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**A COMPARISON OF THE EFFECTS OF EXPLICIT AND IMPLICIT
VOCABULARY TEACHING ON STUDENTS' VOCABULARY LEARNING
AND RETENTION LEVELS THROUGH READING TEXTS**

MA THESIS

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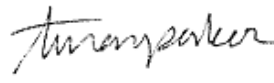
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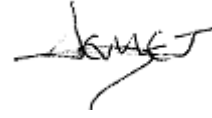
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YEMİN

Yükseklisans tezi olarak sunduđum “A comparison of the effects of explicit and implicit vocabulary teaching on students’ vocabulary learning and retention levels through reading” adlı alıřmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı dűőecek bir yardıma bařvurulmaksızın yazıldıđını ve yararlandıđım eserlerin Kaynaka’da gűsterilenlerden oluřtuđunu, bunlara atıf yapılarak yararlanmıř olduđumu belirtir ve bunu onurumla dođrularım.

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2. Are words that occur more frequently in the text acquired easily?
3. Is explicit vocabulary teaching more effective than implicit vocabulary teaching?

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- 2.Dolaylı kelime öğretimi
- 3.Kalıcılık
- 4.Kelimel sıklığı

Başka vereceğiniz anahtar kelimeler varsa lütfen yazınız.

İNGİLİZCE ANAHTAR KELİMER: Konunuzla ilgili yabancı indeks, abstrakt ve thesaurus'ları kullanınız.

- 1.Explicit vocabulary teaching
- 2.Implicit vocabulary teaching
- 3.Retention
- 4- Word frequency

Başka vereceğiniz anahtar kelimeler varsa lütfen yazınız.

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ABSTRACT

The purpose of this study is to compare the effects of explicit and implicit vocabulary teaching on students' learning and retention levels through reading texts. The data were collected through pre-and post-test and guided writing tasks. The study was carried out at the school of foreign languages, Muğla University in the academic year 2008-2009. An experimental and a control group were formed. Each group consisted of 20 participants, and the whole study lasted twelve weeks. Before the treatment, both groups were given a pre-test. Afterwards, the experimental group was taught the target vocabulary explicitly for four weeks. The control group encountered the target vocabulary once in the reading texts of the main course book. After the experimental group received a four-week explicit vocabulary teaching, both groups were given a post-test. In order to test whether the students retained the target words, guided writing tasks were given to both groups eight weeks after post-test. It was concluded that the experimental group outperformed the control group in all of the two instruments. The study showed that a long treatment and repeated exposure of explicit vocabulary teaching led the treatment group to learn and retain the target vocabulary better than the control group, implying that explicit vocabulary teaching could lead to a better vocabulary learning and retention.

Key Words: Explicit vocabulary teaching, implicit vocabulary teaching, retention, vocabulary frequency

ÖZET

Bu çalışmanın amacı okuma parçalarını kullanarak bilinçli kelime öğretimi ile dolaylı kelime öğretiminin öğrencilerin kelime öğrenmeleri ve bu kelimelerin kalıcılığı üzerine etkisini karşılaştırmaktır. Veri toplamak için ön ve son test ve kontrollü yazı yazma aktivitesi kullanılmıştır. Bu çalışma 2008-2009 akademik yılının birinci yarı döneminde Muğla Üniversitesi Yabancı Diller Yüksekokulunda yürütülmüştür. Bir deney ve bir de kontrol grubu oluşturulmuştur. Her bir grup 20 katılımcıdan oluşmuştur ve çalışmanın kelime öğretimi kısmı 4 hafta, tamamı 12 hafta sürmüştür. Uygulamaya başlamadan önce her iki gruba pre-test uygulanmıştır. Daha sonra dört hafta boyunca deney grubuna hedef kelimeler bilinçli bir şekilde öğretilmiştir. Kontrol grubu ise hedef kelimelerin seçildiği okuma parçalarında kelimeleri bir kere maruz kalmıştır. Deney grubundaki bilinçli kelime öğretimi sona erdikten sonra her iki gruba son test uygulanmıştır. Son test uygulandıktan sekiz hafta sonrasında da kelime kalıcılığını ölçmek amacıyla kontrollü yazı yazma aktivitesi uygulanmıştır. Çalışma, uzun süre ve kelimelerin tekrarlanarak yapıldığı bilinçli bir çalışmanın deney grubundaki öğrencilerin kelimeleri öğrenmesinde ve hatırlamasında daha iyi olduklarını göstermiştir. Dolayısıyla, bu çalışma bilinçli kelime öğretiminin daha iyi öğrenmeye ve kalıcılığa olanak sağlayacağını öngörmektedir.

Anahtar kelimeler: Bilinçli kelime öğretimi, dolaylı kelime öğretimi, kalıcılık, kelimeye maruz kalma sıklığı (frekansı)

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

The field of foreign languages has experienced many changes and innovations during its history. Priority was given to a different aspect of the language in different periods with an influential approach. For a certain period of time grammar was the leading element. Communicative skills dominated in the language teaching for a while. However, vocabulary teaching did not have primary role in the history of language teaching.

Vocabulary teaching has gained much importance in the field of language teaching in the recent years. In the past it was either neglected or de-emphasized in language teaching. It became an important part of language teaching with the realization of its importance and role. There is now general agreement among vocabulary specialists that lexical competence is at the very heart of communicative competence, which is the ability to communicate successfully and appropriately (Coady and Huckin, 1997, as cited in Decarrico, 2001).

Although the grammar translation method seemed to emphasize vocabulary teaching, in fact it caused a negative effect on vocabulary. In this approach long lists of words were to be memorized and then written into complicated sentences (Rivers, 1983). The lists were arranged according to frequency counts and the words on the lists were not semantically related. Furthermore high frequency words were not sufficient for speech or writing. So in grammar translation method vocabulary teaching was not preliminary and it was not a success.

In the 1940s with structural linguistics there was a decline in vocabulary teaching because structural linguistics emphasized on phonology, morphology and syntax. (Rivers,1983). In the audio-lingual method the emphasis was on grammatical

structures for expressing meaning. Vocabulary did not play an important part since it could be learnt at a later stage.

Until 1970s vocabulary was not of importance and played a little role in language teaching. Since the 1970s there has been a growing appreciation of the importance of lexical knowledge for learners (Bennett, 2006). Vocabulary teaching started to be seen as a process, not a list of words to be learnt. From the late 1980s, vocabulary was an area that had drawn researchers' interest within the mainstream of L2 acquisition (Nation 1997, as cited in Shen, n.d.).

Vocabulary teaching does not mean a list of words to remember by heart or only the meaning of the word. Knowing a word has many aspects. These aspects involve recognizing the written and spoken form of the word, using it with a correct meaning in a grammatically correct way, knowing how and when to use it, knowing its pronunciation and spelling and knowing its collocations (Ellis and Sinclair 1989, as cited in Sheehan, n.d.). Teaching vocabulary has a wide variety of activities including matching words with the meanings, sentence completion, crossword puzzles, building word family tables, collocation matching, word formation and some other productive activities that enable students to produce something new with the vocabulary they learn.

After vocabulary teaching gained importance, questions on how to teach vocabulary started to be asked. These questions tried to find out whether vocabulary teaching should be explicit or implicit. Explicit learning is a conscious operation wherein the learner makes and tests hypotheses about the target language (Ellis, 1994). Explicit vocabulary teaching involves having students engage in activities which focus on attention on vocabulary. Implicit vocabulary teaching involves learning which occurs when the mind is focused elsewhere, such as on understanding a text or using language for communicative purposes (Decarrico, 2001).

1.2. Statement of the Problem

Most of the course books aim at teaching integrated skills. Vocabulary is usually taught implicitly through reading. The course books may not promote explicit vocabulary instruction. Vocabulary teaching is as important as teaching the other aspects of a language. However, there is a debate on whether it should be taught implicitly or explicitly.

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective (as cited in Diamond and Gutlhon, 2006). To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck et al., 2002 as cited in Diamond and Gutlhon, 2006).

Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000, as cited in Diamond and Gutlhon, 2006). Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

On the other hand, most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own (Diamond and Gutlhon, 2006). Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students (as cited in Diamond and Gutlhon, 2006).

Most vocabulary growth takes place through incidental learning, that is, through exposure to comprehensible language in reading, listening, discussions, bulletin board displays, videos, and so forth. Reading has been singled out as the primary means, and the most reliable way, to promote incidental vocabulary learning (Stahl 1999). In fact, Nagy and Herman (1985, 1987) claim that teachers should promote reading because it leads to greater vocabulary growth than any program of explicit instruction (as cited in Eyraud , Giles , Koenig , and Stoller, n.d.).

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is a great improvement in vocabulary when students encounter vocabulary words often (National Reading Panel, 2000, as cited in Diamond and Guthon, 2006). According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories (as cited in Diamond and Guthon, 2006). Some researchers claim that a minimum of 10 to 12 exposures is needed for learners to begin to see the range of meanings and uses for new lexical items (Coady 1997; Paribakht and Wesche 1997, as cited in Eyraud, Giles, Koenig, and Stoller, n.d.). Duquette and Painchaud (1996, p.163) assert that “lexical competence is progressively constructed by the repeated occurrence of a word within a variety of new contexts” (as cited in Eyraud, Giles, Koenig, and Stoller , n.d.).

This study aimed at finding out whether teaching vocabulary explicitly is more effective than teaching vocabulary implicitly for learning and retention. For that reason, to test whether explicit vocabulary teaching is more effective, the experimental group were given explicit vocabulary instruction and the control group learnt the target words implicitly.

1.3. Significance of the Study

The debate on whether to teach vocabulary explicitly or implicitly has been a subject to lexical studies. Krashen (1989) supports the implicit vocabulary teaching

but after West's General Service List explicit vocabulary teaching gained some value. Furthermore researchers and methodologists tried to develop strategies for explicit vocabulary learning and instruction. On the other hand, there are some who find that both explicit and implicit processes take place in vocabulary learning but each has a different role. Ellis (1994, p.89-96) claims that "the recognition and production aspects of vocabulary learning rely on implicit learning but meaning and mediational aspects of vocabulary involve explicit learning processes."

The course books such as Face 2 Face (Cambridge University Press) and Total English (Longman) that are used at the school of foreign languages usually focus on teaching grammar and improving skills like listening, teaching, reading and writing. Although there has been a rise in vocabulary teaching parts in the recent years, they are not of a primary importance or they are not sufficient enough for vocabulary learning and retention.

Considering the above-mentioned ideas, this study is designed to test and compare whether explicit or implicit vocabulary instruction may lead to an effective vocabulary learning and retention. An experimental design was formed. The experimental group were given explicit vocabulary instruction and the control group encountered the target words in reading texts and learnt the words implicitly.

1.4. Purpose of the Study

The aim of this study is find out and compare whether explicit or implicit vocabulary teaching is more efficient for vocabulary learning and retention. The study, which was a quasi experimental design, was carried out with an experimental group where the vocabulary in reading texts were taught explicitly and a control group which was supposed to learn the vocabulary of the reading texts implicitly.

1.5. Assumptions and Limitations of the Study

This study was conducted with the participation of 40 preparatory class students at the School of Foreign Languages, Muğla University. Therefore, it cannot be generalized beyond its limits.

Within the limitations of the study it can be counted that the number of the participants who performed the guided writing task differed from the number of the participants who responded to the pre-and post tests. The number of the participants decreased because some of them dropped out of the preparatory classes owing to some reasons.

1.6. Research Questions

- 1- Does explicit vocabulary teaching through reading lead to vocabulary retention?
- 2- Are words that occur more frequently in the text acquired easily?
- 3- Is explicit vocabulary teaching more effective than implicit vocabulary teaching?

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Vocabulary knowledge or lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them. (http://www.lumana.com/Education_Director_Website/Language_Learning/al001.pdf). It includes understanding the different relationships among families of words and the common collocations of words as well as the spelling and pronunciation of a word (Shen, n.d).

In the history of second or foreign language teaching vocabulary did not seem to play as important role as the other aspects of language teaching. The methods and approaches focused on grammar instruction and other language skills such as reading, writing, listening and speaking. Vocabulary instruction has been neglected for years but in recent years it has become an interesting topic in the field of ELT. Although vocabulary teaching has been neglected for years in the history of language teaching, it has gained importance recently because of its importance for communication and other language skills. Vocabulary and lexical units are at the heart of learning and communication.

