



Ondokuzmayıs Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı

THE ROLE OF USING VOCATIONAL TEXTS IN VOCABULARY TEACHING

Hazırlayan:

Mustafa BOZDOĞAN

Danışman: Yrd. Doç. Dr. Müfit ŞENEL

Yüksek Lisans Tezi

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KABUL VE ONAY

Mustafa Bozdođan tarafından hazırlanan “The Role Of Using Vocational Texts In Vocabulary Teaching” başlıklı bu alıřma, 03/09/2013 tarihinde yapılan savunma sınavı sonucunda oybirliđiyle başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geen öđretim üyelerine ait olduđunu onaylıyorum.

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BİLİMSEL ETİK BİLDİRİMİ

Hazırladığım Yüksek Lisans tezinde, proje aşamasından sonuçlanmasına kadar olan süreçte bilimsel etiğe ve akademik kurallara özenle riayet ettiğimi, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu taahhüt ederim.

03/09/2013

Mustafa BOZDOĞAN

ÖZET

Öğrencinin Adı Soyadı	Mustafa BOZDOĞAN
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Tezin Adı	“Kelime Öğretiminde Mesleki Metinler Kullanmanın Rolü”

Bu çalışmanın amacı, İngilizce’yi yabancı dil olarak öğrenen öğrenciler üzerinde mesleki metinlerin kelime tanıma ve hatırlamaya yönelik etkilerini araştırmaktır. 2011-2012 akademik yılı içinde yürütülen bu araştırma için Ondokuz Mayıs Üniversitesi Fen-Edebiyat Fakültesi Psikoloji Bölümü ikinci sınıf öğrencileri seçilmiştir. Uygulamaya başlamadan önce, çalışmaya katılan öğrencilerin hedef kelimeleri bilme düzeylerini belirlemek amacıyla bir ön-test uygulanmıştır. Uygulama on hafta süresince, önceden belirlenen on farklı mesleki metin üzerinde öğretim etkinlikleri gerçekleştirilerek yürütülmüştür. Uygulamadan sonra öğrencilerin kelime gelişimlerini ölçmek amacıyla aynı ön-test uygulamadan bir hafta sonra son-test olarak uygulanmıştır. Ayrıca rastgele seçilen sekiz öğrenci ile çalışmanın nitelik açısından bir değerlendirmesini yapmak üzere bireysel mülakat gerçekleştirilmiştir. Araştırma kontrol grupsuz ön-test, son-test model yöntemiyle yürütülmüş; verilerin analizinde SPSS 17.00 paket programı kullanılmıştır. Gerek nicel gerekse nitel verilerden elde edilen sonuçlar incelendiğinde, elde edilen bulgu şöyledir:

İngilizce’yi yabancı dil olarak öğrenen öğrencilere kelime öğretiminde mesleki metinleri kullanmanın öğrencilerin kelime becerileri gelişiminin üzerinde anlamlı etkisi vardır.

Anahtar Sözcükler: Mesleki metinler, Kelime Becerileri Gelişimi

ABSTRACT

Student's Name and Surname	Mustafa BOZDOĞAN
Department's Name	Foreign Language Education
Supervisor	Assist. Prof. Dr. Müfit ŞENEL
Name of the Study	The Role of Using Vocational Texts in Vocabulary Teaching

The purpose of this study is to examine the effects of vocational texts in vocabulary recognition and retention on EFL learners. For the study carried out within the academic year of 2011-2012, the second year students from the Department of Psychology at the Faculty of Science and Arts at Ondokuz Mayıs University were chosen. Before carrying out the study, a pre-test was applied to the students to determine their knowledge of the target vocabulary items. Instruction was carried out in ten weeks by performing teaching activities on ten different vocational texts chosen in advance. After the instruction, the same pre-test was applied as a post-test in order to measure the students' vocabulary progress. Furthermore, in order to make a qualitative analysis of the study, individual interview was held with randomly selected eight students. The study has been conducted in pre-test, post-test model without a control group method; for the analysis of data, SPSS 17.00 software programme has been used. When the results gathered from both quantitative and qualitative data have been investigated, the finding is as follows:

There is a significant effect of using vocational texts on the students' vocabulary skill progress in vocabulary teaching to EFL learners.

Keywords: Vocational Texts, Vocabulary Skill Progress

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CHAPTER I INTRODUCTION

In this chapter, background to the study, statement of the problem, purpose of the study and research hypotheses, significance of the study, scope and limitations, and lastly abbreviations will be mentioned as an introduction to the study.

1.1. BACKGROUND TO THE STUDY

The foreign language learning process consists of the two main types of language skills, which are the receptive skills (reading, listening) and productive skills (writing, speaking). Receptive skills come before the productive skills by the very nature of language learning. Dubin and Bycina (cited in Celce-Murcia, 2001) say that reading is the fundamental purpose of foreign language learners. Like the other ones, the receptive reading skill constitutes a major base for foreign language learning process. Although the most widely used form of communication is oral communication, written forms of language are indispensable for communication. Actually, in most foreign language learning cases, the primary aim is to attain a desired level of reading skill; since the language is being learned for instrumental purposes like succeeding examinations, reading the target literature, academic studies, etc. for most English as a Foreign Language (henceforth EFL) learners. This tendency does not mean that the other three skills should be ignored. Nevertheless, EFL learners differ from the English as a Second Language (henceforth ESL) learners because EFL learners' usage of the language is more limited to written forms rather than oral ones.

The core of any written material is lexical items constituting phrases at first, then sentences and lastly a whole text. Reading and comprehending a text mostly depends on the reader's vocabulary knowledge. The richer vocabulary knowledge a reader has, the more easily and perfectly s/he can get the message of the text. In other words, if those four basic language skills are resembled to the vital systems of body such as respiratory or articulatory system, then vocabulary looks like blood which is the indispensable source of energy for those systems.

Although vocabulary plays such a crucial role in a successful process of teaching/learning any foreign language, it has always been the neglected part of language teaching. In the last three decades, vocabulary, at last, could attract many of the scholars' and researchers' attention thanks to the studies of J. C. Richards (1990, 1992, 1998, 2002), V. F. Allen(1983), B. Laufer (1992, 1995,1998, 2001), I. S. P. Nation (1982, 1990, 1997, 2006) and N. Schmitt (1997, 2001) (Hunt and Beglar, cited in Richards and Renandya, 2002).

Nurweni & Read (1999) emphasize the importance of adequate vocabulary knowledge as an essential requirement in reading comprehension. Laufer and Sim (cited in Nation, 2000) suggest that one of the greatest needs of foreign language learners is sufficient vocabulary, compared to subject matter knowledge or syntactic rules. Learners need to be familiar with the vocabulary in any text in order to comprehend it. To illustrate, being able to understand un-simplified texts requires at least 3000 high frequency words (Nation, 1990). However, it is an observed and experienced situation by most of English instructors that the students usually show unwillingness to learn such a "huge" amount of vocabulary items. Moreover, they sometimes question the possibility of facing the same vocabulary item in another context. Then, the language teacher comes to the most important junction. S/he has to decide a specific group of vocabulary that the students will eagerly try to learn without showing any unwillingness because of higher possibility of facing and needing those vocabularies during their further studies and works. In other words, the language teacher should choose a proper context for teaching/learning activities.

Context refers to the textual or discursal place in which a particular word or structure can be found. According to Nation (1982), there is no standard definition of what is meant by context. In its broadest sense, of course, context may be said to comprise all the perceived phenomena that accompany the processing of a given stimulus, including the physical surroundings in which learning takes place. In this sense, pictures, diagrams or charts, foreign language synonyms or antonyms, dictionary definitions,

written texts such as literary pieces or an ordinary piece of written material from daily life can be examples of context.

Using context, which has emerged after vocabulary receiving attention it deserves, is one of the contemporary techniques for teaching vocabulary among many other approaches, methods, and techniques to teaching and learning vocabulary. Reviews of the literature carried out in the area of vocabulary teaching during the course of time indicate that one of the most effective vocabulary teaching techniques is providing the learners with an efficient amount of exposure to new vocabulary items in a variety of oral or written contexts (Anderson & Nagy, 1991).

Teaching vocabulary by means of a context has plenty of advantages for a successful vocabulary instruction, but the real value of context lies in its authenticity. Using an authentic context brings some benefits. Firstly, as is suggested by Monsell (1985), assessing the meaning of a word in context makes it compulsory for the students to develop strategies like *anticipating* and *inferring*. These strategies become highly beneficial as learning progresses because by means of them, the students can gain an attitude of self-reliance which is a distinctive feature of proficiency. Secondly, systematically meeting new vocabulary items in context emphasizes the fact that the words are actually used in discourse for purposes of communication. Lastly, all the factors mentioned above can be said to contribute to a learner's foreign language autonomy and to facilitate the transfer of knowledge that accompanies it. Moreover, they underline the fact that the mental presentation of a word's meaning improves together with successive encounters in different contexts. Thus, it may be subjected to modification because new and finer semantic distinctions are added.

The most significant fact about language is that it reflects the contexts in which it is used and the purposes to which it is put. According to Nunan (1995), because language is best encountered and learned in context, this has particular implications for practice. Firstly, a language teacher should realize the effectiveness of using context –in other words, *contextualizing*- rather than *de-contextualizing* the target vocabulary items. According to Cambridge Advanced Learner's Dictionary – 3rd Digital Edition,

contextualizing means to place a word or idea in a particular context; reversely, *de-contextualizing* means to remove it from the context. In addition, the emphasis in class would be on encouraging students to develop strategies such as inferring the meaning of new contextualized vocabulary items from the context in which they appear and teaching them to make use of both verbal and non-verbal cues to determine meaning.

For Kruse (1979), teaching vocabulary in context also lets the learners recognize component parts of words and words families such as suffixes, prefixes and roots. It is one of the most significant vocabulary skills the students may need. It also decreases the number of new words they will encounter and increases their control of the English lexicon. Next, the students can be taught to notice many types of useful definition clues like parenthesis or footnotes, synonyms and antonyms given in the provided context. Thirdly, the students can benefit from example clues, summary clues and experience clues to infer the meaning from the context. Lastly, within a given context, there are lots of general aids for students to comprehend the meanings of new vocabulary items and one of them is the function of the word such as noun, adjective, adverb etc.

As is mentioned above earlier, there are various types of context and a text is –may be– the most commonly used type of context by the language teachers. According to the definition by Cambridge Advanced Learner’s Dictionary – 3rd Digital Edition, *text* is “the original words and form of a written or printed work, or the main body of printed or written matter on a page”. Wherever the purpose of underlying the learning of a foreign language is clear to the learner and to the language teachers, the use of texts in the target language immediately assumes central importance. In language classrooms, “the text is exploited as an object of study principle purpose of which is to exemplify the syntactic structures of the target language and to be a source for the new vocabulary items” (Johns & Davies, 1983:3). The language teacher can present those structures being taught at that point in the course by means of a text and also choose a proper text as regarding the learners’ interests, hobbies, academic or vocational needs within the subject area of the course. Moreover, the learners can be allowed to select the texts which will be covered during the course time. Consequently, they may easily personalize those texts and dedicate themselves to teaching-learning activities

enthusiastically. The texts maybe related to the learners' field of study and they can cover such areas as basic concepts in those specific fields. Such kinds of texts are much more valuable for the learners because they may cover subject areas from the academic syllabus, too.

For Schouten-van Parreren (cited in Nation & Carter, 1989), presenting new vocabulary items in meaningful texts is clearly preferable because the chance of interference is reduced. Moreover, texts unlike isolated words or sentences present a linguistic reality as well as a psychological reality. The theoretical background of the assumption that new words should be presented in texts rather than in an isolated way may be explained through *the theory of trace systems in memory* by Schouten-van Parreren.

To put it briefly, everything we experience or perceive is stored in memory in the form of traces. "These traces are organized in different systems which are more or less strongly segregated. The cohesion within one system depends on the amount and the nature of the connections between the traces within that system. These connections are very important, because they may be used as access roads to a trace one is searching for at a certain time for certain information" (Schouten-van Parreren cited in Nation & Carter, 1989:77). Consequently, texts offer many possibilities to form varied and meaningful connections between the traces of the new words. Firstly, words in texts unlike words in vocabulary lists are already so connected. Secondly, it is possible to treat words in texts in a number of different ways. This results in a better embedding of the traces in the memory system and, therefore, in a better recall of them, too. After a while, the learner can easily recall those vocabulary items by means of mentioned access roads (Schouten-van Parreren cited in Nation & Carter, 1989).

A number of theoretical arguments may be put forward against presenting isolated words or words in isolated sentences, which is still a rather common practice in schools. The very first one is that if the words are presented as isolated elements, there is no point of support for them in the learners' memory. For this, despite considerable learning effort, they are quickly forgotten again. Next, if the words are presented in thematically or especially in alphabetically ordered word lists, pupils will often suffer

from interference. This not only hampers learning, but also can be very harmful, since unlearning is far more difficult than learning. Thirdly, isolated words do not present a linguistic reality, as the meaning of a word is in most cases partly defined by “the context” (Schouten-van Parreren cited in Nation & Carter, 1989:77). In other words, the definition is made by the learners themselves. Lastly, isolated words or words in isolated sentences do not present a psychological reality, because they do not carry a message. For this reason they cannot evoke emotions or involvement in the learner. This is a very important factor which plays an often underestimated, but yet important part in long-term acquisition (Schouten-van Parreren cited in Nation & Carter, 1989). Consequently, it can be said that learning new vocabulary items in isolated sentences or just in word lists is only wasting your valuable time for nothing.

One of the main problems when discussing how a better learning process in order to develop the learner’s vocabulary and communication skills can be facilitated for vocabulary teaching by using a text for a meaningful context is that of the types of texts used. Texts can be *authentic*, that is, they are written for a specific audience (not for especially language learners but they may still be used for teaching foreign language to language learners) and their purpose is the communication of a subject content rather than language form. By this definition, an *authentic text* does not have a high conceptual level: the crucial element is that it aims to convey information and ideas rather than the use of language. Nevertheless, it can be used for instructional purposes within any teaching/learning activities. The language teacher may also use *simplified texts*, but the main problem with those is that they present the learner with something artificially constructed that is different from the real texts s/he will be faced with in her/his subject area. Texts simplified from original sources often lose their authenticity or originality with the simplification of meaning. Such specially written texts, designed within structural guidelines and word limits, also often lack genuineness, as they are written only with the learner of English in mind. The third option is *specialized texts* or in other words *vocational texts* that exhibit various characteristic lexical features such as sets of technical terms which are an intrinsic part of the learning of the discipline itself (Liliana, 2008). The decision about which text type to adopt depends on the role of the English programme in relation to the study field of the learner. In today’s world, you

cannot imagine a subject programme which can ignore the increasing importance of English for every field of business, study or even daily life.

It seems logical that contextualizing the students' learning within their domains of study could create the relevance of the language they are learning to their lives, particularly academically. Thus, learning will be more relevant to their studies and their real lives. According to the study performed by Peretz and Shoham (1990), the language learners prefer texts on topics that are related to their field of study and that they rate tests based on such topics as being easier than texts based on topics that are related to other subjects. In his article named "Research in Teaching Vocabulary", John Read (2004) gives Ward's (1999) and Gavioli's (2002) studies as examples for emphasizing the growing interest in using specialized – in other words vocational- texts. Ward highlights creation of a relatively small corpus of discipline-specific texts whereby language learners are encouraged to access locally compiled corpora to investigate both word frequency and the meanings and uses of particular lexical items in their field of study. Based on her experience with a small corpus of medical research articles, Gavioli supports the pedagogical value of such explorations. Considering that critical detail, in this study, it is aimed to use vocational texts (also called as specialized or discipline-specific) as the overall context for teaching/learning activities while performing a reading comprehension course in English as the target language.

As regarding the department of the learners, the texts in this study are chosen from a relevant field of study. It is supposed that the learners will reach better averages of learning and remembering the target group of vocabulary because of the relevancy of the target group of vocabulary to the learners' both department and career needs. In order to get incredible findings, the instruction period is planned as ten-week training. Each week, the learners will receive independent reading passages which focus on teaching the key English vocabulary and basic concepts for the entire field of psychology to EFL learners taking university courses in psychology.

