AN EXPERIMENTAL STUDY ON THE EFFECTS OF INSTRUCTION ON VOCABULARY LEARNING STRATEGIES

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ABSTRACT

THE EFFECTS OF INSTRUCTION ON VOCABULARY LEARNING STRATEGIES

This study investigated whether and to what extent instruction on one of the vocabulary learning strategies, namely, dictionary use had an effect on students' dictionary skills and vocabulary learning. It also sought to find out the relationship between dictionary use and gender.

The study was conducted with the participation of two B1 level English preparatory classes at Abant Izzet Baysal University Preparatory School and their instructors. The participants received 5-week strategy instruction on dictionary use. Quantitative data necessary for this research were collected by the researcher.

The analysis of quantitative data revealed that strategy instruction on dictionary use had a positive impact, but it did not lead to any significant difference between control and experimental group regarding using dictionary use strategy.

The results of this study indicated that students' training regarding dictionary use is beneficial, and that giving students instruction in the dictionary use enhanced students' vocabulary learning.

Key Words: Vocabulary Learning Strategies, Strategy Instruction, Dictionary Use Strategy.

ÖZET

STRATEJİ EĞİTİMİNİN KELİME ÖĞRENMELERİNE ETKİLERİ

Bu çalışma kelime öğrenme stratejilerinden biri olan sözlük kullanımını eğitimi vermenin sözlük kullanma yeteneği ve kelime öğrenimine etkisinin olup olmadığını araştırmıştır. Ayrıca strateji eğitiminden sonra kelime öğrenme stratejilerinden biri olan sözlük kullanma eğitimi ve cinsiyet arasındaki ilişkiyi de araştırmayı amaçlamıştır.

Bu çalışma Abant İzzet Baysal Üniversitesi Yabancı Diller Yüksek Okulu'ndaki 2 B1 seviyesindeki sınıfın ve de onların öğretim elemanının katkısıyla hazırlanmıştır. Katılımcılar sözlük eğitimi üzerine 5 haftalık eğitim almışlardır. Araştırma için gerekli veriler araştırmacı tarafından geliştirilen ön test ve son testlerle toplanmıştır.

Data analizi strateji eğitimi vermenin strateji kullanımına pozitif etkisi olduğunu ama sözlük kullanımı eğitimi aldıktan sonra sözlük kullanabilme stratejisinin cinsiyete göre bir farklılık göstermediğini göstermiştir.

Araştırma sonuçları öğrencilerin sözlük kullanma eğitimi vermenin yararlı olduğunu ve öğrencilere sözlük kullanma eğitimi vermenin öğrencilerin kelime öğrenmesine katkısının olduğunu göstermiştir.

Anahtar Kelimeler: Kelime Öğrenme Stratejileri, Strateji Eğitimi, Sözlük Kullanma Stratejisi.

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Yüksek lisans tezi olarak sunduğum, **"An Experimental Study on the Effects of Instruction on Vocabulary Learning Strategies"** başlıklı çalışmamın yazılmasında, bilimsel ve etik kurallara uyulduğunu, başkalarının eserlerinden yararlanılması durumunda aftta bulunulduğunu, kullanılan verilerde herhangi bir tahrifat yapılmadığını, tezin tamamının ya da bir kısmının bu üniversite veya başka bir üniversitede bir tez çalışması olarak sunulmadığını beyan ederim. …./…./20..

Esra KARAKOÇ

CHAPTER I

1. Introduction

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

Wilkins (1972)

Vocabulary is a significant aspect of language learning, and it is one of the major challenges foreign language learners face during the process of learning a language. One favorable way put forward recently to overcome the problem is to assist learners in becoming independent learners during the process of L2 vocabulary learning, and this could be achieved through instructing learners to apply vocabulary learning strategies as efficiently as possible. Most research has shown that using vocabulary learning strategies is an effective way of vocabulary learning in EFL classrooms. (Cohen and Aphek, 1981; Brown and Perry, 1991; Ellis and Beaton, 1993; Lawson and Hogben, 1996; Gu and Johnson, 1996; Schmitt, 1997, and Fan, 2003). Some vocabulary learning strategies have been investigated more than others. One strategy on which there is considerably little research is dictionary use (Nation, 2001).

1.1. Statement of the Problem

Vocabulary learning is a laborious process that requires considerable effort and time in and outside the classroom. Traditionally, vocabulary instruction and learning have been secondary to grammar in most EFL classrooms, and learners are usually left alone in their efforts in improving their vocabulary knowledge, and most of them do not

know how to proceed in this process. Furthermore, learners are even not aware of what knowing a word exactly means in the target language. Most of the time, the focus is just on a few traditional vocabulary learning strategies such as translation of a word and students try to cope with different tasks in four skills - reading, writing, listening, and speaking- with their limited lexis, and, therefore, they find themselves at a loss for words and, consequently, become embarrassed and frustrated (Baxter, 1980). There may be some reasons for this problem: Firstly, learners may not be aware of the existence of strategies to improve their lexis. Secondly, they may not know how to benefit from the existing strategies. Thirdly, they may not be aware of the fact that vocabulary learning is a long process which requires lots of effort inside and outside the classroom, and that success can be enhanced using vocabulary learning strategies which are a part of language learning strategies which, also, are a subset of general learning strategies (Nation, 2001). Taking this view into account, it is apparent that students should be taught how to benefit from various vocabulary learning strategies through strategy instruction, and this study especially focuses on one of the most important vocabulary learning strategies for explicit vocabulary instruction", that is, dictionary use".

It is evident that dictionaries are an invaluable source for learners. They supply information about the target language which may not be found elsewhere. The utilization of dictionary as a reliable source for word meanings, spelling, and pronunciation is widely recognized. A good dictionary also contains information about grammar, usage status, synonym discrimination, application of derivational affixes, and distinctions between spoken and written English, not generally treated in textbooks as well as translation in the native language (Markwardth, 1973). In other words, students can benefit from dictionaries not only to improve their lexis but also other aspects of the target language.

Research (Ahmed, 1989; Gu and Johnson, 1996; Schmitt 2000; Fan 2003) reports that dictionary use is essential in language learning and popular among L2 learners. However, looking up words in a dictionary is a complex skill which few learners truly master. Research (Bejoint, 1981, as reported in Nation, 2001) also

indicates that learners do not benefit from all the information in their dictionaries. They are even left unguided in choosing dictionaries for themselves, a situation which may have negative consequences. Most of the time, learners choose a dictionary by themselves and devote some time for dictionary use, and this use, if unguided, can have an adverse effect on learning, which results in a failure to integrate dictionary into the teaching/learning process to improve vocabulary learning (Baxter, 1980). Therefore, it is essential that students be given some training in using dictionaries effectively through the dictionary use strategy. The dictionary use strategy is important because it contributes to the development of learner autonomy; it helps the learner to have greater self-reliance, and increased learner confidence, and all these factors are highly likely to reduce stress and help learners feel more secure and confident (Oxford, 1990). At Abant Izzet Baysal University Preparatory School, it has been observed that students feel stressed doing classroom tasks and during exams because of their limited vocabulary knowledge, and that dictionary training is not a part of teaching in the preparatory school.

1.2. Purpose of the Study

Research (Bejoint, 1981, as reported in Nation, 2001) shows that learners do not benefit from their dictionaries. It is also known that students in Turkey usually tend to use mini, pocket size or bilingual dictionaries and do not know what complex skills dictionaries offer them for vocabulary enlargement. Yet, the importance of the dictionaries can not be ignored, taking the research which has indicated their usefulness into consideration (Gu, 2003). Therefore, it is essential that students undergo "a learning-to learn" training (Oxford, 1990) on dictionary use to improve their dictionary skills.

That dictionaries are available to learners at all times, and that although their use is essential in language learning, but studies on their use are limited, and that students at Abant İzzet Baysal University experience problems regarding vocabulary, this study attempts to determine the effects of instruction in the dictionary use strategy to help

students improve their vocabulary learning skills. It also aims to find out whether there will be gender differences in the frequency of dictionary use after instruction.

1.3. Research Questions

This study aims to find answers to the following research questions to determine the effects of training in dictionary use in an experimental study setting in which one group of students receive instruction on the use of the strategy while one group receives no such instruction:

1) To what extent, does strategy instruction improve students' dictionary skills in Abant Izzet Baysal University EFL classrooms?

2) Is there a significant difference between control and experimental group's pre- and post-test results?

3) Is there a significant gender difference between control and experimental group's pre- and post-test results?

1.4. Data Collection

This is a quasi-experimental study that consists of two groups of students at Abant Izzet baysal University preparatory school. A total of 42 students formed the participants in this study. 22 of them were in one group that received training in dictionary use. This group is the experimental group. The remaining 20 students formed the control group, and they received no instruction on dictionary use. The learners will receive instruction on Cambridge bilingualised learner dictionary. The study was based on the course book used by the school, and dictionary use training was integrated into teaching because Chamot (2004) states that given the current state of knowledge about explicit and integrated learning strategy instruction, teachers should certainly opt for explicit instruction and should probably integrate the instruction into their regular course work, rather than providing a separate learning strategy course. Thus, the course book used by the school was used as the course book, and the activities in the book

"Dictionary Activities" by Cindy Leaney (2007) were integrated into the course book. The course book Touchstone 3 by Michael Mc Carthy, Jeanne McCarten, and Helen Sandiford was chosen for the study because the course book, designed according to the Common European Framework (CEFR), is a groundbreaking material that offers a fresh approach to teaching. It was designed utilizing according to the Cambridge International Corpus, a large database of conversations and written texts, to build a syllabus based on how people actually use English. It gives learners the opportunities for practice through its personalized, learner-centered interaction. Furthermore, the course book is a flexible one suitable for the adaptation and integration of the dictionary training activities, and above all, it places special emphasis on teaching vocabulary and vocabulary-learning strategies.

To determine the effects of instruction on dictionary use Wilcoxon Signed Rank Test and Mann-Whitney U Test were used. The results were analyzed through the Statistical Package for Social Scienes (SPSS) version 15 software in order to see differences between two groups and understand if dictionary use strategy improves students' dictionary skills.

1.5. Significance of the Study

Studies on dictionary use and its role in vocabulary learning are limited in EFL. The available research studies in the area (Bogaards, 1998; Knight. 1994; Luppescu & Day, 1993; Summers, 1988) have been on reading vocabulary and comprehension. By seeking answers to the above given research questions, this study will build onto the limited existing body of general knowledge. In addition, this study will be the first to study the effects of dictionary use in a higher education context in Türkiye.

As mentioned, students are generally left unguided in terms of choosing and using a dictionary. Therefore, it would be beneficial for students to receive training on dictionary use in order to be more successful in EFL classrooms when they use dictionaries, and the training given in this study will be the first in terms of raising

students' consciousness on dictionary use.

The results of this study may also be beneficial for institutions that desire to incorporate dictionary use training in their syllabus. It is hoped that this study, being the first in a higher education EFL context in Turkiye, may pave the way for further research in the area.

1.6. Limitations of the Study

In this study, learners took strategy training for 5 weeks due to instructional time limitation. Participants in the study were B1 level students, and they took a five-week instruction to complete the level at Abant Izzet Baysal University Preparatory Classes, and therefore, the study had to be conducted within that time period.

