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**ACTIVATING ELT STUDENTS' VOCABULARY IN
THEIR ACADEMIC WRITING THROUGH
VOCABULARY NOTEBOOKS**

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ABSTRACT

The main purpose of this study is to examine the effects of keeping vocabulary notebooks on activating ELT students' vocabulary in their academic writing. Vocabulary is a vital element in language acquisition as it is the key of any types of communication. Without having the knowledge of essential vocabulary, it is almost impossible to convey the intended meaning in communication. The situation is more challenging in academic contexts because academic vocabulary items are not used as frequently as other vocabulary items. For this reason, it is much more difficult for learners to gain academic vocabulary either receptively or productively. On the other hand, ELT students are supposed to deal with tasks in which they should use not only receptive but also productive academic vocabulary knowledge. Using the right strategy which is suitable for the individual learning styles of the learners is significant for learners in this challenging process. There are five basic vocabulary learning strategies as determination, social, memory, cognitive and metacognitive strategies. Keeping vocabulary notebook is a cognitive vocabulary learning strategy which requires identifying unknown words, predicting, inferring, labelling, listing, visualising, and classifying.

The data of this study were obtained through pre- and post-vocabulary tests, pre-writings, four process-writings, post-writings and notes taken by researcher throughout the treatment process. The participants are composed of two first year classes of the ELT department of Muğla Sıtkı Koçman University. The control group consists of 19 participants as 10 females and 9 males and the experimental group consists of 22 participants as 15 females and 7 males. The participants in both groups were exposed to the same academic vocabulary items by using the same course book. On the other hand, the experimental group was introduced vocabulary notebooks and the participants in this group were asked to keep them throughout the treatment process. 144 academic vocabulary items were taught in total to all participants.

The findings of the study reveal that keeping vocabulary notebooks has a positive effect on activating students' vocabulary in their academic writings. It is observed that the participants who kept vocabulary notebooks in this process used the target vocabulary items more effectively and frequently in their writings and they did better in the second part of the post-vocabulary test totally consisting of word formation questions which require productive

vocabulary knowledge more. When the scores of the both groups in process-writings are examined, it is seen that there is a linear progress in the use of target vocabulary in the experimental group. In light of these findings, it can be concluded that keeping vocabulary notebooks systematically helps activating receptive vocabulary knowledge in the long term. The data obtained from researcher's journal showed that most of the participants agreed the positive effects of keeping vocabulary notebooks on their writings and vocabulary acquisition process. Nevertheless, they reported that they did not intend to continue keeping the notebooks as they thought it required so much effort and time. Strategy training and guidance can help to solve this problem by identifying tips of keeping vocabulary notebooks which can reduce the time and effort of the students. It should be also clarified that vocabulary notebook implementation needs to be incorporated into the curriculum from the very beginning of the education year as it is a long process to use it autonomously by the learners. At the same time, turning receptive vocabulary knowledge into productive is a long progress which should be fostered by practice and extended rehearsals.

Key words: Keeping vocabulary notebooks, Academic writing, Receptive vocabulary knowledge, Productive vocabulary knowledge, Vocabulary learning strategies.

ÖZET

Bu çalışmanın temel amacı, kelime defteri tutmanın İngiliz Dili Eğitimi alan öğrencilerin akademik yazılarındaki kelimeleri aktif hale getirmedeki etkilerini araştırmaktır. Kelime bilgisi her türlü iletişim şeklinin anahtarı olduğu için dil ediniminin çok önemli bir unsurudur. Gerekli kelime bilgisine sahip olmadan iletişimde hedeflenen anlamı iletme neredeyse imkânsızdır. Akademik kelimeler diğer kelimeler kadar sıklıkla kullanılmadığı için bu durum akademik bağlamda çok daha zorlayıcıdır. Bu sebeple, gerek pasif gerekse aktif akademik kelime edinimi öğrenciler için çok daha zordur. Öte yandan, İngiliz Dili Eğitimi öğrencilerinin sadece pasif değil aynı zamanda aktif akademik kelime kullanmayı gerektiren pek çok görevle uğraşmaları gerekmektedir. Bireysel öğrenme şekillerine uygun doğru stratejiyi kullanmak bu zorlayıcı süreçte öğrenciler için önem teşkil eder. Saptama, sosyal, bellek, bilişsel ve üst bilişsel olmak üzere beş temel kelime öğrenme stratejisi vardır. Kelime defteri tutma; bilinmeyen kelimeleri tanımlama, tahmin etme, çıkarım yapma, etiketleme, listeleme, görselleştirme ve sınıflama yeterliliklerini gerektiren bilişsel bir kelime öğrenme stratejisidir.

Bu çalışmanın verileri ön ve son kelime testleri, ön, dört adet izleme ve son yazma görevleri ve ayrıca uygulama boyunca araştırmacı tarafından tutulan notlardan elde edilmiştir. Katılımcılar Muğla Sıtkı Koçman Üniversitesi'nin İngiliz Dili Eğitimi bölümündeki birinci sınıf öğrencilerinden meydana gelmektedir. Kontrol grubu 10 bayan ve 9 erkek olmak üzere 19; deney grubu ise 15 bayan ve 7 erkek olmak üzere toplam 22 kişiden oluşmaktadır. Her iki gruptaki katılımcılara da aynı akademik kelimeler aynı kitabı kullanarak verilmiştir. Öte yandan, deney grubuna kelime defterleri tanıtılmış ve bu gruptaki katılımcılardan bu defterleri çalışmanın uygulama süreci boyunca tutmaları istenmiştir. Tüm katılımcılara toplamda 144 akademik kelime verilmiştir.

Çalışmanın bulgularına göre kelime defteri tutmanın öğrencilerin akademik yazılarındaki kelimeleri aktif hale getirmede olumlu yönde bir etkisi olduğu belirlenmiştir. Bu süreçte kelime defteri tutan katılımcıların hedef kelimeleri, yazılarında daha etkili ve sıklıkla kullandıkları ve aktif kelime becerisi gerektiren tamamen kelime dönüştürme sorularından oluşan son testin ikinci bölümünde daha başarılı oldukları gözlenmiştir. İki grubun da izleme

yazılarındaki puanları incelendiğinde, deney grubunun hedef kelime kullanımında doğrusal bir artış olduğu görülmüştür. Bu bulgular ışığında, uzun vadede sistematik bir şekilde kelime defteri tutmanın pasif kelime bilgisini aktif hale getirmeye yardımcı olduğu gözlenmiştir. Araştırmacı güncesinden elde edilen bulgular, çoğu katılımcının kelime defteri tutmanın yazılarındaki ve kelime edinim süreçlerindeki olumlu etkileri konusunda hemfikir olduğunu göstermektedir. Ancak bu katılımcılar, kelime defteri tutmanın çok fazla emek ve zaman gerektirdiğini düşündükleri için bu defterleri tutmaya devam etme niyetlerinin olmadığını belirtmişlerdir. Strateji eğitimi ve yönlendirme, öğrencilerin harcadığı zaman ve emeği azaltabilecek kelime defteri tutma ipuçları vererek bu problemin çözümüne yardımcı olabilir. Kelime defteri tutmanın öğrenci tarafından özerk bir şekilde kullanılabilmesinin uzun bir süreç gerektirmesi sebebiyle, bu uygulamanın eğitim yılının en başında müfredata yerleştirilmesinin gerekli olduğunu da belirtmek gerekir. Ayrıca, pasif kelime bilgisini aktif kelime bilgine dönüştürmek de alıştırmaya ve genişletilmiş tekrarlarla geliştirilmesi gereken uzun bir süreçtir.

Anahtar Kelimeler: Kelime defteri tutma, Akademik yazma, Pasif kelime bilgisi, Aktif kelime bilgisi, Kelime öğrenme stratejileri.

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ABBREVIATIONS

ELT	: English Language Teaching
L1	: First Language
L2	: Second Language
SLA	: Second Language Acquisition
FLA	: Foreign Language Acquisition
GTM	: Grammar Translation Method
DM	: Direct Method
ALM	: Audio Lingual Method
CLT	: Communicative Language Teaching
TPR	: Total Physical Response
VLS	: Vocabulary Learning Strategies
DET	: Determination Strategies
SOC	: Social Strategies
MEM	: Memory Strategies
COG	: Cognitive Strategies
MET	: Metacognitive Strategies
VN	: Vocabulary Notebook
CALL	: Computer Assisted Language Learning
SPSS	: Statistical Package for Social Sciences

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CHAPTER I

INTRODUCTION

In the first part of this chapter, background of the study is handled and the statement of problems follows it. Then, in the following parts, the significance, aim, research questions, limitations of the study and definitions of the terms are given.

1.1. Background of the Study

Vocabulary is an important component of language acquisition process in terms of both receptive and productive use of the target language. Unless the learner has the essential lexical knowledge, it is much more difficult to be effective in her/his speech and/or writing. K m r and  zdemir (2015) suggest that “even in our native languages, it is really difficult to express our thoughts or feelings in such kind of situations when we forget the key words which are vital to that context” (p.667). Moreover, the situation is much harder in second language contexts. When we make grammar mistakes, it is still possible to be understood by the listener/reader. On the other hand, it is almost impossible to convey the intended meaning in the target language when we do not know the key word required for the context.

The significance of lexical knowledge in language acquisition has been emphasized by many researchers so far. Thornbury (2002) points out that just as our first languages; any other language acquisition also starts as words. Chunks, phrases or word patterns are learnt at the first stage even before the learner starts to use the

target language productively. According to Wilkins (1972) “Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed” (p.111). Based on this statement, it can be concluded that teaching and learning vocabulary is vital from the very beginning of language acquisition process. Coady and Hucken (1997) also emphasize the importance of lexical competence in order to have effective communication skills.

In their Proposed Model, Celce-Murcia, Dörnyei and Thurrell (1995) clarify five competencies of communicative competence as linguistic competence, strategic competence, sociocultural competence, actional competence and discourse competence. Vocabulary acquisition is more related to linguistic competence requiring the learner to have the knowledge of syntax, grammar and lexis in the target language. Arkan and Alemdari (2012) propose that in order to have a complete vocabulary knowledge, a person should know how to spell and pronounce the vocabulary item besides knowing how to use that item correctly in terms of word category, antonyms, synonyms, contextual use, connotative and denotative meanings and register. In spite of the fact that vocabulary is seen to be vital in terms of communicative competence, Zimmerman (1997) argues that vocabulary instruction has been undervalued throughout the second/foreign language learning/teaching history. Decarrico (2001) also explains that for long decades vocabulary has not seen as an important part of second language instruction. On the other hand, in 1950s, after Chomsky started the flow of revolutionary changes in linguistics, vocabulary became more important in second language instruction even though it was still not given the importance which it actually deserved. And finally, in the late 1970s, vocabulary began to be seen more and more vital to second or foreign language instruction (Judd, 1978; McCarhty, 1984; Laufer, 1986). It was no longer seen just as a supporter of grammatical or phonological studies (Larsen-Freeman, 2000; Zimmerman, 1997). As it is pointed out by Thornbury (2002), the importance given to vocabulary instruction in language teaching has been increased in recent years as a result of the recent availability of computerised databases of words in the development of new approaches which are more ‘word-centred’, such as Lexical Approach (cited in Kömür & Özdemir, 2015, p. 667). In the Lexical Approach,

which was described by Lewis in the 1990s, vocabulary instruction focusing on frequently used fixed expressions in dialogues is seen more significant than grammar because this approach emphasizes that language learning requires recognizing and producing lexical phrases as chunks.

As it is suggested above, vocabulary knowledge which activates the development of four language skills is an indispensable component of language acquisition. The present study specifically focuses on the effect of keeping vocabulary notebooks on academic writing. Writing is one of the four basic skills of a language which are essential for a person to be linguistically competent. The importance of writing is stressed by Celce-Murcia (2001) by these words “the ability to express one’s ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement; many native speakers of English never truly master this skill” (p.205). According to this statement, it can be asserted that writing can be hard even for the native speakers. About the importance of writing as a communication tool, Olshtain (2001) suggests that “It’s via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world whether the interaction takes the form of traditional paper-and-pencil writing or the most technologically advanced electronic e-mail” (p.207). It is clear in that statement that writing will always be an important communication tool no matter how technology improves. Olshtain (2001) also points out that letter recognition, letter discrimination, word recognition, and spelling rules are the first steps that a person should follow while writing. In her article, *English for Academic Purposes*, Carkin (2005) states that L2 students are more challenged both by limited lexical knowledge and by reading speed than their L1 classmates in their writing. In light of these statements, it can be said that vocabulary teaching is thought to have a direct effect on writing skills. Pre-service English Language teachers are supposed to have the essential academic vocabulary knowledge in order to be professionally effective in their writings. Nevertheless, it should be clarified that just recognizing a word receptively is not enough for a learner to use it properly in a productive way.

Students studying at the ELT departments of universities in Turkey are supposed to start their pre-service study with already existing academic vocabulary knowledge to some degree which they gain while being prepared for the foreign language university entrance exam called YDS. On the other hand, many of these ELT students get difficulty in using their vocabulary knowledge productively because their lexical knowledge is mostly based on receptive vocabulary which they use in tests being totally composed of multiple-choice questions. ELT departments of universities in Turkey have two compulsory courses named “Advanced Writing and Reading I and II” in their first and second academic terms. In the present study, the participants were chosen from the first year students studying at the ELT department of Muğla Sıtkı Koçman University. The study was carried out during “Advanced Writing and Reading II” course of those first year students in the spring term of 2013-2014 Academic Year. In this course, the students were supposed to learn frequently used academic vocabulary items with the guidance of the book named “Essential Academic Vocabulary: Mastering the Complete Academic Word List” written by Helen Huntley. In her book, Huntley (2006) claims that the activities and tasks existing in the book are organised according to the ‘Eleven Principles for Learning Vocabulary’ proposed by N. Schmitt and D. Schmitt (1995, p.vii).

These eleven principles are listed by Schmitt & Schmitt (1995) as follow:

1. The best way to remember new words is to incorporate them into language that is already known.
2. Organized material is easier to learn.
3. Words which are very similar should not be taught at the same time.
4. Word pairs can be used to learn a great number of words in a short time.
5. Knowing a word entails more than just knowing its meaning.
6. The deeper the mental processing used when learning a word, the more likely that a student will remember it.
7. The act of recalling a word makes it more likely that a learner will be able to recall it again later.

8. Learners must pay close attention in order to learn most effectively.
9. Words need to be recycled to be learnt.
10. An efficient recycling method: the 'expending rehearsal'.
11. Learners are individuals and have different learning styles (pp. 133-136).

As stated by Schmitt & Schmitt (1995), a learner can make their vocabulary learning process much easier by means of vocabulary notebooks arranged in accordance with these principles. Schmitt & Schmitt (1995) also clarify that these vocabulary notebooks have advantages over traditional students' notebooks when they are organised in a way that their pages can be taken out and moved around because students can organize the learning process according to their pace and personal learning styles. The present research studied the effects of keeping vocabulary notebooks on the usage of target vocabulary in ELT students' academic writing skills.

1.2. Statement of the Problem

Vocabulary acquisition is a complex process because knowing a word does not mean just knowing the meaning of it. This knowledge is not enough for a person to use it effectively and appropriately in different contexts. A person may recognize a vocabulary item and understand its meaning receptively but it does not mean that he/she can produce the same vocabulary item actively in her/his speech or writing. Recognizing the meanings of academic vocabulary items in a listening or reading passage is generally much easier than using the same words effectively in their writings. In such kind of situations, can we call these learners as the knower of the target vocabulary? This would be probably not right because lexical proficiency requires much more than just recognizing the target word. Receptive and productive vocabulary knowledge is not the same concepts and the learner should have both of them in order to be called as a knower.

Receptive vocabulary knowledge is defined by Richards (2000) as learner's ability of recognizing the meaning of a word. This knowledge which is much more related to listening and reading is also called passive vocabulary knowledge. On the other hand, the ability of using a word actively in writing or speaking is named as productive, or in another term, active vocabulary knowledge. Laufer & Goldstein (2004) point out that being able to perceive the form is associated with passive knowledge whereas being able to retrieve the suitable spoken or written form is related to active knowledge.

The problem of not being able to use already existing vocabulary knowledge in a productive way is very common among pre-service teachers studying at the ELT departments of universities in Turkey. What should be suggested for this problem of ELT students having difficulty in activating their receptive vocabulary knowledge? Learning how to use vocabulary strategies effectively according to their individual learning styles can be a solution to that problem. It is reported by Schmitt & Schmitt (1995) that it can be effective for second language learners to keep vocabulary notebooks in order to become independent while using vocabulary learning strategies.

