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VOCABULARY TEACHING AND LEARNING THROUGH LEARNING STYLES

M.A. THESIS

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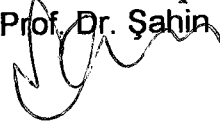
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ÖZET**YÜKSEK LİSANS TEZİ****ÖĞRENME BİÇEMLERİNE DAYALI KELİME ÖĞRETİMİ VE ÖĞRENİMİ****Ahmet KAYINTU****2001 – SAYFA : 115****Jüri : Yrd. Doç. Dr. Şahin GÖK**

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Bu çalışmada öğrenme biçemlerinin belirlenmesi ve öğrenme biçemlerine uygun olarak hazırlanan öğretim metaryeliyle kelime öğretimi amaçlanmıştır. Ayrıca sözlük tanıma düzeyinde kelime öğretimi başarısının test edilmesi hedeflenmiştir. Toplanan veriler Bingöl Lisesi'nde yapılan deneysel çalışmalardan elde edilmiştir. Veri toplamak için iki öğrenme biçemi belirleme aracı ve bir son test uygulanmıştır. Öğretim metaryeli ve bunu takip eden öğretim, öğrencilerin daha önce belirlenen öğrenme biçemlerine uygun bir şekilde uygulanmıştır. Biri görsel diğeri duysal olmak üzere iki tür öğretime yer verilmiştir. Öğrenme biçimini belirleme testinin sonuçları öğrencilerin öğrenme biçemlerinin güvenilir bir şekilde belirlenebileceğini göstermiştir. Aynı zamanda öğrencilerin öğrenme tarzlarına uygun olarak hazırlanan ve uygulanan öğretim metaryelinin, öğrencilerinin kelime öğrenimi tanıma düzeyinde arttığı gözlenmiştir. Bir başka deyişle öğrencilerin kendilerine özgü öğrenme biçemleri uygun öğretimle daha iyi öğrendiklerini kanıtlamıştır. Bu da öğrencilerin öğrenme biçemlerinin güvenli bir biçimde belirlenebileceğine dair hipotezin geçerli olduğunu ortaya koymuştur.

ABSTRACT
MASTER THESIS
TEACHING AND LEARNING VOCABULARY
THROUGH LEARNING STYLES

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In this study it is aimed at diagnosing students' learning styles and teaching vocabulary through preparation and implementation of instructional materials appropriate to these specified learning styles. Also, it is aimed to test the success of teaching of vocabulary at recognition level. The data collected were obtained from experimental studies in Bingöl High School. To collect the data, two learning style identification instruments and a posttest was implemented. Instruction materials and the following instruction were designed and implemented in accordance with the students' previously determined learning styles. Two types of instruction, the visual and the auditory one, were implemented. The results of learning- style-identification instruments demonstrated that students' learning styles can be diagnosed quite reliably. It was observed that the preparation and implementation of instructional materials geared to students' learning styles can enhance vocabulary learning at recognition level. In other words, the study has proved to some extent that students can learn better when they are taught through the specific channels which reflect their specific learning styles. This means that the hypothesis that students' learning styles can be diagnosed reliably, was accepted. And the other hypothesis that vocabulary learning at recognition level can be improved through gearing the preparation and implementation of instructional materials to students' previously determined specific learning styles, and thus learning in general can be enhanced, was also accepted.

CONTENTS

	PAGE
ÖZET	i
ABSTRACT	ii
CHAPTER I INTRODUCTION.....	1
1.1 Background Of The Study	1
1.2 Statement Of Topic.....	4
1.3 Hypotheses.....	6
1.4 Definitions.....	7
1.5 The Purpose Of The Study.....	8
1.6 Limitations.....	8
1.7 Organization Of The Thesis.....	9
CHAPTER II LITERATURE REVIEW	10
2.1 Overview Of The Chapter.....	10
2.2 The Importance Of Vocabulary In Learning A Foreign Language.....	10
2.3 The Definition Of 'Knowing A Word'.....	12
2.4 The Definition Of 'Learning Style' And 'Learning Strategy'	17
2.5 Field Research On Learning Styles.....	19
2.6 Towards A Learning-Style-Appropriate Instruction In Vocabulary	24
CHAPTER III METHODOLOGY.....	26
3.1 Introduction.....	26
3.2 Subjects.....	27
3.3 Materials.....	27
3.3.1 Diagnostic Instruments.....	27
3.3.2 Vocabulary Items and Tests.....	28
3.3.3 Vocabulary Pretest.....	28
3.3.4 Vocabulary Posttest.....	29
3.4 Procedures.....	29
3.5 Analytic Procedure.....	31
CHAPTER IV DATA ANALYSIS.....	34
4.1 Overview.....	34
4.2 Analysis And Interpretation Of The Learning-Style-Identification Question	35
4.2.1 t-test Results.....	37
4.2.2 Interpretation of the Statistics of the Visualisation Group.....	39
4.2.3 Interpretation of the Statistics of the Writing-dependent Group	40
4.2.4 Interpretation of the Statistics of the Auditory Group.....	41
4.2.5 Interpretation of the Statistics of the Kinesthetic Group.....	42
4.3 Re-Classification Of The Groups.....	42
4.4 Analysis And Interpretation Of The Elsie.....	45
4.4.1 Visualisation Group.....	46
4.4.2 Writing Group.....	47
4.4.3 Auditory Group.....	48
4.4.4 Kinesthetic Group.....	48
4.5 Pre Test Analyses.....	49
4.5.1 Results of the Posttest	50

	PAGE
CHAPTER V CONCLUSION.....	53
5.1 Summary Of The Study.....	53
5.2 Implications And Recommendations For Further Research.....	54
BIBLIOGRAPHY.....	57
APPENDICES.....	64
Appendix A : The Learning-Style-Identification Questionnaire	64
Appendix B 1 : Edmonds Learning-Style-Identification Exercise (ELSIE)	66
Appendix B.2 : Authentic Version Of The Elsie.....	70
Appendix C : Instructional Materials.....	72
Appendix D : Pretest.....	81
Appendix E 1 : Posttest Result.....	91
CURRICULUM VITAE.....	115



CHAPTER I INTRODUCTION

1.1 Background Of The Study

Language is a means of communication, not just a subject of study itself. Communication involves the interaction of linguistic competence-the knowledge of forms and meanings- and communicative competence – the knowledge of the functions language is used for and of how to use language appropriate to a given social situation.

Thus, in order to convey his intended message appropriately the language learner needs not only knowledge of forms and meanings and functions, but also knowledge pertinent to the social situation. Only then, will the learner be able to achieve effective communication. (Larsen-Freeman, 1986 :133-135; 1987:4)

Although much has changed in language teaching, that language is the combination of vocabulary and essential structures lies at the base of nearly every foreign language syllabus (Maley and Duff, 1982:7). Prevalent as this formula seems to be, it is still inadequate as it takes into account only the first mentioned aspect of communication -the linguistic competence.

It is believed by many that learning a foreign language is learning the vocabulary of that language. Wilkins (1974:19), for example, says, "Knowledge of a language demands mastery of its vocabulary as much as of its grammar." Despite this widespread belief, not enough has been written on teaching and learning the vocabulary of a foreign language (Wallace, 1982:9). Taylor (1990:1) points out that in foreign language teaching, vocabulary has been neglected for a long time, while 'structures' and later, 'functions' have received priority. Accordingly, whereas older course books used to provide learners only with word lists, present ones usually include specific study sections on vocabulary. Along with this improvement, teachers also need to be knowledgeable about the methodologies available for introducing and consolidating new lexical items.

Agreeing with Taylors view that vocabulary has been neglected in programs for teachers during much of the twentieth century and that grammar and

pronunciation have been emphasized, Allen (1983:1-2) puts forward several reasons for the general neglect of vocabulary. One reason is that teacher trainers believed there should be more emphasis on grammar than vocabulary since vocabulary was already being given too much time in language classrooms. Another reason is that, according to specialists in methodology, the learning of too many words before the mastery of the basic grammar would interfere with learners' success in sentence construction. The third reason is this some other specialists in methodology seemed to believe that word meanings can be learned only through experience, and that the meanings of words cannot be adequately taught in a classroom. As a result, little attention was paid to vocabulary teaching.

However, it must be stressed that as far as communication is concerned, vocabulary is just one of the components in the whole system. That is, grammar or the structures and their functions also play a vital role in communication. Yet, Wallace (1982) claims that no matter how good a language learner is at grammar, he might still have difficulty in communicating; however, he will be able to communicate to a certain extent provided that he knows the necessary vocabulary. In other words, communication could be achieved with a relative degree of success by means of an adequate knowledge of vocabulary alone. Thus, vocabulary learning should be viewed as an integral part of learning a foreign language since it leads the way in communication. Celce-Murcia and Rosensweig (1989:242) agree that vocabulary should be recognized as a central element in language instruction from the beginning stages, and they further state that according to their own experience, having an adequate stock of vocabulary - with a minimum number of structures often helps the learner more not only in reading comprehension, but also in achieving more efficient survival communication than having a near-perfect command of structures with an inadequate amount of vocabulary. Needless to say, neither minimal knowledge of structures nor a restricted amount of vocabulary is desirable; therefore, both should be taught effectively even at the initial level as the exclusion or nearexclusion of either one will lead to negative consequences.

Today, fortunately, it is accepted that learning word meanings cannot be achieved only through the use of a dictionary and that vocabulary acquisition is a

complex process. This understanding has led to considerable emphasis on vocabulary. This principal reasons for the present focus on vocabulary, according to Allen (1983:5), are these : first, many ESL classes revealed disappointing results although much time was devoted to vocabulary teaching by teachers; second, recent research into word meanings, which has dealt with lexical problems, indicates that these lexical problems frequently interfere with communication, and that not using the right words results in a communication breakdown.

This complex process-vocabulary teaching-has received fresh consideration along with the admission of individual differences in learners. In contemporary approaches to language teaching, the language learner is viewed as an individual. As Rogers (1978:251) puts it, such approaches as The Silent Way, Community Language Learning and a variety of other proposals to teach communicative competence concentrate on the individual. Individuals are different from each other. McDonough (1986:130) stresses that all individuals 'do not behave or think identically,'and that, as all teachers know, some students will cope easily with the learning material and activities while others will not. To illustrate, Rivers (1982 : 3) states that "it began to be recognized, once again, that some students learn efficiently through oral materials, whereas others need the support of a visual representation". According to Littlewood (1984:51), individual differences cause learners to progress along different paths of development at different speeds while acquiring the language. Apart from temporary conditions such as sickness, administrative problems, changing schools, and so on, individual differences account for inherent characteristics of the learner and they are considered regular features which are classified into categories such as intelligence, aptitude, learning style, personality and motivation (McDonough, 1986:130). All these lead to the conclusion that individual differences result in different learning styles, which is only human. In discussing the implications of individual differences, Rogers (1978:251) proposes the following premises on which individualized language instruction should be based:

1. Individual language learners have different learning needs, styles and interests.

- 2- Individual language teachers have different skills, styles and interests.
- 3- Individualized learning | teaching strategies and activities are those designed to anticipate and be responsive to these differences.
4. Observed individual differences are of many kinds: strategies and activities can be designed to accommodate these observed individual differences in many different ways.

In individualized instruction, the organisation of the presentation of new language structures and vocabulary is realized in such a way as to enhance learners capacity in the language learning process (Rogers, 1978:252), Thus, it follows that having a different way of learning will naturally reflect itself on vocabulary learning / teaching as well.

In this study, it is claimed that the diagnosis of students' learning styles and the subsequent production of materials and implementation procedures in accordance with the specified learning styles should precede any vocabulary teaching. As Stewart (1990:371) maintains "... teachers, in formulating teaching learning situations, must comprehensively and consistently take learning styles into account." This will undoubtedly help to improve the process of vocabulary teaching and contribute to the success of learners in learning vocabulary as well.

1.2 Statement Of Topic

This study is related to the vocabulary learning in EFL classrooms in Turkish high schools. Vocabulary is one of the most important components of EFL syllabuses in these schools. However, the interview with the English teachers revealed that in the syllabuses there were not any stated objectives about the amount of vocabulary to be taught or an indication of the distinction between passive and active vocabulary. Since student are expected to learn a sizable stock of vocabulary within a short span of time , vocabulary teaching is and should be considered to be as important as the teaching of other language areas and skills. Thus it should be given much emphasis. According to Celce-Murcia and Rosensweig's (1989: 244-245) findings "there is usually no explicit mention of

vocabulary objectives, even though vocabulary instruction is directly or indirectly part of any language course."

In this high school students are classified as beginners, that's prep classes. Prep classes offers one year intensive programme of English course to students.

According to the results of the averages of examinations that students have to take in the academic year, they either start the first class in their school or repeat the same (Prep) class

Although vocabulary teaching does take place in the Strategies Series and Focus on Elementary Vocabulary and Pre-Intermediate Vocabulary, both used at the Prep classes of English, and the students are tested on the vocabulary items found in these books, it can hardly be said that a systematic and uniform procedure is followed in the process of vocabulary teaching. Some supplementary material is also used for vocabulary teaching. Preparatory Workbook 1 Core Vocabulary of Fundamentals and Fundamentals (Öniz and Cross, 1981) are one of these. The former, which includes 12 parts with a total number of 137 'core words, (The basic vocabulary of the book Fundamentals) examples, pictures and exercises, is used prior to the introduction of the latter, which comprises 10 passages based on the Core Vocabulary of 137 words with exercises on vocabulary, comprehension and study skills. Core vocabulary of Fundamentals aims to relieve students of the pressure of memorizing long lists of new words before each reading assignment by enabling them to 'recognize', 'not produce the 137 core words beforehand so that they can concentrate on the reading and associated skills. The purpose of Fundamentals, on the other hand, is to help students to maintain overall comprehension of passages and vocabulary at the recognition level through guessing from context, and to introduce elementary reading and study skills.

Despite the amount of material briefly reviewed above, the researcher's personal observations and informal interviews with the instructors have revealed that they treat vocabulary teaching in a rather haphazard manner. It has been observed that a certain amount of time is allotted during the classes to teach the students certain lexemes related to a dialogue or a reading passage either before,

during or after a certain activity. Instructors, of course, use different materials and techniques that they believe are helpful for their students. However, this process of vocabulary teaching is carried out without an awareness of how the students actually learn, that is, what their learning styles are, and what type of students are favoured when certain types of materials and teaching techniques are employed.

Therefore, at the preliminary stage, the activities realized in vocabulary teaching lack two basic qualities. First and foremost, the instructors do not know what type of learners they have and what their learning styles are. Second, the production of the teaching materials and the implementation of the activities are not realized in conformity with the criteria specified in the first quality above.

It must be borne in mind that vocabulary teaching can turn out to be not only a boring task but also a waste of time unless the instructor knows how his/her students learn best and how the teaching materials should be prepared and implemented. It should not be assumed that all the students learn in the same way or through the same technique, even though it seems to be or is said to be the best. Moreover, the fact that they learn differently and that some learn better through certain channels is disregarded. In this case, teachers have no way of knowing which group of students has learnt the taught items best or how they have done so.

1.3 Hypotheses

This study, then, sets out to answer the following research questions :

1. Does the preparation and implementation of instructional materials geared to students' learning styles affect vocabulary learning at recognition level?
- 2 Do students actually learn vocabulary better when they are taught through their specific learning styles?

As said before, the empirical work was carried out in Prep class in Bingöl High School. The number of students was limited to 39, all of whom were beginners. Due to concerns with practicality and economy, the number of vocabulary items had to be limited. Additionally, the teaching techniques and

subsequent testing was confined to recognition level.

In the light of the premises and assumptions listed above, this thesis aims to investigate the validity of the following hypotheses:

1. Students' learning styles can be diagnosed quite reliably.
2. Once these styles are ascertained, they will learn vocabulary better when they are taught through the channel in accordance with their specific learning styles
3. The preparation and implementation of instructional materials geared to students' specific learning styles should improve learning at recognition level in vocabulary teaching.

The next chapter will go into a review of the literature on different views of vocabulary, vocabulary learning / teaching in general and on learning styles for native speakers and nonnative speakers.

1.4 Definitions

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

Learning Style : Some psychologists consider that individuals have ways of perceiving phenomena, conceptualizing, and recalling information. Keefe (1979) defines learning style as follows:

The characteristic cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment... Learning style is a consistent way of functioning, that reflects underlying causes of behaviour. Various dimensions of learning styles have been identified, including field dependence and field independence.

Field dependence/independence : Field dependence/independence constitutes one kind of learning style. Field dependent learners are believed to operate holistically (i.e. they see the field as a whole), whereas field-independent learners operate analytically (i.e. they perceive the field in terms of its component parts).

Although a number of L2 researchers have made use of this distinction to account for differences in learners, others dispute its usefulness. (Ellis, 1994 p.702)

Visual learning : The learning style that based on reading and studying charts.

Auditory learning : Learning by listening to lectures or to audio tapes.

Kinaesthetic learning : the learning style involving physical responses.

Learning strategy : A learning strategy is a device or procedure used by learners to develop their interlanguages. Learning strategies are the behaviours or actions that learners engage in, in order to learn or use the L2. They are generally considered to be conscious-or at least, potentially conscious. (Ellis, 1994 p.712)

1.5 The Purpose Of The Study

In this study, it is aimed to determine the students' learning styles and the subsequent production of materials and implementation procedures geared to specified learning styles should precede any vocabulary. Because when learning a foreign language, students have to learn a great amount of vocabulary in order to communicate in that language. Therefore, the vocabulary learning and teaching styles will be investigated. It will also be investigated if the students actually learn vocabulary better when they are taught through their specific learning styles it is hoped that the results of this study will help to improve the process of vocabulary teaching and contribute to the success of learners in learning vocabulary as well.

1.6 Limitations

The study has some limitations with respect to the subject pool First, both classes were treated as experimental groups. Since it was assumed there would be differences among the students in those classes, there was no need to designate a control group. In other words, once the subjects were classified into groups according to their learning styles, it was thought that these groups would function as control and experimental groups. Second, the number of students in the two classes was 19 and 20 (total 39) and the age range was 14-16. Another restriction was that the research was confined to beginners. Still another limitation was, as will be explained later, that instruction had to be confined to two learning

styles and the subsequent testing was conducted at recognition level.

1.7 Organization Of The Thesis

The first chapter of the study introduces the topic and provides an outline of the research being done. The second chapter present a review of the related literature on on te importance of vocabulary learning in a foreign language, including the definition of knowing a word along with the definition of learning style and learning strategy. In the chapter three the data collection procedure, the setting, subjects, materials and tasks are introduced. The fourth chapter presents the analysis of the learning style idendification quest ionnaires, and the analysis of pretest and posttest. The last chapter is a summary of the study with implications for instruction, conclusions and recomendations. In the bibliography section, works cited are listed and in the appendices the sample compositions and questionnaires can be found

CHAPTER II

LITERATURE REVIEW

2.1 Overview Of The Chapter

This chapter will firstly focus on the importance of vocabulary in learning a foreign language. Secondly, the definition of knowing a word' will be presented. Thirdly, the terms 'Learning Style' and 'Learning Strategy' will be defined. The next part will deal with the types of learning styles, which is the focus of this study. Finally, the application of learning-style-appropriite vocabulary instructton will be discussed.