In this chapter some aspects of vocabulary learning will be reviewed. Starting with the definition of a word, the role and importance of vocabulary teaching will be discussed. Besides what is involved in vocabulary teaching and techniques and strategies of vocabulary teaching will be put forward. In addition, criteria for vocabulary selection and vocabulary exercises will be stated. In the second part definitions and differences of explicit and implicit vocabulary teaching will be presented. Some other terminology related to vocabulary learning- incidental / intentional vocabulary learning- will also be discussed and major differences between these terms will be reviewed.

Finally, the relation and importance of reading to vocabulary will be put forward. There is a close relation between reading and vocabulary. Words can be learnt best in context. Therefore reading texts are very useful to introduce the new vocabulary. When learners encounter the new words within a text it is much more meaningful and easy to understand.

2.2. What is Vocabulary?

Vocabulary is the knowledge of words and word meanings (Erdem, n.d). It refers to the words we must know to communicate effectively. Vocabulary is defined in various ways by experts in language teaching. Hornby (1995, p.461) defines vocabulary in three ways: total number of words in a language, words known to a person, and list of words with their meaning, especially at the back of a book used for teaching a foreign language (as cited in Rahym,2007).

Lado (1964, p.183) defines vocabulary as a lexical unit of lexicon of written language. It is added by Nuttal (1982) by saying that vocabulary is a lexical item that closely defined as any words or groups of words with meaning that need to be learned as a whole (as cited in Rahmy, 2007).

In conclusion, we can say that vocabulary is sum of words known by everybody and use it in every language activity.

2.3. The Role and Importance of Vocabulary Teaching

According to Zimmerman (1997, p.5), vocabulary is the central to language and of critical importance to typical language learners (as cited in Rahym, 2007). Stahl and Shiel (1999) stated that good vocabulary teaching makes students excited about words and leads them to attend more closely to them.

Vocabulary and lexical units are of high importance of learning and communication. Without the mediation of vocabulary it is not possible to employ grammatical or other type of linguistic knowledge in communication or discourse. Vocabulary plays an important role in language teaching since it is needed for every language skill and grammar. Vocabulary is important in all language activities. Unless the language learner knows most of the words in a reading or listening activity it is difficult to perform it. It is also difficult to express himself / herself in writing or speaking activities without sufficient vocabulary. When learners are given any kind of language activity that is full of unknown words, they might lose their interest since they understand nothing. If learners do not know how to expand their vocabulary, they gradually lose their interest in learning (Yang 2000, as cited in Rahmy, 2007).

Grammar knowledge is not the only essential part of communication. We need words to communicate. Wilkins (1972) stated that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. (<http://www.auburn.edu/~nunnath/engl6240/tvocabul.html>). For this reason lexical competence, not the learning of grammatical structures must be the priority for language learners because lexical competence is at the heart of communicative competence (Meara 1996, as cited in Shen, n.d).

2.4. What is involved in Vocabulary Teaching?

According to Ellis and Sinclair's (1989) study, knowing vocabulary involves understanding the word when it is written or spoken; recalling it when it is needed; using it with the correct meaning and in a grammatically correct way and in the right situation; pronouncing and spelling it correctly; knowing which other words can and can not be used with it; knowing if it has positive or negative connotations and when or when not to use it (as cited in Sheehan, n.d.).

According to Beck, McKeown and Kucan(2002), vocabulary knowledge entails rich, decontextualized knowledge of a word's meaning, its relationship to

other words, and its extension to metaphorical uses. Knowing a word involves a wide range of understandings and skills related not only to the form but also to the meaning and use of that particular word.

(http://teacher.scholastic.com/products/research/pdfs/ER_TextTalk_Summary.pdf)

2.5. What to Teach

As it is mentioned above, vocabulary teaching involves many aspects. These aspects can be categorized under three parts: meaning, form and use (see Table 1). As far as meaning is concerned, teaching a word requires teaching the basic and literal meanings of the word as well as the derived and figurative meanings; and it also involves semantic relations and connotations. As far as form is concerned, one should know how to spell and pronounce a word. Knowledge of form might include phonological and orthographical form as well as any recognizable word parts. Knowing how to use a word is also important. Knowing a word also implies knowing its collocations, that is, the words with which it is most likely to occur in speech or in writing.

In other words, the term collocation refers to the combinations of words that are natural and normal to native speakers. Using the word requires an understanding of appropriate grammatical function, common collocations, appropriacy in different contexts and frequency of use. Knowing a word involves a wide range of understandings and skills related not only to the form but also to the meaning and use of that particular word.

Table 1

The aspects of vocabulary learning

<u>Meaning</u>	<u>Form</u>	<u>Use</u>
<ul style="list-style-type: none"> • Form and meaning (basic and literal meanings) (derived and figurative meanings) • Concept and referents • Associations (semantic relation) (connotation) 	<ul style="list-style-type: none"> • Spoken form (pronunciation) • Written form (spelling) • Word parts • Inflections • Derivations 	<ul style="list-style-type: none"> • Grammatical functions • Collocation • Constraints on use • Slangs and idioms • Appropriacy

(Adapted from Nation, n.d.)

On the work of Gairns and Redman (1986), several aspects of lexis that need to be taken into account when teaching vocabulary are listed from eleven different perspectives. The first one is boundaries between conceptual meaning which involves not only knowing what lexis refers to, but also where the boundaries are that separate it from words of related meaning. (E.g. cup, mug, bowl) Another aspect is polysemy which means a word or phrase with multiple, related meanings. A learner should be able to distinguish between the various meaning of a single word form with several but closely related meanings. (e.g. head: of a person, of a pin, of an organisation). The third aspect is homonymy, the state or quality of a given word's having the same spelling and the same sound or pronunciation as another word, but with a different meaning and as Gairns and Redman (1986) suggest, distinguishing between the various meaning of a single word form which has several meanings which are not closely related. Homophony is another aspect to be taken into consideration. It means understanding words that have the same pronunciation but different spellings and meanings. (E.g. flour, flower).Synonyms are also one aspect that should be taken into consideration. Learners should know and be able to distinguish between the different shades of meaning that synonymous words have (as cited in Moras, 2001).

Another important feature is being able to distinguish between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical items are another important factor. Knowing a word also requires being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation. A learner should be aware of certain differences and similarities between the native and the foreign language. One of the most important sides of vocabulary learning is to know the chunks of language which involves multi-word verbs, idioms, strong and weak collocations, lexical phrases. Grammar of vocabulary is as important as the other aspects in the view of the fact that learning the rules enables learners to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability)(Moras, 2001).

2.6. Various Techniques in Vocabulary Teaching

According to Baker (2003), teaching vocabulary has different stages. First the teacher conveys the pronunciation and the meaning of the word. Second the teacher checks that the students have understood. Third the teacher consolidates and tries to have the students relate the word to their personal experience and use it context (as cited in Rahimi and Sahragad, 2008).

In the teaching process of a word, different kinds of techniques can be applied. At the first stage, a new word should be presented to the learner. There are several ways to present a new word to the learner. One alternative could be a short definition of the word. The new word can be described in detail. Pictures or real object can be used or demonstrations through acting or miming could be useful. It is better to introduce the words in context if the techniques mentioned above are not possible to apply. If the learner knows the synonym or antonym of the new word, it is easy to teach the word to learner the. Unless there is a suitable way to teach the word, translation may be an alternative way to teach the word. Associated ideas and

collocations can be used to present and teach the new vocabulary.
(<http://www.auburn.edu/~nunnath/engl6240/tvocabul.html>)

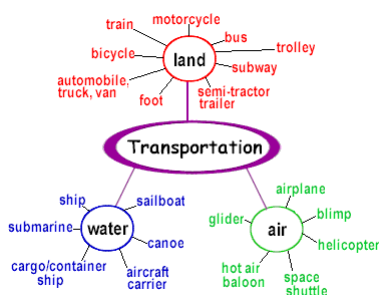
As an exemplification, the word “scientist” is presented in different ways below:

- 1- Short Definition: Scientist: someone who works in science



- 2- Picture:
- 3- In context: Scientists are trying to find a cure for cancer.
- 4- Synonym: Expert or researcher

In the practice and consolidation process, the goals are to make the learners store the item in the long-term memory and turn passive vocabulary into active vocabulary. To achieve these goals using song and games to practice the words can be fruitful. Another way of practising words is semantic mapping which is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. To exemplify the semantic mapping, the word transportation is presented below:



(Adapted from <http://www.kidbibs.com/images/semantic.gif>)

Key word method is another alternative for learning and practising the words. This method is a very effective strategy for vocabulary learning, and it is the best memory strategy. It has two stages. In the first stage, a key word for the unfamiliar word is created. The key word should be a word that sounds like the new word and is easily pictured. In the second stage the target word and the key word are pictured together. For instance supposing the target word is “barrister”, a good key word for it can be a bear. A better picture would be a bear who is acting as a lawyer in a courtroom. In the practice part other vocabulary exercises can be good alternatives. For a lexical

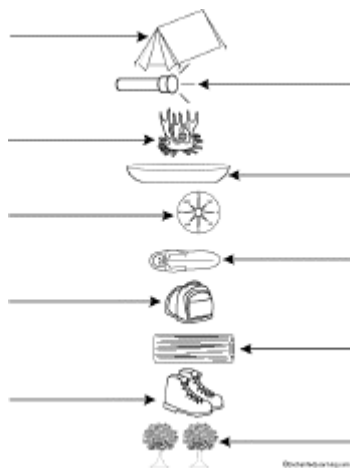
semantic development extensive reading and communicative activities are beneficial. (<http://www.auburn.edu/~nunnath/engl6240/tvocabul.html>). As it is mentioned above knowing a word has different aspects. In relation to these aspects, the techniques for teaching vocabulary can be categorized under meaning, form and use.



Some vocabulary exercises can be applied for teaching meaning. The first exercise type is matching the word with its meaning. An exemplification of this activity is below: matching the words with the definitions

Words	Definitions
climber	tell someone about something in a way that is clear or easy to understand.
army	is someone who climbs as a sport
receive	is the part of a country's military force that is trained to fight on land in a war.
explain	get something

Another one is labelling which involves matching a word with a picture. Labelling is exemplified below:



(Adapted from <http://www.enchantedlearning.com/alphabet/labelwords/camping/>)

Sentences completion exercise requires the learner to fill in the blanks with appropriate words. Words can be given in a box or as multiple choices. Here is an example of sentence completion:

Example 1

receive – notice – solve - explain – choose

- 1- When did you _____ that letter?
- 2- Did he _____ the mistake that he made?
- 3- Which one do you want to _____? The red one or the blue one?
- 4- Detectives are trying to _____ the murder of the young girl.
- 5- The librarian will _____ how to use the catalogue system.

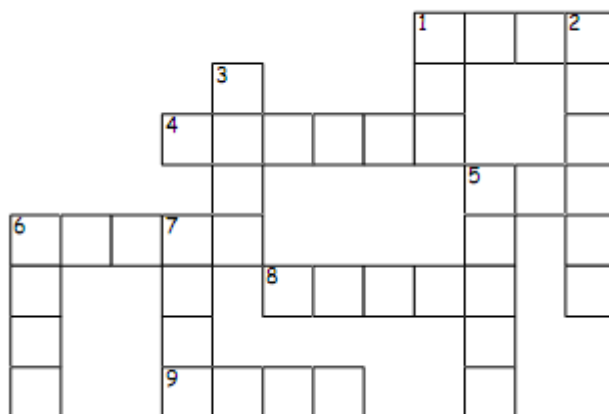
Example 2

__1__ are among the most common __2__ in our country. Doctors say that it is a hereditary __3__. The __4__ age is 65.8 years for men and 70.4 years for women. For a protection doctors suggest people to lose __5__ and a __6__ diet.