1.2. STATEMENT OF THE PROBLEM

The problem which necessitated this study is that language teachers generally have to listen to the same complaints from their learners: reading texts, reading course materials, or reading course books are prepared or chosen either by a committee in the Ministry of National Education or by language teacher/s randomly without considering any logical criteria such as the learners' needs, likes or dislikes, academic expectations, etc. The learners are asked for dealing with the texts without being provided with any reading strategy instruction. Moreover, the language teacher himself/herself does not employ an appropriate teaching method, strategy, or technique. Another one is that the only success criterion is the learners' being able to answer the reading comprehension questions rather than comprehending the text itself. The last but also the most common complaint is that reading texts covered during teaching/learning the activities are full of unknown vocabulary items. At that point, the basic problem is the learners' unwillingness to learn all of those new vocabulary items without being sure whether they will see and use some of them in another text. Most of the learners show a highly classic learning reflex of having the desire to know that there is a limited learning area. However, such subject, discipline or field free reading texts scare the learners and decreases their motivation.

Under the light of this crucial detail, this study tries to overcome the problem of a limitless learning area in terms of target vocabulary by using vocational texts in vocabulary teaching in order to provide the learners with a limited scope and a finite number of vocabulary items chosen from field-related texts.

1.3. PURPOSE OF THE STUDY AND RESEARCH HYPOTHESES

The purpose of this study is to investigate the role of using vocational texts in terms of vocabulary recognition and retention on the second grade students of the Psychology Department at the Faculty of Science and Arts at Ondokuz Mayıs University. This study seeks the answer to the following research question:

Is there an influence of using vocational texts in vocabulary teaching on students' vocabulary learning?

Moreover, this study tries to test these five hypotheses:

1. There will be a significant difference between the students' performances at the beginning and at the end of the instruction in terms of recognition and retention of target vocabulary items.
2. There will be a significant difference between genders in terms of the already acquired target vocabulary items at the beginning of the instruction.
3. There will be a significant difference between genders in terms of the progress level for learning/remembering the target vocabulary following the instruction.
4. There will be a significant difference between the students' already acquired vocabulary in terms of high school type they have graduated from at the beginning of the instruction.
5. Graduation from different types of high school will create a significant difference in terms of the progress level for learning/remembering the target vocabulary following the instruction.

1.4. SIGNIFICANCE OF THE STUDY

When EFL learners talk about their needs in learning a foreign language, they always refer, often in the first place, to lexical difficulty. With newer methodologies promoting the use of authentic data materials, this problem has only sharpened. The learner has the impression that it is an immense lot of words s/he has to come to terms with. According to Hulstijn and Laufer (2001) a student beginning university studies in English would

indeed need about 12,000 words to comfortably study in a foreign language. Furthermore, the words constantly change. In order to function well, an extensive vocabulary should thus be available.

How can the language teachers and the students know which words are more important than other ones to receive learning attention? Learners and their teachers need tools to make the learners alert for useful new words, to adequately select, practise, use, and store them, so that they can retrieve them for specific and proper use. Consequently, vocational texts are one of those tools which can be employed by the language teachers to increase the learners' motivation in the short run and to enrich their vocabulary level in the long run.

1.5. SCOPE AND LIMITATIONS

This study is limited to the second grade students of the Psychology Department at the Faculty of Science and Arts at Ondokuz Mayıs University. A ten-week strategy instruction (30 hours in total) will be performed for dealing with ten different vocational texts which are chosen randomly from the field of Psychology. This study is limited to the influence of using vocational texts on the students' learning target vocabulary. Subjects are assumed to answer the questions in the questionnaires and evaluate their own performances sincerely and they are also assumed to attend the pre/ post-test sincerely and to participate in the tasks with their full concentration. The pre/ post-test is assumed to be in conformity with the levels of students.

1.6. ABBREVIATIONS

ANOVA: Analysis of Variance

LSD: Least Significant Degree

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

SPSS: Statistical Package for the Social Sciences

GTM: Grammar Translation Method

RM: Reading Method

SLT: Situational Language Teaching

ALM: Audio-Lingual Method

CLT: Communicative Language Teaching

NA: Natural Approach

LA: Lexical Approach

DIALANG: Diagnostic Language Assessment System

TPR: Total Physical Response

CHAPTER II REVIEW OF THE LITERATURE

The aim of this chapter is to present a review of the available literature relevant to the topic. It includes a review of vocabulary, the role of vocabulary in foreign language teaching, and its importance in learning a foreign language, vocabulary teaching in practice, some of the techniques to teach it, teaching vocabulary through vocational texts and lastly advantages and disadvantages of vocational texts in terms of vocabulary teaching.

2.1. Definition of Word and Vocabulary

If any foreign language is likened to an upside down pyramid, the smallest part at the bottom is defined as *word* and the other parts are, respectively, *vocabulary*, *sentence* and *text* lastly. In such a figure, *word* and *vocabulary* are smallest but not the least parts at the bottom which form the very foundations of a text.

According to Cambridge Advanced Learner's Dictionary – 3rd Digital Edition, “word is a single unit of language which has meaning and can be spoken or written.” Accordingly, Read (2000:24) defines words as “the basic building blocks of language, the units of meaning from which the larger structures such as sentences, paragraphs and whole texts are formed”. Richards and Schmidt (2002:588) defines word as “the smallest of the linguistic units which can occur on its own in speech and writing”. For Hunt and Beglar (cited in Richards and Renandya, 2002), “word” is the base form and its inflections and derivatives and it is assumed that very little effort is needed to learn new vocabulary items and their inflections or derivatives because the meanings of these different forms of the word are closely related. In the book “The Routledge Handbook of Applied Linguistics”, Barcroft, Sunderman and Schmitt (2011) state that words are the building blocks of any language. Recently, role of words is highlighted by an increasing number of linguists in language teaching era because they are very important

in the projection and construction of syntax. For Carter (1992), according to the orthographic definition, a word is any sequence of letters bounded on either side by a space or punctuation mark. Secondly, a word is the smallest meaningful unit of language from the perspective of semantics.

The second floor of the pyramid is vocabulary which is defined in Cambridge Advanced Learner's Dictionary – 3rd Digital Edition as “all the words known and used by a particular person”. For Scrivener (2005:227), “vocabulary is our internal database of words and it completes ‘ready-made’ fixed, semi-fixed and typical combinations of words that a language learner can recall and use quite quickly without having to construct new phrases and sentences word by word from our knowledge of grammar”. It includes single word vocabulary items, common “going-together patterns” of words- in other words collocations - longer combinations of words which are used as if they were a single vocabulary item- in other words chunks or multi word items.

Richards and Renandya (2002) define vocabulary as the core component of language proficiency and they emphasize that vocabulary provides much of the basis for how well a language learner speaks, listens, reads and writes. An extensive vocabulary and well-developed strategies for acquiring new vocabulary are the key concepts for language learners to use their potential effectively.

Caroline T. Linse (2005) begins her definition of vocabulary by firstly saying that language consists of words and carries on by adding that vocabulary is the collection of words that an individual knows at a time. Takač (2008:6) states that according to many linguists and theorists of foreign language acquisition, vocabulary is made up of a variety of forms, such as morphemes, both free and bound, their combinations, compounds, idioms and other fixed expressions such as binominals and trinominals, catch phrases, prefabricated routines or prefabs, greetings and proverbs.

In the light of the definitions and statements above, it can be said that contrary to the ignorance of the scholars in the past, nowadays, many scholars or researchers in the field of language teaching are so eager to pay efficient amount of attention to the smallest elements of language pyramid: *word* and *vocabulary* but mostly *vocabulary* because of the fact that while *word* represents a single unit, *vocabulary* is the sum of words. Nowadays, a great number of studies or articles related to *vocabulary* can be found in a review of literature.

2.2. Role of Vocabulary in Language Teaching Approaches and Methods

Although vocabulary is such an important and critical component of any foreign language, vocabulary has always been underestimated by both the language teachers and learners throughout the history of language teaching. The other components of language such as grammar, syntax or even phonology have been put forward and vocabulary has been neglected.

2.2.1. The Grammar Translation Method

To begin with, while talking about the historical trends of anything in the field of language teaching; the very first topic to be mentioned is always the Grammar Translation Method (henceforth, GTM). The GTM was first introduced in Prussia to teach modern languages such as Greek and Latin in public schools at the end of the 18th century. The primary goals of this method were to prepare language learners to read the literature of target language, to write classical materials and eventually to pass standardized exams (Zimmerman cited in Coady and Huckin, 1997). The language learners were provided with detailed explanations of grammar in their native languages, paradigms to memorize and bilingual vocabulary lists to learn. During classes, a reading selection was dealt with and learners were expected to learn new vocabulary items. At

the end, a reading comprehension test was carried out. Literary language samples with archaic structures and obsolete vocabulary were studied and the learners were exposed to a wide range of literary vocabulary that was selected according to its ability to illustrate grammatical rules. When a word had nothing related to any grammatical rule, then direct vocabulary instruction was avoided. The vocabulary teaching was based on “definition and etymology throughout the 19th century because during those years nationalism was affecting every single concept of life and in order to prevent degeneration of the language, the connection between etymon and derivative was believed to be protected” (Zimmerman cited in Coady and Huckin, 1997:6). Bilingual word lists were organized according to semantic fields and used as instructional aids rather than as reference. During the period of GTM, bilingual dictionaries became common as reference tools. However, scholars began to emphasize the dangers of cognates by means of new studies and the natural process of language change in the 20th century. The GTM was used as “the primary method for foreign language instruction in Europe and the US till the first quarter of the 20th century” (Zimmerman cited in Coady and Huckin, 1997:6). The main objections directed to the GTM in terms of the role of vocabulary in language instruction were its highlighting the acquisition of too general terms rather than specific ones, its employing archaic vocabulary lists rather than common ones.

2.2.2. The Direct Method

Towards the end of the 19th century, the Direct Method, also known as Natural Method, introduced and its name came from priority of relating meaning directly with the target language without the step of translation. Interaction was put at the heart of natural language acquisition. The target language was used as the instructional language in small but intensive language classes. During those classes, carefully graded progressions of question and answer exchanges were performed. Activities were full of every day vocabulary and sentences. Reading was taught throughout the course and developed through practice with speaking (Larsen-Freeman, 2000:25). Vocabulary was

simple and familiar. Concrete vocabulary was explained with labelled pictures and demonstration, while abstract vocabulary was taught through the associating of ideas. Charts and real objects were also used as the representatives of the term “realia”.

2.2.3. Reading Method and Situational Language Teaching

There were two new methods in the field of language teaching in the 1920s. The Reading Method (henceforth RM) was born in the US and Situational Language Teaching (henceforth SLT) was born in GB. The main concern of the RM was to develop reading skills and it was mainly a reaction to 1929 Coleman Report, which cited serious deficiencies in the foreign language reading skills of American learners. Similarly, the need to facilitate reading skill by improving vocabulary skills was emphasized by Michael West in GB. He criticized direct methodologists for giving too much importance to spoken language without providing guidelines for selecting content (Richards & Rodgers, 2001). West’s suggestion was to employ word-frequency lists as the basis for target vocabulary selection and order of vocabulary in learner materials.

British linguists H. E. Palmer and A. S. Hornby were leading the SLT movement and their initial aim was to develop a more scientific foundation for the oral methods which were made popular by direct methodologists. For them, language should be taught by practicing basic structures in meaningful situation-based activities. Speech and the structure which made speech possible were the fundamentals. “Selection, gradation and presentation of language structures were underlined” (Richards & Rodgers, 2001:38). For the first time, vocabulary was considered one of the most important aspects of language learning and a priority was given to developing a scientific and logical basis for selecting the vocabulary content of language courses. Palmer and West led to the development of principles on vocabulary control they tried to introduce a scientific basis for vocabulary selection (Richards & Rodgers, 2001). These were the very first efforts to establish principles of syllabus design in language teaching.

2.2.4. Audio-Lingual Method

Audio-Lingual Method (henceforth ALM) was developed by American structural linguists during World War II, when there was enormous support from government and institutions for foreign language teaching. For the ALM, most problems experienced by foreign language learners derive from the conflict of different structural systems. As placing grammar or structure at the center and believing that language learning is a process of habit formation, the audio-lingual methodologists gave importance to pronunciation and intensive oral drilling of basic sentence patterns. Learners were taught grammatical points through examples and drills rather than through analysis and memorization of rules. Because the ultimate objective of language teaching is to learn structural patterns, simple and familiar vocabulary items were selected. New vocabulary items were presented through drills, but not before the learners became more certain of their lexical needs in particular situations (Larsen-Freeman, 2000). In the early stages of language learning, learning too much vocabulary was not suggested because it gives learners a false sense of security.

It was recommended to practice with morphological variations and syntactic structures using well-known vocabulary so that learners would not be distracted from concentration on the target structures. The new vocabulary should be introduced for the first time in high-interest oral activities and they should be repeated extensively in order to help long-term retention (Rivers, 1981). The ALM was –in other words- a reaction against the exaggeration of the role of vocabulary in previous methods or approaches. On the other hand, the role of grammar was overemphasized and lexical items were seen as the means to illustrate grammatical topics rather than independent items with communicative value in themselves.

2.2.5. Communicative Language Teaching

As a challenge to the behaviorist view of language as a set of habits, Communicative Language Teaching (henceforth CLT) began to rule the stage of language teaching thanks to invaluable works of Noam Chomsky and Dell Hymes in the 1960s. While Chomsky was introducing a new phenomenon to the field: *linguistic competence*, Hymes added the concept of *communicative competence*. Chomsky maintained that language existed in the individual quite apart from communicating needs. He also provided a differentiation between *competence* –the internalized mental grammar of a language- and *performance* –the actual use of that grammar. On the other hand, Hymes gave greater importance to the sociolinguistic and pragmatic factors governing effective language use and defined communicative competence as “the internalized knowledge of the situational appropriateness of language” (Larsen-Freeman, 2000:121). The result of this period was a complete change in the field of language teaching and the focus was on communicative proficiency rather than the command of structures.

The basic goal of CLT was to bring learners into closer contact with the target language and to promote fluency over accuracy. Consequently, educators were asked for paying more attention to vocabulary. Nevertheless, the appropriate use of communicative categories such as notional and functional categories has captured the focus of attention instead of vocabulary. In notional and functional syllabi, little explicit attention was given to vocabulary. In the 1970s, “some scholars favouring CLT suggested to address vocabulary within its cultural context by facilitating activities that are contextualized, focusing on the discourse rather than the sentence level and providing learners with opportunities to develop strategies for interpreting and using the language like native speakers do” (Zimmerman cited in Coady and Huckin, 1997:14). Lastly, vocabulary development was believed to occur by means of natural and communicative exposure in target language.

2.2.6. Natural Approach

The 1980s was the birth date of the Natural Approach (henceforth NA) of which primary aim was to make a beginner level learner reach acceptable levels of oral communicative ability. Comprehensible and meaningful input was always essential rather than grammatically correct production. For NA, vocabulary was considered as a very crucial part of the language acquisition process because of being a bearer of meaning. The most suitable method for vocabulary teaching was to employ interesting and relevant input as well as for all other aspects of language teaching. Learners' attention should be focused on the understanding of messages. Krashen suggests reading as the most effective activity for acquiring new vocabulary items at later levels of language teaching (Richards & Rodgers, 2001). For Krashen, free voluntary reading is the optimal form of comprehensible input because then the anxiety level of learner is so low that learner can easily understand messages.

2.2.7. Lexical Approach

For the Lexical Approach (henceforth LA), language teaching was a process of building blocks of language learning and communication on lexis rather than grammar, functions, notions or some other aspects of language. In other words, words and word combinations were much more crucial than any other components of language. Sinclair, Nattinger, DeCarrico, and Lewis have contributed to the LA by their studies focused on mostly the importance of lexical items to language use. They have changed the accurate language description of the previous methods and approaches and refused the traditional view of word boundaries, according to which language learner needs to perceive and use patterns of lexis and collocation. The most significant contribution was to define language production as “the retrieval of larger phrasal units from memory rather than a syntactic rule-governed process” (Zimmerman cited in Coady and Huckin, 1997:16).

