

**COMPARATIVE STUDY OF ACQUISITION RATES BETWEEN ENGLISH
VOCABULARY SETS INTENTIONALLY TAUGHT VIA POST-READING
WRITING AND POST-READING SPEAKING SKILLS**



Elif GÖKSOY

MAY 2016

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WRITING AND POST-READING SPEAKING SKILLS**

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Elif GÖKSOY

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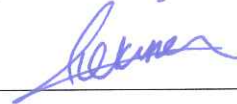
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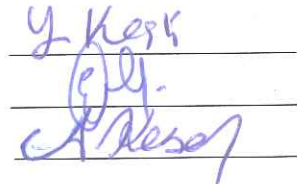
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ABSTRACT

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The aim of this research study was to examine the differences, if any, in intentionally taught English vocabulary acquisition rates via post-reading writing and post-reading speaking skills. There were three groups to study. In the first group mostly post-reading writing skills, in the second group mostly post-reading speaking skills, in the third group reading, speaking and writing skills were applied. To measure the breadth of the vocabulary the following procedures were applied. 1) Translation into Turkish, 2) Fill in the blanks questions (productive writing skill), 3) Multiple choice questions (reading and understanding). To measure the depth of the taught vocabulary VKS (Vocabulary Knowledge Scale; Paribakht & Wesche, 1996) was applied. Besides, oral production with a visual support was measured according to a checklist. In the group, where the tests were piloted, reading, speaking, and writing skills were applied. The results showed that the two groups where reading, speaking and writing skills were practiced outperformed the reading/speaking and reading/writing group in the four tests except for the fill in the blanks test. The reading/writing group showed the best result in the fill in the blanks test. However, the delayed tests administered three weeks later demonstrated that the retention rate is higher in the reading/speaking group. The data also revealed that speaking activities generated more enthusiasm in comparison with the writing ones.

Key words: Vocabulary Acquisition, Integrated Skills, Vocabulary Assessment

ÖZ

İNGİLİZCE OLARAK OKUYUP YAZMA VE OKUYUP KONUŞMA BECERİLERİ İLE PLANLI OLARAK ÖĞRETİLEN KELİMELERİN EDİNİLMESİ ORANLARININ KARŞILAŞTIRMA ÇALIŞMASI

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Bu araştırma çalışmasının amacı İngilizce olarak okuyup yazma ve okuyup konuşma becerileri ile planlı olarak öğretilen kelimelerin edinilmesi oranlarının arasındaki farklarını, eğer varsa, incelemektir. Çalışmaya üç grup katılmıştır. Birinci grupta çoğunlukta okuyup yazma, ikinci grupta çoğunlukta okuyup konuşma, üçüncü grupta ise okuma, yazma ve konuşma becerileri kullanılmıştır. Testlerin pilot çalışması için uygulandığı grupta okuma, yazma ve konuşma becerileri kullanılmıştır. Öğretilen sözcükleri enlemesine ölçmek için 1) Türkçe'ye çeviri, 2) Boşluk doldurma (üretken beceri) ve 3) Çoktan seçmeli soru formatı (okuma ve anlama) kullanılmıştır. Öğretilen sözcükleri derinlemesine ölçmek için 1) KBS (Kelime Bilgisi Skalası; Paribakht ve Wesche, 1996) ve 2) Görsel destekli sözlü üretim kontrol listesi kullanılmıştır. Sonuçlara göre; okuma, konuşma, ve yazma becerilerinin uygulandığı iki grup, boşluk doldurma testi hariç, okuma ve konuşma grubunun yanı sıra okuma ve yazma grubundan daha başarılı olmuştur. Boşluk doldurma testinde okuma ve yazma becerilerinin uygulandığı grup en yüksek sonuca ulaşmıştır. Ancak, üç hafta sonra uygulanan testler, hatırd tutma oranının okuma ve konuşma grubunda daha yüksek olduğunu saptamışlardır. Ayrıca, veriler, konuşma aktivitelerinin yazma aktivitelerine göre öğrencilerde daha büyük ilgi uyandırdığını göstermişlerdir.

Anahtar kelimeler: Kelime Edinimi, Entegre Edilmiş Beceriler, Kelime Bilgisi Ölçmesi



To my children, who are bringing me up.

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LIST OF ABBREVIATIONS

- VKS - Vocabulary Knowledge Scale (Wesche and Paribakht, 1996)
TR - Translation
FB - Fill in the blanks
MC - Multiple choice
OP - Oral production
SD - Standard deviation



Chapter 1

Introduction

1.1 Overview

One of the most widespread attitudes towards learning a language is an understandable attempt to expand vocabulary as a learner or to help it develop as a teacher. After a child starts walking the second thing to be anticipated is the development of speaking skills which can be measured by vocabulary units. This perception continues all through life. Whether you are speaking a first language or a fourth one, a mastery of linguistic skills is usually judged by the number of words one can understand and apply. The difference between the ability to understand a word that is receptive knowledge and ability to apply a word that is productive knowledge will be considered further.

Levy (2009) argues that vocabulary continues to attract attention because of the sheer size of the task for the learner, its obvious importance for students with varying goals and proficiency levels, and the inherent capabilities of the computer that are more attuned to dealing with the more discrete aspects of language learning (p. 771).

1.2 Theoretical Framework

According to online etymology dictionary (2015) Old English *word* means “speech, talk, utterance, sentence, statement, news, report, word” and comes from Proto-Germanic **wurdan* (cognates: Old Saxon, Old Frisian *word*, Dutch *woord*, Old High German, German *wort*, Old Norse *orð*, Gothic *waurd*), which comes from PIE (**were-* (3) “speak, sa”). (PIE stands for Proto-Indo-European) So, if an ability to speak is viewed as an ability to operate with as many words as possible, than it would be logical to ask how one can achieve a certain amount of lexis in a certain period of time. A language being acquired in the environment where it is spoken does not require conscious efforts for mastering speaking and listening skills. People hear words all the time except for the time they sleep. According to a research study conducted by Mehl, Simine, Ramírez-Esparza, Slatcher, and Pennebaker (2007)

both women and men use approximately 16,000 words a day. This figure is another indirect parameter of the importance of vocabulary knowledge.

Nevertheless, there is an interesting observation made by Hyslop and Bruce (1988) who stated that the distribution of language skills is different in school and out of school. Their conclusions were based on findings stated in a research study conducted by Wilt (1950), which show that people spend 45 percent of their time on listening, 30 percent on speaking, 16 percent on reading, and 9 percent on writing. As for the school setting, as cited in Hyslop and Bruce (1988)

Burley-Allen (1982) found the classroom emphasis on language modes to be inversely related to the time people use them: students get 12 years of formal training in writing, 6-8 years in reading, 1-2 years in speaking, and from 0-1/2 year in listening.

Considering foreign language learning in a formal setting it can be seen that writing and reading are the main skills through which language acquisition is taking place. Looking at the aforesaid figures one can see the short period of time devoted to speaking in an academic setting. Listening and speaking are the skills that are not practiced widely. Although this may be valid for other disciplines, in a language class focusing on all the four skills make language learning more complete.

With a demand for staff who can collaborate with counterparts from foreign countries, the number of people who want to learn a foreign language is constantly growing. Warschauer (2000) argues that taking into consideration technological developments and dynamics of world population, the role of English to cooperate and communicate will increase. According to Genç (2012) the first foreign language being asked for in job vacancies from fifteen different sectors is English. In this context it is highly important to apply effective techniques in teaching English in order to increase opportunities for job candidates.

Nation (2001) states that one of the effective ways to set a short term goal in teaching a foreign language is to define the most frequent vocabulary that can enable

learners to fulfill many tasks. A focus on the most needed and most frequently used words will allow learners to gain time when learning a foreign language. Due to the gradual nature of vocabulary acquisition the matter of time might be especially important. In one of his research studies Schmitt (1998) calls the acquisition of second language vocabulary incremental. The use of the term “incremental” implies the process of internalizing a foreign word.

Learning and teaching a language is a process with mutual efforts. Undoubtedly all parties involved in the process have to contribute greatly to achieve a target. Besides, one should keep in mind a number of classes per week during which a teacher should fulfill numerous tasks regarding language activities in addition to vocabulary work. So keeping in mind the importance of vocabulary learning, knowing what words to teach and how to teach them effectively will help teachers and learners manage their time more constructively.

1.3 Statement of the Problem

Vocabulary practice is one of the most important components of vocabulary knowledge construction. Although there is not only one way of achieving vocabulary mastery, there might be an outline that would guide teachers and students in pursuing the target of vocabulary acquisition.

In course books vocabulary sets are usually practiced through written exercises involving matching and filling in the blanks with no distinct focus on oral production of new lexis. Practicing a word in written form is more likely to lead to written mastery, whereas oral production might be left untrained. Thus, including activities with focus on post reading speaking activities in this research study may help us understand whether practicing a word verbally is more likely to support a student’s mastery to use a word both in written and oral form. Application of the tests immediately after the treatment and three weeks later gives an opportunity to compare the rates in vocabulary attrition after applying three different methods.

1.4 Purpose of the Study

The purpose of the study is to define any differences in vocabulary acquisition and vocabulary attrition after applying activities with post reading writing skills and post reading speaking skills in two groups. The results of these two groups are also compared with the results of a third group where activities involving reading, writing and speaking skills were applied in order to see which integrated skills provide for stronger vocabulary acquisition and stronger vocabulary retention.

1.5 Research Questions

- I.** Are post-reading writing skills more effective than post-reading speaking skills in supporting acquisition of intentionally taught vocabulary?
- II.** Is vocabulary retention more significant when applying post-reading speaking skills than in post-reading writing skills in supporting acquisition of intentionally taught vocabulary?

1.6 Significance of the Study

Even though there have been studies regarding the role of particular skills in vocabulary acquisition, this study might be one of the rare attempts to research vocabulary acquisition through integrated skills.

Another peculiarity of this study is that in one group there will be an emphasis on post reading speaking skills, which has not been widely practiced. The results of the study may help shape teaching procedures regarding vocabulary units.

In addition, vocabulary retention which has not been a common focus in previous studies was measured in the research study. Moreover, involvement of students in vocabulary knowledge construction was a priority in the study. Both in post reading writing and post reading speaking treatments students were given a

chance to be responsible for their own learning with a teacher facilitating difficult moments of the process.

1.7 Definitions

Knowing a word “... the receptive-productive scale of knowledge and how it applies to each aspect of vocabulary knowledge” (Nation, 2001, p.36). “Vocabulary knowledge includes form, meaning, and use” (Nation, 2001, pp.40, 41).

Reading “... a way to draw information from a text and to form an interpretation of that information” (Grabe & Stoller, 2002, p.4).

Writing “...a combination of writer, reader, subject matter, and text” (Grabe & Kaplan, 1996, p.202).

Speaking “... interactive discourse with other speakers of the language” (Brown, 2001, p.267).

Whole language “cooperative learning, participatory learning, student-centered learning, focus on the community of learners, focus on the social nature of language, use of authentic, natural language, meaning-centered language, holistic assessment techniques in testing, integration of the “four skills” (Brown, 2001, p.49).

Chapter 2

Literature Review

2.1 Overview

Although vocabulary must be one of the most important components of language acquisition, “compared to work in grammar, phonology, and discourse studies, much less is known about the nature of the second language learner’s lexicon” (Coady & Huckin, 1997, p.1x). Whether a native speaker or not, once a new word is encountered, either in a context or out of it, one is more likely to pause and wonder. That is what happens with language learners at every stage of education, with the difference being that for adults, not knowing a word may have consequences affecting a learner’s prospects. According to Baki (2012), there is a positive correlation between vocabulary knowledge and reading comprehension. So, knowing how to teach vocabulary more effectively is highly important for all language practitioners. Coady and Huckin (1997) state that “Even native speakers can benefit from vocabulary instruction” (p.281).

2.2 Word Knowledge

A word as a notion has several dimensions. So far there have been several attempts to establish a definition for word knowledge. Although different authors classified word knowledge in different ways, on close inspection, it becomes obvious that the definitions have much in common. According to Nation (1990) word knowledge consists of meaning, written form, spoken form, grammatical characteristics, collocation, register constraints, frequency, and association (p.31). As to Schmitt (2000), he differentiates word meaning, register, word associations, the written form of a word, the spoken form of a word, and grammatical knowledge (pp.22-66). There is another view developed by Henriksen (1999), who proposed three dimensions of lexical competence, which are: (a) partial to precise knowledge, (b) depth of knowledge, and (c) receptive to productive use ability. There is also a system recently suggested by Qian (2002), who argues that word knowledge consists

of (a) vocabulary size, (b) depth of vocabulary knowledge, (c) lexical organization, and (d) automaticity of receptive–productive knowledge.

2.3 Correlation of Vocabulary and Proficiency Level

According to Nation and Waring (1997) 3,000 to 5,000 word families is sufficient to set up a foundation for comprehension. They state that there are 54,000 word families in English and 20,000 of these word families are recognized by educated native speakers. An idea of the approximate number of the vocabulary the students you are going to teach know may help you decide on their proficiency level, especially when you meet the class for the first time.

At the end of the 20th century a set of descriptions was developed to define how learners of foreign languages can perform on the basis of several levels with the following letters assigned to each level A1, A2, B1, B2, C1, C2. According to Wikipedia (2015) “The Common European Framework divides learners into three broad divisions that can be divided into six levels”. Since the participants of this study are beginners, on the basis of the study by Milton and Alexiou, (2009) it might be suggested that A1 level learners know not more than 1500 lemmas.

2.4 Reading Vocabulary Skills

Since reading is one of the earliest and most common ways of teaching a language in a school setting there have been plenty of data accumulated on vocabulary acquisition during reading. “So far there have been done a great number of research studies on vocabulary in reading” (Schmitt, 2010, p.29). During the studies they focused on the best way of teaching vocabulary and rates of vocabulary decay that may greatly differ under various conditions. Undoubtedly being familiar with a word facilitates your understanding and speeds up your pace of reading. As Grabe and Stoller state (2002) word comprehension is a vital condition for reading (p. 20).

Considering reading, it can be noticed that there is a division into intensive and extensive reading. A typical course book has a great number of samples with intensive reading. According to Nation (2008) “intensive reading” consists of the text comprehension and a conscious focus on language items (p.59). With students, who have just started learning a language or those, who need to gain more confidence, this mode of reading might be more suitable. In this type of learning vocabulary is learnt in a context, not as a separate list of words. As Gass and Selinker (2008) state various studies indicated that incidental learning is achievable (p. 463).

Extensive reading is more reading for pleasure, which is widely practiced. Taking into consideration high engagement in this type of reading one can propose a high rate of language acquisition through meaningful input. Krashen (2003) argues that a low affective filter promotes “comprehensible input” (p. 15).

