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**USING AUTHENTIC NEWSPAPER TEXTS IN TEACHING
INTERMEDIATE VOCABULARY**

MA THESIS

GAMZE GEDİKOĞLU

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**USING AUTHENTIC NEWSPAPER TEXTS IN TEACHING
INTERMEDIATE VOCABULARY**

GAMZE GEDİKOĞLU

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Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 50 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin başarılı olduğuna oy birliği ile karar verildi.

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YEMİN

Yüksek lisans tezi olarak sunduđum “Using Authentic Newspaper Texts in Teaching Intermediate Vocabulary” adlı alıřmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı dűşecek bir yardıma başvurulmaksızın yazıldıđını ve yararlandıđım eserlerin Kaynaka’da gűsterilenlerden olduđunu, bunlara atıf yapılarak yararlanmıř olduđumu belirtir ve bunu onurumla dođrularım.

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ABSTRACT

This study was designed to investigate the effectiveness of using authentic newspaper texts in teaching vocabulary to Turkish intermediate level EFL students. Furthermore, the present study was an attempt to have a closer look at foreign language learners' attitudes towards authentic newspaper texts and to examine their changes in attitude and proficiency after vocabulary instruction using such texts in the foreign language classroom.

This quasi-experimental study took place in Uşak Orhan Dengiz Anatolian High School and it comprised two different groups: one experimental and one control group. It was used a sample of 54 students from this high school. This sample was composed of 10th Grade students in this school as their English language level needed to be intermediate.

The experimental group learnt the words through authentic newspaper texts whereas the control group was exposed to traditional vocabulary teaching techniques such as matching, giving definitions, fill in the blanks.

Three different instruments were employed in this study: a questionnaire on students' language study habits, vocabulary pretest and posttest, an evaluation questionnaire. Vocabulary pretest and posttest were analyzed by using the Paired Samples T-test for finding out whether there were any differences between groups.

Data analysis results revealed a significant difference between vocabulary pretest and vocabulary posttest scores of the experimental group students receiving vocabulary instruction through authentic newspaper texts when we compared to vocabulary pretest and vocabulary posttest scores of the control group students receiving vocabulary instruction through traditional ways.

Based on these findings, the current study posed authentic newspaper texts can be more effective teaching aid in teaching vocabulary than traditional vocabulary teaching tools in ELT classrooms.

Key words : Authentic Newspaper Texts, Newspapers in ELT Classrooms, Vocabulary Teaching.

ÖZET

Bu çalışma, İngilizceyi yabancı dil olarak öğrenen orta seviyedeki Türk öğrencilere, özgün gazete metinlerinin kelime öğretimindeki etkisini araştırmak için yapılmıştır. Ayrıca bu çalışma, yabancı dil öğrenen öğrencilerin bu metinlere karşı olan tutumlarına daha yakından bakma ve bu metinlerin kelime öğretiminde kullanılmasından sonra öğrencilerin yeterlilik ve tutumlarındaki değişiklikleri inceleme çabası içindedir.

Bu yarı deneysel çalışma, Uşak Orhan Dengiz Anadolu Lisesi'nde yapılmıştır ve iki farklı grubu içermektedir. Biri deney ve biri kontrol grubu olmak üzere bu iki grup, orta düzeyde İngilizce seviyesine sahip olmaları gerektiğinden, 10.sınıf öğrencileri arasından 54 öğrencinin seçilmesiyle oluşturulmuştur.

Kontrol grubu öğrencilerine eşleştirme, tanımlama, boşluk doldurma gibi halihazırda uygulanan kelime öğretim teknikleri uygulanmış; deney grubu, kelimeleri özgün gazete metinlerinin kullanımı yoluyla öğrenmiştir.

Bu çalışmada üç farklı ölçme aracı kullanılmıştır: öğrencilerin yabancı dil çalışma alışkanlıkları üzerine yapılan bir anket, ön ve son kelime testleri, yeni uygulanan kelime öğretim yöntemini değerlendirme anketi. Gruplar arasında fark olup olmadığını görmek amacıyla, kelime testlerinin analizinde T-testi kullanılmıştır.

Bilgilerin analizi sonucunda ortaya çıkan sonuçlar, özgün gazete metinlerinin kullanımı yoluyla kelime öğretimi alan deney grubu öğrencilerinin uygulama öncesi ve sonrası uygulanan kelime testlerindeki performansları, geleneksel yöntemlerle kelime öğretimi uygulanan kontrol grubu öğrencilerinin performanslarıyla karşılaştırıldığı zaman, anlamlı bir farklılık olduğunu ortaya koymuştur.

Bu bulgular ışığı altında mevcut çalışma, İngilizce öğretilen sınıflarda özgün gazete metinleriyle kelime öğretiminin, geleneksel öğretim tekniklerine göre çok daha etkili bir öğretim metodu olarak uygulanabileceğini göstermektedir.

Anahtar Sözcükler: Özgün Gazete Metinleri, İngilizce öğretilen sınıflarda Gazete Kullanımı, Kelime Öğretimi.

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

At the present day, everybody approves the value of vocabulary in learning a language. Vocabulary, as the basic element of language, is accepted as even the backbone of the whole language system. But, unfortunately, vocabulary knowledge was not attached importance according to its deserts in language study area in the beginning. Vocabulary teaching was a matter of secondary importance in foreign language programs. Moreover, vocabulary instruction was considered as something useless and time-consuming in such programs. Many educational institutions did not give importance to the special vocabulary instruction in foreign language teaching all over the world. We can see the notable attention to vocabulary since the second half of the nineteenth and the first few decades of the twentieth century. Today almost all second language theorists and practitioners admit vocabulary is crucial for language teaching.

However, this widespread agreement on the need for vocabulary has not ended debates in ELT. Once vocabulary's importance is accepted by a majority of linguists and researchers, vocabulary teaching and learning techniques have been highly controversial. Because vocabulary acquisition is a demanding and difficult process as well as it has a great importance in language learning. As English language teachers, we can notice that vocabulary learning is very problematic for students studying English as a foreign language in Turkey. Due to the students' inadequate knowledge of vocabulary, many students have great difficulties in comprehending language input.

At that point, some educationalists consider textbooks as indispensable for teaching vocabulary and apply traditional vocabulary teaching techniques in language classes insistently; on the other hand, alternative vocabulary teaching techniques are still tried by researchers. Because the efficiency of textbooks in vocabulary teaching have embarked on being questioned after the unsatisfactory

vocabulary exam results although they have kept being widely used by all language teachers.

The idea of using authentic materials as vocabulary teaching tools came on the language study scene on the grounds of such discussions. They were intended for making up some shortfalls in ELT; just one of them was vocabulary teaching. Although most educationalists first came out against authentic materials in language teaching, the number of supporters of authentic materials has been overwhelmingly increasing from day to day. Because authentic materials are thought of being multi-dimensional teaching material as they can touch on so many fields. Especially today, there is also a wide area of authentic materials available to EFL/ESL teachers to respond their various needs and demands in their teaching situations. For example, songs, movies, poems might be chosen among a wide variety of authentic materials in teaching vocabulary, but this study reports the findings of an empirical investigation of using authentic newspaper texts with large amounts of varied material being easily accessible as a vocabulary teaching method in language classes.

To sum up, in the study that follows, importance of vocabulary acquisition in ESL/EFL, authentic or pedagogical materials in ELT, the advantages and disadvantages of both textbooks and authentic materials, their place in ELT, and the use of authentic newspaper texts for teaching vocabulary are addressed and the results of the study are evaluated in discussion part.

1.2. Statement of the Problem

This study is related to the vocabulary teaching in EFL classrooms at the intermediate level in Turkish high schools. Like at all levels of language learners, vocabulary is one of the important components of EFL syllabi for intermediate level students. Thus, much emphasis should be given to vocabulary acquisition. Yet, there are not any stated objectives determined by foreign language teachers about vocabulary teaching. “There is usually no explicit mention of vocabulary objectives, even though vocabulary instruction is directly or indirectly part of any language course.” (Celce-Murcia & Rosenweig, 1979). Students are expected to learn vocabulary from the textbooks used by teachers within a short span of time. Actually,

the reason why textbooks are commonly preferred by language teachers all over the world is that they include many vocabulary practices related to the units, and each unit has a few reading texts including so many target words. They find these available vocabulary exercises enough for vocabulary teaching activities, and they think there is no need for extra activity. This case is the same for so many English language teachers in Turkey. They prefer using the textbooks as irrevocable and the best source for the teaching of ESL. Textbooks can be taken just as a starting point but not be the whole language instruction sources by themselves. Using only textbooks may not lead students to develop a genuine interest in learning English.

Above all, students must give full attention and enthusiasm to the task. Students lacking motivation to learn a language need variety and excitement. One of the crucial factors in learning a foreign language is student motivation. Students learn only when they are motivated and the topics are interesting and relevant to their lives. For this reason, we, as language teachers, should look for the ways how to make their students be eager in English classes. We should adopt systematic approaches to vocabulary teaching in the classroom atmosphere. In this way, monotonous, boring traditional techniques will turn into effective, enjoyable contemporary techniques.

For teachers, using authentic newspaper texts can be a practical way to help the students to acquire vocabulary for long-term retention in a pleasant atmosphere. This study can serve the other researchers who are interested in authentic materials for further different studies.

A great number of educationalists are in a consensus that the use of authentic materials in the classroom is beneficial to the learning process. However, on the question of how authentic materials can be introduced into the classroom, there is less agreement.

1.3. The Scope of the Study

The following topics will be investigated in this study by means of a questionnaire on students' language study habits, a vocabulary pretest, a vocabulary

posttest, an evaluation questionnaire after the new vocabulary teaching technique (using authentic newspaper texts).

- a) The importance given to vocabulary by students and their language study habits.
- b) The students' vocabulary proficiency level at the very beginning of the study.
- c) The students' vocabulary development process after the use of authentic newspaper texts and other vocabulary teaching techniques separately in the classes.
- d) The students' vocabulary success level at the end of the study.
- e) The students' personal opinions about the use of authentic newspaper texts and other techniques regarding their effectiveness in vocabulary teaching.

1.4. The Aim and Significance of the Study

This study aims at finding out whether authentic newspaper texts could be beneficial as teaching aids for vocabulary teaching to the senior students at intermediate level. In addition, the study intends to find out whether the use of authentic newspaper texts would be more effective teaching tool than other vocabulary teaching techniques such as definition, giving examples, matching and using word lists in increasing students' vocabulary success level.

In order to achieve these aims, the study seeks answers to the following research questions;

1. How much importance do the students give to vocabulary and language study?
2. What do the students think about vocabulary learning and teaching techniques?
3. Does the implementation of authentic newspaper texts in classroom setting increase the learners' intermediate vocabulary?
4. What attitudes do the students have on the use of authentic newspaper texts in teaching intermediate vocabulary?

The variables focused here include the use of authentic newspaper texts as independent and the vocabulary success level of the participants as dependent

variables. By means of this quasi-experimental study, some evidence is intended to find to highlight the relationship between the students' vocabulary learning performance at intermediate level and the use of authentic newspaper texts.

1.5. Limitations of the Study

While the present study is successfully supporting the effect of the implementation of authentic newspaper texts in vocabulary teaching in order to enhance the students' vocabulary development in English, certain limitations of the study should be addressed. This study is limited to the 10th Grade students in the regular classroom conditions at Orhan Dengiz Anatolian High School in Usak. The study is also limited to the intermediate level students. In other words, the beginners, elementary or advanced level of students are not concerned in this study. Another limitation of this study may be the age rate. Because the subjects of this study are 16 on average. When that is the case, we can not claim this research's validity for adults at the intermediate level. Due to the small number of students in the research study, to the extent that the students may or may not accurately reflect the entire population of ESL students, the interpretation of the research results should not be generalized. As the study is done in 5-week period one, we can not mention about its long-term effects.

In the following studies, the researchers can do research on which vocabulary teaching technique has more contribution to efficient storage of vocabulary in long term memory and retrieval of them easily by means of vocabulary retention tests or guided writing tasks can be applied to the participants in order to see the performance of both groups productively.

1.6. Operational Definitions

The following terms are defined below, as they are frequently used throughout the study.

Authenticity has been discussed and given lots of definitions since it first appeared in ELT. One of the definitions is that: "Authenticity means that nothing of

the original text is changed and also that its presentation and layout is retained.” (Grellet, 1981:8).

There are at least 8 possible definitions of “authenticity” emerging from the literature below:

1. the language produced by native speakers for native speakers in a particular community (Porter & Roberts 1981; Little, Devitt & Singleton, 1989).
2. the language produced by a real speaker/writer for a real audience, conveying a real message (Morrow, 1977; Porter & Roberts, 1981; Swaffar, 1985; Nunan 1988/9; Benson & Voller, 1997).
3. the qualities of bestowed on a text, by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener (Widdowson, 1978/9; Breen, 1985).
4. the interaction between students and teachers and is ‘a personal process of engagement’ (van Lier, 1996:128).
5. the types of a task chosen (Breen, 1985; Bachman 1991; van Lier, 1996; Benson & Voller, 1997; Lewkowicz, 2000; Guariento & Morley, 2001)
6. the social situation of the classroom (Breen, 1985; Arnold, 1991; Lee 1995; Guariento & Morley, 2001; Rost, 2002).
7. assessment (Bachman, 1991; Bachman & Palmer, 1996; Lewkowicz, 2000)
8. culture, and the ability to behave or think like a target language group in order to be recognized and validated by them (Kramsch, 1998).

According to me, “authenticity” is the language produced by native or non-native speakers/writers for native or non-native readers, conveying a real message. Newspapers are not published not only for native readers, but also for non-native readers to convey the daily/weekly/monthly events happened in that country and in the world. Newspapers do not serve as language teaching tools. However, they can be beneficially used for students who learn that language in ELT classrooms as they reflect real language. Therefore, “**Turkish Daily News**” which is written by non-native writers for native or non-native readers can be easily chosen for the current study.

On the other hand, the definitions of **authentic materials** are different in literature. What is common is 'exposure to real language and its use in its own community'. Rogers (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (p.467). Authentic materials are also defined as 'materials that have been produced to fulfill some social purpose in the language community (Peacock, 1997; Little, Devitt, Singleton, 1989:25). That is, authentic materials are the ones not produced for L2 learners. Authentic material is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento & Morley (2001, p.347). Harmer (1991), cited in Matsuta (n.d, para.1) defines **authentic texts** as materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language. Jordan (1997, p.113) refers to authentic texts as texts that are not written for language teaching purposes.

In addition, authentic texts are defined by Wallace as real-life texts, not written for pedagogic purposes. They are therefore written for native speakers and contain "real" language (1992:145). Peacock compares authentic texts with non-authentic texts in terms of social dimension. "They are materials that have been produced to fulfill some social purpose in the language community, in contrast to non-authentic texts that are especially designed for language learning purposes" (Peacock, 1997). "Authentic texts offer learners an experience of real world texts by exposing them to real language used for communication." (Grellet, 1981:7). Any text which has not been specially produced for language learners is authentic as opposed to adapted or specially written ones for classroom use (Davies, 1984:185). However, "As soon as texts, whatever their original purpose, are brought into classroom for pedagogic purposes they have, arguably, lost authenticity." (Wallace, 1992:79).

In this study, the term "authentic newspaper texts" is used in the sense of "authentic texts".

The researcher is 'the teacher' herself as she will conduct the study with the students in her own classes.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

This chapter includes the following sections: importance of vocabulary acquisition in ESL/EFL, authentic vs. pedagogical materials in ELT, the place of textbooks in ELT and the place of authentic materials and newspapers in ELT.

2.2. Importance of Vocabulary Acquisition in ESL/EFL

What is vocabulary? As a commonly defined, vocabulary is knowledge of words and word meanings. But vocabulary has a deeper meaning than this definition suggests. Knowing a vocabulary item is not a simple process. The complexity of knowing a L2 word involves not just the ability to recognize its form (pronunciation, spelling etc.), or knowing its dictionary meaning; it also necessitates knowledge of its specific grammatical properties, and collocations, functions (frequency and appropriateness), and the ability to use the word appropriately for actual interaction (Nation, 1990; Oxford & Scarcella, 1994). Davis's educational research on the connection between vocabulary and reading comprehension, as well as vocabulary and school performance in all content areas was emphasized (Davis, 1944; 1968: National Reading Panel, 2000). Knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, especially as students progress to middle school and beyond (Chall, 1983). Chall makes a distinction between the two types of vocabulary needed for reading: word-recognition vocabulary and meaning vocabulary (1983). Word-recognition vocabulary is the initial and the easiest phase of vocabulary learning. Because it consists of the words that language learners can pronounce when they see it in print. Meaning vocabulary comes after word-recognition vocabulary and it is more challenging one. It consists of words that language learners can attach appropriate meaning.

For any definition whatsoever, we should accept it is so important for language. A great many researchers and scholars give so many reasons why lexical acquisition should be (should long have been) one of the focal point in L2 research (Levenston, 1979; McCarthy, 1984; Laufer, 1986; Maiguashca, 1993). Because language is used for communication and sending messages from the speaker (sender) to the listener (receiver) in spoken or written ways. When it is the case, vocabulary is crucial for getting meaning from the speech or writing. Because a limited vocabulary has the risk of developing ideas or arguments effectively both in speaking and writing. Seal implies its importance metaphorically by defining words as the building block upon which knowledge of second language can be built (1991). In parallel with this idea, Ma Zhan-Xiang defines words of a language are just like bricks of a high building. He also adds despite quite small pieces, they are vital to the great structure (2004). “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” (Harmer, 1991, p.153). Vocabulary acquisition is necessary for each skill in learning a foreign language. Whipple describes the central role of vocabulary in reading as: growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values (1925, p.76). Davis (1942) describes comprehension as comprised of two skills: word knowledge, or vocabulary, and reasoning. Using the vocabulary definitions of Davis (1942) and Whipple (1925), The National Reading Panel identified vocabulary as one of five major components of reading and directed attention to vocabulary instruction (2000). This panel concluded that comprehension development can not be understood without a critical examination of the role played by vocabulary knowledge (2000). Actually, without knowledge of key vocabulary in a text, learners may have serious trouble in understanding the message. When we look at the Table 1 below, we can see that vocabulary acquisition is among language learning purposes that should be achieved. Table 1 outlines the language learning goals below (Nation, 2001):

Table 1. Goals for Language Learning

General Goals	Specific Goals
Language Items	Pronunciation Vocabulary Grammatical Constructions
Ideas (Content)	Subject Matter Knowledge Cultural Knowledge
Skills	Accuracy Fluency Strategies Process Skills or Sub-skills
Text (Discourse)	Conversational Discourse Rules Text Schemata or Topic Type Scales

As seen in Table 1 above, teaching and learning vocabulary should be considered as a specific goal of a range of goals that are important in the language classroom. John Carroll pinpoints vocabulary acquisition as one of the most basic objectives of schooling with the following remarks: “Although a considerable amount of vocabulary learning is associated with primary language learning in the early years, the acquisition of most of the vocabulary characteristic of an educated adult occurs during the years of schooling, and in fact one of the primary tasks of the school, as far as language learning is concerned, is to teach vocabulary.” (1971, p.121) Besides, it is believed by many linguists that learning a foreign language is learning the vocabulary of that language. Wallace (1982), for example, points out there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.

“Knowledge of a language demands mastery of its vocabulary as much as of its grammar.” (Wilkins, 1974, p.19). In parallel with Wilkins’s remark, it can be claimed that the teaching of vocabulary is just as important as the teaching of

grammar. In spite of this reality, the role of vocabulary knowledge playing in second language has been long neglected. Vocabulary was described as a “neglected aspect” and the “poor relation” of L2 teaching and learning (Meara, 1981; Maiguashca, 1993) up to the mid 1980s. The teacher was regarded as the source of vocabulary knowledge; a vast amount of teaching time was consumed by explanations and definitions. Classroom blackboards were filled with masses of new lexical items and students were required to write down everything on the blackboard. They had to compile page upon page of vocabulary word lists. As foreign language instruction in the context of traditional education was largely constituted of detailed explanation of formulated structures, which appeared on tests, vocabulary instruction was founded on traditional ways. For this reason, the desired process of vocabulary acquisition was hardly in place.

Allen (1983:1-2) puts forward several reasons for the general neglect of vocabulary. One reason is that teacher trainers believe there should be more emphasis on grammar than vocabulary since vocabulary was already being given too much time in language classrooms. Another reason is that, according to specialists in methodology, the learning of too many words before the mastery of the basic grammar would interfere with learners’ success in sentence construction. The third reason is these some other specialists in methodology seemed to believe that word meanings can be learned only through experience, and that the meanings of words can not be adequately taught in a classroom. Therefore teaching vocabulary has not been administered to lessons with a special training by most of the English language teachers and it has not been traditionally a particular subject for students to learn instead of being taught within lessons of speaking, listening, reading and writing. Twadel (1973) expresses that learning an adequate vocabulary is a phase of foreign language learning that has been one of the major problems of any practical foreign language program. There is no doubt that vocabulary links the four skills all together. For example, the relationship between vocabulary knowledge and speaking skill can be associated in terms of the interference of lexical problems with communication; communication breaks down when people do not use the right words because of lacking necessary words. Or can we say a learner will be successful while writing in the target language without having adequate and suitable word patterns?

The necessity of vocabulary is indisputable in reading comprehension. Students' knowledge of word meanings is widely agreed upon as a significant factor in their success in comprehension (e.g., Anderson & Freebody, 1981; Carroll, 1971; Davis, 1968; Thorndike, 1974). Similarly, the extent to which students' vocabulary knowledge relates to their reading comprehension is an enduring finding in the reading studies (Anderson & Freebody, 1981; Baumann, Kame'enui & Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925). We can say with ease that students need to learn more word meanings in order to become better comprehenders. However, vocabulary instruction does not always seem to lead to improved reading comprehension to some studies' findings (e.g., Jenkins, Pany, & Schreck, 1978; Tuinman & Brady, 1974). On the basis of these findings, some researchers emphasize if students' comprehension is not improved after they learn new word meanings, it may be that we need to question the view that knowing the meanings of words enables comprehension (Anderson & Freebody, 1981). After careful consideration, other researchers claim that the primary thing we need to examine is the effectiveness of vocabulary instruction itself (Chall & Stahl, 1985). The important thing is that vocabulary plays a crucial role for these language skills and absence of vocabulary hinders constitution of such skills. For that reason, vocabulary should not be taught as if it had a secondary importance within lessons of language skills.

In addition to the points of view above, some researchers have uttered this lack of interest in vocabulary teaching by a variety of assertions soon after their researches. For instance, shortly after one of his studies, Beck draws his research-based conclusion. "All the available evidence indicates that there is little emphasis on the acquisition of vocabulary in school curricula." (Beck, 2002). Li offers an estimate that Taiwanese senior high school students should have a vocabulary of nearly 5000-7000 words while graduating (1987). Yet, Chen (1998) indicates in his study that the vocabulary size of 60-70 % of the senior high school students was only 2000-3000 words. Another researcher, Durkin, (1979) found that in the 4.469 minutes of reading instruction that were observed, a mere 19 minutes were devoted to vocabulary instruction and that virtually no vocabulary development instruction took place during content instruction such as social studies. Wallace points out this negligence

by claiming that not enough has been written on teaching and learning the vocabulary of a foreign language (1982:9). Taylor states that in foreign language, vocabulary has been neglected for a long time, while “structures” and later, “functions” have perceived priority (1990:1). Of course grammar structures and their functions play a vital role in learning a foreign language. But, we should accept the view that language is for communication. When learning a foreign language, students first have to learn a great amount of vocabulary in order to communicate in that language.

From the perspective of communicative aspect of language learning, Wallace (1982:9) claims that no matter how good a language learner is at grammar, he might still have difficulty in communicating; however, he will be able to communicate to a certain extent provided he knows the necessary vocabulary. In other words, communication can be achieved with a relative degree of success by means of an adequate knowledge of vocabulary alone. At this point, we can consider “street learning”. It is probably assumed that learners in an English-speaking country and without any formal instruction are able to gain vocabulary relevant to their individual needs. On the other hand, in a school learning situation, learners are confronted with lots of new lexical items in lists, but they acquire very few of them. Therefore, in organizing school learning, vocabulary should be selected carefully to ensure that high priority items are included and varied opportunities for practice should be provided in vocabulary teaching. As compared with the opportunities for repeated exposure available to the street learners, these can be contributory in compensating for this lack in terms of school learners. David Wilkins emphasizes the importance of vocabulary in learning a foreign language as follows: “Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.” (cited in Thornbury, 2002) Manipulating grammar does not have any potential for conveying meaning unless words are used. On the other hand, the structural deficiency can be overcome by using correct vocabulary.

Hence, a systematic attention to vocabulary should be paid while teaching and learning foreign language. What can we understand from the systematic approach? We do not mean teaching the meanings of individual words, of course. Because one word may have a much more different meaning in various contexts. For

example, word issue refers to a subject that people discuss about, but it also refers to a magazine that is published at a particular time. In fact, one word has more than one denotation quite often. In other words, words are not univocal most of the time. Therefore, cursory explanations are worthless in vocabulary teaching. “Words enter into meaningful relations with other words around them.” (Sinclair, 1996:76) when teaching vocabulary it is then necessary to consider this aspect.

However, contrary to Nation’s (1990:1) idea that vocabulary should be taught in a systematic and principled approach, today vocabulary is still being offered to learners in traditional ways in many ESL classes. As Crow and Quigley (1985) point out, vocabulary study has traditionally been word-by-word approach and this approach has often been criticized in ESL curricula. Because the techniques are mainly dependent upon long word lists, root study, derivational affixes and extensive use of dictionaries. As such, we need to answer the question “How can foreign language teachers help students promote their word knowledge?” Because the surveys and the interviews indicate that most students feel demotivated in learning English due to the large number of new lexical items. Indeed, memorizing long lists of new words with meanings in the native language without any real context practice can become a heavy burden on learners’ shoulders, and of course they affect the students’ motivation for learning the language. Even though most of the teachers know the importance of the vocabulary acquisition while learning a foreign language, they usually want their students to memorize the words being mentioned or written on the blackboard during the lessons. Some teachers may choose reading aloud each word from the list while the students are encouraged to look at these words at the same time. Hearing the word, seeing it and saying it may be aids to vocabulary learning; but they are only part of the learning process. As a result of spending too much time on such activities, students do not have a chance to change their learning habits, such as writing words on paper, trying to learn by heart (rote memorization) or learning passively through teachers’ explanations and thus; many foreign language learners can not build up their own strategies for understanding unfamiliar words. All of these, of course, cause their seeing vocabulary acquisition as a complex and difficult process.

It should be kept in mind that vocabulary teaching can turn out to be a boring task and a waste of time unless the teacher knows how his/her students learn best and how the vocabulary teaching materials should be implemented. In addition, implementing just a single teaching method is not good for learners. Instead, a variety of methods should be used effectively by foreign language teachers to avoid boredom in language classrooms. Foreign language teachers must make sure their students have understood the new words, which will be remembered if they introduce them in a memorable way. Keeping this in mind, teachers have to employ a variety of techniques for new vocabulary presentation and revision. It is indicated in the vocabulary research of The National Reading Panel (NICHD, 2000) as: “Dependence on a single vocabulary instruction method will not result in optimal learning.” (p.4). Most of the time, students only acquire new vocabulary through new words in their textbooks or when given by teachers in the lessons.

Especially in Turkey, when learners find many new words in a text they prefer to ask their teachers to explain the meanings and usages of the new words or look them up in their dictionaries because they do not have the strategies for increasing their vocabulary such as word collocations. For example, if a learner looks up in a dictionary to find out the opposite of “*dry wine*”, he/she will say “*wet wine*”; but the answer is “**sweet wine**”. Learners can not give true answers just by consulting a dictionary instead they need to encounter such usages in meaningful contexts. Another student activity proves the inadequacy of dictionary use once more. In this activity, students are going to cross out the ‘wrong’ answer in each case. This activity can be misleading for the students who try to consult their dictionaries to find the true answers. Because words found in dictionaries seem to be meaningful, but they may not be used together.

1) Jack made

a) an arrangement

b) his bed

c) a photo

* Here, learners should know “to take a photo”.

2) Mert got off

- a) the plane
- b) the taxi**
- c) his bike

* Here, learners should know “to get out of the taxi”.

