Gaziantep University

Institute of Social Sciences

A STUDY OF THE EXTENT TO WHICH RECEPTIVE TYPES OF VOCABULARY TESTS INDICATE SUBJECTS' DEPTH OF VOCABULARY KNOWLEDGE

(A Case Study in a Secondary School Medium)

A Master's Thesis

by

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Supervised by

Assist. Prof. Dr. Berrin UÇKUN

In Partial fulfillment of the Requirements for the Degree of

Master of Arts In

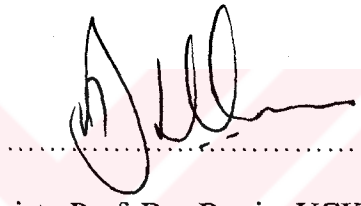
English Language Teaching

Gaziantep

January, 2005

APPROVAL

We certify that the thesis, "A Study of the Extent to Which Receptive Types of Vocabulary Tests Indicate Subjects' Depth of Vocabulary Knowledge (A Case Study in a Secondary School Medium)" prepared by Fadime YALÇIN, satisfies all the requirements as a THESIS FOR THE DEGREE OF MASTER OF ARTS.



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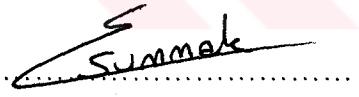

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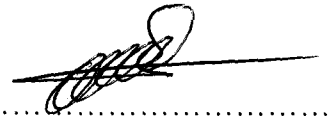

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ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my thesis supervisor, Assist. Prof. Dr. Berrin UÇKUN, not only for her guidance and invaluable discussions, but also for her kindness and readiness in assisting me throughout this study.

I would also like to thank Assist. Prof. Dr. Filiz Yalçın TILFARLIOĞLU for her guidance and valuable suggestions.

I'm also grateful to my family, especially to my brother , who have been patient enough to encourage and support me in carrying out this thesis.

Special thanks go to my friends for their valuable encouragement throughout the study.

Finally, I would like to thank the preparatory students of Bayraktar High School who have participated in this study.

ABSTRACT

A STUDY OF THE EXTENT TO WHICH RECEPTIVE TYPES OF VOCABULARY TESTS INDICATE SUBJECTS' DEPTH OF VOCABULARY KNOWLEDGE

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M. A. In English Language Teaching

Supervisor: Assist. Prof. Dr. Berrin Uçkun

January, 2005, 114 pages

Vocabulary has been the main concern of many studies in foreign language teaching field. Therefore, the present study was carried out in the belief that further research dealing with the assessment of lexical knowledge may bring valuable contributions to second language teaching\learning process. This descriptive study was carried out in secondary school medium. There were a total of fifty-seven preparatory students. The subjects were between 14-15 years old. The two receptive tests which were chosen for the purposes of this study were the multiple-choice and matching tasks. The purpose in establishing a variety and balance in choice of vocabulary items was to eliminate unwanted contamination in our research results due to any uncontrolled conditions. As a matter of fact, the effects of the four parts of speech on subjects' performance in the given tests were individually tested before moving on to determine whether receptive tests were reliable indicators

of our subjects' depth of knowledge regarding the same lexical items. Two tests were constructed (Test-A, Test-B), each of which contained twenty-four items which were comprised of six abstract nouns and six state verbs in the matching format; six action verbs and six concrete nouns in the multiple- choice format (Test-A). The words which were tested through matching format in Test-A were tested through multiple- choice format in Test-B and vice versa. In other words, half the class took the test of the same items in multiple- choice format while the other half did so in the matching format. The purpose of doing this was to observe the differences in subjects' performance in relation to different parts of speech. After the data were collected, the results were analyzed by means of SPSS. Therefore, regression analysis and independent samples t-test were conducted.

One of the main findings was that subjects' success in recognition types of vocabulary tests such as multiple-choice and matching tests will not be a significant predictor of subjects' success in productive types of vocabulary tests such as the Vocabulary Knowledge Scale. Another main finding was that if a measurement technique consists of verbs only (i.e. state or action verbs) or words of abstraction (i.e. state verbs or abstract nouns), test type plays a significant role in subjects' performance in these tests. On the other hand, test type is not a significant factor for vocabulary tests containing nouns only (i.e. abstract or concrete nouns) or words of concreteness (action verbs and concrete nouns).

Science code: ELT 599

ÖZET

ALGILAMAYA YÖNELİK KELİME BİLGİSİ SINAVLARININ, ÖĞRENCİLERİN DAĞARCIKLARINDAKİ KELİMELERE AİT BİLGİ DERİNLİĞİNİ NE DERECE BELİRLEDİĞİNİ ARAŞTIRAN BİR ÇALIŞMA

(Bir Lisede örnek bir çalışma)

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Ocak , 2005, 114 sayfa

Kelime bilgisi yabancı dil öğretimi alanındaki birçok çalışmanın ana odağı olmuştur. Bu nedenle kelime bilgisinin değerlendirilmesini içeren bu çalışmanın yabancı dil öğretimi ve öğrenimi sürecine değerli katkılarda bulunabileceği düşünüldü. Bu tanımlayıcı çalışma bir lisede yürütüldü. Çalışmaya 14-15 yaşları arasında toplam elli-yedi İngilizce hazırlık öğrencisi katıldı. Çalışmanın amaçları için seçilen kavrama test türü olarak çoktan seçmeli ve eşleştirmeli test türleri seçildi. Kelimelerin seçiminde bir çeşitliliğin ve dengenin kurulmasının amacı, çalışmamızda kontrol edilemeyen bir durumdan kaynaklanan etkenleri elemektir. Aslında, aynı kelimelerle ilgili olarak, kavrama testlerinin kişilerin kelime derinliği bilgilerinin güvenilir göstergesi

olup olmadığına geçmeden önce, kelime türlerinin etkileri kişilere verilen testlerdeki başarıları tek tek test edildi. Her bir testte altı soyut isim, altı somut isim, altı hareket bildirmeyen eylem ve altı hareket bildiren eylem olmak üzere toplam yirmi dört tane kelime içeren iki tane test (Test-A, Test-B) oluşturuldu. Test- A 'da eşleştirmeli olarak test edilen kelimeler Test-B'de çoktan seçmeli olarak test edildi ve Test-B için tam tersi yapıldı. Diğer bir deyişle sınıfın yarısı aynı kelimeleri çoktan seçmeli şekilde alırken diğer yarısı eşleştirmeli şekilde aldı. Bunu yapmaktaki amaç, kelimelerin değişik sınıflamaları ile farklı ölçme teknikleri arasındaki etkileşimin öğrenci başarısı üzerindeki etkisini gözlemlemekti. Bilgi toplandıktan sonra, sonuçlar SPSS yoluyla değerlendirildi. Bu nedenle, çoklu regresyon analizi ve bağımsız örneklem t-test kullanıldı.

Çalışmanın önemli bulgulardan bir tanesi, öğrencilerin eşleştirmeli ve çoktan seçmeli gibi kavrama ölçen kelime testlerindeki başarıları, Kelime Bilgisi Ölçeği (VKS) gibi kelimenin kullanımına yönelik bir kelime testindeki başarılarının yordayıcısı olamadığıdır. Diğer bir önemli bulgu ise eğer bir ölçme tekniği sadece fiillerden (hareket bildiren ve hareket bildirmeyen eylemler gibi) veya soyut kelimelerden (hareket bildirmeyen eylemler ve soyut isimler gibi) oluşuyorsa, ölçme biçimi öğrencilerin başarılarını belirlemede anlamlı bir etkendir. Öte yandan, ölçme sadece isimleri (soyut ve somut isimler gibi) veya somutluk ifade eden kelimeleri (hareket bildiren eylemler ve somut isimler) içeriyorsa, ölçek çeşidi anlamlı bir faktör değildir.

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CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter consists of the background information related to vocabulary testing, statement of the problem, the purpose of the study, statement of hypotheses, significance of the study, limitations of the study, assumptions of the study, definitions of the terms and abreviations.

1.1 Background Information

Vocabulary knowledge has raised a great interest in researchers in foreign language arena, so it has been investigated in its various aspects. Some of this research dealt with various vocabulary assessment techniques focusing on the measurement of achievement or progress in the schooling atmosphere, while others used them for determining learners' vocabulary depth and breadth and its reflections in the L2 learning process. It is worthwhile to look at some examples to illustrate how vocabulary has been the subject of inquiry for second language researchers and its reflections in the L2 learning process.

Nurweni and Read (1998) attempted to estimate the English vocabulary knowledge of a large sample of first year students at an Indonesian university. This was an important issue because the students

were expected to be able to read English language texts in their university courses, something which required an adequate knowledge of vocabulary. The subjects were tested on their understanding of words that occur frequently in academic writings using three instruments: a translation test, a word associates test and an interview. The tests were designed to measure not only whether the students knew the words but also how well they knew them.

Like Nurweni and Read, Ooi and Kim-Seoh (1996) investigated the lexical competence of a group of undergraduates who were not native-speakers of English, but who have been through an education system in which that language is the medium of instruction. The data indicated that they had a problem with the use of words rather than an inadequate knowledge of word-meanings. The authors concluded that teaching of vocabulary should be based on the integration of lexis, grammar, and discourse, and that this could be achieved if lexis was taught through reading given the audience.

Laufer (1998) in her study investigated the relationships among 3 types of vocabulary knowledge (passive, controlled active, and free active) within the same individuals. She took four variables into consideration: passive vocabulary size language learning context, second language (L2) or foreign language (FL), length of residence in L2 context and, among the Canadians, knowledge of French. Results of the study showed that active, particularly free active vocabulary, developed more slowly than passive vocabulary. Although passive vocabulary

was always significantly larger than controlled active and free active, the passive-active vocabulary gap was smaller in the FL than in the L2 context.

The structure of L1 and L2 mental lexicon was focused on in study by Wolter (2002). He investigated whether the L1 and L2 mental lexicon were structurally similar and whether depth of individual word knowledge could account for how words were stored in the mental lexicon. At the end of the study he found that L2 mental lexicon was highly structured, and depth of word knowledge played a role in the development of associations between words.

Baba (2000) took interest in investigating and how lexical knowledge influences language production in an L2. The study took up vocabulary size and lexical communication strategies (LCS) which were used when learners encountered lexical problems.The study shows that uses of LCS are different between learners with a large lexicon and those with a small lexicon and those with a large lexicon tend to use psychologically more demanding LCS.

Daniels (2000) focused on classroom-based learning and examined the characteristics of classroom vocabulary learning and considered "why some material targeted for acquisition remained only partially known." The role of intensive language work was then examined through research undertaken with middle-school pupils. The results showed that while new vocabulary material was acquired, some vocabulary material which remained only receptively became activated.

Two other researchers who dealt vocabulary were Lotto and Annette (1998). They approached teaching the issue from a different perspective and examined the roles of teaching methods, word frequency, and cognate status in the learning of 80 Italian words. The research was undertaken by 56 adult Dutch learners previously unfamiliar with Italian. They contrasted 2 learning methods: word learning, where the Italian word was presented with its translation in Dutch, and picture learning, where it was presented with a picture depicting its referent. The result showed that word learning resulted in better than picture learning.

Depth and breadth of vocabulary knowledge have been main concern of some researchers. One such study was conducted by Qian (1999), in an attempt to explore the relationship between depth and breadth of vocabulary knowledge and reading comprehension in English as a second language. The study analysed the roles of depth and breadth of vocabulary knowledge in order to assess the performance of a group of young adult ESL learners with a minimum vocabulary size of 3.000 word families in carrying out general academic reading comprehension tasks.

Cameron (2002), on the other hand, investigated vocabulary size as one aspect of the lexical development of students in a UK secondary school who used English as an Additional Language (EAL). The study had two stages. The first stage was designed as a pilot to investigate the usability of the established English as a foreign language (EFL) vocabulary tests namely the "Levels Test" (Nation; 1990), "Yes/No Test" and the (Meara,1995), in

measuring vocabulary levels of EAL students. The Levels Test, which emerged as the more usable one, was used with a larger group of students to investigate patterns of vocabulary size. The study revealed that the receptive vocabulary of EAL students had gaps even in the most frequent words.

Qian (2002) conducted a study in the context of Test of English as a Foreign Language (TOEFL) to illustrate the roles of breadth and depth of vocabulary knowledge in reading comprehension. Synonymy, polysemy, and collocation were taken as elements of the depth dimension of vocabulary knowledge. A vocabulary size measure and a TOEFL vocabulary were also tested.

Söylemez (2001) followed a different line of investigation into the effects that a training program had on subjects ability of guessing word meaning from the context. The results of the study showed that there was a significant difference between the context present and context absent groups. It also showed that, guessing improved the reading comprehension of the students.

Some researchers investigated vocabulary competence within the context of the reading and writing abilities in foreign language students. Laufer and Nation (1995) dealt with the role of vocabulary in writing skills and they researched Lexical Frequency Profile as a measure of free written production. The study showed that it was possible to "obtain a reliable measure of lexical richness which was stable across two pieces of writing by the same

learners". It could also discriminate between learners of different proficiency levels.

Utar (2004) conducted a study which investigated the effects of factors such as language level, the provision of a reading passage as context and use of different vocabulary tasks, namely matching and gap-filling, on students' performance in vocabulary tests. She found that language level and the use of a reading passage had a significant impact on the students' performance in both test types and it was found that the interaction of students' language level and the use of a reading passage affected the students' scores in gap-filling and matching tests of vocabulary. Another finding was that mean score of the students' for the gap-filling task was found to be higher than for the matching task irrespective of their language level and context.

A number of studies employing scales of vocabulary knowledge have emerged in literature. Eichholz and Barbe (1961), Anna and Zechmeister,1991 (cited in Waring,2002), Zimmerman,1997 (cited in Schimitt,2000), Paribakht and Wesche cited in Read, 2000:134). In these researches, any word in an individual vocabulary could be placed along a continuum whose extreme poles were known and unknown and had intermediate stages of knowing. The subjects had to rate their knowledge on these scales.

Within the last five or six years, *The Vocabulary Knowledge Scale* (VKS) (Paribakht and Wesche, 1997) has gained significant currency in second language vocabulary assessment. The particular aim of the VKS was to construct a practical instrument to be used in studies where subject' s immediate recognition

and use of the newly learnt words were to be checked. This scale differs from the others scales because it requires verifiable evidence of knowledge held at higher levels. The basic idea of the scale is "to measure progressive degrees of word knowledge"(cited in Read, 2000:132).

Although division of parts of speech have been claimed in the field of vocabulary research, no study related to the relationship between L2 vocabulary learning and assessment, and parts of speech has been found. Therefore, this study can make contributions in terms of relationship between parts of speech and L2 vocabulary assessment. In addition, this study goes a step further and divides parts of speech into sub-categories as abstract/concrete nouns, action/state verbs.