The gradation of levels must be fulfilled precisely, though. Otherwise a learner might be frustrated by an overwhelming amount of unfamiliar lexis. Nation (1990) considers that if learners encounter unabridged texts, the vocabulary might be difficult to perceive (p. 115).

Huang and Liou (2007) conducted a study that confirms vocabulary acquisition through extensive reading. It says that learners improved their vocabulary knowledge after an online extensive reading syllabus was applied. The results of the study showed that it was a feasible program that led to learners’ gain in vocabulary. When recommending books to read for pleasure it is highly important to choose those that are suitable for the cognitive and linguistic level of the students. Waring and Nation (2004) emphasize the importance of an appropriate choice of level for reading. According to the authors a book chosen for extensive reading programmes should encourage regular reading to provide for sufficient vocabulary repetition.

2.5 Writing Vocabulary Skills

Writing may differ in its style and usage of word number. Nation (2008) argues that “Work in the simplification of texts has shown that a small number of words (around 2000 to 3000) can be used effectively to express an enormous number of ideas” (p.83). One of the most important aspects regarding writing is to teach a student to use all the vocabulary the student knows. According to Nation (1990) it is vitally important to teach learners to use their productive vocabulary even if it is not very extensive (p. 147).

Teaching adults a foreign language in an academic setting might involve writing from a very early stage. “At the beginning level of learning to write students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code” (Brown, 2001, p.343). Even the learners who are not very young might need close attention and scaffolding for this new dimension of learning. As Grabe and Kaplan (1996) state, with beginning learners, a teacher should render continual support (p. 272).

When the goal is to trigger students’ interest a teacher is more likely to have them look for new vocabulary. Nation (1990) says that during writing students might be encouraged to broaden their vocabulary by focusing on their specialization or interest (p. 147). During writing adult learners do ask for explicit explanation and prompts for vocabulary. In class activities, writing is more likely to generate lively discussions, during which target vocabulary might be presented. Grabe and Kaplan state that (1996) practicing vocabulary is a fundamental part of improving students’ skills in writing. It also gives a chance for group-work (p. 275).

2.6 Speaking Vocabulary Skills

Speaking might be one of the most challenging aspects of teaching a language to adults. Being a productive skill, speaking undoubtedly needs an input whether written or auditory. Gass and Selinker (2008) write that it takes time to learn the

meaning and use of a word. For this, a learner needs to listen to its usage in different contexts. And after that he/she may try to use it on his/her own (p.466). Nevertheless vocabulary knowledge has not been practiced widely through speaking. According to a study conducted by Šolcová (2011) Czech teachers view vocabulary and grammar as the most important things and allow less time for speaking practice. It can be assumed that vocabulary practice is fulfilled through other skills rather than the speaking skills.

Although very often students express their doubt regarding the vocabulary they possess, Nation (1990) writes that speaking English does not require a large vocabulary (p.93) and confirms his idea with the following figures. “The most frequent 2000 words of English cover around 90% of the running words in most colloquial spoken text” (Nation, 2008, p. 37). These figures seem quite reasonable, especially when comparing the amount with the amount of words one needs to write. “From the small amount of evidence available it seems that about half the words needed to understand written English are needed to understand spoken English” (Nation, 1990, p.85). Very often it might happen that a learner having studied a foreign language for years may be reluctant to communicate in the target language. In this regard the focus could be projected on exercises activating the speaking skills. Nation (2008) states that in the case where a learner has quite an extensive receptive vocabulary, but is not able to operate it, the teacher could apply activities to improve access to the words he/she knows (p. 44).

2.7 Integrating the Skills

It is thought to be more expedient to integrate the skills when practicing vocabulary, thus to reflect the more natural flow of language acquisition. Integrated skills are a part of a whole language approach. According to Bergeron (1990, p.319), whole language consists of the use of real literature and writing including meaningful and collaborative experiences to foster students’ motivation and interest during learning. Taking into consideration that vocabulary knowledge is both receptive and productive it can be assumed that employing receptive and productive skills when teaching vocabulary makes it possible to focus on form recognition, meaning, and

pronunciation at the same time. “Rather than being forced to plod along through a course that limits itself to one mode of performance, students are given a chance to diversify their efforts in more meaningful tasks”(Brown, 2001, p.233). Being able to apply a word using various language skills is more likely to provide a quicker retention by addressing a greater amount of learning intelligences. According to Gardner’s theory (1983), teaching can be presented in many different ways. These multiple methods appeal to multiple intelligences. Jack (2015) emphasizes that various ways of interaction with a word helps its internalization.

2.8 Vocabulary Teaching Techniques

Nation (2008) argues that teachers differentiate productive vocabulary for writing and speaking and receptive vocabulary for listening and reading (p.43). There is also a differentiation between implicit and explicit vocabulary teaching.

Explicit vocabulary teaching or intentional learning is one of the most common ways of introducing vocabulary. “When teaching vocabulary, you normally start by doing one of two things: you either give the students the word and ask the meaning, or you explain the meaning or concept, and ask the word”(Willis, 1981, p.118). Working with beginners, whether young or adult, it can be noticed that intentional introduction of the target vocabulary might be more encouraging. Nation (2008) states that by pre-teaching one can solve some vocabulary problems before the students encounter them (p.59). “With true beginners, it is probably necessary to explicitly teach all words until students have enough vocabulary to start making use of unknown words they meet in context” (Schmitt, 2008). However, Nation (2008) indicates that pre-teaching uses classroom time that is why only high frequency words and those without which the message of the text remains vague should be attended to (p.60).

Incidental vocabulary learning happens with very young learners in a real context (Huckin & Coady, 1999), whereas adult learners may need advanced proficiency to learn through incidental learning. Adult learners in academic settings are more likely to come across a new word in a text. McCarthy (2001) writes that vocabulary is usually introduced in written form in language classes (p. 115).

There are a lot of techniques that teachers can apply in class. French Allen (1983) suggests showing the meanings of words, drawing attention to meanings before drilling words, using commands, using real objects (pp.12-24). According to Atay and Kurt's (2006) study, communicative tasks when applied after reading had a positive effect on young learners' words retention. Besides, substitution of unknown words with familiar ones may be quite helpful. Nation (2008) writes that learners when using a paraphrasing strategy, apply the maximum potential of their vocabulary (p.44). Nation (2008) also adds that there are other ways of teaching vocabulary such as

simplifying, adding glossary, putting words in an exercise after the text, quickly giving the meaning, doing nothing about the word, using the context, using a dictionary, using word parts, spending time on explaining a word are ways to deal with words (pp. 61-65).

2.9 Vocabulary Learning Strategies

Most people who have encountered learning a foreign language are more likely to say that knowing words is highly important. Learners in general are very curious about what they can do to expand their vocabulary. Although strategies may differ, the frequency of their application should be high. Gass and Selinker (2008) write that meeting a word for the first time only draws a learner's attention. Coming across the word later on helps students build up semantic and syntactic connections (p. 466).

According to a taxonomy of vocabulary learning strategies organized by Schmitt (1997, p.207) on the basis of Oxford's and Nation's vocabulary learning strategies systems, there are "Strategies for the discovery of a new word's meaning" and "Strategies for consolidating a word once it has been encountered". The author emphasizes determination, social, memory, cognitive, and metacognitive strategies.

There are also mnemonic and contextual vocabulary remembering strategies that include peg and loci methods. In mnemonic (keyword method) a learner sets up an

image for a keyword that is known by the learner and somehow resembles a new word (Presley, Levin & McDaniel, 1987, p.109). As various research studies show, students apply different strategies to learn vocabulary. One of the writing activities used to reinforce vocabulary is keeping notebooks. Bozkurt (2007) conducted a study which showed that notebooks for words are useful during the vocabulary learning process. On the basis of the results drawn from a research study conducted by Lip (2009) it can be seen that word spelling, analyzing a word's sound segments, practicing words while fulfilling a project, and consulting peers on the meaning foster remembering vocabulary. It is also important to mention that strategies for learning vocabulary may vary with time. Findings from a study conducted by Gu (2010) suggest that as students improve their vocabulary they start to apply various strategies with higher frequency. Pavičić Takač (2008) states that vocabulary learning strategies have an important contribution to vocabulary learning (p.17).

However, considering the aforesaid methods of vocabulary teaching one should keep in mind peculiar features of each student. Being able to develop his/her vocabulary on his/her own, a learner fosters his/her learning autonomy. Besides, Pavičić Takač (2008) emphasizes the importance of affective factors that can differ among individuals (p.17). There is also another aspect of word knowledge that has to do with the probability of learning a word. In this regard, Laufer (1997) proposes the following factors: pronounceability, orthography, length, morphology, synformy, grammar, and semantic features of the word (p. 140).

2.10 Assessment of Vocabulary

Learners acquire vocabulary not only at different paces but they also focus on different dimensions of vocabulary knowledge. Milton (2009) states that students of the same class may have various vocabulary learning results (p. 243). Although in criterion based tests the distribution should not be very high, Milton (2009) argues that a quantifiable difference in vocabulary learning can be significant due to the

fact that learners may tend “to acquire subtly different types of vocabulary”(p. 243).

In this regard it is important to get as many parameters as possible to draw conclusions on covert mental processes. Daller, Milton and Treffes-Daller (2007) argue that “Lexical knowledge, like all language knowledge is not a directly accessible quality like a person’s height or weight” (p.47). Drawing teachers’ attention to language testing Daller, Milton and Treffes-Daller (2007) argue that it is important to understand the interaction of test items and different individuals (p.76).

In comparison with other linguistic aspects vocabulary is more overt, though. Thus it is more open for the tester. Thornbury (2002) states that “...vocabulary knowledge is more readily itemized, and hence more easily measurable”(p.139). Besides, vocabulary tests are very practical to hold and informative especially if you want to evaluate the knowledge gained over a semester or two. Meara (1992) argues that vocabulary is a very sensitive measure, and little changes in lexis size are not difficult to monitor. Moreover, according to Meara (1992), results of the tests based on vocabulary are not difficult to understand by non-specialists.

2.11 Retention in Vocabulary Acquisition

Assessment of vocabulary acquisition would not have been complete, had not researchers measured retention rates. Measuring vocabulary attrition allow practitioners to talk about vocabulary acquisition that is stable. For instance, a study conducted by Ansarin and Khojasteh (2013), where contextual meaning, dictionary definitions and synonyms as three methods of teaching vocabulary were used, showed that the method with contextual meaning led to more durable results.

In this regard the following study concerning correlation of methods and retention rates could be referred to as well. Nemati (2013) held a study investigating efficacy of grouping vocabulary according to topics, highlighting, imagery and non-linguistic cues in vocabulary instruction with groups of three different level of

proficiency. By conducting retention tests the researcher found that grouping vocabulary according to the topics was an effective method with all the three groups.

In addition to the previous research studies, another study conducted by Yoshii and Flaitz (2002) could be mentioned. Three different methods, namely textual definitions, pictures and a combination of both were used to teach vocabulary. The results of the aforesaid study revealed that at the immediate testing the group where a combination of text and pictures was applied outperformed the groups with one method only. However, the retention tests showed no difference between the groups.

2.12 Vocabulary Acquisition Research Studies Conducted in Turkey

There have been interesting vocabulary acquisition studies conducted in Turkey. For instance, in a study by Ferrell Tekmen and Daloğlu (2006) incidental vocabulary acquisition, level of proficiency and word frequency were examined. According to the aforesaid study, groups with more advanced levels acquired more vocabulary. Another study conducted by Merç (2008) investigated the difference between vocabulary acquisition rates with explicit and implicit teaching. In the aforesaid study target vocabulary was taught directly through definitions in one group and through a context in another group. The assessment of the treatments was conducted via immediate posttest and a retention test that took place two weeks later. According to the results of the study, the group that was learning words on the basis of context performed better than the group that learnt the words with definitions. These results were confirmed by a retention test.

Regarding vocabulary learning strategies employed by learners one could have a look at a study by Subaşı (2014), in which the researcher came to the conclusion that the participants were using context and dictionaries to understand the meaning rather than rote learning. Another study conducted by Durmuşoğlu Köse and Yüksel (2013) emphasizes the multidimensional nature of vocabulary knowledge. As results of the study show, in spite of knowledge of academic

vocabulary, the number of academic words was limited in essay writing. According to the results of the study, it could be concluded that receptive and productive knowledge of a word differ.

Tokaç (2005) conducted a study to investigate the difference in teacher led vocabulary acquisition and computer assisted vocabulary learning. The results of the study showed that there was no a significant difference between the two methods.

2.13 Vocabulary Acquisition Research Studies Conducted Abroad

There have been long discussions whether explicit or implicit vocabulary teaching is more effective. McKeown and Beck (2004) defend explicit vocabulary teaching. Marzano and Marzano (1988) argue for a cluster approach based on semantic relations when teaching vocabulary. Zeeland and Schmitt (2013) conducted a study, where they found that for incidental vocabulary acquisition through listening, a word should be encountered more than fifteen times. According to a study conducted by Pigada and Schmitt (2006), incidental learning while reading improved knowledge of target words by 65%.

Koizumi and In'nami (2013) found that vocabulary knowledge significantly improves speaking proficiency. Eide (2010) conducted a research study in Norway to compare reading only and reading plus exercises in vocabulary acquisition. The results of the study show that reading plus exercises lead to more effective vocabulary acquisition in comparison with reading only. Brown, Waring and Donkaewbua (2008) investigated incidental vocabulary acquisition rates with reading, reading-while-listening, and listening treatments. According to the results of the study, in all the three treatments most of the vocabulary was not acquired. According to a study conducted by Joyce (2015) in Japan the participants' performance was much better when translating the target words into L1 in comparison with other types of vocabulary testing.

Chapter 3

Methodology

3.1 Philosophical Paradigm

Mertens (2005) states that a paradigm is “composed of certain philosophical assumptions that guide and direct thinking and action” (p.8). The researcher chose the post positivist paradigm for the research study. Post positivism is the successor of positivism where it was believed that data should be measured. In post positivism researchers state that not all processes in social science could be observed and thus, measured. According to Mertens (2005), although post positivists believe in the importance of objectivity and generalizability, they base their understanding of truth “on probability rather than certainty” (p.12).

Using a philosophical framework for understanding an issue one should consider ontological, epistemological and methodological parts of a research study. (Denzin & Lincoln, 2005). These three notions in post positivism are viewed as follows:

“Ontology concerns the nature of reality and being” (Ponterotto, 2005, p.130).

Epistemology “acknowledges that the researcher may have some influence on that being researched, but objectivity and researcher–subject independence remain important guidelines for the research process” (Ponterotto, 2005, p.131).