1.7. Definition of Terms

Language Learning Strategies: Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area Information. (Chamot, 1987)

Learner Autonomy: The self-regulatory practices that a student undertakes in his or her learning. (Oxford, 1999)

Learning Burden of a Word: What needs to be taught about a word for an effective way of vocabulary teaching (Nation 2001)

Strategies: Specific techniques, actions and procedures which language learners use consciously or unconsciously, in learning, thinking etc. (Longman Dictionary of Applied Linguistics, 1985)

Vocabulary Learning Strategies: A part of language learning strategies which in turn are a part of general learning strategies. (Nation, 2001)

Experimental Group: Students that received training on dictionary use while learning English in this study.

Control Group: Students that received no training on dictionary use while learning

English, in this study.

1.8. List of Abbreviations

BLD: Bilingual Dictionary

MNL: Mono Lingual Dictionary

ESL: English as a Second Language

EFL: English as a foreign language

GSL: General Service List

L1: First Language

L2: Second Language

LLS: Language Learning Strategy

LLSI: Language Learning Strategy Instruction

SLA: Second Language Acquisition

SPSS: Statistical Package of Social Sciences

VLS: Vocabulary Learning Strategy

VLST: Vocabulary Learning Strategy Training

CEFR: Common European Framework of Reference for Languages.

CHAPTER II

2. Review of Literature

2.1. Introduction

This study aims to investigate the effects of instruction on one of the vocabulary learning strategies - "dictionary use" at Abant Izzet Baysal University preparatory classes. This chapter will review the literature relevant to this study. First, literature on the importance of vocabulary learning will be explored. Then, the definition and taxonomy of vocabulary learning strategies will be presented since this study focuses on the importance of training in vocabulary strategies. Following this research on vocabulary learning strategies especially, the ones which also include "dictionary use" will be surveyed to promote the relationship between learner success in EFL and training in vocabulary learning strategies in general. Lastly, research on our main focus of the study, the dictionary use, will be presented in order to highlight the importance of the dictionaries and training in dictionary use in foreign language learning in the light of the background information.

2.2. Vocabulary Learning and Vocabulary Learning Strategies

2.2.1. Vocabulary learning

It is a fact that words are the building blocks of a language and vocabulary is central to learning a language. Though vocabulary learning being so important in learning a foreign language, the role of vocabulary knowledge has been recognized by

theorists and researchers in the field (Coady & Huckin, 1997; Schmitt & Mc Carty, 1997; Zimmersan, 1997). This is partly because of the recent availability of computerized databases of words (corpora) and due to the development of the more "word-centered" approaches to language teaching such as the Lexical Approach. (Lewis, 1993). That is to say, the focus of language teaching has recently shifted from grammar to the building blocks of the language, words.

When foreign language learning is concerned, it is evident that vocabulary is seen as important for all four skills. Lessard-Clouston (1996) supports this view stating that "Vocabulary - words, phrases, idioms, etc. is at the heart of all language usage in the skill areas of listening, speaking, reading, and writing, as well as culture."

It is also evident that vocabulary places a major role in authentic communication. Therefore, learners need to have lexical repertoire to understand written texts, articles, magazines, etc. They also need to have adequate words to be able to handle written messages, listening texts, and conversation. Wilkins (1972) also supports this view by saying: "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

However, when confronted with this seemingly essential part of second language learning, learners usually get frustrated because of the heavy vocabulary load they need to learn. Krashen (1989) focuses on the issue, stating that L2 language learners realize that knowing a number of words is necessary for mastering a target language. In addition, they often report the major problem is lacking vocabulary. In terms of learners' views of vocabulary learning, Meara (1980) also indicates that "Learners themselves readily admit they experience considerable difficulty with vocabulary." (221)

Under these circumstances, researchers tried to come up with effective solutions to the question in their mind, "How to teach vocabulary so that learners' burden can be dealt with in an effective way?" Under the light of this question, they came up with various positions towards vocabulary teaching and learning, some of which are more

supportive of vocabulary learning through conscious, systematic, and planned approaches, and others focused on adopting a vocabulary acquisition approach, in which vocabulary is picked up unconsciously from exposure to language.

With regard to current notions concerning vocabulary teaching, there are two important pedagogical aspects: *the direct and indirect approach* to vocabulary learning. In direct vocabulary teaching, explicit attention is paid to vocabulary. In addition, attention is given not only to vocabulary explicitly, but also- "time may be set aside for learning of strategies and learners' mastery of strategies may be monitored and assessed." (Nation and Newton, 1997). Moreover, it is also essential that high-frequency words are taught in class while teaching these explicit vocabulary items because this is the way to get the most useful and necessary words into a learner' repertoire so that he will be able to use them in a real language situation. Based on this idea, Nation suggests that the most frequent 2,000 words which are essential and worth the effort required to teach and learn them explicitly (cited in Schmitt, 2000), and teachers can find the 2,000 key words in a good source: The General Service List (GSL) West (1953). In an indirect approach, however, teachers need to ensure that learners are being exposed to materials and activities that will expand their vocabulary in useful ways (Nation and Newton, 1997). Clearly, it is the idea that the teacher encourages and guides learners to do extra graded reading and various types of communicative activities.

In terms of vocabulary teaching, some pedagogical sources emphasize the direct approach while others support the indirect approach. However, Scholfield (2003) is of the opinion that "perhaps one needs both approaches at different stages."

In our current study, we emphasize the direct approach. Using the direct approach, we train the experimental group in one of the recent yet favorable vocabulary learning strategies "dictionary use" in the classroom. The goal behind teaching dictionary use is teaching learners a strategy which they have not been exposed to and do not know how to utilize it properly and effectively, so that they can make use of it effectively when learning L2 vocabulary independently. Before we dwell on the dictionary use strategy as a recent and favorable trend in vocabulary learning, we will

look at the vocabulary learning strategies in general to present a better idea on these strategies.

2.2.2. Vocabulary learning strategies

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general language learning strategies (Nation, 2001). In other words, they are the techniques, tools, or devices consciously employed by learners to facilitate their vocabulary processing. What is more, vocabulary learning strategies are teachable in that learners can be taught various types of strategies and how to operate them effectively to cope with the learning burden of a word. Hence, it is essential that learners are provided with a choice of vocabulary learning strategies and taught how to use them in order to develop their vocabulary learning or to solve learners' vocabulary learning problems in an effective way.

Despite the fact that vocabulary acquisition/learning and vocabulary learning strategies have recently gained more interest from SLA researchers, it is a fact that there is still inadequate work on vocabulary learning strategies especially on a comprehensive list or taxonomy. (Schmitt, 1997)

Since our study concerns training in the vocabulary learning strategies, we will first look at the taxonomies of vocabulary learning strategies which are used as models. To date, there are two prominent taxonomies of vocabulary learning strategies; the first by Schmitt (1997) and the second by Nation (2001).

Schmitt's taxonomy is based on the survey of a sample of 600 Japanese students who had taken and were still taking EFL classes, and his study is based on Oxford's (1990) classification of language learning strategies because of its practicality in categorizing vocabulary learning strategies. Hence, he mainly selected four strategy groups which are Social, Memory, Cognitive and Metacognitive strategies. In Schmitt's taxonomy (1997), the fifty-eight strategies were grouped under two main headings: Discovery Strategies and Consolidation strategies. Discovery strategies involve strategies which are used to obtain initial information about new words. Consolidation

strategies, on the other hand, involve strategies learners use to help them memorize the words once taught or encountered.

To sum up, we can state that the taxonomy of vocabulary learning strategies developed by Schmitt was organized according to the Oxford's system, and it incorporated a discovery and consolidation distinction.

Schmitt (1997) classifies vocabulary learning strategies into two groups: The ones to determine the meaning of new words when they are encountered for the first time, and the ones to consolidate meaning when encountered again. The former includes determination and social strategies, and the latter includes cognitive, metacognitive, memory and social strategies. According to Schmitt, determination strategies are used when the learner faces a new word's meaning without resource to another person's experience. In this way, learners try to get the meaning of the new word by guessing it by the help of context, structural knowledge of words, and reference materials. According to Schmitt, the second way to discover the meaning of a word is to employ the social strategy of asking someone for help with the unknown words.. In addition to these, learners need to employ a variety of strategies to practise and retain vocabulary, and they need to use a variety of memory, cognitive, metacognitive, and social strategies to consolidate their vocabulary knowledge, and they need to use memory, cognitive, social, and metacognitive strategies. Memory strategies involve relating the word with some previously learned knowledge by using some form of grouping or imagery. Cognitive strategies are similar to memory strategies, but they are not focused on manipulative mental processing. They include repetition and using mechanical means such as word lists, flash cards, and vocabulary notebooks to study words. Social strategies for consolidating a word involve cooperative group learning through which learners study and practise the meaning of new words in a group. Finally, metacognitive strategies in Schmitt's taxonomy are defined as strategies used by learners to control and evaluate one's own learning, by having an overview of the learning process in general. To illustrate, testing oneself is a type of metacognitive strategy which provides input to the effectiveness of one's choice of learning strategies, providing positive reinforcement (Schmitt, 1997).

Table 2.3. VLS shows taxonomy of Schmitt's VLS strategies in detail.

KEY Abbreviations:

SOC	Social strategies: Use interaction with other people to improve language learning
MEM	Memory strategies: Relate new material to existing knowledge
COG	Cognitive strategies: Manipulate or transform the target language
MET	Metacognitive strategies: A conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study.
DET	Determination strategies. Discover a new word's meaning without recourse to another person's expertise.