In the light of these studies it is the researcher's conviction that further studies investigating classroom progress tests and scales of vocabulary knowledge may be useful for both learners and teachers of English as a second language. Therefore, this study was conducted in order to fill the gap in this area. More specifically, this study aims to search into the question of whether classroom progress and/or achievement tests employed in preparatory English programs of Secondary Schools are accurate measures of the students' ability to use those vocabulary items in the correct syntactic and semantic context. It is believed that this study may lead the teachers to see the deficiencies and/or efficiencies in their ways of testing and teaching vocabulary. The results of the study may encourage teachers to build an essential paralellism between their classroom practices and assessment techniques.

Some recommendations may follow may be advisable for the effective learning, teaching and testing of vocabulary based on the outcomes of this study.

1.2 Statement of the Problem

Through her experience in the foreign language classrooms , the author observed that learners, who assume that they are equipped with a sufficient amount of vocabulary knowledge, cannot in fact use these words in appropriate contexts. It seems that they accept themselves as having acquired enough knowledge when they have merely memorized the lists of words and their dictionary meanings. In fact, knowing a word means much more than recognising it or knowing its dictionary meaning. Therefore, nature and degree of learners' lexical competence has been a major concern of this study. Another major problem observed is that although in classroom teaching procedure students are encouraged to practise new vocabulary items in appropriate contexts; such as building a sentence or acting out dialogues built around newly learnt words, their vocabulary knowledge is assessed only by means of receptive tests such as multiple-choice and matching which do not require any production. Therefore, it is necessary that teachers be quided to build a bridge between their instruction and testing methods for a beneficial effect.

Based on these observations, it can be said that vocabulary learning is a problem to be dealt with since second language learners tend to develop

learning strategies and habits to achieve efficient learning. Memorising lists of vocabulary items over short periods of time, students tend to forget them in even a shorter period. This is a learning deficiency. Secondly, they can learn the meaning of words, but they tend to use them in the wrong context, which can be explained by their use of inefficient dictionaries. Thus, it can be said that second language teachers are expected to straighten these wrong practices in order to improve this situation.Through practices such as using Vocabulary Knowledge Scale for classroom assessment and appropriate teaching methods, teachers can create in students an awareness of deficiency in the quality of their vocabulary knowledge and make them improve their vocabulary learning strategies.

This study will address the following research questions. The first hypothesis is put down to empirically justify our choice of vocabulary items for the receptive tests which formed the basis of our research.

1) Is there a significant relationship between subjects' scores on a vocabulary test of different parts of speech (action verbs, state verbs, concrete nouns, abstract nouns, verbs combined, nouns combined) and the test types being employed?

2) Will subjects' success in recognition types of vocabulary tests such as multiple-choice and matching, be a significant predictor of their success in a

more productive type of vocabulary measurement techniques such as the Vocabulary Knowledge Scale?

1.3 Purpose of the Study

It is also the researcher's contention that if learners' vocabulary knowledge does not meet their communication needs, it is no use to merely memorize the meaning of words. In that case, they will have a store of vocabulary knowledge which they cannot use efficiently and meaningfully to communicate themselves in the second language. Read (2000:1) argues that "...vocabulary can be seen as a priority area in language teaching requiring tests to monitor the learners' progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs".

The main purpose of this study was to investigate whether test type affects a difference in assessing learners' vocabulary knowledge; if so, which test type (matching or multiple- choice) could be taken as a predictor of subjects' ability to use vocabulary items in the written medium correctly and appropriately, as illustrated in the subjects' performance on the Vocabulary Knowledge Scale; in addition, whether the part of speech of a vocabulary item will produce a difference in subjects' success in vocabulary tests.

Matching and multiple-choice tests are assessing students' receptive skills. On the other hand, VKS is assessing their productive skills. So, it is expected that the results of the study will show a significant difference in terms of test types and parts of speech in second language vocabulary

learning. When learners' knowledge of vocabulary is assessed through VKS, learners' depth of vocabulary knowledge can be discovered. However, in matching and multiple- choice tests, the students' ability to recognize word meanings is revealed. That is, we can only find out subjects' ability to recognize words in the best of all possibilities in addition to the fact that guessing can be an unwanted factor in such recognition tests.

When do we accept learners as having adequate vocabulary knowledge? Or what are the criteria for having learnt a vocabulary item adequately? These are the starting points of this study.

The present study is based on the assumption that knowing a word requires learners' ability of using the words in appropriate contexts which are semantically and grammatically correct.

1.4 Statement of Hypotheses

In the light of the purpose of this study and the problems or questions presented above, the following hypotheses were generated:

Hypothesis # 1 There is no significant relationship between subjects' scores on a vocabulary test of different parts of speech (action verbs, state verbs, concrete nouns, abstract nouns, verbs combined, nouns combined) and the test types being employed.

Hypothesis # 1a There is no significant relationship between subjects' scores on a vocabulary test of *action verbs* and the test types being employed.

Hypothesis # 1b There is no significant relationship between subjects' scores on a vocabulary test of *state verbs* and the test types being employed.

Hypothesis # 1c There is no significant relationship between subjects' scores on a vocabulary test of *concrete nouns* and the test types being employed.

Hypothesis # 1d There is no significant relationship between subjects' scores on a vocabulary test of *abstract nouns* and the test types being employed.

Hypothesis # 1e There is no significant relationship between subjects' scores on a vocabulary test of *verbs combined* and the test types being employed.

Hypothesis # 1f There is no significant relationship between subjects' scores on a vocabulary test of *nouns combined* and the test types being employed.

Hypothesis # 2 Subjects' success in recognition types of vocabulary tests such as multiple-choice and matching, will not be a significant predictor of their success in a more productive type of vocabulary measurement techniques such as the Vocabulary Knowledge Scale.

1.5 Significance of the Study

As it was stated in the background information section word knowledge is an important issue in the learning/ teaching process.Therefore, the ways of teaching and assessing vocabulary knowledge are important in this process. There should be a parallelism between the way of teaching and assessing vocabulary knowledge for positive backwash.

It has been my informal observation that giving dictionary meaning and asking learners to use new vocabulary items in sentences are the most common ways of teaching words in foreign language lessons in the secondary schooling system; on the other hand, the most common way of assessing vocabulary knowledge has been through tests of multiple- choice and matching type questions. This practice produces a negative backwash because whereas classroom practices aim to develop subjects' ability to use new vocabulary items productively, matching and multiple choice tests aim to develop learners' word recognition skills.

Therefore, it is believed that this study may lead second language teachers to establish a conformity between their ways of teaching and testing; in order to achieve this purpose, they may be encouraged to prepare test items which aim to assess how well the learners can use vocabulary items in context rather than whether they recognize the word upon seeing it. It is thought that when the students' scores on matching and multiple- choice tests are compared to their scores in production measures such as VKS, it can be seen

whether there is a gap between students' ability to recognize a given word and their ability to use this word in an appropriate context.

In addition, language teachers will become aware of whether vocabulary items of different parts of speech will make a difference in subjects' scores in vocabulary testing. If they are, parts of speech which are of significant difficulty to learners should be dealt with accordingly by teachers. For example; different techniques of teaching these items could be put in lesson plans by language teachers. Another benefit is that teachers may be led to prepare vocabulary tests which assess learners' vocabulary knowledge from different aspects, such as in productive and receptive mode. The last and the most important benefit is that language teachers can become aware of the functions of the tests which they prepare. Thus, teachers can be acknowledged in constructing a parallelism among the objectives of their lessons, the techniques and methods that they use in their lessons and the instruments used in assessing learners' knowledge.

The results may be beneficial for the learners, too. It may encourage them to employ vocabulary learning techniques more efficiently. Their study skills may be improved through teachers' promotions of better methods for learning new words.

1.6 Limitations of the Study

There are several limitations of this study. First of all, this research was planned to be conducted with only two preparatory class students at

Bayraktar High School in Gaziantep. It will compare the students scores which are obtained from two receptive test types, which are matching and multiple-choice, and a productive vocabulary measurement instrument called VKS. The results for this research are valid only for Bayraktar High School.

This study is investigating vocabulary assessment in Foreign Language Education. So, the results of the study are only valid for vocabulary tests in Foreign Language Education. The number of vocabulary items chosen for the measuring instrument were limited to 24, considering the length of time available to the researcher for carrying out her study.

Only two measuring techniques have been employed in the study, which leaves many others to be checked into. Subjects were at elementary stage in their English learning. Therefore, the results of this study are only valid for elementary level students.

Vocabulary items were limited to two different parts of speech nouns and verbs. So, the results are valid for these group of words.

Both groups were given the receptive tests consequently a class time period, which was fourty minutes. Vocabulary Knowledge Scale is only one of the few scales used for similar purposes in the field. The results of the study are limited with the efficiency of this technique.

1.7 Assumptions of the Study

In the design of the present study there are a number of assumptions. First of all, the selected vocabulary for the purpose of this study are assumed to be at suitable for the students' English proficiency level.

Secondly, the test formats which are used for the purpose of this study are assumed to be reliable and valid.

In addition, Preparatory students of Gaziantep High School are assumed at the same language level with the preparatory students of Bayraktar High School. Lastly, subjects are assumed to respond to the tests used in the study sincerely.

1.8 Definition of Terms

A number of field-specific terms are employed throughout this research. It will be usefull to provide brief definitions of terms:

As to Read (2000) the following terms are defined as:

Vocabulary: Each item in the whole body of the lexical items contained in a language is called as vocabulary.It consists of a variety of words which can be categorized as content words and function words.

Content words: This group of words contain a specific meanings when standing by itself, such as verbs, nouns, adjectives and adverbs. Present study is dealing with content words only, not function words. (p:18)

Function words: Function words- articles, prepositions, conjunctions etc. do not have meanings in isolation and serve more to provide links between sentences and words. (p: 18)

Vocabulary Assessment: It is an important area in language teaching which is requiring tests to monitor learners' progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs. (p:1)

Vocabulary knowledge: This may change according to the purpose and circumstances of the testing situation. "Vocabulary knowledge is a crucial component of language proficiency". (Aitchson, 1987:178)

Breadth of vocabulary knowledge: The number of words for which the person knows at least som e of the significant aspects of meaning.(Anderson and Freebody, 1985:92).

Depth of vocabulary knowledge: "Quality or depth of understanding. A person has a sufficiently deep understanding of a word if it conveys to him or her all of the distinctions that would be understood by an ordinary adult under normal circumstances".(Anderson and Freebody, 1985:92).

Receptive Knowledge: Being able to recognize and acknowledge a word as known is receptive knowledge. It is normally connected with listening and reading skills. (Schimitt,2000:4)

Receptive Tests: The tests which are used to assess whether a word's meaning is remembered or recalled. Read (2000:25)

Productive Knowledge: If we are able to produce a word of our own accord when speaking or writing, than that is considered productive knowledge. . (Schimitt,2000)

Productive Tests: The tests which are used to assess the learners' ability to produce semantically and syntactically correct usage of an item as appropriate for the given context.

Parts of speech: It can be defined as word classes. Aitchson(1987:98) explains that " All languages divide the words up into *parts of speech* or word classes, which are conventionally given labels such as noun, adjective, verb, and so on, each of which has its own special role in the sentence.

Backwash effect: It is used to refer to the impact of assessment procedures on teaching and learning.

1.9 Abbrevations

EAL: English as an Additional Language.

EFL:English as a foreign language.

VKS: The Vocabulary Knowledge Scale.

LCS: Lexical Communication Strategies.

TOEFL: Test of English as a Foreign Language.

L1 : Learners' native language

L2 : Learners' second language

FL: Foreign Language

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

The review of literature begins with lexical knowledge. Next, how lexical items are stored in the brain is presented. The review continues with vocabulary learning, vocabulary teaching and vocabulary assessment. Then, depth and breadth of vocabulary knowledge are presented. After that recognition,recall and production are explained and vocabulary tests are explained briefly. Lastly, the review focuses on related studies. All informations were given by following from general knowledge to specific ones and so do quattations.

2.1 Lexical Knowledge

Lexical knowledge has been defined differently by different researchers (Lado,1961; Richards,1976 cited in Meara, 1999). Lexical knowledge has often been defined knowledge of the spoken and written form, morphological knowledge, knowledge of word meaning and grammatical knowledge. Chand (n.d:3-4) describes word in a literal way and says that

"...Words are like roses that make the environment fragrant; asserts the writer of textbook urging people to improve their vocabulary. (cited in Aitchison, 1987:3)

Another researcher Lado (1961:183) defines the concept of word as a "chief linguistic form".

Richards (1976) listed the following assumptions as the criteria of knowing a word:

- 1.The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.
- 2: Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words, we also "know" the sort of words most likely to be found associated with the word.
- 3: Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
- 4: Knowing a word means knowing the syntactic behavior associated with that word.
- 5: Knowing a word entails knowledge of the underlying form of a word and the derivatives that can be made from it.
- 6: Knowing a word entails knowledge of the network of associations between that word and the other words in language (sic).
- 7: Knowing a word means knowing the semantic value of a word.
- 8: Knowing a word means knowing many of the different meanings associated with the word.

(cited in Meara,1999)

Another researcher Schmitt (2000:5) proposes the following list of the different kinds of knowledge that a person must have in order to know a word:

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

Laufer and Goldstein (2004:400) explain that lexical knowledge usually starts with "superficial familiraty" with the word and ends with the ability to use the word in correct contexts.

There are a number of different terms which are closely related to word knıwledge. The first group is *Tokens and Types*. Read (2000:16-7) made a distinction between tokens and types. *Tokens* are defined as "the total number of word form" i.e. counting individual words occurring in the text each time they are used. However, *types* are a bit different, they are the total number of different word forms which means a word which is repeated many times is counted. Thus, if the number of different word forms are counted, it gives the number of types.

Second category is function and content words. For example; words like articles, prepositions, pronouns and conjunctions etc... are called *function words*. These are seen as belonging more to the grammar of the language rather than vocabulary. However, *content words*- nouns, verbs, adjectives, and adverbs have a definite meaning in isolation. Content words have

a different aspect which does not change their meaning but put them in a different form. This is called *lemma*, e.g. study-studies- studying.

In addition to that, there are the words which do not take inflectional endings but also those which have derived forms, that change the words' class and its meaning, e.g. luck- lucky- unlucky. It can be said that distinguishing word forms and word families is another aspect of vocabulary to be dealt with and this can be considered an important issue in measuring vocabulary size.

Homograph is another concept related to word knowledge, which means single word forms that have at least two meanings. So, it can be said that the learner does not have the knowledge of a specific word in the case s\he demonstrates another meaning of it.