Methodology in post positivism mostly consists of quantitative methods. (Mackenzie & Knipe, 2006). According to Mertens (2005), qualitative methods are also used in post positivism with quantitative methods predominating though (p. 15).

Using qualitative and quantitative methods may lead to a more complete epistemological approach giving the researcher a chance to look at the research questions from different points of view. According to Johnson and Onwuegbuzie (2004), “A key feature of mixed methods research is its methodological pluralism or

eclecticism, which frequently results in superior research (compared to monomethod research)’’ (p. 14).

Since the researcher applied five tests, which gave quantitative data and one participant observation technique, which gave qualitative data, it can be stated that a mixed method with quantitative data predominating was used in this study.

3.2 Research Design

The present research study is a comparative inquiry into the groups where different treatments were applied. The cross data comparison allowed to draw conclusions about degrees of effectiveness of the treatments. The study had a quasi-experimental design. The most significant peculiarity of experimental designs among other research designs is its randomly assigned treatments (Gay, Mills & Airasian, 2009, p. 241). However, according to Mertens (2005), in educational and psychological researches it is impossible to assign treatments randomly, so quasi-experimental designs emerged. Ary, Jacobs, and Razavieh (2002) view quasi-experimental designs, as designs, where random assignment of participants to groups is not possible (p.316). In this study the researcher matched the groups with the treatments on a random basis but the students remained the same in their own classes. Working in a school the researcher studied the existing classes according to the lesson program without any changes.

According to Ary, Jacobs, and Razavieh (2002), one of the most commonly used designs in a school setting is a quasi-experimental design with intact groups, pretest, and posttest (p.316). The groups in this study were intact classes that had been set up randomly at the beginning of the year. So, the study had a quasi-experimental design, where five quantitative methods and one qualitative method were applied. The reason, why the researcher used mixed methods with quantitative techniques predominating, is that the participants and the researcher are more accustomed to taking tests, thus more trained in quantitative methods. Dörneyi

(2007) states that competence of researchers in methods they choose is important (p.47).

3.3 Universe and Participants

The research study could be generalized for a school similar to the one where the study took place, namely a public high school in İstanbul, Turkey. Multilevel classes were set up randomly at the beginning of the academic year. The number of students in one class varies from 29 to 35. The classrooms are equipped with smartboards. Reading, writing, listening and speaking skills, along with vocabulary and grammar knowledge are practiced in English classes. Reading and writing skills are easily practiced during lessons. As to listening skills, students find it difficult to understand what is said. According to the students, some of them listen to English songs and watch films in English at home. So, listening skills are somehow reinforced out of school as well. However, revision of speaking activities at school plays a vital role since the students have few opportunities to practice speaking skills out of school.

Ninth graders, who have six hours of English per week, participated in the study. The academic assessment and evaluation at school is done as follows. During one semester the students are assessed on the basis of 5 grades. Formative and summative assessments are used. Formative assessment presents one performance grade that consists of home assignments, 2 quizzes, and in class participation. Summative assessment includes two written exams, one performance grade given for a presentation and one listening/speaking exam.

117 students participated in the pretest. All of them are male students. Their ages vary from 14 to 15. All students are native speakers of Turkish. All of them have studied English for four years at middle school so they have some basic knowledge about grammar and most frequent words. When asked about English they usually say that they want to learn the language.

According to the results of the pretest 71 students were identified as the ones who didn't know the target words. When the post tests were conducted with a 3 week interval the number of students whose answers were taken into consideration for data analysis decreased to 43 since some submitted tests were either incomplete or the students were absent on one of the days when the post tests were being conducted. Below one can see a table with numbers of students and stages of the research.

Table 1
Numbers of Students and Stages of the Research

	<i>Pretest participants</i>	<i>Number of students who didn't know the target words</i>	<i>Posttest1</i>	<i>Posttest2 with a 3 week interval.</i>
<i>Reading/writing group</i>	31 students	17 students	8 students	8 students
<i>Reading/speaking group</i>	29 students	17 students	11 students	10 students
<i>Reading/speaking/writing group B</i>	25 students	17 students	10 students	10 students
<i>Pilot Reading/speaking/writing group A</i>	32 students	20 students	13 students	13 students

3.4 Procedures

3.4.1 Sources of Data Four types of sampling were used in this study. Sampling is selecting participants for a study so that they can represent the bigger group from which they were chosen (Gay, Mills, & Airasian, 2009, p.138).

The pretest was conducted on the basis of convenience sampling. Gay, Mills and Airasian (2009) define convenience sampling as “the process of including whoever happens to be available at the time” (p.134). The researcher conducted the pretest for all the students available in the four classes. Since the study had a quasiexperimental design without random assignments of the participants, it was highly important to identify the equivalence of the groups. According to Ary, Jacobs, and Razavieh (2002), a pretest “provides a way” to foster internal validity of quasi experimental designs (p. 316).

The students whose test results were used in the data analysis, were selected on the basis of purposive sampling. According to Gay, Mills and Airasian (2009) in purposive sampling “the researcher deliberately identifies criteria for selecting the sample” (p.135). The criterion for the sample at this stage of the study was the fact that the participants did not know the target words. To identify this, a pretest with translation of the target words into Turkish was conducted.

The study also had a “comprehensive sampling.” Ary, Jacobs and Razavieh (2002) state that in comprehensive sampling every participant is included in the study (p.429). At the second stage of this research study all participants who didn't know the target words were included in the study.

Assignment of treatments was done on the basis of simple random sampling. Dörneyi (2007) defines this procedure as conducted “on a completely random basis” (p.97). Reading/speaking, reading/writing, and reading/speaking/writing treatments were assigned to the groups randomly.

To collect quantitative data for the study a pre-test and post-tests were used. Observations written down after classes were used for qualitative data.

To measure the breadth of the vocabulary the following post tests were administered. (a) Translation into Turkish, (b) Fill in the blanks questions (productive writing skill), (c) Multiple choice questions (reading and understanding).

To measure the depth of the taught vocabulary the following procedures were applied: (a) VKS (Vocabulary Knowledge Scale; Paribakht & Wesche, 1996), (b) Oral production with a visual support checklist.

The aforesaid tests were conducted immediately after the treatment that lasted for two weeks. Besides, the same posttests were administered on the third week after the treatment to measure retention rate among the groups. Schmitt (2010) states that

“Most of the colleagues I have spoken with feel confident that a delayed posttest of three weeks should be indicative of learning which is stable and durable” (p.157).

The students were also asked to produce a target word in a picture naming task. This was done to balance the skills while testing and see the learnt vocabulary being orally produced.

In the study, the treatment included activities where reading was supported with writing and reading supported with speaking. Taking into consideration background information regarding the students' proficiency level it was decided to apply intentional vocabulary teaching both when introducing and practicing the vocabulary through the skills being investigated. Although it is inevitable that the listening skills are employed as well, it was used only according to the textbooks with the main focus on reading supported with writing and reading supported with speaking activities.

The data for this research study were collected through a pretest, 15 minute vocabulary sessions per one lesson that lasted over a period of two weeks, to be more specific, 3 hours per group in total, posttest 1 and posttest 2. The pretest was a translation test. The posttest 1 and the posttest 2 were the same and included a translation test, a fill in the blanks test, a multiple choice test, the Vocabulary Knowledge Scale (Paribakht & Wesche, 1996) and an oral production checklist.

Each test aimed at measuring a different dimension of vocabulary knowledge. Translation of a word was used for measuring unprompted word recognition. The fill in the blanks test was used for measuring productive skill. The multiple choice test was used to measure prompted word recognition. The Vocabulary Knowledge Scale (Wesche & Paribakht, 1996) was used to measure a particular stage of word knowledge. The oral production checklist was used to measure students' ability to produce the target vocabulary orally. Ary, Jacobs and Razavieh (2002, p.234) define checklists as “a list of the behaviours that are to be observed.” Qualitative data were obtained through field notes that were taken by the researcher after classes.

The notes described the general flow of the lessons and were coded on the basis of the setting category and students' attitude category. Ary, Jacobs, and Razavieh (2002) view coding as a "crucial step in organizing the data" (p.466). The qualitative data were analyzed through content analysis. Stemler (2001) views content analysis as "a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding" (p. 8).

3.4.2 Data Collection Procedures

3.4.2.1 Pretest. The aim of the pretest was to identify the words which had not been known by the students. When developing the pretest the researcher kept in mind that:

all the items in a group should be the same part of speech so that the learners cannot use clues other than their meaning to make their choice. But the words in the group should not be closely related to each other in meaning (Nation, 1990, p.82).

For this reason it was decided to use only verbs for the study. The words were selected from Secondary Education English Student's Book written by Gezmiş Ceyhan and Özmen (2015, pp.9-22). The researcher chose the vocabulary from this book in order to teach the students the words which are used in the course book. When selecting the vocabulary for the pretest the researcher focused on the words frequently used in a classroom setting. The researcher assumed that classroom vocabulary might be very helpful for the students. As a result, 30 words from the course book were selected for the pretest (See Appendix A).

The pretest was conducted with 117 students. The pretest consisted only of translation of the words into L1. The translation test was used to check unprompted recognition. Schmitt (2008) states that with beginners "there is a clear advantage in establishing the initial form-meaning link through the L1" (p.2). Besides, there is evidence in support of using translation into the L1 in a study conducted by Joyce (2015) in Japan, where it was stated that the participants' performance was much better when translating the target words into L1.

29 students from class 1, 32 students from class 2 , 25 students from class 3 and 31 students from class 4 respectively participated in the pretest. When studying the results of the pretest to identify the unknown vocabulary, special attention was given to the fact that all the students who would participate in the post tests should not know the target vocabulary before the treatment. According to the results of the pretest, 71 students were identified as the ones who didn't know 9 verbs. After checking the results, 9 verbs which were not known by 17 students from group 1, 20 students from group 2, 17 students from group 3, and 17 students from group 4 were chosen to participate in the treatment activities.

3.4.2.2 Treatment: teaching techniques. The treatments consisted of reading supported with writing, reading supported with speaking and reading supported with speaking and writing. Lesson plans can be found in Appendix E. Some of the activities were adapted from Ur and Wright (1992).

Reading skills were practiced in all the groups when introducing the vocabulary, practicing and reinforcing it. Taking into consideration the proficiency level of the students reading was presented in its basic form. The participants were usually expected to read a verb before speaking or writing. When applying reading skills in all the groups, the researcher often used non-linguistic cues to elicit the meanings. Writing activities had to do with completing the blanks, naming pictures, writing the target vocabulary and drawing pictures for them. Besides, to practice writing skills a memory game with writing and erasing the verbs on the board was applied. Speaking activities included “Broken telephone”, miming and guessing the vocabulary, making sentences with scaffolding, naming the visuals which were shown on the smart board. Moreover, during the speaking activities the researcher tried to use different tones of the voice to draw students' attention. Sample reading, writing and speaking activities used during the treatments can be found in Appendix D.

The treatments were assigned randomly to the groups. In two groups, one of which was the pilot group, reading, writing and speaking skills were used. The same

visual materials were used in all the groups (see Appendix F). It was decided to apply intentional teaching over accidental learning taking into account the probable level of the participants. The treatment lasted for two weeks for 15 minutes per each lesson. There are six hours of English per week, so that makes 3 hours of treatment in total. Lesson plans can be found in Appendix E.

3.4.2.3 Classroom observation during treatment. Gay, Mills and Airasian (2009) state that observing is a technique used to comprehend characteristics of the setting (p.366). The researcher took notes after lessons on general flow of the procedures and students' attitudes towards the activities in order to get a deeper insight into the inner dynamics of the class. It was important to write down what was going on in the class to analyze the content of activities, their drawbacks and merits.

The notes were written in the form of "vignettes", which are, as Dörnyei states (2007), "short narratives that provide focused descriptions of events or participant experiences" (p.255). For data analysis of the vignettes, content analysis based on categories was applied. According to Ary, Jacobs and Razavieh (2002), in a qualitative data analysis categories are represented by "similar ideas, concepts, activities, themes, setting" (p.470). For conducting content analysis, categories in the vignettes were defined as follows: the setting category and students' attitude category.

3.4.2.4 Posttest 1, 2, 3: translation into Turkish test; fill in the blanks test; multiple choice test. Takaki and Waring (2003) argue that for measuring different types of word knowledge different kinds of tests should be conducted. Developed by the researcher, a translation into Turkish test, a fill in the blanks test and a multiple choice test as post tests were applied immediately after the treatment. The same delayed post tests were conducted in three weeks to measure the retained vocabulary.

The tests were given as follows: firstly, the translation test, secondly, the fill in the blanks test and finally, the multiple choice test were completed by the students. Takaki and Waring (2003) state that giving multiple choice test after translation is more likely to increase reliability since students might infer meanings out of context, had they been given the multiple choice test first.

The posttest requiring translation (unprompted recognition) included the 9 verbs. (See Appendix B1). Fill in the blanks test included 9 sentences with the blanks where the first letter of the verb was given. This test aimed at productive skill. (See Appendix B2). The multiple choice test (prompted recognition) included nine sentences with one correct answer and three distractors. This test aimed at receptive skill. (See Appendix B3).

3.4.2.5 Posttest 4: VKS (Wesche & Paribakht, 1996). A Vocabulary Knowledge Scale developed by Wesche and Paribakht's (1996) was applied (See Appendix C). This scale is based on 5 self-report categories reflecting both receptive and productive knowledge. Each of the categories represents a stage on the continuum of word knowledge. The aim of this scale was to let the participants demonstrate their perception of vocabulary knowledge. Analysis of this tool represents frequency distributions of 1st posttest and 2nd posttest for three different types of treatment (reading/writing, reading/speaking, and reading / writing/ speaking treatments).

3.4.2.6 Posttest 5: Oral production with visual support checklist. The researcher decided to measure oral production as well. According to Öztürk (2007), written tests give us information about students' knowledge on "the written form but not the spoken form" (p.401). For this purpose an oral exam during which a student was asked to produce a proper word for a picture was conducted. Taking into consideration the results of the pretest, where very few words were recognized, it was assumed that a picture naming activity might be suitable for this group of students.

For measuring students' speaking skill a checklist was developed by the researcher. The checklist (See Appendix E) with "yes" and "no" options was applied after the treatment at the time when the post tests were being held. The researcher addressed each participant individually to check whether the participant could produce the target word or not. If a right word was produced, it was given a tick.

3.4.3 Data analysis procedures. The data analysis procedure was fulfilled through SPSS. The researcher used descriptive statistics (means and standard deviations) to analyze the quantitative data, specifically, the translation into Turkish test, the fill in the blanks test, the multiple choice test, and the oral production checklist. Marking was done as follows: the correct answers in the translation, multiple choice, fill in the blanks tests and oral production checklist were counted as one point.

