A COMPARATIVE STUDY ON THE EFFECTIVENESS OF EXPLICIT AND IMPLICIT INSTRUCTION ON THE VOCABULARY DEVELOPMENT IN 5TH GRADE TURKISH EFL CLASSROOMS

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GRADE TURKISH EFL CLASSROOMS

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ABSTRACT

A COMPARATIVE STUDY ON THE EFFECTIVENESS OF EXPLICIT AND IMPLICIT INSTRUCTION ON THE VOCABULARY DEVELOPMENT IN 5TH GRADE TURKISH EFL CLASSROOMS

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The purpose of this research study is to examine and compare the effectiveness of implicit and explicit instruction on vocabulary development in fifth grade Turkish EFL classrooms. The study investigated the perceptions of EFL teachers about the implementation of these two instructional methods in their classrooms as well. The participants were 25 fifth grade students and two teachers enrolled in a fifth grade English program at a private school in Istanbul, Turkey. The data were collected from pre- and post-tests, lesson plans, and reflective journals. The findings of the study revealed that although there were no significant differences between explicit and implicit instruction on students' vocabulary development, teachers perceived implicit instruction to be more enjoyable and productive in fifth grade EFL classrooms.

Keywords: Implicit Instruction, Explicit Instruction, Vocabulary Development, Teachers' Perception, EFL.

ÖZ

5. SINIF TÜRK YABANCI DİL SINIFLARINDA DOĞRUDAN VE DOLAYLI ÖĞRETİMİN KELİME GELİŞİMİ ÜZERİNDE ETKİLİLİĞİ KARŞILAŞTIRMA ÇALIŞMASI

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Bu araştırma çalışmasının amacı Türk yabancı dil sınıflarında dolaylı ve doğrudan kelime öğretiminin kelime gelişimi üzerinde etkililiğini incelemek ve karşılaştırmaktır. Çalışma ayrıca yabancı dil olarak İngilizce öğretmenlerinin sınıflarında bu iki kelime öğretiminin uygulanması üzerine algılarını araştırdı. Katılımcılar İstanbul Türkiye'de özel bir okulda kayıtlı olan 25 beşinci sınıf öğrencisi ve iki İngilizce öğretmenidir. Veriler ilk ve son testlerden, ders planlarından ve yansıtıcı günlüklerden toplanmıştır. Çalışmanın sonuçları doğrudan ve dolaylı öğretim arasında öğrencilerin kelime gelişimi açısından önemli bir farklılık olmamasına rağmen, beşinci sınıf yabancı dil sınıflarında öğretmenlerin dolaylı öğretimi daha zevkli ve verimli algıladığını ortaya çıkartmıştır.

Anahtar kelimeler: Dolaylı Öğretim, Doğrudan Öğretim, Kelime Gelişimi, Öğretmenlerin Algısı, Yabancı Dil Olarak İngilizce

To My Family and Husband

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Chapter 1

Introduction

English has become the most commonly used and taught language all over the world. Vocabulary instruction is necessary in a language classroom, as vocabulary is one of the most important components of a language, essential for learners to be able to express feelings and ideas (Shakouri, Mahdavi, Mousavi, & Pourteghali, 2014). The significance of vocabulary is stated by Wilkins (1972) as in the following sentence: "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.111). In a similar fashion, Harmer (1991) makes the following comparison to express the importance of vocabulary: "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". It is therefore, an undeniable fact that vocabulary is one of the most significant components of English language teaching and learning.

As a result of the importance and universality of English, it has become the compulsory foreign language in the Turkish education system, starting in 2nd grade in state schools (7-8 years old) and in kindergarten (3-4 years old) in private schools. As knowing English has gained importance, the Turkish Ministry of Education has particularly emphasized student communication both in written and spoken forms. For example, in fifth grade EFL classrooms, the grade level emphasized in this study, students receive 3 hours of English instruction a week at state schools. At private schools, in contrast, fifth graders are exposed to 16 hours of EFL instruction a week. New government regulations seek to close this gap. According to the new regulations, starting from September 2016, fifth graders in state schools will receive 16-20 hours instead of 3, as the fifth grade is considered the transition class to prepare students for secondary education.

Along with language skills and grammar, vocabulary plays a significant role in teaching and learning English as a second or foreign language. Vocabulary acquisition is

generally integrated into the teaching of reading, writing, listening and speaking skills, and is mostly taught by incorporating two types of instruction namely, explicit and implicit instruction. Explicit vocabulary instruction essentially focuses on the target vocabulary; and memorization of the meaning of new words along with writing word lists, synonyms and antonyms of new vocabulary words. Explicit instruction (also known as intentional instruction) is considered a traditional teaching method. On the other hand, implicit vocabulary teaching happens when learners do not concentrate on the target vocabulary, but rather focus on understanding the general meaning of the written text or spoken words. It is important not to teach the words in isolation and by memorization. As stated by Nation (2001), implicit vocabulary teaching can be accomplished by presenting the target vocabulary in meaningful contexts with rich clues to help students understand the meaning of the new vocabulary. For implicit instruction to be effective, students should be exposed to the new vocabulary numerously in meaningful contexts. While explicit teaching focuses on being clear about goals and stating what is expected from the students, implicit teaching highlights the importance of learning unintentionally, without making students aware of the goals set for the lesson.

Both implicit and explicit instructional methods are commonly implemented by English language teachers to teach new vocabulary, and each has its own supporters. This study aims to investigate and compare the effectiveness of explicit and implicit vocabulary instruction in terms of the vocabulary development of fifth grade EFL learners. It will also explore the perceptions of EFL teachers about incorporating these two methods in teaching at this particular grade level.

1.1 Theoretical Framework

Vocabulary instruction is a broad field with many techniques, strategies, and methods. Researchers are constantly developing new strategies while keeping a record of the old ones. At the same time, individual teachers and students adopt the best strategy for themselves according to their learning and teaching styles (Alemi & Tayebi, 2011; Brown, 1994; Cruz-Wiley, 2010; Eriksson, 2014; Harmer, 2001). They may not always do this consciously or thoughtfully, but they usually prefer specific learning or

teaching styles. EFL teachers frequently adopt both explicit and implicit vocabulary instruction strategies (Oxford, 1990; Schmitt, 1997; Gu & Johnson, 1996; Nation, 2001). This study aims to investigate and compare the effectiveness of the two main vocabulary teaching instruction strategies (explicit and implicit) on vocabulary development of fifth grade Turkish EFL learners. Additionally, it was of interest to the researcher to find out, between the two different methods of vocabulary instruction, which one is the most influential in learning the meaning of the intended vocabulary items.

1.2 Statement of the Problem

While vocabulary knowledge is central to language and of critical importance to the typical language learner (Zimmerman, 1997), teachers and learners still face problems with the process of teaching and learning vocabulary in their classrooms. When it comes to teaching vocabulary, teachers take it for granted and expect students to develop their vocabulary on their own, without making them aware of different available strategies. As a result, students often do not make sufficient effort to grasp the meaning of a new word, and consequently struggle to remember its meaning, or use it in context. The present study therefore, highlights the importance of both implicit and explicit instructional methods to aid in the vocabulary development of fifth grade EFL learners, as well as emphasizing teachers' reflections about the effectiveness of various vocabulary instruction strategies in their classroom practices.

1.3 Purpose of the Study

As stated above, the purpose of this study is to investigate and compare the effectiveness of two vocabulary instruction methods, explicit and implicit, on the vocabulary development of fifth grade Turkish EFL learners. Additionally, it was of interest to the researcher to find out the perceptions of teachers about implementing the two methods of vocabulary instruction in their classrooms.

1.4 Research Questions

The following three research questions were addressed in this research study:

1. To what extent do the two methods of vocabulary instruction (implicit and explicit) impact the vocabulary development of fifth grade EFL learners?

2. Is there any significant difference between these two instructional methods on the participants' vocabulary development?

3. What are the perceptions of the EFL teachers about incorporating these two methods in their classroom practices?

1.5 Significance of the Study

Vocabulary instruction has been a matter of longstanding concern for researchers, and many studies have been conducted to explore how new words can be learned more effectively, and how teachers can help learners to achieve this goal. However, few studies have compared explicit and implicit vocabulary instruction in relation to the vocabulary development of young learners. To this end, this study examines the vocabulary development of fifth grade students in Turkish private schools by comparing these two instructional methods. The reason why this group was chosen was because they could perform better at conversations, work with others and learn from each other. They could also make a distinction between reality and fiction, and in this study it was important to make a distinction between reality and fiction as the topics that were covered in the treatment were about natural wonders, disasters and technology. It also highlights the perceptions of these students' EFL teachers about the implementation of these two methods in their classrooms.

1.6 Basic Assumptions

It is assumed that the participants of this study performed to the best of their abilities while they answered the pre-test and post-test questions. It is also assumed that the instructors were honest with their comments in teachers` reflective diaries. The researcher assumes that participants of this study represent the general characteristics of the intended population as well, since almost each classroom in every school has a

homogenous collection of students. Lastly, the data collection instruments which were used in this study are thought to be reliable and valid for this study.

1.7 Definitions

EFL: English as a foreign language (refers to the teaching of English to people for whom it is not a first language) (Oxford Advanced Learner`s Dictionary, 2006).

Explicit Vocabulary Instruction: It is a way of instruction which is focused and effective but limited with the number of words and word knowledge types (Schmitt, 2010).

FL: A foreign language (Oxford, 2003).

Implicit Vocabulary Instruction: It is a vocabulary teaching method in which students are unaware of the objectives and learn incidentally through exposures to context-rich texts (Nation, 2000).

L2: A second language (Oxford, 2003).

Vocabulary development: "The knowledge of stored information about the meanings and pronunciations of words necessary for communication" (Multicultural & ESOL Services Education Dept., 2007).

Vocabulary Instruction: It is one of the most important components of any language classroom which helps learners understand languages and express their meanings (Shakouri, et al., 2014).

Vocabulary Learning Strategies: Any technique that results in vocabulary learning (Schmitt, 1997).

Young learners: Children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 1993).

Chapter 2
Literature Review

2.1 Introduction

This chapter begins by establishing the definition of young learners and young language learners. It then discusses the importance of vocabulary and vocabulary selection, and how vocabulary should be presented to language learners. Additionally, it examines various methods of vocabulary instruction, different vocabulary learning strategies, and the concept of learning vocabulary in context. Finally, it presents an in-depth review of previous studies about vocabulary instruction using different strategies in second/foreign language learning context.

2.2 Teaching Young Learners

Young learners are generally defined as children between the ages of five and twelve. It is commonly accepted that young learners acquire language more efficiently and faster at an early age due to the greater flexibility of their brains, relative to older children, adolescents, or adults (Harmer, 2011). Teaching young learners is quite different from teaching adults as they have different characteristics as language learners (Cameron, 2005). Teaching young learners requires the ability not only to teach the language, but also to keep students' attention on tasks (Cameron, 2005).

Harmer (2007) identified the following distinctive characteristics of young learners. First of all, young children answer even if they do not understand every word in a sentence. They also learn from their surroundings by seeing, hearing, touching, and interacting in an indirect way, instead of focusing on one specific item. Young learners have an enthusiasm for learning and curiosity about their surroundings, but they have short attention spans; therefore, they cannot concentrate on activities which are not engaging and they get bored easily with topics which are not interesting to them. Young learners like talking about themselves and their lives, and react well when these are used

as major topics in a classroom environment. In addition, they require personal attention and approval from the teacher.