3) Sussie did

- a) nothing all afternoon
- b) her homework
- c) an investment**

* Here, learners should know “to make an investment”.

4) Peter lost

- a) his wallet so he went to the police station
- b) the bus so he was late for the school**
- c) his way so he got very angry

* Here, learners should know “to miss the bus”.

What is more, using the dictionary and asking the teacher for the definition of the word may have a risk on increasing the learner’s dependency on both the teacher and the dictionary. Furthermore, it can not be said that a dictionary is helpful in keeping the meanings of unknown words in mind for a long time. The students may not recall when they need to use. Actually, the learning of word meanings requires much more than the dictionary use. Having the word’s dictionary definition is not satisfactory, and simply memorizing a dictionary definition does not guarantee the ability to use that word actively. The reason of this is that vocabulary knowledge includes the relationships between words with similar roots, connotative and denotative meanings of words, the idiomatic uses of language, the multiple meanings of individual words, the vocabularies of specialty areas, jargons.

Gnoinska claims: “A number of learners may share the same experience of looking up words in bilingual dictionary to find their meanings or definitions when they encounter new words. They may even write down lines of new words without any idea of the real use of them in context.” (1998:12). Consequently, learners often have difficulty in choosing the appropriate words in appropriate forms. Dictionary definition may have a same meaning of what they look up. However, it may not be a proper usage. When students look both *umpire* and *referee* up, they see these two words’ denotations are same; however, cricket and tennis have umpires, most other sports have referees. If a student says a *tennis referee*, then he/she makes a mistake. As foreign language teachers, we occasionally can be come upon a distressed condition like this. In their exam papers, for example, they make up inappropriate words when they do not know or remember what they will use such as *look at TV*, *play computer*, *untie a problem*, *steal the piano*. Similarly, the following conversation reveals the confusion arising from the different meanings of a word when used in a different grammatical form.

Teacher: If you go to a football match in England, it is better to buy a stand ticket.

Student: Yes, OK; but is it possible to sit as well?

In this example, we can understand that the student knows the meaning of “stand” as only *to be on feet*; he does not know the word of *stand* in “stand ticket” is used for the part of a stadium that is usually covered and furnished with seats. As a single word form has several different meanings which are not closely related, language learners should see the words as a whole and meaningfully instead of individually. In this respect, Decarrico states that words should not be learnt separately or by memorization without understanding (2001). Because when students recognize a word in a written or spoken form and think that they already “know the word”, they may not be able to use that word properly in different contexts. For instance, *extend*, *increase*, *expand* seem to have a similar meaning- ‘enlarge’ or ‘make bigger’ But they have slight differences and they are not interchangeable that a language learner may not prefer the correct words. We can exemplify this situation with the following example sentences:

- 1-) The metal *expand* when it is heated.
- 2-) My parents are going to *extend* the living room by 20 meter square this year.
- 3-) We want to *increase* our sales by ten percent until next year.

The language learners need to know the differences in their senses so as to use the words properly. Many researchers agree on the following levels of word knowledge: (1) unknown (“I have never heard that word before”), (2) knowledge that the word exists (“I have heard that word before”), (3) partial knowledge (“I have a vague or general understanding of the word”), and (4) complete knowledge (“I am comfortable enough with the word’s meaning that I can use the word in my own speaking and writing, in different ways”). (Dale, 1965; Chall, 1983; Stahl, 1999) This view highlights the difference between receptive (“words I can understand when I see them in print”) and expressive (“words I use in my own speech and writing”) vocabulary. The number of words that a person understands when hearing or reading them is a lot more than the number of words he or she actually uses in conversation and writing. Learners need to possess a deep knowledge while using the target words to express their ideas. In this regard, vocabulary programs should aim at continually moving words from the receptive level to the expressive one. They should provide learners some opportunities to acquire “deep” knowledge of words, the ability to understand and use words in a flexible and appropriate ways in different contexts. Deep knowledge can be described as an understanding far beyond a single definition that it takes more time.

Studies with native speaking children (Miller and Gildea, 1987; Scott and Nagy, 1997) and non-native speakers (Nesi and Meara, 1994) have verified this claim by finding that learners often misinterpret dictionary definitions as they focus on just one part of a definition. Nesi and Meara, for example, cite the definition, intersect= divide (something) by going across it and the learner sentence, “We must intersect the river for arrive village.” As another example, we can mention about the words “**garden**” and “**jardin**”. According to an English/Spanish dictionary, these two words seem to have the same meaning. Each means a place where flowers are grown. The word “**garden**” has also a meaning of a place where vegetables are grown as well as flowers. This meaning of garden corresponds to the meaning of

“**huerta**” in Spanish. These two different examples show us that vocabulary learning is not simply a matter of matching up words in the native language and the target language. Definitions simply can not include all the information about a word or concept and word learning can not be equated with memorizing synonyms or short definitions. However, for many learners of a foreign language, whenever they think of vocabulary, they think of learning a list of new words with meanings in the native language without any real context practice. Conventionally, knowing a word is understood as knowing its definition. Working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves, and they think the cause for it is just their bad memorization.” (Gnoinska, 1998:12). However, “the action of noting down the lists of words is no guarantee that remembering will take place.” (Scrivener, 1994, p.89). He claims that remembering involves four things: putting into storage, keeping into storage, retrieving, using.

Today, it is widely agreed that context greatly contributes to vocabulary learning regardless of the method to be followed and that vocabulary should be taught in context rather than in isolation or vocabulary lists (Nagy Herman & Anderson, 1985). On the contrary, on the basis of their studies’ findings, the minor counterinterviews accept that written context is very ineffective at providing information about the meanings of new words, it is being agreed upon that there are two kinds of context-oral and written (Baldwin & Schatz, 1984; Sachs, 1943). “Written contexts usually supply only limited information about the meaning of unfamiliar words, are sometimes even misleading” (Beck, McKeown & McCaslin, 1983; Deighton, 1959). They defend the opinion that the benefits of context are primarily long-term. In other words, partial information about words is gradually accumulated as they are encountered repeatedly; the chance of learning the meaning of any particular word from one encounter with that word in context is rather slim. Furthermore, some researchers support explicit vocabulary instruction by saying inferring meanings from context is less effective than more intensive or explicit forms of instruction in their experimental studies (e.g., Margosein, Pascarella, & Pflaum, 1982; Pressley, Levin, & Delaney, 1982).

On the other hand, other researchers emphasize the combination of context and definitions are more effective than context alone in instruction (Stahl & Fairbanks, in press). A number of studies have shown that word knowledge can only be gained by multiple exposures to a word providing a variety of information about that word. The information gained from encountering with a word in the written context is relatively small whereas learning definitions alone does not produce this level of word knowledge. Deighton minimizes the importance of context in acquiring vocabulary with the following remarks: “Any single encounter with a word in context is likely to provide only a small gain in knowledge of that word. If one starts with words about which nothing is known, a single encounter in context is not likely to produce a measurable degree of word knowledge.” (1959).

Other studies attempted to assess the effect of incidental word learning from context under natural conditions (Herman, Anderson, Pearson & Nagy, 1985; Nagy, Herman & Anderson, 1985 a,b). Subjects were asked to read silently, without any information about the experiment. Texts were taken from school materials at the grade level of subjects. A week later, word knowledge was assessed without the text present. Target words were selected by teachers as being the most difficult words in the text. The results of the studies by Herman et al. (1985) and by Nagy et al. (1985 a,b) indicated that reading grade-level texts produce a small but statistically reliable increase in word knowledge.

Although different texts produced different amounts of learning from context, there was no indication that younger or less able students were not able to learn new word meanings through reading. This effect was found in all grades tested. The infinite amount of learning found was small; the chance of learning a word from one exposure in text is around 1 in 20. In terms of this research, this low figure reveals that learning from natural context appears ineffective when compared to any type of instruction on word meanings.

When we look at the studies about vocabulary gains from context in general, these converse studies are thimbleful. However, such results may pose an obstacle for the claims that the practicability of context as an effective means of learning new words. If learning from context is evaluated in terms of its long-term effectiveness even in the light of information provided by the studies mentioned above, the results

will be very distinct indeed. Considering the long-term effectiveness of learning from written context depends on how many unfamiliar words are encountered over a period of time, a period of sustained reading can probably lead to much larger yearly gains in vocabulary than the instruction specifically devoted to vocabulary by spending the same amount of time. According to the estimates, with the amount of 25 minutes a day, children encounter between 15000 and 30000 unfamiliar words. If the gain is 1 in 20 of the words learned, the yearly gain vocabulary is between 750 and 1500 words. By increasing the amount of time the students spend reading, we can provide them a powerful means of promoting large-scale vocabulary growth.

On the other hand, how many words can we teach by using only direct teaching? In studies on the vocabulary size of native speakers, even the most conservative estimates (D'Anna, Zechmeister and Hall, 1991; Nation, 1993c) show that native speakers know tens of thousands of word families. McKeown, Beck, Omanson, and Pople (1985) had to spend at least 15 minutes per word to have a significant effect on language use. This means that substantial time has to be spent on teaching each word to have an immediate effect on vocabulary knowledge, but not many words can be dealt with in this way in class time.

When putting these inherently invalid criticisms aside, we can number several reasons why contexts are really beneficial for the vocabulary growth. New words must be presented in context because context is useful for providing the full range of meaning. Encountering newly learnt words more than once, and in different contexts and in different ways, is highly facilitative for learning (Baddeley, 1997). Students need to see and practice words in contexts since the contexts that allow them to understand the various meanings of a word. By means of contexts, students can increase their awareness of the integral link between the words used and the meaning conveyed. Nagy and Herman suggest that context is the means by which most vocabulary is acquired, stressing that this acquisition occurs in small increments (1985). Robert Sternberg also asserts that context is the major source of growth in vocabulary knowledge (1987). Words studied in context are better retained as well. Because students can pick up meaning of the word much more accurately and easily when they encounter with it in a context. Thanks to this, the language learners can keep the meaning of the word in mind in longer-term.

Research indicates that vocabulary knowledge increases when new words are encountered repeatedly in context through reading and listening (Stahl and Fairbanks, 1986). Such opportunities are common in newspaper texts, in which a core vocabulary is likely to be reused in subsequent, different news. But students generally tend to use words they learn in the exact formats in which those words appeared. According to Decarrico, (2001) learners just know how to use the vocabulary in a exact form, but they do not know how to use it with shades of meanings in real life communication. Context, as Laufer emphasizes, is helpful in identifying the connotation of a word where translation fails to do so (1990). Craik and Tulvig underline the need for a context in vocabulary teaching in their Depth of Processing Hypothesis (1975).

According to this hypothesis, it is easier to learn vocabulary in context than in isolated word lists due to the fact that meaningful contexts enable a more complex and deeper processing which leads to better retention of the lexical item. Krashen also believes that vocabulary presentation and practice should be carried out in context rather than in isolation (1989). As is known, Krashen's Input Hypothesis assumes that there is an internal language acquisition device which needs comprehensible input for language acquisition and at this point the context matters as it provides comprehensible input for learning vocabulary. Except from these linguists, Ooi and Kim-Seoh (1996) emphasizes that context provides the necessary input revealing as much information about the lexical item as possible, which eases the way to vocabulary learning. Similarly, Nagy (1997) claims that context is crucial in vocabulary learning. In other words, it is better to present and practice vocabulary in context since word meaning may change from one context to another. Although the significance of the context is asserted on a number of occasions, there is still a problem in vocabulary acquisition. Actually, this problem is grown out of wrongly perceiving by the students. They only think of vocabulary learning as knowing the primary meaning of new words. They consider the first meaning or definition of the word is enough for learning it. On the contrary, Nation highlights that learning new words is a cumulative process, with words enriched and established as they are met again (2000, p.6). In parallel with Nation's thought, we can claim that the expansion and elaboration of vocabularies is something that extends across a lifetime.

Therefore, the “look and remember” way of vocabulary learning seems to be not very effective for the language learners. Instead, as foreign language teachers, we should show the target vocabulary in different contexts in several times.

ESL researchers have drawn growing attention to vocabulary teaching only since the mid 1980s in the world. This apathetic picture is more desperate in the ESL classrooms in Turkey where the focus of vocabulary teaching is greatly based on traditional definition-based vocabulary teaching. However, in recent years great deals of changes have been witnessed in techniques, methods in foreign language teaching. These satisfactory changes have also taken place in the field of vocabulary teaching. Harmer (1991) explains that methodologists and linguists have increasingly been turning attention to vocabulary, emphasizing its importance in language teaching and some of the ways in which it is taught and learned. The focus of foreign language teaching has shifted from the grammatical structures to communication and vocabulary teaching has increasingly gained a great importance in foreign language teaching. There is a wide-spread agreement among both teachers and researchers that lexical instruction is integral part of any language program to the extent that it is practically impossible to teach any component of language without using lexical items. As well, the report of the National Reading Panel about necessity of vocabulary has brought vocabulary in the foreground after a period when little attention was given to vocabulary instruction in classrooms (Scott, Jamieson-Noel & Asselin, 2003) or in research programs (RAND Reading Study Group, 2002). Thus, vocabulary is currently gaining more emphasis in the language teaching curriculum and today there is much more attention to techniques for teaching vocabulary among foreign language teachers in Turkey. “Vocabulary has rapidly changed in status from “a neglected aspect of language learning” to an area of growing research and publication (Meara, 1980). Many researchers started to work on vocabulary studies. It can be claimed with ease that there are now more and more theories of L2 vocabulary acquisition, and today, it is accepted that learning word meanings can not be achieved only through the use of a dictionary and that vocabulary acquisition is a complex process. This understanding has led to a wide range of academic studies and teaching techniques available on enhancing vocabulary acquisition; thus a greatly

increased awareness on the part of foreign language teachers of the importance of vocabulary development.

According to Allen, there are two principal reasons for the present focus on vocabulary. First reason is that many ESL classes revealed disappointing results although much time was devoted to vocabulary teaching by teachers. Second one, recent research into word meanings, which has dealt with lexical problems, indicates that these lexical problems frequently interfere with communication, and that not using the right words results in communication breakdown (1983:5). Along with this increased interest, foreign language teachers need to have a thorough knowledge of the vocabulary teaching techniques available for introducing and strengthening new lexical item. The techniques proposed in the literature (e.g. Wallace, 1982; Nation, 1983; Seal, 1991; Gairns and Redman, 1986; Palmberg, 1986) include presentation through *demonstration* such as gestures, action performing; *visual aids* such as flashcards, pictures, photographs, objects, blackboard drawings, wallcharts, realia (i.e. real objects); *verbal explanation* such as synonymy and definition, contrasts and opposites, putting the word in a defining context, translation, lexical sets, word lists. It is hard to say that all of these techniques can be applied for all kinds of target words and at all levels of language teaching easily. For example, some researchers claim visual techniques as the most effective ones in teaching vocabulary. According to them, using drawings, posters, photographs and realia is not only fascinating but also motivating for both teachers and students. Using visual resource materials in the classroom attracts students' attention and provides an entertaining atmosphere among students. They also make their claim depend on the opinion "the way we learn bears a strong relationship to the way our senses operate" (Avgerinou and Ericson 1997; 287). Learning with the guidance of visual aids may be really fun and remembering may be much more easier as it appeals to visual cognitions. But visual techniques are advised for especially conveying concrete vocabulary such as food, furniture, professions, and descriptions of people. In this case, how can we teach abstract words best? No matter which aim each technique serves, mentioning about many vocabulary techniques is pretty satisfactory. It shows us growing concern in vocabulary teaching.

Today, we can mention about several techniques and methods emerge in vocabulary teaching. Cross (1991) states that there are several ways of making the meaning of a word clear and add that these may be used alone or in combination. We can also give another vocabulary teaching technique as an example: “What is it?” technique (Nation, 1978a). This technique is a useful way of learning new vocabulary, in particular becoming familiar with the spoken form of the word and linking it to its meaning. In this technique, the teacher gradually determines the meaning of a word by using it in context. When the learners think they know its meaning, they raise their hands. If just a few learners raise their hands to give an answer, the teacher keeps on giving the meaning of the words in contexts. After enough hands are raised, the teacher asks a learner for explanation of the meaning. By implementing this technique, information given about words can be provided from textual input such as a reading or listening text, the context on a worksheet. Also it can be reference-sourced such as a teacher or a dictionary, or the learners in a group who already know something about the word.

Newton’s study found that when learners discussed the meanings of words from a worksheet with each other, the vast majority of discussions resulted in useful and accurate information being provided about the words (1993). Another kind of vocabulary teaching technique is “Defining the words by means of other words which are already known”. Although this technique is useful in essence, sometimes it may have some lacks. Because, above all, it always needs a skillful teacher who will be able to use this techniques practically. In addition, defining all words may not be possible with limited vocabulary knowledge. For example, after looking at the following two different definitions for the word “**to drown**”, which one is more helpful definition, can be decided easily.

1)To drown: to die by being under water for a long time

2)To drown: to sink and perish in water.

In such technique, teachers sometimes can prefer to give example sentences together with definitions. Here, an example sentence for “to drown” might be: “The death boy’s mother was very sad after her son drowned in the river.” Needless to say

that such explanatory sentences are useful for making the meaning clear for the unknown words. Still, teachers should have greatly a skill in composing clear and simple example sentences. Above named these techniques are only some of numerous vocabulary teaching techniques implemented by foreign language teachers all over the world.

Considering the academic studies related to vocabulary acquisition, we can give the study of finding out the relationship between vocabulary knowledge and reading comprehension as an example. This case study was conducted by Tozcu and Coady so as to determine the effect of direct vocabulary instruction via computer assisted learning as opposed to traditional vocabulary training via print texts (2004). Moreover, the effect of this direct instruction on reading comprehension and word recognition speed and therefore reading rate was also been analyzed. At the end of the study, the results suggested positive implications of integrating technology in the language classroom for reading instruction and vocabulary development. Following this research, Tozcu and Coady point out, learning vocabulary is an important aspect of second language and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked (2004:473). This strong correlational relationship is supported by a great many of studies. Some researchers such as Anderson & Freebody found that children who know more words understand the text better (1981; Davis, 1944, 1968; Thurstone, 1946).

Another research was related to the effect of pictures from magazines on particular areas of foreign language teaching. In this study, the researcher aimed to find out whether pictures could be used as a source of varied classroom activities in the areas of speaking, listening, writing, grammar, especially, of vocabulary teaching. The results of this study revealed that pictures can be effectively used as visual aids for fostering students' imagination and motivating the students in vocabulary teaching.

An alternative study was on development of resource material for teaching vocabulary. This study investigated the role of photographs in vocabulary teaching. In this study, Michael West's General Service List (1953) was used in order to choose the target words. This list contained high frequency words in spoken and

written texts. The researcher gave importance to the students' level of foreign language while choosing the words from this list. The participants were all students at a private language school in Bursa. In this research, the researcher took into consideration the appropriateness of the photographs to the culture, the quality, their being interesting, coloured, visible, clear, big enough and suitable for the target words in the selection of photographs. Target words were presented through photographs in teaching session and then a test was used in order to evaluate the effectiveness of the presentation. At the end of this study, the results showed that there is an increase in the interest of the students and the students get higher results in vocabulary tests. The other study is "Learning vocabulary through games". This research centered on lots of games for purpose of teaching target words. At the end of the study, it can be indicated that students were motivated to learn when they have a chance to "use their imagination and creativity" during activities like games in the classrooms.

There was another study on teaching vocabulary using short texts. In this research, the researcher, Scott Thornbury, believed there is a tendency to present vocabulary in texts nowadays. He also claimed that texts-whether spoken or written-have enormous advantages over learning words from lists. He explained the reason why he chose short texts rather than longer ones with the following remarks: "Short texts are ideal for classroom use since they can be subjected to intensive grammatical and lexical study, without overtaxing learners' attention or memory. The research completely shows that short literary or authentic texts offer multiple possibilities for vocabulary development.

In a study on using figurative language to expand students' vocabulary (by Gillian Lazar), some metaphors of the literary texts were used in order to examine whether students may usefully be exposed in the course of their learning. During the research period, the researcher carried out a sequence of activities to the students. By applying such activities, she aimed to allow students to see how salient features of a word's meaning may be carried over from the literal to the figurative.

Another study on vocabulary was related to the effects of repetition on vocabulary knowledge. This study discussed the effects of repetition on word knowledge in a carefully controlled study of 121 Japanese students learning English. The students

were selected from four second-year EFL classes at Kyushu University. The common point of all the participants was that they had a minimum of seven years English background and they had a 80 percent score in Vocabulary Levels Test including 2000 target words (Schmitt 2000). 98 participants were randomly assigned to experimental group; the rest 23 participants remained in the control group. The participants were randomly chosen for composing 4 experimental groups again. Each experimental group had to complete a vocabulary comprehension task. The tasks involved reading a set number of pages. Each page presented ten contexts and each context contains a different target word. Therefore, after reading one page, participants saw each target word once. But the number of occurrences of each target word was different for each experimental group. For example, whereas first group saw each target word only once, second group saw it three times, the other saw it eight times, the fourth saw it ten times. At the end of the study, all participants had a surprise vocabulary test measuring different aspects of vocabulary knowledge. According to this test's results, significant learning was attributed to the number of times the participants met the target words in context. As a result of this study, the researcher claimed that if learners encounter unknown words ten times in context, noteworthy gains may occur indeed.

In parallel with this study, there was also a study which examined the effects of reading a graded reader on vocabulary learning. Waring and Takaki (2003) found that learners needed to meet target words at least 8 times to have a 50 percent chance of recognizing the words after three months later. According to this study, even if target words were met more than 18 times, there was only a 10 % or 15 % chance that learners could remember the target words' meanings three months later. In the end, Waring and Takaki suggested that it may take well over 20 encounters to learn new words.

2.2. Authentic vs. Pedagogical Materials in ELT

Language instruction has five main components: learners, teachers, materials, teaching methods and evaluation. Materials are very important among these five

components. Because, it is not possible for language teachers to instruct language learners without any materials. Much of the language teaching that occurs throughout the world today can not be done without the extensive use of teaching materials. Richards (2001: 251) defines teaching materials as key components in most language programs. There is a similar idea about the importance of materials;

“Materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best they provide concrete models of desirable classroom practice, they act as curriculum models, and at their very best they fulfill a teacher development role. Good materials also provide models for teachers to follow in developing their own materials.”

(Nunan, 1988: 28)

According to Richards (2001:251), whether teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

Beforehand, the only language teaching materials were grammar books, dictionaries, cassettes, readers; but today there is a great variety of language teaching materials such as newspapers, photographs, songs as well as the previous ones. As Tomlinson cites, materials can be anything which is used by the teachers or learners to facilitate the learning of a language and they are deliberately used to increase the learners' knowledge and/or experience of the language (1998: 2-3). Language teachers can find these language teaching materials or prepare them before using them in classes. According to Ersöz (2005), language teaching materials come in three different categories: course materials, supplementary materials (teacher's book and workbook or coursebook), and additional materials (visual, audio and audio-visual materials). And in the English Language Curriculum for Primary Education (2006: 27) teaching materials are divided into three major categories: visual materials, audio materials and printed materials as follows:

VISUAL MATERIALS:

- a) teacher, gestures, body and hand movements,
- b) blackboard/whiteboard,
- c) magnet boards/flannel boards/pegboards,
- d) flashcards and/or index cards,
- e) wall charts, posters, maps, plans,
- f) board games, puzzles,
- g) mounted pictures, photos, cartoons, line drawings,
- h) puppets, objects/realia
- i) pamphlets/brochures/leaflets/flyers.
- j) equipment operation manuals,
- k) newspapers/magazines,
- l) overhead projector and transparencies, the opaque projector,
- m) slides, filmstrips, TV programs,
- n) computer software/hardware,
- o) DVD and video cassettes.

AUDIO MATERIALS:

- a) teacher,
- b) audio cassettes,
- c) records/record players,
- d) CDs/CD players,
- e) radio programs,
- f) multimedia lab,
- g) the language laboratory.

PRINTED MATERIALS:

- a) course books,
- b) teacher's books,
- c) workbooks (or exercise/activity books).

Language teaching materials can be shaped by consideration of a number of factors, including the teachers' training/experience, preferred teaching styles or learners' learning style preferences, language learning needs, interests or motivations. If a language teacher prefers traditional teaching style, he/she generally uses instructional materials as their primary teaching resource whereas another language teacher might prefer authentic materials if s/he follows communicative approach in his/her teaching. For learners, materials have a crucial role that they may provide the major source of contact they have with the language apart from the teacher. For this reason, the use of authentic materials or pedagogical ones should be primarily decided while planning the role of materials in a language program. At this point, there are a great many views on advantages and disadvantages of textbooks and authentic materials by comparing them separately.

2.3. Textbooks in ELT

The significant role played by textbooks is undeniable in the teaching and learning foreign languages. Much of the recent literature on materials development for language learning has recommended that textbooks provide learners with more opportunities to acquire language features from frequent encounters with them during motivated exposure to language in use (Cunico, 2005; Islam, 2001; Maley, 2003; Tomlinson, 2003a; Tomlinson, Dat, Masuhara & Rubdy, 2001). Today, textbooks are still considered as the most essential constituents to many ESL and EFL classrooms and programs although English language instruction has many important components. For this reason, they are most often used by almost all language instructors in the world. Hutchinson and Torres suggest that the textbook is an almost universal element of English language teaching (1994). Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook (p.315). They are, undoubtedly, one of the components of curriculums. "There is no doubt that the textbook is an essential part of the curriculum...Perhaps in some fields textbooks may not have great importance. In foreign-language classes, however they are essential." (Ariew, 1982, p.16). Sheldon

(1988) suggests that textbooks not only ‘represent the visible heart of only ELT program, but also offer considerable advantages for both the student and the teacher-when they are being used in the ESL/EFL classroom.

“The importance of the textbook in foreign language classrooms is a crucial issue. At all stages and levels of foreign language instruction, teachers and students rely heavily on textbook materials. The objectives and philosophy selected by authors and editors guide instructors in the presentation of language and culture concepts to students. Content and format provide the organizational base for the syllabus. Daily lesson plans are based on exercises, drills, and vocabulary contained with each chapter. Students depend upon textbooks for examples, assignments, and clarification of problematic areas.”

(Macian, 1986:103)

Richards divulges why textbooks are widely used in ELT with the following remarks:

“In some situations, they (textbooks) serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of the skills taught and the kinds of the language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher’s instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers may also serve as a form of teacher training-they provide ideas on how to plan and teach lessons as well as formats that teachers can use.”

(Richards, 2001:1)

At this point, Chall, Conard, & Harris-Sharples (in Hong Xu, 2004) draw attention to the extensive use of ELT textbooks claiming that most students will have

been exposed to over 32,000 pages in textbooks by the time they complete high school, and that almost all of their time in reading instruction and at least three-fourths of their time in content classes will be spent with a textbook.

Haycroft (1988), for example, suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Sheldon pointed out, students often have expectations about using a textbook in their particular language classroom and believe that published materials have more credibility than teacher-generated or in-house materials (1988). O'Neill (1982) indicates that textbooks are generally sensitive to students' needs, even if they are not specifically for them, they are efficient in terms of time and money, and they can and should allow for adaptation and improvisation. "Textbooks are relatively inexpensive and involve low lesson preparation time. In this way, textbooks can reduce potential occupational overload and allow teachers the opportunity to spend their time undertaking more worthwhile pursuits." (O'Neill, 1982; Sheldon, 1988).

What follows, another advantage identified by Cunningsworth (1995) is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Hutchinson and Torres (1994) point that textbooks may play a pivotal role in innovation. What is more, they suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new or untried methodologies, introduce change gradually create scaffolding upon which teachers can build a more creative methodology of their own.