2.2 The Importance Of Vocabulary In Learning A Foreign Language

With the vital importance of vocabulary in mind, special emphasis should be laid on its learning and teaching. Nation (1990:1) supports the idea that vocabulary should be taught in a systematic and principled approach due to the following reasons:

1. Because of the considerable research on vocabulary we have good information about what to do about vocabulary and about what vocabulary to focus on.
2. There is a wide variety of ways or dealing with vocabulary in foreign or second language learning.

The choice of one approach over another should be based on certain criteria, namely, the principles behind it, and its theoretical and experimental justification, effectiveness, appropriateness and students' learning preferences. Some teachers do not seem to approve of the use of some of these ways, such as having the learners study words out of context, or getting learners to guess at an unknown word in context, thus interrupting their reading. The fact that these teachers are dissatisfied with one approach to teaching vocabulary, however, should not cause them to ignore all the other ways of helping learners to increase their vocabulary.

3. Both learners and researchers see vocabulary as being a very important, if not the most important, element in language learning. Learners feel

that many of their difficulties in both receptive and productive language use result from an inadequate vocabulary.

Nation (1990:2) argues that the language tasks in which students with inadequate vocabulary will be involved will cause them to suffer from frustration, and concludes that vocabulary has vital importance in reading and therefore giving attention to vocabulary is unavoidable.

However, it cannot be overemphasized that every approach to language teaching must be concerned with vocabulary teaching in one way or another. As regards current approaches to vocabulary teaching, Nation (1990:3) specifies the following :

1. Material is prepared with vocabulary learning as a consideration.

This primarily relates to the careful selection and grading of vocabulary prior to the beginning of the course.

2. Words are dealt with as they happen to occur.

3. Vocabulary is taught in connection with other language activities. Such activities may be exercises following or preceding reading, or listening to texts.

4. Time is spent either in class or out of school on the study of vocabulary without an immediate connection with some other language activity.

The study of vocabulary may include learning spelling rules, using the dictionary, guessing words or list learning. As stated in the first approach the basic concern of the design of vocabulary teaching is vocabulary learning. Vocabulary teaching and learning cannot be considered to be separate processes as they operate within the same framework symbiotically.

Since the learning and teaching of vocabulary should ideally be in harmony with each other, finding out more about the learning of vocabulary and specifically how learners learn, that is, what the learning styles of a group of learners are, will provide the learners with ease and enthusiasm in learning on the one hand, and the teacher with adequate substantial data in designing the teaching materials, activities and procedures accordingly on the other. As a result of this, a high rate of success should be attained in learning vocabulary.

2.3 The Definition Of 'Knowing A Word'

Carter (1987:5-6) defines a word as a minimal free form of language. However, even this seemingly comprehensive definition brings in several problems as listed below:

1. Intuitively, orthographic, free form or stress-based definitions of a word make sense. But there are words which do not fit these categories.

An orthographic definition suggests that 'a word is any sequence of letters bounded on either side by a space or punctuation mark' However, irregularities do exist: will not (written as two words) and cannot (written as one word) are cases in point. In relation to the free form definition of a word, on the other hand, the words my or because, for example, are stable and free enough to stand on their own and cannot be further subdivided, but still 'it is unlikely that such items could occur on their own without being contextually attached to other words.' As for word-stress in spoken discourse, it is even a less differentiating quality than orthography since it may have reasons other than to differentiate one single word unit from another such as "emphasis, seeking the right expression, checking on an interlocutor's understanding, or even as a result of forgetting or rephrasing what you were going to say" stress occurring in the middle of the orthographically defined word is an example of this.

2. Intuitively, words are units of meaning but the definition of a word having a clear-cut meaning creates numerous exceptions and emerges as vague and asymmetrical.

For instance, these are single units of meaning conveyed by more than one word bus conductor, train, driver, school teacher. So, are compound words considered to be one word or two? Another example is that, according to the definition, the words if, by, my, them do not count as semantic units, but they can serve to structure or otherwise organize how information is received.

3. Words have different forms. But the different forms do not necessarily count as different words.

An illustration of this are bring and brings, which are two different free forms but do not count as different words.

4. Words can have the same forms but also different and, in some cases, completely unrelated meanings.

To exemplify, the word *cleave* can mean 'to split; separate', and also 'to join, hold together'.

5. The existence of idioms seems to upset attempts to define words in any neat formal way.

To rain cats and dogs, which cannot be further subdivided without a loss in meaning, is an instance of this.

Having stated the problems the term *word* raises, Carter (1987:6) introduces the term *lexeme* - the basic contrasting unit of vocabulary in a language - that is the abstract unit which underlies different grammatical variants to account for the inconsistencies that a word creates. For instance, the lexeme *bring*, since it is an abstraction and does not occur itself in texts, underlies grammatical variants such as *bring*, *brought*, *brings*, *bringing*. In other words, the lexeme *bring* realizes different word-forms. Therefore, looking up words in the dictionary, in fact, means looking up lexemes rather than words (Carter, 1987:7)

He further states that the words *word* or *vocabulary* can be used unless there is a need to be precise since they have a general, common-sense validity. On the other hand, the term *lexeme* is preferred when there is a need to make theoretical distinctions. *Lexical item(s)* (or *vocabulary items* or simply *items*) is a useful and also neutral term which, to some extent, helps to overcome instabilities in the term *word*, especially when it becomes limited by orthography (Carter, 1987:7).

Taylor (1992:3-4) puts forward the following criteria concerning the knowledge of a word:

1. Knowledge of the mother tongue equivalence. This is knowledge of the equivalent of the vocabulary item in the mother tongue. Bilingual dictionaries are in constant use and, although many teachers discourage speaking in the mother tongue in class, it can be valuable to discuss and compare how things are said in different languages. To banish the mother tongue in the classroom would be to diminish its status. Contrary to general

belief, translation can aid understanding, especially where are 'false friends.' It also has a role to play in raising cultural awareness, and in some cases it can save time, too.

2. The knowledge of the sound-spelling relationship. This is of particular relevance to learners unfamiliar With Roman script As it is known, there is no simple one –to-one relationship between the letters of the English alphabet and the way they are pronounced. When elementary learners encounter a new word, they pay more attention to the way it sounds than to what it means. They do understand meaning but appear to encode words in memory on the basis of sound and spelling. Many words sound identical though they are spelled differently, and vice versa, so that it is important for teachers to attend to the relationship of sound and spelling one helpful suggestion, especially for elementary learners, is for the teacher to set new items into the context of other known words of similar spelling or sound, e.g. 'mane', 'name.'

3. Knowledge of denotation this is the aspect most of us think of when we are asked, 'What does this word mean?' Teachers can explain this kind of meaning by bringing objects or pictures into the class, or by drawing representations on the board. Such techniques are useful for teaching denotation of concrete items like 'banana' or 'ruler', but for more abstract concepts synonyms, paraphrase or definitions may be appropriate. It is also important to teach what the word does not mean, so that learners are aware of its limitations.

4. Knowledge of word grammar. This involves the underlying form of a word and the derivations that can be made from it. For example, the word 'dissatisfaction' has a common prefix denoting 'opposite' (dis-) a common noun suffix (-ion) and is derived from the verb 'satisfy'. Knowledge of word grammar also includes the identification of word classes, for which suffixes give valuable clues. For example, if learners know that the 'ion' ending is restricted to nouns, they will be able to work out how a word with that ending behaves in context.

5. Knowledge of collocation involves knowing the network of associations between the given word and other words in the language. It also involves knowing which other words can stand alongside the given word in a sentence. For example, 'overtake' is a verb, transitive or intransitive, likely to be used in active voice. and followed by article plus noun pronoun. It is moreover likely to occur in the context of transport, with items such as 'lane', 'car'. 'speed'. Idioms and fixed expressions are a great source of difficulty for foreign learners because of their strong collocations, and because there are no hard and fast rules by which they can be learned.

6. Knowledge of polysemy is knowing many of the different meanings associated with a word. For example, 'branch' can refer to part of a tree, or to a particular store which is a member of a larger network of stores. Learners are often confused when they encounter a familiar word in an unfamiliar context, or when they encounter a familiar word which is fulfilling an unfamiliar function, e.g. a noun acting as an adjective.

7. Knowledge of the frequency of the word in the language is knowing the likelihood of encountering the word in speech or in print. Some items in English are far more frequent in speech than in writing - 'indeed', 'well', 'actually', for example. Others may occur only in the written language. Certain items may have high frequency for particular learners in terms of their careers or interests, so it can be motivating for them to be given the chance to decide which words they want to learn.

8. Knowledge of connotation. This aspect of knowledge of a word gives an extra dimension to its literal meaning. It is often culture-specific: for example, in Western culture the word 'slim' is positively evaluated, but we have many euphemisms for the negatively evaluated term, 'fat', such as 'portly' 'plump' or 'well-built'. However, elsewhere in the world, 'You've put on weight' may be seen as a compliment. Many words have connotations relating to oppositions such as male / female, negative / positive, animate/inanimate. e.g. 'blouse' can refer only to a garment worn by women. even though men may wear exactly the same garment, when it is

called a 'shirt'. Hidden, more personal. connotations may also exist.

9. Knowledge of register. This refers to the appropriate use of a vocabulary item. For example, 'Would you like a cigarette?' is a neutral formula. appropriate in most contexts. 'Want a fag?' would be acceptable only between friends.

10. Knowledge of vocabulary within written discourse. This embraces study skills and involves reference, linking, sequencing, and deciphering the meaning of unknown vocabulary items in context. It is concerned with the behaviour of words across sentence boundaries, and not with isolated words or phrases.

11. Knowledge of Vocabulary within spoken discourse. This is concerned with intonation, stress and pausing, and with the words speakers use to signal the beginnings and endings of sections of discourse. Many of the words heard in conversation have little semantic content: they keep the conversation going by maintaining interaction between speaker and hearer. For learners who are unfamiliar with spoken English it is often not the 'difficult' vocabulary which poses problems, but 'easy' little words used in unfamiliar ways.

Similarly, Wallace (1982:27) proposes the following list of criteria, most of which overlap with Taylor's, in defining what to know a word means:

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

Nation (1990:30-31), however, claims that the answer to the question What does a learner need to know in order to know a word? is two-fold as the learning of a word can serve two purposes: receptive use (listening or reading) or receptive and productive use (listening, speaking, reading and writing). For either purpose, there is a set of answers.

Receptive knowledge of a word, according to Nation (1990:31), involves "being able to recognize it when it is heard (what does it sound like?) or when it is seen (what does it look like?)." Moreover, "knowing a word includes being able to recall its meaning when we meet it" and being able to make various associations with other related words" (Nation, 1990:32).

Productive knowledge of a word, however, "includes receptive knowledge and extends it. It includes knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words it usually collocates with" and also "not using the word too often if it is typically a low-frequency word" and "using it in suitable situations" (Nation, 1990:32).

The focus, in this study, is basically on the receptive knowledge of a word, and thus the instructional materials and subsequent testing were designed and implemented accordingly. In other words, by the end of the implementation process it was expected that the students would be able to recognize a lexical item, remember its meaning through associations based on visual or audio input supported by example sentences providing the context during the instruction phase.

2.4 The Definition Of 'Learning Style' And 'Learning Strategy'

In his article, 'Learning-Style-Appropriate Instruction: Planning, Implementing, Evaluating,' Stewart (1990:371) points out that adapting "teaching-learning components, such as objectives, activities, materials and evaluation devices, to student's learning styles has gained a wide acceptance during the past decade and a half." The ultimate step is to "adapt instruction to each student's unique learning style."

Wilkin et al. (1971 in Stern, 1983:373) define 'cognitive style' as "a characteristic self-consistent mode of functioning which individuals show in their perceptual and intellectual activities

The Longman Dictionary of Applied Linguistics (Richards, 1985:45) defines 'learning style' (also called 'Cognitive Style') as

The particular way in which a learner tries to learn something. In second or foreign language learning, different learners may prefer different solutions to learning problems. For example, some may feel writing down words or sentences helps them to remember them. Others may find they remember things better if they are associated with pictures. These are called differences of cognitive style.

In the same reference (p.45), 'learning strategy' in language learning, on the other hand, is defined as "a way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of language, for example by the use of 'generalization' and 'inferencing'."

Similarly, Cohen (1990:5) views 'learning strategies' as "learning processes which are consciously selected by the learner." He further stresses that the element of choice is important since this gives a strategy its special character whereas when a certain process is unconsciously employed by the learner, it would simply be referred to as a 'learning style,' not a 'strategy.' It is quite apparent that the key terms emphasized are 'conscious' - pertaining to 'learning strategy' and 'unconscious' - pertaining to 'learning style'.

Keefe (1987 in Stewart, 1990:371) defines 'learning styles' as "...characteristic cognitive, affective, and psychological traits that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment." Lemlech (1987 in Stewart, 1990:371), on the other hand, states that "learning styles emanate from natural, inborn inclinations. The individual's learning style manifests itself through preferred senses and personality characteristics."

To sum up, different learning styles originate from individual differences. Learning styles are innate and unconsciously employed and therefore they can hardly be manipulated, whereas learning strategies are consciously selected depending on the learning situation, and hence they can be learned and

manipulated since they are not characteristics acquired by birth. Cohen (1990:5) exemplifies the situation by saying that a learner may use the strategy of skimming a portion of text in order to avoid a lengthy illustration.

2.5 Field Research On Learning Styles

Claiming that native speakers and non-native speakers of English differ from each other in that they have different learning style preferences, Reid (1987:87-88) argues that considerable research has been done on learning styles with students whose native language is English, whereas little research has taken place so far with nonnative speakers of English in the area of learning styles. He substantiated his claim on differences by administering a questionnaire, in which both native speakers and nonnative speakers of English were asked to identify their perceptual learning preferences, whose results indicated that nonnative speaker learning preferences often differ significantly from those of native speakers and also that ESL students from different language backgrounds sometimes differ from one another in their learning styl preferences.

The investigation of cognitive style by educational theorists and researchers, which involved the use of different taxonomies and terms, has resulted in certain data which sheds some light on how the mind actually functions, how it processes information or is affected by each individual's perceptions (Reid, 1987:88).

Relating the issue of 'varied learning modes' to 'learning styles; Wallace (1991:18-20) states that most tutors and teachers agree that different students certainly learn in different ways, on which some research has been done in recent years For example, Hudson and Parlett (1968, 1970 in Wallace, 1991 :20) divide students into two: syllabus-bound and syllabus-free . The former refers to the students who require exams to study and who do not frequently read outside, but are regular and conscientious. The latter, however, are those who do better when they study by themselves and they are not restricted by exams, assignments, etc.

Wallace (1991:29) also notes another distinction made by Miller and Parlett (1974) in which students are categorized into three groups: the cue-seekers, the

cue-conscious, and the cue-deaf. The cueseekers are said to be good at getting from their instructors information relevant to their course or examinations. The cue-conscious, on the other hand, are able to pick up useful information provided by instructors related to the organisation of their courses or whatever. As for the cue-deaf, they do not seem to respond to such information.

Schumann (1978:171) introduces two cognitive styles: field independence and field dependence. A field independent learner is defined as "one who can perceive a visual or auditory field and detect subpatterns within that field" whereas a field dependent learner "gets lost in the totality of the visual or auditory stimulus and fails to detect relevant subpatterns and subsystems." He also points out that a field independent learner is expected to concentrate on the relevant grammatical items of a lesson or conversation while a field dependent learner is expected 'to be distracted by less significant aspects of the linguistic interaction at hand.' Therefore, in the acquisition of foreign languages field independent learners are more successful since they distinguish relevant from irrelevant information, are likely to focus on stimuli relevant to the task and are unlikely to be distracted by extraneous information (Reiss, 1983 : 3). Moreover, the field independent learner is said to be 'analytical, precise and affectively independent,' whereas the field dependent learner is supposed to be 'more emphatic, open, and affectively and cognitively perceptive of total patterns.' Reid (1987:88-89), mentioning these approaches to experiencing the environment and processing information, defines a field independent learner as 'analytic' and a field dependent one as 'global'.

According to researchers, both analytical precision and emphatic openness are crucial to second language learning. Thus, there seems to be a contradiction. It is, however, claimed that this contradiction is caused by the assumption that field independence may be more significant in learning a language in a classroom through instruction and that field dependence may be more significant when acquiring it in its natural environment through contact with native speakers (Schumann, 1978:171).

The following are some examples of research done with native speakers of English and of the taxonomy and terminology used:

Kagan (1966:17) reported two types of conceptual tempo analyzing learners' responses in problem-solving activities: impulsivity versus reflectivity. This study was carried out on children who were previously classified as either reflective or impulsive, and then were administered a series of problem-solving tasks under three different conditions. It was observed that some children selected and reported "solution hypotheses quickly with minimal consideration for their probable accuracy" whereas others, of equal intelligence, took "more time to decide about the validity of solutions" of which the former group was called impulsive, the latter reflective (Kagan, 1966:17), "Impulsive individuals tend to offer the first response which comes to their minds (although it is usually incorrect) while reflective individuals tend to examine various alternatives before making decisions" (Saracho, 1987:83). Reid (1987:89) briefly defines the impulsive learners as the ones who are quick and make risk-taking guesses, and reflective ones as slower but who make more calculated guesses.

Kogan (1987:101), in addition to the cognitive styles field dependence - independence and reflection-impulsivity (already explained), discusses another cognitive style called breadth - narrowness of categorization, which refers to individual differences in classification strategies. One assessment procedure used to measure this style is a sorting procedure in which different common objects are classified on the basis of similarity. "Preference for many groupings with a smaller number of objects in each is reflective of narrow categorizing; preference for few groupings with a large number of objects in each is indicative of broad categorizing" (Kogan, 1987:101). The second type of procedure is based on bandwidth tasks in which the subjects are asked to establish the boundary limits of a given designated category.

Research into second language learning styles has concentrated on cognitive styles (with some behavioral applications) and conscious learning strategies: for instance, some studies have dealt with the interaction of cognitive styles and affective variables with situational demands, and others have investigated the role of affective elements and cognitive styles in academic achievement (Reid, 1987:91).

Of the major studies done in the field, Reid (1987:91) mentions Omaggio (1978) and Cohen (1984), whose research has indicated that nonnative speakers can successfully identify and describe second language learning strategies. Two other studies - one by Wong (1985) on Asian students of limited English Proficiency and another by Wenden (1986 b) which was an overview of the successful language learner, have demonstrated that individuals vary in the strategies they employ because of differences in learning styles, affective styles and cognitive styles. In other words, having different learning styles causes learners to adopt different learning strategies.

As for nonnative speakers preferred learning styles, Reid (1987:91) points out that there is no published research that describes the perceptual learning style preferences of nonnative speakers. She also indicates that ESL students with different learning styles are taught homogeneously by teachers who have little knowledge of learning styles. Moreover, the methods and material that the ESL instructors use are the ones designed with the learning needs of native speakers of English in mind. Therefore, it should be admitted that the fact that students find it difficult to learn the class material does not stem merely from the material itself but from the way it is designated and presented.

In the 1970s, more emphasis was laid on the more external, applied mode of learning styles and the term 'style' was used to refer to "a quality that persists though the content may change" (Fischer and Fischer (1979 in Reid, 1987:89)). Dunn, Dunn and Price (1975) developed The Learning Style Inventory, a self-reporting questionnaire helping students to identify their learning style preferences.

