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**EFFECTIVE TECHNIQUES IN VOCABULARY TEACHING**

**MASTER THESIS**

**SUPERVISOR**

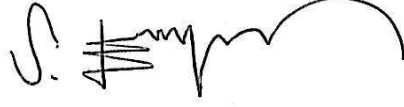
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## TEZ KABUL TUTANAĐI

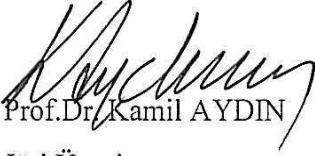
### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĐÜNE

Bu alıřma İngiliz Dili ve Edebiyatı Anabilim Dalının İngiliz Dilbilimi Bilim Dalında jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiřtir.



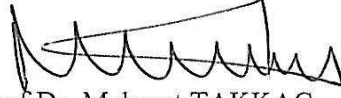
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**TABLE OF CONTENTS****PAGE NUMBER**

ABSTRACT .....	V
ÖZET.....	VI
LIST OF TABLES .....	VII, X
LIST OF FIGURES .....	XI
ACKNOWLEDGEMENTS .....	XII

**CHAPTER I**

1.INTRODUCTION .....	1
1.1 What is a ‘word’ .....	2
1.2 Definitions of the terms “lemma” and “lexeme” .....	3
1.3 Historical overview .....	4
1.4 Importance of vocabulary .....	6
1.5. Lexical competence.....	6
1.6 Lexical knowledge .....	7

**CHAPTER II**

2. LITERATURE REVIEW .....	8
2.1Four strands of language course.....	8
2.1.1 Meaning-focused input learning.....	8
2.1.2 Meaning-focused output learning .....	9
2.1.3 Language-focused learning .....	10
2.1.4 Fluency development .....	11
2.2Knowing a word.....	12
2.3Remembering a word .....	15
2.4 Presenting a word .....	16
2.5 Aspects of presentation .....	16
2.5.1 Selection.....	16
2.5.2 Sequencing .....	19
2.5.3 Presentation .....	19

2.6	Three stages of lexical development in L2 .....	22
	2.6.1 Formal stage .....	22
	2.6.2 Mediation stage (L1 lemma) .....	23
	2.6.3 Integration stage .....	23
2.7	Role of memory in vocabulary acquisition .....	24
	2.7.1 Sensory memory.....	25
	2.7.2 Short term memory .....	25
	2.7.3 Long term memory.....	26
	2.7.4 Forgetting .....	27
	2.7.5 Repeat and recycle .....	29
2.8	Requirements for teaching vocabulary.....	30
2.9	Research questions .....	31

### CHAPTER III

3.	METHODOLOGY .....	33
	3.1 Subjects .....	33
	3.2 Materials.....	34
	3.3 Data collection procedure .....	35
	3.4 Pattern .....	37
	3.5 Statistical analysis of the data .....	39

### CHAPTER IV

4.	RESULTS AND DISCUSSION.....	40
	4.1 The results of the study .....	40
	4.1.1 The results of the pre-tests comprehension test and production .....	40
	4.1.2 The results of the post-tests comprehension test and production.....	47
	4.1.3 The results of the subjects treated through providing Turkish translation equivalent technique .....	57
	4.1.3.1 The results of the first experimental group in the post-test assessing comprehension.....	57

4.1.3.2	The results of the first experimental group in the post-test assessing production.....	62
4.1.4	The results of the subjects treated through providing Turkish translation equivalent and illustration techniques .....	67
4.1.4.1	The results of the second experimental group in the post-test assessing comprehension.....	67
4.1.4.2	The results of the second experimental group in the post-test assessing production.....	71
4.1.5	The results of the subjects treated through providing Turkish translation equivalent, illustration and word in context techniques .....	76
4.1.5.1	The results of the third experimental group in the post-test assessing comprehension.....	76
4.1.5.2	The results of the third experimental group in the post-test assessing production.....	81
4.1.6	The results of the subjects treated through providing Turkish translation equivalent in the retention test.....	87
4.1.6.1	The results of the first experimental group in the retention test assessing comprehension.....	87
4.1.6.2	The results of the first experimental group in the retention test assessing production.....	92
4.1.7	The results of the subjects treated through providing Turkish translation equivalent and illustration in the retention test.....	97
4.1.7.1	The results of the second experimental group in the retention test assessing comprehension.....	97
4.1.7.2	The results of the second experimental group in the retention test assessing production.....	101
4.1.8	The results of the subjects treated through providing Turkish translation equivalent, illustration and word in context in the retention test. ....	106
4.1.8.1	The results of the third experimental group in the retention test assessing comprehension.....	106
4.1.8.2	The results of the third experimental group in the retention test assessing production.....	110

4.1.9 The results of the three experimental groups in terms of effective vocabulary teaching technique in retention .....	114
4.1.9.1 The results of the three experimental groups in the retention test assessing comprehension.....	114
4.1.9.2 The results of the three experimental groups in the retention test assessing production.....	119
4.2 Discussion .....	123
4.3 Limitations of the study .....	125
 CHAPTER V	
5. CONCLUSION .....	127
 BIBLIOGRAPHY .....	
	130
 APPENDICES .....	
	133
Appendix 1: Multiple choice and Fill in the blanks tests used as pre-tests.....	133
Appendix 2: Multiple choice and Fill in the blanks tests used as post-tests .....	146
Appendix 3: Multiple choice and Fill in the blanks tests used as retention tests .....	159
Appendix 4: The Administration Test in the beginning of the term .....	172
Appendix 5: The Vocabulary List.....	193
 CURRICULUM VITAE .....	
	197

**ABSTRACT****MASTER THESIS  
EFFECTIVE TECHNIQUES IN VOCABULARY TEACHING****Ceyhun YÜKSELİR****Supervisor: Assist. Prof. Dr. Selma ELYILDIRIM****June 2008-Page: 197****Jury: Asst. Prof. Dr. Selma ELYILDIRIM  
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This study was conducted to find out the effective techniques among the three teaching techniques used in English vocabulary teaching. These techniques were providing Turkish translation equivalent, using illustrations and using word in context techniques.

In the light of these teaching techniques, the aim was to show the teachers and learners which of the above techniques are more conducive to L2 vocabulary teaching. Another purpose of this study was to investigate the level of retention of the lexical items following the treatment and which teaching techniques are more apt to help the learners retain the target words.

Furthermore, in this research, the achievement degree of comprehension and production of the lexical items examined in the study was looked at by giving two different tests to the learners multiple-choice test and fill in the blanks test. The former was prone to measure the comprehension and the latter was for production.

Three kinds of non-paradigmatic tests were used to obtain the results of the study. These were the Kruskal Wallis test, the Mann Whitney U test, and the Wilcoxon Signed Ranks test.

**ÖZET****YÜKSEK LİSANS TEZİ  
KELİME ÖĞRETİMİNDE ETKİLİ YÖNTEMLER****Ceyhun YÜKSELİR****Danışman: Yrd. Doç. Dr. Selma ELYILDIRIM****Haziran 2008-Sayfa: 197****Jüri: Yrd. Doç. Dr. Selma ELYILDIRIM****Prof. Dr. Kamil AYDIN****Prof. Dr. Mehmet TAKKAÇ**

Bu çalışma İngilizce ikinci dil kelime öğretiminde uygulanan üç öğretim tekniği arasında etkili olanı öğrenmek için yürütüldü. Bu teknikler kelimenin Türkçe anlamını verme, tasvir kullanma ve kelimeyi cümle içinde kullanmayı.

Bu teknikler ışığında, amaç yukarıda belirtilen tekniklerden hangisinin kelime öğretiminde daha elverişli ve faydalı olduğunu öğretmen ve öğrencilere göstermekti. Bu çalışmanın bir başka amacı verilen eğitim sonrası kelime gruplarının hafızada tutulma seviyesini bulmak ve hangi tekniğin hedef kelimeleri akılda tutmada öğrencilere yardımcı olmak için daha uygun olduğunu araştırmaktı.

Dahası, bu araştırmada çalışmada incelenen, kelimelerin anlaşılma ve kullanılma başarı derecelerine öğrencilere iki farklı test verilerek bakıldı. Çoktan seçmeli test ve boşluk doldurma testi. Çoktan seçmeli test anlamayı, boşluk doldurma testi kullanmayı ölçtü.

Çalışmanın sonuçlarını elde etmek için üç tür paradigmatik olmayan test kullanıldı. Bunlar Kruskal Wallis test, Mann Whitney U test, and Wilcoxon Signed Ranks test idi.



## LIST OF TABLES

## PAGE NUMBER

Table 2.1:Categories of words and how to teach them .....	17
Table 2.2: Sequence of levels.....	19
Table 3.1: Distribution of subjects on experimental and control groups .....	33
Table 3.2: The summary of the data collection procedure.....	38
Table 4.1: The results of the pre-test assessing comprehension .....	41
Table 4.2: The results of the pre-test assessing production .....	43
Table 4.3: The results of the Kruskal Wallis test related to differences among the experimental groups for comprehension test in the pre-test .....	45
Table 4.4: The results of the Kruskal Wallis test related to differences among the experimental groups for production test in the pre-test .....	46
Table 4.5: The results of the pre-test and post-test assessing comprehension.....	47
Table 4.6: The results of the Kruskal Wallis test related to differences observed among the experimental groups in the comprehension test .....	49
Table 4.7: The results of the pre-test and post-test assessing production .....	52
Table 4.8: The results of the Kruskal Wallis test related to differences observed among the experimental groups in the production test .....	54
Table 4.9: The results of the pre-test and post-test assessing comprehension in the Turkish translation equivalent group .....	57
Table 4.10: The results of the Mann Whitney U test assessing comprehension in the Turkish translation equivalent group .....	60
Table 4.11: The results of the Wilcoxon Signed Ranks assessing comprehension in the Turkish translation equivalent group .....	61
Table 4.12: The results of the pre-test and post-test assessing production in the Turkish translation equivalent group.....	62
Table 4.13: The results of the Mann Whitney U test assessing production in the Turkish translation equivalent group.....	65
Table 4.14: The results of the pre-test and post-test assessing production in the Turkish translation equivalent group.....	66

Table 4.15: The results of the pre-test and post-test assessing comprehension in the Turkish translation equivalent group and illustration .....	67
Table 4.16: The results of the post-test assessing comprehension in the Turkish translation equivalent group and illustration.....	69
Table 4.17: The results of the pre-test and post-test assessing production in the Turkish translation equivalent group and illustration.....	70
Table 4.18: The results of the pre-test and post-test assessing production in the Turkish translation equivalent group and illustration.....	71
Table 4.19: The results of the post-test assessing production in the Turkish translation equivalent group and illustration. ....	73
Table 4.20: The results of the pre-test and post-test assessing production in the Turkish translation equivalent group and illustration.....	74
Table 4.21: The results of the pre-test and post-test assessing comprehension in the Turkish translation equivalent group, illustration and word in context .....	76
Table 4.22: The results of the Mann Whitney U test assessing comprehension in the Turkish translation equivalent group, illustration and word in context .....	79
Table 4.23: The results of the Wilcoxon Signed Ranks assessing comprehension in the Turkish translation equivalent group, illustration and word in context .....	80
Table 4.24: The results of the pre-test and post-test assessing production in the Turkish translation equivalent group, illustration and word in context.....	81
Table 4.25: The results of Mann Whitney U test assessing production in the Turkish translation equivalent group, illustration and word in context.....	84
Table 4.26: The results of the pre-test and post-test assessing production in the Turkish translation equivalent group, illustration and word in context.....	85
Table 4.27: The results of the post-test and retention test assessing comprehension the Turkish translation equivalent group .....	87
Table 4.28: The results of the Mann Whitney U test assessing comprehension the Turkish translation equivalent group .....	90
Table 4.29: The results of Wilcoxon Signed Ranks assessing comprehension in the Turkish translation equivalent group .....	91
Table 4.30: The results of the post-test and the retention test assessing production in the Turkish translation equivalent group .....	92

Table 4.31: The results of the Mann Whitney U test assessing production in the Turkish translation equivalent group.....	95
Table 4.32: The results of Wilcoxon Signed Ranks assessing production in the Turkish translation equivalent group.....	96
Table 4.33: The results of the post-test and the retention test assessing comprehension in the Turkish translation equivalent and illustration group .....	97
Table 4.34: The results of Mann Whitney U test assessing comprehension in the Turkish translation equivalent and illustration group.....	99
Table 4.35: The results of Wilcoxon Signed Ranks assessing comprehension in the Turkish translation equivalent and illustration group .....	100
Table 4.36: The results of the post-test and retention test assessing production in the Turkish translation equivalent and illustration group .....	101
Table 4.37: The results of the Mann Whitney U test assessing production in the Turkish translation equivalent and illustration group.....	104
Table 4.38: The results of the Wilcoxon Signed Ranks test assessing production in the Turkish translation equivalent and illustration group .....	105
Table 4.39: The mean scores of the post-test and the retention test assessing comprehension in the Turkish translation equivalent, illustration and word in context group .....	106
Table 4.40: The results of Mann Whitney U test assessing comprehension in the Turkish translation equivalent, illustration and word in context group.....	107
Table 4.41: The results of Wilcoxon Signed Ranks assessing comprehension in the Turkish translation equivalent, illustration and word in context group .....	109
Table 4.42: The results of the post-test and the retention test assessing production in the Turkish translation equivalent, illustration and word in context group .....	110
Table 4.43: The results of the Mann Whitney U test assessing production. in the Turkish translation equivalent, illustration and word in context group.....	112
Table 4.44: The results of the Wilcoxon Signed Ranks test assessing production in the Turkish translation equivalent, illustration and word in context group .....	113
Table 4.45: The results of the post-test and the retention test assessing comprehension in the three experimental groups .....	114

Table 4.46: The results of the Kruskal Wallis test related to differences observed in the retention test assessing comprehension among the experimental groups .....	116
Table 4.47: The results of the post-test and the retention test assessing production in the three experimental groups .....	119
Table 4.48: The results of the Kruskal Wallis test related to differences observed in the retention test assessing production among experimental groups.....	121

**LIST OF FIGURES**

**PAGE NUMBER**

Figure 1.1:	The internal structure of the lexical entry.....	4
Figure 2.1:	Lexical representation and processing(1).....	22
Figure 2.2:	Lexical representation and processing(2).....	23
Figure 2.3:	Lexical representation and processing(3).....	24
Figure 2.4:	The information processing model.....	27
Figure 2.5:	Typical pattern of forgetting.....	28
Figure 2.6:	Pattern of forgetting with expanded rehearsal.....	29

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Ceyhun YÜKSELİR

## **CHAPTER I**

### **1. INTRODUCTION**

In this chapter, a brief introduction clarifying the aim of the study is given. In section 1.1, the term word is explained. The definitions of the terms ‘lemma’ and ‘lexeme’ are presented in section 1.2. Then a short historical overview is given and the importance of vocabulary is discussed. In section 1.5 lexical competence and in section 1.6 lexical knowledge are explained.

This study was conducted to find out the effective vocabulary teaching techniques among the three different techniques, that is providing Turkish translation equivalent, using illustrations, and using words in context techniques in comprehension and production. In addition, in terms of retention which of the teaching techniques were more effective were investigated with the multiple-choice test and fill in the blanks test. Three tests were given to the students in the form of repeated measure design. These tests were applied to the students separately.

This study was administered to the subjects who were studying in the preparatory class of the School of Foreign Languages at Atatürk University. Their level of English is beginner in accordance with the results of the proficiency level test made in the beginning of the academic year 2007-08.

Although there are many studies focusing on effective vocabulary teaching techniques, few studies have examined the effect of multiple techniques compared with that of a single technique. This study aimed to fill in this gap. Considering the effect of different vocabulary teaching techniques on learners, it may be said that intensive and integrated ones were more effective on teaching because learners may have been exposed to the target lexical items more than one.

Chapter I presents the introduction part in which the current study is introduced. Literature review which illustrates the previous studies are given in Chapter II. Chapter III gives the methodology of the study. Chapter IV presents the results of the study in accordance with the test administered to the subjects. And finally, in the conclusion part, Chapter V, the final points obtained from the study are discussed.

For a very long time, vocabulary has been relegated to secondary position and considered as indifferent component of language teaching. This supposition was evident in the quotations taken from Carter (1998:184) “vocabulary for many years has been the poor relation of language teaching”. However, some researchers do not accept this secondary position of vocabulary and in order to ease the appreciation of vocabulary, they propose various arguments. As Wilkins (1972, cited in Thornbury 2002:13) notes, “without grammar very little can be conveyed, and without vocabulary *nothing* can be conveyed”.

Since the 1970s, there has been a growing interest to vocabulary teaching and learning, parallel to this development the prominent place of the lexical knowledge for the comprehension and production of the foreign or second language has been stressed. Becoming aware of the fact that vocabulary is of great importance to the acquisition of the target language, the nature of teaching and learning vocabulary has been investigated in recent years. Especially, teaching academic vocabulary rather than the frequent words in the target language has been a great focus in this field.

On the basis of the incidental and intentional teaching techniques, various research studies were investigated such as mnemonic key word technique, guessing meaning from the context and semantic map etc. Considering the issues, the current study are geared to reveal the effect of different vocabulary teaching technique on the learners and find out whether isolated or integrated one is more effective.

### **1.1.What is a ‘word’**

Polonius: What’s that you read, m’lord?

Hamlet: Words, words, words.

(Shakespeare, 1600-01, *Hamlet*, Act II, Scene ii)

Words, words. They’re all we have to go on.

(Stoppard, 1967, *Rosencrantz and Guildenstern are Dead*, p.41)

One of the most difficult questions to answer in vocabulary studies is *What is a word?* In fact, there are answers to this question, but a complete satisfactory answer does not exist. Some theoreticians and researchers have provided some definitions to the term ‘word’.



Vygotsky writes that “A word is microcosm of human consciousness” (Vygotsky, 1962, cited in Thornbury, 2002:1).

Words are not discrete units in a language; they have strong and complicated features (Schmitt, 2002; Wesche & Paribakht 2000, cited in Tokaç, 2005:13).

In order to say that learners know a word, they have to have knowledge about a particular word’s pronunciation, spelling, word parts, meaning, grammatical properties, collocations, and contextual factors affecting its appropriate use (Nation, 2001, cited in Tokaç, 2005:13).

Words can be defined, roughly, as the tokens or signs in the foreign language. According to Thornbury (2002:12), a word is a more complex phenomenon than at first it might appear. For example;

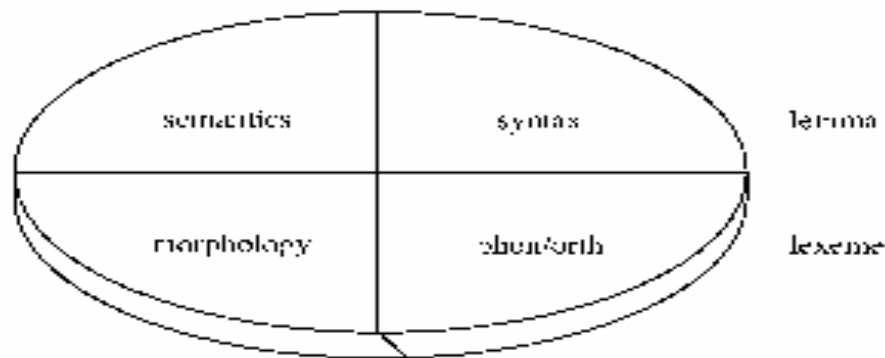
- words have different functions, some carrying mainly grammatical meaning, while others bear a greater informational load
- the same word can have a variety of forms
- words can be added to, or combined, to form new words
- words can group together to form units that behave as if they were single words
- many words commonly co-occur with other words
- words may look and/or sound the same but have quite different meanings
- one word may have a variety of overlapping meanings
- different words may share similar meanings, or may have opposite meanings
- words can have the same or similar meanings but be used in different situations or for different effects

## **1.2. Definitions of the terms ‘lemma’ and ‘lexeme’**

A lexical entry in the first language (L1) is generally considered to contain semantic, syntactic, morphological, and formal (phonological and orthographic) specifications about a lexical item. These different types of information are

believed to be represented in the two components that make up a lexical entry; the lemma and the lexeme.

The lemma contains semantic and syntactic information about a word, for example, word meaning and part of speech, and the lexeme contains morphological and formal information, for example, different morphological variants of a word, spelling, and pronunciation (Garrett 1975; Levelt 1989, cited in Jiang, 2000:48).



*Figure 1.1: The internal structure of the lexical entry (adapted from Levelt 1989, cited in Jiang, 2000: 48).*

An important feature of the lexical representation in L1 is that these different types of information are highly integrated within each entry, such that once the entry is opened, all the information automatically becomes available.

According to Thornbury (2002:6), a lexeme is a word or group of words that function as a single meaning unit, as in the following sentence;

*I like looking for bits and pieces like old second-hand record players and doing them up to look like new.*

In this sentence, the expressions *looking for*, *bits and pieces*, *record players* are counted as single lexemes.

A lexeme can also be defined as an abstract unit of morphological analysis in linguistics that roughly corresponds to a set of words that are different forms of

the same word. For example, in the English language, *run*, *runs*, *ran*, and *running* are the same lexeme conventionally written as RUN.

### **1.3. Historical Overview**

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Nevertheless, for many years, vocabulary has been regarded as the poor relation of language teaching. Nation (1990:75) explains this as follows:

“Its neglect is in part due to a special significance on syntax, especially coming from the movement named *Structuralism* which affected the whole linguistic world between the years 1950-60s. Although the shift to generative (transformational) linguistics in the 1960s brought about revolutionary changes in linguistic theory, triggered by Chomsky (1957) it did little changes to challenge the idea that the role of lexis was secondary to that of grammar”.

Within linguistics, the lexicon has taken a secondary role. The teaching and learning of vocabulary has never aroused the same degree of interest and desire from scholars and teachers within language teaching until the 1970s. Since the late 1970s, however, there has been a revival of interest in vocabulary teaching, especially in Great Britain.

This area of teaching was often neglected as it was thought that vocabulary could simply be left to take care of itself. Although by the late 1970s and early 1980s more and more voices began to challenge this view, in 1988 Carter and McCarthy were still taking note of the relative neglect of vocabulary in previous years. By then its reputation as the poor relation in language teaching was rapidly coming to an end (Judd 1978; Meara 1981; McCarthy 1984; Laufer 1986, cited in Celce-Murcia, 2001:285).

Linguists, conducting some projects in relation with the vocabulary acquisition, have been interested in the questions such as; ‘what is vocabulary?’ , ‘what does it mean to know a word?’ , ‘what vocabulary should be learned?’ , ‘how should vocabulary be learned?’ , and apart from these questions, in the article named ‘Vocabulary and Second/Foreign Language Teaching’ Meara acclaims another important question; ‘what does a second language learner’s

mental lexicon look like and how is it different from the mental lexicon of a monolingual native speaker?’ (Meara, 1982:29, cited in Carter, 1987:3).

Vocabulary was afforded somewhat more importance, but the focus on rules of grammar still served to reinforce the idea that lexis was somewhat secondary (Carter and McCarthy, 1988, cited in Celce-Murcia, 2001:285). Once again, though, vocabulary was given secondary status, it was taught mainly as a support for functional use (Schmitt, 2000, cited in Tokaç, 2005:13).

#### **1.4. Importance of Vocabulary**

Words are so penetrating in the learner’s life that one does not often cease to reflect their value, power and impact upon them. The words that the learners use both express and shape who they are. Vocabulary gives out one’s social and educational background. As a major factor in life, it reshapes the learner’s future positively or vice versa.

Words are the tools the learners use to access background knowledge, express ideas, and learn new concepts or else. As mentioned above in the first section, although the importance of vocabulary seems clear enough to the learners, this perception is not universally held around the whole world. However, recent studies related to vocabulary instruction in general prove that it is getting gradually higher place in linguistics.

What is important for the learner to understand is the significance of vocabulary growth and in order to accelerate the growth process, one needs to have multi-faceted and long-term approach.

#### **1.5. Lexical Competence**

Richards (1976, cited in Jiang, 2000:64) argues that lexical competence involves more than knowing the morphological structure and semantic features of a word. He suggests that knowing a word means that its associations with other words, its collocations and selection restrictions should be known, as well.

Similarly, Nation (1990:67) considers “lexical competence as consisting of four dimensions of knowledge, form, position, function, and meaning”

Another way to define lexical competence is to look at it as skills rather than knowledge, with an emphasis on automaticity in lexical processing. In this view, vocabulary acquisition is a process of increasing automaticity in lexical recognition and production. Thus, Coady et. al. (1985, cited in Jiang, 2000: 67) divided the second language (L2) words into three categories:

“words whose meaning is not known to a learner, words whose form and meaning are familiar to the learner but only recognizable in context, and words whose form and meaning can be automatically recognized even without context. Shortly, lexical competence is a central part of communicative competence” (Coady, 1985, cited in Jiang, 2000: 67).

### **1.6. Lexical Knowledge**

Lexical knowledge makes the meaning of grammatical functions more reachable to learners. This knowledge can be clarified as the information an L2 learner remembers about form, meaning, grammatical usage, clearly, the total usage of the words stored in a mental lexicon.

Lexical knowledge is represented outside the lexical entry and a certain level of conscious awareness is required in the application of lexical knowledge; in this sense it can be said that lexical knowledge is propositional knowledge. Briefly, this term is defined as the information a person has about the word.

## **CHAPTER II**

### **2. LITERATURE REVIEW**

In this chapter, the previous studies about vocabulary teaching and learning are reviewed. The four strands identified by Nagy are presented in section 2.1. What knowing a word means is clarified in section 2.2. Remembering a word is discussed in section 2.3. Presenting a word and aspects of presentation are the topics of the following two sections. Three stages of lexical development in L2 are introduced in section 2.6. In section 2.7, the role of memory in vocabulary acquisition is discussed. The requirements for vocabulary teaching are explained in section 2.8 and finally the research questions investigated in the study are presented.

#### **2.1. Four strands of language course**

According to Nation, the activities in a language course can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. These are called strands because they can be seen as long continuous sets of learning conditions that run through the whole language course. (Nation, 2007).

Carter and McCarthy (1988:94) point out that although there is a useful distinction between receptive and productive vocabulary, the two may not be automatic polarities. It is commonly held that comprehension precedes production.

##### **2.1.1. Meaning-focused input learning**

The meaning-focused input strand can be regarded as learning through listening and reading, this is also called 'learning receptively'. Learners can have a wider range of vocabulary, however their productive usage of wide range of vocabulary is generally restricted. Compared with 'learning productively'-that is learning through speaking and writing, this type of learning focuses mainly on understanding and comprehension. Learners try to concentrate on grasping the main point of the text. In this kind of learning, extensive reading, listening stories or watching television can be defined as the most beneficial activities. Namely,

meaning-focused input learning is dependent on the quality and frequency of reading and listening skills.

In relation to knowledge given above, meaning-focused input learning is defined as incidental learning of language in which learners are generally limited to see new items as they appeared in reading or listening texts. Incidental learning is not planned or intended, that is, it is the natural part of learning. This indirect kind of learning supposes that vocabulary expansion can be enlarged through the practice of other language skills.

According to Schmitt (2001:834), one key to facilitate incidental learning is to maximize learners' exposure to English. This can only be done orally in a number of ways:

- a) Maximising the amount of English used in the classroom.
- b) Using group work, where learners can learn new words from each other during their interactive discussions.
- c) Encouraging communication with proficient English users whenever possible
- d) Spending time in an English-speaking country or environment.

### **2.1.2. Meaning-focused output learning**

The meaning-focused output strand entails the learning through speaking and writing that is, 'learning productively'. Talking, giving a speech, telling a story, and keeping a diary etc. are the most essential activities in the meaning-focused output learning. The learners are liable to speak and write in available circumstances.

Meaning-focused output learning is regarded as intentional, planned or intended learning. In contrast to incidental learning, this kind of learning involves the use of language more productively by speaking or writing. Recent studies show that this area is one of the fields in which almost no significant study has been carried out. Extensive use of flash cards, illustrations, giving more specific examples from the life can be integrated into this strada.

Although vocabulary is incremental in nature, it is obvious that the learner has to start from some place. Since all word knowledge aspects cannot be learned on the initial meeting, one reasonable way to start is by focusing on the meaning and structural aspects of a word first. Organised information is easier to learn than unorganised information. From this point of view, one can say that intentional teaching methods can be much more conducive to vocabulary learning than incidental teaching methods.

According to Schmitt (2001:834–37) the ways of facilitating intentional learning of vocabulary can be summarised as follows:

- a) The learning of word pairs
- b) Teaching groups of words together and cross-association
- c) Teaching the underlined meaning of a word
- d) Teaching word families instead of words
- e) Teaching word pairs
- f) Present sequences of words together

### **2.1.3 Language-focused learning**

According to Nation, language-focused learning has many names—focusing form, form-focused instruction, deliberate study and deliberate teaching, learning as opposed to acquisition, intentional learning so on. It involves the deliberate learning of language features such as pronunciation, spelling, vocabulary, grammar and discourse.

The ultimate aim of such learning is to deal with messages, but its short-term aim is to learn language items. Pronunciation practice, using substitution tables and drills, learning vocabulary from word cards, intensive reading, and translation, memorizing dialogues and getting feedback about writing can be defined as the crucial parts and activities of this kind of learning. (Nation, 2007)

In order to validate the language-focused learning, there are some principles and conditions which should be undertaken. Nation (2007:135) states that these are as follows:



1. The learners give deliberate attention to language features.
2. The learners should process the language features in deep and thoughtful ways.
3. There should be opportunities to give spaced, repeated attention to the same features.
4. The features that are focused on should be simple and not dependent on developmental knowledge that the learners do not have.
5. Features that are studied in the language-focused learning strand should also occur often in the other three strands of the course.

Language-focused learning can have the following effects.

(Nation, 2007:87)

- ◆ *It can add directly to implicit knowledge.*
- ◆ *It can raise consciousness to help later learning.*
- ◆ *It can focus on systematic aspects of the language.*
- ◆ *It can be used to develop strategies.*

#### **2.1.4 Fluency development**

Fluency development is explained as becoming fluent in listening, speaking, reading and writing. In this strand, the learners are expected to take part in almost every activity with regard to four basic skills. Namely, they are asked for turning their receptive knowledge into the productive one. The learners' aim is to receive and convey messages and their feelings. Typical activities involve speed reading, skimming and scanning, repeated reading and repeated retelling, ten minute writing and listening to easy stories (Nation, 2007).

Consequently, the coverage of these four principles necessitates roughly the same amount of time and aims to cover both productive and receptive skills. Each strand can be significant for learners if it involves the arbitrary relationship of form and meaning. Because, these two features of language-form and meaning-are the integrated part of instructed language vocabulary teaching. So, the teachers are expected to consider them equally, and put into practice coherently.

## 2.2. Knowing a Word

In this section, the main focus is on the knowledge of a word, that is, ‘what does it mean to know a word?’ For a long time, it has been assumed that knowledge of a word does only mean knowing the meaning of a word. However, one can say that knowing a word necessitates more than knowing the meaning of a word.

Knowing a word means mastery of its pronunciation, spelling, relation to other words, and the other meanings it has. Once these knowledge types are learned, further effort should be put into activation of this knowledge. In addition, due to the existence of different types of knowledge about a word, the mastery of all these features cannot be developed at once (Schmitt, 2002, cited in Tokaç, 2005:18).

At the most basic level, knowing a word involves knowing:

- its **form**, and
- its **meaning**

Knowing the meaning of a word is not just knowing its dictionary meaning, it also means knowing the words commonly associated with it (collocations) as well as its connotations, including its register and its cultural accretions (Thornbury, 2002:15).

In general, knowing a word is accepted as knowing its meaning and its form. However, as Nation (1990:31) suggests, knowing a word implies different kinds of knowledge, as given below:

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

In other words, knowing a word includes many aspects other than just the meaning and the form.

Knowledge of form might include phonological and orthographical form as well as any recognizable word parts. Beyond the word's definition given in a dictionary, meaning also encompasses connotation and synonyms. Using the word requires an understanding of appropriate grammatical function, common collocations, appropriacy in different contexts and the frequency of use. All of this knowledge can be acquired from incidental exposure to language, as Ellis (1997:127) writes:

*as learners' L2 vocabulary extends, as they practise hearing and producing L2 words, so they automatically and implicitly acquire knowledge of the statistical frequencies and sequential probabilities of the phonotactics of the L2. Their input and output modules for L2 processing begin to abstract knowledge of L2 regularities, thus to become more proficient at short-term repetition of novel L2 words. And so L2 vocabulary learning lifts itself up by its bootstraps.*

According to Carter (1998:239), *knowing a word* in a second or foreign language might be said to have the following main characteristics:

1. It means knowing how to *use* it productively and having the ability to *recall* it for active use, although for some purposes only passive knowledge is necessary and some words for some users are only ever known passively.
2. It means knowing the likelihood of encountering the word in either spoken or written contexts or in both.
3. It means knowing the syntactic frames into which the word can be slotted and the underlying forms and derivations which can be made from it.
4. It means knowing the relations it contracts with other words in the language and with related words in an L1 as well.
5. It means perceiving the relative coreness of the word as well as its more marked pragmatic and discorsal functions and its style-levels.

6. It means knowing the different meanings associated with it and, often in a connected way, the range of its collocational patterns.
7. It means knowing words as part of or wholly as fixed expressions conveniently memorized to repeat-and adapt-as the occasion arises.

What is important for the learner is to notice the fact that word knowledge is incremental and takes time. Sometimes, vocabulary learners confront initial fuzziness, which is an inevitable part of vocabulary learning.

Briefly, it can be concluded that knowing a word involves knowing how to use the word syntactically, semantically, and pragmatically and it implies knowing many things about the word- its literal meaning, its various connotations, the morphological variations and semantic associations, etc.

In relation to this section, there are some assumptions taken from Richards' "The Role of Vocabulary Teaching" (1976:141). The explanations concerning each assumption are given below.

- Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words, we also "know" the sort of words most likely to be found associated with the word.
- Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
- Knowing a word means knowing the syntactic behaviour associated with that word.
- Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
- Knowing a word entails knowledge of the network of associations between that word and other words in language.
- Knowing a word means knowing the semantic value of a word.

### 2.3. Remembering a Word

Most language learners take it for granted that once they have learned the particular words, they have completed learning process. They do not show any effort to continue their systematic study. However, overtime, they may forget some of the learned/acquired words either partially or completely.

In fact, learning is remembering. Unlike the learning of grammar, which is essentially rule-based system, vocabulary knowledge is largely a question of accumulating individual items (Thornbury, 2002:23).

Of course, there are some approaches in remembering a word such as mnemonic technique, which is described as something that you use to help you remember a name, a word, a rule in dictionaries. Additionally, the learners can have “keyword technique” which is used to link the form of a word to its meaning and so can be brought into play once the learner has access to the meaning of the word.

Another approach is related to guessing from the context, which is basically appreciated much more. DeCarrico (2001, cited in Genç, 2004:123) explains the basic steps of the educated guessing as follows:

1. Deciding the part of the speech of the unknown word, that is, to understand if it is a noun, verb, adverb, adjective, preposition, etc.
2. Examining the context of the clause or the sentence in which employs the word and then recognizing the other words accompanying the unknown words.
3. Looking for the transition signals within and between the paragraphs so that the meaning of the clause or the sentence containing the unknown word might become clearer. If there is no clear signal, punctuations may be helpful.
4. Finally, if you have not still found any clear signal conducive to guess the meaning of the word, break the word into prefix, root and suffix. Breaking the word into affixes and stem should be your last strategy since using affixes and roots may mislead you if you neglect to take the context into consideration

Considering all of the implications, one can say that guessing vocabulary from context is frequent way to discover the meaning of new words in an unfamiliar text or any written paper, which is composed of unfamiliar words.

#### **2.4. Presenting a Word**

This section is highly significant because, presentation of the vocabulary covers nearly the semi-part of the vocabulary instruction. Considering this, first of all, one should pay attention to the following questions; Are there any certain ways in presenting the vocabulary? How many words should the instructors teach in partial courses? What are the most spectacular methods while teaching vocabulary?, etc. Also the most frequent issues about this subject are as follows: the number of words that should be taught, the words that should be taught, and the role of independent reading in vocabulary learning.

#### **2.5. Aspects of Presentation**

##### **2.5.1. Selection**

There has been a long tradition of research into what vocabulary will provide the best return for learning. The majority of these researches has been frequency counts, which have provided lists of the most frequent and widely used words of a language. The often repeated finding of frequency counts has been that the most frequent 2.000 headwords account for at least 85% of the words on any page of any book no matter what the subject matter is (Nation and Newton, 1990:77).

Focusing on the frequency counts, a table is produced (Categories of Words and How to Teach them) (Stahl and Nagy, 2006:196-197).

This table presented below, illustrates the type of word, the identification of word and how to teach them in this category. By looking at this table, one can have the quick-step viewpoint in deciphering the L2 words.

TABLE 14.1  
Categories of Words and How to Teach Them

Type of Word	How to Identify Words in This Category	How to Teach Words in This Category
1. High-frequency words	<ul style="list-style-type: none"> <li>• Words that are among the most frequent in the language.</li> <li>• They are used in all genres and stylistic levels.</li> <li>• Their basic meanings are likely to be familiar to most students whose home language is English.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out whether or not your students already know them.</li> <li>• Teach for fluency.</li> <li>• Provide many opportunities for students to see and use the words in context. (chap. 7)</li> </ul>
2. High-utility general vocabulary	<ul style="list-style-type: none"> <li>• Students are likely to encounter this word frequently in their reading.</li> <li>• This is a word you would like students to be able to use in their writing.</li> <li>• This is a word they are not likely to be familiar with from their oral language experience.</li> <li>• The meaning of this word can be explained in terms of concepts already familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning of the word.</li> <li>• Give examples of how the word is used.</li> <li>• Use multiple activities that require students to use the word and think about its meaning, while giving them enough support to do so successfully.</li> <li>• Use the word when you're talking with students.</li> <li>• Create an atmosphere in which students feel safe to experiment with using new words.</li> <li>• Ask students to use the word, and to report instances of seeing, hearing, or using the word outside of class.</li> <li>• Review words periodically. (chap. 4)</li> </ul>
3. Important content-area vocabulary	<ul style="list-style-type: none"> <li>• This word refers to a new and difficult concept.</li> <li>• This concept is important for them to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Activate relevant background knowledge—find out what students already know about the concept, and remind them of related concepts they have already learned.</li> <li>• Explain the concept and its relationship to other concepts.</li> <li>• Use graphic organizers, charts, or diagrams as needed to portray relationships among concepts.</li> <li>• Discuss examples and nonexamples. (chap. 5)</li> </ul>

4. Words requiring some explanation	<ul style="list-style-type: none"> <li>• Students probably need to know this word in order to understand the text.</li> <li>• This word can be explained in terms of words and concepts already familiar to the students.</li> <li>• This is not a word that students need to use in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an explanation of the word when needed.</li> <li>• Encourage students to ask questions about words, and don't always send them to the dictionary. (chap. 8)</li> </ul>
5. Words that provide opportunities to demonstrate or practice word-learning strategies	<ul style="list-style-type: none"> <li>• This word gives an opportunity to show students how context or word parts (prefixes, suffixes, roots) can help them figure out the meaning of a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a think-aloud, model how you would figure out the meaning of this word.</li> <li>• Explain the strategies you use.</li> <li>• Practice using these strategies in small groups.</li> <li>• Prompt students to use strategies—remind them when these strategies might be helpful. (chaps. 11–13)</li> </ul>
6. Words that illustrate the power and beauty of effective word choice in writing	<ul style="list-style-type: none"> <li>• This word is an example of effective, vivid, or otherwise powerful writing.</li> <li>• Students are likely to know this word well enough to appreciate what the author is doing.</li> </ul>	<ul style="list-style-type: none"> <li>• Model an appreciation of effective writing—when you find an example of colorful or vivid writing in your own reading, tell students about it.</li> <li>• Have students take note of instances in which authors make effective use of language, and share these in class.</li> <li>• Post examples of well-crafted phrases around the classroom.</li> <li>• Encourage students to use these examples as models for their own writing. (chap. 10)</li> </ul>
7. Words that don't need to be taught	<ul style="list-style-type: none"> <li>• Students can probably understand the meaning of the word without knowing this word.</li> <li>• Students are not likely to see this word very often in their reading.</li> <li>• Or, students already know the meaning of this word.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the word when talking with students.</li> <li>• Give students opportunities to read.</li> <li>• Help students select books for independent reading that are at an appropriate level for them. (chap. 9)</li> </ul>



### 2.5.2. Sequencing

There are two sequences to look at here: first, the sequence of levels of vocabulary, and second, the grouping and ordering of words within a set of lessons.