The present study aims to investigate ELT students' problem of turning their receptive vocabulary knowledge into productive one in their academic writing and to make suggestions to that problem in light of data obtained by examining the effects of keeping vocabulary notebooks on activating ELT students' vocabulary in their academic writing.

1.3. Significance of the Study

Having the essential academic vocabulary knowledge is vital specifically for pre- and in-service foreign language teachers and academicians as academic vocabulary knowledge is an important component for producing and understanding the outputs in the target field.

Careful consideration and practice is needed while using academic vocabulary because these words have lower frequency than other words, which means we are less familiar with those words (Worthington & Nation, 1996; Xue & Nation, 1984). Besides being more difficult to gain, it is much more challenging to use these academic words productively. Although an academic vocabulary item can be easily understood in listening or reading, students may get difficulty in using the same item in their speaking or writing because acquiring productive vocabulary is a harder process which needs more time and effort than acquiring receptive vocabulary.

Learners need professional guidance in this challenging process such as learning how to use vocabulary learning strategies effectively. According to Schmitt & Schmitt (1995), a vocabulary notebook should be organised in a way which helps learners remember new words by incorporating them into their existing word knowledge, which enables expanding rehearsal, and which supplies opportunities for learners to learn other features of the words rather than only their meanings. As Schmitt & Schmitt (1995) suggest, keeping a vocabulary notebook organised according to these principles can be useful for language learners besides helping them to improve other vocabulary learning strategies such as guessing from the context, using bilingual or monolingual dictionaries, and/or expanding rehearsal. The present study investigating the impacts of vocabulary notebooks on activating ELT students' vocabulary knowledge in their academic writing can make contributions to the process of gaining productive academic vocabulary knowledge.

1.4. The Aim of the Study

The present study aims to make contribution to academic vocabulary instruction in ELT cases by observing the effects of keeping vocabulary notebooks on activating ELT students' vocabulary knowledge in their academic writing skills. It is also the purpose of this study to make suggestions for improving vocabulary notebooks by investigating the attitudes of the participants towards keeping vocabulary notebooks and to contribute to the further studies which will be carried out in the fields of

keeping vocabulary notebooks and its effects on activating vocabulary in academic writing.

1.5. Research Questions

The present study seeks answers to these questions:

- What are the effects of keeping vocabulary notebooks on activating ELT students' vocabulary knowledge in their academic writings?
- Are there any differences in the use of academic vocabulary between the participants who keep vocabulary notebooks and who do not keep them in their academic writings?
- What are the attitudes of the participants towards keeping vocabulary notebooks?

1.6. Limitations of the Study

This study is limited to the qualitative and quantitative data which were gathered from the first year ELT students in Muğla Sıtkı Koçman University attending Advanced Reading and Writing II course in the spring term of 2013-2014 Academic Year. The results of the present study conducted in a limited scope would have had more generalizable results with much larger-scale studies.

This study is also limited in terms of observing the long term retention of the participants. Because of being carried out in a limited time, a delayed post-test was not administered to decide whether the participants in the experimental group retained their academic vocabulary knowledge activated by vocabulary notebooks over time. More time is needed in order to see the long term effects of keeping vocabulary notebooks on activating vocabulary in academic writing.

1.7. Operational Definitions of the Terms

Çelik (2007) claims that “**vocabulary** is the complete stock of lexemes a language or a speaker has at its/his disposal” (p. 213).

Çelik (2007) defines **active vocabulary** as the knowledge that can be both recognised and used productively by the learner of a target language in the four skills: listening, reading, speaking and writing (p. 201).

Schmitt (2000) suggests that **passive/receptive vocabulary** is the ability of understanding a vocabulary item while listening or reading (p.4).

Çelik (2007) claims that “**Linguistic Competence** is the ability to use the forms of the language (sounds, words, and sentence structure)” (p. 206).

Academic writing is a form of evaluation that needs demonstrating knowledge and showing proficiency with certain disciplinary skills of thinking, interpreting, and presenting (Irvin, 2010. p.8).

Vocabulary notebooks are defined as recording pages used for learning new and useful vocabulary (McCrostie, 2007: 247). In the scope of this study, vocabulary notebooks can be defined as separate pages that are organized as a table for each word in terms of spelling, part of speech, synonym, antonym, word family, meaning, collocation and/or phrasal verbs, and sentence showing you understand that word. Students can cut and keep these tables separately in binders in order to organize them according to their learning pace and process if they desire.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, firstly the importance of vocabulary in language teaching history is viewed. In the second part of the chapter, scope of vocabulary in a general sense is discussed. Thirdly, how to incorporate vocabulary knowledge into academic writing is described. The fourth part of the chapter is composed of language learning strategies. Then, vocabulary learning strategies and their effects on vocabulary acquisition are mentioned. Keeping vocabulary notebooks as a cognitive strategy is separately referred in the last part of the chapter.

2.1. The Importance of Vocabulary in Language Teaching History

Throughout centuries the importance of vocabulary instruction in second/foreign language teaching was undervalued. Vocabulary was generally viewed as a supplementary aspect of language teaching which was only necessary for teaching grammar or gaining a better understanding for reading texts. The more emphasis began to be put to the communicative aspect of second/foreign language teaching, the more importance was given to the vocabulary instruction. Now we will look at the importance of vocabulary in language teaching approaches and methods throughout the history.

In the Grammar Translation Method (GTM) which was strongly preferred in foreign or second language teaching in many countries from the 1840s to the 1940s, deductive grammar teaching and sentence translation into or out of the native language are seen as the main concerns of instruction. In this method, vocabulary teaching is only based on reading texts used in the lessons and new words are

commonly given in isolated forms with their equivalents in native language (Richards & Rodgers, 1986, p.4). Richards and Rodgers (1986) suppose that toward the mid-nineteenth century, the GTM began to be questioned and criticised by individual language teaching specialists such as C. Marcel, T. Prendergast, and F. Gouin. As specific needs of the foreign language teachers began to increase and they declared their needs for new methods which would satisfy their needs, a new movement called as the Reform Movement started in the late of the nineteenth century. The importance of vocabulary seemed to increase with this new movement which emphasizes the vitality of phonetic training and teaching the meanings of new words by using associations in the target language (pp.5-7).

Later on, a new method which advocates the importance of direct associations between forms and meanings by means of target language not the mother tongue began to become popular. This method which was named as the Direct Method (DM) also called as the Natural Method. As it is suggested by Richards and Rodgers (1986), in this method, vocabulary instruction was given more importance than previous methods by dividing it into two parts as concrete vocabulary instruction which was taught by using real objects, pictures or/and demonstration and as abstract vocabulary instruction which was given by association of ideas. The Direct Method rejects using native language in vocabulary instruction and any aspects of foreign language teaching (pp.9-10).

Despite having similarities, there are many differences between the Direct Method and Audiolingual Method (ALM). In terms of vocabulary instruction, the main difference between two methods appears in their way of presenting new words. Dinçay (2010) claims that the Direct Method teaches new vocabulary items by making students be exposed to their use in situations whereas the Audiolingual Method supports that new words should be taught with grammatical sentence patterns by means of drills (p.45).

Another language teaching method is Total Physical Response (TPR) which was developed by James Asher. TPR emphasizes the necessity of reducing language learners' stress by means of game-like movements in language teaching. In this

method, the language learning is believed to be facilitated by creating a positive language learner environment (Richards & Rodgers, 1986, p.87). In TPR, new words are taught by using imperatives. Asher (1977) asserts the instructors can teach many vocabulary items by using the imperatives in a skilful way (p.4). In TPR, vocabulary teaching is based on teacher's directives and students' physical responses, which is seen more appropriate for young learners and beginners especially in learning concrete words.

Richard and Rodgers (1986) assert that The Silent Way, which was devised by Gattegno, pays great attention to the vocabulary choice by classifying words into three groups as semi-luxury vocabulary which is composed of daily life expressions in target language, luxury vocabulary which consists of words used in more specialised contexts, and functional vocabulary which do not have simple equivalence in student's mother tongue and which are used most functionally. In this method, vocabulary use is seen as a central aspect of language learning (pp.101-109).

As DeCarrico (2001) points out, Chomsky triggered revolutionary changes in linguistic theory in the 1960s. Although these changes increased the role of lexis more, the primary focus was still on grammar instruction (p.286). Richards and Rodgers (1986) note that Communicative Language Teaching (CLT) which was rooted by many British applied linguists was revealed as a response to the need to focus on communicative proficiency in language teaching (pp.64-65). The Communicative Approach, as Richards and Rodgers (1986) suggests, was triggered by the notion of "communicative competence" which was referred by Hymes in 1972 as a reaction against Chomsky's theory of competence which deals with abstract grammatical knowledge. According to Hymes (1971), language speakers need a language theory which is a blend of communication and culture in order to be communicatively competent in real language contexts because communication needs more than linguistic competence. The Communicative Language Teaching sees vocabulary as a mean that helps language learner to communicate with native speakers in real language settings.

As DeCarrico (2001) suggests, vocabulary was used to be neglected for decades by language teaching approaches. On the other hand, in the late 1970s and early 1980s, and by the late 1980s and early 1990s, vocabulary in language teaching began to become more important and more effective vocabulary learning and teaching strategies were developed (pp.285-286). Lewis (1993) emphasizes the importance of vocabulary by these words: “lexis is the core or heart of language” (p.89). About the importance of vocabulary, Schmitt also (2010) states that “learners carry around dictionaries and not grammar books” (p.4). With the emergence of Lexical Approach devised by Lewis in 1993, the focus on grammar-based syllabus began to shift to the focus on teaching and learning lexical items as chunks. This approach does not ignore the grammar instruction but instead it emphasizes the importance of other structural elements in language teaching (Lackman, 2010, pp.2-3). The Lexical Approach prefers to deal with utterances, collocations, and chunks rather than teaching single vocabulary items separately. Lewis (1997) claims that "Instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways" (p.204). In light of this saying, it can be said that vocabulary instruction began to gain the importance which it deserves and to be seen as a vital and indispensable part of language teaching and learning on its own rather than just being a supplementary aspect of grammar instruction.

2.2. Vocabulary in a General Sense

The definition of word or/and vocabulary has been discussed by many linguists so far (Vygotsky, 1986; Carter, 1992; McCarthy, 1994). Among all the definitions, it seems to be more important to focus on the components of vocabulary knowledge rather than just confining ourselves to a simple definition because of the fact that knowing a word means more than simply knowing its meaning. According to Vygotsky (1986), “a word is a microcosm of human consciousness” (p. 256). By keeping this definition

in mind, can we say that vocabulary acquisition is a conscious cognitive process? If we know how to use that word appropriately in different forms for different contexts, why not?

Vocabulary knowledge is the core of making sentences into any language to convey our thoughts and feelings to other people. Vocabulary is the basic unit of communication because it is almost impossible to express ourselves without knowing the suitable words needed for different contexts. It is also important to know how to use the right word in a right way as well as knowing its meaning in order to be clear in our speech and/or writing. This is also important for overcoming pragmatic problems which may result in frustrating situations for language learners. According to Nation (2001), there are three aspects of vocabulary knowledge as a) the knowledge of the form, b) the knowledge of the meaning, and c) the knowledge of the usage. Nation (2001) also explains receptive and productive aspects of vocabulary knowledge in terms of form, meaning and usage. We can see these aspects described by Nation (2001) in Table 2.1.

Table 2.1. Aspects of Word Knowledge

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and referents	What is included in this concept?	What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	constraints on use (register, frequency...)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Nation (2001, p. 27).

In light of the information given in Table 2.1., it can be said that an effective vocabulary learner should know how to spell a word, its various meanings which might change according to different contexts, and also how to use that word in a grammatically correct way in her/his speech or writing. In a more general sense, he/she is required to know the sound, spelling, word parts, and different conceptual meanings, antonyms, synonyms, and collocations, formal and informal forms of that word. In order to use words correctly in oral or written communication and convey the intended meaning of these words in an effective way to interlocutors or readers, vocabulary should be acquired as a whole with all its components. When we know those components of a word, we can be called as “the knower” of that special word. All these aspects of vocabulary require a specific and detailed vocabulary teaching/learning methodology especially if it is used for academic purposes and this can be possible only by adopting an appropriate vocabulary learning strategy or/and strategies which is/are suitable for the learning style of the learner. Learning to be an autonomous strategy user is also important for language learners in order to adopt and adjust these strategies according to their specific needs without getting any help from others.

2.3. Incorporating Vocabulary Knowledge into Academic Writing

Writing and speaking are skills which require using words in a productive way in the target language, which means that they are required to know how to use the needed vocabulary in an appropriate form according to the appropriate contexts. On the other hand, as Laufer and Nation (1995, p.308) claim, vocabulary instruction is not generally given just for teaching the vocabulary items but for helping learners to use these items in their communication. Nation (2005) stresses the relationship between being effective in writing and richness of vocabulary besides stating that it requires time for a word to turn into productive from receptive. Nation (2005) also advocates that some supportive speaking, listening or reading activities can be followed before the written output so as to help learners to activate their receptive vocabulary

knowledge (pp.588 - 589). Polio and Williams (2009) point out that writing is a two-way process in which general language proficiency is flourished and other skills are also improved. They also emphasize the necessity for the learners to acquire and generate the target language so as to be effective in writing.

Reinking, Hart and Osten (2002) list the advantages of writing as follows: “(a) it helps the writer think over and over on what they want to express, (b) it supports reader’s understanding because reading is more effecting than hearing in terms of getting information, and (c) writing is a permanent record of feelings and ideas” (p.2). So writing supplies benefits both for the writer and reader by triggering metacognitive strategies such as planning or reorganizing by helping readers in the information getting process by supporting understanding and it also presents a permanent document for feelings and ideas.

Writing is not an easy process for second/foreign language users as it requires turning the receptive knowledge of both the subject area and related vocabulary into productive one. It also needs to master grammar, writing strategies, spelling and punctuation. Engber also (1995, p.140) points out that many students will experience the effort of recalling vocabulary in their academic writings. As Brown (2001) states, some micro-skills such as producing suitable words, being good at using right word order patterns and making sentences in the correct grammatical system are vital in order to be an effective writer. In light of these statements, it can be said that in order to write effectively, mastery on grammar and vocabulary is also needed besides having the necessary knowledge on the writing topic. In other words, second language writer should know the right spelling of the needed word besides knowing how to use that word into the sentence in order to express what he/she exactly wants to express. At this point, we need to highlight the importance of the vocabulary learning strategies one more time because mastery on vocabulary requires using the right vocabulary learning strategies according to individual learning styles. But before having looked at vocabulary learning strategies, it is useful to remember language learning strategies in general.

2.4. Language Learning Strategies

Before we talk about language learning strategies (LLS), it is useful to clarify the difference between style and strategy. As Brown (2007) suggests, styles refer to ongoing preferences or tendencies within a person whereas strategies are methods which are specific to each individual. Brown (2007) mentions the difference between these two terms as follows: “Styles vary across individuals but strategies vary within an individual” (p.119). Being auditory, visual or kinaesthetic learner is our learning style. On the other hand, if we are capable of monitoring our own learning process and outcomes, we are more capable of using metacognitive strategies of learning.

Language learning strategies (LLS) have been defined in many ways by various researchers so far. Rubin (1987) defines language learning strategies as attempts what learners do in order to learn and regulate their learning. Cohen (1998) points out that language learning strategies are processes which are consciously picked up by learners to improve their learning. Oxford (1989) claims that “...the most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning” (p.45). The common features of all the definitions about LLS can be summarized as follows: they support learning process, they are regulative, and they should be selected according to individual learning styles. Oxford (1990) states three conditions in order to determine a language learning strategy useful: (a) relevance with the task, (b) appropriateness for learners’ learning style or learning approach, (c) practicality to be employed (p.8).

So far, language learning strategies have been classified in many ways. One of the most widely accepted categorization is the one which divides LLS into four categories as metacognitive, cognitive, social and affective (O’Malley & Chamot, 1996; Cohen, 1998; Williams & Burden, 1997). Rubin (1987) defines cognitive strategies as mental actions in which learners do direct analysis, transformation or synthesis. In metacognitive strategies, learners plan and evaluate their own learning. Besides planning and evaluation, this strategy requires setting goals, thinking about

the learning process and monitoring the performance (Williams & Burden, 1997, p.148). Bimmel (1993) identified affective strategies as the ones that learners use to control their feelings by means of various relaxation techniques (cited in Takač, 2008, p.54). Just as affective strategies, social strategies are also defined by Rubin (1987) as strategies which affect learning in an indirect way and require learners to practise with other speakers. Oxford (1990) also mentions six main language learning strategies as cognitive, metacognitive, memory-related, compensatory, affective and social strategies. Oxford (1990) lists the general features of language learning strategies as follows:

1. Language learning strategies (LLS) contribute to the main goal: communicative competence.
2. LLS allow learners to become more self-directed.
3. LLS expand the role of teachers.
4. LLS are problem-oriented.
5. LLS are specific actions taken by the learner.
6. LLS involve many aspects of the learner, not just the cognitive.
7. LLS support learning both directly and indirectly.
8. LLS are not always observable.
9. LLS are often conscious.
10. LLS can be taught.
11. LLS are flexible.
12. LLS are influenced by a variety of factors (p. 9).