Based on these characteristics, Harmer (2007) draws the following conclusions about how to create a productive and effective learning environment for young children. First of all, young children should be provided with a rich range of activities so that they do not get bored during classroom instruction, and the activities should include movements and the senses, as words alone are not the most effective learning tool for them. Additionally, teachers need to plan lots of activities and be flexible about moving from one activity to another when they notice that young learners are bored, and avoid teaching techniques which mostly depend on memorization. Teachers also need to pay attention to young learners both individually and in groups to develop good relationships with them.

To sum up, teachers should take young learners' characteristics and needs into account when they organize lessons for them. Activities which contribute to their learning positively and involve them actively in the learning process are preferable and more effective.

2.3 Critical Period Hypothesis in Young Language Learners

Previous research studies have concentrated on the importance of learning a language at an early age (Pujol, 2008; Lightbown, 2008; Christ & Wang, 2010). This important window of childhood language learning is called the "Critical Period". The Critical Period Hypothesis (CPH) of Lenneberg (1967) states that language acquisition happens most effectively in a specific and limited period of time during the early years of young learners.

The way young learners learn a language is different than how adults do, but that does not mean that young learners are easier to teach. Teaching languages to children at an early age is important, but the methods and content used to do so are also highly significant. Pujol (2008) indicates that it is important to study how the age factor affects

the acquisition of vocabulary at an early age, particularly since implicit vocabulary learning results in native-like acquisition at early ages.

Furthermore, Lightbown (2008) emphasizes the importance of learning vocabulary at an early age on the grounds that second language learning may occur at a native-like level if learners start learning a language at a sufficiently early age and continuously use it. However, this does not mean that all learners of the same age will master a second language at the same level, as there will be some variation in language learning due to the abilities and characteristics of the learners. It is therefore necessary to be aware of the factors that a child needs to develop vocabulary knowledge. Christ and Wang (2010) identify four factors which are keys to a young learner's acquisition of a new language. The first factor is the importance of exposure to new vocabulary, as learners learn better when they are exposed to new words more often. The second factor is young learners' own self-motivation and engagement. The third factor is multiple exposures to new words that give contextual and definitional information. The fourth factor is the use of independent word learning strategies.

Lightbown (2008) says that language learning beginning in early childhood and continuing into adolescence is remarkable for its success rather than learning speed or ease. Children who are 10-11 years old are efficient school learners as they understand what language is and how to learn at school. However, no matter where they learn the language, if they do not keep practicing the language, they may forget it as they grow older.

Given the information above it is possible to say that children`s learning vocabulary at early ages happens implicitly as a result of multiple exposures to the target knowledge. As it is easy to forget newly learnt vocabulary and grammar, repetition and practice is necessary for the maintenance of new language items.

2.4 Young Learners and Age Classification

Young learners are generally classified into different age groups. This study will examine classification systems used by two researchers. First, the psychologist Piaget,

who was a psychologist, observed and described children at different ages, and his classification has an important place in the field. He states the characteristics of different age groups and emphasizes the differences between their abilities and disabilities at different ages. Second, Scott and Ytreberg (1991) divide young learners into two main groups: five- to seven-year-olds and eight- to ten-year-olds. Scott and Ytreberg assert that there is a big difference between these two groups in terms of what they can do due to their ages (1991).

To start with, Piaget (1971) classifies age groups in terms of cognitive development. According to Piaget (1971), children's thinking skills develop from knowledge into intellectual skills, and finally into formal, logical thinking. These developments happen stage by stage, but children can be incapable of some thinking skills at each stage. They cannot perform specific tasks such as reading complex materials, following complicated directions until they reach the corresponding developmental stage. The four cognitive stages of Piaget are as following:

1. Sensorimotor Thought: Birth to 2 years

    In this stage children do not understand the permanency of objects and symbolic thought develops slowly.

2. Preoperational Thought 2 to 7 years

    Children are not successful at long conversations due to lack of reversibility. They improve at language, art and play as mental representations improve.

3. Concrete Operational Thought: 7 to 12 years

    Children focus on concrete materials and experiences. Schemes and diagrams are operational, and they are better at following conversations as they focus on dynamic exchanges.

4. Formal Operational Thought: 12 years and up

    Their abstract thinking develops, but at the same time adolescent egocentrism is seen at this stage.

Scott and Ytreberg (1991) classifies children into two groups according to their ages, but this does not mean that, for example, all five-year-old children can learn the

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same things in the same way, as many other factors may affect children`s learning processes. Scott and Ytreberg`s (1991) classifications are as following:

Five- to seven-year-olds:

These learners are at the beginner stage of learning and there are certain language tasks which are well-suited to their cognitive abilities. These include: expressing what they are doing, have done or heard, planning activities, arguing for something, explaining their opinions, using logical reasoning, using vivid imagination, using intonation patterns from their mother tongue, and understanding direct human interaction (Scott & Ytreberg, 1991).

There are other characteristics of this age group. First of all, they are enthusiastic and positive about learning. As long as they enjoy what they are doing and are praised for what they do, they will learn. They love playing and working alone rather than with others as they can become self-centered. They can live in an imaginary world, and their attention span is very short; therefore they can switch from one game to another or from one activity to another very quickly. Also, they have to be presented with different tasks, and cannot be asked to choose between tasks as they cannot decide on what to learn. They are very logical, and believe that whatever is said first is going to be done first. They rely on context and understand situations better than the language used, and they use language skills without being aware of it. In addition, as they understand the situations better, they can understand that the world is governed by rules and they know that they need to obey those rules to live in a secure way. Finally, five- to seven-year-old children have a different understanding of world than adults. They understand the world in their own way or pretend that they understand what we think or want them to do, and their understanding comes through hands, eyes, and ears; in short, the physical world is dominant for them.

Eight to ten year olds:

Scott and Ytreberg (1991) state that children of this age often have both a childish and adult side, and are quite mature. Children in this age group can distinguish

between reality and fiction. Their basic concepts about abstract and concrete items are formed and they learn by asking questions. In contrast, five- to seven-year-olds cannot reliably distinguish between reality and fiction. Eight- to ten-year-old children understand rules, obey and question them. They can make their own decisions about their own learning and they have different ideas about what they like and what they do not. Also, they rely on both the physical world and spoken words, unlike the 5 to 7-year- olds. They have a sense of fairness and question the teacher`s decisions and what happens in the classroom. Unlike the other age group, eight- to ten-year- old work with others and learn from them.

After analyzing Scott and Ytreberg (1991) and Piaget`s (1971) classifications of learners according to the age groups, it can be said that Piaget made a more detailed categorization with shorter age intervals. In the present study, participants were 10- and 11-year-old children, an age group corresponding to Piaget`s Concrete Operational Thought stage and Scott and Ytreberg`s (1991) age categorization.

2.5 What is Vocabulary?

Vocabulary plays a significant role in language learning and instruction as it is the foundation of receptive (listening and reading) and productive (speaking and writing) skills (National Reading Panel, 2000). There are many definitions of vocabulary. The Literacy Dictionary: The Vocabulary of Reading and Writing defines vocabulary as "background knowledge of words and their meanings in different contexts" (Harris & Hodges, 1995), whereas the Merriam –Webster Dictionary defines vocabulary as "a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge". Nash and Snowling (2006) define vocabulary as "the knowledge of words and their meanings" while Mothe (2014) draws a parallel between vocabulary and the bricks of a building to emphasize the significance of vocabulary to build a language. Schmitt (2010) considers vocabulary, which has been neglected by language teachers for a long time, as an essential element to function in a second language. Similarly, Nation (2001) emphasizes that vocabulary is not an isolated part in a language and should be used in a meaningful way with the other parts of a language,

which requires knowing a word with all its grammatical components, not just by its dictionary definition.

Based on these definitions, vocabulary has great importance in conveying messages both in written and oral language, making connections between new knowledge and previous knowledge, and learning about new things. Vocabulary knowledge has a significant place in terms of communication and development.

2.6 Vocabulary Selection and Instruction

The National Reading Panel (2000) emphasizes the importance of vocabulary as it leads to productive skills as a result of receptive skills. The more learners are exposed to receptive skills like reading and listening, the more productive they will be in terms of productive skills like speaking and writing.

It is important to select appropriate and useful target vocabulary in classrooms. In spoken and written texts, there are some words which are used more often than others, and these are called high-frequency words (Xhaferi & Xhaferi, 2008). These high-frequency words are important because the likelihood of coming across with these words is very high, so it is significant to teach high- frequency words to the learners. So, it is a good idea for teachers to start by teaching high-frequency words, since learners have a higher probability of coming across with those words beyond the classroom (Yukselir, 2008). Teaching a word takes some time depending on the word, so it is very important to choose high-frequency words; so that the time spent on instructing a word has the maximum possible impact (Nation, 2005). When learners are taught the high-frequency words of a language, the results are positive in terms of language effort (Inal, 2010). High-frequency words may change for different student groups, so it is wise for teachers to decide on the high-frequency words according to the words' compatibility with specific learners` needs and interests. After selecting suitable high-frequency words, teachers should consider which will be the optimal ways to teach these vocabularies. Each person learns differently, so learners need to be exposed to new vocabulary in a variety of contexts and ways (Harmer, 2001).

To keep the learners interested in the target language, students might be asked about their choices of word selection, so that they become more aware of the vocabulary learning process and their curiosity increases (Sweeny & Mason, 2011). As has already been stated by Inal (2010), if learners are not given the target vocabulary in authentic, unusual and expressive contexts, learners will lose their attention to the tasks and the learning process will slow down. Sweeny and Mason (2011) also stress the importance of creating interesting, different, curiosity-arousing, emotional and language-rich environments to keep learners interested and accustomed to the language environment. They suggest a six-step process for the selection of words. Firstly, texts should be read beforehand to understand the instructional purpose. Secondly, words and concepts that students need to know should be identified. Thirdly, the relationship between the words which will be instructed should be determined. Next, words that students need to know prior to reading should be determined. Following that, the instructor should decide on the words that need to be taught directly and indirectly. Lastly, the instructor should decide on what children should learn. These criteria enable teachers to understand their purpose while instructing a specific topic and intentionally select the most appropriate words that need to be taught.

Furthermore, Allen (1999) presents some important points regarding what teachers should or should not do while teaching vocabulary. Firstly, to improve the effectiveness of vocabulary instruction, teachers should use different types of texts in which students can see real pictures in context, rather than separate words, because learners learn better when they are exposed to a language-rich environment. Also, the imaginary settings of dialogues should be created in a way that students can use new vocabulary words appropriately. In addition, teachers should decrease the amount of checking the definitions of words and asking students the meanings of words. Teachers also should not ask students to write sentences using words which are not studied.

Cameron (2001) suggests some techniques that can be useful for the presentation of new vocabulary to young learners. These are categorized in two groups which are demonstration and verbal explanation. Demonstration technique includes using visuals

such as magazine pictures, flash cards, filmstrips, photographs and images; real objects; black/white board drawings; or mime, gestures and acting. Verbal explanation technique includes defining the lexical meaning and putting the word in a defining context, both of them require preexisting knowledge; also, translation is another verbal explanation technique which does not require the learners to do some mental work.

