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İNGİLİZCE ÖĞRETMENLİĞİ BİLİM DALI**

**USING NEWSPAPERS  
TO TEACH VOCABULARY TO PRE-INTERMEDIATE  
LEVEL PREPARATORY CLASS STUDENTS**

**ORTA-ALTI SEVİYE HAZIRLIK SINIFI  
ÖĞRENCİLERİNE KELİME ÖĞRETİMİNDE GAZETE  
KULLANIMI**

**YÜKSEK LİSANS TEZİ**

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## ÖZET

Bu çalışmanın amacı, Selçuk Üniversitesi Yabancı Diller Yüksek Okulu hazırlık sınıfı öğrencileri üzerinde gazetelerin kelime tanıma ve hatırlamaya yönelik etkilerini araştırmaktır.

Bu araştırma iki hipotezi incelemiştir; (1)öğretmenleri kelime öğretmek için gazete kullanan öğrenciler, öğretmenleri kelime öğretmek için gazete kullanmayan öğrencilere oranla kelime tanıma açısından daha fazla gelişim göstereceklerdir. (2) gazete kullanarak kelime öğretilen öğrenciler, gazete kullanılmadan kelime öğretilenlere oranla kelimeyi tanımaya yönelik daha iyi kelime hatırlama yeteneği göstereceklerdir.

Bu iki hipotezi test etmek amacıyla iki grup seçilmiştir, deney grubu ve kontrol grubu. Araştırmaya, on beş deney grubundan, on beş de kontrol grubundan olmak üzere toplam otuz öğrenci katılmıştır. Hedef kelimeler deney grubuna gazete makaleleri kullanılarak, kontrol grubuna ana dille çeviri yöntemi kullanılarak öğretilmiştir.

Uygulamaya başlamadan önce, hedef kelimeleri bilme düzeylerini belirlemek amacıyla her iki gruba da bir ön-test uygulanmıştır. Uygulama materyalleri beş oturumda, iki hafta süresince, her bir oturum için birer gün ara verilerek yürütülmüştür. Uygulamadan sonra, her iki gruptaki öğrencilerin kelime gelişimlerini çoktan seçmeli test üzerinde ölçmek amacıyla aynı ön-test, son-test ve hatırlama testi (uygulamadan iki hafta sonra) olarak uygulanmıştır.

Her iki grup arasındaki farklılıkları ortaya koymak için Wilcoxon Signed-rank Test, son-test ve hatırlama testi sonucunda ortaya çıkan sonuçları belirtmek için Mann-Whitney U Test kullanılmıştır. Veri analizleri göstermiştir ki öğretmenleri gazete kullanarak kelime öğretilen öğrenciler, öğretmenleri ana dille çeviri yöntemi kullanarak kelime öğreten öğrencilere oranla hem son-testte ( $z = -3.804$ ) hem de hatırlama testinde ( $z = -4.201$ ) belirgin ölçüde daha yüksek puanlar almıştır. Bu çalışmanın bulguları, yukarıda belirtilen her iki hipotezi de doğrulamıştır.

Tüm sonuçlar göstermiştir ki, orta seviyedeki hazırlık sınıflarında gazete kullanımı kelime tanıma ve hatırlama bakımından etkili bir yöntemdir. Sonuç olarak, dil öğreticilerine gazete materyallerini kelime öğretiminde bir araç olarak kullanmalarını öneriyoruz.

## ABSTRACT

The purpose of this study is to investigate the effects of newspapers in terms of vocabulary recognition and retention on intermediate preparatory class students at School of Foreign Languages at Selçuk University.

This research tested two hypotheses, (1) the students whose teachers use newspapers to teach vocabulary will improve considerably in recognizing words as opposed to the students whose teachers do not use newspapers. (2) the students who are exposed to newspapers will retain words considerably better than the students who are not exposed to them.

In order to test these two hypotheses, two groups were selected, an experimental group and a control group. Totally thirty students participated in the study, fifteen of them were in the experimental group and fifteen of them were in the control group. The target vocabulary items were taught through newspaper articles to the students in the experimental group and the same vocabulary items were taught through translation to the students in the control group.

Before carrying out this experiment, a pre-test was applied to both the experimental and the control group to determine their knowledge of the target vocabulary items. Treatment materials were carried out in five sessions (one hour = 45 minutes a day) in two weeks, giving one day break between each session in a week. After the treatment, in order to measure the students' vocabulary development in both groups, the same pre-test was applied to both groups as a post-test, and retention test (two weeks later) on the multiple-choice vocabulary test.

Two tests were conducted, Wilcoxon Signed-rank Test in order to compare the differences within each group and a Mann-Whitney U Test on the mean scores of the post-test and the retention-test to determine the difference between the scores of two groups. Data analysis showed that the students whose teacher used newspaper articles to teach vocabulary scored considerably higher than the students whose teacher used translation both on the post-test ( $z = -3.804$ ) and the retention test ( $z = -4.201$ ). The findings of the study confirmed both of the two hypotheses mentioned above.

All the results showed that using newspapers in preparatory schools at intermediate level is effective in vocabulary recognition and retention. Consequently, we recommend the language teachers to use newspaper materials as an aid to teach vocabulary.

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## INTRODUCTION

### 1.1. Background to the Study

The vocabulary of a language is composed of stock of words of that language which is at disposal of a speaker or writer. We can say that learning vocabulary is the most important component of learning any foreign language. Vocabulary is important because they carry the content of what we want to say. Without words we can not learn a language and communicate precisely.

Unfortunately, until recently vocabulary has not received enough attention, and for a long time it has been a neglected area. It was believed that vocabulary could be taught in isolation and it was given insufficient importance.

In recent years, vocabulary teaching has gained importance and researchers have found that students encounter some communication problems. Lexical problems frequently interfere with communication and communication breaks down when people do not use the right words. The more words we know, the more precisely we can communicate with others.

Today, the main concern of vocabulary teaching seems to be trying to find answers to the following questions;

- *Which English words do students need most to learn?*
- *How can we make those words seem important to students?*
- *How can so many needed words be taught during the short time our students have for English?*
- *What can we do when a few members of the class already know words that the others need to learn?*
- *Why are some words easier than others to learn?*
- *Which aids to vocabulary teaching are available?*
- *How can we encourage students to take more responsibility for their own vocabulary learning?*
- *What are some good ways to find out how much vocabulary the students have actually learned?*

*(Allen 1983: 6)*

One of the ways of finding solutions to such problems is using English newspapers in EFL classroom. First of all, newspapers are useful aids to teach and learn vocabulary for many learners of English all over the world who like reading them. As Sanderson (1999) states that:

*“The enormous variety of subject matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating for students to work with. Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.”*

(Sanderson 1999: 3)

Students’ reading newspapers outside the classroom will make the vocabulary learning effective and enjoyable. Furthermore, newspapers also supply meaningful authentic contexts. As Peacock (1997:144) states that “authentic materials bring learners closer to the target language culture, making learning more enjoyable and therefore more motivating”. And it is more likely to remember the words better than learning as single items. Words live within their own languages and students should be aware of the fact that words live with other words.

There are a lot of reasons for using newspapers in the classroom. For example; As Sanderson (1999: 2) states newspapers help keep us informed about what is happening in the world, as a result, they extend our knowledge and deepen our understanding. Language and culture inextricably linked, and the newspapers of a given target community reflect its culture through language they contain. For a lot of people in the world, reading newspapers is an enjoyable pastime. Newspapers contain various text types and students need to become familiar with such language forms. Consequently, these forms are valuable for language study as they progress. There is a variety of subject matter in newspapers and this means that any one newspaper will invariably contain something of value or concern to every reader which is interesting and motivating for students to work with.

In this study, we support that language teachers need to find various ways to teach vocabulary and this paper investigates the effects of using newspapers in the classroom to improve learners’ vocabulary knowledge.

## **1.2. The Purpose of the Study**

The purpose of this study is to investigate the effects of newspapers in terms of vocabulary recognition and retention on the intermediate preparatory class students at Selçuk University, School of Foreign Languages.

Accordingly, this research will test the following two hypotheses:

*Hypothesis 1:* The students whose teachers use newspaper articles will score considerably higher on the post-test than the students whose teachers do not use newspaper articles.

In other words, the students whose teachers use newspaper articles will be more successful in recognizing words in contrast to the students whose teachers use the same set of vocabulary in isolated sentences through translation.

*Hypothesis 2:* The students whose teachers use newspaper articles will score considerably higher on the retention test than the students whose teachers do not use newspaper articles. .

In other words, the students who learn the target vocabulary items through newspaper articles will retain them better than the students who learn the same set of vocabulary in isolated sentences through translation.

### **1.3. Significance of the Study**

This study is important in that newspaper articles might be one of the useful materials to solve the problem in vocabulary teaching. This study will analyse the effects of using newspaper articles on vocabulary recognition and retention. As Sanderson states newspapers are an invaluable source of authentic materials, and their use in the language classroom is very much in keeping with current thinking and practice in teaching pedagogy and of course it can be helpful for learning and recalling more vocabulary easily. The more the learners read, the more vocabulary they learn and the easier they recall the words.

Vocabulary plays an important role in communication as well as the other components of language. Without words one cannot learn language and communicate precisely. Learning vocabulary is the most important ingredient of learning any foreign language. When teachers are presenting new vocabulary, they use classical techniques such as synonyms, antonyms, definitions, translation etc. They should be aware of other vocabulary teaching techniques such as newspapers. As motivation is the key factor in language teaching, newspapers are valuable sources in language classrooms. Because there are various subject matters in newspapers which will invariably contain something of value or concern to every

reader. This makes them interesting and motivating for students to work with. For this reason, teachers should be open to the new techniques.

We believe that this study may be helpful for teachers as the importance of vocabulary and vocabulary teaching when they are introducing and practising new vocabulary items.

#### **1.4. Statement of the Problem**

The purpose of this study is to investigate if teaching vocabulary through newspapers will result in more successful vocabulary learning than teaching vocabulary through translation.

At the beginning of each term, new students take a proficiency test at the School of Foreign Languages, at Selçuk University. Some of the students are exempt from intensive English preparatory program, but most of them fail. When I examine the students at elementary levels, in public schools, I can see the same picture. Most of the students have inadequate vocabulary knowledge. When asked the reason of this inadequacy, they say that the same type of reading materials is boring and they don't use the vocabulary item in context and they forget them easily. Therefore, they lose their interest and motivation.

In Turkey, grammar is given more importance than the other aspects of language. Teachers prefer to use traditional vocabulary teaching techniques in an unplanned way. Generally, meanings of the new vocabulary items are given through mother tongue equivalents. Therefore, students forget the meaning of words easily. And even if the students can remember the meaning of the words, they cannot use them in context.

It is obvious that teachers should find new and more motivating techniques in teaching vocabulary to keep students' interests alive and make the vocabulary they learn more comprehensible for them. As a result, the writer has seen a need to use newspapers in the classroom to make vocabulary learning more motivating, interesting and up-to-date.

### **1.5. Scope and Limitations**

- This study is applied on intermediate level young adult students at Selçuk University, School of Foreign Languages.

- The students were taught during four weeks of the treatment programme.

- This study covers only content vocabulary items, such as nouns, verbs, adjectives, adverbs. Grammatical aspect of the vocabulary is beyond the scope of this study.

- This study only focuses on vocabulary recognition. Therefore, the productive aspect of the vocabulary is ignored during the study.

- Only newspaper articles are used in this study. The other parts of the newspapers are not within the scope such as headlines, comic strips, cartoons, advertisements etc.

- Newspapers have their own languages. They usually supply journalistic terms and short definitions. Therefore, students cannot understand every part of a newspaper.

- When we read a newspaper or a story, we use our previous knowledge as we approach the process of comprehension and we bring into action a range of receptive skills. To understand a piece of discourse includes much more than just knowing a language. Therefore, students should have schemata in order to make sense of any text.

- Teachers and students are not aware of the use of newspapers in the classroom. This is a new technique for them.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### 2.1. The Importance of Vocabulary Learning

The vocabulary of a language can be defined as “a list of words or phrases used to express ideas or concepts” or another definition is “stock of words of that language which is at disposal of a speaker or writer”. It is impossible to learn a language and communicate precisely without words. It can be said that learning vocabulary is the most important component of learning any foreign language. The vocabulary of the English language contains more than a million words. Some of them are frequently used and some not. But to imagine a language without words, which are the meaningful signs carrying the information in a language, is impossible.

As Harmer states:

*“If language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh.... In real life, however, it is even possible that where vocabulary is used correctly it can cancel out structural accuracy. For example the student who says ‘Yesterday... I have seen him yesterday’ is committing one of the most notorious tense mistakes in English but he or she will still be understood as having seen him yesterday because the word ‘yesterday’”*

(Harmer, 1991:153)

In addition, Gough emphasized that as follows:

*“Vocabulary is important because it is words which carry the content of what we want to say. Grammar joins groups of words together, but most of the meaning is in the words. The more words you know, the more you will be able to communicate. You can say a lot with words. There is not much you can say with grammar alone.”*

(Gough, 2001:3)

Wilkins (1977: 111) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Scrivener (1994:73) also claims that “vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual words”. He exemplifies his idea with the following sentences:



“A student who says ‘*Yesterday, Go disco, and friends, dancing*’ will almost certainly get much of his message over despite completely avoiding grammar - the meaning is conveyed by the vocabulary alone. A good knowledge of grammar, on the other hand, is not such a powerful tool. *I wonder if you could lend me your. . .* means little without a word to fill the gap, whereas the gapped word - *calculator*- on its own could possibly communicate the desired message: *Calculator?*”

(Scrivener, 1994:73)

On the other hand, Allen (1983:3) states that “students who do not learn grammar along with vocabulary will not be able to use the language for communication. Even material in which all the words look familiar may be impossible to understand if the grammatical constructions have not been learned.”

However, we do not mean that vocabulary should be emphasized over grammar. As Allen (1983:5) states that “in the best classes, neither grammar nor vocabulary is neglected. There is thus no conflict between developing a firm command of grammar and learning the most essential words.” With lots of vocabulary, we can express our thoughts, feelings, ideas in a good way but with better grammar, we can express them more fluently and more accurately.

In foreign language teaching, it is crucial to know words, because every grammatical structure, every expression consists of them. They also play an important role in communication. Through several researches it is found that lexical problems frequently interfere with communication. Communication breaks down when people don not use the suitable words. The more words we know, the more precisely we can communicate with others. Vocabulary is the basic element in the language connects to all four skills. Without words, it is impossible to use the language effectively in reading, writing, listening and speaking. Vocabulary is also essential, because with an inadequate stock of vocabulary, students may feel discouraged while expressing what they want to say. But if they have enough vocabulary, they feel themselves confident.

Wallace (1982:9) states that;

*“Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language. Of course vocabulary is not the whole story: the system of language is also important. Nevertheless, it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need it is usually possible to communicate, after a fashion.”*

(Wallace, 1982: 9)

Learning vocabulary is something more than memorizing lists of words. As Wallace states that to know a word in a target language means to have the ability:

- a) *recognize it in its spoken or written form;*
- b) *recall it at will;*
- c) *relate it to an appropriate object or concept;*
- d) *use it in the appropriate grammatical form;*
- e) *pronounce it in a recognizable way in speech;*
- f) *spell it correctly in writing;*
- g) *use it with the words it correctly goes with, in the correct collocation;*
- h) *use it at the appropriate level of formality;*
- i) *be aware of its connotations and associations*

(Wallace 1982:27)

We can summarize why vocabulary is so important in (foreign) language learning as follows:

- It is impossible to learn a language without words.
- It is important because of the role it plays in communication.
- The lack of adequate vocabulary causes the feeling of insecurity of a foreign language speaker or writer.
- Vocabulary is the main element in the language which links all four skills.
- In acquiring a language, vocabulary is the main element in receptive and productive language use.

## 2.2. Active and passive vocabulary

The knowledge of vocabulary can be divided into two; *Active (productive) vocabulary* and *passive (recognition) vocabulary*. Harmer states that:

*“Active vocabulary refers to vocabulary that students have been taught or learnt – and which they are expected to be able to use – whilst passive vocabulary refers to words which the students will recognise when they meet them but which they will probably not be able to produce”.*

*Harmer (1991: 159)*

Scrivener (1994:74) defines passive vocabulary as “the set of words we recognize and understand, but tend not to use ourselves.” Nunan (1998:118) also introduces; passive vocabulary is the knowledge of “words which readers understand but which they do not necessarily use.” It has been estimated that an English native speaker can understand between 45,000 and 60,000 items, but ‘no native speaker would pretend that his productive vocabulary would approach this figure’ (Gairns and Redman 1986:65). Allen, (1983:195) states that “even in our own native language, we recognize and understand many more words than we say or write.” Harmer warns that the distinction between active and passive vocabulary is not always clear cut, particularly at intermediate levels and above: (module 6)

*“A word that has been active through constant use may slip back into the passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or context provokes its use.”*

*(Harmer, 1991:159)*

## 2.3. Content Words and Function Words

Dictionaries have various definitions of word. Words are the building blocks of written and spoken communications. The more words you know, the easier it is to understand the messages you receive from others.