A convenient division for the levels of vocabulary is shown in the accompanying table adapted from Nation (1990:64), and based on written academic text.

Table 2.2 The sequence of levels

<i>Level</i>	<i>Number of Words</i>	<i>Text Coverage, %</i>
High frequency words	2.000	87
Academic vocabulary	800	8
Technical vocabulary	2.000	3
Low-frequency words	123.200	2
Total	128.000	100

Anyway, the division between high-frequency words and low-frequency words is arbitrary and researchers do not generally agree on where the division should be made, in brief, there is no clear-cut division, but one has a set of lists about this subject. In fact, the table, which is given above, covers the first aspect, selection, and the second one, sequencing. However, the main goal is to grasp the aspects one by one in an exhaustive detail and according to these aspects' features; the teachers should try to teach how vocabulary is acquired more easily and beneficially.

### 2.5.3. Presentation

The presentation approaches are divided into two groups: direct and indirect approaches. Of course, apart from these approaches, under different names there are other approaches such as intentional and incidental teaching methods.

In a direct approach to vocabulary teaching, explicit attention is given to vocabulary. Lessons are presented in the form of where the whole time is spared for the study of vocabulary. In this approach, teacher's intention is so explicit and in relation with this, there will certainly be clear exercises, such as matching words with various types of definitions, studying vocabulary in context, semantic mapping, and split information activities focusing on vocabulary are given to learners.

William Grabe and Fredrica L. Stoller (2001, cited in Genç, 2004: 121) provide a list of explicit learning techniques in their article. These techniques are:

- Analysis of word parts (prefix, root, and suffix)
- Associations
- Cognate awareness
- Dictionary activities
- Discussion of word meanings
- Flashcard
- Games
- Illustrations, drawings, realia
- Matching meaning and collocations
- Mnemonic devices
- Parts of speech tables
- Semantic mapping
- Synonyms and antonyms
- Word family exercises

In an indirect approach to vocabulary teaching, the teacher's concern for vocabulary learning will not be so obvious. The teacher may give consideration to incorporating vocabulary learning into communicative activities like listening to stories, information gap activities, and group work, though vocabulary will not often be the main learning goal of the activities. Incidental vocabulary learning is learning that occurs when the learner's mind is focused on elsewhere such as

using the language for communicative purposes. This approach was the technique of communicative approach of the 1970s and 1980s.

When teachers compare these two approaches, they can come to a conclusion that direct teaching method is more focused and goal-directed than the indirect one. Explicit teaching methods can help teachers guide in deciding what to teach and how to teach. It provides learners a number of encounters with a word, facilitates imaging, and encourages learners to grasp the words more coherently.

Another issue is related to how many words will be presented to learners. According to Thornbury (2002:75), this depends on the following factors:

- The level of the learners (whether beginners, intermediate, or advanced)
- The learner's likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary)
- The difficulty of the items- whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce
- Their teachability- whether, for example, they can be easily explained or demonstrated
- Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.

Furthermore, the number of new words presented should not stretch too much the learner's capacity to remember them.

Therefore, considering all of the issues presented here, it can be concluded that the teachers have the possibility of introducing vocabulary to the learners by using explicit-direct teaching methods. This approach can be more beneficial than the other one because of its usefulness in seizing the words.

In relation to above explanation, three stages of lexical development in L2, formal stage, mediation stage and integration stage will be explained in the following section.

## 2.6. Three stages of lexical development in L2

### 2.6.1. Formal Stage

In the first language development, the role of vocabulary acquisition is to understand and acquire the meaning besides other properties of word. However, in a systematic L2 instruction, the role of vocabulary acquisition is essentially to remember the target word. That is, L1 words are learned both semantically and formally while L2 words are presented by only definition, which is mainly via association with L1 translation. From this perspective, it can be claimed that L2 words are not extracted or learned from the context by learners themselves. The learner's attention is basically drawn upon the formal features of the word, which are spelling or pronunciation. Little semantic, syntactic or morphological information is reflected in this process.

Shortly, formal stage is composed of lexical items without lemmas. This stage is also called as initial stage of lexical development. The figure adapted from Jiang (2000: 51) and given below illustrates this stage.

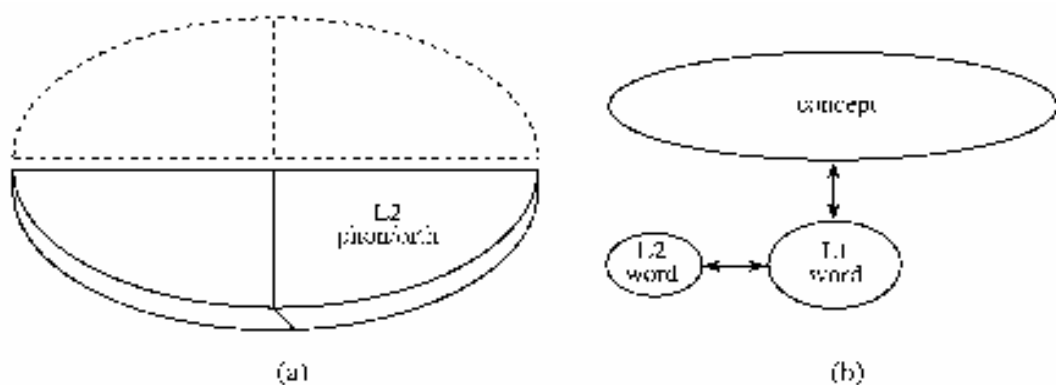


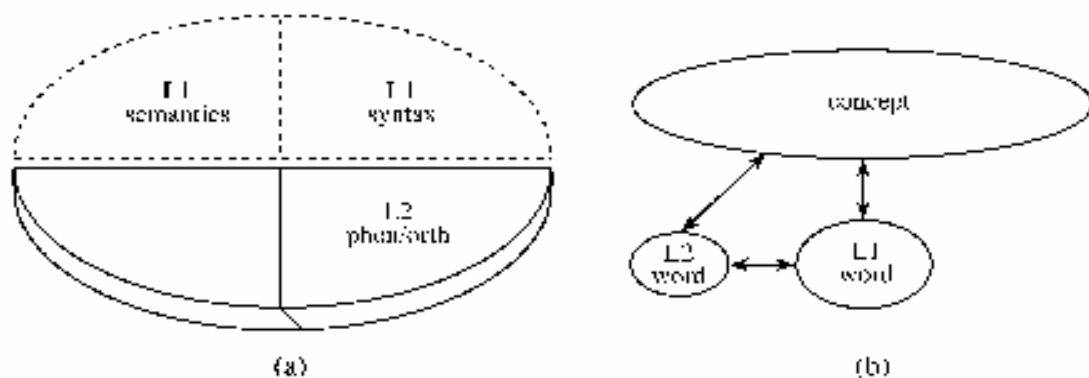
Figure 2: Lexical representation (a) and processing (b) at the initial stage of lexical development in L2

### 2.6.2. Mediation Stage (L1 lemma)

This stage is called the L1 lemma mediation stage because the use of L2 words is mediated by the lemmas of their L1 translations. As learners' experience in L2 increases, stronger associations are created between L2 words and their L1 translations. These strong associations can be classified as the link between L2 words or word forms and semantic, syntactic information of the L1 features in L2 word usage. That is, L1 lemma information such as semantic, syntactic and morphological features of L1 mediates L2 word processing (Jiang, 2000:52).

Another significant characteristic of this stage as well as the first stage is that no morphological specifications are involved in the lexical entry. Therefore, morphological features are less susceptible to transfer contrary to semantic and syntactic ones.

A third characteristic of this stage is usually the weak connection or bondage between L2 lexical items and conceptual representations. The figure adapted from Jiang (2000: 53) illustrates the conceptual representations:

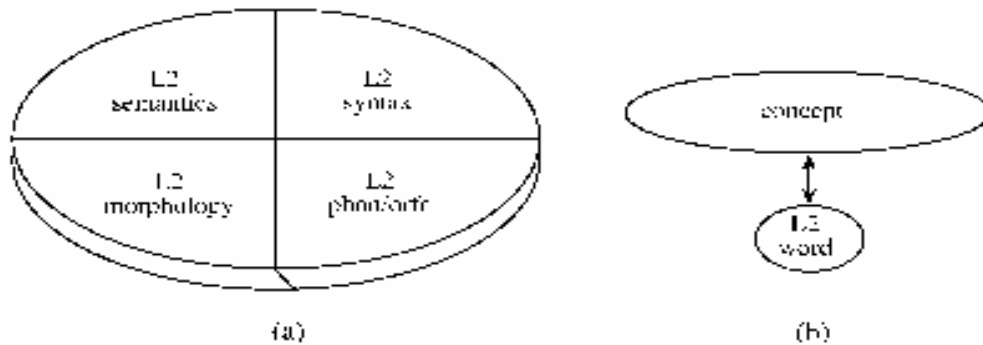


*Figure 3: Lexical representation (a) and processing (b) in L2 at the second stage*

### 2.6.3. Integration Stage

The full development of lexical competence is undoubtedly achieved at the third stage, which is called integration stage. It is the moment when the semantic, syntactic and morphological specifications of an L2 word are taken out from exposure and integrated into the lexical entry.

At this stage, a lexical entry in L2 is very similar to that in L1 in terms of both representation and processing. One can conclude that at the final stage, semantic, syntactic and morphological as well as formal specifications about an L2 word are established within the lexical entry. The figure adapted from Jiang (2000:53) is given below:



*Figure 4: Lexical representation (a) and processing (b) in L2 at the third stage*

Lastly, it should be pointed out that these stages are intended to show how a word evolves in the learning process and how an individual develops in this process. It should be kept in mind that there is no clear-cut distinction among these stages.

Considering all of the stages mentioned above, the conclusion that can be drawn is that these stages in L2 lexical development are the triggering points and they partly show the learners the way how they evolve in acquiring the lexicon in L2. Accordingly, the learners, in general, have some sort of knowledge about the general ways of grasping L2 vocabulary.

## **2.7. Role of memory in vocabulary acquisition**

Memory has always a key point in vocabulary acquisition. As stated before, vocabulary learning has an incremental nature and advance. Regardless of considering the memory storage and conceiving how the brain works and proceeds, it is nearly impossible to grasp the importance of vocabulary learning completely. Learning vocabulary with various techniques- providing Turkish translation equivalent, using illustrations and using word in sentence context- in which this study is geared to investigate is one significant problem, and retrieval of the lexical items when it is needed is another problem.

This section highlights these issues in a selective manner with explanatory approaches by clarifying sensory memory, short-term memory and long-term memory.

According to Schmitt (2000), it must be recognized that words are not necessarily learned in a linear manner. All teachers recognize that learners also forget materials. This forgetting is a natural fact of learning. Partial vocabulary knowledge should be viewed as being in a state of flux, with both learning and forgetting occurring until the word is mastered and “fixed” in memory.

### **2.7.1. Sensory memory**

The sensory memory retains an exact copy of what is seen or heard (visual and auditory). It only lasts for a few seconds, while some theorize it lasts only 300 milliseconds. It has unlimited capacity. It is the part of the memory storage processed with cognitive abilities in the senses.

As explained in related to the ability of retaining impressions of sensory information when the original stimulus has ceased. The encyclopedia describes it as:

“items detected by the sensory receptors which are retained temporarily in the sensory registers and which have a large capacity for unprocessed information but are only able to hold accurate images of sensory information momentarily”.  
(taken from [www.en.wikipedia.org](http://www.en.wikipedia.org))

### **2.7.2. Short term memory**

It has been established that our capacity for short term retention is remarkably consistent, and that most people experience some breakdown and failure in retention as soon as the number of items or chunks of information exceeds. This kind of memory is called short-term memory also known as *working memory* because of its rapid and instant model.

Schmitt (2000) proposes that short-term memory (STM) is used to store or hold information while it is being processed. It can normally hold information for only a matter of seconds. However, this can be extended by rehearsal, for example, by constantly repeating a phone number so that it is not forgotten.

Short-term memory is quick and adaptive but has a small storage capacity in contrast to long-term one. The distinction between short-term and long-term memory is not clear-cut. However, some studies show that short-term memory is transferred to the long-one by repeating and rehearsing the items more and more.

### **2.7.3. Long term memory**

It has been widely known that long-term memory, which is our capacity for the recall of information for minutes, weeks and years after the original input, is clearly different from short-term memory.

According to Gairns & Redman (1986), unlike short-term memory which is limited in capacity, long-term memory (LTM) is seemingly inexhaustible and can accommodate any amount of information. Not surprisingly, this additional information can only be stored at a price, it is generally acknowledged that we need to work much harder to commit information to long-term memory, and the type of repetition as being essential to short-term retention may not be adequate for long-term retention.

Long-term memory retains information for use in anything but the immediate future. It has an almost unlimited storage capacity but is relatively slow. Some learners may find repetition a very effective way of transferring information into long-term memory.

The progress of information through these stores is often referred to as the Information Processing Model. The way how it works is illustrated in the following:



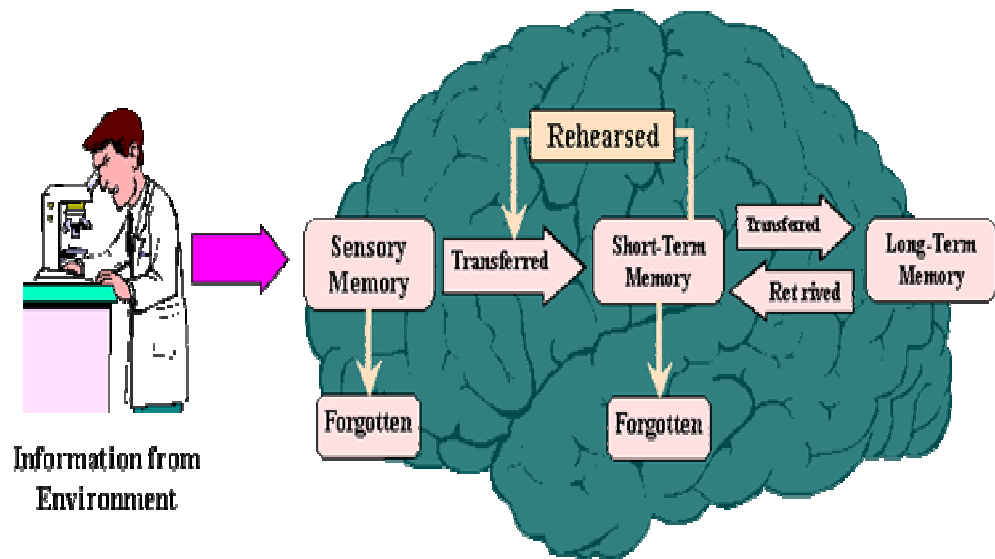


Figure: 2.4 The Information Processing Model

When figure 2.4 is examined, it is seen that there is a strong correlation among the three types of memory storage. Human beings take any information from their environment, but it is nearly impossible to retain them totally and send out without making transference and repetition or rehearsal into the short-term memory, particularly the long-term memory.

#### 2.7.4. Forgetting

As mentioned before, forgetting is one of the most significant problems of learning. In harmony with the brain structure, it may be acknowledged that forgetting process is not totally wiped out, but only retarded and prevented.

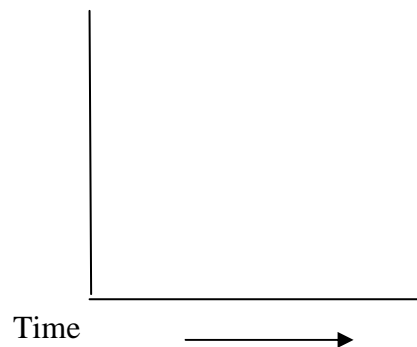
Most of the forgetting occurred with words that were only known receptively, that is, learning vocabulary through listening and reading; productive words are much less liable to forgetting. Briefly, receptive knowledge of vocabulary is more apt to forgetting than the productive knowledge, in which the usage of learned knowledge is realized with the help of speaking and writing.

Forgetting can also occur even if a word is relatively known, as when one does not use a second language for a long time or stops a course of language study. In this case, it is called *attrition*.

In general, lexical knowledge seems to be more prone to attrition than other linguistic aspects, such as phonology or grammar. This is logical because in one sense vocabulary is made up of individual units rather than a series of rules, although we have seen that lexis is much more patterned than it has previously been thought. It appears that receptive knowledge does not attrite dramatically, and when it does, it is usually peripheral words, such as low-frequency non-cognates, that are affected (Weltens & Grandel, 1993). On the other hand, productive knowledge is more likely to be forgotten (Cohen, 1989; Olshtain, 1989).

The rate of attrition appears to be independent of proficiency levels; that is, learners who know more will lose about the same amount of knowledge as those who learn less. This means that more proficient learners will lose relatively less of their language knowledge than beginners.

This long-term attrition mirrors the results of research on short-term forgetting, i.e., when learning new information, most forgetting occurs soon after the end of the learning session. After that major loss, the rate of forgetting decreases. This is illustrated in Figure 2.5.

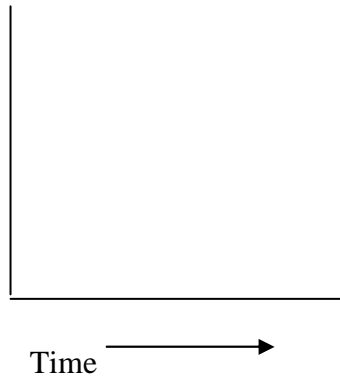


*Figure 2.5 Typical pattern of forgetting*

After conceiving the nature of forgetting, a recycling program which will be more efficient can be organized. The forgetting curve in Figure 2.5 indicates that it is critical to have a review session soon after the learning session, but less essential as time goes on. The principle of *expanding rehearsal* was derived from

this insight, which suggests that learners review new material soon after the initial meeting and then at gradually increasing intervals.

One explicit memory Schedule proposes reviews 5-10 minutes after the end of the study period, 24 hours later, 1 week later, 1 month later, and finally 6 months later. In this way, forgetting is minimized as seen in Figure 2.8.



*Figure 2.6 Pattern of forgetting with expanded rehearsal*

In the light of this information, forgetting is a natural part of learning and it must be recognized that repetition with gradual steps is very remarkable in retaining. In particular, accompanied by the visual images and illustrations, the retrieval of the words is much effective. This kind of holding information complies with this study in a sense.

### **2.7.5. Repeat and recycle**

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Some researchers have suggested various numbers of encounters with a word for learning to take place, ranging from five to twenty. Some suggest that an impressive amount of learning can take place when students learn lists of paired items (English word and translation equivalents); others suggest that this method of learning does not aid deeper understanding of the words or help students develop fluency.

However, most agree that repetition is an important aid to learning and that having to actively recall or “retrieve” a word is a more effective way of learning than simple exposure or just seeing a word over and over again (Sökmen 1997).

Researchers also agree that repeating words aloud helps students remember words better than repeating them silently. Another area of research is how long students can remember words after first learning them, and again researchers agree that forgetting mostly occurs immediately after learners first learn something, and then the rate of forgetting slows down.

## **2.8. Requirements for teaching vocabulary**

As already mentioned in the study, learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms and fixed expressions.

Taking these issues into account, the attention is drawn to the fact that teaching vocabulary for any sense entails not only providing the basic requirements but also considering the level of students, the conditions and quality of the courses, etc.

Some researchers list the different things learners need to know about a word before one can say that they have learned it. These include:

- the meanings of the word
- its spoken and written forms
- what “word parts” it has
- its grammatical behaviour
- its collocations
- its register
- what associations it has
- what connotations it has
- its frequency

Bearing in mind all these facts about vocabulary, it may be said that learning vocabulary is not a simple task as learning a grammar. Sometimes, it does not suffice to know only the meaning of the words. Owing to its complexity, vocabulary needs special tendency to seize its crucial features.

## **2.9. Research questions**

Applying these significant points to the subjects are, of course, not so easy. Initially, teachers make students aware of the importance of vocabulary in second language and make them realize how this process is incremental and gradual process. It is widely accepted that learners pay more attention to the usage of words and the basic meaning of words rather than the second or third meanings of the target items and the collocations, even in the necessary circumstances.

In view of the explanations made in the previous study, the present study was designed to investigate the effective vocabulary teaching techniques in comprehension and production. The vocabulary teaching techniques under investigation were providing Turkish translation equivalent, using illustrations and using word in context techniques. The effect of different vocabulary teaching techniques in the long term was also examined in this study. The research questions formulated in the study were:

1. Is there any influence of the technique of providing Turkish translation equivalent on the students' comprehension of English words in terms of the verbs, adjectives, adverbs, nouns and phrasal verbs?
2. Is there any influence of the technique of providing Turkish translation equivalent and illustration on the students' comprehension of English verbs, adjectives, adverbs, nouns and phrasal verbs?
3. Is there any influence of the technique of providing Turkish translation equivalent, illustration and using words in context on the students' comprehension of English words in terms of the verbs, adjectives, adverbs, nouns and phrasal verbs?
4. Which of these techniques are more effective on the students' comprehension of English verbs, adjectives, adverbs, nouns and phrasal verbs?

5. What is the effect of these techniques used in vocabulary teaching on the students' retention of English words in comprehension of English words in terms of the verbs, adjectives, adverbs, nouns and phrasal verbs in comprehension?
6. Is there any influence of the technique of providing Turkish translation equivalent technique in vocabulary teaching on the students' success of production of English words in terms of the verbs, adjectives, adverbs, nouns and phrasal verbs?
7. Is there any influence of the technique of providing Turkish translation equivalent, illustration on the students' production of English verbs, adjectives, adverbs, nouns and phrasal verbs?
8. Is there any influence of the technique of providing Turkish translation equivalent, illustration and using words in context on the students' production of English verbs, adjectives, adverbs, nouns and phrasal verbs?
9. Which of these techniques are more effective on the students' production of English verbs, adjectives, adverbs, nouns and phrasal verbs?
10. What is the effect of these techniques used in vocabulary teaching on the students' retention of retaining English words in production of English verbs, adjectives, adverbs, nouns and phrasal verbs in production?

## CHAPTER III

### 3. METHODOLOGY

In this part, the methodology of the study is explained. The reader is informed about the subjects, materials and procedure, pilot study, data collection and statistical analysis of the data. In section 3.1, the subjects taking part in the study are introduced. The materials used in the study are presented in section 3.2, and the procedure followed in the data collection is given in section 3.3. Pattern and pilot study of the study are given 3.4, and finally, statistical analysis of the data is presented in section 3.5.

#### 3.1. Subjects

Eighty students attending the English preparatory course offered by the School of Foreign Languages at Atatürk University took part in the data collection. Sixty of these students formed three experimental groups which involved 20 students in each group. The other 20 acted as the control group of the study. In the experimental study, four distinct classes were included. The distribution of the students is given below in accordance with the experimental groups and the control group.

**Table 3.1. The distribution of the subjects in the experimental and control groups**

			<b>Total</b>
Experimental Groups	Turkish translation equivalent technique	n	20
		%	25
	Turkish translation equivalent and illustration techniques	n	20
		%	25
	Turkish translation equivalent, illustration, and word in context techniques	n	20
		%	25
Control Group	Control	n	20
		%	25
<b>TOTAL</b>		N	80
		%	100

The training group of the study was consisted of 80 students, each 20 of them was from A, B, C, D groups at the School of Foreign Languages of Atatürk University in 2007-2008 academic year. They were post-graduate students who graduated from various departments related to social and natural sciences. All these students were beginners according to the results of the administration test given to them at the beginning of the 2007-2008 academic year. In the administration test presented in the Appendices students were asked 100 questions measuring vocabulary, grammar and reading comprehension.

### **3.2. Materials**

Materials used in the experimental study consisted of vocabulary list assessing the unknown lexical items that can be used in the study, multiple-choice test assessing the comprehension of the lexical items and fill in the blanks test assessing the production of the lexical items.

Vocabulary list included three hundred words and it was given to the subjects to determine the words which are unknown by them and can be used in the main study. The list was prepared from words taken from four main parts of speech, that is verb, adjective, adverb, noun and also phrasal verbs and the subjects were asked to put a tick (✓) to the words they know and write down their translation equivalents in their own language. Thus the words none of which is known by the subjects were identified and included in the treatment and training part of the study. From this vocabulary list 110 words, which had 22 words for each part of speech and phrasal verb, were met the requirements of being unknown and belonging to different parts of speech and included in the study. The complete list of the lexical items in vocabulary list is presented in the Appendices.

Multiple-choice tests were produced for the different parts of speech and phrasal verbs investigated in the study by taking some sentences given in some reference sources such as dictionaries, tests, textbooks etc. but they were modified by changing some parts to prevent subjects from being familiar with these sentences. The test sentences had four options and the subjects were asked to choose the appropriate word or expression for the blank given in the sentence among these options. Three multiple-choice tests were produced in this way: a



multiple-choice test measuring the knowledge of the target lexical items, a multiple-choice test measuring the effect of treatment and a multiple-choice test measuring the long-term retention. The number of questions was 110 and 22 questions were given for each part of speech and phrasal verbs. The number of the questions was the same in multiple-choice tests. The multiple-choice test used in the data collection are given in the Appendices, but an example from this test is presented below:

➤ *After many years of fighting, both countries ..... peace eternally.*

*a) desired      b) declined      c) destroyed      d) collected*

Fill in the blanks tests included test items assessing main parts of speech and phrasal verbs. The sentences which could be filled in with one of the lexical items examined in the study were generated but the target words and some other words that could not be used in the blanks were given as a complete list to the subjects and they were instructed to fill in the blanks with an appropriate word or expression from this list. The production of the sentences which could be filled in by only the target lexical items included in the study was quite difficult when considering the level of subjects taking part in the study. They had restricted grammatical and lexical competence as they were beginners.

Three fill in the blank tests focusing on the production of the target words were designed and administered to the students. One of these tests was rendered as the pre-test, the others as the treatment test and the other as the retention test. The fill in the blank tests are in the Appendices. The complete tests are given in the Appendices, but an example sentence from these tests is as follows:

➤ *She did not ..... in the discussion. (participate)*

### **3.3. Data Collection Procedure**

In the data collection firstly the vocabulary list was administered to the subjects and the unknown lexical items were identified. Then the multiple-choice tests and fill in the blank tests were designed.

The tests were administered to the three experimental groups and a control group. Firstly, multiple – choice test and then fill in the blanks test were applied consecutively. In each administration part, the emphasis was mainly on whether

the same subject was assigned to the tests or not. The data set of the experimental group was almost completely collected by the researcher, however the data from the control group was collected by an instructor.

The experimental study involved three sections: pre-test, post-test, and the retention-test. For these three groups, dissimilar tests were prepared and administered. Pre-test was applied to the subjects to find out whether they know the words or not. Post-test was administered to the subjects after the treatment to observe the differences between pre-test and post-test. And lastly, the retention test was given to understand to what extent the lexical items investigated in the study became a part of the subjects' lexical competence and performance.

For this experimental study, three different techniques in vocabulary teaching were applied to the subjects in three experimental groups. These techniques were as follows:

- Providing Turkish translation equivalent
- Providing Turkish translation equivalent and illustration
- Providing Turkish translation equivalent, illustration and using words in context, that is, making students use words in sentences

Each vocabulary teaching technique was used while teaching vocabulary to the subjects who were in the first, second and third experimental groups. That is, each technique used in just one experimental group. Accordingly, in order to observe the differences among these groups, each technique was administered to the subjects diligently.

In the first experimental group, providing Turkish translation equivalent technique was used but no usage or the illustration of the words was shown. In the second group, during training, the Turkish translation equivalents and illustrations of the words were given to the subjects. And in the last group, these three techniques were applied to the subjects. Throughout training, every point was handled carefully.

A control group was involved in the study to compare the positive or negative effect of the treatment given to the students. The vocabulary teaching technique in this group was the presentation of the morphological structures of the words.

### **3.4. Pattern**

Subsequent to pre-test administration, the Turkish translation equivalent technique was applied to the first experimental group 4 hours per week for 4 weeks. The Turkish translation equivalent and illustration techniques were applied to the second experimental group in the same way with the first experimental group. The Turkish translation equivalent, illustration and word in context techniques were applied to the third experimental group during the 4 weeks' treatment period. Within the same period, the control group was taught vocabulary through classical teaching.

This technique was consisted of presenting the words by giving the information about its structure such as its root and prefix, suffix and affix attached to the root. This teaching technique was named classical teaching in this study.

At the end of the treatment and period, the post-tests assessing the comprehension and production of the target verbs, adjectives, adverbs, nouns and phrasal verbs were given. The tests which were administered as a pre-test to the experimental and control groups were performed again as a post-test.

The table summarizing the whole data collection procedure is as follows:

**Table 3.2. The summary of the data collection procedure**

<b>Groups</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>	<b>RetentionTest</b>
First experimental group  N= 20	Comprehension and production test	Providing Turkish translation equivalent technique for 4 weeks	Comprehension and production test	Comprehension and production test
Second experimental group  N= 20	Comprehension and production test	Providing Turkish translation equivalent and illustration for 4 weeks	Comprehension and production test	Comprehension and production test
Third experimental group  N= 20	Comprehension and production test	Providing Turkish translation equivalent, illustration, and using word in context for 4 weeks	Comprehension and production test	Comprehension and production test
Control Group N= 20	Comprehension and production test	Providing classical teaching for 4 weeks	Comprehension and production test	Comprehension and production test

***Pilot study***

A pilot study was carried out to find out the shortcomings of the materials and whether materials need modification or not.

20 subjects attending the preparatory English course before their post-graduate study in Natural and Applied Sciences were included in the pilot study. Pre-test, post-test and retention tests were administered consecutively. Initially, multiple – choice tests were given to the subjects and then, fill in the blanks tests were administered to the subjects in a few sessions. The subjects were asked for paying attention to these tests carefully so as to observe their progress and to obtain feedback. Besides, they were also said that these tests would have no influence on their exams.

At the end of the pilot study, according to the results of the tests, some modifications or slight changes were made in the tests, especially in the form of sentences and vocabulary items. In brief, difficult words and structures which harden the understanding of the sentences were omitted from the tests.

**3.5. Statistics used in data analysis**

Following the data collection the basic statistical analysis was made on the data set. The mean scores and the standard deviations were calculated and to understand whether a normal distribution existed among the scores the histograms were produced. The results of the histograms showed that there were not normal distribution in the results. For that reason, non-parametric tests were used to compare and contrast the results and answer the research questions.

The analyses were made through the programme of SPSS for Windows 16.00 in the computer. These analyses were:

1. Mann-Whitney U test (a [non-parametric](#) test for assessing whether two [samples](#) of observations come from the same distribution)
2. Kruskal-Wallis test (a [non-parametric technique](#) for testing equality of population [medians](#) among groups)
3. Wilcoxon Signed Ranks test (a [non-parametric](#) test used in the case of two related samples or repeated measurements on a single sample)

## **CHAPTER IV**

### **4. RESULTS AND DISCUSSION**

In this chapter, the results obtained from the data collected from the subjects taking part in the study are presented and the findings of the study are discussed. In section 4.1 and sub-headings, the results of the pre-test, post-test and retention tests are presented and the overall results of the study are also given. The results of each experimental group and control group are presented in the sections below in terms of comprehension and production.

#### **4.1. The results of the study**

After collecting the data, the raw scores were calculated for each subject and each word category in each test. Then statistical analyses were carried out. The results obtained from these analyses are presented below for each test.

##### **4.1.1. The results of the pre-tests assessing comprehension and production**

In order to define whether there was statistically any meaningful difference between experimental and control groups in the beginning in terms of word categories to be taught, the average scores and standard deviations of the first comprehension test were computed and the differences between scores were compared with the Mann-Whitney U test. The results are given in Table 4.1 for comprehension and in Table 4.2 for production.

**Table 4.1. The results of the pre-test assessing comprehension**

		Group	Pre-test			U	P	
			N	$\bar{X}$	S			
TURKISH TRANSLATION EQUIVALENT	Verbs	CG	20	7,55	3,12	176,000	0.513	
		EG	20	6,95	2,56			
	Adjectives	CG	20	5,50	3,07	153,500	0.206	
		EG	20	6,60	2,66			
	Adverbs	CG	20	7,00	2,27	165,500	0.346	
		EG	20	6,15	2,35			
	Nouns	CG	20	6,65	3,03	152,500	0.196	
		EG	20	8,05	3,39			
	Phrasal verbs	CG	20	6,55	2,96	195,000	0.892	
		EG	20	6,65	2,64			
	TURKISH TRANSLATION EQUIVALENT AND ILLUSTRATION	Verbs	CG	20	7,55	3,12	194,500	0,881
			EG	20	8,05	3,72		
Adjectives		CG	20	5,50	3,07	199,500	0,989	
		EG	20	5,40	2,46			
Adverbs		CG	20	7,00	2,27	132,500	0,066	
		EG	20	5,45	2,68			
Nouns		CG	20	6,65	3,03	178,500	0,558	
		EG	20	6,10	3,29			
Phrasal verbs		CG	20	6,55	2,96	139,500	0,100	
		EG	20	5,00	2,66			
TURKISH TRANSLATION EQUIVALENT, ILLUSTRATION AND WORD IN CONTEXT		Verbs	CG	20	7,55	3,12	141,000	0,108
			EG	20	6,10	2,67		
	Adjectives	CG	20	5,50	3,07	172,500	0,454	
		EG	20	6,05	2,24			
	Adverbs	CG	20	7,00	2,27	137,000	0,086	
		EG	20	5,55	3,35			
	Nouns	CG	20	6,65	3,03	179,000	0,567	
		EG	20	6,00	2,64			
	Phrasal verbs	CG	20	6,55	2,96	168,000	0,383	
		EG	20	5,80	2,50			

**\*EG : Experimental group**

**CG : Control group**

Before the application of the three different treatment techniques to the experimental groups, these analyses would reveal whether a difference existed between the experimental and control groups in terms of comprehension and production of the word categories. According to the results, the average scores ranged between 5 and 8,05 out of 22 in the comprehension test and 2,05 and 2,95 out of 22 in the production test. However, the statistical test results did not show the existence of statistically significant difference between the experimental groups and the control group even though slight differences were found in the mean scores.



**Table 4.2. The results of the pre-test assessing production**

		Group	Pre-test			U	P	
			N	$\bar{X}$	S			
TURKISH TRANSLATION EQUIVALENT	Verbs	CG	20	2,05	0,99	130,000	0,051	
		EG	20	2,95	1,50			
	Adjectives	CG	20	2,45	1,28	172,500	0,443	
		EG	20	2,20	1,19			
	Adverbs	CG	20	2,25	1,25	177,000	0,521	
		EG	20	2,50	1,19			
	Nouns	CG	20	2,25	1,12	191,500	0,811	
		EG	20	2,30	1,08			
	Phrasal verbs	CG	20	2,10	0,91	164,000	0,307	
		EG	20	2,40	0,94			
	TURKISH TRANSLATION EQUIVALENT AND ILLUSTRATION	Verbs	CG	20	2,05	0,99	166,000	0,338
			EG	20	2,40	1,14		
Adjectives		CG	20	2,45	1,28	176,000	0,500	
		EG	20	2,20	0,89			
Adverbs		CG	20	2,25	1,25	185,500	0,685	
		EG	20	2,10	1,21			
Nouns		CG	20	2,25	1,12	162,500	0,293	
		EG	20	2,65	1,27			
Phrasal verbs		CG	20	2,10	0,91	133,500	0,062	
		EG	20	2,75	1,12			
TURKISH TRANSLATION EQUIVALENT, ILLUSTRATION AND WORD IN CONTEXT		Verbs	CG	20	2,05	0,99	146,000	0,124
			EG	20	2,45	0,76		
	Adjectives	CG	20	2,45	1,28	190,500	0,791	
		EG	20	2,35	1,04			
	Adverbs	CG	20	2,25	1,25	147,500	0,142	
		EG	20	2,75	0,97			
	Nouns	CG	20	2,25	1,12	138,500	0,075	
		EG	20	2,70	0,57			
	Phrasal verbs	CG	20	2,10	0,91	153,000	0,185	
		EG	20	2,60	1,14			

The study aimed to condition which of the teaching techniques investigated in the study were more effective. In this context, before using the teaching techniques to the experimental groups to understand whether there was a difference among the experimental groups with reference to comprehension and production tests, Kruskal Wallis analysis was carried out on the results of the pre-test. The results of this analysis are given in Table 4.3 for comprehension and in Table 4.4 for production.

**Table 4.3 The results of the Kruskal Wallis test related to differences among the experimental groups for comprehension in the pre-test**

	Groups	N	Mean Rank	Chi-Square	P
Verbs	Turkish translation equivalent technique	20	31,18	3,037	0,219
	Turkish translation equivalent and illustration techniques	20	34,90		
	Turkish translation equivalent, illustration and word in context techniques	20	25,43		
Adjectives	Turkish translation equivalent technique	20	34,13	1,950	0,377
	Turkish translation equivalent and illustration techniques	20	26,50		
	Turkish translation equivalent, illustration and word in context techniques	20	30,88		
Adverbs	Turkish translation equivalent technique	20	33,95	1,188	0,552
	Turkish translation equivalent and illustration techniques	20	28,93		
	Turkish translation equivalent, illustration and word in context techniques	20	28,63		
Nouns	Turkish translation equivalent technique	20	37,33	4,634	0,099
	Turkish translation equivalent and illustration techniques	20	27,18		
	Turkish translation equivalent, illustration and word in context techniques	20	27,00		
Phrasal verbs	Turkish translation equivalent technique	20	36,05	3,902	0,142
	Turkish translation equivalent and illustration techniques	20	25,23		
	Turkish translation equivalent, illustration and word in context techniques	20	30,23		

The mean ranks of the experimental groups in terms of different teaching techniques applied varied between 25,23 and 37,33 out of 110 for comprehension and 25,15 and 35,38 out of 110 for production but the statistical test results did not display any statistical significance for the differences.

These results indicated that the experimental groups were similar to each other in comprehension as well as in production in the beginning of the study.

**Table 4.4 The results of the Kruskal Wallis test related to differences among the experimental groups for production in the pre-test**

	Groups	N	Mean Rank	Chi-Square	P
Verbs	Turkish translation equivalent technique	20	34,20	1,523	0,467
	Turkish translation equivalent and illustration techniques	20	27,90		
	Turkish translation equivalent, illustration and word in context techniques	20	29,40		
Adjectives	Turkish translation equivalent technique	20	28,90	0,423	0,810
	Turkish translation equivalent and illustration techniques	20	30,28		
	Turkish translation equivalent, illustration and word in context techniques	20	32,33		
Adverbs	Turkish translation equivalent technique	20	30,98	3,682	0,159
	Turkish translation equivalent and illustration techniques	20	25,15		
	Turkish translation equivalent, illustration and word in context techniques	20	35,38		
Nouns	Turkish translation equivalent technique	20	26,80	1,674	0,433
	Turkish translation equivalent and illustration techniques	20	31,25		
	Turkish translation equivalent, illustration and word in context techniques	20	33,45		
Phrasal verbs	Turkish translation equivalent technique	20	28,05	0,924	0,630
	Turkish translation equivalent and illustration techniques	20	33,15		
	Turkish translation equivalent, illustration and word in context techniques	20	30,30		

The results of the tests showing which of the different teaching techniques used in the experimental groups were more effective as regards verbs, adjectives, adverbs, nouns, and phrasal verbs in the comprehension and production tests are given successively.