Another point regarding vocabulary is that it may consist of more than just single words such as phrasal verbs or idioms. Nattinger and Decarrico (1992) have found the concept of lexical phrase. This concept is used for a group of words which has a particular function in spoken or written discourse but seem like a grammatical structure (cited in Read, 2000:22).

Read (2000:25) asserts that Nation's (1990) classification is a bit different from Richards' assumptions. Nation considered a number of different components such as function, meaning, position, and form. He states that the knowledge of a word requires a higher level beyond its meaning. It also requires productive use of words. As it is seen there are different aspects of

word knowledge. So, it can be said that knowledge about a particular word is both rich and complex.

2.2 The Storage of Lexical Items in the Brain

There are two types of memory. One is short - term memory. The second one is long-term memory. In long term- memory, the information which is stored in short- term memory can be easily forgotten and it cannot be remembered whenever it is needed. However, long- term memory is a bit different. This information can be recalled minutes, weeks, and years after the original input. Gairns and Redman (1995:86) says that "Unlike short-term memory which is limited in capacity, long- term memory is seeming inexhaustible and can accommodate any amount of more repetition, the information stored in short-term memory can be transferred into long-term memory".

When the speed at which words are recalled and recognized has been taught, it is seen that "our mental lexicon is highly organized and efficient" (Gairns and Redman, 1995: 87).

How do people find the words they want when they speak? Do children remember words in the same way as adults? Aithchson (1987:4) explains that " Words cannot be heaped up randomly in the mind for two reasons . First, there are so many of them. Second, they can be found so fast. Psychologists have shown the human memory is both flexible and extendable, provided that the information is structured. Random factors and figures are

extremely difficult to remember, but enormous quantities of data can be remembered and utilized, as well as they are well organized."

It can be said that when people encounter some new information, if they have a strategy to organize the information in their mind; later when they need this information they can easily recall. However, if the data is stored randomly, it is really difficult for the learner to recall when it is needed.

Adults' L2 vocabulary acquisition has been explained through Levelt's (1989) model cited in Jiang (2000:618). According to this model each word has a "lexical entry" in the mental lexicon and each lexical has two components which includes two kinds of information. The first is lemma component which contains semantic and syntactic information. The second one is lexeme component which includes morphological and formal information as shown in the table below:

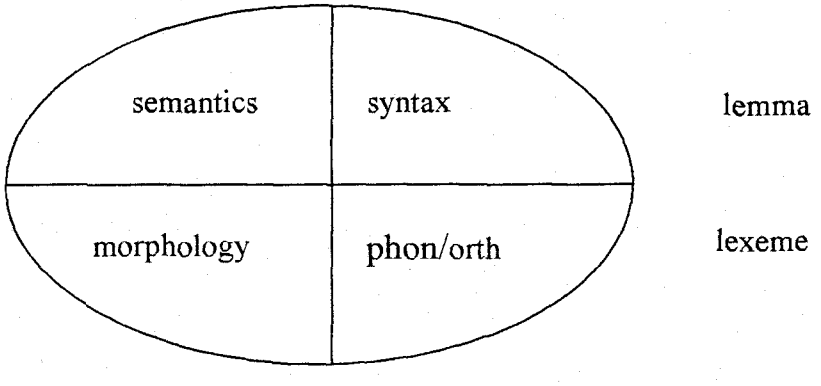


Figure 2.1: The internal structure of lexical entry (adapted from Levelt 1989)

In this model, it is explained that each time second language learner encounter a new word, they activate first language translation, not its meaning directly, so that lemma information is provided. Through increased experience in second language, "which means increased coactivation of first language words and their first language lemma information", (Jiang:2000: 619), the relationship between second language words and the lemma component of their first language translation is established. This process is called form-meaning mapping in second language vocabulary acquisition "L1 lemma copying and the resulting lexical use L1 lemma mediation." by Jiang (2000:619).

Related to this table Baba (2000) explains that Levelt's (1989) model which was originally based on L1 speech data, is one of the most widely used theoretical frameworks in Second Language Acquisition. According to Levelt's model, the lexicon occupies the central position in language processing. He also emphasizes that language production is greatly affected by a speaker's knowledge. This shows that learners have sufficient knowledge related to new words such as their form or their meaning in the context; they can use them in the appropriate contexts.

Nattinger (1980) cited in Carter And McCarthy (1988:65) supports that "form, meaning and sound" are not enough to keep the words in mental lexicon. Besides them other parts of the contexts in which the words have been learnt or experienced are also important.

2.3 Vocabulary Learning

Since vocabulary has been accepted as one of the most important issues in learning a second language, second language learners should be encouraged to learn adequate vocabulary for the second language. In the process of second language learning, grammar, and vocabulary are two interrelated and essential concepts and Wilkins (1972) emphasizes the importance of vocabulary as " Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (cited in Carter and McCarthy (1988:42). This proves efficient role of lexicon in communication.

" In the process of acquiring a vocabulary item, the meeting and making sense of a new word in context is likely to be the first step in a longer process; initial encounters with a word do not necessarily lead to that word being recognized on further occasions. Further meaningful encounters will be needed to establish the full range of a word's meaning possibilities, and to engrave the word in memory. Eventually, after sufficient contextualized encounters, a word will be recognized when it is met in a new context or in isolation." Anderson and Freebody (1985: 352). It can be said that initial encounters are not enough in order to recognize a word. There should be meaningful encounters even for recognition process of a word.

In the process of second language learning, learners are given a list of words which includes various new words. The learners are expected to

memorize the meaning of these words. Then, it has been observed that when it is intended to check whether they learn these words or not; tests which measure their comprehension in terms of meaning have been given. (Words are given in context.) It has been observed that one of the most common way of learning words' meanings are to give their first language translation. Although they have been taught without contexts, they have been tested in context.

Some other researchers point out that learners comprehend the words before they start to produce them in the appropriate contexts. Thus, one may recognize a word before s/he starts to produce it. Clark (1973) states that "logically, comprehension must precede production."

Therefore, it can be said that second language learners may not have adequate knowledge to produce new words, though they recognize the words or recall its meaning. However, through their second language experience, they are expected to produce.

Waring(2002) explains the relationship between receptive and productive knowledge as there are two types of words in learners' mental lexicon; active and passive vocabulary. If the learners can activate their passive vocabulary, these words pass from their passive vocabulary store to their active vocabulary store; but when the active vocabulary isn't used for a long time, the learners will again move back to their passive vocabulary store.

In sum, it can be said that productive knowledge requires a higher level and more consciously effort than the receptive one because

productive knowledge encourages the learner to learn more things such as pronunciation, spelling etc... related to each word.

Waring (2002) states that in the early stages of learning, receptive vocabulary increases faster than receptive vocabulary; but through experience it changes and "it diminishes in favor of the productive."

2.4 Vocabulary Teaching

In language teaching, the need of vocabulary is an important point especially for an effective communication. Without sufficient vocabulary, one cannot communicate effectively or express ideas. (Söylemez, 2001:10)

There have been numerous different approaches to language learning, each with a different perspective on vocabulary. The main language teaching methodology from the beginning of the nineteenth century was *Grammar Translation Method* which focused on recognition of written words. It was very important to learn grammar rules accurately in written English. Production of new words in speaking were not as important as their accurate usage in written English. Students were expected to learn necessary vocabulary through bilingual word lists.

By the end of this century, *Direct Method* which emphasized that vocabulary would be acquired through instruction during lessons. Concrete vocabulary was explained with pictures or through physical demonstration, with initial vocabulary being kept simple and familiar. Thus, vocabulary was

connected with reality as much as possible. Abstract words were presented in the traditional way of "being grouped according to topic or association of the ideas"(Zimmerman,1997 cited in Schimmit,2000:13).

In 1929 the Colemnon Report arose with a different perspective which was " Secondary school students should be taught how to read in a foreign language" (Schmitt,2000:13). At the same time in Britain, Michael West was stressing the need to facilitate reading skills by improving vocabulary learning. This resulted in an approach which was called as *Reading Method.*

During World War II, it was recognized that soldiers were not fluent in foreign languages. Therefore, it was thought that aural and oral skills should be developed. This resulted in Audiolingualism which emphasizes the importance of structures. Thus, vocabulary is not given importance. Simple and familiar words were preferred.

The 1930's has great importance for development in vocabulary teaching. A movement called " vocabulary control movement" started. Through this movement two particular developments have occurred. The first one is "Basic English" by Ogden and Richards. The second one is "General Service List" by Michael West.Basic English Project's aim was to provide a basic minimum vocabulary for the learning of English.

Richards (1943) outlines Basic English's design as:

> " Basic English is English made simple by limiting the number of words to 850 and by cutting down the rules for using them to the smallest number necessary for the clear statement of ideas. And this is done without change in the normal order and

> behavior of these words in everyday English. It is limited in its words and its rules but it keeps to the regular forms of English. And though it is designed to give the learner as little trouble as possible, it is no more strange to the eyes of my readers than these lines which are, in fact, in Basic English." (cited in Carter and McCarthy (1988:2).

When it was carefully analyzed, some lacking points of Basic English have been observed such as which meaning should be learnt first. Because it is mentioned that 850 words in Basic English have 12425 meanings. (Carter and McCarthy,1988:3)

Later in 1953, A General Service List was published. Carter and McCarthy (1988:7) calls it "... the outcome of almost three decades of major work in English".

The main figures of this work are Michael West and Harold Palmer. Their criteria for the selection of vocabulary learning in the early stages of acquisition, are that:

> a) the frequency of each word in written English should be indicated;
> b) information should be provided about the relative prominence of the various meanings and uses of a word form.(Carter and McCarthy, 1988:7)

After 1970s Communicative Language Teaching which focuses on the " message and fluency rather than grammatical accuracy" (Schmitt,2000:14) arose. As it has given importance to the functional aspect of language, it was expected to support vocabulary teaching, but it gave little

importance to the vocabulary. Schmitt (2000:14) summarizes the importance of vocabulary as:

> " It has now been realized that more exposure to language and practice with functional communication will not ensure the acquisition of an adequate vocabulary, often according to frequency lists, and an instruction methodology that encourages meaningful engagement with words over a number of recycling."

It can be concluded that vocabulary should be selected carefully and according to frequency lists; learners should be given the chance of new vocabulary in meaningful context.

2.5 Vocabulary Assessment

Vocabulary assessment has received more attention with a set of studies (Read:2000, Nation: 1990). This increased interest can be interpreted as the importance of vocabulary in language learning is getting more attention day by day. Vocabulary can be used effectively for different purposes in order to help learners develop their language level. At the same time through this research teachers can look for various ways of improving learning strategies.

Vocabulary test are needed in order to find about second language learners' gaps in word knowledge. Second language teachers mostly choose different types of tests according to their teaching methods and techniques.

Read (2000:151) summarizes that second language vocabulary researchers assess vocabulary in order to learn about:

- "How broad and deep learner's vocabulary knowledge is;
- How effective different methods of systematic vocabulary learning are;
- How incidental learning occurs through reading and listening activities;
- Whether and how learners can infer the meaning of unknown words encountered in context; and how learners deal with gaps in their vocabulary knowledge."

Therefore, it can be said that researchers mostly deal with the nature of vocabulary knowledge and the process of vocabulary acquisition rather than practical applications in second language teaching and learning. On the other hand, teachers and testers use tests for purposes such as placement, diagnosis, measuring progress, or achievement, and assessing proficiency.

The scores of vocabulary sections of a placement tests help teachers to decide which vocabulary workbook to use in class and what kind of vocabulary learning programme the students need.

The scores of a progress test present how well the students learnt the words presented in the units that have been recently studied. It helps the teacher find out whether the students can understand words they have learnt when they encounter them in fresh contexts.

In an achievement test, the purpose is to assess how well the learners have mastered a vocabulary skill that they have been taught.

2.5.1 Depth and Breadth of Vocabulary Knowledge

Breadth of vocabulary knowledge can be explained as the number of words a person knows. It is defined by Anderson and Freebody (1985:354) as "...the number of words for which the person knows at least some of the significant aspects of meaning". *Breadth* of vocabulary knowledge is sometimes called *vocabulary size* .

Lee (2003:538) explains that in most models of vocabulary acquisition receptive knowledge precedes the more comlex productive knowledge and use of vocabulary.Vocabulary size is actually difficult to define. Therefore, researchers should define their criteria in determining what is to count as a word such as basic words, derivative forms and technical terms, etc...

Deep knowledge includes spelling, word associations, grammatical information, and meaning(Cameron, 2002:150). *Depth* of word knowledge is an assumption that a person has a sufficiently deep understanding of a word if it conveys to him or her all of the distinctions that would be understood by an ordinary adult under normal circumstances.(Anderson and Freebody ,1988:354).

Lee (2003:539) claims that " depth of word knowledge being a prerequisite for vocabulary learning and use". Therefore, it can be asserted that depth knowledge is a higher step of lexical knowledge.

It can be said that one can be accepted have depth knowledge of a particular word if she or he can use the word in the appropriate contexts.

2.5.2 Recognition, Recall and Production

These concepts are closely related to vocabulary knowledge. Recognition can be defined as remembering the word when you see it. It is selected from a variety of choices. The learner does not spend any effort to create or produce something related to concept. However, production is just the apposite. It requires the learner to produce something related to concept.

Jones (2004:125) makes a distinction 'between recognition and and recall tests. According to his explanations recognition tests usually invılve multiple-choice activities whereby learners select or guess the correct response from the alternative given. Recall, on the other, demands the production of responses from the memory. It is more difficult than recognition because learners must search for the correct response within their mental representation of the newly experienced information.

Some researchers have brought more obvious definitions these two terms.One of them is Aitchson (1987:178), who explains that "one of the best-known facts about word recognition is that a lot of it is guesswork. People recognize words by choosing the "best-fit" . They match the portion they have heard, with the word in their mental lexicon that appears to be the

most likely candidate, and they fill in gaps, often without noticing that they do so."

When learners first encounter a new word, they have limited knowledge of it and may not even remember it until they come across it again. It is only after they gain more knowledge of its pronunciation, spelling, grammar, meaning, or use and so on that they are able to use it themselves.

Although receptive vocabulary has been used in receptive skills such as listening and reading, productive vocabulary has been used in productive skills such as speaking and writing. Gairns and Redman (1998: 64-5) explains this as the following

> "... receptive vocabulary is language items which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary is language items which the learner can recall and use appropriately in speech and writing."

Meara (2004:137) claims that each word has a number of properties and "the most visible of" these properties is that either being activated or deactivated.Activated words correspond to productive vocabulary and deactivated words correspond to receptive vocabulary.

Instead of the term "depth of word knowledge" Read (2000) has used "quality of word knowledge". Vocabulary knowledge is more than word-meaning. So Nation (1990) list multiple components of word knowledge, including spelling, pronunciation, grammatical form, relative frequency,

collocations and restrictions on the use of the word as well the distinction between receptive and productive knowledge.