Richards, & J. Platt and H. Platt (1992:406) define *word* as “the smallest of the linguistic unit which can occur on its own in speech or writing”.

Miller (1991:32) defines word “a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning and may consist of a single morpheme or of a combination of morphemes” Words can be classified into two classes: *content words* and *function words*. . Function

words (**closed class words**) are words such as conjunctions, articles, auxiliaries, pronouns, prepositions that have little meaning on their own and chiefly indicate grammatical relationships in and between sentences (grammatical meaning). Function words are closely related to the grammar of English and each function word gives some grammatical information on other words in a sentence or clause, and cannot be isolated from other words.

On the other hand, content words (**open class words**) such as nouns, verbs, adjectives, and adverbs are “words which refer to a thing, quality, state, or action and have meanings on their own (lexical meaning)” (Richards & J. Platt and H. Platt, 1992:81). It has been generally said that the number of content words in any given language is usually much larger than that of function words that show grammatical relationship. Content words belong to open sets so that new words can be added to the language.

#### **2.4. Vocabulary Selection**

*Selection* is the choice of linguistic content (vocabulary, grammar, etc) for a language course, textbook, etc. One of the problems in vocabulary teaching is deciding on what words to teach. In most English teaching programmes, the selection of useful words has already been done by the writer of the textbook. But how many words must a learner know for a real communication? The vocabulary of the English language contains more than a million words, many of them scientific. About 200,000 of these are in common use. Stuart Berg Flexner, an American lexicographer (dictionary maker), says that the average well-read person probably knows roughly 20,000 words, but uses only about 1,500 to 2,000 in a conversation. (Module 13)

Allen (1993:104) states that:

*“No one knows exactly how many words must be learned for real command of the language. Approximately 30,000 is the number which is often mentioned. That is the approximate number of words to be understood by anyone who reads newspapers, magazines, and books of general interest to speakers of English”*

Allen (1993:104)

To learn so many words can be seen impossible. But recognizing and understanding is enough. Students need merely recognize them when they meet them in context they read or hear.

We have to say that the selected items should be useful, but how do we decide exactly what is useful? As Gairns & Redman states that “in the first place we have to concede that every teaching situation is different and so essential items in one context may be quite useless in another.” There are various criteria depend on teachers own teaching situation.

*a. Frequency:* It is important to choose the most commonly used words or the words that students need. Yet we can not guarantee that the high frequency of an item is useful in every situation. But there is a strong correlation between the two. As Gairns & Redman states:

*“An item of low frequency may be vital if it is the only word that expresses a particular semantic value and cannot be paraphrased easily.... E.g. ‘adaptor’ for electrical appliances is a very useful item when travelling in a foreign country but it is not an item of vocabulary that appears in many word-counts or low level course books. It exemplifies the type of item that has a high frequency in certain situations although the overall frequency may be very low. The converse of this situation is where knowledge of one particular item will satisfactorily cover the meaning of other items and so render them redundant. For receptive purposes it may be useful to know ‘sweater’, ‘jumper’ and ‘pullover’, but for productive purposes one of those words should be sufficient.”*

(Gairns & Redman, 1986: 59)

Any extraordinary word a teacher teaches will take place of a useful word in the student’s mind. The textbooks help here to the teachers where vocabulary is graded, and lists of the most frequently used words are also available.

*b. Cultural factors:* One disadvantage of word-counts is that a native speaker who teaches the language can underestimate the cultural interests of learners. To teach vocabulary, socio-cultural level plays an important role for selecting vocabulary.

*c. Need and level:* If a student wants to learn a special word, it is generally worth teaching it to him. Because it helps him motivate to remember it. This means that that learner has different lexical needs for different purposes. Knowing the students’ background is also of help. It will give teachers an idea what words their students are most likely to need or want to know.

A lot of technical and commercial English is also international. But it is a potential problem to teach technical words to the low level students. Gairns & Redman explain this issue with the following words:

*“The crucial issue here is one of motivation. If the student does not perceive the vocabulary input to be useful it will be difficult to engage his interest and so effective learning of everything else will also be reduced. It is not therefore the question of lexical supremacy over grammar but that relevant lexical input is likely to contribute to the effectiveness of the overall programme.”*

(Gairns & Redman, 1986:60)

*d. Students' language:* If the language of the students has similar words to English, the learning will be easier. On the other hand, the teacher needs to be careful with the words that sound the same in the students' language, but in fact different in meaning in English. E.g. 'also' in German, means 'thus'; 'novela' is a 'short story' in Italian; 'actuellement' means 'now' in French; 'sensible' is 'sensitive' in Spanish; 'överta' in Swedish is not to 'overtake', but to 'take over' (Haycraft: 1978:45) As Haycraft also states that “particular pronunciation difficulties may also affect your choice of vocabulary and make it more complicated than you thought.”

*e. Word Building:* According to Haycraft; because of a general rule can be formed, it is often worth choosing a word, e.g. sing-singer, drive-driver. Another instance is the fact that most words ending in 'ion' have the same meaning in European languages: 'revolution', 'constitution', 'abstraction'. etc.

*f. Topic areas:* It is easier to teach vocabulary which belongs to one area of sequence. So the students will be able to form a pattern of interrelated words in their minds, E.g. you are going through a short dialogue in a restaurant. Your object is to teach phrases which could give them a useful basis: 'Would you like to drink coffee or tea?', 'I prefer coffee', 'Can I have a piece of pizza, please?' etc. The students will probably welcome this because they feel they are learning a lot special.

*g. Cross reference:* Lots of words are applicable to different situations. As Haycraft mentions

*“If, for instance, you are choosing vocabulary connected with cars, it is worth choosing terms that are also common to other means of transporting, such as aeroplanes, taxis, buses. You thus make the application wider and more useful and you can revise the vocabulary later in different situations.”*

(Haycraft, 1978: 46)

There are a lot of words with narrower application which have too many pronunciation difficulties, because they are internationally known: pilot, jet, diesel, etc.

*h. Related structures:* As Haycraft states many structures ‘demand’ their own vocabulary. So, if you are teaching ‘have got’, you will tend to choose the names of personal possessions or if you are teaching the Present Continuous Tense, you will introduce active verbs with their corresponding objects. This is the commonest and obligatory way, of course, but the teachers have to be careful while choosing frequency words, and not too many of them.

*i.*

Wallace mentions selecting of vocabulary as follows:

*“At beginner’s level you will be probably teaching them general English, perhaps choosing words that are common among different professions. At intermediate or advanced levels, you will have to explain that you cannot go into everyone’s specialized vocabulary in depth because it would not be useful to the others. Then you will try to use general, commercial or technical words that are useful for everyone.”*

(Wallace, 1982: 29, cited in Özer, 2001: 19 cited in Serçe in 2005: 18)

Consequently, as you see above, there are various criteria to choose the most important words depending on the teacher’s own judgement and the students’ needs and interests.

## **2.5. Vocabulary Presentation**

After the selection of vocabulary, it is important to decide how to teach them. We have to start with the words of Haycraft. According to him:

- 1. Whenever possible, teach the words in spoken form first, and only when your students can pronounce them well, introduce the written form. Otherwise, your students will always try and pronounce English words as if they were written in their own language, and it will be difficult for you to break this.*
- 2. Try to present new words in context.*
- 3. Revision is essential. Blend words you have presented into later practice.*

(Haycraft, 1978: 47)

There are some ways of teaching vocabulary:

*a. In context:* As Harmer states ‘words do not just exist on their own: they live with other words and they depend upon each other.’ If the word is taught in text or passage, the students can often deduce the meaning of the word when the other words in the sentence are already known. The teacher can use the reading passages or stories, whether taped, read or told in order to teach the unknown words. Similarly, Allen (1983:2) states that “in addition to knowing English words and their meanings, one must also know how the words work together in English sentences.”

*b. Create a context:* Especially for abstract words, the most useful way is creating a context for deducing the meaning of the words. Take the meaning of word ‘honest’ and ‘brave’. The teacher can create a character who is brave and try to explain the word by using mime or drawing when necessary. E.g. ‘Atatürk was brave because he managed to win the war though the absence of equipments and persons or the teacher can write a story by drawing on the board also: ‘There is a house on fire and this man goes in and saves a girls on the top floor. Because the man is brave’ etc.

*c. Descriptions and definitions:* The teacher can also describe and define the objects. E.g. ‘a suitcase is thing which is used for carrying the clothes and possessions while travelling’.

*d. Outside the classroom:* The teacher can take the class out and introduce words for things seen in a shop window or in the street. New vocabulary is taught better in a living context.

*e. Objects:* There are lots of objects in the classroom, others can be seen through the window, and others can be brought into the classroom when needed.

*f. Drawing:* Even a teacher who does not have too much skill can represent simple objects on the board.

*g. Mime:* This is especially useful for actions: E.g. ‘running’, ‘sitting’, ‘standing’. It can also involve the objects related with these verbs. E.g. ‘sitting at the table’, etc.

*h. Opposites:* A word can be defined if the students know its opposite. E.g. ‘tea is hot, but ice-cream is cold’ etc.

*i. Synonyms:* Teachers often use synonyms for defining the words. E.g. ‘miserable’ means ‘very sad’. etc.



j. *Translation:* The teacher can explain the meaning of a word by using structure and idiom, but particularly he can translate it if he is in a hurry. As Haycraft states :

*“the quest for the meaning of a word through situations makes it more memorable when the student does eventually what it is. If you do translate vocabulary, make sure you then exemplify the word in context, or your students will forget it easily. As equivalent words are not always used in exactly the same way in different languages; setting them in context also brings out their exact meaning.”*

(Haycraft, 1978:49)

k. *Pictures/flash cards:* With the newspapers, magazines and illustrated advertisements, we can easily find pictures for special vocabulary areas such as *clothes, cars, home* and so on. The pictures can also be pasted on to a piece of cardboards to make flash-card.

l. *Wall charts:* They are useful and valuable because of their presenting vocabulary in a visual context, as long as they are obviously visible. Haycraft states the use of wall charts as follows:

1. *Take an area of the wall chart and identify some objects – ten at most – without writing up anything. Get students to repeat and familiarize themselves with the pronunciation.*
2. *Point at the objects, and get students to tell you what they are.*
3. *Once students are familiar with the vocabulary and can pronounce it, write up the words on the board.*
4. *Point at objects again and get students to read the corresponding word from the board.*
5. *Rub out the words. Point at the objects and get students to spell them orally, or on the board.*
6. *Get the students to use the vocabulary they have learnt, to describe part of the wall chart*

(Haycraft, 1978:49)

With this way, a teacher can get the students to repeat the vocabulary and maintain their interest by approaching it from different perspectives. Questions,

descriptions of the objects themselves, with contradictions can also be used with this approach.

*m. Word games:* There are a lot of word games and they are invaluable for practising and revising vocabulary after it has been introduced. For group work, or as homework, crossword puzzles are beneficial. So is Scrabble in a very small advanced class. Most of the games revise vocabulary that the students already know. However, they also indicate the areas of ignorance which students then want to fill.

While presenting the new vocabulary, teachers need to involve students in some of the activities to check vocabulary comprehension and production. Nation (1990, cited in Özer, 2001:22 cited in Serçe, 2005: 20) states that “vocabulary can be taught in connection with other language activities. Such activities may be exercises following or preceding reading or listening to texts.” Consequently, vocabulary can be taught through various activities such as: word games, flash cards, descriptions and definitions, or as in our study, through newspapers.

## **2.6. Conveying meaning**

There are several techniques to make the meaning clear to students such as pictures, explanation, synonyms and antonyms, descriptions, definitions, etc.

Here are some ways to help the learners understand the meaning of a word by using different techniques.

*Demonstration* - by showing an object or a cut-out figure  
- by gestures  
- by performing an action

*Pictures* - by using photographs, blackboard drawings,  
illustrations cut from magazines or newspapers

*Explanations* - by descriptions  
- by giving synonyms or opposites  
- by putting the word into a defining context  
- by translating

(Nation, 1974: 18-20, cited in Byrne, 1980:188)

As Nation claims that the teacher can help the students connect the form of a word with its meaning by presenting the form and meaning together, so that the students know they are connected to each other and this knowledge is firmly implanted in their automatic responses. As Scrivener says ‘for every word, there

must be many possible ways'. He exemplifies this as follows:

<i>Wellington boots</i>	<i>Mime putting them on</i>
<i>wink</i>	<i>facial expression</i>
<i>swimming</i>	<i>watch a video where someone is swimming</i>
<i>house</i>	<i>draw it on the board</i>
<i>often</i>	<i>draw a line. Mark never at one end and always at the other. Mark points along it: usually, rarely, etc.</i>
<i>chase</i>	<i>get students to act it out</i>
<i>campaign</i>	<i>get students to deduce it from context in a text</i>
<i>window sill</i>	<i>point to the object</i>
<i>exploitation</i>	<i>explain it (with examples)</i>
<i>hope</i>	<i>read out the dictionary definition</i>
<i>put up with</i>	<i>tell a personal anecdote</i>
<i>cafe</i>	<i>show a picture in a book</i>
<i>stapler</i>	<i>bring it into class to show them</i>
<i>vase</i>	<i>play a game (e.g. match word to picture)</i>
<i>catalogue</i>	<i>students look it up in their dictionary</i>
<i>ghost</i>	<i>tell a story which includes the words</i>
<i>reduction</i>	<i>draw a diagram or graph</i>

(Scrivener, 1994:79)

The teaching ideas above are chiefly to do with illustrating, showing or demonstrating the meaning. This is possible for many words, but problematic for many abstract meanings. In such cases to try to convey the meaning in specific contexts in reading texts will be more effective for understanding the meaning of a word.

Ur suggests the following list in order to convey the meaning of a word:

- *Concise definition (as in a dictionary; often a superordinate with qualifications: for example, a cat is an animal which...)*
- *Detailed description (of appearance, qualities...)*
- *Examples*
- *Illustration (picture, object)*
- *Demonstration (acting, mime)*
- *Context (story or sentence in which the item occurs)*
- *Synonyms*
- *Opposite(s) (antonyms)*
- *Translation*
- *Associated ideas, collocations*

(Ur, 1996:63)

Finally, we can say that there are various techniques in order to convey the meaning of a word. The only thing to be done is to decide on the best technique for students.

## **2.7. The Importance of Context in Language Learning**

Learning a vocabulary means much more than memorizing the words. It means recognizing its meaning when it occurs in context. Vocabulary meanings not only have conceptual meanings but they have also connotative, collocative, social and cultural meanings and different forms in sentences. We can see these usages in context. The students cannot remember and use these words correctly without context. With the traditional methods, students cannot recognise the words in context and cannot use the words for communication. Some of the problems which stem from not teaching the words in context are:

1. Since vocabulary is generally learnt in isolation, learners cannot recognize the words in context.

2. They forget the words in a given list easily.

3. They cannot use the words for communication.

4. The learners are generally unaware of the different usages of the words like connotative, collocative, figurative, social and cultural meanings of the words. So they cannot use them for communication, and this causes serious problems such as not being able to use the words in appropriate situation. Thus, dictionary meanings of the words and their equivalents in mother tongue are not enough for using them in communication.

5. Vocabulary is generally taught by giving the definitions and long word lists instead of communicative activities.

For these reasons, students cannot learn words or they forget the words easily. Because of traditional methods, they cannot use these words in a real communication and they cannot recognise them in context.

As Scrivener states that words live within their own languages and using students' mother tongue, while teaching a language, is one of the main problems for not their recognising the words within a context. Instead, we are left with questions like:

- *What words have a similar meaning to this word? How do they differ in meaning?*
- *Is this word part of a family or group of related words? What are the other members? How do they relate to each other?*
- *What other words typically keep company with this word (often coming before or after it in a sentence)?*
- *What are the situations and contexts where this word is typically found or not found?*

(Scrivener, 1994:73)

Harmer (1991: 24) mentions this issue in a striking way:

*“There is a way of looking at vocabulary learning which suggests that students should go home every evening and learn a list of fifty words ‘by heart’. Such practice may have beneficial results, of course, but it avoids one of the central features of vocabulary use, namely that words occur in context. If we are really to teach students what words mean and how they are used, we need to show them being used together with other words in context. Words do not just exist on their own: they live with other words and they depend upon each other. We need our students to be aware of this. That is why, once again, reading and listening will play such a part in the acquisition of vocabulary.”*

(Harmer, 1991:24)

If students learn words in context, it is more likely that they can remember these words than when they learn them as single items.