According to Oxford's list, it can be suggested that language learning strategies should be teachable, problem-oriented, flexible, often conscious and observable strategies that support the learning process both directly and indirectly and help learners become more involved in their own learning. It can be also said that if they

are used properly, LLS can change the teachers' roles from being the leaders, evaluators, and/or directors to be consultants and/or advisors.

In Tables 2.2., 2.3., and 2.4., we can see the descriptions of the learning which are listed by O'Malley et al. (1985).

Table 2.2. Learning Strategies (part I)

Learning Strategy	Description
<u>Metacognitive strategies</u>	
- Advance organizers	- Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.
- Directed attention	- Deciding in advance to attend in general to a learning task to ignore irrelevant distractors.
- Selective attention	- Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
- Self-management	- Understanding the conditions that help one learn and arranging for the presence of those conditions.
- Functional planning	- Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
- Self-monitoring	- Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
- Delayed production	- Consciously deciding to postpone speaking in order to learn initially through listening comprehension.
- Self-evaluation	- Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.

O'Malley et al (1985, pp. 582-584).

As we see in Table 2.2., metacognitive strategies such as advance organizers, directed and selective attention, self-management, functional planning, self-monitoring, delayed production and self-evaluation require making a detailed preview of the learning activities, making decisions on learning input and process in advance, planning, monitoring one's own learning process in terms of accuracy or/and appropriateness, deciding on when to get input or when to produce the language according to the needs of the context, ignoring irrelevant aspects of the learning material or task that can result in distraction, and evaluating one's own language outcomes. In short, metacognitive strategies are the strategies that help

learners to plan, monitor, regulate and evaluate their own learning process. As Cohen (1998) suggests, metacognitive strategy use is more likely to be preferred by higher level of proficiency learners (p.7).

Table 2.3. Learning Strategies (part II)

Learning Strategy	Description
<u>Cognitive strategies</u>	
- Repetition	- Imitating a language model, including overt practice and silent rehearsal.
- Resourcing	- Using target language reference materials.
- Translation	- Using the first language as a base for understanding and/or producing the second language.
- Grouping	- Reordering or reclassifying, and perhaps labelling the material to be learnt based on common attributes.
- Note-taking	- Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
- Deduction	- Consciously applying rules to produce or understand the second language.
- Recombination	- Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
- Imagery	- Relating new information to visual concepts I memory via familiar, easily retrievable visualizations, phrases, or locations.
-Auditory representation	- Retention of the sound or a similar sound for a word, phrase, or longer language sequence.
- Keyword	- Remembering a new word in the second language by 1)identifying a familiar word in the first language that sounds like or otherwise resembles the new word and 2)generating easily recalled images of some relationship between the new and the familiar word.
- Contextualization	- Placing a word or phrase in a meaningful language sequence
- Elaboration	- Relating new information to other concepts in memory.
- Transfer	- Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
- Inferencing	- Using available information to guess meanings of new items, predict outcomes, or fill in missing information.

O'Malley et al (1985, pp. 582-584).

Table 2.3. reveals that cognitive strategies require learners to manipulate the target language by rehearsals, translation, elaboration, making inferences, and transferring

new information in order to improve their learning. In this list, note-taking is defined as a cognitive strategy in terms of both language learning strategies and vocabulary learning strategies. Note-taking as a cognitive strategy is handled separately in the following parts of this chapter.

Table 2.4. Learning Strategies (part III)

Learning Strategy	Description
<u>Socioaffective strategies</u>	
-Cooperation	- Working with one or more peers to obtain feedback, pool information, or model a language activity.
-Question for clarification	- Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.

O'Malley et al (1985, pp. 582-584).

As it is seen in Table 2.4., socio-affective strategies are emotional strategies that involve others in the learning process so as to obtain feedback, ask for clarification, explanation, or/and repetition. Affective and social aspects of language learning are also very important as Oxford (1990) states: "...it is likely that the emphasis will eventually become more balanced, because language learning is indisputably an emotional and interpersonal process as well as a cognitive and metacognitive affair" (p.11).

2.5. Vocabulary Learning Strategies

After having looked at language learning strategies in a general sense, now it is time to mention vocabulary learning strategies that are used by the second or foreign language learners in order to learn new words and/or foster their existing vocabulary knowledge.

In its general term, language learning strategies are defined by Wenden and Rubin (1987) as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" (p.19). Oxford

(1990) identifies language learning strategies as “actions, behaviours, steps, or techniques students use, often unconsciously, to improve their progress in apprehending, internalizing, and using the L2” (p.1). In light of these definitions, we can specifically call any learning behaviours which learners use to facilitate their vocabulary acquisition as vocabulary learning strategies. Schmitt (2000) defines vocabulary learning strategies by these words: “One approach of facilitating vocabulary learning that has attracted increasing attention is vocabulary learning strategies (VLS)” (p.132).

So far, specifically designed vocabulary learning taxonomies have been offered by the researchers. Nation (2001) states four important features of vocabulary learning strategies: (a) they involve choice, (b) they consist of several steps, (c) they require knowledge and benefit from training, (d) they enhance the efficiency of vocabulary learning and use (p.217). He also divides vocabulary learning strategies into three general classes as planning, sources and processes as it is seen in Table 2.5.

Table 2.5. Nation’s Taxonomy of Vocabulary Learning Strategies

Kinds of Vocabulary Learning Strategies	
<u>General Class of Strategies</u>	<u>Types of Strategies</u>
<u>Planning</u> : choosing what to focus on and when to focus on it	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition
<u>Sources</u> : finding information about words	Analyzing the word Using context Consulting a reference source in L1 and L2 Using parallels in L1 and L2
<u>Processes</u> : establishing knowledge	Noticing Retrieving Generating

Adapted from Nation (2001, p. 218).

In Table 2.5. Nation (2001) states three different classes of strategies. In planning class, learners are required to decide the vocabulary items to be learnt and the

frequency that they need to repeat these items. In the second class named as sources, learners are required to guess the meaning of the new words by analysing them or/and using the context or find information by using bilingual dictionaries or monolingual dictionaries. The third class refers to individual note-taking process of vocabulary learning in order to support recall and use the vocabulary items productively when needed.

While O'Malley and Chamot (1990) have classified vocabulary learning strategies as cognitive, metacognitive and social/affective, Oxford (1990) has divided the strategies into six as cognitive, metacognitive, compensation, memory, affective and social. On the other hand, there are 58 sub-strategies classified in Schmitt's (1997) list. According to Schmitt (1997), vocabulary learning strategies are mainly divided into two categories: (a) discovery strategies that are useful for recognizing the meaning of a vocabulary item for the first time, and (b) consolidation strategies used for recalling that word once it has been introduced. After having been decided on the main category, the strategies are classified into five groups as determination (DET), social (SOC), memory (MEM), cognitive (COG) and metacognitive (MET) strategies. Discovery strategies include determination and social strategies; on the other hand, consolidation strategies are composed of social, memory, cognitive and metacognitive strategies.

2.5.1. Determination strategies (DET)

Determination strategies depend on learner's own knowledge and decisions about the target vocabulary items. They are generally used by language learners for discovering a vocabulary item for the first time.

In table 2.6, we see Schmitt's (1997) taxonomy of the determination strategies which is composed of analysing part of speech, affixes and roots, checking for L1 cognates, analysing any available pictures or gestures, guessing meaning from textual context, and using a dictionary. All of these strategies are also identified as discovery strategies.

Table 2.6. Determination Strategies

Strategies for the discovery of a new word's meaning	
<u>Strategy group</u>	<u>Strategy</u>
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary

Adapted from Schmitt (1997, pp. 207-208).

As it is seen in Table 2.6., determination strategies are used when learners meet a new word and discover its meaning by analysing available sources. When the learner comes across a new word, he/she goes through the process of discovering or deciding its meaning by guessing its meaning from the context, directly looking it up from a monolingual or bilingual dictionary, checking for its cognates in his/her native language or analysing the clues belonging to that word such as part of speech, affixes, and roots.

2.5.2. Social strategies (SOC)

As seen in Table 2.7., social strategies require learners to ask for other people's opinions to discover the new word or/and consolidate a word that has been encountered before. These strategies include asking teacher for a synonym, paraphrase, or translation into native language; asking classmates for meaning; practising and/or studying in a group and communicating and/or interacting with native speakers.

Table 2.7. Social Strategies

Strategies for the discovery of a new word's meaning	
<u>Strategy group</u>	<u>Strategy</u>
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of new word
SOC	Ask classmates for meaning
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in a group
SOC	Interact with native speakers

Adapted from Schmitt (1997, pp. 207-208).

Social strategies are used either when discovering a new word's meaning or when consolidating a previously encountered word. As Table 2.7. suggests, learners using these strategies get help from their teachers, peers, and native speakers by means of interaction.

2.5.3. Memory strategies (MEM)

These strategies are also known as mnemonics (Takač, 2008). The learners who prefer these strategies usually make connections between the new word and their background knowledge/schemata in order to facilitate their learning process. In Table 2.8., Schmitt (1997) lists the strategies that are generally preferred by the learners in this strategy group such as connecting the target word to an experience, imaging word form or/and its meaning, using semantic maps, grouping words, studying spelling, saying new words aloud, and using physical actions while learning new words.

Table 2.8. Memory Strategies

Strategies for consolidating a word once it has been encountered	
<u>Strategy group</u>	<u>Strategy</u>
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word

Adapted from Schmitt (1997, pp. 207-208).

As it is seen in Table 2.8., memory strategies are used by learners while making connections between the existing knowledge and new vocabulary items.

2.5.4. Cognitive strategies (COG)

According to Oxford (1990), cognitive strategies are “manipulation or transformation of the target language by the learner” (p.43). Learners using cognitive strategies go through some processes as identifying unknown words, repeating the target vocabulary items both verbally and in a written form, examining and relating meanings of the words. The vocabulary learning strategies belonging to this group are given in Table 2.9. As it is seen in the list, keeping vocabulary notebooks is accepted as a cognitive strategy which will be stated separately in the following parts of the chapter.

Table 2.9. Cognitive Strategies

Strategies for consolidating a word once it has been encountered	
<u>Strategy group</u>	<u>Strategy</u>
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook.

Adapted from Schmitt (1997, pp. 207-208).

This strategy group includes activities that require direct analysis and/or synthesis such as repetition, labelling, listing and keeping vocabulary notebooks as shown in Table 2.9.

2.5.5. Metacognitive strategies (MET)

We see an adapted metacognitive strategy list by Schmitt (1997) in Table 2.10.

Table 2.10. Metacognitive Strategies

Strategies for consolidating a word once it has been encountered	
<u>Strategy group</u>	<u>Strategy</u>
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time

Adapted from Schmitt (1997, pp. 207-208).

Table 2.10. reveals that in metacognitive strategies, learners take the responsibility of their own vocabulary learning process including rehearsal and evaluation which require higher level of proficiency such as using target language media, testing oneself, skipping or passing new word. Takač (2008) points out that learners using metacognitive strategies go through a conscious process of learning and decision making. They plan, monitor or evaluate their own learning by deciding which input to take, how to study this input and how to evaluate it (p.136).

2.6. Keeping Vocabulary Notebooks as a Cognitive Strategy

As stated in the previous part, vocabulary learning strategies are divided into five main categories as determination, social, memory, cognitive and metacognitive vocabulary learning strategies. Among these five strategies, keeping a vocabulary notebook is a cognitive vocabulary learning strategy. McCrostie (2007) defines a vocabulary notebook as “any form of notebook used for recording new and useful vocabulary and some additional information about the word” (p. 247). In light of this definition, a vocabulary notebook can be seen as a tool which is used for cognitive processing of the new lexical items.

Keeping a vocabulary notebook cannot be accepted as an independent strategy that has the strength for the learner to learn words without using any other strategies. Moreover, as Schmitt & Schmitt (1995) suggest, keeping vocabulary notebooks is a strong supplemental strategy that helps the learners focus on a limited subset of words. In the context of this study, vocabulary notebooks refer to the pages which include separate tables for the each vocabulary item chosen by the participants in the experiment group from the presented units throughout the treatment process. There are fifteen tables for each unit and each table is composed of eight different parts related to the same word item as spelling, part of speech, synonym, antonym, word family, meaning, collocation and/or phrasal verbs, and sentence showing you understand the word. The pages are composed of word parts which can be cut and kept separately especially to facilitate expanding rehearsal as Schmitt and Schmitt

(1995) suggest in their article. The students can cut each table from the paper and keep them in binders separately. The notebooks were preferred to be in binders in order to give the participants freedom to arrange the pages according to their learning preferences, pace or process.

Several studies have been done on keeping vocabulary notebooks and/or its effects on the other fields. One of the most valuable studies in this field was conducted by Schmitt & Schmitt in 1995. Their study presents a design for effective vocabulary notebooks which were drawn from eleven principles from language memory and language research. As a result of the study, a kind of vocabulary notebook which is arranged in a loose-leaf binder, which includes word pairs such as L1 translation and L2 synonyms, which is also composed of collocations, semantic maps, and word families is presented as an effective notebook for the second/foreign language learners. Schmitt & Schmitt (1995) also suggest some vital aspects of keeping vocabulary notebooks such as expanding rehearsal, recycling, and learning to be autonomous either in the process of selecting words or finding extra information about the words in the notebooks.

Another study was carried out by Walters & Bozkurt in 2009. It investigates the effect of keeping vocabulary notebooks on vocabulary acquisition. The participants of the study are composed of Turkish university students at lower intermediate level of English. It took a 4-week period of treatment with an experimental and 2 control groups. All groups followed the same curriculum with the same materials but the experimental group also got a vocabulary notebook implementation. According to the scores of receptive and controlled productive vocabulary tests, it is found that the experimental group did significantly better than the control groups. In terms of free-writing compositions, it is also figured out that the participants in the experimental group used the target words more than the participants in the control groups.

Hirschel & Fritz (2013) studied the effects of vocabulary notebooks and Computer Assisted Language Learning (CALL) approaches. The participants of the study are composed of 140 first-year Japanese university students studying English as a second language. There are two experimental groups in the study one of which was given a

treatment of vocabulary notebook and the other was given a treatment of CALL program. On the other hand, the control group was not given a treatment. In terms of vocabulary notebooks, the study examines long-term retention of vocabulary over a period of 5 months. In light of the scores of the pre- and post-tests of the study, it is found that both vocabulary notebook and CALL programs got similar results in the short terms but the CALL group performed slightly better than other groups in the long term.

McCrostie (2007) also studied vocabulary notebooks. In his study, the vocabulary notebooks of 124 Japanese university students were examined in terms of choices of sources for word usage, types and frequency of words chosen by the participants and reasoning behind word selection. The gathered data point out that many lower-level of proficiency students find it hard to choose words on their own and to determine the frequency or usefulness of words. Besides, it is found that these students of lower proficiency level usually prefer selecting words from their course books or class handouts. As a result, the study points out that vocabulary notebooks help students learn new words but most students need more specific and extensive training on how to keep vocabulary notebooks in an effective way.

Another study was conducted by Fowle in 2002. Fowle's study investigates the implementation of vocabulary notebooks into a secondary school programme in Thailand. It studies keeping vocabulary notebooks in terms of lexical competence and learners' autonomy. The results show that vocabulary notebooks are effective for exposing learners to other vocabulary learning strategies. It is also found that vocabulary notebooks are easy to be implemented into any language program as they do not need high technology or expensive materials.

Uzun (2013) also studied vocabulary learning through vocabulary notebooks. The study was conducted at English Language Teaching Department of Uludağ University. It investigates the differences between the vocabulary acquisition and retention level of female and male students in terms of formal instruction and feedback on keeping vocabulary notebooks and the amount of information recorded

in notebooks. There are five groups in the study, two of which are experimental and three of which are control groups. Two experimental groups kept vocabulary notebooks and received instruction and feedback on the recorded words. On the other hand, two control groups kept vocabulary notebooks but did not receive any instruction or feedback. And one control group neither kept vocabulary notebooks nor received any instruction or feedback. The data were collected in two ways as a questionnaire of vocabulary knowledge and retention which was applied as a pre-test and a test of receptive and productive vocabulary which was done by all the participants as a post test. According to the results of the study, it is observed that the groups which received extra information about the related unknown words and regular feedback did better in terms of vocabulary acquisition. It is also seen that giving extra information also improved the impact of vocabulary notebook keeping. On the other hand, no significant difference is seen between the female and male participants in terms of the treatment results.