Strategies for the discovery of a new word's meaning

DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Monolingual dictionary
DET	Word lists
DET	Flash cards
SOC	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrase or synonym of new word
SOC	Ask teacher for sentence including the new word
SOC	Ask classmates for meaning
SOC	Discover new meaning through group work activity

Strategies for consolidating a word once it has been encountered

COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash card
COG	Take notes (in class)
COG	Use vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MEM	Study word with a pictorial representation of its meaning
MEM	Image word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps

Strategies for consolidating a word once it has been encountered

MEM	Use 'scales' for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new words in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use keyword method
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
MET	Use English-language media (songs, movies, newscasts etc)
MET	Testing oneself with word lists
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study word over time
SOC	Study and practise meaning in a group
SOC	Teacher checks students' flash cards for word lists for accuracy
SOC	Interact with native speakers

When we examine the table carefully, we see another noticeable feature in this taxonomy other than discovery and consolidation distinction that some strategies appear in more than one category in his taxonomy. To illustrate, flash cards and word lists appear in the categories of determination strategies and cognitive strategies and the underlying reason behind it is that both strategies have flexible characteristics and they help learners to discover the meaning of a new word and also to memorize the new word once taught or encountered. About the issue, Schmitt (1997) mentions the difficulty of the categorization himself stating that "In practice, it was quite difficult to decide where to draw the line between different strategies in their numerous variations. Hence, it can be said that a clear-cut vocabulary learning strategies taxonomy has not yet been devised.
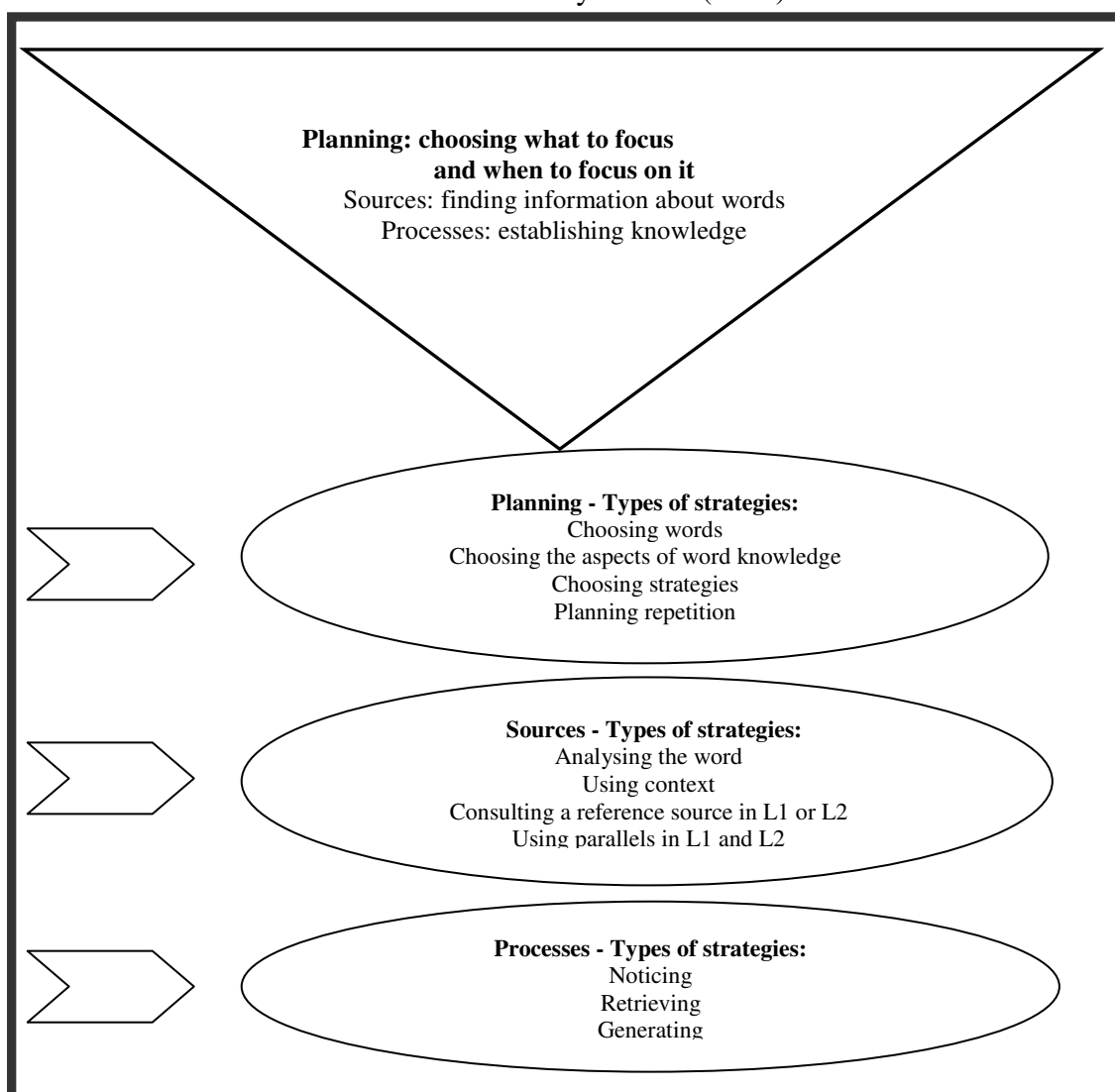
Nation's taxonomy (2001), on the other hand, seems to reduce the complexity by not listing all the specific strategies in his classification. As far as practicality is concerned, it seems easier for L2 language learners to comprehend and use it effectively.

As seen in figure 1.4 on the next page, Nation's taxonomy is generally based on three categories: Planning, Sources, and Processes, and each general class of strategies entails different types of strategies. Nation's taxonomy separates different aspects of vocabulary knowledge (i.e. what is involved in knowing a word) "Planning" refers to choosing what to focus on and when to focus on it. The strategies in this category involve deciding on where to focus attention on, how to focus attention, and how often to give attention. The strategies in this category are choosing words, choosing aspects of word knowledge, and choosing strategies as well as planning repetition. "Sources" refers to finding information about the words. Learners need to get information so as to cope with new vocabulary items during L2 learning, and they can get it from the word list itself: from the context in which the word occurs, from a reference source or from drawing on analogies and relations with the other languages, and they can also use the sources such as the native speakers or dictionaries at that point, and the final component "Processes" refer to establishing word knowledge which involves ways of remembering vocabulary and making it available for use.

In our study, Nation's taxonomy will be taken into consideration because Nation's taxonomy is based on the separation of aspects of vocabulary knowledge from sources of vocabulary knowledge and learning processes. By aspects of vocabulary knowledge, we mean Nation's argument on what is involved in knowing a word and our study is mainly based on what is involved in knowing a word and vocabulary learning.

Having covered the definition and taxonomy of vocabulary learning strategies, now we will focus our attention on the research on vocabulary learning strategies and take a closer look at the relationship between learner success in foreign language learning and vocabulary learning strategies.

Table 2.2. Nation's taxonomy of VLS (2001)

**Planning: choosing what to focus
and when to focus on it**
Sources: finding information about words
Processes: establishing knowledge

Planning - Types of strategies:
Choosing words
Choosing the aspects of word knowledge
Choosing strategies
Planning repetition

Sources - Types of strategies:
Analysing the word
Using context
Consulting a reference source in L1 or L2
Using parallels in L1 and L2

Processes - Types of strategies:
Noticing
Retrieving
Generating

2.3. Research on Vocabulary Learning Strategies

In this part, we will focus on the studies investigating the types of VLS employed. Most of these studies below, carried out on the relationship between successful language learners and vocabulary learning strategies, promote the importance of dictionaries and the need for dictionary instruction for vocabulary learning. Some studies given below also focus on the relationship between vocabulary learning strategies and gender. Now, we will take a closer look at them.

Ahmed (1989) investigated the VLS used by three hundred Sudanese learners of English. He used think-aloud protocols, observation, and semi-structured interview as the research instruments. He divided the subjects into groups according to school and university levels. The results showed that good and poor learners had different ways of using strategies. To illustrate, good learners made full use of other learners as a vocabulary knowledge resource, and tended to use references like monolingual dictionaries as well as bilingual dictionaries as tools to search for further related information. Poor learners, on the other hand, clearly did not employ many other strategies so as to help them learn vocabulary. Furthermore, they refrained from practicing strategies.

Gu and Johnson (1996) investigated for university students' use of vocabulary learning strategies and outcomes. They used a questionnaire to collect data from eight hundred and fifty Chinese second-year students studying at Beijing Normal University. They found out that self-initiation, selective attention, and deliberate activation of newly learned words were closely related to both vocabulary size and general proficiency. Furthermore, contextual learning, dictionary, and note-taking strategies were also predictors of success, which seems to be a crucial finding for the current study since the dictionary use is the one which was taught in the strategy training sessions.

Schmitt (1997) conducted a survey of six hundred Japanese learners who were taking EFL classes. The subjects were categorized into four groups in his study: junior high school students, high school students, university students, and adult learners. The

survey was designed to focus on gaining information regarding strategy use, learners' perception of the helpfulness of each strategy, and rating the discovery and consolidation strategies according to usefulness. The results showed that the most helpful strategies were as follows: strategies for discovering meaning bilingual dictionary (95%), for consolidating meaning "saying new word aloud, and written repetition (91%). In addition, the strategies which were rated helpful were bilingual dictionary followed by monolingual dictionary (discovery of word's meaning), written repetition and verbal repetition. In addition, the trend of vocabulary strategy use was indicated by the university students reporting using a bilingual dictionary 95%; guessing meaning from the context 93%, written repetition 75%, studying the spelling of the word 70%, imagining the word's meaning 57%.

Kojic-Sabo and Lightbown (1999) also surveyed learners' use of vocabulary learning strategies and its relationship with L2 proficiency. There were two different groups of learners in their study: forty-seven ESL learners and forty-three EFL learners. The results showed that ESL learners had a better chance to practise using vocabulary to which they were exposed in real life situations; it seemed that ESL learners were in a better position in acquiring vocabulary naturally. EFL learners, on the other hand, had to search for an opportunity to practise new vocabulary, for example, by taking notes and reviewing the words regularly. When it comes to dictionary use, both groups made use of dictionary for vocabulary learning. Moreover, the results showed that extensive strategy use was linked to success in language learning. The researchers also concluded that the findings from their study indicated similar results found in other studies concerning LLS conducted by O'Malley and Chamot (1990), Oxford (1990), Wenden and Rubin (1987); and their study also revealed the similar results to the studies regarding vocabulary learning strategies conducted by Oxford and Crookall (1989).

An exceptional study on the effect of proficiency and training on the word-solving strategies (WSS) of Arab EFL Readers' was done by Alseweed (2000). It was one of the rare studies in training in VLS. The purposes of the study are 1) to investigate the Saudi undergraduates' use of WSS or word attack strategies while reading English texts; 2) to examine the effects of teaching WSS to the students in a normal classroom

environment; and In his study, Alseweed carried out sixteen hours of training in WSS over six weeks. 19 Saudi male undergraduate university students who were studying English in their final year volunteered to participate in the study. Eight students were high proficiency level students and the rest were low proficiency level according to the general English final assessment. The students' proficiency in English was determined by their teachers. The results revealed that training in WSS could increase the use of all observed WSS. Also, the high-proficiency learners used WSS more frequently after training. Alseweed's study confirms the promising prospects for Vocabulary Learning Strategies Training in the normal classroom setting; the results show that the learners benefitted from the strategies training.

Rasekh and Ranjbery (2003) had a significant study investigating the whole group of vocabulary learning strategies instruction in an EFL context. It investigated the effects of explicit metacognitive strategy training on the development of lexical knowledge and after a ten-week treatment process, they found out that explicit metacognitive strategy instruction had a significant positive effect on the vocabulary learning of EFL learners. The other related studies have been on investigating the effectiveness of one or more strategies in terms of word retention. (Altun, 1995; Brown & Perry, 1991; Knight, 1994).

2.4. Research on gender differences

In examining differences in strategy use between male and females, Catalan (2003) examined sex differences in L2 vocabulary learning strategies. In his study, a questionnaire was administered to 581 Spanish-speaking students learning Basque and English as L2 (279 males and 302 females) in order to answer these questions in his study: Do male and female second language learners differ in the number and the range of vocabulary strategies they use? The results showed that male and female students differed in the number of the strategies used. Regarding the range of vocabulary strategies, 8 out of the 10 most frequent strategies are shared by males and females. However, a close analysis of the data also revealed differences, such as females' greater

use of formal rule strategies, input elicitation strategies, rehearsal strategies and planning strategies, and males' greater use of image vocabulary learning strategies. In addition, the females' total strategy usage percentages were higher than the males', which points to either different perceptions of vocabulary learning behaviors or different patterns of vocabulary strategy usage for males and females.