A common assessment procedure for measuring quality of vocabulary knowledge is an individual interview with each learner, probing how much they know about a set of target words.

2.6 Types of Vocabulary Tests

2.6.1 Receptive Tests

Receptive Testing does not require learners to create anything. Learners are asked to recognize the correct items among a number of given options given. Multiple –choice tests and matching tests can be put in this category.

2.6.1.i Multiple- choice type tests: The Multiple- choice technique is popular as a testing device (Wallace, 1982:112). Multiple- choice questions are usually organized so that the candidate has a number of options, only one of which is correct , the others (the distracters) being wrong. There are a number of different ways of testing vocabulary through multiple-choice tests. Harris (1969:51) classifies them as:

a) Definition: Definition of vocabulary item consists of a test word followed by several possible definitions or synonyms for example:

nap

a) A brief sleep b) A happy song c) A sharp rock d) A short meeting

(Harris, 1969:51)

Sometimes the definition is given first and the reader has been asked to find the correct word for example:

A brief, light sleep

a) nap b) yawn c) stroll d) hug

(Harris, 1969:52)

Both versions of the definition item type are economical in terms of both the number of items that can be included on a printed page and of the number of problems that can be answered in a short period of testing time.

b) Completion: Completion is one of the most commonly used type of multiple- choice tests. For example:

The old man was too ..... to push open the heavy door.

a) feeble b) sincere c) deaf d) harsh

(Harris, 1969: 52)

The advantage of this type of sentence completion is that it provides a context for the word which is being tested.

c) Paraphrase (multiple-choice): In the paraphrase method, an underlined word is given in the context, and several possible meanings are given. For example:

John was <u>astounded</u> to hear her answer.

a) greatly amused b) greatly relieved c) greatly surprised d) greatly angered

(Harris, 1969:53)

d) Paraphrase (supply-type): In supply-type learners are given a sentence and are asked to rewrite the sentence, substituting other words for the underlined part. Thus, students are instructed to give precise paraphrases; vocabulary tests of this type can effectively measure understanding of lexical items e.g. "John was astonished to hear their answer" possible alternatives can be grouped as:

" John was greatly surprised to her answer
John was amazed to hear her answer,
John was astonished to hear her answer."
(Harris, 1969:53)

e) Pictures (objectives): Using pictures for testing is more useful for children who have not reached the reading stage. Pictures can be used in two different ways. In the first, the child may be asked to point object/ picture which is described by the examiner. In the second, the child can be shown the picture of an object and may be asked to describe it.

2.6.1.ii Matching- Tests

In matching type tests, two different sets are given in two separate columns and two columns are matched. In order to avoid guessing factor the number of items in each column should not be equal, e.g. if one column contains five items, the other one should contain six or seven items. For example:

Match the following:

A	B
1.gloomy	a) close and familiar
2.momentous	b) religious and holy
3.intimate	c) too poor to produce crops
4.fleeting	d) dark and obscure

5.parochial	e) as soon as possible
6.barren	f) very important
	g) over crowded

(answers: 1d 2g 3a 4e 5b 6c)

(Akar, 1990:16)

2.6.2 Productive Tests & Techniques

2.6.2.i Cloze- Tests

The cloze testing procedure is sometimes used for testing vocabulary. It can be said that cloze test claims to be a general indicator of language proficiency, not only of vocabulary.

Nevertheless various aspects of vocabulary competence certainly have a part to play in cloze tests and they can be modified to emphasize this vocabulary aspect. (Wallace, 1982: 114)

In a cloze-test, a passage is written and words are deleted from it at a regular interval (e.g. every fifth, every seventh). The following passage can be given as an example for this type of test. For example:

" I think that was ..... happiest summer of my ..... . There was no trouble ..... our valley. Fletcher was ..... on business most of ..... summer. He was trying ..... get a contract to .....large amounts of beef ..... An Indian Reservation some ..... away. His men were ..... in the valley. But kept to the other ..... of the river and ..... not trouble us at ..... Some of them were .....friendly. It was Fletcher ..... us to go away ..... used his men to ..... life difficult for us. ..... that Fletcher was away, ... left us in peace." (Wallace, 1982:114)

Cloze tests may be presented in various ways. For example, the number of possible answers can be reduced, and the test made easier, by supplying the first letter of each word. An example can be given as:

> I think that was t..... happiest summer of my l..... There was no trouble i..... our valley. Fletcher was a..... on a business trip most of t..... summer. (Wallace, 1982:115)

Deleting only one class of word (nouns, verbs, prepositions, etc.); deleting only certain chosen words; supplying a list of the missing words, so that they can be matched with the passage; and giving multiple- choice answers for each "gap" or "missing word" can be given for examples of cloze testing. However, these are considered gap-filling tests rather than true cloze-testing.

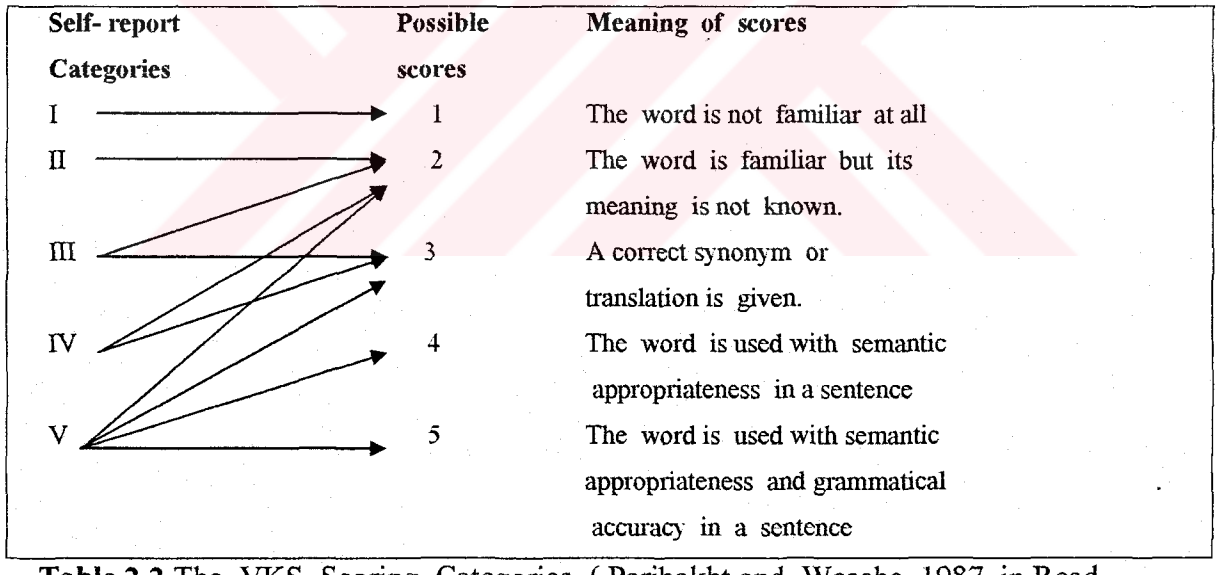
2.6.2.ii The Vocabulary Knowledge Scale

This scale was developed by Sima Paribakht and Mari Wesche at the University of Ottawa in Canada. This instrument can be used any set of words that the researcher or the tester is interested in assessing. It consists of two scales. The first scale is for eliciting responses from the test-takers and the second one is for scoring the responses. The first scale (Table 2.1) one is presented to the test-takers with a list of words.

- 1: I don't remember having seen this word before;
- 2: I have seen this word before but I don't know what it means;
- 3: I have seen this word before I think it means .....;
- 4: I know this word. It means .....;
- 5: I can use this word in a sentence. e.g : .....

Table 2.1 The VKS Elicitation Scale (Paribakht and Wesche, 1997 cited in Read,2000:133)

The scale consists of five categories. The testees are asked to choose which step best represents how well they know the word. Step one represents that the word is not known at all. Category II represents that the word is recognized but the meaning is not known. In Category III, the test takers are asked to show an evidence for their response. They are asked to show the words L1 translation or synonym. Category IV represents that the test-taker is sure that s/he knows the meaning of the word and s/he is asked to show the evidence through synonym or translation. Category V is a bit different from the other steps they are asked to show that they can use this word in a sentence.



Self- report Categories	Possible scores	Meaning of scores
I	1	The word is not familiar at all
II	2	The word is familiar but its meaning is not known.
III	3	A correct synonym or translation is given.
IV	4	The word is used with semantic appropriateness in a sentence
V	5	The word is used with semantic appropriateness and grammatical accuracy in a sentence

Table 2.2 The VKS Scoring Categories (Paribakht and Wesche, 1987 in Read, 2000: 134)

The scoring scale (Table 2.2) translates the testees' responses to each word into test scores. Category I and II responses are scored with 1 and 2 points. Test- takers are given a score of 2 if they claim some

knowledge the word at a higher category level but their response shows that they are mistaken. A score of 3 is given when the test-taker provides an acceptable synonym or L1 translation. Scores of 4 and 5 are given for the sentences written in response to Category V. A score of 4 is given if the target word fits the sentence context appropraiately but is used grammatically incorrect way. If it is used with both an appropriate meaning and correct form a score of 5 is awarded.

Anna and Zechmeister (1991) used a knowledge scale in their study of the vocabulary size of university undergraduates. The subjects had to rate their knowledge on the following scale.

Figure 2.2: Anna and Zechmeister's Knowledge Scale

1 have never experienced the word before
2 have seen or heard the word before, but do not know its meaning
3 have either seen or heard the word before and have a vague idea of its meaning
4 would be able to recognize the meaning of the word if given the word in a multiple-choice test which included the correct meaning and several incorrect meanings
5 know the meaning of the word well enough to give its definition.

Zimmerman (1997) used a four point Knowledge Scale test to assess levels of word knowledge.

Figure 2.3: Zimmerman's Knowledge Scale

a) I dont know the word
b) I have seen the word before but I am not sure of the meaning
c) I understand the word when I see it or hear it in a sentence, but I do not use it in my own speaking or writing
d) I can use the word in a sentence

Within the last 5 or 6 years, *The Vocabulary Knowledge Scale* (VKS) (Paribakht and Wesche, 1997 cited in Read,2000:29) has gained significant currency in second language vocabulary assessment. The particular aim of the VKS was to construct a practical instrument for use in studies of the initial recognition and use of new words.

The VKS differed from the others scales because it requires verifiable evidence of knowledge held at higher levels. The basic idea of the scale was to measure progressive degrees of word knowledge. This was their scale:

Figure 2.4: The Vocabulary Knowledge Scale from Wesche and Paribakht (1993)

I: I don't remember having seen this word before
II: I have seen this word before but I don't know what it means
III: I have seen this word before and I think it means _____ (synonym or translation)
IV: I know this word. It means _____ (synonym or translation)
V: I can use this word in a sentence. e.g.: _____ (if you do this section, please also do section IV)

2.7 Studies Related to Vocabulary Knowledge Scale

VKS was used by Paribakht and Wesche (1993) in their research on vocabulary acquisition in an English language programme for non-native speakers at the University of Ottowa. They essentially used two themes for a study of vocabulary learning, one theme was used in the class but the other was not used. The reserachers selected 30 content words a number of connectives (such as however, in fact). The learners' knowledge about the words was tested through VKS at the begining and at the end of the

course.The results showed that the number of the words known increased significantly during the course.

Paribakht and Wesche (1997) conducted another study by using VKS. In that study they compared two approaches to the acquisition of theme related vocabulary through reading. One is called as Reading Plus which added to the main reading activities a series vocabulary exercises using target content words from the themes. The other, Reading Only, supplemented the main readings with further texts and comprehensiom exercises. In this study, VKS was administered as a pre-test and post-test to measure acquisition of the target words during the course. Acording to the results, the amount of acquisition was greater in Reading Plus, especially for verbs and nouns.

Joe (1995) has used the VKS. In her study the learners were expected read a text and then retell information to someone who had not read the text before. She found that retelling the information led to significant gains in knowledge of key words, especially when they were encoureged to process the information more deeply. Joe has used this instrument in order to assess how the subject's knowledge of the target words had increased. She used it in an interview rather than a written procedure. In addition, she modified the elicitation scale by introducing a sixth category between Categories II and III worded this way: " I have not seen this word before, but I think....".

2.8 Studies Conducted in Turkey

The number of studies which investigate the role of vocabulary knowledge in Turkey is limited. One of them is belong to Söylemez (2001). In her study Söylemez investigated the role of vocabulary in second language teaching. She compared the learners of intermediate level who had been trained on the use of context procedures and those who had no training on the context dependent vocabulary training. The results of her study showed that there was a significant difference between the context group and non-context group.

Another study was carried out by Akdağ (1998). He investigated whether the tests used in English language classrooms were according to the aims of Ministry of Education. The results showed that aims of Language teaching varied in each school and it changed according to class teacher and school.

Kanatlar (1995) carried a study which investigated contextual clues. She investigated beginning and upper-intermediate level students' guessing words in context strategies. It was found that the beginning level learners used strategies more frequently than the upper-intermediate level students.

The purpose of Utar's (2004) study is to investigate the effects of factors such as language level, the provision of a reading passage as context and use of different vocabulary tasks, namely matching and gap-filling, on students' performance in vocabulary tests. The study carried out with 231 preparatory students whose levels ranged from Elementary to Upper-intermediate at Gaziantep University. The results showed that language level and the use of a reading passage

had a significant impact on the students' performance in both test types, independent of each other. It was also found that the interaction of students' language level and the use of a reading passage affected the students' scores in gap-filling and matching tests of vocabulary.

CHAPTER III

METHODOLOGY

3.0 Presentation

This chapter presents the design of the study, subjects, instruments used to collect data, the procedure and data analysis sections.

3.1 Research Design

This study's aim was to examine subjects' success in recognition types of vocabulary tests such as multiple-choice and matching and their success in a more productive type of vocabulary measurement techniques such as the Vocabulary Knowledge Scale; and whether there will be a significant difference between the group means of subjects when they receive a vocabulary test containing items of different parts of speech (state verbs, action verbs, concrete nouns, abstract nouns) being assessed through two tests types, one including matching and multiple-choice items and, the other being Vocabulary Knowledge Scale.

3.2 Research Population

The subjects who took part in this study were fifty- seven students in Bayraktar High School, Gaziantep, during the academic year of 2003-2004. The students were taking twenty- four hours of English classes a week. At the time of the study, the students had completed their third month in language education and followed relevant elementary level course. There were 30 students in preparatory class-A and 27 in class-B, which constructed the total of the students in the preparatory program of the mentioned school. The subjects were between 14-15 years old.