Actually, if ESL/EFL textbooks are carefully written, they can be very useful in laying a foundation, but they should not be overvalued as the destination of English learning. Textbooks do not always have advantages in teaching/learning environments. There are many other researchers and practitioners who do not necessarily accept the extensive benefits of using ESL/EFL textbooks. They claim that there are also some shortcomings of textbooks used in ELT. A number of

researchers have identified various potential problems of textbooks. For instance, according to Crystal & Davy, the language presented to students in textbooks is a poor representation of the real thing, “far away from the real, informal kind of English which is used very much more than any other during a normal speaking lifetime” (1975:2). O’ Neill (in Yan, 2001) state that textbooks can only have props and framework for classroom teaching; and no textbook can expect to appeal to all teachers and learners at a particular level. Allwright (1982) writes a commentary on the use of textbooks in the ELT classroom. He suggests textbooks are too inflexible and generally reflect the pedagogic, psychological and linguistic preferences and biases of their authors. He also supports his idea with these remarks: “Use no materials, published or unpublished, actually conceived or designed as materials for language teaching.”(1981: 173). According to Griffiths, the extent to which everything is seen from the point of view of the writer’s culture should be questioned (1995). More recent authors have criticized textbooks for their inherent social and cultural biases. At that point, we should ask what culture is. The most common definition of “culture” is that “the way of life of a people” (Hall, 1959:43). The notion of “culture” focuses on customs and traditions, on the social and shared heritage of people and societies. In a sense, “culture” is a broad concept that refers to all the various aspects of the way of life of people. Here, the point which textbook critics highlight is that some textbooks cover only its own culture and its cultural values of the foreign country whose language is being studied as if this was the main aim of such textbooks. Brooks (1960:81) stresses this point by saying “the culture of the foreign country whose language is being studied, as reflected in its literature, art, architecture, music, dance and the like, is the subject of much consideration and it is often treated at length...”

Upon not going to the extremes in terms of cultural content in textbooks, the teaching of “culture” is currently viewed as an aspect of language pedagogy that is essential as grammar and vocabulary. For example, Prodromos (1988) and Alptekin (1993) focus on the use of the target language culture as a vehicle for teaching the language in textbooks and suggest that it is not really possible to teach a language without embedding it in its cultural base. The following studies are corroborant of their opinions. In a survey including 80 Thai undergraduates conducted by Baker, 51

out of the 75 students he interviewed cited interest in English culture as an important reason for studying English (2003). In another research conducted by Hwang (2006), approximately 77 % of her students indicated their interest in learning more about English-speaking cultures. However, Prodomos and Alptekin add such a process inevitably forces learners to express themselves within a culture of which they have scarcely any experience and this may result in alienation, stereotyping or even resistance to learning. Actually, we experience this truth in our teaching in the schools. The students sometimes complain why they have to learn another language.

On the other hand, many textbooks are actually too contrived and artificial in their presentation of the target language. Although integration of authentic materials into the linguistic aspects of textbooks is very beneficial to the learning of a foreign language, they generally do not have any authentic contents. Many scripted textbook language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching. For instance, the following dialogue is taken from a Japanese textbook used in secondary schools (cited in McCarthy and Carter, 1994:195):

Akiko: Is this your first visit to Japan?

Miss Fields: Yes, it is.

Hideo: Do you like Japan?

Miss Fields: Yes, I do. Japan is really clean and safe.

Takeshi: Where do you live in Canada?

Miss Fields: I live in Toronto.

This sample dialogue shows us any performance errors such as hesitation, pauses, repetition, and false starts are not taken place in contrived materials' dialogues. It also displays the topics' sudden and disconnected changes. A real conversation is completely different from artificially-prepared conversations as is the case in contrived, commercial materials. Owing to lack of discourse features in textbooks, many language learners experience difficulty in a real interaction with native speakers. As well, the activities chosen are based on teacher-talk and student-listen routines as suggested by Cheung (2001).

Textbooks contain the scripted unauthentic language which does not lend itself to communicative practice but instead can lead to an oversimplification of language and unrealistic views of real-life situations. As the focus will be on assisting learners to do in class what they will need to be able to do outside, materials should reflect the outside world. In other words, they should have a degree of authenticity (Nunan, in Griffiths, 1995). One of the most debatable aspects of ESL or EFL is whether input should be intentionally simplified for L2 learners (Oxford, 1993). In fact, such learners are often exposed to some modified or scripted form rather than authentic input in their EFL/ESL (Bacon, 1992b; Choudron & Richards, 1986; Derwing, 1989), and many of them rely on uninteresting textbooks that focus students' attention on grammatical structures, and on practice in isolation.

Based on all these aspects of textbooks, they can be accepted as a useful English language teaching material; but we can not claim they are adequate on their own. At this point, Griffiths (1995:50) says however theoretically “correct” material may be, it will be unacceptable if it does not match students’ own goals. All contents in textbooks should be learner-centered, up-to-date, socio-culturally appropriate, gender-sensitive, age-appropriate, well-graded, well-organized, well-indexed, well-illustrated, interesting and visually attractive, relevant to real life. For example, materials for adults need to have adults as the main characters, and to use “mature” language. Or different components (e.g. videos, workbooks, tapes) must be easy to use in conjunction with each other. In this case, can we claim that only a textbook can be a single source in ELT?

2.4. Authentic Materials in ELT

One issue in materials design that has aroused debate over time is the role of authentic materials. Richards says materials not designed for instructional use such as magazines, newspapers and TV materials may also play a role in material choice and use (2001: 251). The concept of authenticity in language teaching materials appeared under the influence of communicative approach reappeared in the 1970s because of the fact that the debate between Chomsky (1965) and Hymes (1972)

revealed communicative competence meant much more than knowledge of language structures, and contextualized communication began to pass beyond form. Clarke (1989) argues that communicative methodology is important and that communicative methodology is based on authenticity, realism, context, and a focus on the learner. The concept of authenticity is central to Communicative Language Teaching, with the learner being exposed to the same language as a native speaker. Four types of authenticity within the classroom have been identified and in particular to the use of authentic texts:

- 1) *Authenticity of texts which we may use as input data for our students;*
- 2) *Authenticity of the learners' own interpretations of such texts;*
- 3) *Authenticity of tasks conducive to language learning;*
- 4) *Authenticity of the actual social situation of the classroom language* (Breen, 1981:61).

The idea of using authentic input in L2 instruction gained support from a number of researchers (Allen, Bernhardt, Berry & Demel, 1988; Bacon 1992b; Bacon & Finneman, 1990; Bragger, 1995; Ciccone, 1995; Herron & Seay, 1991; Lee, 1995; Secules, Herron & Tomasello, 1992). These researchers' studies showed that authentic input offer L2 learners both linguistic and cultural information that may not be available in pedagogical texts used in the traditional classroom. Also, a five-year collaborative study "Creating Authentic Materials and Activities for the Adult Literacy Classroom: A handbook for practitioners" written by Erik Jacobson, Sophie Degener and Victoria Purcell-Gates was published by the National Center for the Study of Adult Learning and Literacy (NCSALL) in 2003. This report defined authentic and collaborative learning and presented evidence and arguments for benefits to students. It claimed the use of activities and materials that are drawn from the learner's life outside of school.....authentic or learner-contextualized materials and that using real life texts for real life purposes provides students with an education that is meaningful and responds better to their individual needs.

Authentic input is included in authentic materials in the shape of print, video and audio materials students encounter in their daily lives, such as job applications, menus, voice mail messages, radio programs, videos. There are so many reasons why there is an increasing interest in implementing authentic materials in language

teaching. But one of the main reasons for using authentic materials is that they connect the classroom to the outside world and bring reality into the artificiality of the classroom. These materials expose learners to the necessary variety of situations that the real language is used. Even if the classroom is not a “real-life” situation, authentic materials have a very important place within it. Learners can benefit from the exposure to real language being used in a real context rather than the exposure to the artificial language of the textbooks. As authentic materials are produced by real speakers for a real audience, language learners need to focus on the message; the other things such as format, style and context are only means for communicating the message. Henry Sweet, who taught and wrote at the end of 19th century and is regarded as one of the first linguists, makes regular use of authentic texts in his books and claims their potential advantages over contrived materials:

“The great advantage of natural, idiomatic texts over artificial ‘methods’ and ‘series’ is that they do justice to every feature of the language.....The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more essential.” (Sweet, 1899:177).

By means of authentic materials, teachers can give learners awareness about how the language is actually used. In this way, learners feel that they are learning a foreign language as it is used by native speakers. In Baker’s study, 77 out of the 80 Thai university students expressed a desire to use their English with native speakers or within English speaking environments (2003). In the study of Hwang (2006) out of a total number of the 287 students aspired to have near-native competence. Prior to these two studies, a large survey done in over 45 countries by Timmis (2002) exposed two thirds of the students’ wishes to speak English according to native speaker norms.

Some researchers argue that classroom materials should as far as possible mirror the real world and use real world or “authentic sources” as the basis for classroom learning. Because they believe that even if the classroom is not a “real-

life” situation, authentic materials have a very significant place within it. Clarke and “Classroom activities should parallel the ‘real world’ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. Authentic materials enable learners to interact with the real language and content rather than the form. The purposes of reading should be the same in class as they are in real life.” (Silberstein, 1977:51). Bragger (1985) argues that everything we do with the language must be authentic (p.85). “Because when learners enjoy the exposure to authentic materials that are pegged to their levels and interests, they can be gradually “hypnotized into” the rhythm and pattern of the target language, which parallels what happens in their native language” (Medgyes, 1994). Medgyes also adds whether it be a soap opera or an MTV video clip, our eyes are hooked on the screen and for long minutes we forget that what we are watching is, in fact, not in our mother tongue (p.92).

Another reason of preferring authentic materials is their cultural content aspect. According to Shrum and Glisan, authentic materials provide an effective means of presenting real language, integrating culture, and heightening comprehension...Another convincing reason to use authentic samples is for their richness in cultural content. Because these texts are prepared for native speakers, they reflect the details of everyday life in a culture, as well as its societal values (1994). On the other hand, Melvin and Stout focus on motivational aspect caused by cultural dimension in authentic materials. They cite as an overall increased motivation to learn in students when students use authentic materials for the study of culture in the language classroom (1987). Garza maintains that authentic input provides foreign language learners with cultural richness, which is a key element in understanding the foreign language (1990). Because the learning of foreign languages would become tasteless without the cultural component. Many researchers (for example, Valdes, 1986; Bryam and Fleming, 1998; Kramsch, 1993) highlight the impossibility of teaching English without teaching culture. At just this point, it can be claimed that contemporary authentic materials with different degrees of literariness may be introduced to the language classes for teaching culture. According to Bacon (1992b), authentic input enriches the cultural ingredient of the curriculum, mirrors real language use, and challenges teachers to help students

develop appropriate learning strategies. In contrast to Bacon's point of view, some researchers hold the idea that authentic materials' successful integration into the curriculum is difficult in consideration of randomness in vocabulary, themes and structures of authentic texts. In terms of psychological dimension, some argue that the complexity of authentic materials is more likely to raise the learners' anxiety level. Several researchers, in fact, are of an opinion that learning with authentic input too early in foreign language acquisition could not be only a frustrating and anxiety-ridden experience for language learners but also an impractical approach for teachers. For example; Ur (1984) and Vande Berg (1993) indicate that activities with unedited input will increase learners' frustration; thus, those activities should be reserved for the highest levels in the curriculum. Omaggio (1993) argues although authentic input may provide foreign language learners with culturally appropriate input, this language may not expose students to comprehensible input at the earliest stages of acquisition.

Brown and Menasche state that there are some situations in which authentic materials are useless-especially when the learners' receptive proficiency is low (2006, p.3). In a research, for instance, the effect of authentic materials on the motivation of two beginner level EFL class learners was investigated. Learners were from South Korean University EFL Institute; so their average age was 20, and the range from 18 to 24. The researcher used authentic and artificial materials in both classes alternately. The authentic materials used with the classes in this study were two poems, some television listings, two short articles, and an advice column from a local English language newspaper, an American pop song and some English language magazine advertisements. Results from two observation sheets and a self-report questionnaire revealed the significant increase of motivation when authentic materials were used. After the post-class interviews, designed to allow learners to give in their own words and their views on the materials used that day showed that learners have a wide range of opinions about materials. Some of these beginner learners, although they were adults, reported authentic materials to be significantly less interesting than artificial ones. Also, the ones who gave negative responses said they found authentic materials too hard for them, in consideration of the difficult vocabulary inside it. This study can be shown as an example of the claims about the

ineffectiveness of authentic materials. Needless to say that, we should say this study had validity only for beginner level students. Most of the time, the counter argument given to frequently voiced to authentic materials' linguistic difficulty is that the difficulty of the text does not matter, as the task can be graded according to the learners' level and the aim is to provide the learners with strategies to cope with any type of document they may encounter. So a "difficult" text can be given to beginners, provided that the task is easy and adequate help is offered.

According to Bacon, less-proficient students can understand and benefit from authentic texts. Further, she claims an early exposure to such texts will help these students develop useful listening strategies for more complex tasks later on. But, she adds the texts should be culturally relevant to the experience of the students (1990). At this juncture, the following question comes into question: "Should authenticity be approached gradually or is this simplified approach a hindrance or a help?" A simpler, controlled input is needed at the beginning, leading progressively to less contrived materials, eventually arriving at authentic materials. There can be a progression in the difficulty of tasks, or in the degree of help provided through higher levels.

A study conducted by Allen shows that high school students of all levels are able to read authentic texts much more competently than their teachers expect them (1988). Meanwhile, we can touch upon some samples of studies that contradict the effectiveness of them in language classrooms although they are not certain proofs against authentic materials usage. For example, Gonzalez made a research on the effect of authentic materials on learners' attitude, motivation, and language achievement. 4 classes totaling 43 students studying Spanish as a foreign language took part in her study (1990). She found no statistically difference in motivation when authentic materials were used (ibid:106) though this result was based on answers to only one question in one self-report questionnaire. Although she found from comments in teaching logs that learners reacted favourably to their use (ibid:118), she concluded her study that they were inactive for language classroom teaching tools. Kienbaum (1986) conducted a study about the effectiveness of traditional L2 instruction using traditional grammatical methods and texts (ibid:1) compared with the communicative approach when combined with the exclusive use

of authentic materials. Kienbaum hypothesized that it is possible to increase motivation toward foreign language study by using the communicative method and authentic materials (ibid:7). Subjects were 29 American college students studying German and French as a foreign language over 30 weeks. Both linguistics progress and attitudes of participants were tested. Scores from 3 items on an attitude survey were used to assess learners' satisfaction with the "method used to teach the course" (ibid:21), they asked if the course was stimulating and if the texts, tapes and visuals were interesting. In the end, no statistically significant differences between the control and experiment groups were found. However, Kienbaum noted that all students enthusiastic about and very well motivated by the use of authentic materials (ibid:25-6). As we understand from such examples, the researchers adopt the positive effects of authentic materials in class atmosphere in a way even though their ineffectiveness is designated in these studies.

Especially for language teachers, creating the interest in the language classrooms so as to make the students more motivated to learn is an enduring necessity. Long hours learners spend in classrooms make the motivation an important factor in language learning success. Enhanced learner participation and enthusiasm are significant outcomes in the motivation. Presuming that diversity in teaching manners and materials contributes to learning process as it stimulates learner motivation, many EFL teachers consider authentic materials as motivators. Also, many authors assert authentic materials have a positive effect on learner motivation in the foreign language classroom. They claim that authentic materials motivate learners because they are intrinsically more interesting or simulating than artificial or non-authentic materials (materials produced specifically for language learners). Their claims are proved by numerous research studies, anyhow. These studies show that the use of authentic materials results in an overall increase in motivation to learn, a more positive attitude towards learning, as well as increased involvement and interest in the subject matter. These studies affirm that authentic materials make excellent learning tools for students precisely although they are not created specifically to be used in the classroom. Scarcella and Oxford (1992) assert that authentic language is highly motivating to students, particularly when it is keyed to subjects that students are concerned about. But, sometimes, authentic materials

can have the opposite effect; rather than motivate the students, they run the risk of being demotivators and in Krashen's terms they "put up the effective filter". Due to this fact, teachers had better choose subjects without regarding their students' interests, and sometimes their opinions. If an inappropriate one is chosen, the vocabulary may not be relevant to the learners' needs and too many structures can create difficulty. On the other hand, Martinez (2002) suggests that teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest. In this context, they can support a more creative approach to teaching in several ways. Authentic texts can be very attracting for students if they are used correctly.

"Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language." (Guariento & Marley, 2001). Nuttal points out motivating aspect of authentic texts, and adds authentic texts can be motivating because they are proof that the language is used for real life purposes by real people (1996:172). "Authentic texts, unlike their pedagogically contrived counterparts, promote student learning and interest by presenting the culture in a natural way." (Herron & Seay, 1991; Joiner et al., 1989; Nostrand, 1989; Rogers & Medley, 1988).

Proponents of using authentic materials are defined as the "real" language created by native speakers of that language in pursuit of communicative outcomes (Little, Devitt, & Singleton, 1989). The enthusiasm for using authentic materials has become intensified with the increasing popularity of the communicative aspects in language teaching. From the communicative language teaching perspective, most EFL/ESL teachers need to make use of materials and resources which help to bring the outside world into the classroom. Because a great many of students lack access to native speakers for authentic communication. As soon as they leave the classroom, they re-enter a world speaking their native language and they have little opportunity to use what they have learned in the classroom. So they should be exposed to the natural language taken from real life by means of authentic materials in this limited time.

The sources of authentic materials that can be used in language classrooms are in variety. Any types of audio, visual and printed materials which are used for communicating specific messages in real life can be regarded under this authentic material category. Such materials may range from non-linguistic items (realia), through to authentic texts including newspaper articles, audio recordings of conversations or videos of recent television programmes. But the most common are newspapers, TV programs, magazines, movies and songs. Some linguists note the use of films, television, and other broadcast media in language teaching is widespread and quite popular (Allen, 1986; Stempleski & Tomalin, 1989; Cooper, Lavery & Rinvolutri, 1991; Sherman, 2003). In terms of students, they need to constantly refer to the contextually appropriate ways native speakers actually put the target language in use. Exposing students to “pieces” of the outside world has an important function in establishing a dynamic and meaningful context for learning, and increasing student motivation. Thus, EFL/ESL teachers can construct “an associative bridge between the classroom and the world” (J. Heaton cited in Smith, 1997), and “prepare the learners for post-classroom experience” (Dickens, 1995). In addition, Krashen and Terrell argue that the purpose of language instruction is to allow the learner to “understand language outside the classroom”, so that ultimately he or she can “utilize the real world as well as the classroom, for progress” (Krashen & Terrell, 1983:1).

There have been a lot of studies into the methodology and effects of using authentic texts on EFL/ESL learners so far. ELT professionals (e.g. Morton, 1999; Peacock, 1997; Morrison, 1989; Swaffar, 1985 and Zhu, 1984) have experimented with practical methods to teach English courses with authentic texts of various types and levels and they have observed positive outcomes both with respect to motivating learners in learning the target language and in terms of developing in them communicative competence. Actually, authentic source texts are relatively easy to locate and likely to have more interesting content than specially written author-generated texts. Little, Devitt, Singleton (1989:26) cite that authentic texts bring learners closer to the target language culture, making learning more enjoyable and therefore more motivating.

Using newspapers in the classroom is not a new idea. The concept dates back to June 8, 1795 when the Portland (Maine) Eastern Herald published an editorial that acknowledged the role of newspapers can play in delivering, extending and enriching the curriculum. There have been numerous studies related to newspaper usage in the classroom thus far. Especially, newspaper usage in classes is given more importance in the U.S.A. For example, Educational Testing Service (ETS) has developed a Newspaper Reading Test for the American Newspaper Publishers Association Foundation (ANPA) to assess student competency in reading newspapers. By means of this study, ANPA desires to determine the extent to which student skills in reading and understanding the newspaper could be improved through the use of newspaper in the classroom.

In a review of research studies conducted using Newspaper Reading Test, DeRoche and Skover (1983) found out that newspaper usage in classrooms could improve students' newspaper reading competencies. Diederich (1971) conducted the first research using Newspaper Reading Test through twelfth grade students. He divided the existing classes according to those classes using newspapers in regular classroom instruction and those not using newspapers. In the end, the experimental group of students using the newspaper in daily instruction had much more success on the text than did the control group of students. Another study was conducted among 76 ninth grade American History students (Avery, 1973). Students were randomly divided into two groups as experimental and control groups. At first, pretest results revealed no differences between these two groups in their reading competency. The experimental group was instructed through newspaper twenty minutes a day for three and a half weeks. At the end of the study, results proved that the experimental group performed better than the control group on the post-test of the Newspaper Reading Test. As is understood, in each study, significant increases in reading competencies were found in the groups using newspapers in the classroom (Berryman, 1971; Rochester Newspapers, 1971).

On the other hand, there are some studies related to newspapers' effects on student attitude. According to studies by Geyer (1977) and Verner & Murphy (1977), students developed positive attitude toward newspapers when used in the classroom. These two studies revealed that the use of newspapers in the classrooms increased

student interest in reading and current affairs as well as the students' desire to learn subject matter. Apart from these studies, we can mention about the ones conducted to examine the effect of newspaper usage on vocabulary development and reading comprehension. According to the results of such studies, reading scores improved in classrooms where newspapers were regularly used. Besides, we can show the program known as 'Newspapers in Education' (NIE) as a sample. At the present time, about 600 newspapers in the United States and Canada participate in the NIE program, which involves approximately three million students, 90,000 teachers, and 16,000 schools each year. This initiative encourages the use of newspapers as an educational tool both to complement and supplement traditional classroom texts and resource materials (Newton, 1985). 'The Newspaper as an Effective Teaching Tool' (1981) explains the intent of the program and provides a variety of classroom activities using newspapers.

Now, newspapers are used throughout the school year in every area of the curriculum (Kossack, 1987). Because newspapers contain many characteristics such as cultural content, a wide variety of text types and language styles which may not be easily found in conventional materials. For this reason they arouse interest for researchers. Teaching with newspapers is effective because they motivate content learning and develop language skills (DeRoche, 1983; Heitzman, 1986; ANPAF, 1990). Of course, there are so many different facets of newspaper usage in teaching. Newspapers can also be used as foreign language teaching instruments in classes. In the last decade, suggestions have been made to use newspapers as an instructional tool to teach English as a ESL (Kossack & Sullivan, 1989; Winters & Orr, 1989; Sullivan, Duncan, & Moore-Sorvillo, 1986). Therefore, the use of newspapers has considerably increased in ELT area in the past few years. So far, many researchers have worked on some aspects of using newspaper texts in the language classrooms. For example, in his research, Dheram (2007) tries to find out how the newspaper can be used for promoting learner autonomy in an international classroom with varying levels of English proficiency. Kitao (1996), in the article 'Teaching the Newspaper Effectively' is concerned with the issue of electronic newspapers and their utilization in English teaching. He states that many of his Japanese students would like to read English newspapers, but it is too difficult for them, partly because they do not

possess enough knowledge of conventions of newspapers and newspaper articles. Paul Seedhouse, in his well-known article "Using Newspapers on CD-ROM" mentions about the issue of newspapers stored on CD-ROM disks. He explains what these are, how they can be obtained and used in language instruction (1994). On the other hand, Bndaka (2007) presents a reading lesson which is initially designed for the students of Peiramatiko Senior High School of Patras in Greece in her article. The main aim of this reading lesson is to develop the students' reading skills using a newspaper article and help students gain confidence when they are faced with authentic texts. She concludes her article that the reading session with newspapers becomes more learner centered and the students are left alone to interact with the text by giving attention to student-student interaction.

Moreover, some researchers employ newspapers in the curriculum. Hunter and Mcnearney (1988) designed a series of twelve lessons in which newspaper is used in an adult basic education curriculum in which newspapers can be used in teaching language skills and basic literacy to adults and learning disabled students, as well as to students of ESL. This study was designed within the framework of post-secondary education system. Each lesson focused on a particular letter of the alphabet and furnished a list of vocabulary needed for the lesson, extensive hints on how to teach it, and some suggested activities.

On the other hand, some practitioners indicate newspaper articles written for native speakers are not always appropriate for ESL students although they agree that newspapers can represent useful tools in the classes. For example, Virginia French Allen, an ESL specialist, says that materials designed for native speakers of English are not equally suitable for ESL students with limited knowledge of English vocabulary and structure or limited experience with American life (1990). Some authors cite that authentic materials reduce learner motivation because they are too difficult (Williams, 1983:187; 1984:26, Freeman and Holden, 1986:68; Morrison, 1989, p.15). Newspaper texts can really be difficult to language learners, particularly beginners. However, headlines, recognizable symbols and well-known people, many colour and black-and-white photographs can convey information that lower level students understand. Many cultural, phonetic, and speaking cues which are readily apparent to native speakers must be developed for ESL students (ANPA, 1989, p.17).

Despite of these linguists' hesitation about newspapers' appropriateness for ESL students, many other linguists accept authentic materials, when appropriately selected and implemented, provide a bridge between the linguistic skills of learners and their professional knowledge goals. Because, newspaper texts are examples of real life linguistic data. While comparing authentic texts with non-authentic ones, Peacock says the language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of "false-text indicators" that include:

- 1- perfectly formed sentences (all the time)
- 2- a question using a grammatical structure, gets a full answer
- 3- repetition of structures

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often do not reflect how the language is really used (1997). For learners with a limited English language environment, newspapers can be a vast source of language exposure. Obviously, newspapers provide an enormous amount of text and information. For students, reading newspapers is a great chance to improve their reading skills, enrich the vocabulary, gain some cultural and up-to-date knowledge in the whole world. By using news for teaching materials, teachers can provide opportunities for students to learn world issues, cultures and other things, in addition to learning the language itself. In addition, newspapers are made up of not only words, but also pictures. By means of pictures many words can be taught in fact. In this context, a newspaper can be a rich source of materials for classroom use. Many practitioners (Chavira, 1990; Hess, 1987; Salas- Isnardi, n.d.; Toben, 1987) have compiled detailed and level-appropriate lists of classroom activities for using the newspaper as text.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This section gives information about how this study was designed in terms of the methodological perspective. Subjects, instruments, the place where the study was conducted, the procedure of the implementation of the study, the materials to collect data, the method which was used for data analysis are also described in this chapter.

3.2. The Participants of the Study

The data for this quasi-experimental study were collected through questionnaires and pre- and post- vocabulary tests. Although totally 54 students studying at Uşak Orhan Dengiz Anatolian High School participated in the research. 50 students were given the questionnaire conducted at the beginning of the study as the rest of them were not in the classroom at that time. Also, two participants' questionnaire papers became void as they answered the questionnaire questions haphazardly. For this reason, only 48 students' questionnaire papers were evaluated in the first questionnaire. In addition, the second questionnaire was applied to only experimental group (28 students) as the aim here was the evaluation of the new vocabulary teaching technique.

The participants of this study were chosen from 10th Grade classes as their English proficiency level needed to be intermediate. It was the second year for students in this school. This means they classified as beginners started to learn English through traditional techniques within 10-hour English courses under one-year intensive programme in previous year. The subjects included 25 male (46.3 %) and 29 female (53.7 %) students. Two groups as experimental and control were formed. Once the experimental group comprised of 28 students, the other 26 students were assigned to the control group before starting the research. Their ages ranged from 16 to 17. In spite of being mentioned about age and sex characteristics, these

variables were not considered during the period as they were not related to the purpose of this particular study.

Each class had the same teacher who was at the same time the researcher herself so as to observe and eliminate the variable in her own teacher instruction. At the time of the data collection, students were receiving four hours of English instruction in each week. But the experiment involved 2 hours in 3-weeks period. The control group only dealt with textbook vocabulary exercises given with traditional vocabulary techniques such as fill-in-the blanks, guessing the meanings or matching exercises by the teacher. On the other hand, the experimental group learnt the words through authentic newspaper texts.

This survey was intended as a baseline for an evaluation of the use of authentic newspaper texts in vocabulary teaching at the intermediate levels in language classrooms in Turkey.

3.3. Research Design

In this research study, a quasi-experimental research design was formed to collect data. Because of the school administration's regulations, there was no chance to implement a true experiment. As classes were previously formed, applying random assignment was not possible. Instead of random assignment, matching assignment was conducted in this study. The groups were matched according to the criterion of sameness level. A true experiment differs from quasi-experimental design in that the former is carried out with random assignment (Nunan, 1992; Campbell & Stanley, 1963). Randomization is important characteristic feature of an experimental study as the groups can be considered as equivalent when the subjects are randomly assigned to the various groups at the beginning of the study. However, assertions of Nunan (1992) and Campbell & Stanley (1963) display a quasi-experimental study can be conducted as it is not only always possible to carry out true experimental studies and the impossibility of randomly assigning subject to experimental and control groups may occur. One of the groups was used as control group, and the other one as experimental group. The experimental group was treated with authentic newspapers while the control group worked with traditional ways.