- | | | | | |
|---|-------------|---------------|--------------|----------------|
| 1 | a- Heart | b- Heartbreak | c- Heart | d- Heart Pills |
| - | beats | | attack | |
| 2 | a- cures | b- solutions | c- illnesses | d- operations |
| - | | | | |
| 3 | a- disease | b- treatment | c- danger | d- age |
| - | | | | |
| 4 | a- ordinary | b- average | c- special | d- final |
| - | | | | |
| 5 | a- sight | b- hope | c- weight | d- height |
| - | | | | |
| 6 | a- fat-rich | b- poor | c- liquid | d- healthy |
| - | | | | |

Crossword puzzles are usually beneficial for teaching word groups. An example of a crossword puzzle is below:

Opposite Crossword



Across

1. The opposite of empty
4. The opposite of summer
5. The opposite of cold
6. The opposite of black
8. The opposite of dull
9. The opposite of hate

Down

1. The opposite of near
2. The opposite of big
3. The opposite of mean
5. The opposite of sad
6. The opposite of strong
7. The opposite of short

Semantic analysis and completing lexical texts are other types of activities for meaning. Identifying chunks is a fundamental skill which aids language acquisition. A lexical chunk is a group of words that are commonly found together. It includes collocations but they just involve content words, not grammar. Here is an example of an activity in which students are supposed to identify the chunks and choose the correct form.

A: Did you stay / enjoy long at / in the party?

B: No, I went / got out of there as far / soon as they run / get out of food.

(<http://www.teachingenglish.org.uk/think/knowledge-wiki/lexical-chunk>)

Categorizing enables learners perceive the meaning and usage of the words. The activity below, which involves putting the given words into three categories, is an example of categorizing words:

Categories

Kitchen equipment

Ways of cooking

Other things you do to food

Words

Bake – can opener – bread knife – chop – mash – microwave – roast – grill

For sequencing type of exercise learners are given expressions or verbs and are asked to put them in the most likely order. Another exercise type is deleting in which

learners circle the word that does not belong. When form is being taught, activities which require spelling rules or word definitions with the first letter and the number of letters are given are best alternatives (Nation, n.d.).

Example for deleting type of activities: Delete the word that does not belong to that category

- 1- mother father aunt sister
- 2- cheese apple egg orange
- 3- climber science agent baker

For the usage of the word, sentence completion, collocation matching or collocation tables are beneficial activities.

Example for collocations:

1- find	a- a record
2- solve	b- a difference
3- go on	c- a trip
4- notice	d- a cure
5- receive	e- a name
6- break	f- weight
7- choose	g- a letter
8- lose	h- a problem

Table 2

Activity types for three different aspects of vocabulary teaching

<u>Meaning</u>	<u>Form</u>	<u>Use</u>
Word and meaning Matching	Following spelling rules	Sentence completion
Labelling	Recognising word parts	Collocation matching
Sentence completion	Building word family tables	Collocation tables
Crossword puzzles		Interpreting dictionary entries
Semantic analysis		
Completing lexical sets		

(Adapted from Nation, n.d.)

To analyse vocabulary teaching methods in more detail, Oxford and Crookall (1990) classified common techniques into four categories: (1) *de-contextualising*: word lists, flashcards, and dictionary use; (2) *semi-contextualising*: word grouping, association, visual imagery, aural imagery, keyword, physical response, physical sensation, and semantic mapping; (3) *fully contextualising*: reading, listening, speaking, and writing; (4) *adaptable*: structured reviewing (as cited in Shen, n.d.).

2.7. Criteria for Vocabulary

The latest studies support teaching a large productive vocabulary of at least two thousands of high frequency words. A basic vocabulary of two thousands words form about 80 percent of what we regularly see or hear. General Service List of English Words is the most famous list of high- frequency words. It is old but has not been replaced yet. Although it is old it is very useful since it lists different parts of speech and different meaning senses and it gives the frequency of the words. Some researchers think two thousand words will not be sufficient for certain groups of students. Learners who need specific English should also be taught some low-frequency words related to their fields. For this reason Academic Word List was first listed in Nation in 1990 and later it was updated by Coxhead in 2000 (as cited in Decarrico, 2001).

While teaching vocabulary, especially in explicit teaching the word list should be chosen according to this base of two thousand high-frequency words. The range of the word, the extent to which a word occurs in the different types of texts; the capacity of a word to replace other words; frequency; learnability which means the extent to which a word can be learned without difficulty and language needs are the important factors and should highly be taken into consideration.

2.8. Criteria for Vocabulary Exercises

A good vocabulary exercise should focus on useful words, preferably high frequency words. It should have a useful learning goal and useful learning conditions. It should get learners to use the word in ways that establish new mental connections. Learners should actively search and evaluate the target words in the exercise. It should avoid bringing related unknown or partly known words together. The most important of all, new words should be presented in contexts which can provide learners evidence for the meaning and students should be multiple exposure to the words they learn. As a result, reading texts are the best way of introducing new vocabulary (Nation, n.d.).

According to Lewis (1997), what teachers need to do is to adapt activities so that the tasks have a clear lexical focus. To achieve this goal, Lewis (1997, p.205) points out teachers should consciously take every chance to expand the learners' phrasal lexicon and develop learners' awareness of word-grammar as well as sentence grammar. According to him, fixed expressions and prototypical sentences should be highlighted and many different ways should be used to increase learners' awareness of the value of noticing, recording and learning multi-word items. In addition, teachers should suggest learners to keep a well-organized lexical notebook. A structural comparison between the target and the native language should be encouraged. Teachers should help learners to hear and learn language in multi-word units (as cited in Hasbun, n.d.).

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter words often (National Reading Panel, 2000, as cited in Diamond and Gutlhon, 2006). According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provides students with opportunities to encounter words repeatedly and in more than one context (as

cited in Diamond and Guthon, 2006). Nation (1990) stated that 5-16 exposures are needed in order to learn a word from context. Another study (Horst, Cobb, and Meara, 1998) showed that words which appeared over eight times in text were more likely to be learned than words that were repeated less. However, there are other factors that affect vocabulary learning. According to Laufer and Hadar, (1997) the richness of contextual clues, the learner's interest and the size and quality of his/her existing repertoire of vocabulary are also important (as cited in Yongqi Gu, n.d.).

2.9. Explicit and Implicit Vocabulary Teaching

There has been a debate about diverse terminology used, contrasting e.g. 'incidental' vs. 'intentional' learning, or 'implicit' acquisition vs. 'explicit' directed learning. In vocabulary acquisition a distinction is frequently made which superficially appears to correspond to the implicit-explicit debate: that of incidental vs. intentional vocabulary acquisition. Here, incidental vocabulary acquisition is generally defined as the "learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning" and is contrasted with intentional vocabulary learning, defined as "any activity geared at committing lexical information to memory" (Hulstijn 2001, p. 271, as cited in Rieder).

According to Hulstijn, (1998, p.49), implicit learning is initially defined as "without teaching" and "without conscious inductions", while it is also stressed that implicit lexical learning does in fact require the learner's attention to word form and meaning. Incidental learning, in turn, is defined as "learning without intention". Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies (as cited in Rieder).

According to Ellis (1994b), implicit learning is typically defined as "acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation", while explicit learning is said to be characterized by "more conscious

operation where the individual makes and tests hypotheses in a search for structure” (as cited in Rieder, n.d.). As Ellis (1994b) states:

Implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. Explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure. Knowledge attainment can thus take place implicitly (a nonconscious and automatic abstraction of the structural nature of the material arrived at from experience of instances), explicitly through selective learning (the learner searching for information and building then testing hypotheses), or, because we can communicate using language, explicitly via given rules (assimilation of a rule following explicit instruction).
(p. 1 f.) (as cited in Rieder, n.d.).

Implicit learning is the acquisition of knowledge that takes place naturally, simply, and without conscious operations. Explicit learning is a conscious operation wherein the learner makes and tests hypotheses about the target language (Ellis, 1994).

Krashen (1981) allows that both explicit and implicit learning take place but explicit learning does not result in acquisition. However, Ellis (1990) and Schmidt (1990) believe explicit learning plays an important role in language acquisition (as cited in Benthuisen, n.d.). In terms of vocabulary acquisition the debate over the value of implicit versus explicit learning continued and Krashen supports implicit learning. On the other hand General Service List is based on the theory that explicit learning is beneficial. Besides, a great deal of time and effort to the development of strategies for explicit learning by researchers and methodologists show that it is worth applying explicit vocabulary instruction in language teaching. There are also some who find that both explicit and implicit learning take place in vocabulary acquisition but play a different role. For instance, according to Ellis (1994), the recognition and production aspects of vocabulary learning depend on implicit learning whereas meditational aspects of vocabulary heavily involve explicit learning processes. (as cited in Benthuisen, n.d.).

Vocabulary is increased implicitly by encouraging conversation, oral language practice, reading to students, and having them read often and explicitly by teaching words explicitly, word learning strategies, and becoming word conscious. Explicit vocabulary teaching is necessary for teaching the core vocabulary, particularly for the learning of basic lexical and semantic knowledge. Incidental vocabulary acquisition should be encouraged for further lexical and semantic development of the words learned through explicit instruction and for learning additional vocabulary.

In explicit vocabulary learning students engage in activities that focus on attention on vocabulary (Sökmen, 1997, as cited Decarrico, 2001). Among the principles of explicit vocabulary learning are fostering a large recognition of vocabulary, integrating new words with old ones, providing encounters with a word, promoting a deep level of development, helping imaging and fostering independent learning strategies. While teaching vocabulary explicitly different techniques which have been mentioned in “various techniques in vocabulary teaching” can be applied.

In implicit vocabulary learning, learning occurs when the mind is focused on understanding a text or using language for communicative purposes. There is a common view in vocabulary studies that a great majority of words are learnt implicitly. However, various researches show that the first two to three hundred high-frequency words should be taught explicitly. Explicit vocabulary teaching is important and necessary in the first stages of language learning because if learners do not know a high percentage of the vocabulary in the texts they are not able to guess the meaning of new words in the texts. Multiple exposures to a word are both important in explicit and implicit learning.

According to Stahl (1999), context can be a powerful influence on students’ vocabulary growth. But learning words from context are a long-term process during which word meanings are slowly accumulated through exposure and learning. By means of explicit instruction, language teachers can “compress that process so that

students can learn more words in a shorter period of time” (Stahl 1999, p. 14). Key here is the need to focus instructional attention on words that students have encountered in rich contexts (usually through reading), rather than from decontextualized word lists.

With regard to vocabulary development, connecting word form and meaning is best learned explicitly, whereas the phonetic and phonological features and articulation of new words is best learned implicitly (Ellis, 1994b, as cited in Hunt and Beglar, 2005).

2.10. The Importance of Reading to Teach Vocabulary

There is a close connection between vocabulary learning and reading. Different perspectives on vocabulary learning through reading have been put forward by the experts in the field of language learning. One perspective is that vocabulary is acquired through rich, meaningful context of reading texts. Krashen (1989) found out vocabulary is most effectively attained by comprehensible input in the form of reading ([Tumolo](#), n.d.).

Another perspective suggests that instead of teaching the new words without a context or in isolation, it is better to introduce or teach the new words in context. This makes the learning and understanding easier. Reading texts or passages provide an excellent context because of the variety and quantity of vocabulary. Words are best learned through reading.

Another view is that when words and their meanings are not understood learners can not comprehend the reading texts. Therefore, without sufficient vocabulary it is not possible to comprehend a reading text and the unknown vocabulary should be taught to make the readers understand what they read. According to Haynes and Baker (1993), the most significant handicap for language learners is not the lack of reading strategies but insufficient vocabulary (as cited in Shen, 2008).

The relationship between vocabulary knowledge and reading comprehension enabled the researchers to suggest models to describe this relationship. Anderson and Freebody (1981) suggested three hypotheses described as “instrumentalist”, “aptitude” and “knowledge”. According to instrumentalist view, vocabulary knowledge is essential and contributing to reading comprehension. Good vocabulary knowledge enables good comprehension. For aptitude view, vocabulary knowledge is one of many outcomes of a good brain. Good reading comprehension is one of these outcomes. According to the knowledge view, vocabulary is an indicator of good world knowledge. If the reader is not familiar with the topic, it is difficult to understand the text (as cited in Shen, 2008).