The LA has brought some innovations to the field of language teaching such as computer analysis on a central corpus of words to account for actual language use. Work in corpus analysis and computational linguistics has led to growing interest in the importance of large chunks of language such as lexical items, lexical phrases, and prefabricated units. Linguistic theory of the LA emphasized a more central role for vocabulary in linguistic description. It was totally a sharp shift from the past when syntax was thought to be the primary concern of language teaching. However, the LA gave more attention to the lexicon and how it is formatted, coded, and organized (Richards & Rodgers, 2001). The role of lexical units has been underlined in both L1 acquisition and foreign language learning research.

The approaches and methods mentioned above are the ones which put more emphasis on vocabulary as an essential component of language teaching process than the other language teaching approaches and methods. Throughout language teaching history, theoretical priorities have changed. Methodologists have focused on sometimes grammar, sometimes reading, or sometimes pronunciation. There have always been shifts from the use of formal language to colloquial language, from memorization to internalization of language forms, from gradation of language skills to subjective assessments of usefulness of structures or words. However, it is a new perspective in the field of language teaching to put emphasis on the acquisition of vocabulary; even though the lexicon is arguably so crucial to language acquisition and use. In future language education research and methodology, the central role of vocabulary in the language learning process will receive the attention it completely deserves.

2.3. Importance of Vocabulary in Language Teaching

The importance of vocabulary knowledge in learning a foreign language is nicely summed up by Michael McCarthy, a professor of Applied Linguistics at the University

of Nottingham in the U.K., in an interview for *Cambridge Connection* (“Interview,” 2001). He explained why he was interested in vocabulary with these words:

“Vocabulary forms the biggest part of the meaning of any language, and vocabulary is the biggest problem for most learners. So I’ve always been interested in ways of helping learners in building up a big vocabulary as fast and as efficiently as possible.” (cited in Fan, 2003:222)

L1 reading researchers such as Anderson and Freebody (1979, 1983), Beck, Perfetti and McKeown (1982, 1983), and Mezynski (1983) have long noted the importance of vocabulary knowledge in reading comprehension (Qian, 2002). However, in foreign language research in the last century, there has been little recognition of the role of vocabulary. It was only the last two decades, when the researchers have begun to pay attention and performed some empirical studies on the relationship between the importance of vocabulary knowledge and reading comprehension in foreign language. For instance, “Laufer’s research (1992, 1996) on the relationship between vocabulary knowledge and reading comprehension has produced results indicating relatively high inter-correlations, ranging from .50 to .75, between the two factors” (Qian, 2002:517). De Bot, Paribakht, Wesche (1997), and Qian (1998, 1999) are the other researchers who have contributed to this subject matter by their invaluable effort (Qian, 2002).

Qian (2002) emphasizes two very important dimensions about the role of vocabulary in language teaching. The first one is having a larger vocabulary size and it gives the learner a larger database by means of which the language learner can easily guess the meaning of unknown words or behavior of newly learned words. The second one is having deeper vocabulary knowledge and it also improves the results of the guessing work. Presumably, these two dimensions, having a larger vocabulary size and deeper vocabulary knowledge, operate interactively and interdependently (Qian, 2002:518). In exploring the role of vocabulary knowledge in reading comprehension, both dimensions deserve equal attention. In his study, Qian’s findings indicate that certain aspects of depth of vocabulary knowledge play an integral role in reading comprehension. Qian also found high inter-correlations between vocabulary size, depth of vocabulary

knowledge, and reading comprehension, in the range of .78–.82 (Qian, 2002:518). These findings contribute to understanding the relationship between vocabulary knowledge and reading comprehension, especially in the context of reading assessment.

In July 1995, the Test of English as a Foreign Language (henceforth TOEFL) specialists removed the subsection of discrete vocabulary items in the Reading Comprehension section in the operational TOEFL (Schedl, Thomas, & Way, 1995). However, the removal of discrete vocabulary items in the test does not mean that specialists no longer consider vocabulary important in the TOEFL. In fact, vocabulary continues to be considered a fundamental and indispensable aspect in designing the TOEFL 2000. The importance of this factor is reflected in the *TOEFL 2000 Reading Framework* by Enright and her colleagues. In that framework, they identify 10 aspects of word knowledge as relevant vocabulary variables needing research: “frequency, meaning, collocability, register and functional constraints, syntactic behavior, basic forms and derivational possibilities, association with other words in domains of knowledge and use, idiosyncratic features, homonymy, and degree of abstractness versus concreteness” (Enright et al., 2000:15). Enright and her colleagues anticipated that vocabulary would play a crucial role in determining reading tasks and test item difficulty. Consequently, it means that there is no exam specialist who can ignore the importance of vocabulary and prepare any given exam without directly or indirectly addressing to vocabulary.

Folse (2004) states that learning a foreign language requires learning numerous aspects about that language, including its pronunciation, writing system, syntax, pragmatics, rhetorical modes for reading and composition, culture, and spelling, but for Folse, the most important aspect is vocabulary. In her paper, she focuses on the most common eight myths about foreign language vocabulary teaching and learning and the very first one of those myths is that vocabulary is not as important in learning a foreign language as grammar or other areas. Comprehensible input helps learners figure out how a language works. If the language that a learner is hearing or reading has many unknown words, then that language is not comprehensible and therefore cannot be input. In other words, without vocabulary, comprehensible input is neither comprehensible nor input.

Adult language learners are keenly aware of their poor vocabulary knowledge and they see acquisition of vocabulary as their greatest challenge.

Not only for foreign language reading but also for foreign language writing, listening and speaking tasks, a large foreign language vocabulary base can have a significant effect on learners' success (Folse, 2004). Empirical studies have shown that good foreign language readers, writers, speakers, and listeners know much more vocabulary. For far too long, the emphasis in ESL/EFL has mistakenly been on grammar. Grammar has been the core of language teaching/learning activities. However, a simple reality is becoming much more obvious in these days. Learners can express themselves with poor grammar, but with poor vocabulary, communication is constrained considerably. Language learners can get by without grammar; but not without vocabulary. As a foreign language learner, one's worst and sometimes funniest communication breakdown experiences most probably occur when s/he does not know the appropriate vocabulary.

In his article named "Second Language Vocabulary Acquisition: A Lexical Input Processing Approach", Barcroft (2004) mentions three points that underline the importance of vocabulary in language learning without denying the importance of grammar: the relationship between vocabulary and the ability to communicate and the critical role of vocabulary knowledge in the development of grammatical competence.

Firstly, lack of grammatical knowledge sometimes slows down successful transmission of meaning. However, absence of vocabulary often impedes the transmission of meaning completely. When you consider the two types of errors in the following sentences with the intended meaning of "It snows.", you can obviously realize the roles of lack of grammatical knowledge and absence of vocabulary: *It snow. / *It snobs. The grammar error in the first sentence (missing third person -s) does not impede transmission of the intended meaning to the extent that the vocabulary error in the second sentence ("snob" for "snow") does. In fact, the vocabulary error in the second sentence renders the sentence basically incomprehensible. As another example, you can consider the errors in the following sentences with the intended meaning of "He wants a

spoon.”: *He want spoon. / *He wants a spin. Again, the grammar error in the first sentence (missing third person -s) distorts the intended meaning less than the vocabulary error in the second sentence (“spin” for “spoon”) does (Barcroft, 2004:201). These examples show the undeniable importance of vocabulary knowledge in the transmission of meaning and in communication in general.

Secondly, the importance of vocabulary acquisition in SLA is sustained by the relationship between vocabulary and how grammatical knowledge is stored in the minds of learners and language users. According to the researches carried out by Sherrod, Serwatka, and Healy (1994, 1998), much of what we refer to as *grammar knowledge* is actually stored at the lexical level in connections between words and groups of words which have been based on large amounts of language exposure within a long time (Barcroft, 2004). Healy and Sherrod (1994) highlighted that “English speakers’ ability to pronounce the word “the” using the schwa phoneme / ə/ before consonant sounds (**the** book, **the** front) and the phoneme /i/ before vowel sounds (**the** author; **the** inside) is based on knowledge at the level of words and connections between words that is built up over time” (Barcroft, 2004:201). Serwatka and Healy (1998) revealed a consistent finding for the ability to distinguish between English count and mass nouns. Such findings suggest that the ability to use language correctly and fluently as regarding the grammaticality in nature depends on processing individual words and combinations of words repeatedly over long periods of time.

Schmitt (2010) mentions the importance of vocabulary in language teaching by sharing a common observation of the language learners that learners carry around dictionaries and not grammar books. In order to provide empirical evidence to support this type of anecdotal observation, Schmitt gives plenty of evidence pointing to the importance of vocabulary in language teaching from various studies carried out by different scholars. In the study by Laufer (1994), a close relationship has been shown between vocabulary size and reading (e.g. correlations of .50-.75). In another study by Laufer and Goldstein (2004), knowing the form-meaning link of words accounted for 42.6% of the total variance in participants’ class grades according to a regression analysis. As regarding the fact that language class grade reflected the language learners’ performance on

reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency, the above percentage (42.6%) indicates that vocabulary knowledge contributes to overall language success enormously (in Schmitt, 2010). Albrechtsen, Haastrup, and Henriksen (2008) carried out a study on Danish ESL learners and compared measures of vocabulary size and depth with several measures of ability to use English. According to the results, lexical size correlated with lexical inferencing success at .48-.66 and vocabulary size correlated with reading ability at .73-.80 (cited in Schmitt, 2010:4). DIALANG – a diagnostic language assessment system by Alderson (2005) has also made same explorations of the relationship between vocabulary knowledge and language proficiency. In the study, the checklist test and the vocabulary test battery correlated with reading at .64, with listening at .61-.65, with writing at .70-.79, and grammar at .64. Moreover, the r^2 values (i.e. correlation values squared) indicate that vocabulary constitutes 37-62% of the variance in the various language proficiency scores. A single factor's accounting for such a large percentage of the variation is completely amazing (cited in Schmitt, 2010). All of these studies provide the language teachers/learners with that ultimate and undeniable reality that vocabulary is a very important – maybe the most important- component of language teaching process.

In their collaborative study named “Challenges of Teaching Technical Vocabulary at University Level”, Şahin and Hashim (2007) state that these days, learning any foreign language is believed to be the most important factor after the basic skills in Vocational and Training (VET) organisations for the formation of a desired knowledge-based society. For the EU Commission, there are eight key competences for lifelong learning and those competencies are regarded as a must that all EU citizens should have for a successful life in a knowledge society. The first two of them are “communication in the mother tongue” and “communication in foreign languages” (Şahin and Hashim, 2007:1). Communication in the mother tongue is the ability of expressing and interpreting one's thoughts, feelings and facts in both oral and written form and also interacting linguistically in a proper way in various societal and cultural contexts such as education and training, work, home and leisure. Secondly, communication in a foreign language requires knowledge of vocabulary and functional grammar and an

awareness of the main types of verbal interaction and registers of that target language. Essential skills any foreign language learner will always need are the ability to understand spoken messages, initiate, sustain and conclude conversations; the ability to read and understand texts appropriately to the individual's needs; and the ability to use aids like printed materials, and electronic communicative tools. When all of these skills are considered, it is so obvious that vocabulary is at all levels of language learning process.

Daloğlu and Tekmen (2006) emphasize the utmost importance of foreign language vocabulary by adding that vocabulary is sometimes considered to be of greater importance than the acquisition of structure or grammatical rules. Moreover, some scholars of the field of language teaching developed entire methodologies which put vocabulary at the very heart of teaching/learning process such as Lewis's Lexical Approach. That example shows the growing interest in vocabulary as an indispensable part of teaching/learning process of any foreign language.

In the light of relevant studies on the importance of vocabulary in foreign language instruction, it can be concluded that vocabulary is a new and virgin area compared to other areas of language teaching and also it deserves much more attention and further research than it has got in the past. It is no sooner than the last three decades that researchers and scholars have become aware of vocabulary and begun to deal with it within separate studies.

2.4. Vocabulary Teaching in Practice

Nowadays, many of the people studying in the field of language teaching as a researcher, teacher, scholar or learner have come to realize that vocabulary is an important component of any foreign language instruction which is worthy of effort and investigation. It has gained popularity in the general field of English language teaching and learning. Now, there is a general agreement among vocabulary specialists that it is at the heart of *communicative competence*. However, there are still some issues to be

dealt with great care and they are the questions of “what to teach” and “how to teach” while facilitating vocabulary teaching/learning activities.

2.4.1. What to Teach

Basic question in the issue of teaching of vocabulary is the question of what it is to know a word. For Richards (1976), lexical knowledge is best conceptualized as a continuum, between being able to recognize the sense of a word and being able to use it productively. Today, it is commonly accepted by most of the scholars. During this process, a language learner should experience different aspects of any given word in order to reach a complete understanding of that single word. Those different aspects of any word are called as word knowledge types by the scholars and they suggest lists of word knowledge types.

Being one of those scholars, Schmitt (1995) presents a list of the word knowledge types that native speakers of any language typically possess and learner of that language is desired to possess. For him, there are 8 different types of word knowledge and they are “a word’s spoken form; a word’s written form; a word’s part of speech, derivative forms, and grammatical patterns; a word’s collocations; how frequently a word is used in a language; the many stylistic constrains which determine if a word is appropriate in a given context; a word’s conceptual meaning; and a word’s semantic network of associations” (Schmitt, 1995:87).

For Schmitt (1995), the development of the overall knowledge of a word occurs in the following steps. First step is the initial exposure. After coming across a specific word for repeated times, a learner may have an idea of that word’s possible meanings and also an impression of its form. Secondly, as the learner repeatedly comes into contact with and uses the word, understanding of the word’s form and meaning are strengthened, while the following word knowledge aspects: word’s part of speech, derivative forms and grammatical patterns are generally added. This process continues until the learner finally controls the collocational and stylistic aspects. The word’s conceptual meaning and semantic network of associations may be the last to be controlled since they seem to

require a great deal of exposure to a language (Schmitt, 1995). For some scholars, only a minority of foreign language learners; for some, none of foreign language learners can achieve native-like competence of these two aspects.

Ur (1999) similarly believes that the following aspects of a new vocabulary item must be taught to the students:

1. Form: pronunciation and spelling

A language learner has to know a vocabulary item's pronunciation (what a word sounds like) and its spelling (what it looks like). In vocabulary instruction, both of these aspects should be accurately presented by the language teacher and the language learner should try to store the forms of new vocabulary items strongly.

2. Grammar

The learner needs to be taught the grammar of a new vocabulary item such as a change of form in certain grammatical contexts- if there is one- or the way of connecting with other words in sentences. While teaching the base form, the learners should also be provided with this information.

3. Collocation

The collocations are another aspect of word knowledge that makes a particular combination sound 'right' or 'wrong' in a given context. They refer to the restrictions on how words can be used together. For example, 'urban, family, public or prior' can collocate with the word 'planning' but 'high, government or rich' cannot. Knowledge of collocations is vital for the competent use of a language.

4. Aspects of meaning (1): denotation, connotation, appropriateness

Denotation is the sort of definition given in a dictionary. The meaning of a word is what it refers to in the real world. In other words, the meaning of a word is its denotation; For example, *dog* denotes a kind of animal. Its connotation is the associations, or positive or negative feelings it evokes, which are not - most probably- indicated in a dictionary definition. The word *dog* has positive connotations of friendship and loyalty for most British people; whereas the

equivalent in Arabic has negative associations of dirt and inferiority. This example draws an understandable picture of appropriateness.

5. *Aspects of meaning (2): meaning relationships*

How the meaning of any vocabulary item relates to the meaning of others can also be emphasized in teaching. There are various meaning relationships and some of the main ones are:

- Synonyms: items that mean the same, or nearly the same
- Antonyms: items that mean the opposite
- Hyponyms: items that serve as specific examples of a general concept
- Co-hyponyms or co-ordinates: other items that are the “same kind of thing”
- Super-ordinates: general concepts that “cover” specific items
- Translation: words or expressions in the learners’ mother tongue that are equivalent in meaning to the item being taught.

6. *Word formation*

Vocabulary items can be broken down into their component “bits”. How these bits are put together is another teaching point- perhaps mainly for more advanced learners. The common prefixes and suffixes may be taught: for example, if learners know the meaning of *re-*, *in-* and *-hood*, this will help them guess the meanings of words like *reactivate*, *inability* and *parenthood* (pp. 23-24).