This quasi-experimental procedure consisted of five stages. These were, in turn, (1) background questionnaire, (2) pretest, (3) treatment, (4) posttest, (5) evaluation questionnaire. Table 2 poses these stages clearly below:

Table 2. Graphic Display of the Research Design

GROUPS	QUESTIONNAIRES, TREATMENTS AND TESTS GIVEN				
EXP. GROUP	1 st QUEST.	PRETEST	AUTHENTIC NEWSPAPER TEXTS	POSTTEST	2 nd QUEST.
CONT. GROUP	1 st QUEST.	PRETEST	TRADITIONAL VOC. WAYS	POSTTEST	-----

Note: exp= experimental, cont= control, quest= questionnaire, voc= vocabulary

Table 2 indicates that both experimental and control group were given the 1st questionnaire (see Appendix A), they were both tested in vocabulary pretest (see Appendix B), vocabulary posttest (see Appendix C) after the study, and finally only experimental group was given the 2nd questionnaire (see Appendix G).

3.4. Data Collection Procedure

In this study, as noted earlier, a quasi-experimental design was formed to collect data. Two classes were designated as experimental and control group. The experimenter was regular classroom teacher, applying usual teaching techniques to the class named for control group. The experimenter was also regular classroom teacher, using authentic newspaper texts in the experimental class.

After matching, pre-test was given to both groups to see whether the scores obtained from it was homogenous and to observe the students' vocabulary progress by comparing its scores with post-test scores. The purpose of having two groups in the study is that one group is treated in one manner and another in different manner and their post-treatment behaviors differ, we can conclude that the behaviors differ as

a consequence of different treatments to different groups (Campbell and Stanley, 1963).

Another data collection tool for this study was pre-background questionnaire. Questionnaires are very useful instruments for research to collect data. The function of a questionnaire is measurement (Oppenheim, 1992). Oppenheim indicates the reasons for using a questionnaire as a research instrument are that it requires little time, that there is no extended writing, that it is useful for testing specific hypotheses (1992). The disadvantages of questionnaires are “that unclear or seemingly ambiguous questions can not be clarified and the respondent has no chance to expand on, or react verbally to, a question of particular interest or importance” (Fraenkel & Wallen, 1993, p.113).

3.4.1. Instruments

The instruments employed in the study consisted of two questionnaires and two tests. The participants took a pen-and-paper pre-vocabulary test assessing their vocabulary level and completed a questionnaire on their language study habits. Soon after the implementation, they took a pen-and-paper vocabulary posttest displaying the vocabulary development process when compared with the pre-vocabulary test and only experimental students completed an evaluation questionnaire on the design of the new vocabulary technique.

In the beginning of the data collection process, a two-page questionnaire was distributed in order to assess how many hours students were studying English by the week, what students' preference for vocabulary-targeted study; whether they gave importance to vocabulary learning while studying English and their vocabulary learning techniques were asked to 50 students in a questionnaire on students' language study habits. In short, this questionnaire was conducted to familiarize the students in the study.

Two students' questionnaire papers were accepted as invalid as they answered the questions randomly. Because of this, the first questionnaire would be evaluated in terms of 48 learners' answers given in the questionnaire.

3.4.1.1. Questionnaire on Students' Language Study Habits

The questionnaire was presented to the students in their mother tongue so as to help them to understand and respond to the questionnaire items more easily. The main body of the questionnaire consisted of two parts (see Appendix A). The first part of the questionnaire composed of 11 questions which focused on vocabulary learning activities in general. They were multiple-choice questions, the respondents needed to pick an answer from a given number of options, but there were also open-ended options among them, which means that the survey participants had an opportunity to formulate their own answers if they do not want to choose the existed options. It necessitated students to express what they did for their language study, the amount of time they usually spent on vocabulary learning, the extent to which they engaged in independent language study, type of vocabulary learning activities they did on a regular basis, type of vocabulary teaching activities teachers did in classes, their thoughts about permanence of such vocabulary activities in classes, their beliefs on ideal vocabulary learning ways.

In the second part of the questionnaire composed of 25 statements which required students to indicate on a Likert-type scale. The Likert-type scale has been used for many years. The original scale of this type was developed by Rensis Likert and was explained in his article, "A Technique for the Measurement of Attitudes" in *Achieves of Psychology* (1932). A Likert-type scale includes some declarative statements. The respondents need to whether they agree or disagree with each statement. Most common options are: "strongly agree", "agree", "undecided", "disagree" and "strongly disagree". Some other Likert-type scales consist of four or six options rather than five, excluding the undecided position. Based on the Likert-type scale, students had to give their answers as:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

In the second part, the students were generally asked to transfer their points of view on the importance of vocabulary in language learning, thoughts about vocabulary learning ways which can be used by individual, whether they met authentic materials before, which attitudes they take to new techniques and whether they have prejudices or not.

3.4.1.2. Pretest and Posttest

Paired-Samples T-test was used to compare the mean of both groups and see whether there was a significant difference between the groups and themselves in terms of their learning target vocabulary. The scoring of pretest and posttest was done by giving one point to each correct answer and zero point to each wrong answer. 50 students participated in vocabulary pretest while 48 students sat for vocabulary posttest.

3.4.1.2.1. Vocabulary Pretest

Prior to the experimental treatment, vocabulary pretest was administered to the students. While preparing the pretest vocabulary, an important criterion was taken into account and principled selection of words was made in the study. Because all the vocabulary items were to be chosen from the units in the course book covered in the syllabus. In other words, the pre-test was designed specifically to determine whether or not the students knew the vocabulary items under study. To increase the reliability of the results, the students were informed beforehand that they would not be given any grades. Then, they were asked to answer the questions according to whether or not they knew each item. Pretesting, given after the background questionnaire, took 45 minutes. It composed of 50 question items, 20 of which were based on matching synonyms and antonyms, 10 of which were based on word formation, 10 of which were based on filling the blanks by choosing the suitable words from the box, 10 of which were based on four-choice multiple choice items. The pre-test was designed taking examples from a great many of vocabulary test

books. (Watcyn-Jones, 2000; Suter, 2004; Kilimci, S. & Kilimci, A., 2004; Redman, S., 1997; Öndeş, S. N., 2006; Özel, Ç., 2007)

3.4.1.2.2. Vocabulary Posttest

Vocabulary posttest was administered at the end of the instructional period. The administration of the post vocabulary test served a purpose: measuring students' gains in vocabulary learning after the implementation. The posttest words were selected from among taught during the instructional period (see Appendix C). It consisted of 50 question items: 20 of which were based on matching synonyms and antonyms, 5 of which were based on word formation, 10 of which were based on five-choice multiple choice items and 5 of which were based on deciding whether right or wrong use of the words given in the sentences. The testees were required to choose one from a set of alternatives. Most items consisted of a sequence requiring the use of one of the target words. Some items were based on matching the words only. Posttesting administered at the end of the study, took 45 minutes. Question items were designed to the recognition and recall features. As indicated by Nation (1990:79) there is a distinction between recognition and recall tests. Recognition tests are designed to measure the learners' knowledge of meaning of a word after they hear or see it, whereas recall tests aim at learners' producing the word. While recall and production are required for the active use of vocabulary, recognition and comprehension are needed for its passive use (Celce-Murcia and Rosensweig, 1989:242). In this current vocabulary posttest, the question items are prepared by taking into account this, i.e. word formation part measures the students' active vocabulary.

3.4.1.3. Evaluation Questionnaire

The students' perceptions of and attitudes to the new technique were focused on as well as what they gained through authentic newspaper texts. For this reason, a questionnaire was administered to only experimental group students in order to

obtain data concerning the evaluation of vocabulary instruction through authentic newspaper texts in their own class during one-hour course period. This questionnaire was applied to 28 students in the experimental group. The questionnaire items were in the students' mother tongue in case they would respond to the questionnaire items easily. It consisted of three parts. In the first part, students would give their opinions about the new vocabulary teaching technique; in the second part, they were asked to compare the new technique with some other techniques; in the last part, there were a few questions asked them to indicate their thoughts about this technique with their own sentences.

3.4.1.4. Instructional Procedure

Soon after the subjects were given the pre-vocabulary test, the experimental treatments started for both groups. The instructional period lasted 3 weeks in a two-hour English class per week. During the authentic newspaper texts training period in the experimental group, the parallel words were taught in accordance with textbook vocabulary practices through traditional vocabulary techniques in the control group. The control group was not given a chance to meet the alternative.

In the selection of authentic newspaper texts, their interests and age features were taken into consideration for the experimental group students.

THE FIRST WEEK

The first newspaper activity took place in two separate lessons and lasted 45 minutes in each lesson. In the experimental group, on the first day of the instruction, newspapers were distributed as one newspaper for two students. First of all, basic information about newspaper terms was given to the students (see Appendix D). After that, the teacher wanted them to open some pages which she said and to find out the samples of the newspaper terms in the newspaper. They tried to find and say some examples. They were all eager and successful in giving examples. Later, the teacher gave them a task on finding the occupations of some well-known people. They were very excited while finding people who are familiar to them. This was a

warm-up activity to make the classroom environment warmer. As the students knew these people well, they had the Turkish equivalents of these occupations and for this reason, they easily learnt them. This warm-up activity was prepared to eliminate the fear of incomprehension while reading authentic newspaper texts. The students who were retiring at the beginning of the activity gained self-confidence later. In the first week of the study, there were 15 target words in total.

Next, the teacher explained the students that the following four activities were related to the top story. As they learnt the meaning of the top story before, they could easily find the top story of this newspaper. In the first activity, the students tried to find the words having the same meanings of the words on activity page from the top story of the newspaper. There were three target words in this activity. In the second activity, they tried to find the words to complete the sentences. They also tried to match the target words with the synonyms of them. This activity had also three target words. In activity 3, the teacher wanted her students to find out the synonyms of the words from the top story again. They also completed the sentences with the words found in the top story. This activity consisted of three target words. The students tried to match the target words with their antonyms in fourth activity.

The target words were chosen from another news (p.3) in activity 5. The students tried to find the words having the same meanings of the words on activity page. There were six target words at this time. In the sixth activity, the students first underlined the words said by the teacher, and they tried to put these underlined words into the sentences instead of the **bold**, *italic* written words.

THE SECOND WEEK

The second week newspaper activities were applied in two courses including 45 minute period each course. There were mainly 19 target words in the second week. In the warm-up activity, the teacher wanted the students to look over the news in the newspaper. They asked for them to mention about the current events by looking at the newspaper pages. The students talked about what they saw in their newspapers. The teacher used the warm-up activity as a transition phase to the next activity. Thanks to the warm-up activity, the students felt more relaxed. There were

four activities in the second week. The first activity was from news in “news line” on page 6. The students needed to find the words by looking at the definitions given. This activity included in four target words. In the second activity, the teacher first wanted the students to turn the page 9. There was an article about Fethiye that could interest them. Secondly, the teacher wanted the students to omit some words and replace them with another word having a similar meaning. They had the right of referring to a dictionary when they did not find a suitable word for the omitted one. The students said a set of words having similar meanings individually. They received help from the dictionary when they did not find any words having similar meaning. The aim of the third activity was to show the students forms of the words in the article. They used dictionary to find out the below words’ adjective, adverb, noun, verb and negative forms. They would also complete the sentences by using the word forms they found. As the fourth activity which was the last one of the second week, they tried to find the antonyms of the words mentioned in the article on page 9.

THE THIRD WEEK

In the third week, the activities were performed on two different days within two lesson hours. The third week newspaper activity included 30 target words. Activities were chosen from the zodiac page (p.13) which attracts the students. First of all, the students tried to learn the names of zodiac in English in the warm-up activity. They were asked how many zodiacs there are. They counted them and said “12”. They were also asked which sign of the zodiac they were born under. The students answered by looking at the zodiac chart one by one. After they found their own zodiac from the chart, they read the writings in it. They used their dictionaries for the unknown words. This activity was done in order to relieve the students and motivate them for the next activity. In activity 1, the students tried to find out the synonyms of the words in their zodiac. They used their dictionaries for finding the correct words. There were 30 target words in this activity. In the second activity, the teacher wanted them to complete the sentences with the words in the box suitably. The second and the third activities were a kind of revision of these thirty target

words. Activity 3 was the last activity of both the week and the study. In this activity, the students tried to determine whether the words below used **right** or **false**.

3.5. Data Analysis

The data which were collected through the questionnaire were analyzed by means of descriptive statistics. For the questionnaires, the least numerical value of encoding was “1” and responses on both questionnaires were coded numerically as “1, 2, 3.....” The questionnaire on students’ language study habits and the evaluation questionnaire were analyzed by using frequencies and percentages using 15th version of Statistical Packages for Social Sciences (SPSS 15).

On the other hand, vocabulary pretest and posttest results were encoded true or false answers in SPSS 15. The means, standard deviations, “t” and “p” values for each test were calculated for each group (experimental and control) by applying a Paired-Samples T-Test in SPSS program in order to see whether there was a significant difference between the experimental and control groups on these two vocabulary tests.

The next chapter will go into the analyses of the results of two questionnaires and pre- and post- vocabulary tests.

CHAPTER 4

RESEARCH RESULTS

4.1. Introduction

In this section, research results of the study will be given as tables, they will be evaluated in the discussion part in detail.

4.2. Overview of the Study

The aim of this study is to investigate whether teaching vocabulary through authentic newspaper texts will be an effective way for 10th grade intermediate level students or not. Based on this objective, the experimental group was taught vocabulary through authentic newspaper texts, whereas the control group was taught in traditional ways.

Firstly, the students were given a questionnaire so as to learn their points of view on vocabulary, and to get information about their mostly used vocabulary learning ways, vocabulary teaching techniques used by language teachers. Both group students were pre-tested to determine whether their vocabulary levels are close before the study. After their close pretest results, the 3-week instruction period started. The same vocabulary items were taught to experimental and control groups. The only difference was vocabulary teaching ways used. Both groups were post-tested on same vocabulary items. Apart from the tests, at the end of the teaching period, the experimental group was given an evaluation questionnaire related to the new technique.

4.3. The Results of Questionnaire on Students' Language Study Habits

This questionnaire's results have come out by looking at the frequencies and percentages using SPSS 15. The results are shown as tables. The total percentages sometimes may not equal to one hundred (100) as the percentages of undecided people are not marked in the following tables. In other words, the percentages of

undecided people can be reckoned if the percentages given below are subtracted from “100”.

Table 3. Data Gathering From Part A in the 1st Questionnaire

Experimental Group (n=24)	Control Group (n=24)
They study English less than one hour per week (52 %).	They study English one-two hours per week (69.6 %).
They do homework considering English as a lesson (48 %).	They usually read somethings in English, listen to English songs or watch English programmes and films (43.5 %).
Vocabulary is necessary but grammatical structure is more necessary (40 %).	Vocabulary is very necessary because it is impossible to learn a language without learning its vocabulary (56.5 %).
They allocate enough time to vocabulary learning (40 %).	They allocate little time to it (78.3 %).
The best vocabulary learning way is to learn the unknown words by writing them with the words in relation together (36 %).	The best vocabulary learning way is to learn the unknown words by means of English films or programmes (30.4 %).
The importance given to vocabulary teaching in class unsatisfactory (48 %).	The importance given to vocabulary teaching in class unsatisfactory (60 %).
The words taught in class are not permanent (64 %).	The words taught in class are not permanent (87 %).
Different techniques should be applied so as not to forget the words (40 %).	The words become more permanent if and only they see them in different sentences many times (47.8 %).
Vocabulary can be taught best by using visual materials (videos, pictures etc..) (48 %).	Vocabulary can be taught best by using from all materials at different times (52.2 %).

According to the results seen in the table above, the experimental students mostly study English less than one hour per week (52 %) while the control students mostly study 1-2 hours per week (69.6 %). Nearly half of the experimental students perceive English as a lesson and they do just homework for studying English (48 %). On the other hand, nearly half of the control group students usually read something written in English, listen to English songs or watch English programmes or films. According to the experimental group (64 %), the words taught in class are not permanent; the control group learners are also of this opinion (87 %). The experimental class (48 %) cites the use of visual materials as the best vocabulary teaching way while the control class (52.2 %) maintains that the use of all materials at different times is the best vocabulary teaching technique.

Table 4. Data on Students' Beliefs Related to Vocabulary Gathering From Part B in the 1st Questionnaire

Questionnaire Items	Experimental (n =24)	Control (n =24)
The word is prerequisite for learning a language.	60 % strongly agree; 32 % agree; 4 % strongly disagree	56.5 % strongly agree; 39.1 % agree; 4.3 % disagree
Word knowledge comes before grammar knowledge to learn a language.	12 % strongly agree; 32 % agree; 16 % disagree; 8 % strongly disagree	21.7 % strongly agree; 39.1 % agree; 4.3 % disagree; 8.7 % strongly disagree
The amount of the words we know in English is a positive function of having a good command of English.	48 % strongly agree; 36 % agree; 4 % disagree; 8 % strongly disagree	56.5 % strongly agree; 30.4 % agree; 4.3 % strongly disagree

Most of the experimental (92 %) and control group students (95.6 %) believe that the word is prerequisite for learning a language. Nearly half of the experimental students (44 %) and most of the control group learners (60.8 %) think that word knowledge comes before grammar knowledge to learn a language. Most of the experimental (84 %) and the control (86.9 %) group share an idea that the amount of

the words which are known in English is a positive function of having a command of English.

Table 5. Data on Students' Evaluation of Vocabulary Learning Process Gathering From Part B in the 1st Questionnaire

Questionnaire Items	Experimental (n =24)	Control (n =24)
I do not find my current vocabulary sufficient.	52 % strongly agree; 16 % agree; 4 % disagree; 12 % strongly disagree	73.9 % strongly agree; 36.1 % agree
Vocabulary learning is a difficult process.	32 % strongly agree; 32 % agree; 8 % disagree; 8 % strongly disagree	43.5 % strongly agree; 34.8 % agree; 4.3 % disagree
Vocabulary learning is a boring process.	20 % strongly agree; 20 % agree; 24 % disagree; 32 % strongly disagree	4.3 % strongly agree; 34.8 % agree; 26.1 % disagree
Vocabulary learning is an enjoyable process.	20 % strongly agree; 32 % agree; 20 % strongly disagree	34.8 % strongly agree; 47.8 % agree; 8.7 % disagree; 4.3 % strongly disagree

Most of the experimental group learners (68 %) and all of the control learners (100 %) find their current vocabulary insufficient. The experimental students (64 %) mostly have an idea that vocabulary learning is a difficult process. As well, the control students (78.3 %) mostly defend the same idea. Both group students (52 % of experimental and 82.6 % of control) express their opinions that vocabulary learning is an enjoyable process.

Table 6. Data on Students' Beliefs Related to Other Vocabulary Learning Techniques Gathering From Part B in the 1st Questionnaire

Questionnaire Items	Experimental (n =24)	Control (n =24)
English books should be read to learn vocabulary.	20 % strongly agree; 36 % agree; 4 % disagree; 28 % strongly disagree	30.4 % strongly agree; 30.4 % agree; 8.7 % disagree; 4.3 % strongly disagree
English programmes should be watched to learn vocabulary.	20 % strongly agree; 32 % agree; 20 % strongly disagree	34.8 % strongly agree; 47.8 % agree; 8.7 % disagree; 4.3 % strongly disagree
English songs should be listened to learn vocabulary.	28 % strongly agree; 44 % agree; 4 % disagree; 24 % strongly disagree	34.8 % strongly agree; 34.8 % agree; 13 % disagree; 4.3 % strongly disagree
English compositions should be written to learn vocabulary.	24 % strongly agree; 40 % agree; 8 % disagree; 16 % strongly disagree	26.1 % strongly agree; 47.8 % agree
Living abroad is a must to learn vocabulary.	20 % strongly agree; 8 % agree; 32 % disagree; 28 % strongly disagree	21.7 % strongly agree; 13 % agree; 34.8 % disagree; 17.4 % strongly disagree

The figures seen in table 6 demonstrates that 56 % of the experimental students (20 % strongly agreed; 36 % agreed) and 60.8 % of the control students (30.4 % strongly agreed; 30.4 % agreed) believe the power of reading English books in learning vocabulary. In the same way, both group students mostly believe that English programmes, songs and compositions are effective vocabulary learning tools. However, they do not consider “living abroad” important to be able to learn more vocabulary.

Table 7. Data on Students' Experience with Authentic Materials Gathering From Part B in the 1st Questionnaire

Questionnaire Items	Experimental (n =24)	Control (n =24)
I have never watched an English news channel before.	28 % strongly agree; 16 % agree; 16 % disagree; 28 % strongly disagree	13 % strongly agree; 21.7 % agree; 17.4 % disagree; 39.1 % strongly disagree
I have never read an English newspaper before.	36 % strongly agree; 28 % agree; 8 % disagree; 20 % strongly disagree	39.1 % strongly agree; 17.4 % agree; 17.4 % disagree; 17.4 % strongly disagree

The first questionnaire item in this table show us that more control students (56.5 %) have an experience with English news channels than the experimental students (44 %). In the same way, more control students (34.8 %) have read an English newspaper before than the experimental students (28 %) as seen in the second item.

Table 8. Data on Students' Self-Confidence Gathering From Part B in the 1st Questionnaire

Questionnaire Items	Experimental (n =24)	Control (n =24)
I may not understand what is said in English programmes.	36 % strongly agree; 28 % agree; 12 % disagree; 8 % strongly disagree	30.4 % strongly agree; 34.8 % agree; 8.7 % disagree
It may be difficult for me to understand any articles in English magazines or newspapers.	24 % strongly agree; 20 % agree; 12 % disagree; 12 % strongly disagree	21.7 % strongly agree; 34.8 % agree; 8.7 % disagree; 4.3 % strongly disagree

Both group students have a lack of self-confidence in understanding authentic materials such as English programmes and newspapers/magazines. 64 % of the experimental group (36 % strongly agreed; 28 % agreed) and 65.2 % of the control

group point out that they may not understand what is said in English programmes. As well, nearly half of the experimental learners (44 %) and more than half of the control learners (56.5 %) state that it may be difficult for them to understand any articles in English magazines or newspapers.

Table 9. Data on Students' Opinions About Newspapers Gathering From Part B in the 1st Questionnaire

Questionnaire Items	Experimental (n =24)	Control (n =24)
Reading English newspapers increases language learner's word knowledge.	48 % strongly agree; 28 % agree; 8 % disagree; 12 % strongly disagree	39.1 % strongly agree; 43.5 % agree; 4.3 % strongly disagree
English newspapers increase language learner's reading comprehension skill.	40 % strongly agree; 28 % agree; 20 % strongly disagree	43.5 % strongly agree; 30.4 % agree; 8.7 % disagree; 4.3 % strongly disagree

Most of the experimental (76 %) and the control (82.6 %) students think that English newspaper can increase language learner's word knowledge. They also believe that English newspapers increase language learner's reading comprehension skill (68 % of the experimental and 73.9 % of the control groups).

Table 10. Data on Students' Attitudes Towards New Techniques Gathering From Part B in the 1st Questionnaire

Questionnaire Items	Experimental (n =24)	Control (n =24)
I am open to new vocabulary teaching techniques.	48 % strongly agree; 36 % agree; 8 % strongly disagree	52.2 % strongly agree; 43.5 % agree
Techniques used for the first time in the classroom are not odd for me.	24 % strongly agree; 28 % agree; 8 % disagree; 20 % strongly disagree	30.4 % strongly agree; 39.1 % agree
When the students are not familiar with the techniques, such techniques can not be effective.	16 % strongly agree; 16 % agree; 24 % disagree; 28 % strongly disagree	8.7 % strongly agree; 21.7 % disagree; 34.8 % strongly disagree
New techniques make the learning environment more pleasurable, they increase the learner motivation.	36 % strongly agree; 40 % agree; 4 % disagree; 8 % strongly disagree	56.5 % strongly agree; 39.1 % agree
It would be better to apply different techniques rather than the same ones in English courses.	56 % strongly agree; 24 % agree; 8 % disagree; 4 % strongly disagree	43.5 % strongly agree; 39.1 % agree

As we clearly see in table above, both group students are open to new vocabulary teaching techniques (84 % of the experimental and 95.7 % of the control groups). More than half of the experimental group (52 %) and most of the control group (69.5 %) indicate that techniques used for the first time in the classroom are not odd for them. Most of the experimental students (76 %) and control students (95.6 %) give an opinion that new techniques make the learning environment more pleasurable and such techniques increase the learner motivation. Both groups believe that different techniques can be more effective than the same techniques in ELT classes (80 % of the experimental and 82.6 % of the control learners).

4.4. The Results of Vocabulary Pretest

The pre-test was consisted of 50 questions in six parts, consisting of matching synonyms and antonyms, word formation, filling the blanks by choosing the suitable words from the box, four-choice multiple choice items (see Appendix B). The results were investigated according to the given questions and “true” or “false” answers to these questions. The following table presents the vocabulary pretest results:

Table 11. Vocabulary Pretest Results

N= 50

GROUPS	Mean	Standard Deviation	t	p
EXPERIMENTAL	9,08	3,73	1,110	0,278
CONTROL	8,00	3,79		

4.5. The Results of Vocabulary Posttest

In the vocabulary posttest, there were 50 questions in seven parts, consisting of matching, synonyms/antonyms, word formation, filling the blanks by choosing the suitable words from the box, five-choice multiple choice items and deciding the words whether they are right or wrong in the sentences (see Appendix C).

Table 12. Vocabulary Posttest Results

N= 48

GROUPS	Mean	Standard Deviation	t	p
EXPERIMENTAL	32,29	6,03	-3,096	0,005
CONTROL	25,87	10,11		

4.6. The Results of Evaluation Questionnaire

The questionnaire results have been computed and analyzed by looking at the frequencies and percentages using SPSS 15.

Table 13. Data on Students' Evaluation of the New Vocabulary Teaching Technique in terms of Success and Fun Criteria Gathering From Part A in the 2nd Questionnaire

Questionnaire Items	Experimental Students (n=28)
The new vocabulary teaching technique is effective; it increases the learner's vocabulary knowledge.	25 % strongly agree; 39.3 % agree; 10.7 % disagree; 10.7 % strongly disagree
The new technique is boring; it has no role in increasing the learner motivation.	17.9 % strongly agree; 7.1 % agree 35.7 % disagree; 14.3 % strongly disagree
The new technique is more enjoyable than previously applied traditional vocabulary teaching ways.	14.3 % strongly agree; 35.7 % agree; 21.4 % disagree; 3.6 % strongly disagree
The new technique is more boring than previously applied traditional vocabulary teaching ways.	21.4 % strongly agree; 14.3 % agree; 28.6 % disagree; 21.4 % strongly disagree
The new technique is more successful than previously applied traditional vocabulary teaching techniques.	14.3 % strongly agree; 39.3 % agree; 25 % disagree; 10.7 % strongly disagree

64.3 % of the experimental students (25 % strongly agreed and 39.3 % agreed) believe that the new vocabulary teaching technique is effective and it increases the learner's vocabulary knowledge. 50 % of them (14.3 % strongly agreed; 35.7 % agreed) find the new technique more enjoyable when they compare with previously applied traditional techniques. On the other hand, only 35.7 % of them (21.4 % strongly agreed; 14.3 % agreed) find the new technique more boring.

Table 14. Data on Students' Evaluation of the New Vocabulary Teaching Technique in terms of Topic, Activity, Suitability, Teacher Application Gathering From Part A in the 2nd Questionnaire

Questionnaire Items	Experimental Students (n=28)
The new technique has some flaws.	21.4 % strongly agree; 39.3 % agree; 14.3 % disagree
The new technique is not suitable for the classroom environment.	14.3 % strongly agree; 17.9 % agree 21.4 % disagree; 25 % strongly disagree
The teacher has made some mistakes by applying this new technique.	7.1 % strongly agree; 25 % agree; 28.6 % disagree; 25 % strongly disagree
Topics selected by the teacher during application are interesting.	14.3 % strongly agree; 39.3 % agree; 3.6 % disagree; 14.3 % strongly disagree
Activities selected by the teacher during application are entertaining.	17.9 % strongly agree; 32.1 % agree; 10.7 % disagree; 14.3 % strongly disagree

This table shows that the experimental students (60.7 %) think that the new technique has some flaws. The experimental students mostly (53.6 %) are of an opinion that selected topics for the newspaper activities are interesting. Half of them (50 %) also think that selected activities are entertaining.