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents the information about the participants, instruments and the procedures and materials to collect data and the methods for data analysis.

The aim of this study is to compare explicit and implicit vocabulary teaching and vocabulary retention through reading and to find out whether learners can retain more words through explicit or implicit vocabulary teaching. Accordingly a quasi-experimental design was formed at the school of foreign languages, Muğla University. The study was carried out through the academic year 2008-2009.

3.2. The Participants of the Study

This study included 40 students (34 males and 6 females) aged between 18-22. Two groups as treatment and control were formed. The treatment group had 20 participants and the control group had 20 participants. Both groups attended preparatory classes at the School of Foreign languages, Muğla University. They were the students of English medium Faculty of Engineering. After a level test, which was prepared in the format of Cambridge First Certificate Exam by the testing office at the school of foreign languages, the students were placed according to their levels. Both groups were placed in the elementary level. All the participants of this study have been taught through the same main course book and the same curriculum. The treatment group and the control group have been taught by different lecturers. The treatment group received a four-week explicit vocabulary teaching by the researcher. The participants in the treatment group were taught the target words through different types of activities which were prepared by the researcher.

3.3 Data Collection

In order to collect data, a quasi- experimental design was formed. It composed of two instruments. The data for this study were collected through pre- and post- tests and a guided writing task. The pre-test was given to the participants to see if the scores obtained were homogenous and to check if a significant difference could be seen after the post-test. The writing guided task was given to both groups to see if they retained the target vocabulary and if they could produce new sentences with them.

3.3. 1.Instruments

The instruments were developed according to the research questions and the literature reviewed by the researcher on the elements of language acquisition techniques. Pre- and post- test and a guided writing task were used in this study.

3.3.1.1. Pre- and Post- test

A test composed of 31 questions was used to see whether students know the target vocabulary and to see whether there was going to be a difference between the two groups after explicit vocabulary teaching in the treatment group. Target vocabulary was chosen from the reading texts of the main course book. These words were the most frequent words chosen through the software called Compleat Lexical Tutor. After pre-and post-tests were prepared, it was proofread by an expert in terms of validity and reliability. The test included 4 parts (see Appendix 2). The first 15 questions of the pre-and post-tests were in the format of multiple choices. For the next 7 questions, the students were expected to read the definitions of the words and find out the word with the first letter given. In the third part, the students were expected to fill in the blanks with the given words in the box. In the final part, the students were expected to choose the correct option. Pre-test was given on 15 October 2008. Post test was given on 16 December 2008.

3.3.1.2. Guided Writing Task

In order to see the performance of both groups in productive skills and to see whether the students in both groups retained the target vocabulary, a guided writing task was given (see Appendix 3). The writing task included four parts. For each part, the students were expected to write a short story with the given words. The words which could make a story were brought together, and some guiding questions were asked in order to give students an idea about what to write. Guided writing tasks were performed by the participants on 7 February 2009.

3.3.2. Procedures

The participants of the treatment and control groups were engineering department students of preparatory classes at the school of foreign languages, Muğla University in the academic year, 2008-2009. They were in elementary classes and had to follow the same curriculum. The aim of this study is to make a comparison between explicit and implicit vocabulary teaching through reading. First of all, the target vocabulary was selected from the reading texts of the main course book. Those words were the most frequent words chosen through the software called Compleat Lexical Tutor (see Appendix 1). After that a pre-test was prepared and given to the participants on 15 October 2008. The treatment group had repeated exposure to the same target vocabulary which was selected from the reading texts of the main course book. There were two reasons for selecting target vocabulary from the reading texts. The first reason was that it is important for the learners to see the words in a context for the first time. The other reason was that in the control group the words were taught implicitly so they only studied those words in the reading texts once and they did not have any other exposures to the words. On the other hand, the treatment group had multiple exposures to the words. The vocabulary study in the treatment group started on 17 November 2008 and lasted on 16 December 2008. In the treatment group, the words were first introduced while they were reading those texts. After that, they had repeated exposures of these words during 4 weeks. In each session, they were taught a different aspect of the target words. Those aspects included meaning, use, synonym

and antonym of the words, spelling, word forms and collocations. In addition, the students were exposed to some productive tasks.

Since the aim of this study was to compare explicit and implicit vocabulary teaching, the explicit vocabulary teaching was performed in the treatment group with various vocabulary exercises while the control group just focused on reading texts without any attention or emphasis on words. During the four-week explicit vocabulary teaching in the treatment group, the participants were exposed to the target vocabulary repeatedly with different types of activities.

The first vocabulary study carried out in the treatment group for explicit vocabulary teaching included a multiple choice cloze test (see Appendix 5). The second vocabulary study consisted of the dictionary meanings of target vocabulary, and the students were asked to choose the correct word between two given words (see Appendix 6). The purpose of giving two options was that it was a very beginning stage of the study so students might not have been able to find out the word. In the third vocabulary study, in each part, the students were expected to fill in seven or eight sentences with missing words given above (see Appendix 7). The first three vocabulary studies aimed at teaching or studying the meanings of the words. The fourth vocabulary study included synonyms and antonyms of the words, collocations and word forms (see Appendix 8). This activity aimed at teaching the students the synonyms and antonyms of the target vocabulary and making them realize what other words collocate with them, and it allowed them to form other words. The fifth vocabulary study was almost the same as the second vocabulary study. The students were asked to find the words with dictionary meanings. They did not have any options but they were given the first letter and the number of the letters of the word (see Appendix 9). This activity required knowing the meaning and the spelling of the words. In the sixth vocabulary study the reading texts where the target vocabulary was taken out were used. The target words were removed from the texts and the students were asked to fill in the blanks with the words with the first letter given. The seventh vocabulary study included sentences with the words or phrases which had the similar meanings of the target words. These words or phrases were

underlined and the students were expected to re-write the underlined parts with the target vocabulary. Three options were given in order to make the activity easier (see Appendix 10). The eight vocabulary study had two parts and the first part of the study was almost the same with the seventh activity. The only difference was that the options were not given. However the target words were given in groups in a box above the sentences. The students were asked to re-write the underlined parts with a word from the box. In the second part of the study the students were asked to make their own sentences with the given words (see Appendix 11).

After the explicit vocabulary teaching in the treatment group, the post-test was given to both groups on 16 December 2008. Apart from the post-test, another test composed of two parts was given to the students on the same day in order to see their progress after the vocabulary studies (see Appendix 4). Each part of the test consisted of 31 target words. To assess their retention the treatment group was given a guided writing task on 7 February 2009. The same task was given to the control group to compare the results of both group's vocabulary learning. For the guided writing task students were asked to make a story using the target words which were given in the box above. The words which could make up a story were given in each box and some guiding questions were asked in order to make the task easier for the students.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1. Introduction

This chapter will deal with the results of pre- and post-tests and guided writing tasks. Each result of the instrument was discussed in detail and comparative explanations and comments related to the results were made to show the differences and similarities in vocabulary learning and retention of two groups.

4.2. Results

The main purpose of the study was to find out whether teaching vocabulary explicitly and implicitly through reading texts would make a difference between the two groups in terms of vocabulary learning and retention. The results have been discussed under the titles of pre-and post-tests and guided writing tasks.

4.3.1 Pre-and Post-test Results

Independent t sample test was used to compare the mean of both groups and see whether there was a significant difference between the groups in terms of their learning vocabulary explicitly or implicitly. The pre-and post tests included 31 questions and the scoring of pre-and post-test was done by giving one point to each correct question and zero point to each wrong answer. Totally, 40 students participated in the study.

Table 3

Results of the independent t test between the groups

Tests	Groups	Mean	Number	SD	t	Significance
Pre-test	Treatment	19,00	20	3,02	0,76	0.44
	Control	20,00	20	4,99		
Post-test	Treatment	29,25	20	1,97	5.52	0.00
	Control	22,85	20	5,47		

An examination of Table 4 shows that in pre-test, the mean for the treatment group was 19,00 and the standard deviation 3,02 while the mean for the control group was 20,00 and the standard deviation 4,99. The t value was 0, 76 and it showed that there is no a difference between the two groups according to the pre-test results. The post-test results in Table 4 shows that the mean for treatment group was 29,25 and the standard deviation was 1,97 while the mean for control group was 22,85 and the standard deviation was 5,47. The t value was 5, 52 and it showed that there is a difference between the two groups in favour of the treatment group according to the post-test results.

The post-test results show that the treatment group which had exposed to four-week explicit vocabulary instruction of 31 words taken from reading texts performed better than the control group which had only exposed to these words once in the reading texts.

4.3.2. Comparison of correct and wrong answers given in both groups in the pre-and post tests

In addition to independent t test, the pre-and post-test results were analyzed in terms of correct and wrong answers given. Table 4 shows the results of pre-and post-test in both groups.

Table 4

Correct and wrong answers in both groups in the pre-and post-test out of 31 questions

	Treatment Group		Control Group		Treatment Group		Control Group	
	Pre-test	Pre-test	Pre-test	Pre-test	Post-test	Post-test	Post-test	Post-test
Target vocabulary	Number of wrong answers	Number of correct answers	Number of wrong answers	Number of correct answers	Number of wrong answers	Number of correct answers	Number of wrong answers	Number of correct answers
Average	16	4	15	5	6	14	11	9
Notice	12	8	5	15	2	18	5	15
Perfect	1	19	4	16	1	19	2	18
Climbers	2	18	9	11	-	20	6	14
Heart attack	7	13	5	15	-	20	2	18
Dangerous	-	20	-	20	-	20	1	19
Safe	-	20	4	16	-	20	5	15
Receive	16	4	14	6	6	14	16	4
Cost of living	16	4	14	6	-	20	9	11
Army	2	18	1	19	-	20	1	19
Illness	3	17	5	15	3	17	6	14
Week break	5	15	-	20	-	20	2	18
Solve	9	11	10	10	1	19	11	9
Alive	2	18	4	16	-	20	2	18
Choose	4	16	5	15	4	16	2	18
Island	4	16	9	11	-	20	4	16
Scientist	9	11	11	9	-	20	5	15
Trip	16	4	16	4	1	19	11	9
Desert	9	11	5	15	-	20	3	17
Cure	20	-	14	6	-	20	11	9
Weight	16	4	9	11	1	19	7	13
Tip	18	2	17	3	1	19	7	13
Record	8	12	4	16	1	19	4	16
Explain	9	11	6	14	1	19	7	13
Grass	4	16	4	16	-	20	1	19
Disease	12	8	7	13	4	16	6	14
Winning numbers	2	18	3	17	-	20	2	18
Wonderful	-	20	-	20	1	19	2	18
Sad	1	19	2	18	-	20	1	19
Fence	15	5	11	9	2	18	10	10
Healthy	2	18	1	19	-	20	1	19

When the number of correct and wrong answers was compared, as the table shows, the students in treatment group had fewer wrong answers in the post-test than the students in control group. In the pre-test 20 students gave wrong answers for the word “cure”. However in the post-test 20 students answered the question for “cure” correctly. In the control group, the question with the word “cure” answered wrongly by 14 students. The number of the students who gave a wrong answer to this question in the post test was 11. There is not much difference between the pre-and post-test results for control group for the word “cure”. The word “tip” received 18 wrong answers in treatment group and 17 wrong answers in control group in the pre-test. In the post-test only 1 student in treatment group gave a wrong answer for this word whereas 7 students answered it wrongly in control group. Again, for the words “average”, “receive”, “cost of living”, “trip” and “weight” the number of wrong answers in treatment group in the pre-test was 16. In control group, 15 students answered the question with “average” wrongly, 14 students answered the questions with “receive” and “cost of living” wrongly and 16 students gave a wrong answer to the question with trip and 9 students gave a wrong answer to the question with “weight”. When looked at the post-test results, for the word “average” 6 students in treatment group and 11 students in control group gave a wrong answer. For the word “receive”, 6 students in treatment group and 16 students in control group gave a wrong answer. Only one student in treatment group answered the question with “trip” wrongly whereas 11 students in control group answered it wrongly. As for the word “weight” the number of the wrong answers in treatment group was 1 while it was 11 in control group. The example results given above were the most significant ones. When the pre-and post test results of experiment group were compared, a significant progress was observed. As for the control group some of the wrong answers in the pre-test still remained in the post-test or a little progress was observed. The experiment group seems more successful.