#### 4.1.2. The results of the post-tests assessing comprehension and production

Having analyzed the pre-test results and observed that there was no significant difference between experimental group and the control group and also between the sub-divisions of the experimental groups, the treatment explained in section 3.4 was given. At the end of treatment period, the post-tests assessing the effect of the treatment were administered and the results of these tests were analysed. The results of the mean scores obtained from these analyses and also the results of the pre-test are given in Table 4.5.

**Table 4.5 The results of the pre-test and post-test assessing comprehension**

		Group	Pre-test			Post-test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>COMPREHENSION</b>	Verbs	EG 1	20	6,95	2,56	20	12,20	2,73
		EG 2	20	8,05	3,72	20	9,55	3,68
		EG 3	20	6,10	2,67	20	12,00	2,36
	Adjectives	EG 1	20	6,60	2,66	20	9,60	2,48
		EG 2	20	5,40	2,46	20	9,10	2,92
		EG 3	20	6,05	2,24	20	8,95	1,88
	Adverbs	EG 1	20	6,15	2,35	20	9,40	2,85
		EG 2	20	5,45	2,68	20	8,90	3,58
		EG 3	20	5,55	3,35	20	10,95	2,52
	Nouns	EG 1	20	8,05	3,39	20	8,80	3,38
		EG 2	20	6,10	3,29	20	10,05	3,55
		EG 3	20	6,00	2,64	20	10,45	3,36
	Phrasal verbs	EG 1	20	6,65	2,64	20	11,00	2,29
		EG 2	20	5,00	2,66	20	10,05	2,61
		EG 3	20	5,80	2,50	20	10,75	3,26

\*Experimental Group 1 : Turkish translation equivalent technique

Experimental Group 2: Turkish translation equivalent and illustration techniques

Experimental Group 3: Turkish translation equivalent, illustration and word in context techniques

The comparison of the pre-test and post-test results showed that the subjects had better results from the post-test as a striking increase occurred in the results of the post-test for all word categories. Almost in all word categories the subjects forming the third experimental group outperformed the other two experimental groups. Nevertheless, the results of the first experimental group were higher than the second experimental group (i.e 6,95 and 12,20 mean scores obtained by the first experimental group in the pre-test and post-test, respectively, versus 8,05 and 9,55 mean scores obtained by the second experimental group, respectively for verbs).

In addition, the results implied that all the subjects comprehended phrasal verbs better than the other word categories and in terms of parts of speech verbs and nouns were comprehended more than other parts of speech investigated in the study.

After administrating the teaching techniques of Turkish translation equivalent, Turkish translation equivalent and illustration, Turkish translation equivalent, illustration and word in context techniques to the experimental groups, whether there was a difference between the experimental groups in terms of comprehension test or not, was examined with the Kruskal Wallis test.

**Table 4.6 The results of the Kruskal Wallis test related to differences observed among experimental groups in the comprehension test**

	Groups	N	Mean Rank	Chi-Square	P
Verbs	Turkish translation equivalent technique	20	34,78	<b>6,867</b>	<b>0,032</b>
	Turkish translation equivalent and illustration techniques	20	22,20		
	Turkish translation equivalent, illustration and word in context techniques	20	34,53		
Adjectives	Turkish translation equivalent technique	20	32,60	0,522	0,770
	Turkish translation equivalent and illustration techniques	20	30,23		
	Turkish translation equivalent, illustration and word in context techniques	20	28,68		
Adverbs	Turkish translation equivalent technique	20	28,90	5,006	0,082
	Turkish translation equivalent and illustration techniques	20	25,33		
	Turkish translation equivalent, illustration and word in context techniques	20	37,28		
Nouns	Turkish translation equivalent technique	20	25,55	2,835	0,242
	Turkish translation equivalent and illustration techniques	20	31,25		
	Turkish translation equivalent, illustration and word in context techniques	20	34,70		
Phrasal verbs	Turkish translation equivalent technique	20	32,92	1,534	0,464
	Turkish translation equivalent and illustration techniques	20	26,63		
	Turkish translation equivalent, illustration and word in context techniques	20	31,95		

The Kruskal Wallis test applied to the results of the pre-test and the post-test indicated that only for the teaching of verbs three different teaching techniques showed significant difference since Chi-Square value calculated for this group was significant at the level of  $p < 0.05$ .

When the graphs presented below are examined carefully, these effects are clearly seen. Considering Figure 1, it was concluded that providing Turkish translation equivalent and using illustration in vocabulary teaching had less effect on learning verbs, adverbs and phrasal verbs contrary to the other two teaching techniques.



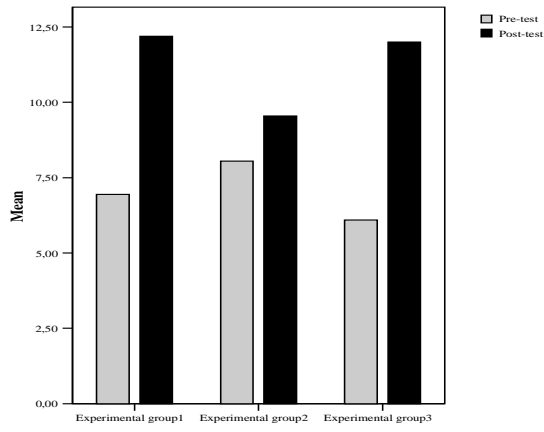


Figure 1. Comprehension of verbs in the pre-test and post-test

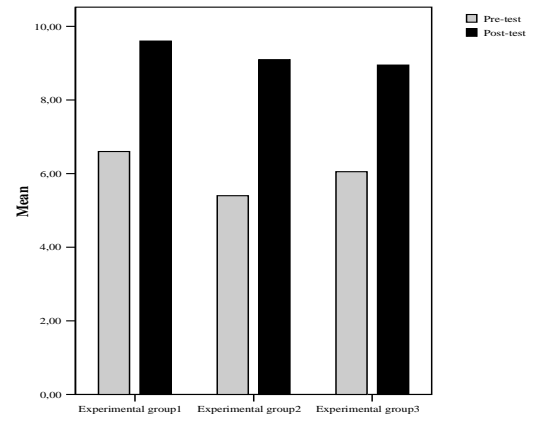


Figure 2. Comprehension of adjectives in the pre-test and post-test

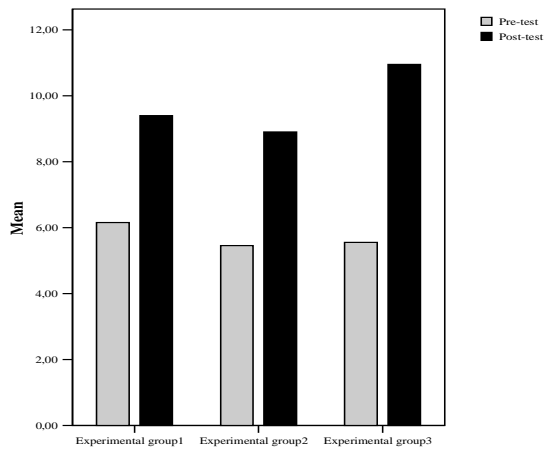


Figure 3. Comprehension of adverbs in the pre-test and post-test

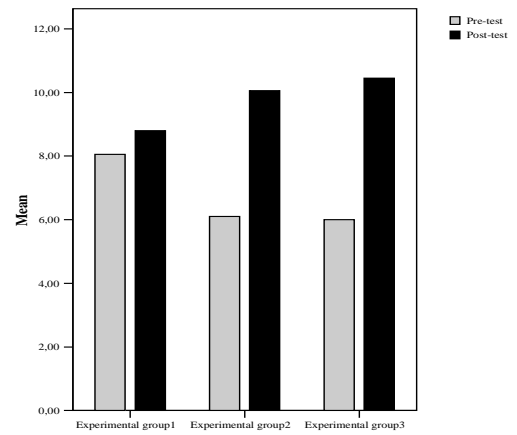


Figure 4. Comprehension of nouns in the pre-test and post-test

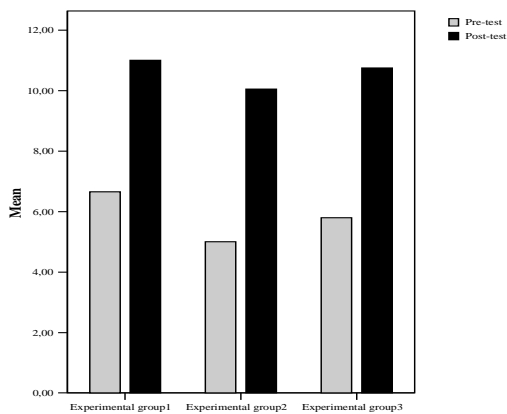


Figure 5. Comprehension of phrasal verbs in the pre-test and post-test

At the end of treatment period, the post-tests assessing the effect of the treatment in production for each word category were administered and the results of these tests were analyzed. The results of the mean scores obtained from these analyses and also the results of the pre-test are given in Table 4.7.

**Table 4.7 The results of the pre-test and post-test assessing production**

	Group	Pre-test			Post-test			
		N	$\bar{X}$	S	N	$\bar{X}$	S	
<b>PRODUCTION</b>	Verbs	EG 1	20	2,95	1,50	20	2,35	1,95
		EG 2	20	2,40	1,14	20	3,30	1,75
		EG 3	20	2,45	0,76	20	7,50	2,94
	Adjectives	EG 1	20	2,20	1,19	20	1,65	0,81
		EG 2	20	2,20	0,89	20	2,10	1,21
		EG 3	20	2,35	1,04	20	3,00	1,38
	Adverbs	EG 1	20	2,50	1,19	20	2,55	0,99
		EG 2	20	2,10	1,21	20	3,60	1,60
		EG 3	20	2,75	0,97	20	3,75	3,29
	Nouns	EG 1	20	2,30	1,08	20	2,70	1,42
		EG 2	20	2,65	1,27	20	3,95	2,54
		EG 3	20	2,70	0,57	20	4,10	3,06
	Phrasal verbs	EG 1	20	2,40	0,94	20	2,15	,813
		EG 2	20	2,75	1,12	20	3,15	1,57
		EG 3	20	2,60	1,14	20	4,10	1,89

\* Experimental Group 1 : Turkish translation equivalent technique

Experimental Group 2: Turkish translation equivalent and illustration techniques

Experimental Group 3: Turkish translation equivalent, illustration and word in context techniques

The comparison of the pre-test and post-test results showed that the subjects had higher results in the post-test than the results in the pre-test and there was an increase in the results of the post-test for all word categories. In all word categories the subjects forming the third experimental group outperformed the other two experimental groups and in addition, the second group outweighed the first experimental group. However, only in adjectives, there was a decline in the post-test results of the first and second experimental groups. (i.e. 2,20 and 1,65 mean scores obtained by the first experimental group in the pre-test and post-test,

respectively, versus 2,20 and 2,10 mean scores obtained by the second experimental group in the pre-test and post-test, respectively). Furthermore, the results implied that all the subjects in the third experimental group comprehended verbs, adjectives, adverbs, nouns, and phrasal verbs better.

After using the teaching techniques of providing Turkish translation equivalent, providing Turkish translation equivalent and illustration, providing Turkish translation equivalent, using illustration and using word in sentence context to the experimental groups, whether there was a difference between the experimental groups in terms of production test or not, was examined with the Kruskal Wallis test.

**Table 4.8 The results of the Kruskal Wallis test related to the differences observed among experimental groups in the production test**

	Groups	N	Mean Rank	Chi-Square	P
Verbs	Turkish translation equivalent technique	20	17,50	<b>30,484</b>	<b>,000</b>
	Turkish translation equivalent and illustration techniques	20	26,98		
	Turkish translation equivalent, illustration and word in context techniques	20	47,03		
Adjectives	Turkish translation equivalent technique	20	22,83	<b>10,909</b>	<b>,004</b>
	Turkish translation equivalent and illustration techniques	20	28,63		
	Turkish translation equivalent, illustration and word in context techniques	20	40,05		
Adverbs	Turkish translation equivalent technique	20	25,13	4,017	0,134
	Turkish translation equivalent and illustration techniques	20	35,98		
	Turkish translation equivalent, illustration and word in context techniques	20	30,40		
Nouns	Turkish translation equivalent technique	20	25,33	2,723	0,256
	Turkish translation equivalent and illustration techniques	20	32,88		
	Turkish translation equivalent, illustration and word in context techniques	20	33,30		
Phrasal verbs	Turkish translation equivalent technique	20	20,60	<b>12,720</b>	<b>0,002</b>
	Turkish translation equivalent and illustration techniques	20	31,10		
	Turkish translation equivalent, illustration and word in context techniques	20	39,80		

The results of the Kruskal Wallis test calculated for the pre-test and the post-test indicated that for the teaching of verbs, adjectives and phrasal verbs, three different teaching techniques showed significant difference since Chi-Square value was significant at the level of  $p < 0.05$ .

In the graphs presented below, these effects can be seen. Considering Figures 6,7, and 10, it was concluded that providing Turkish translation equivalent had less effect on learning verbs compared with the other two teaching techniques. A similar case was observed for providing Turkish translation equivalent and illustration in the production of adjectives.

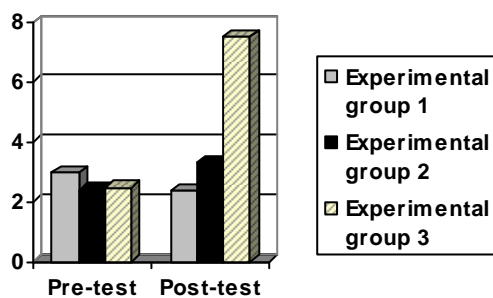


Figure 6. Production of verbs in the pre-test and post-test

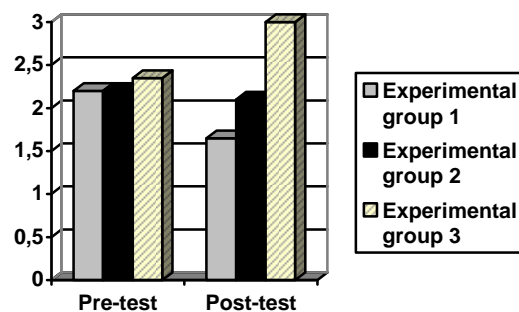


Figure 7. Production of adjectives in the pre-test and post-test

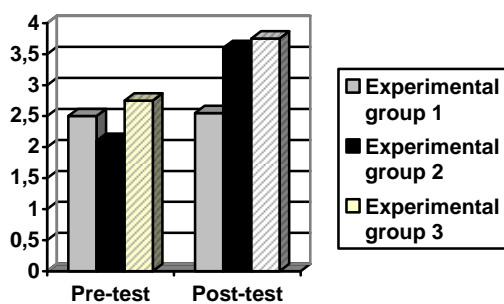


Figure 8. Production of adverbs in the pre-test and post-test

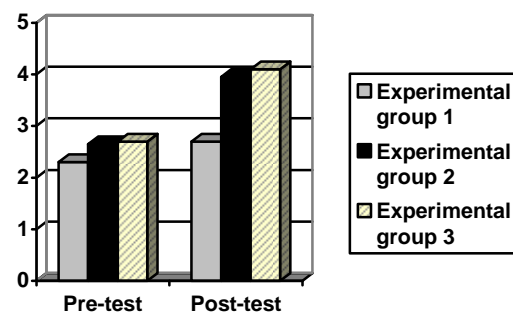


Figure 9. Production of nouns in the pre-test and post-test

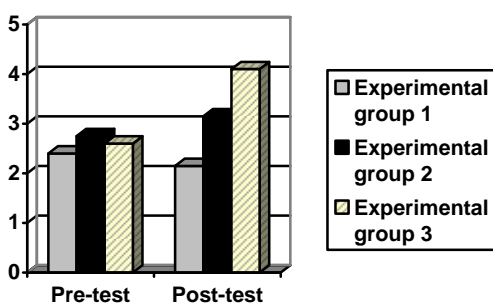


Figure 10. Production of phrasal verbs in the pre-test and post-test

### 4.1.3. The results of the subjects treated through providing Turkish translation equivalent technique

The comparison of the experimental group and the control groups in relation to the pre-test and post-test results in comprehension and production is given successively.

#### 4.1.3.1. The results of the first experimental group in the post-test assessing comprehension

At the end of treatment concerning the use of Turkish translation equivalent technique in the experimental group, the post-tests focusing the effect of the treatment were administered and the results of these tests were analyzed. The results of the mean scores attained from these analyses and also the results of the pre-test are given in Table. 4.9.

**Table 4.9 The results of the pre-test and post-test assessing comprehension in the Turkish translation equivalent group**

		Group	Pre-test			Post-test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>COMPREHENSION</b>	Verbs	CG	20	7,55	3,12	20	7,90	2,90
		EG	20	6,95	2,56	20	12,20	2,73
	Adjectives	CG	20	5,50	3,07	20	8,35	2,85
		EG	20	6,60	2,66	20	9,60	2,48
	Adverbs	CG	20	7,00	2,27	20	7,75	2,59
		EG	20	6,15	2,35	20	9,40	2,85
	Nouns	CG	20	6,65	3,03	20	7,95	2,37
		EG	20	8,05	3,39	20	8,80	3,38
	Phrasal verbs	CG	20	6,55	2,96	20	8,55	2,63
		EG	20	6,65	2,64	20	11,00	2,29

The comparison of the pre-test and post-test results demonstrated that all the word categories were comprehended better in the post-test in contrast to the pre-test (e.g. 6,95 and 12,20 mean scores of verbs obtained by the experimental group in the pre-test and post-test, respectively, versus 7,55 and 7,90 mean scores obtained by the control group, respectively). However, some word categories

were comprehended more in the post-test compared with the results of the pre-test. Verbs were the most comprehended word category after treatment with a 5,25 mean score difference between the pre-test and post-test. The lowest mean score increase between the pre-test and post-test was 0,75 for nouns. The mean scores obtained from the tests by the experimental group were 6,60 and 9,60 for adjectives; 6,15 and 9,40 for adverbs; 6,65 and 11,00 for phrasal verbs in the pre-test and post-test, respectively.



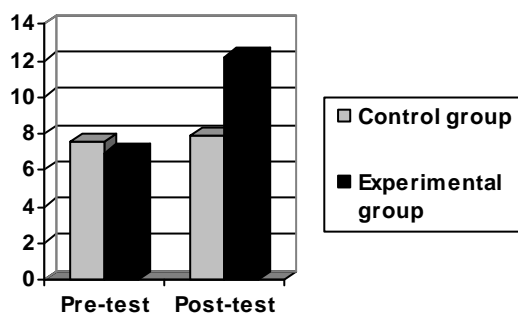


Figure 11. . Comprehension of verbs in the pre-test and post-test by the subjects having Turkish translation equivalent

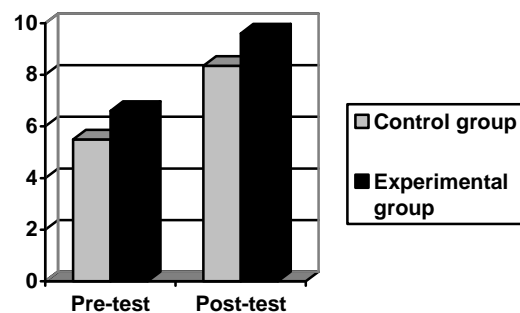


Figure 12. . Comprehension of adjectives in the pre-test and post-test by the subjects having Turkish translation equivalent

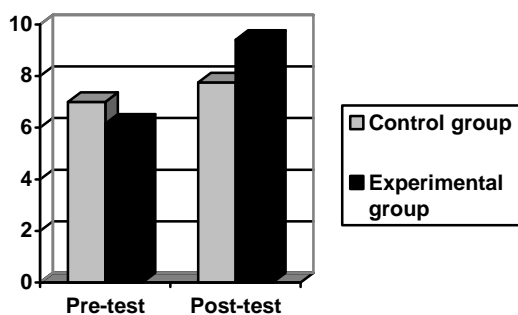


Figure 13. Comprehension of adverbs in the pre-test and post-test by the subjects having Turkish translation equivalent

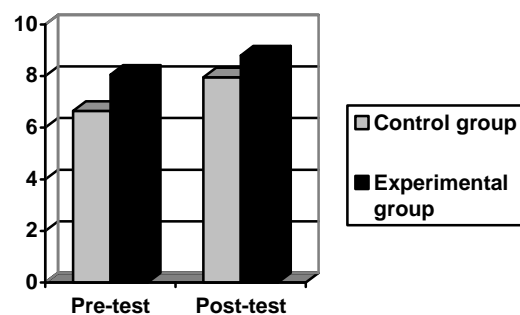


Figure 14. Comprehension of nouns in the pre-test and post-test by the subjects having Turkish translation equivalent

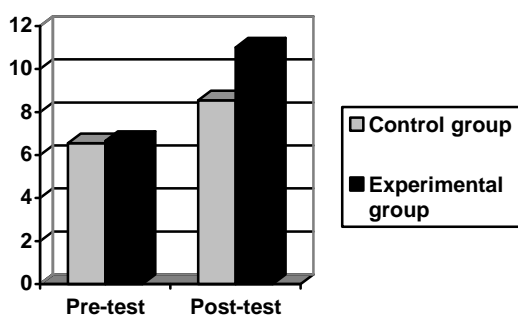


Figure 15. Comprehension of phrasal verbs in the pre-test and post-test by the subjects having Turkish translation equivalent

The results of the Mann Whitney U test concerning pre and after treatment for each word category are given in Table 4.10.

**Table 4.10. The results of the Mann Whitney U test assessing comprehension in the Turkish translation equivalent group**

	Group	N	Sequence average	Sequence total	U	P
Verbs	CG	20	13,40	268,00	<b>58,000</b>	<b>,000</b>
	EG	20	27,60	552,00		
Adjectives	CG	20	17,70	354,00	144,000	,127
	EG	20	23,30	466,00		
Adverbs	CG	20	17,63	352,50	142,500	,117
	EG	20	23,38	467,50		
Nouns	CG	20	19,08	381,50	171,500	,437
	EG	20	21,93	438,50		
Phrasal verbs	CG	20	15,30	306,00	<b>96,000</b>	<b>,005</b>
	EG	20	25,70	514,00		

By looking at the table, the Mann-Whitney U test applied to the results of the post-test showed that the U values of verbs and phrasal verbs between the experimental and control groups were significant at the level of  $p < 0.05$ .

Considering Table 4.10 and the connected figures, it was concluded that the mean scores obtained by the experimental group were higher than the control group, so it may be said that providing Turkish translation equivalent to the subjects was more effective in teaching lexical items belonging to different parts of speech than the classical teaching technique.

The results of the Wilcoxon Signed Ranks related to the results of the pre-test and post-test for each word category are given in Table 4.11.

**Table 4.11. The results of Wilcoxon Signed Ranks assessing comprehension in the Turkish translation equivalent group**

			N	$\bar{X}$	SS	z	P
Verbs	EG	Pre-Test	20	6,95	2,56	<b>-3,766</b>	<b>0,000</b>
		Post-Test	20	12,20	2,73		
	CG	Pre-Test	20	7,55	3,12	-1,028	0,304
		Post-Test	20	7,90	2,90		
Adjectives	EG	Pre-Test	20	6,60	2,66	<b>-2,952</b>	<b>0,003</b>
		Post-Test	20	9,60	2,48		
	CG	Pre-Test	20	5,50	3,07	<b>-2,890</b>	<b>0,004</b>
		Post-Test	20	8,35	2,85		
Adverbs	EG	Pre-Test	20	6,15	2,35	<b>-2,926</b>	<b>0,003</b>
		Post-Test	20	9,40	2,85		
	CG	Pre-Test	20	7,00	2,27	-0,977	0,329
		Post-Test	20	7,75	2,59		
Nouns	EG	Pre-Test	20	8,05	3,39	-0,764	0,445
		Post-Test	20	8,80	3,38		
	CG	Pre-Test	20	6,65	3,03	-1,396	0,163
		Post-Test	20	7,95	2,37		
Phrasal verbs	EG	Pre-Test	20	6,65	2,64	<b>-3,650</b>	<b>0,000</b>
		Post-Test	20	11,00	2,29		
	CG	Pre-Test	20	6,55	2,96	-1,812	0,070
		Post-Test	20	8,55	2,63		

According to the results presented in the table, for the teaching of all the word categories except for nouns, a significant difference existed between the pre-test and post-test. (i.e. verbs,  $z = -3.766$ ,  $p < 0.05$  ; adjectives,  $z = -2.952$ ,  $p < 0.05$  ; adverbs,  $z = -2.926$ ,  $p < 0.05$  ; phrasal verbs,  $z = -3.650$ ,  $p < 0.05$ ).

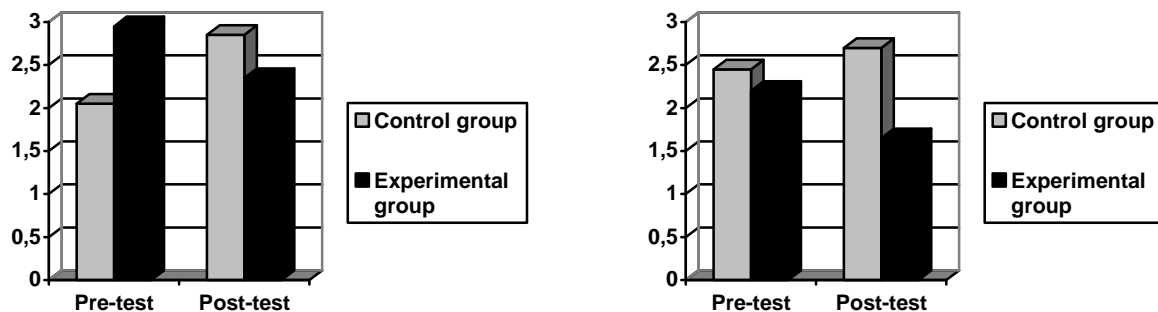
In view of these results, the conclusion drawn was that for the teaching of verbs, adverbs and phrasal verbs, the treatment was more effective contrary to the classical teaching technique. For the teaching of adjectives and nouns, both of the treatment were effective on learning.

#### 4.1.3.2. The results of the first experimental group in the post-test assessing production

After teaching new lexical items studied in the study by the technique of providing Turkish translation equivalent in the experimental group, the post-tests were given to the students and the results of these tests were analyzed. The results of the mean scores obtained from these analyses and also the results of the pre-test are in Table 4.12.

**Table 4.12 The results of pre-test and post-test assessing production in the Turkish translation equivalent group**

		Group	Pre-test			Post-test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>PRODUCTION</b>	Verbs	CG	20	2,05	0,99	20	2,85	1,14
		EG	20	2,95	1,50	20	2,35	1,95
	Adjectives	CG	20	2,45	1,28	20	2,70	1,26
		EG	20	2,20	1,19	20	1,65	0,81
	Adverbs	CG	20	2,25	1,25	20	2,45	1,19
		EG	20	2,50	1,19	20	2,55	0,99
	Nouns	CG	20	2,25	1,12	20	2,40	0,940
		EG	20	2,30	1,08	20	2,70	1,42
	Phrasal verbs	CG	20	2,10	0,91	20	2,40	1,09
		EG	20	2,40	0,94	20	2,15	,813



The results demonstrated that only adverbs and nouns were comprehended better in the post-test in contrast to the pre-test (i.e. 2,50 and 2,55 mean scores obtained by the experimental group for adverbs in the pre-test and post-test, respectively, and 2,30 and 2,70 mean scores obtained by the experimental group for nouns in the pre-test and post-test, respectively). A decrease was observed in the post test results of verbs, adjectives and phrasal verbs. The results of the control group were also higher for all the word categories in the post-test when comparing with the results of the pre-test.

Figure 16. Production of verbs in the pre-test and post-test by the subjects having Turkish translation equivalent

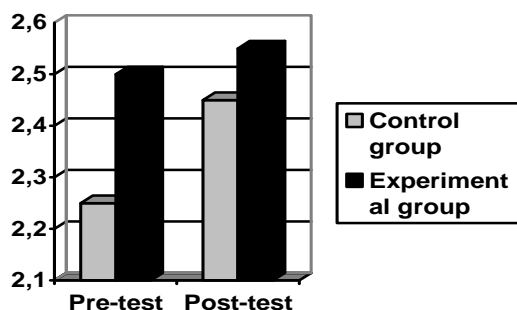


Figure 17. Production of adjectives in the pre-test and post-test by the subjects having Turkish translation equivalent

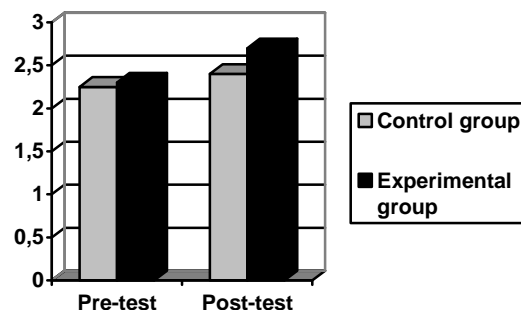


Figure 18. Production of adverbs in the pre-test and post-test by the subjects having Turkish translation equivalent

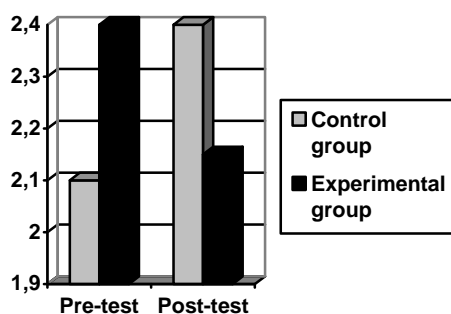


Figure 19. Production of nouns in the pre-test and post-test by the subjects having Turkish translation equivalent

Figure 20. Production of phrasal verbs in the pre-test and post-test by the subjects having Turkish translation equivalent

The results of the Mann Whitney U test calculated for each word category in the post-test are given in Table 4.13.

**Table 4.13. The results of the Mann Whitney U test assessing production in the Turkish translation equivalent group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	23,98	479,50	130,500	0,053
	EG	20	17,02	340,50		
Adjectives	CG	20	25,48	509,50	100,500	0,005
	EG	20	15,53	310,50		

Adverbs	CG	20	20,25	405,00	195,000	0,889
	EG	20	20,75	415,00		
Nouns	CG	20	19,45	389,00	179,000	0,558
	EG	20	21,55	431,00		
Phrasal verbs	CG	20	21,58	431,50	178,500	0,537
	EG	20	19,43	388,50		

The results showed that only the U values of adjectives both in the experimental and control groups were significant at the level of  $p < 0.05$ . In these results, the increase between the pre-test and post-test was high for verbs, adjectives and phrasal verbs in the control group learning the lexical items investigated in the study through classical teaching.

The Wilcoxon Signed Ranks' results presented in Table 4.14 revealed that there was a significant difference for verbs between the pre-test and post-test in the control group but no significant difference was found for the other word categories in both groups.

		Post-Test	20	2,85	1,14		
Adjectives	EG	Pre-Test	20	2,20	1,19	-1,653	,098
		Post-Test	20	1,65	0,81		
	CG	Pre-Test	20	2,45	1,28	-,706	,480
		Post-Test	20	2,70	1,26		
Adverbs	EG	Pre-Test	20	2,50	1,19	-,175	,861
		Post-Test	20	2,55	0,99		

	CG	Pre-Test	20	2,25	1,25	-,575	,565
		Post-Test	20	2,45	1,19		
Nouns	EG	Pre-Test	20	2,30	1,08	-1,290	,197
		Post-Test	20	2,70	1,42		
	CG	Pre-Test	20	2,25	1,12	-,457	,648
		Post-Test	20	2,40	0,940		
Phrasal verbs	EG	Pre-Test	20	2,40	0,94	-,757	,449
		Post-Test	20	2,15	,813		
	CG	Pre-Test	20	2,10	0,91	-1,002	,316
		Post-Test	20	2,40	1,09		

**Table 4.14. The results of pre-test and post-test assessing production in the Turkish translation equivalent group**

#### **4.1.4. The results of the subjects treated through providing Turkish translation equivalent and illustration techniques**

The results obtained from the second experimental group are given below.

##### **4.1.4.1. The results of the second experimental group in the post-test assessing comprehension**

According to the results of the mean scores calculated for the second experimental group including the subjects who were taught the lexical items through providing Turkish translation equivalent and illustration the comprehension of all the word categories was quite high for the experimental group as the difference between the pre-test and post-test ranged from 1,50 for verbs and 3,70 for adjectives. There was an improvement in the scores of the control group for all word categories in the comparison of the pre-test and post-test results.

**Table 4.15 The results of the pre-test and post-test assessing comprehension in the Turkish translation equivalent and illustration group**



		Group	Pre-test			Post-test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>COMPREHENSION</b>	Verbs	CG	20	7,55	3,12	20	7,90	2,90
		EG	20	8,05	3,72	20	9,55	3,68
	Adjectives	CG	20	5,50	3,07	20	8,35	2,85
		EG	20	5,40	2,46	20	9,10	2,92
	Adverbs	CG	20	7,00	2,27	20	7,75	2,59
		EG	20	5,45	2,68	20	8,90	3,58
	Nouns	CG	20	6,65	3,03	20	7,95	2,37
		EG	20	6,10	3,29	20	10,05	3,55
	Phrasal verbs	CG	20	6,55	2,96	20	8,55	2,63
		EG	20	5,00	2,66	20	10,05	2,61

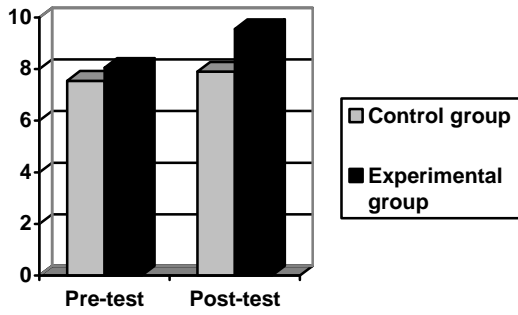


Figure 21. Comprehension of verbs in the pre-test and post-test by the subjects having Turkish equivalent and illustration

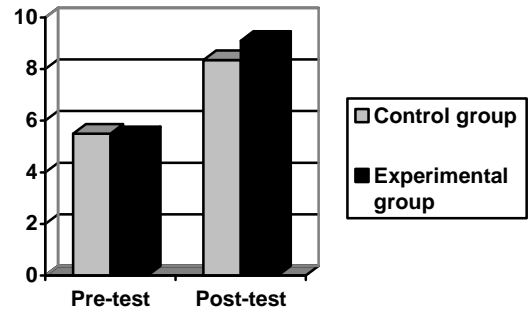


Figure 22. Comprehension of adjectives in the pre-test and post-test by the subjects having Turkish equivalent and illustration

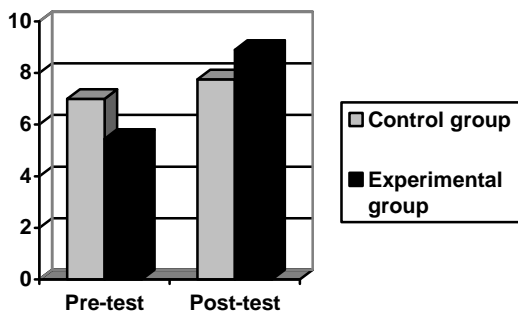


Figure 23. Comprehension of adverbs in the pre-test and post-test by the subjects having Turkish equivalent and illustration

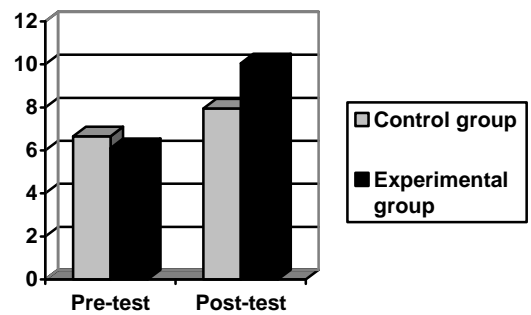


Figure 24. Comprehension of nouns in the pre-test and post-test by the subjects having Turkish equivalent and illustration

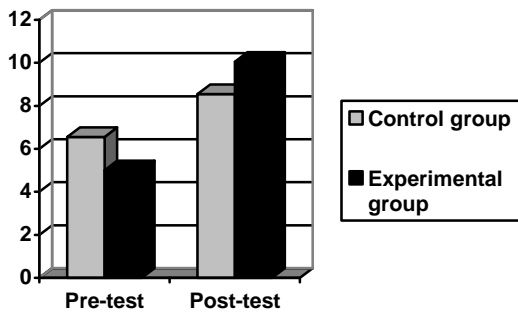


Figure 25. Comprehension of phrasal verbs in the pre-test and post-test by the subjects having Turkish equivalent and illustration

The results of the Mann Whitney U test calculations presented in Table 4.16 displayed no statistically significant difference between the experimental group and the control group. This implied that although an increase was observed between the pre-test and post-test this was not great.

**Table 4.16. The results of the post-test assessing comprehension in the Turkish translation equivalent and illustration group**

	Group	N	Sequence average	Sequence total	U	P
Verbs	CG	20	17,73	354,50	-1,509	0,131
	EG	20	23,28	465,50		
Adjectives	CG	20	19,05	381,00	-0,790	0,430
	EG	20	21,95	439,00		
Adverbs	CG	20	19,30	386,00	-0,654	0,513
	EG	20	21,70	434,00		
Nouns	CG	20	17,27	345,50	-1,761	0,078
	EG	20	23,73	474,50		
Phrasal verbs	CG	20	17,13	342,50	-1,839	0,066
	EG	20	23,88	477,50		

As to the results of the Wilcoxon Signed Ranks, they are presented in Table 4.17,

**Table 4.17. The results of the pre-test and post-test assessing comprehension in the Turkish translation equivalent and illustration group**

			N	$\bar{X}$	SS	Z	P
Verbs	EG	Pre-Test	20	8,05	3,72	-1,352	,177
		Post-Test	20	9,55	3,68		
	CG	Pre-Test	20	7,55	3,12	-1,028	0,304
		Post-Test	20	7,90	2,90		
Adjectives	EG	Pre-Test	20	5,40	2,46	<b>-3,470</b>	<b>,001</b>
		Post-Test	20	9,10	2,92		
	CG	Pre-Test	20	5,50	3,07	<b>-2,890</b>	<b>0,004</b>
		Post-Test	20	8,35	2,85		
Adverbs	EG	Pre-Test	20	5,45	2,68	<b>-2,985</b>	<b>,003</b>
		Post-Test	20	8,90	3,58		
	CG	Pre-Test	20	7,00	2,27	-0,977	0,329
		Post-Test	20	7,75	2,59		
Nouns	EG	Pre-Test	20	6,10	3,29	<b>-2,585</b>	<b>,010</b>
		Post-Test	20	10,05	3,55		
	CG	Pre-Test	20	6,65	3,03	-1,396	0,163
		Post-Test	20	7,95	2,37		
Phrasal verbs	EG	Pre-Test	20	5,00	2,66	<b>-3,778</b>	<b>,000</b>
		Post-Test	20	10,05	2,61		
	CG	Pre-Test	20	6,55	2,96	-1,812	0,070
		Post-Test	20	8,55	2,63		

Both Turkish translation equivalent and illustration techniques and classical teaching technique did not have a significant effect on learning English verbs ( $z = -1.352$ ,  $p > 0.05$ ), but they have a significant effect on learning English adjectives ( $z = -3.470$ ,  $p < 0.05$ ) for the experimental group and ( $z = -2.890$ ,  $p < 0.05$ ) for the control group). However, a significant effect was found just for the experimental group for adverbs ( $z = -2.985$ ,  $p < 0.05$ ) ; nouns, ( $z = -2.585$ ,  $p < 0.05$ ) ; phrasal verbs, ( $z = -3.778$ ,  $p < 0.05$ ). The use of the treatment techniques providing Turkish translation equivalent and using illustrations had positive effect on learning the other word categories.