Kruse makes five suggestions for teaching written vocabulary in context:

1. *Word elements such as prefixes, suffixes and roots. The ability to recognise component parts of words, word families, and so on is probably the single most important vocabulary skill a student of reading in EFL can have. It substantially reduces the number of completely new words he will encounter and increase his control of the English lexicon.*
2. *Pictures, diagrams and charts. These clues, so obviously to the native speaker, must often be pointed out to the EFL students. He may not connect the illustration with the item that is giving him difficulty. He may also be unable to read charts and graphs in English.*
3. *Clues of definition. The student must be taught to notice the many types of highly useful definition clues. Among these are:*
  - (a) *Parentheses or footnotes, which are the most obvious definition clues. The student can be taught to recognise the physical characteristics of the clue.*
  - (b) *Synonyms and antonyms usually occur along with other clues: that is, in clauses, explanations in parentheses, and so on.*

- (1) *is and that is (X is Y; X, that is Y) are easily recognisable signal words giving definition clues.*
  - (2) *appositival clause constructions set off by commas, which, or, or dashes (X, Y; X – Y - ; X, which is Y,; X, or Y) are also physical recognisable clues.*
4. *Inference clues from discourse, which are usually not confined to one sentence:*
- (a) *Example clue, where the meaning for the word can be inferred from an example, often use physical clues such as i.e., e.g., and for example.*
  - (b) *Summary clues: from the sum of the information in a sentence or paragraph, the student can understand the word.*
  - (c) *Experience clues: the reader can get a meaning from a word by recalling a similar situation he has experienced and making the appropriate inference.*
5. *General aids, which usually do not help the student with specific meaning, narrow the possibilities. These include the function of the word in question, i.e. noun, adjective, etc. and the subject being discussed.*

(Kruse 1979: 209 cited in Nunan 1998: 121)

As Nation (2001) states the context refers to a particular situation in which the communication is taking place. Particular words and phrases can be more appropriate for a given communication context. Thus, learners need to have knowledge about the appropriateness of a word in a particular context in order to communicate successfully.

Honeyfield (1977, cited in Nunan, 1998: 122) also stresses the importance of context in the teaching of vocabulary. He states that even with a functional vocabulary of the three thousand most commonly used items in English, the learners will still not recognise around 20 per cent of the items they will encounter in an unsimplified text. The reason of the problem is that not teaching of the vocabulary in an authentic text. Therefore it is important to teach the meaning of unknown vocabulary from the context in which it occurs (rather than memorising long lists of words, or looking up unknown words in a dictionary which would make the reading process unbearably slow and tedious) He suggests the items below for helping learners develop their skills in inferring meaning from context:

- Cloze or gap exercises in which words are deleted from a text
- Words-in-context exercises in which learners encounter target vocabulary items in the meaningful context of a continuous text, and use the surrounding context to arrive at the meaning through focused discussion
- Context enrichment exercises take learners through several stages in which progressively more context is provided. They are designed to show learners how the more context one takes into account, the greater are the chances of guessing an unknown word.

(cited in Nunan: 1998: 122-123)

Graves and Rein, (1988: xi) support the use of context in the following extract from their introduction:

*“In deciding how to teach a vocabulary item, consider how you can get the meaning across most clearly and most quickly. Many new words can be understood through the context in which they appear or through the accompanying illustrations. Draw students’ attention to the aids wherever they exist. Concrete visual examples are usually best. If the student’s book does not provide relevant illustrations, use classroom realia, the clothes the students are wearing that day, mime, stick-figure drawings on the board, or pictures from a magazine or a picture dictionary such as the New Oxford Picture Dictionary. Where illustration is possible, use synonyms or paraphrased verbal explanations, provided you can keep your language simple. As you speak, write on the board to ensure that students follow your explanation. Certain vocabulary items are best understood in a larger context and may require that you act out a situation to convey meaning... Where there is no other efficient way to teach a vocabulary item, have students use a bilingual dictionary, or you or a student can offer a translation; but consider the use of native language a last resort. Dependence on bilingual dictionaries encourages students to see English in terms of their native language and to translate word for word. More seriously, it prevents them from relying on context and other clues essential to effective language learning.”*

(Graves and Rein, 1988: xi cited in Nunan, 1998: 127-128)

They summarize the importance of using context in an effective way. It can be said that to try to infer the meaning of a word from the context is more effective in terms of time. When the students are reading, looking up a dictionary for every unknown word may make the task so difficult and boring that the students lose interest in what they are reading. Sometimes, they can skip over a word they don’t

know because something else in the sentence (*context*) will give them a **general idea** of what it means.

## 2.8. Schema Theory

When we read a newspaper or a story, we use our previous knowledge as we approach the process of comprehension and we bring into action a range of receptive skills.

Harmer exemplifies this as the following:

*“If a British reader walks past a newspaper stand and sees headline ‘England in six-wicket collapse’ he or she will almost certainly guess that the England cricket team has been beaten in an international match. This guess will be based on the reader’s pre-existing knowledge of newspaper, their experience of how headlines are constructed, their understanding that wicket is a cricketing term, and their knowledge that England has not been doing well in the sport lately. If the reader then goes on to buy the newspaper he or she will use all this pre-existing knowledge to predict the relevant article’s contents both before and during the reading of it. However, a reader who did not have such pre-existing knowledge (because he or she did not know anything about cricket, for example), would find the reading task more difficult”*

(Harmer, 2001: 199)

As Harmer exemplifies, to understand a piece of discourse includes much more than just knowing a language. We need to have ‘*a pre-existing knowledge structure in memory* in order to make sense of any text’. (Yule, 1996: 85) Such knowledge is referred to as **schema** (plural **schemata**). When we come across particular words, contexts or discourse patterns, our schematic knowledge is activated and we make predictions about what we might expect to experience in a given context. Thus, if we recognise a text as coming from a novel, we will have expectations about the kind of text we are going to read. But if we recognise a piece of text as coming from an instruction manual, the expectations will be different. Knowing the type of a text we are dealing with allows us to predict the form it may take at the text, paragraph, and sentence level. (Harmer, 2001: 200)



As Nunan states that:

*“Schema theory suggests that the knowledge we carry around in our head is organized into interrelated patterns. These are constructed from our previous experience of the experiential world and guide us as we make sense of new experiences. They also enable us to make predictions about what we might expect to experience in a given context. Given the fact that discourse comprehension is a process of utilising linguistic cues and background knowledge to reconstruct meaning, these schemata are extremely important, particularly to second and foreign language learners.”*

(Nunan, 1998:68)

Shared schemata make communication effective. Without the right kind of pre-existing knowledge, communication breaks down. That is the problem for some foreign language learners who have different schemata to understand what they see or hear.

## **2.9. Top-down and bottom-up processes**

Two views are offered in literature to teach reading; the *bottom-up* model and the *top-down* model: As McDonough and Shaw (1993:89) explain:

*“The essential features of the bottom-up approach are that the reader tries to decode each individual letter encountered by matching it to the minimal units of meaning in the sound system (the phoneme) to arrive at a meaning of the text, whereas with the top-down approach, the interaction process between the reader and the text involves the reader in activating knowledge of the world, plus past experiences, expectations and intuitions, to arrive at a meaning of the text.”*

And Harmer exemplifies these two theories like this:

*“In metaphorical terms this can be likened to the difference between looking down on something from above – getting an overview - and, on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at the forest, or studying the individual trees within it... In top-down processing the reader get a general view of the reading passage. In bottom-up processing the reader focuses on individual words and phrases.”*

(Harmer, 2001:201)

According to Nuttall; the writer encodes a message which has to be decoded by the reader. The top-down model of reading comprehension regards the act of reading as a form of negotiation between writer and reader. She states that:

*“The encoder has a message in his mind (it may be an idea, a fact, a feeling, an argument etc.) which he wants somebody else to share. To make this possible he must first put it into words; that is, he must first encode it. Once it is encoded, in either spoken or written form, it is available outside his mind as a text. The text is accessible to the mind of another person who hears or reads it, i.e. who decodes the message it contains. Once it is decoded, the message enters the mind of the decoder and communication is achieved”.*

(Nuttall, 1982:4-5)

As Harmer proclaims that sometimes the individual details help us understand the text as a whole, sometimes it is overview that allows us to process the details. (Harmer, 2001: 201)

## **2.10 Types of Reading**

People read for several reasons. The process we go through when reading a newspaper is likely to be different from that we use when we are looking at an instruction manual to fix our cupboard. Our use of these different skills depends on what we are reading.

***Identifying the topic:*** With the help of the schemata, the readers are able to pick up the text very quickly and effectively and get an idea of what is being written.

***Predicting and guessing:*** Sometimes readers guess in order to understand what is being written, especially if they have first identified the topic. Sometimes they try to predict what is coming next and make assumptions or guess the content of the text as they try and apply their schemata to what is in front of them.

***Reading for general understanding:*** Reading for general comprehension means not stopping for every word, not analysing everything that the writer involves in the text. For this type of reading a term **skimming** is frequently used which means running one’s eyes over a text to get a quick idea of the gist of a text. (Harmer, 2001:202) The reader uses a top-down view for a general understanding of what the text is all about

***Reading for specific information:*** Reading for specific information means only concentrating on a particular item ignoring all the other information. This skill is frequently referred to as **scanning**. Scanning serves the important purpose of giving the reader a content preview.

***Reading for detailed information:*** As Harmer states that we sometimes read in order to understand everything we are reading in detail. He exemplifies this as follows:

*“This is usually the case with written instructions or directions, or with the description of scientific procedures; it happens when someone gives us their address and telephone number and we write down all the details.”*

(Harmer, 2001:202)

**Interpreting text:** With the shared schemata, readers are able to understand the literal meaning of words in a passage and using some clues, they understand what the writer is implying.

**Extensive and intensive reading:** If the readers are reading for pleasure and in a leisurely way, we can say that that kind of reading is extensive reading. On the other hand, if the readers are reading in a more concentrated, less relaxed way, especially for information, it is referred as intensive reading.

As Flesch & Lass (1996:105) state that we can not build a vocabulary without reading. We can not make friends if we never meet anybody and we can not build up a vocabulary if we never meet any new words. And to meet them we must read. The more we read, the more vocabulary we learn.

## **2.11. Historical background of using newspapers in EFL classrooms**

Newspapers have been used in class from time to time by most English teachers. But many have not done so often. Because EFL studies have regularly led on to the study of literature and teachers thought that ‘newspaper language’ was too difficult for foreign students. Until about the mid-1960s, using newspapers for getting information was very largely neglected in EFL classes. The main focus was on newspaper articles (to the neglect of other components like headlines and readers’ letters), generally within the strict context of reading comprehension.

Since the mid-1960s, ‘authentic materials have gained importance in EFL classrooms and newspapers have been used by students from the early stages in their learning process. Newspapers are extensively accepted as valid language-learning instruments, including not only articles but items like small ads, cartoons and comic strips, weather reports, all of which are seen and used by native speakers daily. Additionally, it has become obvious that language can be successfully taught and learned when it is studied in its cultural context. ‘Culture is used here in its wider sense; customs, values, thoughts, life-style of a nation. Newspapers bring the foreign culture into the classroom and communicate the value system of a country. Arthur Miller’s statement on this issue that ‘a good newspaper is, I suppose, a nation talking to itself’ (The Observer, 26 November 1961)

Mainly, newspapers are invaluable sources to language students and native speakers as carriers of news. But As Baddock states that there are other reasons for language students to use them while they are learning language:

*1: Language learning: newspapers contain a variety of text-types and these contextualized language styles all provide good materials for language practice. Often they are the teacher's and students' only source of new language.*

*2. Developing communicative skills: after deducing knowledge of the language features of different newspaper components, students can then use this knowledge in a range of communication activities, to exercise speaking, listening, reading and writing skills.*

*3. Cultural learning: photographs, advertisements, articles, cartoons, letters to the editor – all can be used to teach something about the psychology, habits and values of people in the foreign culture: how people live, what they wear, do and think and what issues they feel are important.*

*4. Interest and motivation: because newspapers contain so much variety and because they contain stimulating (often visual) material, they are interesting for students to work with.*

(Baddock, 1983:x)

Besides these reasons for using newspapers as a language leaning instrument, there is a further, perhaps more important reason: As Baddock mentions that 'students will need to use and understand newspapers if they ever have to study, work or live in the foreign country. The study of newspapers is, without doubt, for many language students an important and authentic practice task.

### **2.11.1. The Importance of using newspapers in the classroom**

There are a number of very strong arguments in favour of using newspapers in the language classroom.

#### **a) General educational value**

Newspapers give us information about what is happening in the world; as a result they extend our knowledge and deepen our understanding. For this reason, they are important for students for general educational value.

As Sanderson mentions that as language teachers, we are also educators. So we are responsible for the development and general education of our students, rather than merely the restrictive aim of improving their language skills.

#### **b) Cultural information**

Language and culture are inextricably linked, and newspapers reflect the culture of a given target community through the language they contain. As Sanderson states that

*“culture permeates language through references to the people, places, institutions, customs and traditions of that community. However, at a much deeper level, this is achieved through the cultural associations of words, and the shared experiences, knowledge, values, beliefs, emotions and attitudes that a writer assumes.”*

(Sanderson, 1999:2)

Thanks to these kind of information, newspapers are invaluable sources, and the more widely students read, the better their understanding of this socio-cultural meaning will be.

#### **c) Varieties of English**

Newspapers include a wide variety of text types and language styles which can not be easily found in conventional language-learning materials (e.g. course books) and it is important to become familiar with such language forms of students.

#### **d) Reader interest**

There are various subject matters in newspapers for every reader. This makes newspapers interesting and motivating for students to work with. Real-life events are reported in newspapers and this arouses their natural curiosity about the world around them.

### **e) Reading for pleasure**

With the help of the reading newspapers in the classroom, students discover their own tastes and interests. This makes the students more motivated to read of their own accord outside the classroom and as a result, this extends the students contact with English

According to Sanderson:

*“For countless people worldwide, reading newspapers is already an enjoyable and popular pastime. Newspaper-based activities in the language classroom become, for such people, simply an extension of this interest, and one which teachers can capitalise on. For others, who do not read newspapers in their own language, there is the parapedagogic benefit that working with English-language newspapers may even encourage them to do so.”*

(Sanderson, 1999:3)

### **f) Authentic materials**

Newspapers are an invaluable source of authentic materials. As Sanderson states that, ‘for many students, the ability to read and understand English-language newspapers for work purposes represents a very real and tangible goal to aim for.’ Peacock (1997:144) also claims that “authentic materials bring learners closer to the target language culture, making learning more enjoyable and therefore more motivating.”

### **g) Subject-specific materials**

There are a lot of subject-matters in newspapers such as law, business, tourism, political studies, catering, journalism (of course) and numerous other subjects. People learn through reading and reading about interesting new things helps motivation.

### **h) Teaching materials**

In most countries through the world, it is easy to find English-language newspapers and as Sanderson (1999:4) mentions that “there is a constant, on-going supply which is replenished with new content on daily basis. As such, they provide language teachers with a limitless supply of teaching materials”. Newspapers help teachers develop their students’ language skills. In addition, using a newspaper in the classroom improves student vocabulary skills, increases knowledge and encourages a positive attitude toward learning.

## **I) Lesson Planning**

Newspapers items vary in length from a short paragraph to a complete page. When selecting materials and planning lessons, this feature is helpful for teachers. E.g. the density of information, the complexity of the language, the subject-matter and content, the length of newspaper item(s), the lesson time available and the level of the students.

This feature is also helpful to students to measure and increase their reading tolerance.

### **2.11.2. Choosing Newspaper Materials**

In choosing newspaper materials, it is useful to ask some important questions:

*a.) Will my students find the materials interesting?* It is important to choose the suitable materials which our students find interesting to keep their motivation alive. It can be frustrating and boring to try to make them work with materials they do not like.

*b.) Are the materials appropriate for my students in terms of their existing knowledge?* If students' existing knowledge (e.g. cultural knowledge, general knowledge of the world, subject specific knowledge) and the concept of the materials are too different from each other, the students will soon become discouraged. It can be useful to choose materials which contain some information the students already know.