Gu (2002) conducted a large-scale survey among a group of adult Chinese EFL learners on vocabulary learning strategies. In his study, female students significantly outperformed their male counterparts in both a vocabulary size test and a general proficiency test. Females also reported significantly more use of almost all vocabulary learning strategies which were found to be correlated with success in EFL learning. In the study, academic major was also found to be a background factor. Science students slightly outperformed art students in vocabulary size, but art students significantly outperformed science students on the general proficiency test. Strategy differences were also found between arts and science majors, but differences on most strategy categories were less clear cut than those between male and female participants.

All in all, it is clear from the research that there is a positive correlation between VLS and foreign language learning, and therefore, vocabulary learning strategies are an essential part of vocabulary teaching. What is more, although training in vocabulary strategies is an integral part of vocabulary learning, there has been a gap in the literature about the effects of instruction in vocabulary learning strategies on the learning process, which justifies the need for our study on the effects of instruction on dictionary use.

2.5. Dictionary Use in Second Language Education

This section presents research studies that investigated the importance of dictionary as a valuable tool in language learning, research on types of dictionaries to justify why we used a bilingualised dictionary in our study, and our justification for the need for training in the dictionary use.

2.5.1 Research on dictionary use

As we mentioned above, words are building blocks of language, and, therefore, teaching vocabulary has been a principal goal for EFL learners. Yet, it is evident that the process of vocabulary learning is not very easy for many language learners and throughout years researchers have tried to find some effective ways for vocabulary acquisition. Many have seen the dictionary as an important tool at this point though some of them question it based on the idea of incidental vocabulary learning, through large amounts of reading. Yet, many researchers recently have put forward the idea of intentional vocabulary instruction and include dictionary use as a strategy which is a part of intentional vocabulary instruction. (Nation, 2001)

In this study, we point out the importance of the dictionary use strategy, and this part includes literature promoting the importance of dictionary as a valuable resource and the need for the explicit dictionary instruction. Furthermore, we used a bilingualised dictionary in this study and in this part of literature; we present our reasons for choosing that type of a dictionary by touching on the studies regarding the bilingual dictionary use.

Lupescu and Day (1993) conducted one of the first experiments on the usefulness of bilingual dictionaries for vocabulary acquisition while reading. The subjects in the study were 293 in total. They were first and second year university students of EFL in Japan who had completed six years of English instruction in secondary school. Participants were randomly assigned to a control group of 145 or a treatment group of 145.The task was reading a short story and then taking an unexpected 27 item multiple-choice vocabulary test. The students in the treatment group were allowed to use their bilingual dictionaries while the others in the control group were not while reading the short story. The students had as much time as they needed to read the story and were asked to note the time when they began and finished reading. They then took the test without the dictionaries. The results of the study showed that the dictionary group was significantly advantageous in vocabulary learning because they performed significantly better than the control group in the vocabulary test.

Even though the main finding enhanced the idea that "the use of a bilingual dictionary while reading can facilitate learning vocabulary, Lupescu and Day (1993) found that in some cases the use of a dictionary may be confusing for the learners as the task of finding the meaning of a word is complex. It involves searching for different parts of the dictionary such as looking for a suitable headword, comprehending the entry, locating the appropriate part of the definition, connecting the right sense to the context, and putting the word within the context of unknown or difficult word in the text. Lupescu and Day, supports our argument in this thesis, believing the idea that teachers should not assume that their students know how to use a dictionary, and they recommend that teachers consider teaching students effective strategies regarding the dictionary use.

Knight (1994) conducted a more comprehensive study on the acquisition of vocabulary and dictionary use. The subjects in his experiment were 105 university students enrolled in a second year Spanish class; they were all native speakers of English. First, he divided the subjects into a high verbal ability group and a low verbal ability group based on their scores on the American College Test. Then, within each verbal ability group, she randomly divided the subjects into two groups: the ones with access to a bilingual electronic dictionary and the ones with no access to dictionary. Each of these four groups read either Text Set I or Text Set II, thus creating eight groups. Text Set I and II consisted of four short magazine articles in Spanish which were 250 words long. Each article had twelve unknown vocabulary items, for a total of forty-eight words, which included 31 nouns, 14 verbs, and 3 adjectives. Each subject read the two articles in one Text Set and thus encountered twenty-four targeted unknown words in context. Before the experiment, Knight tested students on the target words to determine whether they know them or not. After two weeks, he took them into the computer lab to participate in the experiment. The task was reading each article for content and writing a recall protocol in English afterwards. After that, the students took an unexpected vocabulary test on all 48-target words. '4 of these words were from the two articles they read ,which could be learnt from exposure to context and 24 were from the articles they did not read and therefore, could not be learned from exposure to

context. Two weeks later, the students took another test to measure long term retention.

The results of the study showed that all subjects learned more words when they were exposed to the context of the article. When it comes to comparing high and low verbal ability groups, it was evident that high verbal ability students learned more words from the context than the low ability students, yet those who had access to a dictionary learned the most. The students who had access to a dictionary spent more time on passages, but they had better reading comprehension scores than those in the no dictionary group. In both verbal ability levels, students who had dictionary access increased the percentage of words they learned, but the low ability students benefited more from the dictionary. He also put forward the idea that all students should receive "intense instruction" in dictionary use.

Hulstijn, Hollander and Greidanaus (1996) also investigated whether vocabulary learning can be improved. In their study, they provided word meaning through marginal glosses or dictionary use.

There were 78 first year advanced university students of French in their study as subjects. They were randomly assigned to one of the three groups. They all read a short story. The Marginal Glosses Group read the short story with marginal glosses. (L1 translations of unknown words); the Dictionary Group had access to a bilingual French-Dutch Dictionary, and the control group read the short story without using the marginal glosses or a dictionary. Though subjects were given instruction to read the short story and get prepared to answer comprehension questions, after the reading they were tested on their recall of 16 words that had appeared one or three times in the story.

The results of the study showed that learning took place when the subjects were given the meanings of unknown words through marginal glosses or when they looked up meanings in a dictionary than when they did not have any external information concerning the meanings of unknown words. Furthermore, the marginal glosses had a greater effect than the dictionary because the subjects often did not make use of a dictionary. However, when they did use a dictionary, learning was as good as, or better

than, when subjects were given marginal glosses. As seen, these studies report the importance of explicit instruction and dictionary use in vocabulary teaching.

Martinez (2008) also examined the point of view of the professors and instructors of Pre-Basic English on the role of the dictionary in the Pre-Basic English classroom. He also examined the dictionary using habits in England and Spanish of the Pre-Basic English students regarding the type of dictionary they used and how they used it. He used tape-recorded interviews, questionnaires, and think-aloud protocols in his study, and he concluded that the students were not able to use their dictionaries effectively.

2.5.2. Research on types of dictionaries, student's preferences, and dictionary use

Laufer and Hadar (1997) examined how effective three types of dictionaries were for EFL learners' comprehension of unknown words, and their production of sentences with the new unknown words. The three types of dictionaries used in his study were monolingual, bilingual, and bilingualized. The participants were 123 EFL learners with Hebrew as their first language. They were divided into two groups; a pre-advanced group of 76 high school learners and an advanced group of 46 university students.

In the study, the researchers constructed a test with 15 low frequency unfamiliar vocabulary items. The test words and their entries were given at the same time as the multiple choice test. The researchers gave each student a list of 15 target words with their dictionary entries. In order to compare the three types of dictionaries, each list had five words with the monolingual entry, five with the bilingual, and five with the bilingualised entry. The researchers tested production by asking the students to write original sentences with each of the target words. The results showed that the bilingualised dictionary yielded the best results because it proved to be a better aid for comprehension and production tasks than the other types of dictionary. Based on their study, Laufer and Hadar concluded that the bilingualized dictionary served both stronger learners that could take advantage of the monolingual part of the dictionary and

the weaker learners who relied on the bilingual part of the dictionary. They also emphasized the importance of the training in dictionary use stating that in either case students needed to be trained to take full advantage of the dictionary. Laufer and Melamed (1994) also made a similar study to compare three types of dictionaries: Monolingual, bilingual, and bilingualized. The results in their study also showed that bilingualized dictionary is more beneficial for learners to use than the monolingual and bilingual dictionary.

Yin Wa Chan (2005) investigated the use of dictionaries by 106 EFL undergraduates pursuing a BA in teaching English as a Second Language in Hong Kong. His study included two parts: a questionnaire on dictionary habits; the second part was a dictionary workshop, and the questionnaire revealed that more students used a bilingualized dictionary than a monolingual one.

Adamış (2001) made a study on comparing and contrasting the specified dictionary types, monolingual, and bilingualised, in terms of both reading comprehension and vocabulary retention in a Second language. There were 88 participants in his study who were selected among 4th year students in the English Language Teaching Department of Education Faculty, Uludağ University. She used a vocabulary test as a pre- and post test, a reading passage supplied with the dictionary-like glossaries, and a reading comprehension test. There were four groups in his study three of which were dictionary groups called Bilingual Dictionary Group, Monolingual Dictionary Group, Bilingualized (she used the term "semi bilingual" in her study) Dictionary group, and no dictionary group consisting of non-dictionary users. A cloze test was used in the study to make sure that the subjects' proficiency levels were the same. In her study, she found out that dictionary use is a great way of teaching vocabulary through reading comprehension. As for the effectiveness of dictionary types, she found out that bilingualized (semibilingual) dictionary is the most effective dictionary type in vocabulary retention. All these studies prove that bilingualised dictionaries are more beneficial for students

2.5.3. Training in dictionary use

A dictionary is an indispensible tool where a language learner can find detailed information about not only vocabulary of a language, but also many other aspects of a language ranging from grammar, usage, distinctions between spoken and written English, and etc. About the importance of dictionary as a reliable source Kirkness (2004) states that the dictionary is well established as "an essential source of information on language for all members of literate societies who might have questions on any aspect of the form, meaning, and/or use of a word or words in their own or another language".

Despite the fact that dictionaries are a great source and necessary tools for language learners to assist them with vocabulary learning and four skills, few research studies such as Bogaards (1998) and Kipfer (1984) are available and these few studies show that students do not know how to benefit from their dictionaries, and they encounter problems while carrying out the tasks they are assigned if they do not know how to make use of their dictionaries.

Scholfield (1982) also argues that making use of a dictionary should not be seen as a straightforward technical and passive activity; it is rather a complex process of hypothesis testing that involves the active participation of the learner.

Graves (1987) argues that learners need to know a number of things about the particular dictionary they use, for instance, what the entries for individual words contain and how they are arranged; what aids to its use the dictionary itself provides, and what features beyond the basic words list the dictionary includes. It is true that much of the information about these are written in the front pages of the dictionary, yet it is seldom that students read them to get a better understanding of their dictionary, and simply asking them to read it would be insufficient instruction for a language teacher. Therefore, language teachers need to give direct instruction to their students on how to use their specific dictionaries.

Summers (1988) discovered that reading comprehension was improved significantly via dictionary use in his study. He also pointed out that dictionary is a powerful tool for students and non-native teachers to discover the various uses of language and to produce accurate language, especially in writing. What is more, it is a fact that using dictionaries enhances learner autonomy because learners can make use of their dictionaries to find answers to almost every sort of question in their minds, regarding foreign language learning.