Vocabulary instruction that improves understanding has got some characteristics. Words need to be instructed in meaningful contexts multiple times, and rich and different types of information about each word need to be given as learning becomes permanent as a result of multiple exposures through different contexts. There also needs to be a connection between the instructed words and students` own experiences and prior knowledge. Additionally, students need to have an active role in the word learning process as students internalize faster when they are involved in processes.

As summarized above, there are different ways of selecting and instructing vocabulary. Depending on the target group and their needs, selection of specific vocabulary and instruction techniques need to be chosen. The variety of techniques to teach new words makes the vocabulary learning permanent and fast.

2.7 Presenting a Word

When learning a language, the order of word presentation is crucial. The number of new words, the methods used to present vocabulary, and which specific words should be taught are all significant pedagogical choices (Yukselir, 2008). Vocabulary development includes both knowing the meaning of words and creating meanings in different contexts. Simply knowing the meaning of a word does not constitute mastery of a new vocabulary item. There are some necessary criteria to say that a word is thoroughly learnt, and these criteria are based on the meaning of the words, the word parts they have, their grammatical behavior, the spoken and written forms of the words as well as their collocations. Therefore; learners should be taught both the meaning of new words and how to incorporate them in their daily lives (Eriksson, 2014).

Words belong to different structural and semantic categories and they may have similarities with the first language (Nation, 2005). Teachers should, for this reason, teach the meanings of the words and their relationship with the first language in terms of form, meaning, word parts and their relationship with other vocabulary items in spoken and written form. Use of the words is also important in terms of grammatical functions, collocations, and constraints for effective language use. Only when all of the above information is learnt, is it possible to say that someone knows the word.

Based on this perspective, the language teacher's role is to facilitate the acquisition of this kind of complete knowledge by informing the learners about the meaning, function, use of words and linkage of the new words with the first language. Teachers have also got the responsibility of providing environments in which students can use the new words in creative contexts.

2.8 Vocabulary Learning Strategies

The way the learners learn new knowledge is different from each other, so successful vocabulary instruction is based on learners' own use of various vocabulary learning strategies and their study habits (Schmitt, 1997; 2000).

Language learning strategies have some common features such as being flexible, teachable, problem oriented, and supportive in terms of direct and indirect learning. They reduce teachers` roles by empowering students and allowing them to become self-directed, and contributing to students` becoming more communicative (Xhaferi & Xhaferi, 2008). All these features are well defined by Nation (2001), who argues that vocabulary strategies should have options that students can choose from and stages to learn from, and that they should contribute to the vocabulary learning process.

According to Brown and Payne (1994), there are five steps for vocabulary learning in L2. The first step is having a context including unfamiliar words. Secondly, getting a clear image of the forms of the unknown words is essential. Learning the meaning of the word is the next step. Making a memory connection between the form and meaning of the word is the fourth step, and lastly using the word is the final step.

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These five steps are relevant to this research as learning the new vocabulary items in indirect ways are studied in this study. To show a path to the audience of this study, the following section examines the vocabulary learning strategies described by Schmitt (1997), Gu and Johnson (1996), and Nation (2005), which aim to ensure the completion of the five steps presented above. However, before that Oxford`s (1990) classification of language learning strategies will be presented as her strategies influenced to some extent the strategies of vocabulary learning.

2.8.1 Oxford's classification of language learning strategy. Oxford (1986) explained language learning strategies in an expanded way according to language learners characteristics, cognitive styles, backgrounds, attitude, motivation, and so on. According to the expanded form, there were 47 direct strategies and 16 indirect strategies. Oxford (1986) purports that both in simplified and expanded forms, her taxonomy can be used by language teachers, students, curriculum designers, language program administrators, and researchers in many different ways. Oxford's (1990) classifications are broadly grouped into direct and indirect strategies. Direct strategies are:

1. Memory Strategies: Memory strategies require remembering through mental imagery or acronyms.
2. Cognitive Strategies: The purpose of the cognitive strategies is to embed the new information to the long term memory.
3. Compensation Strategies: These include guessing the meaning of the new words from context and making gestures to communicate unknown words.

Indirect Strategies:

1. Metacognitive Strategies: These include skills of planning, guiding, monitoring, organizing and evaluating.
2. Affective Strategies: These include lowering anxiety through music, or rewarding people for their good works. The purpose is to help learners manage their emotions and motivation.

3. Social Strategies: These include asking questions, asking for assistance, social conversations, and communicating with others by means of language.

Oxford`s classification of language learning strategies are studied by different researchers and adapted to vocabulary learning strategies. Her strategies have been influential for the development of vocabulary knowledge, and different types of classifications by different researchers will be studied below.

**2.8.2 Schmitt`s classification of vocabulary learning strategies.** According to Schmitt`s (1997) taxonomy, there are five groups of learning strategies: Social, memory, cognitive, meta-cognitive, and determination (Schmitt, 1997). Jurkovic (2006) points out that Schmitt`s taxonomy of VLS is based on Oxford`s (1990) language learning strategies, which are (a) Direct (memory, cognitive, and compensation) and (b) Indirect (metacognitive, affective, and social).

Schmitt`s taxonomy has 55 strategies which are categorized under the following five groups:

1. Determination Strategies (DET): In these strategies, analysis of new words is important, and learners guess meaning from the context.

2. Social Strategies (SOC): Learners communicate with the people around them to understand the meaning of the unknown words. The most common example of the social strategy is asking the teacher or classmates the meaning of the words. Discussing the meaning of the unknown vocabulary in a group is also another example of a social strategy.

3. Memory Strategies (MEM): This strategy happens through relating new words to words the student has already learnt. Writing the new word, repeating it aloud, and using it in sentences to practice it are common practices of MEM.

4. Cognitive Strategies (COG): These are similar to memory strategies. Written and verbal repetitions are important. Whereas MEM relies on context, COG relies on repetition.

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5. Meta-cognitive Strategies (MET): The learners who use this type of strategy control their own learning. They find new words from the media and use the words in dialogues. They test their knowledge and study regularly.

2.8.3 Gu and Johnson's classification of vocabulary learning strategies. Gu and Johnson (1996) break vocabulary learning strategies into the following six categories:

1. Guessing strategies: When students use guessing strategies, they use background knowledge and refer to their previous knowledge of vocabulary in addition to finding clues in the context that they are studying.

2. Dictionary Strategies: Students who use this type of strategy get aid from dictionaries to find the meanings of the words, definitions, synonyms and antonyms.

3. Note-taking strategies: While taking notes, students concentrate on the meaning of the words and the usage of the words.

4. Rehearsal Strategies: Repetition is quite important at these types of strategy. Learners repeat the words orally and visually, and they also use words lists to do the repetitions.

5. Encoding Strategies: It is vital to encode the words in terms of associations, images, visuals, audios, word structures, contexts and semantic.

6. Activation Strategies: Learners memorize vocabulary lists by linking them with pictures, numbers, and words.

2.8.4 Nation`s classification of vocabulary learning strategies. Nation (2001) organized his taxonomy by putting numerous learning strategies under 3 subtitles which are called 'key 'strategies. The first one is called 'Planning' which includes choosing what words to teach and when to teach them. The second one is called 'Sources' which is finding information about the words. And the third is 'Processes' which is being aware of the words, remembering them, and using them in all four skills (reading, writing, listening, and speaking).

To sum up, different types of vocabulary learning strategies presented above show that there is a rich variety to teach learners who learn in different ways. Instead of

sticking to one kind of strategy, language teachers are expected to use a number of strategies to enrich the instruction and make the learning process more productive and effective for learners.

2.9 Different Approaches to Vocabulary Instruction

Teaching vocabulary is usually considered to be instructing the meanings of individual words which are expected to be acquired by the students. To do so, learners need to be taught vocabulary learning strategies (VLS) (Schmitt, 1997; Nation, 2001; Gu, 2010).

There are many VLSs which can be grouped under different titles; however, when it comes to practice, learners do not stick to only one type of learning strategy; they combine a few strategies. The National Reading Panel (2001) comes to the conclusion that both implicit and explicit instruction should be done together to teach vocabulary.

Nemati (2009) emphasizes the importance of vocabulary instruction by showing the contradiction between teachers` considering vocabulary instruction easy while learners think that it is a challenging process as the newly learnt words might be forgotten easily. He (2010) says that when there are new and unfamiliar words, learners need to acquire some information about those words. Not only the teachers but also the learners should be aware of the process involved in mastering the vocabulary and the different strategies available to understand the whole function of a word. Finally, Schmitt (2000) stresses the importance of knowing a word's meaning in addition to its usage in different contexts, collocations, associations, and word groups.

In line of the previous research, there are many ways of learning vocabulary, and each way has its own advantages and disadvantages. These different types of vocabulary learning methods can be grouped in two categories: "incidental learning" which is learning vocabulary from context and "direct intentional learning" (Nemati, 2009). Specifically, intentional learning is a result of explicit instruction, in which structures and high-frequency words are taught consciously; whereas incidental learning

happens when learners pay attention on the language items unconsciously. There is controversy amongst professionals about the relative superiority of these two approaches of "contextualized" and "decontextualized" ways of learning.

Moreover, Schmitt (2008) emphasizes the importance of combining direct and indirect learning. He argues that words should be taught directly to the students, as they do not know anything at the beginning, but that those same words should also be distributed throughout the curriculum in a systematic way so that learners will also come across with the words in different contexts in an indirect way. Similarly, Hunt and Beglar (1998) think that it is necessary to teach vocabulary explicitly to the beginning learners, as they need to learn the meaning and how to use the words, and that implicit vocabulary instruction is applicable for advanced level learners. Nation (2005), in contrast, stresses the importance of using both ways together from the start, because at the beginning of learning a second language, it is difficult to teach all of the words explicitly; therefore using the indirect way contributes to learners` vocabulary learning incidentally and slowly.

Rieder (2004) makes the distinction between incidental and intentional learning by concentrating on conscious operations. Intentional vocabulary learning occurs by analyzing the individual words, where and how they are used in different contexts, while incidental vocabulary learning occurs by extensive reading through guessing the meanings of the words.

Incidental and intentional vocabulary instruction are both efficient ways depending on the choice of the teachers. Intentional vocabulary instruction is deliberate teaching of specific vocabulary which is chosen among the most used words, and incidental vocabulary learning occurs unknowingly.

2.9.1 Explicit vocabulary instruction. Explicit vocabulary instruction, intentional vocabulary instruction, direct instruction, and traditional instruction are terms that are used interchangeably. There are different views about the use of explicit vocabulary instruction. First of all, Rupley, Mraz, Nichols and Blair (2012) state that for

effective vocabulary instruction, explicit instruction of words, different types of guided language activities and opportunities to read are important so that learners can visualize what they learn and make connections between their past experiences and new notions. Schmitt (2008) also expresses that for the beginner students it is necessary to teach the meaning of all words until they start making sentences, as they do not know enough words to make sentences. Stone and Urquhart (2008) state the importance of teaching specific words explicitly by giving the results of a research which showed that students` success increased 33 percentile points when they were taught the key words to understand the context directly. On the other hand, Nation (2005) thinks that deliberate vocabulary instruction is one of the least efficient ways of developing learners` vocabulary knowledge, but it has a significant place in a well-balanced program. Nation believes that it is important to teach students vocabulary strategies because with deliberate vocabulary instruction, only a limited number of words can be taught to students, but through incidental vocabulary learning, more words can be learnt, as learning happens through numerous sources such as songs, reading, and games (2005).