*c.) Are the materials appropriate for my students in terms of language level?* If the language is too difficult for the students, they will soon lose motivation. As Sanderson states that there are several options for teachers to consider:

- *Give your students adequate help and preparation to work with more challenging materials,*
- *Choose materials where the language level is suited to the level of your students,*
- *Choose tasks which are achievable by your students at their level.*

(Sanderson, 1999: 8)

*d.) Should I use only materials from today's newspapers?* It is not always practical to use the news of the day from the teacher's point of view. Lessons take time to prepare and news can date quickly. The materials which are prepared by the teacher can be used over and over again. Therefore, teachers have to avoid using items which include dates or the names of well-known personalities or topical events.

The factors above all interrelate, and it is a compromise decision to select the suitable newspaper materials.

### **2.11.3. Language Difficulty in Newspapers**

Many teachers think that the language of newspapers is too difficult for Intermediate students to cope with. Therefore they avoid using newspapers with such students. It is true, of course, that the language of newspapers is not graded. However, even if using newspaper materials at early stages of learning appears to be difficult, teachers should be aware of the importance of using newspapers at these early stages of learning.

Perhaps, the language difficulty is the main reason why so many teachers do not use newspapers until the students reach an Advanced level of English. But there are several ways to make newspaper materials more accessible to Intermediate students.

If materials are selected only on the basis of their linguistic complexity, there are some risks:

1. Students often want to read difficult materials, because they find them interesting to read, and they continue to read because they find them enjoyable. Teachers should judge not only linguistic difficulty of materials but also how to motivate their students to read these kinds of materials. It should not be forgotten that motivation is a key factor in successful reading.

2. Teachers can sometimes choose low-level materials which do not challenge students adequately. But to cope successfully with difficult materials can be extremely rewarding and encouraging for students. So we should not deny students this success.



3. Students are able to understand language at higher level than they are able to produce. So teachers should select the materials not for students' level of language production but their level of comprehension.

4. Teachers can select bland materials thinking that the vocabulary and grammar is controlled. But as Sanderson (1999:13) states that this denies students the opportunity of a positive learning experience using stimulating materials.

#### **2.11.4. Making Newspaper Materials Accessible to Intermediate Students**

There are four ways to use newspaper materials with Intermediate students:

1. pre-activity preparation;
2. careful selection of materials;
3. careful design of task;
4. recycling materials.

##### **2.11.4.1. Pre-activity preparation**

This involves familiarising students with the content of materials and preparing them for any difficult language, before they read them. This can make students feel confident and cope with the difficult materials in a better way.

As Sanderson (1999:14) explains in his book "Using Newspapers in the Classroom", there is a list below about pre-activity preparation techniques:

1. The materials can be given before the lesson and the teacher can ask students to look up any problem vocabulary for homework.
2. The teacher can explain any key vocabulary in the materials by using different techniques (such as; demonstration, drawing, pictures, giving synonyms and antonyms, etc).
3. The teacher can summarise the newspaper item.
4. It can be talked about the general theme or topic of the newspaper item.
5. The teacher can ask students to brainstorm everything they know about the subject of the newspaper item.

6. The teacher can let students read a newspaper report, watch a video news report, or listen to a radio broadcast in their own language before they read the English-language version.

7. Before students read a newspaper item, the teacher can tell the headline or title, and show them photograph and illustration about the subject.

8. Before reading, the teacher can write on the board and explain key vocabulary from the newspaper item, and ask students to predict the story-line.

As Sanderson states:

*“Encourage your students to go for the overall meaning of a text, rather than trying to understand every word. This will, of course, depend on the nature of the task involved. And generally encourage your students to bring to their reading their own world knowledge and their expectations of the text content and genre (‘top-down’ processes). Too often, students approach reading with no expectations, and try to extract meaning only through word-by-word decoding of the text itself (‘bottom up’ processes). It is generally agreed that successful reading involves a combination of both processes.”*

(Sanderson, 1999: 14)

#### **2.11.4.2. Careful Selection of Materials**

As Nunan (1989 cited in Sanderson, 1999:15) explains, the degree of the difficulty of a text is affected by a number of factors. These include *the grammatical complexity of the text, the density of information, the degree of information recycling, the amount of low-frequency vocabulary, the explicitness of the information, the discourse structure, and whether or not information is presented in chronological order*. All this applies equally to newspaper materials.

It is important to remember that, all newspaper materials are not difficult. On the contrary, some of them, especially News in Brief articles, are easier than others. They can easily be achieved.

For many students, to read a long and perhaps complicated article can be tiring and discouraging. The longer the article the teacher use, the greater will be the risk to make the text inaccessible to Intermediate students. For this reason, the use of short newspaper items will be more effective for understanding of them.

### 2.11.4.3. Careful Design of Task

‘Grade the task – not the material’ is a well-known maxim in language teaching. (Sanderson, 1999: 15) If the task we set is suited to the students’ level and demands, they can work with difficult texts. It may be helpful to consider a few reading tasks:

- a) *Students circle or underline all the words they understand in the text.*
- b) *Students circle or underline all the words in a text connected with a particular topic.*
- c) *Students skim a text to identify the general subject-matter, e.g. sport, business, crime or politics.*
- d) *Students scan a text to answer specific information questions (e.g. Yes/No questions and Wh-questions) to retrieve factual details from the text.*

(Sanderson, 1999: 16)

### 2.11.4.4. Recycling Materials

The use of the materials we have used for one activity, but using them again for another activity, makes newspapers accessible to Intermediate students. The teacher can use the materials for different activities in different ways and this gives students a new and fresh point of entry to materials, which they may formerly have found difficult. These materials help deepen students’ understanding of the language they contain, and this can increase their confidence in working with them.

### 2.11.5. Explaining the Parts of Newspaper

a.) *The front page*; whenever you see a newspaper, it is usually the front page which you see first. There are some features of the front page below:

- The front page is a précis of the whole newspaper. It often summarizes the main stories to be found on the inside pages.
- The table of contents, which gives page numbers, and sometimes summaries, of main items on the other pages, is a guide of the whole newspaper.
- There are big headlines, main stories and pictures on the front page and they often constitute the most dramatic and interesting news of the whole newspaper.
- There are a lot of cultural information about the interests and values of the reading public on the front page news, advertisements and pictures.

- The page often carries a balance of local, national and international news.
- Cartoons or comics rarely appear.

*b.) Headlines;* The headline is a unique type of text. It should attract the reader to the story with a minimum number of words. There are some features of headline below:

- The teachers can use headlines for a wide range of skills, such as writing or pronunciation.
- The teachers need to be able to interpret headlines. If a person cannot browse through newspapers, he cannot choose what to read, skim or ignore.
- There are lexical, structural and stylistic differences between headlines and other written forms.

Newspapers are intended only for the day they are delivering the news. The headlines give the reader the overall picture of the current news. They can lose importance for some readers when they get out-of-date.

*c.) The vocabulary of the headline writer:* Headline writers use a special vocabulary; short, attention-getting and effective to use space economically. Many of the words that are ‘typical’ of the headline are generally rarely found outside this particular text type. The headline writer has a range of linguistic devices available to create headlines that will attract the reader’s interest.

As Reah mentions that (1998: 16-17) headline writers use a range of language devices to make their headlines memorable and striking such as:

*Word and meaning:* The headlines can play on the potential for ambiguity that can exist in the relationship between word and meaning.

*Intertextuality:* Any culture will have a range of familiar phrases and sayings, and in the case of our particular culture, many of these come from popular songs, cook titles, etc. headline writers often make reference to these.

*Phonology:* Though headlines are written to be read, not spoken, a very common way of making headlines memorable is to use the reader’s awareness of sound. E.g. alliteration, rhyme, homophone etc.

*Loaded words:* In order to make headlines attract the attention of the reader, headline writers may select words that carry particularly strong **connotations**, that is, carry an emotional loading beyond their literal meaning.

**d.) Articles:** A newspaper has only one definitive aim: to convey news. Every day, countless people spend time to read the commentaries on the news known as ‘editorials’. Many language students also read newspapers to get information about current affairs in the foreign culture.

As Baddock states that (1984: 27) reading the news should be an important part of English-language learning experience, it will be useful for the students to:

- *study the grammatical techniques of journalists in order to improve their reading ability. This can lead to other skills too. For example, editorials (which present a point of view in a few paragraphs) are suitable models for essay writing; studying different articles about the same event will improve the students knowledge of style, and so on;*
- *browse frequently through English newspaper articles. This is sure way to expand the students’ vocabulary;*
- *learn as much as the students can about British and American life and thought by studying the news and editorials. For example; if you compare the ways an international news items is presented in English newspapers and in your home country, you can learn a lot about the attitudes, priorities and values that people have;*
- *become interested in reading news and comment. There is fascinating variety in the articles and editorials of most newspapers. Even if the students cannot understand the main point, they can get into the habit of seeking out the main points.*

**e.) Letters:** The only parts of a newspaper which are written by ordinary people from a variety of social and educational backgrounds are letters.

There are some ways in which these letters are useful to the students:

- The letters themselves come in a variety of different styles because letter-writers come from a variety of different backgrounds.
- Teachers can use letters for different activities such as reading comprehension, speaking practice, note-taking, and discussion.
- The letters are often good models for English letter-writing: for example, requests, applications, complaints, suggestions.
- it is an authentic way to learn thought and opinions.

**f.) Cartoons, Comic Strips and Pictures:** As Boddock (1984: 74) states that ‘Laughter’, it is said, ‘makes the world go round’, and so cartoons and comic strips have an automatic appeal for many people.’ For many students, it is more interesting using photographs and pictures in language work than using words alone.

According to Baddock (1984: 74) there are other reasons why cartoons, comic strips and pictures can be useful for language students:

- *Cartoons and comic strips are rich in word play, double meanings and idiomatic expressions. They often present idiomatic language in striking, memorable ways. The dialogue of cartoons and comic strips is reinforced by simple, clear line drawings, so the language items are frequently easy to grasp. Such visuals connect together words and ideas and so reduce the students’ temptation to translate into their native language and their need to use dictionary.*
- *These combinations of words and pictures often reveal facts about the culture: school and family relationships, gestures, patterns of behaviour, etc. A cartoon or a comic strip is usually ‘a slice of life’, involving the thoughts, words and actions of people. It provides a way of acquiring insight into the psychology of people. It also helps students to acquire the sense of humour of the people-an important step in the mastering of a foreign language.*
- *Photographs and pictures are perhaps even more valuable communicators of culture. Newspaper photographs can describe for the students what no amount of words can: the appearance of people, their hairstyles and clothes, their homes, workplaces and environments, their cars, buses and road signs, their telephone-boxes and back gardens-even the smallest details do not escape the camera’s eye.*
- *Pictures which contain no language are good bases for ‘free’ language activities, such as discussion, narration and creative writing. In fact, pictures-and cartoons and comic strips too-are good starting-points for a range of communicative activities, such as role-play and discussion.*

**g.) Classified Advertisements and Short Features:** There are a large quantity of job changes, business and personal information in classified columns of local, regional and national newspapers. Many people buy newspapers for only checking the opportunities in the ‘small ads’. But why the language students, be interested in these, the smallest items in the whole newspaper? As Baddock (1984: 98) mentions:

- *First, and the most important, the ‘classified ads’ is probably the section the students will most need if they ever live, work or study in an English-speaking country. If they want to buy or sell something, look for a job, hire a motor car or get an apartment, they need to learn to use the classifieds.*
- *The classifieds contain important expressions and abbreviations which the language learner need to know.*
- *Being short and condensed, classified ads can be used for a variety of activities which will develop their communicative activities.*
- *As interesting, sometimes fascinating and amusing examples of authentic language, classified ads give the students an insight into values, needs and attitudes.*

Besides classified ads, by means of a newspaper, the students can check tomorrow’s weather forecast, work on a crossword, study the job announcements, read their horoscope or choose a good place to eat out. One of the first things the students will have to do if they go to Great Britain or the United States to work or to study is to find somewhere to live. The ‘Accommodation’ ads of local papers will be one of the first types of written English they will need to use.

In this study, we used articles to improve students’ vocabulary knowledge. But the other parts of newspapers can be used in another study.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

The purpose of the present study is to find out if newspapers are effective in terms of improving students' vocabulary recognition. Therefore, it was examined the difference between a group of students taught vocabulary through newspaper articles and another group taught vocabulary through translation technique.

Accordingly, this research tested the following two hypotheses:

*Hypothesis 1:* The students whose teachers use newspapers will score considerably higher on the post-test than the students whose teachers do not use newspapers.

*Hypothesis 2:* The students whose teachers use newspapers will score considerably higher on the retention test than the students whose teachers do not use newspapers.

Consequently, this chapter describes the research design, subjects, materials, and the data collection procedure.

#### **3.2. Research Design**

An experimental and a control group were formed in order to test the hypotheses of the research study. There were fifteen students in each group at intermediate level. Before the experiment, a pre-test was given to both the experimental and the control group to determine which words they knew and which words they didn't know. The pre-test included forty vocabulary questions in the form of a multiple choice test with five options.

Treatment materials were carried out in five sessions (one hour = 45 minutes a day) in two weeks, giving one day break between each session in a week. In each session, the experimental group read a newspaper article, each of which included eight target vocabulary items. In contrast, a translation sheet, including eight isolated sentences, was given to the control group, each of which covered the same set of target vocabulary items. The same teacher conducted the teaching process, the research herself.



After the teaching process, the same pre-test was given as a post test to the experimental and the control group. The analysis of the post-test results was used to verify the first hypothesis of this quasi-experimental study. A retention test was implemented fifteen days after the post-test in order to test the second hypothesis.

Table 3.1. displays this research design:

Table 3.1. Experimental Design

	Pre-test	Sessions	Post-test	Retention Test
Experimental Group	-Vocabulary test -40 vocabulary questions	- Each session: 1 newspaper article -8 words	-Vocabulary test -40 vocabulary questions	-Vocabulary test -40 vocabulary questions
Control Group	-Vocabulary test -40 vocabulary questions	- Each session: 1 translation sheet -8 words	-Vocabulary test -40 vocabulary questions	-Vocabulary test -40 vocabulary questions

According to this research design, the same vocabulary test was used as the pre-test, post-test and retention test. Additionally, the total number of the new vocabulary items introduced was forty for each group.

### 3.3. Subjects

This study involves thirty students at the School of Foreign Languages (SOFL) at Selçuk University. Students are obliged to study general English for one year before they start their departments. At the beginning of the term, students take a placement test and are placed at proficiency levels based on their performance on this test. As a result of which some of the students are exempt from intensive English preparatory program but some of the students which fail are classified according to the results of the placement test. There are two proficiency levels in the preparatory class program, *elementary* and *pre-intermediate* and three main lessons; *grammar*, *listening and speaking*, *reading and writing*. In addition, students are required to take twenty-five hours of English a week. The course book the students of SOFL follow is *New Opportunities*.

Two groups were used in the study, and the groups were classified according to the results of the Placement Test that was administered at the beginning of the 2006-

2007 academic year. The study started at the beginning of the second term. Therefore, the subjects were at intermediate level after having studied in the first term *Longman Opportunities* course book and *Password 2* for reading skills development.

The researcher conducted the study herself on the two classes at the School of Foreign Languages, 1 HA 11 (experimental group) and 1 HA 9 (control group). In both groups fifteen students took part. The ages of the students in both groups ranged between 18 and 19, with similar social and educational backgrounds.

### **3.4. Materials**

As seen in Table 1 research design, the materials used in this study were a pre-test, post-test, retention test, five newspaper articles and five translation sheets.

The multiple choice vocabulary test, which was used as pre-test, post-test and retention test throughout the study, involved forty vocabulary questions including the target vocabulary items (see Appendix A). These vocabulary items were selected from the newspaper articles according to the students' levels and they included only content words.

The materials used with the experimental group were five newspaper articles. These articles were selected according to the criteria explained in part "choosing newspaper materials". The articles include 'Back From the Dead', 'Koreans Succeed in Cloning Human Embryos', 'Global Warming Threatens to Kill off a Million Species', 'Doctor Who Identified SARS Becomes Its Victim', 'Drowning in Money'. The articles were taken from *The Guardian Weekly*.

'Back From the Dead' is about a deadly flu virus which killed millions of people around the world and the fear of researchers in case of the recreation and use of the virus as a biological weapon.

'Koreans Succeed in Cloning Human Embryos' is about cloning human embryos in order to open the way for once-undreamed of treatments for long-term diseases and grow entire organs and the opposition of some environments because of the thought of arriving the human cloning age.

'Global Warming Threatens to Kill off a Million Species' is about the effects of climate change on a million of animals and plants which will become extinct in

some decades because of the global warming and if mankind continues to burn oil, coal and gas at the current rate, up to one third of all life forms will be become extinct by 2050.