For Nation and Newton (cited in Coady and Huckin, 1997), one of the most functional criteria is *frequency lists* while searching for an appropriate answer for the question of what to teach in a vocabulary session of any foreign language class. Those frequency lists provide lists of most frequent and widely used words of a language. They may be highly useful especially at the early stages of learning a language because the finding of most frequency counts underlined the fact that the most frequent 2,000 headwords constitute at least 85% of the words on any page of any book no matter what the subject matter is. A greater coverage of spoken language can be provided by the same words and focusing on the high-frequency words can create more satisfactory learning results by language learners (Nation and Newton cited in Coady and Huckin, 1997). Nation and

Newton also add the ability to combine with other words, the ability to help define other words, the ability to replace other words, and other factors related to association and availability as extra criteria for determining the scope of a core vocabulary.

To sum up, if foreign language teachers have the chance of choosing a course book or preparing their own instructive material, determining their own course objectives, and the scope of the course, they had better determine clearly what to teach and not to teach. Choosing a suitable course book or preparing course material such as a pack which limits learning area, aiming to reach possible objectives, and drawing a specific scope of vocabulary items prevent teachers from spending their valuable time on endless lists of vocabulary and learners from being loaded with a lot of unnecessary, impractical vocabulary for their prior vocational or academic needs.

2.4.2 How to Teach

Language teachers are often unsure about how best to incorporate vocabulary learning into their teaching. Old ways of teaching new words in class or requiring students to memorize lists of vocabulary items seem old-fashioned in the context of current language programs. Language teachers have different alternatives which may create satisfactory learning output in different learning environments such as *incidental learning/teaching vs. intentional learning/teaching, receptive learning/teaching vs. productive learning/teaching, implicit learning/teaching vs. explicit learning/teaching, and deductive learning/ teaching vs. inductive learning/teaching.*

2.4.2.1. Incidental Learning/Teaching vs. Intentional Learning/Teaching

Learners can learn a new vocabulary item incidentally, in the sense of being a by-product of their main learning activity inside or outside the classroom, or they can follow an activity that is primarily intended to enhance their vocabulary knowledge. Thus, the distinction involves both where the learner's attention is concentrated and the pedagogical context in which the opportunity for learning is available. It is so obvious that incidental learning occurs in input-rich environments particularly through extensive

reading, but at a rather slow rate (Read, 2004). Hulstijn (cited in Read, 2004) makes a distinction between incidental and intentional vocabulary learning and the distinction comes from directing the participants' attention toward or away from vocabulary. He argues that, in the classroom context, incidental and intentional learning should be seen as complementary activities. This leads to two crucial implications for teaching:

Firstly, if learners have the opportunity of automatic access to a rich foreign language lexicon, psycholinguistic research indicates that "it is necessary to employ such unfashionable procedures as regular rehearsal of words, rote learning, and training in automatic word recognition as one component of vocabulary learning, particularly for beginner and intermediate-level learners" (Hulstijn cited in Read, 2004:148).

Secondly, for Laufer and Hulstijn (2001), learning tasks can be graded according to the level of vocabulary processing that they generate, especially when vocabulary learning is more incidental to classroom activity. The authors propose three factors and they are "the learners' need to achieve, a requirement that they search for information on the meaning or form of the word, and evaluation of how the information obtained applied to the particular use of the word in question" (Laufer and Hulstijn, 2001:5) . From an analysis of previous research, they found that tasks incorporating two or three of the factors led to better retention of the target vocabulary than those with only one factor. In experiments with adult learners in the Netherlands and Israel, learners who wrote compositions using a set of target words remembered them better than those who encountered the words in a reading comprehension task and, the learners who wrote the missing words in gaps in the reading text retained more of the words than those who just read marginal glosses.

2.4.2.2. Receptive Learning/Teaching vs. Productive Learning/Teaching

Webb (2005) mentions that the majority of vocabulary is learned through reading or listening in a receptive manner. Vocabulary instruction in the classroom is also likely to be quite receptive. Teachers usually tell learners the meaning of a word, provide a definition, or use the word in a sentence, but they scarcely ask students to use a new

vocabulary item, apart from spelling or pronouncing it. Vocabulary learning activities are also more likely to be receptive than productive. Looking up words in a dictionary, matching words with their meanings or definitions, guessing from context, and learning from word are more common receptive activities than productive activities, such as cloze exercises or writing tasks.

Receptive activities like the ones mentioned above are so popular because they are easier to design, grade, and complete than productive ones. However, it has never been demonstrated by any research or study in the field of language teaching that receptive learning is more effective than productive learning. Surprisingly, there are a few researches that compare receptive and productive learning and they indicate that the opposite may be true. However, research on learning word pairs sheds some light on this issue. The researches on learning from word pairs by Griffin & Harley (1996) and Waring (1997) suggests that the type of learning—receptive or productive—affects the type and amount of knowledge gained (Webb, 2005). In other words, if the learners are presented words receptively, then they are more likely to gain significantly more receptive knowledge. Reversely, productive learning leads to larger gains in productive knowledge (Webb, 2005). This provides a possible explanation for why a learner's receptive vocabulary may be larger than his or her productive vocabulary because most of vocabulary learning in language classrooms is predominantly receptive so that learners are more likely to gain receptive knowledge than productive knowledge.

2.4.2.3. Implicit Learning/Teaching vs. Explicit Learning/Teaching

Explicit learning is input processing with the conscious intention to find out whether the input information contains regularities and, if so, to work out the concepts and rules with which these regularities can be captured. “Implicit learning is input processing without such an intention, taking place unconsciously” (Hulstijn, 2005:131). Learning is often defined with reference to the nature of the knowledge learned. Then explicit and implicit learning can be defined as the learning of explicit and implicit knowledge, respectively.

Ellis (cited in Hulstijn and Schmidt, 1994) claims that the perceptual aspects of new words such as acquiring their phonetic and phonological features are learned implicitly as a result of frequent exposure. Moreover, the motor aspects of the articulation of word forms develop implicitly as a result of practice. However, the meaning of words is learned explicitly because this requires conscious processing at the semantic and conceptual levels and paying attention to the form-meaning connections.

For Ellis (1995), *implicit learning* is acquisition of knowledge about the underlying structure of any complex stimulus environment by a process which takes place naturally, simply and without conscious operations. Reversely, *explicit learning* is a more conscious operation where the learners makes and tests hypotheses in a search for structure. He also adds that *implicit vocabulary learning hypothesis* suggests that the meaning of a new word is acquired by the learners totally unconsciously as a result of abstraction from repeated exposures in a range of contexts. On the other hand, *explicit vocabulary learning hypothesis* advocates that learners' acquisition of new vocabulary can be facilitated by the use of a range of metacognitive strategies such as noticing that the word is unfamiliar, making attempts to infer the word from context (or acquiring the definition from consulting others or dictionaries or vocabularies), or making attempts to consolidate this new understanding by repetition and associational learning strategies such as semantic or imagery mediation techniques (Ellis, 1995:5-8).

2.4.2.4. Deductive Learning/ Teaching vs. Inductive Learning/Teaching

Gollin (1998) describes deductive learning/teaching as the application of a general rule to particular instances. Language learning is most clearly carried out in a deductive manner when a teacher gives an explicit statement of the rule, which the students then apply to examples. A deductive approach to language learning/teaching is most closely associated with the grammar-translation method of teaching languages.

On the other hand, inductive learning/teaching involves inference from the particular to the general. When a child acquires its first language by inducing the rules from

exposure to the language in use, s/he subconsciously follows an inductive way of language learning. Contrary to deductive learning/teaching, an inductive approach is considered to have characteristic of Audio-lingual, Direct method, etc. where meaning and grammar were not explicitly explained but they were induced from carefully graded exposure to and practice with examples in situations and substitution tables (Gollin, 1998).

In spite of being clearly independent in principle, deductive and explicit learning/teaching vs. inductive and implicit learning/teaching tend to coincide in practice. Explicit learning/teaching is always the result of deductive learning/teaching because of giving the rules before any examples. On the other hand, implicit learning/teaching triggers inductive learning/teaching where the rules are presented by means of some examples and the language learners are encouraged to formulate their own rules by inducing them from those examples (DeKeyser, 1994).

As a conclusion, no one can claim the superiority of one of these learning/teaching ways over the others. The language teacher should employ one or more of them at a time for guarantying a successful teaching/learning activity.

2.5. Vocabulary Teaching Techniques

According to Longman Dictionary of Contemporary English (New Edition), the word “technique” means “a special way of doing something” (Longman, 2009:1811). In the field of language teaching, *technique* can be described as a particular trick or strategy which is used to reach an immediate instructional objective and also as the smallest component of the triangle of “approach-method-technique” (Richards and Renandya, 2002:6). *Vocabulary teaching techniques* are actions taken by the language teacher to teach or practice target vocabulary. Thus, a teaching technique is teacher-initiated.

Although scholars have proposed various vocabulary teaching techniques to be a remedy for successful vocabulary instruction, there is not a certain consensus on which vocabulary teaching technique/s is/are the best to obtain satisfying results during

vocabulary instruction. Consequently, language teachers have tried to employ different techniques at different times as much as possible for finding the most appropriate technique for their own learners because of the nature of learning.

Cross (1991), Nation (1990, 2001), Gairns and Redman (1986), and Allen (1983) are among a number of authors who have described techniques of vocabulary teaching (Öztürk, 2005). However, there has not been any considerable attempt to collect vocabulary teaching techniques in a taxonomy. In such a taxonomy, it might be useful to draw a three-way distinction between presentation techniques, practice techniques and strategy training techniques (Öztürk, 2005).

2.5.1. Presentation Techniques

According to Cross (1991) and Nation (1990), *Presentation techniques* are those that introduce the target vocabulary for the first time. These involves either presentation of the meaning (i.e. concept) or the form (cited in Öztürk, 2005).

Ur (1999) suggests different techniques of presenting the meaning of new vocabulary:

- Concise definition (like the definition given in a dictionary: first meaning and then an example representing that vocabulary item)
- Detailed description (description of appearance, personal qualities, feelings that vocabulary item can arouse...)
- Examples (providing some examples which are regarded as hyponyms of the target vocabulary item)
- Illustration (using some pictures, objects, etc... in order to make the learner visualize target vocabulary item)
- Demonstration (explaining the meaning of target vocabulary item by acting or miming)
- Context (providing the learners with text or sentence in which the item occurs)
- Synonym (providing the learners with synonyms of the target vocabulary)
- Opposite/ (antonyms) (providing the learners with antonyms of the target vocabulary)

- Translation (giving the equivalents of target vocabulary item in the learner's mother language)
- Associated ideas, collocations (making the meaning of target vocabulary item clearer by talking about related ideas or listing possible collocations) (p. 24).

Thornbury (2002), firstly, considers how many words should be presented during a single lesson. This is closely connected with several factors:

- The level of the learners – beginner, intermediate etc.
- The learners' familiarity with the words – have they come across these words or are they completely new?
- Difficulty level of vocabulary – are the words abstract, are they easily pronounced, can similar words be found in the learner's native language etc.?
- Can the words be easily demonstrated?
- Shall the language teacher use realia or anything that the learners can become familiar with?
- Can pictures be used to elicit vocabulary? (p. 75)

Then, he suggests a set of choices to present the meaning of new vocabulary item. The meaning can be presented through:

- translation
- real things
- pictures
- actions/gestures
- definitions
- situations (providing the learners with examples of situations in which the target vocabulary item can be used) (p. 77)

Murcia (1991:301-302) lists different techniques used in presenting new vocabulary as follows:

- Visual Aids (Pictures, Objects, Posters, Charts, Graphics and etc.)
- Word Relations (Synonyms, Antonyms, Collocations)
- Pictorial Schemata (Venn diagrams, grids, tree diagrams, or stepped scales)
- Definition, Explanation, Examples, and Anecdotes
- Context
- Word Roots and Affixes

The language teacher may employ some of these presentation techniques which help him/her to reach desired instructional objectives as much as possible during classroom activities.

2.5.2. Practice Techniques

The second group of techniques is *practice techniques* and they involve classroom review of the previously presented vocabulary. The practice techniques are procedures which aim to make learners review vocabulary items for consolidating them in long-term memory. According to the principle of “expanded rehearsal” (Schmitt in Takač, 2008:21), it is necessary to review new vocabulary items right after initial learning and then at gradually increasing intervals (e.g. 5-10 minutes after learning, then 24 hours later, a week later, a month later and finally 6 months later). The teacher’s task is to provide learners with opportunities for practising and connecting words in various ways and to stimulate them to retrieve words from memory and use them for all language skills. Principles of memorising words may serve as guidelines in planning and selecting tasks and activities at this stage of vocabulary teaching.

Takač (2008) suggests these practice techniques which are most frequently mentioned in the literature.

- Mechanical repetition of words. Deep level processing or loud repetition is helpful for memorisation of a word.
- Copying words. Copying can help memory if the process is accompanied by loud repetition or visualisation of its meaning.

- Word manipulation. Matching words and their definitions, grouping words, finding the odd one out, etc. are examples of such manipulation tasks.
- Integrating new words with the already known. Semantic Elaboration, semantic feature analysis, semantic mapping, ordering or classifying words and pictorial schemata such as grids or diagrams can be a good example for such kind of activities. By means of these activities, linguistic pre-knowledge and knowledge of the world are activated and a link between new words and already known words are created. In this process, new vocabulary items become more meaningful and organised, and also easier to learn.
- Creating mental images by drawing diagrams, illustrations of meaning etc.
- Personalisation. In order to make the target vocabulary mentally 'real' personalisation can be employed and it can be achieved by giving personal examples such as relating a word to real events or personal experience, etc.
- Tasks for word identification. With the help of these tasks, learners are monitored to pay attention to specific lexical items and to recognise their form. Some examples of these tasks are finding words in a text, working on a 'word snake' puzzle, solving anagrams, etc.
- Tasks for recalling words from memory. Acting the word out, replacing the word with its synonym or antonym, giving a definition, translation, cross-word puzzles, etc. are all examples of such tasks. Reading and listening activities can also stimulate word identification.
- Tasks for expansion of lexical knowledge. Analysis of word formation, analysis of grammar categories and forms, highlighting collocations are examples for expansion tasks. These tasks provide additional information on lexical items in order to cover as many components of lexical knowledge as possible.
- Productive use of words. Using vocabulary in a meaningful context make learners create mental links. Sample activities can be completing sentences or texts with words offered or not; using words in sentences, conversations, stories, etc.; or various games such as Hangman, I spy, Bingo). (pp:21-23)

All of the activities mentioned above offer learners opportunities to encounter words many times and in different contexts. Employing various tasks and providing multiple encounters of a word ensure a more systematic coverage of various aspects of lexical

knowledge and help learners to build up an adequate lexical knowledge and consolidate it in long-term memory.

2.5.3. Strategy Training Techniques

The third group of techniques includes *strategy training techniques*. The purpose of strategy training is to teach learners techniques for further independent vocabulary learning. Language learners need to be supported in their own discovery of lexical items, in finding ways of expanding their lexical knowledge.

For Gu (2003), guessing from the context, dictionary use, word-formation, and note-taking are the most common techniques facilitated by the language learners for expansion of vocabulary outside the classroom.

- *Guessing from the context.* This technique involves putting the vocabulary items into a meaningful context and developing the relationships between words. If a learner does not know the meaning of a word in a text, s/he may guess the meaning with the help of general understanding of the text or neighboring known words (Gu, 2003:4).
- *Dictionary use.* The idea underlying this technique is that a reference book such as a dictionary containing the meanings of new words helps the learner who does not know what those words mean. Moreover, the physical action of looking up the words somehow helps learners remember the meanings at later times (Oxford and Crookall, 1990:579).
- *Word-formation.* The knowledge of roots of target vocabulary can assist in vocabulary development. In other words, it helps learners to predict or guess what a word means, to explain why a word is spelt the way it is, and to remember the word by knowing how its current meaning evolved from its metaphorical origins (Gu, 2003:4).