Reid (1987:90) mentions two other studies which concentrated on the preferred learning styles.' The first research conducted by Farr (1971), in which post secondary students were asked to identify their learning style preferences through self-reporting questionnaires, demonstrated that the students' preferred learning styles paralleled their actual learning strengths; the second study carried out by Domino (1979) indicated that college students taught in preferred learning styles scored higher on tests, fact knowledge, attitude, and efficiency than those taught in instructional styles different from their preferred styles.

A research (R. Dunn, 1983, 1984; Reinert, 1976 in Reid, 1987;89) with U.S. school children revealed that learners have four basic perceptual learning channels (or modalities):

1	Visual learning	reading, studying charts
2	Auditory learning	listening to lectures, audiotapes
3	Kinesthetic learning	experiential learning, that is, total physical involvement with a learning situation
4	Tactile learning	"hands on" learning, such as building models or doing laboratory: experiments

According to the findings of the research done by the Dunns and their colleagues, most students could identify their learning style preferences and only 20-30% of school age children appeared to be auditory learners, 40% were visual and the remaining 30-40% were tactile / kinesthetic, visual / tactile, or some other combination (Reid,1987:90).

Drawing upon the research evidence available, Stewart (1990:371) classifies learners into four: Visual learners, learners who prefer 'hands-on' experiences, kinesthetic learners, and learners who benefit from auditory tasks.

More or less the same terms will be adopted in this study The categories that the learners are expected to fall into will be named as follows:

1. Visualisation (visual learners)
2. Writing (Writing-dependent learners)
3. Activity (kinesthetic learners)
4. Listening (audio-type learners)

These four categories correspond consecutively to the four groups of learners specified above. Each category represents a channel through which a certain group of learners, as diagnosed before, is assumed to learn better

To conclude, since native speakers and nonnative speakers of English vary in their learning style preferences, native speaker norms should not be taken into consideration in the design and implementation of teaching materials. In line

with this approach, any teaching should ideally take place after the diagnosis of the perceptual learning style preferences of nonnative speakers of English and the subsequent preparation of materials and their implementation should be based on the learning characteristics of nonnative speakers of English diagnosed beforehand.

2.6 Towards A Learning-Style-Appropriate Instruction In Vocabulary

Each learner is unique. In addition to variables of cultural background, age, and previous education, all learners have their individual learning styles. Likewise, Wright (1987:117) points out that a learning group is never homogeneous and that even in a group formed on the basis of shared culture or roughly compatible age ranges, individual learners are likely to reflect a series of differences. Even if the class is homogeneous according to age and cultural background, the learners inevitably have varied learning styles. According to Peck (1989:261), one way to deal with these differences creatively and effectively is through the use of individualized instruction. In individualized instruction, the teacher teaches in the ways in which students learn.

According to Stewart (1990:375), learning-style-appropriate instruction is "fitting strategies and resources to specific learning styles." Therefore, it is the concern of the teacher to build this bridge by taking into consideration learning styles and the resources, such as materials, activities and exercises, they require. Hodges (1983 in Stewart, 1990:371) states that "Learning styles research has revealed that students learn faster and with less effort when they are taught through their individual learning styles..." Learning-style-appropriate-instruction aims at accommodating students' differences.

Reid (1987:89) states that research that identifies and measures perceptual learning styles relies primarily on self-reporting questionnaires by which students select their preferred learning styles. After the students learning styles are diagnosed through learning-style-identification instruments, appropriate teaching / learning components and instructional materials are related to specific learning styles so as to provide the students with ease in learning, and thus enable

them to attain a higher rate of success in learning new vocabulary.

Stewart (1990:372) proposes the following four major steps which learning-style-appropriate instruction calls for:

1. Diagnose students' learning styles
2. Adapt appropriate teaching / learning components and instructional materials to students learning styles
3. Evaluate student progress
4. Make any changes necessary

Consequently, since even the students in a homogeneous class seem to differ, the teacher should therefore adapt the curriculum, his or her style of managing the class, in order to meet the differing needs of more of the students more of the time (Peck, 1989:268).

The following chapter will go into the method of research. It will introduce the means of data collection developed in line with the review of research made in this chapter and will look at the preparation and implementation of the designed materials and tests.

CHAPTER III

METHODOLOGY

3.1 Introduction

In recent decades a great deal of changes have been witnessed in approaches, techniques and methods in foreign language learning. Teaching of structures grammar and grammatical patterns and functions have received priority. Despite the changes in language teaching, the fact that language is the combination of vocabulary and essential structures lies at the base of nearly every foreign language syllabus (Maley and Duff. 1982:7) Accordingly it is a widespread belief that learning a foreign language is learning the vocabulary of that language. However, in foreign language teaching vocabulary has been neglected for a long time, whereas grammar and pronunciation have been emphasized. There are several reasons for the general neglect of vocabulary. One of the reasons is that teacher trainers believed there should be more emphasis on grammar than vocabulary since vocabulary was already being given too much time in language classrooms. Another reason is that, according to specialists in methodology, the learning of too many words before the mastery of the basic grammar would interfere with learners success in sentence construction. The third reason is this some specialist in methodology seemed to believe that word meanings of words cannot be adequately taught in a classroom.

However, as far as communication is concerned, the knowledge of vocabulary plays an essential role in learning a foreign language. As Wallace (1982:9) claims that no matter how good a language learner is at grammar he might still have difficulty in communicate to a certain extent provided that he knows the necessary vocabulary.

Although the knowledge of vocabulary is so important, the researchers in formal interviews and with the instructors have revealed that vocabulary teaching is treated in a rather haphazard manner. The activities realized in vocabulary teaching lack two basic qualities. First and foremost, the instructors do not know what type of learners they have and what their learning styles are. To shed a light

on this issue, firstly, it was hypothesized that students learning styles can be diagnosed quite reliably. It was also hypothesized that once these styles are diagnosed they will learn vocabulary better when they are taught through their specific learning styles.

The second problem, that's lack of second quality, in vocabulary teaching is that, the production of the teaching materials and the implementation of the activities are not realized in conformity with the students specified learning styles in this stage it was hypothesized that the preparation and implementation of instructional materials appropriate to students specific learning styles should improve learning at recognition level.

As a final, vocabulary teaching appropriate to specified learning style will be examined in terms of four learning styles : Visual, Writing, Auditory and Kinesthetic learning.

3.2 Subjects

The subjects of this study were 39 PREP students enrolled in preparatory classes during the spring 2001 Semester in the Bingöl High School. The students were beginners and the age range was 14-16.

3.3 Materials

3.3.1 Diagnostic instruments

The materials used in this study were of two types; the diagnostic instruments and vocabulary items and tests. For diagnostic purposes, a self-reporting questionnaire (called Learning-style-identification Questionnaire, inspired by nunan,1989) was developed and used. Additionally a modified version of ELSIE (Edmonds Learning-style-identification Exercise by Reinert, 1977) was administered. Both instruments aimed at diagnosing the students learning styles the questionnaire was specifically designed to accomodate four different learning styles, namely, visualisation.

Writing, Auditory (Listening) and Kinesthetic (Activity). This instrument was composed of 20 items. Each item was a statement of a learning style preference a

student might have. By administering questionnaires designed to identify the learning styles of subjects there fore the statements were divided into four sets with statements in each.

These two learning-style-identification instruments were considered complementary to each other. The scores of each instrument were used to raise the validity and reliability of the diagnostic results.

3.3.2 Vocabulary Items And Tests

The vocabulary items were chosen from the following units in fows on first certificate (O'Connell, 1987) the coursebook whichis used with prep classes in the second semester of the acdemic year.

Two other data collection instruments - a pretest and a posttest-were used in the research to assess differential gains in vocabulary attainment. Each test was designed with a specific purpose in mind. The pretest was designed specifically to determine whether or not the students knew the vocabulary items under study. The posttest, which consisted of recognition (multiple choice) items, was developed with respect to the instructional materials presented during implementation to test students' gains in vocabulary learning (O'Malley, 1987:135).

3.3.3 Vocabulary Pretest

The vocabulary pretest involved three major phases: preparation, administration and evaluation (discussed above).

Two important criteria were taken into consideration while preparing the vocabulary pretest. The first was that all the vocabulary items were to be chosen from the units of the instructional material that would be covered later on in the syllabus. In other words, the chosen vocabulary items had to be unfamiliar to the students. The second criterion was that special care had to be taken to choose a representative number of items from different parts of speech such as nouns, verbs, adjectives.

3.3.4 Vocabulary Posttest

The administration of the posttest served two purposes : providing data on what difference the implementation of the instructional materials had introduced as regards vocabulary learning in accordance with the specific learning styles diagnosed earlier, and testing students delayed recognition of the taught lexical items after the posttest was applied for the second time.

The vocabulary posttest consisted of 40 four-choice multiple-choice items which are defined by Nation (1990:81-82) as types of recognition items testing recognition of vocabulary, and requiring learners to choose one from a set of alternatives (four or more). Each item consisted of a sentence requiring the use of one of the target words. The distractors were selected from among the 40 words which were taught or studied in the related units, and were the same part of speech as the correct answer (Brown and Perry, Jr. 1991). Nation (1990:79) also makes a distinction between recognition and recall tests. Recognition tests are designed to measure the learners knowledge of the meaning of a word after they hear or see it, whereas recall tests aim at learners producing the word, i.e they hear or see a mother-tongue word or a simple English synonym or definition, or they see a picture and then they write or say the English word. While recall and production are required for the active use of vocabulary, recognition and comprehension are needed for its passive use (Celce-Murcia and Rosensweig, 1989:242).

3.4 Procedures

The following factors were taken into consideration in the selection of these subjects:

1. In order to secure a statistically reliable sample size, (i.e., above 30), two classes were designated. One of these was the researcher's own class and the other a colleague's.
2. In order to keep the proficiency level in English constant and to prevent the probable effects of this factor on the results of the experimental work, care was taken to designate two classes at the same level of attainment. To do

this, the results of the two mid-terms (monthly tests) prior to the experimental research were compared and two classes with closest averages were chosen.

These monthly tests are 2-2.5 hour comprehensive achievement exams testing what has been covered during the month in grammar, reading, writing and listening.

Once the students learning styles had been diagnosed by means of the learning-style-identification instruments, two major categories were determined. These categories were visual and auditory learning, and the instructional materials were designed with these two learning styles in mind. The design of the instructional materials, however, was preceded by drawing a distinction between the receptive and productive facility of vocabulary, as such a distinction would influence the teachers approach to the teaching of vocabulary and thus would influence the way vocabulary was presented and taught. Active use in speaking or writing encompasses receptive and productive facility, "whereas the passive use of vocabulary for listening and reading purposes may exclude productive facility altogether" (Celce-Murcia and Rosensweig, 1989:242). In this study, vocabulary was taught at recognition level to increase students receptive knowledge of vocabulary.

The activities designed in the instructional materials and their implementation procedures conformed to each other, taking into account the specific channels through which the students were expected to learn vocabulary better. The designated 40 vocabulary items taught were divided into two groups by random selection. One half of them were presented visually while the other half were presented through the auditory channel. The words were presented under controlled circumstances by limiting both the duration and type of exposure. The type of exposure was either pictorial, in which words were given a high imagery value by being presented through a picture / drawing as they were pronounced, or verbal, where words were given a low imagery value and a high auditory character by being defined orally by the teacher after being pronounced.

3.5 Analytic Procedure

The implementation of the designed instructional materials can be discussed under three headings: the number of lexical items to be taught in total during the teaching period; the number of lexical items to be taught a day, and guidelines followed in the teaching process.

In the first part, for diagnostic purposes a self-reporting questionnaire (called Learning-Style-Identification Questionnaire) was developed and used. Additionally a modified version of ELSIE (Edmonds Learning Style- Identification) Exercise was administered. There were 20 types of items. In each item, the subjects were given a scale of five ranging from 'Never' to 'Always' and asked to select the choice that best described the extent to which the statement applied to them. The range 'Never' (0%)- 'Always' (100%) the clarified the percentages sufficiently for every rater to have the same understanding of their meaning. After the administration of the questionnaire, a learning style profile composed of the various averages of each student in the four learning styles was obtained. The averages of the learning style preferences were calculated and a full profile for each subject was obtained. The process was carried out for each subject in both experimental groups and then they were written on a list, each having a maximum average in a specific learning style.

Next, by taking into consideration the maximum average for each subjects in a particular learning style preference, four groups of learning style preference, four groups of learners were formed. These were Visual learners, Writing-dependent learners, Auditory learners and Kinesthetic learners. In the visualisation Group there were 12 students; in the Writing 15 students and in the Auditory and Kinesthetic Groups these were 8 and 4 students, respectively.

The Kinesthetic group, on the other hand, did not receive any special treatment since the visual and auditory learners constituted the visual and auditory learners constituted the majority in both experimental groups

The vocabulary pretest was administered to both of the experimental groups. To increase the reliability of the results, the students were informed beforehand that they would not be given any grades. They were then asked to

mark the appropriate column according to whether or not they knew each term. Both instructors used a printed version of this step-by-step procedure.

In this study, only a multiple-choice posttest was used since the passive recognition of vocabulary was being tested. This testing of the passive recognition of vocabulary followed, of course, the teaching of the said vocabulary items at recognition level. The reason for choosing to deal with the passive recognition of vocabulary was to meet the nonnative students' need for the extension of their passive vocabulary, to improve their reading and listening comprehension skills (Celce-Murcia and Rosensweig, 1989:253). The fulfillment of this need would undoubtedly aid students who lack an extensive passive vocabulary - although they may have an adequate stock of active vocabulary - in the above mentioned skills for their further studies in particular and in acquiring English, in general.

The number of lexical items taught in total was 40. This 40-word vocabulary list was formed from the items which were found unfamiliar to the students according to the results of the pretest.

The instructional period lasted 8 days, teaching approximately 5 items a day in roughly a two-week period. The instructional time spent per day ranged from 15 to 20 minutes. The presentation rate was about 4 minutes per word for the pictorial words, and 3 minutes per word for the verbally presented words. Definitions for the verbally presented words were brief and used vocabulary that was familiar to the students. The procedures for the implementation of the instructional materials also indicated from which units, and pages the vocabulary items were selected. If, for example, 6 lexical items were to be taught on a particular day, the instructional time would be between 18-24 minutes. Pretesting, given on the first day, took 20 minutes, and posttesting administered on the last day, took 50 minutes out of the ten-day period, leaving eight full days with about 15-20 minutes per day for vocabulary instruction.

As for the guidelines followed in the implementation process, great care was taken by both teachers of the experimental groups not to disrupt the step-by-step presentation procedures. To secure this uniformity, the procedures to be followed and the instructional materials were fixed in writing, and their printed

versions were handed out to both teachers. In order to achieve uniformity between both experimental groups, the set of instructional materials was kept identical and the procedures were clearly-organised in a series of discrete steps. The teachers never interfered with the on-going instructional programme; in other words, they did not stop to teach vocabulary. On the contrary, they taught the vocabulary items specified in the procedures related to certain units as they proceeded in the programme. Extra time was not allocated to teach those specific vocabulary items. Both teachers, as they proceeded with the units, were asked to act with discretion while teaching the lexical items as they arose in the course of a lesson, complying with the steps specified in the implementation procedures. It is hoped that this controlled implementation resulted in an effective and efficient exploitation of the instructional materials and thus contributed to the validity and reliability of the experimental work.

The next chapter will go into the analysis of the results of the learning-style-identification instruments and the posttest.

CHAPTER IV

DATA ANALYSIS

4.1 Overview

This study is related to vocabulary learning and teaching through students' learning styles. Knowing a language demands mastery of its vocabulary, which provides the learner with the ability to communicate in that language to a certain extent. In spite of this common belief, 'structures' and 'functions' have received priority, while vocabulary has been neglected for a long time. Older course books used to provide learner, only with word lists, present ones usually, include specific study sections on vocabulary. Today, it is accepted that learning word meanings cannot be achieved only through the use of a dictionary. Teachers use different techniques and materials that they believe are helpful for their students. However, in this process of vocabulary, teaching is carried out without any awareness of how the students actually learn, that is, what their learning styles are, and what type of students are favoured when certain types of materials and teaching are employed.

In the light of these facts, three hypotheses were tested. In the first part, it was hypothesized that students' learning styles can be determined reliably in the second phase. It was hypothesized that if these styles are diagnosed, then, they will learn vocabulary better when they are taught through their learning styles. In the third part of the study, it was hypothesized that, the preparation and implementation of instructional materials appropriate to students' specific learning styles should improve learning at recognition level in vocabulary teaching.

Finally, in the last part, the learning style identification instruments and questionnaires were implemented and commented on by the researcher.

4.2 Analysis And Interpretation Of The Learning-Style- Identification Questionnaire Results

As stated before, the activities in vocabulary teaching lack two basic qualities one of them is that, the instructors do not know what type of learners they have and what their learning styles are and it was hypothesized that students' learning styles can be diagnosed quite reliably. this questionnaire was designed to identify the students' learning styles prior to the vocabulary instruction the questionnaire was designed to accomodate four learning styles. These are, visualisation Writting, Auditory (Listening) and Kinesthetic (Activity) The items consecutively to the four learning style preferences-visualisation (1-5), Writing (6-10), Auditory (11-15), Kinesthetic (16-20)



Table 4.2
Experimental Group I: Class A

Xi (Subjects)	Visulisation Average	Writing Average	Auditory Average	Kinesthetic Average	Max. Style Average
X1	0.55	0.50	0.45	0.50	0.55=V
X2	0.45	0.50	0.25	0.15	0.50=W
X3	0.30	0.50	0.60	0.20	0.60=A
X4	0.75	0.65	0.60	0.50	0.75=V
X5	0.50	0.55	0.25	0.15	0.55=W
X6	0.15	0.85	0.25	0.15	0.85=W
X7	0.50	0.90	0.55	0.15	0.90=W
X8	0.60	0.55	0.50	0.40	0.60=V
X9	0.20	0.35	0.50	0.15	0.50=A
X10	0.30	0.70	0.40	0.35	0.70=W
X11	0.60	0.65	0.60	0.20	0.65=W
X12	0.35	0.45	0.25	0.25	0.45=W
X13	0.15	0.50	0.60	0.55	0.60=A
X14	0.40	0.80	0.50	0.30	0.80=W
X15	0.60	0.55	0.45	0.10	0.60=V
X16	0.10	0.65	0.10	0.05	0.65=W
X17	0.55	0.40	0.55	0.50	0.55=V+A
X18	0.30	0.30	0.55	0.65	0.65=K
X19	0.45	0.30	0.50	0.80	0.80=K

Experimental Group II : Class- B

Xi (Subjects)	Visualisation Average	Writing Average	Auditory Average	Kinesthetic Average	Max. Style Average
X20	0.40	0.30	0.30	0.25	0.40=V
X21	0.85	0.40	0.45	0.50	0.85=V
X22	0.25	0.25	0.25	0.10	0.25=V+W+A
X23	0.55	0.60	0.30	0.25	0.60=W
X24	0.50	0.60	0.40	0.55	0.60=W
X25	0.70	0.60	0.55	0.25	0.70=V
X26	0.70	0.25	0.30	0.00	0.70=V
X27	0.50	0.80	0.45	0.10	0.80=W
X28	0.65	0.65	0.15	0.20	0.65=V+W
X29	0.35	0.15	0.30	0.05	0.35=V
X30	0.60	0.20	0.50	0.20	0.60=V
X31	0.25	0.30	0.30	0.10	0.30=W+A
X32	0.35	0.65	0.30	0.25	0.65=W
X33	0.35	0.50	0.65	0.60	0.65=A
X34	0.55	0.00	0.35	0.55	0.55=A+K
X35	0.50	0.70	0.45	0.05	0.70=W
X36	0.30	0.40	0.10	0.00	0.40=W
X37	0.70	0.55	0.60	0.20	0.70=V
X38	0.70	0.35	0.45	0.75	0.75=K
X39	0.70	0.55	0.70	0.20	0.70=A

After the administration of the questionnaire, a learning style profile composed of the various averages of each student in the four learning styles was obtained. To exemplify, as a result of the computations, one subject (called Mine Durdu - B) had the learning style profile illustrated below.

$$X = 1(0.25) + 2(0.50) + 2(0.15) = 2,75 \div 5 = 0.55$$

Likewise, the averages of the other learning style preferences were calculated and a full profile for this subject was obtained as follows :

Mine Durdu (B)	Visualisation	Writing	Listening	Activity	Max. Style
	2,75	2,50	2,25	2,50	2,75=V

This process was carried out for each subject in both experimental groups and then they were written on a list, each having a maximum average in a specific learning style.