‘Doctor Who Identified SARS Becomes Its Victim’ is about a deadly virus, SARS, which has killed hundreds and infected thousands of people and the doctor who first identified the deadly virus died from it himself. And the article gives information about the SARS virus in general.

‘Drowning in Money’ is about a group of people who lives in Tuvalu, a tiny state comprising nine islands, which was once the third poorest state in the world but later suddenly became rich. However, their country will disappear in a short time because of the global warming and there is no country which accepts their immigration.

Five translation sheets, each of which included eight isolated sentences covering the target vocabulary items, were given to the control group. And the students who use mother tongue in all sessions in the control group were expected to translate the sentences with the help of the teacher.

Finally, it is worth mentioning that all the materials were prepared and applied by the researcher herself.

### **3.5. Data Collection Procedure**

As it is mentioned before, the aim of this study is to find out the effects of newspapers on vocabulary recognition and retention. In order to analyse this, we used two vocabulary teaching techniques, newspaper articles and translation. For this reason, we formed two groups, an experimental group and a control group.

The experiment was implemented at Selçuk University, SOFL in the second term of the 2006-2007 academic year. Before applying the experiment, five newspaper articles were selected according to the criteria explained in part “choosing newspaper materials” Within these articles, forty target vocabulary items were selected and a multiple choice vocabulary test consisting of 80 questions (2 questions for each vocabulary item) with five options was formed. The test was piloted to forty-five prep-class students at Selçuk University, School of Foreign Languages. According to the results of the reliability test, one question was selected for each

vocabulary item and a test consisting of 40 questions was formed. An internal consistency estimate of reliability computed for the vocabulary test with Cronbach's coefficient alpha was 0.79. And the test was used as a pre-test, post-test and retention test during the study. And only the recognition aspect was taken into consideration rather than production.

The pre-test was applied by the researcher on the twenty-ninth of March. The duration of the pre-test was thirty minutes. The aim of the pre-test was to determine the students' passive knowledge of the target vocabulary items. It also formed baselines for the results of the post-test.

The teaching process had five sessions for both the experimental and the control group. And the experiment was carried out in two weeks, giving one day break between each session in a week; the first session was carried out on the second, the second on the fourth, the third on the sixth, the fourth on the ninth and finally the last on the eleventh of April. The duration of each session was 45 minutes. And each session covered the same sets of vocabulary items for each groups.

The post-test was applied one day after the conclusion of the teaching process on the twelfth of April. The aim of the post-test was to verify the first hypothesis of the study. Lastly, the retention test was applied two weeks after the post-test on the twenty-sixth of April. The aim of this test was to test the second hypothesis of the study.

### **3.6. The Experimental Group**

The experimental group had five sessions during the teaching process. In each session, the researcher taught eight target vocabulary items through newspaper articles.

On the first session, the teacher presented the article 'Back from the Dead' in three stages; pre-reading, while-reading, post-reading activities.

In pre-reading stage, the teacher asked some warm-up questions about the article in order to create a need and motivation

After the pre-reading stage, while-reading stage started. In this part, the teacher read the article once in order to show the pronunciation of the words and asked the

students read the article silently and try to understand what the main idea of the article was.

In post-reading stage, the teacher firstly presented the meaning of words from the article through the techniques such as definitions, synonyms, antonyms, etc. After that, the teacher asked the students to fill in the blanks in sentences where the vocabulary items in the article were used in different contexts. By doing this, the teacher could check the vocabulary comprehension and the students had the chance of practising the target vocabulary items which had just been presented. The aim of this stage is to make students use the vocabulary items.

The lesson plan above was also applied to the other four newspaper articles in different sessions. In the second lesson the teacher presented the article 'Koreans Succeed in Cloning Human Embryos'. In the third session, the article 'Global Warming Threatens to Kill off a Million Species' was presented, In the fourth session 'Doctor Who Identified SARS Becomes Its Victim' was presented. Lastly, 'Drowning in Money' was presented.

### **3.7. The Control Group**

As mentioned before, the control group also had five sessions during the teaching process. Additionally, these sessions were implemented on the same dates and period of time as in the experimental group.

In each session, the researcher taught eight vocabulary items in isolated sentences, as the regular class teacher in charge of reading-writing course, through one translation sheet. The teacher used only the mother tongue in each session. On the first session, the teacher distributed the translation sheet. The students read the first sentence and the teacher translated and explained the target vocabulary item. Therefore, the teacher conveyed the meaning of the vocabulary item in the mother tongue and students translated the sentence and wrote it down. Then, the teacher asked for alternative translations and then read the sentence herself in order to show the pronunciation of the words. The same procedure was applied to the rest of the sentences. At the end of the lesson, the teacher collected the translation sheet. The same procedure was also applied in the other sessions.

## CHAPTER IV

### RESULTS

#### 4.1. Introduction

As stated before, the present study aimed to find out if newspapers were effective in terms of improving students' vocabulary recognition. With this purpose, the following two hypotheses were tested in the present study:

*Hypothesis 1:* The students whose teachers use newspapers will score considerably higher on the post-test than the students whose teachers do not use newspapers.

*Hypothesis 2:* The students whose teachers use newspapers will score considerably higher on the retention test than the students whose teachers do not use newspapers.

The quantitative data processed in order to explore the effectiveness of newspapers on vocabulary learning was gathered through the vocabulary pre-test, which was implemented before the study, post-test, which was implemented immediately after the study and retention test, implemented two weeks after the study.

#### 4.2. Data Analysis Procedure

First, the scores of a recent progress test which was given to the students at the School of Foreign Languages was received from the instructors in order to examine the potential influence of prior knowledge of English on group equivalency.

Then, the number of the correct answers for the vocabulary pre-test was calculated. Since the vocabulary pre-test consisted of forty questions, each correct answer was given '1' point. Therefore, the maximum score on the researcher-developed pre-test would be 40 points. The post-test and the retention test were also graded in the same way since they included the same multiple choice vocabulary test. After getting raw scores, the means and standard deviations for both groups on the pre-test, post-test and retention test were calculated.

The scores obtained from the progress test, vocabulary pre-test, vocabulary post-test and the vocabulary retention test by the two groups were compared by the implementation of two non-parametric tests; Mann- Whitney U Test, which is appropriate to the case of two independent samples of observations measured at least

at an ordinal level, and Wilcoxon Signed-rank Test, which is a non-parametric test for the case of two related samples or repeated measurements on a single sample.

All the results were compared at the ‘0, 05’ level of significance, as is common in language studies of this type and proportion. It should be noted that two different types of software were used for the data analysis; SPSS (Statistical Package for Social Sciences), version 13.00 and Selcuk Stat 1.09, and the results were compared in order to eliminate possible errors.

### 4.3. Results of the Study

#### 4.3.1 Analyses of Group Equivalencies

To examine the potential influence of prior knowledge of English on group equivalency, the two groups who took part in the study were first compared according to their language levels. The participants were selected from the two classes at the School of Foreign Languages at Selcuk University. They all had started studying English in October 2006 and were placed in their respective classes according to their levels of English.

At the time of the research study, the results of a progress test had just been announced. As it can be seen in Table 4.1, the mean scores of the progress test were 68.4 and 67.13 respectively.

A Mann-Whitney U test analysis (Table 4.1) of the progress test scores of the participants was computed, the z value being -0.415 at the 0.05 level of significance. (The alpha level has been set at 0.05, as is common in language studies of this type and proportion). The results of the Mann-Whitney U test showed that there was no significant difference between the two groups ( $P > 0.05$ ) regarding their language levels prior to the study.

Table 4.1

Mann Whitney U Analysis for the Progress Test Scores

<b>GROUPS</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Mann Whitney U -Z-</b>	<b>-p-</b>
EXPERIMENTAL	15	68.4	10.989	-0.415	0.678
CONTROL	15	67.13	10.346		

It is worth noting here that the progress test included grammar, vocabulary, reading, writing, listening and speaking sections. However, since the study aimed at investigating the students' vocabulary recognition ability, it was necessary to implement a vocabulary recognition pre-test to determine whether the three treatment groups were equivalent at the beginning of the study and to determine the variation between the groups.

#### 4.3.2 Pre-test Results

The vocabulary pre-test, which consisted of 40 multiple choice vocabulary questions, was administered to the both groups on the same day. The raw pre-test scores of the experimental and the control group were used to calculate the means and the standard deviations of the groups. Table 4.2 displays the results of the Mann Whitney U analysis for the pre-test scores.

Table 4.2

Mann Whitney U Analysis for the Vocabulary Pre-test Scores

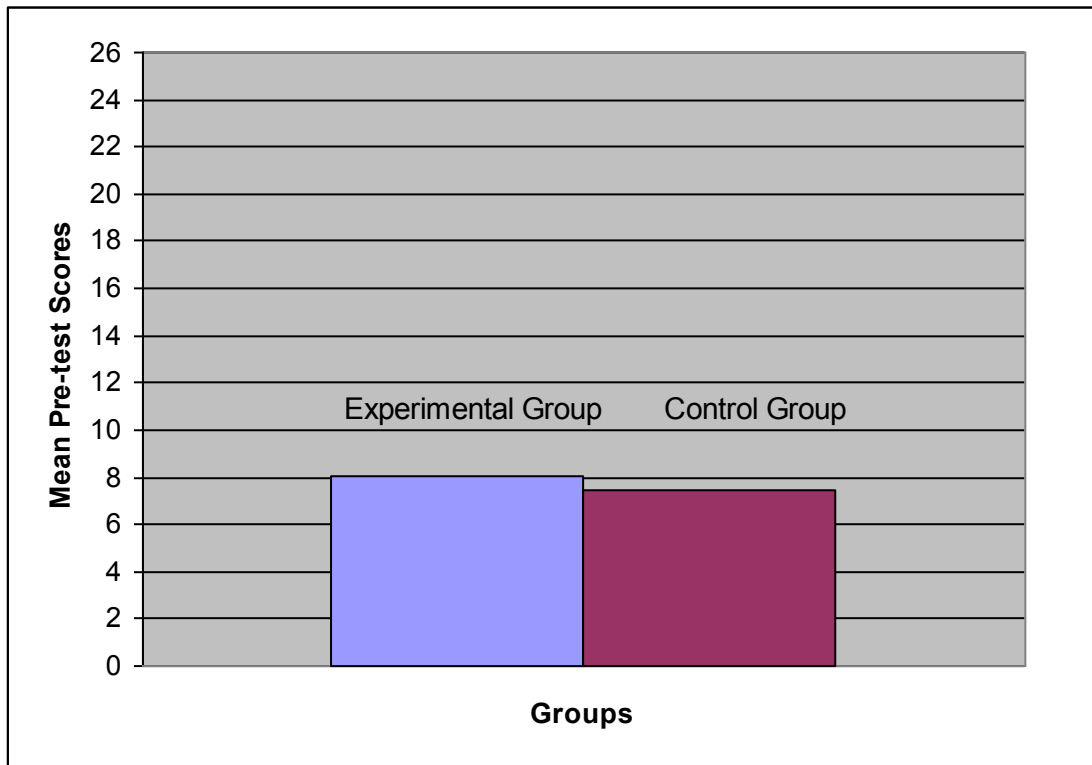
<b>GROUPS</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Mann Whitney U -Z-</b>	<b>-p-</b>
EXPERIMENTAL	15	8.067	2.293	-0.669	0.503
CONTROL	15	7.467	2.125		

According to Table 4.2, the average scores of the experimental group were calculated as  $8.067 \pm 2.293$ , the control group as  $7.467 \pm 2.125$ . A Mann-Whitney U test analysis of the pretest for the experimental and control group was computed, the z value being -0.669 at the 0.05 level of significance. This shows that there was no significant difference between the experimental and the control group ( $P > 0.05$ ). Figure 4.1 also illustrates the equivalence of the two groups in terms of their vocabulary levels. The Standard deviations of the two groups for the pre- test (2.293 and 2.125) also show the close equivalence of the members of the two groups regarding their vocabulary levels.



Figure 4.1.

Comparison of the Experimental and the Control Group for the Pre-test Results



#### 4.3.3 Post-test Results

The post-test was administered to the same groups after the vocabulary teaching process in order to compare the groups' improvement in their passive vocabulary knowledge. The pre-test and post-test results were compared within both groups in order to observe the short term effectiveness of the process by using Wilcoxon Test.

Table 4.3

Comparison of the Pre-test with Post-test Results within the Control Group

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Wilcoxon -Z-</b>	<b>-p-</b>
PRE-TEST	15	7.467	2.125	-3.413	0.001
POST-TEST	15	15.667	3.239		

The results of the Wilcoxon Test, according to Table 4.3, revealed a significant difference within the control group ( $z = -3.413$ ,  $p = 0.001$ ). In other words, the subjects in the control group improved in terms of vocabulary recognition.

Table 4.4

Comparison of the Pre-test with Post-test Results within the Experimental Group

<b>THE EXPERIMENTAL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Wilcoxon -Z-</b>	<b>-p-</b>
PRE-TEST	15	8.067	2.294	-3.415	0.001
POST-TEST	15	23.6	4.601		

The results of the Wilcoxon test implemented on the pre-test and the post-test scores of the experimental group also showed a significant difference between the results of the tests ( $z = -3.415$ ,  $p = 0.001$ ). In other words, the experimental group increased their vocabulary knowledge on the post-test as well.

As the Wilcoxon tests implemented on the pre-test and the post-test scores of the two groups revealed a significant improvement for both of the groups, a Mann-Whitney U test was implemented in order to compare both groups' improvement on the post-test in order to explore the differences between them.

Table 4.5

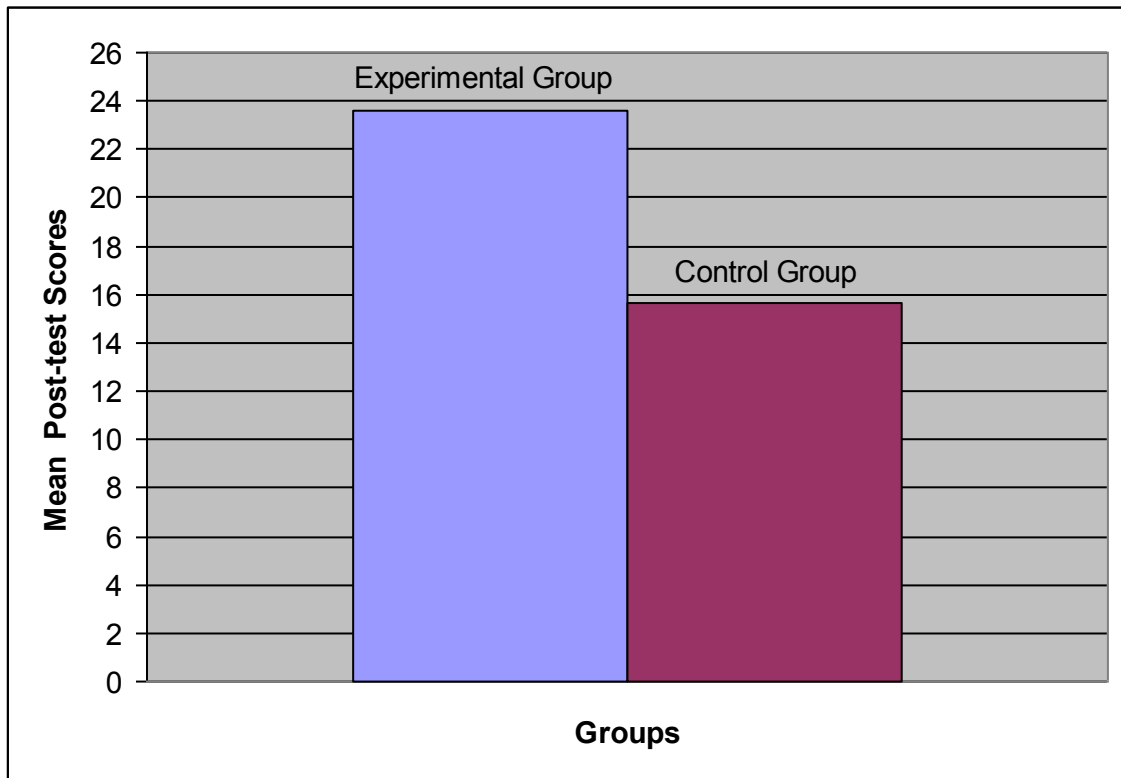
Comparison of the Experimental and the Control Group for the Post-Test Results

<b>GROUPS</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Mann Whitney U -Z-</b>	<b>-p-</b>
EXPERIMENTAL	15	23.6	4.601	-3.804	0.0001
CONTROL	15	15.667	3.239		

As it can be seen in Table 4.5, the average post-test scores of the experimental group were calculated as  $23.6 \pm 4.601$ , the control group as  $15.667 \pm 3.239$ . A Mann-Whitney U test implemented on the post-test scores of the experimental and the control groups showed a significant difference between the groups ( $z = -3.804$ ,  $p = 0.0001$ ). This showed that although both groups improved, the experimental group scored significantly higher than the control group. Figure 4.2 displays the mean post-test scores of both groups.