4.4. Results of the Guided Writing Tasks

The participants in this study were asked to perform guided writing tasks and given the target vocabulary and some questions. They were asked to write a short

paragraph using the given words. The number of the participants in the treatment group was 13 while the number of the participants was 11 in the control group. The reason for the decrease in the number of the students in both groups was that some of the students failed because of irregular attendance to school and some of them abandoned school. The word “army” was omitted in the writing task since it was not a relevant word to the others to make a good story. The guided writing tasks were analysed in terms of correct use of words, the students who did not know the meaning of the words and the students with grammatical and collocation mistakes and correct form of the words. In addition, the students were analysed in terms of style and being creative. Tables 5 and 6 show the results of guided writing tasks in the treatment group and the control group.

Table 5

Results of guided writing tasks in treatment group

Target vocabulary	number of students with a correct sentence	number the students who did not use the word	number of students who did not know the meaning of the word	number of students with grammatical mistakes	number of students who used the wrong from	number of students who made a mistake with the collocations
Winning number	11	2				
Receive	9	4				
Choose	12	1				
Sad	13	-				
Climber	11	2				
Safe	10	3				
Dangerous	12	1				
Alive	10	2		1		
Record	12	1				
Average	8	4		1		
Fence	9	4				
Grass	8	5				
Island	12	1				
Week break	13	-				
Perfect	10	3				
Trip	11	2				
Wonderful	11	2				
Desert	11	2				
Notice	10	2	1			
Cost of living	12	1				
Disease	9	4				
Heart Attack	10	3				
Healthy	10	2			1	
Weight	10	3				
Scientist	12	1				
Illness	9	4				
Explain	9	4				
Cure	10	3				
Tip	9	4				
Solve	9	3			1	

Table 6

Results of guided writing tasks in control group

Target vocabulary	Number of Students with a Correct Sentence	Number of Students who did not use the word	Number of Students who did not know the meaning of the word	Number of Students with grammatical mistakes	Number of Students who used from wrong from	Number of Students who made a mistake with the collocations
Winning number	11					
Receive	6	5				
Choose	10	1				
Sad	9	1	1			
Climber	8	3				
Safe	5	3	1	1	1	
Dangerous	9	2				
Alive	4	6	1			
Record	5	5	1			
Average	5	6				
Fence	3	7	1			
Grass	5	6				
Island	9	2				
Week break	8	2	1			
Perfect	8	3				
Trip	9	1		1		
Wonderful	9	1		1		
Desert	9	2				
Notice	8	3				
Cost of living	2	6	3			
Disease	6	4	1			
Heart Attack	7	4				
Healthy	6	4			1	
Weight	6	5				
Scientist	8	3				
Illness	3	6	2			
Explain	6	5				
Cure	5	4	1	1		
Tip	3	6	1	1		
Solve	4	5	1		1	

As it can be seen in Tables 5 and 6, in treatment group the number of the students who made a meaningful and a correct sentence with the given words outnumbered

the number of the students in control group. On the other hand in control group the number of the students who did not use the words to write a story outnumbered the number of the students in treatment group. In treatment group there is only one student who used the word wrongly because of not knowing the meaning of the word where as there are 13 mistakes with the meaning of the words in control group. In control group there are also more grammatical mistakes with the words. As far as word formation is concerned, both groups did not show a significant difference. Both groups used the correct collocations.

The students in the treatment group performed the writing tasks better in terms of being creative and a good style. Some of the students' writings are presented below:

Samples from treatment group

Task 1

A lot of men entered a competition. Because all of them wanted to receive the big prize, so they had to choose the winning numbers. Everybody was feeling nervous during the competition. But at the end of the competition, the loser was feeling very sad and the winner was feeling very happy. So, the loser shouted at the winner, and they had a big fight.

I haven't bought a lottery ticket in my life. But if I won the lottery, I would help poor people.

For this task the students were expected to use the words "receive", "choose", "sad" and "winning numbers". The student wrote a good paragraph including these words without a mistake.

Task 2

b)- Extreme sports is more dangerous than other sports. But most of people like them. Although climbing is dangerous climbers like this adventure. For example a climber who want to break record had accident last week and fall down on grass. But because of crashing fence his leg was broken. He is alive but he must to do safe sports. Every year average 20 people have an accident because of these sports.

For this task the students were expected to use the words “climber”, “safe”, “dangerous”, “alive”, “record”, “average”, “fence” and “grass”. As it is seen in the paragraph, the student used all of the words within a coherent context.

Task 3

Everybody wants to have a perfect holiday at the end of the year. But it's hard in Turkey because of the cost of living. Turkey is a wonderful country to have a holiday. Foreign people come here for their week break, they go to beaches, go on a trip and more. They come here instead of going to a desert or island because they can find all of them together in Turkey. They can find and see all of these but we can't, although this is our country. Government must notice that.

For this task, the students were expected to use “island”, “week break”, “perfect”, “trip”, “wonderful”, “desert”, “notice” and “cost of living”. Once again it can be seen that the student used all of the words in an intelligible context.

Task 4

4) My friend had a heart attack a month ago. And the doctors said they didn't have a cure for this illness. They explained what he will do. He had to lose weight. I heard the scientists solved this disease and they gave us tips. Now my friend is really healthy.

For task 4, the students were expected to use “disease”, “heart attack”, “healthy”, “weight”, “scientist”, “illness”, “explain”, “cure”, “tip” and “solve”. In this sample writing the student was able to use all the words to make a meaningful paragraph.

Samples from control group

Task 1

I bought a lottery ticket recently. Two days later I watched TV then I had winning number. Firstly I didn't believe. I have a lot of money. I am very happy. I chose this ticket. I bought a flat, a new car. The bank came my new house. The bank offered me. We save your money. I receive their offer.

In this sample, it is seen that the student used all the words to write a paragraph. When compared to the same task in treatment group, this task appeared to be less coherent.

Task 2

The climbing is very dangerous sport. It has got lots of problems about safe. So the climbers lots of do an accident. Sometimes these climbers can died in accident. As for me you lie down on the grass and you climb to dream.

In this sample, the student used the word “safe” wrongly and all of the words were not used.

Task 3

I like travelling. I went to an island in the past week break. It was wonderful trip for me. It was a wonderful place. I want to cost of my living in there. I notice that holiday every time

This sample shows that the student does not know the meaning of “cost of living”. The use of notice is not correct and the meaning of this word was not acquired by the student.

Task 4

Over-weight people do a lot of diets for losing their weight. Diets aren't healthy. Scientists said that people who went on a diet, had got a lot of disease and heart attacks. I think they have to take some cure. It's wrong, solving a lot of weight and being illness.

Compared with the task in treatment group, this sample shows that the student is not capable of using some of the words in the right way.

Apart from the post-test, the students were given an alternative test. According to test results, again the treatment group outperformed the control group. The students in treatment group were able to answer the questions which required re-writing the underlined parts with the target vocabulary better than the students in the control group. The treatment group performed a similar activity during the vocabulary studies. The participants had positive feedback on the vocabulary studies. After the study was carried out, they expressed positive feelings on the study. They claimed that this study was very fruitful for them. Table 7 indicates the results of this alternative test.

Table 7 results of the alternative test given after post-test to both groups

	treatment	group	control	group
	Part 1	Part2	Part 1	Part2
Student 1	31	29	31	31
Student 2	31	31	26	30
Student 3	31	30	29	31
Student 4	31	31	14	11
Student 5	28	27	25	28
Student 6	30	31	20	27
Student 7	28	31	29	31
Student 8	31	30	29	31
Student 9	28	29	30	31
Student 10	31	31	25	31
Student 11	29	30	23	21
Student 12	29	31	27	30
Student 13	31	28	29	31
Student 14	31	30	29	29
Student 15	31	31	28	31
Student 16	29	31	28	31
Student 17	30	29	28	31
Student 18	28	30	24	26
Student 19	31	31	31	31
Student 20	29	29	27	24
Mean	29,9	30	26,6	28,35

Table 7 shows that treatment group outperformed control group with a mean of 29, 9 and 30. It can be suggested that they gained mastery and retention of the words. The mean for control group is 26, 6 for the first part and 28, 35 for the second part.

There is not a very significant difference. It can be assumed that the students in control group have become familiar with the words and gained retention after having been exposed to the target words in the reading texts, pre-and post-test and this alternative test.

4.5. Results and discussion

The first research question was whether explicit vocabulary teaching through reading leads to vocabulary retention. According to the post-test results, the treatment group in which target vocabulary was taught explicitly outperformed the control group. The mean value of post-test in treatment group was higher than the mean value of pre-test whereas the mean value of control group did not increase much. This increase in the treatment group may indicate that teaching vocabulary explicitly through reading leads vocabulary retention.

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000). Ellis (1990) and Schmidt (1990) believe explicit learning plays an important role in language acquisition. General Service List is based on the theory that explicit learning is beneficial. Besides, a great deal of time and effort to the development of strategies for explicit learning by researchers and methodologists show that it is worth applying explicit vocabulary instruction in language teaching. Explicit vocabulary teaching fosters a large recognition of vocabulary, helps integrate new words with the old ones, provides encounters with a word and promotes a deep level of development and independent learning strategies (as cited in Decarrico, 2001). Explicit teaching is particularly emphasized because of its time-efficiency, its suitability for beginners or low proficiency students, its possibilities of improving word comprehension, and its adaptability. Firstly, there is a significant emphasis on the explicit teaching of single words at an early stage of second language learning (Coady and Huckin 1997). According to Coady and Huckin (1997) the 2,000 high-frequency words should be learned as quickly as

possible because after learning the basic high-frequency words, learners can more easily increase their vocabulary size through reading. Adult second language learners, unlike young children learning their native language, have already developed a conceptual and semantic system which is linked to their first language (Ellis 1997), therefore, they can easily understand explicit word meanings. It is possible to apply vocabulary using various techniques for increasing understanding of the word meaning and for memorization (Sokmen 1997, as cited in Seowon, n.d.). However, effective teaching of vocabulary entails not only the presentation of new words, but also the elaboration and development of the meanings of old and new vocabulary (Sokmen 1997,) as cited in Seowon, n.d.). For example, to elaborate the meaning of newly learned lexis, the teacher should create opportunities for understanding recently learned words in new contexts, or organize exercises that provide new collocations, associations and so on (Hunt and Beglar 1998, as cited in Seowon, n.d.).

The second research question was whether words that occur more frequently in the text acquired easily. During the research the treatment group was exposed to multiple exercises and each word was studied seven or eight times. Both post-test results and guided writing tasks indicate that the students in the treatment group acquired most of the words properly and word frequency and multiple repetitions may lead to retention.

For an effective vocabulary teaching multiple exposures to a word's meaning should be provided. According to National reading Panel (2000) when students encounter words very often there is an improvement in vocabulary. According to Stahl (2005) it is necessary for the students to see a word more than once to place it in their long-term memories. Some researchers assert that a minimum of 10 to 12 exposures is essential for learners to begin to see the range of meanings and uses for lexical items. (Coady 1997; Paribakht and Wesche 1997). According to Nation (1990) 5- 16 exposures are necessary to learn a word from context. According to a study (Horst, Cobb, and Meara, 1998) words which appear over eight times in text were possible to be learned than the less repeated words.

The third research question was whether explicit vocabulary teaching is more effective than implicit vocabulary teaching in our study. The post-test results indicate that explicit vocabulary teaching was effective in the treatment group whereas the control group that received implicit vocabulary instruction made less progress in our context. Explicit vocabulary teaching is said to be highly effective. (National Reading Panel, 2000) It allows learners to recognize the words and integrate them with their previous vocabulary and it fosters a deep level of development and independent learning strategies. (Decarrico, 2001) Explicit vocabulary teaching is particularly suitable for beginners and low-level learners. (Coady and Huckin, 1997) In this study the participants were elementary level students and the target vocabulary were chosen from the reading texts of elementary level course book. The participants did not have sufficient knowledge to improve their vocabulary level. Therefore, explicit vocabulary teaching provided them with new words and taught them vocabulary learning strategies.