Next, by taking into consideration the maximum average for each subject in a particular learning style preference, four groups of learners were formed. These were Visual learners, Writing-dependent learners, Auditory learners and Kinesthetic learners. In the Visualisation Group there were 12 students; in the Writing 15 students and in the Auditory and Kinesthetic Groups there were 8 and 4 students, respectively.

Once the four groups had been determined, the arithmetic mean of each particular learning style preference (that is, of each diagnosed group) was calculated. In doing this, first the averages of individual subjects in a particular learning style preference group were added up and the resulting total was used to calculate the arithmetic mean for each.

The following is the arithmetic mean of the visual learning style preference in the Visualisation Group.

$$\begin{aligned} \overline{VV} &= \frac{1}{12} \sum_{i=1}^{12} \overline{X_i} \\ &= \frac{1}{12} (7.45) \\ &= \frac{(7.45)}{12} \\ &= \boxed{0.621} \end{aligned}$$

$\overline{X_i}$: Average of visual learning style preference of visual learners

[$\overline{X_1} + \overline{X_2} + \dots + \overline{X_{12}}$]

Σ : sigma (total)

i : refers to subject i (e.g., 1, 2, 3, ----- 12)

The arithmetic mean of each style in the Visualisation Group, comprised of 12 subjects, (VV, VW, VA, VK) can be seen below

Table 1
VISUALISATION GROUP

Wl	Visual Average	Writing Average	Auditory Average	Kinesthetic Average
W1	0,55	0,5	0,45	0,5
W2	0,75	0,65	0,6	0,5
W3	0,6	0,55	0,5	0,4
W4	0,6	0,55	0,45	0,1
W5	0,4	0,3	0,3	0,25
W6	0,85	0,4	0,45	0,5
W7	0,7	0,6	0,55	0,25
W8	0,7	0,25	0,3	0
W9	0,65	0,65	0,15	0,2
W10	0,35	0,15	0,3	0,05
W11	0,6	0,2	0,5	0,2
W12	0,7	0,55	0,6	0,2
	TOTAL WV= 7,45	TOTAL WV= 5,35	TOTAL WV= 5,15	TOTAL WV= 3,15
	VV = 0,621	VW = 0,446	VA = 0,429	WK = 0,263

4.2.2 Interpretation of the Statistics of the Visualisation Group

The results that the averages of visual learning preference of the Visual learners and that of the Writing-dependent learners, and the Auditory Learners are statistically significant while the difference between the Visualisation Group and the Kinesthetic Group in terms of their visual learning preferences is not. Thus, it can be claimed that this Learning-Style Identification Questionnaire diagnosed these 12 subjects as visually-oriented quite reliably.

Table 2

WRITING GROUP				
WI	Visual Average	Writing Average	Auditory Average	Kinesthetic Average
W1	0,45	0,50	0,25	0,15
W2	0,40	0,55	0,25	0,15
W3	0,15	0,85	0,25	0,15
W4	0,50	0,90	0,55	0,15
W5	0,30	0,70	0,40	0,35
W6	0,60	0,65	0,60	0,20
W7	0,35	0,45	0,25	0,25
W8	0,40	0,80	0,50	0,30
W9	0,10	0,65	0,10	0,05
W10	0,55	0,60	0,30	0,25
W11	0,50	0,60	0,40	0,55
W12	0,50	0,80	0,45	0,10
W13	0,35	0,65	0,30	0,25
W14	0,50	0,70	0,45	0,05
W15	0,30	0,40	0,10	0,00
	TOTAL WV=5,95	TOTAL WV= 9,80	TOTAL WV= 5,15	TOTAL WV= 2,95
	WV = 0,397	WV = 0,653	WV = 0,343	WV = 0,197

4.2.3 Interpretation of the Statistics of the Writing-dependent Group

The same computations were carried out for the Writing-dependent Group. According to the results, the averages of writing-dependent learning style preference of the Writing-dependent learners and that of the other three groups of learners (Visual, Auditory, Kinesthetic) is statistically significant. Therefore, the results of this questionnaire were statistically very reliable in diagnosing the 15 Writing-dependent subjects.

Table 3

AUDITORY GROUP				
Al	Visual Average	Writing Average	Auditory Average	Kinesthetic Average
A1	0,3	0,5	0,6	0,2
A2	0,2	0,35	0,5	0,15
A3	0,15	0,5	0,6	0,35
A4	0,55	0,4	0,55	0,5
A5	0,25	0,25	0,25	0,1
A6	0,25	0,3	0,3	0,2
A7	0,35	0,5	0,65	0,6
A8	0,7	0,55	0,7	0,2
	TOTAL VV= 2,75	TOTAL VW= 3,35	TOTAL WA= 4,15	TOTAL WK= 2,20
	VV = 0,344	VW = 0,419	VA = 0,519	WK = 0,275

4.2.4 Interpretation of the Statistics of the Auditory Group

The investigation of the statistical significance of the auditory subjects' average in the auditory learning style preference was conducted in the same manner. The results demonstrate that the average of the auditory learning style preference of the Auditory learners is significantly different from that of the Writing-dependent learners, but not from that of the visual and Kinesthetic learners.

Table .4

KINESTHETIC GROUP				
Kl	Visual Average	Writing Average	Auditory Average	Kinesthetic Average
K1	0,3	0,3	0,55	0,65
K2	0,45	0,3	0,5	0,8
K3	0,55	0	0,35	0,55
K4	0,7	0,35	0,45	0,75
	TOTAL KV= 2,00	TOTAL KW= 0,95	TOTAL KA= 1,85	TOTAL KK = 2,75
	KV = 0,500	KW = 0,238	KA = 0,463	KK = 0,688

4.2.5 Interpretation of the Statistics of the Kinesthetic Group

As with the previous procedure, the average of the Kinesthetic Group in the kinesthetic learning style preference was investigated. The results, reveal that the average of the Kinesthetic learners in the kinesthetic learning style preference is significantly different from that of the other three Groups, namely, Visualisation, Writing, Auditory. Thus, it can be claimed that the questionnaire applied diagnosed these 4 subjects as kinesthetic quite reliably.

On the whole, 9 of the 12 results were found to be statistically significant. In the light of these results, Hypothesis 1 -Students' learning styles can be diagnosed quite reliably - has been validated

4.3 RE-CLASSIFICATION OF THE GROUPS

In the following step, the Kinesthetic Group, in which there were only 4 students, was neglected for concerns of practicality and therefore did not receive any special instruction. The vocabulary instruction was thus carried out with respect to the learning style requirements of the Visualisation and Auditory Groups, having 27 and 8 students, respectively (For the final two Groups see Appendix E.1). In this way, 35 students out of 39 received vocabulary instruction designed and implemented in conformity with their learning style preferences. It was also thought that this pedagogical approach would enable the majority of the students to benefit

from the vocabulary instruction. For this reason, the Visualisation and Writing Groups were collapsed under the name of the Visualisation Group, constituting a pool of 27 subjects. In the final categorization, two main groups were established : Visualisation and Auditory.

4.4 The Analysis Of Questions Of Visual Learning

Questions	Never		Sometimes		Often		Usually		Always		Total	
	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)
I like to learn English words by seeing them.	0	0,0	9	23,1	12	30,8	8	20,5	10	25,6	39	100%
I like to learn English words by seeing explanatory diagrams and pictures	0	0,0	3	7,7	5	12,8	11	28,2	20	51,3	39	100%
In class. I like to learn through pictures, films video	0	0,0	6	15,4	7	17,9	14	35,9	12	30,8	39	100%
I like to read word silently.	2	5,1	11	28,2	14	35,9	8	20,5	7	17,9	39	100%
Writing the new words on cards and sticking them on the walls in my room helps me to learn vocabulary better	1	2,6	8	20,5	7	17,9	16	41,0	7	17,9	39	100%

As it is seen, in the visual learning, the frequencies of columns of 'Never' and 'Always' attract attraction mostly. This means that vocabulary learning and teaching activities can be realized through visual learning style, to a large extent.

Table 2

THE ANALYSIS OF QUESTIONS OF WRITING DEPENDENT LEARNING

Questions	Never		Sometimes		Often		Usually		Always		Total	
	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)
I like to learn English words by writing them down.	0	0,0	4	10,3	8	20,5	6	15,4	10	25,6	39	100%
I want to write the everything in my notebook	3	7,7	3	7,7	9	23,1	14	35,9	15	38,5	39	100%
I like to write the words	4	10,3	7	17,9	3	7,7	10	25,6	7	17,9	39	100%

I have learnt in a list.												
I want to write Turkish equivalent of each word.	0	0,0	12	30,8	10	25,6	10	25,6	5	12,8	39	100%
I like to write words on slips of paper and keep them.	6	15,4	13	33,3	8	20,5	7	17,9	3	7,7	39	100%

It was found that writing dependent learners have similar figures as that of visual learners. There is no much difference between the frequencies of writing-dependent learners and that of visual learners, while there is a great difference between the two other groups-auditory and kinesthetic learners.

Table 3

THE ANALYSIS OF QUESTIONS OF AUDITORY LEARNING

Questions	Never		Sometimes		Often		Usually		Always		Total	
	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)
I like to learn English words by hearing them.	15	38,5	10	25,6	8	20,5	7	17,9	3	7,7	39	100%
In class, listening to cassettes helps me to learn vocabulary better.	11	28,2	10	25,6	9	23,1	8	20,5	4	10,3	39	100%
Listening to songs helps me to learn vocabulary better .	10	25,6	8	20,5	12	30,8	7	17,9	9	23,1	39	100%
I like to learn English words by spoken explanation.	6	15,4	5	12,8	8	20,5	4	10,3	8	20,5	39	100%
Reading words out loud helps me to learn vocabulary better.	7	17,9	9	23,1	4	10,3	3	7,7	6	15,4	39	100%

It was seen that, the column 'Never' has been marked more than the column Always the frequencies demonstrate that Auditory learning style is used as a factor.

Table 4
KINESTHETIC LEARNING

Questions	Never		Sometimes		Often		Usually		Always		Total	
	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)
I like to learn some English words through acting or miming them.	18	46,2	8	20,5	4	10,3	3	7,7	6	15,4	39	100%
I like to take part in activities which require walking around the class.	15	38,5	13	33,3	9	23,1	2	5,1	0	0,0	39	100%
I like to interact both verbally and non –verbally (i.e. body language-gestures, mimics, etc.) with other class-mates while doing exercises.	4	10,3	8	20,5	7	17,9	11	28,2	9	23,1	39	100%
In class, I like to <i>form</i> pairs or groups with different class mates each time.	8	20,5	8	20,5	10	25,6	9	23,1	4	10,3	39	100%
I like to roleplay or act out dialoges in front of the class.	6	15,4	11	28,2	9	23,1	7	17,9	6	15,4	39	100%

The questions and the answers to the kinesthetic learning demonstrates that kinesthetic learning is not preferred very much. And it also indicates that the students with this learning style should be treated in some other ways since they may not benefit from the instruction prepared in accordance with the abovementioned learning styles.

4.4 Analyses And Interpretation Of The Elsie

The purpose of administering the ELSIE, the second diagnostic instrument used, was to validate the diagnostic results of the Learning - style-Identification

Questionnaire , and thus determine the students learning styles more reliably.

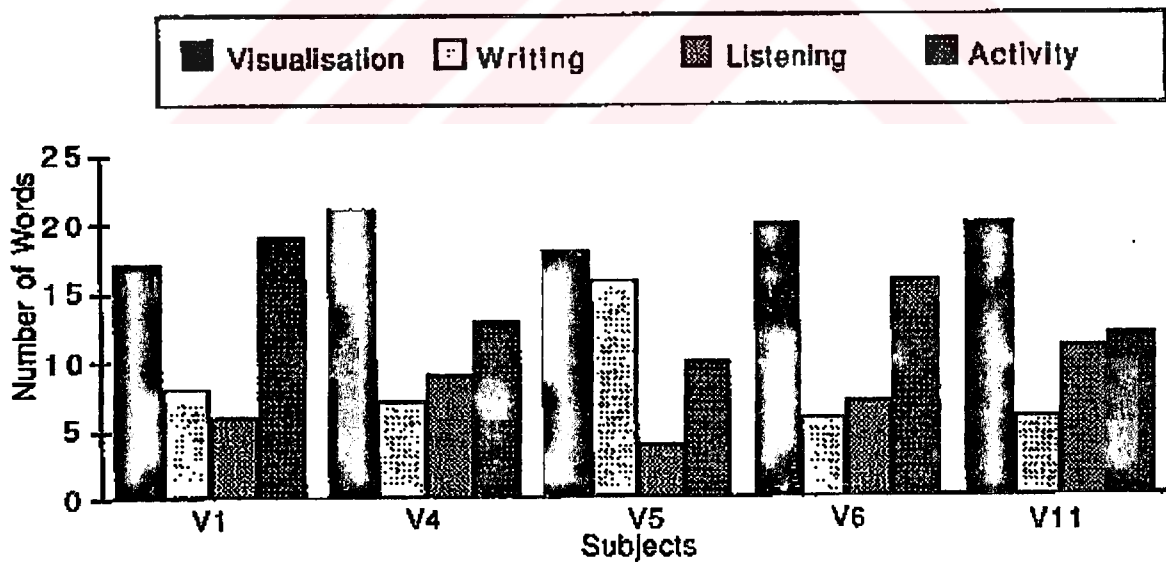
However, the ELSIE could not be analysed statistically since it did not lend itself to such a computation. From a statistical viewpoint, this was because the words which were read to the subjects on the ELSIE list had not been categorized into any specific Groups (Visualisation, Writing, Auditory, Kinesthetic), and the subjects were asked to group these words according to their personal impressions as they were pronounced. Nevertheless, the selective analysis conducted on it provided some useful information about the composition of the subject pool.

In order to validate the questionnaire results, 5 students (if available) were randomly selected from each Group designated according to the results of the questionnaire. Then their ELSIE learning style profiles were computed and examined.

Below are given the results of this analysis.

4.4.1 Visualisation Group

Figure 1 : Visualisation Group

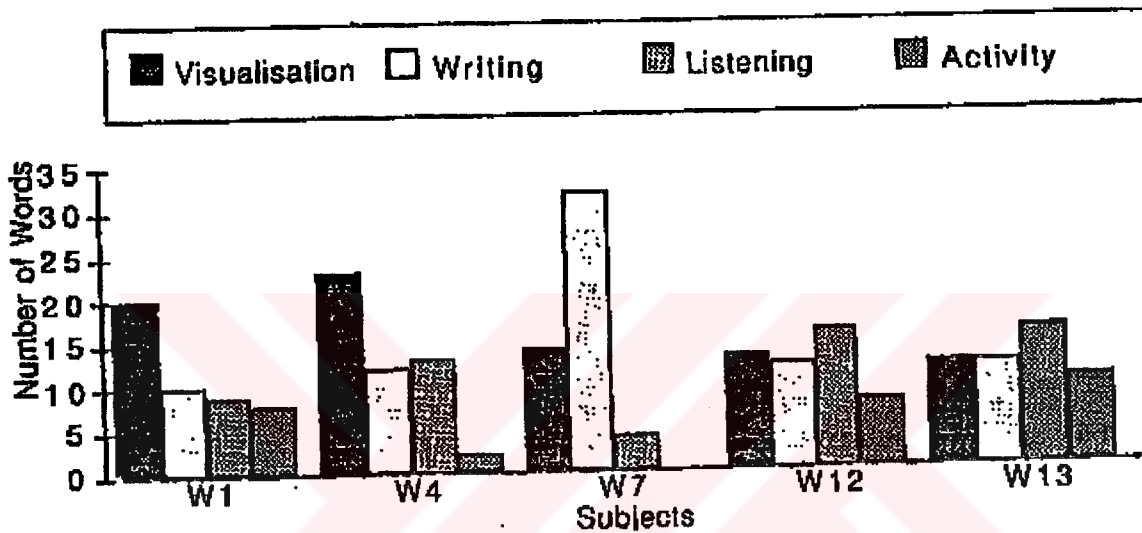


As seen above, 4 students out of the randomly selected 5 visual students turned out to be visual according to the results of the ELSIE as well, which

validates the results of the Learning-Style-Identification Questionnaire. However, 1 student, whose second preferred learning style was visual (according to the Questionnaire) was seen to be kinesthetic in this case.

4.4.2 Writing Group

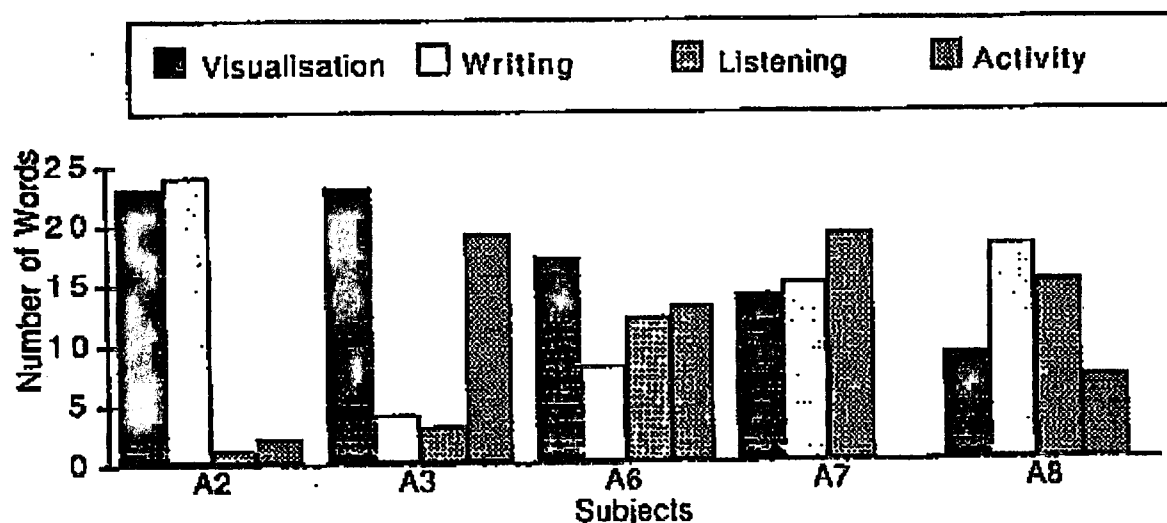
Figure 2 : Writing Group



n this group, only 1 student out of the randomly selected 5 writing-dependent subjects was observed to be writing-dependent in the ELSIE while the rest preferred other learning styles.