CHAPTER III

METHODOLOGY

In the first part of this chapter, research design of the study is stated. In the second part, the participants and context of the study are described. In the third part, the course book used throughout the implementation process is detailed. And finally, in the last part, data analysis process is described.

3.1. Research Design

This study is an experimental research involving both quantitative and qualitative data. In this study, pre and post-tests; pre, process and post-writings constitute quantitative data while the notes in researcher's journal were used as qualitative data. The quantitative data present the basic evidence about the study while the qualitative data supply supportive samples (Borg & Gall, 1989) and data for the attitudes of the participants towards keeping vocabulary notebooks. As Nunan (1992) stresses in his book, this study also aimed to explore the relationships and strength of the variables. Vocabulary notebooks are the independent variables of this study whereas test scores, participants' academic writings and their comments on the process are the dependent variables. Dörnyei (2007) asserts that in educational settings random assignment of the participants is not generally possible. The control and experimental groups of this study were also selected without randomization between already existing two first-year classes.

3.2. Participants and Context of the Study

The study was carried out in the Foreign Language Education Department of Muğla Sıtkı Koçman University in the spring term of 2013-2014 Academic Year. Department of Foreign Language Education at Muğla Sıtkı Koçman University is composed of two sub-divisions as German Language Teaching and English Language Teaching Programmes. This study was conducted in the English Language Teaching programme which was opened in 2001-2002 Academic Year. In order to be an undergraduate student in this department, participants must have a high school diploma and get an eligible score from the University Entrance Exam. The goal of the program is to equip students with competencies about both English Language and language teaching methods besides helping them to gain technological and assertive skills. Graduates are employed as English Language teachers in both public and private schools. They can also find positions in other fields such as tourism or translation offices.

The participants of the present study were composed of the first year pre-service teachers because their curriculum includes “Advanced Reading and Writing Skills II” course including both academic vocabulary and academic writing. There were two first year classes which formed the experimental and control groups of the research. Control and experimental groups were decided according to the results of the pre-vocabulary test. Ages of the participants in both groups change between 18 and 25. The experimental group was composed of 22 participants as 15 females and 7 males while the control group consisted of 19 students as 10 females and 9 males.

Table 3.1. Gender Range of the Participants

Group		Gender		TOTAL
		Female	Male	
Experimental	N	15	7	22
Control	N	10	9	19
Total	N	25	16	41

In Table 3.1, the gender range of the participants in both the experimental and control groups is given. As seen in Table 3.1., 61% of the participants consisted of female students while 39% of the participants are male students in both groups.

3.3. The Course Book Used in the Study

Participants in both experimental and control groups used the same course book named *Essential Academic Vocabulary: Mastering the Complete Academic Word List*. The book was written by Helen Huntley in 2006. Huntley (2006) states that:

“Essential Academic Vocabulary is based on the Academic Word List (AWL), which was developed in 2000 by Averil Coxhead at Victoria University in Wellington, New Zealand. The list was developed from a written academic corpus for use by higher-education students in the fields of liberal arts, commerce, law, and science. It excludes the first 2,000 words of English from the General Service List (developed in 1953), technical and specialist terms, proper nouns, and Latin forms” (p.vii).

The book is divided into sixteen chapters and all chapters are composed of communicative reading, writing and speaking activities and academic vocabulary items related to the topics. Among these sixteen units, four units especially related to education were chosen to be used in both groups throughout the implementation process. Especially the vocabulary and writing parts were emphasized in the units.

3.4. Data Collection Instruments

Data collecting process of the study is divided into three parts as: before, during, and after the treatment. Before the implementation, all the participants were asked to sign information consent forms and a pre-vocabulary test was administered to the

participants in order to define their current level of academic vocabulary knowledge. In the following week, the course book was introduced to the participants of both groups. The participants in both experimental and control groups were taught the same essential academic vocabulary list existing in the same course book. The participants in the experimental group were asked to keep vocabulary notebooks organised according to the “Eleven Principles for Learning Vocabulary” described by N. Schmitt and D. Schmitt. On the other hand, the control group was taught the same academic vocabulary items existing in the same book just by using the activities in the book without being asked to keep vocabulary notebooks. The treatment started at the beginning of the spring term for eight weeks. The researcher observed the lessons of both groups throughout the process. The researcher also kept a journal and took notes about the whole process and the attitudes of the participants in the experimental group towards keeping vocabulary notebooks. Before the treatment, all participants were also to write pre-writings about the education system in Turkey on a general scope. After each unit, the participants wrote process-writings about the main subjects of the units. At the end of the treatment process, the same vocabulary test was applied to both groups as a post-vocabulary test and the participants were also asked to write post-writings about the foreign language education in Turkey on a more specific scope. The writings were evaluated according to a rubric which will be described in a more detailed way in the following parts of the chapter.

There were three different parts in pre- and post-vocabulary tests as true-false part composing of 30 questions, word formation part composing of 30 questions and multiple-choice part composing of 40 questions. The question items in the tests were taken from “National Geographic Learning Website” (http://ngl.cengage.com/cgi-telt/course_products) and they were revised according to the estimated English level of the participants. While the questions were being revised, the opinions of experts were also taken.

3.5. Procedure

The study was conducted throughout “Advanced Writing and Reading II” course which is a compulsory part of English Language Teaching education program. In this course, the participants used the course book named “Essential Academic Vocabulary: Mastering the Complete Academic Word List” written by Helen Huntley (2006). Before the course began, the researcher and her supervisor selected four units according to the relevance with the participants and second language learning/teaching. With the help of these four units, the participants revised or/and learnt frequently used academic vocabulary and practised their academic writing by using these vocabulary in a productive way.

After having signed the consent forms, participants were asked to do pre-tests in order to diagnose their vocabulary levels. In the first step, only the arithmetic means of the test were calculated and the class which got the lower result was decided as the experimental group. In the following week, participants of both groups were asked to write a pre-writing task on the same topic before the treatment began. By this way, the researcher aimed to detect their level of using academic vocabulary in their writing before the treatment.

Both groups started the first unit with the guidance of the researcher in the third week. As the independent variable, vocabulary notebooks were introduced to the experimental group. The researcher explained how the participants should keep their vocabulary notebooks. After the first unit was finished, the researcher asked the participants which vocabulary items in the unit they want to study and fifteen items were selected. The participants were asked to fill in their first vocabulary notebooks which would compose whole vocabulary binder in the end. The vocabulary notebooks were checked by the researcher in the following week. On the other hand, all participants in both groups learnt the same vocabulary items incidentally through text reading and the activities in the unit.

In the fourth week of treatment process, the participants of the both groups were asked to write their first process-writing task which was about the topic of the

previous week. While the participants of the experimental group were writing their tasks, the researcher collected their first vocabulary notebook sheets, checked and gave them to the participants back. The writings of the both groups were analysed by a pre-prepared rubric which will be described in detail in the following part of the chapter.

In this sequence, the participants of both control and experimental groups wrote four process-writings about four different units. In addition to the process writing tasks, participants in the experimental group kept a vocabulary notebook which was composed of the vocabulary items existing in the units.

The researcher kept a journal throughout the treatment process and took notes on frequently met problems, participants' questions and the attitudes of the participants in the experimental group towards keeping vocabulary notebooks.

After all four units were finished, the participants were asked to write a post-writing task which was about all four units. And finally, they had a post vocabulary test.

3.6. Data Analysis

The scores which were obtained from the pre- and post-vocabulary tests were analysed by using SPSS v.22 software program. The writing tasks of the both groups were analysed according to the same rubric which were prepared before the treatment began. The rubric was adjusted by revising the rubric used for writing assessment of Bauer undergraduate and graduate programs at the University of Houston(<https://www.bauer.uh.edu/faculty/teachingresourcesdocs/Bauer%20Writing%20Assessment%20Rubric%20samples.pdf>). The rubric is composed of four main parts as organization, mechanics, structure & vocabulary and content and these four main parts have 10 sub-categories in total as (a) following accepted essay style (title, introduction-body-conclusion paragraphs), (b) being easy to read and follow, (c) punctuation, (d) spelling, (e) grammar, (f) using collocations, (g) using word family, (h) sentence construction, (i) meaning in sentence, and (j) being consistent and

relevant with the writing topic. From these ten subcategories, the categories of spelling, using collocations, using word family, sentence construction and meaning in sentence parts are the parts which are related to the productive vocabulary knowledge most. The scores which were obtained from the rubrics were analysed in terms of group statistics by using SPSS v.22 software program. Observation notes which were kept were used as qualitative data by the researcher in order to give information about the ideas, attitudes and recommendations of the participants in the experimental group about keeping vocabulary notebooks throughout the treatment process. In order to see the interrater reliability of the writing scores, randomly chosen writing papers were assessed by another researcher. The scores were founded to be close to each other with interrater reliability value of 0,85.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter includes the results and discussion of the study. In the first part of this chapter, statistical analysis of the data obtained from pre-vocabulary test is defined. In the second, third, fourth and fifth parts, the results of data analysis from the pre, process, post-writings and post-tests are mentioned. In the following parts of the chapter, frequency of target vocabulary use in the control and experimental groups and notes from researcher's journal take place.

As it is pointed out in the previous chapter, the participants were asked to do a pre-test before the implementation process in order to see their current level of vocabulary knowledge. The same vocabulary test was also administered as a post test at the end of eight weeks of treatment process. The first part of the chapter describes the results of the statistical data analysis of the pre-vocabulary tests of both control and experimental groups.

4.1. Statistical Data Analysis of the Pre-tests of Vocabulary

The pre-vocabulary test is composed of three different parts as follows: a) true/false part which includes 30 questions (part I), b) word formation part which consists of 30 fill-in-the blanks questions (part II), and c) multiple choice part of 40 questions (part III). In total, the test includes 100 questions. We will see the independent-samples t-test results of three parts and the total scores of both experimental and control groups in the whole test below. These scores were analysed by using independent-samples t-tests. Pallant (2005, p.205) suggests that an independent-samples t-test is preferred when the mean score of two different groups of subjects is compared. In the present

study, we also have two different groups as the control group whose participants didn't keep vocabulary notebooks and experimental groups whose participants kept vocabulary notebooks in the implementation process. As we have two different groups going through two different processes at the same time, an independent-samples t-test is used for analysing the obtained data.

Table 4.1. Independent-samples t-test results of Pre-tests of Vocabulary / Part I

Group	N	Mean	S	T	p*
Experimental Group	22	19.10	4.49	-.951	.348
Control Group	19	20.22	2.32		

*p<0.05

In Table 4.1., we can see the t-test results of the first part. According to Table 4.1., in the true/false part of the pre-test, the experimental group can be defined to do slightly less than the control group. On the other hand, no significant difference was observed between two groups in Part I ($p>0.05$). In light of these scores, it can be said that two groups were almost equal in true-false question part of the pre-test before vocabulary notebooks were introduced to the experimental group.

Table 4. 2. Independent-samples t-test results of Pre-tests of Vocabulary / Part II

Group	N	Mean	S	t	p*
Experimental Group	22	8.70	5.29	-.054	.958
Control Group	19	8.61	4.89		

*p<0.05

The second part of the pre-test requires participants to use their productive vocabulary knowledge most as it is totally composed of word formation questions. When we look at the arithmetic means of the scores in this part in Table 4.2., no significant difference was seen between the groups ($p>0.05$). This result reveals that both groups were almost equal in terms of their productive vocabulary knowledge

before the treatment process was initiated, which means neither of the groups was superior to the other group at the beginning of the study.

Table 4. 3. Independent-samples t-test results of Pre-tests of Vocabulary / Part III

Group	N	Mean	S	t	p*
Experimental Group	22	20.80	4.40	-.941	.353
Control Group	19	21.94	2.84		

*p<0.05

Table 4.3. shows the independent t-test results of pre-vocabulary tests. In Part III, which is a multiple choice questions part, the control group is seen to do slightly better than the experimental group although no significant difference can be seen between two groups ($p>0.05$).

In Table 4.4., independent-samples t-test results of total scores which participants in both groups got in pre-tests of vocabulary are seen.

Table 4.4. Independent-samples t-test results of Pre-tests of Vocabulary/ Total Scores

Group	N	Mean	S	t	p*
Experimental Group	22	48.60	11.67	-.659	.514
Control Group	19	50.78	8.19		

*p<0.05

Table 4.4. reveals that the control group's total score of pre-test is higher than the total score of the experimental group in terms of the arithmetic means of all three parts in the pre-test. Before the treatment process started, the total scores of the participants in the experimental group were slightly lower than the scores of the control group. On the other hand, p value is bigger than 0.05 ($p>0.05$) which means that there was no significant difference between two groups before the treatment.

4.2. Statistical Data Analysis of the Pre-writings

In this part, we will define and discuss independent-samples t-test results of pre-writings in terms of the mean of the participants in both control and experimental groups.

Table 4.5. Independent-samples t-test Results of Pre-writings

Group	N	Mean	S	t	p*
Experimental Group	22	52.23	14.70	-1.642	.109
Control Group	19	46.37	5.40		

*p<0.05

In Table 4.5., no significant difference was seen between the mean scores of two groups in pre-writings ($p>0,05$).

4.3. Statistical Data Analysis of the Process-writings

In this part of the chapter, process-writings results are revealed in terms of multivariate analysis of variance (MANOVA) and arithmetic mean of the scores. Pallant (2005) states that MANOVA is used when there are more than one dependent variable which should be related in some way in our analysis (p.247). As we have four process-writings, we chose MANOVA for analysing the scores of them.

Table 4.6. Multivariate Test Results of Process-writings

Effect	Value	F	Hypothesis df	Error df	p*
Wilks' Lambda	.528	10.741	3.000	36.000	.000

*p<0.05

In Table 4.6., the difference between process-writings according to Multivariate Test results is seen. Table 4.6. reveals that there is a significant difference in process-writing results, $F(3.36)=10.741$, $p<0.05$. After having detected a significant difference in the scores of four process-writings were also analysed in terms of between-subject effects. The test results of between-subject effects can be seen in Table 4.7.

Table 4.7. Test Results of Between-subject Effects in Process-writings

Source	Sum of Squares	df	Mean Square	F	p*
Intercept	803961.505	1	803961.505	5.375	.026
Group	1700.105	1	1700.105		
Error	12019.870	38	316.312		

* $p<0.05$

As it is seen in Table 4.7., test results of between-subject effects shows that there is a significant difference between the experimental and control groups in process-writings, $F(1.38)=5.375$, $p<0.05$. In light of this finding, it can be asserted that the participants who kept vocabulary notebooks went through a linear progress in terms of their productive vocabulary use in their writings.

The whole progress in process-writings in terms of arithmetic means of scores can be seen in Table 4.8.

Table 4.8. Descriptive Statistics of Process-writings

	Group	N	Mean
Process-writing 1	Control	19	64
	Experimental	22	71
Process-writing 2	Control	19	69
	Experimental	22	71
Process-writing 3	Control	19	67
	Experimental	22	76
Process-writing 4	Control	19	61
	Experimental	22	80

According to the scores shown in Table 4.8., these assumptions can be made: (a) There is not a linear progress in process writing. In the first process writing, the arithmetic mean is 64; in the second writing, it is 69; in the third one, it lessens to 67; and in the last process-writing, the arithmetic mean increases again to 71. (b) On the other hand, except for the second process-writing, the arithmetic mean scores of the participants in the experimental group show an increasing linear progress as: 71, 71, 76, 80. (c) When we compare the scores of two groups, it is seen that the arithmetic mean scores of the participants in the experimental group are higher than the participants in the control group in all process-writings.

4.4. Statistical Data Analysis of the Post-writings

Table 4.9. shows the t-test results of post-writing of both control and experimental groups.

Table 4.9. Independent-samples t-test Results of Post-writings

Group	N	Mean	S	T	p*
Experimental Group	22	74.22	12.40	-2.762	.011
Control Group	19	65.42	7.77		

*p<0.05

Table 4.9. reveals that scores of participants in the experimental group are higher than the scores of the participants in the control group in terms of their arithmetic means. P value also points out that there is a significant difference (p<0.05) between two groups in their post-writing scores, which reveals that vocabulary notebooks have a positive effect on active vocabulary use in academic writings of ELT students.