- *Note-taking.* A language learner had better take notes after getting information about a new word. Those notes can be in the form of vocabulary notebooks, vocabulary cards, or simply notes along the margins or between the lines. Learners can be categorized as good or poor learners as regarding what they do in note-taking, when they take notes, and how they take notes (Gu, 2003:4).

With the help of those strategy training techniques, the language learners may perform some extracurricular activity as a self-study within their spare times and may broaden their vocabulary.

2.5.4. Other Techniques

In addition to the techniques mentioned above so far, there are also some other vocabulary teaching techniques such as mnemonics, physical response, and physical sensation.

- *Mnemonics.* *Keyword method* is one of the most studied mnemonics in which target vocabulary is remembered by being linked to a keyword, a sound-alike native word (the acoustic link), through an interactive image that involves both the foreign word and the native word (the imagery link). There are two versions of keyword method. A verbal version of the keyword method differs from the imagery version only at the last stage. At the last stage, a sentence, instead of an interactive image, is made up in the learner's mother tongue that involves the keyword (Atkinson cited in Gu, 2003:16).
- *Physical response.* Use of physical response involves physically acting out a new foreign language vocabulary in order to provide an appropriate context for that vocabulary item. The Total Physical Response (TPR) method embodies and popularizes this technique for foreign language learning. According to the linguistic theory of TPR, language can best be learned when words are linked with physical movement, because any physical movement can activate different

parts of the brain and stimulate the learner's schemata in multiple ways (Oxford and Crookall, 1990:579).

- *Physical Sensation*. This technique provides a small amount of context in terms of a physical association with a new word and it is related to biofeedback. That is, awareness of highly specific physical sensations such as heat/coolness, or smoothness/roughness and etc. help people to monitor and alter their own mental or physical state (Oxford and Crookall, 1990:580).

A number of techniques can be adapted to present new vocabulary items in vocabulary instruction. Some of those techniques are more popular and more often used than others. Moreover, it is up to the teacher which techniques to use but always the effectiveness, succession and relatedness of teaching should be considered. During vocabulary instruction, the teacher should try to employ a variety of teaching techniques and activities in order to cater for individual learning styles and to break the classroom routines. It is highly important to encourage learners' active participation in vocabulary learning and cooperation with their peers and the teacher.

In this study, during ten-week-classroom application process, all instruction procedures were prepared mostly under the influence of the Lexical Approach of which theory of the nature of language sees foreign language teaching as a process of building blocks of language learning and communication on lexis rather than grammar, functions, notions or some other aspects of language. Among those previously mentioned ways of teaching/learning vocabulary such as incidental learning/teaching vs. intentional learning/teaching, implicit learning/teaching vs. explicit learning/teaching, and receptive learning/teaching vs. productive learning/teaching, none of them was favoured over the others. In order to create a satisfactory teaching/learning environment, all of those ways were employed when they were needed. For a meaningful presentation stage of the target vocabulary, contextualization was preferred as an application of Lexical Approach rather than isolated presentation techniques and vocational texts related to the field of psychology were employed in order to narrow the scope of target vocabulary from more general ones to more specific- vocational ones. Matching, sentence

completion, and productive use of words were practice techniques for guarantying comprehension of the target vocabulary. Lastly, as a strategy training technique, guessing the meaning of vocabulary items from context was favoured within the instruction process (see Appendix D).

2.6. The Use of Vocational Texts in Vocabulary Instruction

2.6.1. Vocational Text as a Context

Presenting a new vocabulary item in context is one of the most effective contemporary techniques for teaching vocabulary among many other techniques and approaches to teaching and learning vocabulary. Most of the scholars such as Ur (1999) and Murcia (1991) add *context* to their lists of presentation techniques for target vocabulary. According to a commonly accepted definition, *context* is described as the textual or discorsal place in which a particular word or structure can be found. From this perspective, so many things can be examples of context such as pictures, diagrams or charts, foreign language synonyms or antonyms, dictionary definitions, written texts such as literary pieces or an ordinary piece of written material from daily life.

Among various text types such as *authentic texts*, *simplified texts*, or *specialized texts* - in other words *vocational texts*-, the last one is chosen as a form of context for this study because it seems logical that contextualizing the students' learning within their domains of study could create the relevance of the language they are learning to their lives, particularly academically. Thus, learning will be more relevant to their study and their real life.

According to numerous studies performed by different scholars such as Peretz and Shoham (1990), Ward (1999) and Gavioli (2002), the language learners prefer texts on topics that are related to their field of study and that they rate tests based on such topics as being easier than texts based on topics that are related to other subjects (Hunt and Beglar cited in Richards and Renandya, 2002). Moreover, they are so eager to study on vocational texts whereby they can see the meanings and uses of particular lexical items

in their field of study. Considering those studies, in this study, it is aimed to use vocational texts as the overall context for teaching/learning activities while performing a reading comprehension course in English as the target language.

2.6.2. Vocational Text

In the vocabulary literature, there have been many attempts to make a comprehensive distinction between different types of vocabulary and some authors such as Nation (2000), Nation and Kyongho (1995) tried to distinguish between general, academic, technical, and low frequency vocabulary.

For Nation (2000), there are four basic dimensions of vocabulary: *high frequency words*; *academic vocabulary*; *technical vocabulary*; and *low frequency words*. *High frequency words* are the most frequent 2,000 words of English. High frequency vocabulary constitutes about 80% of the running words of academic texts and newspapers, and about 90% of conversation and novels. Moreover, it includes all of the function words of English and also the majority of content words (Nation, 2000). The next dimension is *academic vocabulary* which is like a specialized extension of the high frequency words. It covers on average 8.5% of academic text, 4% of newspapers and less than 2% of the running words of novels. Academic vocabulary is common to a wide range of academic fields but it is not like *technical vocabulary* because of not being associated with just one field. However, it is more closely related to high frequency vocabulary than to technical vocabulary. The third dimension of vocabulary is *technical vocabulary* and it covers about 5% of the running words in specialized texts. It occurs frequently in a specific subject area rather than in other fields (Nation, 2000). Technical vocabulary is largely of interest and use to people who do their studies in a specialized field. It appears with relatively high frequency in a limited range of texts in each academic discipline. The fourth level of vocabulary consists of all the remaining words of English, the *low frequency words*. There are thousands of these words and they typically cover around 5% of the running words in texts.

Nation and Kyongho (1995) made a similar distinction vocabulary and divided vocabulary into four basic levels: *high frequency* (or *general service*) *vocabulary*, *sub-technical* or *academic vocabulary*, *technical vocabulary*, and *low frequency vocabulary*. *General service vocabulary* are the words that are frequently employed in most uses of the language. It includes the most useful function words such as *the*, *of*, *be*, *because*, and *could*, and content words like *stop*, *agree*, *person*, *wide*, and *hardly*. *General service vocabulary* occurs frequently across a wide range of texts and it constitutes nearly 75% of the running words in non-fiction texts and around 90% of the running words in fiction texts. Secondly, *academic vocabulary* consists of words which are not in the GSL but occur frequently over a range of academic texts. The *academic vocabulary* contains over 800 word families and it gives an 8.5% coverage of academic texts, 3.9% coverage of newspapers, and 1.7% coverage of fiction. The value of such a vocabulary is shown by its impressive 8.5% coverage of academic texts. On the other hand, its low coverage of non-academic texts shows its specialized nature. Thirdly, *technical vocabulary* occurs with very high or moderate frequency within a very limited range of texts or just within one text. For instance, in economics texts, the readers find words like *isocost*, *utility*, and *duopoly* occurring frequently. They are unlikely to occur at all or with high frequency in other kinds of texts with the same meaning. Lastly, *low frequency vocabulary* consists of words that occur with low frequency over a range of texts (Nation and Kyongho, 1995).

As regarding these distinctions of vocabulary, it can be inferred that a vocational text is a type of text which consists of specific technical vocabulary related to a specific subject area or discipline. Every subject area has its set of technical terms which are an intrinsic part of the learning of the discipline itself (Liliana, 2008). These technical terms or vocabulary should arise in an appropriate context and a vocational text - in other words, a specialised text- can provide the necessary context for those technical vocabulary terms. For Sánchez-Gijón (2009), a specialised text is both the medium and the product of specialised communication and it mostly occurs between experts of a specific field, discipline or vocation (Sánchez-Gijón, 2009).

2.6.3. Advantages and Disadvantages of Using Vocational Text

Nation (1993) highlighted some key points in his summary on ESL/EFL vocabulary teaching/learning. First point is that a person's skill with words is related to his or her vocabulary size. Secondly, it is related to fluent access to the vocabulary with which s/he is familiar. Thirdly, to know the high frequency and general academic vocabulary in English is not adequate, but that person must also try to learn the specialized technical vocabulary that is peculiar to a particular field of study (Nation, 1993). Nation mentions that for most of scholars in the field of language teaching, taking into consideration the importance of specialized technical- or in other words vocational- vocabulary and establishing the vocabulary instruction on a ground as regarding the language learners' field of study result in various advantages and some disadvantages.

2.6.3.1. Foreign Studies

In a study carried out by Peretz and Shoham (1990) with 177 advanced students of English from the faculties of Humanistic/Social Science and Science/Technology at Ben Gurion University on the effects of topic familiarity in reading comprehension, the results indicate that language learners feel more comfortable with a text on a topic which is related to their field of studies and they feel more threatened if the text is on a topic from an unfamiliar field of study. Moreover, the learners rate the assessment tests based on familiar topics as being easier than the tests based on unfamiliar topics from other subject fields (Peretz and Shoham, 1990). As regarding these comments, it is obvious that language teachers can employ vocational texts for facilitating different types of teaching/learning activities, for vocabulary teaching as well.

In his study named "The Impact of Content-Based Instructional Programs on the Academic Progress of ESL Students", Kasper (1997) assessed the effect of content-based instruction by comparing the subsequent academic performance of ESL students who were enrolled in content-based courses with the subsequent performance of ESL

students who were not enrolled in such courses during the same semesters. At the end of the study, Kasper (1997) states that discipline-based texts encourage learners to construct schemata, help to increase metacognition of the reading/writing processes, and lead to the use of efficient comprehension strategies. When learners work on a discipline-based text, they learn something new about both the English language and the academic discipline they do their studies on. Next, they should assimilate this new information to their existing knowledge base which requires them to form new schemata and to accommodate existing schemata.

Moreover, while trying to understand discipline-based texts, learners learn to focus on the overall meaning and try to make connections with information present in their existing knowledge bases (Kasper, 1997). As a result, those texts which can be also called as vocational texts as well as discipline-based texts engage learners in a cognitive/intellectual interaction which helps to develop proficiency in different language skills one of which is certainly vocabulary learning/retention skill.

In a similar study named “A Study of Vocabulary Learning Strategies Adopted by Dentistry Students in Hong Kong in Learning Specialized Dental Vocabulary”, Loong and Chan (2012) searched for answer of the research question: *What is the students’ perception of the usefulness of the training in their medical/ dental vocabulary acquisition?*. They worked with 54 Bachelor of Dental Surgery first year students within a 12-week English for Academic Purposes (EAP) course. The basic aims of the course were to introduce strategies for studying dental/medical terms and to practice academic discussion and oral skills. In other words, the course aimed to help students develop their ability to read, understand and remember specialized dental/medical terms, appreciate the logical method in analysing the terms and also pronounce them accurately.

In order to investigate students’ perception of the usefulness of the strategy training in their medical/dental vocabulary acquisition in the EAP course, the researchers randomly chose some interviewees among the participants and the interviewees were asked to describe their vocabulary learning experiences. Some of the interviewees stated that the

methods they used to employ while dealing with the general vocabulary did not work anymore in the university with technical terminology in the Dentistry Faculty. Moreover, it was obvious that the students showed progress in test scores in the pre-test and the post-test. They demonstrated better understanding of the meaning of medical/dental prefixes, roots, and suffixes and their abilities in explaining such technical terms using lay language had also improved. Loong and Chan (2012) reported that not only was the overall mean score for the post-test statistically higher than that of the pre-test, but also the mean scores of each sub-section of the post-test were also higher than those of the pre-test statistically.

In another study conducted by Zarein-Dolab (2008), a 3-unit general language course was examined whether teaching general language will be as effective as medical language while assessed through recall of general and medical vocabulary and text structure knowledge. The course is dedicated to general language in medical universities and the vocabulary and text structure of the courses have usually no relation to medical language. For the study, an experimental study was designed, in that, 145 third year students who had participated in the 3-unit general language classes in the first year of their General Practitioner (GP) program were selected and had a 60 Multiple Choice Question tests. The 60 MCQ tests consisted of 30 questions of general language, 25 vocabulary and 5 comprehension questions and also 30 questions of medical language, 25 technical and semi-technical vocabulary and 5 comprehension questions. According to the results of the study, it was indicated that memory retention was significantly lower in general language than medical language. The technical and semi-technical vocabulary items were significantly better recalled and the medical text was significantly better understood by the participants.

2.6.3.2. Domestic Studies

In their comparative study into the challenges of teaching technical vocabulary encountered while teaching at a Technical Science College in Turkey and at University

Malaysia Pahang, Malaysia, Sahin and Hashim (2007) emphasize that teaching and learning of technical vocabulary is of high importance for the students of technical and vocational fields. Since the departments of their training organisation are technical based, teaching technical terms become a very important aspect of both language education and technical training. In their study, technical vocabulary refers to the vocational terms used in the technical departments of their training organisations. During the study, the lecturers have mostly focused on the “heavily used” terms in each vocational or technical department.

According to their findings, all of the teachers think that they face difficulties in teaching technical vocabulary in grammatical forms because learners may get confused with the technical words when they try to use them in tenses, or they are usually confused on how to use the forms of technical verbs correctly especially in different tenses. Moreover, they cannot distinguish the used word or verb in a jumbled text of tenses in a report or article. All the teachers agreed that they need more confidence when teaching technical vocabulary. They added that one of their basic needs is efficient amount of exposure on the correct use of technical vocabulary. More than half of the teachers felt that learners have difficulty in understanding and using the technical vocabulary and most of the teachers advised to put emphasis on the different vocabularies needed by each engineering faculty, because each field is different on its own and it should be noted that categories of vocabulary according to each faculty should be determined. Generally all the lecturers proposed to teach vocabulary in context and also to teach technical vocabulary in a meaningful context of vocational or technical texts (Sahin and Hashim, 2007). As a conclusion for this study, it can be said that in spite of having some challenges, teaching technical vocabulary creates some satisfactory results in vocabulary instruction.

In her study named *Teaching Vocabulary with Reference to ‘Military Texts’ at the Military Academy*, Özdil (2000) applied a questionnaire on one hundred cadets who had been attending a reading course of three-hours per week in their fourth year at the Military academy. The fundamental purpose of the study was to draw attention to the weaknesses or problems that the cadets have in vocabulary learning throughout the

reading course for which the language teachers employ reading texts about military issues from a book named “English Studies Series 5: Military Texts”. The cadets were given a 17-item questionnaire in English accompanied with the Turkish translation in order to prevent misunderstanding and also misleading results. At the same time, ten instructors were given a 10-item questionnaire, as well.

According to the results of the study, 67% of the cadets were satisfied with the military content of their book which is composed of military articles- or in other words vocational articles. For another item of the questionnaire, 72% of the cadets agreed that it is useful to deal with military issues in the course book as far as their future career is concerned. 73% of the cadets said ‘Yes’ for an item about the importance of understanding the meanings of military terms and expressions, as well as those of other vocabulary items in the comprehension of texts. When they were asked whether they had understood the whole military texts easily or not, 49% of them said ‘Sometimes’; 28% of them said ‘Yes’; and 23% of them said ‘No’. 25% of the cadets mentioned the texts’ containing too many vocabulary items including the military ones as the only reason for not being able to comprehend the texts. On the other hand, 70% of the instructors emphasized that it is beneficial for the cadets to study on such a course book which comprises texts concerning military issues. Moreover, 30% of the instructors reported ‘vocabulary’ as the most vital feature for reading such texts. Thirdly, 50% of them admitted that the cadets sometimes had had difficulty in understanding the texts and 40% of them claimed that the reason for not being able to comprehend the texts was vocabulary (Özdil, 2000). In the light of all these data, it can be concluded that in this study, the participants, both the cadets and the instructors were satisfied with the vocational content of their book although they highlighted the difficulty of dealing with such kind of texts and also specialized vocabulary related to a specific field of vocation.