Table 15. Data on Students' Beliefs About the New Vocabulary Teaching Technique Gains Gathering From Part A in the 2nd Questionnaire

Questionnaire Items	Experimental Students (n=28)
Thanks to the new technique, new words learnt in the lessons can be more permanent.	17.9 % strongly agree; 32.1 % agree; 10.7 % disagree; 14.3 % strongly disagree
The new technique can strengthen the learner's reading comprehension.	21.4 % strongly agree; 39.3 % agree 14.3 % strongly disagree

Half of the experimental students (50 %) share the same idea that new words learnt in the lessons can be more permanent thanks to the new technique. Most of the experimental students (60.7 %) believe that the new technique can strengthen the learner's reading comprehension.

Table 16. Data on Comparison of the New Vocabulary Teaching Technique with Novels, TV Programs, Songs, Writing Activities in terms of Effectiveness and Pleasure Gathering From Part B in the 2nd Questionnaire

Questionnaire Items	Experimental Students (n=28)
Reading English newspapers is more effective than reading English novels.	57.1 % Yes 42.9 % No
Reading English newspapers is a more pleasurable way than reading English novels.	50 % Yes 50 % No
Reading English newspapers is a more effective way than watching English programmes in learning English vocabulary.	53.6 % No 46.4 % Yes
Reading English newspapers is more delightful than watching English programmes.	71.4 % No 28.6 % Yes
Compared with listening to English songs, reading English newspapers is more useful while learning English words.	64.3 % No 35.7 % Yes
Reading English newspapers is more amusing than listening to English songs.	89.3 % No 10.7 % Yes
Reading English newspapers gives more effective results than English writing activities in learning English vocabulary.	50 % Yes 50 % No
I am more interested in reading English newspapers than English writing activities.	64.3 % Yes 35.7 % No

More than half of the students (57.1 %) find newspapers more effective than novels. Newspapers are also found interesting compared to English writing activities by them (64.3 %). On the other hand, they do not believe that newspapers are more effectual than programmes, songs and English writing activities.

Table 17. Data on Comparison of the New Vocabulary Teaching Technique with Dictionary Use, Writing Related Words Together, Keeping A Notebook in terms of Effectiveness and Pleasure Gathering From Part B in the 2nd Questionnaire

Questionnaire Items	Experimental Students (n=28)
While learning English words, reading English newspapers can be more successful than looking the words up in dictionaries.	64.3 % Yes 35.7 % No
Reading English newspapers is more enjoyable than using dictionaries to learn the words.	57.1 % Yes 42.9 % No
Reading English newspapers is more effectual than writing the unknown words with the words in relation with them together while learning vocabulary.	57.1 % Yes 42.9 % No
Reading English newspapers is more enjoyable than writing the unknown words with the words in relation with them together.	57.1 % Yes 42.9 % No
Reading English newspapers is a more useful way than keeping a notebook for unknown words in order to learn vocabulary in English.	57.1 % Yes 42.9 % No
Reading English newspapers is more interesting than keeping a notebook for unknown words.	71.4 % Yes 28.6 % No

The experimental students mostly (64.3 %) state that newspapers can be more influential than looking the words up in dictionaries. They also believe that newspapers is more effectual than writing the unknown words with the words in relation with them together while learning vocabulary (57.1 %). In addition to this, most of the experimental group (57.1 %) think that reading newspapers is a more useful technique than keeping a notebook for unknown words in order to learn vocabulary in English.

Table 18. Data on Students' Thoughts About Vocabulary Gathering From Part B in the 2nd Questionnaire

Questionnaire Items	Experimental Students (n=28)
Living abroad is required to learn vocabulary.	57.1 % No 42.9 % Yes
Vocabulary is an absolute necessity in foreign language learning.	85.7 % Yes 14.3 % No
Vocabulary is more important than grammar knowledge to learn a foreign language.	75 % Yes 25 % No

According to most of the experimental students (57.1 %), living abroad is not necessary to learn vocabulary. On the other hand, they (85.7 %) find vocabulary essential in foreign language learning. As well, they mostly (75 %) consider vocabulary more important than grammar knowledge to learn a foreign language.

Table 19. Data on Students' Evaluation of Their Own Language Study Habits Gathering From Part B in the 2nd Questionnaire

Questionnaire Items	Experimental Students (n=28)
My working hours for English is enough.	85.7 % No 14.3 % Yes
What I do while studying English is enough for learning it.	89.3 % No 10.7 % Yes
Studying English does not mean just doing homework like a lesson.	75 % Yes 25 % No

Most of the experimental students (85.7 %) do not find their working hours for English enough. In addition, 89.3 % of them indicate what they do while studying English is not enough for learning it. Besides, they do not consider English as a lesson and studying English does not mean just doing homework (75 %).

Table 20. Data on the 1st Question Gathering From Part C in the 2nd Questionnaire

Question 1: What are your opinions about the new technique?

Comments by the students	f	%
The new technique was very effective and amusing.	8	28.57
The new technique was effective but boring.	5	17.86
The new technique was not effective and boring.	5	17.86
The new technique was very helpful for learning vocabulary and now we know newspaper terms.	1	3.57
Selected topics could be more enjoyable.	2	7.14
Topics of the authentic texts were interesting; I was really excited while reading them.	1	3.57
The new technique helped us learn vocabulary; but we need to do some things not to easily forget them after the class.	2	7.14
It was more pleasurable than the other techniques; we should review the words learnt in the courses.	1	3.57
It could be more effective if it was not applied in the limited class time.	3	10.71

28.57 % of the experimental students evaluate the new technique as effective and amusing while 17.86 % of them say the new technique was effective but boring. However, 17.86 % of them consider the new technique as ineffective and boring.

Table 21. Data on the 2nd Question Gathering From Part C in the 2nd Questionnaire

Question 2: Do you think reading English newspapers is the best vocabulary learning way?

Comments by the students	f	%
Yes, it is the best vocabulary learning way.	7	25
No, it is not the best one.	10	35.71
It can be a good way, but it is not the best one.	10	35.71
The effectiveness varies according to students.	1	3.57

25 % of the experimental learners believe that reading newspapers is the best vocabulary learning way. On the contrary, 35.71 % of them do not consider this new technique as the best one. Furthermore, 35.71 % of them state that the new technique can be good but it is not the best one.

Table 22. Data on the 3rd Question Gathering From Part C in the 2nd Questionnaire

Question 3: If not, what is the best vocabulary learning way?

Comments by the students	f	%
Reading English newspapers is the best.	7	25
Listening to English songs is the best.	8	28.57
Watching English programmes is the best.	6	21.42
Keeping a notebook for unknown words is the best.	3	10.71
Reading novels is the best one.	2	7.14
Writing the related words together.	2	7.14

25 % of them find reading newspapers best vocabulary learning way. 28.57 % of them believe that listening to English songs is the best way. 21.42 % of them consider watching English programmes as the best one. According to 10.71 % of them, keeping a notebook for unknown words is the best vocabulary technique. Moreover, 7.14 % of them find novels the best while 7.14 % of them think writing the related words is the best one.

Table 23. Data on the 4th Question Gathering From Part C in the 2nd Questionnaire

Question 4: Is this new technique applied by the English teacher the best vocabulary teaching way?

Comments by the students	f	%
Yes, it is the best vocabulary teaching way.	9	32.14
No, it is not the best one.	11	39.28
It can be a good way, but we were confused as it was completely different from the textbook.	1	3.57
It can be effective; but it is not the most effective.	7	25

32.14 % of the experimental learners believe that reading newspapers is the best vocabulary teaching way. On the contrary, 39.28 % of them do not consider this new technique as the best one. 25 % of them state that the new technique can be good but it is not the best one. Lastly, 3.57 % of them support the idea that the new technique can be a good way, but they were confused since it was completely different from the textbook.

Table 24. Data on Students' Preferences For Authentic Materials in the 5th Question Gathering From Part C in the 2nd Questionnaire

Question 5: If not, what is the best vocabulary teaching technique that can be used by the teacher in class?

Comments by the students	f	%
The new technique is the best vocabulary teaching way.	9	32.14
Vocabulary can be taught through songs best.	6	21.42
Vocabulary can be taught through English films or programmes best.	6	21.42
I like reading novels, but I do not think it can be used easily as a vocabulary teaching way.	1	3.57

32.14 % of them give an opinion that the new technique is the best vocabulary teaching way. 21.42 % of them believe the best vocabulary teaching technique is listening to songs. 21.42 % of them share an idea that vocabulary can be taught through English films or programmes best.

Table 25. Data on Students' Preferences For Traditional Vocabulary Teaching Techniques in the 5th Question Gathering From Part C in the 2nd Questionnaire

Question 5: If not, what is the best vocabulary teaching technique that can be used by the teacher in class?

Comments by the students	f	%
Teacher can have the students use the words learnt in sentences very often.	4	14.28
Teacher can have the students write the unknown words with words in relation with them together.	1	3.57
Vocabulary can be taught through writing activities best.	1	3.57

14.28 % of them defend the idea that teachers can have the students use the words learnt in sentences very often to teach vocabulary best. 3.57 % of them express that teachers can have the students write the unknown words with words in relation with them together to teach vocabulary best. 3.57 % of them share the view that vocabulary can be taught through writing activities best.

CHAPTER 5 DISCUSSION

5.1. Introduction

In the previous section, research results of the study were given as tables, and these results will be evaluated by taking into consideration the research questions in this section.

5.2. Evaluation of Research Results

Research Question 1: How much importance do the students give to vocabulary and language study?

According to the the results of the first questionnaire, vocabulary is very important for both group students to learn a foreign language; however they do not give much importance to vocabulary learning. The reason why they do not give importance to vocabulary learning might be that they find vocabulary learning process boring and difficult.

Table 26. Questions Relating To Students' Beliefs about Vocabulary and Vocabulary Learning in Part A of the 1st Questionnaire

Part I Questions	Exp.Gr. (n = 25)		Cont. Gr. (n = 23)	
	f	%	f	%
Q3	10	40	13	56.5
Q4	10	40	18	78.3
Q5	7	28	9	40.9
Q6	9	36	7	30.4

40 % of the experimental students state that vocabulary is necessary but grammatical structure is more necessary than vocabulary. On the other hand, 56.5 %

of the control group students express that vocabulary is very necessary because it is not possible to learn a language without learning its vocabulary. Whereas 40 % of the experimental group students point out they allocate enough time to vocabulary learning, 78.3 % of the control group students say they allocate little time to it. With these findings, it can be suggested that the control group students give less importance to vocabulary learning than the experimental group students although they think a foreign language can not be learnt without knowing its vocabulary. In Question 5, missing is 4 for the experimental group and 1 for the control group since some students have indicated they do not allocate any time to vocabulary learning in the previous question. Both group students refer to a dictionary for the words which they do not know or they wonder as the most widely used vocabulary learning way.

According to 36 % of experimental group students the best vocabulary learning way is to learn the unknown words by writing them with the words in relation together while 30.4 % of control group students prefer learning the unknown words by watching English programmes or films as the best vocabulary learning technique.

Based on these findings, we can claim that both experimental and control group students use a different vocabulary learning way rather than the one they think best. The reason of their using a dictionary for vocabulary learning may be its easiness. As well, it can be claimed that the control group students prefer for more modern techniques compared with the experimental group students.

Table 27. Statistical analysis of the first item in Part B of the 1st Questionnaire

Item 1: The word is prerequisite for learning a language.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	15	60.0	13	56.5
Agree	8	32.0	9	39.1
Neutral	1	4.0	0	0.0
Disagree	0	0.0	1	4.3
Strongly Disagree	1	4.0	0	0.0

As it can be followed from Table 27, 60 % of the experimental students and 56.5 % of the control students strongly agreed that the word is prerequisite for learning a language. Also, 32 % of the experimental learners and 39.1 % of the control learners agreed with this statement. In contrast to these students, 4 % of the experimental learners strongly disagreed and 4.3 % of the control learners disagreed with it. Here, only one student did not any idea of whether the word is prerequisite for learning a language or not.

Table 28. Statistical analysis of the second item in Part B of the 1st Questionnaire

Item 2: Word knowledge comes before grammar knowledge to learn a language.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	3	12.0	5	21.7
Agree	8	32.0	9	39.1
Neutral	8	32.0	6	26.1
Disagree	4	16.0	1	4.3
Strongly Disagree	2	8.0	2	8.7

We can clearly see in this table that both experimental and control students prefer vocabulary to grammar knowledge. Because 32 % of experimental group students and 39.1 % of control group students agreed that vocabulary comes before grammar knowledge to learn a language. Furthermore, 12 % of the experimental group students and 21.7 % of the control group students strongly agreed with this view. In this context, when we gather strongly agreed and agreed students, we can strongly claim that control group students (60.8 %) believe in the significance of word knowledge rather than grammar knowledge much more than the experimental group students do (44 %). 32 % of the experimental students and 26.1 % of the control students did not comment on this issue. This rate is relatively high, and this high rate of undecided students reveals that many students find it quite hard to decide whether grammar or vocabulary is more important.

On the other hand, the rest of the experimental students (16 % disagreed and 8 % strongly disagreed) and the rest of the control group students (4.3 % disagreed and 8.7 % strongly disagreed) supported the superiority of grammar knowledge over vocabulary.

Table 29. Statistical analysis of the third item in Part B of the 1st Questionnaire

Item 3: The amount of the words we know in English is a positive function of having a good command of English.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	12	48.0	13	56.5
Agree	9	36.0	7	30.4
Neutral	1	4.0	2	8.7
Disagree	1	4.0	0	0.0
Strongly Disagree	2	8.0	1	4.3

48 % of experimental learners and 56.5 % control learners strongly agreed that the amount of words known in English is a positive function of having a good command of English. In addition, 36 % of the experimental students and 30.4 % of the control students agreed with this statement. When we gather both groups' strongly agreed and agreed students, we can emphasize that 84 % of the experimental students and 86.9 % of the control students are of an opinion that they can know English better, provided they know many English words.

One of the experimental students (4 %) and two of the control group students (8.7 %) were undecided about this statement. 4 % of the experimental students disagreed and 8 % of them strongly disagreed that the amount of words they know in English is a positive function of having a good command of English. Also, 4.3 % of the control group students gave a negative opinion about this statement.

These three tables prove that students are conscious of the great importance to foreign language learning.

Table 30. Statistical analysis of the fourth item in Part B of the 1st Questionnaire
Item 4: I do not find my vocabulary is sufficient currently.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	13	52.0	17	73.9
Agree	4	16.0	6	26.1
Neutral	4	16.0	0	0.0
Disagree	1	4.0	0	0.0
Strongly Disagree	3	12.0	0	0.0

At first glance, we can clearly see that both group students are not satisfied with their vocabulary. But the results reveal that control group students are much more unsatisfied compared with the experimental group students. Because 73.9 % of the control students strongly agreed and 26.1 % of them agreed that they do not find their current vocabulary sufficient. There were no undecided, disagreed or strongly disagreed students in the control group. A great majority of the control students agreed with an idea for the first time.

As for the experimental students, 52 % of them strongly agreed and 16 % of them agreed with the statement above. This rate (68 %) is less than the rate (100 %) in the control group, but even so, it is a quite high rate. According to the percentage distribution, it can be concluded that experimental students are more self-confident with their vocabulary than control students. In the experimental group, four students (16 %) did not comment on their vocabulary. One student (4%) disagreed and the other three students (12 %) strongly disagreed with their vocabulary.

Items 5, 6, 7 were related to the evaluation of vocabulary learning by both group students. The following three tables display both group students' perspectives on vocabulary learning process.

Table 31. Statistical analysis of the fifth item in Part B of the 1st Questionnaire
Item 5: Vocabulary learning is a difficult process.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	8	32.0	10	43.5
Agree	8	32.0	8	34.8
Neutral	5	20.0	4	17.4
Disagree	2	8.0	1	4.3
Strongly Disagree	2	8.0	0	0.0

The results seen in the table above prove that a majority of the students find vocabulary learning process difficult. But much more students in the control group find it difficult than the ones in the experimental group. Because, 32 % of the experimental students strongly agreed and 32 % of them agreed with the view above whereas 43.5 % of the control students strongly agreed and 34.8 % of them agreed with it. In short, 64 % of the experimental group students find this process hard while 78.3 % of the control group students find it hard.

Table 32. Statistical analysis of the sixth item in Part B of the 1st Questionnaire
Item 6: Vocabulary learning is a boring process.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	5	20.0	1	4.3
Agree	5	20.0	8	34.8
Neutral	1	4.0	8	34.8
Disagree	6	24.0	6	26.1
Strongly Disagree	8	32.0	0	0.0

The findings shown in the table above reveal that almost equal number of students find vocabulary learning process boring. Because 20 % of the experimental

students strongly agreed and 20 % of them agreed with the statement, while 4.3 % of the control students strongly agreed and 34.8 % of them agreed that vocabulary learning process is boring. The percentage of the experimental group students who consider vocabulary learning as a boring process (40 %) was almost equal to the control students who shared the same idea (39.1%). However, there was a big difference between undecided students and strongly disagreed students. Only one experimental student (4 %) did not have any comment on its tedium, whereas eight control students (34.8 %) were undecided.

On the other hand, the number of disagreed experimental and control group students was equal (6 students). These six disagreed students separately constituted 24 % of the experimental class and 26.1 % of the control class. The remaining eight students strongly disagreed with the tedium of the process in the experimental group (32 %).

Table 33. Statistical analysis of the seventh item in Part B of the 1st Questionnaire

Item 7: Vocabulary learning is an enjoyable process.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	6	24.0	1	4.3
Agree	4	16.0	4	17.4
Neutral	7	28.0	11	47.8
Disagree	3	12.0	5	21.7
Strongly Disagree	5	20.0	2	8.7

The percentage of the students who find vocabulary learning process enjoyable is relatively lower compared with the above items. This low rate reveals that most of the students have no definite idea whether vocabulary learning process is pleasurable or not. The results show that 24 % of the experimental group students and 4.3 % of the control group students strongly agreed that vocabulary learning is

an entertaining process. What is more, 16 % of the experimental students and 17.4 % of the control students agreed with this statement.

On the other hand, 12 % of the experimental students and 21.7 % of the control students disagreed that vocabulary learning process is enjoyable, while 20 % of the experimental students and 8.7 % of the control students strongly disagreed with it. What is surprising result here is that 28 % of the experimental learners and nearly half of the control learners (47.8 %) could not decide whether vocabulary learning process is entertaining or not.

Table 34 below reveals that the students' English study hours per week and what they mostly do while studying.

Table 34. Questions Relating To Students' Background Information about Their Language Study Habits in Part A of the 1st Questionnaire

Part I Questions	Exp.Gr. (n = 25)		Cont. Gr. (n = 23)	
	f	%	f	%
Q1	13	52	16	69.6
Q2	12	48	10	43.5

The answers given to these two questions reveal that the experimental students mostly study English less than one hour per week (52 %) while the control students mostly study 1-2 hours per week (69.6 %). This table shows that the experimental group students study a bit less than the control group students on average per week. Also, 48 % of the experimental group students state that they usually do homework considering English as a lesson, like one of the other lessons. On the other hand, 43.5 % of the control group students point out that they usually read somethings in English, listen to English songs or watch English programmes and films. By the percentage of maximum response in Q2, we can claim that these two groups usually have different language study ways. Actually, the control group appears to be more conscious language learners than the experimental one.

Research Question 2: What do the students think about vocabulary learning and teaching techniques?

Table 35. Questions Relating To Students' Opinions about Vocabulary Teaching done in Classes in Part A of the 1st Questionnaire

Part I Questions	Exp.Gr. (n = 25)		Cont. Gr. (n = 23)	
	f	%	f	%
Q7	12	48	15	65.2
Q8	16	64	20	87
Q9	10	40	11	47.8
Q11	12	48	12	52.2

48 % of experimental students and 60 % of control group students find the importance given to vocabulary teaching in English lessons unsatisfactory.

Also, both experimental (64 %) and control (87 %) groups do not believe the words which are taught in English classes are permanent. They claim they remember some words but they forget a large majority of the words after the classes.

According to 40 % of experimental learners, different methods should be applied in lessons so that they do not forget the words; on the other hand, 47.8 % of control learners claim the words become more permanent if and only they see them in different sentences. Under these findings, we can cite that sampling groups are not glad of the currently used vocabulary teaching methods as they forget most of the words taught in English classes. Instead, they reveal new vocabulary teaching ways alternatively (see Q11). Students think that the words can be taught in more different ways. 48 % of experimental group believes vocabulary can be taught best by using visual materials (video, pictures, photos). On the other hand, 52.2 % of control group students support the idea of using from all materials in different time as the best vocabulary teaching technique.

There were also items (Item8, Item9, Item10, Item11 and Item12) aiming at students' beliefs about some vocabulary learning ways.

Table 36. Statistical analysis of the eighth item in Part B of the 1st Questionnaire
Item 8: English books should be read to learn vocabulary.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	5	20.0	7	30.4
Agree	9	36.0	7	30.4
Neutral	2	8.0	6	26.1
Disagree	2	8.0	2	8.7
Strongly Disagree	7	28.0	1	4.3

According to the figures in Table 36, 36 % of experimental students and 30.4 % of control students agreed that English books should be read to learn vocabulary. In addition to this finding, 20 % of the experimental students and 30.4 % of the control students strongly agreed with the above idea.

Based on these findings, we can state that most of the students believe that English books can be a very useful vocabulary learning tool.

By looking at the results, it can be easily claimed that there were much more undecided students in the control group than the ones in the experimental group.

Separately from these students, there were also students having the opposite idea. 2 of the experimental learners (8 %) and 2 of control learners (8.7 %) disagreed that English books should be read to learn vocabulary. Additionally, 28 % of the experimental learners and 4.3 % of the control learners strongly disagreed with this statement.

Table 37. Statistical analysis of the ninth item in Part B of the 1st Questionnaire
Item 9: English programmes should be watched to learn vocabulary.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	5	20.0	8	34.8
Agree	8	32.0	11	47.8
Neutral	7	28.0	1	4.3
Disagree	0	0.0	2	8.7
Strongly Disagree	5	20.0	1	4.3

32 % of the experimental learners and 47.8 % of the control learners agreed that English programmes should be watched. Furthermore, 20 % of the experimental students and 34.8 % of the control students strongly agreed with it. This result proves that most of the students believe in the power of English programmes while learning target words. 28 % of the experimental students and 4.3 % of the control students had no comment on it. While two of the remaining three students (8.7 %) disagreed, the last student (4.3 %) strongly disagreed with this statement in the control group. In the experimental group, 20 % of them strongly disagreed that English programmes should be watched to learn vocabulary.

Table 38. Statistical analysis of the tenth item in Part B of the 1st Questionnaire
Item 10: English songs should be listened to learn vocabulary.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	7	28.0	8	34.8
Agree	11	44.0	8	34.8
Neutral	0	0.0	3	13.0
Disagree	1	4.0	3	13.0
Strongly Disagree	6	24.0	1	4.3

The results from 10th item show that 44 % of experimental group learners and 34.8 % of control group learners agreed with the above statement. Also, 28 % of the experimental group and 34.8 % control group strongly agreed that English songs should be listened in order to learn vocabulary. Three students (13 %) reported that they have no idea about this item. One of the remaining seven experimental students (4 %) disagreed and the other six experimental students (24 %) strongly disagreed while 13 % disagreed and 4.3 % strongly disagreed with the given statement in the control group.

In conclusion, we can indicate that a great majority of the experimental students (72 %) and most of the control students (69.6 %) confirm the importance of English songs in vocabulary learning.

Table 39. Statistical analysis of the eleventh item in Part B of the 1st Questionnaire

Item 11: English compositions should be written to learn vocabulary.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	6	24.0	6	26.1
Agree	10	40.0	11	47.8
Neutral	3	12.0	6	26.1
Disagree	2	8.0	0	0.0
Strongly Disagree	4	16.0	0	0.0

40 % of experimental group and 47.8 % of control group agreed that English compositions should be written for vocabulary. Besides, 24 % of the experimental learners and 26.1 % of the control learners stated that they strongly agree with it. Accordingly, we can claim that 64 % of the experimental students and 73.9 % of the control students think of writing English compositions as one of the best vocabulary learning tools. As it can be followed from the table, 12 % of experimental group and

26.1 % of control group did not have a certain opinion about it. While there were no disagreed and strongly disagreed students in the control group, 8 % of the experimental group disagreed and 16 % of them strongly disagreed that English compositions should be written to learn vocabulary.

Table 40. Statistical analysis of the twelfth item in Part B of the 1st Questionnaire

Item 12: Living abroad is a must to learn vocabulary.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	5	20.0	5	21.7
Agree	2	8.0	3	13.0
Neutral	3	12.0	3	13.0
Disagree	8	32.0	8	34.8
Strongly Disagree	7	28.0	4	17.4

Both group students stated that they do not think living abroad is necessary to learn vocabulary. 32 % of experimental group and 34.8 % of control group disagreed that living abroad is a must for vocabulary learning. In addition to that, 28 % of the experimental group learners and 17.4 % of the control group learners strongly disagreed with this view. We can totally note that most of the experimental students (60 %) and more than half of the control students (52.2 %) share a common idea that living abroad can not be a must to learn vocabulary.

Table 41. Statistical analysis of the seventeenth item in Part B of the 1st Questionnaire

Item 17: Reading English newspapers increases language learner's word knowledge.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	12	48.0	9	39.1
Agree	7	28.0	10	43.5
Neutral	1	4.0	3	13.0
Disagree	2	8.0	0	0.0
Strongly Disagree	3	12.0	1	4.3

As detected in the table above, 48 % of the experimental strongly agreed and 43.5 % of the control group students agreed that reading English newspapers increases the language learner's vocabulary knowledge. Nearly half of the students reported that they believe in power of authentic newspapers for learning vocabulary even before the instruction period. If we consider the result as total, we can say that a large majority of experimental (76 %) and of control (82.6 %) students think English newspapers are beneficial for learning English words. There were a small minority who do not decide which option they will tick, as usual. Only one experimental student (4 %) and only three control students (13 %) ticked the "neutral" option.

Also, some students stated that they do not believe in the power of reading English newspapers for learning vocabulary. 8 % of the experimental learners disagreed and 12 % of them strongly disagreed with the idea above. In addition to this, only one control group student (4.3 %) ticked the "strongly disagree" option.

Table 42. Statistical analysis of the eighteenth item in Part B of the 1st Questionnaire

Item 18: English newspapers increase language learner's reading comprehension skill.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	10	40.0	10	43.5
Agree	7	28.0	7	30.4
Neutral	3	12.0	3	13.0
Disagree	0	0.0	2	8.7
Strongly Disagree	5	20.0	1	4.3

According to the results, it can be cited that most students in both groups believe in the power of English newspapers for increasing reading comprehension skill. As it can be seen in the table above, 68 % of the experimental learners (40 % strongly agreed, 28 % agreed) and 73.9 % of the control learners (43.5 % strongly agreed, 30.4 % agreed) defended the idea that English newspapers can increase language learner's reading comprehension skill. Only 20 % of the experimental learners (20 % strongly disagreed) and 13 % of the control learners (8.7 % disagreed, 4.3 % strongly disagreed) were of an opinion that English newspapers can not help them increase their reading comprehension skill. In the control group, 8.7 % did not give any opinion about it.

Table 43. Statistical analysis of the nineteenth item in Part B of the 1st Questionnaire

Item 19: Vocabulary teaching techniques which are applied in English lessons are very boring.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	3	12.0	6	26.1
Agree	4	16.0	3	13.0
Neutral	10	40.0	5	21.7
Disagree	3	12.0	7	30.4
Strongly Disagree	5	20.0	2	8.7

In this item, both group students evaluated vocabulary teaching techniques which are applied in English courses. 28 % of the experimental group students (12 % strongly agreed, 16 % agreed) stated that they find vocabulary teaching techniques applied in English classes boring. 39.1 % of the control group students (26.1 % strongly agreed, 13 % agreed) shared this idea. What is surprising is that 40 % of the experimental students did not comment on this. 21.7 % of the control students also had no comment on this.