#### 4.1.4.2. The results of the second experimental group assessing production

**Table 4.18 The results of the pre-test and post-test assessing production in the Turkish translation equivalent and illustration group**

		Group	Pre-test			Post-test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>PRODUCTION</b>	Verbs	CG	20	2,05	0,99	20	2,85	1,14
		EG	20	2,40	1,14	20	3,30	1,75
	Adjectives	CG	20	2,45	1,28	20	2,70	1,26
		EG	20	2,20	0,89	20	2,10	1,21
	Adverbs	CG	20	2,25	1,25	20	2,45	1,19
		EG	20	2,10	1,21	20	3,60	1,60
	Nouns	CG	20	2,25	1,12	20	2,40	0,94
		EG	20	2,65	1,27	20	3,95	2,54
	Phrasal verbs	CG	20	2,10	0,91	20	2,40	1,09
		EG	20	2,75	1,12	20	3,15	1,57

The comparison of the pre-test and post-test results indicated that verbs, adverbs, nouns and phrasal verbs were produced more in the post-test in contrast to the pre-test. However, the results of the post-test were lower than those of the pre-test for adjectives (i.e. 2,20 mean score in the pre-test and 2,10 mean score in the post-test).

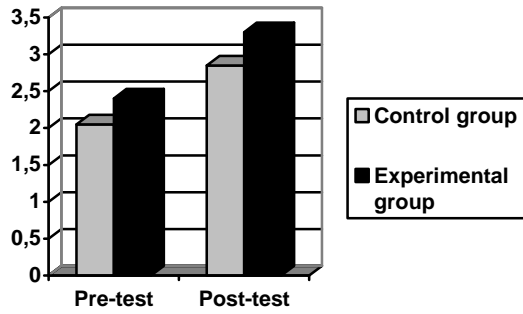


Figure 26. Production of verbs in the pre-test and post-test by the subjects having Turkish equivalent and illustration

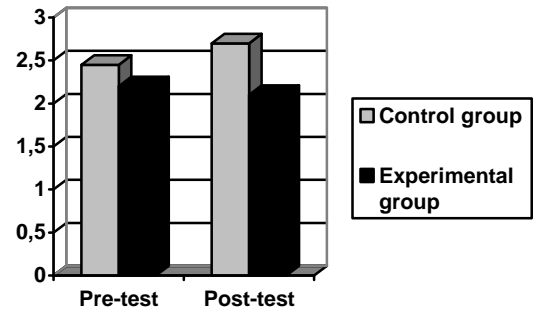


Figure 27. Production of adjectives in the pre-test and post-test by the subjects having Turkish equivalent and illustration

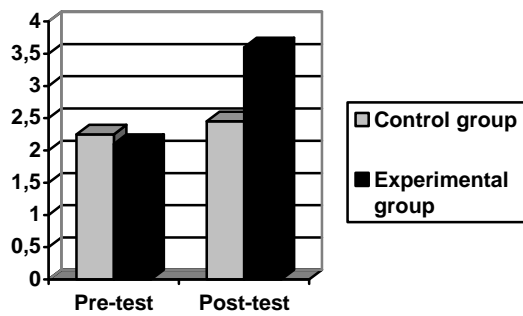


Figure 28. Production of adverbs in the pre-test and post-test by the subjects having Turkish equivalent and illustration

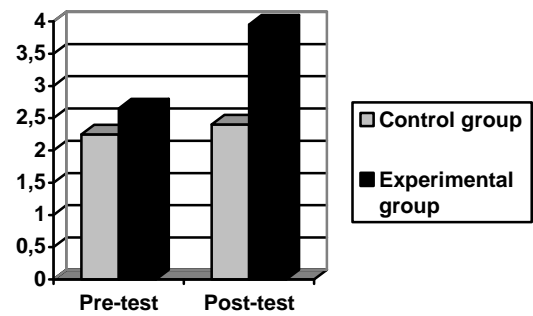


Figure 29. Production of nouns in the pre-test and post-test by the subjects having Turkish equivalent and illustration

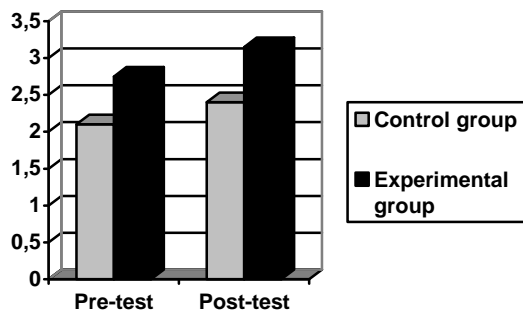


Figure 30. Production of phrasal verbs in the pre-test and post-test by the subjects having Turkish equivalent and illustration

The Mann Whitney U test carried out on the results of the second experimental group showed that only the U values of adverbs both in the experimental group and the control group were significant at the level of  $p < 0.05$ .

**Table 4.19. The results of post-test assessing production in the Turkish translation equivalent and illustration group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	19,63	392,50	182,500	0,622
	EG	20	21,38	427,50		
Adjectives	CG	20	23,35	467,00	143,000	0,112
	EG	20	17,65	353,00		
Adverbs	CG	20	16,43	328,50	<b>118,500</b>	<b>0,024</b>
	EG	20	24,58	491,50		
Nouns	CG	20	17,35	347,00	137,000	0,081
	EG	20	23,65	473,00		
Phrasal verbs	CG	20	17,83	356,50	146,500	0,131
	EG	20	23,18	463,50		

The results presented in Table 4.19 and Figures 26-30, showed that the mean scores obtained by the experimental group in the post-test were higher than the control group for all word categories except for adjectives, so it may be said that the treatment techniques used in the second experimental group were more effective in teaching parts of speech than the technique used in classical teaching.

The results of the Wilcoxon Signed Ranks for each word category are given in Table 4.20.

**Table 4.20 The results of the pre-test and post-test assessing production in the Turkish translation equivalent and illustration group**

			N	$\bar{X}$	SS	Z	P
Verbs	EG	Pre-Test	20	2,40	1,14	-1,479	,139
		Post-Test	20	3,30	1,75		
	CG	Pre-Test	20	2,05	0,99	<b>-2,004</b>	<b>,045</b>
		Post-Test	20	2,85	1,14		
Adjectives	EG	Pre-Test	20	2,20	0,89	-0,369	,712
		Post-Test	20	2,10	1,21		
	CG	Pre-Test	20	2,45	1,28	-0,706	,480
		Post-Test	20	2,70	1,26		
Adverbs	EG	Pre-Test	20	2,10	1,21	<b>-2,801</b>	<b>,005</b>
		Post-Test	20	3,60	1,60		
	CG	Pre-Test	20	2,25	1,25	-0,575	,565
		Post-Test	20	2,45	1,19		
Nouns	EG	Pre-Test	20	2,65	1,27	<b>-2,162</b>	<b>,031</b>
		Post-Test	20	3,95	2,54		
	CG	Pre-Test	20	2,25	1,12	-0,457	,648
		Post-Test	20	2,40	0,94		
Phrasal verbs	EG	Pre-Test	20	2,75	1,12	-0,796	,426
		Post-Test	20	3,15	1,57		
	CG	Pre-Test	20	2,10	0,91	-1,002	,316
		Post-Test	20	2,40	1,09		



According to these results, it may be said that providing Turkish translation equivalent and using illustration techniques did not have an effect on learning English verbs and adjectives, whereas classical teaching technique had.

The results also pointed out that these vocabulary teaching techniques had statistically significant effect on the learning of adverbs and nouns, when taking the Wilcoxon Signed Ranks' results calculated for the experimental group into account.

When the table presented is examined carefully, for the teaching of adverbs and nouns except for verbs, adjectives and phrasal verbs the treatment showed significant difference before and after treatment (i.e. adverbs,  $z = -2.801$ ,  $p < 0.05$  ; nouns,  $z = -2.162$ ,  $p < 0.05$ ).

In view of these results, it was concluded that for the teaching of adverbs and nouns, the treatment was effective but for the teaching of verbs, the results of the control group was significant contrary to the classical teaching technique ( $z = -2.004$ ,  $p < 0.05$ ).

#### 4.1.5. The results of the subjects treated through providing Turkish translation equivalent, illustration and using word in context techniques

The results of the third experimental group are presented in the following sub-sections.

##### 4.1.5.1. The results of the third experimental group in the post-test assessing comprehension

The results of the mean scores of the third experimental group obtained from the analyses are given in Table 4.21.

**Table 4.21. The results of the pre-test and post-test assessing comprehension in the Turkish translation equivalent, illustration and word in context group**

		Group	Pre-test			Post-test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>COMPREHENSION</b>	Verbs	CG	20	7,55	3,12	20	7,90	2,90
		EG	20	6,10	2,67	20	12,00	2,36
	Adjectives	CG	20	5,50	3,07	20	8,35	2,85
		EG	20	6,05	2,24	20	8,95	1,88
	Adverbs	CG	20	7,00	2,27	20	7,75	2,59
		EG	20	5,55	3,35	20	10,95	2,52
	Nouns	CG	20	6,65	3,03	20	7,95	2,37
		EG	20	6,00	2,64	20	10,45	3,36
	Phrasal verbs	CG	20	6,55	2,96	20	8,55	2,63
		EG	20	5,80	2,50	20	10,75	3,26

The comparison of the pre-test and post-test results indicated that all the word categories were produced more in the post-test in contrast to the pre-test (e.g. 6,10 and 12,00 mean scores of verbs obtained by the experimental group in the pre-test and post-test, respectively, versus 7,55 and 7,90 mean scores of the verbs obtained by the control group in the pre-test and post-test, respectively). A significant increase was observed in the experimental group rather than the control group.

The mean scores calculated for the experimental group were 6,05 and 8,95 for adjectives; 5,55 and 10,95 for adverbs; 6,00 and 10,45 for nouns ; 6,65 and 7,95 for phrasal verbs in the pre-test and post-test, respectively. There was an increase in the mean scores of the experimental group. Thus, the conclusion reached was that there was a progress after the treatment given by using three

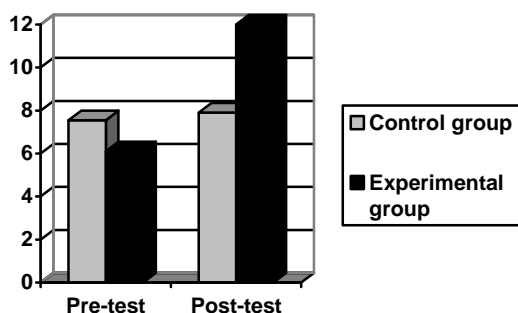


Figure 31. Comprehension of verbs in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

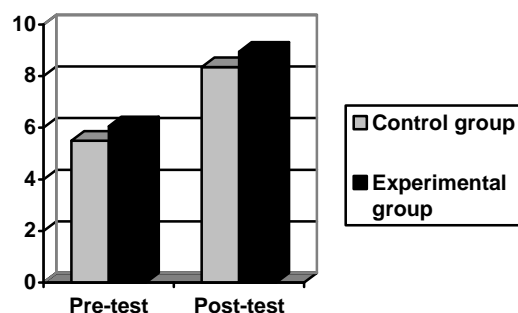


Figure 32. Comprehension of adjectives in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

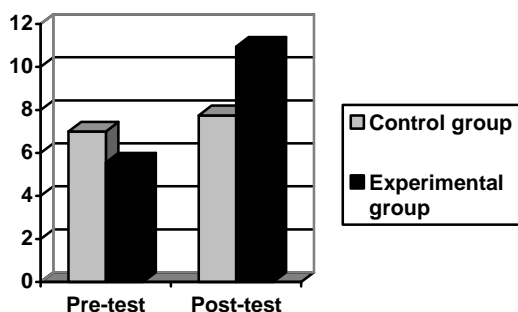


Figure 33. Comprehension of adverbs in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

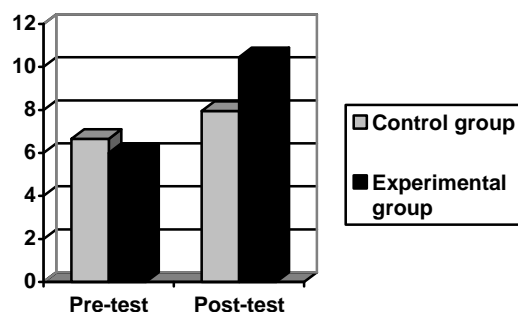


Figure 34. Comprehension of nouns in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

different vocabulary teaching techniques mentioned before.

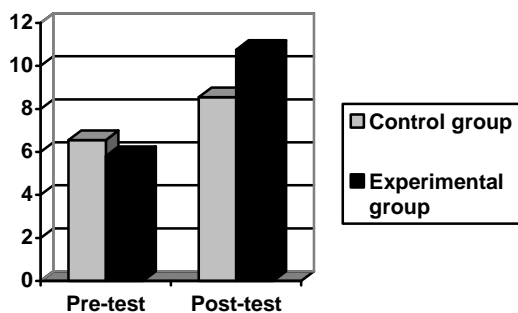


Figure 35. Comprehension of phrasal verbs in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

The results of the Mann Whitney U test calculations for each word category are given in Table 4.22.

**Table 4.22. The results of the Mann Whitney U test assessing comprehension in the Turkish translation equivalent, illustration and word in context group**

	Group	N	Sequence average	Sequence total	U	P
Verbs	CG	20	13,23	264,50	<b>54,500</b>	<b>0,000</b>
	EG	20	27,78	555,50		
Adjectives	CG	20	19,00	380,00	170,000	0,412
	EG	20	22,00	440,00		
Adverbs	CG	20	14,40	288,00	<b>78,000</b>	<b>0,001</b>
	EG	20	26,60	532,00		
Nouns	CG	20	15,85	317,00	<b>107,000</b>	<b>0,011</b>
	EG	20	25,15	503,00		
Phrasal verbs	CG	20	16,23	324,50	<b>114,500</b>	<b>0,020</b>
	EG	20	24,78	495,50		

In view of the results presented in the table the U values of verbs, adverbs, nouns and phrasal verbs between the experimental and control groups were significant at the level of  $p < 0.05$ .

Considering the results presented in Table 4.22 and the figures given below, it was concluded that the mean scores obtained by the experimental group were higher than the control group, so it may be said that the treatment, that is, providing Turkish translation equivalent, illustration and using word in sentence context was quite effective in teaching different parts of speech in comparison with the classical teaching technique.

The Wilcoxon Signed Ranks' results for each word category are shown in Table 4.23.

**Table 4.23. The results of the Wilcoxon Signed Ranks assessing comprehension in the trio techniques in the Turkish translation equivalent, illustration and word in context group**

			N	$\bar{X}$	SS	Z	P
Verbs	EG	Pre-Test	20	6,10	2,67	<b>-3,887</b>	<b>0,000</b>
		Post-Test	20	12,00	2,36		
	CG	Pre-Test	20	7,55	3,12	-1,028	0,304
		Post-Test	20	7,90	2,90		
Adjectives	EG	Pre-Test	20	6,05	2,24	<b>-3,424</b>	<b>0,001</b>
		Post-Test	20	8,95	1,88		
	CG	Pre-Test	20	5,50	3,07	<b>-2,890</b>	<b>0,004</b>
		Post-Test	20	8,35	2,85		
Adverbs	EG	Pre-Test	20	5,55	3,35	<b>-3,441</b>	<b>0,001</b>
		Post-Test	20	10,95	2,52		
	CG	Pre-Test	20	7,00	2,27	-0,977	0,329



<b>PRODUCTION</b>	Verbs	CG	20	2,00	0,99	20	2,85	1,14
		EG	20	2,45	0,76	20	7,50	2,95
	Adjectives	CG	20	2,45	1,28	20	2,70	1,26
		EG	20	2,35	1,04	20	3,00	1,38
	Adverbs	CG	20	2,25	1,25	20	2,45	1,19
		EG	20	2,75	0,97	20	3,75	3,29
	Nouns	CG	20	2,25	1,12	20	2,40	0,94
		EG	20	2,70	0,57	20	4,10	3,06
	Phrasal verbs	CG	20	2,10	0,91	20	2,40	1,09
		EG	20	2,60	1,14	20	4,10	1,89

The comparison of the pre-test and post-test results showed that all the word categories were perceived more in the post-test in contrast to the pre-test. However, the mean scores computed for the production of verbs were much more higher than the other parts of speech (i.e. 2,45 and 7,50 mean scores of verbs obtained by the experimental group in the pre-test and post-test, respectively, and 2,00 and 2,85 mean scores obtained by the control group in the same tests, respectively). A significant increase was observed both in the experimental group and the control group.

The mean scores obtained from the tests by the experimental group were 2,45 and 2,70 for adjectives; 2,25 and 2,45 for adverbs; 2,25 and 2,40 for nouns ; 2,10 and 2,40 for phrasal verbs in the pre-test and post-test, in turn.

In addition to these results, it was found that all the word categories in the control group were also comprehended more in the post-test contrary to pre-test. Yet the increase was not very high when comparing the control group's results with the experimental group's results.





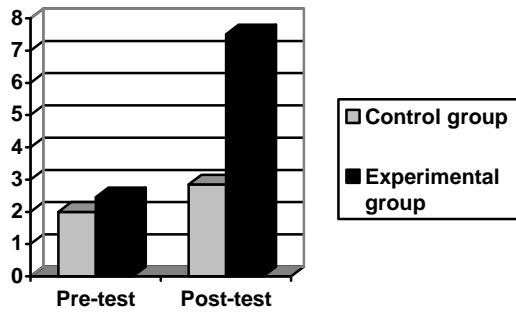


Figure 36. Production of verbs in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

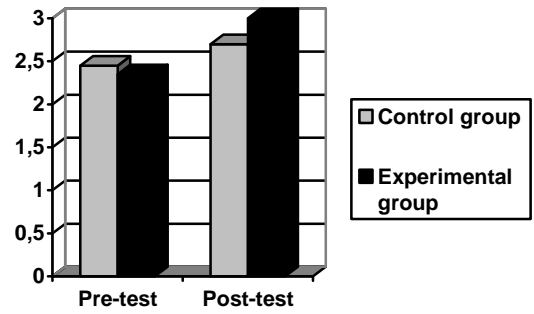


Figure 37. Production of adjectives in pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

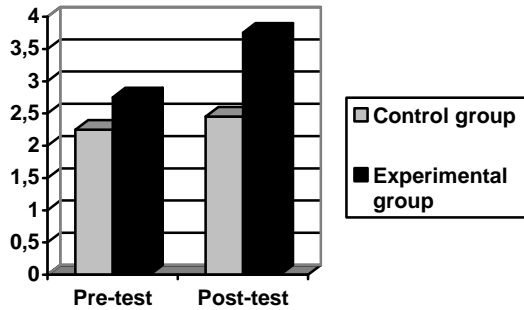


Figure 38. Production of adverbs in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

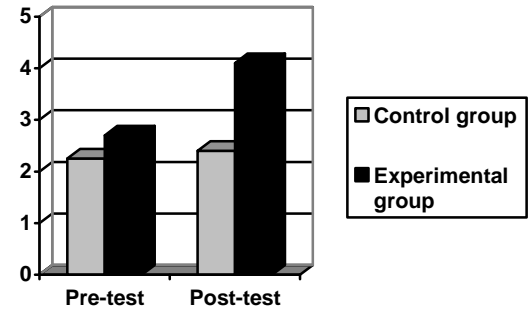


Figure 39. Production of nouns in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

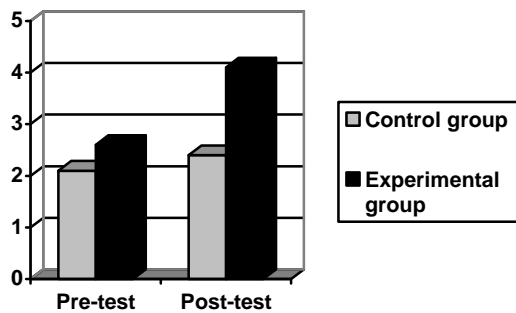


Figure 40. Production of phrasal verbs in the pre-test and post-test by the subjects having Turkish translation equivalent, illustration and word in context

The Mann Whitney U test results calculated for each word category are in Table 4.25.

**Table 4.25. The results of the Mann Whitney U test assessing production in the Turkish translation equivalent, illustration and word in context group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	11,80	236,00	<b>26,000</b>	<b>,000</b>
	EG	20	29,20	584,00		
Adjectives	CG	20	19,18	383,50	173,500	,461
	EG	20	21,83	436,50		
Adverbs	CG	20	18,77	375,50	165,500	,339
	EG	20	22,23	444,50		
Nouns	CG	20	16,60	332,00	<b>122,000</b>	<b>,030</b>
	EG	20	24,40	488,00		
Phrasal verbs	CG	20	15,13	302,50	<b>92,500</b>	<b>,003</b>
	EG	20	25,88	517,50		

The results of the post-test demonstrated that the U values of verbs, nouns and phrasal verbs between the experimental and control groups were significant at the level of  $p < 0.05$ . From these results, the steady increase was evident between the pre-test and post-test.

The results of the Wilcoxon Signed Ranks' calculations presented in Table 4.26 revealed the fact that there was a remarkable difference for verbs between the pre-test and post-test both in the experimental and control groups, however, only for phrasal verbs a significant difference came to the fore in the experimental group.

**Table 4.26. The results of the pre-test and post-test assessing production in the Turkish translation equivalent, illustration and word in context group**

			N	$\bar{X}$	SS	Z	P
Verbs	EG	Pre-Test	20	2,45	0,76	<b>-3,895</b>	<b>,000</b>
		Post-Test	20	7,50	2,95		
	CG	Pre-Test	20	2,00	0,99	<b>-2,004</b>	<b>,045</b>
		Post-Test	20	2,85	1,14		
Adjectives	EG	Pre-Test	20	2,35	1,04	-1,759	,079
		Post-Test	20	3,00	1,38		
	CG	Pre-Test	20	2,45	1,28	-0,706	,480
		Post-Test	20	2,70	1,26		
Adverbs	EG	Pre-Test	20	2,75	0,97	-,943	,345
		Post-Test	20	3,75	3,29		
	CG	Pre-Test	20	2,25	1,25	-0,575	,565
		Post-Test	20	2,45	1,19		
Nouns	EG	Pre-Test	20	2,70	057	-1,838	,066
		Post-Test	20	4,10	3,06		
	CG	Pre-Test	20	2,25	1,12	-0,457	,648
		Post-Test	20	2,40	0,94		
Phrasal verbs	EG	Pre-Test	20	2,60	1,14	<b>-2,441</b>	<b>,015</b>
		Post-Test	20	4,10	1,89		
	CG	Pre-Test	20	2,10	0,91	-1,002	,316
		Post-Test	20	2,40	1,09		

These results also pointed out that all these vocabulary teaching techniques had statistically notable effect on the learning of verbs and phrasal verbs. (i.e. z-score of verbs was  $z = -3.895$ , at the level of  $p < 0.05$  ; and z-score of phrasal verbs was  $z = -2.441$ , at the level of  $p < 0.05$ ).

#### 4.1.6. The results of the subjects treated through providing Turkish translation equivalent in the retention test

The results of the first experimental group in relation to retention are given below.

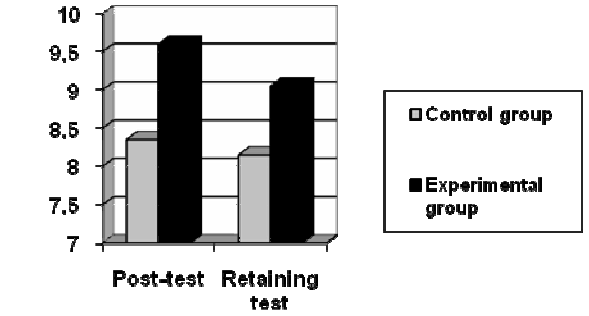
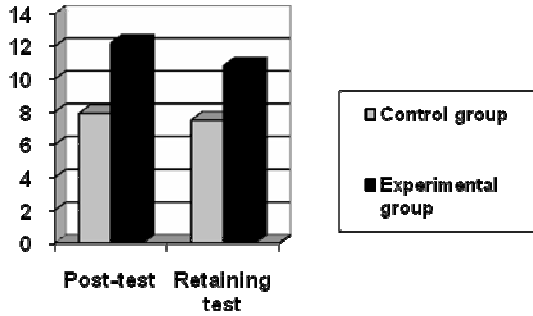
##### 4.1.6.1. The results of the first experimental group in the retention test assessing comprehension

Retention part of the study was administered to the subjects four weeks later in order to observe the level of retention for the target words.

According to the results, the mean scores of the first experimental group trained by providing Turkish translation equivalent, indicated that except for only nouns whose mean score showed an increase between the post-test and the retention test a slight decrease occurred in the mean scores of other parts of speech (i.e. 2,00 mean score between the post-test and retention test for nouns), the other parts of speech were not conceived better in the process of retaining.

**Table 4.27 The results of the post-test and retention test assessing comprehension in the Turkish translation equivalent group**

		Group	Post-test			Retention test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>COMPREHENSION</b>	Verbs	CG	20	7,90	2,90	20	7,50	3,07
		EG	20	12,20	2,73	20	10,80	2,53
	Adjectives	CG	20	8,35	2,85	20	8,15	2,58
		EG	20	9,60	2,48	20	9,05	2,31
	Adverbs	CG	20	7,75	2,59	20	7,60	2,14
		EG	20	9,40	2,85	20	9,25	1,83
	Nouns	CG	20	7,95	2,37	20	6,75	2,49
		EG	20	8,80	3,38	20	10,80	2,55
	Phrasal verbs	CG	20	8,55	2,63	20	7,25	2,59
		EG	20	11,00	2,29	20	10,15	2,39



The mean scores obtained from the tests by the experimental group were 12,20 and 10,80 for verbs; 9,60 and 9,05 for adjectives; 9,40 and 9,25 for adverbs; 11,00 and 10,15 for phrasal verbs in the post-test and retention test, respectively. Nouns were the most retained category of the first experimental group. The increase observed in this word category can be attributed to the effect of revision students may have made on the words.

Figure 41. Comprehension of verbs in the post-test and retention test by the subjects having the Turkish translation equivalent

Figure 42. Comprehension of adjectives in the post-test and retention test by the subjects having the Turkish translation equivalent

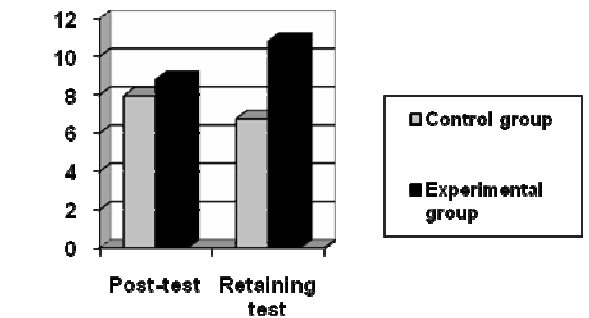
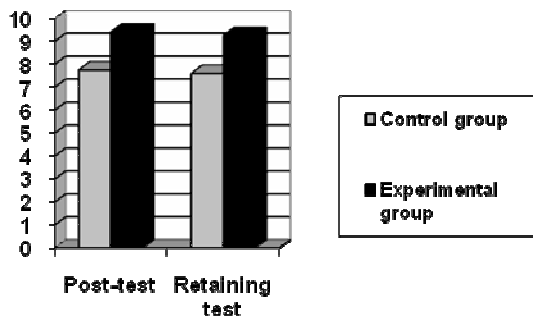


Figure 43. Comprehension of adverbs in the post-test and retention test by the subjects having the Turkish translation equivalent

Figure 44. Comprehension of nouns in the post-test and retention test by the subjects having the Turkish translation equivalent

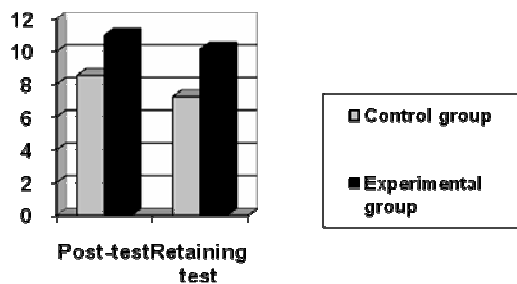


Figure 45. Comprehension of phrasal verbs in the post-test and retention test by the subjects having the Turkish translation equivalent

The results of the Mann Whitney U test calculations for the comprehension of each word category in the retention test are presented in Table 4.28.

**Table 4.28. The results of the Mann Whitney U test assessing comprehension in the Turkish translation equivalent group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	14,38	287,50	<b>77,500</b>	<b>,001</b>
	EG	20	26,63	532,50		
Adjectives	CG	20	18,40	368,00	158,000	,251
	EG	20	22,60	452,00		
Adverbs	CG	20	16,48	329,50	<b>119,500</b>	<b>,027</b>
	EG	20	24,53	490,50		
Nouns	CG	20	13,05	261,00	<b>51,000</b>	<b>,000</b>
	EG	20	27,95	559,00		
Phrasal verbs	CG	20	14,28	285,50	<b>75,500</b>	<b>,001</b>
	EG	20	26,73	534,50		

These results showed that the U values of verbs, adjectives, nouns and phrasal verbs both in the experimental and control groups were significant at the level of  $p < 0.05$ .

The mean scores of the experimental group were higher than the control group, so it may be said that providing Turkish translation equivalent to the subjects was more effective in teaching parts of speech than the classical teaching technique in the retention of the words.

As for the results of the Wilcoxon Signed Ranks test for each word category, they are given in the following table.

**Table 4.29. The results of Wilcoxon Signed Ranks test assessing comprehension in the Turkish equivalent group**

		Retention Test	20	7,25	2,59		
	CG	Post-test	20	11,00	2,29	-1,555	0,120
		Retention Test	20	10,15	2,39		
		Test	20	7,50	3,07		
	CG	Post-test	20	12,20	2,73	-0,263	0,792
		Retention Test	20	10,80	2,53		
Adjectives	EG	Post-test	20	8,35	2,85	-0,591	0,555
		Retention Test	20	8,15	2,58		
	CG	Post-test	20	9,60	2,48	-0,263	0,793
		Retention Test	20	9,05	2,31		
Adverbs	EG	Post-test	20	7,75	2,59	-0,175	0,861
		Retention Test	20	7,60	2,14		
	CG	Post-test	20	9,40	2,85	-0,026	0,979
		Retention Test	20	9,25	1,83		
Nouns	EG	Post-test	20	7,95	2,37	-1,837	0,066
		Retention Test	20	6,75	2,49		
	CG	Post-test	20	8,80	3,38	-1,403	0,161
		Retention Test	20	10,80	2,55		
Phrasal verbs	EG	Post-test	20	8,55	2,63	-0,806	0,420



The application of the treatment technique and the classical teaching did not have a significant effect on learning the word categories according to the results given in Table 4.29, since none of the results were statistically significant at the level of  $p < 0.05$ .

#### 4.1.6.2. The results of the first experimental group in the retention test assessing production

The results concerning the use of providing Turkish translation equivalent in the experimental group were analyzed and presented in Table 4.30.

**Table 4.30 The results of the post-test and retention test assessing production in the Turkish translation equivalent group**

		Group	Post-test			Retention-test		
			N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
<b>PRODUCTION</b>	Verbs	CG	20	2,85	20	2,85	20	2,85
		EG	20	2,35	20	2,35	20	2,35
	Adjectives	CG	20	2,70	20	2,70	20	2,70
		EG	20	1,65	20	1,65	20	1,65
	Adverbs	CG	20	2,45	20	2,45	20	2,45
		EG	20	2,55	20	2,55	20	2,55
	Nouns	CG	20	2,40	20	2,40	20	2,40
		EG	20	2,70	20	2,70	20	2,70
	Phrasal verbs	CG	20	2,40	20	2,40	20	2,40
		EG	20	2,15	20	2,15	20	2,15

The results demonstrated that all the word categories, apart from adverbs, were produced more by the experimental group in the retention test in comparison with the post-test. The mean scores of verbs obtained from the post-test and the retention test, in turn were 2,55 and 2,05. However, a significant increase was not observed in the experimental and control groups (Figure 46). Besides, the results of the retention-test were higher in some parts of speech than those of the post-test (i.e. 2,40 mean score in the post-test and 2,60 in the retention test for nouns).

The mean scores of the experimental group were 1,65 and 3,75 for adjectives; 2,70 and 4,80 for nouns; 2,15 and 2,85 for phrasal verbs in the post-test and the retention test, respectively.

Figure 50. Production of phrasal verbs in the post-test and retention test by the subjects having Turkish translation equivalent

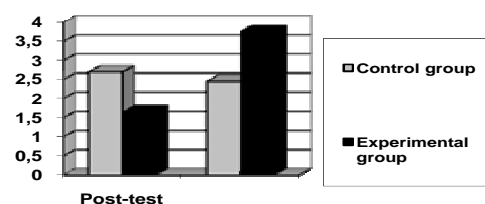
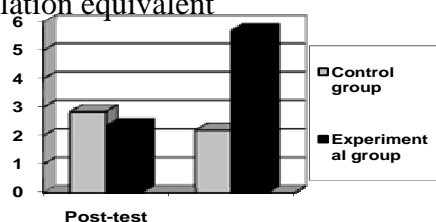


Figure 46. Production of verbs in the post-test and retention test by the subjects having Turkish translation equivalent

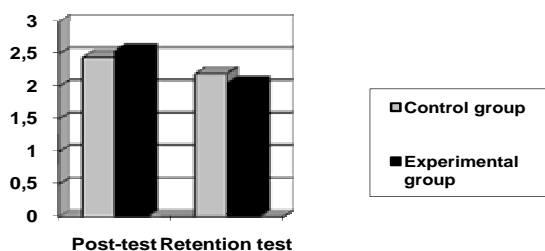


Figure 47. Production of adjectives in the post-test and retention test by the subjects having Turkish translation equivalent

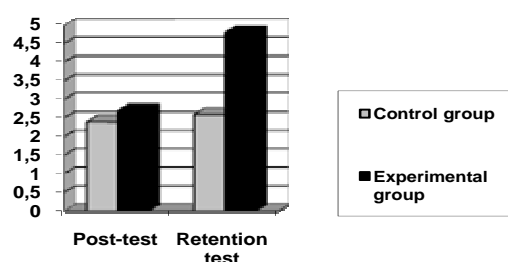


Figure 48. Production of adverbs in the post-test and retention test by the subjects having Turkish translation equivalent

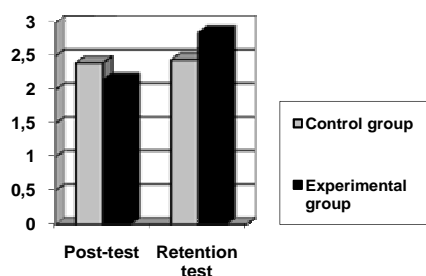


Figure 49. Production of nouns in the post-test and retention test by the subjects having Turkish translation equivalent

The results of the Mann Whitney U test calculations for each word category in the retention test measuring are in Table 4.31

**Table 4.31. The results of the Mann Whitney U test assessing production in the Turkish translation equivalent group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	14,00	280,00	<b>70,000</b>	<b>,000</b>
	EG	20	27,00	540,00		
Adjectives	CG	20	16,80	336,00	<b>126,000</b>	<b>,042</b>
	EG	20	24,20	484,00		
Adverbs	CG	20	21,40	428,00	182,000	,609
	EG	20	19,60	392,00		
Nouns	CG	20	15,85	317,00	<b>107,000</b>	<b>,011</b>
	EG	20	25,15	503,00		
Phrasal verbs	CG	20	18,93	378,50	168,500	,383
	EG	20	22,08	441,50		

The Mann-Whitney U test results showed that the U values of verbs, adjectives and nouns both in the experimental and control groups were significant at the level of  $p < 0.05$ .

These results also indicated that the mean scores obtained by the experimental group were higher than the control group. The results implied that Turkish translation equivalent treatment was more effective in teaching verbs, adjectives and nouns than the classical teaching technique in retention.

The Wilcoxon Signed Ranks' results found in the retention test focusing on production in the Turkish translation equivalent group are given in Table 4.32.

**Table 4.32. The results of the Wilcoxon Signed Ranks test assessing production in the Turkish translation equivalent group**

			N	$\bar{X}$	SS	Z	P
Verbs	EG	Post-Test	20	2,35	1,95	<b>-3,057</b>	<b>,002</b>
		Retention Test	20	5,70	3,19		
	CG	Post-Test	20	2,85	1,14	<b>-2,195</b>	<b>,028</b>
		Retention Test	20	2,20	1,01		
Adjectives	EG	Post-Test	20	1,65	0,81	<b>-3,381</b>	<b>,001</b>
		Retention Test	20	3,75	2,07		
	CG	Post-Test	20	2,70	1,26	-,579	,563
		Retention Test	20	2,45	1,47		
Adverbs	EG	Post-Test	20	2,55	0,99	-1,465	,143
		Retention Test	20	2,05	1,09		
	CG	Post-Test	20	2,45	1,19	-,894	,371
		Retention Test	20	2,20	0,95		
Nouns	EG	Post-Test	20	2,70	1,42	<b>-2,597</b>	<b>,009</b>
		Retention Test	20	4,80	2,69		
	CG	Post-Test	20	2,40	0,94	-,292	,771
		Retention Test	20	2,60	1,19		
Phrasal verbs	EG	Post-Test	20	2,15	0,81	-1,732	,083
		Retention Test	20	2,85	1,49		
	CG	Post-Test	20	2,40	1,09	-,213	,832
		Retention Test	20	2,45	1,23		

The results pointed out that this kind of treatment had statistically significant effect on the retention of the target words.

#### 4.1.7. The results of the subjects treated through providing the Turkish translation equivalent and illustration in the retention test

The results of the second experimental group in the retention test are given below together with the post-test results.

##### 4.1.7.1. The results of the second experimental group in the retention test assessing comprehension

In view of the results calculated for the second experimental group instructed by providing the Turkish translation equivalent and using illustration the difference between the post-test and the retention test for all parts of speech was fairly low for the experimental group (i.e. 0,05 for verbs; 0,20 for adjectives; 1,35 for adverbs; 1,00 for nouns and 0,05 for phrasal verbs). A decrease was observed for adverbs and adjectives. However, these word categories present extra information in sentences because of this, they may not have received great attention from the students.

This gave the hint that the subjects taking part in the study stored the target words in their long term memory. In other words, these words became a part of their mental lexicon.