The scores were computed through SPSS and the means were compared. Specifically, the Kruskal Wallis test was used to define whether there were any significant differences between the scores across the four tests for each mode. The Kruskal Wallis test is applied with 3 or more groups with less than 30 participants. According to Hinton, McMurray, and Brownlow (2014), the Kruskal Wallis test is used for a nonparametric analysis with more than two samples. (p.262). Besides, this test is undertaken for groups with different participants. ("Kruskal-Wallis H Test using SPSS Statistics", 2016). Moreover, one may use this test when there are different numbers of participants. As Lowry (1998-2015) posits, the Kruskal-Wallis test is a common test to apply when sizes of samples are not equal.

Wilcoxon matched pairs test administrations were carried out to see if there were any significant differences between the scores comparing the two data times for the four tests at each mode. Wilcoxon matched pairs test is a nonparametric test applied to compare sample medians of two groups (Jackson, 2012, p. 266). In addition, this test is used to compare two sets of scores from the same participants

(Greene & D'Oliveira, 2005, p.27).

Marking of the categories in the VKS (Wesche and Paribakht, 1996) was done on the basis of Table 2 and Table 3.

Table 2

Vocabulary Knowledge Scale (Wesche and Paribakht, 1996)

-
- I. I don't remember having seen this word before.
 - II. I have seen this word before, but I don't know what it means.
 - III. I have seen this word before, and I think it means _____ (synonym or translation).
 - IV. I know this word. It means _____ (synonym or translation).
 - V. I can use this word in a sentence: _____ (write a sentence).
-

Table 3

Meaning of Scores in Vocabulary Knowledge Scale (Wesche and Paribakht, 1996)

<i>Score</i>	<i>Category</i>
1	The word is not familiar at all.
2	The word is familiar but its meaning is not known.
3	A synonym or translation of the target word is correct.
4	The target word is used with semantic appropriateness in a sentence.
5	The use of the target word is both grammatically and semantically correct in a sentence.

The data analysis of the vignettes was conducted according to Gay, Mills and Airasian's (2009, p.454) recommendations:

1. Common items or topics that were noticed by the researcher were listed.
2. The items were grouped into categories.
3. The categories were organized into patterns.

The researcher read the notes many times very carefully focusing mainly on the setting and students' attitude. After scrupulous examination of the notes the researcher grouped the information under the aforesaid categories. Generalizations based on the coding of the setting category and students' attitude category were drawn and compared across the groups.

The following table displays an overview of the data analysis procedure.

Table 4

Data Analysis Procedure

<i>The research question</i>	<i>Data collection instrument</i>	<i>Data Analysis Procedure</i>
I.Are post-reading writing	1) Translation into Turkish test	Descriptive statistics

Table 4 (cont.d)

skills more effective than post-reading speaking skills in supporting acquisition of intentionally taught vocabulary?	2) Fill in the blanks test 3) Multiple choice test 4) Oral production checklist 5) VKS (Wesche & Paribakht, 1996) 6) Classroom observation	(Mean and standard deviation), Kruskal Wallis test Frequencies (Percentages) Content analysis
II. Is vocabulary retention more significant when applying post reading speaking skills than in post reading writing skills in supporting acquisition of intentionally taught vocabulary?	1) Translation into Turkish test 2) Fill in the blanks test 3) Multiple choice test 4) Oral production checklist 5) VKS (Wesche & Paribakht, 1996)	Descriptive statistics (Mean and standard deviation) Wilcoxon matched pairs test Frequencies (Percentages)

3.4.4 Trustworthiness. The researcher mostly used quantitative methods in the study. According to Dörneyi (2007), quality standards for a quantitative inquiry are as follows (a) reliability, (b) measurement validity, and (c) the research validity (p.50).

Reliability is defined by Gay, Mills and Airasian (2009, p.169) as “the degree to which a test consistently measures whatever it measures”.

To ensure reliability of the tests five different measurements were conducted. As to the translation, fill in the blanks, and multiple choice test, students are all familiar with this type of testing so it is assumed that the participants understood all the tasks before completing the tests. Reliability of the multiple choice conducted in the pilot group was calculated via Cronbach’s alpha and found to be .871, n=15. The oral production was measured by the teacher individually, so the extraneous variables were controlled.

To increase reliability and measurement validity of the study the researcher among other tests used VKS (Wesche & Paribakht, 1996), which has been applied in similar studies many times both in Turkey and abroad.

The research validity is defined as “the overall quality of the whole research project” (Dörneyi 2007, p.52). He divides the research validity into internal validity and external validity. According to him there might be the following validity threats:

- Participant attrition

- Unusual behavior of participants if they know they are observed
- Repeated tasks
- Maturation
- Participant desire to meet expectations
- History

Dörney (2007, p.53) argues that participant attrition decreases the research validity stating that if participants with a particular feature leave a study, the rest of the participants may represent an unrandomly selected group. Although in this study the participant attrition did take place, the dropout was not differential. The participants were in a usual setting with a teacher they know, so there was no unusual behavior. The tasks were repeated with a 3 week interval, so the effect of repeated tasks is less likely to emerge. Since the pretest and posttests were conducted at the same time for all the groups it may be assumed that maturation factor equally influenced all the groups. It was explained to the students that these tests would not be used for grading, so hopefully participant desire to meet expectations was minimal. Dörney (2007, p. 54) mentions history as an unexpected event that might happen during a research study. In this regard, it could be stated that there were not any unexpected events.

3.5 Limitations of the Study

Although the research study has some interesting findings, the results should be suggestive due to the following limitations.

First of all, because of the fact that the study took place in a high school, its results could be generalized for high school students, namely ninth graders. Besides, all of them are male students.

At the beginning of the academic year a diagnostic test was conducted to define the English language level of the students. According to the results of the test there are beginners and students at elementary level. The students are not placed into

classes on the basis of the English language knowledge. So there are multilevel classes that require differentiated instruction.

The participants study two foreign languages at school. These are English and Arabic. Thus, the results should not be generalized for the entire population of ninth graders studying in İstanbul, either.

The research was also limited by number of students' results taken into consideration due to the fact that the retention tests were to be applied with the same participants.

3.6 Delimitations

The researcher limited her study to reading, writing and speaking skills. Although the listening skill was a part of the learning process, it was not focused on. Thus, the effect of the treatment on the listening skill was not assessed and evaluated.

Since only verbs were used in the study, it is not clear whether acquisition of other parts of speech would have developed in a similar way. Moreover, there is no focus in this study on the degree of phonological or morphological difficulties of the target words.

Even though the aforesaid factors affect external validity, the significance of the study is reflected in its focus on integrated language skills. Moreover, oral production of the learnt vocabulary was measured in this study, which has not been done very often in similar studies. As Schmitt (2014) states oral vocabulary is not addressed in many studies (p.926). So, this study is another step in the research cycles on teaching vocabulary that might lead to further research.

Chapter 4

Results

4.1 Overview

The aim of the study was to investigate the efficacy of different language skills when teaching vocabulary and their impact on vocabulary retention. To get a deeper insight into word knowledge, both productive and receptive skills of the students were studied.

This chapter includes analysis of the data received from the pretest, which was conducted to identify the verbs not known by the participants, the translation, fill in the blanks, multiple choice tests, vocabulary knowledge scale, oral production checklist, and classroom observations. The tests, the vocabulary knowledge scale, and the oral production checklist were administered immediately after the treatment and three weeks after the treatment to measure the vocabulary retention.

4.2 Results of the Pretest

The pretest consisted of 30 verbs that were found in the first unit of the course book. (See Appendix A) The students were asked to translate the verbs into Turkish. In the following table one can see the least recognized verbs and the number of students who knew the verbs.

Table 5
Students' Knowledge Regarding the Verbs with Least Recognition on Class Basis in Numbers.

	Understand	Describe	Draw	Bring	Match	Correct	Hear	Meet	Tell	Look
Class 1 n=29	4	5	5	0	0	4	2	2	7	0
Class 2 n= 32	9	1	2	1	0	0	0	0	2	0
Class 3 n= 25	2	0	3	1	1	0	1	0	1	1

Table 5 (cont.d)

Class 4 n= 31	4	2	7	3	3	0	4	2	7	0
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Although the verb “to look” as in the example “It looks nice.” was answered correctly only by one student from all the classes, the researcher decided not to include the verb regarding it as a difficult one for the students.

The students’ pretest sheets were thoroughly checked. The students who didn’t know the target verbs from each class were identified. Below one can see a table with numbers of students who could not recognize all of the above mentioned 9 verbs.

Table 6

Numbers of the Students Who didn’t Know the Target Verbs According to the Pretest on Class Basis.

Class 1 n= 17	Class 2 n=20	Class 3 n=17	Class 4 n=17
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Although all the students were getting treatment and answering the tests, only answers of the students who were identified as the ones who had not known all of the nine verbs and who participated in the posttest 1 and posttest 2 were considered during the data analysis.

4.3 Findings Regarding the First Research Question.

To answer the first research question whether post-reading writing skills are more effective than post-reading speaking skills in supporting acquisition of intentionally taught vocabulary, receptive and productive skills were tested. Namely, translation into Turkish, fill in the blanks and multiple choice tests were conducted. Moreover, a checklist to measure oral production was administered.

Table 7 presents the data for the three input modes in the four groups and the four test types at the immediate posttest (i.e. at Posttest 1). S.D: stands for standard deviation. The data are presented graphically in Figure 1. Data for the retention tests are reported later.

Below one can see the results of the aforesaid tests.

Table 7
Mean scores for the four groups for the three tests by the three input modes at Posttest 1

		Reading/writing/ speaking group A (pilot) n=13	Reading/writing/ speaking group B n=10	Reading/speaking group n=10	Reading/ writing group n=8
Translation	Mean	7,3	7,7	4,8	6,88
	S.D.	1,45	1,57	2,15	2,997
Fill in the blanks	Mean	7,38	6,9	5,9	8,75
	S.D.	1,5	2,38	3,63	,46
Multiple choice	Mean	8,46	6,3	4,9	5,38
	S.D.	,78	3,4	2,64	2,5
Oral production	Mean	6,38	8,2	4,5	6,38
	S.D.	2,18	,92	3,21	2,2

According to the translation test, 81 % of the verbs in the reading/writing/speaking group A (pilot), 85,6 % of the verbs in the reading/writing/ speaking group B, 53% of the verbs in the reading/speaking group and 76% of the verbs in the reading/writing group were learnt. According to the fill in the blanks test, 82% of the verbs in the reading/writing/speaking group A (pilot), 76,7% of the verbs in the reading/writing/speaking group B, 65,6% of the verbs in the reading/speaking group, 97% of the verbs in the reading/writing group were written correctly. The 97 % percent of success in fill in the blanks test with the reading/writing group, where controlled orthographic skills were required, may be explained by the intensive training in writing. According to the multiple choice test, 94% of the verbs in the reading/writing/speaking group A (pilot), 70% of the verbs in the reading/writing/speaking group B, 54 % of the verbs in the reading/speaking group and 60 % of the verbs in the reading/writing group were answered correctly.

The oral production checklist showed gains of 71% of the verbs in the reading/writing/speaking group A (pilot), 91 % of the verbs in the reading/writing/speaking group B, 50% of the verbs in the reading/speaking group, and 71 % of the verbs in the reading/writing group.

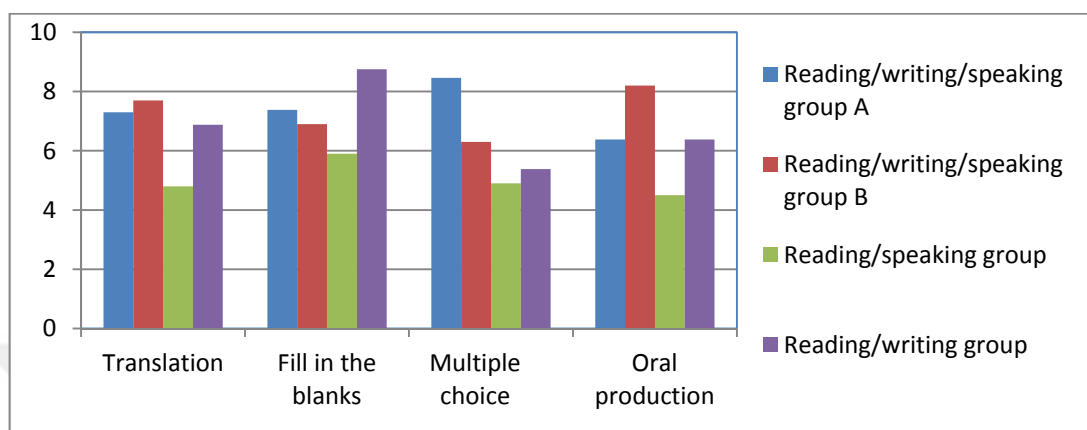


Figure 1. Overall mean scores for the four tests by the three input modes at Posttest 1.

Taking into account the number of participants and the number of the groups, nonparametric independent samples test, specifically, Kruskal Wallis test was conducted. Kruskal Wallis administrations revealed significant differences between the translation (TR), fill in the blanks (FB), multiple choice (MC), and oral production checklist (OP) for the three modes (reading/writing/speaking, reading/speaking, and reading/writing modes). Significant differences in test scores emerged in the three modes for the Tr. test $p < .028$, FB test $p < .043$, MC test $p < .001$, and OP checklist $p < .032$. To determine where the differences between the tests were, post hoc tests were conducted for the four tests by three input modes. The results are presented in Table 8. Below you can see the table with the p values on the basis of the groups.

Table 8
P Values on the Basis of the Groups According to the Test Results

	Reading/writing/ speaking group A n=13				Reading/writing/ speaking group B n=10				Reading/speaking group n=10				Reading/ writing group n=8			
	T	FB	MC	OP	T	FB	MC	OP	T	FB	MC	OP	T	FB	MC	OP
Reading/writing/ speaking group A(pilot)	X				,592	,741	,043*	,055	,019*	,741	,000	,230	,859	,022*	,002*	,986
Reading/writing/ speaking group B	,592	,741	,043*	,055	X				,007*	1	,119	,986	,759	,014*	,242	,086

Table 8 (cont.d)

Reading/speaking group	,019*	,741	,000*	,230	,007*	1	,119	,986		X		,024*	,014*	,766	,294
Reading/writing group	,859	,022*	,002*	,986	,759	,014*	,242	,086	0,24	,014*	,766	,294			X

*The significance threshold is determined at .05

- TR - Translation
- FB - Fill in the blanks
- MC - Multiple choice
- OP - Oral production

To analyze the setting and the student’s attitude towards the modes of teaching the researcher wrote vignettes after lessons. The content analysis was conducted according to the setting category and the students’ attitude category. After analyzing the notes it was found that the four groups were very enthusiastic about the activities during the treatment. An element of novelty had a positive effect on the students’ participation. Active participation of the students played a positive role in the acquisition of the target vocabulary. This can be seen in the following comments regarding the setting category.