As a result, we can conclude that there is a positively linear increase in the use of academic vocabulary of the participants in the experimental group keeping vocabulary notebooks in all writings. This increase is also seen when the vocabulary

related parts of the rubrics are examined. The writings of the participants in both groups were evaluated according to the same rubric composing of four main parts as organization, mechanics, structure & vocabulary and content and 10 sub-categories as following: accepted essay style (title, introduction-body-conclusion paragraphs), being easy to read and follow, grammar, punctuation, spelling, using collocations, using word family, sentence construction, meaning in sentence, and being consistent and relevant with the writing topic. When the rubrics of the participants in the experimental group are examined, it is seen that they get more points from the parts which are directly related to vocabulary such as spelling, using collocations, using word family, and meaning in sentence.

4.5. Statistical Data Analysis of the Post-tests of Vocabulary

After post-writings had been administered, the same pre-vocabulary test was administered as a post-test to all the participants in both groups. In Table 4.10. Independent t-test results of this test are seen.

Table 4.10. Independent-samples t-test Results of Post-vocabulary Tests / Part I

Group	N	Mean	S	T	p*
Experimental Group	22	21.90	3.70	-.507	.615
Control Group	19	21.28	3.86		

*p<0.05

In terms of the arithmetic means of both groups in the first part of the post-vocabulary test which is composed of true/false questions, no significant difference is seen between the groups. We see that keeping vocabulary notebooks has no significant difference between two groups in terms of true/false question type which does not necessarily require productive vocabulary knowledge.

Table 4.11. reveals independent-samples t-test results which were obtained from the second part of the post-vocabulary test.

Table 4.11. Independent-samples t-test Results of Post-vocabulary Tests / Part II

Group	N	Mean	S	T	p*
Experimental Group	22	15.86	5.63	1.864	.070
Control Group	19	12.50	5.42		

*p<0.05

Although no significant difference was observed between the scores of two groups according to the p value ($p > 0.05$), it is seen that p value (.070) is very close to 0.05. Besides, when we look at the arithmetic means of the both groups in the second part of the post-test, we see that the scores of the participants in the experimental group are apparently higher than the results of the control group although in the same part of the pre-test, the participants' scores were lower than the scores of the control group. This part of the test consists of word-formation questions which require the participants to use their productive academic vocabulary knowledge most so we can say that keeping vocabulary notebooks helped the participants activate their receptive vocabulary knowledge. As an answer to our first research question, we can say that keeping vocabulary notebooks has an impact on ELT students' vocabulary knowledge in a positive way in terms of turning their receptive vocabulary knowledge into productive one.

Table 4.12. Independent-samples t-test Results of Post-vocabulary Tests / Part III

Group	N	Mean	S	T	p*
Experimental Group	22	26.86	5.18	-.058	.954
Control Group	19	26.94	4.73		

*p<0.05

In Table 4.12., which shows the scores of both groups in the third part of the post-test consisting of 40 multiple choice questions, no significant difference is seen both in terms of p value ($p>0.05$) and the arithmetic means. According to these scores, it is seen that keeping vocabulary notebooks has no significant effect on multiple-choice question part.

Table 4.13. Independent-samples t-test Results of Post-vocabulary Tests / Total Scores

Group	N	Mean	S	T	p*
Experimental Group	22	64.60	11.44	1.071	.291
Control Group	19	60.56	11.82		

* $p<0.05$

Table 4.13. shows the results of the total scores of the post-tests. According to the findings, no significant difference is seen between two groups ($p>0.05$). On the other hand, when we look arithmetic means of the both groups, it is seen that the scores of the participants in the experimental group are higher than the control group's scores. When the findings of the whole parts are examined, it can be asserted that his increase is mostly due to the scores obtained from the second part of the test which is more relevant to productive vocabulary knowledge which means keeping vocabulary notebooks is more useful in terms of activating ELT students' already existing receptive vocabulary.

4.6. Frequency of the Target Vocabulary Use

In this part, the frequency of the target vocabulary use which took place in all four units is defined. Throughout the treatment process, participants from both groups were taught 144 vocabulary items in total. From those, 15 vocabulary items for each unit, in total 60 vocabulary items, were decided to take place in the vocabulary notebooks together by the researcher and the participants in the experimental group.

In order to compose the frequency lists, post-writing papers of the participants from both the experimental and control groups were randomly chosen and how frequently target words were used in those writings by the participants was examined. Frequency of target vocabulary item use of the participants in those ten papers can be seen in Table 4.14. and Table 4.15.

In Table 4.14. below, frequency of the target vocabulary use of the randomly selected participants in the control group is seen.

Table 4.14. Frequency of the Target Vocabulary Use of the Participants in the Control Group

Student	Number of words used	Frequency of use
Student I	2	3%
Student II	1	2%
Student III	2	3%
Student IV	1	2%
Student V	3	5%
TOTAL	9	15%

When Table 4.14. is analysed, it is seen that the highest score which is 3 out of 60 (5%) vocabulary items belongs to the Student V while the lowest score which is 1 out of 60 (2%) vocabulary items belongs to Student II and IV. In total, 15% (9 out of 60) of the vocabulary items were used by the participants in the control group in post-writings.

Samples from the Control Group

Sample I

First, in the high schools and universities English is ^{obligatory} ~~to take in courses~~. It is a good thing but students learn English mostly ⁱⁿ ~~in~~ grammatical and theoretical ^{way} so when it comes to speaking, students can not speak well. They get confused and it occurs communication problems.

Sample II

Initially, the biggest problem is that we don't know how important to learn ^a foreign language. The system doesn't emphasize that learning ^a foreign language is necessary. We have English lessons but we study Maths instead of English lesson. We stand after the ^{belief} ~~aspect~~ that Maths is the most important lesson. No, this is certainly not true. For example, you're studying in a Math ^{teaching} ~~teaching~~ department and you want to continue your education ~~in~~ abroad. How can you manage it? You studied Maths in English lessons. How can you interact ~~with~~ them? The most important thing is how can you understand the lesson. You'll face this problem. Nevertheless, this is not the ^{fault/mistake} ~~fault~~ of the system. Our teachers should be more ^{aware} ~~aware~~ of ^{answers} ~~answers~~ on this topic.

Sample III

First we can think the aspect of students. There are lots of foreign language learners who are not tend to learn a new language they haven't got sufficient ability to write or speak. In our country we have a system that just involves ~~in~~ ^{grammatical} grammatical rules. We do not have a system working by practising. In my opinion teachers ^(guide) must ^{should} urge students to speak more and they ^{should} prefer to teaching ~~ing~~ by experience. To give you an example when teachers separate them to specific groups to speak the students will think they have to do their tasks collaboratively and they can practise ^{enthusiastically} and learn ~~enthusiastically~~.

In Samples I, II and III, it is seen that the participants get difficulty in both deciding the right spelling and contextual meanings of the words. The same problem was also seen commonly among the participants in the experimental group before the treatment process began. But with the help of vocabulary notebooks their spelling and meaning problems lessened importantly.

Sample IV

To sum up, we try to learn foreign languages in a many mistakes. Unfortunately, we ^{are} exposed ^{to} these mistakes in Turkey and we cannot learn foreign languages effectively. Maybe, our education system will change completely, we hope :)

In Sample VI, we see that the participant doesn't have spelling mistakes but he/she gets difficulty in deciding the functional use of the verb "expose" in his/her sentence.

Frequency of the target vocabulary use of the participants in the experimental group can be seen in Table 4.15. below.

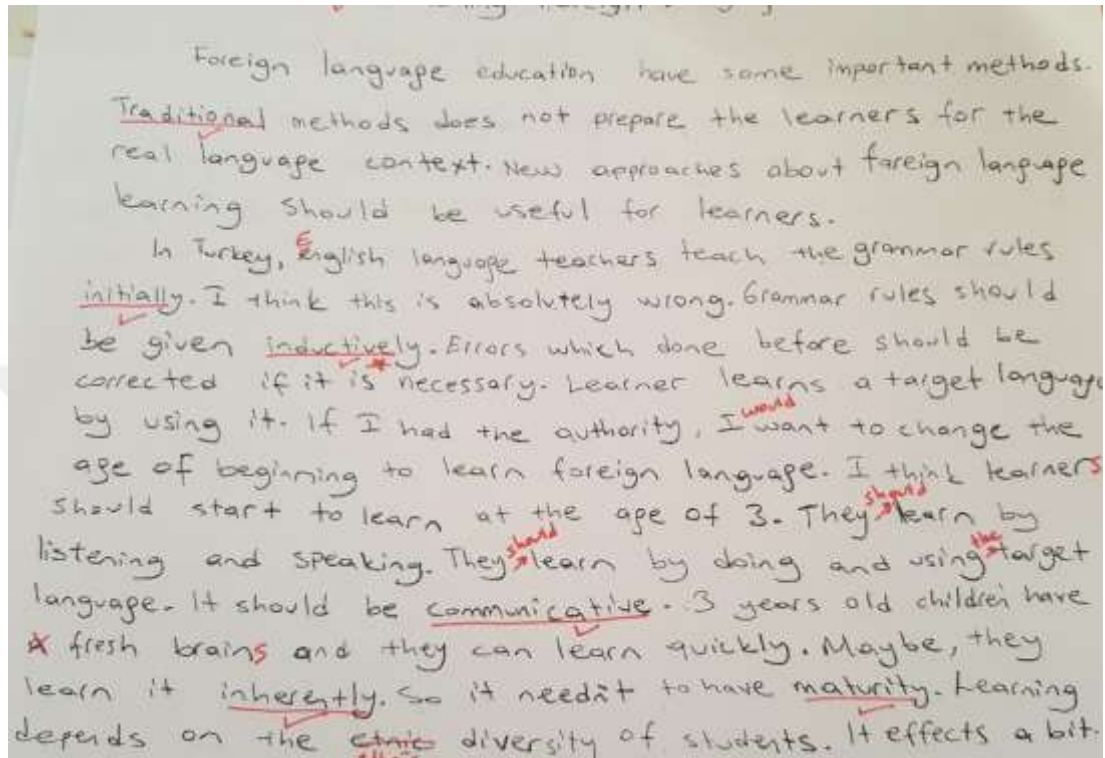
Table 4.15. Frequency of the Target Vocabulary Use of the Participants in the Experimental Group

Student	Number of words used	Frequency of use
Student A	7	12%
Student B	6	10%
Student C	6	10%
Student D	5	8%
Student E	10	17%
TOTAL	34	57%

Table 4.15. shows frequency of the target vocabulary use of the participants in the experimental group. The lowest score is 5 out of 60 (8%) while the highest score is 10 vocabulary items out of 60 (17%). In total, 57% of the target vocabulary items were used by the participants in the experimental group in their post-writings. As a conclusion, participants in the experimental group used 42% more target vocabulary items than the participants in the control group. On the other hand, as Huang (2015) states it is not enough just to look at the frequency of the words for a panoramic view of the performance. When the papers of these participants in the experimental group were examined in detailed it was also seen that their usage of the target vocabulary items in their writings is also effective which shows that keeping vocabulary notebooks helped to activate students' academic vocabulary in their writings.

Samples from the Experimental Group

Sample A

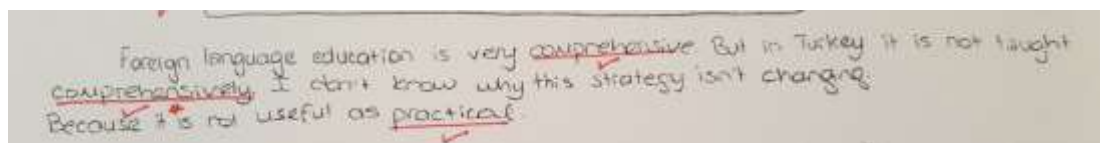


Foreign language education have some important methods. Traditional methods does not prepare the learners for the real language context. New approaches about foreign language learning should be useful for learners.

In Turkey, English language teachers teach the grammar rules initially. I think this is absolutely wrong. Grammar rules should be given inductively. Errors which done before should be corrected if it is necessary. Learner learns a target language by using it. If I had the authority, I would want to change the age of beginning to learn foreign language. I think learners should start to learn at the age of 3. They should learn by listening and speaking. They should learn by doing and using the target language. It should be communicative. 3 years old children have a fresh brains and they can learn quickly. Maybe, they learn it inherently. So it need it to have maturity. Learning depends on the ethnic diversity of students. It effects a bit.

In Sample A, it is seen that the participant has the mastery of using the word family groups of the target vocabulary list. He/she uses the adjective form of the nouns “tradition” and “communication”, the adverb form of the adjectives “inductive” and “inherent”, and the noun form of the adjective “mature”.

Sample B



Foreign language education is very comprehensive. But in Turkey it is not taught comprehensively. I don't know why this strategy isn't changing. Because it is not useful as practical.

In Sample B, again we see that the participant can use the right word family forms of the vocabulary items in an effective way.

Sample C

Requirements may differ in ~~the~~ area of learning English. As far as I know, they teach us a level of English just to pass exams. There is no practical use of English in schools. And when you graduate from high school or college, you go in real life and try to speak English with natives and then you realise that you can not speak properly. Why? Lack of practice, of course.

You may understand what a native speaker is saying. That's the card in your pocket. But you also have to practise speaking, using the right words for a certain context, using the right pronunciation of a word. In real life, almost everyone notices that, you will see the natives won't wait for you to think Turkish in your head, then translate it to English, then say it out loud. This kind of process is a slow one.

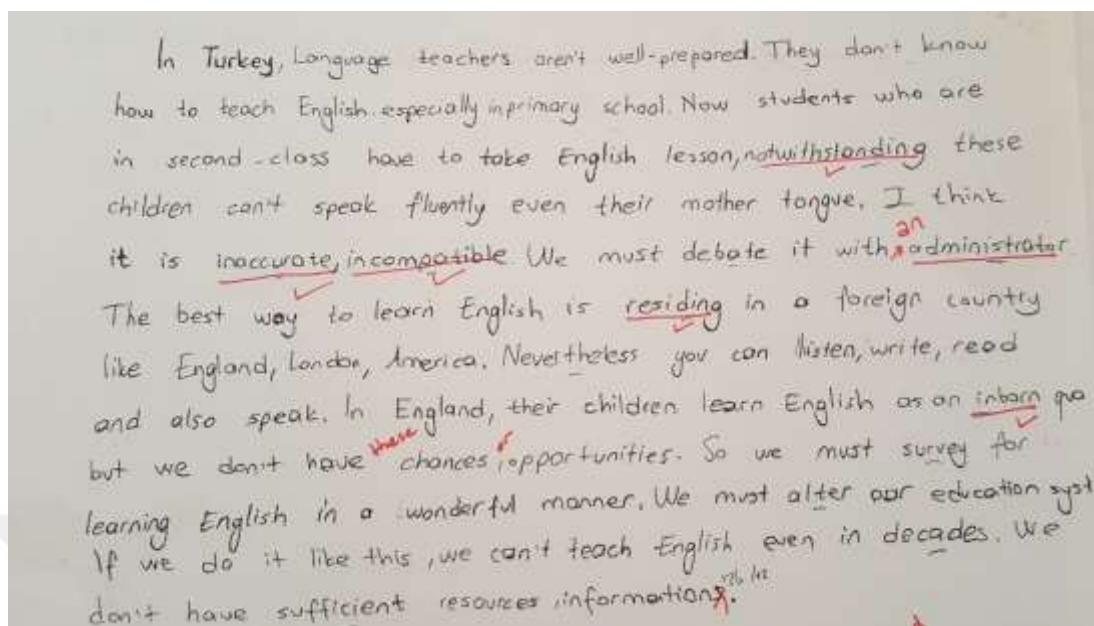
Here in Sample C, we see that the participant can effectively use the target vocabulary items in terms of spelling and contextual meaning.

Sample D

Why do people need to learn a foreign language? The answer differs from person to person. Some people want to learn because they want to keep up with the world. Others want to learn because of ^{the} work. However, learning the foreign language in our country is not easy because our system is inappropriate. So, it makes learning difficult.

Our system rely on memorizing not learning. In school, we have many assignments but are they beneficial? It is doubtful. Also, we have exams to pass the class. Most of the students study to pass and it leads them to memorize. They memorize the words and structures and they assure that they learn the foreign language. Not just the students but also teachers think they teach well. Actually, it is not fair to give them this huge burden because they have to keep up with ~~the~~ circumstances. From there, we can infer that our system should be reorganized.

Sample E



In Turkey, language teachers aren't well-prepared. They don't know how to teach English, especially in primary school. Now students who are in second-class have to take English lesson, notwithstanding these children can't speak fluently even their mother tongue. I think it is inaccurate, incompatible. We must debate it with ^{an} administrator. The best way to learn English is residing in a foreign country like England, London, America. Nevertheless you can listen, write, read and also speak. In England, their children learn English as an intern go but we don't have ^{these} chances, opportunities. So we must survey for learning English in a wonderful manner. We must alter our education system. If we do it like this, we can't teach English even in decades. We don't have sufficient resources ^{relate} information.