The research population is not very large because to my knowledge there was no other another language group which was using the same materials and was taught in the same way. Although it is desirable to work with a larger research population, it was impossible to find another school which followed the same course program and materials and which would be assessable to the researcher for the in-depth examining of the subject in the subsequent stages of the study. The subjects had been exposed to a foreign language training program within their primary school curriculum, which is generally four hours of English a week.

3.3 Sampling

The major course book and accompanying teaching materials were exactly the same for all students. Two classes were taught by the same teachers. Total number of the students in two classes were fifty-seven. All of the students were included in the study. Therefore, it is a case study.

3.4 Instruments

In order to carry out this research study, two tests which include multiple-choice type and matching type items were prepared by the researcher herself because of the fact that these are the item types most commonly used both in the quizzes and classroom examinations to assess vocabulary knowledge of students.

3.4.1 Matching and Multiple- Choice Tests

Before beginning to write test items, the researcher examined the students' course books. *Profiles*,I,II,III were used in order to develop students four skills. This book covers "controlled introduction of vocabulary, organized thematically; focus on idiomatic expressions and essential functional language; focus on grammar as meaningful language; balance of the four skills in every unit; varied listening activities and reading texts based on real life situations, personality quizzes, and subjects of relevance to the target students; pronunciation practice; conversation

cues to encourage free expression; and frequent recycling and review activities".(Beare, Greenwell, and Phillips, 2003)

A list of words was prepared with the assistance of two teachers of English who had been teaching these classes. Next, the researcher classified this list of words as action verbs, state verbs, concrete and abstract nouns. The purpose of doing this was to observe the differences in subjects' performance in relation to different parts of speech because Aitchson (1987:98) explains importance of the different parts of speech as " all languages divide words up into parts of speech or word classes, which are conventionally given labels such as noun, adjective, verb, and so on, each of which has its own special role to play in the sentence". After that the researcher selected six words for each word category. These words were shown to class teachers in order to check whether they were included in their classroom vocabulary teaching activities and marked for their meanings. Lastly, the researcher constructed items which contextualized the given lexis through the help of monolingual dictionaries and books such as *Longman Dictionaries of Contemporary English (1995), A Dictionary of English Synonyms by Sezer and İçen (1999), Test Your Vocabulary 4 by Watcyn (1983), Test Your Vocabulary 4 by Watcyn (1991), Oxford Learners' Dictionary (1994).*

Two tests were therefore, constructed- Test A and Test B (see Appendix A and B). Each test included twenty-four items which comprised of six abstract nouns, six state verbs in matching format; six action verbs and six concrete nouns in multiple- choice format. The purpose in establishing this

variety and balance in choice of vocabulary items was to eliminate unwanted contamination in our research results due to any uncontrolled conditions. As a matter of fact, the effects of the four parts of speech on subjects performance in the given tests were individually tested before moving on to determine whether receptive tests were reliable indicators of our subjects' depth of knowledge regarding the same lexical items. The words which were tested through matching format in Test A, were tested through multiple- choice format in Test B and vice versa. Every single word was tested in both measurement types- half the class took the test of the same items in multiple-choice format while the other half did so in the matching format. In Test A and Test B, correct responses were scored as 1 point and wrong responses were scored as 0 point.

3.4.2 Vocabulary Knowledge Scale

In addition to the two tests described above the researcher made use of Vocabulary Knowledge Scale developed by Paribakht and Wesche (1997). Firstly, it was translated into Turkish. Although the original scale consists of five categories, it was decreased to four because the first category was a statement of never having seen the marked word before (SEE Appendix-C). Since the target words were selected from their course books this option was eliminated. The original scale includes the following categories:

(I. I do not remember having seen this word before.) **omitted in this study**
II. I have seen this word before. but I don't know what it means.
III. I have seen this word before, and I think it means .....
(synonym or translation)
IV. I know this word it means ..... (synonym or translation)
V. I can use this word in a sentence: ..... (Write a sentence)
(If you do this section, please also do Section VI)
(Read, 2000:133)

There is a very small distinction to be made between Categories II and III, as the prior is only a knowledgeable guess (I think) while the latter expresses certainty of knowledge (I know).

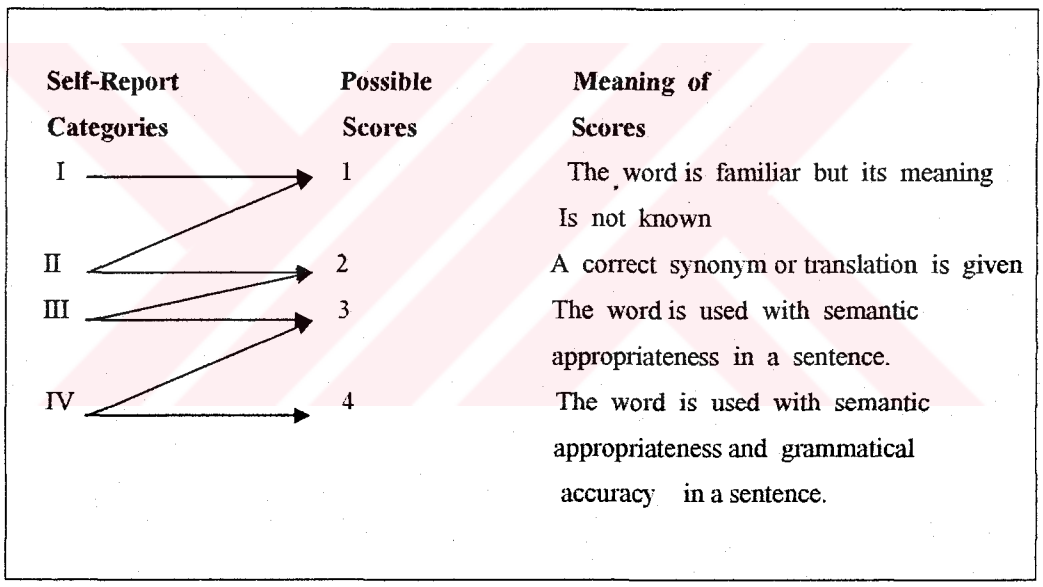


Table- 3.1 The VKS Scoring Categories (Adopted from Paribakht and Wesche, 1997 cited in Read, 2000:134)

The scoring scale translates the test-takers' responses to each word into test scores. Category I is scored 1 point. Test-takers also receive a score of 1 if they claim some knowledge of the word at a higher category level but their response to Category II is wrong. For example; a wrong synonym

or translation attempt at Category II brings 1 point. A score of 2 is given if Category II is chosen and a correct synonym or translation is supplied. A score of 2 is given if test takers select Category III but cannot give a correct synonym or translation. For Category III, a score of 3 is given if the word fits the sentence context appropriately but is used in a grammatically incorrect way. (e.g. My expect is to win the exam). A score of 4 is given only when the word is used with both in appropriate meaning and the correct form. The researcher scored VKS by herself. After administering VKS, its reliability was calculated and it is found to be .87.

3.4. 3 Interview

In order to obtain feedback from the students on their opinions related to the problems they were faced with during the three measurement instruments, the researcher identified students whose scores were far below or above the average scores and those whose scores showed a great variety from one test to another. These students were interviewed on a list of questions prepared by the researcher based on their performance patterns. Some of these questions are listed below:

"- Do you find Matching to be easier test than Multiple-Choice? (or vice versa)

-What kind of difficulties did you come across while answering the questions in Matching and Multiple-Choice?

-What kind of difficulties did you face with while answering Vocabulary Knowledge Scale as compared to the other two test types?

-Why did you leave Category 4 blank?

- Why did you not write an L2 synonym for the given lexical items?

-Why did you generally prefer writing translation of the marked words instead of using them in a sentence?" etc.

The researcher took notes of the subjects' answers to use them in the qualitative analysis of the data.

3.5 Procedure

The first pilot study was given to the first year students at the same school. The reliability of the test was measured, and it was not found to be reliable enough for the main study. So, the weaker items were revised, replaced by others. The revised version of the tests were administered to sixty preparatory students at Gaziantep High School believing that they might be a better match for the target population. The reliability of these two tests were measured as .6 and .7. In order to measure reliability of these tests split-half method was used. This method "split the test into two halves and then correlate the scores on the two halves of the test as if they were two separate tests. The correlation between the two halves gives us the reliability for the test" (Ekmekçi,1999:33). Some further changes were done by considering the results of the pilot study. Test items were checked by one native speaker before it was applied.

This study was conducted at Bayraktar High School. After the prior preparations, tests were administered to two preparatory classes at the same

time in the control of the class teachers. The researcher proctored these sessions in case of any difficulty. While administering VKS, the researcher explained to the subjects the difference between Categories II and III. According to this explanation, Category II would be selected in case they were not sure about a synonym or translation of given lexical item and Category III would be selected if they were sure about their answers. The time limit was 40 minutes. In the following class hour, VKS was administered. The time limit was again 40 minutes. The students were informed that they were taking a quiz in order to secure seriousness and responsibility in the tests. The reliability of two tests were measured as .7 and .8 after giving the last version. The reliability of VKS measured as .8. .

3.5 Data Analysis

Data analysis procedures were initiated when the data collection procedure was completed. All data analyses were carried out using the Statistical Package for Social Sciences (SPPS) 11.0.

Firstly, Independent-Sample t-test was used in order to compare mean scores of different parts of speech in each test. Ekmekçi (1999:22) defines the use of t-test as "to calculate the degree of significance of two means at a selected probability level". Secondly, multiple-linear regression was used in order to define a predictor of VKS. Ekmekçi (1999:94) defines regression analysis as used in cases " when only one variable of interest is taken into

consideration, and other variables are used to predict the behaviour of this specific variable under the given conditions." In this study, each correct answer in the tests was scored one point. The results of the regression and t-test are put into tables and analyzed in the next chapter.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.0 Presentation

The statistical analysis for this study was carried out in two stages. In the first stage, the effects of the four parts of speech on subjects' performance in the given tests were individually tested before moving on to determine whether receptive tests were reliable indicators of our subjects' depth of knowledge regarding the same lexical items. Therefore, for the first stage, Independent samples t-test was computed. In the second stage, in order to look for a relationship between students' success in recognition type of vocabulary tests and their success in productive type of vocabulary measurement techniques regression statistical analysis was conducted.

4.1 Results of the Study

Based on students' scores presented in Appendix D, a number of statistical tests were conducted to test the hypotheses stated in Chapter I of this study.

The first part of the data deals with the first main hypothesis and its sub-hypotheses. In accordance with this hypothesis the total of the vocabulary items in these tests were purposefuly chosen from four possible categories of content words: abstract and concrete nouns together with action and state verbs. The

purpose of doing so was to determine if random choice of vocabulary items for testing purposes would have any impact on test results. If our research results indicate such an outcome, then we might consider making more systematic knowledgable choice of items to include in our tests.

Hypothesis # 1 **There is no significant relationship between subjects' scores on a vocabulary test of different parts of speech (action verbs, state verbs, concrete nouns, abstract nouns, verbs combined, nouns combined) and the test types being employed.**

The following sub- hypotheses were formulated around these sub- categories.

Hypothesis # 1a **There is no significant relationship between subjects' scores on a vocabulary test of ACTION VERBS and the test types being employed.**

Group Statistics

	TESTTYPE	N	Mean	Std. Deviation	Std. Error Mean
ACTVERB	match	27	4,40	1,39	,26
	mult ch	27	4,85	,94	,18

Table 4.1 Means and Standard Deviations for Action Verbs in Matching and Multiple-choice Tests

Independent Samples Test

		Levene's Te for Equality Variances		t-test for Equality of Means						
									95% Confidenc Interval of the Difference	
		F	Sig.	t	df	Sig. (2-taile	Mean Differenc	Std. Erro Differenc	Lower	Upper
ACTVERB	Equal variances assumed	9,97	,003	-1,37	52	,177	-,44	,32	-1,09	,20
	Equal variances not assumed			-1,37	45,38	,177	-,44	,32	-1,09	,20

p>.05

Table 4.2 T-test Results for Action Verbs in Matching and Multiple-choice Tests

As it can be seen in Table 4.1, mean scores of action verbs in matching and multiple- choice shows almost no difference. In other words, students' scores on this part of the tests are nearly the same. The mean value for action verbs' in matching is 4.40, and in multiple-choice test it is 4.85. When standard deviations (s.d.) for matching and multiple-choice are compared it can be added that standard deviations in matching test (1.39) shows more inner variety than standard deviations in multiple choice test (.94). Table 4.2 shows that there is no significant difference between the mean values of matching and multiple-choice at 0.05 level of significance for action verbs. It can be asserted that measuring action verbs both through multiple-choice and matching tests show no difference. So, this hypothesis is accepted.

Hypothesis # 1b **-There is no significant relationship between subjects' scores on a vocabulary test of STATE VERBS and the test types being employed.**

Group Statistics

	TESTTYPE	N	Mean	Std. Deviation	Std. Error Mean
STATEVERB	match	30	1,06	1,41	,25
	mult ch	27	3,48	1,55	,29

Table 4.3 Means and Standard Deviations for State Verbs in Matching and Multiple-choice

Independent Samples Test

		Levene's Te for Equality Variances		t-test for Equality of Means						
									95% Confidenc Interval of the Difference	
		F	Sig.	t	df	Sig. (2-taile	Mean Differenc	Std. Erro Differenc	Lower	Upper
STATEVER	Equal variances assumed	,288	,593	-6,14	55	,000	-2,41	,39283	-3,20	-1,62
	Equal variances not assumed			-6,11	52,854	,000	-2,41	,39483	-3,20	-1,62

p<.05

Table 4.4 T-test Results for State Verbs in Matching and Multiple-choice

Mean scores and standard deviations for state verbs in matching and multiple- choice tests are shown in Table 4.3. Acording to this table, mean scores for state verbs in matching is 1,06 and in multiple-choice test is 3,48. The results of the t-test shows that there is a significant difference between the scores of student at the 0.05 level of significance. It can be said that students tend to get higher scores when state verbs are measured through multiple-choice tests rather than matching tests. Therefore, this hypothesis is rejected.

Hypothesis # 1c **There is no significant relationship between subjects' scores on a vocabulary test of CONCRETE NOUNS and the test types being employed.**

Group Statistics

	TESTTYPE	N	Mean	Std. Deviation	Std. Error Mean
CONCRT NOUN	match	30	3,90	1,56	,28
	mult ch	27	4,22	1,33	,25

Table 4.5 Means and Standard Deviations for Concrete Nouns in Matching and Multiple-choice

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CONCRT NOUN	Equal variances assumed	,849	,361	-,832	55	,409	-,32	,38	-1,09	,45
	Equal variances not assumed			-,838	54,886	,405	-,32	,38	-1,09	,44

P>.05

Table 4.6 T-test Results for Concrete Nouns in Matching and Multiple-choice

As it is seen in Table 4.5, mean score of concrete nouns in multiple-choice is 4,22 and in matching 3,90. The small difference value found between the mean scores, in Table 4.5 shows that there is no significant difference between the scores of students for concrete nouns in matching and multiple-choice tests. Since the .409 level of significance is greater than the predetermined .05 level, it can be asserted that the difference between matching and multiple-choice score means for this population is not significant. So, this hypothesis is accepted.