**Table 4.33. The results of the post-test and the retention test assessing comprehension in the Turkish translation equivalent and illustration group**

		Group	Post-test			Retaining test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>COMPOSTHENSION</b>	Verbs	CG	20	7,90	2,90	20	7,50	3,07
		EG	20	9,55	3,68	20	9,50	2,96
	Adjectives	CG	20	8,35	2,85	20	8,15	2,58
		EG	20	9,10	2,92	20	8,05	3,33
	Adverbs	CG	20	7,75	2,59	20	7,60	2,14
		EG	20	8,90	3,58	20	7,55	2,46
	Nouns	CG	20	7,95	2,37	20	6,75	2,49
		EG	20	10,05	3,55	20	9,75	3,64
	Phrasal verbs	CG	20	8,55	2,63	20	7,25	2,59
		EG	20	10,05	2,61	20	9,55	2,76

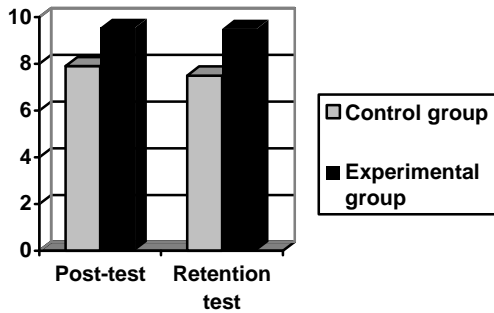


Figure 51. Comprehension of verbs in the post-test and retention test by the subjects having Turkish translation equivalent and illustration

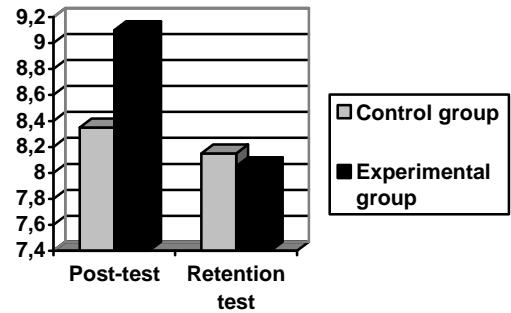


Figure 52. Comprehension of adjectives in the post-test and retention test by the subjects having Turkish translation equivalent and illustration

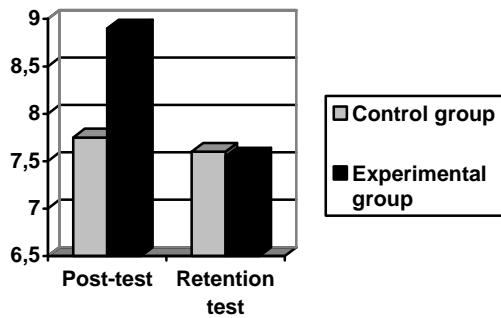


Figure 53. Comprehension of adverbs in the post-test and retention test by the subjects having Turkish translation equivalent and illustration

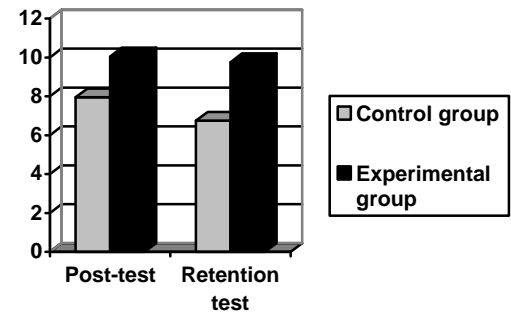


Figure 54. Comprehension of nouns in the post-test and retention test by the subjects having Turkish translation equivalent and illustration

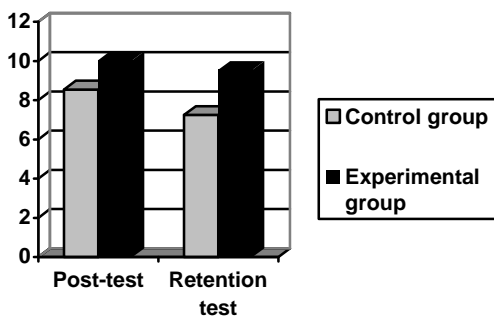


Figure 55. Comprehension of phrasal verbs in the post-test and retention test by the subjects having Turkish translation equivalent and illustration

The results of the Mann Whitney U test calculations for each word category in the retention test are presented in Table 4.34.

**Table 4.34. The results of the Mann Whitney U test assessing comprehension in the Turkish translation equivalent and illustration group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	16,77	335,50	<b>125,500</b>	<b>0,043</b>
	EG	20	24,23	484,50		
Adjectives	CG	20	20,88	417,50	192,500	0,838
	EG	20	20,13	402,50		
Adverbs	CG	20	20,70	414,00	196,000	0,913
	EG	20	20,30	406,00		
Nouns	CG	20	15,68	313,50	<b>103,500</b>	<b>0,009</b>
	EG	20	25,33	506,50		
Phrasal verbs	CG	20	15,28	305,50	<b>95,500</b>	<b>0,004</b>
	EG	20	25,73	514,50		

The Mann-Whitney U test results of the retention-test showed that the U values of verbs, nouns and phrasal verbs both in the experimental and control group were significant at the level of  $p < 0.05$ .

Taking Table 4.34 and connected Figures 51-55 into account, it was found that the mean scores obtained by the experimental group were higher than the control group, so it may be said that the vocabulary teaching techniques used in the second experimental group were more effective in the retention of lexical items than the classical vocabulary teaching technique, that is, learning lexical items through identifying their morphological structure.



The results of the Wilcoxon Signed Ranks' calculations for showing the level of the retention for each word category are in Table 4.35.

**Table 4.35 The results of Wilcoxon Signed Ranks test assessing comprehension in the Turkish translation equivalent and illustration group**

			N	$\bar{X}$	SS	Z	P
Verbs	EG	Post-Test	20	9,55	3,68	-0,306	0,759
		Retention Test	20	9,50	2,96		
	CG	Post-Test	20	7,90	2,90	-0,263	0,792
		Retention Test	20	7,50	3,07		
Adjectives	EG	Post-Test	20	9,10	2,92	-1,158	0,247
		Retention Test	20	8,05	3,33		
	CG	Post-Test	20	8,35	2,85	-0,263	0,793
		Retention Test	20	8,15	2,58		
Adverbs	EG	Post-Test	20	8,90	3,58	-1,028	0,304
		Retention Test	20	7,55	2,46		
	CG	Post-Test	20	7,75	2,59	-0,026	0,979
		Retention Test	20	7,60	2,14		
Nouns	EG	Post-Test	20	10,05	3,55	-0,303	0,762
		Retention Test	20	9,75	3,64		
	CG	Post-Test	20	7,95	2,37	-1,403	0,161
		Retention Test	20	6,75	2,49		
Phrasal verbs	EG	Post-Test	20	10,05	2,61	-0,549	0,583
		Retention Test	20	9,55	2,76		
	CG	Post-Test	20	8,55	2,63	-1,555	0,120
		Retention Test	20	7,25	2,59		

These results demonstrated that both the experimental group and the control group had the same level of retention for all of the word categories.

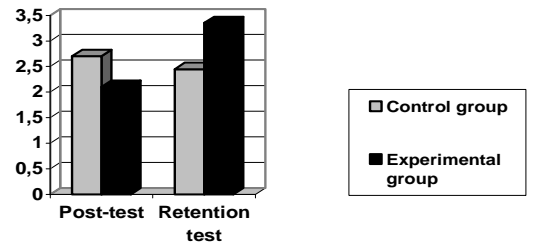
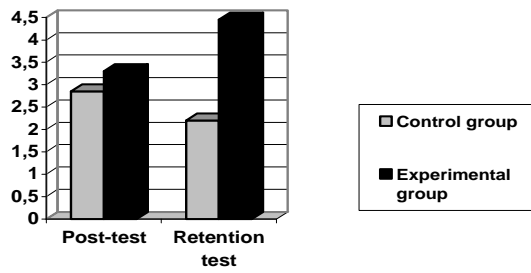
#### 4.1.7.2. The results of the second experimental group in the retention test assessing production

According to the results of the second experimental group, the production of the lexical items except for adverbs showed some increase in the retention test in contrast to the post-test (i.e. 3,60 mean score in the post-test and 2,50 mean score in retention test for adverbs).

**Table 4.36 The results of the post-test and retention test assessing production in the Turkish translation equivalent and illustration group**

		Group	Post-test			Retention test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>PRODUCTION</b>	Verbs	CG	20	2,85	1,14	20	2,20	1,01
		EG	20	3,30	1,75	20	4,45	2,72
	Adjectives	CG	20	2,70	1,26	20	2,45	1,47
		EG	20	2,10	1,21	20	3,35	1,69
	Adverbs	CG	20	2,45	1,19	20	2,20	095
		EG	20	3,60	1,60	20	2,50	1,10
	Nouns	CG	20	2,40	094	20	2,60	1,19
		EG	20	3,95	2,54	20	4,40	2,50
	Phrasal verbs	CG	20	2,40	1,09	20	2,45	1,23
		EG	20	3,15	1,57	20	3,50	2,01

The mean scores obtained from the tests by the experimental group were 2,10 and 3,35 for adjectives; 3,60 and 2,50 for adverbs; 3,95 and 4,40 for nouns; 3,15 and 3,50 for phrasal verbs in the post-test and the retention test, respectively. Except for adverbs, there was high results in the retention test. This may be the effect of revision the students may have made on the lexical items before their exams.



The mean scores obtained from the tests by the control group were 2,70 and 2,45 for adjectives; 2,45 and 2,20 for adverbs; 2,40 and 2,60 for nouns; 2,40 and 2,45 for phrasal verbs and 2,85 and 2,20 for verbs in the post-test and the retention test, respectively. A slight increase was seen in the results of nouns and phrasal verbs in the control group, too.

Figure 56. Production of verbs in the post-test and retention test by the subjects having Turkish equivalent and illustration

Figure 57. Production of adjectives in post-test and retention test by the subjects having Turkish equivalent and illustration

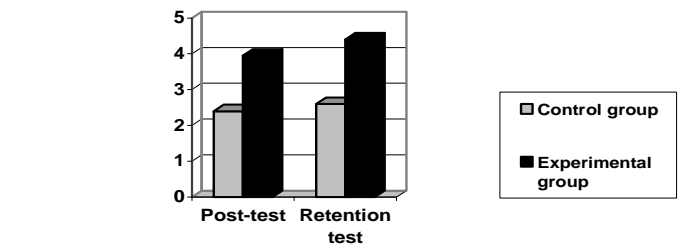
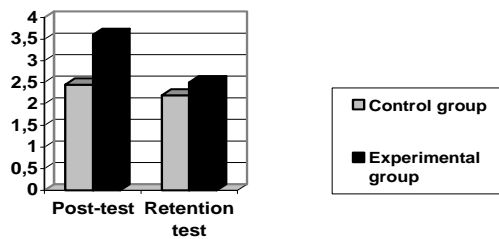


Figure 58. Production of adverbs in post-test and retention test by the subjects having Turkish equivalent and illustration

Figure 59. Production of nouns in post-test and retention test by the subjects having Turkish equivalent and illustration

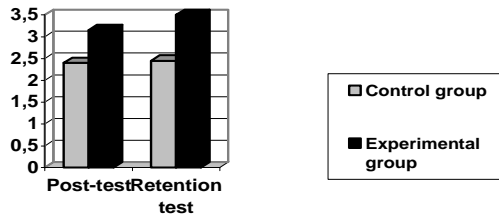


Figure 60. Production of phrasal verbs in post-test and retention test by the subjects having Turkish equivalent and illustration

The results of the Mann Whitney U test for the second experimental group in the retention test dealing with production of lexical items are presented in Table 4.37.

**Table 4.37. The results of the Mann Whitney U test assessing production in the Turkish translation equivalent and illustration group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	15,55	311,00	<b>101,000</b>	<b>,006</b>
	EG	20	25,45	509,00		
Adjectives	CG	20	16,95	339,00	129,000	,051
	EG	20	24,05	481,00		
Adverbs	CG	20	18,65	373,00	163,000	,296
	EG	20	22,35	447,00		
Nouns	CG	20	16,08	321,50	<b>111,500</b>	<b>,015</b>
	EG	20	24,93	498,50		
Phrasal verbs	CG	20	17,40	348,00	138,000	,086
	EG	20	23,60	472,00		

The results of the Mann-Whitney U test showed that the U values of verbs and nouns were significant at the level of  $p < 0.05$ .

In the light of the results, it was concluded that the techniques of providing Turkish translation equivalent and using illustrations were more effective both on learning and retaining new lexical items than the technique of classical vocabulary teaching.

The results of the Wilcoxon Signed Ranks test related to the retention test assessing production in the Turkish translation equivalent and illustration group are in Table 4.32.

**Table 4.38. The results of the Wilcoxon Signed Ranks test assessing production in the Turkish translation equivalent and illustration group**

	CG	Post-Test	20	2,45	1,19	-0,894	0,371
		Retention Test	20	2,20	0,95		
Nouns	EG	Post-Test	20	2,54	20	-0,525	0,599
		Retention Test	20	4,40	2,50		
	CG	Post-Test	20	2,40	0,94	-0,292	0,771
		Retention Test	20	2,60	1,19		
Phrasal verbs	EG	Post-Test	20	1,57	20	-0,597	0,551
		Retention Test	20	3,50	2,01		
	CG	Post-Test	20	2,40	1,09	-0,213	0,832
		Retention Test	20	2,45	1,23		
Adverbs	EG	Post-Test	20	1,60	20	<b>-2,502</b>	<b>0,012</b>
		Retention Test	20	2,50	1,10		

The results presented in this table showed that the retention of adjectives and adverbs were significant at the level of  $p < 0.05$  in the production. A statistically significant result was also found for verbs in the control group.

#### 4.1.8. The results of the subjects treated through providing Turkish translation equivalent, illustrations and using word in context in retention

The results of the retention test of the third experimental group for the target lexical items are given below together with the results of the post-test.

##### 4.1.8.1. The results of the third experimental group in the retention test assessing comprehension

These results calculated for the retention of the lexical items studied in the study showed that the third experimental group retained all the word categories apart from verbs whose retention test results were a little bit lower than the post-test results, even the results computed for the retention test assessing comprehension were higher than the results of the post-test. The difference between the mean scores of the post-test and the retention test ranged from 0.05 for adverbs to 1,65 for nouns.

**Table 4.39 The results of the post-test and the retention test assessing comprehension in the Turkish translation equivalent, illustration and word in context group**

		Group	Post-test			Retention test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>COMPOSTHENSION</b>	Verbs	CG	20	7,90	2,90	20	7,50	3,07
		EG	20	12,00	2,36	20	11,30	2,69
	Adjectives	CG	20	8,35	2,85	20	8,15	2,58
		EG	20	8,95	1,88	20	10,20	3,14
	Adverbs	CG	20	7,75	2,59	20	7,60	2,14
		EG	20	10,95	2,52	20	11,00	3,01
	Nouns	CG	20	7,95	2,37	20	6,75	2,49
		EG	20	10,45	3,36	20	12,10	2,83
	Phrasal verbs	CG	20	8,55	2,63	20	7,25	2,59
		EG	20	10,75	3,26	20	11,70	2,90

The results of the Mann Whitney U test calculations for each word category in the retention test are given in Table 4.40.

**Table 4.40 The results of Mann Whitney U test assessing comprehension in the Turkish translation equivalent, illustration and word in context group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	13,73	274,50	<b>64,500</b>	<b>0,000</b>
	EG	20	27,28	545,50		
Adjectives	CG	20	16,77	335,50	<b>125,500</b>	<b>0,043</b>
	EG	20	24,23	484,50		
Adverbs	CG	20	14,30	286,00	<b>76,000</b>	<b>0,001</b>
	EG	20	26,70	534,00		
Nouns	CG	20	11,95	239,00	<b>29,000</b>	<b>0,000</b>
	EG	20	29,05	581,00		
Phrasal verbs	CG	20	12,75	255,00	<b>45,000</b>	<b>0,000</b>
	EG	20	28,25	565,00		

By looking at the table, the Mann-Whitney U test applied to the results of the retention-test showed that the U values of all the word categories both in the experimental and control groups were significant at the level of  $p < 0.05$ .

The scores obtained by the third experimental group were higher than the control group, so this finding can be attributed to the effect of the treatment and the revisions the subject may have made before their exams.

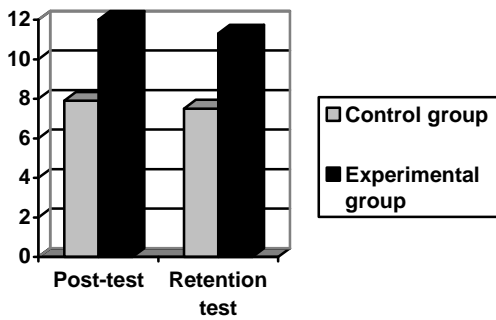


Figure 61. Comprehension of verbs in the post-test and retention test by the subjects having Turkish translation, illustration and word in context

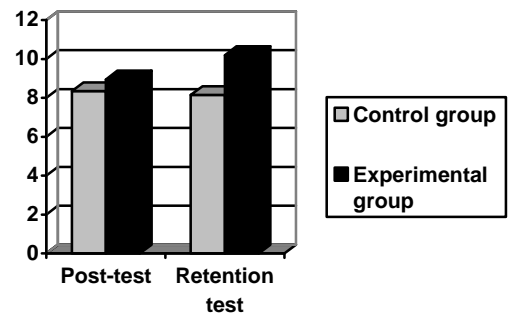


Figure 62. Comprehension of adjectives in the post-test and retention test by the subjects having Turkish translation, illustration and word in context

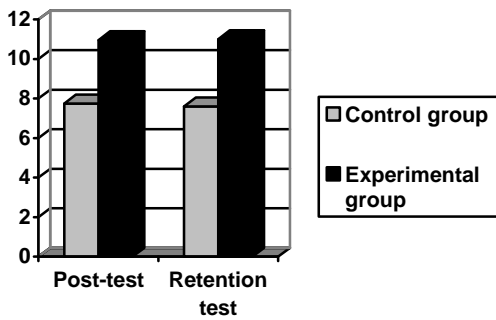


Figure 63. Comprehension of adverbs in the post-test and retention test by the subjects having Turkish translation, illustration and word in context

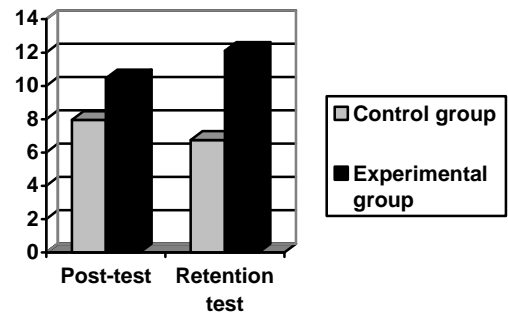


Figure 64. Comprehension of nouns in the post-test and retention test by the subjects having Turkish translation, illustration and word in context

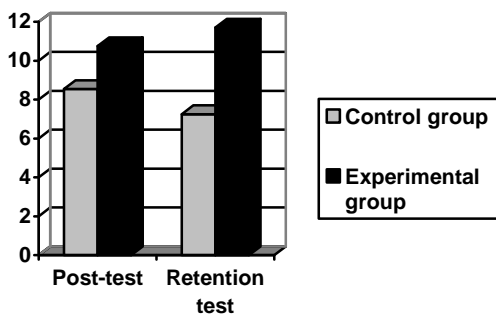


Figure 65. Comprehension of phrasal verbs in the post-test and retention test by the subjects having Turkish translation, illustration and word in context



The Wilcoxon Signed Ranks' results of the third experimental group for each word category in the retention test are in Table 4.41.

**Table 4.41 The results of the Wilcoxon Signed Ranks test assessing comprehension in the Turkish translation equivalent, illustration and word in context group**

			N	$\bar{X}$	SS	Z	P
Verbs	EG	Post-Test	20	12,00	2,36	-1,052	0,293
		Retention Test	20	11,30	2,69		
	CG	Post-Test	20	7,90	2,90	-0,263	0,792
		Retention Test	20	7,50	3,07		
Adjectives	EG	Post-Test	20	8,95	1,88	-1,551	0,121
		Retention Test	20	10,20	3,14		
	CG	Post-Test	20	8,35	2,85	-0,263	0,793
		Retention Test	20	8,15	2,58		
Adverbs	EG	Post-Test	20	10,95	2,52	-0,328	0,743
		Retention Test	20	11,00	3,01		
	CG	Post-Test	20	7,75	2,59	-0,026	0,979
		Retention Test	20	7,60	2,14		
Nouns	EG	Post-Test	20	10,45	3,36	-1,567	0,117
		Retention Test	20	12,10	2,83		
	CG	Post-Test	20	7,95	2,37	-1,403	0,161
		Retention Test	20	6,75	2,49		
Phrasal verbs	EG	Post-Test	20	10,75	3,26	-0,829	0,407
		Retention Test	20	11,70	2,90		
	CG	Post-Test	20	8,55	2,63	-1,555	0,120
		Retention Test	20	7,25	2,59		

These results demonstrated that the retention of all of the word categories by the experimental group had the same level of retention with the control group instructed through the classical vocabulary teaching technique.

#### 4.1.8.2. The results of the third experimental group in the retention test assessing production

After teaching new lexical items investigated in the study and administering the retention test to third experimental group by the technique of providing Turkish translation equivalent, using illustrations and using word in context , the overall results in relation to production are given in 4.42.

**Table 4.42 The results of the post-test and the retention test assessing production in the Turkish translation equivalent, illustration and word in context group**

		Group	Post-test			Retention test		
			N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
<b>PRODUCTION</b>	Verbs	CG	20	2,85	1,14	20	2,20	1,01
		EG	20	7,50	2,95	20	6,90	4,47
	Adjectives	CG	20	2,70	1,26	20	2,45	1,47
		EG	20	3,00	1,38	20	5,95	3,03
	Adverbs	CG	20	2,45	1,19	20	2,20	0,95
		EG	20	3,75	3,29	20	2,55	1,73
	Nouns	CG	20	2,40	0,94	20	2,60	1,19
		EG	20	4,10	3,06	20	5,10	2,29
Phrasal verbs	CG	20	2,40	1,09	20	2,45	1,23	
	EG	20	4,10	1,89	20	4,20	3,41	

Apart from the results of the verbs and adverbs, (i.e. 7,50 mean score in the post-test and 6,90 mean score in the retention test for verbs and 3,75 mean score in the post-test and 2,55 mean score in the retention test for adverbs) the results calculated for the production of the other lexical items went up in the retention test. The mean scores of the third experimental group were 3,00 and 5,95 for adjectives; 4,10 and 5,10 for nouns; 4,10 and 4,20 for phrasal verbs in the post-test and the retention test, respectively. This may have arisen from the effect of revision.

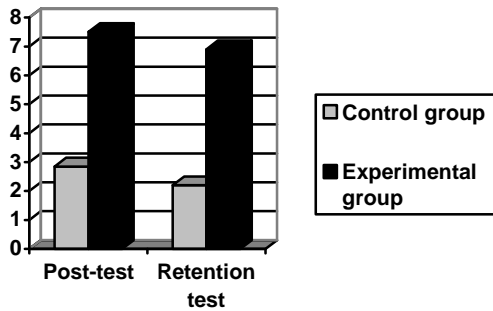


Figure 66. Production of verbs in the post-test and retention test by the subjects having Turkish translation equivalent, illustration and word in context

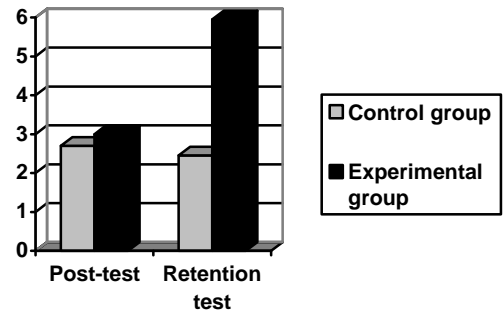


Figure 67. Production of adjectives in the post-test and retention test by the subjects having Turkish translation equivalent, illustration and word in context

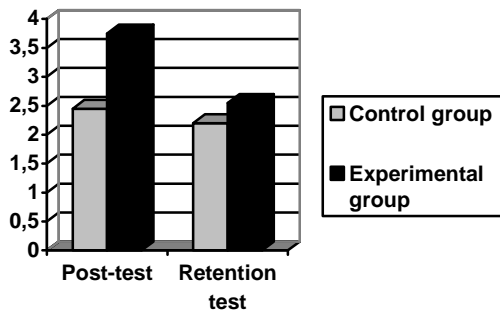


Figure 68. Production of adverbs in the post-test and retention test by the subjects having Turkish translation equivalent, illustration and word in context

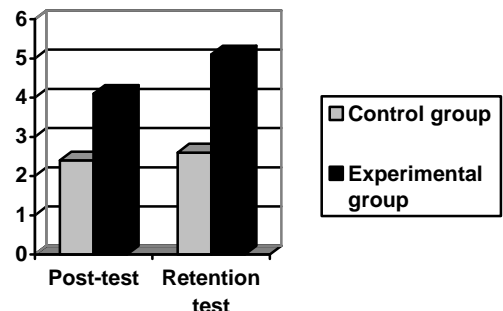


Figure 69. Production of nouns in the post-test and retention test by the subjects having Turkish translation equivalent, illustration and word in context

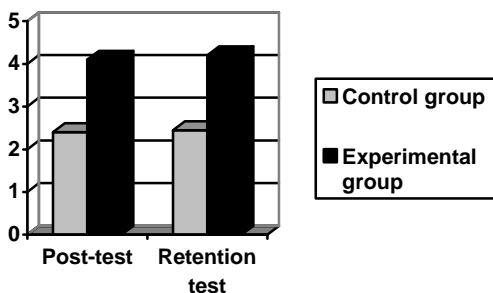


Figure 70. Production of phrasal verbs in the post-test and retention test by the subjects having Turkish translation equivalent, illustration and word in context

The Mann Whitney U test' results of the third experimental group for each word category in the retention test measuring production are given in Table 4.43.

**Table 4.43 The results of the Mann Whitney U test assessing production in the Turkish translation equivalent, illustration and word in context group**

	Groups	N	Sequence average	Sequence total	U	P
Verbs	CG	20	15,55	311,00	<b>101,000</b>	<b>0,006</b>
	EG	20	25,45	509,00		
Adjectives	CG	20	16,95	339,00	129,000	0,051
	EG	20	24,05	481,00		
Adverbs	CG	20	18,65	373,00	163,000	0,296
	EG	20	22,35	447,00		
Nouns	CG	20	16,08	321,50	<b>111,500</b>	<b>0,015</b>
	EG	20	24,93	498,50		
Phrasal verbs	CG	20	17,40	348,00	138,000	0,086
	EG	20	23,60	472,00		

The Mann-Whitney U test results revealed that the U values of verbs, and nouns both in the experimental and control groups were significant at the level of  $p < 0.05$ .

These results also pointed out that the mean scores obtained by the experimental group were higher than the control group. These findings implied that the trio vocabulary teaching treatment was more effective than the classical teaching technique in teaching verbs and nouns in the retention.

The Wilcoxon Signed Ranks' calculations of the retention test for each word category are presented in Table 4.44.

**Table 4.44. The results of Wilcoxon Signed Ranks test assessing production in the Turkish translation equivalent, illustration and word in context group**

			N	$\bar{X}$	SS	Z	P
Verbs	EG	Post-Test	20	7,50	2,95	-1,358	,175
		Retention Test	20	6,90	4,47		
	CG	Post-Test	20	2,85	1,14	<b>-2,195</b>	<b>0,028</b>
		Retention Test	20	2,20	1,01		
Adjectives	EG	Post-Test	20	3,00	1,38	<b>-2,340</b>	<b>,019</b>
		Retention Test	20	5,95	3,03		
	CG	Post-Test	20	2,70	1,26	-0,579	0,563
		Retention Test	20	2,45	1,47		
Adverbs	EG	Post-Test	20	3,75	3,29	<b>-2,502</b>	<b>,012</b>
		Retention Test	20	2,55	1,73		
	CG	Post-Test	20	2,45	1,19	-0,894	0,371
		Retention Test	20	2,20	0,95		
Nouns	EG	Post-Test	20	4,10	3,06	-,525	,599
		Retention Test	20	5,10	2,29		
	CG	Post-Test	20	2,40	0,94	-0,292	0,771
		Retention Test	20	2,60	1,19		
Phrasal verbs	EG	Post-Test	20	4,10	1,89	-,597	,551
		Retention Test	20	4,20	3,41		
	CG	Post-Test	20	2,40	1,09	-0,213	0,832
		Retention Test	20	2,45	1,23		

Considering these results, in the retention part of the study, the trio vocabulary teaching technique was more effective in the retention of the adjectives and adverbs for the experimental group as the results of these parts of speech were significant at the level of  $p < 0.05$ .

#### **4.1.9. The results of the three experimental groups in terms of effective vocabulary teaching technique in retention**

Which of the vocabulary teaching techniques used in the experimental groups were more effective in the retention of parts of speech in comprehension and production tests were investigated in the study as well. The results of this investigation are given in the following sections.

##### **4.1.9.1. The results of the three experimental groups in the retention test assessing comprehension**

The results of the mean scores according to the analyses of the teaching techniques are presented in Table. 4.45.

**Table 4.45 The results of the post-test and the retention test assessing comprehension in the three experimental groups**

		Group	Post-test			Retention test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>COMPREHENSION</b>	Verbs	EG 1	20	12,20	2,73	20	10,80	2,53
		EG 2	20	9,55	3,68	20	9,50	2,96
		EG 3	20	12,00	2,36	20	11,30	2,69
	Adjectives	EG 1	20	9,60	2,48	20	9,05	2,31
		EG 2	20	9,10	2,92	20	8,05	3,33
		EG 3	20	8,95	1,88	20	10,20	3,14
	Adverbs	EG 1	20	9,40	2,85	20	9,25	1,83
		EG 2	20	8,90	3,58	20	7,55	2,46
		EG 3	20	10,95	2,52	20	11,00	3,01
	Nouns	EG 1	20	8,80	3,38	20	10,80	2,55
		EG 2	20	10,05	3,55	20	9,75	3,64
		EG 3	20	10,45	3,36	20	12,10	2,83
	Phrasal verbs	EG 1	20	11,00	2,29	20	10,15	2,39
		EG 2	20	10,05	2,61	20	9,55	2,76
		EG 3	20	10,75	3,26	20	11,70	2,90

- \*Experimental Group 1 : Turkish translation equivalent technique
- Experimental Group 2: Turkish translation equivalent and illustration techniques
- Experimental Group 3: Turkish translation equivalent, illustration and word in context techniques

The comparison of the post-test and the retention test results showed that the subjects had better results from the post-test as a spectacular increase existed for almost all word categories in the results of the post-test. Almost in all word categories the subjects forming the third experimental group outperformed the other two experimental groups. For instance, the score of the adverbs by the third experimental group was 10,95 in the retention test while this score was 9,40 and 8,90 in the first and second experimental group in the retention test, respectively. Nevertheless, the results of the first experimental groups were higher than the second experimental group (i.e 12,20 and 10,80 mean scores for verbs obtained by the first experimental group in the post-test and the retention test, respectively, versus 9,55 and 9,50 mean scores for verbs obtained by the second experimental group, respectively). The mean scores obtained from the retaining tests by the experimental groups were 9,60, 9,10 and 8,95 for adjectives; 8,80, 10,05 and 10,45 for nouns; 11,00, 10,05 and 10,75 for phrasal verbs in the first, second and third experimental groups, respectively.

In addition, the results implied that all the subjects comprehended phrasal verbs better than the other word categories and in terms of parts of speech verbs and nouns were comprehended more than other parts of speech investigated in the study.

After administrating the teaching techniques of providing Turkish translation equivalent in the first experimental group, providing Turkish translation equivalent and illustration in the second experimental group, providing Turkish translation equivalent, illustration and using word in context in the third experimental group, if a difference occurred between the experimental groups in terms of comprehension was examined with the Kruskal Wallis test.

**Table 4.46 The results of the Kruskal Wallis test related to differences observed in the retention test assessing comprehension among the experimental groups**

	Groups	N	Mean Rank	Chi-Square	P
Verbs	Turkish translation equivalent technique	20	31,53	5,199	0,074
	Turkish translation equivalent and illustration techniques	20	23,80		
	Turkish translation equivalent, illustration and word in context techniques	20	36,17		
Adjectives	Turkish translation equivalent technique	20	30,35	4,426	0,109
	Turkish translation equivalent and illustration techniques	20	24,80		
	Turkish translation equivalent, illustration and word in context techniques	20	36,35		
Adverbs	Turkish translation equivalent technique	20	30,55	<b>12,960</b>	<b>0,002</b>
	Turkish translation equivalent and illustration techniques	20	20,63		
	Turkish translation equivalent, illustration and word in context techniques	20	40,33		
Nouns	Turkish translation equivalent technique	20	30,23	5,511	0,064
	Turkish translation equivalent and illustration techniques	20	24,20		
	Turkish translation equivalent, illustration and word in context techniques	20	37,08		
Phrasal verbs	Turkish translation equivalent technique	20	28,55	<b>6,853</b>	<b>0,033</b>
	Turkish translation equivalent and illustration techniques	20	24,50		
	Turkish translation equivalent, illustration and word in context techniques	20	38,45		

The Kruskal Wallis test applied to the results of the the post-test and the retention test indicated that only for the teaching of adverbs and phrasal verbs three different teaching techniques showed significant difference since Chi-Square value calculated for this group was significant at the level of  $p < 0.05$ .



When the graphs presented below are carefully examined, these effects are clearly seen. Considering Figures 73 and 75, it was concluded that providing Turkish translation equivalent and illustration in vocabulary teaching had less effect on learning verbs contrary to the other two teaching techniques.

Figure 71. Comprehension of verbs in the post-test and the retention test by three experimental groups

Figure 72. Comprehension of adjectives in the post-test and the retention test by three experimental groups

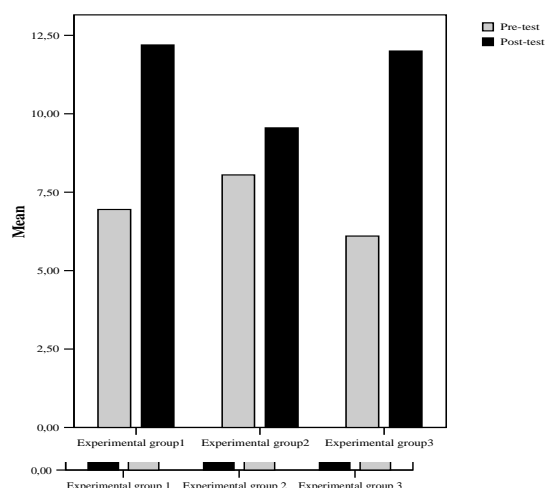


Figure 73. Comprehension of adverbs in the post-test and the retention test by three experimental groups

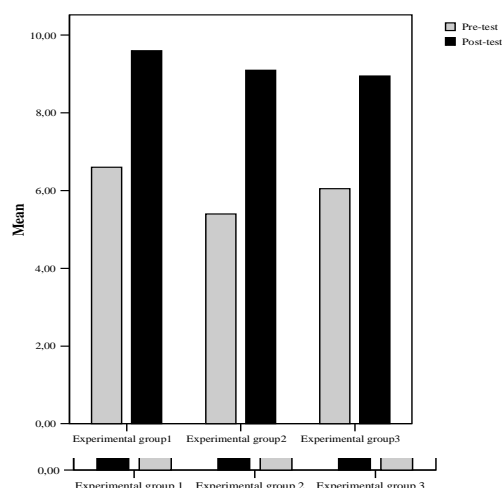


Figure 74. Comprehension of nouns in the post-test and the retention test by three experimental groups

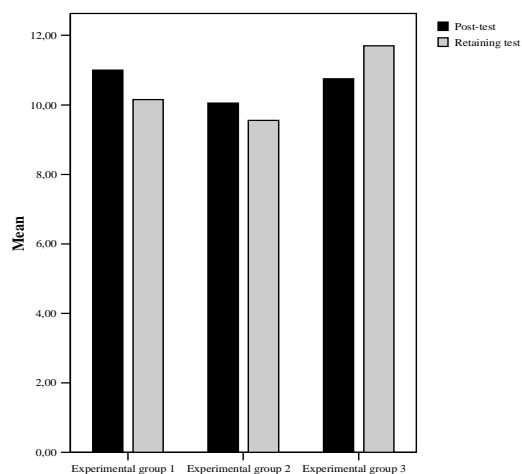


Figure 75. Comprehension of phrasal verbs in the post-test and the retention test by three experimental groups

#### 4.1.9.2. The results of the three experimental groups in the retention test assessing production

At the end of treatment period, the post-tests and the retention tests assessing the effect of the treatment in the production for each word category were rendered and the results of these tests were analyzed. The results of the mean scores obtained from these analyses and also the results of the pre-test are given in Table 4.47.

**Table 4.47 The results of post-test and the retention test assessing production in the three experimental groups**

		Group	Post-test			Retention test		
			N	$\bar{X}$	S	N	$\bar{X}$	S
<b>PRODUCTION</b>	Verbs	EG 1	20	2,35	1,95	20	5,70	3,19
		EG 2	20	3,30	1,75	20	4,45	2,72
		EG 3	20	7,50	2,95	20	6,90	4,47
	Adjectives	EG 1	20	1,65	0,81	20	3,75	2,07
		EG 2	20	2,10	1,21	20	3,35	1,69
		EG 3	20	3,00	1,38	20	5,95	3,03
	Adverbs	EG 1	20	2,55	0,99	20	2,05	1,09
		EG 2	20	3,60	1,60	20	2,50	1,10
		EG 3	20	3,75	3,29	20	2,55	1,73
	Nouns	EG 1	20	2,70	1,42	20	4,80	2,69
		EG 2	20	3,95	2,54	20	4,40	2,50
		EG 3	20	4,10	3,06	20	5,10	2,29
	Phrasal verbs	EG 1	20	2,15	0,81	20	2,85	1,49
		EG 2	20	3,15	1,57	20	3,50	2,01
		EG 3	20	4,10	1,89	20	4,20	3,41

\*Experimental Group 1 : Turkish translation equivalent technique

Experimental Group 2: Turkish translation equivalent and illustration techniques

Experimental Group 3: Turkish translation equivalent, illustration and word in context techniques

The comparison of the post-test and retention test results showed that the subjects had better results from the retention-test as an increase occurred in the results of the retention-test for almost all word categories. Almost in all word categories the subjects forming the third experimental group had higher results than the other two experimental groups.

In addition, as mentioned before, the results implied that all the subjects comprehended phrasal verbs better than the other word categories and in terms of parts of speech verbs and nouns were comprehended more than other parts of speech investigated in the study.

The question of which teaching technique was more effective than the others in the production was also examined in the study. The results of the Kruskal Wallis test focusing on this question are in Table 4.48.

**Table 4.48 The results of the Kruskal Wallis test related to differences observed in the retention test assessing production test among the experimental groups**

	Groups	N	Mean Rank	Chi-Square	P
Verbs	Turkish translation equivalent technique	20	31,45	3,327	0,189
	Turkish translation equivalent and illustration techniques	20	25,08		
	Turkish translation equivalent, illustration and word in context techniques	20	34,98		
Adjectives	Turkish translation equivalent technique	20	27,38	<b>8,800</b>	<b>0,012</b>
	Turkish translation equivalent and	20	24,40		

Adverbs	illustration techniques			2,041	0,360
	Turkish translation equivalent, illustration and word in context techniques	20	39,73		
	Turkish translation equivalent technique	20	26,28		
Nouns	Turkish translation equivalent and illustration techniques	20	33,67	,925	0,630
	Turkish translation equivalent, illustration and word in context techniques	20	31,55		
	Turkish translation equivalent technique	20	30,75		
Phrasal verbs	Turkish translation equivalent and illustration techniques	20	27,75	1,356	0,508
	Turkish translation equivalent, illustration and word in context techniques	20	33,00		
	Turkish translation equivalent technique	20	26,93		
Adverbs	Turkish translation equivalent and illustration techniques	20	31,65	1,356	0,508
	Turkish translation equivalent, illustration and word in context techniques	20	32,92		
	Turkish translation equivalent technique	20	26,93		

The results of the Kruskal Wallis test related to the post-test and the retention test showed that only for the teaching of adjectives three different teaching techniques showed significant difference because Chi-Square value calculated for this group was significant at the level of  $p < 0.05$ .