On the other hand, 32 % of the experimental group learners (12 % disagreed, 20 % strongly disagreed) and 39.1 % of the control group learners (30.4 % disagreed, 8.7 % strongly disagreed) stated that they do not find vocabulary teaching techniques boring.

When we evaluate these results, the number of the students who are satisfied with currently applied vocabulary teaching methods was much more in the experimental group. But this rate fell in the control group that the percentage of the students who are satisfied was equal to the percentage of the students who are not satisfied in the control group (39.1 %).

Table 44. Statistical analysis of the twentieth item in Part B of the 1st Questionnaire

Item 20: It would be better to apply different techniques rather than the same ones in English courses.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	14	56.0	10	43.5
Agree	6	24.0	9	39.1
Neutral	2	8.0	4	17.4
Disagree	2	8.0	0	0.0
Strongly Disagree	1	4.0	0	0.0

80 % of the experimental students (56 % strongly agreed, 24 % agreed) and 82.6 % of the control students (43.5 % strongly agreed, 39.1 % agreed) thought that different techniques should be applied instead of the same techniques. This high rate reveals that students prefer different techniques to usual ones. 8 % of the students in the experimental group and 17.4 % of the students in the control group stated that they have no idea. While 12 % of the experimental students (8 % disagreed, 4 % strongly disagreed) were opposed to different techniques, disagreed and strongly disagreed students did not exist in the control group. To sum up, both group students are open to different techniques as long as they are exciting and useful.

Table 45. Statistical analysis of the twenty-first item in Part B of the 1st Questionnaire

Item 21: I am open to new vocabulary teaching techniques.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	12	48.0	12	52.2
Agree	9	36.0	10	43.5
Neutral	2	8.0	1	4.3
Disagree	0	0.0	0	0.0
Strongly Disagree	2	8.0	0	0.0

Item 21 can be an evidence for the claims which are mentioned above. As clearly seen in table above, 84 % of the experimental group students (48 % strongly agreed, 36 % agreed) and 95.7 % of the control group students (52.2 % strongly agreed, 43.5 % agreed) emphasized that they are open to new vocabulary teaching techniques. This clear result proves that the students who will participate in the study do not have any prejudices against new vocabulary teaching techniques. This is also a proof that they will not find the new technique strange in the implementation process. 2 of the experimental group learners (8 %) and one of the control group learners (4.3 %) noted that they have no idea about it. The rest (8 %) strongly disagreed that they are open to new vocabulary teaching techniques in the experimental class. There were not any disagreed and strongly disagreed students in the control class.

Table 46. Statistical analysis of the twenty-second item in Part B of the 1st Questionnaire

Item 22: Techniques used for the first time in the classroom are not odd for me.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	6	24.0	7	30.4
Agree	7	28.0	9	39.1
Neutral	8	32.0	7	30.4
Disagree	2	8.0	0	0.0
Strongly Disagree	2	8.0	0	0.0

We can cite that this item is supplementary of 21st item. However, both group students' views varied slightly here. This can be stemmed from different reasons. For instance, they might have thought the failure probability when they understood that the new technique was going to be applied in the classroom. Because they know currently applied vocabulary teaching techniques better, such techniques might have appeared safer than the new ones.

According to the table above, over half of the experimental students (52 %) and most of the control students (69.5 %) shared the idea that techniques used for the first time in the classroom are not odd for them. Here, 24 % of the experimental students and 30.4 % of the control students strongly agreed with the statement while 28 % of the experimental group and 39.1 % of the control group agreed with it. We can see that the number of undecided students increased in this item. 32 % of the experimental and 30.4 % control learners were indecisive about this view. While 8 % of them disagreed, the remaining 8 % strongly disagreed in the experimental class. There were not any disagreed and strongly disagreed students in the control class again.

Table 47. Statistical analysis of the twenty-third item in Part B of the 1st Questionnaire

Item 23: When the students are not familiar with the techniques, such techniques can not be effective.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	f	%	f	%
Strongly Agree	4	16.0	2	8.7
Agree	4	16.0	0	0.0
Neutral	4	16.0	8	34.8
Disagree	6	24.0	5	21.7
Strongly Disagree	7	28.0	8	34.8

32 % of the experimental students (16 % strongly agreed and 16 % agreed) and 8.7 % of the control students (8.7 % strongly agreed) supported the idea that the techniques can not be effective when the students are not familiar with them.

On the other hand, over half of the experimental students (24 % disagreed and 28 % strongly disagreed) and more than half of the control group students (21.7 % disagreed, 34.8 % strongly disagreed) were against this idea. Also, there were four indecisive students (16 %) in the experimental group while this rate was 34.8 % in the control group.

Based on the findings here, we can easily specify that most students in both groups think students' familiarity with techniques is not an obligation for the success of those techniques.

Table 48. Statistical analysis of the twenty-fourth item in Part B of the 1st Questionnaire

Item 24: New techniques make the learning environment more pleasurable, they increase the learner motivation.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	F	%	f	%
Strongly Agree	9	36.0	13	56.5
Agree	10	40.0	9	39.1
Neutral	3	12.0	1	4.3
Disagree	1	4.0	0	0.0
Strongly Disagree	2	8.0	0	0.0

With an overwhelming majority, the students had a common idea that new techniques can make the learning environment more enjoyable place and they can increase the learner motivation. 76 % of the experimental students (36 % strongly agreed, 40 % agreed) and 95.6 % of the control students (56.5 % strongly agreed, 39.1 % agreed) believed that new techniques can increase the learners' motivation by making the class more enjoyable place. The students having the opposite idea in the minority in both groups. Only 12 % of the experimental students (4 % disagreed, 8 % strongly disagreed) were not in favour of this statement. As usual, there were some undecided students (12 %) in the experimental group. Undecided, disagreed and strongly disagreed students did not exist in the control group. These results can be shown as a proof that a great many of students support the new techniques in terms of their power of increasing the learner motivation.

Table 49. Statistical analysis of the twenty-fifth item in Part B of the 1st Questionnaire

Item 25: While teaching vocabulary, the use of English newspapers as a teaching tool may not work.

OPTIONS	Exp.Group (n= 25)		Cont.Group (n=23)	
	F	%	f	%
Strongly Agree	4	16.0	2	8.7
Agree	3	12.0	2	8.7
Neutral	4	16.0	9	39.1
Disagree	7	28.0	8	34.8
Strongly Disagree	7	28.0	2	8.7

The results presented above, only 28 % of the experimental group learners (16 % strongly agreed, 12 % agreed) and only 17.4 % of the control learners (8.7 % strongly agreed, 8.7 % agreed) think that the application of English newspapers as a vocabulary teaching tool may not work. The students having the opposite idea in the majority in both groups. 56 % of the experimental students (28 % disagreed, 28 % strongly disagreed) and 43.5 % of the control learners (34.8 % disagreed, 8.7 % strongly disagreed) believed that English newspapers can be an effective teaching tool while teaching vocabulary. 4 of the experimental students (16 %) and 9 of the control students (39.1 %) were indecisive about it.

The results display that both group students have positive attitudes towards authentic newspaper texts in general terms.

Research Question 3: Does the implementation of authentic newspaper texts in classroom setting increase the learners' intermediate vocabulary?

Table 50. Analysis of Vocabulary Pretest Results

N = 50

GROUPS	Mean	Standard Deviation	t	p
EXPERIMENTAL	9,08	3,73	1,110	0,278
CONTROL	8,00	3,79		

An examination of Table 50 shows that in pretest, the mean for the experimental group was 9.08 and the standard deviation 3.73, whereas the mean for the control group was 8.00 and the standard deviation 3.79. As expected, pretest mean scores were almost equal and their standard deviation values were also very close to each other. Accordingly, it can be claimed that there was a slight difference between the experimental group's vocabulary success level (9,08 %) and the control group's success level (8 %). But this difference was insignificant ($p > 0.05$). It seems that both group students entered the study with a similar level of vocabulary knowledge. In other words, the groups were similar to each other in terms of their homogeneity, which refers to a good indication to start the experiment.

Table 51. Analysis of Vocabulary Posttest Results

N = 48

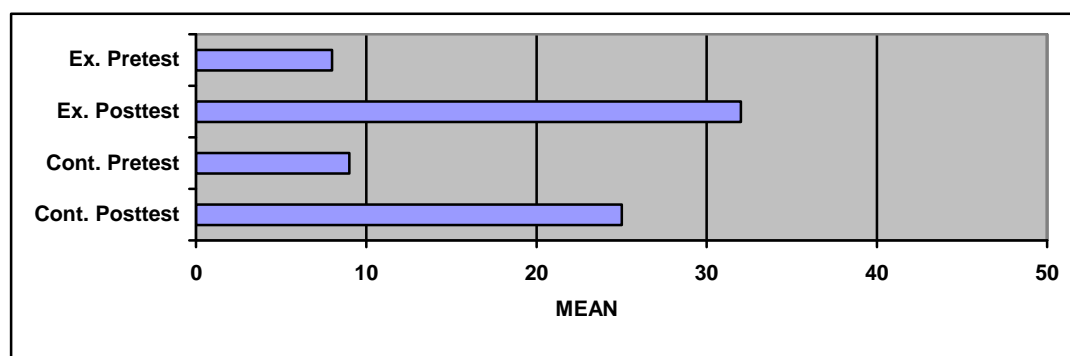
GROUPS	Mean	Standard Deviation	t	p
EXPERIMENTAL	32,29	6,03	-3,096	0,005
CONTROL	25,87	10,11		

According to the T-test results, the mean for the experimental group was 32.29 and the standard deviation 6.03, whereas the mean score for the control group was 25.87 and the standard deviation 10.11. Also, T-value was “-3,096”. When the table analyzed, it is seen that there was a significant difference between the groups. ($p = 0.05$)

When we look at results in Table 51, we can claim that with higher mean score and lower standard deviation experimental group students instructed through authentic newspaper texts exhibited much better performance than control group students taught with traditional techniques in this vocabulary posttest. Namely, the statistical analysis seen in the above table reveals that the experimental group's vocabulary development was much more than the control group's.

The result indicates that vocabulary instruction through authentic newspaper texts is more effective than traditional approaches used for vocabulary instruction at the intermediate level of English proficiency.

Figure 1. The Comparison of Both Groups' Pretest and Posttest Results



Notes: ex. =experimental group cont. = control group

Figure 1 shows both groups' vocabulary pretest and posttest results. The figures below (0-50) show the number of questions in the tests. As it can be seen in the chart, there is much more difference between the experimental group's pretest and posttest scores. Mean score of the experimental group is 8.00 while the control group's is 9.08 in the pretest. On the other hand, posttest mean is 32.29 for the experimental group whereas posttest mean score is 25.87 for the control group. This difference indicates that treatment worked efficiently. By the chart, it is revealed that the experimental group outperformed the control group in the posttest although their pretest scores were nearly equal. These results point out that fact that the subjects in the experimental group could remember the target vocabulary more easily than the ones in the control group.

Research Question 4: What attitudes do the students have on the use of authentic newspaper texts in teaching intermediate vocabulary?

Table 52. Statistical analysis of the first item in Part A of the 2nd Questionnaire (N=28)

Item 1: The new vocabulary teaching technique is effective; it increases the learner's vocabulary knowledge.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
F	%	f	%	f	%	f	%	f	%
7	25	11	39.3	4	14.3	3	10.7	3	10.7

This result shows 25 % of the experimental students strongly agreed and 39.3 % agreed that the new technique is effective and it increases the learner's vocabulary knowledge whereas 10.7 % disagreed and 10.7 % strongly disagreed.

Accordingly, we can claim that most of the experimental students found the new technique effective in some way.

Table 53. Statistical analysis of the second item in Part A of the 2nd Questionnaire (N=28)

Item 2: The new technique is enjoyable; it increases the learner motivation.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
5	17.9	8	28.6	9	32.1	3	10.7	3	10.7

While 17.9 % strongly agreed and 28.6 % agreed that the new technique is enjoyable, 10.7 % disagreed and the other 10.7 % strongly disagreed. Here, most students determined they were undecided by choosing the "neutral" answer. By looking at the results, we can claim that experimental students did not take a clear view that the new technique is enjoyable.

Table 54. Statistical analysis of the third item in Part A of the 2nd Questionnaire (N=28)

Item 3: The new technique has had a great impact on learning new English words.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
5	17.9	8	28.6	9	32.1	3	10.7	3	10.7

Item 3 is related to the students' view about the impact of the new vocabulary teaching technique. 17.9 % of them strongly agreed and 28.6 % agreed while 10.7 % disagreed and the other 10.7 % strongly agreed that the new technique had a great impact on learning new English words. Again, most of the experimental group students (32.1 %) did not have any view on this subject. Although totally 46.5 % of them strongly agreed and agreed its great impact, the "neutral" answer was most marked. This result points out that they are not sure if the new technique greatly impacted on their learning new English words.

Table 55. Statistical analysis of the fourth item in Part A of the 2nd Questionnaire (N=28)

Item 4: The new technique has had a little impact on learning new English words.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
8	28.6	8	28.6	3	10.7	6	21.4	3	10.7

This time, the item is related to its little impact on learning new English words. Here, 28.6 % strongly agreed and the other 28.6 % agreed its little impact on learning new English words. On the other hand, 10.7 % did not have a certain decision and the other 10.7 % disagreed. With 21.4 % points, the majority of the experimental students stated that they disagreed about the new technique's little effect on learning new English words.

Table 56. Statistical analysis of the fifth item in Part A of the 2nd Questionnaire (N=28)

Item 5: The new technique has had no impact on learning new English words.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
F	%	f	%	f	%	f	%	f	%
1	3.6	1	3.6	5	17.9	13	46.4	8	28.6

Responses relating to ineffectiveness of the new technique ranged from “strongly agree” to “strongly disagree”. But the superiority of disagreed and strongly disagreed students over the students who strongly agreed and agreed was noteworthy. Because, only 3.6 % strongly accepted and 3.6 % accepted that it had no effect on learning new English words. Although 17.9 % were undecided, the remaining majority refused (46.4 %) and strongly refused (28.6 %) that the new technique was ineffective in stimulating the students to learn new English words. The results of Item 3, 4 and 5 show us that fact that the majority of experimental group students do not believe in the new technique had a great impact on their learning new English words. On the contrary, they did not accept inefficacy of the new technique. Accordingly, we can claim that they mostly approved its little impact on stimulating them to learn new words.

Table 57. Statistical analysis of the sixth item in Part A of the 2nd Questionnaire (N=28)

Item 6: The new technique is boring; it has no role in increasing the learner motivation.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
5	17.9	2	7.1	7	25	10	35.7	4	14.3

Item 6 indicates that from 28 experimental students, 5 of them (17.9 %) strongly agreed and 2 of them (7.1 %) agreed on the new technique’s insipidity. 7 of

them (25 %) could not decide whether the new technique is boring or not. Thus most of the students (35.7 %) disagreed and 14.3 % strongly disagreed that it is boring and it has not any role in motivating the students. As it can be understood from this result, experimental students do not think that the new technique is boring and it has no role in increasing their motivation.

Table 58. Statistical analysis of the tenth item in Part A of the 2nd Questionnaire (N=28)

Item 10: The new technique is more enjoyable than previously applied traditional vocabulary teaching ways.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
F	%	f	%	f	%	f	%	f	%
4	14.3	10	35.7	6	25	7	21.4	1	3.6

According to the finding above, we can claim that half of the experimental students enjoyed the new vocabulary teaching technique. Because totally 50 % of them (14.3 % strongly agreed and 35.7 % agreed) reported positive feedback about its more amusing compared with previous vocabulary teaching techniques. 25 % of them had no idea; 21.4 % disagreed and 3.6 % strongly disagreed that the new technique is more enjoyable than other vocabulary techniques applied before.

Table 59. Statistical analysis of the eleventh item in Part A of the 2nd Questionnaire (N=28)

Item 11: The new technique is more boring than previously applied traditional vocabulary teaching ways.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
F	%	f	%	f	%	f	%	f	%
6	21.4	4	14.3	4	14.3	8	28.6	6	21.4

As it seen above, half of the students (50 %) did not approve the new technique is more boring than previously applied traditional vocabulary teaching ways. Because, 28.6 % disagreed and 21.4 % strongly disagreed this. On the other hand, 21.4 % strongly agreed and 14.3 % agreed that the new technique is more unexciting compared to others. In other words, totally 35.7 % found the new technique more boring.

Table 60. Statistical analysis of the twelfth item in Part A of the 2nd Questionnaire (N=28)

Item 12: The new technique is more successful than previously applied traditional vocabulary teaching techniques.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
4	14.3	11	39.3	3	10.7	7	25	3	10.7

One of the findings was that more than half of the students (53.6 %) found the new vocabulary teaching way more successful compared to other vocabulary teaching techniques. 14.3 % strongly agreed and 39.3 % agreed that the new technique is more successful. 10.7 % did not make any comment about its success. But 25 % of them disagreed and 10.7 % strongly disagreed, that is, 35.7 % rejected it is more successful than the others.

Table 61. Statistical analysis of the thirteenth item in Part A of the 2nd Questionnaire (N=28)

Item 13: The new technique is less successful than previously applied traditional vocabulary teaching techniques.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
2	7.1	7	25	4	14.3	9	32.1	6	21.4

The answers show that 32.1 % disagreed and 21.4 % strongly disagreed that it is less successful technique. When compared with traditional vocabulary teaching techniques, 53.5 % of them did not accept it is less successful; yet, 2 of them (7.1 %) and 7 of them (25 %), that is, 32.1 % accepted that the new technique is less successful than previously applied vocabulary teaching techniques. 14.3 % were undecided which one is less successful.

Table 62. Statistical analysis of the fourteenth item in Part A of the 2nd Questionnaire (N=28)

Item 14: The new technique has some flaws.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
6	21.4	11	39.3	7	25	4	14.3	0	0

Statistical analysis of item 14 show that the vast majority think that there are some lacks of the new technique. This is because 21.4 % strongly agreed and 39.3 % agreed, in total, 60.7 % saw some defects in the new technique. On the other hand, only 14.3 % did not find any flaws in this technique. As usual, there were also undecided students about whether the new technique has some lacks or not (25 %).

Table 63. Statistical analysis of the fifteenth item in Part A of the 2nd Questionnaire (N=28)

Item 15: The new technique is not suitable for the classroom environment.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
4	14.3	5	17.9	6	21.4	6	21.4	7	25

According to Table 63, 14.3 % strongly agreed and 17.9 % agreed that the new technique is not suitable for the classroom environment. So, the total which found the new technique unsuitable for the class was 32.2 %. While 21.4 % disagreed and 25 % strongly disagreed about its unsuitability for the classroom, 21.4 % of them did not express their opinions clearly. Accordingly, nearly half of the experimental students (46.4 %) considered that the new technique can be applied in the class as it is suitable for its environment.

Table 64. Statistical analysis of the nineteenth item in Part A of the 2nd Questionnaire (N=28)

Item 19: Thanks to the new technique, new words learnt in the lesson can be more permanent.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
5	17.9	9	32.1	7	25	3	10.7	4	14.3

Item 19 is prepared to learn what the students think about permanence of new words taught through this new technique. Results display the experimental students predominantly believed that new words are permanent. Here, 17.9 % strongly agreed and 32.1 % agreed, namely, 50 % in total that new words are permanent by means of the new technique. On the other hand, 25 % of them did not believe in permanence of new words (10.7 % disagreed, 14.3 % strongly disagreed). This percentage means

that quarter of them did not find new words taught through the new vocabulary teaching way permanent. Also, students did not give their opinions on permanence of new words through the new technique at a rate of 25 %.

Table 65. Statistical analysis of the twentieth item in Part A of the 2nd Questionnaire (N=28)

Item 20: The new technique can strengthen the learner's reading comprehension skill.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
f	%	f	%	f	%	f	%	f	%
6	21.4	11	39.3	7	25	0	0	4	14.3

As seen in Table 65, the results reveal that the students believed the new technique can help them to improve their reading comprehension by means of the new technique at a rate of 60.7 % (21.4 % strongly agreed and 39.3 % agreed). 7 of them corresponded to 25 % had no idea about its benefit to reading comprehension. 14.3 % strongly disagreed that their reading comprehension skill can be developed thanks to the new technique. This large percentage (60.7 %) poses the students think that they can develop their reading comprehension skills by reading authentic newspaper texts.

Table 66. Statistical analysis of the fourth item in Part B of the 2nd Questionnaire (N=28)

Item 4: In my opinion, English newspapers can be used as a technique while learning English.

Yes		No	
f	%	f	%
18	64.3	10	35.7

According to this table, 64.3 % of the students note that English newspapers can be a learning tool in English. On the other hand, 35.7 % of them think that English newspapers can not be used as a technique for learning English.

Nevertheless, we can claim that most of the students believe in having the benefit of newspapers in learning English.

Table 67. Statistical analysis of the fifth item in Part B of the 2nd Questionnaire (N=28)

Item 5: I think reading English newspapers is helpful for learning English words.

Yes		No	
f	%	f	%
18	64.3	10	35.7

While 64.3 % of them stated that they think English newspapers can help them to learn English words, the rest (35.7 %) indicated they do not believe in the benefits of English newspapers for learning vocabulary.

Table 68. Statistical analysis of the sixth item in Part B of the 2nd Questionnaire (N=28)

Item 6: While learning English words reading English newspapers is more effective than reading English novels.

Yes		No	
f	%	f	%
16	57.1	12	42.9

In the sixth item heading towards the comparison of reading English newspapers with English novels, 57.1 % of the experimental students found the former more effective while 42.9 % of them found the latter more. According to this result, we can affirm that most experimental students believe that they can benefit

more from reading English newspapers than reading English novels while learning vocabulary.

Table 69. Statistical analysis of the seventh item in Part B of the 2nd Questionnaire (N=28)

Item 7: Reading English newspapers is a more pleasurable way than reading English novels.

Yes		No	
f	%	f	%
14	50	14	50

In this questionnaire item, students' answers are divided equally that 50 % of them prefer reading English newspapers to English novels because they are more pleasurable. The other half of the students (50 %) prefers reading English novels instead of English newspapers to learn English words.

Table 70. Statistical analysis of the eighth item in Part B of the 2nd Questionnaire (N=28)

Item 8: Reading English newspapers is a more effective way than watching English programmes in learning English vocabulary.

Yes		No	
f	%	f	%
13	46.4	15	53.6

There is a very little percentage difference between the students who marked separate answers. While 46.4 % found English newspapers more effective compared with watching English programmes, 53.6 % considered the latter more effective than the first one. By looking at this result, we can claim that students are divided into

almost two. In other words, nearly half of the students (46.3 %) prefer English newspapers whereas little more students (53.6 %) prefer English programmes.

Table 71. Statistical analysis of the ninth item in Part B of the 2nd Questionnaire (N=28)

Item 9: Reading English newspapers is more delightful than watching English programmes.

Yes		No	
f	%	f	%
8	28.6	20	71.4

In the previous table (Table 70), it was revealed that the students were separated into two while giving their opinions on the effectiveness of reading English newspapers compared with watching English programmes. As for this table, it can be clearly seen that the vast majority of students find learning vocabulary through watching English programmes more delightful (71.4 %).

Table 72. Statistical analysis of the tenth item in Part B of the 2nd Questionnaire (N=28)

Item 10: Compared with listening to English songs, reading English newspapers is more useful while learning English words.

Yes		No	
f	%	f	%
10	35.7	18	64.3

This result shows that the experimental students predominantly think that English songs are more useful tool than English newspapers for learning vocabulary. 64.3 % stated that they can learn more English words by listening to English songs.

In contrast to their opinion, 35.7 % indicated they prefer reading English newspapers in order to learn more vocabulary.

Table 73. Statistical analysis of the eleventh item in Part B of the 2nd Questionnaire (N=28)

Item 11: Reading English newspapers is more amusing than listening to English songs.

Yes		No	
f	%	f	%
3	10.7	25	89.3

Here, an overwhelming majority of the students emphasized that listening to English songs are more enjoyable than reading English newspapers (89.3 %). Only a minority of them (3 students correspond to 10.7 %) reported that reading English newspapers are more amusing than listening to English songs.

Table 74. Statistical analysis of the twelfth item in Part B of the 2nd Questionnaire (N=28)

Item 12: Reading newspapers gives more effective results than English writing activities in learning English vocabulary.

Yes		No	
f	%	f	%
14	50	14	50

This item aimed at the comparison of reading English newspapers with English writing activities shows us that two groups having two different opinions occurred in the class. While one half of the students preferred English newspapers, the remaining half of them argued for English writing activities to learn vocabulary.

Table 75. Statistical analysis of the thirteenth item in Part B of the 2nd Questionnaire (N=28)

Item 13: I am more interested in reading English newspapers than English writing activities.

Yes		No	
f	%	f	%
18	64.3	10	35.7

Students generally do not like writing activities; we can see this fact by looking at the table above. A large majority (64.3 %) preferred English newspapers compared with English writing activities as a vocabulary learning tool. Only 35.7 % indicated that English writing activities can be more helpful in learning vocabulary.

Table 76. Statistical analysis of the fourteenth item in Part B of the 2nd Questionnaire (N=28)

Item 14: While learning English words, reading English newspapers can be more successful than looking the words up in dictionaries.

Yes		No	
f	%	f	%
18	64.3	10	35.7

When we compare reading English newspapers with using dictionaries for learning vocabulary, the above result clearly specifies that the students mostly think English newspapers are more beneficial to their English vocabulary learning (64.3 %). According to this result, 35.7 % of them choose using dictionaries while learning the unknown words. Namely, 35.7 % still want to keep on using traditional vocabulary learning ways.

Table 77. Statistical analysis of the fifteenth item in Part B of the 2nd Questionnaire (N=28)

Item 15: According to me, reading English newspapers is more entertaining than using dictionaries to learn the words.

Yes		No	
f	%	f	%
16	57.1	12	42.9

As detected in Table 77, the experimental students mostly enjoy reading English newspapers rather than referring to dictionaries (57.1 %). However, 42.9 % of them did not agree with the view that English newspapers are more enjoyable than dictionary use while learning vocabulary.

Table 78. Statistical analysis of the sixteenth item in Part B of the 2nd Questionnaire (N=28)

Item 16: To me, reading English newspapers is more effectual than writing the unknown words with the words in relation with them together in learning vocabulary.

Yes		No	
f	%	f	%
16	57.1	12	42.9

A general look at the result above shows us that the effectiveness of reading English newspapers was widely believed in learning vocabulary (57.1 %) compared with the latter. Because, the percentage of the students who believed in the technique of writing the unknown words with the words in relation to them together was only 42.9 %.

Table 79. Statistical analysis of the seventeenth item in Part B of the 2nd Questionnaire (N=28)

Item 17: Reading English newspapers is more enjoyable than writing the unknown words with the words in relation with them together to learn English vocabulary.

Yes		No	
f	%	f	%
16	57.1	12	42.9

Answers from the students for this item show that most of them found the technique of reading English newspapers more amusing than writing the unknown words with the words in relation with them together (57.1 %). When the table is further analyzed with the previous table, it is seen that students believe English newspapers are not only more effective but also more enjoyable compared with the other one.

Table 80. Statistical analysis of the eighteenth item in Part B of the 2nd Questionnaire (N=28)

Item 18: Reading English newspapers is a more useful way than keeping a notebook for unknown words in order to learn vocabulary in English.

Yes		No	
f	%	f	%
16	57.1	12	42.9

From the answers given to this questionnaire item, it can be concluded that most of the students considered the technique of reading English newspapers as more useful than the technique of keeping a word book on unknown words (57.1 %). On the other hand, the rest (42.9 %) disagreed with the view that reading English newspapers is more helpful vocabulary learning technique than keeping a word book for unknown words.

Table 81. Statistical analysis of the nineteenth item in Part B of the 2nd Questionnaire (N=28)

Item 19: Reading English newspapers is more entertaining than keeping a notebook for unknown words.

Yes		No	
f	%	f	%
20	71.4	8	28.6

With an overwhelming majority (71.4 %), students stated that they believe that reading English newspapers is much more entertaining vocabulary learning technique compared to keeping a notebook for unknown words; inasmuch as a small minority of the students (28.6 %) found the other technique more enjoyable.