In Samples D and E, it is seen that the participants can use various forms of the words according to the intended meaning of their sentences. In Sample D, he/she uses phrasal verb and collocation “differ from” and “keep up with”. Besides, the participant in Sample E uses the negative forms of the adjectives “accurate” and “compatible”.

4.7. Notes from the Researcher's Journal

The researcher also kept a journal in which she noted the comments, suggestions and/or problems of the participants throughout the treatment process. It is noteworthy to mention some of these anecdotes dealing with the attitudes of the participants about keeping vocabulary notebooks and their experiences in this process.

We can see the comments of the participants in the experimental group below in two parts as positive attitude and negative attitude samples of the participants.

4.7. 1. Positive attitude samples of the participants

We can see sample positive comments of the participants on vocabulary notebook keeping process.

Participant A: “At first the implementation came pointless to me but in time the progress in my remembering and using the words became really apparent.”

Participant B: “Thanks to the notebooks, now I can even guess the forms of the new words at some points.”

Participant C: “I was writing the new words on pieces of papers from time to time and I did not look through them again or even forgot where I put them later on. But after that process, I realised that when it is arranged in a good and meaningful way, I want to study the words in my notebook later on.”

Participant D: “While completing the parts in the vocabulary notebook, I use bilingual dictionary and sometimes I try to guess the meaning of the new words from the context.”

In light of these statements, we can say that students’ attitudes towards keeping vocabulary notebooks were mostly positive.

In terms of the ideas about the contribution of keeping vocabulary notebooks in their writings, the ideas two of the participants in the experimental group are as below:

Participant E: “There are some parts in the vocabulary notebooks such as synonym, antonym, word family and collocation. These parts help me use different forms of a word which is an enriching process for my writing. It saves me from repeating the same words many times in my writing.”

Participant F: I especially find “sentence showing you understand the word” part useful because this part makes it easier for me to create my own sentences in my writings without consuming so much time as before. Having an experience in making sentences about a word makes it much easier to make different sentences including it when it is necessary.

4.7. 2. Negative attitude samples of the participants

Despite their positive attitudes towards keeping the notebooks, most of the participants think that keeping it regularly is rather time consuming. Here we see a comment made another participant in the experimental group:

Participant G: “Even though I accept the benefits of keeping vocabulary notebooks, I would not continue keeping them if it was not compulsory because I’m not that kind of a student studying regularly.”

Participant H: “It took so much time and effort to keep the vocabulary notebooks after each unit. I must accept my progress thanks to vocabulary notebooks but I don’t have that much time to go on keeping them.”

4.7. 3. Analysing the comments of the participants as a whole

In light of these data and participants' informal comments throughout the treatment process, it can be said that especially some parts in the vocabulary notebooks such as synonym, antonym, word family, collocations, and sentence showing word understanding have positive effects on their writings by helping them use different forms of the words and use the words in sentences. On the other hand, according to the researcher's notes based on her own observation and students' comments, it can be asserted that all participants agreed on the benefits of keeping the notebooks while most of them were not willing to go on keeping vocabulary notebooks after the treatment process due to the fact that they found it time-consuming and challenging. In short, as an answer to our third research question about the attitudes of the participants towards keeping vocabulary notebooks, it can be said that most of the participants were in favour of keeping vocabulary notebooks and they mostly agreed that keeping vocabulary notebooks helped them both in terms of acquiring new words and turning their receptive vocabulary knowledge into productive.

4.8. Possible Assumptions

Considering all quantitative and qualitative data and the previous studies, following assumptions can be made:

The first research question asked what the effects of keeping vocabulary notebooks on activating ELT students' vocabulary in their academic writings are. According to analysis of the quantitative data obtained, it is found that keeping vocabulary notebooks played a significant role in activating ELT students' vocabulary knowledge in their academic writings just as it was found in the study conducted by Uzun (2013) in which it is observed that keeping vocabulary notebooks makes positive contributions to vocabulary acquisition.

The second research question asked whether there are differences in the use of academic vocabulary between the participants who kept vocabulary notebooks and who did not keep them in their academic writings. The frequency of target vocabulary use shows that participants who kept vocabulary notebooks used target vocabulary in their academic writings 42% more than the participants who did not keep vocabulary notebooks, which shows that the use of vocabulary notebooks helps to enhance vocabulary development as stated in the study of Walter and Bozkurt (2009). While examining the frequency of the target vocabulary use, it is also observed that the participants who did not keep vocabulary notebooks had more frequent errors in vocabulary use in terms of form and/or meaning.

The third research question asked what the attitudes of the participants towards keeping vocabulary notebooks are. The qualitative data obtained from researcher's journal reveal that most of the participants agreed on the positive impacts of keeping vocabulary notebooks both in terms of acquiring new words and activating their already existing vocabulary knowledge. Participants also stated that they also used other vocabulary learning strategies while keeping vocabulary notebooks as it is stated in the study conducted by Fowle (2002). On the other hand, the participants had no other choice to choose vocabulary items that did not exist in their course book; their attitudes towards word selection cannot be decided as it is stated in the study of McCrostie (2007). Participants' attitudes towards the arrangement of the vocabulary notebooks were also positive because they were organised in a way which enable learners to study and order words according to their learning process as it is stated in the study conducted by Schmitt and Schmitt (1995).

CHAPTER V

CONCLUSION

The aim of the present study was to explore the effects of keeping vocabulary notebooks on activating ELT students' vocabulary knowledge in their academic writing and to find out the differences between the participants who keep vocabulary notebooks and who do not keep them in terms of using academic vocabulary in their academic writings. This study also aimed to detect the attitudes of the participants towards keeping vocabulary notebooks.

In light of statistical data analysis results of pre-vocabulary test, no significant difference was seen in the first (true-false) and third (multiple choice) parts of the pre-tests. On the other hand, it is found that in the second part of the test which is totally composed of word formation questions, the scores of the participants in the control group are slightly higher than the participants' scores in the experimental group. These data show that both groups start the study with almost no difference in terms of their receptive and productive vocabulary knowledge.

After having had a pre-test, each participant of both groups was asked to do a pre-writing task. This test was administered in order to find out how they use vocabulary in their academic writings. The arithmetic mean scores of the participants were slightly better than the participants' scores in the control group in pre-writing but this was mostly due to the points which they got from the other parts such as organization, content, grammar, and punctuation of the rubric used for assessing their writing scores. On the other hand, when we look at their points which they got from

vocabulary-related parts in the rubric, we see that there is no significant difference between the scores of two groups.

After the pre-writing task, all participants were asked to write process-writings at the end of each unit. In total, each participant wrote four process-writings. When we analyse the scores in process-writings, we see that there is not a linear progress in process writing scores of the participants in the control group whereas the participants' scores in the experimental group shows an increasing linear progress. It is also seen from the scores that experimental group did better in process-writings than the control group.

When we look at the t-test results of post-writing of both control and experimental groups, it is seen that participants' scores in the experimental group are higher than the scores in the control group in terms of their arithmetic means. In light of these scores, it can be concluded that keeping vocabulary notebooks has a positive effect on the use of academic vocabulary of the participants in their academic writings.

When we look at the post-vocabulary test scores of the participants in the experimental group, we can suggest that keeping vocabulary notebooks help ELT students turn their receptive vocabulary knowledge into productive because in the second of the test part, which is all composed of word formation questions necessitating productive vocabulary knowledge, their scores are higher than the scores of the participants in the control group. It can be inferred that although their effectiveness cannot be easily seen in the short term, vocabulary notebooks can contribute to activating learners' productive vocabulary in the long term.

According to the qualitative data obtained from the researcher's journal, it can be concluded that most of the participants are in favour of keeping vocabulary notebooks. They believe that recording the new vocabulary items in a systematic and comprehensive way makes great contribution to their vocabulary acquisition especially in terms of using the words in their writings. The participants state that keeping vocabulary notebooks helps them to remember the words more easily. According to their statements, it can be also concluded that vocabulary notebooks played an active role in triggering other vocabulary learning strategies such as

planning their own learning process, organizing their learning material, using monolingual and/or bilingual dictionaries and/or guessing meaning from the context. Recording the new vocabulary items in an organized and easy-to-revise way also is stated as a motivator for the participants for expanded rehearsal. The parts which are favoured by the participants most are synonym, antonym, word family, collocation and sentence making parts because these parts help them enrich the sentences in their writings by saving them from using the same words repeatedly. Although the participants mostly have positive attitudes towards keeping the notebooks, they think that the process of comprehensive recording each word is quite time consuming. As a conclusion, many participants believe that keeping vocabulary notebooks supported their vocabulary acquisition and helped to activate their receptive vocabulary knowledge but they are not willing to continue keeping them as they find the process tiring and time-consuming.

The frequency of the target vocabulary use which took place in four units is also examined by randomly choosing five post-writing papers of the participants from both the experimental and control groups. As a conclusion, it is detected that participants in the control group used 15% of the target vocabulary items while the participants in the experimental group used 57% of them. These findings suggest that the participants who kept vocabulary notebooks used the target vocabulary items 42% more frequently than the participants in the control group. In the light of the findings it can be concluded that keeping vocabulary notebooks increase the frequency of target vocabulary use.

5.1. Implications for English Language Teaching

According to the findings of the study, it is found that vocabulary notebooks have positive effects on vocabulary acquisition in terms of activating already existing vocabulary knowledge in academic writings of ELT students. On the other hand, it is observed that students need instruction on how to keep and use vocabulary notebooks effectively before they are directly asked to keep them because it is a

challenging process which needs time and extra effort and that can result in frustration among the students unless they know the tips and practical ways of keeping their notebooks. The qualitative data obtained from researcher's journal also reveal that this problem was the major problem reported by the participants who kept vocabulary notebooks. These participants stated that they did not intend to continue keeping vocabulary notebooks even if they agreed on the benefits because they thought it took so much effort and time. As suggested above training the students beforehand can help to decrease the time and effort they waste besides lessening the burden on the teacher by reducing the frequency of checking notebooks of the students and by supporting their autonomy. As a last implication for using vocabulary notebooks in ELT settings, it can be suggested that vocabulary notebooks should be incorporated into the ELT curriculum in the very beginning of educational year as it needs time to be developed as a strategy and to become productively effective.

5.2. Suggestions for Further Studies

In light of the findings of vocabulary tests, it is seen that keeping vocabulary notebooks can help activating receptive vocabulary of the second/foreign language learners if it is used systematically. Findings obtained from writings show that the frequency of target vocabulary use is higher and the words are richer in the writings of the participants keeping vocabulary notebooks. On the other hand, it is observed that more time is needed in order to get better results because turning receptive vocabulary knowledge into productive one is a process that requires a longer period of time. Much more time is also needed for observing the retention level of the target vocabulary use. Based on the statements of the participants noted by the researcher, it can be asserted that training participants about effective vocabulary notebook strategies and informing participants about the process which they are supposed to go through beforehand can help to increase their awareness and motivation.

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APPENDICES

APPENDIX A: Application for Ethical Approval (Formal Letter)


**T.C. MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ ETİK KURUL DEĞERLENDİRME
FORMU**

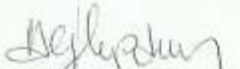
(SOSYAL VE BEŞERİ BİLİMLER)


Araştırmanın Yürütücüsü	MSKU Eğitim Fakültesi, İngiliz Dili Eğitimi Doç.Dr.Şevki KÖMÜR
Araştırmanın Başlığı:	İngiliz Dili Eğitimi Bölümü Öğrencilerinin Akademik Yazılarında Kelime Bilgilerini Kelime Defterleri Aracılığı İle Aktif Hale Getirme
Başvuru Formunun Etik Kurula geldiği tarih:	10.02.2014
Başvuru Formunun Etik Kurulda incelendiği tarih:	19.02.2014
Karar tarihi:	19.02.2014


SONUÇ


1.	<input checked="" type="checkbox"/> Kabul. Araştırmanın/Projenin uygulanabilirliği konusunda bilimsel araştırmalar etiği açısından bir sakınca yoktur.
2.	<input type="checkbox"/> Düzeltme gereklidir.
3.	<input type="checkbox"/> Red.

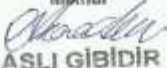

Prof. Dr. Mustafa UGURLU


Prof. Dr. Hilseyin Gazi TOPDEMİR


Prof. Dr. Salih UŞUN


Prof. Dr. Ali ÇİMAT


Prof. Dr. Erol TURGUT

Ali KARDEMİR
Müdürlük

ASLI GİBİDİR

APPENDIX B: Sample Informed Consent Form

INFORMED CONSENT FORM

The Researcher: My name is **Pelin Özdemir**, and I am an M.A student in the ELT department of Muğla Sıtkı Koçman University in TURKEY. I am conducting a quasi-experimental research study named "**Activating ELT Students' Vocabulary in Their Academic Writing through Vocabulary Notebooks**".

Information and Purpose: The treatment, for which you are being asked to participate in, is a part of a research study that is focused on **the effects of keeping vocabulary notebooks on the academic writings of ELT students**. The purpose of the study is to gain a better understanding of the effects of keeping vocabulary notebooks on activating ELT students' existing vocabulary knowledge in their academic writing.

Your Participation: Your participation in this study will consist of attending "Advanced Reading and Writing II" classes and doing the tasks which the course requires. These tasks will consist of 4 chapters with its vocabulary items, questions and reading passages. You will be also asked to do 2 vocabulary tests and to write 6 essays throughout this period.

Benefits: The benefit of your participation is to contribute information to the research named "**Activating ELT Students' Vocabulary in Their Academic Writing through Vocabulary Notebooks**".

Confidentiality: Your name and identifying information will not be associated with any part of the written report of the research. All of your information will be kept confidential. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact the researcher **Pelin Özdemir** (pelin.ozdemir@outlook.com) or her supervisor **Assoc. Prof. Dr. Şevki Kömür** (coal@mu.edu.tr).

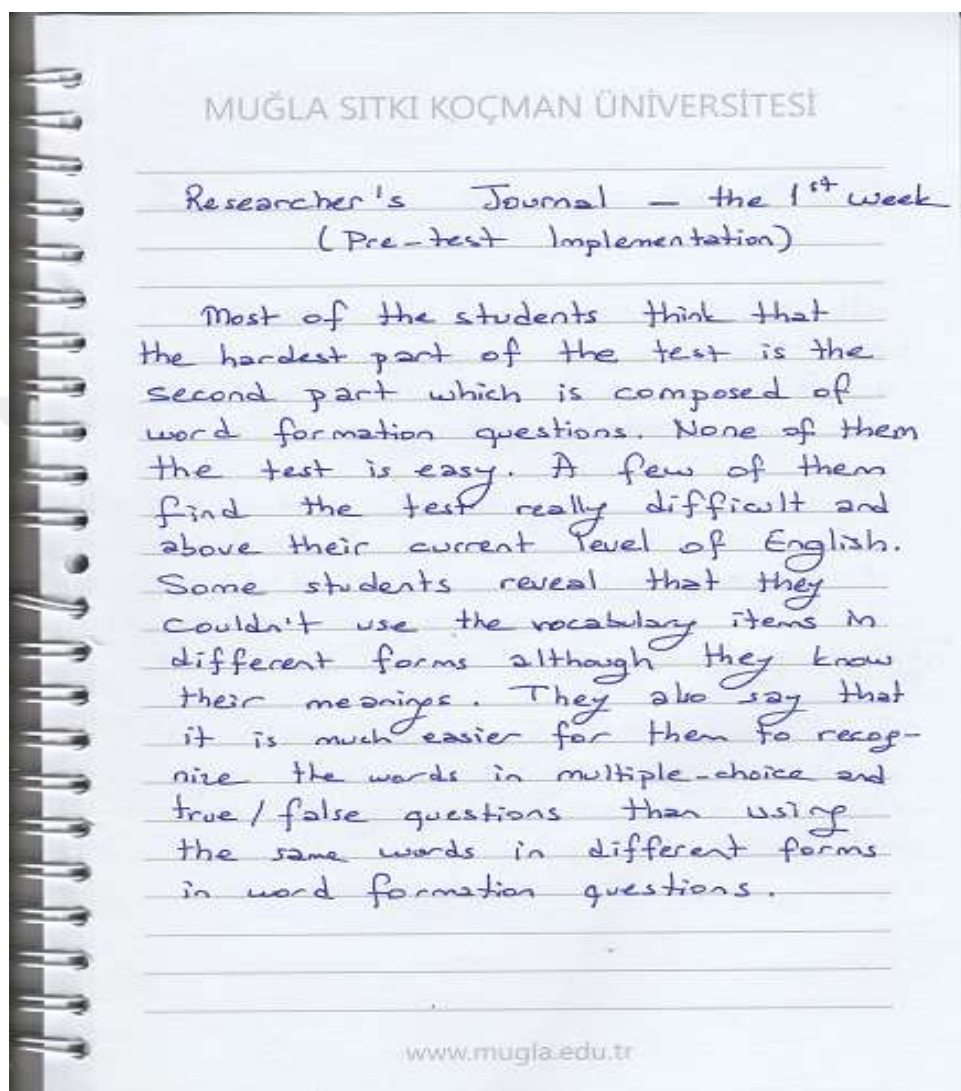
By signing below I acknowledge that I have read and understand the above information. I