All of these foreign and domestic studies underline the utmost importance using a vocational text which is used as an umbrella term for all of those mentioned text types above in our study such as discipline-based text, subject-related text or specialized text and also includes technical vocabulary with topic relevance to the any field of study.

CHAPTER III METHODOLOGY

The purpose of the present study is to determine the role of using vocational texts in vocabulary teaching. The study was conducted with the second grade students of the Psychology Department at the faculty of Science and Arts at Ondokuz Mayıs University. In order to reveal both positive and negative effects of using vocational texts during vocabulary instruction, a group of students from the Department of Psychology at the Faculty of Science and Arts were taught some previously-chosen target vocabulary items which occur in ten different vocational texts from the field of psychology. At the end of the study, the difference between the students' scores of pre-test and post-test was examined.

Accordingly, this study tested the following five hypotheses:

1. There will be a significant difference between the students' performances at the beginning and at the end of the instruction in terms of recognition and retention of target vocabulary items.
2. There will be a significant difference between genders in terms of the already acquired target vocabulary items at the beginning of the instruction.
3. There will be a significant difference between genders in terms of the progress level for learning/remembering the target vocabulary following the instruction.
4. There will be a significant difference between the students' already acquired vocabulary in terms of high school type they have graduated from at the beginning of the instruction.

5. Graduation from different types of high school will create a significant difference in terms of the progress level for learning/remembering the target vocabulary following the instruction.

In this chapter, the study design, subjects, materials and data collection procedure will be described respectively.

3.1. Method

In order to test the hypotheses of the study and determine their passive knowledge of the target vocabulary items, fifty students from the Department of Psychology at the Faculty of Science and Arts were given a pre-test at the very beginning of the study. The pre-test (see Appendix A) included seventy questions with five options which consist of seventy one target vocabulary items.

Target vocabulary instruction was performed in ten sessions during ten weeks. Each week, the students studied independent texts within three class hours (one class hour = 45 minutes). Vocational reading texts, each of which includes some target vocabulary items, were handled through the Lexical Approach. Contextualization was preferred as the presentation technique for a meaningful presentation of those texts. The presentation stage had two phases and during the first phase of the presentation stage, the students dealt with the texts as following the principles of incidental, implicit, inductive and receptive learning methods rather than intentional, explicit, deductive and productive learning methods. However, in the second phase, the latter ones were favoured. As a reading comprehension activity, the students were asked for dealing with reading comprehension questions provided by the course book and a vocabulary consolidation, practice and production activity which includes a matching exercise, a sentence completion exercise and lastly a sentence formation exercise. The teaching process and also the study were conducted by the same researcher. After the ten weeks of teaching

process, the students were given the same pre-test as a post-test. The analysis of the post-test results was used to verify the hypotheses of this quasi-experimental study. In addition, in order to enrich the scope of the study in terms of qualitative meaning, a group of eight students (six female and two male) were chosen randomly and asked for joining an interview session. In the interview, the randomly-selected students were asked five questions about the quality of the instruction material, text choice, difficulty level of the texts and target vocabulary items, contribution of the texts and the study to the students' general English knowledge. The interview results were used to make a qualitative analysis of the study.

3.2. Participants

The population of the study consists of fifty second grade students attending the Department of Psychology at the Faculty of Science and Arts at Ondokuz Mayıs University in 2011 – 2012 academic year. Forty three female and seven male students participated in the study and it was carried out during the fall semester of 2011 – 2012 academic year. The high schools the students had graduated from were Anatolian High School (thirty of the students from Anatolian High School); Anatolian Teacher Training High School (three of them from Anatolian Teacher Training High School); and High School (seventeen of them from ordinary High School).

3.3. Materials

The materials used in the study were a pre-test/post-test, ten independent vocational texts selected from a course book named “Psychology for All- Developing Reading and Writing Skills in Psychology” which is a publication of Maltepe University Publishing, and ten vocabulary consolidation, practice and production activity sheets. The vocabulary test which was used as pre-test and also post-test involved seventy multiple

choice questions which aim to assess the comprehension of seventy one target vocabulary items. The given five options for each question included a correct option and four other distractors which were also randomly chosen among target vocabulary items (see Appendix A). The target vocabulary items were selected from the texts as regarding the criterion of being specialized vocabulary. The chosen target vocabulary items were checked by looking their meanings up in the dictionary and also by consulting 4 instructors from the Department of Psychology about the target vocabulary items' being specialized or not. It was ensured that they all included specialized or technical vocabulary related to the field of psychology itself (see Appendix B).

3.4. Data Collection Procedure

In order to see the vocabulary level of the students in terms of target vocabulary at the very beginning of the study, a pre-test for target vocabulary was administered to the students. The pre-test was implemented by the researcher on the twenty-eighth of September within two class hours (ninety minutes). At the very beginning of the study, the students were informed about some applications, or techniques such as using contextual clues, dictionary use, synonym, antonym, or guessing from the context etc. which they would need during learning/teaching activities. During the following ten weeks, the students were expected to come to the class by having read the text of that week at least once.

Each week, the students studied the text of that week by following the same steps of any standard vocabulary lesson. Firstly, the teacher performed a short warm-up session with the help of some provoking questions about the topic or title of the text in order to prepare the students for the following activities. Then the teacher presented the target vocabulary by writing them on the board; asked the students whether they have seen them before; if 'yes', where they have seen; and whether they know the meaning of those target vocabulary items, and got their predictions. Most of the time, it was observed that only a few of the students got an idea of the meaning of target vocabulary

items. Next, the students read the text of the week and they were expected to pay attention especially to those vocabulary items. After reading the text once, the teacher wanted the students to deduce the meaning of the emphasized target vocabulary items from context and got their answers. Some of the students could manage to do close predictions. Later, the meanings of target vocabulary items were taught by using some techniques such as definition, grouping, collocations, explanation, demonstration, synonym or antonym or at last translation. The teacher asked the students to read the passage once more and reinforced target vocabulary teaching. Lastly, the students did the reading comprehension exercises provided by the course book.

For vocabulary consolidation, practice and production session, the teacher distributed the target vocabulary items consolidation, practice and production sheets and asked the students for completing the exercises on their own. As a consolidation activity, the students were expected to do a matching exercise and a completion exercise for practice activity. As a production activity, the students were asked for choosing two-three of the target vocabulary items and try to write their own sentences by using those target vocabulary items. At the end of the session, the teacher checked the answers and put an end to the class.

The post-test (which was conducted at the beginning of the study as pre-test) was applied one week after the end of the ten-week-teaching process on the twenty-eight of December. After gathering necessary data, they were analysed in order to specify the role of using vocational texts in vocabulary teaching in a broad perspective and to test the previously mentioned hypotheses of the study specifically. Statistical devices such as T-test, One-way ANOVA, and Least Significant Degree (henceforth LSD) tests were used to find out necessary statistical data like mean, standard deviation, frequencies, or percentage; and Statistical Package for Social Sciences 17.00 (henceforth SPSS) was used for making calculations. As a last data collection procedure, an interview session was conducted with eight randomly-selected students.

3.5. Data Analysis Procedure

3.5.1. Quantitative Data Analysis Procedure

In the evaluation of the quantitative results, the first step was calculating each of the students' correct answers for the pre-test and also for the post-test. In other words, according to the distribution of 71 target words within the tests, the correct answers out of 70 questions was calculated for every student individually for the tests separately. Each correct answer was given '1' point. Therefore, the maximum score on both the pre-test and the post-test was 70 points.

On getting all the raw scores of the pre-test and the post-test, the means and standard deviations on the pre-test and the post-test were calculated. Next, the mean scores of the tests were compared by the application of T-Test. T-Test was applied in order to compare the differences within the scores of the students for the pre-test and the post-test; the differences within the scores of the male and female students for the pre-test and the post-test. On the other hand, One-way ANOVA analysis was used in order to explore whether there was a significant difference among the students who had graduated from different high schools and LSD test was used for identifying which high school type/s created that significant difference. All the results were compared at the either '0,01' or '0,05' level of significance. The software used for the data analysis was SPSS 17.00.

3.5.2. Qualitative Data Analysis Procedure

In order to gather some qualitative data, six female and two male randomly-chosen students were asked for joining the interview session and answering the following questions which were written in Turkish in order to avoid any misunderstanding on the part of the students and also misleading results:

1- Uygulama esnasında kullanılan ders materyalinizin içeriğinden memnun musunuz?

(Are you satisfied with the content of the instructional course material?)

2- Mesleki parçalar yerine daha genel parçalar üzerinde çalışmayı tercih eder miydiniz?

(Would you have preferred to study on more general texts instead of vocational ones?)

3- Uygulama için seçilen parçaları anlamakta zorluk çektiniz mi? Cevabınız 'evet' ise; hangi kısımları anlamakta zorluk çektiniz?

(Did you have any difficulty in understanding the chosen texts? If 'Yes', at which parts did you have difficulty in understanding?)

4- Uygulama için seçilen parçaları anlamak için diğer kelimelerin olduğu kadar mesleki terimlerin anlamının bilinmesinin de önemli olduğunu düşünüyor musunuz?

(Do you think that understanding the meaning of the specialized vocabulary items as well as those of the other vocabulary items are of vital importance in comprehending the chosen texts?)

5- Mesleki konularla ilgili ve mesleki terimlerin geçtiği parçaların yabancı dil becerinize olumlu bir katkısı olduğunu düşünüyor musunuz?

(Do you think that the chosen texts related to vocational topics and including vocational terminology contributed to your foreign language skill positively?)

In the evaluation of the qualitative results, the responses of six female and two male randomly-chosen students to the interviewer's questions about the quality of the instruction material, text choice, difficulty level of the texts and target vocabulary items, contribution of the texts and the study to the students' foreign language skill were interpreted to make a qualitative analysis of the study.

CHAPTER IV DATA ANALYSIS

As stated before, the present study aimed to determine the role of using vocational texts in vocabulary teaching. The quantitative data processed in order to explore the effectiveness of vocational texts on vocabulary teaching/learning was gathered through the same test which was implemented before the study as the pre-test, and immediately after the study as the post-test. Moreover, the qualitative data was gathered through the interview which was implemented after the study like the post-test.

This chapter presents the analysis of the scores obtained from the tests mentioned above. Both the quantitative and qualitative data analysis procedure and the statistical analysis of the results are included.

4.1. Quantitative Results of the Study

4.1.1. Analysis of the Pre-test and the Post-test Scores of the Students

In order to obtain baselines for an accurate comparison and evaluation of the results of the pre-test and the post-test, the pre-test/post-test was administered at the beginning and at the end of the instruction process respectively. The raw pre-test and post-test scores of the students were used to calculate the means and the standard deviations of the group for both of the tests. Table 1 displays the results of this statistical analysis:

Table 1. Group Statistics for Pre-test and Post-test Scores

TESTS	N	Mean	Sd.	t	p
Pre-test	50	21.740	9.944		
Post-test	50	41.320	15.981	-7.356	.000*

* $p < 0.01$

According to Table 1, the average scores of the students were calculated as 21.740 ± 9.944 for the pre-test and 41.320 ± 15.981 for the post-test. An Independent Samples T-Test analysis of the pre-test and post-test scores was computed, the t value being -7.356 at the 0.01 level of significance. This shows that there was a significant difference between the pre-test and the post-test scores of the students ($P < 0.01$). When the mean scores of the pre-test and post-test (from 21.740 to 41.320) were compared, it was so obvious that the students showed an apparent progress in terms of target vocabulary knowledge.

Consequently, these results verified the first hypothesis of the study: There will be a significant difference between the students' performances at the beginning and at the end of the instruction in terms of recognition and retention of target vocabulary items.

4.1.2. Analysis of the Pre-test Scores of the Female and Male Students

In order to test the second hypothesis of the study, the raw pre-test scores of the female and male students were used to calculate the means and the standard deviations of the groups. Table 2 displays the results of this statistical analysis:

Table 2. Group Statistics for Pre-test Scores of the Female and Male Students

Gender	N	Mean	Sd.	t	p
Female	41	22.658	10.063	1.408	.518
Male	9	17.555	8.676		

$p > 0.05$

According to Table 2, the average pre-test scores of the female students were calculated as 22.658 ± 10.063 and the average pre-test scores of the male students were calculated as 17.555 ± 8.676 . Accordingly, an Independent Samples T-Test analysis of the pre-test

scores was computed, the t value being 1.408 at the 0.05 level of significance. This shows that there was not a significant difference between the pre-test scores of the female and male students in terms of already acquired target vocabulary items ($P > 0.05$). In other words, it can be said that neither of the groups was superior to the other at the beginning of the instruction process.

Consequently, these results refuted the second hypothesis of the study: There will be a significant difference between genders in terms of the already acquired target vocabulary items at the beginning of the instruction.

4.1.3. Analysis of the Post-test Scores of the Female and Male Students

In order to test the third hypothesis of the study, the raw post-test scores of the female and male students were used to calculate the means and the standard deviations of the groups. Table 3 displays the results of this statistical analysis:

Table 3. Group Statistics for Post-test Scores of the Female and Male Students

Gender	N	Mean	Sd.	t	p
Female	41	43.122	15.577	1.736	.849
Male	9	33.111	16.081		

$p > 0.05$

According to Table 3, the average post-test scores of the female students were calculated as 43.122 ± 15.577 and the average post-test scores of the male students were calculated as 33.111 ± 16.081 . Accordingly, an Independent Samples T-Test analysis of the post-test scores was computed, the t value being 1.736 at the 0.05 level of significance. This shows that there was not a significant difference between the post-test scores of the female and male students in terms of the progress level for

learning/remembering the target vocabulary following the instruction ($P > 0.05$). In other words, it can be said that neither of the groups was superior to the other at the end of the instruction process.

Consequently, these results refuted the third hypothesis of the study: There will be a significant difference between genders in terms of the progress level for learning/remembering the target vocabulary following the instruction.

4.1.4. Analysis of the Pre-test Scores of the Students from Different High Schools

In order to test the fourth hypothesis of the study, the raw pre-test scores of the students were classified into three groups according to the high school types the students had graduated from and then those scores were used to calculate the means, the standard deviations, minimum and maximum scores of the groups by applying One-way ANOVA analysis. Table 4 and Table 5 display the results of this statistical analysis:

Table 4. Group Statistics for Pre-test Scores of the Students from Different High Schools

PRE-TEST					
	N	Mean	Sd.	Minimum	Maximum
AHS	30	25.366	10.558	13.00	57.00
ATTHS	3	15.666	5.686	11.00	22.00
HS	17	16.411	5.916	4.00	26.00
Total	50	21.740	9.944	4.00	57.00

*AHS: Anatolian High School, ATTHS: Anatolian Teacher Training High School, HS: High School

According to Table 4, the average pre-test scores of the students who had graduated from Anatolian High School was calculated as 25.366 ± 10.558 ; the average pre-test scores of the students who had graduated from Anatolian Teacher Training High School

was calculated as 15.666 ± 5.686 ; and the average pre-test scores of the students who had graduated from High School was calculated as 16.411 ± 5.916 .

Table 5. One-way ANOVA Analysis of Pre-test Results of the Students from Different High Schools

PRE-TEST					
	Sum of Squares	df	Mean Square	F	p
Between Groups	987.869	2	493.935	6.018	.005*
Within Groups	3857.751	47	82.080		
Total	4845.620	49			

*p < 0.05

Table 5 indicates that there was a statistically significant difference between the students from different high schools at the very beginning of the instruction process ($P < 0.05$).

In order to identify the high school/s which created that significant difference, LSD test was applied to the raw scores of the students from different high schools. Table 6 displays the results of this statistical analysis:

Table 6. LSD Multiple Comparisons Analysis of Pre-test Results of the Students from Different High Schools

PRE- TEST				
		Mean Difference	Std. Error	p
AHS	ATTHS	9.700	5.485	.084
	OHS	8.954	2.750	.002*
ATTHS	AHS	-9.700	5.485	.084
	OHS	-.745	5.673	.896
HS	AHS	-8.954	2.750	.002*
	ATTHS	.745	5.673	.896

*AHS: Anatolian High School, ATTHS: Anatolian Teacher Training High School, HS: High School

*p < 0.05

According to Table 6, there was a significant difference between the students from Anatolian High school and the students from High School at the very beginning of the instruction process ($P < 0.05$). However, there was not a significant difference between Anatolian High School and Anatolian Teacher Training High School or between Anatolian Teacher Training High School and High School at the very beginning of the instruction process ($P > 0.05$).