Table 82. Statistical analysis of the twentieth item in Part B of the 2nd Questionnaire (N=28)

Item 20: Living abroad is required to learn vocabulary.

Yes		No	
f	%	f	%
12	42.9	16	57.1

This item aimed at learning their points of view on living abroad poses that most of the students do not believe that living abroad is a must to learn vocabulary (57.1 %). But nearly half of the students indicated that living abroad is necessary to learn vocabulary (42.9 %).

Table 83. Statistical analysis of the twenty-first item in Part B of the 2nd Questionnaire (N=28)

Item 21: I believe vocabulary is an absolute necessity in foreign language learning.

Yes		No	
f	%	f	%
24	85.7	4	14.3

Item 21 reveals that a great majority of the experimental students (85.7 %) think that vocabulary is crucial while learning a foreign language. On the other hand, there were four students (14.3 %) who do not consider vocabulary as very important in foreign language learning although they were in the minority.

Table 84. Statistical analysis of the twenty-second item in Part B of the 2nd Questionnaire (N=28)

Item 22: In my view, vocabulary is more important than grammatical knowledge to learn a foreign language.

Yes		No	
f	%	f	%
21	75	7	25

By looking at the result of this item, it can be claimed that 75 % of the experimental students give more importance to vocabulary rather than grammatical knowledge. Because only seven of them (25 %) did not accept that vocabulary is more important than grammatical knowledge.

Table 85. Statistical analysis of the twenty-third item in Part B of the 2nd Questionnaire (N=28)

Item 23: While trying to learn vocabulary, I can use reading English newspapers as a vocabulary learning way.

Yes		No	
f	%	f	%
18	64.3	10	35.7

By this questionnaire item, it is also revealed that most of the students in the experiment believe they can benefit from English newspapers to learn English words (64.3 %). 35.7 % of the students did not share the idea that they can read English newspapers so as to learn vocabulary.

Table 86. Statistical analysis of the twenty-fourth item in Part B of the 2nd Questionnaire (N=28)

Item 24: I can have difficulty in understanding the writings in English magazines or newspapers.

Yes		No	
f	%	f	%
18	64.3	10	35.7

In the last item in this part, the experimental students specify whether they find it difficult to understand the writings in authentic magazines or newspapers. Based on the result seen in Table 86, we can assert that most experimental students (64.3 %) think they can face some difficulties while trying to understand the writings in English magazines or newspapers even after the experiment. On the other hand, the rest (35.7 %) were of an opinion that they do not have difficulties while reading what is written in English magazines and newspapers.

This table shows us that most of the students still worry about the possibility of failure in understanding English magazines and newspapers.

Table 87. Statistical analysis of the first question in Part C of the 2nd Questionnaire (N=28)

Q1: What are your thoughts on the new technique?

Comments by the students	f	%
The new technique was very effective and amusing.	8	28.57
The new technique was effective but boring.	5	17.86
The new technique was not effective and boring.	5	17.86
The new technique was very helpful for learning vocabulary and now we know newspaper terms.	1	3.57

As seen in the table above, some students evaluated the effectiveness of the new technique. Accordingly, 28.57 % stated that they found the new vocabulary technique both effective and amusing whereas 17.86 % of them pointed out they found it effective but boring. On the other hand, 17.86 % of them thought that the new technique was not only ineffectual but also boring. One student mentioned that the new technique was effective and they learnt newspaper terms (3.57 %).

Three students only commented on the selected topics. The table shows the results below:

Table 88. Statistical analysis of the evaluation of topics in the first question in Part C of the 2nd Questionnaire (N=28)

Comments by the students	f	%
Selected topics could be more enjoyable.	2	7.15
Topics of the authentic texts were interesting; I was really excited while reading them.	1	3.57

Two of them indicated that the authentic newspaper texts could be selected from more enjoyable topics (7.15 %) while one student reported that topics of the authentic newspaper texts were very attractive and added that s/he enjoyed reading them (3.57 %).

Table 89. Statistical analysis of the suggestions put forward in the first question in Part C of the 2nd Questionnaire (N=28)

Comments by the students	f	%
The new technique helped us learn vocabulary; but we need to do some things not to easily forget them after the class.	2	7.15
It was more pleasurable than the other techniques; we should review the words learnt in the courses.	1	3.57
It could be more effective if it was not applied in the limited class time.	3	10.71

Some students uttered the lacks of the new technique by making suggestions. Two of them (7.15 %) indicated that the new technique helped them learn vocabulary but they need to take precautions in order not to easily forget them after the class. One of them (3.57 %) suggested that the words learnt in the newspaper activities should be reviewed in other courses. Three students (10.71 %) commented that the new technique could be much more effective provided that it was not applied in the limited class time.

Table 90. Statistical analysis of the second question in Part C of the 2nd Questionnaire (N=28)

Q2: According to you, reading English newspapers is the best vocabulary learning way?

Comments by the students	f	%
Yes, it is the best vocabulary learning way.	7	25
No, it is not the best one.	10	35.71
It can be a good way, but it is not the best one.	10	35.71
The effectiveness varies according to the students.	1	3.57

According to the table above, 25 % of the students believed that the new technique is the best vocabulary learning way. 35.71 % of them were of an opinion that it can be a good vocabulary learning technique but not the best one. On the other hand, ten students (35.71 %) clearly specified that the new technique can not be the best vocabulary learning way. One student (3.57 %) had a different idea in this issue. In his/her view, the concept of “effectiveness” varies from student to student. In other words, each student has different vocabulary learning styles that can be best for them.

Table 91. Statistical analysis of the third question in Part C of the 2nd Questionnaire (N=28)

Q3: If not, what is the best vocabulary learning way?

Comments by the students	f	%
Reading English newspapers is the best.	7	25
Listening to English songs is the best.	8	28.57
Watching English programmes is the best.	6	21.42
Keeping a notebook for unknown words is the best.	3	10.71
Reading novels is the best one.	2	7.14
Writing the unknown words with words in relation with them together.	2	7.14

Here, the students gave different opinions on the best vocabulary learning way. The percentage of the students who considered the new technique as the best vocabulary learning way was 25 %. Besides, 28.57 % of them believed that learning through English songs is the best, while 21.42 % responded the question as “learning through English programmes”. On the other hand, three of them (10.71 %) claimed that vocabulary can be learnt through keeping a notebook for the unknown words best. In addition to this, 7.14 % of the students who participated in the study thought that the best vocabulary learning tool can only be English novels. The rest (7.14 %) found the technique of writing the unknown words with words in relation with them together best.

Table 92. Statistical analysis of the fourth question in Part C of the 2nd Questionnaire (N=28)

Q4: Do you think that this new technique applied by your English teacher is the best vocabulary teaching way?

Comments by the students	f	%
Yes, it is the best vocabulary teaching way.	9	32.14
No, it is not the best one.	11	39.28
It can be a good way, but we were confused as it was completely different from the textbook.	1	3.57
It can be effective; but it is not the most effective.	7	25

The comments of the students show that 32.14 % of the experimental students thought the new technique as the best way in teaching vocabulary. Seven students correspond to 25 % noted that the new technique can be beneficial for them while learning vocabulary, however it can not be the most beneficial vocabulary teaching technique. Most students (39.28 %) reported that the new technique can not be the best way. One student (3.57 %) had a different comment on this. This student emphasized it can be good way, but they were confused by the newspaper activities. Because the newspaper activities were not parallel to the textbook.

Table 93. Statistical analysis of the preference of the new technique in the fifth question in Part C of the 2nd Questionnaire (N=28)

Q5: If not, what is the best vocabulary teaching way that can be used by the teacher in class?

Comments by the students	f	%
Yes, it is the best vocabulary teaching way.	9	32.14

A group of students (32.14 %) believed that the new technique is the best vocabulary teaching way.

Although some students did not think of reading English newspapers as the best tool to teach vocabulary, they chose the best vocabulary teaching tool from the authentic materials.

Table 94. Statistical analysis of the preference of the other authentic materials techniques in the fifth question in Part C of the 2nd Questionnaire (N=28)

Comments by the students	f	%
Vocabulary can be taught through songs best.	6	21.42
Vocabulary can be taught through English films or programmes best.	6	21.42
I like reading novels, but I do not think it can be used easily as a vocabulary teaching way.	1	3.57

21.42 % of them thought learning through songs as the best technique, while six of them (21.42 %) stated that vocabulary can be taught through English films or programmes best. The only remaining student put forward his/her view as vocabulary teaching through novels (3.57 %).

The table below shows us that some students prefer choosing the vocabulary teaching ways which they know.

Table 95. Statistical analysis of the preference of previous vocabulary teaching techniques in the fifth question in Part C of the 2nd Questionnaire (N=28)

Comments by the students	f	%
Teacher can have the students use the words learnt in sentences very often.	4	14.28
Teacher can have the students write the unknown words with words in relation with them together.	1	3.57
Vocabulary can be taught through writing activities best.	1	3.57

While one student (3.57 %) qualified English writing activities as best vocabulary teaching way, the other student (3.57 %) stated that writing the unknown words with words in relation with them together is the best. A small number of students (14.28 %) shared the idea that teachers can teach vocabulary best by using the words learnt in sentences very often.

5.2.1. The Comparison of the Experimental Groups' 1st and 2nd Questionnaire Responses

In the first questionnaire, the experimental students were asked how many hours they study English per week. The most given answer was “less than one hour” (52 %) In the second questionnaire, they were wanted to indicate whether they find their English study hours per week enough. The experimental students mostly stated they find their working hours insufficient (85.7 %). In the first questionnaire, they were asked what they usually do while studying English. The students responded to this question as: “I do homework considering English as a lesson” (48 %). In the second questionnaire, they indicated that they think what they do while studying English is not enough for learning it (89.3 %). Accordingly, we can claim that a great majority of the experimental students are aware that their just doing homework is not enough for learning English. Besides, the third item of the second part in the second

questionnaire supports this claim that they do not accept studying English means just doing homework like a lesson (75 %). In the first questionnaire, they emphasized the necessity of word knowledge in foreign language learning (60 %). However, this percentage increased in the second questionnaire (75 %). This can show us that they met so many unknown words in the newspapers and they understood the importance of vocabulary more while doing the newspaper activities. Furthermore, the experimental students compared vocabulary with grammar knowledge in both questionnaires. In the first questionnaire, their views varied from student to student. They agreed that vocabulary comes before grammar knowledge to learn a language (32 %). At the same rate, there were undecided students (32%). Moreover, the percentage of the students who stated that grammar knowledge comes before vocabulary to learn a language was 24 % in total. As for the second questionnaire, we can see their opinion changes by looking at the 22nd item of the second part. 75 % of them considered vocabulary is more important than knowing grammar rules of a language to learn it.

In the first questionnaire, 20 % of them strongly agreed and 36 % agreed that English novels should be read to learn vocabulary (56 % in total). On the other hand, 42.9 % of them shared the idea that English novels can be more effective vocabulary teaching tool than English newspapers in the second questionnaire. Here, the percentage of the students who found English newspapers more useful was more than the other students (57.1 %). These percentages were equalized in the following item of the second questionnaire that 50 % of them found reading English newspapers more enjoyable while the remaining 50 % found reading English novels more. In the first questionnaire, 20 % of them strongly agreed and 32 % of them agreed, namely, 52 % of the students defended that English programmes should be watched to learn vocabulary. In the second questionnaire, 53.6 % thought English programmes are more effectual than English newspapers while learning vocabulary. This percentage increased dramatically in the 7th item. Most of the students agreed that watching English programmes is more entertaining compared to reading English newspapers (71.4 %). 28 % of the students strongly agreed and 44 % of them agreed that English songs should be listened to learn English words (72 % in total). The percentage of the students who indicated that the technique of reading English

newspapers is not helpful than listening to English songs was 64.3 %. The rest of the students (35.7 %) found reading English newspapers more useful than listening to English songs. But, the percentage difference increased in the next item that 89.3 % of the students found listening English songs more pleasurable than the other. Only 3 students thought the opposite (10.7 %).

If we look at the first questionnaire again, we can claim that 64 % of them (24 % strongly agreed, 40 % agreed) supported the idea of writing English compositions to learn vocabulary. The second questionnaire results revealed the experimental students' views were divided equally in this issue. While 50 % of them considered English writing activities more effective, the other half of the students found English newspapers more beneficial. It can be also seen in the 13th item that students mostly found English newspapers more amusing than writing activities. Item 12 in the first questionnaire showed that most students did not believe in the necessity of living abroad to learn vocabulary. Because 32 % disagreed and 28 % strongly disagreed that living abroad is a must to learn vocabulary. This rate fell by nearly 3 % in the second questionnaire (57.1 %). Most of the students stated that reading English newspapers can increase the language learners' vocabulary in the first questionnaire (48 % strongly agreed, 28 % agreed). This rate fell by nearly 12 % in the second questionnaire. 64.3 % of them indicated that reading English newspapers is helpful for learning English words. This significant difference can be largely due to the fact that they experienced difficulty in reading the authentic newspaper texts to learn the target words.

The same number of students also pointed out that English newspapers can be used as a technique while learning vocabulary in the previous item (64.3 %). These results show that the students, to large extent, believe that English newspapers can be useful for learning vocabulary. On the other hand, most of the students emphasized the significance of reading English newspapers for reading comprehension skill in both questionnaires. In the first questionnaire, 68 % of them (40 % strongly agreed, 28 % agreed) clearly specified that English newspapers have the power to increase the language learner's reading comprehension skill. In the second questionnaire, the students mostly indicated that reading English newspapers can strengthen the learner's reading comprehension skill (21.4 % strongly agreed and 39.3 % agreed).

One of the most interesting findings was that the percentage of students who have self-confidence in understanding the authentic newspaper texts increased by nearly 12 %. While 12 % of the students disagreed and 12 % of them strongly disagreed that they can have difficulty in understanding any articles in English magazines or newspapers, 35.7 % of them stated that it is not difficult to understand the magazine or newspaper articles.

CHAPTER 6

CONCLUSION

6.1. Introduction

In this chapter, a summary of the study is given. It presents the reasons for investigating this topic, what literature was reviewed for the study, who the participants were, how the data were collected and the research questions. In addition, this chapter will deal with implications of the study and suggestions for further research.

6.2. Summary of the Study

As stated in Chapter 1, the aim of this study was to investigate the possible role of using authentic newspaper texts in vocabulary instruction for Turkish EFL students studying at 10th Grade at Orhan Dengiz Anatolian High School in Usak. This study also attempted to explore the students' perspectives on vocabulary, vocabulary learning and vocabulary teaching. In addition, it aimed to reveal whether the experimental students would change any attitudes towards vocabulary learning after they were exposed to authentic newspaper texts. Therefore, the research was based on a quasi-experimental design, composed of one experimental and one control groups. This study was conducted in quasi-experimental design because the aim of the study was to measure the students' gains in target vocabulary. The success of using authentic newspaper texts could be assessed after it was compared with other vocabulary teaching techniques.

The reason for investigating this topic was to contribute to the literature on vocabulary teaching studies since there is still much to do in this area, and also vocabulary is one of not only problematic but also vital topics in EFL/ESL. Moreover, many foreign language learners still prefer using traditional vocabulary teaching techniques that so many students find them boring and inadequate. The students state that they easily forget the words taught through traditional vocabulary ways after class. A great many students believe that vocabulary learning process is

tedious. Although many foreign language teachers know this, they tend to use only textbooks while teaching vocabulary in courses. There might be so many reasons of this, but this study was done to show the foreign language teachers how to benefit from authentic newspaper texts as a vocabulary teaching tool.

The literature review showed that communicative approach brought a new perspective to language teaching, because the concept of “authenticity” emerged by the influence of it. Then, a number of researchers (Allen, Bernhardt, Berry & Demel, 1988; Bacon 1992b; Bacon & Finneman, 1990; Bragger, 1995; Ciccone, 1995; Herron & Seay, 1991; Lee, 1995; Secules, Herron & Tomasello, 1992) supported the idea of using authentic input in L2 instruction. Authentic materials became popular due to the lack of coursebooks in language teaching. They were also native language materials.

Examples from the literature about the importance of the vocabulary in ESL/EFL, authentic and pedagogical materials, textbooks, authentic materials, authentic newspaper texts, when and how they emerge in ELT area, the studies on them, the comparison of authentic materials with textbooks, the advantages and disadvantages of both authentic materials and textbooks, the reasons why foreign language teachers largely use textbooks were stated in the literature review section in detail. The research questions of this study were;

- 1) How much importance do the students give to vocabulary and language study?
- 2) What do the students think about vocabulary learning and teaching techniques?
- 3) Does the implementation of authentic newspaper texts in classroom setting increase the learners’ intermediate vocabulary?
- 4) What attitudes do the students have on the use of authentic newspaper texts in teaching intermediate vocabulary?

Some instruments were determined in order to seek answers to these questions and conduct the study successfully. These instruments were a questionnaire on students’ language study habits, a vocabulary pretest, a vocabulary posttest and an evaluation questionnaire. This study was conducted with 54 intermediate level students who were at 10th Grade in this high school. In the beginning of the data

collection process, a questionnaire on students' language study habits was applied to both group students. What they did for their language study, the amount of time they usually spent on vocabulary learning, the extent to which they engaged in independent language study, type of vocabulary learning activities they did on a regular basis, type of vocabulary teaching activities teachers did in classes, their thoughts about permanence of such vocabulary activities in classes, their beliefs on ideal vocabulary learning ways, in brief, vocabulary learning and teaching problems were revealed by this questionnaire. Frequencies and percentages were used to present the data from the questionnaire. The results of this questionnaire suggest that the experimental and control group students show both similarities and differences in the way they approach the task of vocabulary learning.

As a second instrument, a vocabulary pretest was used in order to see whether their vocabulary success level was close to each other. The analysis of the vocabulary pretest results showed that, before the treatment, the experimental and the control groups did not differ significantly in their target vocabulary knowledge. In brief, these two groups were similar both in their ability to comprehend and use the target words. After the close test results, the study started. 28 students in the experimental group were presented authentic newspaper texts as a new vocabulary teaching technique, whilst 26 students in the control group were instructed in traditional ways. Thus, the control group students were not given the opportunity to learn the unknown words with authentic newspaper texts.

A vocabulary posttest was conducted at the end of the study. The analysis of the vocabulary posttest results showed that statistically significant differences were found between the experimental and control group learners in terms of their target vocabulary knowledge after the research period. Test scores of experimental group being taught vocabulary with authentic newspaper texts were more successful than the ones of control group being taught vocabulary with traditional techniques. This result proves that considerable improvement in experimental group's vocabulary knowledge was much higher when compared to control group's. In other words, newspapers in vocabulary instruction appeared to have a great impact on learners' vocabulary knowledge.

Aside from vocabulary gains, the analysis of the evaluation questionnaire revealed interesting results. These results were mentioned in detail in the discussion part. This evaluation questionnaire was applied to only experimental group students. Frequencies and percentages were used to present the data from the questionnaire. In conclusion, the research has revealed that students taught through authentic newspaper texts could learn the vocabulary items much more easily than those were taught through traditional ways.

To sum up, it is clear that vocabulary knowledge is crucial for language learners, and traditional vocabulary learning and teaching ways are posing serious problems for learners.

6.3. Implications and Suggestions for Further Study

The use of authentic materials in ELT is a very broad study topic, however the amount of research on authentic materials is far from being adequate. More research is needed to provide foreign language teachers insights in English language classes. In this study, the effectiveness of using authentic newspaper texts in teaching vocabulary to Turkish intermediate level EFL students was examined. Further studies concerning authentic newspaper texts can be done on other skills of foreign language teaching with different groups of language learners. In order to generalize the results of the study, it is necessary to carry out additional studies with larger populations of students at all levels of language proficiency. Furthermore, students of all age groups learning English can be used as subjects for further studies. Short term and long term effectiveness are important issues in foreign language teaching. That is why, a vocabulary short term retention test can be administered to measure how many words they have kept in mind after the vocabulary posttest in the further research. Besides, a second vocabulary retention test (long term retention test) can be applied after a certain time period in the form of formal written test and how many words the students remember can be checked in long term.

On the basis of this research, it can be claimed that authentic newspaper texts are useful and effective; they can be more exhaustively used in vocabulary teaching

in English courses. For this reason, they can be placed into the English language teachers' teaching materials without any hesitation. The use of authentic newspaper texts increases the motivation of the students and raises the interest of them in learning vocabulary and learning a foreign language. As it is applied in a relaxed and comfortable milieu, students seem to learn new vocabulary more quickly and retain it better. What is more, the students can be guided for their self-study process based on newspapers to increase their word knowledge in vocabulary learning.

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APPENDICES**APPENDIX A****ÖĞRENCİLERİN KELİME ÖĞRENME ALIŞKANLIKLARI
ANKETİ**

Sevgili öğrenciler,

**Bu anket, aşağıdaki sorulara cevap bulmak amacıyla
hazırlanmıştır:**

- 1) Öğrencilerin İngilizce öğrenirken kelimeye verdiği önem nedir?**
- 2) Öğrencilerin kullandıkları başlıca kelime öğrenme yöntemleri nelerdir?**
- 3) Öğrencilere göre ideal kelime öğrenme yöntemleri nelerdir?**
- 4) Öğrenciler derslerde uygulanan kelime öğretim yöntemlerini nasıl bulmaktadırlar?**
- 5) Öğrencilere göre, derslerde faydalı olabilecek kelime öğretim yöntemleri nelerdir?**
- 6) Öğrenciler yeni yöntemlere nasıl yaklaşmaktadırlar?**

Anket sonuçları kişisel değerlendirilmeyecektir, bu nedenle ankete isminizi yazmanıza gerek yoktur. Ayrıca ankete vereceğiniz cevaplar gizli tutulacaktır. Anketin geçerliliğini göz önünde bulundurarak anket sorularını içtenlikle cevaplandırmanızı rica ederim.

GAMZE GEDİKOĞLU
İngilizce Öğretmeni

A-) Aşağıdaki soruları cevaplayınız. Bu ankette doğru yada yanlış cevap yoktur; bu nedenle görüşünüzü belirten en iyi seçeneği işaretleyiniz.

1- Haftada ortalama kaç saat İngilizce çalışıyorsunuz ?

- a- 1 saatten daha az**
- b- 1-2 saat.**
- c- 2-3 saat**
- d- 3-4 saat**
- e- 4 saatten daha çok**

2- İngilizce çalışırken genellikle neler yapıyorsunuz ?

- a- Bir ders gibi, sadece verilen ödevleri yapıyorum.**
- b- İngilizce yazılar okuyor, müzikler dinliyorum, programlar ya da filmler izliyorum.**
- c- Yeni kelimeler öğrenmeye çalışıyorum.**
- d- Diğer.....**

3- Sizce kelime, bir dili öğrenmek için ne kadar gereklidir (Seçeneklerde size uygun bir gerekçe yoksa uygun boşluğa kendi gerekçenizi belirtiniz.) ?

- a- Gereksizdir, kelime bilmeden de dil öğrenilebilir.**
- b- Gereksizdir, çünkü.....**
- c- Gereklidir ama o dilin gramer yapısını öğrenmek çok daha önemlidir.**
- d- Gereklidir, ne kadar çok kelime bilsek,o dili o kadar iyi biliyoruz demektir.**
- e- Çok gereklidir, dili öğrenmek o dilin kelimelerini öğrenmeden mümkün olamaz.**
- f- Çok gereklidir, dil öğrenmenin başlangıç noktası kelime öğrenmektir.**
- g- Gereklidir, çünkü.....**

4- İngilizce çalıştığınız zaman içerisinde kelime öğrenmeye de zaman ayırıyormusunuz ?

- a- Hiç ayırmıyorum.**
- b- Az zaman ayırıyorum.**
- c- Zaman ayırıyorum.**
- d- Çok zaman ayırıyorum.**

5- Kelime öğrenmeye çalışırken en çok hangisini yapıyorsunuz? (* Bu soruyu, 3. soruda *hiç zaman ayırmıyorum* cevabını işaretleyenler cevaplandırmayacaklardır.)

- a-** Sözlükten bilmediğim ya da merak ettiğim kelimelere bakıyorum.
- b-** Kelime defteri tutuyorum.
- c-** İngilizce programlar, filmler izliyorum.
- d-** İngilizce yazılar okuyorum (kitap,gazete,dergi vb.).
- e-** İngilizce şarkıların sözlerini buluyorum.

6- Sizce en güzel kelime öğrenme yolu aşağıdakilerden hangisidir ?

- a-** Sözlükten bakarak öğrenmek
- b-** Kelimeleri ve onlarla ilgili diğer kelimeleri yazarak öğrenmek
- c-** İngilizce programlar, alt yazılı filmler izleyerek öğrenmek
- d-** İngilizce şarkılar dinleyerek ve şarkının sözlerine bakarak öğrenmek
- e-** Diğer.....

7- İngilizce derslerinde kelimelere ağırlık veriliyor mu ?

- a-** Hayır hiç ağırlık verilmiyor; verilmesine de gerek yok.
- b-** Hayır hiç ağırlık verilmiyor; ama ağırlık verilmesini isterdim.
- c-** Zaman zaman veriliyor; ama yeterli değil.
- d-** Gerektiği kadar ağırlık veriliyor.
- e-** Çok ağırlık veriliyor; bu kadar ağırlık verilmesi de doğru değil.

8- İngilizce derslerinde öğrendiğiniz kelimeler kalıcı oluyor mu?

- a-** Hayır, dersten sonra hepsini hemen unutuyorum.
- b-** Bir kısmını hatırlıyorum ama çoğunu unutuyorum.
- c-** Çoğunu hatırlıyorum.
- d-** Hepsini hatırlıyorum.

9- Sizce kelimeleri unutmamanız için ne yapılmalıdır?

- a-** Kelimeler, alıştırmalar içerisinde tekrar edilirse daha kalıcı olur.
- b-** Dersten sonra tekrar etsem daha kalıcı olur.
- c-** Birkaç kez o kelimeyle karşılaşırsam daha kalıcı olur.
- d-** Kelime öğretilirken farklı yöntemler uygulanırsa daha kalıcı olur.
- e-** Diğer

10- İngilizce derslerinde kelime öğretimi genellikle nasıl yapılıyor ?

- a-** Okuma parçaları işleyerek
- b-** Gerçek nesnelere kullanarak
- c-** Tahtaya resimler çizerek
- d-** Fotoğraflar göstererek
- e-** Yüz ifadeleri, el kol hareketleri ve mimikler kullanarak
- f-** Cd çalardan parçalar dinleterek
- g-** Videodan film izleterek
- h-** Çalışma kağıtlarından kelime alıştırmaları yaparak

11- Sizce kelime öğretimi sınıflarda en çok nasıl olmalıdır ?

- a-** Görsel materyaller yoluyla (video, resimler, fotoğraflar v.b.)
- b-** İşitsel materyaller yoluyla (Cd, kasetçalar v.b.)
- c-** Sözlü ifadeler, tanımlama, kelimeyi açıklayıcı cümleler yoluyla
- d-** Her türlü yazılı materyaller yoluyla (kitaplardaki metinler, dergi ve gazete makaleleri v.b.)
- e-** Tüm materyallerden farklı zamanlarda yararlanma yoluyla

B- Aşağıdaki cümlelerle ilgili düşüncelerinizi numaralarla belirtiniz.