Hypothesis # 1d **There is no significant relationship between subjects' scores on a vocabulary test of ABSTRACT NOUNS and the test types being employed.**

Group Statistics

	TESTTYPE	N	Mean	Std. Deviation	Std. Error Mean
ABSTRACT NOUN	match	27	3,00	1,92	,36
	mult ch	30	4,33	1,18	,21

Table 4.7 Means and Standard Deviations for Abstract Nouns in Matching and Multiple-choice

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ABSTRACT NOUN	Equal variances assumed	9,153	,004	-3,189	55	,002	-1,33	,41	-2,17	-,49
	Equal variances not assumed			-3,113	42,373	,003	-1,33	,42	-2,19	-,46

p<.05

Table 4.8 T-test Results for Abstract Nouns in Matching and Multiple-choice

As it can be seen in Table 4.7, mean scores for absract nouns show difference. In matching test mean value for absract nouns is 3.00 and in multiple-choice test it is 4.33. When standard deviation values in matching and multiple-Choice are compared, it can be said that the score in the matching test (1.92) shows more variety than the score in multiple-choice test (1.18). According to the results of the t-test in Table 4.8, there is a significant difference between the scores of students for abstract nouns in the matching and multiple-choice tests. Since .002 level

of significance is smaller than .05, it can be asserted that the difference between matching and multiple-choice score means for this population is significant. On interpretation of this could be that students get higher marks when abstract nouns are measured through multiple-choice tests. It is important to attract the reader's attention of this point to the similar significant values achieved earlier for state verbs, which are the counterpart of abstract nouns in the sense of abstractness.

Hypothesis # 1e **There is no significant relationship between subjects' scores on a vocabulary test of VERBS COMBİNED and the test types being employed.**

Group Statistics

	TESTTYPE	N	Mean	Std. Deviation	Std. Error Mean
VERBS	match	30	4,26	1,41	,25
	mult ch	27	,85	1,29	,24

Table 4.9 Means and Standard Deviations for Vebs in Matching and Multiple-choice

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VERBS	Equal variances assumed	1,427	,237	9,48	55	,000	3,41	,35	2,69	4,13
	Equal variances not assumed			9,53	54,982	,000	3,41	,35	2,69	4,13

p<.05

Table 4.10 T-test Results for Verbs in Matching and Multiple-choice

Table 4.9 shows means for verbs combined in the matching and multiple-choice tests. Although mean value in matching is 4:26, it is .85 in multiple-choice test. There is a great difference between mean values of two tests. Therefore, Table 4.10 shows that there is a significant difference between the mean values of matching and multiple-choice at the .05 level of significance for verbs. It can be argued that when verbs are tested through multiple-choice tests students tend to become more succesful compared to matching test.

Hypothesis # 1d **There is no significant relationship between subjects' scores on a vocabulary test of NOUNS COMBINED and the test types being employed.**

Group Statistics

	TESTTYPE	N	Mean	Std. Deviation	Std. Error Mean
NOUNS	match	30	3,26	1,99	,36
	mult ch	27	3,70	1,51	,29

Table 4.11 Means and Standard Deviations for Nouns in Matching and Multiple-choice

Independent Samples Test

		Levene's Te for Equality Variances		t-test for Equality of Means						
									95% Confiden Interval of the Difference	
		F	Sig.	t	df	Sig. (2-taile	Mean Differenc	Std. Erro Differenc	Lower	Upper
NOUNS	Equal variances assumed	5,355	,024	-,922	55	,360	-,43	,47	-1,38	,51
	Equal variances not assumed			-,936	53,51	,354	-,43	,46	-1,37	,49

p>.05

Table 4.12 T-test Results for Nouns in Matching and Multiple-choice

Table-4.11 shows means and standard deviations for nouns in matching and multiple-choice. Mean value for nouns in matching tests is 3.26; their mean value in multiple-choice tests is 3.47. According to standard deviation values, scores in matching show more variety than scores in multiple-choice test. Table 4.12 shows that for nouns there is no significant difference between the mean values of matching and multiple-choice at the .05 level of significance. Since 0.360 level of significance is greater than 0.05, it can be asserted that the difference between matching and multiple-choice score means for this population is not significant and the hypothesis is accepted.

Word Categories		Mean	Std. Deviation	Sig.(2-tailed)	Std. Error Mean
Action Verbs	Matching	4.40	1.93	.177	.26
	Mult. Ch.	4.85	.94	.177	.18
State Verbs	Matching	1.06	1.41	.000	.25
	Mult. Ch.	3.48	1.55	.000	.29
Concrete Nouns	Matching	3.90	1.56	.409	.28
	Mult. Ch.	4.22	1.33	.405	.25
Abstract Nouns	Matching	3.00	1.92	.002	.36
	Mult. Ch.	4.33	1.18	.003	.21
Verbs	Matching	.85	1.29	.000	.24
	Mult. Ch.	4.26	1.41	.000	.25
Nouns	Matching	3.26	1.99	.360	.36
	Mult. Ch.	3.70	1.51	.354	.29

Table 4.13 Summary of Means, Standard Deviations, Significant Values and Standard Error Means for Word Categories in Matching and Multiple- Choice Tests.

In order to check the results of Independent- samples t-test it was thought necesssary to a calculate one -way Anova as a means of checking the results the t-test values. As stated in Isaac and Michael (1971), factorial designs which involve more than two groups and yield more than two means, "yieald information about the information about the main effects of particular variables by themselves and they also yield information about interactions between variables." (pp.140). Table 4.14 below shows the values that the Anova yielded. The same significant values have been revealed by the Anova's study.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ACTVERB	Between Groups	2,66	1	2,6	1,87	,177
	Within Groups	73,92	52	1,4		
	Total	76,59	53			
STATEVER	Between Groups	82,86	1	82,86	37,78	,000
	Within Groups	120,60	55	2,19		
	Total	203,47	56			
ABSTRACT	Between Groups	25,26	1	25,26	10,16	,002
	Within Groups	136,66	55	2,48		
	Total	161,93	56			
CONCT	Between Groups	1,47	1	1,47	,69	,409
	Within Groups	117,36	55	2,13		
	Total	118,84	56			
VERBS	Between Groups	165,70	1	165,70	89,99	,000
	Within Groups	101,27	55	1,84		
	Total	266,98	56			
NOUNS	Between Groups	2,71	1	2,71	,85	,360
	Within Groups	175,49	55	3,19		
	Total	178,21	56			

Table 4.14 Anova results of each part of speech

When Table 4.13 and Table 4.14 are examined, it is seen that the mean value for verbs combined is the lowest value in the matching test although the highest value belongs to action verbs in both tests. Although scores of action verbs in matching and multiple-choice tests are very close to each other, the situation is very different for state verbs. For state verbs, students get higher scores when test type is multiple-choice. Therefore, the difference in verbs of both types can be explained by the low scores of state verbs in matching items.

When we examine the mean values for abstract and concrete nouns, the results show that test type plays a significant factor while assessing learners'

knowledge of abstract nouns. However, such a difference does not exist for concrete nouns. When mean values for nouns combined are examined, the results of t-tests show that test type is not a significant factor in assessing learners knowledge of nouns combined.

When state verbs are compared to action verbs, it can be seen that students tend to recognize or recall action verbs more easily than state verbs. This could be due to the fact that state verbs require extra knowledge for correct use in appropriate contexts; or age factor and learning order factors may be significant factors of differences in mean values. In early ages, subjects may have difficulties in learning state verbs and abstract nouns.

In this study, mean scores obtained from the multiple-choice test are inexceptionally higher than mean scores obtained from matching test (see Table 4.19). It can be interpreted that the opportunity to eliminate among the distractors found in multiple-choice tests raises the students chances of receiving higher scores, giving them the opportunity to take guesses in situation of uncertainty. On the other hand, while scoring the papers, it was observed that students were generally more succeful in the test of nouns when compared to verbs. Statistical values given above prove this observation, too.

***Hypothesis # 2*- Subjects' success in recognition types of vocabulary tests such as multiple-choice and matching, will not be a significant predictor of their success in a more productive type of vocabulary measurement technique such as the Vocabulary Knowledge Scale.**

To inquire into the truth of this hypothesis, partial regression was run, the results to which are given in the tables below.

Descriptive Statistics

	Mean	Std. Deviation	N
VKS	52,26	11,47	57
MATCH	6,10	2,93	57
MULT	8,91	3,75	57

Table 4.15 Means and Standard Deviations in VKS, Matching and Multiple-Choice

Correlations

		VKS	MATCH	MULT
Pearson Correlation	VKS	1,000	,063	,059
	MATCH	,063	1,000	-,119
	MULT	,059	-,119	1,000
Sig. (1-tailed)	VKS	.	,320	,333
	MATCH	,320	.	,189
	MULT	,333	,189	.
N	VKS	57	57	57
	MATCH	57	57	57
	MULT	57	57	57

Table 4.16 Correlation Values for VKS, Matching and Multiple-Choice

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,092[a]	,008	-,028	11,64038

a. Predictors: (Constant), MULT, MATCH

b. Dependent Variable: VKS

Table 4.17 Model Summary for VKS, Matching and Multiple-Choice

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	48,741	5,446		8,95	,000			
	MATCH	,278	,533	,071	,522	,604	,063	,071	,071
	MULT	,205	,417	,067	,491	,626	,059	,067	,066

a. Dependent Variable: VKS

Table 4.18 Coefficients for VKS, Matching and Multiple-Choice

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	50,67	56,67	52,2632	1,05	57
Residual	-22,30	32,87	,0000	11,43	57
Std. Predicted Value	-1,51	4,19	,000	1,00	57
Std. Residual	-1,91	2,825	,000	,982	57

a. Dependent Variable: VKS

Table 4.19 Residual Statistics for VKS, Matching and Multiple-Choice

VARIABLE	B	Std. Error ß	β	T	p	Zero-order r	Partial r
CONSTANT	48,741	5,446	-	8,950	,000		
MULT. CH.	,278	,533	,071	,522	,604	,063	,071
MATCHING	,205	,417	,067	,491	,626	,059	,066
R=,092 F=,229		R^2=,008 p=,796					

Table 4.20 Results for Multiple Regression Analysis Related to the Prediction of Succes in Vocabulary Knowledge Scale

Regression analysis values related to the prediction of Vocabulary Knowledge Scale scores based on matching and multiple-choice variables is given in Table 4.19. According to Table 4.19, when the predictor variable of multiple- choice is controlled, the correlation between the predictor variable of matching and Independent variable of Vocabulary Knowledge Scale is calculated as r= ,071. On the other hand, when the predictor variable of matching is controlled, the correlation value between the predictor variable of multiple-choice and Independent variable of Vocabulary Knowledge Scale is r= ,066. As seen for these values, predictor variables of matching and multiple- choice together displayed low and insignificant relationship (R=,092 R^2=,008, p>.05) . Therefore, it can be argued that predictor variables of matching and multiple- choice explain about 0 % of the total variance in Vocabulary Knowledge Scale.

According to standardized regression value (β), the order of importance for variables over Vocabulary Knowledge Scale is first matching and then multiple-choice. In a practical sense, this output shows that neither matching nor multiple-choice can be accepted as a predictor of subject's ability to acknowledge the word, give a synonym or L1 translation, use the given word in a syntactically and semantically correct context.

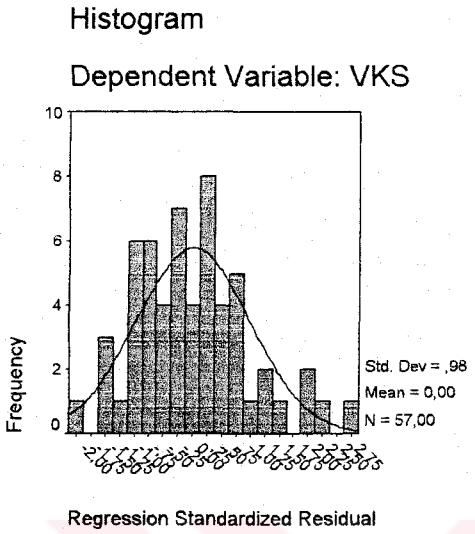


Figure 4.1

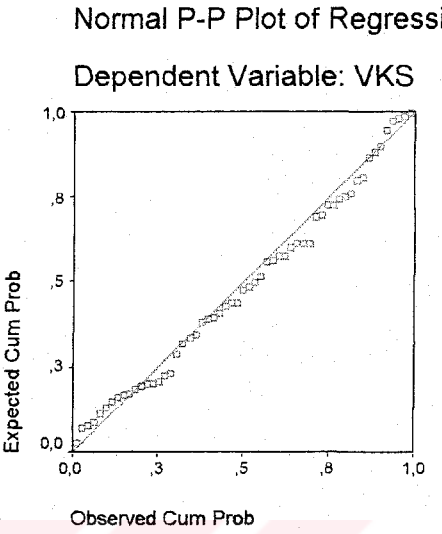


Figure 4.2

Graphics for Multiple Regression Analysis of Regression Standardized Residual and Regression Standardized Predicted Value

When the graphs in Figure 4.1 are examined, the histogram and plot of regression present an even, uniform results for VKS scores and the values tend to gather around a single direction.

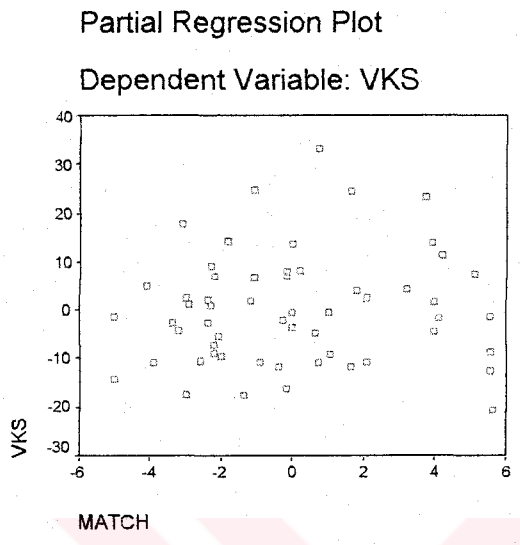


Figure 4.2 Partial Relationship between Matching and VKS

Figure 4.2 shows a close to zero relationship between the predictor variable Matching and Vocabulary Knowledge Scale. It can be claimed that there is a very low and positive correlation between the predictor variable of Matching and Independent variable of Vocabulary Knowledge Scale.