Alseweed, whose research (2000) is based on training 19 Arabic undergraduate students in word-solving strategies, contextual guessing, morphological guessing, cognate guessing, skipping, and appealing for assistance, i.e. asking someone and using dictionaries, suggests that in order to help students to use their dictionaries effectively, there might be a need to teach them the dictionary use strategies. In his study, his students were trained on how to effectively make use of information given in the monolingual dictionary, such as symbols, abbreviations, alphabetical searching for a word and stems of words, and the like.

What is more, research has shown that even learners of English who are going to be English teachers have problems when using the dictionary: In Yin Wa Chan's (2005) study, which was mentioned above, the second part was a dictionary workshop studying the dictionary use of volunteers, and for the second part, 25 students were given twenty-five sentences with errors and asked to use the dictionary that they regularly used in order to correct the sentences. The data were collected using the think-aloud technique. Students were observed while locating the target words, searching for the appropriate meaning, deciding on the appropriate examples or definitions, and making decisions about the correction of the given sentences. In this task, it was observed that the students ignored the symbols and abbreviations in the dictionary or had difficulty interpreting them. They also had difficulties interpreting the examples or relied on inappropriate examples. Moreover, some students had problems interpreting examples. They sometimes misinterpreted them and made their corrections based on an incorrect example. The areas of incorrect usage were transitivity of verbs, countability of nouns, choice of verb forms, choice of prepositions, and lexical areas with syntactic feature s

commonly dealt with in a learner's dictionary. As a result, his study showed that even English majors in the department of foreign language teaching encounter problems while working with dictionaries, which shows that training in the dictionary is a must.

Moreover, Ronald's study (2003) with eight Japanese students whose English were rated as intermediate level shows that dictionaries assist learners' word retention. In his study, the subjects were divided into "the dictionary definition group" and the "example sentences" group. The learners in the first group were given a set of definitions drawn from the monolingual dictionary for the target words; the other group received a set of typical corpus drawn example sentences. The subjects were instructed to study the materials and asked to write the Japanese equivalent to the English definitions. Two weeks later, they were given a word retention test. The results indicated that "The Example sentence group performed worse than the Dictionary Definitions group in the test requiring them to give translation equivalents for the target words." (Ronald, 2003: 307)

All these studies show us that foreign language learners even including English majors do not know how to benefit from their learner dictionaries. That is, they do not know how to encode the information elaborately. It is also a common observation that in general Turkish EFL students are just accustomed to using mini, pocket size, bilingual dictionaries which most of the time give misleading information as they are not designed based on what knowing a word means and they are most of the time unaware of more complex dictionaries and how to use them, and therefore, they need to improve their retention of the information obtained from dictionaries by receiving explicit dictionary instruction.

2.5.4. Dictionary use strategy

A dictionary, in Oxford's (1990) sense is classified under the cognitive strategies. It is also grouped under one of the sub-categories called determination strategies under the discovery strategies according to Schmitt's (1997) taxonomy. In our study, we followed another yet important taxonomy by Nation (2001). According to

Nation, dictionaries are grouped together under the sources type of strategies as mentioned above on page 14 and we prepared the pre- and post- tests in the study according to Nation's argument on what knowing a word means. Nation (1990) states that knowing a word implies different kinds of knowledge: "the meaning(s) of a word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the associations of the word and the frequency of the word", and our pre- and post-tests were designed based on this categorization (p, 31).

Dictionaries are great sources of information which can be used for different purposes: for comprehension (listening and reading), for production (speaking and writing) and for learning (Nation, 2001; Scholfield, 1997) In fact, dictionary use is a complex process which requires many skills to be taught to the learners so as to make help them make the most effective use of their dictionaries. (Scholfield, 1982; Summers, 1988) The skills that need to be taught are related to the purposes a dictionary is used for. Nation (2001) identifies these skills associated with different purposes:

Dictionary Skills for Receptive Use involves looking up the meaning of a word that has been met while reading or listening and Nation also identifies the steps to be used for the basis of the learner strategy as well. For receptive use, the steps are:

    1) Get information from the context where the word occurred

    2) Find the dictionary skills

    3) Choose the right sub-entry

    4) Relate the meaning to the context and decide ifi it fits

Dictionary Use for Productive Use can also be called as using a dictionary for encoding which mean turning ideas into language. This type of use involves finding word forms to express messages. For productive use; the learners need to;

    1) Find the wanted form

    2) Check there are no unwanted constrains on the use of the word

    3) Work out the grammar and the collocations of the word

    4) Check the spelling and pronunciation of the word before using it

In his book *Teaching Vocabulary: Strategies and Techniques* (2008) Nation also mentions the ideal order for vocabulary teaching which are planning, strategy training, testing and teaching vocabulary. For the planning part, he emphasizes the term "language-focused input", which is about learning new words explicitly and recycling vocabulary, and to enable these both, he attracts our attention to explicit vocabulary teaching and vocabulary learning strategies, stating that teachers should pay special attention to vocabulary learning strategies.

Nation (2001), in other words, states that learning any word is a cumulative process. That is, we can not expect a word to be learnt in one meeting, and so we need to see each meeting as a small contribution to learning. Furthermore, Nation states that learning a word occurs across a range of different learning conditions which should involve nearly equal proportions of the four strands of meaning-focused input, language-focused learning, meaning-focused output, and fluency development, and he *gives place to dictionary use as a kind of language-focused learning-* the deliberate, explicit study of words, and he thinks that one of the most effective ways of studying vocabulary is through deliberate study. According to Nation, dictionaries are important because the information in a good dictionary relates to what is involved in knowing a word.

Conclusion

In this chapter, literature on vocabulary, vocabulary learning strategies, strategy training, and dictionary use as a strategy have been reviewed. Basic concepts and key concepts that are important for the implementation of the study have also been underlined together with the related research. Next chapter will present the methodology for this study.

CHAPTER III

3. Methodology

3.1 Presentation

This study investigating the effects of instruction on dictionary use was conducted at Abant İzzet Baysal University, and the following sections of this chapter will give detailed information concerning design of the study, setting, participants, instruments, data collection procedures, and data analysis.

3.2. Design of the Study

This experimental research study was conducted at Abant Izzet Baysal University with the participation of 42 preparatory class EFL learners. There were 22 students in the experimental group and 20 students in the control group. This is also a syllabus-integrated dictionary training study because strategy training was fitted into the regular program so as to achieve the purpose of the research. Moreover, integrated instruction provided students with opportunities to practice learning strategies with authentic language learning tasks. (Grenfell & Harris, 1999; Nunan, 1997; Oxford & Leaver, 1996). In this study, strategy training sessions and pre- and post-tests were used to answer the research questions. Data concerning strategy use were gathered through pre- and post- tests and were analyzed quantitatively by using statistical procedures. This chapter gives detailed information on the setting, participants, instruments, data collection procedures, and methods of data analysis.

3.3. Setting

The study was conducted at Abant Izzet Baysal University English Preparatory School. In this part of the study, we will give some brief information about the system as a framework for our study.

At Abant Izzet Baysal University preparatory classes, there is a levels system. The students take a placement exam at the beginning of the semester. The exam involves listening, speaking, reading, writing and use of English parts. If the students can get 65 points out of 100, it means they can go to their departments for their university education. If they fail, they are placed to a level ranging from A1 to B2 based on their exam results according to the Common European Framework of Reference criteria. Then, learners take a "five-week" instruction to be able to complete each level. They receive 30 hours of English instruction per week, and after every five weeks, they take an exit exam to be able to proceed to the next level. If they fail the exam, they cannot go on with the next level. Instead, they revise the information for another five weeks with a different instructor and then they are required to take the exam once more.

After completing the B2 level, students receive intense instruction on four skills on Academic Foreign Language for College Studies (AFLCS) level for the last one month and get prepared to take the First Certificate of English Exam. After having completed 14 weeks of instruction in this way, students then take either the First Certificate of English exam or Abant Izzet Baysal University preparatory school General Assessment in English exam to be able to go to their departments.

The Common European Framework of Reference for Language (CEFR) has provided a common basis for the elaboration of language syllabus, curriculum, guidelines, examinations, and textbooks at Abant Izzet Baysal University preparatory school system. The Common European framework of Reference describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop in order to be able to act effectively. It also defines levels of proficiency which allows

learners' progress to be measured at each stage of learning and on a life-long basis. By providing a common basis for the explicit description of objectives, content and methods, the framework enhances the transparency of courses, syllabuses, and qualifications. In this way, it promotes international co-operation in the field of modern languages (CEFR, 2001). In the light of this new and fresh knowledge that Common European Framework of reference has brought to Foreign Language teaching in Turkey the existing system has been examined and the necessary adaptations were made to provide learners a more student centered, fresher atmosphere in EFL learning.

3.4. Participants

For a purely random selection and minimum difference between the two groups, the experimental group and control group were selected from the B1 level classes whose students were randomly placed into their classrooms. There were 42 students in the study.

There were 22 participants in the experimental group - 7 male and 15 female; and there were 20 students in the control group - 6 male and 14 female. The subjects were from various majors including physics, mathematics, biology, and chemistry. Their ages ranged from 19 to 22.

All students in both the experimental and control group took the pre-test before the strategy training. After that, students in the experimental group received strategy instruction on dictionary use as part of intentional vocabulary teaching for six weeks while learning vocabulary in the course content. Yet, students in the control group went on with learning vocabulary in the course content without receiving the dictionary use strategy instruction. At the end, all participants in the control and experimental group took the post-test to see if there is a significant difference between them in terms of vocabulary learning.

3.5. Instruments

The instruments in this study are pre- and post-tests to measure the effect of the five-week strategy treatment.

3.5.1. Pre- and post- tests

As the data collection instrument, a pre- and a post-test were used both before and after the strategy training and a Vocabulary Achievement Test was given to the participants to measure if there has been a significant difference between the experimental and control group after the strategy training in terms of dictionary use. The tests were adapted from the tests and activities in the book Dictionary Activities (Leaney, 2007). There were 45 multiple-choice questions in the test. The test questions were about the vocabulary parts that would be covered in lessons during the five-week study period, and the units that would be taught during these five weeks were determined by the researcher and the questions were prepared based on the vocabulary items in the units chosen by the researcher. The vocabulary items in the test were chosen from the General Service List. There were 15 parts in the test and 3 questions were prepared for each part.

The content of the test was designed according to Nation's categorization of what knowing a word means and the kinds of knowledge knowing a word implies (Nation 20001, p 31) which include:

- The meanings of a word
- The written form of the word
- The spoken form of the word
- The grammatical behavior of the word
- The collocations of the word
- The register of the word
- The associations of the word
- The frequency of the word

The test was designed to measure the productive and receptive dictionary use knowledge of the students because Nation (2001) also mentions receptive and productive use of dictionaries, and dictionaries for learning. *Dictionary Skills for Receptive Use* involves looking up the meaning of a word that has been met while reading or listening and *Dictionary Use for Productive Use* involves using a dictionary for encoding which means turning ideas into language, both of which have been explained in detail in the literature review part. As the study includes a course book integrated dictionary training, the vocabulary in the test were chosen from the units 1-12 from the course book based on their occurrence in the General Service List.

