective language learning aid" to a particular student. According to him, in order to teach a language to learners, all the language skills are important and should be emphasized in the classroom. The following diagram gives information about how these skills are integrated:



(Williams, 1984: 14)

Figure 2.1.

As illustrated in this diagram, it may be regarded that the language should be organized in a progressive way from simple to complex language structures using all skills. Especially, the texts containing skills and carefully controlled vocabulary are very helpful to motivate learners to be involved in the foreign language. On the base of the information mentioned above, Croft (1980: 348) suggests:

..when we select text, we make an effort to have them within the comprehension range of most of the students, but at the same time we try to select passages so that each of them is a little more demanding, a little more difficult than previous one, in an attempt to force the student to gradually extend his reading skills. While all the selections in our reading text are expected to offer useful practice, those at the beginning of the book are expected to be easier to read and to comprehend than those at the end.

Croft (1980: 349) also draws attention to the fact that choosing different texts for individual students at different levels of competence helps them develop reading comprehension skills. Therefore, it may be concluded from this idea that students might increase their reading and vocabulary through comprehension skills if materials chosen have high interest.

That's why, teachers should help students choose material themselves according to their interests and needs. Williams (1984: 125) also claims that the texts in the early stages may be simple, and a great amount of authentic texts can be introduced gradually as the learner's proficiency increases. As a final stage, the learner is prepared for more complex structures in the language.

In choosing texts, certain researchers focus on particular points, for instance, Hill (1986: 19) emphasizes the fact that texts should be chosen with vocabulary and text structure at the student's level. Grant (1987: 72) also draws attention to the importance of the text in the language learning process, emphasizing that as with other elements in the course, grammar and vocabulary development are also integrated in language learning, thus, texts should be appropriate to the level of the students. In order to achieve this, materials to be used in a language teaching program should give consideration to the needs of both the students and the teaching program. Therefore, Williams (1984: 23) suggests some reading materials in English language classroom incorporate as the following;

1. integrated course books which include reading texts
2. supplementary reading comprehension and reading skills books containing texts and exercises
3. texts from real life called "authentic texts"
4. simulated authentic texts which are also called "graded readers"

Integrated Course Books

Williams (1984: 23) defines integrated course books as those in which the language of the reading texts is highly controlled, and seek to teach language according to different levels. He states that they are useful to teach the structure of the language. However, Williams claims that these books may cover subjects that are rather uninteresting to all the learners, and there may be too much or not enough interesting content or new vocabulary. In order to use these books efficiently, he offers some suggestions such as supplementing reading with different books to achieve a certain level.

Text Collection Books

Williams (1984: 24) describes these books as supplementary materials to substitute or supplement the course book. They are usually chosen to follow the sequence of the course book by supplementing relevant topics or themes related to the units the course book.

Authentic texts

According to Williams(1984: 25), the term "authentic texts" is used to refer to any text that was not written specifically for language learning purposes. He also defines "authentic texts" as texts written to convey a message, to say something, and not to simply to exemplify language. They may

be any materials that are not directly used for language teaching such as advertisements and publicity material, newspaper and magazine articles, reference books, etc.

Williams (1984: 25) claims that there is advantage of using authentic texts as they allow the learners to experience "real" language use outside the classroom. There is a great variety of authentic texts available. On the other hand, Williams also notes the disadvantages of using authentic texts such as lack of adequate copying facilities, its being very difficult for lower levels, not leading to great learning of language use.

Graded Readers

Hedge (1985: 2) defines graded readers as the books which are prepared progressively according to the level of language difficulty and vocabulary. She explains that the purpose of graded readers is to introduce learners gradually to increasing levels of difficulty in text, and to achieve a controlled balance between familiar and unfamiliar language in a certain time. Hedge (1985: 2) also emphasizes that the language of a graded readers is controlled with an increasing range of vocabulary. She follows this with the notion that graded readers will be very useful if the teacher is able to exploit them completely to develop language learning both in and out of the classroom as it meets the learner's need.

Michael West, who is associated with the development of graded readers, wrote as long ago as 1950;

Few things are more encouraging to a child who knows some 1.500 words (say) of English than to pick up a book written within that vocabulary and find that he is actually able to read it and enjoy a story which is (at least) an enthralling approximation of the original.

(Hedge, 1985: v)

Hedge agrees with West on this idea and claims that the same is undoubtedly true for adult learners if the teacher helps them make a sensible selection of graded readers, and also encourages or motivates them to read .

It may be concluded that when students are exposed to new words through graded readers, they can be familiar with content and vocabulary, and even they can guess what the meaning of words is and what will be next in the text.

2.2. Vocabulary

Learning vocabulary is one of the major problems of foreign language (FL) programs. Vocabulary knowledge has been neglected or considered as a secondary emphasis in FL programs since it is felt that students need to master basic grammatical patterns and ability to communicate in English. Some researchers (Twaddell,1973; Wilkins,1974; Richards,1976; Judd,1978; Laufer,1981; Morgan and Rinvoluceri,1986; Carter and

McCarthy, 1988; and Paker, 1989) claim that little importance has been given to vocabulary and the teaching of vocabulary or learning new words and phrases is often seen as an unimportant value, and even it is neglected most of the time in foreign language teaching. Twaddell (1973: 61) admits that learners get an ability to understand and use words in the FL, but claiming the reason why it is not really taught is that no single method has gained a general acceptance in teaching vocabulary. In addition, Judd (1978: 72) agrees on this idea and adds that vocabulary knowledge is generally not taught as a skill in itself. However, learning a language mainly involves learning its grammar, vocabulary, and how to use them in an appropriate way. Most methodologists discuss the indirect teaching of vocabulary as a main part of language learning such as reading or listening comprehension. Although vocabulary is not the only important component on its own in language learning, its value should not be underestimated. As Wilkins (1974: 111) states, "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". Related to Wilkins' explanation, Morgan and Rinvoluceri also emphasize that words are essential, and the lack of them leads to feeling of insecurity in language learning. According to the researchers, some learners believe that they may communicate in a foreign language by learning a great deal of words, and there are also those who think that the language can be mastered by learning its mainly grammar and structure. Wilkins (1974: 131) states that learning nothing but words and a little or no structure would be useless to the learner.

Wilkins also adds that learning all the structure and no vocabulary expansion in courses can do no harm in long term but in most situations structure and vocabulary are acquired together. Wilkins' study proves that vocabulary teaching and learning can progress through the incorporation of structure and vocabulary. It can be inferred from this that the necessity and the role of vocabulary is paramount.

Richards (1976: 77) explains the role of vocabulary in light of eight assumptions concerning the nature of lexical competence, and he suggests these assumptions should be kept in mind in teaching vocabulary. Some of his assumptions related to this study are summarized as following^s.

ASSUMPTION 1. *The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.*

Richards claims that the development appears at early ages and continues, and adults add new words to their vocabulary through reading. Twaddell (1973: 65) also states that there is no quick solution for vocabulary improvement since learning starts at the early stages with the limitation of vocabulary to some extent and increases through time.

ASSUMPTION 2. *Knowing a word means knowing the degree of probability of encountering that word in speech or print.*

According to Richards, a person recognizes the general occurrence of a word and also the words' association with other words in the context.

ASSUMPTION 3. *Knowing a word means knowing a syntactic behavior associated that word.*

Important information about structural behavior of words is acquired by the learner as part of vocabulary learning. In the sentences, some relations may help readers to predict the syntactic forms of words and comprehend them.

ASSUMPTION 4. *Knowing a word entails knowledge of the underlying forms of a word and the derivations that can be made from it.*

This enables learners to know different forms of the word when they encounter in the text. It may be concluded from this that learners may guess the root-word and understand it.

ASSUMPTION 5. *Knowing a word entails knowledge of the network of associations between that word and other words in language.*

According to Richards, words do not exist in isolation and their meanings are determined through their relationships with surrounding words in the contexts.