Consequently, in the light of these results, the fourth hypothesis of the study was verified in the comparison between the students from Anatolian High school and the students from High School. However, the same hypothesis was refuted in the comparison between Anatolian High School and Anatolian Teacher Training High School or between Anatolian Teacher Training High School and High School.

4.1.5. Analysis of the Post-test Scores of the Students from Different High Schools

In order to test the fifth hypothesis of the study, the raw post-test scores of the students were classified into three groups according to the high school types the students had graduated from and then those scores were used to calculate the means, the standard

deviations, minimum and maximum scores of the groups by applying One-way ANOVA analysis. Table 7 and Table 8 display the results of this statistical analysis:

Table 7. Group Statistics for Post-test Scores of the Students from Different High Schools

POST-TEST					
	N	Mean	Sd.	Minimum	Maximum
AHS	30	44.366	15.892	12.00	66.00
ATTHS	3	52.333	4.163	49.00	57.00
HS	17	34.000	15.004	7.00	59.00
Total	50	41.320	15.981	7.00	66.00

*AHS: Anatolian High School, ATTHS: Anatolian Teacher Training High School, HS: High School

According to Table 7, the average post-test scores of the students who had graduated from Anatolian High School was calculated as 44.366 ± 15.892 ; the average post-test scores of the students who had graduated from Anatolian Teacher Training High School was calculated as 52.333 ± 4.163 ; and the average post-test scores of the students who had graduated from High School was calculated as 34.000 ± 15.004 .

Table 8. One-way ANOVA Analysis of Post-test Results of the Students from Different High Schools

POST-TEST					
	Sum of Squares	df	Mean Square	F	p
Between Groups	1553.247	2	776.623	3.330	.044*
Within Groups	10961.633	47	233.226		
Total	12514.880	49			

* $p < 0.05$

Table 8 indicates that there was a statistically significant difference between the students from different high schools at the end of the instruction process ($P < 0.05$).

In order to identify the high school/s which created that significant difference, LSD test was applied to the raw scores of the students from different high schools. Table 9 displays the results of this statistical analysis:

Table 9. LSD Multiple Comparisons Analysis of Post-test Results of the Students from Different High Schools

POST- TEST				
		Mean Difference	Std. Error	p
AHS	ATTHS	-7.966	9.247	.393
	HS	10.366	4.636	.030*
ATTHS	AHS	7.966	9.247	.393
	HS	18.333	9.563	.061
HS	AHS	-10.366	4.636	.030*
	ATTHS	-18.333	9.563	.061

*AHS: Anatolian High School, ATTHS: Anatolian Teacher Training High School, HS: High School

*p < 0.05

According to Table 9, there was a significant difference between the students from Anatolian High school and the students from High School at the end of the instruction process ($P < 0.05$). However, there was not a significant difference between Anatolian High School and Anatolian Teacher Training High School or between Anatolian Teacher Training High School and High School at the very beginning of the instruction process ($P > 0.05$).

Consequently, in the light of these results, the fifth hypothesis of the study was verified in the comparison between the students from Anatolian High school and the students from High School. However, the same hypothesis was refuted in the comparison between Anatolian High School and Anatolian Teacher Training High School or between Anatolian Teacher Training High School and High School.

4.2. Qualitative Results of the Study

4.2.1. Evaluation of the Interviewees' Responses

Based on the responses given to the first question in the interview “*Are you satisfied with the content of instructional course material?*” which investigated the interviewees’ satisfaction from the instruction material, it can be said that all of the interviewees were quite pleased with the instruction material. The interviewees emphasized that all of the texts were from the literature in the field of psychology. Therefore, it increased their motivation, interest and curiosity and also they showed a great amount of enthusiasm during the teaching/learning activities. Moreover, they added that dealing with such kind of vocational texts was a better preparatory work for their further academic studies.

The second question in the interview “*Would you have preferred to study on more general texts instead of vocational ones?*” was about the text choice and the interviewees were asked whether they would have preferred more general texts instead of vocational ones. Seven of the interviewees approved the instructor’s use of vocational texts instead of general ones. They gave examples from their previous learning experiences. They said that they had already studied on general reading texts for ages and they had not been so beneficial compared to the vocational ones because they had usually questioned the meaningfulness of studying on general texts. On the other hand, studying on vocational texts provided them with a chance of enriching their academic lexicon which would help them to read and understand academic studies in the field of psychology. However, one of the interviewees suggested working on general texts in order to improve their basic grammar knowledge as an alternative to vocational texts.

In their responses to the third question of the interview “*Did you have any difficulty in understanding the chosen texts? If ‘Yes’, at which parts did you have difficulty in understanding?*”, the interviewees were asked whether they had had any difficulty in comprehending the texts and they were asked for stating the parts they had had difficulty in comprehending if their answer was “Yes”. All of the interviewees agreed

that the texts were a bit difficult because they had never studied on such kind of vocational texts before; their grammar knowledge had not been sufficient; they had not owned the required lexicon potential; some sentence structures had been so complex; and lastly some vocabulary items especially the specialized ones had been so many and complicated. However, the interviewees admitted that none of those reasons for having difficulty in comprehending the texts can be an excuse. They highlighted the importance of extra work for improving their own English capacity.

The fourth question of the interview was that “*Do you think that understanding the meanings of the specialized vocabulary items as well as those of the other vocabulary items are of vital importance in comprehending the chosen texts?*”. All of the interviewees responded to this question “Absolutely, yes.”. They described those specialized vocabulary items as key elements for reaching a complete comprehension of the texts. One of the interviewees underlined the fact that most of the resources, studies, researches and articles in the field of psychology are in English; and if a student from the Department of Psychology wants to make further study, a general knowledge of specialized vocabulary is a prerequisite for him/her.

For the fifth question “*Do you think that the chosen texts related to vocational topics and including vocational terminology contributed to your foreign language skill positively?*”, the interviewees were asked whether those vocational texts had contributed to their general foreign language skill. All of the interviewees mentioned positive contribution of dealing with such vocational texts to their current assignments or prospective ones in the near future. They also added that they had had the chance of seeing the usage of specialized vocabulary items which they had encountered for many times while reviewing the literature and this had created a sense of acquaintance with vocational terminology. They acknowledged having established self-confidence in handling any articles, studies or researches from the field of psychology because they know that those seventy one specialized vocabulary items is only a tiny amount of lexicon related their own field, but they can be a start on enlarging their lexicon up to a desired level.

To sum up, the interviewees' overall evaluation of the study was that the study had affected them highly positively in spite of some difficulties related to comprehension of specialized vocabulary and deficiency in terms of necessary grammatical knowledge or previous practice with such kind of vocational texts. They suggested the instructors' increasing the class hours of such courses in the curriculum in order to carry out satisfying studies in their own field of study.

CHAPTER V CONCLUSION

This study examined the role of using vocational texts in vocabulary teaching. In this chapter, the findings of the study are summarized and discussed in the light of the research hypotheses presented in Chapter I. This is followed by a brief description of the pedagogical implications and suggestions for further studies.

5.1. Discussion

In this study, we aimed to find answer to the research question: “Is there an influence of using vocational texts in vocabulary teaching on students’ vocabulary learning?” and to test the following five hypotheses.

1. There will be a significant difference between the students’ performances at the beginning and at the end of the instruction in terms of recognition and retention of target vocabulary items.
2. There will be a significant difference between genders in terms of the already acquired target vocabulary items at the beginning of the instruction.
3. There will be a significant difference between genders in terms of the progress level for learning/remembering the target vocabulary following the instruction.
4. There will be a significant difference between the students’ already acquired vocabulary in terms of high school type they have graduated from at the beginning of the instruction.
5. Graduation from different types of high school will create a significant difference in terms of the progress level for learning/remembering the target vocabulary following the instruction.

Inferring from Table 1 (see the page 58) presenting group statistics for pre-test and post-test scores, it can be concluded that using vocational texts created a statistically significant effect ($p < 0.01$) at the end of the instruction process in both recognition and

retention of target vocabulary items. When the mean scores of the students for pre-test and post-test were compared, there was an increase of nearly 95% in favour of post-test (from 21.740 to 41.320). In the light of these statistical data, the first hypothesis of the study was verified. The students enriched their target vocabulary lexicon about twice as much.

As regarding the results our own study, it can be said that the students can expand their lexicon in a greater amount by working with vocational texts and specialized vocabulary than general texts and general vocabulary because they may feel desperate when they see the limitless scope of general vocabulary. However, vocational texts and specialized vocabulary narrow their focus extent and also the content of teaching/learning material. Moreover, the possibility of seeing the same vocabulary items in different texts increases. Consequently, the students may become more enthusiastic and motivated and they may show much more progress in both recognition and retention of target vocabulary items.

Inferring from Table 2 (see the page 59) presenting group statistics for pre-test scores of the female and male students, it can be concluded that there is not a significant difference between the female and the male students in terms of already learned target vocabulary items at the very beginning of the instruction process ($p > 0.05$). When the mean scores were compared (22.658 for the female students and 17.555 for the male students), the female can be said to reach a five-point higher average score than the male students. Nevertheless, this does not create a significant difference between genders. In the light of these statistical data, the second hypothesis of the study could not be verified.

In relation with Table 2, Table 3 (see the page 60) presents group statistics for post-test scores of the female and male students. Taking these data presented in Table 3 into consideration, it can be stated that there is not a significant difference between the female and the male students in terms of progress level for learning/remembering the target vocabulary following the instruction ($p > 0.05$). An apparent statistical reality is that both the female and the male increased their own average scores by about 100%

(from 22.658 to 43.122 for the female and from 17.555 to 33.111 for the male). Consequently, both genders improved themselves in terms of target vocabulary items by equal percentages and the third hypothesis of the study could not be verified.

In the light of these results, it can be stated that the dominance of females in the field of foreign language learning is becoming more arguable in recent years due to increasing number of the studies the results of which show no significant relation between genders and any sub-dimensions of language learning. One of the possible reasons for this change could be the males' becoming more enthusiastic about foreign language learning day by day contrary to old popular opinion holding that females are better language learners than males in both L1 and foreign language. Any foreign language but mostly English as Lingua Franca is considered to become a pre-condition for finding a desired position in different occupational fields or following any further studies such as MA, MBA or PhD. in any academic discipline. Being aware of the fact that foreign language skill is not a pre-condition for only females but also for males, more and more male students or graduates try to do their best in terms of mastering any necessary foreign language.

As regarding the statistical data in Table 4 (see the page 61) presenting group Statistics for Pre-test Scores of the Students from Different High Schools, it can be stated that Anatolian High School students reached the highest average score among three types of high school (25.366 for Anatolian High School students, 15.666 for Anatolian Teacher Training High School students, and 16.411 for High School students). An interesting point was that High School students outperformed Anatolian Teacher Training High School students by a tiny bit. Inferring from Table 5 (see the page 62) presenting One-way ANOVA analysis of pre-test results of the Students from Different High Schools, it can be concluded that there is a significant difference between the students from different high schools in terms of already learned target vocabulary items at the very beginning of the instruction process ($p < 0.05$). That significant difference occurred between Anatolian High School students and High School students by a P value of .002 ($P < 0.05$). However, in the comparisons between Anatolian High School students and Anatolian Teacher Training High School students or Anatolian Teacher Training High

School students and High School students, any significant difference did not occur. In the light of these statistical data, the fourth hypothesis of the study was verified partially.

In consideration of the statistical data in Table 7 (see the page 64) presenting group Statistics for Post-test Scores of the Students from Different High Schools, it can be asserted that Anatolian Teacher Training High School students reached the highest average score among three types of high school (52.333 for Anatolian Teacher Training High School students, 44.366 for Anatolian High School students, and 34.000 for High School students). When the mean scores of high schools for the pre-test and the post-test were compared, it was highly remarkable that Anatolian Teacher Training High School students increased their average score by over 300%. Moreover, Anatolian High School students and High School students also showed satisfying performance with an increase of over 100% in their average scores. Inferring from Table 8 (see the page 64) presenting One-way ANOVA analysis of post-test results of the Students from Different High Schools, a significant difference between the students from different high schools occurred at the end of the instruction process by a P value of .044 ($p < 0.05$). Significant difference mentioned above occurred between Anatolian High School students and High School students. On the other hand, when contrastive analyses between Anatolian High School students and Anatolian Teacher Training High School students or Anatolian Teacher Training High School students and High School students were carried out, any significant difference could not be found. According to these statistical data, the fifth hypothesis of the study was verified partially as the fourth one was.

In the light of the results of our own study, it can be asserted that graduation from different types of high school is an essential variable which should be taken into consideration all the time while carrying out such kind of experimental studies. This is because that the students have to attend English classes in different numbers of class hours according to type of high school in so many countries. If our country, Turkey, is taken as example, it is seen that students from any high school name of which begins with the term “Anatolian” have to attend 6 hours of English class at the 9th grade and 4 hours at the following grades. On the other hand, students from ordinary high school

have to attend only 3 hours of English class at the 9th grade and 2 hours at the following grades. The students from “Anatolian” high schools get English classes twice as much as ordinary high school students do. Furthermore, those students from any high school name of which begins with “Anatolian” have to pass “Orta Öğretim Kurumları Seçme ve Yerleştirme Sınavı” in order to get a place in such kind of high schools. Consequently, students above a certain success level are chosen and they may show better performance in English classes as well as other classes. Lastly, those successful students come from relatively more conscious, supportive and caring families which are aware of importance of any foreign language for a satisfying future career and motivate their children to do their best in terms of mastering foreign language skills.

As an overall conclusion, the research question of this study: “Is there an influence of using vocational texts in vocabulary teaching on students’ vocabulary learning?” was answered “Yes”. While the first hypothesis of the study was verified, the second and third ones could not be verified due to absence of a significant difference between genders in terms of the already acquired target vocabulary items at the very beginning of the instruction and in terms of the progress level for learning/remembering the target vocabulary following the instruction. The fourth and fifth hypotheses were verified partially because of only significant difference’s occurring between Anatolian High School and High School both at the very beginning and the end of the instruction.

5.2. Pedagogical Implications

The findings of this study offer several pedagogical implications to EFL teachers, teacher trainers, and curriculum designers. To begin with, since the students have become the center of all teaching activities thanks to recent changes in the philosophy of foreign language teaching during the last two or three decades, to grab the students’ attention, to arouse interest and to maintain enthusiasm are the key duties for any language teacher. At this point, vocational texts might be an amazing remedy which will help the language teacher to fulfil at least some of the duties mentioned above. Vocational texts might attract the foreign language learners’ attention much more easily

than general ones because they may narrow the extent of the target vocabulary items students from other fields of study need in order to comprehend any passages related to relevant topics from that field of study. On the other hand, according to some scholars, it is necessary to have a vocabulary of at least 3,000 items in order to comprehend a general text. Such a broad extent of target vocabulary can discourage the students at the very beginning of the instruction. However, by means of vocational texts the language teacher can prevent the students from scaring and showing unwillingness.

Additionally, vocational texts may provide a sense of familiarity with the terminology related to the students' field of study. In many fields of study, most of the specialized vocabulary or terminology are just the same in Turkish and in English because they have been borrowed from English with nearly the same written form or pronunciation. When the students see the original forms of the specialized vocabulary in those vocational texts, they may easily establish connection, activate relevant schemata about any specific topic and transfer their knowledge they have gathered during other courses to English course. As a result, comprehending those vocational texts becomes easier for the students themselves. As regarding their future career concerns, use of vocational texts may seem more meaningful. When the chance of facing any specialized vocabulary from their own field of study is compared with the chance of facing any general vocabulary from any subject field, the previous one is, of course, much higher within a context of vocational text. Consequently, to learn vocational vocabulary by heart gains meaning and the students' motivation increases. With a high level of motivation, they may improve their foreign language skill a lot in terms of vocabulary and also reading comprehension within an English course in which the language teacher has chosen vocational texts rather than general texts as course material.