There is a debate over the effectiveness of explicit and implicit vocabulary learning. Krashen (1989), for instance, is a supporter of implicit vocabulary teaching. On the other hand, there is an argument in favour of explicit vocabulary teaching. There are also some who believe that both explicit and implicit vocabulary teaching takes place in vocabulary acquisition with a different role. According to Ellis (1994) the recognition and production aspects of vocabulary learning rely on implicit learning and arbitrary aspects of vocabulary require explicit learning. (Benthuysen,n.d.).

Ellis (1994) claimed that the phonetic and phonological features of new words are learned implicitly as a result of frequent exposure. Similarly, the motor aspects of articulation of word forms develop implicitly as a result of practice. However, the meaning of words is learned explicitly, requiring conscious processing at semantic and conceptual levels, and paying attention to form - meaning connections. Schmidt (1990) claimed that unconscious language learning is impossible and noticing is

necessary. (<http://www.education.auckland.ac.nz/webdav/site/education/shared/about/centres/lipis/docs/readings/vocab-handout-3-1.doc>)

Since the treatment group in this study consisted of elementary learners, it can be argued that explicit vocabulary teaching was more effective than implicit vocabulary teaching at this level. The effectiveness of explicit vocabulary teaching might be due to the levels of the students, the frequency of the target words. In addition, teaching the words consciously led to the recognition of the words and helped the students learn and retain the words. Each exercise aimed at reaching one aspect of the word and those repeated words in different types of exercises helped the students in the treatment group to learn. However, recent studies suggest a combined approach. Most researchers have recognized that a well-structured vocabulary programme needs a balanced approach that includes explicit teaching together with activities providing appropriate contexts for incidental learning (Celce-Murcia, 2001, p.286 as cited in Mohseni-Far, 2008) Hunt and Beglar (2005) also claim that the most efficient learning involves a carefully selected combination of both explicit and implicit instruction and learning. (as cited in Mohseni-Far, 2008)

To sum up, implicit vocabulary learning is inevitable since the learners encounter the new words in reading texts and listening and grammar activities. For a systematic vocabulary teaching, especially at the early stages, there should be explicit vocabulary teaching in order to make the students aware of the different aspects of vocabulary. The more they encounter the words the more they learn. Therefore, the effectiveness of explicit vocabulary should be taken in the consideration.

4.6. Conclusion

In this chapter, the data from the pre-and post-test results of the treatment and control group were presented. The results were compared and discussed under the heading of each related research question. Some samples of writing tasks in treatment and control group were also presented to highlight students' vocabulary learning and retention.

CHAPTER 5

CONCLUSION

5.1. Introduction

In this chapter, a brief summary of the study has been provided and the implications of the study are discussed. As a final point, the suggestions for further study have been presented.

5.2. Summary of the study

This study intended to compare the effects of explicit and implicit vocabulary teaching on students' vocabulary learning and retention levels through reading texts. Therefore, a quasi- experimental design composed of one treatment and one control group were formed. The study has concluded that explicit vocabulary teaching through reading texts is more effective than implicit vocabulary teaching.

The first reason for investigating this topic was to contribute to the literature on explicit and implicit vocabulary teaching since there is a debate on the effectiveness of explicit and implicit vocabulary teaching. Vocabulary teaching had a secondary role in language learning and it has gained importance recently. There is still much to do in the field of vocabulary teaching. Another reason was to find out whether repeated exposure of explicitly taught words would result in better vocabulary learning and retention.

The participants of this study were the preparatory class students at the school of foreign languages in the academic year 2008-2009 at Muğla University. There were two groups, one experimental and one control group, each consisting of 20 students. Therefore, there were 40 participants in this study and both groups were in elementary classes.

Two instruments, pre-and post-test and a guided writing task were used in order to conduct the study. In the treatment group the participants were exposed to four-week explicit vocabulary teaching. The target vocabulary consisted of 31 words taken from the reading texts of the main course book. Vocabulary exercises, each of which aimed at teaching a different aspect of the target word, were carried out in the treatment group. Before the treatment, both groups were given pre-test. After a four-week explicit vocabulary teaching in the treatment group, both groups were given the post-test. In addition, two months later both groups were given the writing tasks in order to observe students' vocabulary retention. Independent t test and detailed frequency analysis were carried out to compare the groups.

The first research question was whether explicit vocabulary teaching through reading leads to vocabulary retention. The results show that the treatment group which received explicit vocabulary teaching did better than the control group. It can be suggested that the students can use the target vocabulary. The second research question was that whether words that occur more frequently in the text were acquired easily. The students in the treatment group had multiple exposures to the target vocabulary with different activity types. The post-test results show that they acquired more words than the students in the control group.

The third research question was whether explicit vocabulary teaching is more effective than implicit vocabulary teaching. It was found out that the treatment group outperformed the control group. This indicates a remarkable achievement in vocabulary growth in the treatment group. Therefore, this study suggests that explicit vocabulary teaching is more effective than implicit vocabulary teaching, especially at early stages of language learning. In conclusion, the study presents that explicit vocabulary teaching can play a significant role in the early stages of language learning. Moreover, for a better and more effective vocabulary teaching, teaching the words implicitly can not be sufficient and effective enough. The effectiveness of explicit vocabulary teaching should be taken into consideration.

5.3. Implications of the study

Several implications can be obtained for teachers, material writers, curriculum designers and researchers through this study.

First, teachers should be aware of the importance of vocabulary teaching. They should provide rich and varied vocabulary activities and focus on explicit vocabulary instruction. Teachers should also be aware of vocabulary development principles and techniques so that they can provide appropriate activities for the needs of their students.

Material writers and curriculum designers, while developing materials or designing curriculum, should take notice of explicit vocabulary activities. Textbooks should provide vocabulary in context and multiple exposures to the learners. Curriculum should be designed to foster vocabulary learning. In addition, different aspects of vocabulary should be included.

Finally, the results of this study on the comparison of the effects of explicit and implicit vocabulary teaching will give insight into further studies on vocabulary teaching.

5.4. Suggestions for further research

This study was carried out to compare the effects of explicit and implicit vocabulary teaching through reading texts on students' learning and retention. Further studies can be conducted with a larger group of students or with the variables of gender, age, learning abilities or learning environment.

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APPENDIX 1

THE LIST OF TARGET VOCABULARY

From Reading Text 1

climber - safe - army - alive

From Reading Text 2

receive - winning numbers - choose - explain

From Reading Text 3

island - week break - perfect - wonderful - trip

From Reading Text 4

disease - heart attacks – healthy- tips -weight

From Reading Text 5

scientist - sad - illness - notice

From Reading Text 6

fence - solve - dangerous - cost of living - grass

From Reading Text 7

record - desert - cure - average

APPENDIX 2

PRE-AND POST-TEST

A- CHOOSE THE CORRECT ANSWER

- 1- On _____, men still earn more than women.
a- general b- average c- special
- 2- Have you _____ any change in him?
a- blamed b- worked c- noticed
- 3- His English was _____. he didn't make any mistakes.
a- horrible b- incorrect c- perfect
- 4- The search on Mount Everest is still continuing for the missing _____.
a- climbers b- hills c- snow
- 5- My grandfather died of _____.
a- heartbreak b- heartbeat c- heart attack
- 6- It's _____ for a woman to walk alone at night.
a- dangerous b- busy c- real
- 7- Is it _____ to swim here?
a- wide b- serious c- safe
- 8- He _____ a letter from his insurance company.
a- informed b- received c- sent
- 9- The _____ is rising day by day but my salary has not changed.
a- Cost of living b- cost price c- way of living
- 10- He joined the _____ when he was 17 and went to Iraq to fight.
a- club b- party c- army
- 11- Have you ever had any serious _____ like tuberculosis?
a- feelings b- illnesses c- accidents
- 12- We went to Spain for a _____.
a- short time b- week break c- break down
- 13- Charlie thinks money _____ all his problems. That's why he wants to earn more.
a- solves b- makes c- brings
- 14- I am lucky that my grandparents are still _____.
a- dead b- alightc- alive
- 15- "Where do you want to go?" "You _____ this time."
a- let b- do c- choose

B- READ THE DEFINITIONS AND FIND THE WORDS. THE FIRST LETTER OF THE WORD IS GIVEN.

- 1- It is a piece of land and it is completely surrounded by water. I _ _ _ _ _
- 2- This person works in science. S _ _ _ _ _ _ _
- 3- It is a visit to a place that involves a journey, for pleasure or a particular purpose. T _ _ _
- 4- It is a large area of land and it is always very hot and dry, and there is a lot of sand. D _ _ _ _ _
- 5- It is a medicine or medical treatment for an illness. C _ _ _
- 6- How heavy something is when you measure it. W _ _ _ _ _
- 7- It is a helpful piece of advice. T _ _

C- FILL IN THE BLANKS WITH THE WORDS GIVEN.

Explain / record / disease / winning numbers / grass
--

- 1- Lewis equalled the old world _____ of 9.93 seconds.
- 2- Wait! Don't blame me. I can _____ everything.
- 3- Don't walk on _____!
- 4- She suffers from a rare _____ of the brain.
- 5- I have a lottery ticket. Do you know the _____?

D- CHOOSE THE CORRECT WORD.

- 1- You're lucky you have such wonderful / disgusting kids.
- 2- I was very lucky / sad to hear his death.
- 3- I planted a tree by a wooden fence / floor.
- 4- She has a healthy / filthy lifestyle.

APPENDIX 3
GUIDED WRITING TASKS

1- winning numbers / receive / choose / sad

Use the words above to write a short paragraph about:

Why do people join competitions?

How do they feel after joining a competition?

Have you ever bought a lottery ticket?

If you won the lottery what good things and bad things would happen to you and your life?

2- climber / safe / dangerous / alive / record / average / fence / grass

Use the words above to write a short paragraph about:

Extreme sports

People who like adventure and challenge

Disadvantages of some sports

Breaking records

3- Island / week break / perfect / trip / wonderful / desert / notice / cost of living

Use the words above to write a short paragraph about:

Holidays / types of holidays

Where to go and what to do

4- Disease / heart attack / healthy / weight / scientist / illness / explain / cure / tips / solve

Use the words above to write a short paragraph about:

Unhealthy diets

Advice for a healthy life

Improvements in medicine

APPENDIX 4
ALTERNATIVE TEST
VOCABULARY TEST

I- FILL IN THE BLANKS WITH THE CORRECT WORDS GIVEN.

A- army / alive / average / climber / choose

- 1- The members of AKUT are experienced _____s.
- 2- The police found them on the kitchen floor. The man was dead but his wife was _____.
- 3- The _____ family spends about £50 a week on food.
- 4- Turkish _____ is stronger than most of the others.
- 5- Can you help me _____ a name for my cat?

B- Cure / cost of living / disease / dangerous / desert / explain / fence

- 1- Parachuting or skydiving is a _____ sport.
- 2- The house and the garden are surrounded by a wooden _____.
- 3- What's the best _____ for backache?
- 4- The Gobi _____ is in Asia.
- 5- Smoking causes heart _____.
- 6- Can anyone _____ what happened here?
- 7- The _____ in small cities cheaper than bigger cities.

C- Grass / heart attack / healthy / island / illness / notice

- 1- Rhodes is a Greek _____ and you can go there from Marmaris.
- 2- My grandfather died of a _____.
- 3- Smoking is not _____.
- 4- Did you _____ the woman in black dress? She is my son's teacher.
- 5- High temperature and a headache are the symptoms of a/an _____.
- 6- The field is full of green _____.

D- Perfect / receive / record / safe / scientist / sad

- 1- Can you break a world _____ for running?
- 2- Did you _____ my letter? I sent it to you yesterday.
- 3- You should see Celine Dion's video clip. It is _____.
- 4- Tübitak awarded the _____ who worked on DNA.

- 5- They want to move a _____ place. This part of the city is dangerous.
- 6- Her story was very _____. Everyone cried.

E- Solve / trip / tip / winning numbers/ week break / wonderful / weight

- 1- If you want to learn the _____, you should look at the newspaper.
- 2- If you want to lose _____, you should stop eating sweet.
- 3- Here are some useful _____s on how to cook kebab.
- 4- How are you going to _____ this problem?
- 5- Why don't we go to Bodrum for a/an _____?
- 6- You look _____ in this red dress.
- 7- How long does the _____ to Ankara take?