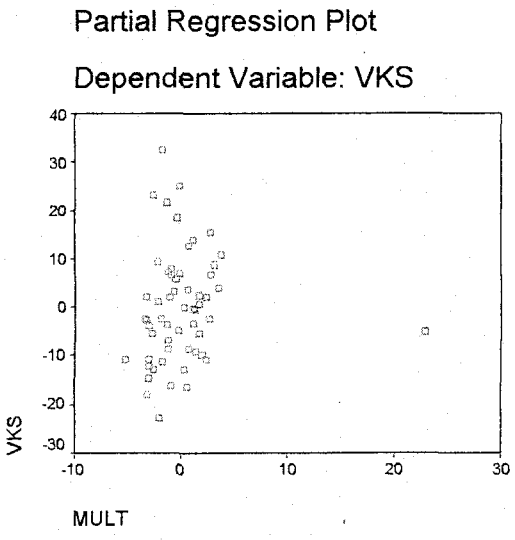


Figure 4.3 Partial Relationship between Multiple-Choice and VKS

According to Figure 4.3, once again there is a low and positive correlation between the dependent variable of Vocabulary Knowledge Scale and predictor variable of multiple-choice. Diagram shows that values tend to scatter around a single direction.

4.2 Qualitative Analysis of Vocabulary Knowledge Scale

Subjects marked the first option if they believed they saw the word before but they did not remember its meaning. In the present study, this option was circled at a rate of 42 %. It can be said that most of the words seemed familiar to these students but they could not remember their meanings in isolation; that is out of context.

The second option required the learners to give a synonym or an L1 translation of the target words even if they were not sure about it, (I think I know...). This option was selected at a rate of 16 %. The third option almost identical to the second in that it requires a synonym of L1 translation but it is demanding a greater certainty (i.e. I know...) on part of the student in his answer. The rate of the students who felt confident in their knowledge of the word added to 23 %.

The last option goes a step further and requires students to use the given word in a syntactically and semantically correct context. This stage was achieved by 18 % of the students.

When the percentages of the each stage were considered, it can be concluded that the meaning of the words were mostly not remembered (42 %). This outcome finds support in the values drawn out in table 4.13, where mean values for students' success for each word category comes out to be approximately 3 to 4 out of 6 points, which yields a 50-60 success based on true recall. In addition, when the second and the third stages were considered together and based on my examination of the papers, it can be said that a great percentage of the students (39 %) tend to give L1 translation of the target words, but fail to use them in syntactically and semantically correct contexts. On accout of these reasons, it can be concluded that most of the students have difficulty in providing sentences as context around the given words.

When the papers were examined, it was observed that very few students could use state verbs in semantically and syntactically correct sentences while a greater number of students were able to use action verbs in correct contexts. Therefore, it can be inferred that it takes a longer and more needs- oriented language training process for subjects to become efficient users of state verbs in semantically and syntactically correct contexts. For test constructers, this could mean the postponing the inclusion of state verbs for purpose of vocabulary assessments to later and more advanced stages of learning.

Through my examination of the papers, it was observed that the number of the students who produced correct contexts for concrete nouns was greater than the ones who produced correct contexts for abstract nouns. Therefore, it can be said that abstract nouns take a longer language training process for subjects to be able to use abstract nouns in the appropriate contexts.

4.3 Results of Interwiev

An interview was carried out with the subjects in order to get their opinions on the three measurement techniques considering the responses obtained from this interview, it can be concluded that students have some difficulties in producing correct linguistic contexts for the target words. In answer to questions regarding the linguistic demands of the two test types (multiple-choice and matching) and VKS, the students have expressed a greater ease in the filling of blanks in a given statement either through elimination or provision of an answer. They claimed there was not an available context provided for them in VKS ; they are required to produce the context on their own. Although they know the meaning of a given lexical item, they lack the linguistic ability and practice of constructing correct sentences around the given words.

When matching and multiple-choice tests were compared, students said that multiple-choice tests were easier because through elimination, knowledge of distractors, or knowledgable guessing they could attain the correct response. On the other hand, in matching tests chances of reaching the correct response is lower than in multiple-

choice tests because test takers are asked to match a large of lexical items with a group of definitions. Distractors in matching tests are not limited to three as it is in multiple- choice tests. In addition, one incorrect response in a matching test may lead to one or more incorrect responses, but in a multiple-choice test each test item is independent of the others. That is an incorrect response does not affect the reponse to other items.

When test- takers were asked Why they generally prefered writing translation of the marked words instead of using them in a sentence. Some of them claimed that they got higher scores through supplying synonyms or translations rather than using words in correct contexts. Some of them said that they felt inhibited by the risk of producing incorrect sentences. Therefore, they were satisfied with giving translation of the words. It can be said that students are not confident in their ability to produce a correct context for a given word. One reason for this is that L1 translation of the words is the most common way of teaching vocabulary in foreign language education classrooms.

4.4 Discussion of the Results

In order to investigate the nature of students' performance through various vocabulary assessment techniques, a descriptive study was conducted in Bayraktar High School. In the light of the results and analyses presented in this chapter, the following results have been reached.

The first research question was whether test type will be a significant factor in determining subjects' success on vocabulary items of different parts of speech.

The first sub-hypothesis (1a) claims that there is no significant relationship between subjects' scores on a vocabulary test of *action verbs* and the test types being employed.According to the results presented in Tables 4.1 and 4.2, this null hypothesis has been confirmed. The results of independent- Samples t-test shows that there is no significant difference betweeen the subjects' success in action verbs being assessed through matching test and multiple-choice test. It can be said that subjects will perform equally successfully in a test of action verbs despite differences in test types.

The second sub- hypothesis (1b) claims that there is no significant relationship between subjects' scores on a vocabulary test of *state verbs* and the test types being employed. According to the results presented in Tables 4.3 and 4.4 , this null hypothesis has not been confirmed. The results of Independent Samples t-test shows that there is a significant difference between the students' success in state verbs being assessed through a matching test as against and multiple- choice test. In other words, in a test of state verbs, subjects show different performances according to the test types.

The third sub-hypothesis (1c) claims that there is no significant relationship between subjects' scores on a vocabulary test of *concrete nouns* and the test types being employed. The results in Tables 4.5 and 4.6 have confirmed this null hypothesis. The results of Independent Sample t-test shows that there is no significant

difference between the students success in concrete nouns being assessed through matching test and multiple- choice test. In other words, subjects will perform equally succefully in a test of concrete nouns despite differences in test types.

The fourth sub-hypothesis (1d) claims that there is no significant relationship between subjects' scores on a vocabulary test of *abstract nouns* and the test types being employed. This null hypothesis has not been confirmed by the results presented by Tables 4.7 and 4.8. According to the results of Independent Samples t-test showed that there is a significant difference between the subjects' success in abstract nouns being assessed through matching test and multiple – choice test. It can be said that subjects do not show the same performance in the two tests when the target words consist of abstract nouns.

The fifth sub-hypothesis (1e) claims that there is no significant relationship between subjects' scores on a vocabulary test of *verbs combined* and the test types being employed. The results presented in Tables 4.9 and 4.10 have not confirmed this null hypothesis. According to the results of Independent Samples t-test there is a significant difference between the subjects' success in verbs being assessed through matching test and multiple – choice test. Therefore, it can be said that if the target words consist of verbs combined, test type plays a significant role in subjects' performance.

The sixth sub-hypothesis (1f) claims that there is no significant relationship between subjects' scores on a vocabulary test of *nouns combined* and the test types being employed. According to the results in Tables 4.11 and 4.12, this null hypothesis has

been confirmed. The results of Independent Samples t-test showed that there is no significant difference between the subjects' success in nouns being assessed through matching test and multiple- choice test. In other words, subjects show the same degree of success in both test types when the target words consists of nouns combined.

The second hypothesis stated in Chapter I claims that subjects' success in recognition type of vocabulary tests such as multiple-choice and matching tests will not be a significant predictor of subjects' success in a productive type of vocabulary test, such as the Vocabulary Knowledge Scale. According to the results presented in Table 4.18, this null hypothesis has been confirmed. The results of multiple regression analysis shows that subjects' success in recognition types of vocabulary tests such as multiple-choice and matching tests will not be a significant predictor of subjects' success in productive types of vocabulary tests such as the Vocabulary Knowledge Scale.

CHAPTER V

CONCLUSION

5.0 Presentation

This final chapter will firstly present the summary of the present study. Secondly, based on the preceding chapters, a number of conclusions will be presented based on the reserach findings. The last section will make recommendations with respect to the current study.

5.1 Purpose of the Study

The primary purpose of this study was to investigate whether test type is a significant factor in assessing learners' vocabulary knowledge; if so, which test type (matching or multiple- choice) could be taken as a predictor of subjects' ability to use vocabulary items correctly and appropriately, as illustrated in the subjects' performance on the Vocabulary Knowledge Scale. In order to define a predictor of subjects ability to use vocabulary items as illustrated in Vocabulary Knowledge Scale regression analysis was computed. An auxiliary research question was to examine whether the part of speech of a vocabulary item (i.e. verb,noun) was a factor in determining subjects' success in vocabulary tests. In order to compare group means of subjects for each word

category consisting of different parts of speech, Independent Samples t-test was computed.

The subjects who took part in this study were fifty- seven students at Bayraktar High School, Gaziantep.

The research questions were:

1) Is there a significant relationship between subjects' scores on a vocabulary test of different parts of speech (action verbs, state verbs, concrete nouns, abstract nouns, verbs combined, nouns combined) and the test types being employed?

2) Will subjects' success in recognition types of vocabulary tests such as multiple-choice and matching, be a significant predictor of their success in a more productive type of vocabulary measurement techniques such as the Vocabulary Knowledge Scale?

In order to gather data, A version of the test was given to one group of the students while its B version was administered to the other group. In the following class hour all students were presented Vocabulary Knowledge Scale.

5.2 Discussion of the Study

When literature is reviewed it can be said that vocabulary has been the main concern of a number of studies. One major study was carried out by

Qian (1999) who investigated the roles of breadth and depth of vocabulary knowledge of young adults in reading comprehension.

Waring (1997) focused on depth of vocabulary. He tried to investigate not only whether the students knew the words but also how well they knew them.

Cameron (2002), on the other hand, investigated vocabulary size, as one aspect of the lexical development, of students in a UK secondary school who used English as an Additional Language (EAL).

Context has been the main interest of Söylemez's (2001) study. Utar (2004) tried to investigate the effects various of factors such as language level, provision of a reading passage as context and use of different vocabulary tasks, namely matching and gap-filling, on students' performance in vocabulary tests.

No study could be found related to the relationship between diffent parts of speech and test –type. Aitchson (1987:98) claims that " All languages divide words up into 'parts of speech' or word classes, which are conventionally given such as noun, adjective, verbs and so on". Although division of parts of sppech have been claimed in the field of vocabulary research, no study related to the relationship between L2 vocabulary learning and assessment, and parts of speech has been found. Therefore, this study can make contributions in terms of relationship between parts of speech and L2 vocabulary assessment. In addition, this study goes a step further and divides parts of speech into sub-categories as abstract/concrete nouns, action/state verbs.

Utar (2004) investigated the significance of using matching and gap-filling vocabulary tests and the role of context (in her case a reading passage) in assessing vocabulary knowledge of foreign language learners. Subjects in general were more succesfull in contextualized versions of the tests than the decontextualized ones. This study followed a different line in terms of dealing with matching and multiple- choice items. Since target items were presented in a context in multiple-choice tests, students' performance in the tests are higher than their performance in matching tests. In matching tests absence of context and the nature of lexical items (abstractness) brings an extra difficulty and it lowers the subjects performance in these tests. In matching items subjects are required to find the correct answer among a total number of definitions while in multiple-choice items, they select the correct answer by eliminating three out of the four options. Therefore, it can be said that abstractness or concreteness of the words, and ways of measurement (contextualized or decontextualized) play significant roles in subjects' success for vocabulary knowledge in second language assessment.

Vocabulary Knowledge Scale has been used in a few studies by Paribakht and Wesche (1993,1997). In their studies they measured the amount of L2 learners' vocabulary gain following two treatment conditions: reading activities followed with and without vocabulary exercises. In their second study (1997), they emphasized the importance of parts of speech in vocabulary acquisition. Their results showed that the amount of acquisition was greater for nouns and verbs. Paribakht and Wesche focused on parts of speech in

terms of vocabulary learning/teaching. However, this study dealt with parts of speech in terms of different assessment techniques. It examined whether test type is asignificant in assessing vocabulary type. In addition, studies carried out through VKS did not compare productive and receptive measurement techniques, but this study is serving this purpose. It investigates the relationship between learners' success in receptive tests, such as matching and multiple-choice, and a productive measurement instrument such as the VKS.

5.3 Conclusions

This study has produced a number of conclusions that can be drawn from the results. The results and findings of the study were presented in Chapter IV. However, more general conclusions can be drawn from the findings presented in the previous chapter.

The first research question was whether there is a significant relationship between subjects' scores on a vocabulary test of different parts of speech (action verbs, state verbs, concrete nouns, abstract nouns, verbs combined, nouns combined) and the test types being employed.

This research question formulated around six sub-hypotheses.

The first sub-hypothesis was whether there is a significant relationship between subjects' scores on a vocabulary test of *action verbs* and the test types being employed. Results of Independent –Samle *t*-test shows that there is no significant difference between the group means of subjects when they

receive a vocabulary test containing *action verbs* whether assessed through matching test or multiple-choice test (p= ,177). Actually, mean scores of action verbs in matching and multiple-choice are very close to each other (match M= 4,40; mult ch M= 4,85). Therefore, it can be said that since test type is not a significant factor for for assessing learners' knowledge of action verbs, second language teachers can use both matching test and multiple-choice test.

The second sub-hypothesis was whether there is a significant relationship between subjects' scores on a vocabulary test of *state verbs* and the test types being employed. Results of the t-test show that there is a significant difference between the group means of subjects when they receive a vocabulary test containing *state verbs* assessed through matching test and multiple-choice test (p= ,000). Mean value for state verbs in matching test is M= 1,06 and multiple- choice test M= 3,48. It can be said that assessment technique plays a significant role in learners' success with state verbs. When word type is state verb, students get higher scores in multiple-choice tests rather than in matching tests.

The third sub-hypothesis was whether there is a significant relationship between subjects' scores on a vocabulary test of *concrete nouns* and the test types being employed. Mean values of concrete nouns in matching and multiple-choice tests are very close to each other. So the results of t-test prove that there is no significant difference between the group means of subjects when they receive a vocabulary test containing *concrete nouns*

assessed through matching test and multiple-choice test (p= ,409). It can be said that teachers can use both matching and multiple- choice tests for testing learners' knowledge of concrete nouns.