Visual slides drew students’ attention. They were eager to guess the meanings. It was not easy to manage the class since most of them wanted to answer.

(October 12, 2015; Reading/writing/speaking group A, pilot)

The students were willing to come to the board and perform the tasks. The teacher had to be very careful when calling on the students trying to address all of them, since most of students wanted to participate or be leaders in a task.

(October 13, 2015; Reading/writing/speaking group B)

The students were participating in the activities enthusiastically. The atmosphere of the class was dynamic and lively.

(October 14, 2015; Reading /speaking group)

The activities that required movement were beneficial for general flow of the session since made most of the students engaged and willing to participate.

(October 27, 2015; Reading/writing/speaking group B)

On the basis of the notes, it can be stated that the reading/speaking group encountered a more unaccustomed approach since they were practicing the target verbs through speaking skills without writing them down. During the speaking activities there was some noise, which needed to be addressed. The teacher used a counting technique to calm down the students. Classroom management in large classes is of vital importance since uncontrolled noise may easily turn into a disruption.

Practicing words orally sometimes caused noise that was not easy to deal with.

(October 19, 2015; Reading/speaking/ group)

The students' attitude category was a very important aspect to be observed by the researcher, as she believes that intrinsic motivation is vitally important for learning. This category is reflected in the following comment:

Taking into consideration the age of the students, they were very surprised when asked to participate in games. Speaking activities were met with more enthusiasm rather than writing ones.

(October 13, 2015; Reading/writing/speaking group A, pilot)

Games presented a particularly interesting part in the research study. The students were both surprised and excited. Especially with the reading/speaking group the teacher was very happy to be able to engage unwilling students as well.

These games were a good activity to engage unwilling students. Being in a team these students had a chance to contribute to group work.

(October 15, 2015; Reading/speaking/group)

Using reading, speaking and writing activities gave a chance to address more dimensions of word knowledge. Besides, students with different learning styles were addressed. In high school, sometimes it may be difficult to engage students in

writing, so teaching words through an alternative way to writing could be a good chance to engage students.

*Some students showed more interest to speaking activities, and some students were more active during writing activities.
(October 26, 2015; Reading/writing/speaking groupA, pilot)*

The reading/writing group practiced the target verbs via the skills the students are very familiar with. The students in the reading/writing group were less surprised and more prepared to participate.

The reading/writing group participated in the writing activities in a usual mode without asking many questions. The students were participating in the activities in a regular mode.

(October 14, 2015; Reading/writing group)

Irrespective of the mode of teaching, the focus of the treatment was learner centered vocabulary acquisition. To achieve this, learners' active participation was a priority, which sometimes caused a mismatch in students' and the teacher's expectations.

At the beginning of the activities the students were taken aback by tasks where they had to participate actively. A productive aspect of the exercises (both spoken and written) needed some time to be internalized and get accustomed to by the students.

(October 27, 2015, an observation written down as a conclusion after the treatment for all the groups.)

When rereading and analyzing the notes taken after the sessions, it occurred to the researcher that working with the reading/speaking group was more teacher involving. It might be explained by the fact that during speaking activities the teacher's positive attending behavior encouraging students had to be always present, whereas with writing activities, the teacher could let students work on their own at least for a short time.

All in all, the students in all groups were engaged in the activities quite well. After the treatment, students, from the classes involved, kept on asking if we were going to continue with the studies.

4.4 Findings Regarding the Second Research Question. To answer the second research question of the study, the same post tests were administered after three weeks from the treatment. The retention data expressed in means for the three input modes at the two test times are shown in Table 9. Retention data for each test are shown graphically in Figures 2, 3, 4, 5.

Table 9
Retention Data by Input Mode over the Two Test Periods

Mode	Immediate posttest				Three week delay			
	T	FB	MC	OP	T	FB	MC	OP
Reading/writing/ speaking group A n=13	7,3	7,38	8,46	6,38	6,77	7	7,85	4,85
Reading/writing/ speaking group B n=10	7,7	6,9	6,3	8,2	5,6	6,1	5,5	4,2
Reading/speaking group n=10	4,8	5,9	4,9	4,5	4,8	5,5	4,7	4,3
Reading/ writing group n=8	6,88	8,75	5,38	6,38	6,25	7,5	5,88	5,25

TR-translation

FB-fill in the blanks

MC- multiple choice

OP- oral production

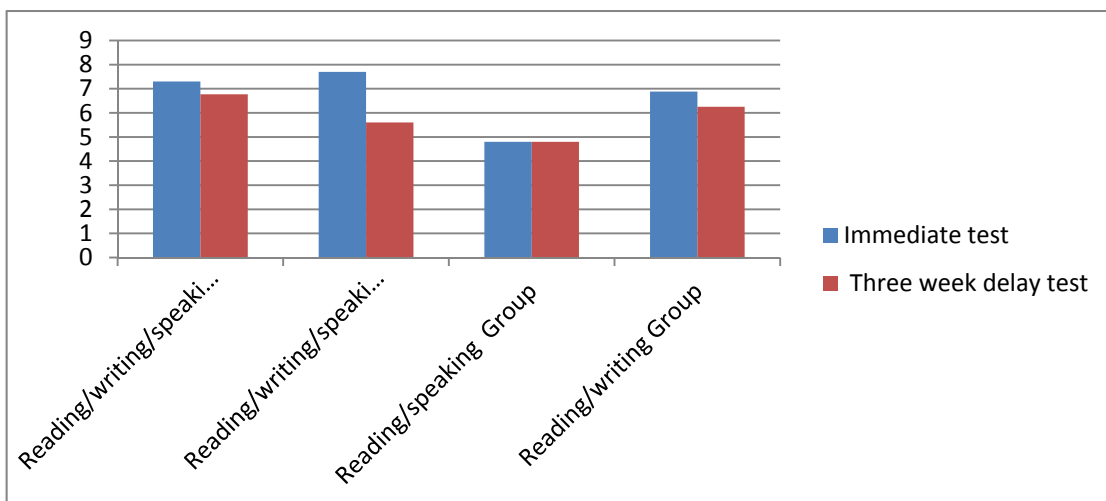


Figure 2 Retention data for the Translation test over the two test periods.

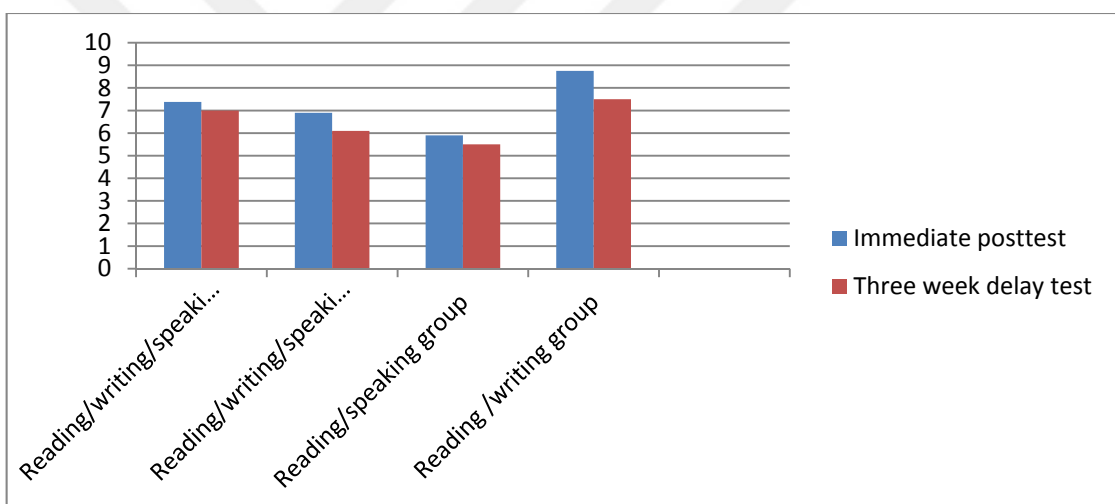


Figure 3 Retention data for the Fill in the blanks test over the two test periods.

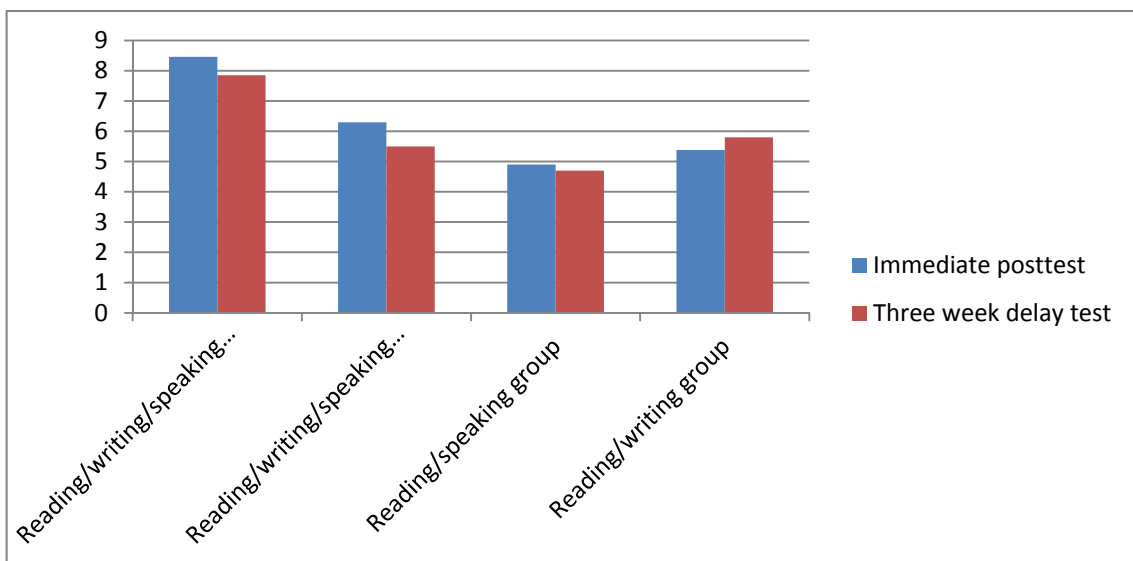


Figure 4 Retention data for the Multiple choice test over the two test periods.

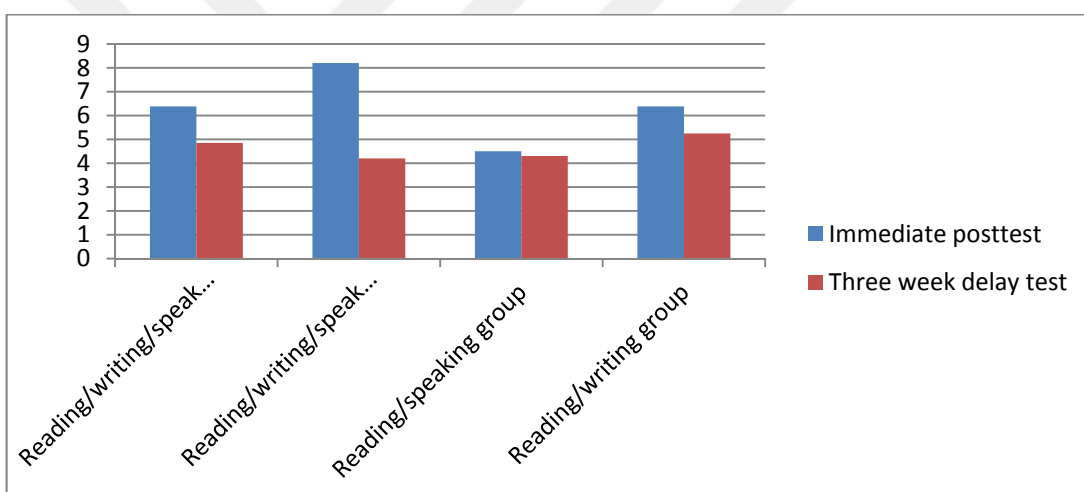


Figure 5 Retention data for the Oral production test over the two test periods.

Wilcoxon matched pairs test administrations were carried out to determine if there were any significant differences between the scores across the two data times for the four tests for each mode. Here are the results: on the translation test, the reading/writing/speaking group A (pilot), $p < .375$, the reading/writing/speaking group B, $p < .027$, the reading/speaking group, $p < .673$, the reading/writing group, $p < .102$; on the fill in the blanks test the reading/writing/speaking group A (pilot), $p < .713$, the reading/writing/speaking group B, $p < .396$, the reading/speaking group, $p < .572$, the reading/writing group, $p < .197$; on the multiple choice test, the reading/writing/speaking group A (pilot), $p < .167$, the reading/writing/speaking

group B, $p < .474$, the reading/speaking group, $p < .633$, the reading/writing group, $p < .673$; on the oral production the reading/writing/speaking group A (pilot), $p < .031$, the reading/writing/speaking group B, $p < .012$, the reading/speaking group, $p < .732$, the reading/writing group, $p < .497$. Interestingly, the retention rate in the reading/speaking group was the highest.

Among the other tests, the Vocabulary Knowledge Scale (Wesche & Paribakht, 1996) was administered two times to define vocabulary knowledge stages and its retention. Analyses of immediate posttest and three week delay posttest for each group word were conducted to follow the retention rates for the three modes of teaching. These are presented in Table 10 and the graphs as seen in Figures 6, 7, 8, and 9. These figures show gains in all modes of teaching.

Table 10
Frequency Distributions of Posttest 1 and Posttest 2 for the Four Groups. VKS (Wesche & Paribakht, 1996)

		Scoring category				
		1	2	3	4	5
Reading/writing/ speaking group A <i>n=13</i>	Posttest 1*	8,55%	12,82%	58,97%	17,09%	2,56%
	Posttest 2	5,13%	22,22%	72,65%	0%	0%
Reading/writing/ speaking group B <i>n=10</i>	Posttest 1	24,44%	6,67%	31,11%	8,89%	28,89%
	Posttest 2*	25,56%	15,56%	50%	6,67%	2,22%
Reading/speaking group <i>n=10</i>	Posttest 1*	30%	24,44%	37,78%	3,33%	4,44%
	Posttest 2*	13,33%	32,22%	43,33%	7,78%	3,33%
Reading/ writing group <i>n=8</i>	Posttest 1	33,33%	11,11%	38,89%	16,67%	0%
	Posttest 2	8,33%	23,61%	65,28%	1,39%	1,39%

* Totals do not equal 100% because of rounding.