_____ **agree to the terms of this agreement.**

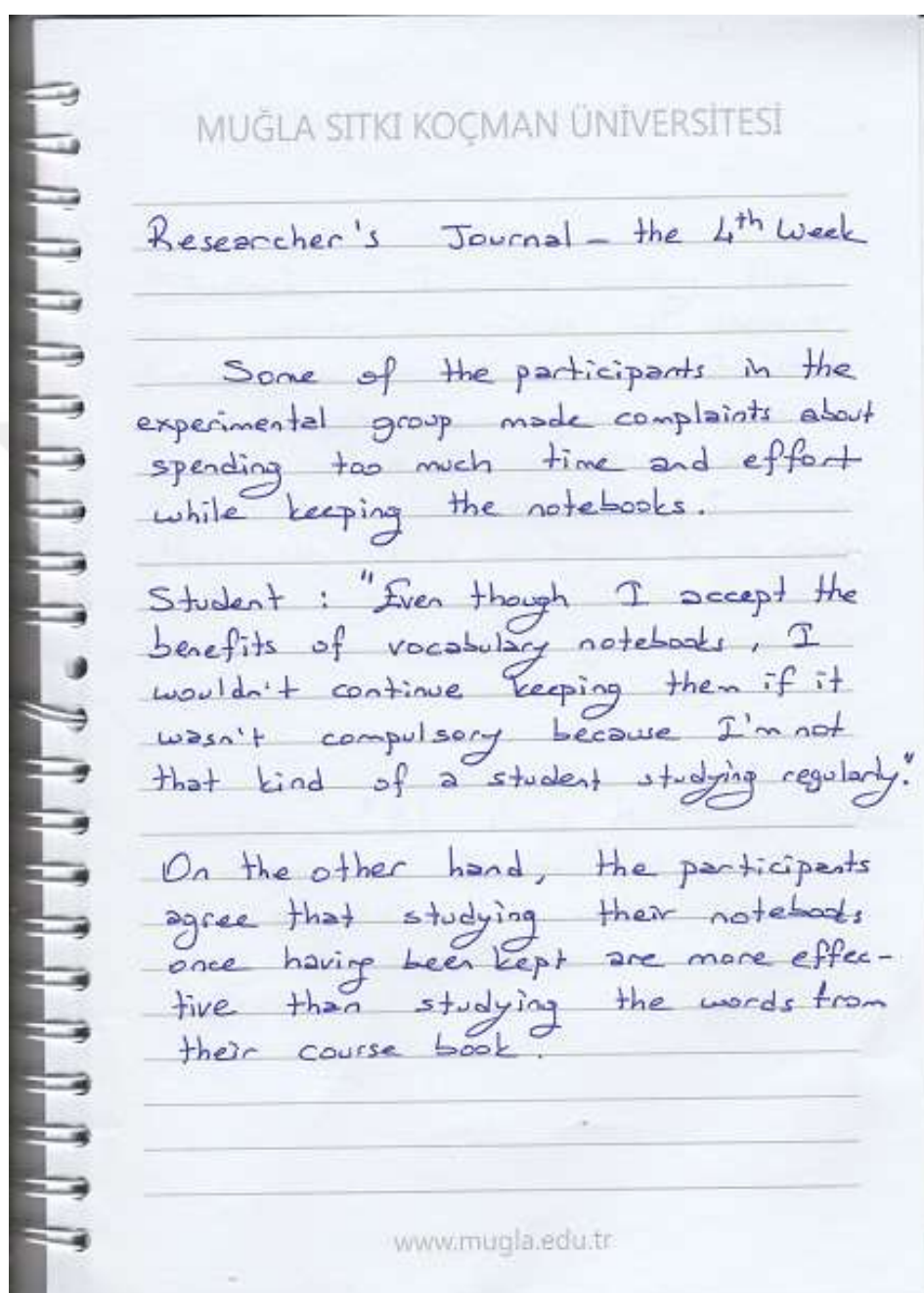
Signature _____

Date _____

APPENDIX C: Sample Page from Researcher's Journal I



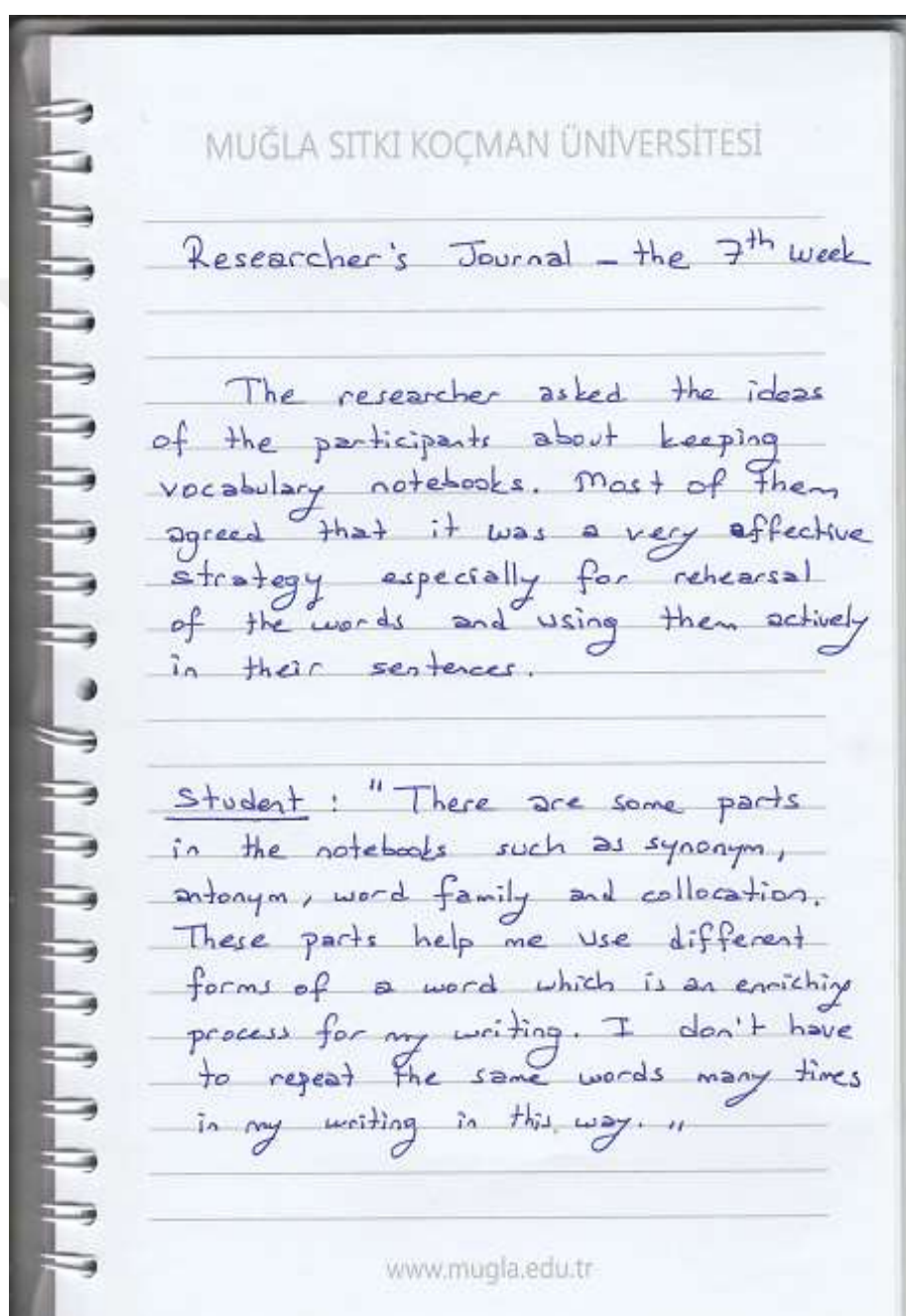
APPENDIX D: Sample Page from Researcher's Journal II



Student: " I was writing the new words on pieces of papers from time to time and I didn't look through them again or even forgot where I put them later on. But after that process, I realised that when it is arranged in a good and meaningful way, I want to study the words in my notebook later on. "

Student: " At first the implementation came pointless to me but in time the progress in my remembering and using the words became really apparent. "

APPENDIX E: Sample Page from Researcher's Journal III



APPENDIX F: Pre- and Post-tests

Muğla Sıtkı Koçman University
Faculty of Education
ELT Department First Year Classes Academic Vocabulary Test

<i>(True or False? Choose the best answer. Put a tick (✓) for the best option.)</i>	TRUE	FALSE
1. Theoretical research is based exclusively on experimental proof.		
2. A method is a way of thinking about something.		
3. The noun data can be either singular or plural, depending on the context.		
4. Similar means exactly the same as something else.		
5. Maintenance of a building or apartment is how much it costs to rent it.		
6. A community is a group of people living in the same area and sharing certain aspects of their lives.		
7. Utilities are the pieces of furniture that an apartment comes with.		
8. As a noun, labor means the work that a person performs, as in making or repairing something.		
9. An element is the opposite of an aspect.		
10. To survey something is to calculate how much it costs.		
11. Funds are the annual interest rate of an investment.		
12. A component is something viewed as a whole.		
13. There are 10 decades in a century.		
14. A core requirement is an academic course that must be passed in order to graduate.		
15. A considerable amount of something is too small to be considered important.		
16. A demographic shift is a change in the characteristics of a population.		
17. Encouraging minorities to apply to a school will likely increase the diversity of its student body.		
18. To ensure the outcome of an event means to cast doubt on how it will turn out.		
19. When you incorporate a quotation into a research paper, you include the quotation as part of the paper.		
20. To infer that something is true means to prove that it is true on the basis of solid evidence.		
21. If two people hold incompatible views about something, they agree on all the most important points.		
22. Mutual trust between two people is trust that is held by one person but not by the other.		
23. A preliminary conclusion is one that is reached early on, before all the evidence has been gathered or considered.		
24. A colleague is someone you went to college or university with.		
25. Free will, democracy, and faith are all abstract ideas.		
26. The format of a magazine is the way in which its contents are organized or laid out on the page.		
27. An inherent ability, such as the ability of humans to use language, is one that is inborn as an essential characteristic.		
28. To cite an example during a debate means to write it on a card.		
29. If you are engaged in ongoing research, you have not yet completed your investigations.		
30. To devote resources such as time and money toward an activity means to take a vote on how best to use them.		

(In the following sentences, fill in the blank using **another form** of the word that is printed in **bold**. Be sure to type your answer carefully in the answer box---a word that is misspelled will be counted as incorrect. And remember that in English, a different form of a word is sometimes spelled the same way; for example, the noun form of the verb **help** is also spelled **help**.)

1. The plural of the noun **thesis** is
2. When you **conceptualize** something, you are forming a of it.
3. When you **formulate** an idea, you state it as a
4. The plural of **analysis** is
5. The act of **interpreting** is called
6. is the act or result of **distributing** something.
7. **Institutional** housing is housing that is owned and administered by a(n)
8. Something that is **perceived** is called a(n)
9. is a person who **resides** in building or area.
10. When you **purchase** something, the item you buy is called a(n)
11. The act of **orienting** a person to his or her new surroundings is called
12. To a process is to design it so that it can be performed by a **computer**.
13. A **dominant** idea is an idea thatall others.
14. To **emphasize** something is to give it special
15. An **immigrant** is a person who to another country.
16. To **rely** on a friend is to place your in him / her.
17. Workers' **compensation** is money given to a worker for being injured on the job.
18. A person's is determined by the **ethnic** background of his or her parents.
19. When you a speech or activity, you bring it to a **conclusion**.
20. Someone who **violates** the speed limit is in of the traffic laws.
21. A report that contains numerous statements that are not **accurate** is said to have many
22. A person with high **intelligence** should be able to answer questions very
23. When a prisoner is **isolated** from other prisoners, he or she is held in
24. Courts often call on **experts** in a particular field to give testimony in a trial.
25. **Maturity** is the state that is reached once a person or animal has
26. An organism that has made successful **adaptations** to its environment is said to be well
27. When you write a **summary** at the end of a paper, you are up your ideas or arguments.
28. Items used by a teacher in the **instruction** of students are called materials.
29. When two organizations agree to **unify** with each other, they bring about a of the two organizations.
30. Something that is highly **complex** has many

(Choose the option that best answers the question or best completes the statement.)

1. Which of the following pairs of words are synonyms of each other?
 - a) similar / specific
 - b) major / significant
 - c) quarrel / assault
 - d) equation / compatibility

2. Which of the following is not a definition of the verb **assume**?
 - a) to believe something is true without knowing for certain
 - b) to state something in writing
 - c) to take something on, such as a role or responsibility
 - d) to combine into an aggregate

3. Which of the following is the best definition of **cooperative**?
 - a) easily found and ready to use
 - b) based on speculation rather than experimental proof
 - c) willing to do what is needed or asked
 - d) serving to explain

4. Which of the following is not a definition of the noun **area**?
 - a) a period of time devoted to an activity
 - b) a place or region of the World
 - c) a field of knowledge or study
 - d) a branch or part of a body or system

5. To play a role in accomplishing something means:
 - a) to hinder its accomplishment
 - b) to delay its accomplishment
 - c) to presage its accomplishment
 - d) to contribute to its accomplishment

6. Which of the following best defines the plural noun **variables**?
 - a) things that can produce a specific result
 - b) things that can change or be changed
 - c) things that are very difficult to follow or comprehend
 - d) things that are blurry or ambiguous

7. Choose the best word to complete the sentence: "The teacher emphasized that the course would _____ a large amount of reading."
 - a) involve
 - b) compose
 - c) bring
 - d) suggest

8. Which of the following best defines the noun **approach**?
 - a) a method used in accomplishing something
 - b) a process used in manufacturing something
 - c) an interpretation used in explaining something
 - d) proficiency in a practical or mechanical skill

9. Which of these verbs means "to choose"?
- a) purchase
 - b) pick
 - c) leap out
 - d) detect
10. Which of these adjectives means "main or greatest"?
- a) final
 - b) root
 - c) primary
 - d) initial
11. Which of these nouns can best be defined as "a rule or group of rules for doing business"?
- a) maintenance
 - b) strategy
 - c) policy
 - d) manual
12. Which of the following means "as much as is needed; enough"?
- a) considerable
 - b) sufficient
 - c) efficient
 - d) supreme
13. Funds and levy both refer to money. Which one means "money collected as a tax or fee"?
- a) levy
 - b) funds
14. Which of the following means "a limitation"?
- a) component
 - b) constraint
 - c) diligence
 - d) boundary
15. Which of the following is not a definition of integration?
- a) placing people of different ethnic backgrounds together
 - b) the interaction of different factors that affect an outcome
 - c) the act or instance of combining into an integral whole
 - d) the joining of different parts into a whole
16. A circumstance is best defined as:
- a) a condition that accompanies and often affects an event
 - b) the particular place where something is located
 - c) the relation of parts to each other
 - d) an event that is related to another event
17. Which of the following is not a definition of the noun **grade**?
- a) a teaching technique in which students interact in small groups
 - b) a level in an elementary school or high school
 - c) a degree or step in a scale, as of advancement
 - d) a class of persons or things of the same relative rank