ASSUMPTION 6. *Knowing a word means knowing many of the different meanings associated with the word.*

Richards (1976: 83) shows how the words list a great variety of different or related meanings for each word, by explaining how the words take their meaning from the context. He also gives Kolers' observation in the following:

Word meanings do not exist in isolation in the reader's mind like in a dictionary. What a word means to the reader depends on what he is reading and what he expects to read, the phrase, clause or the sentence in which the words appear. The meaning of a word, that is to say, depends upon the thought that it is being used to express or the context of its expression. Whether one reads *unionize* as a verb in chemistry or a verb in labor relations depends upon many things other than its spelling and its symbol-sound relations. Indeed, a very large number of words in a dictionary have multiple meanings and the definitions of some words are contradictory. For example, *scan* means to glance at quickly and to read in detail, and *cleave* to join and to separate. The reader must construct a representation of what he is reading about if he is to appreciate the meaning of what he is reading...

(Quoted by Eskey, 1973)

Richards highly recommends that assumptions 1 and 6 are necessary to increase the learner's vocabulary recognition. He claims that a learner who is adding to his vocabulary knowledge is better for productive language giving an example of the intermediate learner who uses a word in his speech that he has learnt from reading. The example is the student who says *I was most entertained by the film* rather than *I really enjoyed the film*.

It may be concluded in the light of the assumptions given above that students get familiar with a number of words and use them appropriately. As a result, Richards' article is very important because it tries to show different ways of teaching and learning vocabulary from different aspects according to the learner's competence of vocabulary. Richards concludes that many language programs assume vocabulary improvement will be covered by reading, but there are still some difficulties to

overcome the problems in the programs (see Richards, 1976 for more details).

Twaddell (1973: 65) explains that the very nature of vocabulary involves difficulties in learning and teaching. He clarifies the difficulties as "qualitative and quantitative". According to him, "the qualitative aspect" involves the relation between words and meanings, and he also states "the quantitative aspect" involves the structure of vocabulary and its frequency of use in daily occurrence.

Maley (cited in Morgan and Rinvoluceri, 1986: 3) emphasizes the importance of the acquisition of vocabulary by explaining that words can be acquired by comprehending meaning in associative way more than in a linear and mechanical way. According to him, words are not learnt mechanically as phrases, but rather it is learnt associatively since it is a branching process; otherwise, learning would be very limited. He sees that the only effective way that students may expand their vocabulary in social and experiential process is within the context. He, therefore, considers library and self-access centers playing an important role and affecting classroom time for vocabulary.

Morgan and Rinvoluceri (1986: 3) also agree with Maley on the idea of library study, stating that language may be learnt best when incidentally learned. Thus, they propose that a very useful way to encourage learners to expand their vocabulary is

to use readers outside the classroom and to guess meaning in the context. Guessing vocabulary from context is the most frequent way the learners discover the meaning of the new words (Carter and McCarthy, 1988: 63). They believe that guesses are guided by the topic and the other words in the discourse. Therefore, learners should be encouraged, trained to guess from contexts, and should be given strategies to guess the meaning of unfamiliar words.

2.2.1. Strategies in Learning Vocabulary

Clarke and Nation as indicated in Carter and McCarthy (1988: 104), state that there are many strategies to learn vocabulary, and define the strategy as a procedure through which learners can make use of the available context clues. They also assume that these strategies help the learners to follow the ideas in the text and bring some background knowledge to the text. Nation and Clarke suggest this strategy for guessing unknown words in texts in five steps:

- * finding the part of speech of the unknown word,
- * looking at the immediate context of the unknown word and simplifying this context if necessary,
- * looking at the wider context of the unknown word between the clause and surrounding clauses and sentences,
- * guessing the meaning from the context,
- * checking that the guess is correct.

According to Nation and Clarke, guessing from the context is the most important one of these strategies. They claim, like Richards and the other researchers, that this is the way native speakers often expand their vocabulary. Twaddell (1973: 71) agrees on expanding vocabulary through guessing, and also suggests that when learner meets an unfamiliar word, he should not give up, or panic, or infer. What the learner usually does in this circumstance is to rush to a dictionary. This takes time, and is not permanent for his vocabulary learning. What a learner should do is to ignore the word and proceed to the end of the sentence. Then the learner comes back, makes meaningful guesses, and he finds that he no longer needs to use a dictionary so often. Twaddell (1973: 77) offers further suggestions for vocabulary expansion. According to him, the learners should be aware of some ways of overcoming their problems. This can be done by both good planning of extensive reading and reinforcement of teachers. Carter and McCarthy (1988: 62-63) believe that the learners do not have to know all the words in a passage, and suggest that the dictionary should be used as a final resort. Twaddell (1973: 77) agrees on not resorting to a dictionary as a primary attempt and suggests that teachers must help students to meet these problems as follows:

- * They must learn to guess at the meanings of unfamiliar words and phrases rather than spend too much time to learn the meaning in a dictionary,
- * They have to be able to tolerate with an incomplete comprehension to some extent.

Twaddell also states that students who read different items have a high rate in words. Since they also read outside the classroom, a great majority of vocabulary occurs naturally and frequently.

2.2.2. The Rate of Guessing Words

There are some studies about the rate of guessing words in a text. Ames's study gives an indication of the rate as 60 per cent of the unknown words, Liu and Nation found that the advanced L2 learners guessed between 85 and 100 per cent of the unknown words (Carter and McCarthy, 1988: 103). However research with foreign-language learners has not provided an answer to the question of "what is the optimal rate of unknown words in a text?". Holley (Carter and McCarthy, 1988: 99) also tried to find the best rate of unknown words to the total length of a text but she found that vocabulary learning continues to increase related to reading time, comprehension and enjoyability. According to these studies and authors' explanations, the vocabulary must be familiar for the readers to a certain extent. The readers should read any material with no hesitation of too many unfamiliar words. This also helps them to remember the words they meet in the context for a long time. While they read they, should also store words in their memory.

2.2.3. Enhance Storage in Memory

One of the most important purposes in vocabulary improvement is likely to help students remember words or store words in memory. Carter and McCarthy (1988: 64) claim that many problems occur with words about remembering and comprehending, and there is a relationship between vocabulary and memory. They also state that the most effective distinction among vocabulary items may lie among different types of content words rather than between content and function when memory and comprehension are regarded. According to them, function words can be learned very quickly because they occur very frequently, and carry meaning very clearly. Another fact about vocabulary and memory is the *form*, which may be more important to remember than the meaning. Carter and McCarthy (1988: 65) state that learners sometimes take form as a basic way of meaning as they see in the context and remember. Words are stored and remembered in a "network of associations", and they are combined to each other not only by meaning and form but also sight and other parts of context. They also give information about a research on memory and suggest some ways in order to enhance storage: *mnemonic devices, loci, paired associates, and key words*. *Mnemonic devices* means encouraging learners to use memory techniques to help them memorize words. However, Carter and McCarthy (1988: 65) claim that many countries resist towards this way. *Loci* means familiar sequences of visual images that can be recalled easily. In other words, learners form an image or place of it in an

imagined scene, and retrieval of this comes without any effort. *Paired associates* means a memory device which links two words of similar sounds and meanings, or a visual image which will associate with the new word to help learner remember it using associative link e.g. hard rock to teach *hard*. *Key words* means a technique which may be ridiculous but very useful. It is to learn a word in FL by associating it with its translation in the native language in a special or funny way. For example, *better* which is the comparative form of good in English may be remembered as the negative recalling of *beter* which is the comparative form of bad in Turkish. Thus, the learners can remember the words they learnt in the context for a long time by using the ways mentioned above. It may be concluded that they can expand their vocabulary in a funny and unpressed way. In other words, it may have an stimulating effect on the motivation of learners.