The parts of the test for the pre- and post-tests include;

1. Finding the dictionary entries

2. Finding the prefixes for the opposite forms of adjectives

3. Finding the correct definition of the word

4. Working out the grammar of the word (infinitives)

5. Working out the grammar of the word (Countable-uncountable)

6. Relating meaning to the context and decide if it fits

7. Working out the collocations of the word

8. Identifying the part of speech

9. Dealing with phrasal verbal vocabulary

10. Checking the dictionary for noun and verb dependent prepositions

11. Finding the register of the word

12. Pronunciation

13. Word Stress

14. Pronunciation

15. Pronunciation

3.6. Data Collection Procedures

The strategy instruction was given to B1 level students according to CEFR at Abant Izzet Baysal University preparation classes. The strategy instruction was based

on dictionary use.

The main point of dictionary training was to introduce the basic aspects of a dictionary, such as pronunciation, grammatical features, collocations, example sentences, register, and frequency information and so on because it is the common impression of English teachers working in the Turkish EFL context that learners are ignorant about dictionaries. Students mainly look up mini bilingual dictionaries, which do not include many of the components of knowing a word if the need arises. Besides, it is the common belief by the teachers at the university that students do not know how to benefit from their dictionaries. Therefore, the skills mentioned above were introduced to the students for a more effective dictionary use and more vocabulary growth, and the procedures of the study were carried out as explained below.

The sample English Vocabulary Achievement Test was administered on 50 other preparatory students who were at the same proficiency level with the partipants by the help of the English teachers at school. The researcher gave a test, consisting of 45 items to their teachers and asked those teachers to administer it on his / her students in the class within 65 minutes. The researcher also asked the teachers to tell their students that this test would count as a quiz and will directly affect their final quiz averages so that the students would take the test seriously. The participants were expected to find the answers to the vocabulary test using their Leaner Dictionaries. All teachers administered the test in their classes in accordance with the instructions by the researcher, and the final form of English Vocabulary Achievement Test was prepared by the researcher taking ITEMAN analysis results into consideration. The results of the pilot study were analyzed through ITEMAN For Windows 3.5, and the Alpha value of the test was found to be 0,738 , which is above the critical point of 0, 700 for a test to be considered reliable.

After being confident about the results, the researcher administered the pre-test to both the control and the experiment group on the very first day of strategy instruction which took 5 weeks to complete. The test lasted 65 minutes, and the researcher used an extra 10 minutes at the beginning of both tests for administration. The control and

experimental groups took the test in their classrooms. The learners were asked to answer the questions using their bilingualized learner dictionaries. The instructor collected the test papers after the time allocated. One point was given for each correct answer and the participants were given their scores the following week.

After this procedure, learners in the experimental group received integrated dictionary training strategy sessions for 5 weeks. During the training, students worked with the dictionary, and they were taught how to make use of the different parts of the dictionary. The vocabulary items in the pre-test were taken from the units of the course book and, therefore, the teacher worked with the same vocabulary items as they went through the dictionary training. After the 5-week strategy training, the teacher administered the post-test with the same procedures and parts but with different vocabulary items because students had already gone over the ones in the pre-test and learned them during the course. In order to prove that the dictionary training was effective, learners had to use the dictionary as much as possible, and they should not know the vocabulary items in the tests. Since the aim of the study is to test if students have learnt to make the best use of different parts of their dictionaries rather than testing whether they have learned the vocabulary items taught, the vocabulary items in the tests were chosen differently. The vocabulary items of the pre-test were mainly chosen from the lower levels of the GSL and the vocabulary items in the post-test were mainly chosen from the higher levels of GSL taking students' progress in learning English into consideration throughout the study.

The participants used Cambridge Learner's English-Turkish dictionary in the study. This dictionary was chosen because it was designed based on what knowing a word includes: 1. The written form of the word, 2. The spoken form of the word, 3. The grammatical behavior of the word, 4.The collocations of the word, 5.The register of the word, 6.The associations of the word, and 7. the frequency of the word (Nation 2001, p 31).

Furthermore, it was prepared utilizing the Cambridge International Corpus which is a collection of over 1.5 billion words of real spoken and written English. It also

includes a unique collection of over 40 million words taken from student exam papers from Cambridge ESOL. It shows real mistakes students make and highlights the parts of English which cause problems for students. It is also suitable from A2 level to B2 level according to CEFR.

3.7. Data Analysis

The quantitative data obtained through English Vocabulary Achievement Test were analyzed using SPSS for Windows 15.0 (Statistical Package of Social Sciences). Wilcoxon Signed-Rank Test was used to answer the research questions 1 and 2, and Mann-Whitney-U test was used to answer the question 3. These two non- parametric tests were administered because participating students' number in each group was less than 30.

CHAPTER IV

4. Results and findings

4.1. Introduction

In this chapter the results obtained from the data analysis will be presented. All tables and figures are based on the results obtained from the statistical analyses. Two non-parametric tests were used for data analysis: Wilcoxon Signed-Rank Test was used to answer the research questions 1 and 2, and Mann-Whitney-U test was used to answer the question 3.

4.2. The Results and Findings of Data analysis regarding the first research question

The first question is "to what extent, does dictionary use strategy instruction improve students' dictionary skills in Abant İzzet Baysal University EFL classrooms?" In order to answer this question, we need to look at two sub-questions:

a) Is there a significant difference between experimental group's pre- and post-test results?

Since students received five weeks of English vocabulary instruction and a vocabulary learning strategy - dictionary use, they were expected to improve their vocabulary. In order to understand the effect of this five-week study, their pre-test and post-test results were analyzed through Wilcoxon Signed-Rank Test, and the statistical significance level was accepted to be p< ,05 as was the case in all other research

question analyses.

Table 1 shows the Wilcoxon Signed Rank Test results based on the difference between the experimental group's pre- and post-test scores regarding their answers to the vocabulary test on the dictionary use.

Table 4.1 The Wilcoxon Signed Rank Test results regarding the experimental group's pre- and post-test results

Experimental Group		N	Mean Rank	Sum of Ranks	Z	p
Pre-test Test Post-test	Negative Ranks	0(a)	,00	,00		
	Positive Ranks	22(b)	11,50	253,00	--4,115*	,000
	Ties	0(c)				

* It is based on negative signed rank

From table 4.1, we see that the difference is in favor of the negative signed rank, that is, the post- test results of the experimental group, given the sums of the mean rank and ranks based on the difference between the mean scores of the pre-test result of control group ($\overline{X} = 23, 5$) and the post-test results of the experimental group ($\overline{X} = 36,5$) according to Z= -4, 115, p< ,05. These results show that there is a significant difference between the pre- and post-tests results of the experimental group after they received the dictionary use instruction

b) Is there a significant difference between control group's pre- and post-test results?

Even though the control group didn't receive any kind of language learning strategy instruction during this five week study and only received regular vocabulary instruction like other classrooms in the preparatory school, improvement was expected of them. In order to understand the extent of this five-week regular vocabulary instruction, their pre-test and post-test results were also analyzed, and the statistical significance level was accepted to be p< ,05 as was the case in all other research question analyses.

Table 4.2 shows the Wilcoxon Signed Rank test results based on the difference between the control group's pre- and post-test scores regarding their answers to the vocabulary test on the dictionary use

Table-4.2 The Wilcoxon test results regarding the control group's pre- and post-test results

Control Group		N	Mean Rank	Sum of Ranks	Z	p
Post test Pre- Test	Negative Ranks	4(a)	6,63	26,50		
	Positive Ranks	14(b)	10,32	144,50	--2,578*	,010
	Ties	2(c)				

* It is based on negative sign ranks

From table 4.2, we see that the difference is found in favor of the negative signed rank, that is, the post- test results of the control group, given the sums of the mean rank and rank based on the difference between the mean scores of the pre-test result of control group ($\overline{X}$ = 24, 65) and the post-test results of the control group ($\overline{X}$ =26,9,) according to Z= -2, 578, p< ,05. These results show that there is a significant difference between the pre- and post-tests results of the control group. The significant difference in favor of the post-test clearly shows that the five-week regular vocabulary instruction worked well for the control group, which eliminates all doubt against researcher bias. These results show that the researcher teacher didn't carry out any manipulation on the control group to come up with a significant difference between experimental and control groups' pre-test and post-test results. The control group advanced in vocabulary as was expected of a class which undergoes regular vocabulary instruction.

4.3. The Results and Findings of Data analysis regarding the second research question

Question 2: Is there a significant difference between control and experimental group's pre-test and post-test results?

a) Is there a significant difference between control and experimental group's pre-

test results?

In order to understand whether the dictionary use strategy has been effective, we need to prove that the pre-test results of the learners both in the control and experimental group were equal at first, that is, the two groups are similar to each other in terms of vocabulary knowledge before any kind of strategy training is given to the experimental group. This is important because if there is a significant difference in the post-test results favoring the experimental group when we compare the results after the strategy instruction, this difference will be attributed to the strategy training given to the experimental group with all other external factors taken under control by the researcher teacher. The table below shows the difference between the experimental and control groups' pre-test scores on the Wilcoxon Signed Rank test results based on their answers regarding the vocabulary test on the dictionary use.

Table-4.3 The Wilcoxon Signed Rank Test Results regarding the Experimental and Control Group's pre-test results

Pre-Test		N	Mean Rank	Sum of Ranks	Z	p
Control Group Experimental Group	Negative Ranks	8(a)	8,13	65,00		
	Positive Ranks	9(b)	9,78	88,00	-,545*	,585
	Ties	3(c)				

* It is based on negative signed rank

From table 4.3, we see that the difference is in favor of the control group given the sums of the mean rank and rank based on the difference between the mean scores of the pre-test result of control group ($\overline{X}$ =24,65) and the experimental group ($\overline{X}$ =23,5) according to Z=, 545, p> ,05. Yet, it can be concluded that the vocabulary knowledge of the experimental and control group is close to each other, and there is no significant difference between the vocabulary knowledge of the learners in control and experimental group before they receive dictionary use instruction based on these results. The results of this research question are too important to be neglected here because the grammar teacher of both the experimental group and control group is the same person, the researcher teacher. The results of this question will be instrumental in eliminating the doubts as for researcher bias. As the researcher is the teacher of both groups, he might misdirect the research. Students in the experimental group could already be better

at vocabulary than the control group and can show better performance than the control group in the post-test, but from table 4.3., we see that there is no significant difference between control and experimental group's pre-test results.

b) Is there a significant difference between control and experimental group's post-test results?

The answer to this question is rather important because the results will give us an idea as to whether this study has been effective in creating a significant difference between the pre- and post-test results of the experimental group by the help of the dictionary use strategy.

Table 4.4 shows, the Wilcoxon Signed Rank test results based on the difference between the experimental and control groups' post-test scores regarding their answers to the vocabulary test on the dictionary use.