The results of the two reading/writing/speaking groups moved significantly forward on the scale at the posttest 1 in comparison with the other two groups where only two skills were engaged. Specifically, in the reading/writing/speaking

group A 78,62 % of the students selected “Known” categories (3-5), in the reading/writing/speaking group B 68,89% of the students selected “Known” categories (3-5), whereas in the reading/speaking group only 45,55 % of the students selected “Known” categories (3-5) and in the reading/writing group 55,56% of the students selected “Known” categories (3-5).

Nevertheless, the results of the posttest 2 show that learning of reading/writing group and reading/speaking group is more stable and durable. Namely, in the posttest 1, 78,62 % of the students in the reading/writing/speaking group A (pilot) selected “Known” categories (3-5), whereas in the posttest 2, 72, 65% of the students selected “Known” categories (3-5).

In the first posttest, 68,89% of the students in the reading/writing/speaking group B selected “Known” categories (3-5), whereas in the posttest 2, 58,89 % of the students selected selected “Known” categories (3-5).

In the reading/speaking group, in the first posttest 45,55 % of the students selected “Known” categories (3-5), but in the posttest 2, 54, 44% of the students selected “Known” categories (3-5).

As to the reading/writing group, 55,56% of the students selected “Known” categories (3-5) in the first posttest and 68,06 % of the students selected “Known” categories (3-5) in the second posttest.

So, in the reading/writing/speaking group A (pilot) there is a decrease in the word recognition by 5,97 %, and in the reading/writing/speaking group B by %10. However, in the reading/ speaking group and reading/writing group there is an increase in word knowledge by 8,89% and 12,5% respectively. Increase of scores over time, even though the students were not exposed overtly to the target vocabulary, have taken place in some other vocabulary studies as well (e.g. Brown, Waring & Donkaewbua, 2008). This might be explained by the continuing development of vocabulary knowledge of the students who scored higher in the delayed test.

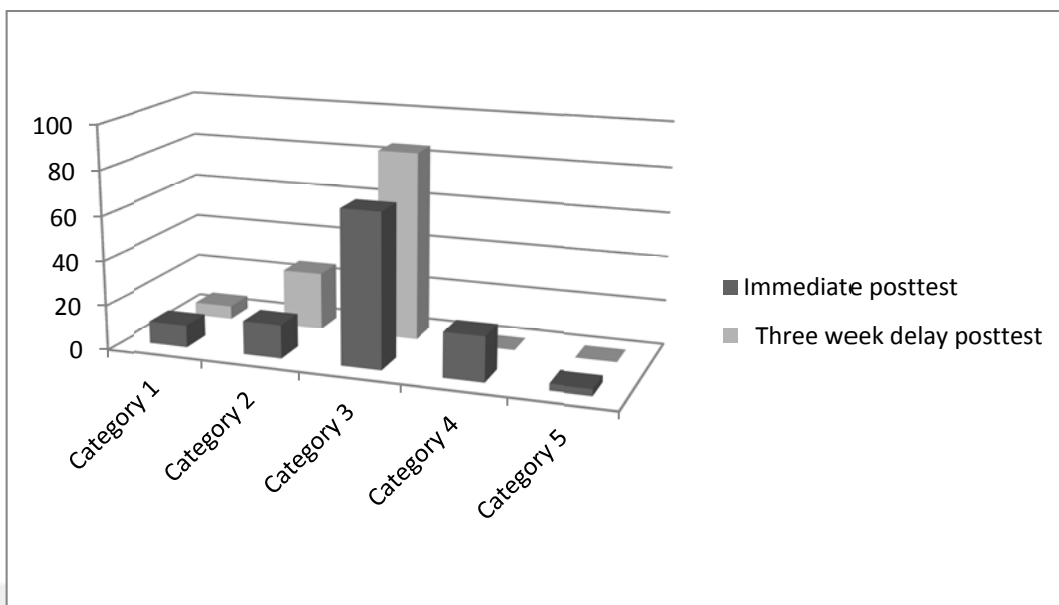


Figure 6 Reading/writing/speaking group A. VKS (Wesche &Paribakht,1996)

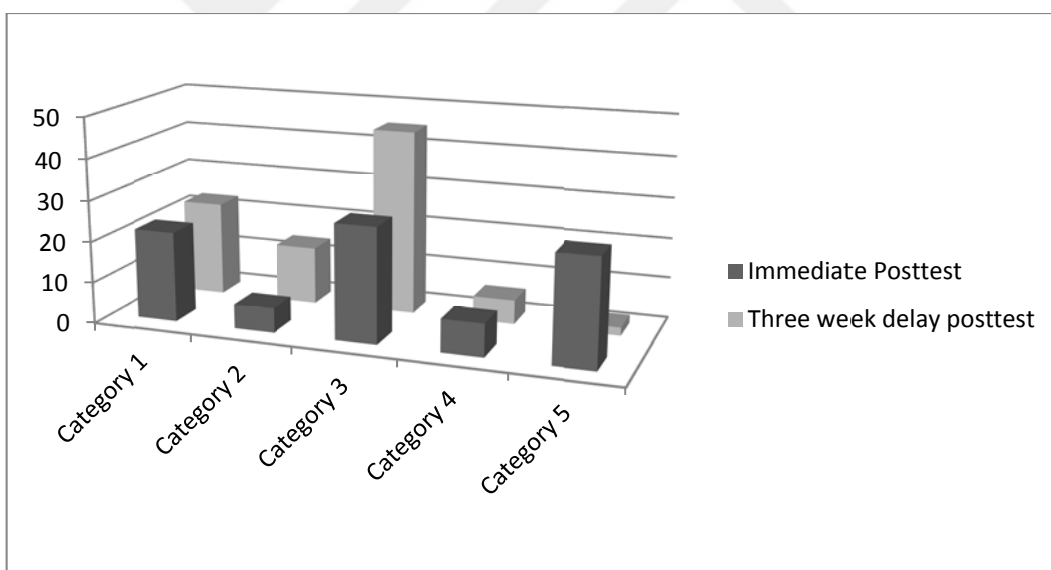


Figure 7 Reading/writing/speaking group B. VKS (Wesche &Paribakht,1996)

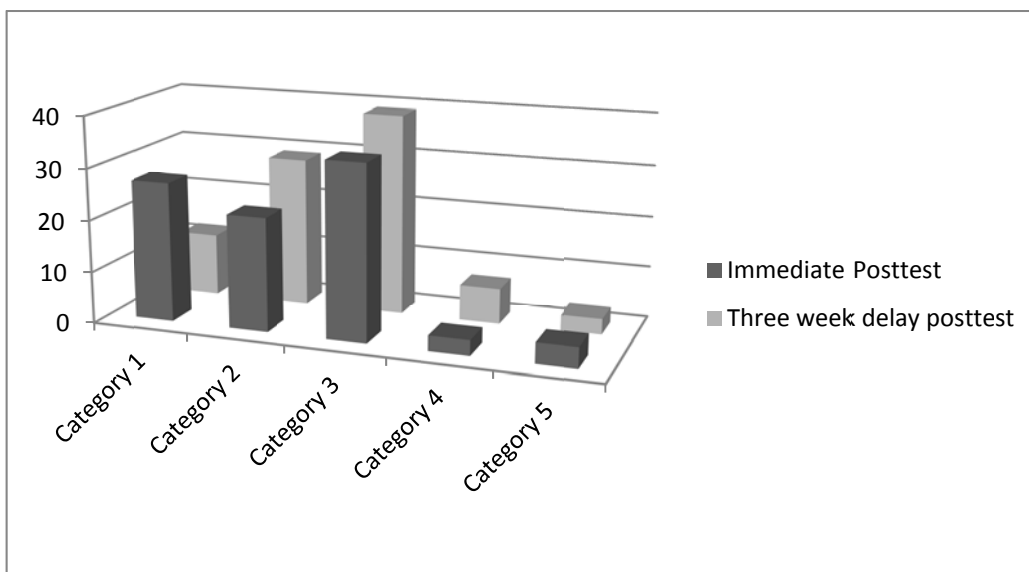


Figure 8 Reading/ speaking group. VKS (Wesche &Paribakht,1996)

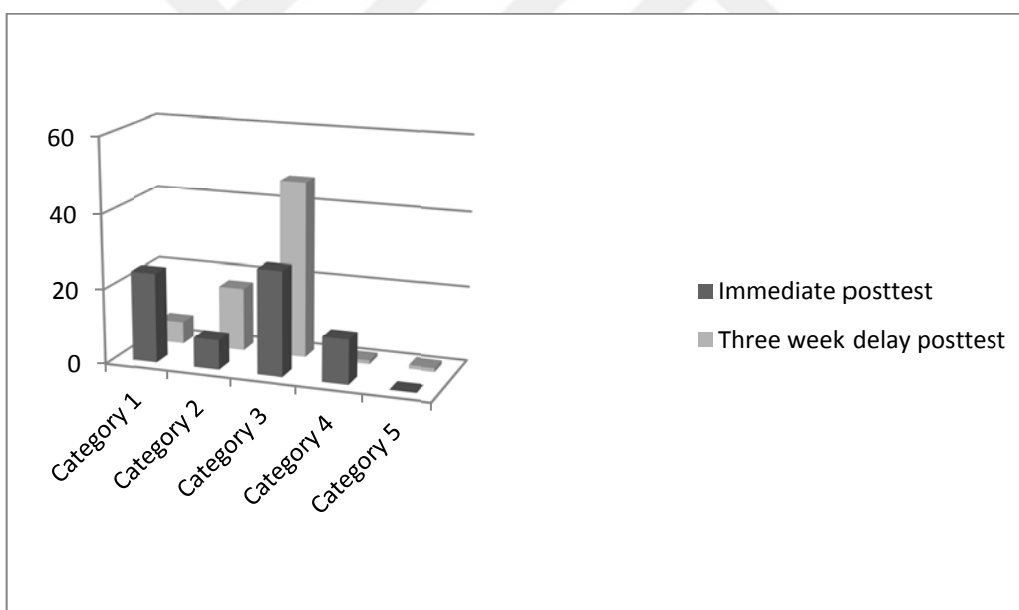


Figure 9 Reading/writing group. VKS (Wesche &Paribakht, 1996)

As can be seen from the Vocabulary Knowledge Scale graphs (Wesche & Paribakht, 1996), the vocabulary gains did take place at the three modes of teaching. The three modes of treatments provided gains to different degrees, though.

In addition, the results of the scale are in harmony with the results of TR, FB, MC and OP for the groups, which shows that the highest retention rate was assessed

mostly in the reading/speaking group. However, although the results of the three week delayed Vocabulary Knowledge Scale (Wesche & Paribakht, 1996) for the reading/writing group showed increase in vocabulary knowledge, only the result of MC for the reading/writing group confirmed it, whereas the results of TR, FB, and OP for the reading/writing group showed a decrease in knowledge over time.

On the whole, the results of the study have shown that there are gains in all modes of teaching. Furthermore, the treatment was met with enthusiasm and interest by all groups, with different degrees though. Moreover, groups practicing the target vocabulary via reading, writing and speaking skills learnt more vocabulary at different levels of knowledge, except for the fill in the blanks test, where the reading/writing group was more successful. As to the retention tests, the delayed assessment suggests that learning in the reading/speaking group was more durable.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for the Research Questions

The purpose of the study was to determine a more effective way of presenting vocabulary in a formal setting. The study was conducted with high school learners, whose proficiency level could be described as beginners. The data were collected both via quantitative and qualitative data collection methods, with quantitative ones predominating. The quantitative data were analyzed through means, standard deviation, and frequencies, whereas qualitative data were analyzed through content analysis. In the section below one can see the discussions for findings regarding the research questions.

5.1.1 Discussion of findings regarding RQ 1: Are post-reading writing skills more effective than post-reading speaking skills in supporting acquisition of intentionally taught vocabulary? To answer the first research questions the vocabulary gains were assessed through the following data collection instruments. These are a translation test, a fill in the blanks test, a multiple choice test, an oral production checklist, class observation and VKS (Wesche & Paribakht, 1996). According to the results of the study the two groups where three language skills were applied outperformed the reading/speaking and reading / writing group in the four tests except for the fill in the blanks test, where the reading / writing group showed the best result.

That the involvement of more skills into learning leads to better results is in accordance with a study conducted by Akçin and Bektaş Çetinkaya (2014) with 11th graders in which an experimental group after having practiced Multiple Intelligence Theory based activities outperformed the control group, where more accustomed methods were applied, both in the immediate posttest and retention posttest (p. 71). The findings of the present study also support the results of a study conducted by Atay and Kurt (2006) where an experimental group that practiced vocabulary

through a set of written tasks and interactive tasks outperformed a control group that practiced written tasks only. As was found in the present study, the groups where the three language skills were practiced outperformed the groups where only two language skills were practiced.

Interestingly, the reading/speaking group was outperformed by the other groups in the oral production as well. This finding might echo a result shown in a study conducted by El-Koumy (1998), in which it was shown that writing skill being practiced improved the speaking skill of an experimental group. As it was designed in the present study, the three groups had a writing element in the treatment and the reading/speaking group did not practice the writing skills. So it might be assumed that writing activities may reinforce oral production as well.

The results of the aforesaid tests were in harmony with results of the Vocabulary Knowledge Scale (Wesche and Paribakht, 1996), which showed the greatest gain with the two reading/writing/speaking groups, less gain with the reading/writing group and the least gain with the reading/speaking group.

Undoubtedly, addressing multisensory styles of learning, the researcher was more likely to involve more learners and generate more interest, so it is reasonable that the reading/writing/speaking groups outperformed the rest of the groups in most of the tests. Besides, the highest result of the reading/writing group in the FB test confirms better performance in students' writing through reinforcement by practicing in writing. Moreover, it could be said that practicing speaking skills only through speaking may not be enough to improve speaking skill. Alternatively, teachers can use reading and writing skills as well to reinforce speaking skill. Finally, practitioners might be recommended to integrate all the skills by accommodating the chosen methodology of teaching to a particular group's needs.

5.1.2 Discussion of findings regarding RQ 2: Is vocabulary retention more significant when applying post-reading speaking skills than post-reading writing skills in supporting acquisition of intentionally taught vocabulary? For

the second research question, retention tests with a three week delay were conducted. The results of the tests were analyzed through Wilcoxon matched pairs test administrations, which showed that the degrees of retention are highest in the reading / speaking group for the TR, FB and OP tests and in the reading/writing group for the MC test. VKS (Wesche & Paribakht, 1996) conducted three weeks later supported the results of the retention tests, which showed higher retention test of the reading/speaking group and the reading/writing group over time.