According to Sahin (2009), explicit vocabulary instruction is based on the idea that words in the target language are shown to the learners directly through visuals, realia, definitions, synonyms, maps, and translations. Sahin also argues that it is very important to use authentic materials while instruction explicitly to increase learners` academic involvement and keep them interested (2009). Stone and Urquhart (2008) say that when students are given a systematic vocabulary instruction every week, their success increases 12 percentile points.

There are some specific activities that can be used for explicit vocabulary instruction. One of the activities of direct vocabulary instruction is to teach some specific words before reading the text; so that, learners understand the text better since they have already learnt the meaning of the words. The next activity is to enable learners to use the vocabulary they have learnt in different contexts so that learning becomes more durable. The last activity is to provide different types of sources, so learners can hear, read, write, and act the target words (Sahin, 2009).

Jurkovic (2006) points out the importance of explicit instruction and emphasizes that it is important to state the value and the goal of learning strategies in addition to their potential use to the students. Jurkovic argues that vocabulary learning strategies can have an important effect on improvement of lexical competence in an examined task (2006).

Marzban and Kamalian (2013) formulate explicit learning as a process in which learners focus on the information to be learnt and have conscious operations about the learning process and its results. Additionally, students might learn about the analytic strategies to learn knowledge.

In conclusion, through explicit vocabulary instruction, students acquire the target vocabulary consciously and instructors teach the target language items intentionally. In this way of instruction, instructors` purposes are clear, and they pick the most used words carefully according to the learners` needs or interests.

2.9.2 Implicit (contextual) vocabulary instruction. Implicit, incidental, contextual and indirect instructions are terms that are used interchangeably. Contextualized vocabulary instruction is the commonly agreed strategy by researchers and it gives learners the skills to guess the meaning of new words and analyze word parts and hints given in the contexts (Gu & Johnson, 1996; Nation, 2001; Schmitt, 1997). Researchers place incidental vocabulary learning under different categories, for example, Schmitt (1997) categorizes the contextual vocabulary learning strategy under the determination strategy, Nation (2001) places the vocabulary analysis and guessing strategy under the sources category, Gu and Johnson (1996) have a separate category called guessing strategies, and Oxford (2008) classifies contextual learning under the direct strategies category.

Implicit learning is explained in different ways by different researchers. Nation (2000) thinks that incidental vocabulary learning from context is the most important source of vocabulary learning as learners face the target vocabulary in many contexts, and learning happens inevitably; whilst Rieder (2004) defines implicit learning as a

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natural, simple, and unconscious process. Likewise Rieder, Richards and Renandya (2002) indicate that incidental vocabulary learning happens slowly as no attention is paid to the process of learning. Implicit vocabulary learning is a result of repeated exposures to contexts which lead to acquisition of words unconsciously (Pujol, 2008).

According to the National Reading Panel (2000), in implicit instruction learners are exposed to words in different contexts, especially in reading texts; so that, learners can try to guess the meaning of the words that they do not know from the context. Incidental learning happens through extensive reading and listening activities when learners read or listen for pleasure, and they unintentionally learn new vocabulary (Brown & Waring, 2008). It is also strongly emphasized that vocabulary learning happens fast through incidental learning because students are faced with so many words in many different contexts, which is not possible through explicit vocabulary instruction. Understanding the meaning of a word and placing it semantically is possible with context. Rapaport (2005) expresses that when people read something and come across unknown words, they may feel lazy about looking them up in the dictionaries or there may be no one to ask; this is when the contextual vocabulary acquisition happens as the readers try to guess the meanings of the unknown words from the context. Students make connections between the new words and the text where they appear, most verbs are acquired through incidental reading (Johnson & Johnson, 2004).

There are many indirect learning activities offered by different scholars. According to Cruz- Wiley (2010), one of the indirect vocabulary learning activities is to engage the learners in daily conversations because when learners get exposed to spoken language, they learn what they hear. Another activity is to read aloud daily to the learners as listening to a book gives an opportunity to the learners to relate their prior knowledge with the current vocabulary. And the last activity is to give some time to the learners to read on their own as they will learn more, the more they read. Contextual vocabulary knowledge develops through reading books or having adults read aloud in school or home (Cohen& Byrnes, 2007). As learners are provided with such indirect learning activities, they try to understand the unknown words from contexts, so

contextual information plays a significant role for guessing and inferring the meaning of an unknown word (Bora, 2013).

There are different views on implicit vocabulary instruction. Nation (2000) expresses that contextual vocabulary learning can be incidental or intentional depending on the awareness of students` being tested. Marzban and Kamalian (2013) formulate implicit learning as a process in which learners do not know about the target vocabulary, learning process and there are no conscious operations involving learners in the learning process. They are not aware of the results of the learning process and they do not learn about the analytic strategies. Nation (2000) argues two aspects of incidental vocabulary learning. First aspect is that new vocabulary is not repeated in the context; only a small number of vocabularies can be learnt incidentally through a context; second aspect is that when the amount of reading is increased and more attention is paid to the new vocabulary, more new words can be learnt. Nation (2000) believes that guessing from context is a useful way of learning from context without misunderstanding.

To sum up, implicit vocabulary learning happens gradually and unintentionally. Learners can learn new vocabulary through contexts, conversations, listening materials, books and games. Contexts have a great place in implicit vocabulary instruction and implicit vocabulary learning happens through extensive reading. Most researchers agree with the idea that vocabulary learning can be done through the contextual vocabulary learning strategy, but they name and categorize it differently. The main purpose of educators, who use contextual vocabulary learning strategies, is to enable learners to learn the target vocabulary unintentionally, which means not being aware that they are taught those specific words.

2.10 Research on Implicit Vocabulary Instruction (Contextual Vocabulary Instruction)

The following part of the study analyzes related studies on implicit vocabulary instruction, and shows the results of the studies in terms of the effectiveness of this

particular instructional method. Firstly, studies from different ESL/EFL contexts will be presented; later the studies conducted in Turkey will be presented.

To begin with, many different studies on implicit vocabulary instruction have been conducted in different ESL/ EFL contexts (Nash & Snowling, 2006; Cohen & Byrnes, 2007; Naeimi, 2013; Shakouri, et al. 2014; Zimmerman, 1997; Marzban & Kamalian, 2013; Zarei & Sepahian; 2015).

To begin with, Nash and Snowling (2006) studied the efficacy of the definition method and the context method. Twenty four children between the ages of seven and eight with poor vocabulary knowledge participated in the study. The participants were divided into two groups. One group was taught new vocabulary using definitions, whereas the other group was taught a strategy for obtaining word meaning from written context. After the instruction, both groups had the knowledge of taught vocabulary; however, the context group had better vocabulary knowledge and comprehension of text containing the new taught words after a three month period.

In another study, Cohen and Byrnes (2007) investigated two instructional procedures used for third grade students` vocabulary acquisition. The researchers used read aloud trade books containing target vocabulary with daily direct word learning strategies and traditional definition approach. 16 students participated in the study and the instruction was limited to six words each week for the following four weeks. This study concluded that when children were provided with literature and word learning strategies, they used more target words in written and oral language.

Naeimi (2013) did a study to investigate the effect of the indirect vocabulary learning strategy on reading comprehension skill in EFL Iranian adult learners. 30 intermediate students participated in the study. They were taught vocabulary through indirect strategies to develop their vocabulary knowledge in reading comprehension. Before and after the instruction, students were given an achievement vocabulary test. The study revealed that there was an important difference between the tests before and after. After the instruction, participants of the study showed a greater success on the test.

Shakouri, et al. (2014) studied the effects of two vocabulary teaching methods on reading ability of 60 students. The results showed that neither was better; however, the implicit group`s subjects retained the new-learnt words longer than the explicit group subjects. So, implicit instruction is helpful when the target items desired to be learnt for a long time, while the explicit instruction is helpful for immediate retention. In conclusion, they suggested that both implicit and explicit instructions need to be used together in teaching.

Zimmerman (1997) investigated the effectiveness of incidental and intentional vocabulary learning and came to the conclusion that incidental vocabulary learning is not totally incidental as learners pay attention to the target words while they study. Zimmerman (1997) explained the advantages of incidental vocabulary learning in three aspects. First of all, incidental vocabulary learning is contextualized; therefore, learners see a variety of usages of the target vocabulary. Secondly, two different activities are done at the same time during incidental vocabulary learning because as students read, they learn target vocabulary. Lastly, it is learner- based as students can choose their own reading materials.

Marzban and Kamalian (2013) investigated the effectiveness of implicit and explicit vocabulary instruction. Thirty five subjects from Iran participated in the study. Learners totally participated in three treatment groups; the two explicit instruction types were giving marginal glossary and checking words in dictionaries, and there was implicit instruction. Results showed that explicit instruction subjects performed better than the implicit instruction, and between two explicit instruction groups checking words in the dictionary performed better. They also came to the conclusion that not only was the explicit instruction better, but also implicit instruction was not entirely implicit as learners pay attention on the target vocabulary as supported in Zimmerman (1997)`s study.

Zarei and Sepahian (2015) investigated the effects of explicit and implicit instructional techniques on second language vocabulary comprehension and production. They used three techniques which were glossing, semantic mapping, and imagery. 175

intermediate learners participated in the study and the results of the study showed that explicit instruction affects second language vocabulary comprehension and production whereas implicit instruction only affects vocabulary comprehension. According to the researchers of this study, implicit instruction of vocabulary is leaving too much to chance; therefore target words should be taught with explicit presentation techniques and less effective instruction techniques should be omitted.

As shown in the studies summarized above, implicit (contextual) vocabulary instruction has a significant place in the field of language teaching and learning. In the following part, studies conducted on the effectiveness of implicit vocabulary instruction in Turkey will be summarized briefly.

Apart from the studies conducted in ESL/EFL contexts abroad, Turkish researchers investigated the effects of using contextual vocabulary instruction as well (Bora, 2013; Sari, 2009; Kafes, 1998). To begin with, Bora (2013) researched the effectiveness of contextual vocabulary learning strategies on developing productive vocabulary knowledge. She conducted her study with 40 students. Half of them were the experimental group while the other half was the control group. The experimental group used the guessing strategies that they learnt whereas the control group used listing method. At the end of each reading text, students were asked to write paragraphs about the topic of the text. As a result, the experimental group was more effective in using the words learnt by guessing strategies.

In another study, Sari (2009) worked on 5th grade students using the context based approach. The data of the research was collected with a concept test, attitude scale, interview and conversations to understand whether the students could perform meaningful learning or not. The findings revealed that the context based approach was more effective than the traditional approach for students to learn the concepts related to explained topics.

Kafes (1998) studied the effectiveness of guessing strategy on reading comprehension. Twenty three EFL students who were at the intermediate level

participated in the study as the experimental and control group. Both groups were presented multiple choice, open-ended, and vocabulary guessing questions as pre and post-tests. The experimental group was guided in making inferences and guessing meanings from context clues. As a result, the experimental group had higher scores and they understood the text better and learnt the new vocabulary.