Tablo-4.4 The Wilcoxon Signed Rank Test results regarding the experimental and control group's post-test results

Post Test		N	Mean Rank	Sum of Ranks	Z	p
Control Group Experimental Group	Negative Ranks	18(a)	11,47	206,50		
	Positive Ranks	2(b)	1,75	3,50	-3,794*	,000
	Ties	0(c)				

* It is based on positive signed rank

From table 4.4, we see that the difference is in favor of the positive signed rank, that is, the experimental group, given the sums of the mean rank and rank based on the difference between the mean scores of the pre-test result of control group ($\overline{X}$ = 26,90) and the experimental group ($\overline{X}$ =36,5) according to Z= 3, 794, p<,05. These results show that there is a significant difference between the post-tests of the control and experimental group after strategy instruction, and this difference results from the fact that the post-test score average of the control group ($\overline{X}$ = 26,90) is lower than the post-test score average of the experimental group (36,5), and this significant difference between post-test results of the experimental group and control group points to the fact that strategy training sessions in this five-week study contributed greatly to vocabulary

learning in the experimental group, and the significant difference proves that the aim of the study which is giving instruction in one of the vocabulary learning strategies has been successful.

4.4. The Results and Findings of Data analysis regarding the third research question

Question 3: Is there a significant gender difference in the learners' use of the dictionary strategy after strategy instruction?

To answer this question, we need to see whether there is a significant difference between male and female students in the experimental group in terms of their pre-test and post-test scores. The results have been analyzed, using the Mann-Whitney U test. The goal is to see whether one gender would display tendency to use dictionaries more after they have received instruction.

Considerable research has been devoted to gender differences in language learning. The results of this question have been discussed descriptively because no different treatment was given to either gender. The point in this question is to understand whether strategy teaching makes any difference in different genders' vocabulary learning.

Table 4.5 shows the differences between pre- and post-test scores   of the experimental group according to gender based on the students' answers to the vocabulary test on the Mann-Whitney U-test results.

Table-4.5. Experimental Group Pre- and Post-test Scores of Student by gender on the Mann-Whitney U test Results

Experimental Group	Group	N	Mean Rank	Sum of Ranks	U	P
Pre-test Results	Women	14	12,54	175,50	41,50	,322
	Men	8	9,69	77,50		
Post- Test Results	Women	14	11,50	161,00	56,00	1,000
	Men	8	11,50	92,00		

*p<,05

When we look at table 4.5, we see that there is no significant gender difference between the mean rank of the pre- and post-test scores of the experimental group according to U= 41, 50, p> ,05. That is, there is no significant difference between pre-test results of the women ($\overline{X}$ =24, 07) and men ($\overline{X}$ =22,50)

When we look at the table 5, we also do not see any significant gender difference between the mean rank order of the post-test scores of the experimental group according to U=56,00, p> ,05. That is, there is no significant difference between the post-test results of the women ($\overline{X}$ =36,50) and men ($\overline{X}$ =36,50) These results points out that the dictionary skills of both genders in experimental group improved following the five-week study; however, strategy teaching sessions didn't bring about significant difference between genders.

4.5. Conclusion

This chapter has presented the quantitative data gathered through the data collection instruments of the study. According to the data analyses, strategy instruction led to positive results in vocabulary learning.

CHAPTER V

5. Conclusion

5.1. Summary of the Study

This study investigated the effects of instruction in one of the vocabulary learning strategies -dictionary use at Abant Izzet Baysal University. It also sought to find out whether there was a significant gender difference in the learners' use of the strategy after the strategy instruction.

This study was carried out with the participation of EFL preparatory class students at Abant Izzet Baysal University Preparatory School and their teacher. This randomly selected class consisted of 22 students and the class was given 5-week strategy training by their teacher. Pre- and post-tests were administered to determine the possible change in the dictionary skills after the strategy training sessions. After the data collection procedure, quantitative data were analyzed to find answers to the research questions this study sought to answer.

5.2. Results

According to the results of pre-test, the experimental group and the control group were similar to each other in terms of proficiency in English. This is an important finding in that without this condition being settled, no finding could be attributed to the strategy training given to the experimental group for five weeks. At the end of five weeks of instruction, there were important differences in the post-test results of the

experimental and the control groups. This shows that both groups benefited from instruction on explicit vocabulary learning. Yet, the significant difference of the post-test results between the experimental group and control group shows the impact of strategy instruction in the experimental group. This means that knowing how to make use of dictionary facilitated learning and helped learners in the experimental group to be more successful in vocabulary learning. In other words, we can state that there is a positive correlation between vocabulary learning strategies and L2 learning, and this result is similar to many other research studies conducted before on L2 proficiency and vocabulary learning strategies.

The analysis of the data indicated that there is no significant gender difference in the learners' use of the dictionary after strategy instruction. The results show that male and female students in the study have started to use the strategy and improved their dictionary skills at the same level. When it comes to the issue of the relationship among gender and L2 proficiency, we see that both women and men group achieved higher scores in the vocabulary achievement test but the results did not create any significant difference. As a result, we can state that there is no significant gender difference in the learners' use of the dictionary strategy after strategy instruction.

All in all, we can briefly state that strategy instruction in dictionary use has been successful on the B1 level Abant Izzet baysal University Preparatory class students without creating any gender difference in terms of usage.

5.3. Implications for Teaching

The results of the study has shown that the strategy instruction on dictionary use had a positive impact on the process of vocabulary learning, therefore, it can be concluded that training in vocabulary learning strategies should be given in Turkish foreign language classrooms.

Moreover, in order for strategy training to reach its goal, the recommendations

in the literature should be taken into account as this study attempted to do so. To illustrate, strategy instruction should be incorporated in the regular schedule and follow a well-organized explicit instruction model. They should also be given the opportunity to practice the strategy or the strategies that they have learned.

Furthermore, student dictionaries should be chosen carefully and they should be appropriate to the learners' proficiency level.

Lastly, instructors interested in conducting a similar study should get initial training. The strategies to be used in teacher training is necessary, since the level of teacher confidence and knowledge about learning strategies determines the success of strategy instruction.

5.4. Implications for Further Research

Based on the findings and limitations of the study, some suggestions can be made for further research. In a similar study, first, it would be better if the sample size could be larger since the researcher can be sure of obtaining more reliable results in this way. Secondly, a study with a similar research design could be conducted in a longer time frame in order to get more reliable results.

As for further research, as studies concerning dictionary use are very few, possibilities for further research are extensive. One study in this field for example, could focus on the use of electronic dictionaries. This would shed light on the use of technology and dictionary use. Another study could focus on the dictionary use and teacher perceptions so as to get an understanding of what teachers actually think about it and raise their awareness about the issue. Studies could also be conducted on how the dictionary facilitates retention of the vocabulary in the long-term memory and how it can assist learners in remembering that they read. Furthermore, there could be studies to determine the type of dictionaries students could make use of at different proficiency levels.

5.5. Conclusion

This study investigated the effects of instruction in vocabulary learning strategies. It also sought to find out if there is a significant gender difference in the use of the dictionary strategy after instruction. Data analyses indicated that instructing learners on dictionary use had a significant positive effect on their use of the strategy for vocabulary learning. Yet, there were not any significant gender difference. These results show that the dictionary use strategy should be included in the English language classrooms in the university level Turkish-EFL context. In conclusion, this study reveals that the dictionary use strategy is essential in EFL context and it helps the learning process by offering learners a self-study method and enhancing the learners to be more independent learners. As research in this area is scarce, studies on any aspect of this topic is viable.

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Time: 65   Mins.

DICTIONARY TRAINING

PRE-TEST

Please use your dictionary to answer the questions below.

PART 1: Find which information is not available in the dictionary for the vocabulary items below.

1. **seem**

a) part of speech   b) example of the word in a sentence
c) cross reference to other information   d) this is a common, important word

2. **actor**

a) pronunciation of the word   b) part of speech
c) example of the word in a sentence   d) this is a common, important word

3. **easily**

a) pronunciation of the word   b) cross reference to other information
c) part of speech   d) common errors

PART 2: The opposite form of an adjective is wrong in each question. Find it.

4. a) important-unimportant   b) healthy-unhealthy
   c) appropriate-unappropriate   d) competent-incompetent

5. a) considerate-inconsiderate   b) healthy-unhealthy
   c) encouraging-disencouraging   d) pleasant-unpleasant

6. a) common-incommon   b) appropriate-inappropriate
   c) organized-disorganized   d) reliable-unreliable

PART 3: Find the correct definition for the vocabulary items below.

7. An area of the sea that curves inwards towards the sea land.

  a) valley   b) glacier   c) jungle   d) bay

8. A thick topical forest with many large plants growing very close together.

  a) island   b) peninsula   c) reef   d) jungle

9. a large area of water surrounded by land.

 a) bay   b) lake   c) peninsula   d) river

PART 4: Choose the best option.

10. I am angry because the boss made us _____ two more hours yesterday.

a) work   b)to work   c) working   d) to working

11. A : Could you please ask Hale _____ these letters tomorrow? B:Sure.

a) post   b) posting   c) to post   d) having posted

 12. The teacher told all the children _____ down quietly.

a) to sit   b) sitting   c) sat   d) sit

PART 5: Read the sentences and find the mistake in the underlined nouns for each question.

13. a) I will buy some fresh <u>bean</u> and cook them tonight.
   b) A: Could you pass the <u>salt</u>, please? B: Sure.
   c) We don't have any orange <u>juice</u> left. I am going to the supermarket to buy some.
   d) A: Do you want some <u>cheese</u> at breakfast? B: Yes, please. I love cheese.

14. a) We can have a delicious <u>meat</u> filling today, such as ground lamb.
   b) There are a lot of fast food <u>chain</u> in the city.
   c) I want to have some information about popular <u>snacks</u> around the world.
   d) You can buy packets of instant pasta and cook them for quick <u>meals.</u>

15. a) I am thirsty. Do you have any <u>soda</u>?
   b) You can make popcorn by heating it in <u>oil</u>.
   c) Eating fresh <u>fruits</u> and vegetables are important to stay healthy.
   d) Would you like to eat some <u>sweet</u>? B: No, thanks.

PART 6: Match the words with the correct meaning below.

16. I was so tired yesterday, but I tried to _____ awake to watch my favorite show.

a) save   b) collect   c) store   d) keep

17. I think we should give our students time to _____ the daily news in the classroom.

a) chat   b) discuss   c) speak   d) talk

18. I love this topic in biology. We're learning about how genes are _____.

a) planned   b) arranged   c) organized   d) prepared.

PART 7: Find the wrong verb-noun collocation.

19. a) make an effort   b) make a difference   c) make your best   d) make fun

20. a) make up your mind   b) make sure   c) make work   d) make an effort

21 .a) do sure   b) do a favor   c) do somebody good   d) do some research

Part 8: Identify the part of speech in the underlined parts in the following sentences.

22. .A: The thieves got <u>clean</u> away with $300.000. B: Wow. That is lots of money.

   a) adjective   b) adverb   c) noun   d) verb

23. I went out during the lecture because it was a long and boring <u>talk.</u>

   a) adverb   b) verb   c) noun   d) adjective

24. A: Hey, you can't smoke here! Don't you see there is a non-smoking <u>sign</u> there!

   a) adjective   b) noun   c) adverb   d) verb

PART 9: Choose the best option.