4.4.3 Auditory Group

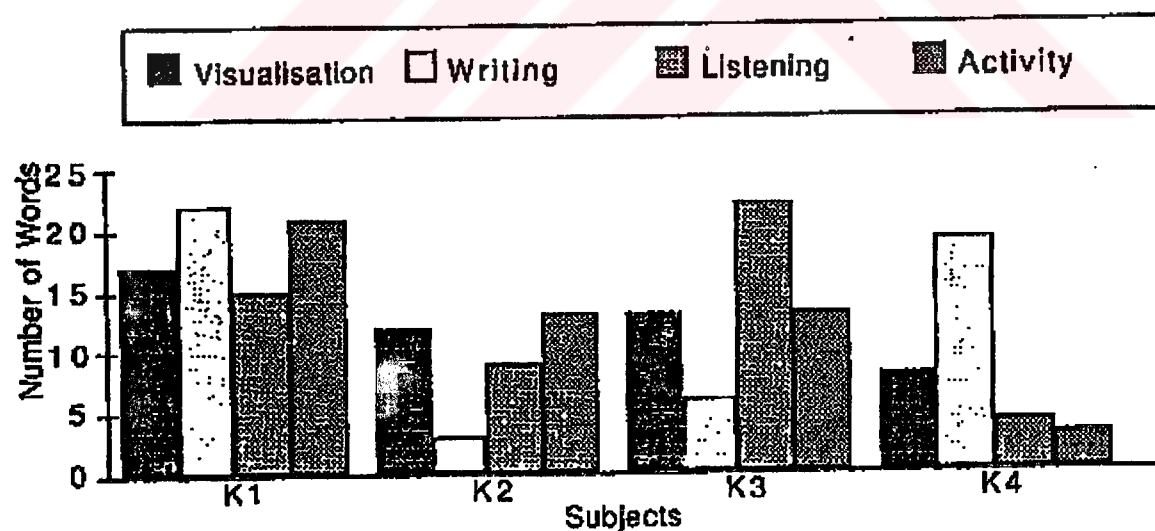
Figure 3 : Auditory Group



Only 1 student out of the randomly selected auditory 5 in this group appeared to be auditory in the ELSIE. The rest, however, preferred other learning styles.

4.4.5 Kinesthetic Group

Figure 4 : Kinesthetic Group



Contrary to expectations none of the students whose learning styles were diagnosed as kinesthetic were kinesthetic in the ELSIE.

In sum, the students diagnosed as visual according to the Questionnaire

results were also visual in the ELSIE; however, the results of the other Groups were not found to be satisfactory. This brief analysis deserves two comments. Firstly, since quite elaborate statistical work was conducted on the Questionnaire results, the classification of learning styles according to this instrument should be considered as more reliable. Secondly, while the ELSIE may prove to be a useful instrument for some classroom applications, more work needs to be conducted on it to make it a more reliable diagnostic instrument.

4.5 Pre Test Analyse

In order to secure a statistically reliable sample size, (i.e, above 30), two calasses were designated. One of these was the researcher's own class and the other a colleague's.

The following were the results of pre test prior to the research.

In this pretest students were asked 45 multiple questions. The results are as follows:

Pre Test Results Of Prep-A And B Classes

CLASS A		CLASS B	
1	15	1	20
2	20	2	17
3	18	3	21
4	16	4	13
5	19	5	14
6	21	6	18
7	23	7	15
8	17	8	20
9	16	9	19
10	24	10	22
11	25	11	19
12	18	12	23
13	20	13	24
14	16	14	19
15	17	15	11
16	23	16	16
17	19	17	26
18	21	18	23
19	14	19	22
		20	19
Total	362	total	381

As seen in the table above there is no difference between class A and class B ; T value = ,0000 and Mean Difference = ,0000. Therefore, both classes were treated as experimental groups. As it was assumed there would be differences among the students, in those classes, there was no need to designate a control group. In other words, it was thought that there groups would function as control and experimental groups.

4.5.1 Results of the Posttest

After the instruction was over, the test - containing 40 multiple-choice items was administered as a posttest. The administration took place right after the instruction was over and all the subjects (35) sat for it.

The results of the posttest were statistically analysed for both Groups - Visualisation and Auditory

Subjects	I	
	*A	**V
V1	11	16
V2	13	18
V3	17	20
V4	8	16
V5	15	19
V6	13	17
V7	12	17
V8	14	17
V9	9	15
V10	8	16
V11	15	16
V12	15	16
V13	13	15
V14	11	15
V15	5	13
V16	12	16
V17	14	17
V18	14	17
V19	13	16
V20	16	17
V21	5	9
V22	8	11
V23	16	14
V24	11	15
V25	5	10
V26	9	14
V27	10	13
* Auditory words out of 20		
** visual words out of 20		
*** Number of subjects		

Bellow are given the results of the post test of Visualisation Group

Visualisation Group

X_1	X_2
15,37	11,55

X_1 : : The avarege of the correct answers to the questions condermed with visualisation marked by the visual learners.

X_2 : The average of the correct answers to the questions concerned with auditory learning marked by the visual learners.

The means in the visual and auditory parts in the test were computed. As it is seen, the average of the visual questions of the visual learners (15.37) is much higher than their average of the auditory questions (11.55) A T-test was used to compare the variables; auditory and visual learners. T-Value; -8,862 and mean Difference =-3,8148. It means that there is no significant difference between the Auditory group and visual group, $P < 0,05$. This implies two conclusions. First, the diagnosis was quite reliable. Second, the visual instruction carried out was quite effective and valid.

Auditory Group

X_1	X_2
12,00	11,05

The results of the Auditory Group deserve further consideration. The questionnaire results indicated that the categorization of learners into Visual and Auditory Groups was statistically sound. However, the results of the posttest turned out not to be significant.

This comparison shows that the Auditory Group had a slight disadvantage as far as the amount and richness of input was concerned inasmuch as the Visualisation Group could take in the examples and the pictures at their own speed whereas the Auditory Group had to absorb the given information at the speed at which the teacher read. Thus, had the examples been read more than once for the Auditory Group, the amount of exposure may have been closer. As for equating the richness of input between the Groups, the Auditory Group could have been offered more examples. Had these steps been taken, the results quoted above might have materialized at a more significant level.

Consequently, it can be said that the results of the posttest paralleled students' learning strengths to a large extent. The students taught in their preferred learning styles scored higher on the posttest than those taught in instructional styles which were not consistent with theirs.

CHAPTER V CONCLUSION

5.1 Summary Of The Study

This study was based on an experimental design which aimed to diagnose students' learning style preferences prior to the preparation and implementation of instructional materials and to test the success of the subsequent teaching of vocabulary at recognition level. It was hypothesized that students would learn vocabulary better provided they were taught with respect to their learning styles.

The identification of students' learning styles was realized through two self-reporting learning-style-identification instruments: The Learning-Style-Identification Questionnaire and the ELSIE, both of which were geared to the determination of the students' learning styles reliably and whose results were used to validate each other. The statistical analyses presented in the previous chapter proved that the results of the Questionnaire in categorizing the students into four learning style groups was statistically quite reliable while those of the ELSIE were only partially so. Thus, Hypothesis 1 which claims that students' learning styles be diagnosed quite reliably, was validated.

The instructional materials were prepared and implemented with respect to the students' learning style preferences. Vocabulary instruction at recognition level was carried out through two channels through which the subjects were diagnosed or assumed to learn better. These were *visual* and *auditory* channels, each of which favoured the type of learners categorized into these groups according to the Questionnaire results.

The teaching of vocabulary items, during which one type of learning was facilitated-either visual or auditory learning - was followed by the administration of a posttest. The posttest aimed at measuring the success of the students with specific learning style preferences in learning the vocabulary items taught in accordance with those learning style preferences. In other words, the success of the previously determined visual learners in visual learning and that of the auditory learners in auditory learning were examined. The administration of the posttest, aimed to test

the students delayed rate of recognition of the taught vocabulary items.

The results of the posttest and significance tests run on them showed that only the differential gains in vocabulary learning of the Visualisation Group were statistically meaningful. Although a minimal difference was observed in the Auditory Group (AA = 12.00 in auditory items versus AV = 11.5 in the visual items), this difference was not statistically significant.

In conclusion, it was observed that the preparation and implementation of instructional materials geared to students' learning styles can enhance vocabulary learning at recognition level. In other words, the study has proved to some extent that students can learn better when they are taught through the specific channels which reflect their specific learning styles. This means that hypothese 2 which claims that once these styles are diagnosed, they will learn vocabulary better when they are taught through their specific learning styles was accepted to a certain degree. And hypothese 3, that is the preparation and implementation of instructional materials appropriate to students' specific learning styles should improve learning at recognition level was also validated.

Although the results of this study also demonstrated that students learning styles can be diagnosed reliably, the identification instruments used in this research should not be considered as perfect precision tools, but rather as attempts at diagnosing students' learning styles more reliably.

In brief, vocabulary learning at recognition level can be improved through gearing the preparation and implementation of instructional materials to students' previously determined specific learning styles, and thus learning in general can be enhanced.

5.2 Implications And Recommendations For Further Research

The amount of research on the perceptual learning style preferences of nonnative speakers of English is far from being adequate. More research is needed to provide insights for the ESL/EFL classroom.

The distinction between learning style (also called cognitive style) and learning (cognitive) strategy should be made in clearer terms in future research in this area. To recap, learning styles are habitual modes of processing information, and their development is slow, not being easily modifiable by specific instruction or training; however, learning strategies are consciously selected and controlled in performing certain tasks. Thus, compared to styles, 'strategies are likely to be more susceptible to change through training under varied learning conditions" (Saracho, 1987.88-89).

Despite this categorical definition of learning styles, recent research into nonnative speaker children revealed that learning styles can change as the child develops. As mentioned before, those styles were said or assumed to be immutable earlier. New research evidence has demonstrated that young adult and adult learning styles are moderately strong habits, rather than intractable biological attributes, and thus they can be modified and extended (Reid, 1987:100). This means that the adaptation of student learning styles is to some extent possible. An obvious implication of this for second/foreign language learners is that they can be trained to use specific strategies consistent with their learning styles, and thus can improve their language performance.

If it is assumed that learning styles are adaptable, that learning style preferences can be determined and modified, and that unconscious learning styles can be converted into conscious learning strategies, both native and nonnative speakers of English should be exposed to the concept of learning styles. The students then should have the opportunity to assess their own learning style preferences and should be encouraged to diversify those preferences.

The teacher can raise in students an awareness of their learning styles, motivate them to identify and then to exploit those preferred learning styles deliberately. This awareness and the resulting expansion of student learning styles can be realized by the teacher by exposing students to such experiences in different teaching styles that would reveal the variety and versatility of those learning styles. This would aid students in meeting the demands of academic

teaching methods.

In addition to being helped to identify and employ fully their individual learning styles, students should be familiarized with a variety of teaching and learning styles. The Teacher's role here is of vital importance. He/she should also be able to design his/her instructional materials in harmony with these styles. Thus, success in the classroom can be enhanced by the understanding and use of different teaching styles by the instructor, as well as an awareness of individual learning styles by students.

Teacher trainers should equip instructors with adequate knowledge of teaching and learning styles and of the ways to the design and implementation of instructional materials. They should also provide them with possible ways of matching their teaching styles with students learning styles to contribute to an improvement in learning.

Ideally, students should be classified into specific groups according to their learning styles and be taught homogeneously to enable most of the class to favour a particular teaching style. This can pave the way to individualized instruction. However, such an approach requires certain changes in curriculum and materials design.

Moreover, since no single instrument can solve the problem of identifying learning styles reliably, further research is needed into the design of more reliable instruments. To do this, information collected by means of the present diagnostic instruments on learning styles should be repeatedly validated through classroom observation and testing.

Ideally, as a long term goal, research should be directed toward the establishment of an integrated student profile including cognitive, affective, perceptual and environmental traits, and also toward assessment procedures which will provide students with more independence and initiative in learning. This thesis, then, has attempted to investigate one aspect of such an integrated student profile and it is hoped that it will promote further inquiry in the field.

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APPENDICES**APPENDIX A****THE LEARNING-STYLE-IDENTIFICATION QUESTIONNAIRE****INSTRUCTIONS****YÖNERGE**

1. This questionnaire consists of 20 items.
Bu ankette toplam 20 madde bulunmaktadır.
2. This questionnaire is designed to identify your learning styles.
Bu anket öğrenme stillerinizi (biçemlerinizi) saptamayı amaçlamaktadır.
3. Consider the items separately and independent of each other in terms of their relevance to your personal learning styles and behaviours.
Her gruptaki maddeleri tek tek, birbirinden bağımsız olarak ele alınız ve herbirini kendi kişisel öğrenme, çalışma biçim ve davranışlarınıza uygunluğu açısından değerlendiniz.
4. The relevance of the items is scaled from 0% to 100% (0% - 25% - 50% - 75% - 100%) Put a cross (x) in the box which represents your preference in each item.
Her maddenin sizin açınızdan uygunluğu %0 dan %100'e (%0-%25- %50- %75-%100) olmak üzere artan oranda derecelendirilmiştir. Size uygun olan kutucuğa (X) işareti koyunuz.
5. The reliability of the questionnaire depends on your working individually, without being influenced by others.
Anketin güvenilirliği açısından maddeleri tek başınıza ve birbirinizden etkilenmeden değerlendiriniz.
6. There is no time limit. Read the items carefully while doing the questionnaire.
Belli bir zaman sınırlaması yoktur. Maddeleri iyice okuduktan sonra yanıtlayınız

7. The accuracy of the analysis of the results depends on how honest you can be.

Sonuçların doğru bir biçimde analizi maddelere içtenlikle yanıt vermenize bağlıdır.

8. You will not be given any grades after the evaluation of the results. However, if you wish you may be given personal information about your learning style.

Anketin sonucunda size not verilmeyecektir. Ancak arzu ederseniz, öğrenme stiliniz (biçeminiz) hakkında size kişisel bilgi verilecektir.

9. Please write your name and class in the space provided below.

Lütfen aşağıdaki boşluğa isim ve sınıfınızı yazınız.

Name : _____ Class : _____

İsim : _____ Sınıf : _____

APPENDIX B

EDMONDS LEARNING-STYLE-IDENTIFICATION EXERCISE (ELSIE)

B.1 MODIFIED VERSION OF THE ELSIE

1. Bu egzersiz öğrenme stillerinizi (biçemlerinizi) saptamayı amaçlamaktadır.
2. Bu egzersiz sonunda size not verilmeyecektir. Ancak arzu ederseniz öğrenme stiliniz (biçeminiz) hakkında size kişisel bilgi verilecektir.
3. Egzersizin güvenilirliği açısından yanıtlarınızı tek başınıza ve birbirinizden etkilenmeden veriniz.
4. Biraz sonra size teker teker olmak üzere 50 türkçe kelime okunacaktır.
5. Her kelime arka arkaya iki kez okunduktan sonra 3-4 saniye beklenecektir. Bu süre içinde kelimeyi ilk duyduğunuzda edindiğiniz izlenime göre elinizdeki cevap kağıdında yer alan dört kategoriden birine yazınız. **DİKKAT !** Kelime üzerinde düşünmeyiniz. İlk izleniminize göre yanıt veriniz.

Okunan kelimeye karşı tepkiniz aşağıdaki kategorilerden hangisine giriyor?

- a) O şeyin veya hareketin resmini gözünüzde canlandırıyorsanız, kelimeyi "Visualisation" (1. sütuna) yazınız.
Örneğin havuz kelimesini duyunca havuzun resmini görüyorsanız, onu 1. sütuna yazınız.
- b) Kelimenin yazılışını gözünüzde canlandırıyorsanız, onu "Written word" (2. sütuna) yazınız.
"havuz" kelimesini duyunca kelimenin yazılışı yani -h-a-v-u-z harfleri gözünüzün önüne geliyorsa, onu 2. sütuna yazınız.
- c) Görsellik olmaksızın, sadece sessel bir bağlantı kurarak kelimeye anlam veriyorsanız. Onu "Listening" (3. sütuna) yazınız.

Bedeninizde anlık bir hareket hissediyorsanız, kelimeyi "Activity" (4. sütuna) yazınız.

- d) Bedeninizde anlık bir hareket hissediyorsanız.kelimeyi "Activity" (4. sütuna) yazınız.

"havuz" kelimesini duyunca kendinizi havuzda yüzüyor hissediyorsanız veya adalelerinizde bir hareket hissediyorsanız, onu 4. sütuna yazınız.

6. Mümkünse her kelimeyi dört kategoriden birine yazmaya çalışınız. Ancak, karar veremediğiniz olursa geçiniz. Ayrıca her kelimeyi sadece bir kategoriye yazmaya dikkat ediniz.
7. Sonuçların doğru bir biçimde analizi içten katılımınıza ve kelimeleri size en uygun gelen kategoriye koymanıza bağlıdır.
8. Elinizdeki cevap kağıdında ayrılan boşluğa isim ve sınıfınızı yazınız.

Edmonds Learning Style Identification Exercise (ELSIE)

(Response Sheet)

Edmonds Öğrenme Stili (Biçimini) Belirleme Egzersizi

(Cevap Kağıdı)

Name : _____

Class : _____

İsim

Sınıf

	Visualisation Resim gibi görüyorum	Written Word Yazılışını görüyorum	Listening Ses olarak duyuyorum	Activity Bedenimle hissediyorum
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
Total				

Total Visual _____

Total Written W _____

Total Listening. _____

Total Activity _____

	Visualisation Resim gibi görüyorum	Written Word Yazılışını görüyorum	Listening Ses olarak duyuyorum	Activity Bedenimle hissediyorum
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
45				
46				
47				
48				
49				
50				
Total				

Total Visual. _____ + _____ = _____
 Total Written W. _____ + _____ = _____
 Total Listening. _____ + _____ = _____
 Total Activity. _____ + _____ = _____

APPENDIX B.2**AUTHENTIC VERSION OF THE ELSIE****INSTRUCTIONS**

1. This exercise is designed to identify your learning styles
2. You will not be given any grades after the evaluation of the results. However, if you wish, you may be given personal information about your learning styles.
3. The reliability of the exercise depends on your working individually, without being influenced. By others.
4. In a while, you will hear a list of 50 words all of which will be read twice.
5. Each word will be read twice in rapid successions and waited for 3-4 second (or counted to 3-4 silently). Mean while, note, on your response sheet, your initial reaction to each word as it is read .

Indicate whether you first of all

- a) have a visual image of a thing or action (visualisation);
 - b) have a visual image of the word itself spelled out (Written Word);
 - c) derive meaning from the sound alone with no visualisations (Listening); or
 - d) have some momentary kinesthetic response (Activity)
6. You are supposed to place each word in one of the categories given which would suit you best. However, if the word does not seem to fit any of the categories, leave it out. In addition, make sure that you place each word in only one category.
 7. The accuracy of the analysis of the results depends on how honest you can be and on placing each word in a category that suits you best

WORD LIST

- 1.pool
- 2.tall
- 3.summer
4. long
- 5.house
- 6.guilty
- 7.chicken
- 8.strange
9. liar
10. beautiful
11. grass
12. hope
- 13.yellow
- 14.fear
- 15.five
- 16.god
17. read
- 18.foot
19. justice
20. baby
- 21.enemy
- 22.bag
- 23.shame
- 24.street
25. truth
26. story
27. happy
- 28.ground
29. hate
30. talk
31. ocean
32. good
33. paint
34. down
35. freedom
36. letter
37. think
38. love
39. running
40. ugly
41. law
42. angry
43. friend
44. paper
45. warm
46. above
47. kill
48. swim
49. hungry
50. bad

APPENDIX C.
INSTRUCTIONAL MATERIALS
C.1 VOCABULARY LISTS AND PROCEDURES

FOCUS ON FIRST CERTIFICATE

UNIT 1 B

(p.99) - STUDY BOX 3.