As shown in the previous studies, using implicit vocabulary instruction to teach the target vocabulary has a highly positive impact on students` vocabulary learning and development. Related research shows that implicit vocabulary instruction causes unintentional vocabulary learning with long term retention whereas explicit instruction requires the deliberate instruction of specific words which are chosen from the high frequency words. Additionally, studies emphasize that explicit instruction of vocabulary is necessary at the beginning of the language learning process as young language learners do not know any words at the beginning of the language learning period. However, after the basic words are learnt intentionally, vocabulary learning happens implicitly which covers a bigger percentage of the learnt words.

In this regard, the aim of this thesis is to find out which vocabulary instruction is more effective on the vocabulary development of fifth grade Turkish EFL learners; to explore if there is a significant difference between teaching vocabulary implicitly or explicitly on students` use of target vocabulary; and lastly, reveal teachers` reflections about the implementation of two types of instructional methods in fifth grade EFL classrooms.

Chapter 3
Methodology

This chapter first covers the philosophical paradigm and then describes the fundamental components of methodology such as research design, setting, participants, data collection tools and procedure and lastly, the data analysis of the present study.

3.1 Philosophical Paradigm

Paradigm is defined as "the basic belief system or a world view that guides the investigation" (Guba & Lincoln, 1994). Likewise Guba and Lincoln, Teddlie and Tashakkori (2009) define a paradigm as "a worldview, together with the various philosophical assumptions associated with that point of view". It is significant to choose a paradigm which is suitable for the purpose of the study. Choosing a suitable paradigm for the purpose of the study is important to have a strong research design.

There are four commonly agreed worldviews which are post positivism, constructivism, transformative and pragmatism; and only transformative and pragmatism are suitable for mixed methods research whereas positivism is suitable for quantitative research, and constructivism is suitable for qualitative research (Hall, 2012). Choosing an appropriate paradigm is a necessary step to justify the use of the mixed methods (Hall, 2012). In this perspective, Hall (2012) suggests three approaches to paradigm choice which are a-paradigmatic approach, the multiple paradigm approach and the single paradigm approach, and of these three approaches the single paradigm approach is the only defensible approach as it brings together both qualitative and quantitative research methods.

In this study, the single paradigm approach was employed as it combines qualitative and quantitative approaches. Through this study, data was collected through qualitative and quantitative instrumentations.

3.2 Research Design

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Cresswell, 2009, p.3). Quasi-experimental designs are similar to experimental designs in terms of pre-post tests and treatment- control groups, but lack the random assignment which is a requirement in most experimental designs; however, there are some cases in which groups cannot be randomly determined as, for instance, it is not possible to reorganize the classes in a school to conduct a research study (Ary et al., 2010). To be able to see the improvement of the participants or a program, a pre- and post- test is applied in quasi-experimental design for two groups which lack the random assignment, this specific design is called "nonequivalent- groups design (NEGD)" as the groups have different characteristics and this situation causes internal validity in quasi-experimental designs (Trochim, 2001).

From this perspective, in this study, quasi- experimental approach was used as the classes could not be adjusted for this research study. The quantitative data was collected through the pre- and post- tests while the qualitative data was collected through reflective journals. Both qualitative and quantitative data were compared and contrasted separately, and results were interpreted in relation to one another.

3.3 Universe and Participants

The present study was conducted at a private school in Istanbul, Turkey. 25 (15 female and 10 male) fifth grade students participated in the study. They were all of Turkish nationality and their age range was between 10 to 11 years old. Based on their proficiency exam scores, their English level is equal in academic success. The already existing two classrooms were chosen as an implicit and explicit group. While the first group received vocabulary instruction explicitly, the second group was exposed to implicit vocabulary teaching. The same course book which was A2 level was used in the two classes. Finally, the English hours of instruction were the same (11 hours main course, two hours Cambridge preparation and three hours native teacher, which is a total of 16 hours per week) for both groups.

As for the EFL teachers of this study, they were both females who employed two different vocabulary instruction methods (explicit and implicit) in their 5th grade classrooms. First, the teacher of the implicit instruction group was also the researcher of this study. She is 30 years old, holding her BA degree in English Language Teaching. She has eight years of teaching experience in different EFL contexts, and has been teaching to fifth grades for one year. Besides, the teacher of the explicit instruction group is 38 years old and a graduate of American Culture and Literature. She received the teaching certificate and she has been teaching English for 15 years at different levels. She has got a total of six years of teaching experience with 5th graders.

3.4 Procedures

3.4.1 Types of sampling. Sample is defined as a small group that is observed (Ary et al., 2010). It is the representative of a larger group as it can be understood from the definition. There are two main types of sampling which are also divided into sub categories:

1) Probability Sampling: Every element in the population has an equal chance of being selected.

   a. Simple Random Sampling: Samples are drawn from the list of the defined population randomly.

   b. Stratified Sampling: Sample is drawn from the population which is already grouped according to the characteristics of the study.

   c. Cluster Sampling: The unit which is chosen as a sample is not an individual; it is a group of individuals who are naturally together.

   d. Systematic Sampling: Sample is chosen by taking every Kth case from a list of the population.

2) Nonprobability Sampling: There is no guarantee that every element in the population has the chance of being included.

a. Convenience Sampling: It is the weakest sampling procedure because researcher uses the available cases to collect data such as interviewing someone that he encounters.

b. Purposive Sampling: Sample is chosen from a typical and representative group from the population.

c. Quota Sampling: Sample is chosen from typical cases from diverse groups of a population.

With regard to the types of sampling defined above, this study employed probability sampling (clustering) as it focuses on the group of individuals in two different classrooms.

3.4.2 Sources of data. In this study, both quantitative and qualitative data were obtained through pre- and post-tests as well as reflective journals.

3.4.2.1 Pre- and post- test. In the context of the study, World Quest 2 book from Oxford Press was used as the main course book in fifth grade classrooms. The major purpose of this book is to teach grammar and vocabulary to the students with some reading texts and listening exercises and by making them express themselves in written and spoken ways. The book brings together an episodic story and real world texts and topics through integrated skills since students are expected to talk about their own lives, experiences and interests. There are 12 units in this book in total, and an introduction part at the very beginning. At the end of the student`s book, there are 6 projects on various topics, and a play to use at the end of the year. Besides, there are revision parts after every two units which focus on grammar and vocabulary that are covered in these two units to check students` progress.

In World Quest 2, vocabulary instruction is managed through the presentation of the target vocabulary in episodic story and reading texts. There are "Look!" glossary boxes which explain the new words, but they are small and not available for all reading texts and new words. Vocabulary exercises include direct instruction exercises such as

matching the new words with their definitions, completing the words with the vowels, and matching the pictures with the words.

For the purposes of this study, the revision test at the end of Unit 4 was administered to the two groups (implicit and explicit) before and after they were taught the target words either explicitly or implicitly. There were four parts in the test on vocabulary development. The first activity was a puzzle about natural wonders; the second one was an activity to complete the words about natural disasters, the third one was a fill in the blanks activity about technology, and the last one was a crossing the odd word out activity about natural wonders, disasters and technology. The purpose of using this revision test as a pre- and post- test was to examine and compare the effectiveness of two types of vocabulary instruction on the vocabulary development of fifth grade EFL learners.

3.4.2.2 Lesson plans. For the explicit and implicit instruction, two different lesson plans were developed by the 5th grade EFL teachers about Units 3 and 4 and then, implemented for a period of two weeks in their classrooms. While the first group was taught through explicit vocabulary instruction, the second group received instruction on the same vocabulary implicitly. Specifically, while preparing the explicit vocabulary instruction lesson plan, the teachers covered the steps that were given by the book. Definitions of the target vocabulary were given and the teacher emphasized the importance of the target words and drew students` attention to the words. There were activities such as matching the words with their definitions, completing the words with vowels, matching the words with pictures and finding the words in the story. On the other hand, for the implicit vocabulary instruction, teacher developed extra activities to promote students' participation. Specifically, there were five games about the target vocabulary which were about acting the target words, drawing pictures, telephone game, word scramble and hangman. The students also watched videos related to the topic of the new words (natural wonders and disasters), did the word wizard activity and played online games. However, they were not explicitly taught the target vocabulary but rather they were asked to deduce the meaning from the given context. In the following table

weekly plans for the two vocabulary instructions are briefly displayed. The detailed lesson plans are provided in Appendix A.

Table 1

Weekly Plan for Implicit vs. Explicit Vocabulary Instruction

Week 1

	Implicit Instruction	Explicit Instruction
Day 1	Ss take the pre-test	Ss take the pre-test
	Ss will watch videos	Ss will match the
	Ss will do word wizard activity	meaning with the
	Ss will play the telephone game	new words
	Ss will play an online game	Ss will make a list of
		new words
Day 2	T will introduce the topic using a PPT	T will talk about the new topic
	Ss will talk about a poster	
Day 3	Ss will play a drawing game	Ss will match the new
	Ss will play an acting game	words with their
	Ss will study natural wonder online	definitions
Day 4	Ss will play an online game about	Ss will define the new
	Ss will watch a video about natural wonders	words
Day 5	Ss will play the telephone game	T and Ss will speak
	Ss will play an online game	about the new topic

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Table 1 (cont.d)

Ss will play hangman

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Week 2

	Implicit Instruction	Explicit Instruction
Day 1	Ss will watch a video about the new topic play word wizard activity	T will ask questions Ss will about the new topic
	Ss will draw pictures of new words	Ss will match new words with pictures

_____

Day 2	T will introduce the topic using PPT	Ss will describe pictures from the book
	Ss will do a word scramble activity	Ss will match the words with their meanings

_____

Day 3	Ss will play hangman Ss will play the acting game Ss will guess the meaning of new words from context	Ss will fill in the blanks Ss will match words with their meanings

_____

Day 4	Ss will watch a video and act out new words Ss will play an online game	Ss will write sentences using new words

Table 1 (cont.d)

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Day 5	Ss will play hangman	Ss will fill in the
	Ss will take the post-test	blanks with the
		correct words
		Ss will take the post-
		test

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Note: Ss: Students; T: Teacher.

As displayed in the table above, the lesson plan based on implicit instruction was organized in a way where students could actively participate and learn the target words unintentionally, whereas in explicit instruction lesson plan, the course book was the only source of information and students were consciously involved in activities directly teaching target words.

3.4.2.3 Reflective journals. It is necessary for teachers to reflect about their teaching so that it can be understood if their instructions are effective or not. Ferraro (2000) purports that when teachers understand their own teaching and accept it with their strengths and weaknesses, they can improve their effectiveness in the classroom. So, it can be said that being reflective can be beneficial for teachers` development. In this study, teachers were asked to keep a reflective journal at the end of each lesson (10 days, 22 hours of instruction) expressing their perceptions about teaching target vocabulary either explicitly or implicitly in fifth grade EFL classrooms.

3.5 Data Collection Procedures

The data were gathered in a private school in Istanbul with the permission of the head of the Department of Foreign Languages. Three types of instruments, which were

pre- and post- test, lesson plans and reflective journals, were used for the triangulation purposes of this study and will be explained in detail below.