As Judd (1978: 74) asserts, in order to ensure success in vocabulary development, instruction should be considered as the most important goal, and the words must be reviewed constantly. He claims that this process is important for many reasons. According to him, one of the reasons is that if the learners are exposed to words or phrases more, they have a greater chance for retention. Nevertheless, in course-books unknown vocabulary is usually introduced in one unit, and, unfortunately, it is not repeated enough in the classroom; therefore, learners forget them quickly and easily. Judd gives another reason as that words can have multiple meanings. He

also suggests that when these words are repeated, it will help learners to acquire knowledge of words or phrases. According to him, teachers should guide learners to see the written words by choosing text on their own. Most teachers agree that vocabulary should be taught in a context through reading as it plays an important role in vocabulary learning. They believe that words taught in isolation are not retained. In addition, learners must be aware of the linguistic environment in which the word or phrase appears in order to get its full meaning. Therefore, the learners who understand words in context will see they learn words in even more complex situations, and they will present more interesting ideas due to their expanding knowledge.

Consequently, the present study of vocabulary improvement indicates that students should be encouraged to read materials outside the classroom to enable them encounter a high range of words, and teachers ensure that students master on their own the importance of reading and vocabulary by giving them strategies mentioned above. As one wise and ancient teacher counseled:

If you give a man a fish, you feed him
for one day.
If you teach a man to fish, you feed him
for a lifetime.

Confucius
(551 - 479 BC)
(Geddes and Sturtridge, 1982: 7)

CHAPTER 3

METHOD

3.1. Overview

This chapter presents information about the research on vocabulary improvement, how the subjects were chosen, what kind of application was done through the eight-week term, and finally how the data were collected and analyzed throughout the research period .

The main hypothesis in this study is that extensive reading increases vocabulary. Teachers should encourage their students to be involved in reading not only in classes but also outside the classroom. Teachers should do this by giving an extra task, for instance, asking them to read any book in English and return the summary and the book report about the book they read. Even extensive reading should be incorporated into the teaching program as well as intensive reading in the classrooms.

3.2. Research Design

This experimental study aims at analyzing information about the increase in the vocabularies of students at YADIM in the 1994-1995 academic year; and to show the differences between the control and the experimental groups instructed individually to use different materials outside the classroom, except their course-books.

First, a list of vocabulary chosen randomly from the course-books of Level 4 was presented to the students in the experimental groups and the control groups. The course-books are Fourth Dimension, Ways of Attaining Study Skills, Communication Through Writing, Project Writing, and Reading Comprehension. Providing that the students were introduced to 50 new words each week in their course books, and they had eight-week period for one level, about 400 words were chosen randomly. Subsequently, this number was reduced to 325 words since some words among these were derivations. The list included 125 verbs, 115 nouns, 57 adjectives, and 28 adverbs in order to give the students opportunities to be familiar with various words. For example, *warn*, *attention*, *vital*, and *accurately*. As a pilot study, the list of words was given in two classes to see how the students would react. It was observed that the students were highly pleased to see this type of activity, and they suggested that this kind of lists should be given at all levels. Therefore, the groups chosen as control and experimental groups were given the word list as a

pre-test and asked to give the meaning of the words in their native language. They were asked not to resort to a dictionary since the aim was to test only recognition skill. 50 minutes of classroom time was spent for the subjects to go over the word list. The aim of giving the word list in the class hour was that it was given as a pre-test, and an identical list would be presented to the same groups in a different order as a post-test eight weeks later.

Second, the results of Reading and Writing Sections of the Achievement Tests 3 and 4, which measure students' mastery or progress of what has been taught in an academic year were compared. The aim of comparing these tests was to investigate if there would be any discrepancy in vocabulary range between the experimental and the control groups.

Finally, for the data collection, the teachers of the groups were asked to observe continually and give oral and written feedback about their students' interest in reading to the researcher on a weekly basis. The teachers of the experimental groups were provided book report sheets (see Appendix A), and asked to give them to their students weekly. The students were supposed to return them as a summary and book report to make sure that they read the book. The book report sheet covered some specific items such as topic, level, pages, major characters and comment about the content.

One of the four main limitations of this study is that the varied social demographics of the subjects could not be taken into consideration, since the students were not self-enrolled in the program. Furthermore, four different instructors, each taught one class, and instructor methods may have been an important variable. However, the teachers were given the same syllabus to follow at the academic year, in other words, all the teachers teaching the same levels follow the same teaching order. The study was also limited only to eight weeks, which may have been a significant factor. Finally, only Level 4 students were taken into consideration since they had already had an intensive language course. They have already been exposed to language skills: reading, writing, listening, and speaking in addition to grammar. Therefore, they are ready to expand vocabulary as their next stage of language development, and this growth is easily quantifiable.

3.3. Subjects

The subjects participating in this study were one hundred students enrolled in Level 4 at YADIM, during the last eight-week block of the second term in the 1994-1995 academic year. Each class was randomly assigned to two experimental and two control groups. They were in four classes of Level 4, two of which consisted of graduate students. It was decided to choose two graduate and two undergraduate classes. It was taught it would not cause any problem for the research since they were having the same syllabus. The main goal was to observe the

change in the range of vocabulary of these students before and after the research spanning an eight-week period.

The fundamental purpose of this research was to draw attention to the weakness that students have in vocabulary. It was also aimed to find out the ways in which to strengthen students to overcome this problem to some extent. Therefore, the vocabulary lists and the Achievement Tests 3 and 4 the students were given at the beginning and at the end of the research were taken into consideration to test the hypotheses (see Appendices B and C).

3.4. Data Collection

3.4.1. Instruments

Four different instruments were used to collect data for this study; analysis of the students book report sheets (see Appendix A), analysis of the vocabulary lists (see Appendices B and C), the feedback form taken from the teachers (see Appendix D), and also analysis of the Achievement tests.

3.4.1.1. Vocabulary List

Vocabulary list included 325 words chosen randomly in Level 4 course-books. This list was presented as a pre- and post-test to the four groups at the same time on the same day

in order not to cause confusion and obtain uniformity.

3.4.1.2. Achievement Test

Achievement Test 3 and 4, which are related to language courses and designed to measure the effects of a specific program of training are prepared by the Testing Office at YADIM. It is given in about 2 or 3 hours related to the items to be asked in order to evaluate the success of the students at YADIM. The reading and Writing grades of the subjects were compared to observe if there were any discrepancy in reading comprehension and vocabulary range of the experimental and the control groups.

3.4.1.3. Feedback from the Teachers

The teachers of the subjects were asked to give feedback about their students since they had had the same students since the beginning of 1994-1995 academic year. The teachers of the experimental and the control groups, two of which were undergraduates were asked to give weekly updates on their students' progress by feedback form (see Appendix D).

The experimental groups were told to read one book a week and return it as a book report and summary to their teacher. The book report sheets (see Appendix A) were provided to the subjects every week. The experimental groups received individual instructions from their teachers about reading

outside the classroom, and the control groups received no instructions. However, the control groups were observed by their teachers weekly as well, to inform the researcher about their reading habits.

3.4.1.4. Book Report Sheet

The subjects of the experimental groups were offered an opportunity to read independently on whatever they were interested in. It was especially emphasized that students should choose materials which are easily readable according to their level. They were asked to complete a report sheet (see Appendix A) for each book that they read. The report sheets included items such as title, level, topic, characters, number of pages, and students were asked to comment about the content, grammar, comprehension and vocabulary they have learnt and also to summarize the book. The subjects were required to write their names on all the report sheets as the summary and comments would be analyzed by computer. These summaries were computerized and analyzed for the range of vocabulary using the CHILDES program. This was given a numerical value to use in the statistical analysis.

3.4.1.5. First Compositions

The students were asked to write compositions about any subjects they liked at the beginning of the experiment, and these compositions were not returned to analyse by the

researcher until the end of the experimental period. Both these compositions and the summaries on the book report sheets were taken into consideration to observe how much discrepancy there was in the use of vocabulary in written expression.

3.5. Data Analysis

The list of vocabulary chosen randomly in the course books taught during the eight-week period was administered as a pre-test in one hour of class time, and the same list in a different order was later used as the post-test. Both the pre- and the post-tests were presented to the subjects at the same time on the same day. The only alteration was the individualized instruction given in the experimental groups.