(v) bring about

Definition : to cause to happen; lead to

Ex.1 : The argument about the result of the football match
brought about a big fight.

Ex.2 : Problems between two countries can sometimes bring
about a war.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(v) bring up

Definition : to raise a child-look after it until it is grown up

Ex.1 : Emre, my closest friend, was brought up in a poor family.

Ex.2 : She had-to bring up two children alone after her husband's
 death

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.99) - n6 (n) receipt

Definition : a piece of paper that shows something (e.g.money, goods) has been received.

Ex.1 : We've got receipts for each thing we bought

Ex.2 : After paying the money, ask for a receipt and make sure you get it.

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

n 12 Cv) drain

Definition : to cause to run or flow away (esp. a liquid)

Ex.1 :All the chemical waste drains off to the river

Ex.2 : A new drainage system (i.e. the system of pipes that are used for draining water or other liquids) has been set up to drain the polluted water coming from the factories.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

v) sweat

Definition : to perspire; to have a salty, colourless liquid Coming through your skin when the weather is hot or when you are working hard.

Ex.1 : The heat in the sitting room made the guests sweat,

Ex. 2 : He sweated a lot because he was running all the time during the match.

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

n. 14 (v) thaw

Definition : to pass into unfrozen state after frozen; to melt

Ex.1 : The snow thawed in early spring.

Ex.2 : The ice on the lake will thaw when the weather gets warmer.

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(V) steam

Definition : to give out gas or vapour (esp. when water boils)

Ex. 1 : The kettle was steaming away on the stove.

Ex 2 : My mother brought me a steaming cup of tea.

Procedure

1. Write word on blackboard (SB)
2. Write definition and examples on SB
3. Show picture pointing to examples

(p.102)-n.12 (v) tap

Definition : to hit a surface lightly and repeatedly with fingers

Ex I : He tapped the window twice before it was opened

Ex. 2 : Someone tapped me on the shoulder in the crowd, so I turned round to see who it was.

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(v) pound

Definition : to strike, hit heavily and repeatedly (e.g. on the table)

Ex.1 : Someone was pounding at the door with a heavy stick.

Ex 2 : When the meal was late, the prisoners began to pound on the tables

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(v) pat

Definition : to hit gently with the open hand

Ex.1 : My father pats our dog several times when he comes home in the evening.

Ex.2 : if you pat a ball, it bounces up and down (e.g. in a basketball game)

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(v) Stamp

Definition : to put your foot down with force

Ex.1 : "Get out John" the teacher shouted stamping her Foot.

Ex- 2 : It was so cold that the soldiers were stamping their feet to keep warm.

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

n. 25 (v) spot

Definition : to pick out, recognize, see (one person or thing out of many)

Ex.1 : I was able to spot my friend at the concert because he was wearing a strange hat

Ex 2 : We stopped the winner in the race at the first look.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.103) – n.2 (v) Pram

Definition : a carriage with four wheels, pushed by hand, for baby

Ex.1 : The baby usually sleeps in his pram.

Ex. 2 : My mother used to take me out in a pram before I started to walk.

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

n. 5 (n) runway

Definition : a specially prepared level surface which is used by aeroplanes when they are taking off or landing.

Ex.1 : There are several main runways at Heathrow Airport.

Ex.2 : I could see the runway lights at Esenboga Airport while our plane was landing.

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

n. 7 (n) cleck

Definition : The top part of a ship that forms a floor in the open air where you can walk

Ex.1 : It's getting hot in here. Let's go up on deck.

Ex- 2 : We gathered on thie deck of the ferryboat waving at people at the harbour

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

FOCUS ON FIRST CERTIFICATE**UNIT 2B**

(p.104) – (adj) better off

Definition : in a more comfortable position, financially

Ex.1 : If you are single, you are supposed to be better off than a married person.

Ex.2 : People living in cities are likely to be better off than people living in villages

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.106) - STUDY BOX I

(v) look through

Definition : to examine; if you look through a group of things, or a place such as a cupboard, box, room, you examine all the things there

Ex. 1 : The boss will look through the applications and choose the best ones.

Ex. 2 : We looked through all the bookshelves but we still couldn't find the book.

Procedure

- 1- Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(v) look up to

Definition : to respect; if you look up to someone, you respect and admire them.

Ex. 1 : The students look up to their teacher.

Ex. 2 : Turkish people look up to Atatürk.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.109) – (v) nag

Definition : If someone nags you, they complain to you continually in an irritating way.

Ex. 1 : He used to nag me endlessly about the family's money.

Ex. 2 : He decided to divorce his wife because she had been nagging him about everything.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.100) – (v) mow

Definition : If you mow an area of grass, you cut it using a lawn mower. If you mow corn, wheat etc. you cut it with a machine or with a hand tool.

Ex.1 : He was mowing the grass in the garden when I saw him yesterday.

Ex.2 : It took us three days to mow all the wheat in the field.

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(v) get round to

Definition : to find time do

Ex. 1 : She never gets round to washing the dishes, but to dancing.

Ex. 2 : It's only studying that he never seems to round to.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(v) swap

Definition : to exchange

Ex. 1 : I have a friend that iswan foreign stamps with

Ex. 2 : A man asked me to swan seats at the cinema because he couldnt see properly at the back.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.111)-(v) scold A

Definition : If you scold someone, you speak angrily to them because they have done something wrong.

Ex. 1 : My mother scolded me for being rude to the guests this evening.

Ex.2 : It was me who was scolded each time, not my brother That's why I used to get punished more often than he did.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.100) - STUDY BOX 2

(v) get over

Definition : to recover from (illness, difficulties, etc)

Ex.1 : I'm glad to hear you have got over your cold

Ex. 2 : You can't work and look after a baby at the same time. But, one mother got over this problem by leaving her baby with someone else.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.116) – n.4 (n) share

Definition : One of the many equal parts; or part of a job

Ex. 1 : If everyone does his share there won't be any problems

Ex.2 : The minister has increased his share of the vote among the population

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(p.117) – n.12 (adj) initial

Definition : Something that happens at first or at the beginning of a process.

Ex .1 : You have to attend an initial training course before you start swimming.

Ex. 2 : We are not at the initial stage of learning English.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

n.17 - (n) (adj) initial

Definition : Scenery' is the general appearance of a place.

Ex I : I was amazed by the scenery of the mountains

Ex. 2 : The scenery in Spain was so beautiful that we took a lot of photographs of it.

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

n.19 (v) scenery

Definition : When something rocks or when you rock it, you make it move slowly and regularly backwards and forwards or from side to side.

Ex.1 : : He sat there, rocking gently backwards and forwards.

Ex. 2 : My mother used to rock me for about ten minutes before I fell asleep

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

FOCUS ON FIRST CERTIFICATE

UNIT 3B

(p.120) (v) extracting (Text 1 - I Eating well line 3)

Definition : taking from

Ex.1 : He reached into his pocket and extracted a bundle of notes.

Ex. 2 : A new machine which extracts salt from sea water has been designed.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.120) (v) nibble (Text 1 - 2 Everybody's different - Line 3)

Definition : to take small bites (e.g. a mouse)

Ex. 1 : She nibbled a piece of bread.

Ex. 2 : The mouse was nibbling a piece of cheese in the corner of the kitchen.

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(p.120) (v) alter (Text 1-2 Everybody's different-par.2-line 3)

Definition : to change

Ex.1 : Turkey must alter its traditional economic policy.

Ex-2 : The sleeves of my new jacket are too long, so I'll get them altered.

Procedure

1. Write word on blackboard (UB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(adj.) raw (Text 1-3 The right balance / Nutrients)

Definition : not cooked

Ex.1 : Our body needs raw food as well as cooked food.

Ex.2 : Before the invention of fire, people used to eat raw meat.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.121) (v) congratulate (somebody) on (STUDY BOX 1)

Definition : to tell somebody that you are pleased about something happy or special that has happened to him.

Ex.1 : The guests congratulated the couple on their marriage

Ex. 2 : The teacher congratulated the students on their great success in the final exam.

Procedure

1. Present word orally
- 2- Read definition at normal speed twice
3. Read examples at normal speed

(v) distinguish between (STUDY BOX 1)

Definition : to see, hear, recognize, understand well, the difference.

Ex.1 : People who cannot distinguish between colours are called colour-blind.

Ex. 2 : It was impossible to distinguish between the twins because they were alike.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.122) (n) crockery ery (uncountable)

Definition : refers to plates, cups, saucers, bowls, etc, used at mealtimes (=dishes)

Ex. 1 : The sink is full of dirty crockery.

Ex. 2 : My brother works for a factory which makes crockery.

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(p.126) (n) the unit of currency

Definition : The unit of currency of a country is the system of money that is used in it.

Ex. 1 : The unit of currency in England is pound sterling (£).

Ex. 2 : Today you can buy one pound (sterling) for 12,270 TL. (The unit of currency is TL (Turkish Liras) in Turkey.)

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(v) bleed	[e-cut]
Definition	: to lose, send out, blood
Ex. 1	: If you cut your finger, it will <u>bleed</u> .
Ex. 2	: He had been <u>bleeding</u> heavily when the police found him lying in the street

Procedure

1. Write word on blackboard (BB)
2. Write definition and examples on BB
3. Show picture pointing to examples

(p.129 (v) come across (STUDY BOX 2)

Definition	: to find or meet by chance
Ex. 1	: Yesterday I <u>came across</u> a strange <u>Thing</u> at the supermarket
Ex 2	: It is really unbelievable. I've never <u>come across</u> anything like this.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

(p.131) n 3 (v) starve

Definition	: to suffer from hunger
Ex. 1	: In Africa, people are <u>starving</u> due to lack of food.
Ex 2	: The passengers who survived the air crash <u>starved</u> to death in the desert.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

n. 9 (v) relieve

Definition : to make an unpleasant feeling less unpleasant.

Ex.1 : An aspirin can help you to relieve your headache.

Ex.2 : He goes on holiday every year to relieve the pressure of work and relax.

Procedure

1. Present word orally
2. Read definition at normal speed twice
3. Read examples at normal speed

APPENDIX D.**PRETEST**

FOCUS ON FIRST CERTIFICATE : Vocabulary Pretest Instructions : Put a cross (x) in the right box in the suitable column

1 B

	I know it	I don't know it
(v) bring about	<input type="checkbox"/>	<input type="checkbox"/>
(v) bring up	<input type="checkbox"/>	<input type="checkbox"/>
(v) wind	<input type="checkbox"/>	<input type="checkbox"/>
(n) receipt	<input type="checkbox"/>	<input type="checkbox"/>
(v) drain	<input type="checkbox"/>	<input type="checkbox"/>
(v) sweat	<input type="checkbox"/>	<input type="checkbox"/>
(v) thaw	<input type="checkbox"/>	<input type="checkbox"/>
(v) steam	<input type="checkbox"/>	<input type="checkbox"/>
(v) tap	<input type="checkbox"/>	<input type="checkbox"/>
(v) pound	<input type="checkbox"/>	<input type="checkbox"/>
(v) pat	<input type="checkbox"/>	<input type="checkbox"/>
(v) stamp	<input type="checkbox"/>	<input type="checkbox"/>
(n) pram	<input type="checkbox"/>	<input type="checkbox"/>
(n) runway	<input type="checkbox"/>	<input type="checkbox"/>
(n) deck	<input type="checkbox"/>	<input type="checkbox"/>
(v) spot	<input type="checkbox"/>	<input type="checkbox"/>

2 B

(n) budget	<input type="checkbox"/>	<input type="checkbox"/>
(adj) better off	<input type="checkbox"/>	<input type="checkbox"/>
(v) look into	<input type="checkbox"/>	<input type="checkbox"/>
(v) look out	<input type="checkbox"/>	<input type="checkbox"/>
(v) look through	<input type="checkbox"/>	<input type="checkbox"/>

(v) look up to	<input type="text"/>	<input type="text"/>
(v) nag	<input type="text"/>	<input type="text"/>
(v) mow	<input type="text"/>	<input type="text"/>
(v) swap	<input type="text"/>	<input type="text"/>
(v) scold	<input type="text"/>	<input type="text"/>
(v) get over	<input type="text"/>	<input type="text"/>
(v) get round to	<input type="text"/>	<input type="text"/>
(n) share	<input type="text"/>	<input type="text"/>
3 B		
(adj) initial	<input type="text"/>	<input type="text"/>
(n) scenery	<input type="text"/>	<input type="text"/>
(v) rock	<input type="text"/>	<input type="text"/>
(adj) raw	<input type="text"/>	<input type="text"/>
(v) alter	<input type="text"/>	<input type="text"/>
(v) extracting	<input type="text"/>	<input type="text"/>
(v) nibble	<input type="text"/>	<input type="text"/>
(v) distinguish between	<input type="text"/>	<input type="text"/>
(n) tale (s)	<input type="text"/>	<input type="text"/>
(n) crockery	<input type="text"/>	<input type="text"/>
(n) the unit of currency	<input type="text"/>	<input type="text"/>
(v) bleed	<input type="text"/>	<input type="text"/>
(c) come across	<input type="text"/>	<input type="text"/>
(v) come out (appear/bloom)	<input type="text"/>	<input type="text"/>
(v) starve	<input type="text"/>	<input type="text"/>
(v) relieve (pain)	<input type="text"/>	<input type="text"/>

**APPENDIX E.
POSTTEST**

NAME : _____ CLASS _____

FOCUS ON FIRST CERTIFICATE : Vocabulary Posttest

Units 1 B - 3 B

Instructions Read the statements carefully and mark the test choice

1. In the debate on TV last night, the two speakers had to defend themselves using harsh words which finally _____ a big argument.
a) brought about b) brought in c) brought out d) brought up
2. _____ children involves loving and caring.
a) Bringing round b) Bringing about c) Bringing up d) Bringing off
3. Make sure you get a _____ for each thing you buy when you do shopping
a) cheque b) recipe c) contract d) receipt
4. A lot of fish died because of the poisonous waste which was _____ the sea by drug-making factories.
a) strained b) drained c) sweated d) transpired
- 5 Tom _____ a lot last night because he had a temperature.
a) sweated b) thawed c) transpired d) streamed
6. The ice-cream in the fridge _____ when the electricity was cut off.
a) evaporated b) froze c) thawed d) steamed
7. There was little water left in the kettle as it had been _____ for half an hour on the stove.
a) freezing b) cooling c) smoking d) steaming
8. John on lie window gently so as not to wake lie whole family up
a) taproed b) patted c) stamped d) pounded
9. When we heard someone _____ at the door, we thought something terrible happened.
a) tap b) kick c) step d) round

- 10- The dog bit his hand while he was trying to _____ it on the head.
 a) kick b) pound c) tap d) pat
11. The teacher _____ his foot saying, "I can't put up with this noise anymore!"
 a) crashed b) knocked c) stamped d) smashed
12. Yesterday the police found a baby in a _____ left in front of the post office in the city centre.
 a) cart b) pram c) wagon d) sledge
13. The French pilot of the airbus 'A 310' asked for permission to land on one of the main _____ at Atatiirk Airport when he noticed that there was something wrong with one of the engines
 a) roads b) tracks c) paths d) runways
14. The captain and the crew stood on the people at the port-of the ship waving at
 a) platform b) anchor c) ifieck d) cabin
- 15 I was able to _____ my brother in the aowd because he was weafing my checked jacket.
 a) discover b) pick c) snot d) realise
16. Our neighbours have a flat and a car of their own since they are than us
 a) poorer b) better c) rich d) better off
17. _____ your exam paper before handing it in; you may have made some careless mistakes
 a) Look into b) Look for c) took through d) Look in
18. People _____ great leaders as they contribute to the development of their countries in many ways.
 a) look out b) look into c) look up to d) look up
19. Susan always _____ her husband, John, about the housework that is left undone.
 a) complains b) nags c) winds d) approves
20. The grass on football fields must be _____ and watered regularly especially in summer.
 a) brushed b) mowed c) steamed d) torn

21. When I was a child, used to _____ coins and stamps with my friends.
 a) switch b) pass c) lend d) swap
22. When Tim was a child, he used to get _____ by his mother for beating his friends.
 a) told b) scolded c) ragged d) complained
23. It took Clara a week to _____ her flu.
 a) get over b) get out of c) get on with d) get on
24. Anthony always complains about not being able to _____ writing letters to his friends.
 a) get over b) look into c) bring about d) get round to
25. We can win the game provided that each player does his _____ well as he can
 a) round b) place c) share d) turn
26. The mountaineers have to take a(n) _____ training Course before practising climbing.
 a) first b) starting c) initial d) primary
27. As the English film producer was attracted by the wonderful _____ in Bodrum, he decided to make a documentary film of it
 a) Scene b) display c) sign d) scenery
28. When I was a child, I couldn't get to sleep easily unless my mother _____ me and read stories to me.
 a) swung b) turned c) pushed d) rochet
29. The following two paragraphs have been _____ from a magazine
 a) extracted b) shaped c) changed d) inherited
30. Rabbits like to _____ carrots very much.
 a) swallow b) absorb c) nibble d) extract
31. Fast-food restaurants have _____ the eating habits of people.
 a) trained b) altered c) chosen d) faced