First of all, a pre-test, which was taken from the revision part of Units 3 and 4 of the main course book, was administered to 26 fifth grade students to check their existing knowledge on Monday at the very beginning of the treatment. There were four parts about the target words in total. In the first part, the students completed a puzzle with natural wonders vocabulary, and in the second part, which was about natural disasters students completed the missing letters in the words. Part three was about technology and students completed the sentences with the given words. Finally, the last part was about all the words covered in the unit and students were expected to circle the odd words.

After the pre-test, the participating teachers were asked to prepare two different lesson plans on the same topics, natural wonders and disasters as well as technology for the two treatment groups of students. While one of the teachers introduced the target words implicitly, the second teacher taught the same words explicitly as described in the lesson plans of the previous section. The treatment lasted for 10 days (2 weeks) with a total of 22 hours of instruction. At the end of each lesson, the participating teachers were asked to keep a reflective diary sharing their perceptions about teaching target vocabulary items using two different methods in fifth grade EFL classrooms.

Lastly, the two groups of students were given a post-test to see if there was any difference in the rate of the learnt vocabulary. Specifically, the post-test was given at the end of two week period at the last English class hour.

The following table presents an overview of the research questions and the related procedures:

Table 2

Overview of Research Questions, Data Collection Instruments and Data Analysis

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Research Questions	Data Collection Instruments	Data Analysis
1. To what extent do the two methods of vocabulary instruction-implicit or explicit- have impact on the vocabulary development of fifth grade EFL learners?	* Pre-and post- test	*Mann Whitney U Test
2. Is there any significant difference between these two instructional methods on the participants vocabulary development?	*Pre- and post- test	* Mann Whitney U Test
3. What are the perceptions of the EFL teachers about incorporating these two methods in their classroom practices?	*Lesson Plan *Reflective Journal	*Content analysis

3.6 Data Analysis Procedures

In this study, the data were gathered and analyzed quantitatively and qualitatively. For the quantitative part, data collected by pre- and post- tests were analyzed through a nonparametric test, Mann Whitney U test using SPSS (Statistical package for the Social Sciences) 16.0 to examine and compare the effectiveness of

implicit and explicit instruction on the vocabulary development in fifth grade EFL classrooms. According to Pallant (2007), this test is used to compare medians of two samples rather than their means, and changed the scores into ranks. As in this study, the data are ratings (ordinal data), this particular nonparametric test was applied.

Furthermore, the qualitative data were gathered by means of reflective journals about the utilization of the lesson plans based on two different instructional methods which aimed to teach new vocabulary items to fifth grade EFL learners. The analysis of the journals was based on the quality of evidence presented by the two fifth grade EFL teachers about their perceptions related to explicit and implicit vocabulary instruction in their classroom. The obtained data were evaluated through content analysis. The process began with the open coding of the data followed by inducing categories from these codes, which were then gathered under the aspects of explicit and implicit vocabulary instruction and then, each category was compared with each other in terms of the effectiveness of explicit and implicit vocabulary instruction in fifth grade EFL classrooms.

The categories and themes were subject to the checking of inter-raters. To identify the degree of inter-rater reliability, two experts in the field of English Language Teaching (ELT) identified themes from the codes. It emerged that the raters achieved 87% of agreement on the general themes apart from the different verbalizations of similar concepts.

3.7 Trustworthiness

Trustworthiness is significant as it shows the worth of a study and there are four necessary elements for the establishment of trustworthiness which are credibility, transferability, dependability and conformability (Guba and Lincoln, 1994) The term "credibility" is usually used to refer to validity of a study by qualitative researchers; and accuracy and truthfulness of the findings are essentials of validity (Ary et al., 2010). To maintain the internal validity of this study three data sources, which were pre- and post-

test, lesson plans and teachers` reflective journals, were used for the collection of data and they were triangulated.

Another term which is quite significant is the transferability meaning the applicability of the findings to other contexts and studies (Ary et al., 2010). To meet this criteria, this study took place in a private school`s fifth grade and World Quest 2 from Oxford Publishing was used. So, this study provides rich and detailed data which can be used in other studies to make comparisons and judgments.

The other criterion is dependability which refers to consistency of the research findings. Researchers wish to show that methods used in a study are reproducible and consistent, for this purpose data collection and analysis from different instruments were shown to prove that findings of this research are consistent with each other; and if this study was replicated with the same participants in the same context, the findings would have been the same one more time. The last criterion is the confirmability which is the concept of objectivity and neutrality (Ary et al., 2010). To meet this criterion, the researcher used different kinds of instrumentation and received aid from a colleague during the application of the explicit teaching.

3.8 Limitations and Delimitations

The present study has some limitations which should be taken into consideration. Firstly, since the study was conducted in only one school; therefore, the results can be generalized only with this particular group of learners at the time of research. Secondly, only two English teachers participated in the study which might affect the overgeneralization of the results to different context. Finally, due to time limitation, the lesson plans designed in this study were based only on two units of the book. If more units were used and lesson plans were implemented for a longer period of time, the results could have been different. Despite these limitations, the present study is important in the field of vocabulary instruction in EFL classrooms.

Chapter 4

Results

This chapter presents the results related to the effectiveness of two instructional methods- implicit and explicit- on vocabulary development in fifth grade EFL classrooms. Data were collected from pre- and post- tests and reflective journals. The following part provides a detailed analysis of each research question of this study.

4.1 The Impact of Explicit and Implicit Vocabulary Instruction on the Vocabulary Development of Fifth Grade EFL Learners

For the answer to the first research questions, the gained scores of pre- and post-tests were examined and then compared for each instructional method to find out to what extent they have an impact on the vocabulary development of fifth grade EFL learners. The following table reports the descriptive statistics and Mann Whitney U Test results for each type of vocabulary instruction.

Table 3

Descriptive Statistics and a Mann Whitney U Test Results for Explicit and Implicit Vocabulary Instruction

| Vocabulary Instruction | Pre test | | Post test | | | | | |
	M	SD	M	SD	N	U	z	p
Explicit	7.25	3.49	18.5	4.37	12	76.	-.082	.935
Implicit	7.38	3.01	18.15	4.56	13	76.5	-.082	.935

* *p< .05*

As displayed in Table 3, the pre-test scores showed that the two groups were close to each other before the implementation of the two different lesson plans (Implicit,

M= 7.38, *SD*= 3.01; Explicit, *M*= 7.25, *SD*= 3.49). Additionally, the post-test scores revealed no significant difference on the vocabulary development of the participating students no matter of which instructional method, implicit or explicit was used while teaching and practicing target words in fifth grade classrooms (Implicit, *M*= 18.15, *SD*= 4.56; Explicit, *M*= 18.50, *SD*= 4.37). A Mann Whitney U test shows *U*= 76.5, *z* = -.082, *p*= .935. The critical value of U at $p \leq 0.05$ is 41. Therefore, the result is not significant at $p \leq 0.05$.

In brief, as the means and standard deviation of both groups are quite close to each other before and after the implementation, it can be said that there was not a significant difference in the gained scores of 5th grade EFL students in pre-test and post-test scores. However, no matter which instructional method was used there was an increase in participants` vocabulary development which could be lead to a conclusion that each instructional method was effective at a similar level.

4.2 The Difference between Explicit and Implicit Instruction on the Use of Target Vocabulary by Fifth Grade EFL Learners

In an attempt to find out whether any differences occurred between the explicit and implicit instructional methods on the use of target vocabulary by fifth grade EFL learners which was the second research question of this study, the gained scores of the pre-tests for both instructional methods as well as the minimum and maximum scores were first estimated and then compared. The same analysis was done with the post-test scores (see Table 4).

Table 4

The Comparison of Explicit and Implicit Instruction on the use of Target Vocabulary

	Instructional Method	M	SD	N	Mean Rank	Sum of Ranks	Min	Max.
Pre-test	Implicit	7.38	3.01	13	13.12	170.50	3	10
	Explicit	7.25	3.49	12	12.88	154.50	3	13
	Total			25				
Post-test	Implicit	3.01	18.15	13	12.88	167.50	10	24
	Explicit	3.49	18.5	12	13.13	157.50	12	25
	Total			25				

For the comparison of explicit and implicit instruction on the use of target vocabulary, pre- and post-test scores of the participants were compared. While the pre-test scores of the participants in experimental group ranged from 3 to 10 (*M*= 13.12; *SR*= 170.5), the participants in explicit instruction group had similar scores ranging from 3 to 13 (*M*=12.88; *SR*=154.5).

After the explicit and implicit instructions were completed, the post-test scores of the participants were calculated. The scores of the experimental group ranged from minimum 10 to maximum 24 (*M*= 12.88; *SR*= 167.5) whereas the explicit instruction group performed from 12 to 25 (*M*= 13.13; *SR*= 157.5). Additionally, for the implicit and explicit groups, there was not a significant difference between the means of pre-test and post-test scores of the participants (*p* = .0001).

In brief, the results showed that there was no significant difference between the effectiveness of explicit and implicit instructions on the use of target vocabulary. However, both instructional methods aid with the vocabulary development of the fifth grade EFL students and the scores of the students increase after the implementation of both instructions.

4.3 The Perceptions of Teachers about Incorporating Implicit and Explicit Vocabulary Instruction in Fifth Grade Classrooms

In an attempt to find out the answer to the last research question related to the perceptions of EFL teachers about the implementation of implicit and explicit vocabulary teaching methods in fifth grade classroom, each teacher wrote a reflective diary for a period of two weeks (10 days, 22 hours of instruction) based on the lesson plans they implemented in fifth grade classrooms. The following section describes the perceptions of two participating teachers about each type of vocabulary instruction (implicit and explicit), obtained from the reflective journal data.

To begin with, for the implicit vocabulary instruction, the EFL teacher stated that the students enjoyed learning new words through games (e.g. word wizard and telephone game). They actively participated in the activity and were eager to use the new words in different contexts as shown in the excerpt below:

1. […] The students loved the Word Wizard and the telephone game. They enjoyed the game and participated actively in the activity. I was so happy to see them using the words in different contexts (Implicit instruction, Reflective journal data, 22nd March, 2016).

Furthermore, through implicit instruction, the participating students learned new words about the subject (natural wonders and disasters) through PPTs and posters followed by online vocabulary games and role plays. They were eager to learn and enjoyed this process. The following two excerpts clarify this point:

2. […] The students loved learning new words from PPTs and posters. Then, they played online words games and acted out new words. They enjoyed the lesson very much (Implicit instruction, Reflective journal data, 24th March, 2016).

In addition, in the implicit fifth grade EFL classroom, the subject was introduced though videos and visuals. Then, the students were engaged in activities such as, technology quiz, drawing game, hangman and word scramble. They practiced the target words in meaningful contexts which increased their motivation and willingness to learn as displayed in the following comments:

3. […] The subject on natural wonders and disasters was introduced using videos and visuals. After that, the students took a technology quiz and drew pictures about the news words. They were very motivated and eager to learn. (Implicit instruction, Reflective journal data, 25th March, 2016).

4. […] The students loved practicing new words playing games such as hangman and word scramble. They enjoyed the activities a lot (Implicit instruction, Reflective journal data, 28th March, 2016).