CHAPTER 4

DATA ANALYSIS

This chapter presents the results of a controlled study, which attempts to form an idea about how much vocabulary improvement can be achieved through extensive reading during an eight-week term at YADIM. One-hundred subjects (students at YADIM in 1994-1995 academic year) participated in this study. The teachers of the experimental and the control groups were asked to take part in the study, and they were given a feedback form (see Appendix D) which is related to how much the students volunteer to read outside the classroom. Observations of the teachers and the book report sheets given on outside texts were used to collect data, with the objective of showing the differences between the experimental and the control groups in vocabulary improvement, if there is any.

4.1. Findings and Discussion

The students in the experimental and the control groups were given the vocabulary list at the beginning and at the end of the experiment to see if there would be any considerable difference in vocabulary range (see Appendix B and C). To show this discrepancy, the word tests given as a pre-test and post-test, the Achievement Tests 3 and 4, and also the book report sheets were analyzed. The subjects in the experimental groups received individualized guidance, and the subjects in the control groups received no guidance on extensive reading during the eight-week term.

The subjects were presented the pre-test which contained 325 words in a list (see Appendices B) in one-hour class time, and the results of the test were evaluated as the average correct words out of 325. The average score of the groups is indicated in Table 4.1.

Table 4.1. The results of The Pre-test

Class	X	N.* of words
Experimental Group 1*	26	325
Experimental Group 2*	26	325
Control Group 1*	27	325
Control Group 2*	26	325

Ex. Group 1* Undergraduate class
 Ex. Group 2* Graduate class
 Cont. Group 1* Undergraduate class
 Cont. Group 2* Graduate class
 N* Total number of the words in the vocabulary list

As illustrated in Table 4.1., the results of the pre-test showed no significant difference between the experimental and control groups. The subjects in both groups performed equally well, they averaged 26% on the pre-test at the beginning of the experiment, except one of the control groups, which was only slightly better than the others (27%).

The post-test, which was the identical list presented in a different order, was given at the end of the experiment, and it was hypothesized that there would be a significant discrepancy between the control and the experimental groups with respect to vocabulary improvement. As a result of the post-test given at the end of the experiment, a considerable difference between the experimental and the control groups is observed with respect to vocabulary within the eight-week term. The results of the post-test related to vocabulary improvement of the experimental and the control groups appear in Table 4.2.

Table 4.2. The results of the Post-test

Class	X	Total N.*of words
Experimental Group 1	50	325
Experimental Group 2	51	325
Control Group 1	39	325
Control Group 2	37	325

As can be seen in Table 4.2., there is a significant change in the average of all groups. When the groups are compared it can be seen that the control groups could not

perform as well as the experimental groups. In other words, the experimental groups increased their score more than the control groups. The purpose of the post-test was to demonstrate if there were any significant difference between the two groups. The following figure also shows the differences between the Pre- and the Post-test of the subjects.

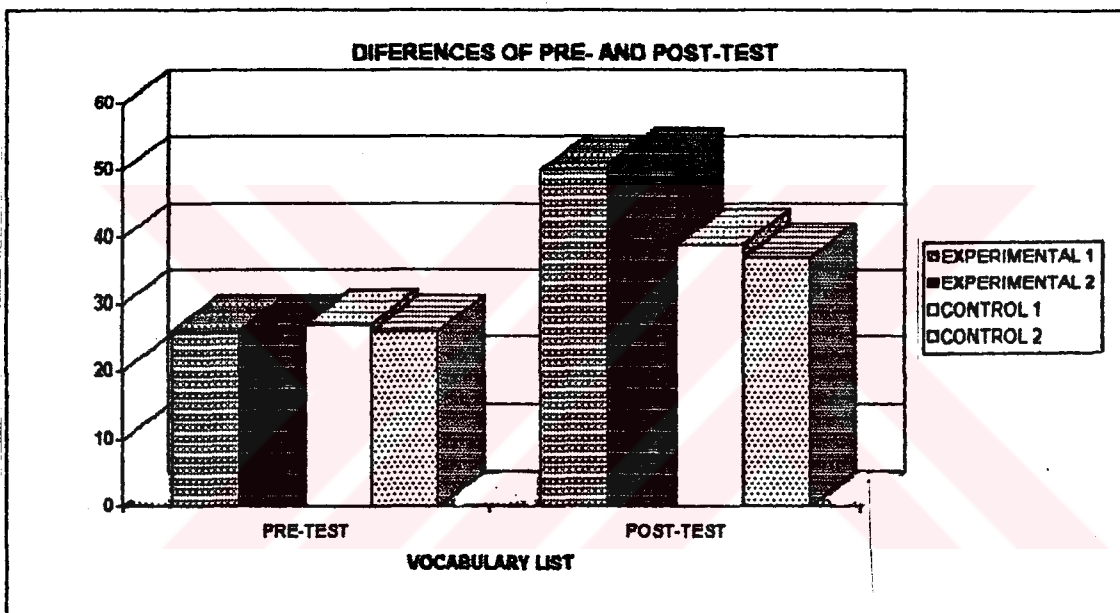


Figure 4.1. The differences between the Pre-test and Post-test

When the results of the pre-test and the post-test were compared shown in both the Tables 4.1., 4.2. and the Figure 4.1, the impact of extra curricular reading was apparent. As a result, it was found that the experimental groups showed greater performance in vocabulary improvement than the control groups.

In the light of these results, both the experimental and the control groups' Achievement Tests were verified from the

point of reading sections in the tests in order to see if the improvement in vocabulary is reflected to reading grades. Achievement Test 3 was given on April 11, 1995, which is the end of Level 3, and the previous week before the experiment. Achievement Test 4 was given on June 9, 1995 which is the end of Level 4. The results of reading grades in Achievement Tests 3 and 4 are shown in Table 4.3.

Table 4.3. The Results of Reading

Class	Achievement Test 3 11 Apr. 1995 Grades of students		Achievement Test 4 9 Jun. 1995 Grades of students	
		X		X
Experimental Group 1		42		73
Experimental Group 2		40		72
Control Group 1		43		50
Control Group 2		45		57

As it may be seen in Table 4.3., there is a considerable difference between the experimental and the control groups in reading comprehension grades. The average of all groups were about the same which was about 43 on the Achievement Test 3. When Achievement Tests 3 and 4 were compared, the control groups showed a slight difference, which was about 53.5%. However, the experimental groups indicated a considerable difference about 72 % in the test.

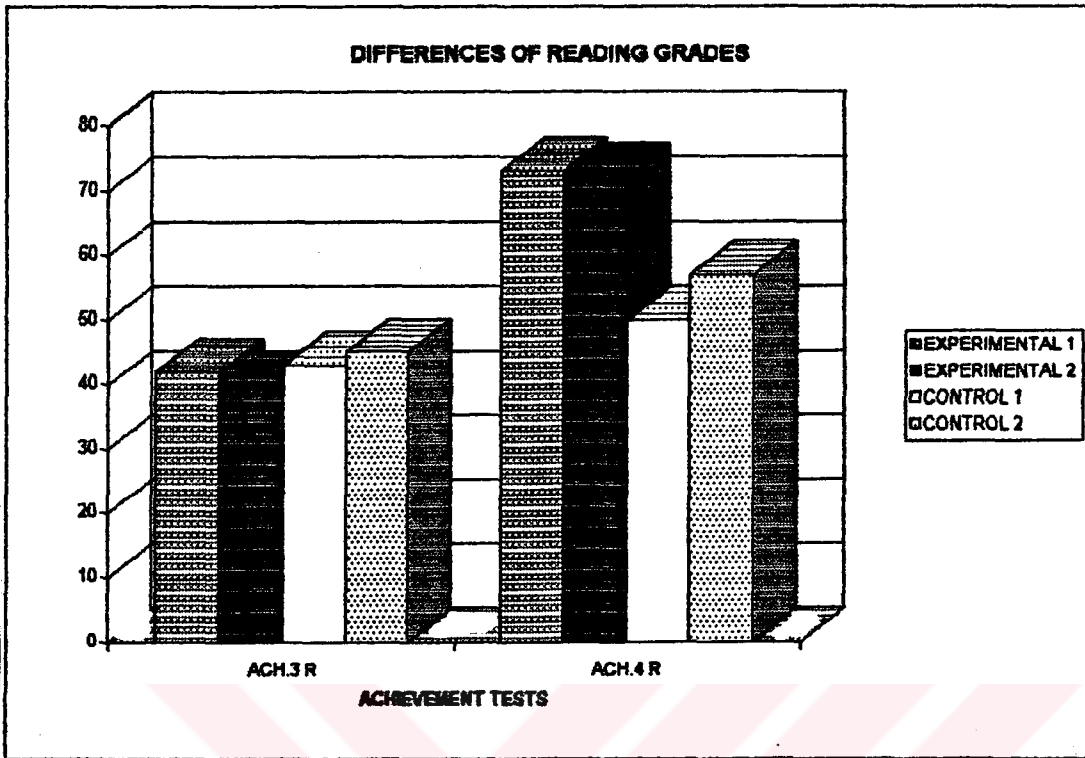


Figure 4.2. The differences between the Reading grades

We may conclude from this figure that the subjects in the experimental groups benefited from extensive reading.