The findings regarding the second research question, which suggest the highest retention rate of the reading/speaking group in the TR, FB and OP tests are in accordance with a study conducted by Alloway et al. (2005, p.417), according to the results of which, phonological awareness was linked to writing, reading and speaking skills. The authors of the aforesaid study argue that awareness of phonological structure may predict learning progress. According to the authors, being able to manage phonology might show long term success. In the present study the results of the reading/ speaking group, where the speaking aspect was focused on, showed more durable result as well.

Furthermore, the results of the retention tests, in which the reading/speaking group outperformed the other groups, are in harmony with the results of a study conducted by MacLeod, Gopie, Hourihan, Neary and Ozubko (2010), who argue that information being studied aloud is “more accessible to retrieval” (p. 681). Besides, the authors argue that “the production effect is robust and substantial” (2010, p. 681). In the present study the retention rates of the reading/speaking group were the highest in most of the tests. So, it might be assumed that the oral production element did have a robust effect on the students’ retention.

The data of the delayed VKS (Wesche & Paribakht, 1996) echo some results in a study by Brown, Waring and Donkaewbua (2008), where some vocabulary gains increased over time. Specifically, in the mentioned study, where vocabulary acquisition was taking place through reading-only, reading-while-listening, and listening-only modes, there was an increase in some means scores in one week delay

and three month delay tests. In the present study increase of vocabulary knowledge of some students in the reading/speaking and reading/writing groups took place as well.

Retention results for the TR, FB, MC and OP of the reading/speaking and TR, FB, and OP of the reading/writing group showed a decrease in knowledge over time, whereas the three week delayed Vocabulary Knowledge Scale (Wesche & Paribakht, 1996) of the same groups report an increase in knowledge. This might be explained by the fact that the aforesaid tests (TR, FB, MC and OP) required higher level knowledge than the Vocabulary Knowledge Scale (Wesche & Paribakht, 1996).

The delayed MC test for the reading/writing group reported an increase in knowledge. The same finding is observed in the study conducted by Brown, Waring and Donkaewbua (2008), which also suggested an increase in vocabulary acquisition over time in the multiple choice test, whereas translation tests showed a decrease in mean scores at all the modes. Increase in knowledge for delayed MC test of the reading/writing group in this study might be explained by prompted recognition, which according to Pawlik and Rosenzweig (2000), requires “lower strength” than recall tests (p.127).

Moreover, observation notes showed that speaking activities were more dynamic. The students were eager to participate actively. The students from all the groups were more enthusiastic when completing the oral production tests rather than the other tests. So, an element of speaking included in vocabulary practice added enthusiasm to the flow of the activities. A similar finding was identified in a research study conducted by Oradee (2012), who studied the attitude of the 11th graders with various levels of proficiency when teaching speaking skills through communicative activities. According to the aforesaid researcher, the participants enjoyed speaking activities, which fostered motivation and satisfaction (p. 533). However, speaking activities should be thoroughly planned to provide meaningful practice. This finding is supported by an action research study conducted by Songsiri (2012) with first year university students in a large size class to practice

speaking skills (pp.250, 251). The aim of the study was to enhance speaking skills, which had been reported as the most desirable skill to be developed by the participants. The researcher prepared thorough plans to practice speaking, as a result of which, the participants improved their speaking skills.

In the light of the highest result of retention rates of the reading/speaking group and the most enthusiasm experienced by the same group, it might be hypothesized that there could be a direct proportion between retention and intrinsic motivation.

5.2 Conclusion

The findings of the first research question show that employment of multisensory activities might lead to more successful learning in several dimensions of vocabulary knowledge. Besides, taking into consideration various learning styles, it might be suggested that students' needs are more likely to be addressed through employing a spectrum of senses. This study also revealed that focus on writing activities is more likely to provide for better performance in writing. However, the practicing of speaking activities did not affect oral production in short term and the reading/speaking group didn't outperform the other groups in the oral production test.

Considering the retention tests it can be stated that although the reading/writing/speaking/ groups still had higher results in the tests in a three week period, the reading/speaking group had the highest retention rates at all of the tests, except for the MC test with the reading/writing group.

Besides, increase in vocabulary gains was found in the reading/speaking and reading/writing groups in the three week delayed VKS (Wesche & Paribakht, 1996), which could be explained either by overall development in language knowledge or the fact that the retention tests results (TR, FB, and OP), which showed a decrease in knowledge for all the tests, except for MC in the

reading/writing group, require higher level of knowledge without prompted recognition rather than the VKS (Wesche & Paribakht, 1996).

Moreover, the observation notes led to a conclusion that involvement of students into speaking activity led to more enthusiasm and dynamism of the classroom. Also, students' motivation expressed through active participation and lively atmosphere might have led to better retention.

All in all, considering language skills when teaching vocabulary, it might be expedient to choose a balanced set of exercises to provide enjoyable, meaningful and durable learning. In this regard, this study might have implications for developing those kinds of activities that would suit a particular group of students, especially for students who study English in large multilevel classes. In-service training to widen teachers' skills in effective speaking activities for beginners might be particularly helpful in this regard.

5.3 Recommendations for Future Research

Taking into consideration the beginning stage of language acquisition being studied (in terms of teaching separate verbs), further research studies regarding vocabulary acquisition in a phrase, sentence and text stages can be eventually conducted with adult learners to observe long term patterns.

The study was conducted with male ninth graders and it is not certain whether the results would have been similar, had girls participated in the study. Therefore, further studies might be conducted with participation of both female and male students.

Furthermore, the present study examined verbs, so additional research studies could cover other parts of speech and observe their peculiarities during vocabulary acquisition.

Besides, although the students were a part of the learning process, no interviews were held to investigate the students' perception regarding the modes of

teaching. In this regard learners' attitude from their point of view may be studied in the future.

In addition to the aforesaid, a further research regarding a correlation between motivation and retention might be suggested.



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APPENDICES

Appendix A Pretest

Öntest. Aşağıdaki kelimeleri Türkçe'ye çevirin:

- | | |
|----------------------|--------------------|
| 1. Close _____ | 16. Ask _____ |
| 2. Open _____ | 17. Look _____ |
| 3. Listen _____ | 18. Use _____ |
| 4. Repeat _____ | 19. Like _____ |
| 5. Choose _____ | 20. Bring _____ |
| 6. Introduce _____ | 21. Work _____ |
| 7. Describe _____ | 22. Match _____ |
| 8. Tell _____ | 23. Correct _____ |
| 9. Talk _____ | 24. Run _____ |
| 10. Draw _____ | 25. Complete _____ |
| 11. Understand _____ | 26. Have _____ |
| 12. Write _____ | 27. Speak _____ |
| 13. Read _____ | 28. Hear _____ |
| 14. Show _____ | 29. Meet _____ |
| 15. Answer _____ | 30. Look at _____ |

These words were taken from Ortaöğretim English Student's Book (pp. 9-22) written by Gezmiş Ceyhan and Özmen (2015).

APPENDIX B. The Breadth of the vocabulary

B.1 Translation into Turkish

English	Turkish
1. hear	_____
2. correct	_____
3. understand	_____
4. describe	_____
5. bring	_____
6. draw	_____
7. tell	_____
8. match	_____
9. meet	_____

APPENDIX B.2 Fill in the blanks questions (productive writing skills)

1. Describe I can d_____ this city.
2. Tell You have to t_____ me the truth.
3. Draw They d_____ wonderful pictures.
4. Meet Nice to m_____ you.
5. Bring Children b_____ their books to schools.
6. Correct Teachers c_____ our mistakes.
7. Match Draw a line to m_____ the words.
8. Hear I h_____ you.
9. Understand I don't u_____ him. He speaks too fast.

APPENDIX B.3 Multiple choice questions (reading and understanding)

1. Grandmother _____ us stories.
a) tells b) answers c)thinks d)chooses

2. You don't need to _____ the event. I know everything.
a) fly b)sing c)describe d)use

3. She will _____ a picture of the mountain.
a) write b)draw c)speak d)know

4. They don't _____ this word. What does it mean?
a) understand b)watch c)clean d) answer

5. Students and teachers _____ on Monday.
a) know b)meet c)think d) close

6. You can _____ water with you.
a) bring b)draw c)greet d)work

7. You should _____ your mistake.
a) correct b)describe c)talk d) sing

8. You need to _____ the words with their meaning.
a) close b)draw c)match d)open

9. We can _____ the teacher.
a) speak b)talk c)run d)hear

APPENDIX C The Depth of the vocabulary

APPENDIX C.1 VKS (Vocabulary Knowledge Scale; Paribakht & Wesche, 1996)

“ _____ ” Verilen kelime buraya yazılacak.

Verilen kelime ile ilgili aşağıdaki cümleler doğruysa “Evet” yanlış ise “Hayır” yazınız.

I. Bu kelimeyi hiç görmedim. _____

II. Bu kelimeyi daha önceden gördüm, ama ne anlama geldiğini bilmiyorum. _____

Asağıdaki cümlelere göre verilen kelime ile ilgili cevap yazınız.

III. Bu kelimeyi daha önceden gördüm ve sanırım şu anlama geliyor _____

IV. Bu kelimeyi biliyorum. Bu kelime şu anlama geliyor. _____

V. Bu kelimeyi cümle içinde kullanabilirim. (Bu kelimeyi kullanarak cümle kurunuz)

Ek-8’de kullanılan Kelime Bilgisi Skalası Paribakht ve Wesche (Vocabulary Knowledge Scale, 1996) tarafından geliştirilmiştir.

APPENDIX C.2 Oral production with a visual support checklist



APPENDIX D. Activities

APPENDIX D.1 Sample post reading writing activities

Activity 1 “Blackboard bingo”

Procedure: Write 10-15 words on the board (among which there are the target words). Tell the students to choose any five of them and write them down. Read out the words one by one and in any order. If the students have written down one of the words you call out they cross it off. When they have crossed off all their words they tell you, by shouting out “Bingo” (Ur & Wright, 1992, p.4).

Activity 2 Keeping journals

Procedure: Ask your students to write five sentences in a notebook every day. Tell them to use at least one of the target words per day.

Activity 3 “Erasing words

Procedure: Write about ten words which are difficult to spell on the board, and give the class a minute to “photograph” them. Point to one word, then erase it; the students write it down from memory. Continue, until all the words have been erased” (Ur & Wright, 1992, p. 20).

Activity 4

Procedure: Students choose a word from the target words list, write it in bold in capital letters on A4 paper, then stand up in the alphabetical order of the first letters of the words they have chosen.

Activity 5 “Jumbled words”

Procedure: Write on the board words the students have recently learnt,... with the letters in jumbled order” (Ur & Wright, 1992, p.45).

Activity 6

Procedure: Prepare a worksheet on which five professions will be written. Ask students to write the most suitable words from the target words for the professions.

Activity 7

Procedure: Play different types of music and ask students to write down a word they associate with a particular type of music.

Activity 8

Procedure: Circulate worksheets on which there will be first letters of the words and ask students to complete them.

Activity 9

Procedure: Ask your students to write a poem using the target words.

Activity 10

Procedure: Distribute worksheets with pictures related to the target words. Ask the students to write the words.



APPENDIX D.2 Sample post reading speaking activities

Activity 1

Procedure: “Explain that you will be whispering a statement to one person, who should then repeat it to the next person—and so on, until the message has made it around to everyone. Tell your participants to whisper the statement to their neighbour only once.” Wickelgren (2012)

Activity 2

“Procedure: Whisper to one student, or write down on a slip of paper, a word or phrase that the class has recently learnt. The student draws a representation of it on the board... The rest of the class has to get the item”(Ur & Wright, 1992, p.19).

Activity 3

Procedure: Show visual displays on the smartboard and try to elicit the target words.

Activity 4

Procedure: Ask a student to choose a word and pronounce the same word in different tones.

Activity 5

Procedure: Ask one student to say a word, next student is expected to repeat the previous word and add his own. Continue till students are able to repeat the whole sentence.

Activity 6

Procedure: On the smartboard show five people of different professions. Divide the class into two teams. Each team should say five target words for their member who will be in front of the board trying to guess the profession on the basis of the produced verbs.

Activity 7

Procedure: Write down on the board two columns and name them “Need to move” and “No need to move”. Divide the class in two teams and ask them to place the verbs according to the meaning. The teacher writes down the answers. At the end of the game players count the score.

Activity 8

Procedure: Write down the target words on the board. Ask your students to stand up and start clapping. You stop students by saying a name of one of the students. The student should say and show one of the words.

Activity 9

Procedure: Ask students work in pairs. A student draws a picture symbolizing one of the target words. His friend is trying to guess the word by asking “Is it...?” Then they take turns.

Activity 10

Procedure: Ask students work in pairs. A student mimes a word. His friend is trying to guess the word by asking “Is it...?” Then they take turns.

APPENDIX E

Appendix E Plans for 15 minute sessions per each group.

Pilot
Reading/writing/speaking group
Session 1,2 (Day 1)

Activity Intorduction of the target vocabulary.

Description of the activity

The slides are shown to the students. After opening a slide, the teacher reads the verb and asks the students to infer the meaning from the visual. After getting the right translation, the teacher asks the students to repeat the verb. When pronouncing the verbs, the teacher alters the tone of her voice. When pronouncing the verbs the teacher tries to use gestures and act out the meanings. The students are asked to act out the meanings as well.

Aim of the activity

To introduce the verbs.
The variation in tone is supposed to draw students' attention.
The gestures are meant to reinforce the meaning.
A request to act out the meanings of the verbs by the students is supposed to engage kinaesthetic students.

Materials needed

Smartboard and the slides.

Session 3,4 (Day 2)

Activity 1

The students were given sheets of paper, where the first letters of the verbs were written. The students were asked to complete the target verbs.

Aim of the activity

To let the students practice orthographic skills

Materials needed

Paper, pencils.

Activity 2 A game of "Broken telephone"

Description of the activity

There are four rows in the classroom. Each row is supposed to be one team. Four students from each team sitting at the front desks whisper a verb they choose from the target vocabulary to classmates sitting next to him. The classmates keep on conveying the verb. The students sitting at the back of the rows are to say the verb out loud to check whether they got the word correctly. Then, the teacher repeats the activity starting from the students sitting at the back desks.

Aim of the activity

To let as many students as possible practice the vocabulary orally and show the students how important it is to pronounce the words distinctly.

Materials needed

No materials needed.

Session 5,6 (Day 3)

Activity 1 Play a game "You move" and "You don't move"

Description of the activity

The class is divided into two groups. The teacher writes on the board "Need to move" and "No need to move" headings. A student from each group is asked to make a sentence using the following structure "You move when you ...". The blank is supposed to be completed from the target verbs. Each team is supposed to get a point for a correct answer. The teacher records the answers on the blackboard.

Aim of the activity

To help students visualize the verb and produce the target verbs in a controlled practice.