Finally, the students listened to a song about natural wonders and disasters, and then, were asked to prepare a dialogue about the topic. They asked each other questions and gave answers using the target words. They liked talking to each other and actively used the target words. The following comment was made by the teacher using implicit vocabulary instruction in her fifth grade EFL classroom:

5. […] The students enjoyed listening to as song on natural wonders and disasters. Then, they took part in dialogues and used the new words actively (Implicit instruction, Reflective journal data, 30th March, 2016).

On the contrary, student noise and use of Turkish were the two negative points mentioned by the EFL teacher during teaching vocabulary implicitly in fifth grade classrooms. The students were very excited and curious while participating in games so that there was noise in the classroom. They sometimes switched to Turkish while talking to each other. The following to excerpts support these points:

6. […] Although the students enjoyed the activities and were curious, they sometimes talked to each other in Turkish and I had to warn them to use

English in the lesson (Explicit instruction, Reflective journal data, 28th March, 2016).

7. […] The activities were so exciting for the students that there was a lot of noise in the classroom and I had to remind them to be quiet (Explicit instruction, Reflective journal data, 29th March, 2016).

Apart from the reflective diary of the EFL instructor on implicit vocabulary instruction, the second participating teacher in this study went through the same process expressing her thoughts and feelings about implementing explicit vocabulary instruction in fifth grade classrooms.

To begin with, the participating teacher stated that she introduced the new topic on natural wonders and disasters using the book. She wrote the title on the board and asked questions about it. Then, she noted down the new words and asked students to make sentences. The students had difficulty as they did not know what the words meant and resisted participating. The following expert was taken from the teacher's reflective diary:

8. […] I introduced the topic directly from the book talking about the title and asking questions. Then, the students had to make sentences using the new words which they found difficult and resisted to participate (Explicit instruction, Reflective journal data, 22nd March, 2016).

Moreover, during explicit instruction, the teacher read the text aloud and then, asked students to do fill in the blanks and matching activities from the book. The students felt bored and were not eager to participate as presented in this comment:

9. […] I read the text aloud. As the next step, the student had to do fill in the blanks and matching activities about words on natural wonders and disasters from the book. However, they were bored and did not want to participate in the lesson (Explicit instruction, Reflective journal data, 23rd March, 2016).

As the next step for teaching new words explicitly, the students were asked to define the new words in a sentence. Then, they had to talk about the topic as well as write a paragraph using those words which were the two activities in the book. They were demotivated and unwilling to talk about the subject as stressed in the excerpt below:

10. […] I asked the students to describe each new word by using it in a sentence. Then, they had to talk about the topic and lastly, write a paragraph on natural wonders and disasters. However, the students did not want to talk and were not motivated at all (Explicit instruction, Reflective journal data, 25th March, 2016).

Furthermore, the teacher asked the students questions about a picture from the book about technology. Next, they had to complete a matching activity from the book about new technological words. Nevertheless, the students found the task difficult as they could not understand the instructions and resisted participating. The following quotation displays this issue:

11. […] I wanted the students to do the matching activity from the book about the new words on technology, but they could not do it because the instructions were difficult and did not want to give answers. (Explicit instruction, Reflective journal data, 28th March, 2016).

Finally, the students were not willing to take part in the speaking and writing activities on natural wonders and disasters using the target words. They found this task boring and wanted to play games and watch videos, as shown below:

12. […] I wanted the students to talk about natural wonders and disasters and then, write a paragraph using new words. However, they said that this was boring. Instead they wanted to watch videos and play games (Explicit instruction, Reflective journal data, 29th March, 2016).

In conclusion, the overall analysis of the reflective journals showed that explicit vocabulary instruction was perceived boring and ineffective by the students and teacher, whereas implicit vocabulary instruction was taught to be effective and enjoyable both by the students and teacher. So, as a result of the teacher dairies it can be suggested that implicit vocabulary instruction can be used in fifth grade EFL classrooms.

Chapter 5
Discussion and Conclusion

The purpose of this study was to investigate and compare the effectiveness of implicit and explicit instructional methods on the vocabulary development of fifth grade EFL learners. The study also intended to reveal the perceptions of teachers about implementing these two methods while teaching target vocabulary in their classroom. A quasi-experimental method, nonequivalent groups design was adopted and data were collected qualitatively and quantitatively. This chapter discusses the results of this study referring to each research question, the pedagogical implications are provided offering recommendations for further research and practice, and lastly, conclusions are drawn from the study.

5.1 Discussion about the Impact of Explicit and Implicit Instruction on the Vocabulary Development of Fifth Grade EFL Learners

The first research question of the study aimed to determine to what extent explicit and implicit instruction has an impact on the vocabulary development of fifth grade EFL learners. The analysis of the post-tests for each instructional method showed that both methods helped students to develop their vocabulary. In other words, the results of the study showed that students from both groups performed similar at the posttest even though they were instructed by different methods.

These results are not compatible with the ideas of Nation (2000) as he believed that incidental vocabulary learning from context was the most important source of vocabulary learning as learners come across with the target vocabulary in many contexts. Additionally, Stone and Urquhart (2008) believed in the importance of explicit vocabulary instruction as they claimed that students` success increased 33 percentile points when students were told the target vocabulary directly.

As the test results of both groups are very close to each other, the conclusion of using both implicit and explicit instructional methods interchangeably to teach target vocabulary can be used in fifth grade classrooms as it was suggested by the National Reading Panel in 2001.

5.2 The Difference between Explicit and Implicit Instruction on the Use of Target Vocabulary by Fifth Grade EFL Learners

The second research question investigated if there was a significant difference between explicit and implicit vocabulary instruction on the use of target vocabulary of fifth grade EFL learners. For this purpose, the pre- and post- test results of the explicit and implicit groups were compared in terms of minimum and maximum scores of the participants. The comparison of the obtained findings showed that there was no significant difference between the two instruction methods.

The gained results support what Pallant (2007) states by saying that the difference between the groups` mean ranks shows which group is higher. Specifically, the mean ranks of explicit and implicit instruction groups are close to each other meaning that neither of the groups outperformed the other, and showed parallel improvement in vocabulary.

5.3 Discussion on the Perceptions of Teachers of Incorporating Implicit and Explicit Vocabulary Instruction in Fifth Grade Classrooms

The third research question attempted to find out the teachers` perceptions of implementing a lesson plan based on explicit or implicit instruction to teach vocabulary in fifth grade EFL classrooms. The data collected from the reflective journals, revealed that implicit vocabulary instruction is perceived to be more enjoyable than explicit vocabulary instruction. In other words, the implicit group had fun during the activities in which they could get actively involved, played games, and listened to songs. Additionally, they were introduced to the new topics through videos, visuals and PPT, whereas the explicit group was directly told the definitions of the target vocabulary. In

sum, the teacher stated that students who were instructed by the implicit method felt more motivated and willing to participate in the activities.

On the other hand, there were two negative points observed in the implicit vocabulary instruction environment. The first one was the noise in the classroom when students played games as they got too excited; and the next one was that they switched to Turkish at times when they could not express themselves in English. Even though switching to Turkish might be perceived negatively by instructors, it is an expectable and acceptable situation in implicit instruction classrooms. The possible reasons behind these two points might be related to their excitement to participate and finish the activity faster.

These findings are compatible with Harmer`s (2007) suggestions for creating a productive and effective learning environment for children. In implicit vocabulary setting, there were a rich range of activities including movements and senses, and a variety of activities switching from one to another. Also, the activities did not involve anything with memorization and students learnt the target vocabulary through games and other fun activities unintentionally. During the lesson, the participating teacher paid attention both to individuals and groups, and enhanced a positive classroom environment. All of these were the conclusions drawn by Harmer for a productive and effective learning environment.

Furthermore, data obtained from reflective journals about explicit vocabulary instruction revealed that the teachers did not enjoy the lessons and the motivation was low in terms of student participation in the activities. A possible reason behind this finding might be that in the explicit classroom, the activities in the book were followed one by one and no extra materials were provided to the students. Unlike the implicit vocabulary instruction, there were no games, songs, videos or PPTs, therefore, the students lost their motivation and did not enjoy the lessons. They also intended to speak Turkish when they did not know the meanings of the words and looked for the equivalents of the target words. As Sahin (2009) suggested using visuals, realia,

definitions, synonyms, maps and translation is important for student engagement. Even though students were provided with the definitions, translations and visuals that were shown in the book, they lost their interest and their participation decreased as authentic materials were not used during explicit instruction regardless of their test performance.

In respect to the above findings, the data obtained from the reflective journals showed that implicit vocabulary instruction was perceived highly positive both by the teachers whereas explicit vocabulary was seen just the opposite as it decreased students` motivation and participation. Based on the teachers' reflections, implicit vocabulary instruction can be seen as a more effective instructional method regarding student motivation and engagement in fifth grade EFL classrooms.

5.4 Pedagogical Implications

The results of this study reveal several pedagogical implications to be taken for granted. Based on the data analysis, explicit vocabulary instruction is as effective as implicit vocabulary instruction in terms of vocabulary development of fifth grade EFL learners. Therefore, the two instructional methods can be interchangeably used for this particular grade level.

Furthermore, in order to make the vocabulary learning process more absorbing and enjoyable for students, it is advisable to incorporate implicit vocabulary teaching strategies.

Finally, teachers can be instructed about different instructional methods to create a more enjoyable classroom environment in their classrooms.

In brief, as both implicit and explicit instructions have similar effects on vocabulary development of fifth grade EFL learners, teachers should be instructed on different types of vocabulary teaching strategies to create a more enjoyable classroom environment.

5.5 Conclusions

The results of this study indicated that even though explicit and implicit instruction do not have a significant impact on fifth grade Turkish EFL learners vocabulary development when compared with each other, teachers perceived implicit vocabulary instruction to be more effective in terms of student motivation and participation in their classrooms.

5.6 Recommendations

This specific study has some recommendations for further research. First of all, a further study could be conducted with fifth grade EFL learners at state schools and compare the two instructional methods in two different school contexts.

Secondly, this study can be applied to students at different proficiency levels and grades to make a cross comparison between grades and levels.

It is also recommended that this study be replicated with different variables such as learning abilities, gender or learning environment.

Additionally, to have a different perspective about this research, it is recommended that one specific group could be taught both with explicit and implicit instructions to analyze which instruction method is more effective on one specific group.

Finally, implicit vocabulary teaching has its own components, and in this study the concentration was on a combination of games, stories, songs, videos and other types of entertaining instruments. In further studies, only one type of instruction tool can be chosen and concentrated on.

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A. Pre- and Post-Test Template

B. Explicit Instruction Lesson Plans

7-11th March 2016	**Explicit Instruction Lesson Plan- Unit 3**
GRADE	5
COURSEBOOK	World Quest 2
PAGES	Unit 3: 25,26,27,28,29
ACTIVE VOCABULARY OBJECTIVES	By the end of the week, students will be able to revise the vocabulary: volcano, waterfall, lightning, eclipse, waves, rainbow, tsunami, hurricane, earthquake, tornado, flood, avalanche, landslide, drought
DAYS	**ACTIVITIES**
MONDAY (2 lessons)	• Students will be given a pre-test to check their knowledge about target vocabulary • Students will be told the words that they will learn at unit 3 and guess their meanings. • Students will brainstorm about the natural disasters. • They will read the story on pages 24 and 25 answer the questions about the story. • They will make a list of the natural wonders that they study on page 24 and 25
TUESDAY (1 lesson)	• They will talk about the natural wonders and disasters, and how they feel about them.
WEDNESDAY	• Students will read the text on page 26 and do the related activities on pages 26 and 27.