Kesinlikle Katılıyorum (5)	Katılıyorum (4)	Kararsızım (3)	Katılmıyorum (2)	Kesinlikle Katılmıyorum (1)
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1. Kelime bir dili öğrenmek için ön koşuldur.
2. Bir dili öğrenmek için o dilin kelimelerini öğrenme gramerini öğrenmeden önce gelir.
3. Ne kadar çok kelime bilirsek o kadar çok o dile hakim oluruz.
4. Şu an İngilizce kelime haznemi yeterli bulmuyorum.
5. Kelime öğrenme zorlu bir süreçtir.
6. Kelime öğrenme sıkıcı bir süreçtir.
7. Kelime öğrenme zevkli bir süreçtir.
8. Kelime öğrenmek için İngilizce kitaplar okunmalıdır.
9. Kelime öğrenmek için İngilizce programlar izlenmelidir.
10. Kelime öğrenmek için İngilizce şarkılar dinlenmelidir.
11. Kelime öğrenmek için İngilizce yazılar yazmak gerekir.
12. Kelime öğrenmek için yurt dışında yaşamak şarttır.
13. Şu ana kadar hiç İngilizce haber kanalı izlemedim.
14. İngilizce bir program izlesem ne söylendiğini anlamakta zorlanabilirim.
15. Şu ana kadar hiç İngilizce gazete okumadım.
16. İngilizce dergi ya da gazete okusam yazılanları anlamakta zorlanabilirim.
17. İngilizce gazete okumak yabancı dil öğrenen kişinin kelime haznesini artırır.
18. İngilizce gazete okumak yabancı dil öğrenen kişinin okuduğunu anlama yetisini güçlendirir.
19. Derslerde uygulanan kelime öğretim metodları çok sıkıcıdır.
20. Aynı kelime öğretim yönteminin uygulanmasından çok, farklı yöntemler uygulanırsa daha iyi olur.
21. Yeni kelime öğretim metodlarına açığım.
22. Öğretmen tarafından sınıfta ilk kez kullanılan bir metodu yadırgamam.
23. Öğrencilerin alışık olmadığı metodlar başarılı olamaz.
24. Yeni metodlar öğretim ortamını daha zevkli kılar, öğrenci motivasyonunu artırır.
25. Öğretmenin kelime öğretiminde İngilizce gazete kullanması işe yaramayabilir.

APPENDIX B

Orhan Dengiz Anatolian High School
10th Grade Vocabulary Pretest at Intermediate Level

A- Fill in the blanks according to the words below.

prevented / passengers / permission / recover / invented /
 luxurious / attacked / criminal / realized / extravagant / fool
 victim / benefit

- 1) Thomas Edison.....electricity.
- 2) According to the police reports, thewas poisoned last night.
- 3) It took him two weeks tofrom the flu.
- 4) I did notthat I was on the wrong train until it stopped somewhere I did not know.
- 5) A dogme on the way to home yesterday morning.
- 6) All thegot tired after the long journey.They immediately went home to rest.
- 7) The heavy snowfall hasus from going to school this morning.
- 8) They are going to spend their honeymoon at ahotel in Caribbean Islands.
- 9) Spend your money more carefully.You must not be so
- 10) The school administration does not give the students ato leave school before the school time.

B- Find the synonyms of the words.

- | | | | |
|--------------------|---------------|---------------|---------------|
| 1- dissatisfaction | 9- put out | a- ceremony | i- very tired |
| 2- influence | 10- exhausted | b- advise | j- fly |
| 3- consist | | c- extinguish | |
| 4- recommend | | d- discontent | |
| 5- harm | | e- pause | |
| 6- parade | | f- damage | |
| 7- hesitate | | g- effect | |
| 8- take off | | h- involve | |

C- Find the antonyms of the words.

- | | |
|-----------------|----------------|
| 1- increase | a- unimportant |
| 2- acknowledge | b- refuse |
| 3- believable | c- decline |
| 4- linked | d- easy |
| 5- serious | e- separated |
| 6- brilliant | f- awful |
| 7- resemble | g- boredom |
| 8- traditional | h- modern |
| 9- excitement | i- incredible |
| 10- complicated | j- differ |

D- Use the suitable form of the word in bold at the end of each sentence.

- 1- Hismade his family happy. **ACHIEVE**
- 2- He broke the vase..... **ACCIDENTALLY**
- 3- Children are morewhen they are given enough opportunity. **CREATE**
- 4- In spite of beingdifferent, we are good friends. **CULTURE**
- 5- Bob changed his mind as soon as he realized his wrong**DECIDE**
- 6- Theof the house took us fifteen days. **DECORATE**
- 7- There will be ain Kızılay at 2 p.m today. **DEMONSTRATE**
- 8- Incountries everybody is free to express their thoughts. **DEMOCRACY**
- 9- We had noin reaching the top of the mountain. **DIFFICULT**
- 10- People need to stoppollution as soon as possible. **ENVIROMENT**

E- Find the closest words of the underlined words in the sentences.

- 1- We have had no problems with our car so far.
a- up to now b- recently c- now and then d- sooner or later
- 2- The students in our school like all kinds of sports, particularly basketball.
a- generally b- naturally c- especially d- rarely

3- The government believes that the **basic** reason of the crisis is the mortgage system.

a- minor b- fundamental c- secondary d- unnecessary

4- We really need to have financial support to **establish** this scientific institute.

a- collapse b- destroy c- manage d- found

5- It is **vital** to find two successful computer programmers for this company.

a- essential b- satisfactory c- reasonable d- needless

F- Choose the best option to complete the following sentences.

1- I went on an oceanlast summer.

a- travel b- trip c- voyage d- journey

2- If you go on eating fattening food, you'llweight soon.

a- gain b- put c- take d- get

3- Weour time and money going to that film as it was very boring.

a- spent b- wasted c- passed d- enjoyed

4- These studentsin finishing the project on time without any help.

a- managed b- achieved c- accomplished d- succeeded

5- The chef gave us thefor the soup.

a- recipe b- receive c- prescription d- description

APPENDIX C

Orhan Dengiz Anatolian High School
10th Grade Vocabulary Posttest at Intermediate Level

A- Fill in the blanks according to the words below.

suicide / military / outskirts / reduce / compete / allow
 dramatically/ passing through / officials / accepted

- 1) Hethe invitation to stay with us.
- 2) I have toagainst 10 other people for the job.
- 3) Computer manufacture has beengoing down recently.
- 4) My parents didn'tme to go to the party last night.
- 5) The new bridge willtravelling time from 50 minutes to 15 minutes.
- 6) He wrote a letter for his all friends before his
- 7) While we wereMert's hometown, we decided to see Mert and called him.
- 8) Allforces of NATO were sent to Palestine.
- 9) The Petersons live on theof Paris.
- 10) The governmentmade an urgent declaration about the scandal.

B- Find the synonyms of the words.

- | | | | |
|-----------------|--------------|------------------|---------------------|
| 1- hesitate | 10- accept | a- falter | j- to be jealous of |
| 2- wish | 11- vista | b- scene | k- surround |
| 3- join | 12- reduce | c- building | l- secure |
| 4- cooperate | 13- encircle | d- summit | m- develop |
| 5- annually | 14- last | e- yearly | n- will |
| 6- top | 15- envy | f- take part in | o- continue |
| 7- construction | | g- decrease | |
| 8- safe | | h- work together | |
| 9- improve | | i- agree, admit | |

C- Find the antonyms of the words.

- | | |
|----------------|----------------|
| 1- trust | a- unimportant |
| 2- increase | b- above |
| 3- below | c- decrease |
| 4- fundamental | d- doubt |
| 5- comfort | e- temper |

D- Use the suitable form of the word in bold.

- 1- The house isn't reallyfor a large family. **SUIT**
- 2- Japanese and English are two entirelylanguages.
DISTINCTION
- 3- Alcohol isn't an.....way out of your problems. **ACCEPT**
- 4- Giving a CV isfor applying this job. **REQUIRE**
- 5- The photographwill be held in May. **COMPETE**

E- Find the closest words of the underlined words in the sentences.

- 1- All the exam results will be displayed on the noticeboard.
a- shown b- repeated c- discussed d- announced e- developed
- 2- There must be a misunderstanding because I didn't order all these books.
a- misbehaviour b- miscalculation c- misperception d- misfortune
e- misinformation
- 3- He's always been surrounded by people who admire him.
a- blamed b- caught c- accepted d- defended e- encircled
- 4- There are still lots of obstacles for women to become equal with men in our society.
a- reasons b- desires c- conditions d- barriers e- rates
- 5- The hot weather lasted for the whole month of June.
a- decreased b- continued c- protected d- prevented e- increased

F- Choose the best option to complete the following sentences.

- 1- Mr.Hillman has been searching for the effects of alcohol on human
- a- penalty b- attention c- behaviour d- romance e- chance

2- I met John when I worked in Madrid, and I've kepthim ever since.

a- in touch with b- cooperate c- participate d- accept e- doubt

3- Mary's husband and their child died in a car accident two years ago, but she never lost herto live.

a- demonstration b- remedy c- imagination d- will e- expert

4- A surprise wasTommy when he went in the house.

a- emanating from b- awaiting c- regarding d- debating e- preferring

5- The period of 6 years'for the young man ended at last!

a- enlightenment b- creativity c- originality d- toughness e- imprisonment

G- Are the bold words in the sentences used *right* or *wrong*?

1- This report **contradicts** their expressions. **Right** **Wrong**

2- We **encountered** serious problems when we were on a holiday last summer.

Right **Wrong**.....

3- The story **attracted** many readers that they wanted the author to write the supporting book.

Right **Wrong**.....

4- I thought she loved me, but I was only **passing through** myself.

Right..... **Wrong**

5- The factory plans to **behave** in new computers. **Right** **Wrong**

APPENDIX D

THE FIRST WEEK NEWSPAPER ACTIVITY

PRESENTATION STAGE:

Grammar of the Newspapers

- 1- **In headlines**, The Simple Present Tense is used instead of the Simple Past Tense (in order to show the movement of the newest news clearly. It also gives a vivid impression to readers.)
- 2- **In headlines**, it is common to take the form **TO + Verb** instead of Simple Future Tense.
- 3- **In headlines**, the verb “to be” (is, are) is omitted.
- 4- **Content words (verb, adjective and adverb) is used however function word (article, pronoun, conjunction) is omitted.**
- 5- **Definite (the) / Indefinite (a, an) articles** aren't used.
- 6- **Comma is used in place of “AND”**
- 7- A thing of the past is commonly used in “The Past Tense” in body of newspaper.
- 8- If the term is long, an abbreviated word or a shortening word is used.
- 9- The verb and a noun **in headlines** prefer the shortest word.

Table of the Newspaper Terms

- 1- **Flag:** Title of name of the newspaper
- 2- **Byline:** The reporter's name
- 3- **Dateline:** The location from which the story is submitted
- 4- **Index:** Table of contents listing topics, sections and pages
- 5- **Lead:** The first few sentences of a story
- 6- **Top Story:** Story with the biggest headline
- 7- **Cutline:** Identifying information that appears under a photo or illustration

Warm Up Activity:

- * Find out flag of the newspaper.
- * Find out the bylines on the first page of the newspaper.
- * Find out the datelines on the first page of the newspaper.
- * Find out the index of the newspaper.
- * Find out the top story.
- * Find out of the lead of the top story.
- * Find out the outline of the top story.
- * Find the occupations of these people in the newspaper.

- 1) Trkay Asma is a *..lawyer.....*and the *..former head.....*of Ankara Bar's Children Rights Center.
- 2) Halil İbrahim Bahar works in *..International Strategic Research Center.....*
- 3) Recep Tayyip Erdoğan is *.....Prime Minister.....*
- 4) Barack Obama is *.....U.S President-elect.....*
- 5) Joe Biden is *.....Vice-president-elect.....*
- 6) Abdullah Gl is *.....President.....*
- 7) İlker Başbuğ is *..The Chief of General Staff.....*
- 8) Kksal Toptan is *....Parliament Speaker.....*
- 9) Abdlkadir Akgl is a *..deputy.....*in the Grand National Assembly of Turkey (TBMM)
- 10) Hayati Yazıcı is *.....Deputy Prime Minister.....*
- 11) Berlusconi is *...Italian Prime Minister.....*
- 12) Haşim Kılıç is *.....Top Court President.....*

PRACTICE STAGE:

* Look at the top story of the newspaper “Stone-throwing kids face 23 years” and find the words having the same meanings of these words.

- 1) punishment *.....penalty.....*
- 2) save, secure *....protect.....*
- 3) let, give permission *.....allow.....*

* Look at the top story of the newspaper and find the words to complete the sentences.

- 1) Six children ...*participated*in street protests during the prime minister's visit last month.
- 2) "Law to Protect Children" says imprisonment is the last*remedy*.....
- 3) According to "Law to Protect Children", we should prevent children from crime and protect their*fundamental*.....rights.

* Find out the **synonyms** of the words from the top story below.

- 1) protests (line 5)*demonstrations*.....
- 2) specialist (line 16)*expert*.....
- 3) staying in a prison for a period (line 18)*imprisonment*.....

* Fill in the blanks with the words above.

- 1) A medical*expert*.....should see your test results again.
- 2) I think life*imprisonment*.....is the worst punishment in the world.
- 3) Over 3,000 people participated in a*demonstration*.....against nuclear power stations.

* Find out the words having same meanings from the news (page 3).

- 1) **last** Wednesday:*late*..Wednesday.....
- 2) work together:*cooperate*.....
- 3) top:*summit*.....
- 4) **yearly** summit:*annually*.....
- 5) common **wish**:common *will*
- 6) high-level **authorities**:high-level *officials*.....

EVALUATION STAGE:

* Fill in the blanks with the words above.

- 1) Doing regular exercise**protects**.....you against heart disease.
- 2) The teacher never ...**allows**.....dictionaries in the exams.
- 3) You mustn't drop the litter! Its**penalty**.....is 30 \$.

* Match the words above with their **synonyms**.

- a) join, attend, take part in**participate in**
- b) very important, basic.....**fundamental**.....
- c) help, solution, way **remedy**.....

* Match the words above with their **antonyms**.

- | | |
|--------------------------------|-----------------|
| 1) release (c) | a) fundamental |
| 2) not to attend (d) | b) expert |
| 3) unimportant (a) | c) imprisonment |
| 4) non-specialist (b) | d) participate |

* Put the underlined words (will, expert, demonstration, participate, annually) into the sentences given correctly.

- 1) I ***joined*** in a classroom activity yesterday. **PARTICIPATE**
- 2) His last ***wish*** before dying was to see his parents. **WILL**
- 3) The magazine is issued twice ***yearly***. **ANNUALLY**
- 4) My doctor set an appointment for me to see a top ***specialist*** in Paris. **EXPERT**
- 5) Three people died yesterday in street ***protests***. **DEMONSTRATION**

APPENDIX E

THE SECOND WEEK NEWSPAPER ACTIVITY

PRESENTATION STAGE:

Warm Up Activity:

* Look over the news in the newspaper and mention about the current events by looking at the newspaper pages. Which events have you heard?

PRACTICE STAGE:

* Find the words given their meanings below:

Dozen killed in Afghan blast (Page 6- News Line)

- 1) ...*outskirts*.....: outer area of a city,town or village
- 2) ...*suicide*.....: to kill yourself intentionally
- 3)*military*.....: related to the army
- 4)*pass through*.....: to go to a particular direction

Rough Times on the way for Fethive's realty scene (Page 9)

(In the first part)

* Replace the omitted word with another word having a similar meaning.

- 1) dramatically: *significantly*
- 2) vista: *scene*
- 3) opportunity: *chance*
- 4) accept: *agree, admit*
- 5) last: *continue, go on, keep on*
- 6) construction: *building*
- 7) reduce: *decrease*

(In the second part)

* Find the forms of these words from the dictionary.

competitive (adj)

- 1).....*competition*.....(n)
- 2).....*uncompetitive*.....(negative one)
- 3).....*compete*.....(v)
- 4).....*competitively*.....(adv)
- 5).....*competitor*.....(n): a person who competes

distinct (adj)

- 1)..*distinction*.....(n)
- 2)..*distinctly*.....(adv)
- 3)..*distinctive*.....(adj): easy to recognize
- 4)..*distinctively*.....(adv)

suit (v)

- 1)..*suitable*..... (adj)
- 2)..*unsuitable*.....(negative one)
- 3)..*suitably*.....(adv)

requirement (n)

- 1)..*require*.....(verb)
- 2)..*required*.....(adj)

acceptable (adj)

- | | |
|--|--|
| 1).. <i>unacceptable</i>(negative one) | 4)..... <i>acceptably</i>(adv) |
| 2).. <i>accept</i>(v) | 5)..... <i>unacceptably</i>(negative one) |
| 3).. <i>acceptance</i>(n) | 6).. <i>accepted</i>(adj): approved by most people |

Dams in hope of rain (Page 9)

* Find the antonyms of the words

- 1) below *above*.....
- 2) satisfactory *unsatisfactory*.....
- 3) increase *decrease*.....

EVALUATION STAGE:

* Use these words in the blanks below:

- 1) We *..passed through*.....your village on the way to our hometown.
- 2) They are planning to build a new stadium on the *..outskirts*.....of Usak.
- 3) The *...military*.....official announced the war last night.
- 4) He had been under depression for a long time when he committed *..suicide*.....last year.

* Complete the sentences with the words above.

- 1) Passport is *...required*.....for going abroad.
- 2) Jeans are not *..suitable*.....for such an important meeting.
- 3) Ece is really *...competitive*.....She always wants to be first in her class.
- 4) This word has three*...distinct*.....meanings.
- 5) This writer is very famous because he has a *...distinctive*...style of writing.
- 6) We hope to find an *...acceptable*...solution for both sides.
- 7) Smoking is socially *.....unacceptable*.....
- 8) He is so stubborn. He never *..accepts*.....advice from anyone.
- 9) This problem *..requires*....careful thinking.
- 10) This jacket did not *..suit*.....you not at all.
- 11) The project is a bit expensive. It*..requires*.....10.000 Turkish Liras.
- 12) Are you going to enter the photography *..competition*...? The big prize is 1000 Turkish Liras.
- 13) Wearing uniforms in high schools in Turkey is a legal *..requirement*.....
- 14) There is an important *...distinction*.....between your remarks and actions.
- 15) There is no *...acceptance*.....of talking in the lessons.The teacher doesn't give any permission.
- 16) You have to be over 18 if you want to apply for this.....*competition*.....
- 17) Computer companies make an effort *.....competitively*.....
- 18) She was so beautiful *...distinctively*.....at the party last night.

APPENDIX F

THE THIRD WEEK NEWSPAPER ACTIVITY

PRESENTATION STAGE:

Warm Up Activity:

- * Look at the zodiac page and tell how many zodiacs there are.
- * Find out your own zodiac according to the date on page 13.
- * Read it and try to understand what it says. Circle the unknown words in it.
- * Look the unknown words up to learn their meanings.
- * Find out the synonyms in each zodiac.

PRACTICE STAGE:

ARIES (KOÇ):

1. show =*display*.....
2. envy =*to be jealous of*.....

TAURUS (BOĞA):

1. choose, want =*prefer*.....
2. related to = ...*regarding*.....
3. develop = ...*improve*.....
4. question, hesitate, suspect =*doubt*.....
5. **discomfort**, **unrest** =*temper*.....

GEMINI (İKİZLER):

1. misperception, misconception =*misunderstanding*.....
2. encircle = ...*surround*.....
3. conflict =*contradict*.....

CANCER (YENGEÇ):

1. keep in touch =*in touch with*.....
2. charge, accuse =*blame*.....

LEO (ASLAN):

1. love affair = ..*romance*.....
2. care = ...*attention*.....

VIRGO (BAŞAK):

1. demand, will, wish =*desire*.....

LIBRA (TERAZİ):

1. declare, inform, let know = ...*announce*.....
2. wait, expect, look forward to =*await*.....

SCORPIO (AKREP)

1. growing out of, stemming from =*emanating from*.....
2. discuss = ...*debate*.....

SAGITTARIUS (YAY):

1. avoid =*prevent*.....
2. lighting, brightness =*enlightenment*.....

CAPRICORN (OĞLAK):

1. barrier, difficulty =*obstacle*.....
2. pause, hesitate =*falter*.....

AQUARIUS (KOVA):

1. act, treat = ...*behave*.....
2. hardness, sharpness =*toughness*.....

PISCES (BALIK):

1. creativeness = ..*creativity*.....
2. genuineness = ..*originality*.....
3. charm, fascinate =*attract*.....
4. attitude = ...*behaviour*.....
5. meet, come across = ..*encounter*.....

EVALUATION STAGE:

*** Fill in the blanks with the words in the box.

prevent / behaviour / behave / creativity / obstacle
falter / display / originality / blame / desire

- 1) ...**Creativity**.....and**originality**.....are desirable qualities for art.
- 2) He was a little boy, but he ..**behaved**....as if he was an adult.
- 3) She ...**faltered**.....for a moment, but she went on to shout at her husband.
- 4) After so many years of war, there was a great ...**desire**.....for peace.
- 5) Turkey wants to remove all the ..**obstacles**....to travel to Europe freely.
- 6) Do not ...**blame**.....me,please! It was not my mistake.
- 7) People should obey all the traffic rules in order to ...prevent....the accidents.
- 8) Mr. Anderson will.**display**..all the exam results on the noticeboard tomorrow.
- 9) Can TV violence cause aggressive ..**behaviour**..?

*** Write “**R**” for right and “**F**” for false uses of the words.

- 1) What **attracted** me most to the job was the chance to go abroad.**R**.....
- 2) I first **displayed** him when studying at Boğaziçi University.**F**.....

The right answer: encountered

- 3) Conditions in prisons have **improved** in the last 20 years.**R**.....
- 4) Wonderful smells were **emanating from** the kitchen.**R**.....
- 5) A terrible surprise was **announcing** them at Mr.William’s house.
.....**F**.....

The right answer: awaiting

APPENDIX G**İNGİLİZCE GAZETE KULLANILARAK YAPILAN
KELİME ÖĞRETİMİNİ DEĞERLENDİRME ANKETİ**

Sevgili öğrenciler,

Bu anket, İngilizce dersinde uygulanan özgün gazete kullanımıyla ilgili görüşlerinizi öğrenmek amacıyla hazırlanmıştır.

Anket sonuçları kişisel değerlendirilmeyecektir, bu nedenle ankete isminizi yazmanıza gerek yoktur. Ayrıca ankete vereceğiniz cevaplar gizli tutulacaktır. Anketin geçerliliğini göz önünde bulundurarak anket sorularını içtenlikle cevaplandırmanızı rica ederim.

GAMZE GEDİKOĞLU

İngilizce Öğretmeni

A) Aşağıdaki cümlelerle ilgili düşüncelerinizi numaralarla belirtiniz.

Kesinlikle Katılıyorum (5)	Katılıyorum (4)	Kararsızım (3)	Katılmıyorum (2)	Kesinlikle Katılmıyorum (1)
-----------------------------------	------------------------	-----------------------	-------------------------	------------------------------------

- 1) Derste uygulanan kelime öğretim tekniği etkilidir, öğrencinin kelime haznesini arttırır.
- 2) Yeni teknik zevklidir, öğrencinin motivasyonunu arttırır.
- 3) Bu yeni tekniğin kelime öğrenmemde çok katkısı olmuştur.
- 4) Yeni tekniğin kelime öğrenmemde katkısı az olmuştur.
- 5) Yeni tekniğin, kelime öğrenmemde hiç katkısı olmamıştır.
- 6) Yeni teknik sıkıcıdır, öğrenci motivasyonunu arttırmada rolü yoktur.
- 7) Yeni tekniğin uygulanma süreci yeterlidir, bu süre zarfında etkisini göstermiştir.
- 8) Yeni tekniğin uygulanma süreci yeterlidir ama bu süre içerisinde bile etkili olamamıştır.
- 9) Yeni tekniğin uygulanma süreci yetersizdir, daha uzun süre uygulanırsa daha etkili olabilir.
- 10) Yeni teknik, daha önceden uygulanan kelime öğretim tekniklerinden daha zevklidir.
- 11) Yeni teknik, daha önceden uygulanan kelime öğretim tekniklerine göre daha sıkıcıdır.
- 12) Yeni teknik, daha önceden uygulanan kelime öğretim tekniklerinden daha başarılıdır.
- 13) Yeni teknik, daha önceden uygulanan kelime öğretim tekniklerine göre daha başarısızdır.
- 14) Bu yeni tekniğin bazı eksiklikleri vardır.
- 15) Yeni kelime öğretim tekniği, sınıf ortamına uygun değildir.
- 16) Öğretmenin, yeni tekniği sınıfta uygularken bazı eksiklikleri olmuştur.
- 17) Yeni tekniği uygularken, öğretmenin seçtiği konular ilgi çekicidir.
- 18) Yeni tekniği uygularken, öğretmenin seçtiği aktiviteler eğlencelidir.
- 19) Bu yeni teknik sayesinde, derste öğrenilen kelimeler daha kalıcı olabilir.
- 20) Yeni teknik, öğrencinin okuduğunu anlama becerisini de güçlendirebilir.

APPENDIX G

B) Aşağıdaki cümlelerle ilgili düşüncelerinizi belirtmek için Evet (E) ya da Hayır (H) şeklinde yanıt veriniz.

- 1) Haftalık İngilizce çalışma sürem yeterli olduğunu düşünüyorum. ()
- 2) İngilizce çalışırken yaptıklarımın İngilizce'yi öğrenebilmem için yeterli olduğunu düşünüyorum. ()
- 3) İngilizce'ye çalışmanın bir ders gibi, sadece verilen ödevleri yapmak anlamına gelmediğini düşünüyorum. ()
- 4) İngilizce öğrenirken İngilizce gazete okumanın, yöntem olarak kullanılabilceğini düşünüyorum. ()
- 5) Kelime öğrenirken İngilizce gazete okumanın faydalı olabileceğini düşünüyorum()
- 6) Kelime öğrenirken İngilizce gazete okumak, kitap okumaktan daha etkili bir yöntemdir. ()
- 7) İngilizce gazete okumak, kitap okumaktan daha zevklidir. ()
- 8) Kelime öğrenirken İngilizce gazete okumak, İngilizce programlar izlemekten daha etkilidir.()
- 9) İngilizce gazete okumak, İngilizce programlar izlemekten daha keyiflidir.()
- 10) Kelime öğrenirken İngilizce gazete okumak, İngilizce şarkılar dinlemekten daha faydalıdır. ()
- 11) İngilizce gazete okumak, İngilizce şarkılar dinlemekten daha eğlencelidir.()
- 12) Kelime öğrenirken İngilizce gazete okumak, İngilizce yazma aktivitesi yapmaktan daha etkili sonuçlar verir. ()
- 13) İngilizce gazete okumak, İngilizce yazma aktivitesi yapmaktan daha çok ilgimi çeker. ()
- 14) Kelime öğrenirken İngilizce gazete okumak, sözlükten bakarak kelime öğrenme biçiminden daha başarılı olabilir. ()
- 15) İngilizce gazete okumak, İngilizce sözlük karıştırarak kelime öğrenme yönteminden daha keyif vericidir. ()

- 16) Kelime öğrenirken İngilizce gazete okumak, bilinmeyen kelimeleri bulup onlarla bağlantılı diğer kelimeleri yazarak öğrenme yönteminden daha etkilidir. ()
- 17) İngilizce gazete okumak, bilinmeyen kelimeleri bulup onlarla çağrışım yapan diğer kelimeleri yazarak öğrenme yönteminden eğlencelidir. ()
- 18) Kelime öğrenirken İngilizce gazete okumak, bilinmeyen kelimelerle ilgili kelime defteri tutmaktan daha başarılı bir yaklaşımdır. ()
- 19) İngilizce gazete okumak, kelime defteri tutmaktan daha keyiflidir. ()
- 20) Kelime öğrenirken, yurtdışında yaşamak gereklidir. ()
- 21) Kelime bilgisinin, bir dili öğrenebilmem için gerekli olduğunu düşünüyorum. ()
- 22) Kelime bilgisinin, bir dili öğrenebilmem için; o dilin dilbilgisi kurallarını öğrenmekten daha önemli olduğunu düşünüyorum. ()
- 23) Kelime öğrenmeye zaman ayırırken İngilizce gazeteler de okuyabileceğimi düşünüyorum. ()
- 24) İngilizce dergi ya da gazete okursam, yazılanları anlamakta zorlanabileceğimi düşünüyorum. ()

APPENDIX G**C- Aşağıdaki sorulara en uygun cevabı veriniz.**

1) Bu yeni yaklaşıma dair düşünceleriniz nelerdir? Olumlu, olumsuz etkilerinden; varsa eksiklerinden, hatalarından bahsediniz.

2) Size göre, İngilizce gazete okumak en uygun kelime öğrenme yöntemi midir?

3) Eğer değilse, sizce en uygun kelime öğrenme biçimi nedir?

4) Öğretmenin sınıfta İngilizce gazete kullanarak uyguladığı kelime öğretme yaklaşımının, en uygun kelime öğretim biçimi olduğunu düşünüyor musunuz?

5) Eğer düşünmüyorsanız, sizce öğretmen tarafından sınıfta kullanılacak en uygun kelime öğretim biçimi nedir?

Katkılarınızdan dolayı teşekkür ederim.