Materials needed

Blackboard

Activity 2 Producing the target vocabulary

Description of the activity

One of the students is asked to produce one of the target verbs, next student is expected to repeat the previous word(s) and add his own. This procedure goes on till all the verbs are repeated.

Aim of the activity

To let the students practice the target verbs orally.

Materials needed

No materials needed

Session 7,8 (Day 4)

Activity 1 Revising the target vocabulary

Description of the activity

The slides without the English words are shown to the students. The students are asked to tell the target verbs in English.

Aim of the activity

To revise the vocabulary.

Materials needed

Smartboard

Activity 2 Writing the target verbs for an appropriate picture.

Description of activity

Distribute worksheets with pictures related to the target words. Ask the students to write the words.

Aim of the activity

To practice the vocabulary using writing skills with help of visuals.

Materials needed

Worksheets, pencils.

Session 9,10 (Day 5)

Activity 1 Pronouncing words with different tones

Description of activity

Ask a student to choose a word and pronounce the same word in different tones.

Aim of the activity

To let the students practice speaking skills in different tones.

Materials needed

No materials needed.

Activity 2 Writing sentences

Description of the activity

The students are asked to write sentences with the target vocabulary.

Aim of the activity

To practice writing short sentences.

Materials needed

Paper, pencils.

Session 11,12 (Day 6)

Activity 1 Miming the target vocabulary

Description of activity

Ask students work in pairs. A student mimes a word. His friend is trying to guess the word by asking ‘‘Is it...?’’ Then, students take turns.

Aim of the activity

To practice the target vocabulary orally and address kinaesthetic students.

Materials needed

No materials needed.

Activity 2 Matching the target verbs with professions.

Description of the activity

The teacher asks students to name five professions. Then, the teacher writes them on the board. After that the teacher asks students to write the professions down and match the target verbs with the professions.

Aim of the activity

To activate the target vocabulary through association with professions.

Reading/writing/speaking group B

Session 1,2 (Day 1)

Activity

Intorduction of the target vocabulary.

Description of the activity

The slides are shown to the students. After opening a slide, the teacher reads the verb and asks the students to infer the meaning from the visual. After getting the right translation, the teacher asks the students to repeat the verb. When pronouncing the verbs, the teacher alters the tone of her voice. When pronouncing the verbs the teacher tries to use gestures and act out the meanings. The students are asked to act out the meanings as well.

Aim of the activity

To introduce the verbs.

The variation in tone is supposed to draw students' attention.

The gestures are meant to reinforce the meaning.

A request to act out the meanings of the verbs by the students is supposed to engage kinaesthetic students.

Materials needed

Smartboard and the slides.

Session 3,4 (Day 2)

Activity 1

Writing the verbs

Description of the activity

The students were given sheets of paper, where the first letters of the verbs were written. The students were asked to complete the target verbs.

Aim of the activity

To let the students practice *orthographic skills*

Materials needed

Paper, pencils.

Activity 2

A game of "Broken telephone"

Description of the activity

There are four rows in the classroom. Each row is supposed to be one team. Four students from each team sitting at the front desks whisper a verb they choose from the target vocabulary to classmates sitting next to him. The classmates keep on conveying the verb. The students sitting at the back of the rows are to say the verb outloud to check whether they got the word correctly. Then, the teacher repeats the activity starting from the students sitting at the back desks.

Aim of the activity

To let as many students as possible practice the vocabulary orally and show the students how important it is to pronounce the words distinctly.

Materials needed

No materials needed.

Session 5,6 (Day 3)

Activity 1

Play a game "You move" and "You don't move".

Description of the activity

The class is divided into two groups. The teacher writes on the board "Need to move" and "No need to move" headings. A student from each group is asked to make a sentence using the following structure "You move when you ...". The blank is supposed to be completed from the target verbs. Each team is supposed to get a point for a correct answer. The teacher records the answers on the blackboard.

Aim of the activity

To help students visualize the verb and produce the target verbs in a controlled practice

Materials needed
Blackboard

Activity 2 Producing the target vocabulary

Description of the activity

One of the students is asked to produce one of the target verbs, the next student is expected to repeat the previous word(s) and add his own. This procedure continues till all the verbs are repeated.

Aim of the activity

To let the students practice the target verbs orally.

Materials needed

No materials needed

Session 7,8 (Day 4)

Activity 1 Revising the target vocabulary

Description of the activity

The slides without the English words are shown to the students. The students are asked to tell the target verbs in English.

Aim of the activity

To revise the vocabulary.

Materials needed

Smartboard

Activity 2 Writing the target verbs for an appropriate picture

Description of activity

Distribute worksheets with pictures related to the target words. Ask the students to write the words.

Aim of the activity

To practice the vocabulary using writing skills with the help of visuals.

Materials needed

Worksheets, pencils.

Session 9,10 (Day 5)

Activity 1 Pronouncing words with different tones

Description of activity

Ask a student to choose a word and pronounce the same word in different tones.

Aim of the activity

To let the students practice speaking skills in different tones.

Materials needed

No materials needed.

Activity 2 Writing sentences

Description of the activity

The students are asked to write sentences with the target vocabulary.

Aim of the activity

To practice writing short sentences.

Materials needed

No materials needed

Session 11,12 (Day 6)

Activity 1 Miming the target vocabulary

Description of the activity

Ask students work in pairs. A student mimes a word. His friend is trying to guess the word by asking "Is it...?" Then they take turns.

Aim of the activity

To practice the target vocabulary orally and address kinaesthetic students.

Materials needed

No materials needed.

Activity 2 Matching the target verbs with professions.

Description of the activity

The teacher asks students to name five professions. Then, the teacher writes them on the board. After that the teacher asks students to write the professions down and match the target verbs with the professions.

Aim of the activity

To activate the target vocabulary through associating with professions.

Materials needed

No materials needed.

Reading/speaking group

Session 1,2 (Day 1)

Activity Introduction of the target vocabulary.

Description of the activity

The slides are shown to the students. After opening a slide, the teacher reads the verb and asks the students to infer the meaning from the visual. After getting the right translation, the teacher asks the students to repeat the verb. When pronouncing the verbs, the teacher alters the tone of her voice.

When pronouncing the verbs the teacher tries to use gestures and act out the meanings. The students are asked to act out the meanings as well.

Aim of the activity

To introduce the verbs. The variation in tone is supposed to draw students' attention. The gestures are meant to reinforce the meaning. A request to act out the meanings of the verbs by the students is supposed to engage kinaesthetic students.

Materials needed

Smartboard and the slides.

Session 3,4 (Day 2)

Activity 1 Revising the target vocabulary

Description of the activity

The same slides without the English words are shown to the students. The students are asked to produce the target verbs.

Aim of the activity

To revise the vocabulary orally.

Materials needed

Smartboard

Activity 2 A game of "Broken telephone"

Description of the activity

There are four rows in the classroom. Each row is supposed to be one team. Four students from each team sitting at the front desks whisper a verb they choose from the target vocabulary to classmates sitting next to him. The classmates keep on conveying the verb. The students sitting at the back of the rows are to say the verb out loud to check whether they got the word correctly. Then, the teacher repeats the activity starting from the students sitting at the back desks.

Aim of the activity

To let as many students as possible practice the vocabulary orally and show the students how important it is to pronounce the words distinctly.

Materials needed

No materials needed.

Session 5,6 (Day 3)

Activity 1 A game "You move" and "You don't move"

Description of the activity

The class is divided into two groups. The teacher writes on the board "Need to move" and "No need to move" headings. A student from each group is asked to make a sentence using the following structure "You move when

you ...?”. The blank is supposed to be completed from the target verbs. Each team is supposed to get a point for a correct answer. The teacher records the answers on the blackboard.

Aim of the activity

To help students visualize the verb and produce the target verbs in a controlled practice.

Materials needed

Blackboard

Session 7,8 (Day 4)

Activity 1

Revising the target vocabulary

Description of the activity

The slides without the English words are shown to the students. The students are asked to produce the target verbs.

Aim of the activity

To revise the vocabulary orally.

Materials needed

Smartboard

Activity 2

Producing the target vocabulary

Description of the activity

One of the students is asked to produce one of the target verbs, the next student is expected to repeat the previous word(s) and add his own. This procedure goes on till all the verbs are repeated.

Aim of the activity

To let the students practice the target verbs orally.

Materials needed

No materials needed

Session 9,10 (Day 5)

Activity 1

Pronouncing words with different tones

Description of the activity

Ask a student to choose a word and pronounce the same word in different tones.

Aim of the activity

To let the students practice speaking skills in different tones.

Materials needed

No materials needed.

Activity 2

Miming the target vocabulary

Description of activity

Ask students work in pairs. A student mimes a word. His friend tries to guess the word by asking “Is it...?” They take turns.

Aim of the activity

To practice the target vocabulary orally and address kinaesthetic students.

Materials needed

No materials needed.

Session 11,12 (Day 6)

Activity 1

Revising the target vocabulary

Description of the activity

The same slides without English words are shown to the students. The students are asked to produce the target verbs.

Aim of the activity

To revise the vocabulary orally.

Materials needed

Smartboard

Activity 2

Matching the target verbs with professions.

Description of the activity

Show five people of different professions. Divide the class into two teams. Each team should say five target words for their member who will be in front of the board trying to guess a professional from the screen who will be described.

Aim of the activity

To let students associate the verbs with professions.

Materials needed

Smartboard, blackboard.

Reading/writing group
Session 1,2 (Day 1)

Activity Introduction of the target vocabulary.

Description of the activity

The slides are shown to the students. After opening a slide, the teacher reads the verb and asks the students to infer the meaning from the visual. After getting the right translation, the teacher asks the students to write the verbs down and draw a picture for the verb in their notebook.

Aim of the activity

To introduce the verbs. To let the students write the verbs in their notebook. The activity of drawing pictures aims to address students with visual learning style.

Materials needed

Smartboard, the slides, students' notebooks, pencils.

Session 3,4 (Day 2)

Activity 1 Writing the verbs

Description of the activity

The students were given sheets of paper, where the first letters of the verbs were written. The students were asked to complete the target verbs.

Aim of the activity

To let the students practice orthographic skills.

Materials needed

Notebooks, pencils.

Activity 2 Scrambled letters

Description of the activity

The teacher wrote scrambled letters for each verb on the board. The students were asked to write the verbs from the given letters.

Aim of the activity

To consolidate recognition of the form of the target vocabulary.

Materials needed

Cards, pencils.

Session 5,6 (Day 3)

Activity 1 Erasing words (1)

Description of the activity

Write the target verbs on the board. After pointing to a verb the teacher deletes it, and the students are expected to write the deleted verbs.

Aim of the activity

To consolidate recognition of the form of the target vocabulary.

Materials needed

Notebooks, pencils.

Activity 2 Writing the target verbs for an appropriate picture

Description of activity

Distribute worksheets with pictures related to the target words. Ask the students to write the words.

Aim of the activity

To practice the vocabulary in using writing skill with help of visuals.

Materials needed

Worksheets, pencils

Session 7,8 (Day 4)

Activity 1 Revising the target vocabulary

Description of the activity

The slides without the English words are shown to the students. The students are asked to write the target verbs in English.

Aim of the activity

To revise the vocabulary in written form.

Materials needed

Smartboard

Activity 2 Erasing words (2)

Description of the activity

Write the target verbs on the board. The students are asked to close their eyes, then, the teacher deletes one of the words. The students are expected to write the deleted verbs.

Aim of the activity

To consolidate recognition of the form of the target vocabulary.

Materials needed

Paper, pencil

Session 9,10 (Day 4)

Activity 1 Writing sentences

Description of the activity

The students are asked to write sentences with the target vocabulary.

Aim of the activity

To practice writing short sentences.

Materials needed

Paper, pens.

Session 11,12 (Day 6)

Activity 1 Matching the target verbs with professions.

Description of the activity

The teacher asks students to name professions and then, writes them on the board. After that the teacher asks students to write the professions down and match the target verbs with the professions.

Aim of the activity

To activate the target vocabulary through associating with professions.

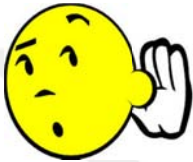
Materials needed

Paper, pens

APPENDIX F. Visual materials used in the study



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http://www.reallyfreeclipart.com/art_files_02/school_kids_001.htm



“Hear” (2015, October 9) Retrieved from
<http://alfa-img.com/show/listening-ear-is-that.html>



“Bring” (2015, October 18) Retrieved from
<http://lessonpix.com/pictures/37716/Bring>



“Understand” (2015, October 18) Retrieved from
https://www.google.com.tr/search?q=smiley+faces+images&rlz=1C1CAFB_enTR604TR604&espv=2&biw=1440&bih=799&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwidy5HEgaXMAhXkKJoKHfIDB28QsAQIGQ#imgrc=IdWEpKnGhd2IaM%3A



“Correct” (2015, October 18) Retrieved from
<http://www.bschool.careers360.com/news/cat-2014-edit-your-profile-from-november-25-28>



“Tell” (2015, October 18) Retrieved from
<http://www.cliparthut.com/show-and-tell-clip-art-clipart-fjdsLx.html>



“Match” (2015, October 18) Retrieved from
<http://www.officescope.com/blog/content-management-the-missing-piece-of-the-puzzle/>



“Draw” (2015, October 18) Retrieved from
http://clipartzebra.com/cliparts/draw-clipart/cliparti1_draw-clipart_01.jpg



“Describe” (2015, October 18) Retrieved from
<http://www.phrasemix.com/categories/function-describing-something>

APPENDIX G

Curriculum Vitae

PERSONAL INFORMATION

Surname, Name : Elif Göksoy
Nationality : Turkish (T.C.)
Date and place of birth : 10th of June , 1977, Bishkek, Kyrgyzstan
Marital Status : Married
Email : elifgoksoy@ymail.com

EDUCATION

Degree	Institution	Year of Graduation
BA Major in ELT	Bishkek Humanities University	1998 (YÖK denklik 2011)

WORK EXPERIENCE

Year	Place	Enrollment
2015-	Yaşar Dedeman Anadolu İmam Hatip High School Sarıyer/İstanbul	English Teacher
2014-2015	Emirgan Primary School Şair Nigar Primary School Sarıyer/İstanbul	English Teacher
2013-2014	Malabadi Middle School Silvan/Diyarbakır	English Teacher
2011- 2013	American Culture and Language Association Sarıyer/İstanbul	English Teacher
2000-2003	“Batı dilleri” language school Adapazarı	English Teacher
1996-1999	Turkish Embassy Bishkek	Translator

FOREIGN LANGUAGES

English (KPDS, November 2012 : 95)
Russian (YDS, April 2014: 98,75)
French (YDS, September 2014: 77,5)

HOBBIES

Tennis, learning foreign languages, reading