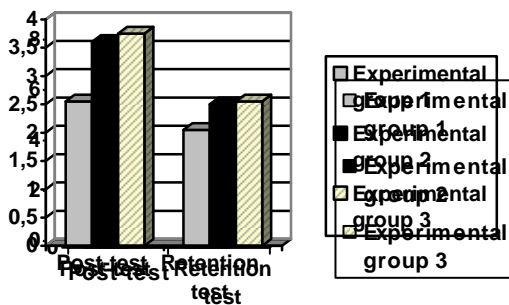


Figure 78. Production of adverbs in the post-test and retention test by the three experimental groups

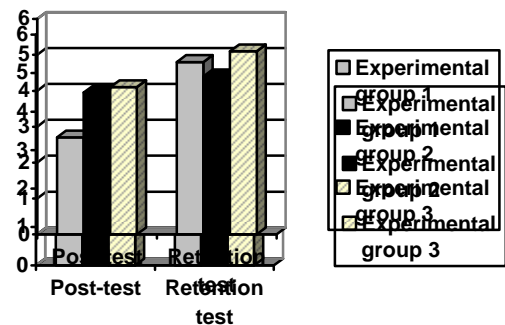


Figure 79. Production of nouns in the post-test and retention test by the three experimental groups

Figure 77. Production of adjectives in the post-test and retention test by the three experimental groups

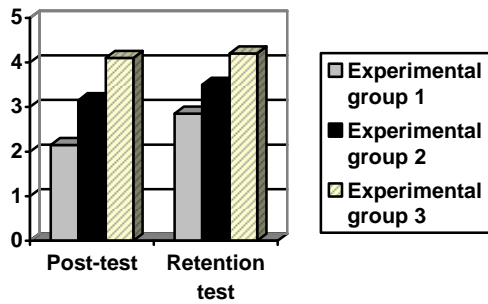


Figure 80. Production of phrasal verbs in the post-test and retention test by the three experimental groups

#### 4.2. Discussion

In this section, the results of the study have been tackled with regard to the research questions given in section 2.9. Five research questions presented in this section were related to the comprehension of the target words and the other five production.

This research study observed the differences between the target vocabulary teaching techniques and the classical teaching technique in terms of both comprehension and production. Each teaching technique was assessed with three tests: pre-test, post-test and the retention-test. According to the results of these tests, in general, the mean scores of the third experimental group that is, providing Turkish translation equivalent, illustration and using word in sentence context outweighed the other two experimental groups in terms of the comprehension and the production. In brief, the mean scores obtained by the third experimental group for almost all parts of speech were higher than the others; 6,10 and 12,00 of the pre-test and the post-test for verbs; and 11,30 in retention test for verbs as regards comprehension. 2,45, 7,50 and 6,90 for verbs in the pre-test, post-test and the retention test, respectively, in terms of production.

These scores indicated that the integrated vocabulary teaching techniques were more effective in vocabulary teaching than the isolated teaching techniques. Of course, sometimes there was a significant increase in the results of the other

two experimental groups for the post-test and the retention test in both comprehension and production. This may have stemmed from the individual differences, the level of language aptitude for the target language and the retaining degree of the students. At times, the mean scores obtained from the second experimental group for both comprehension and production were less than the first experimental group. This may have arisen from the frequency of revision the students may have made on the words in the second and first experimental groups.

As mentioned before, forgetting is an indispensable stage of the learning, but if the learners continue to repeat and recycle the learned words, this forgetting process may be lower. This proves to be right in accordance with the results of the study. In the light of these results, it can be said that the integrated teaching techniques such as providing Turkish translation equivalent, illustration and using word in sentence context may be more effective on teaching vocabulary. The use of multiple teaching techniques helped the students produce as well as comprehend the new lexical items more. In other words, treatments administered to the experimental groups helped to enhance both productive and receptive knowledge of the students, while the classical teaching technique contributed only to their receptive knowledge of the students. As known, only productive knowledge or only receptive knowledge is not enough in perceiving and uttering the target words. The students should pay attention to the enhancement of both of these knowledge in order to gain the words completely. Therefore, these findings confirm Paribakht and Wesche's (1997) finding that there was a statistically important improvement in the learner's ability to define and use the target words that was taught through intentional and explicit learning.

As for the research questions concerning the retention of the target words involved crucial points in relation to comprehension and production of the words. Since this study made an attempt to measure the effectiveness of the teaching techniques, it was much valuable to think about the retention phase subsequent to treatment. As known, repeated encounters may lead to better retention than the sparse retention. According to Zimmermann (1997), learners can only have multiple exposures to vocabulary through activities and different techniques used in the lessons designed by the teachers.

In the last decades, a considerable amount of vocabulary research has been conducted in the field of English teaching and learning. This insurmountable interest has led to the learners become aware of the importance of vocabulary, because a good command of vocabulary and teaching techniques of vocabulary are vital for language proficiency. Thus, lack of vocabulary has been seen as a serious problem. In order to overcome this problem, vocabulary learning strategies has been proposed. Stahl (1999) describes the three principles of vocabulary learning. They are given below:

- The learners should be provided with both the definitional and contextual information about each vocabulary item's meaning.
- Learners should be involved more actively in vocabulary learning.
- Learners should be provided with multiple exposures to meaningful information about the world.

It is clearly seen that these items are in correlation with the three vocabulary teaching techniques examined in the study. The first item is in line with providing Turkish translation equivalent technique. The second item is complied with using illustrations technique. And the last item is in strong harmony with the integrated vocabulary teaching techniques of the study. Based on the results, it may be concluded that this study confirms the effectiveness of the principles identified by Stahl.

#### **4.3. Limitations of the study**

This study determined and analyzed different vocabulary teaching techniques that is, providing Turkish translation equivalent, using illustration and using word in context techniques comprehension and production. There were four experimental groups in the research study, three of them were the experimental groups and one was control group. The English level of the experimental groups was beginners. Besides, the control group had also the same level of English in



accordance with the proficiency test results. In order to observe the differences between the target vocabulary teaching techniques applied to the experimental groups and the control group in an ideal situation the subjects should not get any instruction concerning the test items but it was impossible in this study as the students had to take vocabulary course as an obligatory class of their course and would come across with the words investigated in the study in a way. Being aware of this fact, the current study was carried out and because of the fact that students would have the chance of being introduced about the test items in a different teaching technique the threat of obtaining higher results from study the control group for some test items existed.

It should be certain that both the experimental and control groups had the same level of English, that is beginners. Taking these facts into account, it can be clearly seen that this study is limited by the level of English. Another limitation lies in the number of target words. As expected, every word can not be included in the study. Only 110 common words are put into the study and administered to the subjects. This is also a limitation of the study.

Another limitation of the study was time limit. After the beginning of the term students were given the treatment for approximately a month and then the post-test and the retention tests were administered but the retention test was rendered towards the final exams so students may have started studying for their exams and revised the lexical items. Hence, in some word categories the results of the retention test might be higher than the results of the post-test.

## 5. CONCLUSION

In this study, with the help of some of the most spectacular linguists' articles, a number of relevant issues in L2 vocabulary teaching and word knowledge such as lexical knowledge, lexical competence, knowing, remembering and presenting a word etc. and role of memory are clarified with informative approaches.

This study helps the learners to realize the relationships between meaning and form in L2 vocabulary teaching, and it acclaims that meaning and form correlation is arbitrary. In addition to this, this study tries to help the learner to get the idea of the general perspectives about L2 vocabulary.

Taking the results of the study into account in general, the conclusion was drawn is that the three vocabulary teaching techniques, that is, providing Turkish translation equivalent, using illustrations and using word in context techniques can be effective on learning L2 vocabulary in the mental lexicon of the learners and the learners may retain the target words more than the other inactive teaching techniques.

Rather than using only one technique in teaching vocabulary, for instance, providing Turkish translation equivalent, this study may claim to have succeeded its first goal of achieving the improvements observed in the subjects.

As known, the usage of vocabulary has had important place in retaining the words completely. However, taking the findings into account, it may be inferred that the comprehension of the target words are higher than the

production. So, it may be said that the production of the lexical items entails much more practice after the first exposure of the words. Anyway, word in context technique used in the study are prone to realize this situation.

In relation to the results of the study, some of suggestions may be made. First of all, the application of the retention test time is much more paid attention. In this study, this retention test was administered to the subjects in close to the final exam. So, for the subjects, there is a possibility of much revision about the target items and the other courses than before. Secondly, in the other studies, researchers may draw their attention the point that whether the proficiency level of the students in general English and vocabulary learning are the same or not. Thirdly, for the purpose of using more modern approaches, concordances can be added to the study. As known, concordances are gaining much more appreciate in vocabulary learning than before. Because of this, concordances may be used in such kind of similar studies.

The results of the study offer several pedagogical implications for L2 vocabulary teaching and learning. First of all, when preparing teaching materials, teachers and instructors may design vocabulary enhancement activities including translations, illustrations and examples including the new lexical items. Thus, teachers should be aware of the necessity of a much more comprehensive and systematic vocabulary instruction.

The learning of vocabulary has always been a concern for the students who are eager to learn English. It is broadly held that the results obtained from the study can provide the teachers and the students with invaluable information for devising appropriate materials for the vocabulary teaching and effective teaching techniques, and forming tests suitable for the teaching and learning.

From the study of effective vocabulary teaching techniques, teachers can identify problematic areas for learners at different levels of instruction and conclude the efficiency of using integrated teaching techniques in their courses.

As emphasized before, both teachers and learners undergo some negative experiences in vocabulary teaching and learning. In particular, students are not able to retain the words in the target language easily. Teachers are also aware of this retention difficulty. Considering these points, this study tries to highlight and

outline the importance of combined teaching techniques and put emphasis on using illustration and presenting the words in sentence context with certain structures.

In the light of the results, it can be said that sometimes learners can retain the target words more quickly than expected. This may stem from the association of the words with their experience. However, this is not a common situation. Because of this, teachers and instructors can prepare their courses and materials in line with the effective vocabulary teaching techniques.

In conclusion, this study has examined three different vocabulary teaching techniques in terms of the comprehension and production of the target lexical items. Besides, retention level of the target words in the comprehension and production is investigated and in accordance with the results, invaluable findings are obtained.

Bearing in mind all of these considerable issues, it can be concluded that teachers should pay much more attention to the vocabulary courses and design the courses with suitable materials in accordance with the level of students. As can be understood from the study, integrated vocabulary teaching techniques, that is, providing Turkish translation equivalent, using illustrations and using words in sentence context can be more valuable and indispensable part of vocabulary teaching.

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**Appendix: 1****Multiple choice and Fill in the blanks tests used as pre-tests**

*Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.*

*Circle the correct answer as follows:*

*e.g. After many years of fighting, both countries ..... peace eternally.*

*a) desired          b) supplied          c) destroyed          d) collected*

*1-55. sorularda, cümlede boş bırakılan yerlere uygun düşen sözcük ya da ifadeyi bulunuz.*

**1. Her style of painting has been ..... by other artists.**

a) vanished          b) implied          c) imitated          d) expired

**2. Why did she ..... your invitation?**

a) pour down          b) turn down          c) get up          d) look after

**3. I do not think you ..... how important this is to her.**

a) devote          b) fulfill          c) realize          d) apologize

**4. Much equipment becomes ..... almost as soon as it is made.**

a) superficial          b) imaginative          c) immense          d) obsolete

**5. His term of office ..... at the end of June.**

a) asks          b) expires          c) destroys          d) regards

**6. He decided, very ....., not to drive when he was so tired.**

a) gradually          b) slightly          c) diversely          d) sensibly

**7. I ..... and missed the end of the film.**



a) dropped off    b) put off    c) saw off    d) left out

**8. Our research attempts to ..... the effectiveness of the different drugs.**

a) curb    b) evaluate    c) offer    d) call

**9. The report ..... that the cheapest option was to close the laboratory.**

a) concluded    b) obtained    c) limited    d) answered

**10. He is ..... at organizing people.**

a) rude    b) artificial    c) genius    d) exhausted

**11. They ..... without a fight.**

a) gave up    b) died down    c) carried out    d) drawn out

**12. The project wasted a ..... amount of time and money.**

a) considerable    b) inadequate    c) separate    d) prevalent

**13. I finally managed to ..... a copy of the report.**

a) inspect    b) happen    c) obtain    d) wish

**14. The heat in the desert was ..... .**

a) extreme    b) accessible    c) patient    d) shameful

**15. He was beginning to get very ..... with me about my carelessness.**

a) benevolent    b) empty    c) annoyed    d) forgetful

**16. We ..... £5 000 to the earthquake fund.**

a) searched    b) contributed    c) altered    d) succeeded

**17. This package is ..... covered.**

a) scarcely    b) widely    c) clearly    d) densely

**18. It was hard to ..... one twin from the other.**

a) distinguish    b) realize    c) demonstrate    d) decrease

**19. Can you ..... exactly what happened?**

a) recall    b) occur    c) baffle    d) sign

**20. You need to be more flexible and ..... in this approach.**

a) crucial    b) imaginative    c) probable    d) anxious

**21. This will be a ..... opportunity for her.**

a) beneficial    b) marvellous    c) adverse    d) resistible

**22. Mistakes, which were made ....., can be forgivable.**

- a) kindly            b) nearly            c) carelessly            d) nicely
- 23. It is very easy to get ..... in this job.**
- a) frustrated            b) confidential            c) loyal            d) massive
- 24. He was ..... to learn he had won the competition.**
- a) impolite            b) astonished            c) jealous            d) eager
- 25. We have had to ..... our wedding until September.**
- a) put off            b) try out            c) check up            d) work out
- 26. She was in a relaxed, ..... mood.**
- a) confident            b) frustrated            c) clumsy            d) responsible
- 27. It is ..... for the trees to flower so early.**
- a) wise            b) substantial            c) accessible            d) unusual
- 28. The escaped prisoner has been ..... everywhere.**
- a) looked for            b) took over            c) pulled down            d) blowed out
- 29. The remote desert area is ..... only by helicopter.**
- a) capable            b) accessible            c) exciting            d) afraid
- 30. The incident cast doubt on her motives and .....**
- a) comparison            b) reliability            c) annoyance            d) advice
- 31. If you want to pass your exams you had better change your .....**
- a) grief            b) desire            c) attitude            d) revival
- 32. I was not ..... enough to tell her what I thought of her.**
- a) wonderful            b) brave            c) humorous            d) legal
- 33. Record profits in the retail market ..... a boom in the economy.**
- a) discourage            b) participate            c) indicate            d) assess
- 34. Car ..... is vital for the security.**
- a) failure            b) grief            c) maintenance            d) imitation
- 35. I look ..... in this hat.**
- a) generous            b) worried            c) ridiculous            d) improbable
- 36. Police have issued a(n) ..... of the gunman.**
- a) description            b) incident            c) achievement            d) reply
- 37. We are so ..... different from each other.**
- a) sincerely            b) virtually            c) utterly            d) carelessly
- 38. Extensive tests have been ..... on the patient.**

a) looked after    b) dropped off    c) carried out    d) brought up

**39. She never complains, but she is obviously .....**

a) exhausted    b) resolved    c) distinguished    d) determined

**40. My own problems seem insignificant ..... with other people's.**

a) compared    b) amused    c) enhanced    d) required

**41. Having small children tends to ..... your freedom.**

a) restrict    b) assign    c) gain    d) reply

**42. It is important not to let ..... levels fall.**

a) obligation    b) production    c) fault    d) disease

**43. The original interview notes were ..... lost.**

a) sensibly    b) softly    c) subsequently    d) cowardly

**44. The researchers have made a ..... analysis.**

a) superficial    b) probable    c) impatient    d) noisy

**45. .... of the environment is one of the most serious challenges we face.**

a) Destruction    b) Resource    c) Tradition    d) Attention

**46. She found it ..... difficult to promote in this job.**

a) deliberately    b) naturally    c) extremely    d) attractively

**47. Some of the ..... party's policies have been appropriated by the government.**

a) opposition    b) respect    c) purpose    d) remark

**48. I am afraid she ..... us ..... badly.**

a) let / down    b) cut / down    c) take / in    d) call / off

**49. The problem is not ..... a political one.**

a) considerably    b) primarily    c) densely    d) unwillingly

**50. Growing levels of ..... represent a serious health hazard to the local population.**

a) pollution    b) prejudice    c) enthusiasm    d) reference

**51. There are three ..... different ways of tackling the problem.**

a) essentially    b) firmly    c) presently    d) barely

**52. I am ..... the weekend.**

a) looking forward to    b) checking up on    c) growing out of    d) running out of

**53. We have abundant ..... to prove his guilt.**

a) evidence      b) event      c) essence      d) priority

**54. Your daughter does not ..... you at all.**

a) take after      b) work out      c) get up      d) do over

**55. His face expressed his ..... more clearly than any words.**

a) mixture      b) experience      c) grief      d) supplement

**56. There is a(n) ..... of hospital beds.**

a) shortage      b) competition      c) incidence      d) origin

**57. We had ..... few applications for the job.**

a) relatively      b) especially      c) particularly      d) indefinitely

**58. They have ..... their engagement.**

a) called off      b) made up      c) woke up      d) looked up

**59. The government has given ..... to reforming the tax systems.**

a) remark      b) priority      c) difference      d) trend

**60. We are ..... concerned with improving educational standards.**

a) deliberately      b) chiefly      c) vitally      d) necessarily

**61. He ..... himself as a patriot.**

a) regards      b) preserves      c) recovers      d) attains

**62. I made a suggestion but they chose to ..... it.**

a) construct      b) provide      c) ignore      d) persuade

**63. I ..... believe that this is the right decision.**

a) sincerely      b) competently      c) mentally      d) rapidly

**64. We ..... for London just after ten.**

a) use up      b) set off      c) give up      d) look up

**65. Governments have at least a moral ..... to answer all these questions.**

a) destruction      b) obligation      c) remark      d) arrangement

**66. We do not have the ..... to update our computer software.**

a) restrictions      b) outcomes      c) beliefs      d) resources

**67. All three teams ..... different approaches to the problem.**

a) showed      b) adopted      c) concluded      d) preserved

**68. We should be able to sell the house at a ..... .**

a) combination      b) manner      c) profit      d) event

**69. Crime figures are rising .....**

- a) permanently    b) chiefly    c) rapidly    d) curiously

**70. I do not know how she ..... him.**

- a) looks down on    b) catches up with    c) puts up with    d) runs out of

**71. They had escaped to America shortly before war ..... in 1939.**

- a) carried out    b) broke out    c) looked up    d) called on

**72. The two sets of figures are not ..... different.**

- a) considerably    b) barely    c) fatally    d) rarely

**73. My family has come to the station to ..... me ....**

- a) put / off    b) fill / in    c) see / off    d) think / over

**74. This programme is ..... different version of the former one.**

- a) approximately    b) chiefly    c) subsequently    d) slightly

**75. The new ..... will not make an appreciable difference to most people.**

- a) attentions    b) regulations    c) considerations    d) intentions

**76. The idea is now ..... accepted.**

- a) briefly    b) inevitably    c) widely    d) beneficially

**77. Nothing can ..... the loss of a child.**

- a) make up for    b) get out of    c) cut down on    d) come up with

**78. She would never ..... hurt anyone.**

- a) precisely    b) deliberately    c) basically    d) mainly

**79. He was, ....., the most selected one among the groups.**

- a) indubitably    b) intentionally    c) appropriately    d) principally

**80. We waited inside until things .....**

- a) held up    b) shown up    c) calmed down    d) dropped off

**81. She bent forward to ..... the newspaper.**

- a) pick up    b) work out    c) get out    d) call off

**82. Who is going to ..... the children while you are away?**

- a) set off    b) look after    c) go up    d) try on

**83. No candidate ..... all the criteria for this position.**

- a) explodes    b) fulfils    c) plans    d) diminishes

**84. Can you ..... the opening times on the website?**

- a) look up                      b) turn down                      c) check in                      d) blow out

**85. He tried to dance, but he was so ..... and awkward.**

- a) noisy                      b) high                      c) clumsy                      d) prominent

**86. We ..... fuel.**

- a) backed up                      b) used up                      c) ran out of                      d) added up

**87. The crime is ..... being investigated by the police.**

- a) slightly                      b) efficiently                      c) presently                      d) beautifully

**88. We encourage students to ..... fully in the college.**

- a) curtail                      b) participate                      c) restrict                      d) increase

**89. The teacher ..... him to lead his classmates in the exercise.**

- a) discussed                      b) assigned                      c) maintained                      d) adapted

**90. The cast of this play performed ..... .**

- a) precisely                      b) competently                      c) basically                      d) mainly

**91. Do you have any ..... about solving this problem?**

- a) suggestions                      b) preservations                      c) equipments                      d) incomes

**92. Her ..... was followed by a silence.**

- a) desire                      b) respect                      c) remark                      d) maintenance

**93. She was ..... in the suburbs.**

- a) took after                      b) brought up                      c) wiped out                      d) put up

**94. I could only ..... two hours a day to the work.**

- a) devote                      b) burn                      c) recall                      d) keep

**95. A free trade ..... would be advantageous to both countries.**

- a) impression                      b) agreement                      c) success                      d) influence

**96. We are here to ..... a service for the public.**

- a) provide                      b) suppose                      c) indicate                      d) expande

**97. A(n) ..... student is always successful and diligent.**

- a) industrious                      b) wealthy                      c) brief                      d) similar

**98. We want a political ..... that is acceptable to all parties.**

- a) contrary                      b) hazard                      c) belonging                      d) solution

**99. Sometimes, a ..... smile is more valuable than anything else.**

- a) benevolent      b) proud                      c) available                      d) peaceful
- 100.      The cream is easily ..... into the skin.**
- a) ignored              b) absorbed                      c) attached                      d) committed
- 101.      I must admit I am ..... by the wonderful scenery.**
- a) determined      b) tired                      c) impressed                      d) crowded
- 102.      ....., we do not want to spend too much money.**
- a) predictably      b) annoyingly                      c) accidentally                      d) obviously
- 103.      He could not conceal his ..... at being interrupted.**
- a) evidence              b) matter                      c) annoyance                      d) attitude
- 104.      Let me tell you ..... what happened.**
- a) temporarily      b) briefly                      c) considerably                      d) preciously
- 105.      A job interview is a very ..... situation.**
- a) artificial              b) confident                      c) short                      d) rapid
- 106.      Do you play the instrument so .....?**
- a) extremely              b) loudly                      c) appropriately                      d) principally
- 107.      I have no ..... of going to the wedding.**
- a) shortage              b) rewards                      c) intention                      d) ability
- 108.      Prices did not ..... significantly during 2004.**
- a) collide              b) assign                      c) survive                      d) alter
- 109.      You are ..... at working better than this.**
- a) adept                      b) ridiculous                      c) widespread                      d) impending
- 110.      I could not ..... where the music was coming from.**
- a) cut across              b) call up                      c) work out                      d) calm down

1.regard-

2.recall-

3.devote-

4.increase-

5.adopt-

6.conclude-

7.alter-

8.distinguish-

9.imitate-

10.fulfill-

11.expire-

12.descend-

13.hire-

14.indicate-

15.deconstruct-

16.obey-

17.realize-

18.compare-

19.decay-

20.absorb-

21.participate-

22.baffle-

23.evaluate-

24.restrict-

**Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.**

**Fill in the blanks with the appropriate verbs as follows:**

**e.g. I ..... the students with a lot of material related to research. (supply)**

16. Sometimes reality and fantasy are hard to ..... (distinguish)  
1. The report was not expected to ..... any answers. (provide)

17. The council is expected to ..... the new policy at its next meeting. (adopt)  
2. When teachers ..... homework, students usually feel an obligation to do it. (assign)

18. She did not ..... in the meeting. (participate)  
3. The original intention was to ..... three months to the project. (devote)

19. Plants ..... oxygen. (absorb)  
4. He ..... that she always came home late on Wednesdays. (recall)

20. He ..... us as irresponsible people. (regard)  
5. Research ..... that eating habits are changing fast. (indicate)

21. She said her husband ..... her. (ignore)  
6. To ..... the overall score, add up the totals in each column. (obtain)

22. Fog severely ..... visibility. (restrict)  
7. Would you like to ..... to our charity? (contribute)

8. He had ..... so much I scarcely recognized him. (alter)

9. This car does not ..... with our line of Mercedes. (compare)

10. Nursery schools should ..... the function of preparing children for school. (fulfill)

11. Teachers supply a model for children to ..... (imitate)

12. They managed to leave without any of us ..... (realize)

13. He ..... by wishing everyone a safe trip home. (conclude)

14. When does your driving licence .....? (expire)

15. We have to ..... how the government is working. (evaluate)



**Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.**

**Fill in the blanks with the appropriate adjectives as follows:**

**e.g. I am so ..... today because of tiring work in the factory. (tired)**

1.benevolent-	1. With technological changes many traditional skills have become ..... (obsolete)
2.punctual-	2. He was so ..... that he fell in desk. (exhausted)
3.exhausted-	3. You do not have to be a ..... to see that they are in love! (genius)
4.obsolete-	4. We were all ..... by her enthusiasm. (impressed)
5.considerable-	5. Damage to the building was ..... . (considerable)
6.accessible-	6. It was the most ..... example of cruelty to animals. (extreme)
7.brave-	7. I was ..... with myself for giving in so easily. (annoyed)
8.ridiculous-	8. A(n) ..... approach should be adopted by the lecturers. (imaginative)
9.insufficient-	9. It is ..... what modern technology can do. (imaginative)
10.abundant-	10. They felt ..... at the lack of progress. (frustrated)
11.impressed-	11. My parents looked ..... at my news. (astonished)
12.unbreakable	12. The teacher wants the children to feel ..... about asking questions when they do not. (confident)
13.extreme-	13. She has a very ..... name. (unusual)
14.industrious-	14. These documents are not ..... to the public. (accessible)
15.separate-	15. She was a(n) ..... woman, but she was shocked by the event ahead. (brave)
16.imaginative-	16. 'What a(n) ..... situation' I have ever seen. (ridiculous)
17.frustrated-	17. The book shows only a(n) ..... understanding of the historical context. (superficial)
18.delicious-	18. His ..... fingers could not untie the knot. (clumsy)
19.confident-	19. The juice contains no ..... substances. (artificial)
20.unusual-	20. .... people are always nice and kind. (benevolent)
21.artificial-	21. In order to achieve your goals, you must be ..... . (industrious)
22.inedible-	22. Thanks to her ..... handling of the affair, the problem was solved. (skillful)
23.superficial-	
24.clumsy-	
25.astonished-	
26.adept-	
27.marvelous-	
28.annoyed-	
29.obsolete-	
30.genious-	

1. *relatively-*2. *indubitably -*3. *briefly-*4. *presently-*5. *obviously-*6. *utterly-*7. *extremely-*8. *widely-*9. *essentially-*10. *considerably-*11. *rapidly-*12. *deliberately-*13. *only-*14. *competently*15. *sincerely-*16. *densely-*17. *shamefully-*18. *sensibly-*19. *amply-*20. *chiefly-*21. *rarely-*22. *subsequently-*23. *carelessly-*24. *nearly-*25. *loudly-*26. *slightly-*27. *respectfully-*28. *primarily-*29. *greedily-*30. *wastefully-*

**Direction:** This section measures the ability to recognize language that is appropriate for written English vocabulary.

Fill in the blanks with the appropriate adverbs as follows:

e.g. The situation is ..... calm now, but it may be getting worse. (comparatively)

1. She is always very ..... dressed. (sensibly)
2. .... populated areas have much interest than sparsely ones. (densely)
3. The taxi drivers, in general, drive carelessly. (carelessly)
4. She ..... failed to convince them. (utterly)
5. ...., new guidelines were issued to all employees. (subsequently)
6. This issue is ..... difficult to solve. (extremely)
7. The meeting is designed primarily for the directors. (primarily)
8. The pattern is ..... the same in all cases. (essentially)
9. The purpose of the business is ..... to obtain high status. (chiefly)
10. 'I will not let you down.' 'I ..... hope not.' (sincerely)
11. The number of illiterate people in the society is increasing ..... (rapidly)
12. Profits have increased ..... over the past few years. (considerably)
13. 'Do you know him?' 'Only ..... ' (slightly)
14. There is ..... a great deal of truth in what he says. (indubitably)
15. Her books are ..... read. (widely)
16. These are the courses ..... available. (presently)
17. Diet and exercise are ..... important. (obviously)
18. This passage is ..... related to economics. (briefly)
19. You are speaking so ..... (loudly)
20. Lack of exercise is also a risk factor for heart disease but it is ..... small when compared with the others. (relatively)
21. I kept my statement ..... uncertain. (deliberately)
22. In order to win the match, the footballers must perform ..... (competently)

1.intention-

2.recognition-

3.destruction-

4.suggestion-

5.demand-

6.connection-

7.annoyance-

8.difference-

9.attitude-

10.agreement-

11.solution-

12.remark-

13.profit-

14.obligation-

15.reliability-

16.grief-

17.advantage-

18.evidence-

19.hazard-

20.grade-

21.reliability-

22.shortage-

23.opposition-

24.production-

25.reply-

26.description-

27.maintenance

28.reason-

29.resource-

30.evidence-

**Direction:** This section measures the ability to recognize language that is appropriate for written English vocabulary.

Fill in the blanks with the appropriate nouns as follows:

e.g. The ..... between these two groups is relatively good. (relationship)

1. The ..... of these results has been investigated. (reliability)

2. This ..... is common among the under – 25s. (attitude)

3. The ..... of these machines should be undertaken by this company. (maintenance)

4. A brief .....of the study is available on the internet. (description)

5. .... of the new aircraft will start next year. (production)

6. It is vital that we act to stop the ..... of the rainforests. (destruction)

7. The ..... party was in gaining power. (opposition)

8. Everybody is aware of the ..... of smoking. (hazard)

9. Have you any ..... to support this allegation? (evidence)

10. They were able to share their common joys and ..... (grief)

11. There is a severe ..... of water in the city. (shortage)

12. Education is a top ..... over anything else. (priority)

13. You are under no ..... to buy anything. (obligation)

14. We must make the most efficient use of the available financial ..... (resource)

15. The agency is voluntary and not run for ..... (profit)

16. I can never tell the ..... between the twins. (difference)

17. What exactly did you mean by that last .....? (remark)

18. The ..... was signed during a meeting at the UN. (agreement)

19. I would like to hear your ..... for ways of raising money. (suggestion)

20. I managed to find a(n) ..... to this problem. (solution)

21. Much to our ....., they decided not to come after all. (annoyance)

22. He has announced his ..... to retire. (intention)

**Direction:** This section measures the ability to recognize language that is appropriate for written English vocabulary.

Fill in the blanks with the appropriate adverbs as follows:

e.g. The group has not ..... journey yet (set out)

1.work out-	1. She does not give up easily. (give up)
2.bring up-	2. He has been turned down for ten jobs so far. (turn down)
3.see off-	3. Fighting had broken out between rival groups of fans. (break out)
4.call off-	4. He took a few deep breaths to calm himself down. (calm down)
5.pick up-	5. Could I have a cigarette? I seem to have run out of. (run out of)
6.put off-	6. The game was called off because of bad weather. (call off)
7.let down-	7. While watching the film, she dropped off. (drop off)
8.calm down-	8. She set off to break the world record. (set off)
9.run out of-	9. I will come by this evening and pick up the books. (pick up)
10.look after-	10. I looked it up in the dictionary. (look up)
11.grow out of-	11. They are working efficiently to carry out the plan. (carry out)
12.take after-	12. He keeps putting off going to the dentist. (put off)
13.turn down-	13. This machine will not let you down. (let down)
14.use up-	14. Do not worry about me—I can look after myself. (look after)
15.look for-	15. Your son takes after you certainly. (take after)
16.carry on-	16. After all the delays, we were anxious to make up for lost time. (make up for)
17.brush up-	17. I am not going to put up with their smoking any longer. (put up with)
18.carry out-	18. They saw their child off yesterday without any grief. (see off)
19. run away-	19. I have worked out a new way of doing it. (work out)
20.cheer up-	20. We are really looking forward to seeing you again. (look forward to)
21.use up-	21. I am looking for the missing book. (look for)
22.give up-	22. He was brought up by step-mother. (bring up)
23.keep up with-	
24.calm down-	
25.look forward to-	
26.take in-	
27.keep on-	
28.set out-	
29.go up-	
30.get up-	

**Appendix: 2****Multiple choice and Fill in the blanks tests used as post-tests**

*Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.*

*Circle the correct answer as follows:*

*e.g. After many years of fighting, both countries ..... peace eternally.*

*a) desired            b) supplied    c) destroyed            d) collected*

*1-55. sorularda, cümlede boş bırakılan yerlere uygun düşen sözcük ya da ifadeyi bulunuz.*

**1. The island is only ..... by boat.**

a) accurate            b) substantial            c) accessible            d) essential

**2. She screamed as ..... as she could.**

a) loudly            b) honestly            c) fatally            d) rarely

**3. Here is a(n) ..... populated area.**

a) predictably            b) died down            c) carried out            d) drawn out

**4. Police believe that the attacks were ..... by terrorists.**

a) cut out            b) died down            c) carried out            d) drawn out

**5. The president and his group is ..... charming.**

a) indubitably            b) intentionally            c) appropriately            d) principally

**6. Public order is ..... an urban problem.**

a) willingly            b) primarily            c) slightly            d) attractively

**7. I have lots of ..... for the park's future.**

a) differences            b) incidents            c) achievements            d) suggestions

**8. Three of company employers are working ..... well.**

a) approximately            b) chiefly            c) insignificantly            d) extremely

**9. He ..... became chairman of the party.**

a) precisely            b) subsequently            c) basically            d) mainly

**10. His ..... made me angry.**

a) attitude            b) respect            c) nourishment            d) maintenance

**11. The president was in ..... with the proposal.**

a) impression            b) agreement            c) success            d) influence

**12. .... flowers are produced in this factory.**

- a) capable            b) jealous            c) artificial            d) afraid

**13. He was ..... trying to upset her.**

- a) deliberately    b) surprisingly    c) vitally            d) necessarily

**14. The earthquake brought death and ..... to the area.**

- a) destruction    b) development    c) construction    d) arrangement

**15. The company has ..... the event ..... until October.**

- a) looked / up    b) put / off            c) worn / out            d) left / out

**16. They have replanted many areas with rare and ..... plants.**

- a) noisy            b) high            c) unusual            d) stupid

**17. They worked ..... in this experiment.**

- a) ultimately    b) competently    c) mentally            d) roughly

**18. The manager, in his ....., emphasized the need for cooperation.**

- a) remarks            b) phases            c) discrepancies    d) trends

**19. You can improve your chances of .....by sensible planning.**

- a) difference    b) similarity            c) emphasis            d) profit

**20. What ..... are you hoping to get?**

- a) grade            b) likelihood            c) tradition            d) cause

**21. After a year she had ..... her ideal weight.**

- a) changed            b) attained            c) entertained            d) devoted

**22. Some families do not have the ..... to feed themselves properly.**

- a) combinations    b) manners            c) resources            d) events

**23. When teachers give homework, students usually feel a(n) ..... to do it.**

- a) obligation    b) property            c) vision            d) evidence

**24. Being a parent is her first .....**

- a) similarity    b) event            c) essence            d) priority

**25. Vietnam is suffering from food .....**

- a) shortage            b) competition            c) offence            d) device

**26. To her ..... the stranger did not go away.**

- a) abundance    b) distinction            c) annoyance            d) participation

**27. It is my ..... to remain in this position.**

- a) attention      b) aspect      c) consideration      d) intention

**28. She tried to keep her ..... due to the crash.**

- a) temper      b) respect      c) purpose      d) reason

**29. He has a real ability for vivid .....**

- a) mixture      b) experience      c) description      d) supplement

**30. Some members refused to ..... in the meeting.**

- a) participate      b) happen      c) entertain      d) devote

**31. The ..... she felt over Helen's death was almost unbearable.**

- a) failure      b) grief      c) appearance      d) imitation

**32. There is a lot of ..... that stress is partly responsible for disease.**

- a) evidence      b) matter      c) contribution      d) substance

**33. I was ..... by the child's sincerity.**

- a) generous      b) probable      c) impressed      d) worried

**34. The plan has been condemned as .....**

- a) extreme      b) proud      c) furious      d) peaceful

**35. He has ..... the trip.**

- a) held up      b) shown up      c) called off      d) got over

**36. I ..... from home when I was sixteen.**

- a) poured down      b) broken into      c) sorted out      d) ran away

**37. Much of the ..... to this plan has come from the media.**

- a) security      b) reward      c) opposition      d) ability

**38. The caretaker is responsible for the ..... of the school buildings.**

- a) education      b) prejudice      c) enthusiasm      d) maintenance

**39. Ridley ..... some flowers in the garden.**

- a) backed up      b) used up      c) picked up      d) added up

**40. I went to the airport to ..... them .....**

- a) see / off      b) fill / in      c) turn / off      d) think / over

**41. We carefully ..... the first report with the second.**

- a) compared      b) divided      c) offered      d) called

**42. When ..... on a long walk, always wear suitable boots.**

- a) setting out      b) looking for      c) checking in      d) doing over

**43. Plants ..... carbon dioxide from the air and moisture from the soil.**

- a) illustrate      b) absorb      c) yield      d) reply

**44. She was a wonderful mimic and loved to ..... the other people.**

- a) inspect      b) happen      c) imitate      d) wish

**45. Do not worry, I will not .... you .....**

- a) sort / out      b) let / down      c) call / off      d) put / up

**46. She is .....developing a number of projects.**

- a) presently      b) softly      c) notably      d) slightly

**47. We are ..... time.**

- a) running out of      b) coming up with      c) looking forward to      d) growing out of

**48. I love ..... the children.**

- a) setting up      b) passing out      c) making up      d) looking after

**49. I ..... hope I will see her again.**

- a) considerably      b) entirely      c) sincerely      d) unwillingly

**50. The baby ..... his mother.**

- a) cut across      b) left out      c) took after      d) work out

**51. Despite their ..... similarities, the two novels are in fact very different.**

- a) superficial      b) probable      c) cheerful      d) noisy

**52. The assistant ..... talking.**

- a) looked after      b) kept out      c) carried on      d) settled down

**53. He acted ..... in the crisis.**

- a) precisely      b) sensibly      c) basically      d) mainly

**54. He was not ..... enough to report the loss of the documents.**

- a) brave      b) delightful      c) punctual      d) similar

**55. He is not at all worried about his car's .....**

- a) separation      b) pressure      c) nutrient      d) reliability

**56. Some people can not have children of their own, but hope to .....**

- a) adopt      b) contribute      c) build      d) conduct

**57. The voluntary people ..... their own time to the project.**

- a) contribute      b) adhere      c) devote      d) commit



**58. Polluted water sources are a(n) ..... to wildlife.**

- a) contrary                      b) hazard                      c) belonging    d) goal

**59. We are really ..... seeing you again.**

- a) looking down on b) catching up with c) looking forward to d) running out of

**60. The teacher ..... a different role to each of the students.**

- a) collided                      b) assigned                      c) survived    d) extended

**61. The agreement of beauty contest will ..... the rules of this year's competition.**

- a) discourage                      b) restrict                      c) embody    d) claim

**62. Organic food is now ..... available.**

- a) implicitly                      b) widely                      c) clearly    d) largely

**63. They should adopt a more ..... approach to put it into effect.**

- a) internal                      b) imaginative                      c) immense    d) ignorant

**64. Research ..... that most of teachers are not pleased with their money.**

- a) produces                      b) supposes                      c) indicates    d) expands

**65. They ..... all the food needed for workers.**

- a) died out                      b) left out                      c) used up    d) worked out

**66. For almost ten years, her theatrical abilities were ..... by the film industry.**

- a) enlarged                      b) ignored                      c) shortened    d) provided

**67. I seem to ..... I have met him before somewhere.**

- a) clarify                      b) burn                      c) recall    d) encourage

**68. The disease was spreading more ..... than expected.**

- a) clearly                      b) ambiguously                      c) remarkably    d) rapidly

**69. As soon as we ..... something was wrong, we moved the children away.**

- a) realized                      b) implied                      c) desired    d) opposed

**70. I will be ..... if we don't finish by eight.**

- a) kind                      b) annoyed                      c) humorous    d) polite

**71. Playing together teaches children social ..... such as sharing.**

- a) comparisons                      b) decisions                      c) conventions    d) effects

- 72. He persuaded Jack to ..... him ..... .**  
 a) take / in                      b) let / down                      c) put / off                      d) see / off
- 73. My driving license ..... in March, so I need to renew the license.**  
 a) shows                      b) demands                      c) selects                      d) expires,
- 74. All the necessary conditions were .....**  
 a) classified                      b) fulfilled                      c) demonstrated                      d) decreased
- 75. All cheeses are made in ..... the same way.**  
 a) reluctantly                      b) especially                      c) basically                      d) indefinitely
- 76. We need to ..... how well the policy is working.**  
 a) evaluate                      b) occur                      c) baffle                      d) dedicate
- 77. She quickly became ..... at predicting his moods.**  
 a) impatient                      b) artificial                      c) distinct                      d) adept
- 78. He decided to ..... the rest of his life to his children.**  
 a) devote                      b) cling                      c) refer                      d) apologize
- 79. His grandmother and his father ..... him ..... .**  
 a) brought / up                      b) cut / down                      c) taken / in                      d) called / off
- 80. Capital punishment was ..... as cruel and corrupt.**  
 a) asked                      b) designed                      c) destroyed                      d) regarded
- 81. You look absolutely .....**  
 a) exhausted                      b) vague                      c) separate                      d) superficial
- 82. They have never ..... their programmes in only one day.**  
 a) cured                      b) behaved                      c) altered                      d) succeeded
- 83. It is necessary to ..... the policies of two successive governments.**  
 a) distinguish                      b) enjoy                      c) indicate                      d) treat
- 84. He has traveled widely, ..... in Africa and Asia.**  
 a) naturally                      b) inevitably                      c) chiefly                      d) beneficially
- 85. We have saved a ..... amount of money.**  
 a) mild                      b) considerable                      c) patient                      d) shameful
- 86. They believe that the country needs a ..... dictator.**  
 a) benevolent                      b) empty                      c) complete                      d) forgetful
- 87. The report ..... that the school should be closed immediately.**  
 a) designed                      b) asked                      c) concluded                      d) persuaded

**88. He is ..... his wife because of her irregularity.**

- a) optimistic                      b) incorrect                      c) furious                      d) indirect

**89. Extra information can be ..... from head office.**

- a) exploded                      b) claimed                      c) enlightened                      d) obtained

**90. We were ..... to find the church still in its original condition.**

- a) astonished                      b) tired                      c) worried                      d) crowded

**91. She was an ..... and willing worker.**

- a) irresponsible                      b) industrious                      c) illegible                      d) incapable

**92. If you ..... singing they will ask you to leave.**

- a) check off                      b) keep on                      c) crop up                      d) call on

**93. He certainly is a(n) ..... actor.**

- a) marvelous                      b) expensive                      c) probable                      d) ancient

**94. He gets ..... when people don't understand what he's trying to say.**

- a) beneficial                      b) frustrated                      c) cheerful                      d) resistible

**95. I am ..... that everything will come out right in time.**

- a) irresistible                      b) concerned                      c) confident                      d) dissimilar

**96. Will computers make books ..... ?**

- a) obsolete                      b) durable                      c) jealous                      d) eager

**97. She is ..... her clothes everywhere.**

- a) looking for                      b) taking over                      c) pulling down                      d) blowing out

**98. The money needed for company is .....small.**

- a) kindly                      b) nearly                      c) relatively                      d) loudly

**99. I am trying to ..... your level.**

- a) keep up with                      b) get out of                      c) cut down on                      d) come up with

**100. The level is .....the same in all cases.**

- a) essentially                      b) firmly                      c) incidentally                      d) barely

**101. It is ..... to suggest we are sharing a love.**

- a) cruel                      b) ridiculous                      c) ambiguous                      d) malevolent

**102. I thanked him for the job but ..... it .....**

- a) brought / down                      b) turned / down                      c) checked / in                      d) blown / out

- 103. I felt ....., shy and awkward at the party.**  
a) narrow                      b) clumsy      c) short                      d) rapid
- 104. Crime on the island is ..... rare .**  
a) comparatively              b) actively      c) effectively              d) mildly
- 105. Negotiators are meeting later today to ..... a compromise.**  
a) take out                      b) work out      c) get out                      d) put out
- 106. It is ..... colder today.**  
a) gradually                      b) considerably      c) diversely                      d) suddenly
- 107. She explained ..... what we had to do.**  
a) temporarily                      b) briefly      c) originally                      d) preciously
- 108. .... for a minute and listen to me.**  
a) Get off                      b) Look after      c) Calm down                      d) Try on
- 109. They .....appreciate you very much.**  
a) temporarily                      b) virtually      c) obviously                      d) carelessly
- 110. China is ..... different country.**  
a) permanently                      b) utterly      c) seriously                      d) curiously

1.regard-

2.recall-

3.devote-

4.increase-

5.adopt-

6.conclude-

7.alter-

8.distinguish-

9.imitate-

10.fulfill-

11.expire-

12.descend-

13.hire-

14.indicate-

15.deconstruct-

16.obey-

17.realize-

18.compare-

19.decay-

20.absorb-

21.participate-

22.baffle-

23.evaluate-

24.restrict-

25.contribute-

26.obtain-

27.assign-

28.ignore-

29.provide-

30.damage-

**Direction:** This section measures the ability to recognize language that is appropriate for written English vocabulary.