In order to quantify the subjects' improving in vocabulary, the Writing Sections of the Achievement Tests 3 and 4 were also compared. The following table gives an idea about the writing of the subjects (Table 4.4).

Table 4.4. The Results of Writing

Class	Achievement Test 3 Grades of students X	Achievement Test 4 Grades of students X
Experimental Group 1	38	72
Experimental Group 2	49	74
Control Group 1	49	57
Control Group 2	45	58

As demonstrated in Table 4.4., there is no significant difference in the two groups on the first test. The graduate experimental and the control groups had about the same score even though the undergraduate experimental group had a lower per cent score on the Achievement Test 3. It may be verified that the subjects in this group benefited from extensive reading during the research by the individualized guidance their teacher gave. The following figure gives an idea about the writing of the subjects (Figure 4.3.).

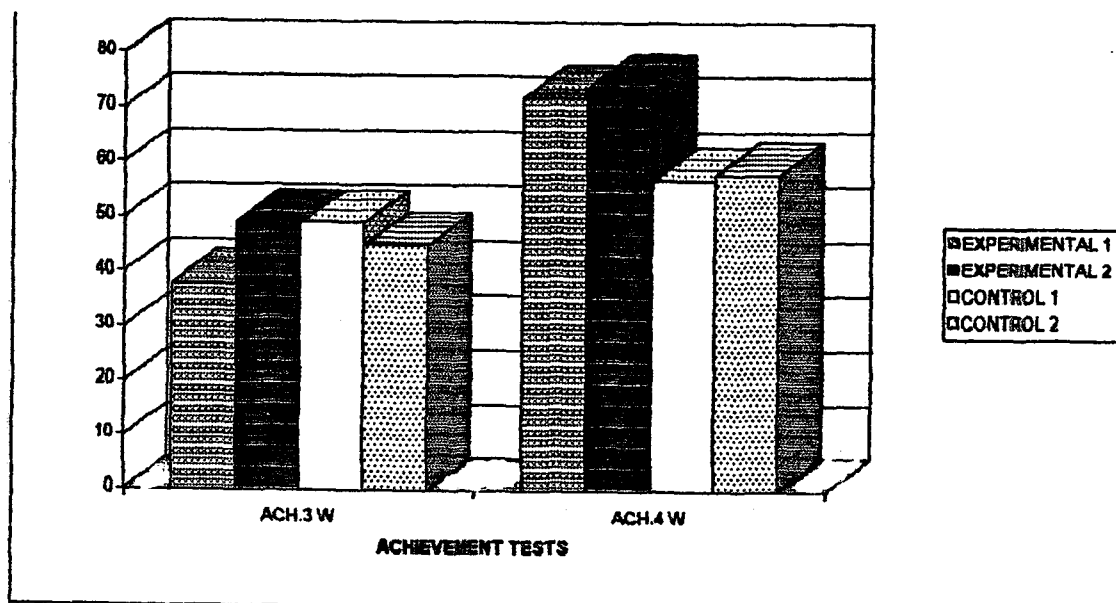


Figure 4.3. The differences between the Writing grades

It may be concluded from the Table 4.4 and the Figure 4.3.,given above (see p. 54) that the findings indicate the subjects in the experimental groups show a considerable improvement in writing.

The Results of the First Compositions

In order to get an idea about the vocabulary range of the subjects, the students were asked to write a free composition at the beginning of the experimental period. These compositions were analyzed in terms of vocabulary range. These compositions and summaries were analyzed by CHILDES program. The graph below shows the range of words of students during the eight week term (Figure 4.4.).

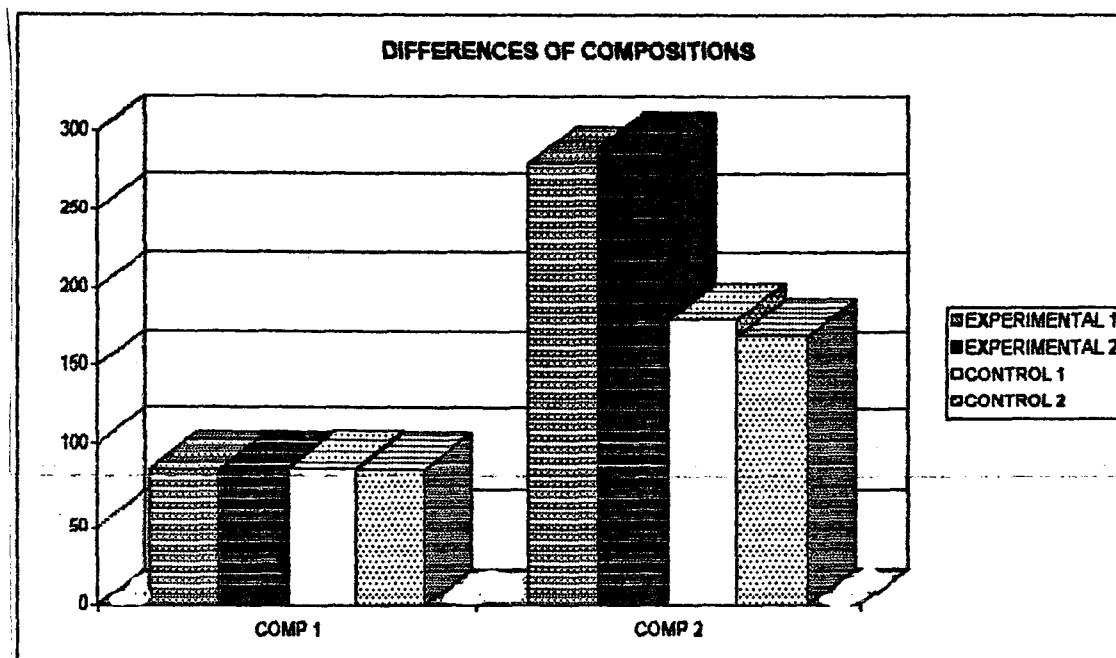


Figure 4.4. The differences between the Compositions

As illustrated in Figure 4.4., the students indicate an increase in the range of vocabulary during time. The rate and range of words appear in a high amount. The range the subjects used in their compositions was about 85% in the two groups. These compositions were also compared with the summaries of the subjects in the groups. The range of vocabulary they used in their summaries was 190% in the control groups and 329% in the experimental groups. The difference between the two groups was significant in compositions.

The Results of the Report Sheets

All the subjects who participated in this study read one book each week and they submitted a written summary of the book they read on the book report sheet. At the end of the experimental period, all the subjects had completed about 8 book report sheets. One hundred and ninety book reports according to the four levels of the books were analyzed. The details of the report sheets are presented in the following table (Table 4.5).

Table 4.5. Books Read in Each Class.

Class	Number of books read				Total
	Ele.*	L.I*	H.I*	Adv.*	
Experimental Group 1	38	21	9	4	72
Experimental Group 2	51	34	27	8	120
Grand total	89	55	36	12	192

Ele : Elementary
 L.I : Low-Intermediate
 H.I : High-Intermediate
 Adv.: Advanced

Table 4.5 illustrates that 89 of the books read were elementary books and 55 were low-intermediate books; in other words, 144 of all the books were read at the elementary and low-intermediate levels. Comments made by the subjects on these levels revealed that they chose the less challenging texts because they lacked confidence in their ability to read through higher-level books. Even though it was expected that 200 books would be read totally during the experimental period, 192 books were read by the subjects. The reason of this was that the subjects spent more than a week for the advanced level books to finish, and also they were required to follow their course-books during this period.