18. Which of the following is a synonym of the noun outcome?
- a) influence
 - b) exit
 - c) result
 - d) report
19. Choose the best word to complete the sentence: "Researchers pointed out that chimps do not _____ associate seen objects with heard words, as human infants do."
- a) permanently
 - b) inherently
 - c) unequally
 - d) primitively
20. Which of the following best defines the word **reliance**?
- a) devotion
 - b) obedience
 - c) loyalty
 - d) dependency
21. A task force is:
- a) a place where people perform their jobs
 - b) a group of people organized to accomplish a goal
 - c) a list of tasks waiting to be done
 - d) a building where people work together
22. Which of the following is not a definition of **vision**?
- a) a vivid, imaginative conception or anticipation
 - b) an upside-down image created by a lens
 - c) the ability to see
 - d) an idea that one hopes will come true in the future
23. The literal definition of **framework** is a structure that supports something. In its figurative sense, a framework is:
- a) a sum of money that is used to fund something
 - b) a set of circumstances that limit or constrain something
 - c) a set of ideas or values that form the basis for something
 - d) a set of feelings that guess the process of an event
24. Which of the following best fits the definition "a system of ideas or beliefs that a person holds about something"?
- a) philosophy
 - b) vision
 - c) technique
 - d) aspect
25. Which of the following verbs means "to move or operate something using the hands"?
- a) devise
 - b) shake
 - c) manipulate
 - d) knot

26. Which of the following words best fits the definition of "basic or essential; fundamental"?
- a) thoroughbred
 - b) unique
 - c) substantial
 - d) overwhelming
27. The noun form of the adjective brief is:
- a) breviary
 - b) brevity
 - c) brevitudo
 - d) briefing
28. Which of the following adjectives means "small or smallest in amount or degree"?
- a) abstract
 - b) preliminary
 - c) minimal
 - d) summary
29. "Notwithstanding these differences" means:
- a) due to these differences.
 - b) along with these differences.
 - c) in spite of these differences.
 - d) with regards to these differences.
30. The grammatical unit known as a clause is a group of words that:
- a) contains a subject and verb.
 - b) refers to an antecedent.
 - c) modifies another clause.
 - d) includes another clause.
31. Which of the following nouns means "a mechanism or tool"?
- a) format
 - b) adaptation
 - c) device
 - d) conveyance
32. Something that is unique is:
- a) the most important of its kind
 - b) different from the rest of its kind
 - c) the very last of its kind
 - d) the most valuable of its kind
33. The adverb nevertheless means:
- a) in addition; also
 - b) all the same; however
 - c) once more; again
 - d) inasmuch as; insofar as

34. Which of the following best defines the noun **bond**?
- a) an agreement or contract
 - b) a treatment or application
 - c) an arrangement of elements
 - d) a close or strong connection
35. Which of the following nouns means "a discussion that involves opposing points of view"?
- a) assault
 - b) debate
 - c) forum
 - d) summary
36. Which of the following best defines the adjective **ambiguous**?
- a) having several possible meanings; confusing
 - b) having a complex structure; complicated
 - c) beyond the understanding of the average mind; profound
 - d) different from literal meaning
37. Of the following, the best synonym for the verb **devise** is:
- a) repair
 - b) invent
 - c) explore
 - d) reconfigure
38. Which of the following best defines the word **counterpart**?
- a) superior
 - b) colleague
 - c) officer
 - d) employee
39. Which of the following is best used as a collocation of the word **benefit**?
- a) reap
 - b) acquire
 - c) supply
 - d) pick
40. Choose the best word to complete the sentence: "He finds it extremely difficult to _____ his new theory."
- a) quote
 - b) formulate
 - c) rotate
 - d) supervene

(The test is over. Each question is 1 point.)

Name:

Surname:

Class:

Our education system is awful. Even teachers are not educated well. For example, there's a common example, in a high school. A British comes to ~~the~~ school. (They) are calling the English teacher to communicate with the British person. But the English teacher is not able to speak ⁱⁿ English. That's funny. We have English teachers which are not able to talk ⁱⁿ English. What a special education system!

In primary schools, we still have teachers who beat ~~x~~ the students. How can a person do that? That little fellow is just a child. They are new in the world. They are hardly able to (think). How can you judge them?

I have a little sister, she is 9 years old! ^(not necessary!) Something I think what will I do if her teachers beat ~~x~~ her. But there is no such thing ^{has} happened yet.

What I am trying to say, we have a long way to go.

We are calling ~~our~~ ^{ourselves as a} "developing country". But the truth is we are "not". We have ~~an~~ ^a funny education system. We have "unskilled" teachers and "skilled" barbers and waiters. There is ~~don't~~ ^{(people) aren't} even enough jobs available for skilled persons. Right now, I don't know what I'm saying. I can't find anything to ~~say~~ say. So, done.

after working cooperatively, they learn to think in many ways. They start to see the problem or goal from different aspects. They see what a beneficial thing to share.

In conclusion, I can say it is always better to work cooperatively than working alone to achieve a goal. There is always better than one. :)

APPENDIX I : Process-writing 2 Sample

Name: Surname: Class: B

Write a response to the following topic.

"Choosing an appropriate roommate can be more difficult than it seems. Your best friend might not be the most appropriate roommate. How can you make sure that your experience living with a roommate is a positive one? Have you had any good or bad experiences with roommates? What issues should a person think about when looking for a roommate?"

Your writing should be between 350 and 400 words.

^{THE}
THE HINTS OF CHOOSING BEST FLATMATE
Most of ^{the} students would be indecisive on resolving in a house with a friend or residing in a hostel during their education time. Very few of them decide to dwell with a friend or friends in a house. However, I am sure they go through a difficult time while making up their minds about who their friend or friends will be in that. choosing your best is a really tough thing. There are some characteristics expected to be in a good flatmate.

The person you will live with must be suitable for you. That is, he or she must adjust to you. Nonetheless, there must be regulations you all will abide by in the house because they have crucial impacts on the welfare of the house. At the same time, some restrictions such as not talking loudly or not listening to a music without headphone or earphone are some of the regulations you all will comply with. Inasmuch as they are some of the problems you will face, they are actually very important for both of you. (meaning is not clear enough!)

One thing that must be between you and your friend is confidence. The person you will live with needs to be trustworthy, but making sure of it isn't so easy. Only time may tell that. And when you make sure your friend is trustworthy, you start to behave in a more relaxed way.

APPENDIX J: Process-writing 3 Sample

Name: _____ Surname: _____ Class: 10

Write a response to the following topic.

"Who was your favorite teacher in elementary school or high school? What do you remember about this teacher? What special personal qualities did this person possess? What made this teacher different from other teachers? What special teaching strategies did this teacher use to motivate students? Can you identify the teacher's philosophy of education?"

Your writing should be between 350 and 400 words.

✓ MODELS OF EDUCATION

Teachers are the models of students and also education. The teacher's philosophy is very important because some students see their teachers as a model. Maturity of the teacher makes he/she successful.

A preliminary framework about education is based on teacher and teacher's quality. Teacher should motivate students and lessons should not be boring, so students are willing to learn. For example, my favorite teacher was maths teacher in elementary school. I love math thanks to her. She had a great communication with her students. We waited her lesson impatiently immediately eagerly. Teachers should use special teaching strategies. Some warm-up techniques should be used by the teachers. Thanks to lead-in, students were aware of the lesson at the beginning. After warming up, teacher should give information about lesson indirectly. This is very important because the lesson can be boring by giving direct information. With some funny exercises, students may be affected by the lesson. Repetition is very important for learning, without repetition, acquisition does not occur.

There are many different teachers in this time. Some of them are skillful, creative but others are not. Teachers should know the new things about lesson and their branches. They should investigate about education and apply new methods while they are teaching. They should love their jobs, too.

if they are working or not. Our English teacher in high school used to teach English ^{in a} very relaxed way. He was ^{not} a strict teacher, he knew a lot of information about English teaching. He was different from the other English teachers. I learned a lot of vocabulary and grammar rules willingly. He behaved as a friend not like a strict teacher. In break times, we had communication with us. Feedback is very important for learning English. Teacher should ask concept checking questions. Thanks to teacher's philosophy of education, students learn well. Motivation for every lesson is necessary. Without motivation, lesson is not beneficial for the students. (3/2)

To be ^a good teacher, we should behave our students well. Also we ^{should} will have some rules about our own teaching methods. We should be ^{an} eclectic teacher, not ^{one} strict teacher. ✓ ✘

APPENDIX K: Process-writing 4 Sample

Name:

Surname:

Class: ELT-1-P

Write a response to the following topic:

"Describe your experiences learning a foreign language. What are your strengths and weaknesses in trying to communicate in a different language? How have you dealt with such issues as different writing systems, grammar, and pronunciation? Do you feel confident interacting with native speakers of the language(s) you have learned?"

Your writing should be between 350 and 400 words.

✓ LEARNING A FOREIGN LANGUAGE

I started to learn a second language when I was at elementary school. My foreign language is English. At the beginning of learning it, I couldn't get anything in other words, I believed that I wouldn't have strengths in English. After a while I overcame the difficulties but still there are some strengths and weakness in English as a different language.

I believe that I am strong in some aspects of English. I mean I have some skills. The initial thing is speaking for me. In my opinion, speaking is very important in communication. Moreover, if you speak clearly and fluently as a bilingual, you can make people listen or pay attention to you. As a result, you can communicate with others effectively. Second thing is about English grammar. Many people think that it's very complex and difficult to understand due to being ambiguous. However, you don't need to look for abstract rules. If you find and understand the connection between subjects, it is easy to you. The first thing you should know is that they are related to each other. I like finding the connection between subjects of grammar, so it makes my foreign language understandable. Also using both speaking and grammar makes me strong in English. They are the main things for an effective communication.

I think I should improve my writing and listening skills in English. If I want to succeed, I must complete all skills to learn English completely. I think vocabulary is very important for both writing and listening. Unless your vocabulary items are a lot, you can't neither write nor listen. Your listening level may be improvable. You can use the journal to learn about the things you do.

Also I need read up on phonetic and pronunciation skills because they are a need for both speaking and listening. Otherwise you can confuse - the words they can be comprehensive. However I am good at speaking I think I practice constantly so I am successful. On the contrary, I am ^{little} bad at listening I need to get more chance for listening. I must ^{be} exposed ^{to} continuously ^{by} such as listening ^{to} music, watching films and so on.

In conclusion, effective communication ⁱⁿ with a foreign language includes some skills: these are speaking, grammar, writing and listening. I am good at speaking and grammar. If I want to achieve my goal, I must deal with writing and listening. These are my failure and therefore I must learn more vocabulary. I must study on phonetic and pronunciation in order to understand listening. Then, I can feel confident interacting with native speakers of English.

APPENDIX L: Post-writing Sample

Name: Surname: Class: 11-B

Write a response to the following topic:

"What do you think about the foreign language education in Turkey? Do you think it prepares the learners for the real language contexts? What would you change in the system if you had the authority?"

Your writing should be between 350 and 400 words.

✓ DO WE REALLY LEARN THE FOREIGN LANGUAGE?

Why do people need to learn a foreign language? The answer differs from person to person. Some people want to learn because they want to keep up with the world. Others want to learn because of ^{the} work. However, learning the foreign language in our country is not easy because our system is inappropriate. So, it makes learning difficult.

Our system rely on memorizing not learning. In school, we have many assignments but are they beneficial? It is doubtful. Also, we have exams to pass the class. Most of the students study to pass and it leads them to memorize. They memorize the words and structures and they assume that they learn the foreign language. Not just the students but also teachers think they teach well. Actually, it is not fair to give them this huge burden because they have to keep with ~~the~~ circumstances. From there, we can infer that our system should be reorganized.

We can know the useful words, collocations, structure of a sentence but they aren't enough for the real language.

For example, in schools, we don't have speaking and listening classes. To speak fluently, we should have these classes. As it isn't enough to know the sufficient words or grammar rules. They should be taught together. The integration of these classes helps students learn the foreign language.

If I had the authority, I would give substantial materials to learn ~~the~~ real language. I would help them join the group which come from ^{people} different places. So that, their interaction could help not only their language but also their social life. In this way, they enjoy learning. Therefore, it makes learning easier.

In conclusion, it is essential to learn the foreign language but in our country we have so many changes and inappropriate tasks for ~~the~~ students. They have difficulty in learning. Some changes should be done permanently! Notwithstanding these difficulties, we still have time to fix it!

APPENDIX M: Vocabulary Notebook Sample

CHAPTER 14: LINGUISTICS

Name:

Class:

Complete the tables below using the words chosen in the chapter. If a word has **no** synonym/antonym, word family or collocation, write “**none**”.

WORD 1				
Spelling	Part of Speech	Synonym:	Antonym:	Word family:
Meaning:			Collocation:	
Sentence showing you understand the word:				
WORD 2				
Spelling	Part of Speech	Synonym:	Antonym:	Word family:
Meaning:			Collocation:	
Sentence showing you understand the word:				
WORD 3				
Spelling	Part of Speech	Synonym:	Antonym:	Word family:
Meaning:			Collocation:	
Sentence showing you understand the word:				

APPENDIX N: Rubric Sample

Muğla Sıtkı Koçman University
Faculty of Education
ELT Department
Rubric for Advanced Reading and Writing II Course

Name of the Participant: Class:

<i>Criteria Area</i>	<i>Missing (does not meet expectations): 3</i>	<i>Partial (meets expectations): 6</i>	<i>Full (exceeds expectations): 10</i>
ORGANIZATION			
<i>Follows accepted essay style (title, introduction-body-conclusion paragraphs)</i>	Major deviation from prescribed segmentation.	A few noticeable minor deviations from prescribed segmentation.	Follows prescribed segmentation completely.
<i>Easy to read and follow</i>	Appears disjointed, unclear, or disorganized.	Uses sequencing devices or phrases and transitions between sentences, paragraphs, and ideas.	Uses sequencing devices or Phrases effectively, including implicit and explicit transitions, creating patterned flow between sentences, paragraphs, and ideas.
MECHANICS			
<i>Punctuation</i>	There are major and distracting punctuation errors.	A few noticeable punctuation errors.	Perfect abidance of punctuation rules.
<i>Spelling</i>	There are major and distracting spelling errors.	A few noticeable spelling errors.	Perfectly spelled words.
STRUCTURE& VOCABULARY			
<i>Grammar</i>	Distracts reader with errors of grammar. UNACCEPTABLE LEVEL OF EDITING.	A few noticeable errors of grammar. ACCEPTABLE LEVEL OF EDITING.	Does not distract reader with errors of grammar. PERFECT LEVEL OF EDITING.
<i>Using collocations</i>	Doesn't use the words with their collocations.	Uses at least 2 words with their collocations.	Use more than 2 words with their collocations.
<i>Using word family</i>	Doesn't use the other forms of the words or uses word families in unsuitable forms.	Uses at least 2 word families in suitable forms.	Uses more than 2 word families in suitable forms.
<i>Sentence construction</i>	Overly simple or needlessly complex writing. Poorly chosen or mistaken vocabulary.	Communicates an adequate message relatively effectively. Functional editorial choices.	Communicates complex ideas concisely. Exemplary editorial choices regarding sentence structure and length.
CONTENT			
<i>Meaning in sentence</i>	Mostly unsuitable usage of vocabulary in sentences and meaning is not clear.	A few unsuitable usage of vocabulary in sentences and meaning is mostly clear.	Perfect usage of vocabulary in sentences and meaning is clear.
<i>Being consistent and relevant with the writing topic</i>	Not consistent and relevant with the topic. READER STRUGGLES TO GET THE POINT.	Mostly consistent and relevant with the topic. READER GETS THE POINT FAIRLY READILY.	Perfectly consistent and relevant with the topic. POINT(S) MADE TO THE READER WITH AUTHORITY.
TOTAL SCORE :			

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WORK EXPERIENCE

- **2007 - 2009** Manisa Kazım Karabekir Primary School - English Language Teacher
- **2009** Manisa Provincial Directorate of National Education – Project Coordinator
- **2010-2015** Burdur Tourism Education Center - English Language Teacher
- **2013** Meridian School of English, English Language Teacher /Plymouth, UK (internship)
- **2015 to date** – Muğla Sıtkı Koçman University Fethiye ASMK Vocational High School, English Language Instructor

EDUCATION

- **1999-2003** Denizli Anatolian High School
- **2003-2007** Uludag University – English Language Teaching Department
- **2012 to 2016** Muğla Sıtkı Koçman University - MA student

PERSONAL AND ORGANISATIONAL COMPETENCES

- Third Germany – Turkey Teachers’ Academy, Cultural Diversity - The Systems of Education in Germany and Turkey (İzmir, 11.07.2010 -18.07.2010 - International)
- Youthpass Certificate, Appetiser, DE, Königswinter (14.10.2010 -18.10.2010)
- Certificate of Work Experience / Work Experience - English Language Teacher, Tellus Group, Plymouth, the UK (10.06.2013 -13.09.2013)
- Academic Certificate / Teaching experience with young learners, adolescences and adults. Meridian School of English, Plymouth, the UK (10.06.2013 -13.09.2013)
- 8th International IDEA Conference / Certificate of Attendance, Muğla Sıtkı Koçman University, Muğla, Turkey (16.04.2014 -18.04.2014)