**Fill in the blanks with the appropriate verbs as follows:**

*e.g. I ..... the students with a lot of material related to research. (supply)*

1.	The new law ..... the sale of hand guns.
2.	The phone rang, but she ..... it.
3.	He..... himself as a brave man.
4.	She did not ..... in the discussion.
5.	The council is expected to ..... the new policy at its next meeting.
6.	His lawyer argued that the judge could not ..... between right and wrong.
7.	You should be able to ..... your own work.
8.	My driving licence ..... in March.
9.	The report ..... that the school should be closed immediately.
10.	I did not ..... that you were so unhappy.
11.	She worries that he will ..... his brother completely.
12.	We want to make sure that all children are able to ..... their dreams.
13.	We ..... the two reports carefully.
14.	This incident ..... the whole course of events.
15.	In order for the plants to live, they should ..... more nutrients from the soil.
16.	The original system did not ..... for this sudden increase in demand.
17.	We hope everyone will ..... to the plan.
18.	The study ..... a strong connection between poverty and crime.
19.	I finally managed to..... a copy of the report.
20.	She ..... herself to her career.
21.	I can not ..... exactly who gave me the information.
22.	They have ..... their best man to the job.

- 1.benevolent-
- 2.punctual-
- 3.exhausted-
- 4.obsolete-
- 5.considerable-
- 6.accessible-
- 7.brave-
- 8.ridiculous-
- 9.insufficient-
- 10.abundant-
- 11.impressed-
- 12.unbreakable
- 13.extreme-
- 14.industrious-
- 15.separate-
- 16.imaginative-
- 17.frustrated-
- 18.delicious-
- 19.confident-
- 20.unusual-
- 21.artificial-
- 22.inedible-
- 23.superficial-
- 24.clumsy-
- 25.astonished-
- 26.adept-
- 27.marvelous-
- 28.annoyed-
- 29.obsolete-
- 30.genious-

*Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.*

*Fill in the blanks with the appropriate adjectives as follows:*

e	22. Nowadays, libraries are becoming ..... because of the development of technology.
r	1. She quickly became ..... at predicting her husband's moods.
g	2. You look absolutely ..... and tired.
.	3. We have saved a(n) ..... amount of money.
I	4. These documents are not ..... to the public.
a	5. She died after a(n) ..... fight against cancer.
m	6. It is ..... that we have to wait six weeks.
s	7. Even a ..... inspection revealed serious flaws.
o	8. In contrast to ingenious people that woman has a(n) ..... for organization and planning.
...	9. I think that the chief was favourably ..... by your presentation.
...	10. Force is only used under ..... situations.
.	11. I was ..... that they had not turned up during the meeting.
t	12. He found ..... solutions to the pollution problem.
o	13. I can not stand him, but my wife thinks he is ..... person.
d	14. She had become increasingly ..... with her life because of the unemployed.
a	15. We are ..... that next year's profits will be higher.
y	16. It is ..... for the trees to flower so early.
b	17. The workers are extremely ..... in the construction of the building.
e	18. A job interview is a very ..... and unnatural situation.
c	19. I am ..... that you should even think such a thing in this situation.
a	20. .... people are always very kind and helpful.
u	21. She is very ..... in every field.
s	
e	
o	
f	

*tiring work in the factory. (tired)*

1. <i>relatively-</i>
2. <i>indubitably -</i>
3. <i>briefly-</i>
4. <i>presently-</i>
5. <i>obviously-</i>
6. <i>utterly-</i>
7. <i>extremely-</i>
8. <i>widely-</i>
9. <i>essentially-</i>
10. <i>considerably-</i>
11. <i>rapidly-</i>
12. <i>deliberately-</i>
13. <i>only-</i>
14. <i>competently</i>
15. <i>sincerely-</i>
16. <i>densely-</i>
17. <i>shamefully-</i>
18. <i>sensibly-</i>
19. <i>amply-</i>
20. <i>chiefly-</i>
21. <i>rarely-</i>
22. <i>subsequently-</i>
23. <i>carelessly-</i>
24. <i>nearly-</i>
25. <i>loudly-</i>
26. <i>slightly-</i>
27. <i>respectfully-</i>
28. <i>primarily-</i>
29. <i>greedily-</i>
30. <i>wastefully-</i>

**Direction:** This section measures the ability to recognize language that is appropriate for written English vocabulary.

Fill in the blanks with the appropriate adverbs as follows:

e.g. The situation is ..... calm now, but it may be getting worse. (comparatively)

1. We had ..... few applications for the job.
2. He listened to the music ..... so I had to shout.
3. Sonia explained ..... what we had to do.
4. Your research has ..... been very complete.
5. Your case is ..... being investigated.
6. The idea is now ..... accepted.
7. The president of the country is ..... charming.
8. January's sales were ..... better than average.
9. Conditions have improved ..... over the past few years.
10. The disease was spreading more ..... than expected.
11. I ..... hope I will see her again.
12. I lived abroad for years, ..... in Italy.
13. The article was ..... concerned with her relationship with her parents.
14. The problem is not ..... a financial one.
15. She found it ..... difficult to get a job.
16. ...., new guidelines were issued to all employees.
17. You look ..... miserable.
18. He was ..... trying to worry his family.
19. Her husband always drives .....
20. This area is a(n) ..... populated than the others.
21. They usually behave ..... even in the bad cases.
22. The competitors are expected to make their jobs .....



1.intention-

2.recognition-

3.destruction-

4.suggestion-

5.demand-

6.connection-

7.annoyance-

8.difference-

9.attitude-

10.agreement-

11.solution-

12.remark-

13.profit-

14.obligation-

15.reliability-

16.grief-

17.advantage-

18.evidence-

19.hazard-

20.grade-

21.reliability-

22.shortage-

23.opposition-

24.production-

25.reply-

26.description-

27.maintenance

28.reason-

29.resource-

30.evidence-

**Direction:** This section measures the ability to recognize language that is appropriate for written English vocabulary.

Fill in the blanks with the appropriate nouns as follows:

e.g. The ..... between these two groups is relatively good. (relationship)

1. I have no ..... of going to the wedding.
2. He could not conceal his ..... at being interrupted.
3. The best ..... would be for them to separate.
4. There was never any ..... of criminal involvement.
5. A(n) ..... was finally reached between management and employees.
6. He was fired for making racist ..... during an interview.
7. He was studying the complex similarities and ..... between humans and animals.
8. There is not much ..... in running a restaurant these days.
9. We must make the most efficient use of the available financial .....
10. Employers have a(n) ..... to treat all employees equally.
11. Our first ..... is to improve standards.
12. There is no ..... of funds.
13. She was overcome with ..... when her husband died.
14. Have you any ..... to support this allegation?
15. Polluted water sources are a .....to wildlife.
16. The army met with fierce ..... in every town.
17. The environmental ..... caused by the road building programme.
18. The new model will be in ..... by the end of the year.
19. The police have issued a detailed ..... of the missing woman.
20. He has to pay ..... to his ex-wife.
21. A lot of drivers have a serious ..... problem.
22. To confirm the test, we should have a ..... report.

1. *work out-*
2. *bring up-*
3. *see off-*
4. *call off-*
5. *pick up-*
6. *put off-*
7. *let down-*
8. *calm down-*
9. *run out of-*
10. *look after-*
11. *grow out of-*
12. *take after-*
13. *turn down-*
14. *put up with-*
15. *look for-*
16. *carry on-*
17. *brush up-*
18. *carry out-*
19. *wipe out-*
20. *cheer up-*
21. *look up-*
22. *give up-*
23. *keep up with-*
24. *drop off-*
25. *look forward to-*
26. *make up for-*
27. *break out-*
28. *set off-*
29. *go up-*
30. *get up-*

**Direction:** This section measures the ability to recognize language that is appropriate for written English vocabulary.

Fill in the blanks with the appropriate phrasal verbs as follows:

e.g. The group has not ..... for the journey yet. (set out)

1. He was ..... by his grandmother.
2. I am really .....our vacation.
3. We need to ..... how we're going to get there.
4. The team ..... their old rivals in last night's championship game.
5. She ..... his violent temper.
6. I do not eat breakfast but I ..... it at lunch.
7. She really ..... her mother.
8. Do not worry about Maisie - she can ..... herself.
9. I get lots of offers, but I try to .....them ..... gently.
10. The match has been ..... until tomorrow because of bad weather.
11. There is a shortage of people to ..... research.
12. You can ..... the dictionary to realize the difference between two words.
13. He ..... the letter and read it.
14. I will ..... early to avoid the traffic.
15. Detectives are still ..... the escaped prisoner.
16. She kept ..... at her desk.
17. The trip to Italy might be ..... .
18. The petrol is ....., so we must fill the tank.
19. Please try to ....., everything will be ok.
20. The disease ..... in the suburbs of the country.
21. His suggestion was turned down by the committee.
22. The competitor gave up the race because of their inabilities.

**Appendix: 3****Multiple choice and Fill in the blanks tests used as retention-tests**

*Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.*

*Circle the correct answer as follows:*

*e.g. After many years of fighting, both countries ..... peace eternally.*

*a) desired            b) supplied            c) destroyed            d) collected*

*1-55. sorularda, cümlede boş bırakılan yerlere uygun düşen sözcük ya da ifadeyi bulunuz.*

**1. My passport validity ..... in March.**

a) realizes            b) implies            c) desires            d) expires

**2. Do not worry about Maisie - she can ..... herself.**

a) pour down        b) break into        c) drop in            d) look after

**3. It was then that the organization finally began to ..... the hopes of its founders.**

a) devote            b) fulfill            c) refer            d) apologize

**4. Despite their ..... similarities, the two novels are in fact very different.**

a) superficial        b) imaginative        c) immense            d) ignorant

**5. This school ..... with the best school in the country.**

a) asks            b) compares            c) destroys            d) regards

**6. He was someone I already knew ..... .**

a) gradually        b) slightly            c) diversely            d) suddenly

**7. They have gone to the airport to ..... their son ..... .**

a) look / up        b) put / off            c) see / off            d) leave / out

**8. Early results ..... that the government will be returned to power.**

a) curb            b) indicate            c) offer            d) call

**9. Further information can be ..... from head office.**

a) illustrated        b) obtained            c) limited            d) answered

**10. The ..... climbers were rescued by helicopter.**

a) rude            b) artificial            c) distinct            d) exhausted

**11. Fighting ..... between demonstrators and the police.**

- a) broke out      b) died down      c) carried out      d) drawn out

**12. Michael has already spent ..... time in Barcelona.**

- a) considerable      b) inadequate      c) separate      d) prevalent

**13. The meeting will be ..... to health and safety issues.**

- a) inspected      b) happened      c) devoted      d) wished

**14. Her poetry is always very ..... to everyone.**

- a) mild      b) accessible      c) patient      d) shameful

**15. The film ‘..... Heart’ has been a very patriotic one.**

- a) benevolent      b) empty      c) brave      d) forgetful

**16. Her face had not ..... much over the years.**

- a) adopted      b) gained      c) altered      d) succeeded

**17. I found the test ..... easy.**

- a) scarcely      b) widely      c) clearly      d) relatively

**18. The moment I saw her, I ..... something was wrong.**

- a) classified      b) realizes      c) demonstrated      d) decreased

**19. Teachers provide a model for children to ..... .**

- a) imitate      b) occur      c) baffle      d) sign

**20. We are working under ..... pressure at the moment.**

- a) crucial      b) extreme      c) probable      d) anxious

**21. She was ..... with Duncan for forgetting to phone.**

- a) beneficial      b) annoyed      c) adverse      d) resistible

**22. Diet and exercise are ..... important.**

- a) kindly      b) nearly      c) obviously      d) nicely

**23. You will need to be a little more ..... if you want to hold their attention.**

- a) imaginative      b) confidential      c) loyal      d) massive

**24. It is ..... what they can do these days.**

- a) obsolete      b) marvelous      c) jealous      d) eager

**25. The phone rang and I ..... it .....**

- a) picked / up      b) tried / out      c) checked / up      d) worked /out

**26. He gets ..... when people don't understand what he's trying to say**

- a) certain                      b) frustrated                      c) clumsy                      d) responsible

**27. It is ..... for young doctors to work a 70-hour week.**

- a) wise                      b) substantial                      c) accessible                      d) unusual

**28. I am sorry, we are really ..... someone with no family commitments.**

- a) looking for                      b) taking over                      c) pulling down                      d) blowing out

**29. Computer hardware quickly became .....**

- a) capable                      b) obsolete                      c) exciting                      d) afraid

**30. His behaviour caused great ..... to his colleagues.**

- a) comparison                      b) difference                      c) annoyance                      d) advice

**31. You will save yourself a lot of ..... if you check the measurements first.**

- a) grief                      b) desire                      c) vision                      d) revival

**32. I am sure she is also a(n) ..... artist at painting. .**

- a) kind                      b) adept                      c) humorous                      d) legal

**33. They welcomed the opportunity to ..... fully in the life of the village.**

- a) discourage                      b) participate                      c) embody                      d) assess

**34. The caretaker is responsible for the ..... of the school buildings.**

- a) failure                      b) grief                      c) maintenance                      d) imitation

**35. We were ..... to find the temple still in its original condition.**

- a) generous                      b) worried                      c) astonished                      d) improbable

**36. There are no simple ..... to the problem of overpopulation.**

- a) solutions                      b) incidents                      c) achievements                      d) replies

**37. I ..... believe that this is the right decision.**

- a) sincerely                      b) virtually                      c) obviously                      d) carelessly

**38. In my day, children were ..... to respect the law.**

- a) looked after                      b) dropped off                      c) carried on                      d) brought up

**39. She was a simple girl, easily ..... by Tom's sophistication.**

- a) annoyed                      b) impressed                      c) amazed                      d) determined

**40. He ..... his student days and took a breath.**

- a) recalled          b) amused          c) enhanced          d) required

**41. The teacher ..... a different task to each of the children.**

- a) resulted          b) assigned          c) gained          d) replied

**42. You are under no ..... to buy anything.**

- a) obligation          b) contact          c) fault          d) disease

**43. If you approach ..... to this problem, you will find its solution.**

- a) sensibly          b) softly          c) notably          d) cowardly

**44. In general, ..... people are always very helpful and open-minded.**

- a) benevolent          b) probable          c) impatient          d) noisy

**45. He proved that he has considerable inner ..... .**

- a) solutions          b) resources          c) traditions          d) attentions

**46. He collected his possessions slowly and ..... .**

- a) deliberately          b) naturally          c) slightly          d) attractively

**47. Every year the school puts on a musical ..... .**

- a) production          b) respect          c) purpose          d) remark

**48. I get lots of offers, but I try to ..... them ..... gently.**

- a) let / down          b) cut / down          c) take / in          d) call / off

**49. Old people should keep away from the ..... populated area.**

- a) considerably          b) entirely          c) densely          d) unwillingly

**50. .... reports are very crucial to the validity of the tests.**

- a) reliability          b) prejudice          c) enthusiasm          d) reference

**51. ...., the door opened again and three men entered the room..**

- a) essentially          b) firmly          c) presently          d) barely

**52. The car is ..... the petrol- we should fill it immediately.**

- a) doing away with          b) checking up on          c) growing out of          d) running out of

**53. There is now clear ..... that these chemicals are damaging the environment.**

- a) evidence          b) event          c) essence          d) priority

**54. We need to ..... how we are going to get there.**

- a) set off          b) work out          c) get up          d) do over

**55. The guide gives a general ..... of the island.**

- a) mixture            b) experience            c) description            d) supplement

**56. Divorce seems to be a(n) occupational ..... for politicians.**

- a) hazard            b) competition            c) knowledge            d) device

**57. She spoke more ..... than she intended.**

- a) loudly            b) especially            c) particularly            d) indefinitely

**58. She does not have a natural talent but she ..... for it with hard work.**

- a) takes off            b) makes up            c) wakes up            d) speeds up

**59. There is a world of ..... between liking someone and loving them.**

- a) remarks            b) phases            c) differences            d) trends

**60. This problem is ..... complicated.**

- a) deliberately            b) utterly            c) vitally            d) necessarily

**61. The country simply cannot ..... this influx of refugees.**

- a) absorb            b) prove            c) recover            d) treat

**62. The report was not expected to ..... any answers.**

- a) construct            b) provide            c) conclude            d) persuade

**63. Nowadays, technology is ..... changing.**

- a) ultimately            b) competently            c) mentally            d) rapidly

**64. I will just ..... the train times.**

- a) use up            b) get up            c) give up            d) look up

**65. What exactly did you mean by that last ..... ?**

- a) destruction            b) belief            c) remark            d) arrangement

**66. She sold the business and bought a farm with the ..... .**

- a) restriction            b) outcome            c) emphasis            d) profit

**67. They ..... their sentences by saying rude things.**

- a) showed            b) demanded            c) concluded            d) preserved

**68. Buses should have ..... over other road users.**

- a) combination            b) manner            c) priority            d) event

**69. He has travelled ..... in Africa and Asia.**

- a) permanently            b) chiefly            c) seriously            d) curiously

**70. My mother says she is ..... meeting you.**

- a) looking down on   b) catching up with   c) looking forward to   d) running out of

**71. A research is now being ..... nationwide.**

- a) carried out   b) broken out   c) looked up   d) called on

**72. .... , we are talking about the cold war period.**

- a) essentially   b) barely   c) fatally   d) rarely

**73. Do not let your failures ..... you .....trying harder.**

- a) put / off   b) fill / in   c) turn / off   d) think / over

**74. He ..... became chairman of the party.**

- a) approximately   b) chiefly   c) subsequently   d) extremely

**75. The central argument is that capitalism sows the seeds of its own ... .**

- a) attention   b) destruction   c) consideration   d) intention

**76. He had spoken to Emma only ..... .**

- a) briefly   b) inevitably   c) chiefly   d) beneficially

**77. She ..... his violent anger.**

- a) put up with   b) get out of   c) cut down on   d) come up with

**78. He is driving his car so .....**

- a) precisely   b) carelessly   c) basically   d) mainly

**79. ...., he is one of the most talented person in this city.**

- a) indubitably   b) intentionally   c) appropriately   d) principally

**80. I must have ..... to sleep .**

- a) held up   b) shown up   c) called off   d) dropped off

**81. Rescuers had to ..... the search because of worsening weather conditions.**

- a) take out   b) work out   c) get out   d) call off

**82. The team are ..... on a European tour in March.**

- a) setting off   b) looking after   c) going up   d) trying on

**83. She ..... a number of articles to the magazine.**

- a) exploded   b) claimed   c) contributed   d) diminished

**84. They offered her the job but she ..... it .....**

- a) brought / down   b) turned / down   c) checked / in   d) blown / out



**85. She was terribly ... person, because she broke everything around her.**

- a) noisy                      b) high                      c) clumsy                      d) prominent

**86. She has still not ..... the search.**

- a) backed up              b) used up                      c) given up                      d) added up

**87. These laws were ..... regarded as too strict.**

- a) slightly                      b) efficiently                      c) widely                      d) beautifully

**88. The agreement will ..... competition.**

- a) adopt                      b) contribute                      c) restrict                      d) increase

**89. He ..... himself on several occasions in the civil war.**

- a) discussed              b) distinguished              c) maintained              d) adapted

**90. This team always act ....., and win almost every match.**

- a) precisely              b) competently              c) basically                      d) mainly

**91. His poetry is full of ..... and contrasts.**

- a) oppositions              b) preservations              c) equipments                      d) incomes

**92. The government have denied any ..... of his crime.**

- a) attitude                      b) respect                      c) suggestion                      d) maintenance

**93. Jenni really ..... her mother.**

- a) takes after              b) breaks up                      c) wipes out                      d) puts up

**94. We need to ..... the success of the campaign.**

- a) evaluate                      b) burn                      c) recall                      d) keep

**95. When I get home from work I like to ..... with a glass of water.**

- a) cut across              b) call up                      c) take up                      d) calm down

**96. They had a(n) ..... that she would give them any food from her shop.**

- a) impression              b) agreement                      c) success                      d) influence

**97. The store recently ..... a drug testing policy for all new employees.**

- a) adopted                      b) supposed                      c) indicated                      d) expanded

**98. One should be always ..... and active to achieve his or her purposes.**

- a) industrious              b) wealthy                      c) brief                      d) similar

**99. The original ..... was to devote three months to the project.**

- a) contrary                      b) hazard                      c) belonging                      d) intention

- 100. Artificial flowers are ..... everywhere.**  
a) decisive      b) proud      c) available      d) peaceful
- 101. He had completely ..... her remarks, preferring his own theory.**  
a) ignored      b) adhered      c) attached      d) committed
- 102. My father was a ..... at storytelling.**  
a) astonished      b) tired      c) genius      d) crowded
- 103. The report is ..... concerned with aircraft safety.**  
a) predictably      b) annoyingly      c) accidentally      d) primarily
- 104. Pete's ..... towards women really frightens me.**  
a) evidence      b) matter      c) contribution      d) attitude
- 105. The need for sleep varies ..... from person to person.**  
a) temporarily      b) briefly      c) considerably      d) preciously
- 106. She was quietly .....that everything would go as planned.**  
a) narrow      b) confident      c) short      d) rapid
- 107. I would be ..... grateful if you could have a word with her.**  
a) extremely      b) intentionally      c) appropriately      d) principally
- 108. Nowadays, there are food ..... all over the world.**  
a) shortages      b) rewards      c) beliefs      d) abilities
- 109. We ..... these results as encouraging.**  
a) collide      b) assign      c) survive      d) regard
- 110. It is a(n) absolutely ..... decision.**  
a) punctual      b) ridiculous      c) widespread      d) impending

1.regard-

2.recall-

3.devote-

4.increase-

5.adopt-

6.conclude-

7.alter-

8.distinguish-

9.imitate-

10.fulfill-

11.expire-

12.descend-

13.hire-

14.indicate-

15.deconstruct-

16.obey-

17.realize-

18.compare-

19.decay-

20.absorb-

21.participate-

22.baffle-

23.evaluate-

24.restrict-

25.contribute-

26.obtain-

27.assign-

28.ignore-

29.provide-

30.damage-

**Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.**

**Fill in the blanks with the appropriate verbs as follows:**

*e.g. I ..... the students with a lot of material related to research. (supply)*

1. In future we will.....class sizes to 20 students.(restrict)
2. He ..... all the 'No Smoking' signs and lit up a cigarette.(ignore)
3. I .....creativity both as a gift and as a skill.(regard)
4. Everyone in the class is expected to .....actively in these discussions.(participate)
5. The courts were asked to..... a more flexible approach to young criminals.(adopt)
6. The factor that ..... this company from the competition is customer service.(distinguish)
7. It can be difficult to.....the effectiveness of different treatments.(evaluate)
8. My passport.....next week.(expire)
9. Each chapter.....with a short summary. (conclude)
10. People do not .....how serious this recession has actually been. (realize)
11. No computer can .....the complex functions of the human brain. (imitate)
12. Visiting Disneyland has .....the dream . (fulfill)
13. It is interesting to .....their situation and ours. (compare)
14. The city centre has .....beyond recognition. (alter)
15. Plants .....nutrients from the soil. (absorb)
16. Most of our students ..... five 'A' grade in their exams. (attain)
17. Would you like to .....to our collection? (contribute)
18. Today, our vote .....a change in United States policy. (indicate)
19. You will need to .....permission from the principal. (obtain)
20. The two large classrooms have been .....to us. (assign)
21. I do not ..... seeing any cars parked outside. (recall)
22. He wanted to ..... his energies to writing films. (devote)

- 1.benevolent-
- 2.distinct-
- 3.exhausted-
- 4.obsolete-
- 5.considerable-
- 6.accessible-
- 7.brave-
- 8.ridiculous-
- 9.insufficient-
- 10.abundant-
- 11.impressed-
- 12.unbreakable-
- 13.extreme-
- 14.industrious-
- 15.separate-
- 16.imaginative-
- 17.frustrated-
- 18.delicious-
- 19.confident-
- 20.unusual-
- 21.artificial-
- 22.inedible-
- 23.superficial-
- 24.clumsy-
- 25.astonished-
- 26.adept-
- 27.marvelous-
- 28.annoyed-
- 29.obsolete-
- 30.furious-

**Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.**

**Fill in the blanks with the appropriate adjectives as follows:**

*e.g. I am so ..... today because of tiring work in the factory. (tired)*

1. She escaped with only .....cuts and bruises. (superficial)
2. He is a(n) .....guitar player, so he plays a variety of musical works. (adept)
3. The ..... climbers were rescued by helicopter.(exhausted)
4. The series has aroused .....interest. (considerable)
5. Her poetry is always very ..... to everyone.(accessible)
6. It was .....of you to speak in front of all those people in the conference. (brave)
7. It is ..... that we have to wait six weeks to get the result. (ridiculous)
8. A .....uncle paid for her to have music lessons. (benevolent)
9. I am .....that it has taken so long to uncover what really happened. (furious)
10. She was deeply .....by the tragic accident. (impressed)
11. ....poverty still exists in many rural areas. (extreme)
12. I will be ..... if we do not finish by eight.(annoyed)
13. He was very .....in every field of science. (industrious)
14. You will need to keep your .....side to solve this problem. (imaginative)
15. She made .....fish cake. (marvelous)
16. It is very easy to get .....in this job. (frustrated)
17. He is completely .....that there will be no problems this time. (confident)
18. It is ..... to feel very angry in a situation like this.(unusual)
19. So much equipment becomes .....almost as soon as it is made. (obsolete)
20. His clumsy fingers could not lock the door.(clumsy)
21. Even in the ..... environment of an office, our body rhythms continue to affect us. (artificial)
22. We were ..... to find the temple still in its original condition.(astonished)

1. *relatively-*
2. *indubitably -*
3. *briefly-*
4. *presently-*
5. *obviously-*
6. *utterly-*
7. *extremely-*
8. *widely-*
9. *essentially-*
10. *considerably-*
11. *rapidly-*
12. *deliberately-*
13. *crazily-*
14. *competently-*
15. *sincerely-*
16. *densely-*
17. *shamefully-*
18. *sensibly-*
19. *amply-*
20. *chiefly-*
21. *rarely-*
22. *subsequently-*
23. *basically-*
24. *nearly-*
25. *loudly-*
26. *comparatively-*
27. *respectfully-*
28. *primarily-*
29. *greedily-*
30. *wastefully-*

**Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.**

**Fill in the blanks with the appropriate adverbs as follows:**

*e.g. The situation is ..... calm now, but it may be getting worse. (comparatively)*

1. The system is ..... easy to use for everyone. (relatively)
2. The audience laughed .....at the joke. (loudly)
3. Let me tell you .....what happened. (briefly)
4. We are ..... going to need more help. (obviously)
5. The island is .....deserted. (presently)
6. He has travelled ..... in Asia.(widely)
7. ...., he was the most suitable candidate for the election. (indubitably)
8. The unit is .....easy to install and cheap to operate. (comparatively)
9. The need for sleep varies .....from person to person. (considerably)
10. The .....changing world of technology affects the whole people's life. (rapidly)
11. He did the job rather..... (competently)
12. We are .....grateful for your help. (sincerely)
13. This package is .....covered. (densely)
14. They have very .....adjusted their diet. (sensibly)
15. The work consists .....of interviewing the public. (chiefly)
16. The two approaches are .....very similar. (basically)
17. ...., what we are suggesting is that the firm needs to change.(essentially)
18. The advertisement is aimed .....at children. (primarily)
19. Earthquakes are .....difficult to predict. (extremely)
20. The book was .....translated into 15 languages. (subsequently)
21. The explosion ..... destroyed the building.(utterly)
22. She has been ..... ignoring him all the day. (deliberately).

1.intention-
2.recognition-
3.destruction-
4.suggestion-
5.demand-
6.connection-
7.annoyance-
8.convention-
9.attitude-
10.agreement-
11.solution-
12.remark-
13.profit-
14.obligation-
15.reliability-
16.grief-
17.advantage-
18.evidence-
19.hazard-
20.grade-
21.reliability-
22.shortage-
23.opposition-
24.temper-
25.reply-
26.description-
27.maintenance-
28.reason-
29.resource-
30.evidence-

**Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.**

**Fill in the blanks with the appropriate nouns as follows:**

*e.g. The ..... between these two groups is relatively good. (relationship)*

1. Unfortunately, his good..... never seemed to last long. (intention)
2. She shook her head in ..... (annoyance)
3. Their ..... to the problem has always been excellent. (solution)
4. Any helpful ..... would be welcome. (suggestion)
5. Does your employer have an ..... with a union? (agreement)
6. He made a number of rude .....about the food. (remark)
7. ....demands that a club member should resign in such a situation. (convention)
8. Our daily .....is usually around \$500. (profit)
9. There's a great .....of resource materials in many schools. (resource)
10. Ministers are under no .....to follow the committee's recommendations. (obligation)
11. The government's .....is to build more power plants. (priority)
12. There is no .....for these claims. (shortage)
13. Both questioned the .....of recent opinion polls. (reliability)
14. It was a .....to them that they had no children. (grief)
15. There is no ..... for this claim. (evidence)
16. Everybody is aware of the .....of smoking. (hazard)
17. There was a great deal of .....to the war. (opposition)
18. The central argument is that capitalism creates the forces of its own...(destruction)
19. I hope he can control his..... (temper)
20. The writer began with a ..... of the area. (description)
21. The school pays for heating and the .....of the buildings. (maintenance)
22. His ..... to his job is very negative.(attitude)

1.work out-

2.bring up-

3.see off-

4.call off-

5.pick up-

6.put off-

7.let down-

8.calm down-

9.run out of-

10.look after-

11.grow out of-

12.take after-

13.turn down-

14.use up-

15.look for-

16.carry on-

17.brush up-

18.carry out-

19. run away-

20.cheer up-

21.use up-

22.give up-

23.keep up with-

24.calm down-

25.look forward to-

26.take in-

27.keep on-

28.set out-

29.go up-

30.get up-

**Direction: This section measures the ability to recognize language that is appropriate for written English vocabulary.**

**Fill in the blanks with the appropriate adverbs as follows:**

*e.g. The group has not ..... journey yet (set out)*

23. He was .....in North Yorkshire. (bring up)
24. I am .....the weekend. (look forward to)
25. It took me some time to .....what was causing this. (work out)
26. How many of your old school friends do you.....? (keep up with)
27. Yesterday, the family ..... their children ..... to the abroad. (see off)
28. He ..... the knowledge or beliefs of his tribe. (take in)
29. The science school intends to .....teaching. (keep on)
30. The school minister ..... him ...to participate in the course again. (turn down)
31. He certainly .....his father. (take after)
32. People don't .....other people's property in the same way as they do.(look after)
33. I will try an herbal remedy to.....him..... (calm down)
34. By now, the plane was .....fuel. (run out of)
35. Many people believe that it was his shyness and insecurity which..... him..... (let down)
36. Last night's meeting was .....immediately. (put off)
37. They .....their plan without fault. (carry out)
38. We .....the work going as long as we could. (carry on)
39. The adventurous man .....himself.....and set off along the track. (pick up)
40. He .....for home to watch his favorite film . (set out)
41. This car ..... a lot of gas, because of this, I think about selling it. (use up)
42. They are ..... the missing man in the entire country. (look for)
43. The burglars ..... before the police showed up. (run away)
44. The meeting of committee was ..... owing to the bad weather conditions. (call off)

**Appendix: 4**  
**Administration test in the beginning of the term**

**T.C.**

**ATATÜRK ÜNİVERSİTESİ**  
**YABANCI DİLLER YÜKSEKOKULU**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**ERZURUM**

**2006 – 2007 ÖĞRETİM YILI**  
**MUAFİYET SINAVI**

**12. 09. 2007**

**A**

<b>ADI</b>	
<b>SOYADI</b>	
<b>NUMARASI</b>	
<b>BÖLÜMÜ</b>	



**1. - 5. sorularda, aşağıdaki parçayı okuyarak boşluklara uygun düşen ifadeleri bulunuz.**

The term “emotional intelligence” was probably first used in an unpublished dissertation in 1986. In 1990 it (1) ---- into the field of scientific psychology, defined as “the ability to monitor (2) ---- and others’ feelings, to (3) ---- among them and to use this information to guide one’s thinking and action.” The concept developed (4) ---- a growing emphasis on research into the (5) ---- of emotion and thought.

1.
  - a) was being introduced
  - b) had been introduced
  - c) would be introduced
  - d) has been introduced
  - e) was introduced
2.
  - a) one’s own
  - b) one another’s
  - c) oneself
  - d) the self
  - e) each other’s
3.
  - a) identify
  - b) distribute
  - c) justify
  - d) discredit
  - e) discriminate
4.
  - a) off
  - b) against
  - c) without
  - d) out of
  - e) under
5.
  - a) alternation
  - b) participation
  - c) interaction
  - d) obstruction
  - e) complication

**6. -10. ifadelerde doğru seçeneği bulunuz.**

6. Mark's warm and humorous personality \_\_\_\_\_ everyone at the conference.

- a) enhanced
- b) frightened
- c) confirmed
- d) captivated
- e) disgusted

7. Industry is slowly realising that the manner in which waste products are being \_\_\_\_\_ of is of vital importance to the environment.

- a) forwarded
- b) exposed
- c) composed
- d) disposed
- e) restored

8. In the wake of yet another financial scandal, the chief accountant handed in his \_\_\_\_\_ to the director.

- a) retirement
- b) redundancy
- c) promotion
- d) resignation
- e) vacancy

9. The American Constitution with its various constraints \_\_\_\_\_ to protect citizens, can actually shield criminals.

- a) discovered
- b) complained
- c) persuaded
- d) displayed
- e) designed

10. We are looking for someone who is fluent in French and German, but being fluent in one and competent in the other is also \_\_\_\_\_ .

- a) acceptable
- b) presumable
- c) selective
- d) descriptive
- e) sensitive

**11. - 25. sorularda verilen ifade için en uygun cevabı bulunuz.**

11. I ..... to think that she ..... for our appointment, and just then, she appeared round the corner.

- a) have begun / hadn't come
- b) began / won't come
- c) was beginning / wouldn't come
- d) have begun / wasn't coming
- e) would begin / hadn't come

12. I couldn't visit ..... the British Museum or the National Gallery when I was in London because ..... were closed for renovation.