Other information obtained from book reports is given in the following table. The book report sheets covered some items such as interest, usefulness, satisfaction, organization, grammar, vocabulary, English (in general), and comprehension

(content) of the books. All the subjects who read books commented about these points (see Appendix A). The scale on the book report sheet was 6 as the highest and 1 as the lowest. The percentage (%) indicates the number of the subjects agreeing on the point on average. The average indicates the number of pages and time spent on average. The results of each question for each level are presented in Table 4.6a and 4.6b.

Table 4.6a. The Results of Book Reports

	Ele.	L.I	H.I	Adv.	Average
Page	25	47	53	90	53
Time required	1	5	6	4	4

As it may be seen in Table 4.6a, the results demonstrate a relationship between the levels of the books and the number of the pages. As the level increases, the average number of pages increases from 25 to 90, and the average for all the books across the four levels is 53 pages, for instance, the pages the subjects read in advanced level is about 90. There is also relation between the level and amount of time students spent reading a book. More time was spent reading books in higher levels, with an average of one hour spent for the elementary books. For example, the subjects spent one hour for the elementary level book, but six hours for the high-intermediate books. The average for all the books was four hours. The time required for the advanced level was longer

than the high-intermediate level, and only ten students had read the advanced level books. These students had significantly more confidence in their reading proficiency in English or a strong interest in reading as supported by their oral feedback.

Table 4.6b. Results of Book Reports

	Ele.	L.I	H.I	Adv.	Average
Interest	78	49	35	12	44
Usefulness	83	38	31	10	41
Satisfaction	89	45	31	12	44
Organization	77	45	36	10	42
Grammar	79	48	36	10	43
Vocabulary	88	42	35	12	44
English(in general)	79	44	36	12	43
Comprehension	79	53	33	10	44

As it can be seen in Table 4.6b, different points were taken into consideration. For the question on interest, 6 on the scale indicates interesting and 1 indicates boring. The number of the subjects who chose elementary books interesting is 78 and 12 at the advanced level. The average of the students who read the books of all levels was 44.

For the question on usefulness, 6 on the scale indicates useful and 1 indicates not useful. Similarly, the number of the subjects who found higher level books generally more useful was 31, and 83 for the elementary level books, and the average was 41.

For the question on satisfaction, 6 on the scale indicates satisfactory and 1 indicates not satisfactory. The subjects found books satisfactory at all levels. The average of the students who found the books satisfactory was 44. The students who responded that the elementary books were satisfactory were 89 and 12 for the advanced level.

For the question on organization, 6 on the scale indicates good and 1 indicates poor. The subjects who read advanced level books were more aware of the organization. The number of students who found the books well-organized was 77 at the elementary level and 11 at the advanced level, indicating that overall, the books were well organized. The average of the students who found the books well-organized was 44.

For the question on grammar, 6 on the scale indicates easy and 1 indicates difficult. In addition, the higher the level, the more difficult the grammar and vocabulary were perceived to be. Lower numbers indicate higher levels of difficulty. At the elementary level, students found the grammar was easy, and they were 79 and 11 at the advanced level. The average was 43.

For the question on vocabulary, 6 on the scale indicates easy and 1 indicates difficult. 12 high level book readers found vocabulary relatively difficult. The average of the students who agreed on vocabulary was 44.

For the question on English in general, 6 on the scale indicates easy and 1 indicates difficulty of the language. The number of the books was 79 at the elementary level and 12 at the advanced level. The average was 43 and students, in general, seemed to feel that they could understand it.

For the question on comprehension of the content, 6 on the scale indicates easy and 1 indicates difficult. For the comprehension of the content as a whole, the average was 44.

Students had read at least seven books in the study which gave them a chance to be exposed to graded readers. The responses of the students indicated that they were glad to have had this opportunity to read graded readers. The students were most interested in stories and novels, and then in magazines, or just the course-books. They wanted to read low-intermediate books most, then elementary, high intermediate and advanced in that order. Students' choices of books are summarized in Table 4.7.

Table 4.7. Books Students Chose to Read

Books	Total	Per cent (%)
Stories	96	50
Novels	69	36
Magazines	23	12
Course-book	4	2
Grand Total	192	100

In summary, stories and novels received the highest ratings with 50 % and 36% respectively. The subjects wanted to read low-intermediate books most, elementary books, and high-intermediate books and then advanced books.

Interviews with the Teachers

Four teachers of the subjects, two of whom taught the experimental groups were responsible from Level 4. They were asked for attending the meetings held weekly. They were also given the book report sheet (see Appendix A) and the feedback form (see Appendix D).

The responses of the teachers are given here to enlighten the reader on how they felt about giving subjects individualized guidance on independent reading and how eager they were to volunteer for participating in this program. The teachers of the experimental groups reflected satisfaction about giving individualized guidance to the subjects to read different materials outside the classroom, and they also reported that their students were really satisfied with their vocabulary growth through the experimental period. According to the teachers, extensive reading was necessary to embolden students more in the language. They stated that students who participated in extensive reading not only felt more confident in the classroom but also were aware of the structure and vocabulary knowledge. The subjects also suggested being involved in reading at the early stages. However, the teachers of the control groups reflected disappointment with their student's not reading on their own and they did not even do their assignments regularly. On the other hand, the teachers stated that they strongly believed in the vitality and

necessity of extensive reading, and added individualized instruction may have helped the students get higher grades in the tests.

Taking the above mentioned points into consideration, and as a result of the study carried out, along the line of the hypothesis, there is a considerable discrepancy on vocabulary improvement between experimental and the control groups. Therefore, it may be concluded that individualized guidance may be helpful to expand vocabulary, to acquire the reading skills and to increase the students confidence towards the language learning which they believed as a disaster in their life.

CHAPTER 5

CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. Conclusion

This study investigated whether or not extensive reading is effective in improving vocabulary of FL students. It was hypothesized that there would be discrepancy on vocabulary improvement through extensive reading between the experimental and the control groups, and this improvement would also reflect on the students reading and writing grades. The study was carried out with two experimental groups receiving individualized guidance on extensive reading and two control groups receiving no guidance about reading.

With respect to the hypotheses above, vocabulary tests to achieve the purpose of the study were presented to the subjects at the beginning and at the end of the experimental period. In addition to pre-test and post-test on vocabulary, the Achievement Tests 3 and 4 of the subjects from the point of Reading and Writing grades were taken into consideration to define how successful they were in the skill of reading

comprehension and word recognition.

The analysis of the data revealed that there was an improvement in vocabulary range in the experimental groups that were exposed to extensive extracurricular reading. When the grades were compared, it was observed that the experimental groups had surprisingly high scores in the reading and writing tests as well.