II. RE-WRITE THE SENTENCES WITH THE WORDS GIVEN BELOW.

A- receive – notice – solve - explain – choose

- 1- I didn't understand what you meant. Can you make it clear please?
- 2- It took her a long time to select a dress.
- 3- Did you see her new hairstyle?
- 4- When do you get your telephone bills?
- 5- If you want to find a solution to my problem, you must listen to me carefully.

B- Safe – alive- perfect- wonderful – healthy – sad- dangerous

- 1- Eating fruit is good for your health.
- 2- Walking alone at night in İstanbul is not safe.
- 3- My grandmothers are not dead.
- 4- Your English is very good.
- 5- Thank you for the fantastic party.
- 6- This place is not dangerous. We can stay here.
- 7- Why does he look so unhappy?

C- trip – disease – heart attack – tips – weight – cure

- 1- You should lose some kilos.
- 2- Is there a special treatment for this illness?
- 3- Our journey to Ankara was very tiring.
- 4- Heart failure can be very dangerous and fatal.
- 5- I need some advice on how to teach grammar.
- 6- Cancer is a serious illness.

D- climber- scientist- army- illness- cost of living

- 1- Researchers in science are working on a new project.
- 2- He is suffering form a bad disease.
- 3- The armed forces are getting ready for a new war.
- 4- The woman who climbed the mountain hasn't come back yet.
- 5- The money you pay for daily expenses shouldn't increase day by day.

E- Fence – grass- desert- island- winning numbers- week break- record – average

- 1- What are the numbers which won the lottery?
- 2- How long does a typical student study everyday?
- 3- The plant with green leaves needs some water.
- 4- The wooden structure in my garden is old and needs repairing.
- 5- A lot of tourists visit the land which is surrounded by water .
- 6- There is a lot of sand in the dry and sandy area with a little rain.
- 7- Where do you think we should go for the period when you don't work for a week?
- 8- Who has got the top score?

APPENDIX 5
VOCABULARY STUDY 1

CHOOSE THE RIGHT WORD.

I have a brother who is interested in climbing. He wants to be a rock __1__ but my father thinks it is very __2__ so he wants him to __3__ an easy and a __4__ hobby. He joined a climbing competition last year. The award for the winner was a mountain bike. Unfortunately he had an accident so he couldn't take part in it. He was so __5__ that I offered him a __6__ to his favourite place: Cos; __7__ in the Mediterranean. It was also a __8__ for me. We stayed in a hotel which had a __9__ view and took a lot of photos.

- | | | | | |
|----|-----------------|---------------|---------------|-------------------|
| 1- | a- singer | b- climber | c- musician | d- collector |
| 2- | a- sad | b- healthy | c- dangerous | d- private |
| 3- | a- notice | b- choose | c- explain | d- receive |
| 4- | a- safe | b- sad | c- difficult | d- harmful |
| 5- | a- happy | b- cheerful | c- joyful | d- sad |
| 6- | a- drink | b- lift | c- trip | d- tip |
| 7- | a- an iceberg | b- a hill | c- an island | d- a valley |
| 8- | a- working week | b- week break | c- weekday | d- the other week |
| 9- | a- terrible | b- awful | c- disgusting | d- wonderful |

__1__ are among the most common __2__ in our country. Doctors say that it is a hereditary __3__. The __4__ age is 65.8 years for men and 70.4 years for women. For a protection doctors suggest people to lose __5__ and a __6__ diet.

- | | | | | |
|----|----------------|---------------|-----------------|----------------|
| 1- | e- Heart beats | f- Heartbreak | g- Heart attack | h- Heart Pills |
| 2- | e- cures | f- solutions | g- illnesses | h- operations |
| 3- | e- disease | f- treatment | g- danger | h- age |
| 4- | e- ordinary | f- average | g- special | h- final |
| 5- | e- sight | f- hope | g- weight | h- height |
| 6- | e- fat-rich | f- poor | g- liquid | h- healthy |

The __1__ is increasing these days because of economic crisis. Some experts __2__ that we should be careful with the money we spend. They give us useful __3__ on how to spend less money.

- | | | | | |
|----|--------------------|---------------|-------------------|------------|
| 1- | a- price of living | b- cost price | c- cost of living | d- living |
| 2- | a- explain | b- explode | c- exchange | d- receive |
| 3- | a- cures | b- dangers | c- beliefs | d- tips |

The __1__ for National Lottery are on the newspaper today. Losers will be disappointed when they learn they have __3__ no money.

- 1- a- tickets b- lucky numbers c- bad numbers d- winning numbers
 2- a- received b- noticed c- explained d- solved

This week's film is about a man who joined the __1__ and Fought against Chinese soldiers. He used to work for CIA as a secret agent before the war. From the beginning to the end he struggled hard but he managed to survive. He was still __3__ despite the hard and dangerous times in the war.

- 1- a- band b- team c- army d- club
 2- a- dead b- ill c- alive d- tiring

My younger son had a fight with his friends at school. When he entered the classroom, his teacher saw his nose bleeding. He tried to __1__ what had happened but his teacher was so angry with him that he didn't listen to him.

- 1- a- noticed b- explained c- received d- won

When the cow hit the __1__ and started to eat the __2__ in the garden. When my father __3__ it, it was too late.

- 1- a- hence b- fence c- grass d- field
 2- a- glass b- stair c- fence d- grass
 3- a- received b- got c- noticed d- explained

One of his ambitions is to break a __1__ so that's why he is interested in extreme sports. He even went to Egypt and tired a __2__ rally. He says it was a __3__ experience. He enjoyed it a lot.

- 1- a- promise b- heart c- record d- glass
 2- a- ice b- desert c- rain d- snow
 3- a- present b- awful c- terrible d- perfect

__1__ are trying to find a __2__ for cancer. We all wonder if their studies will __3__ the problem.

- 1- a- shop keepers b- producers c- scientists d- housewives
 2- a- disease b- illness c- problem d- cure
 3- a- explain b- notice c- solve d- receive

APPENDIX 6
VOCABULARY STUDY 2

CHOOSE THE RIGHT WORD.

- 1- To **repeat / receive** means to get something.
- 2- To **choose / chase** means to decide which one of a number of things or people you want.
- 3- **A desert / An island** is a piece of land completely surrounded by water.
- 4- **A trip / tip** is a helpful piece of advice.
- 5- **Farm / Grass** is a very common plant with thin leaves that covers the ground in fields and gardens and is often eaten by animals.
- 6- **Safe / Dangerous** means something which is able to cause danger.
- 7- **Weight / Height** is how heavy something is when you measure it.
- 8- To **expect / explain** means to tell someone about something in a way that is clear or easy to understand.
- 9- If you **notice / see** something or someone, you realize it.
- 10- **Average / Private** means having qualities that are typical of most people or things.
- 11- A **fence / farm** a structure made of wood, metal etc that surrounds a piece of land.
- 12- **An illness / A cure** is a disease of the body or mind, or the condition of being ill.
- 13- A **record / race** is the fastest speed, longest distance, highest or lowest level etc that has ever been achieved or reached, especially in sport.
- 14- **Winning / Losing** numbers are the numbers which win a game or a competition.
- 15- A **working week / week break** is a period of time when you stop working in order to rest for a week.
- 16- **Perfect / Terrible** is used to describe something good and without mistakes.
- 17- A **scientist / science fiction** is someone who works or is trained in science.
- 18- To **solve / revolve** means to find or provide a way of dealing with a problem.

- 19- A heart **attack / transplantation** is a sudden serious medical condition in which someone's heart stops working normally, causing them great pain.
- 20- A **climber / criminal** is someone who climbs as a sport.
- 21- **Desert / Dessert** is a large area of land where it is always very hot and dry, and there is a lot of sand.
- 22- A **cure / disease** is a medicine or medical treatment that makes an illness go away.
- 23- **Healthy / Unhealthy** means physically strong and not likely to become ill or weak or good for your body.
- 24- The **navy / army** is the part of a country's military force that is trained to fight on land in a war.
- 25- **Safe / Sad** is used to describe someone who is unhappy.
- 26- We use **safe / dangerous** to describe something that is not in danger.
- 27- To **explain / examine** means to tell someone about something in a way that is clear or easy to understand.
- 28- **Aged / Alive** is used to describe something or someone that is still living and not dead.
- 29- A **trip / flight** is a visit to a place that involves a journey, for pleasure or a particular purpose.
- 30- The **cost / price** of living means the amount of money you need to pay for the food, clothes etc you need to live.
- 31- **Wonderful / Awful** means making you admire something or someone.

APPENDIX 7

VOCABULARY STUDY 3

CHOOSE THE BEST WORD AND COMPLETE THE SENTENCES

A- receive – notice – solve - explain – choose

- 6- When did you _____ that letter?
- 7- Did he _____ the mistake that he made?
- 8- Which one do you want to _____? The red one or the blue one?
- 9- Detectives are trying to _____ the murder of the young girl.
- 10- The librarian will _____ how to use the catalogue system.

B- Safe – alive- perfect- wonderful – healthy – sad- dangerous

- 1- I don't like movies with _____ endings. I always cry.
- 2- We had a _____ time in Spain. Everything was great.
- 3- Don't go near the edge - it isn't _____.
- 4- I'm trying to eat a _____ diet now, with less fat and sugar.
- 5- It's too _____ for the kids to play in the street.
- 6- It was a really bad accident - they're lucky to be _____.
- 7- His Spanish is _____. He speaks it very fluently.

C- trip – disease – heart attack – tip – weight – cure

- 1- The average _____ of a baby at birth is just over three kilos.
- 2- Did you enjoy your _____ to Disneyland?
- 3- There is still no _____ for AIDS.
- 4- A cigarette smoker has two to three times the risk of having a _____ than a nonsmoker.
- 5- Jill knows Spain really well. Perhaps she could give us a few _____s .
- 6- Heart _____ runs in our family.

D- climber- scientist- army- illness

- 1- Both my sons are in the _____. They are completing their military service.
- 2- Have you ever had a serious _____ ?
- 3- Graham was a rock and winter _____ before a broken leg turned him to sailing.
- 4- Computer _____s **are working on** machines that can match Wall Street traders.

E- Fence – grass- desert- island- winning numbers- week break – cost of living – record – average

- 1- Crete is the largest of the Greek _____s.
- 2- The cost of living continued to rise in wartime.
- 3- Where should we go for a _____?
- 4- Sahara _____ lies in Northern Africa.
- 5- My neighbours' dogs broke my _____ and entered my garden.
- 6- **Who broke the world** _____ for the men's high jump in 1993?
- 7- Cows eat _____.
- 8- For _____ for the lottery, call 302-736-1436.
- 9- In a/an _____ week I drive about 250 miles.

APPENDIX 8
VOCABULARY STUDY 4

A- Match the words with the synonyms

1- disease	a- journey
2- notice	b- get
3- receive	c- great
4- choose	d- treatment
5- trip	e- pick
6- cure	f- illness
7- wonderful	g- unhappy
8- sad	h- observe

B- Match the words with the antonyms.

1- alive	a- dangerous
2- safe	b- happy
3- sad	c- dead
4- wonderful	d- unhealthy
5- healthy	e- terrible

C- Collocations

9- find	i- a record
10- solve	j- a difference
11- go on	k- a trip
12- notice	l- a cure
13- receive	m- a name
14- break	n- weight
15- choose	o- a letter
16- lose	p- a problem

D- Word formation

	VERB	NOUN	ADJECTIVE
1-	<hr/>	choice	x
2-	<hr/>	explanation	x
3-	X		ill
4-	x	danger	<hr/>
5-	x	health	<hr/>
6-	x	safety	<hr/>
7-	x	Sadness	<hr/>
8-	record	<hr/>	x
9-		solution	x

APPENDIX 9
VOCABULARY STUDY 5

Write the words. The first letter is given.