- a) not only / all
- b) every / none
- c) whether / each
- d) neither / either
- e) either / both

13. He is trying to eat ..... vegetables these days .....he used to because he is trying to lose a few kilos.

- a) so much / that
- b) much more / than
- c) such a lot / as
- d) the most / for
- e) too many / that

14. You must be wishing that you ..... me redecorate the living room now since all your friends have gone to the cinema.

- a) weren't helping
- b) don't help
- c) aren't helping
- d) wouldn't help
- e) haven't helped

15. My daughter couldn't eat the Indian food that we were offered at the dinner party,....., although it was a little too hot for me.

- a) and so I could
- b) and I didn't either
- c) but I wasn't
- d) neither did I
- e) but I could

16. Everybody was pleased at how cool the weather turned out to be during July, .....it is usually much too hot.

- a) where
- b) when
- c) what
- d) which
- e) that

17. If there is an express bus that we can take, we should be in Bolu by this afternoon,.....?

- a) isn't there
- b) can we
- c) shouldn't we
- d) can't we
- e) isn't it

18. .... that the job didn't suit him, he seriously considered ..... it.

- a) Finding / having quitted
- b) Having been found / quitting
- c) To find / being quitted
- d) Finding / quitting
- e) Found / to have been quitted

19. I have never stated that I support capital punishment. .... , I have spoken forcefully against it on several occasions.

- a) Otherwise
- b) Unlike
- c) Therefore
- d) Inasmuch as
- e) On the contrary

20. Our new manager,....., specialized in opinion polls and business surveys.

- a) whose statistician
- b) a statistician who
- c) a statistician
- d) as a statistician
- e) is a statistician

21. .... surprises me about her .....was also at the party is that she doesn't seem to worry at about ..... others may think of her.

- a) what / who / what
- b) which / what / who
- c) which / who / which
- d) what / that / which
- e) what / what / that

22. We ..... seats for the show since the theatre was half empty. Next time we won't bother.
- mustn't have booked
  - didn't need to book
  - needn't have booked
  - couldn't have booked
  - may not have booked
23. .... she not been divorced from her husband, she ..... so much trouble now relating to her children.
- If / didn't have
  - Had / wouldn't have
  - Should / won't have
  - Has / doesn't have
  - Were/ isn't having
24. Wine is believed ..... in ancient Mesopotamia as long as ten thousand years ago.
- to have been drunk
  - to have drunk
  - having been drinking
  - being drunk
  - to drink
25. When you retire, it is best to interest ..... in something like a hobby or a good cause so that you have a good way of spending ..... time.
- you / yours
  - yourself / yours
  - your / you
  - yours / your
  - yourself / your
- 26. - 35. sorularda verilen cümleyi tamamlayan en uygun ifadeyi bulunuz.**
26. ...., travelling in one of the dangerous parts of the world is now generally quite safe.
- Unless you respect local customs and traditions
  - As long as you take a few basic precautions
  - Had you remembered to take sufficient money
  - Since it is an adventure
  - Until you learn to take care of yourself
27. Dams can only be constructed in places .....
- in which there were adequate supplies of water
  - wherever the river bed had dried up
  - where the ecological structure is suitable
  - that there are mountains as well as rivers
  - from which towns and villages might have to be built

28. Dr. Brown took his students to see the patient .....
- if he had an open heart operation
  - that he was coughing badly
  - unless he was given the right medicine
  - who had made such a good recovery
  - whoever he is treating
29. ....is clear from a study of their national traditions, myths and chronicles.
- That the religious life of Slavs from ancient times was richly developed
  - It has been well-established that beliefs in deities existed among all Indo-Europeans
  - With the acceptance of Christianity the main purpose of the new church in ancient Estonia
  - In Serbian mythology and partly in the mythology of other Slavs
  - Such beings are known in the religion and folklore of many nation
30. Educated at Rugby in 1834-1842 during the headmastership of the great Thomas Arnold, .....
- helped to found the Working Men's College and was principle of it for ten years
  - but the most important work of this period was done in the theatre
  - he described his life there in fictional terms in his most famous book Tom Brown's Schooldays
  - the poetry he wrote during the 1830's was about Romanticism
  - it was said that he had some public school ideas
31. ...., the Ministry of Health banned its commercial circulation
- Seeing that the drug killed many people
  - Even though stealing is a bad behavior
  - However angry you are
  - In spite of the fact that arsenic is poisonous
  - Wherever you go in this country
32. If it hadn't been for your laziness, .....
- You might have failed the previous exam
  - You wouldn't have had a good job with a good salary
  - everything had improved in a few days
  - you could have finished the work by now
  - it will have affected your character deeply
33. The man who, I believe, stole the jewelry .....
- therefore should be arrested
  - he must be an experienced thief
  - is standing over there
  - hardly any money was spent on it
  - he escaped after stealing it

34. While working out his theories of gravitation, .....
- The scientists have discovered some principles of quantum physics
  - It caused many theories essential for engineering
  - Newton developed an entirely new branch of science
  - his theories were thought to have been a revolution for physics
  - which was not known then
35. Our first impression of the new director was distinctly favourable \_\_\_\_ .
- though we were sorry to see the old one go
  - unless his manner was more formal than we were used to
  - however reluctant we are to go along with the new policy
  - until the efficiency of his methods can be established
  - that he is determined to restore the firm to its former glory
- 36. - 40. sorularda, verilen İngilizce cümleye anlamca en yakın olan İngilizce ifadeyi bulunuz.**
36. We might well find that we need more than three weeks in which to complete a report of this kind.
- It shouldn't take us more than three weeks to finish a report like this one.
  - We might as well try to get this report finished within three weeks.
  - I don't imagine we can get through this report in three weeks, but we can try.
  - A report of this kind has never been drawn up in under three weeks.
  - It's quite likely that three weeks won't be sufficient for us to finalize such a report.
37. The dramatic fall in share prices took even the experts by surprise.
- Even those in the know were unprepared for the rapid drop in share prices.
  - The experts themselves were worried at the sudden drop in share prices.
  - The rapid fall in share prices came as a shock to all but the experts.
  - Even those who had been following share prices closely hadn't expected them to fall so dramatically.
  - When share prices suddenly dropped, even those who knew the market well were apprehensive.
38. Frankly, in my opinion the girl's musical abilities are no more than average for her age.
- Even so, if you take the girl's age into account, her musical performance was no better than that of any of the others.
  - To be honest, I don't think the girl's musical talents are anything out of the ordinary considering her age.
  - To be fair, for a girl of her age, you can hardly regard her musical abilities as impressive.
  - Indeed she's not all that young, so I don't think this girl merits so much praise for her musical abilities
  - If you think about it, there's nothing extraordinary about her musical performance if you remember her age.

39. For many years now transport planners in the UK have been demanding that motorists pay directly for the use of roads.

- a) In the opinion of British transport planners, it is the motorists themselves who should have paid for the upkeep of the roads all these years.
- b) Over the years, transport planners in the UK have been suggesting that the upkeep of roads must be paid for by the motorists themselves.
- c) Transport planners in the UK have, for a long time now, been insisting that those who use the roads must pay for them directly.
- d) British transport planners recommended, a long time ago, that those who use the roads must pay for their upkeep directly.
- e) In Britain, transport planners have been arguing for many years that the upkeep of the roads is the responsibility of motorists.

**40. - 42. sorularda, verilen Türkçe cümlelerin İngilizce dengini bulunuz..**

40. Dışa dönük bir kişiliği olduğu için, nereye gitse kolayca arkadaş edinebiliyor.

- a) Her ability to make friends wherever she goes is a result of her outgoing personality.
- b) She makes friends quite easily with whomever she meets thanks to her outgoing personality.
- c) Her outgoing personality enables her to make friends no matter where she is.
- d) She has such an outgoing personality that she makes friends easily wherever she is.
- e) As she has an outgoing personality, she can easily make friends wherever she goes.

41. Her zaman çok iyi anlaşıyorlarmış gibi görünen üç kardeş arasında, babalarının servetini bölüşürken büyük bir kavga çıktı.

- a) As they were distributing their father's fortune, a big fight arose between the three brothers, who had always seemed to be getting on very well.
- b) The three brothers, who had always get on very well, started fighting over to distribution of their father's fortune.
- c) There was a fierce fight between the three brothers, who normally get on well, over the distribution of their father's fortune.
- d) The father was distributing his fortune to the three brothers, who don't get on well, when they started fighting.
- e) They were distributing their father's fortune, when the three brothers, who normally got on very well with each other, began to fight.



42. O kadar çok yalan söyledi ki artık arkadaşları ona ne güvenebiliyor ne de söylediği şeylere inanabiliyorlar.

- a) He has lost both the trust and understanding of his friends through his persistent telling of lies.
- b) Had he not told so many lies, his friends may still have trusted him and believed in him.
- c) Because he tells so many lies, it is difficult for his friends either to trust him or to believe anything he says any longer.
- d) He has told so many lies that his friends can neither trust him nor believe anything he says any longer.
- e) As a result of his incessant lying, his friends can no longer trust him, nor can they believe anything he says

**43. –45. sorularda, verilen İngilizce cümlelerin Türkçe dengini bulunuz.**

43. Despite so much research, precisely to what extent emotions are brain-produced is still unknown.

- a) Pek çok araştırma, duyguların ne kadarının beyin tarafından üretildiğini gösteren kesin sonuçlar vermemiştir.
- b) Bunca araştırmaya rağmen, duyguların tam olarak ne dereceye kadar beyin tarafından üretildiği hala bilinmiyor.
- c) Yapılan tüm araştırmalar, duyguların büyük ölçüde beyin tarafından üretildiğini kesin olarak söylemeye yetmiyor.
- d) Duyguların ne kadarını beynin ürettiği konusunda yapılan araştırmaların hiçbiri henüz kesin bir sonuca ulaştırılamamıştır.
- e) Duyguların beyin tarafından üretilip üretilmediğini anlamak için pek çok araştırma yapılmaktadır ama sonuç hala kesin değildir.

44. At the University of San Francisco, where there are also a significant number of foreign students, female students outnumber males.

- a) San Francisco Üniversitesi'nde yabancı kız öğrenci sayısı erkek öğrenci sayısına henüz tam olarak ulaşamamıştır.
- b) San Francisco Üniversitesi'nde bulunan çok sayıda yabancı öğrenci arasında, bayanların sayısı erkek öğrencilerin sayısıyla neredeyse eşittir.
- c) Önemli sayıda yabancı öğrencinin de bulunduğu San Francisco Üniversitesi'nde, bayan öğrenciler sayıca erkeklerden üstündür.
- d) Bayan öğrencilerin sayıca üstün olduğu San Francisco Üniversitesi'nde, erkek öğrencilerin büyük bir bölümü yabancıdır.
- e) San Francisco Üniversitesi'ne devam eden yabancı öğrencilerin önemli bir bölümü erkektir ama genel olarak kız öğrencilerin sayısı fazladır.

45. Due to the shortage of some essential raw materials, the factory had to reduce its production by half.

- a) Temel hammaddelerin bulunmasında biraz sıkıntı çekildiği için fabrika yarı kapasiteyle üretim yapıyor.
- b) Bazı temel hammaddelerdeki sıkıntı yüzünden fabrika üretimini yarıya indirmek zorunda kaldı.
- c) Fabrikanın üretimini yarıya indirmek zorunda kalmasının nedeni temel hammaddelerde duyulan sıkıntıdır.
- d) Fabrikayı üretimi yarıya indirmeye zorlayan temel neden, hammadde bulmada çekilen sıkıntıydı.
- e) Bir kaç temel hammaddenin bulunamaması fabrikayı, yarı kapasiteyle üretime zorladı.

**46. – 49. sorularda, verilen karşılıklı konuşmayı en uygun şekilde tamamlayan ifadeyi bulunuz.**

46. Telephone receptionist: Bengo Kitchen Equipment. Can I help you?  
Customer: Yes, there's something wrong with the fridge I bought from you last year.

Telephone receptionist: \_\_\_\_\_  
Customer: Thank you very much.

- a) How long is it since you had it serviced?
- b) Have you kept the guarantee?
- c) Please explain carefully just exactly what the problem is.
- d) Then, I'll put you through to the Servicing Department.
- e) That's strange, there's never been a complaint about them before.

47. Alan: Have you read Blake's review of the play in The Times?  
David: Yes, I have. And I think it's most unfair.  
Alan: \_\_\_\_\_  
David: Well, that just shows he hasn't understood the least thing about the play.

- a) Of course it was. That's what one expects of review by Blake
- b) I have too. It will be interesting to see what other critics say
- c) Well, I don't know. In my opinion, it's the best play he's written to date
- d) Do you really? I don't know what he really intends to achieve.
- e) So do I. His comments on the artificiality of the dialogue in particular are quite unacceptable

48. Mrs Smart: How is Barry getting on in his new job?  
Mrs Palmer: Well, he doesn't complain, but clearly he finds it very tiring.  
Mrs Smart: \_\_\_\_\_  
Mrs Palmer: Yes, I suppose you're right.

- a) Can't his uncle help him to find a job in the bank?
- b) Oh, I'm sorry to hear that.
- c) He's only complaining because he wants some sympathy.
- d) That's only natural. He hasn't had time yet to get used to the work.
- e) What's the salary like? Is it worth it?

49. Under-secretary: We have received reports that the epidemic is spreading in the area.

Minister: Then we must take immediate action.

Under-secretary: \_\_\_\_\_

Minister: Yes, do that.

- a) But we're short of medical staff there.
- b) Then I'll give the orders for doctors and medical supplies to be sent there right away.
- c) It seems the children are suffering most.
- d) We have already flown in adequate supplies of food and blankets.
- e) Who else do you think we could consult?

**50. -53. sorularda parçanın bütünlüğünü bozan cümleyi bulunuz**

50. (I) The negotiations between union leaders and company representatives have not aroused much interest. (II) The strike is the unions' weapon of last resort. (III) Most unions maintain strike funds in order to support their members when they call them out on strike; but these funds are small, and strike pay is usually very much below normal wages. (III) So unions cannot afford to call strikes irresponsibly, and major official strikes are relatively uncommon. (V) Nevertheless, the big strikes are important; for the success or failure of one big strike can affect the results of all the other collective bargaining under way at the time.

- a) I
- b) II
- c) III
- d) IV
- e) V

51. (I) The origin of the turkey's name is uncertain. (II) Some believe the name comes from one of its calls, a soft "turk, turk, turk." (III) Others believe that the bird was originally confused with the guinea cock, which was imported into Europe from Africa through Turkey. (IV) Still others suggest that the head of the bird resembles a Turkish fez. (V) The fez was named after the Moroccan city of Fez, outside of which grow red berries whose dye was once exclusively used to colour hats.

- a) I
- b) II
- c) III
- d) IV
- e) V

52. (I) The quality of water from different sources varies greatly. (II) Surface waters generally contain large quantities of turbidity and bacteria than ground waters. (III) Yet, groundwater contains higher concentrations of dissolved chemicals. (IV) High water quality standards have been adopted by all the American states and by the World Health Organization. (V) Seawater, on the other hand, contains high concentrations of dissolved chemicals and microscopic organisms as well.

- a) I
- b) II
- c) III
- d) IV
- e) V

53. (I) American women have historically been victimized by discrimination in voting, employment and other civil rights. (II) In the late 1960s, women organized to demand legal equality with men. (III) They found the National Organization for Women and other groups to press for equality in education, employment and government. (IV) Asian Americans have also suffered discrimination, notably in immigration quotas and in employment and housing. (V) As a result of the 1964 Civil Rights Act, women made some gains against employment discrimination.

- a) I                      b) II                      c) III                      d) IV                      e) V

**54. – 56. sorularda verilen paragrafı tamamlayan en uygun ifadeyi bulunuz.**

54. People draw many psychological conclusions in their everyday talk without realizing that they are psychologizing, or making guesses about human nature. Some persons, for example, consider it a waste of time to study before going to bed. Others maintain that children with no brothers or sisters are always selfish. Scientific psychologists look upon conclusions such as these as hypotheses. They devise experiments to discover whether a particular conclusion has a good chance of being generally true for human nature. To do this, they use the recognized methods of science. ....

- a) They make observations of this conclusion systematically under controlled conditions and make careful measurements about it.  
 b) For more than 2.000 years psychological teachings were by-products of the speculations and reasonings of philosophers  
 c) Nothing could be further from the truth, for the basic concern of psychology is human nature  
 d) Psychology, therefore, has come to concern itself with animal nature as well as human nature  
 e) In fact, the modern psychologist still speculates about human nature

55. Even in this age when we are likely to accept scientific marvels as a matter of course, the electronic computer staggers the imagination. Here is a man-made device that in seven minutes can digest and solve a mathematical problem involving more than a million calculations.....It can be used for long-range weather forecasting and even for predicting the outcome of a presidential election.

- a) We may wonder if computers will ever replace man in many of his intellectual functions and become true thinking machines  
 b) According to some scientists, man's mind is basically a sophisticated computer; future design will make computers more brain like in turn  
 c) It can automatically process all the accounting and control paperwork of a vast business enterprise  
 d) Both digital and analog types of electronic computers use electronic pulses to measure quantities, but they are different in other respects  
 e) According to some people, the computer has freed man's mind so that he can engage in more important creative and analytical work

56. The primary purpose of notes is to aid learning. Whether the notes are taken from a lecture or a discussion, one obviously doesn't want to put all the material on record..... .The items selected in the notes should be sufficient to enable one to reconstruct the rest of the material

- a) Even so, note-taking from lectures requires more skill than note-taking from books
- b) For many types of course there are printed notes sold by booksellers
- c) Rather, one makes notes of the most important items only
- d) Unfortunately, some students can't see that notes are primary source of information
- e) It is helpful to bear in mind that this is not the only way of taking notes

**57. – 80. sorularda, verilen parçaya göre en doğru cevabı bulunuz.**

The invention of the printing press during the Renaissance, together with improved methods of manufacturing paper, made possible the rapid spread of knowledge. In 1476, William Caxton set up England's first printing press at Westminster, a part of London. By 1640, that press and others had printed more than 26.000 different works and editions. With the printing press and the increased availability of books, literacy increased. It is estimated that by 1530 more than half the population of England was literate.

57. We understand from the passage that paper production methods...

- a) had been relatively poor prior to the introduction of the printing press.
- b) had been a serious concern for Caxton for many years.
- c) improved rapidly around the year 1640
- d) contributed to the reduction in the printing costs of books.
- e) in Renaissance England were far ahead of those in other countries.

58. It is pointed out in the passage that during the Renaissance more and more people...

- a) began to settle in London particularly in the neighbourhood of Westminster.
- b) were setting up printing presses.
- c) began to collect the early editions of the books printed by Caxton.
- d) realized the need to improve methods of paper production.
- e) began to read and write as more books were printed and easy to obtain.

59. It is clear from the passage that from the time of Caxton to the mid-17 century...

- a) there was no progress whatsoever in the techniques of the printing.
- b) most books were only popular for a few months.
- c) a remarkable variety of books became available in England.
- d) England's population nearly doubled.
- e) the number of literate people remained the same.

Literary and artistic creativity have generally been highly valued by the French people, and such activities have flourished there and gone on to spread the influence of French culture throughout the world. Such 18th-century author-philosophers as Voltaire and Jean-Jacques Rousseau were instrumental in shaping the ideas of modern France, and the works of Jean Racine, Moliere and other neoclassical playwrights are still widely performed. Victor Hugo, Honore de Balzac, and Emile Zola were among the literary giants of the 19th century. French authors have won eleven Nobel prizes for literature, far more than those of any other nation. Painting has also long been a vital art form in France. Artists often enjoyed the patronage of the nobility, producing works of quality and variety. During the 1800s, the impressionist movement was largely the inspiration of such French artists as Edgar Degas, Pierre Auguste Renoir and Claude Monet, and many art trends of the 20th century also originated in France. In addition, the atmosphere of free inquiry and artistic integrity that has generally been present in France has attracted many artists and writers from other countries.

60. We learn from the passage that no nation other than France
- a) has centres where artists meet and exchange ideas
  - b) followed artistic trends that originated in France
  - c) has had patrons of the arts
  - d) has allowed neoclassical playwrights to perform their work
  - e) has had so many authors who have won the Nobel prize for literature
61. The passage tells us that the impressionist movement...
- a) was largely a twentieth-century trend
  - b) was, in great part, inspired by a number of French artists
  - c) was led primarily by Voltaire and Rousseau
  - d) was a French form of drama
  - e) provided the winners of eleven Nobel prizes
- 62 It is mentioned in the passage that.....
- a) French art is a little hard to appreciate for outsiders
  - b) the French people themselves don't take much interest in art
  - c) artists from other countries also flock to France
  - d) the art industry today in France would collapse without the support of the nobility
  - e) productivity in the arts in France is diminishing

English serves as a functional alternative language in several areas of public activity for the many nations of the world which use it as an international second language. Because of its widespread use geographically, and because of the large number of people who speak it, it has been adopted as the language of aviation and air traffic. English has continued as one of the important languages of commerce, as the sphere of political and economic influence of the English-speaking nations has extended far beyond their own boundaries. The use of English in international diplomacy is strengthened by its acceptance as one of the official languages of the United Nations. And as a final example, English is the language of the majority of published materials in the world, so that education, especially specialized higher education, has come to rely very heavily on an understanding of English. In no sense does English replace the cultural heritage and emotional ties of the first language, but for many speakers throughout the world, it provides a means of communicating with people of similar training and interests who would otherwise not be able to comprehend them.

63. It is stated in the passage that English.....
- a) is a second language used by all nations
  - b) has enabled England to spread its influence beyond its borders
  - c) is spoken by the majority of people in the world
  - d) is the only language used in specialized higher education
  - e) is not exclusively spoken at the United Nations
64. According to the passage, English as a second language ....
- a) has increased its influence around the world due to its use in aviation
  - b) has strengthened its grip on international diplomacy
  - c) does not take the place of the mother tongue either culturally or emotionally
  - d) is most important in the world of commerce
  - e) is more important than a person's first language
65. We can infer from the passage that.....
- a) English will soon be spoken by everyone in the world
  - b) many educational books and textbooks are written in English
  - c) England's political influence is constantly increasing
  - d) there would be no international diplomacy without English
  - e) people around the world would not have such similar interests without English

The study of history is commonly regarded as essential to a full education. It figures prominently in school syllabuses; history departments in universities are well-populated; and publishers' lists are crowded with historical titles. Why? Because it is widely believed that the modern world cannot be properly conceived without a knowledge of the past: as a historian once said, the most significant benefit of studying history is discovering "the origin of things present which are to be found in things past; for a reality is never better understood than through its causes." Besides this, the study of history can help men predict the future on the basis of the past, often by reasoning about parallel events. However, very frequent appeals to the past as a means of solving problems in modern society can sometimes be misleading. Thus, when studying history, men shouldn't expect past events to repeat themselves infallibly, nor should they try to predict the future merely on the basis of very fragmentary evidence, underestimating the genuinely radical changes in society over the years.

66. The main use of studying history, expressed in the passage, is that
- a) it enables us to discover the reasons underlying present events
  - b) people can get knowledge about their ancestors, from whom they descended
  - c) decision makers can plan the future by taking past events as examples
  - d) people can draw lessons from past events so as not to make the same mistakes
  - e) it can help solve the problems of modern society
67. The writer warns that when applying to the past for the solution of present or future events
- a) one has to be careful to choose events in the past which are very similar to the present situation
  - b) one should have a good knowledge of both past and present
  - c) one has to pay special attention to whether the sample event is in the distant or the near past
  - d) one shouldn't ignore the essential changes in society over the years
  - e) the differences between the interpretations of various historians should be taken into consideration
68. According to the passage, there is an agreement in the community that
- a) the study of history should be given more importance in school syllabus
  - b) history departments in universities are satisfactory in terms of number of students
  - c) future events can't be predicted on the basis of very fragmentary historical information
  - d) the events in our modern world can't be compared with those in the past
  - e) a complete education can only be achieved by the study of history



In the early days of the settlement of Australia, enterprising settlers unwisely introduced the European rabbit. This rabbit had no natural enemies in the Antipodes\*, so it multiplied incredibly quickly. It overran a whole continent, and caused devastation to herbage which might have maintained millions of sheep and cattle. Scientists discovered that this particular variety of rabbit was susceptible to a fatal virus disease. Trying to create local epidemics of this disease, they found out that there was a type of mosquito which acted as the carrier of this disease and passed it on to the rabbits. So while the rest of the world was trying to get rid of mosquitoes, Australia was encouraging this one. It effectively spread the disease all over the continent and drastically diminished the rabbit population.

69. The rabbits .....
- were finally exterminated, but only after a long struggle
  - had been in Australia for a long time, growing in number with each year, when the first settlers arrived there
  - were to be killed, for they were carrying a fatal virus which was also dangerous for human beings
  - increased in number rapidly in Australia, because nothing interfered with their breeding there
  - soon showed an incredible resistance to the fatal virus passed on to them via the mosquitoes
70. The Australians.....
- had come there from various countries around the world
  - wanted to get rid of the rabbits because they were destroying pasture that could be used for sheep and cattle
  - were making their living merely by raising sheep and cattle on their farms
  - hadn't expected to meet with such a big rabbit population on their new land
  - weren't wise enough to get rid of the rabbits by their own efforts
71. We can conclude from the passage that
- the rabbits were reduced in number through a fatal virus deliberately spread by a kind of mosquito
  - it had become a matter of life and death for the people in Australia to get rid of the rabbits
  - though it was hazardous for themselves as well, the settlers nonetheless encouraged the spread of the epidemic
  - being a pioneer requires a man or woman to be prepared to face certain risky conditions
  - Australians today owe their prosperous life to the efforts of their enterprising ancestors

If one term can be used to describe the forces that have shaped the modern world, it is Romanticism. Romanticism had a dynamic impact on art, literature, science, religion, economics, politics, and the individual's understanding of self. There is no single commonly accepted definition of Romanticism, but it has some features upon which there is general agreement. First of all, it was a rejection of the Enlightenment and its emphasis upon human reason. The Enlightenment thinkers asserted that the world of nature is rationally ordered and that human reason, therefore, can analyze, understand, and use it. On the basis of this understanding, a rational society can be constructed. These were ideas that were almost totally opposed by Romantics. Romanticism did not appear suddenly. If a date were to be chosen, however, 1774 would be a useful one. It was the year of the publication of Johann Wolfgang von Goethe's *Sorrows of Werther*, a novel about a young man who is so disappointed in love that he kills himself. This fictional suicide brought on many real ones as the novel's vogue swept across Europe.

72. Concerning a definition of Romanticism, it is made clear in the passage that

- a) nobody agrees on anything about this movement
- b) Romanticism developed in parallel to the Enlightenment
- c) nobody has ever attempted to define exactly what it was
- d) it's difficult to define the term and there's much disagreement
- e) it had many ideas in common with the Enlightenment

73. It may be inferred from the passage that Romantics believed that

- a) human beings were not capable of understanding and controlling nature
- b) the Enlightenment produced many important and useful ideas
- c) an ordered society was more important than any individual person
- d) the human mind could understand and analyze the natural world
- e) it was possible for humans to construct an ordered and rational society

74. *The Sorrows of Werther*

- a) was written in 1774 as a textbook on Romanticism
- b) apparently caused many people to kill themselves
- c) was little-known when written, but is quite famous today
- d) is acknowledged as the book which created Romanticism overnight
- e) was the true story of a man who killed himself for love

History and biography have several similarities, but they are not synonymous. Both the biographer and the historian search for evidence. They evaluate the information they find to decide if it is factual and relevant. History, however, is the recorded past of human societies; it tells the story of nations, wars and movements -the whole range of past human activity. Biography deals with a single life story. The historian is interested in facts and events that affect many lives; the biographer seeks information that reveals the subject's character and personality. If the subject of a biography is a well-known public figure such as a president of the United States, his life story almost becomes a historical narrative. The life of George Washington, -for instance, is a significant segment of American history. But if the subject is a very private person, such as the poet Emily Dickinson, the biography is much less concerned with contemporary historical events.

75. We learn from the passage that one of the similarities between history and biography is that they both.....

- a) deal with well-known public figures
- b) search for facts that involve the whole of society
- c) give information based on facts
- d) deal primarily with the world of fiction
- e) choose their subject matters very carefully

76. One of the differences between the historian and the biographer is that only .....

- a) the historian has to be very careful as to whether the information he's received is factual
- b) the biographer focuses entirely on the history of an individual
- c) the biographer must discard material that is irrelevant
- d) the historian needs to look for proof of his research
- e) the biographer is interested in the full scope of past human activity

77. Biography and history may become more similar if the biographer is .....

- a) writing about the life of a famous American
- b) investigating the life of a very private person
- c) revealing facts about him or herself
- d) interested in historical events in his private capacity
- e) investigating the life of a well-known public figure

Ours is the great generation of the short story. The growth of the newspaper, the development of the magazine, the universality of popular education with its increase in human curiosity - most of all, the increasing pace of modern life, its speed of living and competitive pressure - gave this literary type its greatest encouragement. Here is the people's literature, and the most democratic of all forms of writing because it offers a means for the use of every conceivable sort of plot, character or background. It's just the right length in a world of tumult and hurry; it is a form that presents things concisely and graphically, and it is the type of writing most easily understood by every kind of reader.

78. Writers of short stories

- a) find it hard to keep up with the pace of modern life
- b) prefer to be published in newspapers or magazines
- c) are not restricted in their choice of subject
- d) feel under pressure to be competitive
- e) generally come from democratic countries

79. The way the short story is written

- a) is popular with newspaper and magazine editors
- b) shows how competitive the authors are
- c) indicates whether its writer comes from a democracy or not
- d) puts the authors under a lot of pressure
- e) makes it possible for everyone to understand it

80. According to the writer, the short story

- a) suits the modern way of life
- b) is most frequently found in newspapers and magazines
- c) puts pressure on other literary types
- d) is in need of a lot of encouragement
- e) increases human curiosity

SINAV BİTTİ  
CEVAPLARINIZI KONTROL EDİNİZ.

## Appendix: 5

## VOCABULARY LIST

Lütfen aşağıdaki kelime listesini dikkatle inceleyip bildiğiniz kelimelerin yanına ✓ koyunuz ve kelimelerin yanına Türkçe anlamlarını yazınız.

1. <i>Inspect</i>	2. <i>Appreciate</i>
3. <i>Attempt</i>	4. <i>Superficial</i>
5. <i>Demand</i>	6. <i>Distribute</i>
7. <i>Install</i>	8. <i>Employ</i>
9. <i>Demonstrate</i>	10. <i>Yield</i>
11. <i>Develop</i>	12. <i>Give out</i>
13. <i>Examine</i>	14. <i>Consist</i>
15. <i>Grow</i>	16. <i>Adapt</i>
17. <i>Claim</i>	18. <i>Adopt</i>
19. <i>Divide</i>	20. <i>Adept</i>
21. <i>Appoint</i>	22. <i>Ignore</i>
23. <i>Select</i>	24. <i>Deal with</i>
25. <i>Elect</i>	26. <i>Maintain</i>
27. <i>Astound</i>	28. <i>Provide</i>
29. <i>Postpone</i>	30. <i>Supply</i>
31. <i>Classify</i>	32. <i>Tend</i>
33. <i>Cancel</i>	34. <i>Cope with</i>
35. <i>Assign</i>	36. <i>Regard</i>
37. <i>Choose</i>	38. <i>Diminish</i>
39. <i>Anxious</i>	40. <i>Seek</i>
41. <i>Complain</i>	42. <i>Magnify</i>
43. <i>Forecast</i>	44. <i>Take place in</i>
45. <i>Receive</i>	46. <i>Restrict</i>
47. <i>Concern</i>	48. <i>Curb</i>
49. <i>Improve</i>	50. <i>Suggest</i>
51. <i>Neglect</i>	52. <i>Propose</i>
53. <i>Dedicate</i>	54. <i>Acquire</i>
55. <i>Possess</i>	56. <i>Reject</i>
57. <i>Respond</i>	58. <i>Dismiss</i>
59. <i>Decay</i>	60. <i>Lower</i>
61. <i>Suppose</i>	62. <i>Occur</i>
63. <i>Decompose</i>	64. <i>Enlarge</i>
65. <i>Permit</i>	66. <i>Account for</i>
67. <i>Achieve</i>	68. <i>React</i>
69. <i>Abandon</i>	70. <i>Favourably</i>
71. <i>Indicate</i>	72. <i>Contribute</i>
73. <i>Devote</i>	74. <i>Widely</i>
75. <i>Allow</i>	76. <i>Valuable</i>
77. <i>Refer</i>	78. <i>Invaluable</i>
79. <i>Attend</i>	80. <i>Decide</i>
81. <i>Assume</i>	82. <i>Detect</i>
83. <i>Recall</i>	84. <i>Collapse</i>

<i>85. Obtain</i>	<i>86. Extend</i>
<i>87. Object</i>	<i>88. Collide</i>
<i>89. Considerable</i>	<i>90. Vanish</i>
<i>91. Design</i>	<i>92. Attitude</i>
<i>93. Participate</i>	<i>94. Construct</i>
<i>95. Crash</i>	<i>96. Resemble</i>
<i>97. Entertain</i>	<i>98. Take in</i>
<i>99. Amuse</i>	<i>100. Exhausted</i>
<i>101. Evaluate</i>	<i>102. Appreciate</i>
<i>103. Erect</i>	<i>104. Constitute</i>
<i>105. Discover</i>	<i>106. Look like</i>
<i>107. Hit</i>	<i>108. Depend on</i>
<i>109. Stretch</i>	<i>110. Use up</i>
<i>111. Declare</i>	<i>112. Careful</i>
<i>113. Adjust</i>	<i>114. Leading</i>
<i>115. Authority</i>	<i>116. Essentially</i>
<i>117. Department</i>	<i>118. Turn down</i>
<i>119. Annoy</i>	<i>120. Blame for</i>
<i>121. Administer</i>	<i>122. Accuse of</i>
<i>123. Irritate</i>	<i>124. Accessible</i>
<i>125. Fulfill</i>	<i>126. Attain</i>
<i>127. Identify</i>	<i>128. Additive</i>
<i>129. Magician</i>	<i>130. Convention</i>
<i>131. Hire</i>	<i>132. Clumsy</i>
<i>133. Distinguish</i>	<i>134. Peaceful</i>
<i>135. Exhibit</i>	<i>136. Blend</i>
<i>137. Realize</i>	<i>138. Relatively</i>
<i>139. Recognize</i>	<i>140. Sacrifice</i>
<i>141. Differentiate</i>	<i>142. Comparatively</i>
<i>143. Display</i>	<i>144. Obviously</i>
<i>145. Considerably</i>	<i>146. Unfortunately</i>
<i>147. Alter</i>	<i>148. Brave</i>
<i>149. Extreme</i>	<i>150. Ridiculous</i>
<i>151. Witness</i>	<i>152. Obligation</i>
<i>153. Rapidly</i>	<i>154. Comprehend</i>
<i>155. Imply</i>	<i>156. Opposition</i>
<i>157. Advance</i>	<i>158. Fail</i>
<i>159. Remark</i>	<i>160. Ambitious</i>
<i>161. Infer</i>	<i>162. Progress</i>
<i>163. Briefly</i>	<i>164. Descend</i>
<i>165. Conclude</i>	<i>166. Benevolent</i>
<i>167. Snatch</i>	<i>168. Evidently</i>
<i>169. Profit</i>	<i>170. Decrease</i>
<i>171. Income</i>	<i>172. Increase</i>
<i>173. Grade</i>	<i>174. Damage</i>
<i>175. Observe</i>	<i>176. Invitation</i>

<i>177. Rely on</i>	<i>178. Reason</i>
<i>179. Seize</i>	<i>180. Reply</i>
<i>181. Take after</i>	<i>182. Connection</i>
<i>183. Look after</i>	<i>184. Crime</i>
<i>185. Security</i>	<i>186. Agreement</i>
<i>187. Absorb</i>	<i>188. Furious</i>
<i>189. Resource</i>	<i>190. Angry</i>
<i>191. Annoyed</i>	<i>192. Suggestion</i>
<i>193. Worried</i>	<i>194. Credible</i>
<i>195. Impressed</i>	<i>196. Incredible</i>
<i>197. Astonished</i>	<i>198. Necessary</i>
<i>199. Presently</i>	<i>200. Unnecessary</i>
<i>201. Generous</i>	<i>202. Priority</i>
<i>203. Unfriendly</i>	<i>204. Conversation</i>
<i>205. Crowd</i>	<i>206. Commonly</i>
<i>207. Cruel</i>	<i>208. Immediately</i>
<i>209. Glance</i>	<i>210. Reliability</i>
<i>211. Laugh</i>	<i>212. Vivify</i>
<i>213. Description</i>	<i>214. Regain</i>
<i>215. Look for</i>	<i>216. Recordable</i>
<i>217. Look up</i>	<i>218. Check</i>
<i>219. Carefully</i>	<i>220. Artificial</i>
<i>221. Think about</i>	<i>222. Contain</i>
<i>223. Concentrate on</i>	<i>224. Compare</i>
<i>225. Focus on</i>	<i>226. Criminal</i>
<i>227. Succeed</i>	<i>228. Industrious</i>
<i>229. Break into</i>	<i>230. Respond</i>
<i>231. Suddenly</i>	<i>232. Doubt</i>
<i>233. Imaginative</i>	<i>234. Qualify</i>
<i>235. Responsible</i>	<i>236. Utterly</i>
<i>237. Irresponsible</i>	<i>238. Vast</i>
<i>239. Wake up</i>	<i>240. Cheerful</i>
<i>241. Look forward to</i>	<i>242. Reserve</i>
<i>243. Come back</i>	<i>244. Sensibly</i>
<i>245. Run away</i>	<i>246. Interview</i>
<i>247. Keep up with</i>	<i>248. Marvellous</i>
<i>249. Carry out</i>	<i>250. Frustrated</i>
<i>251. Work out</i>	<i>252. Shortage</i>
<i>253. Run out of</i>	<i>254. Deliberately</i>
<i>255. Put out</i>	<i>256. Grief</i>
<i>257. Take off</i>	<i>258. Intention</i>
<i>259. See off</i>	<i>260. Advise</i>
<i>261. Set out for</i>	<i>262. Temper</i>
<i>263. Call off</i>	<i>264. Annoyance</i>
<i>265. Put off</i>	<i>266. Imitate</i>
<i>267. Carry on</i>	<i>268. Honestly</i>

<i>269. Keep on</i>	<i>270. Recommend</i>
<i>271. Calm down</i>	<i>272. Confident</i>
<i>273. Let down</i>	<i>274. Competently</i>
<i>275. Pick up</i>	<i>276. Excited</i>
<i>277. Bring up</i>	<i>278. Hardly</i>
<i>279. Make up</i>	<i>280. Disapprove</i>
<i>281. Give up</i>	<i>282. Sincerely</i>
<i>283. Apparently</i>	<i>284. Hazard</i>
<i>285. Refuse</i>	<i>286. Retard</i>
<i>287. Densely</i>	<i>288. Evidence</i>
<i>289. Murderer</i>	<i>290. Loudly</i>
<i>291. Expire</i>	<i>292. Obsolete</i>
<i>293. Modify</i>	<i>294. Constantly</i>
<i>295. Relatively</i>	<i>296. Obey</i>
<i>297. Set up</i>	<i>298. Completely</i>
<i>299. Grow up</i>	<i>300. Unusual</i>



**CURRICULUM VITAE**

He was born in Feke/ADANA, graduated from primary school in ADANA and secondary and high schools in Kadirli/OSMANIYE. As soon as finishing the high school, he attended the Department of English Language and Literature of Atatürk University in 2001 and graduated from the Department of English Language and Literature of Atatürk University in 2005. After his graduation, he was appointed as an English teacher in Sumbas/Osmaniye by the Ministry of Education for two months and following this, he worked in a private bank as a portfolio representative in İstanbul for only one month. At the end of 2005, he became an English instructor at Atatürk University and in 2006; he attended the MA Program of Linguistics in the Institute of Social Sciences of Atatürk University.