There may be various reasons underlying such a result. *First*, the progress of these groups may have been due to the fact that they had been given individualized guidance since the beginning of the experimental period. This interaction allowed them to read more outside the classroom. An increase in the number of the words in their compositions on the book report sheets was also observed while the experiment was carried on. *Second*, more emphasis must have been given to assign the book report sheets (see Appendix A) by the teachers. By devoting time on the compositions, the teachers encouraged the subjects to embolden in the language. Thus, the subjects acquired the needed vocabulary in the context, and also had the chances to see the different appearance of vocabulary in reading. *Third*, the teachers seemed to have paid more attention to extensive reading since the beginning of the experimental period. They stated that they believed the students would improve their vocabulary to a great extent through reading skill if it might be started as early as possible, and given a separate attention. Twaddell (1973: 61) emphasizes that learners should be given courage and skills to guess at the meanings of

unfamiliar words. He also claims that learners understand many words directly without resorting a dictionary, and there will be many words becoming familiar and meaningful in varying degrees. *The following reason* may be that the teachers gave the subjects the choice of using any material they like in addition to traditional textbooks since it would motivate them. Therefore, the subjects chose the materials according to their needs, interests, and grammatical knowledge. Judd (1978: 61) draws attention to the materials that they have to be designed to build up the learners' skill in using their present small vocabulary resources and at the same time they should increase their resources. He also explains that there are sociolinguistic variables related to the different situations in which the words are used, and also some variations among the students' needs and future aspirations. As a final point, getting feedback form the teachers gave, it may be worth noting that the teachers never discouraged them, by pointing out their grammatical errors on their compositions since they focused on the variety of words rather than structure. Judd (1978: 75) mentions a research indicating that syntactic errors are a natural development in language learning, and they will disappear through time. Related to the research Judd mentioned, the teachers in this study also observed that grammatical errors in the compositions disappeared with time, and stated that the students started writing more sophisticated sentences at the end of the experiment, and they gained a better competence in using various words and also created more successful performance in the classroom. As Krashen (cited in

Hill and Holden, 1990: 92) concludes, learners acquire language through reading. According to him, learners who do free voluntary reading make better progress in reading comprehension and vocabulary development. He strongly believes that learners who read for pleasure are better readers, better writers and have more grammatical competence. The results of this study are also in line with Krashen's views on the effect of reading.

Therefore, it may be concluded that extensive reading gives students a chance to follow up more intensive classroom work on understanding of how words are used to develop ideas.

5.2. Suggestions for Further Research

In this study, it was attempted to determine to what extent the students would overcome vocabulary deficiencies. The "teacher" factor was out of the scope in the study.

Further research might be to evaluate the high and the low frequency words students used in their foreign language.

Another research may be how L2 reading instruction may be improved to remedy word recognition skill.

A final suggestion may be if the interdependence between second and first language reading skills is influenced by socio-cultural factor, and how much they may change over time.

APPENDIX B

The vocabulary list given to the subjects as the Pre-Test

Safety	Aggressive
Responsibility	Unlike
Barrier	By means of
Representative	Adapt
Formally	Accurately
Focus on	Terrified
Flexible	Assignment
Hospitality	Submarine
Repeat	Arrival
Fixed	Worthless
Choice	Appointment
Review	Wisdom
Facility	Emphasize
Expression	Avoid
Explosion	Willing (adj)
Aware of	Waste
Pressure	Warn
Expenditure	Attribute
Evidence	Vital
Entertain	Observation
Examine	Bravely
Abnormal	View
Column	Valid
Exhibition	Available
Frighten	Keep on
Freedom	Nevertheless
Withdraw	Speech
Certain	Aim
Volume	Unhealthy
Extremely	Action
Account	Interfere
Wonder	Treatment
Emotional	Disappointed
Participate	Inference
Competence	Whereas
Exposure	Confront
Celebrate	Thought (n)
Fundamental	Convince
Excitement	Unexpected
Benefit	Target
Unique	Variety
Basic	Belong to
Expectation	Take part
Based on	Sympathy
Awake	Stimulate
Attention	Source
Appropriate	Solution
Approach	Soil
Valuable	Social
Classify	Skillful
Appearance	Maintain

Anger	Stranger
Therefore	Individually
Amount	Contribute
Simplify	Fragment
Region	Experiment
Application	Rules
Private	Return
Visual	Close (prep)
Summary	Sharp
Describe	Evaluate
Reveal	Hesitate
Unpredictable	Essential
Harmful	Equal
Neighbor	Respect
Moreover	Resolve
Expand	Guarantee
Affect	Reliable
Identify	Carefully
Principal	Attend
Process	Sufficiently
Post-war	Circumstance
Imagine	Regulation
Selection	Refuse
Competition	Reflect
Regard	Clearly
Comment	Separate
Enable	Refer to
Common	Attract
Ignore	Propose
Restriction	Science
Foresee	Reduction
Volunteer (adj)	Record (v)
Grow	Version
Briefly	Assumption
Illustrate	Receive
Attempt	Reasonable
Event	Reality
Complex	Radiate
Accommodation	Protect
Require	Gather
Enlighten	Furthermore
Publish	Seriously
Provide	Obtain
However	Environmental
Heating	Raise
Relationship	Profit
Shortage	Feature
Handle	Guide (n)
Resource	Sensible
Guess	Experience
Purpose	Capable
Expense	Postpone
Global	Training
Punishment	Blank
Schedule	Remark
Hide	Promise

Generate
 Signal
 Rewrite
 Significantly
 Unless
 Perform
 Pattern
 Violence
 Distinguish
 Patient
 Behavior
 Utilize
 Overheat
 Obvious
 Conclude
 Payment
 Conflict
 Tolerate
 Supply
 Underlined
 Permit
 Concern
 Threaten
 Disagree
 Persuade
 National
 Mystery
 Intend
 Consequently
 Objective
 Missing (adj)
 Notice
 Confident
 Match (v)
 Logical
 Condense
 Legally
 Lack
 Measure
 Integrate
 Argument
 Contain
 Counselor
 Memorize
 Involved in
 Trace
 Investigate
 Content
 Pollution
 Criticize
 Conventional
 Invent
 Although
 Confuse
 Situation

Failure
 Prediction
 Respond
 Instruction
 Correspondingly
 Influence
 Indicate
 Mental
 Include
 Complain
 Insulation
 Convert
 Particular
 Improve
 Eliminate
 Instead of
 Distance
 Disobey
 Direct
 Differ
 Device
 Develop
 Determine
 Destroy
 Insist on
 Industry
 Demonstrate
 Demand
 Delay
 Intensively
 Definition
 Interrupt
 Decision
 Crime
 Creativity
 Interpretation
 Complete
 Join
 Knowledge
 Deliver
 Trade
 Cover
 Impossible
 Cost (n)
 Effectively
 Convey
 Constitute
 Label
 Constant
 Distinction
 Consist of
 Display
 Consider
 Connection
 In spite of

APPENDIX C

The vocabulary list given to the subjects as the Post-Test

Representative	Adapt
Formally	Accurately
Evidence	Vital
Flexible	Assignment
Repeat	Arrival
Fixed	Worthless
Choice	Appointment
Review	Wisdom
Facility	Emphasize
Expression	Avoid
Aware of	Waste
Foresee	Reduction
Volunteer (adj)	Record (v)
Grow	Version
Briefly	Assumption
Pressure	Warn
Expenditure	Attribute
Hospitality	Submarine
Examine	Bravely
Abnormal	View
Focus on	Terrified
Column	Valid
Freedom	Nevertheless
Withdraw	Speech
Certain	Aim
Volume	Unhealthy
Barrier	By means of
Extremely	Action
Account	Interfere
Wonder	Treatment
Emotional	Disappointed
Anger	Stranger
Participate	Inference
Competence	Whereas
Exposure	Confront
Celebrate	Thought (n)
Fundamental	Convince
Excitement	Unexpected
Benefit	Target
Unique	Variety
Basic	Belong to
Expectation	Take part
Based on	Sympathy
Awake	Stimulate
Explosion	Willing (adj)
Attention	Source
Approach	Soil
Valuable	Social
Classify	Skillful
Appearance	Maintain

Amount
 Simplify
 Region
 Application
 Entertain
 Summary
 Describe
 Appropriate
 Reveal
 Unpredictable
 Harmful
 Neighbor
 Moreover
 Expand
 Affect
 Responsibility
 Unless
 Process
 Identify
 Principal
 Imagine
 Selection
 Competition
 Regard
 Comment
 Heating
 Enable
 Common
 Ignore
 Restriction
 Criticize
 Illustrate
 Attempt
 Event
 Complex
 Accommodation
 Require
 Enlighten
 Publish
 Contain
 Memorize
 Provide
 Private
 Visual
 However
 Relationship
 Shortage
 Handle
 Resource
 Guess
 Purpose
 Expense
 Significantly
 Counselor
 Post-war
 Global