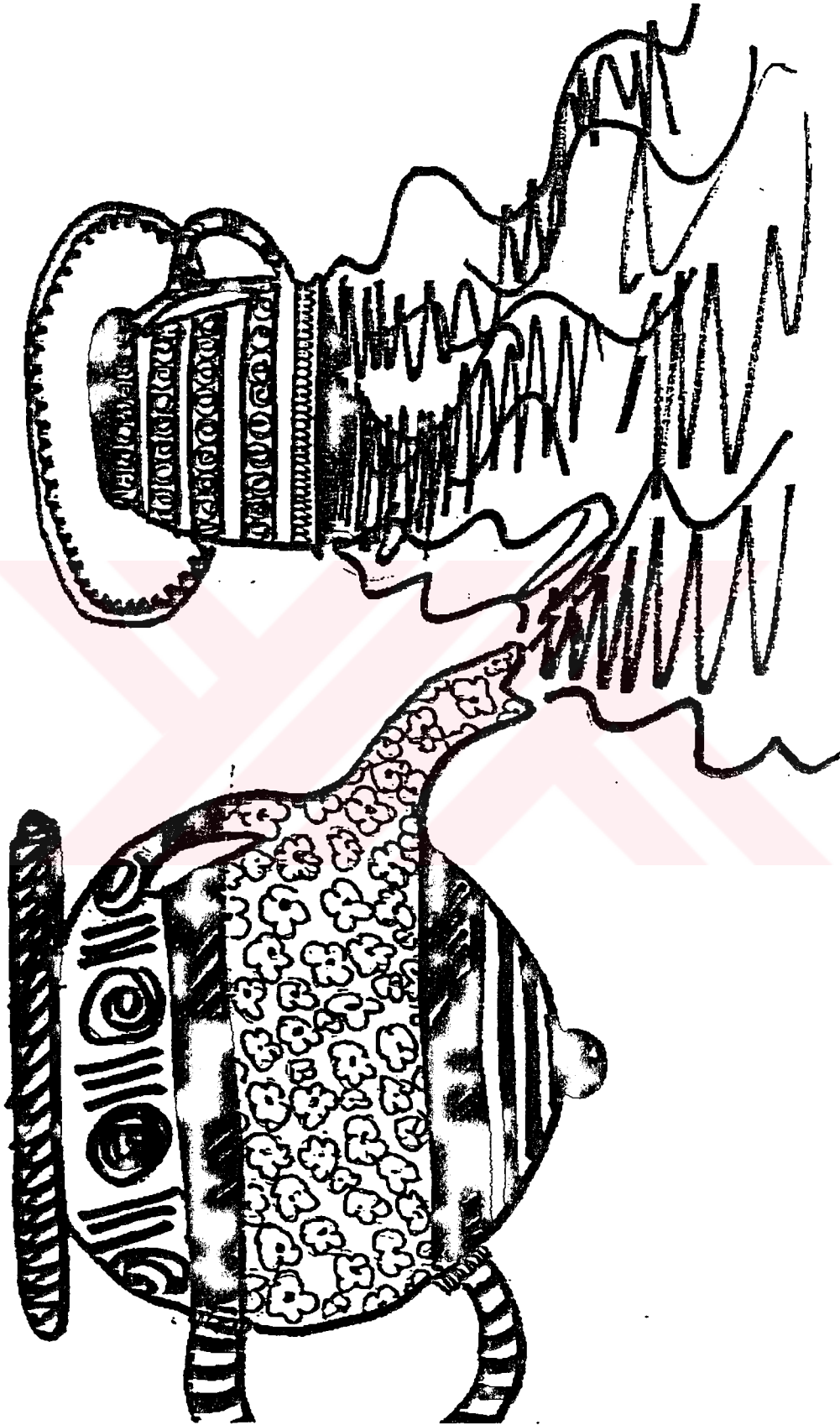
32. We had to eat _____ meat for six days on the island before we were rescued, because we couldn't make a fire.
- a) fresh b) cooked c) raw d) crude
33. We all _____ (1) _____ Cerm _____ (2) _____ his great success in the Proficiency Exam in English.
- a) succeeded in c) congratulate on
(1) (2) (1) (2)
- b) accused of d) surrounded with
(1) (2) (1) (2)
34. When studying language, we have to _____ formal and in formal expressions
- a) apply for b) distinguish between c) differ from d) consist of
35. I like cooking, but I hate washing the dirty _____ afterwards.
- a) crockery b) machinery c) snack d) pottery
36. _____ in the USA is 'Dollar (\$).'
- a) The unit of measurement c) The rate of currency
b) The unit of money d) The unit of currency
37. In the explosion, his feet were seriously injured and were _____ heavily
- a) bleeding b) grazing c) swelling d) aching
38. Yesterday I _____ one of my friends from university while I was walking to the post office
- a) came to b) came across c) came off d) came out
39. There are people _____ all over the world, especially in poor countries
- a) starving b) exercising c) slimming d) dieting
40. The doctor suggests I take some pain - killers which will help to _____ the pain in my shoulder.
- a) release b) relieve c) avoid d) repair

Table 4.1
Learning-Style-Identification Questionnaire I

	Never Hiç 0%	Sometimes Bazen 25%	Often Sık sık 50%	Usualy Genellikle 75%	Always Herzaman 100%
1. I like to learn English words by seeing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to learn English words by seeing explanatory diagrams and pictures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In class. I like to learn through pictures, films video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to read word silently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Writing the new words on cards and sticking them on the walls in my room helps me to learn vocabulary better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to learn English words by writing them down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I want to write the everything in my notebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to write the words I have learnt in a list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I want to write Turkish equivalent of each word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I like to write words on slips of paper and keep them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never Hiç 0%	Sometimes Bazen 25%	Often Sık sık 50%	Usually Genellikle 75%	Always Herzaman 100%
11. I like to learn English words by hearing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. In class, listening to cassettes helps me to learn vocabulary better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Listening to songs helps me to learn vocabulary better .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I like to learn English words by spoken explanation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Reading words out loud helps me to learn vocabulary better. Kelimeleri sesli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I like to learn some English words through acting or miming them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I like to take part in activities which require walking around the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I like to interact both verbally and non – verbally (i.e. body language-gestures, mimics, etc.) with other class-mates while doing exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. In class, I like to <i>form</i> pairs or groups with different class mates each time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I like to roleplay or act out dialogues in front of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





(v) steam

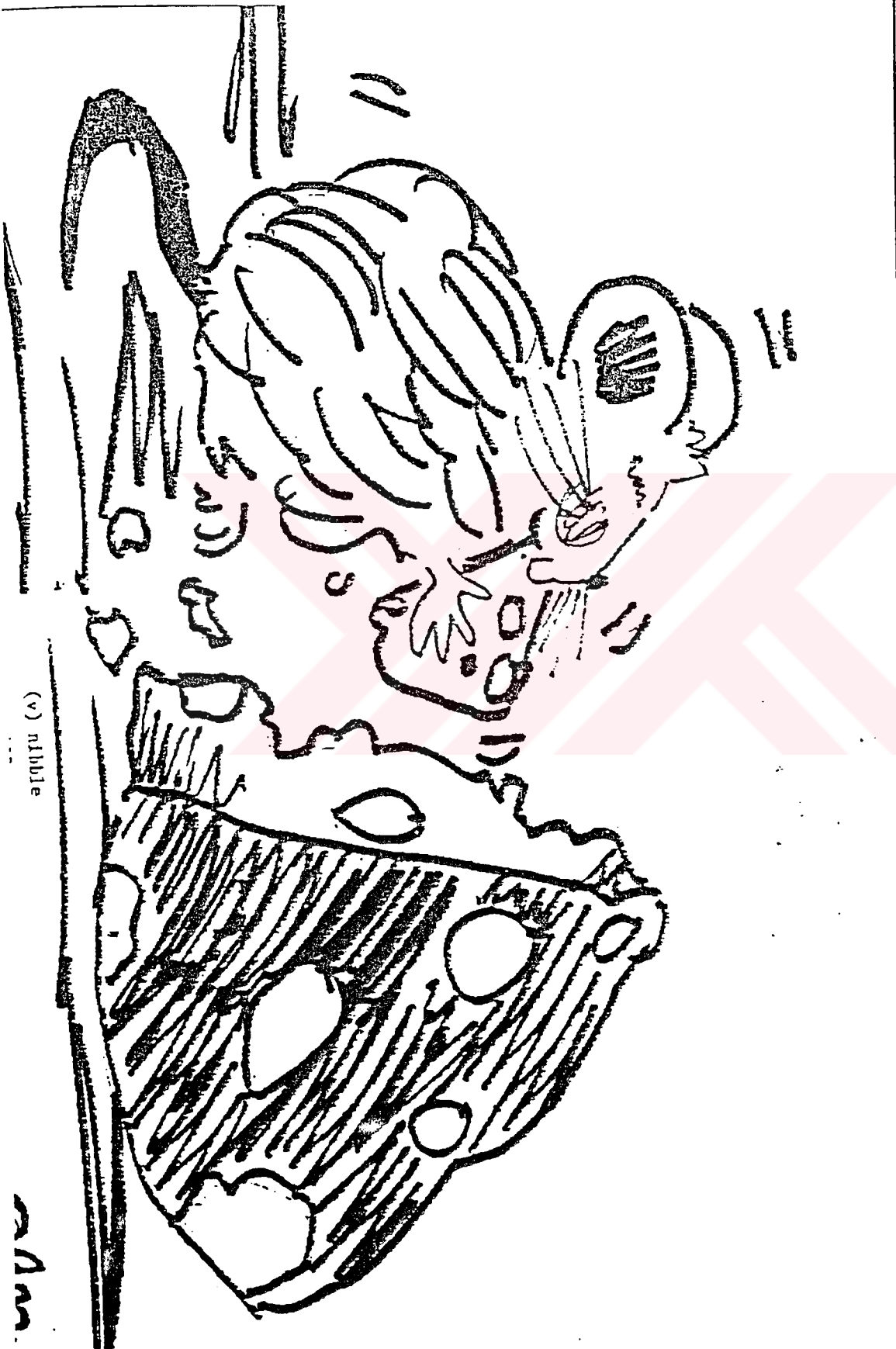
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Williams



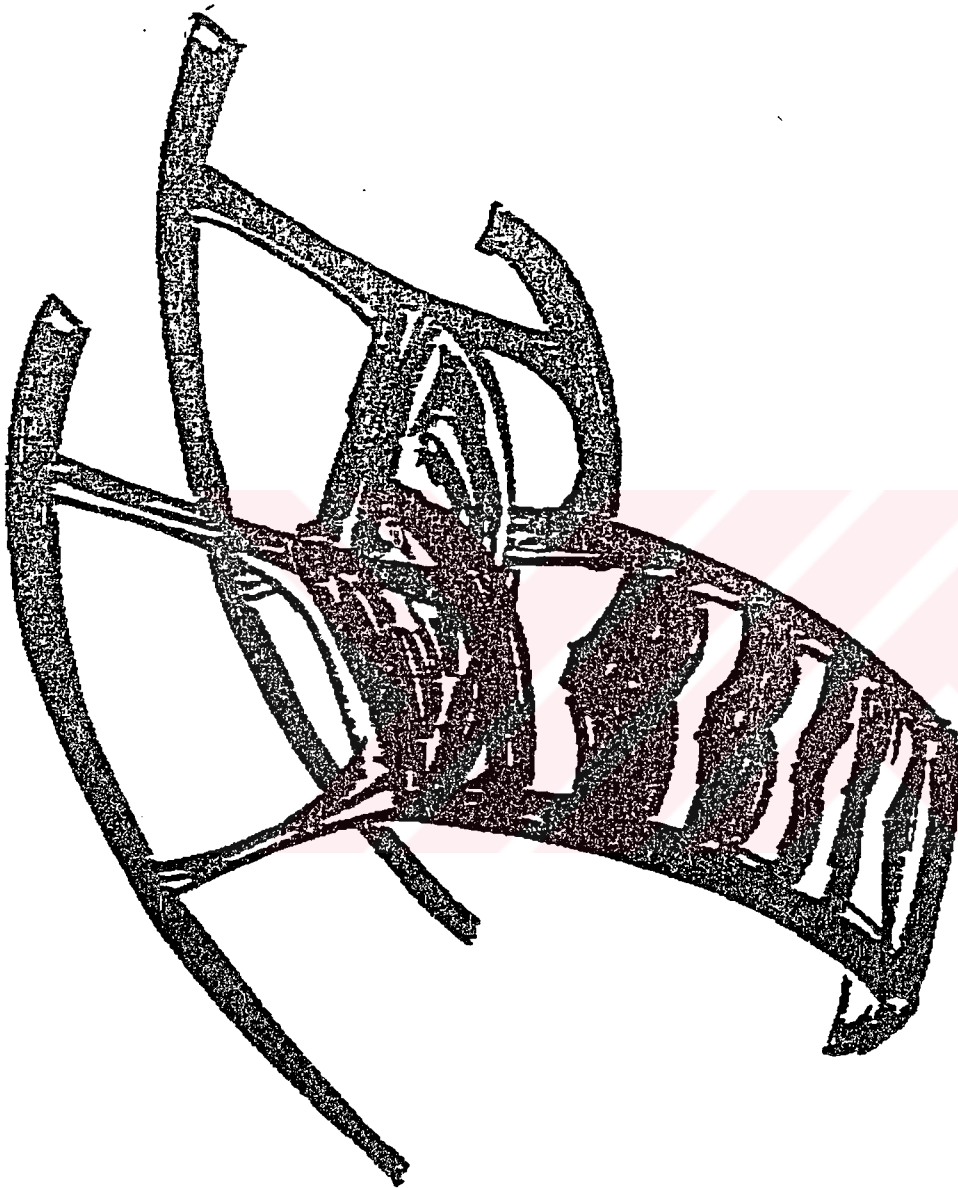


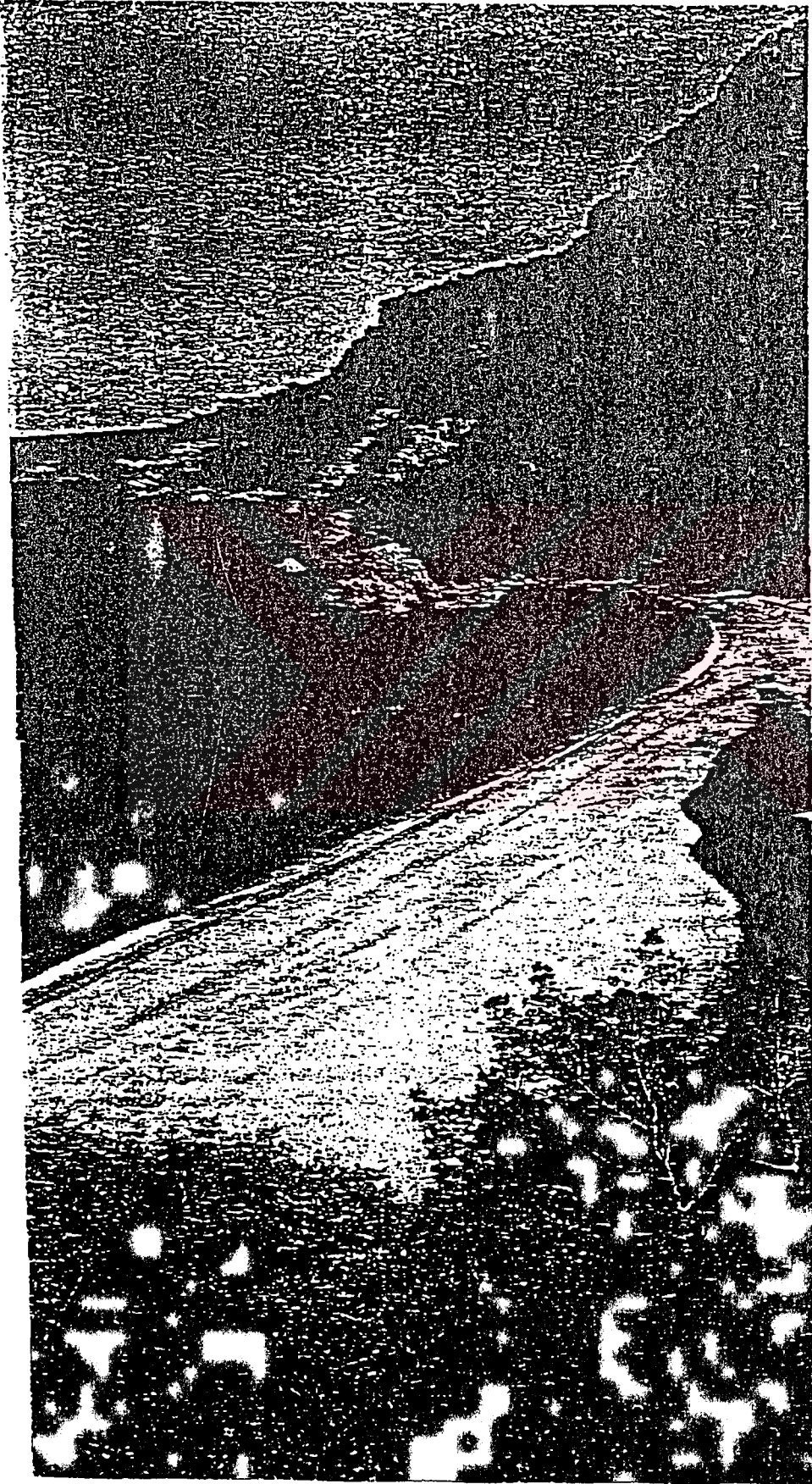
(v) stamp
112



(v) nbbje

am.