Figure 4.2.

Comparison of the Experimental and the Control Group for the Post-test Results



Consequently, the results presented above failed to reject Hypothesis 1: The students whose teachers use newspapers will score considerably higher on the post-test than the students whose teachers do not use newspapers. Therefore, the first hypothesis of the study was verified.

**4.3.4. Retention Test (Delayed Post-test) Results**

Two weeks after the immediate post-test, a retention test (delayed post-test) was administered to both groups in order to find out the data necessary for testing the second hypothesis of the study. Firstly, pre-test and retention test results were compared within both groups using Wilcoxon Test. The statistical results are presented as follows:

Table 4.6

Comparison of the Pre-test and the Retention test Results within the Control Group

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Wilcoxon -Z-</b>	<b>-p-</b>
PRE-TEST	15	7.467	2.125	-3.435	0.001
RETENTION TEST	15	11.467	3.074		

The results of the Wilcoxon test conducted on the pre-test and the retention test scores of the control group revealed a significant difference within the group ( $z = -3.435$ ,  $p = 0.001$ ). A significant increase was observed in the scores of the control group from the pre-test to the retention test.

As it can be seen in Table 4.7, a Wilcoxon test conducted on the pre-test and the retention test scores of the experimental group also revealed a significant improvement within the group ( $z = -3.413$ ,  $p = 0.001$ ). In other words, the experimental group also increased their vocabulary knowledge on the delayed post-test scores when compared with their pre-test results.

Table 4.7

Comparison of the Pre-test and the Retention test Results within the Experimental Group

<b>THE EXPERIMENTAL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Wilcoxon -Z-</b>	<b>-p-</b>
PRE-TEST	15	8.067	2.294	-3.413	0.001
RETENTION TEST	15	18.867	3.827		

The data presented in Tables 4.6 and 4.7 shows that both the control group and the experimental group showed a significant improvement from the pre-test to the delayed post-test. However, a Mann-Whitney U test conducted on the scores of the retention tests of both groups revealed a significant difference between the two groups ( $z = -4.201$ ,  $p = 0.0001$ ).

Table 4.8

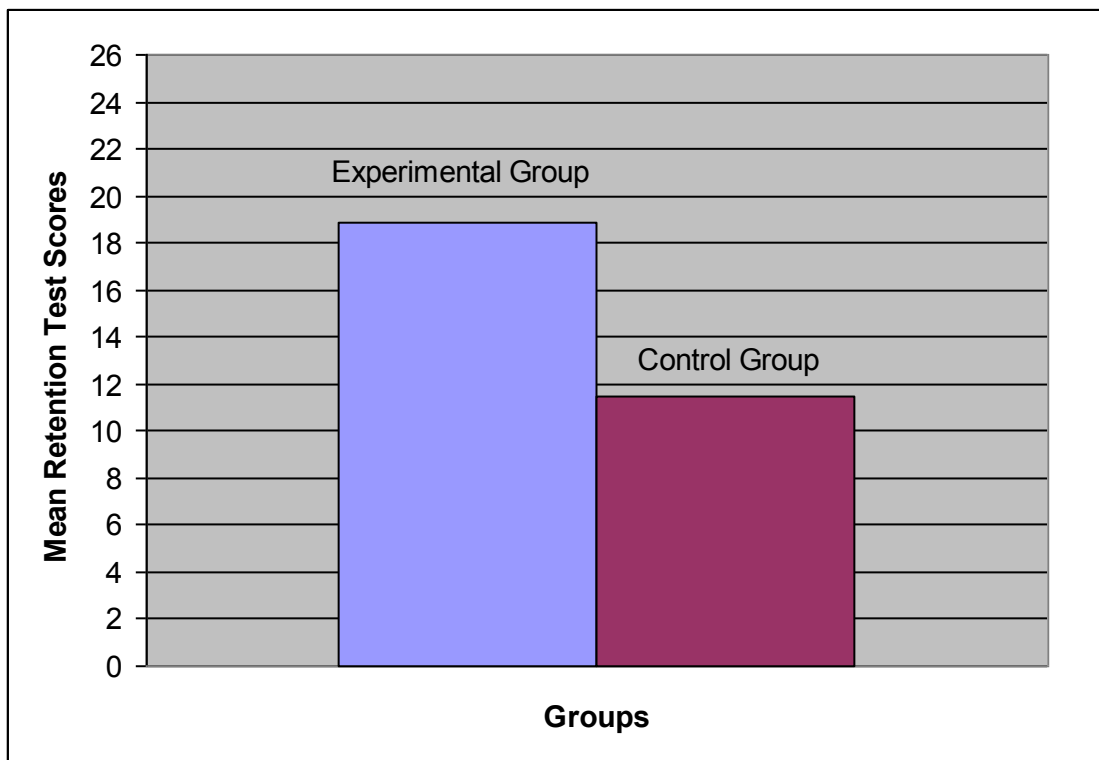
Comparison of the Experimental and the Control Group for the Retention Test Results

<b>GROUPS</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Mann Whitney U -Z-</b>	<b>-p-</b>
EXPERIMENTAL	15	18.867	3.827	-4.201	0.0001
CONTROL	15	11.467	3.074		

As it can be seen in Table 4.8, the mean retention test scores and the results of the Mann-Whitney U test showed that the experimental group scored significantly higher than the control group in the retention test. The results are also illustrated in Figure 4.3.

Figure 4.3

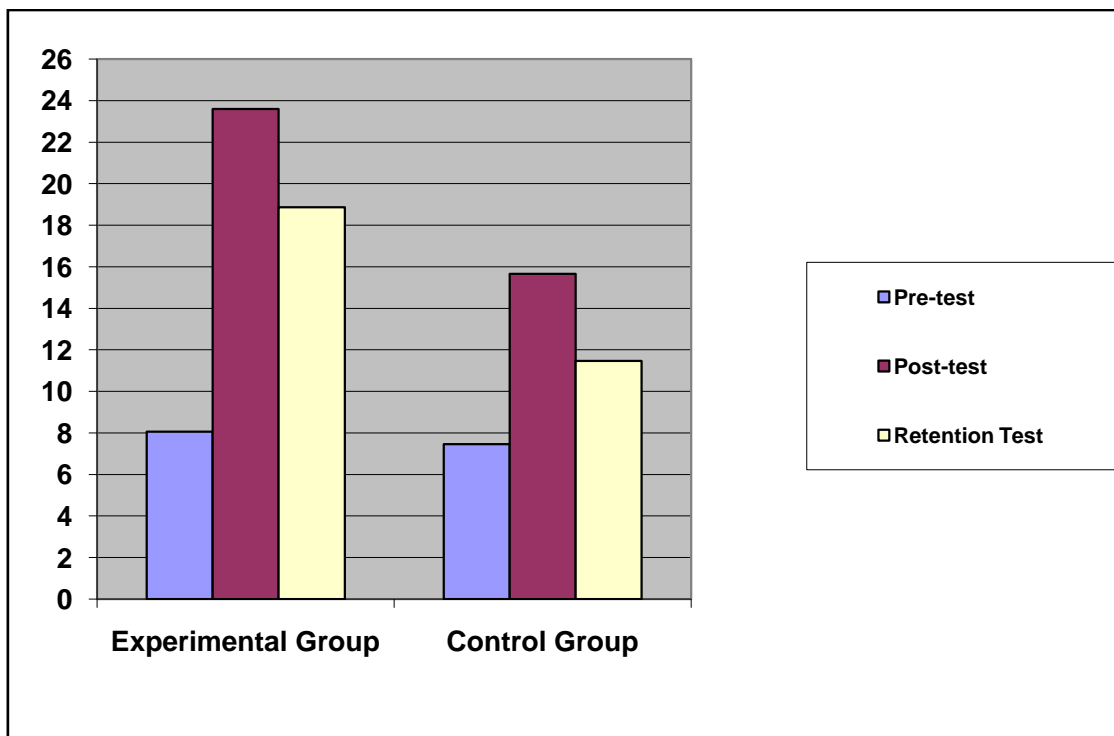
Comparison of the Experimental and the Control Group for the Retention Test Results



Consequently, the results presented above failed to reject *Hypothesis 2*: The students whose teachers use newspapers will score considerably higher on the retention test than the students whose teachers do not use newspapers. Therefore, the second hypothesis of the study was verified.

Finally, the mean pre-test, post-test, and retention test scores of the experimental and the control group are summarized in Figure 4.4.

Figure 4.4  
Summary of the Pre-test, Post-test and Retention test Results



## CHAPTER V

### CONCLUSIONS

#### 5.1. Introduction

The purpose of this study is to explore the effects of using newspapers on vocabulary recognition and retention of preparatory class young adult students. In this chapter, the results of the experimental study will be analysed. This will be followed by a brief description of the pedagogical implications and suggestions for further studies. Finally, concluding remarks on the findings of the study will be presented.

#### 5.2. Discussion

This study investigated the effects of using newspapers in terms of improving students' vocabulary recognition. Therefore, we aimed at finding out the difference between a group of students taught vocabulary through newspaper articles and another group taught vocabulary through translation technique.

Accordingly, this research tested the following two hypotheses:

*Hypothesis 1:* The students whose teachers use newspapers will score considerably higher on the post-test than the students whose teachers do not use newspapers.

*Hypothesis 2:* The students whose teachers use newspapers will score considerably higher on the retention test than the students whose teachers do not use newspapers.

According to table 4.2, there was no significant difference between the experimental and the control group ( $P > 0.05$ ). Figure 4.1 also illustrates the equivalence of the two groups in terms of their vocabulary levels. The Standard deviations of the two groups for the pre- test (2.293 and 2.125) also show the close equivalence of the members of the two groups regarding their vocabulary levels.

The results of the Wilcoxon Test, according to Table 4.3, revealed a significant difference within the control group ( $z = -3.413$ ,  $p = 0.001$ ). In other words, the subjects in the control group improved in terms of vocabulary recognition. The results of the Wilcoxon test implemented on the pre-test and the post-test scores of the experimental group also showed a significant difference between the results of the

tests ( $z = -3.415$ ,  $p = 0.001$ ). In other words, the experimental group increased their vocabulary knowledge on the post-test as well.

The performance of the experimental group was considerably better than that of the control group. Therefore, the findings of the study confirm both of the two hypotheses mentioned above.

This result supports the idea that newspapers offer a great benefit in terms of vocabulary teaching and learning.

The post-test results clearly show that using newspapers are effective to expand vocabulary knowledge. Additionally, the retention test results show that the students remember the words easily in this way. We can say that newspaper articles might have had greater influence on motivation and interest of the participants than the translation sheets.

### **5.3. Pedagogical Implications**

The results of the present study indicated that the use of newspaper articles in EFL classrooms facilitated the vocabulary development of learners.

1. Because of their wide variety of text-types and language styles, newspapers should be used in EFL classrooms. There are various language forms which one can not find in conventional language learning materials and which will help learners to be familiar with and use many different communicative skills.

2. Newspapers also help learners to understand cultural values; and the great variety of information in them makes them interesting to work with. Therefore, teachers should use the newspaper materials to arouse students' interest in language teaching and vocabulary development. If teachers do not work with newspaper samples during their language studies, students will be badly prepared to deal with the language when they live or travel in an English-speaking country.

3. Students who learn language as a second language should be exposed to the language as much as possible. If it is necessary, translation can be used where there is no direct equivalent.



#### **5.4. Suggestions for Further Studies**

1. This study was carried out with the students who were attending English Preparatory School Program at university level. Therefore, the effects of newspapers on vocabulary teaching/learning can be explored at secondary school or high school classes.

2. The participants were at intermediate level. A similar study can be implemented advanced level students.

3. A similar study can be done using other newspaper materials such as headlines, advertisements, cartoons, etc.

4. Words should be given in a meaningful context not in isolation or translation.

5. This study only focused on the vocabulary recognition. The effects of newspapers can be investigated on vocabulary production by future researchers.

#### **5.5. Conclusion**

In this study, we aimed at determining if newspapers are effective in terms of improving students' vocabulary recognition. There are many reasons for using newspapers in EFL classrooms. There are various subject-matters in newspapers which make them interesting and motivating for students to work with. It is important to arouse students' interest while teaching language. Newspapers are invaluable sources of authentic materials. As Peacock (1997:144) claims "authentic materials bring learners closer to the target language culture, making learning more enjoyable and therefore more motivating." The newspapers of a given target community reflect its culture through the language they contain and one can learn the people, places, customs and traditions of that community reading newspapers. The list of reasons why using newspapers in EFL classrooms are important can be very long. We can say that by means of the reading newspapers in the classroom, students discover their own tastes and interests. This makes the students more motivated to read of their own accord outside the classroom and as a result, this extends the students' contact with English

In conclusion, we hope that this study has highlighted the importance of using newspaper materials in the EFL classrooms to teach vocabulary.

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## APPENDICES

### APPENDIX A

#### Pre-test, Post-test, Retention test

1. I can't see any difference between these two pens – they look \_\_\_\_\_ to me.  
a) apparent      b) fertilised      c) productive      d) identical      e) important
2. Previously people thought that it was impossible to \_\_\_\_\_ humans and other primates.  
a) hope      b) clone      c) offer      d) respond      e) believe
3. Starvation and \_\_\_\_\_ have killed thousands of refugees.  
a) reminder      b) benefit      c) embryo      d) disease      e) stem cell
4. Stem cell research might result in treatment for long-term diseases like \_\_\_\_\_ and Alzheimer's.  
a) cloning      b) gestation      c) clinics      d) diabetes      e) organs
5. Some people regard this research as a \_\_\_\_\_ in medical research.  
a) milestone      b) biologist      c) stem cell      d) tissue      e) fear
6. Most parents want to give their children the \_\_\_\_\_ of a good education.  
a) treatment      b) benefit      c) team      d) disease      e) research
7. President Bush is \_\_\_\_\_ stem cell research. I mean He is against stem cell research.  
a) in favour of      b) consist of      c) opposed to      d) approve of      e) look after
8. There should be a \_\_\_\_\_ on talking loudly in cinemas.  
a) clone      b) ban      c) hope      d) response      e) belief
9. Kırklareli is a \_\_\_\_\_ city in Marmara Region. It has a population of just 45,000.  
a) tiny      b) unusual      c) rich      d) severe      e) rare
10. The rains that come with the cyclones cause \_\_\_\_\_.  
a) disappearing      b) comprising      c) flooding      d) receiving      e) offering
11. Early diagnosis of the illness is \_\_\_\_\_ for successful treatment  
a) crucial      b) sudden      c) tiny      d) severe      e) rare

12. Local \_\_\_\_\_ have complained of the smell from the factory.  
 a) consequences    b) delegates    c) islands    d) residents    e) floods
13. Illegal \_\_\_\_\_ are sent back across the border if they are caught.  
 a) signs    b) immigrants    c) waves    d) beaches    e) sands
14. I cannot find my keys anywhere – they have completely \_\_\_\_\_.  
 a) received    b) happened    c) became    d) came    e) disappeared
15. A: Did you \_\_\_\_\_ my letter?  
 B: No, not yet.  
 a) offer    b) leave    c) receive    d) use    e) discover
16. If you want to leave the room, \_\_\_\_\_ your hand.  
 a) raise    b) move    c) kill    d) publish    e) bring
17. A high wall \_\_\_\_\_ the house from the rest of the village.  
 a) changed    b) isolated    c) closed    d) came    e) reached
18. The fire spread very \_\_\_\_\_ because of the strong wind.  
 a) recently    b) completely    c) daily    d) rapidly    e) weekly
19. The smoke soon \_\_\_\_\_ into all the rooms in the house.  
 a) killed    b) infected    c) said    d) created    e) spread
20. All the tomato plants are \_\_\_\_\_ with the virus.  
 a) worked    b) created    c) saw    d) infected    e) isolated
21. Even the smallest baby can \_\_\_\_\_ its mother by her voice.  
 a) read    b) identify    c) publish    d) save    e) change
22. She has gone to hospital. Because she has got the \_\_\_\_\_.  
 a) case    b) mask    c) flu    d) staff    e) critic
23. At first he denied stealing the money but he later \_\_\_\_\_ to it.  
 a) admitted    b) killed    c) worked    d) died    e) became
24. You mustn't smoke so much. Smoking can \_\_\_\_\_.  
 a) see    b) collect    c) work    d) spread    e) kill
25. The scientists \_\_\_\_\_ the virus in order to produce biological weapons.  
 a) understood    b) explained    c) recreated    d) escaped    e) adapted