The fourth sub-hypothesis was whether there is a significant relationship between subjects' scores on a vocabulary test of *abstract nouns* and the test types being employed. According to mean values (matc M= 3,00; mult ch M=4,33) test type plays a significant role in learners' success for abstract nouns (p=,002). The results of t-test show that students get higher scores in multiple-choice test when word type is abstract nouns.

The fifth sub-hypothesis was whether there is a significant relationship between subjects' scores on a vocabulary test of *verbs combined* (state&action) and the test types being employed. Mean values of verbs in matching (M= 4,26) and in multiple- choice test (M= ,85) show a great difference. Therefore, it can be said that students' success in test containing verbs show differences when it is evaluated through matching and multiple-choice tests. This difference may be explained by the state verb factor, which this study has shown to have pulled down students' success in matching tests. But for action verbs such a difference does not exist.

The sixth sub-hypothesis was whether there is a significant relationship between subjects' scores on a vocabulary test of *nouns combined* (concrete&abstract) and the test types being employed. Mean scores for nouns in matching (M=3,26) and in multiple-choice test (M= 3,70) are very close to each other. Therefore, t-test results show no difference between the group

means of subjects when they receive a vocabulary test containing nouns assessed through matching test and multiple-choice test (p=,360). Students being tested on nouns in general (concrete and abstract nouns) do not show a significant difference. It can be said that test type is not a significant factor in assessing lerners' knowledge of nouns of both types.

In sum, the results point to be importance of parts of speech, when compiling words to be included in a vocabulary test.

The second research question was whether subjects' success in recognition types of vocabulary tests such as multiple-choice and matching, would be a significant predictor of their success in a more productive type of vocabulary measurement techniques such as the Vocabulary Knowledge Scale. In other words, if a subject receives a high score on a multiple- choice or matching test, can we safely conclude that the same subject is equally capable of using the target words in a semantically and and syntactically correct context. According to regression analysis results, predictor variables of matching and multiple- choice displayed low and insignificant relationships (R=,092 R^2=,008, p>.05) . Therefore, neither matching nor multiple- choice can be accepted as a predictor of subject's ability to use the target words productively and correctly. It is assumed that while matching and multiple-choice tests tend to evaluate learners' passive recognition of an item (where the guessing factor should not be overlooked), Vocabulary Knowledge Scale tends to assess learners' actual ability to use a word by constructing a sentence around it, meeting its semantic and syntactic requirements. Results show that

if second language teachers teachers are satisfied with feedback on their learners' receptive skills it would be sufficient to use matching and multiple-choice tests. However, if the purpose is to check their productive knowledge of the word, productive measurement instruments such as the Vocabulary Knowledge scale would be more advisable and for this purpose multiple-choice and matching would be no substitutes. The choice of such productive measures will produce a desired backwash effect on our students and make them aware that knowing a word is more than a passive recognition of the word. Such an awareness will lend them to adopt their vocabulary learning strategies in the designed direction. Other approaches to measuring vocabulary globally could involve "calculating the richness of the test takers' production" (such as in writing or speaking) or their recognition and understanding of words under contextual constraints (such as in reading or listening) however, we also need to test our students' size of vocabulary distinctly and expilicitly based on the fact that learners need a certain amount of vocabulary in order to be able to operate independently in a particular context (Aldersan and Banerjee,2002).

5.4 Recommendations

In the light of this study, the following recommendations can be taken into consideration by test constructors:

Firstly, the parts of speech of the items to be included in a test should be given consideration when selecting words for examinations. For example; while assessing learners' knowledge of state verbs and abstract nouns multiple- choice items would be more appropriate according to the statistical results shown in the previous chapter. The abstractness of these type of items require a context of some length, even if as brief as a sentence, as in the multiple-choice tests. Matching items are devoid of any amount of context.

Another important point to be considered is that matching test is in assessing subjects' vocabulary knowledge while multiple-choice does not have such a function. Therefore, second language teachers should make aknowledgable decisions when employing a certain test technique. They should consider using a variety of test techniques for eclectic purposes. In addition, test constructors should take care to make a balanced selection of words to be included in their tests, as regards their parts of speech.

When VKS was examined, it was observed the number of the students could use action verbs and concrete nouns in semantically and syntactically correct sentences was greater than the ones who were able to use state verbs and abstract nouns in correct contexts. Therefore, it can be inferred that it requires a longer and more needs- oriented language training process for subjects to be able to use state verbs and abstract nouns in semantically and syntactically correct contexts. For test constructers, this could mean the postponing the inclusion of state verbs and abstract nouns for purpose of vocabulary assessments to later and more advanced stages of learning.

In the light of the results of this study, the following recommendations can be taken into consideration in the further studies:

A similar study which employs a larger number of words and word categories (i.e. adjectives and adverbs) can be replicated.

This study has been conducted through two test types (matching and multiple-choice) and a vocabulary measument instrument (i.e VKS). Another study with VKS and VKS categories can be carried out by dividing VKS into sub-categories. Subjects performance in giving a synonym or L1 translation, their performance in constructing a grammatically and semantically correct context for the given lexical item can be compared internally.

This study has examined a limited sample of students at Bayraktar High School. Therefore, a further study can be extended to cover a larger group of subjects with a greater range of language proficiency and age level.

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APPENDICES

APPENDIX-A

TEST-A

A. Find the correct definition in Column -B for each verb in Column-A.

A	B
1. guess ……..	**a)** To think or believe that something will happen
2. believe …….	**b)** to be sure that something is true
3. blame …….	**c)** to express unpleasant wishes for someone\something
4.persuade …..	**d)** to predict
5. curse….	**e)** to find fault
6. expect…	**f)** to cause physical harm
	g) to move one to act or believe
	h) to accept

B. Find the correct definition in Column -B for each noun in Column-A.

A	B
7. cottage…	**j)** strong feeling
8. exhibition…	**k)** a geometric figure
9. suburb…	l) giving someone a higher position
10. triangle…	**m)** a small house in the country
11. yard….	**n)** an open, enclosed area next to a building
12. file…	**o)** an office equipment for keeping papers in order.
	p) rural area
	r) a public presentation or show

C. Choose the correct option for each blank

13. The earthquake has greatly …… the cathedral which was built in 1876.

a) damaged b) attacked c) broken d) determined

14. Nobody really believed it when they heard that the "Titanic" had ..... on her first voyage.
a) relied b) got c) sank d) reached

15. The children had ..... about what game to play last night.
a) an announcement b) an application c) an accountant d) an argument

16. There are more than 250 different types of sharks in the sea. Only 25 of them ..... people, but only in certain situations.
a) cut b) attack c) hide d) arrest

17. In the song *"My heart will go on"* Celion Dion, the American singer, expresses her ..... for the boy she loves.
a) voice b) passion c) feature d) ability

18. You'll be able to advance in your career and get good chances of ..... in this company.
a) assumption b) prediction c) promotion d) proportion

19. This newspaper has a long ..... of attacking bad management.
a) habit b) tradition c) year d) convention

20. Although he worked hard, the detective couldn't solve the ..... of the murder which happened last year.
a) mystery b) memory c) dream d) fashion

21. The police ..... everywhere but they couldn't find any clues to catch the murderer.
a) discovered b) examined c) explored d) searched

22. Galileo ..... the telescope in the seventeenth century.
a) explored b) invented c) discovered d) searched

23. Until she entered university, Julia used to live alone; so staying in dormitory with other people was her first .....
a) experience b) habit c) expectation d) memory

24. Don't tell Anne about Paul and Jane breaking up- You know she likes .....If she hears, it will be heard everywhere in a short time.
a) swearing b) carrying c) guessing d) gossiping

APPENDIX-B

TEST-B

A. Find the correct definition in Column -B for each verb in Column-A.

A	B
1. attack	**a)** to talk about other people
2. invent	**b)** to produce something for the first time
3. damage.....	**c)** to be sure that something is true
4.sink	**d)** to advise
5. search.....	**e)** to go down below the surface of water
6. gossip....	**f)** to cause physical harm
	g) to look for someone or something
	h) to use physical violence

B. Find the correct definition in Column -B for each noun in Column-A.

A	B
7. mystery...	**j)** strong feeling
8. promotion ...	**k)** something not understood
9. tradition	**l)** a public presentation or show
10. argument...	**m)** custom, belief passed down from one generation to the next
11.experence ...	**n)** things needed for a purpose
12. passion....	**o)** giving a higher position
	p) knowledge gained through observation or practice
	r) disagreement

C. Choose the correct option for each blank

13. They ..... her age to be 23 when it was really 16.
a) influenced b) guessed c) demanded d) accepted

14. Students from the ..... live closer to the countryside than city-centre.
a) metropolis b) cities c) suburbs d) centres

15. He was unable to ..... the police that he had been elsewhere at the time of the crime.
a) thrust b) persuade c) encourage d) believe

16. There is a marvelleous ..... at the moment about Albert Einstein.
a) department b) exhibition c) examination d) competition

17. The house has a small ..... at the back where you can grow flowers if you want.
a) ground b) roof c) yard d) garage

18. When he saw what trouble he was in, he ..... the day he was born.
a) celebrated b) foretold c) cursed d) estimated

19. A ..... has three straight sides and three angles.
a) square b) circle c) triangle d) rectangle

20. His brother ..... him for breaking hiss window because there was no definite evidence of his innocence.
a) excused b) commited c) admited d) blamed

21. When the ship landed the ..... decided to relax.
a) machine b) cook c) crew d) driver

22. I ..... to find him at home in the evening, but when I learnt that he went abroad for a week.
a) expected b) admitted c) accepted d) agreed

23. He was found dead in a ..... in the middle of the forest.
a) corner b) shop c) place d) cottage

24. A: David has married Elizabeth Gren!
B: No, I don't ..... it! You are trying to fool me.
a) believe b) assume c) accept d) mind

Sevgili Öğrenciler,

Bu Kelime Bilgisi Ölçeği, Ortaöğretim kurumlarında hazırlık sınıflarında, öğrencilerin öğrenilen kelimeleri ne derece kullanıldıklarını araştırmaya yöneliktir.Verilen her kelime için size uygun kategoriyi seçiniz. Eğer son kategoriyi seçerseniz bir önceki kategoriyi de cevaplayınız. Her kelime için farklı kategoriler seçilebiceğinden bu ifadenin unutulması riskine karşılık her kelime için tekrar tekrar yazıldı. Araştırma Gaziantep Üniversitesi,Sosyal Bilimler Enstitüsü'nde yürütmekte olduğum tez çalışması için yapılmaktadır.Ankette yer alan soruların tümünü içtenlikle yanıtlamanızı ve gereken özeni göstermenizi diler ilgi ve yardımların için teşekkür ederim.

İngiliz Dili ve Eğitimi Bölümü
Yüksek Lisans Öğrencisi
Fadime YALÇIN

APPENDIX-C

VKS

Aşağıda bulunan her kelime için size en uygun kategoriyi seçiniz.

1. guess

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

2. believe

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

3. blame

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

4. persuade

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

5. recommend

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

6. expect

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

7. equipment

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

8. exhibition

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

9. suburb

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

10. triangle

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

11. yard

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

12. file

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

13. damage

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

14. sink

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

15. argument

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

16. attack

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

17. passion

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

18. promotion

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

19. trip

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

20. mystery

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

21. search

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

22. invent

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

23. experience

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

24. gossip

( ) a) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
( ) b)Bu kelimeyi daha önce gördüm ve sanırım anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) c) Bu kelimeyi biliyorum anlamı .....(eşanlamı veya Türkçe karşılığı)
( ) d) Bu kelimeyi cümlede kullanabilirim.....(Bir cümle yazın).
.....

(Bu bölümü yaptıysanız lütfen c' yi de yapın)

APPENDIX -D

CLASS-A

Subjects	Stvmatch	cnnmatch	actvmult	abstnmult	StvVKS	cnnVKS	actvVKS	abstnVKS
1	3	5	6	5	7	14	13	8
2	4	6	5	5	10	11	14	13
3	2	6	3	3	15	22	19	20
4	1	6	3	4	20	23	21	19
5	4	6	6	5	14	15	14	8
6	4	6	5	5	10	15	17	12
7	0	2	4	6	6	10	14	8
8	2	3	6	5	9	11	12	10
9	0	6	4	4	13	14	17	16
9	0	5	4	6	9	10	12	8
10	0	3	5	3	6	13	18	11
11	0	5	5	4	15	16	19	16
12	0	3	5	5	11	14	15	15
13	0	3	6	4	9	11	6	9
14	0	3	5	4	17	17	18	18
15	3	3	6	4	15	11	18	8
16	1	4	6	3	16	16	15	12
17	0	4	5	4	8	12	17	10
18	0	5	6	6	14	18	20	15
19	3	2	5	3	12	11	13	7
20	2	1	4	2	13	12	17	7
21	0	4	5	3	15	15	17	12
22	1	3	5	4	22	19	18	18
23	1	4	5	6	9	20	14	11
24	0	3	3	4	13	15	16	9
25	0	4	4	2	11	13	17	13
26	1	3	5	4	17	16	14	10
27	0	2	5	5	9	17	15	10
28	0	1	4	6	14	17	18	17
29	0	6	5	6	15	12	17	16
30	1	4	2	6	14	17	18	17

CLASS-B

Subjects	acvmatch	absnmtch	stavmult	connmult	StvVKS	cnnVKS	actvVKS	abstnVKS
1	6	5	6	2	15	12	17	16
2	4	5	4	6	16	14	15	14
3	4	2	4	3	10	14	17	8
4	5	2	2	3	10	14	18	8
5	6	1	2	5	9	12	11	7
6	6	6	3	5	17	22	23	13
7	3	4	2	5	11	19	21	13
8	6	2	2	2	12	9	13	7
9	3	1	3	3	8	12	14	7
9	6	1	6	6	8	10	7	6
10	3	6	2	4	11	17	20	9
11	5	6	1	5	11	9	12	8
12	5	3	4	6	11	11	18	7
13	3	2	3	2	9	9	18	7
14	6	1	6	6	11	10	12	11
15	6	6	3	2	17	15	18	14
16	6	4	6	6	11	17	14	8
17	5	6	3	5	16	20	17	8
18	2	1	3	3	10	10	18	7
19	4	2	6	5	8	11	9	6
20	3	1	4	4	15	14	15	11
21	3	5	5	5	9	9	10	8
22	3	3	4	4	10	13	21	8
23	6	4	3	4	15	17	16	8
24	4	2	4	4	12	15	18	16
25	2	0	2	4	13	14	11	9
26	4	3	1	5	13	9	10	8
27	2	2	1	4	8	15	16	10