Contribute
 Fragment
 Experiment
 Rules
 Observation
 Sharp
 Evaluate
 Solution
 Hesitate
 Essential
 Equal
 Respect
 Resolve
 Guarantee
 Reliable
 Unlike
 Correspondingly
 Sufficiently
 Carefully
 Attend
 Regulation
 Refuse
 Reflect
 Clearly
 Separate
 Raise
 Refer to
 Attract
 Propose
 Science
 Distinction
 Receive
 Reasonable
 Reality
 Radiate
 Protect
 Gather
 Furthermore
 Seriously
 Cover
 Cost (n)
 Obtain
 Return
 Close (prep)
 Environmental
 Profit
 Feature
 Guide (n)
 Sensible
 Experience
 Capable
 Postpone
 Instruction
 Impossible
 Circumstance
 Training

Punishment
 Schedule
 Exhibition
 Frighten
 Hide
 Generate
 Signal
 Rewrite
 Pattern
 Violence
 Safety
 Legally
 Lack
 Measure
 Distinguish
 Patient
 Behavior
 Utilize
 Obvious
 Conclude
 Payment
 Conflict
 Tolerate
 Supply
 Underlined
 Permit
 Concern
 Threaten
 Disagree
 Persuade
 Situation
 National
 Mystery
 Intend
 Overheat
 Consequently
 Objective
 Missing (adj)
 Notice
 Confident
 Match (v)
 Perform
 Logical
 Condense
 Integrate
 Argument
 Involved in
 Trace
 Investigate
 Content
 Pollution
 Conventional
 Invent
 Although
 Confuse

Blank
 Remark
 Available
 Keep on
 Promise
 Failure
 Prediction
 Respond
 Indicate
 Mental
 Aggressive
 Complete
 Join
 Knowledge
 Include
 Complain
 Insulation
 Convert
 Improve
 Eliminate
 Instead of
 Distance
 Disobey
 Direct
 Differ
 Device
 Develop
 Determine
 Destroy
 Insist on
 In spite of
 Industry
 Demonstrate
 Demand
 Particular
 Delay
 Intensively
 Definition
 Interrupt
 Decision
 Crime
 Influence
 Creativity
 Interpretation
 Deliver
 Trade
 Effectively
 Convey
 Constitute
 Label
 Constant
 Consist of
 Display
 Consider
 Connection

APPENDIX C1

The alphabetical order of the words presented as pre-test and post-test to the experimental and the control groups

Abnormal	Common
Accommodation	Competence
Account	Competition
Accurately	Complain
Action	Complete
Adapt	Complex
Affect	Concern
Aggressive	Conclude
Aim	Condense
Although	Confident
Amount	Conflict
Anger	Confront
Appearance	Confuse
Application	Connection
Appointment	Consequently
Approach	Consider
Appropriate	Consist of
Argument	Constant
Arrival	Constitute
Assignment	Contain
Assumption	Content
Attempt	Contribute
Attend	Conventional
Attention	Convert
Attract	Convey
Attribute	Convince
Available	Correspondingly
Avoid	Cost (n)
Awake	Counselor
Aware of	Cover
Barrier	Creativity
Based on	Crime
Basic	Criticize
Behavior	Decision
Belong to	Definition
Benefit	Delay
Blank	Deliver
Bravely	Demand
Briefly	Demonstrate
By means of	Describe
Capable	Destroy
Carefully	Determine
Celebrate	Develop
Certain	Device
Choice	Differ
Circumstance	Direct
Classify	Disagree
Clearly	Disappointed
Close (prep)	Disobey
Column	Display
Comment	Distance

Distinction
 Distinguish
 Effectively
 Eliminate
 Emotional
 Emphasize
 Enable
 Enlighten
 Entertain
 Environmental
 Equal
 Essential
 Evaluate
 Event
 Evidence
 Examine
 Excitement
 Exhibition
 Expand
 Expectation
 Expenditure
 Expense
 Experience
 Experiment
 Explosion
 Exposure
 Expression
 Extremely
 Facility
 Failure
 Feature
 Fixed
 Flexible
 Focus on
 Foresee
 Formally
 Fragment
 Freedom
 Frighten
 Fundamental
 Furthermore
 Gather
 Generate
 Global
 Grow
 Guarantee
 Guess
 Guide (n)
 Handle
 Harmful
 Heating
 Hesitate
 Hide
 Hospitality
 However

Identify
 Ignore
 Illustrate
 Imagine
 Impossible
 Improve
 In spite of
 Include
 Indicate
 Individually
 Industry
 Inference
 Influence
 Insist on
 Instead of
 Instruction
 Insulation
 Integrate
 Intend
 Intensively
 Interfere
 Interpretation
 Interrupt
 Invent
 Investigate
 Involved in
 Join
 Keep on
 Knowledge
 Label
 Lack
 Legally
 Logical
 Maintain
 Match (v)
 Measure
 Memorize
 Mental
 Missing (adj)
 Moreover
 Mystery
 National
 Neighbor
 Nevertheless
 Notice
 Objective
 Observation
 Obtain
 Obvious
 Overheat
 Participate
 Particular
 Patient
 Pattern
 Payment

Permit	Shortage
Persuade	Signal
Pollution	Significantly
Post-war	Simplify
Postpone	Situation
Prediction	Skillful
Pressure	Social
Principal	Soil
Private	Solution
Process	Source
Profit	Speech
Promise	Stimulate
Propose	Stranger
Protect	Submarine
Provide	Sufficiently
Publish	Summary
Punishment	Supply
Purpose	Sympathy
Radiate	Take part
Raise	Target
Reality	Terrified
Reasonable	Therefore
Receive	Thought (n)
Record (v)	Threaten
Reduction	Tolerate
Refer to	Trace
Reflect	Trade
Refuse	Training
Regard	Treatment
Region	Underlined
Regulation	Unexpected
Relationship	Unhealthy
Reliable	Unique
Remark	Unless
Repeat	Unlike
Representative	Unpredictable
Require	Utilize
Resolve	Valid
Resource	Valuable
Respect	Variety
Respond	Version
Responsibility	View
Restriction	Violence
Return	Visual
Reveal	Vital
Review	Volume
Rewrite	Volunteer (adj)
Rules	Warn
Safety	Waste
Schedule	Whereas
Science	Willing (adj)
Selection	Wisdom
Sensible	Withdraw
Separate	Wonder
Seriously	Worthless

APPENDIX D

A Feedback Form

Indicate how much you agree with the following questions by marking 1, 2, 3 or 4.

- 1: Strongly agree
- 2: Agree
- 3: Undecided
- 4: Disagree

1. Do your students volunteer to participate in this study? 1 2 3 4
2. Do your students bring their summaries regularly? 1 2 3 4
3. Do you give individualized instructions for reading outside the classroom to your students regularly? 1 2 3 4
4. Do your students give any comment about the books they have read? 1 2 3 4
5. Do the students believe extensive reading increases their vocabulary? 1 2 3 4
6. Are the students satisfied with reading anything in English outside the classroom? 1 2 3 4
7. Do you reinforce your students who participate in extensive reading? 1 2 3 4
8. Do you believe extensive reading increases students' vocabulary? 1 2 3 4
9. Do you notice any improvement in vocabulary in their composition? 1 2 3 4
10. Do you recommend to your colleagues to encourage their students in reading outside the classroom? 1 2 3 4

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CURRICULUM VITAE

Name : Gülden TUM
Birth place and year: Niğde, 22.02.1962
Work place : Faculty of Education, Çukurova University
Occupation : English Language Instructor

EDUCATION :

<u>DATE</u>	<u>SCHOOL</u>	<u>DEGREE</u>
1995	Faculty of Education, Çukurova University	Masters of Art
1995	CEELT-Language Certificate	Cambridge Univ.
1992	COTE-Language Certificate	Cambridge Univ.
1986	Faculty of Education, Çukurova University	Graduate

WORKING EXPERIENCE

ENGLISH LANGUAGE INSTRUCTOR

1992-1995	Faculty of Education, Ç.U. Center For Foreign Languages (YADIM)
1988-1992	Ç.U. Ceyhan Vocational School
1986-1988	Ç.U. Institute of Applied Sciences
1986-1988	Private Foreign Language School (Part time)