26. In some parts of the world malaria is still \_\_\_\_\_.
- a) valuable      b) pandemic      c) unique      d) sufficient      e) biological
27. The fire has had \_\_\_\_\_ effect on the local wildlife.
- a) responsible      b) common      c) recent      d)devastating      e) contemporary
28. Although it was written hundreds of years ago, it still has a \_\_\_\_\_ feel to it.
- a)contemporary      b) lethal      c) valuable      d)serious      e) extreme
29. In warm weather these germs \_\_\_\_\_ rapidly.
- a)fear      b) expect      c)multiply      d)inject      e) misuse
30. Bacteria are \_\_\_\_\_ resistance to antibiotics.
- a)reporting      b) leading      c) showing      d)losing      e) evolving
31. The road was covered with \_\_\_\_\_ of glass from the shattered window.
- a) risks      b) projects      c) weapons      d)fragments      e) genes
32. They reported a sudden \_\_\_\_\_ of the disease in the south of the country.
- a) outbreak      b) sample      c) tissue      d) vaccine      e) sequence
33. The idea of parachuting out of a plane is \_\_\_\_\_ for me.
- a) large      b) extra      c) terrifying      d) shocking      e) comprehensive
34. Smoking has caused \_\_\_\_\_ damage to his lungs.
- a) natural      b) immediate      c) mountainous      d) productive      e) irreversible
35. Students' marks are based on continuous \_\_\_\_\_ of their work.
- a) scientist      b) land      c) result      d) research      e) assessment
36. Many people \_\_\_\_\_ the cost of owing a car.
- a) publish      b) find      c)underestimate      d) describe      e) control
37. Mammoths lived on the earth thousands of years ago. There are no mammoths now. Mammoths are \_\_\_\_\_
- a) extinct      b) terrifying      c) global      d) huge      e) certain
38. In September, these birds \_\_\_\_\_ 2000 miles south to a warmer climate.
- a) involve      b) represent      c) save      d) migrate      e) live

39. The baby was born with a health problem and only \_\_\_\_\_ for a few hours.
- a) said            b) survived        c) took            d) showed        e) confirmed
40. Over a hundred \_\_\_\_\_ of insect are found in this area.
- a) scientists        b) researches     c) animals        d) plants        e) species



## APPENDIX B

### *The* **GuardianWeekly**

#### **Koreans succeed in cloning human embryos**

Stem cell breakthrough brings hope of cures for genetic diseases, but raises alarm

South Korean and American scientists have **cloned** human embryos and successfully extracted stem cells from one of them. The research opens the way for once-undreamed of treatments for long-term **diseases** such as **diabetes**, Parkinson's and Alzheimer's. It also reignites the debate about human **cloning**. The team used 242 eggs from 16 women to **clone** 30 blastocysts - the tiny ball of cells that become an embryo. Stem cells are the agents that turn a single fertilised egg into up to 10 trillion cells in just nine months' gestation.

Scientists around the world have **cloned** sheep, mice, rats, rabbits, horses, and even a mule. But despite dramatic yet unsupported claims from European fertility clinics, primates and humans were thought to be almost impossible to **clone**.

The Korean and US scientists sucked the original DNA out of the egg, and substituted it with chromosomes from an adult cell. Then they "tricked" the egg into thinking it had been fertilised. "Nobody has

**cloned** a human here," said Donald Kennedy, a biologist and editor in chief of Science.

Dr Kennedy hoped that it might prompt American politicians to think again about the **ban** on using government money for such research. It could offer the possibility that people with degenerative diseases such as Alzheimer's could be given tissue transplants with their own genetic "signature".

But the White House responded to the news of the breakthrough with a reminder that President George Bush **is opposed to** stem cell research. "The age of human **cloning** has apparently arrived: today **cloned** blastocysts for research, tomorrow **cloned** blastocysts for baby-making," said Leon Kass, chairman of the president's council on bioethics. Last week's announcement was the culmination of years of research into the potential benefits of therapeutic **cloning**. But for those **benefits** to be realised, researchers must now work out how to turn the cells into

replacement human tissue needed to treat disease.

In the long term, some scientists believe it could be possible to grow entire organs. Linda Kelly of the Parkinson's Disease Society in the UK said: "This announcement is clearly a **milestone** in medical research.

"But the pressure group Human Genetics Alert warned that researchers had given a big boost to those who want to make **cloned** babies. Such fears arise because the initial steps in therapeutic **cloning** and reproductive **cloning** are **identical**.  
The Guardian Weekly 20-4-02, page 3

**Note: Deliver this handout after while-reading stage.**

### 3. Post-reading

⇒ Instruction A:

1. identical (adj)	Alike, exactly the same
2. clone (v)	to copy
3. disease (n)	Illness, sickness.
4. diabetes (n)	A serious medical condition in which your body cannot control the level of sugar in your blood.
5. milestone (n)	An important event in the history or development of something or someone
6. benefit (n)	Advantage
7. be opposed to (adj)	to disagree with a principle or plan.
8. ban (n)	Prohibition, an official rule that people must not do or use something

⇒ Instruction B:

1. Many \_\_\_\_\_ can be prevented by vaccination.
2. If you suffer from \_\_\_\_\_ your body does not produce enough insulin to reduce the level of sugar in the blood.
3. The invention of the wheel was a \_\_\_\_\_ in the history of the world.
4. Apart from sheep, scientists have also \_\_\_\_\_ rabbits, horses and a mule.
5. She was \_\_\_\_\_ from driving for two years.
6. I couldn't recognise your voice. It is \_\_\_\_\_ to hers.
7. The discovery of oil brought many \_\_\_\_\_ to the town.
8. She has always been \_\_\_\_\_ experiments on animals.

## APPENDIX C

# *The* Guardian Weekly

## Drowning in money

**Daphna Baram**

If you suddenly **received** a lot of money, how would you spend it? And if you knew that your world was about to **disappear**, what would you do with the time you had got left? For the people of Tuvalu, a **tiny** state comprising nine islands in the South Pacific, these are **crucial** questions.

In 1999 Tuvalu, with its population of 11,000, was the third poorest state in the world. But suddenly something unusual happened. Tuvalu **received** a domain name on the internet – the letters "tv". A communication company from California quickly offered to buy the domain name for \$40m. For the Tuvalans, with an average annual income of about \$1,000, this was a huge amount of money. The islanders became very rich, or at least reacted as if they had become very rich.

At the same time the islanders **received** some very bad news. Due to global warming, and because the islands are only 3m above sea level, Tuvalu will probably become the first state in the world to **disappear** under the sea. According to scientific estimates, the islands will suffer severe **floods** within the

next 15-20 years, and by the end of the century, the islands will have **disappeared** from sight altogether.

You can already see signs of the rising sea on Tuvalu. Pools of seawater appear here and there, some beaches are swallowed by the waves, and the roots of trees are rotting by the ocean. Cyclones used to be very rare but they now appear a few times every season, and the rains that come with the cyclones cause temporary **floods**.

But despite these problems, the Tuvalans had their new money. They could use it to buy themselves a future. Or at least they could use it to borrow more time. Paul Lindsay, a documentary film-maker, took these questions with him all the way to Tuvalu, and came back with an incredible story. As the water rises, the Tuvalans are using the money to develop the land that is soon to **disappear**. They are building new houses, planning nightclubs,

restaurants and hotels and new cars are driving around on new roads. The **residents** do not think it is strange: "Just because we are sinking, it doesn't mean we don't want to **raise** our standards of living," Lindsay was told by Sam Teo, Tuvalu's minister for natural resources.

Of the \$40m Tuvalu **received** through the internet deal, \$10m was used to asphalt the islands' 19km of roads. Before 1999 there were four cars on the islands. The Tuvalans used to walk or cycle everywhere. The minister for natural resources, who was in charge of paving the roads, owns one of the two petrol stations on the main island.

Along with the motor revolution there was a **flood** of imported foods and goods and soon these had unexpected consequences. Many Tuvalans now suffer from obesity, high blood pressure and diabetes. Others discovered that it was too expensive for them to keep their cars, and that anyway cars are not really necessary in a state that is just 26 sq km. There is now a huge rubbish dump in the middle of this tropical paradise, covered with abandoned cars and other waste.

For a while the Tuvalans spent large amounts of money to **raise** international awareness of Tuvalu's situation. Tuvalu joined the UN, at a cost of \$1.5m a year. The delegate to the UN is the prime minister's brother, and the Tuvalan delegation was

especially active in promoting the Kyoto protocol to fight global warming. But while the political system argues about the best way to stop the rising waters, the sea keeps going up, and the Tuvalans keep spending their dollars.

All Tuvalans know that they will probably not die of old age on their islands. The solution to the problem is not so simple, however. They cannot move to the nearby island of Kioa, because it has said it will not take any more **immigrants**. Australia doesn't want to let the Tuvalans in, and New Zealand will only take a small number each year. When the islands are finally **flooded**, the Tuvalan nation will probably be split up.

After the eight months he spent among the Tuvalans, Lindsay is not sentimental about white sands and turquoise waters. "There are no more paradises. Tuvalu is trying to keep its sense of social solidarity in the face of progress. Nowadays even paradise has a price". *The Guardian Weekly* 25-03-2005, page 18

**Note: Deliver this handout after while-reading stage.**

### 3. Post-reading

⇒ Instruction A:

1. tiny (adj)	Very, very small
2. flood (n)	A situation in which the land is covered by water.
3. crucial (adj)	Very, very important
4. resident (n)	Inhabitant, citizen
5. immigrant (n)	Someone who comes to live in a different country.
6. disappear (v)	Not see to become impossible to see
7. receive (v)	to get or be given something
8. raise (v)	To lift something to a higher position.

⇒ Instruction B:

1. Rain caused \_\_\_\_\_ that washed out bridges and covered roads.
2. Stephie \_\_\_\_\_ her hand to ask the teacher a question
3. The government plans to tighten controls to prevent illegal \_\_\_\_\_.
4. Just a \_\_\_\_\_ drop of this poison is enough to kill.
5. The behaviour of the oceans is a \_\_\_\_\_ aspect of global warming.
6. The local \_\_\_\_\_ were angry at the lack of parking spaces
7. We looked for her but she had \_\_\_\_\_ into the crowd.
8. She \_\_\_\_\_ a number of awards during her lifetime.

## APPENDIX D

# *The* **GuardianWeekly**

### **Doctor who identified SARS becomes its victim**

SARS is a deadly virus, similar to **flu**. It has now **killed** hundreds of people worldwide and **infected** thousands. Recently, Dr Carlo Urbani, the doctor who first **identified** the disease, died from it himself. Dr Urbani, who worked for the World Health Organisation in Vietnam, **identified** the first case of SARS (severe acute respiratory syndrome) in an American businessman who was **admitted** to hospital in Hanoi.

Unfortunately, the virus, which is fast-moving and creates severe breathing difficulties, also **infected** the doctor. His colleague Pascale Brudon said: "Carlo was the one who very quickly saw that this was something strange. When people became very worried in the hospital, he was there every day, collecting samples, talking to the staff and strengthening infection control procedures.

The World Health Organisation issued a statement praising Dr Urbani, an expert in infectious diseases. Because of his

work with SARS, we were able to **identify** and **isolate** many new cases before they **infected** hospital staff," the statement read. But although the virus has been **identified**, it is still **spreading rapidly** across East Asia. So far the disease has **infected** thousands of people in 15 countries, and has **killed** hundreds. Most of the cases are in China, Hong Kong, Singapore, Toronto in Canada and Vietnam.

Hong Kong closed schools for a million students for 10 days, but some doctors say they should be closed for a month. Normal daily life has changed completely for the people of Hong Kong. They avoid going to restaurants or theatres and taking taxis, and they wear face masks and even chemical protection suits on the streets. In the first weeks of the **spread** of the infection more than 530 cases were treated in Hong Kong. At least 60 of these cases came from a single building in Kowloon Bay,

raising questions about the way the virus **spreads**.

The Chinese government has now agreed to publish daily updates on the **spread** of the disease, but critics in Hong Kong say the Chinese decision came two months too late to save lives. They say the Chinese government did not publish important information about the disease and the speed with which it **spread** in hospitals with **infected** patients.

When the virus reached Hong Kong, it **infected** dozens of hospital workers. It was first brought to Hong Kong in February by a doctor from Guangdong province in China. Chinese officials have now **admitted** that there are many more cases than they first said.

*The Guardian Weekly*



**Note: Deliver this handout after while-reading stage.**

### 3. Post-reading

⇒ Instruction A:

1. isolate (v)	not connected with others; to keep apart; separate from others
2. rapidly (adv)	Very quickly
3. spread (v)	To increase, or move to cover a large area or affect a large number of people.
4. infect (v)	To give someone a disease.
5. identify (v)	To recognize or someone or something and say or prove who or what they are.
6. flu (n)	An illness that is like a bad cold but more serious.
7. admit (v)	If you admit something, you agree that it is true.
8. kill (v)	to cause someone or something to die.

⇒ Instruction B:

1. Doctors fear the cancer may \_\_\_\_\_ to other organs.
2. The disease \_\_\_\_\_ her eyes and she became blind.
3. Sunday's bomb \_\_\_\_\_ 19 people.
4. Males grow more \_\_\_\_\_ than females.
5. People with highly infectious diseases have to be \_\_\_\_\_.
6. Small babies can \_\_\_\_\_ their mothers.
7. Robby has a bad case of the \_\_\_\_\_.
8. She \_\_\_\_\_ to stealing the keys.

## APPENDIX E

# *The* **GuardianWeekly**

## Back from the dead

By Ian Sample

In 1918 a deadly flu virus killed around 50 million people around the world. The virus was known as Spanish influenza (or flu, for short) because it was first reported in Spanish newspapers. Now, after nine years of work, scientists in an American laboratory in Atlanta, Georgia, have **recreated** the Spanish flu virus, worrying many researchers who fear it will be a serious security risk. The genetic sequence of the virus is also being published online, and some experts fear that this could lead to other laboratories **recreating** the virus.

Scientists have **recreated** the virus in an attempt to understand why the 1918 Spanish flu **pandemic** was so **devastating**. In a report in the journal *Science*, a team led by Dr Jeffery Taubenberger in the USA shows that the **recreated** virus is extremely effective. When they injected it into mice, it acted very quickly and the mice began to lose weight rapidly, losing 13% of their original weight in two days. Within six days all the mice injected with the virus had died.

"I didn't expect it to be as lethal as it was," Dr Terrence Tumpey, a scientist

working on the project told the journal *Nature*. In a comparison experiment, similar mice were injected with a **contemporary** type of flu. Although they lost weight initially, they recovered. Tests showed that the Spanish flu virus **multiplied** so quickly that after four days mice contained 39,000 times more flu virus than those injected with the more common flu virus.

The researchers who reconstructed the virus say their work has already provided valuable information about its unique genetic makeup and helps explain why it is so lethal. But other researchers warned that the virus could escape from the laboratory.

"Some people will wonder whether they have really created a biological weapon," said Professor Ronald Atlas of the University of Louisville in Kentucky. "I am even more worried now than I was before about the possibility of a flu

**pandemic**. It seems that a bird form of the flu virus **evolved** in 1918 and that led to the deadly **outbreak** of Spanish flu, in much the same way as Asian bird flu is **evolving** now."

Some scientists are worried about the publication of the genetic sequence online. "As soon as the genetic sequence is publicly available, there's a theoretical risk that any molecular biologist with sufficient knowledge could **recreate** this virus," said Dr John Wood a UK-based virologist. "If the genetic sequence is on a database, then that is a clear security risk.

"It took a long time to **recreate** the virus. Scientists collected **fragments** of the virus from preserved samples of lung tissue taken from victims of Spanish flu. Using the **fragments**, they carefully put the complete genetic code together before using the sequence to rebuild the virus. Researchers then investigated which of the eight genes that make up the virus were most responsible for its deadly nature. They discovered that all eight genes played a part, which probably means that the virus had completely adapted to cause disease in humans, something that could happen again with bird flu.

In a second paper, published in Nature last week, Taubenberger and his colleagues analysed the genetic make-up of the **recreated** virus. They were surprised to find that it had no similarities to any of the human viruses in circulation, which probably means

that Spanish flu jumped from birds to humans and did not mix with a human virus first. The finding that Spanish flu came straight from birds has worried scientists. Previously, a **pandemic** was thought likely only if a bird flu virus merged with a human flu virus.