(3 lessons)	• Students will match the natural disasters with their definitions.
	• Students will do the writing task on page 27.
	• Students will study the pronunciation of words on 26 and 27.
THURSDAY (3 lessons)	• Students will read the text on page 28 and do the related activities.
	• Students will try to define the disasters with their own words and try to explain them with their own words.
	• Students will do the speaking activity on page 28.
	• Students will do the activities on page 29.
FRIDAY (2 lessons)	• Students will speak about natural disasters. " Why are they dangerous? What happens when there is an earthquake?"
	• Students will be asked to write a paragraph with their own words by using the following words:

	`*Vocabulary- Natural wonders*
	  1. volcano
	  2. waterfall
	  3. lightning
	  4. eclipse
	  5. waves
	  6. rainbow
	Vocabulary- natural disasters
	  1. Tsunami
	  2. hurricane
	  3. earthquake
	  4. tornado
	  5. flood

	6. avalanche
	7. landslide
	8. Drought
EXTRA ACTIVITIES	• Students will play the hangman game
	• Students will play the spelling game
HOMEWORK	Activity book- Unit 3

14-18th March 2016	**Explicit Instruction Lesson Plan- Unit 4**
GRADE	5
COURSEBOOK	World Quest 2
PAGES	Unit 4: 32, 33, 34, 35, 36, 37
ACTIVE VOCABULARY OBJECTIVES	By the end of the week, students will be able to revise the vocabulary: Weapon, microchip, solar panel, batteries, screen, computer, clones
DAYS	**ACTIVITIES**
MONDAY (2 lessons)	• Students will be told the words that they will learn at unit 3 and guess their meanings. • Ask students to look at the pictures on page 32 and answer the questions • Students will brainstorm about technology

	• They will read the story on pages 32 and 33 and do the related activities
	• Explain that students are going to listen to three people talking about their plans. Ask them to look at the table write the names of who is going to do each of the activities in the first column of the table.
TUESDAY (1 lesson)	• Students look at the picture of the Cyborg and decide if it is good or bad. • Students will read the text called `Humans fight back` • Ask students to match the words with the clues • Ask students to mark the sentences true or false.
WEDNESDAY (3 lessons)	• Students are going to study `will and be going to: predictions` • Students will do the activities about will and be going to • Students will study vocabulary section which is about technology • Students will listen to the end of `Humans fight back` story and do the related activities. • Students will make for predictions about the future using the words of technology.
THURSDAY (3 lessons)	• Students will read the text on page 36 and do the related activities. • Students will try to define the technology words that are in the text `Future` with their own words • Students will listen to an interview about the future and answer the questions • Students will talk about their lives when they are twenty five and answer some questions such as ` Do you think

	there will be virtual travel when you are 25?, Do you think weapons will be more common in future?, What do you think about the use of solar panels?`... • Students will listen to a song and do the related activities.
FRIDAY (2 lessons)	• Students will be asked to write a paragraph with their own words by using the following words: weapon, microchip, solar panel, batteries, screen, computer, clones • Students will do the post-test at the end of the unit.
EXTRA ACTIVITIES	• Students will play the hangman game • Students will play the spelling game
HOMEWORK	Activity book- Unit 4

C. Implicit Instruction Lesson Plans

7-11th March 2016	**Implicit Instruction Lesson Plan- Unit 3**
GRADE	5
COURSEBOOK	World Quest 2
PAGES	Unit 3: 25,26,27,28,29
ACTIVE VOCABULARY OBJECTIVES	By the end of the week, students will be able to revise the vocabulary: volcano, waterfall, lightning, eclipse, waves, rainbow, tsunami, hurricane, earthquake, tornado, flood, avalanche, landslide, drought
DAYS	**ACTIVITIES**
MONDAY (2 lessons)	• Students will be given a pre-test to check their knowledge about target vocabulary • They will read the story on pages 24 and 25, and answer the questions about the story. • Students will watch the video about disasters: https://www.youtube.com/watch?v=zu7N0IzqgqM • They will talk about the natural disasters and wonders, and how they feel about them • Students will do the `Word Wizard` activity, which is done by writing notes about the new words on the chart, and at the end of two weeks, the student who wrote the most notes is chosen the word wizard. • Students play the `telephone` game in two groups. They whisper the words about natural disasters and wonders in

	each other`s ears and the last student writes the word on board. Each group gets points. • Students play the spelling game about disasters: http://www.eslgamesplus.com/disasters-vocabulary-spelling-activity-online-for-esl/
TUESDAY (1 lesson)	• Students study the following PPT: http://www.slideshare.net/avy123/natural-disasters-15336579 • Students will be shown a poster about natural disasters and they will talk about them.
WEDNESDAY (3 essons)	• Students will read the text on page 26 and do the related activities on pages 26 and 27. • Students will play the `Draw natural disasters` game in two groups in front of a jury which will be chosen among students. One student from each group will draw a picture of the disaster shown by the teacher, and jury will try to understand which disaster it is and score one of the groups. There will be a winner group. • Students will act according to the natural disaster that is shown by the teacher. Other students will try to guess the disaster. • Students will study the natural wonders of the world : http://easyscienceforkids.com/earth-science/natural-wonders/
THURSDAY (2 lessons)	• Students play the games about different types of natural disasters on http://www.ready.gov/kids/games/data/dm-english/index.html • Students will read the text on page 28 and do the related activities.

	• Watch the video about natural wonders: http://kids.britannica.com/comptons/art-183526/People-have-long-compiled-lists-of-various-wonders-of-the • Students will try to define the disasters with their own words and try to explain them with their own words.

FRIDAY
 	
(3 lessons)
	• Students play the `telephone` game in two groups. They whisper the words about natural disasters and wonders in each other`s ears and the last student write the word on board. Each group gets points.
	
	• Students will do the activities on page 29
	
	• Students play the games about different types of natural disasters on http://www.ready.gov/kids/games/data/dm-english/index.html
	
	• Students will be asked to write a paragraph with their own words by using the following words:
	
	  `*Vocabulary- Natural wonders*
	
	  7. volcano
	  8. waterfall
	  9. lightning
	  10. eclipse
	  11. waves
	  12. rainbow
	
	  Vocabulary- natural disasters
	
	  9. Tsunami
	  10. hurricane
	  11. earthquake
	  12. tornado
	  13. flood

	14. avalanche
	15. landslide
	16. Drought
EXTRA ACTIVITIES	• Students will play the telephone game
	• Students will play the hangman game
	• Students will play the spelling game
HOMEWORK	Activity book- Unit 3

14-18th March 2016	**Implicit Instruction Lesson Plan- Unit 4**
GRADE	5
COURSEBOOK	World Quest 2
PAGES	Unit 4: 32, 33, 34, 35, 36, 37
ACTIVE VOCABULARY OBJECTIVES	By the end of the week, students will be able to revise the vocabulary: Weapon, microchip, solar panel, batteries, screen, computer, clones
DAYS	**ACTIVITIES**
MONDAY (2 lessons)	• They will read the story on pages 32 and 33, and answer the questions about the story. • Students will watch the video about technology: https://www.youtube.com/watch?v=Giiz81_uzK8 • Students will continue doing the `Word Wizard` activity, which is done by writing notes about the new words on the

	chart, and at the end of two weeks, the student who wrote the most notes is chosen the word wizard. • Students play the `telephone` game in two groups. They whisper the words about technology words in each other`s ears and the last student write the word on board. Each group gets points.
TUESDAY (1 lesson)	• Students will study a PPT which is a technology quiz. • They will do the word scramble worksheet.
WEDNESDAY (3 lessons)	• Students look at the picture of the Cyborg and decide if it is good or bad. • Students will read the text called `Humans fight back` and do the related activities on page 34 • Students will study vocabulary section which is about technology on page 35. • Students will play hangman about the technology words • Students will play the `Act the technology items` game in two groups. There will be a winner group. • Students will draw a picture about technology by writing the words that they learn.
THURSDAY (2 lessons)	• Students will read the text on page 36 and do the related activities. • Students will write sentences on the board by given words in three groups. The group who writes a grammatically true sentence gets the points. • Students will listen to an interview about the future and answer the questions. • Students will talk about their lives when they are twenty five and answer some questions such as ` Do you think

	there will be virtual travel when you are 25?, Do you think weapons will be more common in future?, What do you think about the use of solar panels?`
FRIDAY (3 lessons)	• Students will have interviews with each other in pairs. • Students will listen to a song and do the related activities. • Students will be asked to write a paragraph with their own words by using the following words: weapon, microchip, solar panel, batteries, screen, computer, clones • Students will do the post-test at the end of the unit.
EXTRA ACTIVITIES	• Students will play the telephone game. • Students will play the hangman game. • Students will play the spelling game.
HOMEWORK	Activity book- Unit 4

D. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name	: Er Doğan, Şengül
Nationality	: Turkish
Date and Place of Birth	: 10/03/1986, Istanbul
Marital Status	: Married
Phone	: 0551 217 8351
Email	: er_sengul@hotmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2016
BA	Anadolu University	2016
ND	Hampshire College	2011
BA	Kocaeli University	2008

WORK EXPERIENCE

Year	Place	Enrollment
2015- present	Sevinç College	English Teacher
2012-2015	Bahçeşehir College	English Teacher
2009-2011	Five College Consortium, USA	Turkish Mentor
2008-2009	Bahçeşehir College	English Teacher

FOREIGN LANGUAGES

Advanced English, Novice Spanish and French

AWARDS AND ACHIEVEMENTS

- Panel Presenter at Foreign Language Teaching Assistant (FLTA) Pre -departure Orientation, July 9-12, 2012- Movenpick Hotel-Istanbul
- Panel Presenter at Foreign Language Teaching Assistant (FLTA) Pre-departure Orientation, July 10-14, 2011- Movenpick Hotel-Istanbul
- Fulbright Scholarship: Foreign Language Teaching Assistantship (2009)

CERTIFICATES

- Bahçeşehir University, *International Conference on New Trends in Education "Early Childhood Education",* 2014
- Philadelphia University, *STARTALK Excellence in Leadership Summer Institute*, May 18-23, 2011
- *The Fulbright Foreign Language Teaching Assistant Conference,* December 9-13th 2009- Washington, DC
- Doğa Schools, *ELT ON AIR Weekend Workshopping*, 2009
- Bahçeşehir University, *Professional Development: Challenges and Opportunities for Teachers*, May 23rd , 2009
- British Side, *Teaching English to Very Young Learners*, 25th November, 2008

RESEARCH AND TEACHING INTERESTS

- Vocabulary teaching strategies
- Material design in EFL classes
- Language teacher education

JOB- RELATED SKILLS

- Takes responsibility of her position
- Motivated and open-minded
- Takes part in team work
- Finds immediate and effective solutions for the problems

- Good at having personal communication with colleagues

COMPUTER SKILLS

- MS Office Applications
- SPSS

PROFESSIONAL MEMBERSHIP

Turkish American Association of Teachers, AATT, USA