- 1- A c _ _ _ _ _ is someone who climbs as a sport.
- 2- We use s _ _ _ to describe something that is not in danger.
- 3- The A _ _ _ is the part of a country's military force that is trained to fight on land in a war.
- 4- A _ _ _ _ is used to describe something or someone that is still living and not dead.
- 5- To r _ _ _ _ _ means to get something.
- 6- W _ _ _ _ _ n _ _ _ _ _ are the numbers which win a game or a competition.
- 7- To c _ _ _ _ _ means to decide which one of a number of things or people you want.
- 8- To e _ _ _ _ _ means to tell someone about something in a way that is clear or easy to understand.
- 9- An i _ _ _ _ is a piece of land completely surrounded by water.
- 10- A w _ _ _ b _ _ _ _ is a period of time when you stop working in order to rest for a week.
- 11- P _ _ _ _ _ is used to describe something good and without mistakes.
- 12- W _ _ _ _ _ _ means making you admire something or someone.
- 13- A t _ _ _ is a visit to a place that involves a journey, for pleasure or a particular purpose.
- 14- A d _ _ _ _ _ is an illness which affects a person, animal, or plant.
- 15- A h _ _ _ _ a _ _ _ _ _ is a sudden serious medical condition in which someone's heart stops working normally, causing them great pain.
- 16- H _ _ _ _ _ means physically strong and not likely to become ill or weak or good for your body.

- 17- A t _ _ is a helpful piece of advice.
- 18- W _ _ _ _ _ is how heavy something is when you measure it.
- 19- A s _ _ _ _ _ _ is someone who works or is trained in science.
- 20- S _ _ is used to describe someone who is unhappy.
- 21- An i _ _ _ _ _ is a disease of the body or mind, or the condition of being ill.
- 22- If you n _ _ _ _ _ something or someone, you realize it.
- 23- A f _ _ _ _ a structure made of wood, metal etc that surrounds a piece of land.
- 24- To s _ _ _ _ means to find or provide a way of dealing with a problem.
- 25- D _ _ _ _ _ _ _ means something which is able to cause danger.
- 26- The c _ _ _ of l _ _ _ _ _ means the amount of money you need to pay for the food, clothes etc you need to live.
- 27- G _ _ _ _ is a very common plant with thin leaves that covers the ground in fields and gardens and is often eaten by animals.
- 28- A r _ _ _ _ _ is the fastest speed, longest distance, highest or lowest level etc that has ever been achieved or reached, especially in sport.
- 29- D _ _ _ _ _ is a large area of land where it is always very hot and dry, and there is a lot of sand.
- 30- A c _ _ _ is a medicine or medical treatment that makes an illness go away.
- 31- A _ _ _ _ _ _ means having qualities that are typical of most people or things.

APPENDIX 10

VOCABULARY STUDY 6

FIND THE RIGHT WORD. (These are the original texts; target vocabulary removed)

Everest c _ _ _ _ _ s found

Terry and Carla Ellis, the British couple who wanted to be the first team to climb Everest are now s _ _ _ . An A _ _ _ helicopter found them on the side of the mountain yesterday afternoon and took them to a hospital in Kathmandu.

Wednesday night's lottery w _ _ _ _ _ Joe Hall r _ _ _ _ _ d a cheque for over £ 13 million yesterday at the supermarket where he works. His dog, Max, who chose the w _ _ _ _ _ n _ _ _ _ _ s, was with him. "I usually c _ _ _ _ _ the numbers" said 28-year-old Joe from Liverpool. "But I never win anything. So this time I asked Max to c _ _ _ _ _ the numbers for me. "I wrote the numbers 1 to 49 on envelopes and put a dog biscuit in each envelope," Joe e _ _ _ _ _ ed." I put the envelopes in different places in my house and told Max to find the biscuits."

The beautiful i _ _ _ _ _ of Phuket is famous for its fantastic beaches, delicious food and friendly people. It is the p _ _ _ _ _ place for a w _ _ _ 's b _ _ _ _ . You can relax and sunbathe all day on one of the i _ _ _ _ _ 's w _ _ _ _ _ beaches.

The capital of Thailand is always a w _ _ _ _ _ place to visit. You can go sightseeing in the city and visit beautiful Buddhist temples and the amazing Royal Palace. Or why not take a boat t _ _ _ on the river and go shopping in the colourful markets?

Heart d _ _ _ _ _ kills more people in Britain than other d _ _ _ _ _ , including cancer. One adult dies every three minutes from heart d _ _ _ _ _ and it's more common in men than women. Age is also important. 80% of people who die of h _ _ _ _ a _ _ _ _ _ s are 65 or older. But there are things you can do to

help your heart stay h _ _ _ _ _ . Here are our top t _ _ s for a h _ _ _ _ _ heart: Lose some w _ _ _ _ _ . Overweight people have more h _ _ _ _ a _ _ _ _ _ s.

If you are s _ _ _ , see the light

Many people feel depressed in winter- and now s _ _ _ _ _ s think they know why. In the 1970s an American engineer called Herb Kern n _ _ _ _ _ d in spring and summer he was happy and had a lot of energy but every winter he became depressed and lazy. In 1982 s _ _ _ _ _ s gave his i _ _ _ _ _ a name: Seasonal Affective Disorder.

They say that the g _ _ _ _ is always greener on the other side of the f _ _ _ _ . But can moving house really s _ _ _ _ your problems? We asked two people from different parts of the UK why they decided to try a new way of life.

We are going to sell our house in the city and move to a beautiful village in the mountains. But the kids aren't happy about moving. They love living in the city but my wife and I think country is s _ _ _ r for them. Of course, teenagers like going out on their own but it can be very d _ _ _ _ _ _ _ around here especially at night.

I moved to the city because I needed to get a job. There were no jobs for me in the country but when I moved here I found one in the first week. People say it's more expensive in the city but you don't need a car here. So I think generally the c _ _ _ of l _ _ _ _ _ is about the same.

R _ _ _ _ _ breakers

A Mexican couple, Octavio Gullien and Adriana Martinez had the longest engagement in the world. They got engaged in 1902- and got married in 1969. They were both 82 years old on their wedding day.

The wettest place in the world is probably Mount Wai'ale in Hawaii. It rains 335 days a year with an a _ _ _ _ _ rainfall of 11,68 m a year. And the world's driest place is the Atacama D _ _ _ _ _ in Chile. It only gets 0,01 cm of rain a year.

The most boring film in the world is probably a C _ _ _ for Insomnia directed by John Henry Timmis IV of Chicago. It's 85 hours long and is also the world's longest film.

APPENDIX 11

VOCABULARY STUDY 7

RE-WRITE THE SENTENCES USING ONE OF THE WORDS GIVEN.

- 1- Swimming is good for your health. (ill / sick / healthy)
- 2- The dog picked the numbers for him. (notice / explain / choose)
- 3- The land which is surrounded by water is in the middle of Mediterranean.
(desert / island / mountain)
- 4- Cancer is a serious illness. (heart attack / disease / healthy)
- 5- I saw her mistake and told her to correct it. (enter / notice / explain)
- 6- Climbing is a very unsafe sport. (safe / dangerous / perfect)
- 7- Don't walk on the plant with green leaves. (fence / farm / grass)
- 8- There have been great advances in the treatment of cancer. (disease / illness / cure)
- 9- When did you get that present? (notice/ receive / solve)
- 10- My ten-year old cat is still not dead. (alone / lively / alive)
- 11- My holiday was very good. (safe / healthy / perfect)
- 12- How long does the journey to İstanbul take? (tip / trip / average)
- 13- How are you going to figure out this problem? (notice / solve / receive)
- 14- The armed forces of a country are important because it defends the country against enemies. (army / arm / armchair)
- 15- Researchers in science are working on a new project about genetic engineering. (climbers / scientists / agents)
- 16- The wooden structure around my garden is old. (fence / window / farm)
- 17- The money you pay for daily expenses is increasing day by day.
(cost / cost of living / living)
- 18- How much does a typical American family spend on health?

(an average / an experienced / an available)

19- The man who climbed The mountain has been missing for 2 days.

(agent / scientist / climber)

20- Who does the top score in the high jump belong to?

(record / winner / competition)

21- The view from my bedroom window is fantastic. (terrible / awful / wonderful)

22- Do you know how heavy is a horse? (the height of / the weight of / the look of)

23- The numbers which win the lottery are 2, 25, 37,45, 49 and 62.

(winning numbers / losing numbers / ordinal numbers)

24- This part of the city is not dangerous. (harmful / expensive / safe)

25- The young footballer died of a heart failure. (break / attack / beat)

26- The period when you don't work for a week will make you relaxed.

(weekly / week break / weekend)

27- You can see camels in the dry and sandy area with a little rain.

(island / desert / sea)

28- The man was so unhappy that he didn't even laugh at my jokes.

(serious /sad / happy)

29- Can you give me some suggestions on how to travel in Turkey?

(tips / trips / tours)

30- I don't understand this? Can you make it clear please?

(notice /solve / explain)

31- Flu is a common disease. (cure / illness / patient)

APPENDIX 12
VOCABULARY STUDY 8

A- CHOOSE A WORD FROM THE BOX AND RE-WRITE THE SENTENCES

**Healthy / ill /fence / grass / record / notice /explain /choose /desert /island / heart attack
/disease /dangerous /perfect**

- 1- He didn't pick the right number to win the game.
- 2- The TV serial Lost takes place on land which is surrounded by water.
- 3- When he saw the car it was too late too stop.
- 4- Driving fast is very unsafe.
- 5- The plant with green leaves in our garden needs to be cut.
- 6- Flu is a mild illness.
- 7- A low -fat diet is good for your health.

Cure / illness /safe /perfect / notice / receive /solve / trip / tip /average / /alive

- 8- My grandparents are still not dead.
- 9- His English is very good.
- 10- Our journey to London was not very enjoyable.
- 11- Did you get my letter?
- 12- Sometimes it is difficult to figure out the problems of life.
- 13- The treatment of cancer takes a lot of time and costs a lot of money.

army /climber /scientist / fence / cost of living / an average /champion / record/wonderful

- 14- He wants to join the armed forces.
- 15- The top score in the high jump belongs to a black man.
- 16- A typical Turkish student does not like doing homework.

- 17- We don't have a wooden structure in our garden.
- 18- How did the economic crisis affect the money you pay for daily expenses?
- 19- The man who climbed the mountain broke a record.
- 20- The beaches on this island are fantastic.
- 21- A researcher in science devotes their lives to their jobs.

**your weight/ winning numbers / desert /island/ notice /solve /explain /trips /tips
/illnesses / cures/ sad / safe / attack/ week break**

- 22- The numbers which won the lottery are on the newspaper.
- 23- Walking alone at night in Muğla is not dangerous.
- 24- Why don't you take a period when you don't work for a week and go somewhere.
- 25- People see mirages in the dry and sandy area with a little rain.
- 26- The suggestions you gave me were not helpful.
- 27- Viruses cause some diseases.
- 28- The risk of heart failure is higher in men than women
- 29- Our teacher tried to give further details about the subject.
- 30- How heavy you are is important if you want to be a model.
- 31- The man was so unhappy that he didn't even laugh at my jokes.

B- MAKE SENTENCES USING THESE WORDS

- 1- Climber /army _____
- 2- Heart attack / disease _____
- 3- Scientists / explain _____
- 4- Receive /sad _____
- 5- Choose / winning numbers _____
- 6- Fence / grass _____
- 7- Cure / illness /solve _____
- 8- Island / wonderful _____
- 9- Healthy / weight _____

10- Cost of living / average _____

11- Dangerous / record _____

12- Safe / trip _____

13- Desert / alive _____

14- Week break / perfect _____

15- Notice / tip _____

C- TRANSLATE THE WORDS IN TURKISH AND MAKE YOUR OWN SENTENCES USING THEM.

<ul style="list-style-type: none">• Notice• Receive• Solve• Explain• Choose• Sad• Dangerous	<ul style="list-style-type: none">• Scientist• Disease• Illness• Record• Cure• Weight• Trip• Grass
<ul style="list-style-type: none">• Safe• Healthy• Perfect• Wonderful• Alive• Average• Climber• Heart attack	<ul style="list-style-type: none">• Tip• Desert• Island• Week break• Cost of living• Fence• Army• Winning numbers