According to Taubenberger, knowing what mutations caused the 1918 Spanish flu virus will help scientists check viruses to work out which might cause a **pandemic**. The H5N1 bird flu in Asia is already mutating to make it more suited to infecting humans, he said. Viruses have escaped from high-security labs before.

During the recent Sars **outbreak** the virus escaped at least twice, once in Taiwan and once in Singapore, when researchers became contaminated. Other scientists warned that the 1918 virus's genetic code could easily be misused. But some scientists believe a **pandemic** is unlikely even if the virus escapes, because of most people's natural immunities and the availability of antiviral drugs and flu vaccines.

*The Guardian Weekly XXX, page X*

**Note: Deliver this handout after while-reading stage.**

### 3. Post-reading

⇒ Instruction A:

1. recreate (v)	To make something exist or happen again.
2. pandemic (n)	A disease that affects almost everyone in a very large area
3. devastating (adj)	causing a lot of harm or damage
4. contemporary (adj)	modern or relating to the present time
5. multiply (v)	to increase by a large amount
6. evolve (v)	to develop or make something develop, usually gradually
7. fragment (n)	A small piece of something
8. outbreak (n)	the sudden start of something (war, disease, violence etc)

⇒ Instruction B:

1. Despite the \_\_\_\_\_ news, no one is giving up hope.
2. They plan to \_\_\_\_\_ a typical English village in Japan.
3. During the recent Sars \_\_\_\_\_ the virus escaped at least twice.
4. In a comparison experiment, similar mice were injected with a \_\_\_\_\_ type of flu.
5. Thousands of people died in the Spanish flu \_\_\_\_\_
6. The viruses \_\_\_\_\_ within the body.
7. Humans \_\_\_\_\_ from apes.
8. She dropped the bowl on the floor, and it broke into \_\_\_\_\_.

## *The*GuardianWeekly

Global warming threatens to

kill off a million species

Recently a group of scientists published the first comprehensive study into the effect of higher temperatures on the natural world. The scientists involved in the research were shocked by what they found. Over the next 50 years about 25% of land animals and plants will become extinct. More than 1 million **species** will be lost by 2050.

The head of the research team, Chris Thomas, who is professor of conservation biology at Leeds University, described the results of the research as **terrifying**. The loss represents more than 10% of all plants and animals and a large part of this is already **irreversible** because of the extra global warming gases that are already in the atmosphere. But the scientists say that immediate action to control greenhouse gases now could save many more plants and animals from extinction.

The research took two years to complete and provides an **assessment** of the effect of climate change on six biologically rich regions of the world taking in 20% of the land surface. The research in Europe, Australia, Central and South America, and South Africa, showed that **species** living in

mountainous areas had a better chance of survival because they could move uphill to get cooler.

Professor Thomas said: "When scientists start a research project they hope to produce definite results, but we wish we had not found what we found. It was much, much worse than we expected, and what we have discovered may even be an **underestimate**."

One of the more shocking findings of the scientists was that half of the 24 **species** of butterfly they studied in Australia would become **extinct**. In South Africa, major conservation areas such as the Kruger National Park could lose up to 60% of the **species** under their protection, while more than one third of 300 South African plant **species** studied were expected to die out, including the national flower, the King Protea.

A study of 163 tree **species** in the Cerrado region of Brazil which covers one fifth of the country showed that up to 70 would become

extinct. Many of the plants and trees that exist in this savannah occur nowhere else in the world. In Europe, the continent least affected by climate change, survival rates were better.

Studies in Mexico's Chihuahuan desert confirmed that extinction was more probable on flatter land because a small change in climate would mean that plants and animals would have to **migrate** for huge distances in order to **survive**. One third of the 1,870 **species** that were studied would be in trouble.

Many **species** are already certain to become extinct because it takes at least 25 years for the greenhouse effect - or the trapping of the sun's rays by the carbon dioxide, methane and nitrous oxide - to have its full effect on the planet. The continuing production of more greenhouse gases, particularly by the United States and European nations, is making matters worse. The research says that, if mankind continues to burn oil, coal and gas at the current rate, up to one third of all life forms will be become extinct by 2050.

*The Guardian Weekly, page 3*

**Note: Deliver this handout after while-reading stage.**

### 3. Post-reading

⇒ Instruction A:

1. terrifying (adj)	Very, very frightening
2. irreversible (adj)	impossible to change or bring back
3. assessment (n)	a judgement or opinion
4. underestimate (v)	a wrong idea that something is smaller or less important than it really is
5. extinct (adj)	no longer existing
6. migrate (v)	to move to another part of the world
7. survive (v)	To live
8. species (n)	a plant or animal group

⇒ Instruction B:

1. These animals \_\_\_\_\_ annually in search of food.
2. There is concern that the giant panda will soon become \_\_\_\_\_
3. The disease can do \_\_\_\_\_ damage to the body.
4. This is an interesting \_\_\_\_\_ of Mark Twain's importance in American literature.
5. We found a rare \_\_\_\_\_ of orchid.
6. Don't \_\_\_\_\_ your opponent. He is a really good player.
7. These plants cannot \_\_\_\_\_ in very cold conditions.
8. The results of their research were \_\_\_\_\_.

## APPENDIX G

### Translation Sheet 1

⇒ Instruction A:

1. She found a dress identical to the one in the picture.
2. Scientists have already cloned a sheep.
3. He suffers from heart disease.
4. Diabetes is a long-term disease.
5. The concert was a milestone in the band's history.
6. She wanted her money to be used for the benefit of (= to help) poor children.
7. He was opposed to slavery.
8. There is a ban on smoking in theatres.

⇒ Instruction B:

<b>ban</b>	<b>benefit</b>	<b>clone</b>	<b>diabetes</b>	<b>disease</b>	<b>identical</b>
		<b>milestone</b>	<b>opposed to</b>		

1. Many \_\_\_\_\_ can be prevented by vaccination.
2. If you suffer from \_\_\_\_\_ your body does not produce enough insulin to reduce the level of sugar in the blood.
3. The invention of the wheel was a \_\_\_\_\_ in the history of the world.
4. Apart from sheep, scientists have also \_\_\_\_\_ rabbits, horses and a mule.
5. She was \_\_\_\_\_ from driving for two years.
6. I couldn't recognise your voice. It is \_\_\_\_\_ to hers.
7. The discovery of oil brought many \_\_\_\_\_ to the town.
8. She has always been \_\_\_\_\_ experiments on animals.

Note: Words are given in their chronological order.



## APPENDIX H

### Translation Sheet 2

⇒ Instruction A:

9. There was a tiny insect on the flower.
10. Some roads have been closed because of flooding.
11. Her work has been crucial to the project's success.
12. The hotel bar was only open to residents.
13. London has got a high immigrant population.
14. The sun disappeared behind a cloud.
15. I received a phone call from your mother.
16. The hotel has to raise its standards.

⇒ Instruction B:

<b>crucial</b>	<b>disappear</b>	<b>flooding</b>	<b>immigrant</b>	<b>raise</b>	<b>receive</b>
		<b>resident</b>	<b>tiny</b>		

1. Rain caused \_\_\_\_\_ that washed out bridges and covered roads.
2. Stephe \_\_\_\_\_ her hand to ask the teacher a question
3. The government plans to tighten controls to prevent illegal \_\_\_\_\_.
4. Just a \_\_\_\_\_ drop of this poison is enough to kill.
5. The behaviour of the oceans is a \_\_\_\_\_ aspect of global warming.
6. The local \_\_\_\_\_ were angry at the lack of parking spaces
7. We looked for her but she had \_\_\_\_\_ into the crowd.
8. She \_\_\_\_\_ a number of awards during her lifetime.

**Note:** Words are given in their chronological order.

## APPENDIX I

### Translation Sheet 3

⇒ Instruction A:

17. He was isolated from all the other prisoners.
18. SARS spreads very rapidly.
19. The flames quickly spread to the next room.
20. Thousands of people were infected with the virus.
21. The police need someone to identify the body.
22. I had the flu last week.
23. Both men admitted taking illegal drugs.
24. Food must be heated to a high temperature to kill harmful bacteria.

⇒ Instruction B:

<b>admit</b>	<b>flu</b>	<b>identify</b>	<b>infect</b>	<b>isolate</b>	<b>kill</b>	<b>rapidly</b>	<b>spread</b>
--------------	------------	-----------------	---------------	----------------	-------------	----------------	---------------

1. Doctors fear the cancer may \_\_\_\_\_ to other organs.
2. The disease \_\_\_\_\_ her eyes and she became blind.
3. Sunday's bomb \_\_\_\_\_ 19 people.
4. Males grow more \_\_\_\_\_ than females.
5. People with highly infectious diseases have to be \_\_\_\_\_.
6. Small babies can \_\_\_\_\_ their mothers.
7. Robby has a bad case of the \_\_\_\_\_.
8. She \_\_\_\_\_ to stealing the keys.

Note: Words are given in their chronological order.

## APPENDIX J

### Translation Sheet 4

⇒ Instruction B:

25. Their work involves restoring and recreating wildlife habitats.
26. The 1918 flu pandemic started with bird flu.
27. It will have a devastating impact on the economy.
28. European style clothing, contemporary-style dancing, is acceptable.
29. Spending on military equipment has multiplied in the last five years.
30. The British political system has evolved over several centuries.
31. I heard only a fragment of their conversation.
32. The Chinese government has been criticised for its delay in reporting the outbreak of the disease.

⇒ Instruction B:

<b>contemporary   devastating   evolve   fragment   multiply outbreak   pandemic   recreating</b>
---

1. Despite the \_\_\_\_\_ news, no one is giving up hope.
2. They plan to \_\_\_\_\_ a typical English village in Japan.
3. During the recent Sars \_\_\_\_\_ the virus escaped at least twice.
4. In a comparison experiment, similar mice were injected with a \_\_\_\_\_ type of flu.
5. Thousands of people died in the Spanish flu \_\_\_\_\_
6. The viruses \_\_\_\_\_ within the body.
7. Humans \_\_\_\_\_ from apes.
8. She dropped the bowl on the floor, and it broke into \_\_\_\_\_.

Note: Words are given in their chronological order.

## APPENDIX K

### Translation Sheet 5

33. The results are described as "terrifying"
34. Technology has had an irreversible impact on society.
35. Objective assessment of the severity of the problem was difficult.
36. Homeowners often underestimate the cost of repairing a roof.
37. Tigers are nearly extinct in the wild.
38. Many birds migrate from Europe to African forests for the winter.
39. The front passengers were lucky to survive the accident.
40. There are many species of dogs.

⇒ Instruction B:

<b>assessment   extinct   irreversible   migrate   species   survive terrifying   underestimate</b>
---

1. These animals \_\_\_\_\_ annually in search of food.
2. There is concern that the giant panda will soon become \_\_\_\_\_
3. The disease can do \_\_\_\_\_ damage to the body.
4. This is an interesting \_\_\_\_\_ of Mark Twain's importance in American literature.
5. We found a rare \_\_\_\_\_ of orchid.
6. Don't \_\_\_\_\_ your opponent. He is a really good player.
7. These plants cannot \_\_\_\_\_ in very cold conditions.
8. The results of their research were \_\_\_\_\_.

Note: Words are given in their chronological order.

**APPENDIX L**  
**Target Vocabulary List**

<b>Newspaper article 1 Translation Sheet 1</b>	<b>Newspaper article 2 Translation Sheet 2</b>	<b>Newspaper article 3 Translation Sheet 3</b>	<b>Newspaper article 4 Translation Sheet 4</b>	<b>Newspaper article 5 Translation Sheet 5</b>
<b>1. identical (adj)</b>	<b>1. tiny (adj)</b>	<b>1. isolate (v)</b>	<b>1. recreate (v)</b>	<b>1. terrifying (adj)</b>
<b>2. clone (v)</b>	<b>2. flood (n)</b>	<b>2. rapidly (adv)</b>	<b>2. pandemic (n)</b>	<b>2. irreversible (adj)</b>
<b>3. disease (n)</b>	<b>3. crucial (adj)</b>	<b>3. spread (v)</b>	<b>3. devastating (adj)</b>	<b>3. assessment (n)</b>
<b>4. diabetes (n)</b>	<b>4. resident (n)</b>	<b>4. infect (v)</b>	<b>4. contemporary (adj)</b>	<b>4. underestimate (v)</b>
<b>5. milestone (n)</b>	<b>5. immigrant (n)</b>	<b>5. identify (v)</b>	<b>5. multiply (v)</b>	<b>5. extinct (adj)</b>
<b>6. benefit (n)</b>	<b>6. disappear (v)</b>	<b>6. flu (n)</b>	<b>6. evolve (v)</b>	<b>6. migrate (v)</b>
<b>7. be opposed to (adj)</b>	<b>7. receive (v)</b>	<b>7. admit (v)</b>	<b>7. fragment (n)</b>	<b>7. survive (v)</b>
<b>8. ban (n)</b>	<b>8. raise (v)</b>	<b>8. kill (v)</b>	<b>8. outbreak (n)</b>	<b>8. species (n)</b>

## APPENDIX M

### Lesson Plan for the Experimental Group

#### Procedure for all sessions

Time: 45 minutes

Note: The teacher uses the target language only.

#### **1. Pre-reading** (5 minutes)

##### Instructions:

A) Teacher asks some warm-up questions about the article:

What do you think of the subject? Why can some people be against/ for the subject? What can be the possible benefits of it? What can be the article about?

B) Teacher makes the students skim the article to find the theme or main idea.

#### **2. While- reading** (20 minutes)

##### Instructions:

A) Students look briefly over the entire article to get a feel for its structure and how its argument or arguments will proceed.

B) Teacher reads the article once to show the pronunciation of the words.

C) Teacher asks the students to read the article on their own.

D) Students deduce the meaning of the words from context.

E) Teacher allows the children to respond verbally to what they have read and encourage them to connect to the text.

F) Teacher asks them to make predictions about the text. Ask why they think these events will occur.

G) Teacher has students relate back to the text to substantiate their responses.

#### **3. Post-reading** (20 minutes)

##### Instructions:

A) The teacher presents the meaning of the words.

B) Students fill in the blanks from the words in the vocabulary tables using the suitable form of the words.

C) The teacher checks the answers.

## APPENDIX N

### Lesson Plan for the Control Group

#### Procedure for all sessions

Time: 45 minutes

Instructions:

Note: The teacher uses the mother language only.

- A) Teacher distributes the translation sheet.
- B) The students read the sentences.
- C) The teacher translates and explains the meaning of vocabulary items.
- D) The students translate the sentences.
- E) The teacher asks for different translation alternatives and tells her own choice.
- F) At the end of the sessions, the teacher collects the translation sheets.
- G) The teacher gives an exercise sheet with blanks and students fill in the blanks with the target vocabulary for comprehension check. (They are the same exercises that the students have done who read the articles in the experimental group. ( Instruction B ) )
- H) The teacher checks the answers.

## APPENDIX O.

### Progress Test Results of the Participants

<b>Progress Test Results</b>		
<b>Subjects</b>	<b>Experimental Group</b>	<b>Control Group</b>
1	57	69
2	74	91
3	62	57
4	81	71
5	67	68
6	59	61
7	78	75
8	59	66
9	91	71
10	61	55
11	70	60
12	73	52
13	63	58
14	82	84
15	49	69
<b>Mean</b>	68,4	67,13333
<b>STD</b>	10,98969	10,34644



## APPENDIX P.

### Vocabulary Test Scores of the Experimental and the Control Group

#### The Experimental Group

Subjects	Pre-test	Post-test	Retention Test
1	10	25	18
2	7	18	16
3	5	19	16
4	13	32	30
5	6	23	18
6	8	24	19
7	7	18	15
8	8	21	17
9	11	26	21
10	6	29	19
11	9	28	18
12	9	26	22
13	10	29	17
14	4	17	23
15	8	19	14
<b>Mean</b>	8,066667	23,6	18,86666667
<b>STD</b>	2,293953	4,601449047	3,827386692

#### The Control Group

Subjects	Pre-test	Post-test	Retention Test
1	7	16	10
2	9	14	12
3	6	11	9
4	8	20	17
5	9	19	16
6	5	13	7
7	7	18	10
8	4	17	13
9	8	15	12
10	9	21	16
11	12	16	14
12	10	19	11
13	5	12	8
14	8	14	9
15	5	10	8
<b>Mean</b>	7,466667	15,66667	11,46666667
<b>STD</b>	2,124984	3,238655	3,073904502