25. Teacher: _____ please. Now, turn to page 62.

a) Get along   b) Settle down   c) Work out   d) Break up

26. If you want to meet someone, it is a good idea to _____ for a course.

a) sign up   b) go out   c) get back   d) get a long

27. Things didn't _____ well, and now Hasan and Burcu are divorcing soon.

a) go out   b) get back   c) break up   d) work out

PART 10: Choose the best option.

28.A: Don't worry _____ the problem. I will try to solve it soon. B: Ok, thanks.

a) about   b) for   c) with   d) on

29. A: I am thinking _____ buying a luxurious new car. B:Wow!

a) in   b) of   c) with   d) on

30. Tomorrow is my husband's birthday and I want to go and buy a present _____
    him.
a) of   b) to   c) for   d) with

PART 11: Find the formal vocabulary items below.

31. a) junk   b) cool   c) kind of   d) numerous

32. a) attend   b) scary   c) yeah   d) wow

33. a) sort of   b) junk   c) guy   d) moreover

PART 12: Identify the consonant sound that sounds different from the underlined parts.

34. a) think   b) thing   c) throw   d) the

35. a) thief   b) thank   c) their   d) three

36. a) their   b) they   c) that   d) thin

PART 13: Find the wrong stressed syllable in the following words.

37. a) en'gine   b) su'pport   c) 'telephone   d) 'problem

38. a) com'puter   b) 'message   c) dic'tionary   d) tech'nology

39. a) 'violent   b) cha'racter   c) e'ffect   d) 'movie

PART 14: Identify the vowel sound that sounds different in the following words.

40. a) c<u>a</u>t   b) th<u>a</u>t   c) s<u>a</u>d   d) <u>a</u>ny

41. a) s<u>ai</u>d   b) <u>a</u>dd   c) <u>a</u>t   d) c<u>a</u>tch

42. a) m<u>a</u>ny   b) gr<u>a</u>b   c) c<u>a</u>tch   d) <u>a</u>xe

PART 15: Identify the vowel sound that sounds different in each underlined part.

43. a) <u>e</u>nd   b) p<u>e</u>n   c) doz<u>e</u>n   d) t<u>e</u>n

44. a) m<u>e</u>n   b) b<u>e</u>d   c) f<u>e</u>rry   d) en<u>e</u>my

45. a) p<u>e</u>n   b) <u>e</u>very   c) f<u>e</u>rry   d) sist<u>e</u>r

Time: 65 Mins.

DICTIONARY TRAINING

POST-TEST

Please use your dictionary to answer the questions below.

PART 1: Find which information is not available in the dictionary for the vocabulary items below.

1. **consider**

a) part of speech   b) example of the word in a sentence
c) cross reference to other information   d) this is a common, important word

2. **actress**

a) pronunciation of the word   b) part of speech
c) example of the word in a sentence   d) this is a common, important word

3. **quite**

a) pronunciation of the word   b) cross reference information
c) part of speech   d) common errors

PART 2: The opposite form of an adjective is wrong in each question. Find it.

4. a) acceptable-unacceptable   b) wise-unwise
   c) valid-unvalid   d) able-unable

5. a) intelligible-unintelligible   b) direct-indirect
   c) experienced-inexperienced   d) Interested-ininterested

6. a) sympathetic-unsympathetic   b) honest-dishonest
    c) sensitive-insensitive   d) realistic-inrealistic

PART 3: Find the correct definition for the vocabulary items below.

7. A person who changes speech or writing into a different language.
   a) translator   b) civil engineer   c) electrician   d) librarian

8. A person who works on a ship.
a) inventor   b) carpenter   c) sailor   d) plumber

9. A person who makes men's clothes
a) carpenter   b) tailor   c) plumber   d) interpreter

PART 4: Choose the best option.

10. I am angry with my children because I can't get them ------------- up their rooms.
a) to clean   b) cleaning   c) clean   d) cleans

11. Please wait here. I will have the receptionist _____ you your room.
a) to show   b) showing   c) show   d) shows

12. My parents want me _____ study law instead of studying fine arts.
a) to study   b) studying   c) study   d) studies

PART 5: Read the sentences and find the mistake in the underlined nouns for each question.

13. a) A: What would you like to eat? B: I would like to eat a <u>chicken,</u> please.
    b) A: Would you like some <u>bread</u> with your soup? B: Sure.
    c) You have put on weight. Try to eat less <u>sweet and fatty foods</u>.
    d) Kim-bap, the Japanese traditional food, is made with <u>rice</u> and vegetables.

14. a) A:I am having a flu. I have lost my sense of <u>tastes</u> since yesterday.
    b) A: Did you know that sushi is made with raw <u>fish</u>? B: Oh, really!
    c) A: What would you like to eat? B: I would like to get an Italian <u>dish</u>.
    d) Please, don't forget to take your <u>receipt</u> after you have paid for the dinner.

15. a) My husband loves stuffed grape <u>leafs</u> and I am going to cook some for him
      tonight.
    b) I am going to the supermarket. I am going to buy some <u>berries</u>.
    c) I didn't like the meat. There was too much <u>fat</u> on it.
    d) I am too full. I have eaten a <u>plate</u> of meatballs with French fries.

PART 6: Match the words with the correct meaning below.

16. The police are still trying to _____ the two pieces of evidence.
a) report   b) announce   c) relate   d) confide

17. Melisa was _____50 Turkish Liras for passing a stopped school bus.
a) fined   b) sentenced   c) punished   d) arrested

18. A 60-year-old man was _____ by three youths as he walked home from
work yesterday. They took all his money and watch by force.
a) picked   b) robbed   c) stolen   d) kidnapped

PART 7: Find the wrong verb-noun collocation.

19. a) make a choice   b) make an arrangement   c) make money   d) make harm

20. a) make a sentence b) make a change   c) make progress   d) make business

21. a) do a test   b) do the dishes   c) do an exception d) do nothing

Part 8. Identify the part of speech in the underlined parts in the following sentences.

22. The boys pressed their noses <u>hard</u> against the window.
a) adjective   b) adverb   c) noun   d) verb

23. All the children have their <u>likes</u> and dislikes when it comes to food.
a) verb   b) adverb   c) noun   d) adjective

24. I kept thinking of my mother's <u>promise</u> all day and then slept happily.
a) adverb   b) verb   c) noun   d) adjective

PART 9: Choose the best option.

25. I will have to _____ going on a vocation until I am better. I don't feel well these days.
a) give up   b) put off   c) end up   d) get off

26. My mother is sick. She is still trying to _____ the flu she had last week.
a) get over   b) pass on   c) go over   d) done for

27. My sister's career has just _____. She is a well-known actress now.
a) taken off   b) got off   c) cut off   d) gone through

PART 10: Choose the best option.

28. I wanted to help my sister to do the assignment, but she insisted _____ doing it herself
a) for   b) on   c) with   d) in

29. A: I think Hakan is a great father. He really cares _____ his children's problems.
a) in   b) of   c) with   d) about

30. I wrote the management about the problem, but they have not replied _____ my e-mail yet.
a) with   b) on   c) to   d) at

PART 11: Find the formal vocabulary items below.

31. a) mad   b) madam   c) no way   d) cab

32. a) crummy   b) ages   c) depart   d) scary

33. a) censure   b) buck   c) backside   d) bookworm

PART 12: Identify the consonant sound that sounds different from the underlined parts.

34. a) t<u>h</u>at   b) <u>th</u>ank   c) <u>th</u>ick   d) <u>th</u>ing

35. a) <u>th</u>in   b) <u>th</u>umb   c) <u>th</u>en   d) <u>th</u>row

36. a) <u>th</u>is   b) <u>th</u>ose   c) <u>th</u>ese   d) <u>th</u>ink

PART 13: Find the wrong stressed syllable in the following words.

37. a) ˈteacher   b) inˈterpreter   c) ˈlibrarian   d) elecˈtrician

38. a) repreˈsentative   b) worˈker   c) ˈactress   d) ˈactor

39. a) ˈcourage   b) ˈjealousy   c) amˈbition   d) preˈjudice

PART 14: Identify the vowel sound that sounds different in the following words.

40. a) h<u>a</u>t   b) f<u>a</u>t   c) f<u>a</u>x   d) <u>a</u>ny

41. a) s<u>ai</u>d   b) <u>a</u>dd   c) <u>a</u>t   d) th<u>a</u>t

42. a) m<u>a</u>ny   b) m<u>a</u>t   c) m<u>a</u>rry   d) <u>a</u>xe

PART 15: Identify the vowel sound that sounds different in each underlined part.

43. a) <u>e</u>nd   b) p<u>e</u>t   c) doz<u>e</u>n   d) t<u>e</u>n

44. a) m<u>e</u>n   b) b<u>e</u>d   c) en<u>e</u>my   d) f<u>e</u>rry

45. a) n<u>e</u>st   b) <u>e</u>nvy   c) f<u>e</u>rry   d) hamm<u>e</u>r

Dictionary Training Syllabus

WEEK 1:

Unit1:
Activity 1: Getting to know your dictionary. Example: attend

Activity 2: Finding prefixes from the dictionary
Vocabulary: Common, appropriate, pleasant, encouraging, honest, patient, correct.
Unit3: Definitions Writing
Vocabulary: bay, valley, peninsula, glacier, waterfall, jungle, cliff

WEEK 2

Unit 4:
Activity 1: Looking up a dictionary to check the correct verb form in the sentences.
Vocabulary: want/let/tell/help/get/ask/have/make/let

Unit 5:

Activity 1: Looking up a dictionary for countable and uncountable nouns.
Vocabulary: water, bread, fish, food, pepper, chicken, soda,
Unit 6:

Activity 1. Practicing using example sentences to find the right word
Vocabulary: 1) store, collect, save, keep
2) talk, speak, discuss, chat
3) arrange, prepare, organize, plan

Activity 2: Practising using the dictionary to check verb-noun collocations
Vocabulary: make an effort, make a mistake, , make fun, make a difference, do your best, do the talking, do some volunteer work, do something

Revision of Unit 1

WEEK 3

Unit 7:

Activity 1: Checking the dictionary to identify the part of speech
Vocabulary: touch, clean, sign, plan, talk

Activity 2: Checking the dictionary for phrasal verbal vocabulary
Vocabulary: break up, get along, go out, settle down, sign up, work out

Unit 8

Activity 1: Checking the dictionary for noun and verb dependent prepositions
Vocabulary: worry about, talk to sb, think of sth, buy sth for, say something to sb, ask sb for sth, thank sb for something

Activity 2: Using the dictionary to familiarize students with style and usage labels
(formal / informal vocabulary)
Vocabulary: junk, cool, kind of, numerous, wow, purchase, scary

Revision of Unit 2

WEEK 4

Unit 9:

Activity 1: Using the dictionary to practise recognizing individual sounds
Consonants: The / θ / and / ð / sounds

Activity2: Practising using the dictionary to identify syllable breaks and word stress
Vocabulary: support, engine, telephone, problem, message, computer,

Unit 10:

Activity 2: Using the dictionary to practise recognizing individual sounds
Vowels: The /æ/ and /e/ sounds

Revision of Unit 3

WEEK 5:

Vowels: the / e / and / ə / sounds

Revision of Unit 4 and 5

ÖZGEÇMİŞ

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  Bölümü- 2003

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