4
(n) scenery

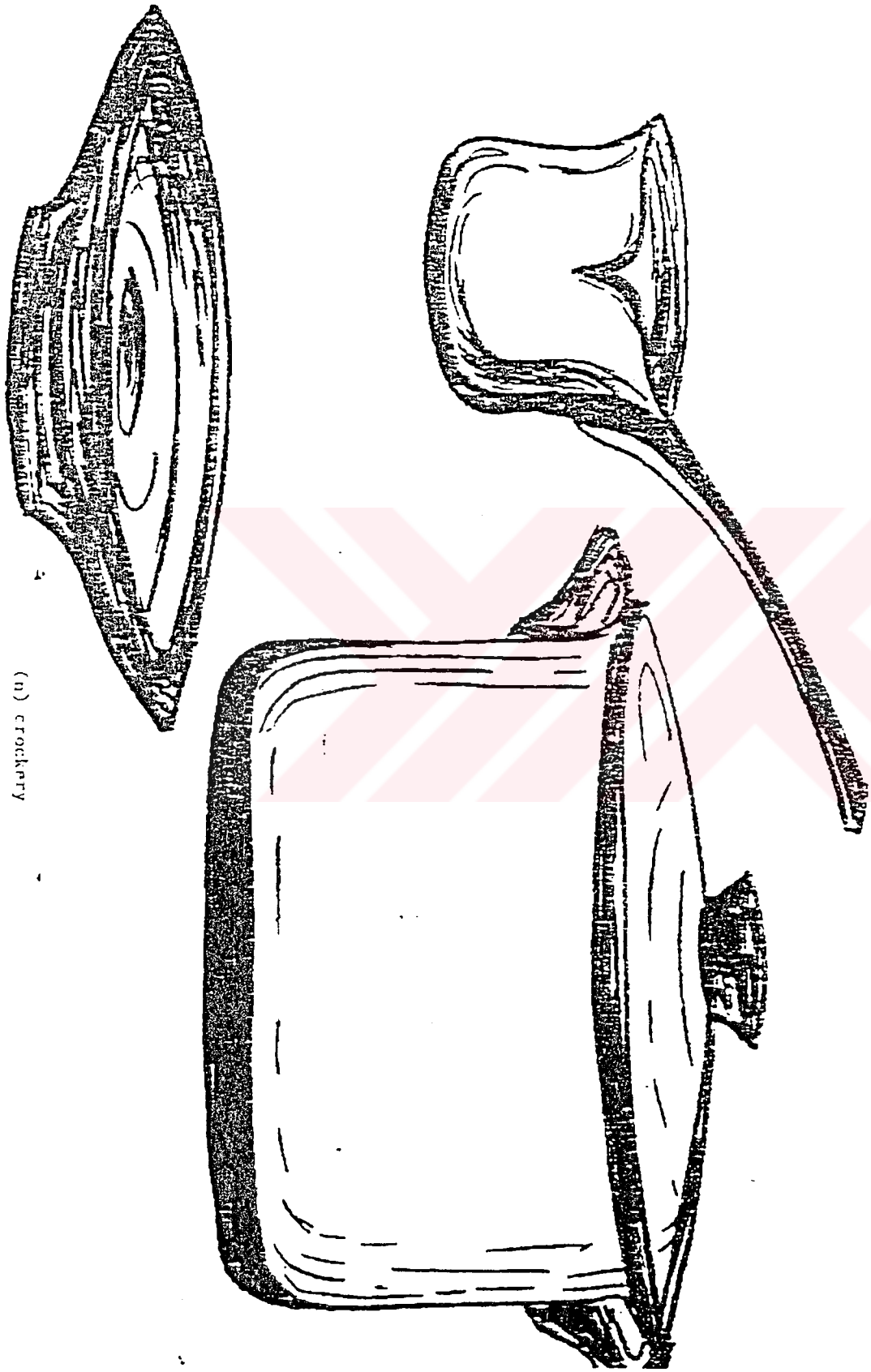


(a) the unit of currency
123

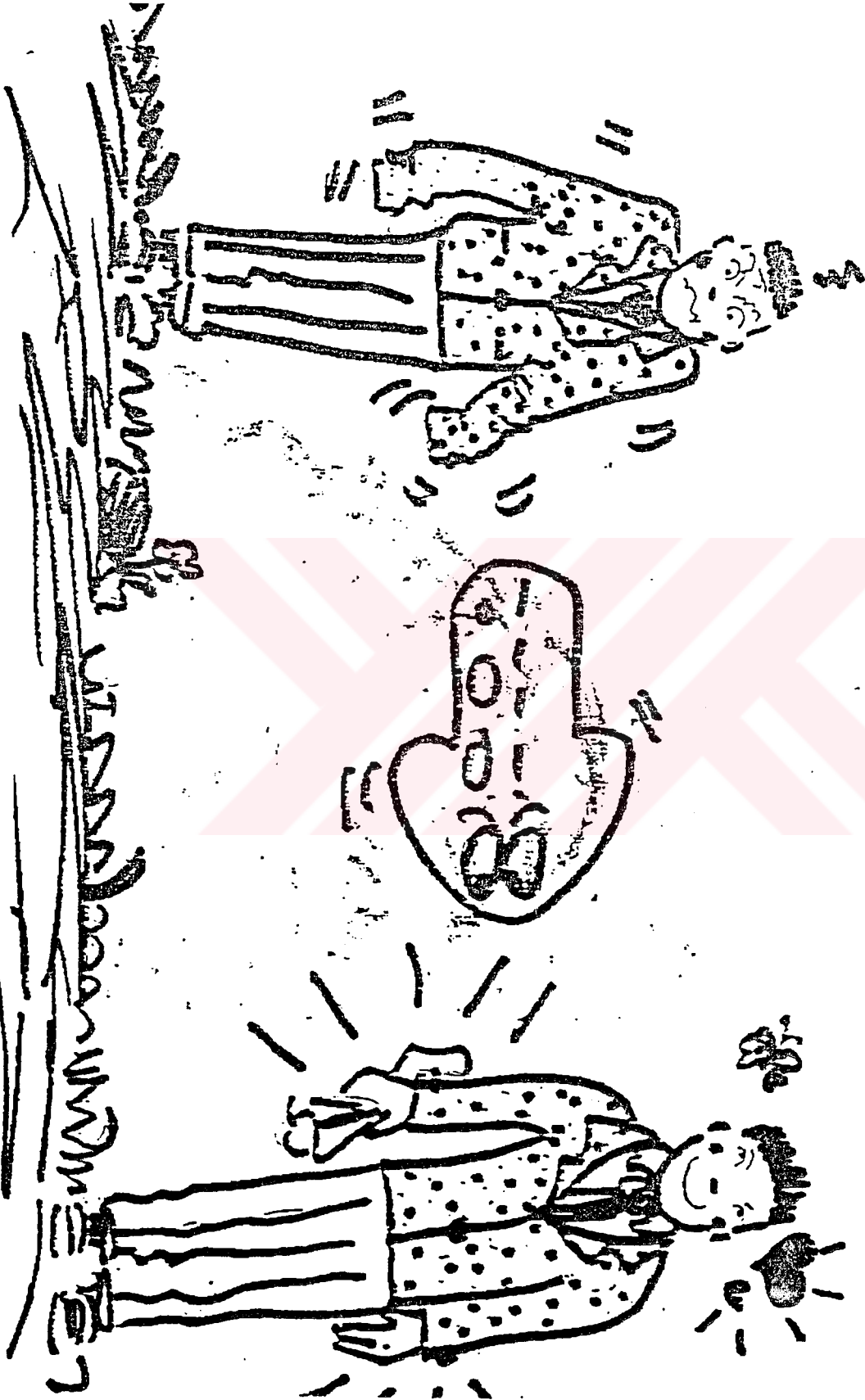


(v) bleed
124

Q20m3

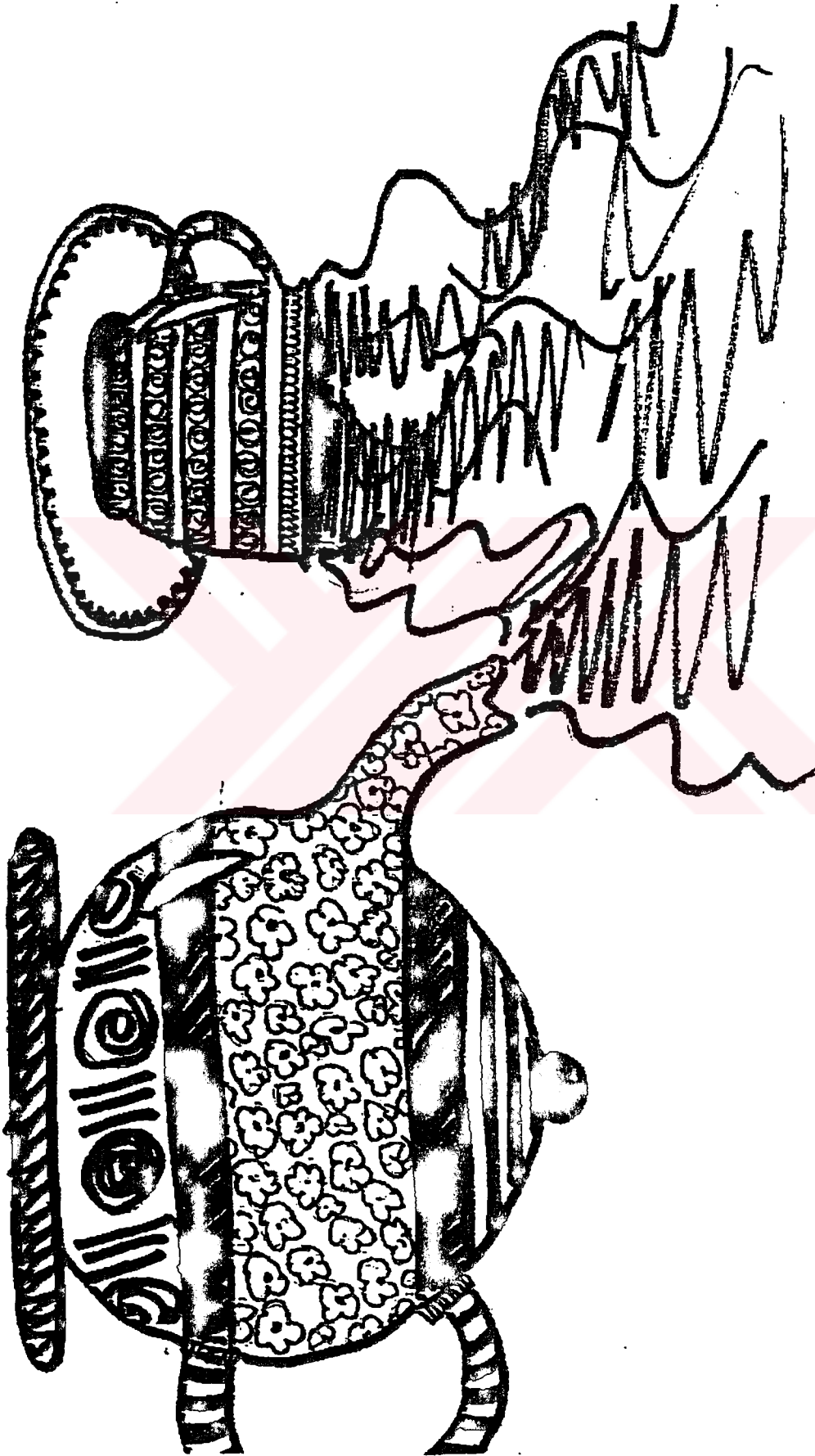


(n) crockery



(v) alter

At the...



4

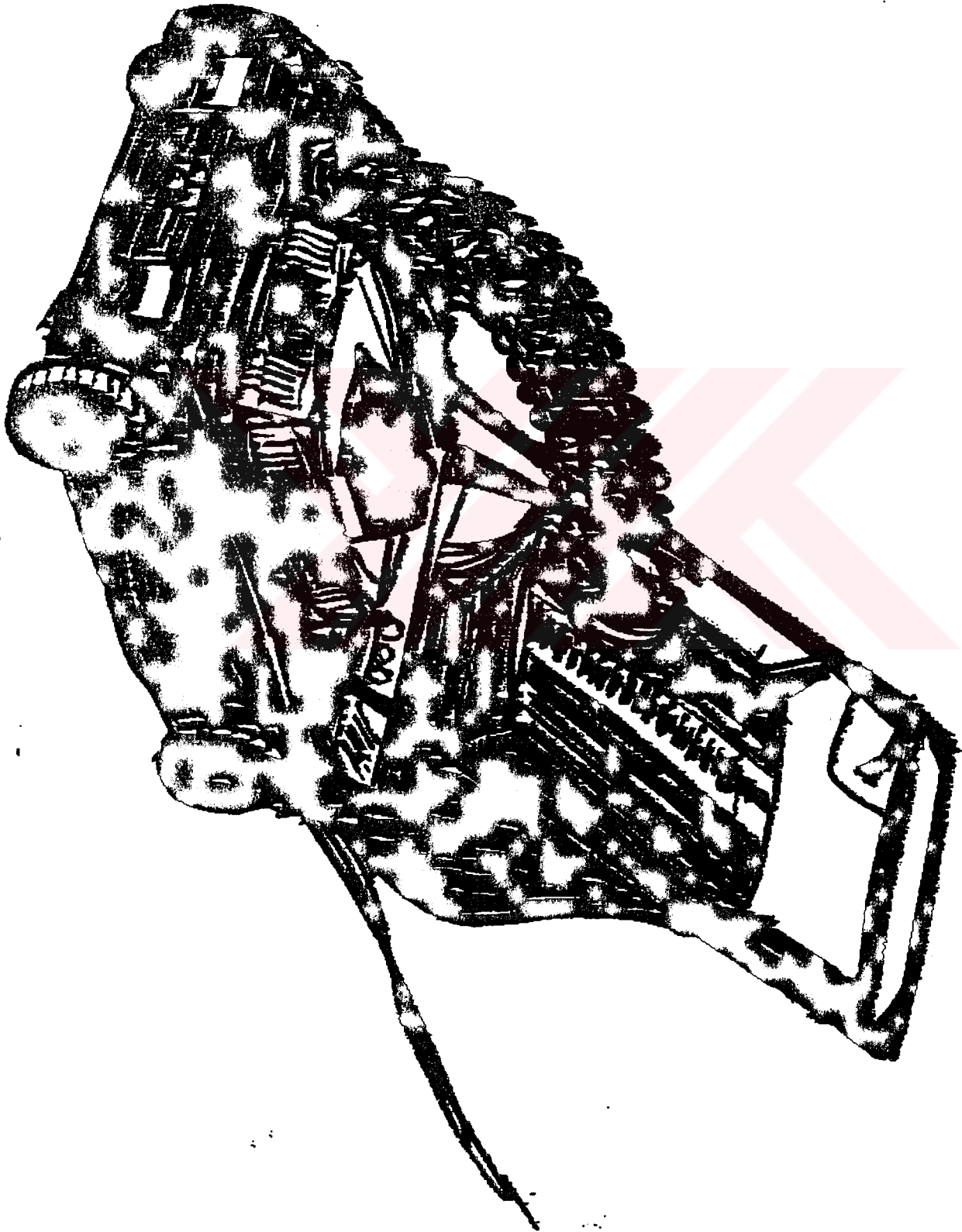
(v) steam

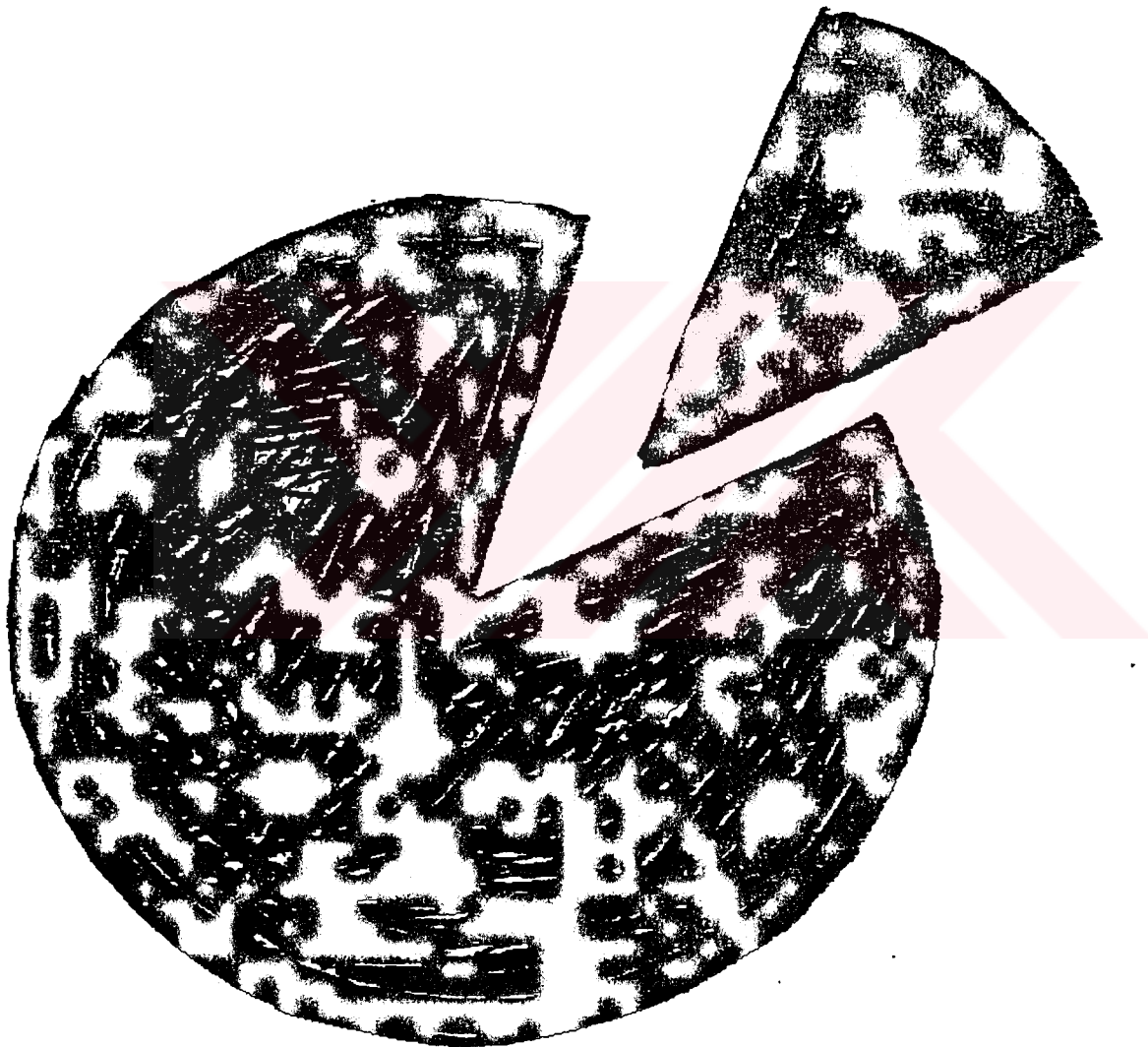
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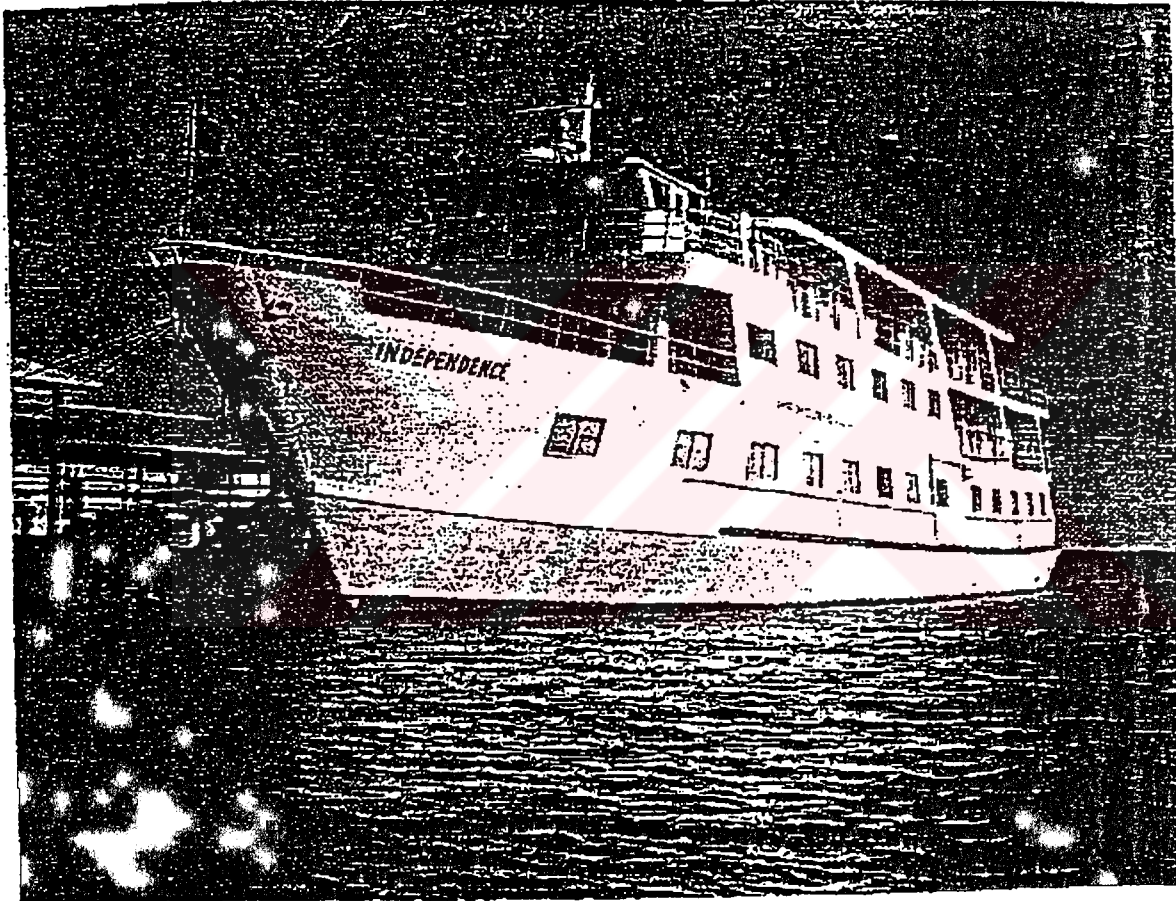
shirley



(A) thaw









(n) runway



adobe

CURRICULUM VITAE

Ahmet KAYINTU was born in Bingöl in 1975. He completed his primary and secondary education in Bingöl. He completed high school in his home town, in 1993, at the same year he won the University Entrance Examination and started his university education in Faculty of Education at Atatürk University in Erzurum. At the end of five year study, he graduated from the faculty as a Teacher of English in 1998.

He was appointed to the high school in Bingöl. He has been working there since then.