5.3. Suggestions for Further Studies

This study was limited by several conditions; therefore, the following points can be beneficial for further studies:

- This study was carried out with 50 students from the Department of Psychology at the Faculty of Science and Arts at Ondokuz Mayıs University. The sample group of the study was from the field of Social Sciences. For further studies, a group of students from the field of Natural Sciences, Educational Sciences or Fine Arts etc. can be chosen.
- The scope of the study was 43 female and 7 male students. In further studies, equal numbers of female and male students can be chosen in order to examine gender differences more accurately.
- The scope of the study was 30 students graduated from Anatolian High School, 17 students graduated from High School and 3 students graduated from Anatolian Teacher Training High School. In further studies, equal numbers of students from different types of high school can be chosen in order to examine the effect of graduated high school more accurately.
- In this study, the proficiency level of the students was pre-intermediate. Further studies can chose a group of students with either a lower or higher level of proficiency, so that the results of the study would be generalizable to a broader field instead of confined to a single language proficiency level.
- This study only focused on the vocabulary recognition and retention. Thus, the productive aspect of the vocabulary can be taken into consideration in further researches. The students can be asked to write simple paragraphs by using the learnt vocabulary in appropriate contexts.
- The vocational texts of the instruction material were chosen from the book “Psychology for All” by Seran Küçük from Maltepe University Publishing. In further researches, a book written by a native of target language can be chosen.

As taking all study findings and results mentioned so far into consideration, it can be easily concluded that if vocational texts are adjusted to foreign language reading courses, it results better than the general texts. Therefore, using vocational texts in vocabulary teaching will also result in greater success in their own field of study. In conclusion, it’s hoped that this study has highlighted the importance of using vocational texts in the EFL classroom to aid the teaching of vocabulary.

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APPENDICES

APPENDIX A

PRE-TEST/POST-TEST

Choose the correct answer that completes each sentence.

1. is defined as a state of awareness and one's having a sense of selfhood.
a- psychology d- acceptance
b- individual e- consciousness
c- personality

2. A mentally ill patient sometimes is not clear in his
a- social d- experiment
b- mind e- disorder
c- suicide

3. Patients can sometimes show violent and threatening before treatment.
a- behaviour d- acceptance
b- neurotic e- aggression
c- imitate

4. Physical and health are always related to each other.
a- empirical d- adjustment
b- surrounding e- desire
c- mental

5. studies are based on experience rather than theory.
a- Interaction d- Abnormal
b- Drive e- Empirical
c- Fantasy

6. All human beings have different about “money”.
- a- adolescence d- diagnosis
 - b- perception e- depression
 - c- treatment
7. Psychology deals with human learning, memory and
- a- environmental d- tendency
 - b- paranoia e- cognition
 - c- reward
8. is the way you behave, feel and think.
- a- Personality d- Motive
 - b- Familial e- Free will
 - c- Determinant
9. Abnormal individuals cannot make to new situations.
- a- neurotic d- numbness
 - b- reinforce e- attitude
 - c- adjustment
10. is the scientific study which deals with the human mind, behaviour and personality.
- a- Intellectual d- Disturbed
 - b- Inherited e- Psychology
 - c- Punishment
11. A person cannot think or behave normally because of mental or emotional problems.
- a- sexuality d- disturbed
 - b- impulse e- self-worth

c- experimental

12. well-being of an individual affects his/her performance.

- a- Preconscious d- Hypnotism
- b- Psychological e- Antidepressant
- c- Cognition

13. Children with parents often do better at school.

- a- epistemological d- inborn
- b- psychotherapy e- supportive
- c- abnormal

14. Violence, rape and robbery are all problems in every community.

- a- social d- compensatory
- b- perceive e- anorexia
- c- mind

15. The victim of an accident can lose some of her functions.

- a- adapt d- psychotherapist
- b- phobia e- cognitive
- c- bulimia

16. Education is one of the most important factors affecting one's personality.

- a- traumatic d- environmental
- b- Impulse e- dream analysis
- c- psycho pharmacologist

17. Human beings are shaped by their physical
- a- empirical d- surrounding
 - b- abnormal e- psychosocial
 - c- disorder
18. is to communicate or react to each other by two or more people or things.
- a- Interaction d- Aggression
 - b- Bulimics e- Humanistic
 - c- Neurotic
19. The doctor's positive to the patient is the beginning of treatment.
- a- inborn d- adjustment
 - b- imitate e- attitude
 - c- mental
20. Men and women the world differently.
- a- perceive d- hysteria
 - b- reinforce e- introspection
 - c- behaviourist
21. history of modern psychology begins with Rene Descartes.
- a- Personality d- Hypnotism
 - b- Intellectual e- Motive
 - c- Suicide

22. Psychologists gather data in a controlled laboratory environment.
- a- diagnosis d- experimental
 - b- sexuality e- adolescence
 - c- reward
23. Individuals have different characteristics.
- a- psychotherapy d- free will
 - b- epistemological e- desire
 - c- observational
24. is examining and paying attention to your ideas, thoughts and feelings.
- a- Menstruation d- Psychoanalytic
 - b- Introspection e- Adapt
 - c- Tendency
25. emphasizes the importance of the basic structures and relationships of particular subjects.
- a- Diagnosis d- Inherited
 - b- Structuralism e- Abnormal
 - c- Punishment
26. The good thing about children is that they can.....to new environments easily.
- a- free will d- adapt
 - b- preconscious e- numbness
 - c- individual
27. is extreme fear, excitement or anger which cannot be controlled.
- a- Hysteria d- Familial
 - b- Anorexia e- Bulimia
 - c- Reward

28. can be used to cure some patients of addictions.
- a- Mental d- Disturbed
 - b- Intellectual e- Tendency
 - c- Hypnotism
29. Freud is the father of perspective in psychology.
- a- experimental d- sexuality
 - b- diagnosis e- psychoanalytic
 - c- social
30. is one of the methods which psychoanalysis uses.
- a- Free will d- Self actualisation
 - b- Self-esteem e- Psycho pharmacologist
 - c- Dream analysis
31. Skinner is one of the most famous
- a- determinant d- tendency
 - b- behaviourists e- bulimics
 - c- cognition
32. and is a technique used for shaping one's behaviour and personality.
- a- Anorexia – suicide d- Punishment – reward
 - b- Mind – behaviour e- Psychology – psychiatry
 - c- Phobia – paranoia
33. psychologists focus on positive and creative side of human nature.
- a- Structuralism d- Behaviourism
 - b- Humanistic e- Consciousness
 - c- Interaction

34. The ability to decide what to do independently is
a- free will d- self actualisation
b- self-esteem e- psycho pharmacologist
c- dream analysis
35. is an individual's belief and confidence in his/her own ability and value.
a- Free will d- Self actualisation
b- Self-esteem e- Psycho pharmacologist
c- Dream analysis
36. Different from usual, normal or average is called
a- punishment d- social
b- psychology e- abnormal
c- mental
37. is an extreme fear of a particular thing or situation.
a- Anorexic d- Surrounding
b- Perceive e- Attitude
c- Phobia
38. is an unreasonable feeling that other people do not like you or they want to harm or criticize you.
a- Perception d- Paranoia
b- Suicide e- Bulimia
c- Acceptance
39. experiences cause severe emotional shock and upset.
a- Traumatic d- Treatment
b- Disorder e- Fantasy
c- Psychosocial

40. is a larger part of human mind just under the consciousness.
- a- Behaviour d- Social
 - b- Preconscious e- Experimental
 - c- Humanistic
41. is the part of the human mind which contains secret feelings and thoughts.
- a- Phobia d- Personality
 - b- Treatment e- Hypnotism
 - c- Unconscious
42. is a reason for doing something. On the other hand, is a sudden strong wish to do something.
- a- Mind- behaviour d- Social – humanistic
 - b- Motive – impulse e- Hysteria – hypnotism
 - c- Bulimia – anorexia
43. A mentally ill individual shows some symptoms.
- a- neurotic d- psychotherapy
 - b- acceptance e- behaviourist
 - c- suicide
44. Someone's ability to experience or express sexual feelings is described as
- a- individual d- behaviour
 - b- sexuality e- adapt
 - c- humanistic
45. is an individual's natural wish to develop himself/herself.
- a- Menstruation d- Consciousness
 - b- Hypnotism e- Phobia
 - c- Self-actualization

46. A/n characteristic is that someone has from birth.
- a- disturbed d- drive
 - b- inborn e- diagnose
 - c- treatment
47. If someone has a to do something, s/he will probably do it.
- a- tendency d- psychosocial
 - b- traumatic e- numbness
 - c- bulimia
48. The sex is lost at older ages.
- a- surrounding d- reward
 - b- drive e- neurotic
 - c- adolescence
49. is general agreement that someone should be included in a group.
- a- Compensatory d- Antidepressant
 - b- Acceptance e- Abnormal
 - c- Disorder
50. Spoken or physical behaviour which is threatening shows
- a- consciousness d- interaction
 - b- aggression e- psychotherapy
 - c- self-worth
51. A physical or mental characteristic which you borrow from your parents is a/n characteristic.
- a- anorexic d- perception
 - b- inherited e- cognitive
 - c- paranoia

52. To is to make something stronger.
- a- structuralism d- attitude
 - b- reinforce e- diagnosis
 - c- behaviourist
53. To recognize character of a disease or problem is to
- a- empirical d- adjustment
 - b- hysteria e- preconscious
 - c- diagnose
54. Young children generally their parents in speech or behaviour.
- a- imitate d- psychology
 - b- free will e- inborn
 - c- punishment
55. A mentally ill person cannot differentiate between reality and
- a- drive d- fantasy
 - b- motive e- impulse
 - c- mind
56. Each patient has differences such as age, personality, attitude etc.
- a- individual d- humanistic
 - b- behaviourist e- structuralism
 - c- experimental
57. is a serious illness in which a person does not eat because they fear becoming fat.
- a- Interaction d- Tendency
 - b- Anorexia e- Suicide
 - c- Diagnosis

58. Schizophrenia is a serious mental
- a- psychology d- abnormal
 - b- perceive e- individual
 - c- disorder
59. A/n person see himself/herself as overweight even if s/he is thin.
- a- imitate d- cognition
 - b- anorexic e- behaviour
 - c- sexuality
60. is the act of killing yourself intentionally.
- a- Mind d- Treatment
 - b- Free will e- Suicide
 - c- Attitude
61. is a biological event women experience for a week every month.
- a- Menstruation d- Phobia
 - b- Psychotherapy e- Hypnotism
 - c- Mental
62. is a mental illness in which someone eats too much but later vomits.
- a- Reward d- Bulimia
 - b- Supportive e- Experimental
 - c- Anti-depressant
63. A/n person is the one who suffers from bulimia.
- a- cognition d- bulimic
 - b- aggression e- drive
 - c- social

64. is the period of time in a person's life when s/he is developing into an adult.
- a- Adolescence
 - b- Supportive
 - c- Traumatic
 - d- Disturbed
 - e- Familial
65. is the value you give to your life and achievements.
- a- Individual
 - b- Hysteria
 - c- Anorexia
 - d- Punishment
 - e- Self worth
66. is a judgement about an illness or a problem.
- a- Diagnosis
 - b- Empirical
 - c- Impulse
 - d- Adjustment
 - e- Adapt
67. is someone who gives people psychotherapy.
- a- Humanistic
 - b- Psychotherapist
 - c- Tendency
 - d- Paranoia
 - e- Imitate
68. is a drug used to reduce feelings of sadness and worry.
- a- Acceptance
 - b- Perceive
 - c- Sexuality
 - d- Cognitive
 - e- Anti-depressant
69. is the state of feeling very unhappy and without hope for future.
- a- Depression
 - b- Inborn
 - c- Tendency
 - d- Behaviourist
 - e- Diagnosis

70. is the treatment of mental illness by discussing the problems.
- a- Personality d- Supportive
 - b- Intellectual e- Humanistic
 - c- Psychotherapy

- END of the TEST -

APPENDIX B

TARGET VOCABULARY and PRESENTATION TECHNIQUES LIST

1st week's Target Vocabulary	Presentation Techniques
Consciousness Mind Behaviour Mental Empirical Perception Cognition Personality Adjustment Psychology	definition, collocations, explanation, synonym or antonym, and translation
2nd week's Target Vocabulary	Presentation Techniques
Disturbed Psychological Supportive Social Cognitive Environmental Surrounding Interaction Attitude	definition, grouping, collocations, explanation, and demonstration
3rd week's Target Vocabulary	Presentation Techniques
Perceive Intellectual Experimental Epistemological Introspection Structuralism Adapt	definition, grouping, collocations, synonym or antonym, and translation
4th week's Target Vocabulary	Presentation Techniques
Hysteria Hypnotism Psychoanalytic	definition, grouping, collocations, explanation, synonym or antonym, and translation

Dream analysis	
Behaviourist	
Punishment & reward	
Humanistic	
Free will	
Self-esteem	
5th week's Target Vocabulary	Presentation Techniques
Abnormal	definition, grouping, collocations, explanation, demonstration, synonym or antonym, and translation
Phobia	
Paranoia	
Traumatic	
Preconscious	
Unconscious	
Motive	
Impulse	
Neurotic	
6th week's Target Vocabulary	Presentation Techniques
Sexuality	definition, grouping, collocations, explanation, synonym or antonym, and translation
Self-actualization	
Inborn	
Tendency	
Drive	
Acceptance	

7th week's Target Vocabulary	Presentation Techniques
Aggression Inherited Reinforce Diagnose Imitate Fantasy Individual	definition, grouping, collocations, explanation, and synonym or antonym
8th week's Target Vocabulary	Presentation Techniques
Anorexia nervosa Disorder Anorexic Suicide Menstruation	definition, collocations, explanation, demonstration, and synonym or antonym
9th week's Target Vocabulary	Presentation Techniques
Bulimia Bulimics Adolescence Self-worth	definition, collocations, explanation, demonstration, and synonym or antonym
10th week's Target Vocabulary	Presentation Techniques
Diagnosis Psychotherapist Anti-depressant Depression Psychotherapy	definition, collocations, explanation, and demonstration

APPENDIX C

VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 1st week

A- Match the given words with their meanings.

Consciousness	a- manner of behaving, whether good or bad
Mind	b- founded upon experiment, experience or observation
Behaviour	c- act of perceiving
Mental	d- knowledge of one's own existence, condition, sensations, mental operations, acts, etc.
Empirical	e- characteristics which constitutes distinction of a person
Perception	f- act of adjusting
Cognition	g- intellectual or rational capacity of man to understand to conceive, to judge, or to reason
Personality	h- the science of the human soul
Adjustment	i- act of knowing; knowledge
Psychology	j- pertaining to the mind; intellectual

B- Complete the sentences by using the given words above.

- a-refers to the actions made by human beings or animals.
- b- is a word referring to things related to the mind.
- c- is the science of behavior and mental processes.
- d- includes perception, reason, imagination, memory, emotion, attention, and a capacity for communication.
- e- is a set of qualities that make a person distinct from another.
- f- refers to a capacity for the processing of information, applying knowledge.
- g- is defined as awareness; the ability to experience feelings; wakefulness; having a sense of selfhood.

- h- mentions information gained by means of observation or experiments.
- i- is the behavioral process of balancing conflicting needs.
- j- is understanding the environment by organizing and interpreting sensory information.

C- Choose one of the target vocabulary items and write your own sentence by using it.

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VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 2nd week

A- Match the given words with their meanings.

Disturbed	a- giving approving, encouragement and help
Psychological	b- pertaining to society
Supportive	c- related to the conditions of your surrounding
Social	d- the conditions that you live in and the way that they influence how you feel, behave or think
Cognitive	e- communication or reaction among the members of any group
Environmental	f- emotionally or mentally ill
Surrounding	g- feeling or opinion about something or someone or a way of behaving that follows from this
Interaction	h- pertaining to psychology
Attitude	i- connected with thinking or conscious mental processes

B- Complete the sentences by using the given words above.

- a- Mental or emotional problems can cause anybody to feel
- b- Psychologists attempt to understand the processes that underlie certain functions and behaviors.
- c- education can help unsuccessful students to increase their capacity.
- d- psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the others.
- e- Memory, association, concept formation, pattern recognition, language, attention, perception, problem solving and mental imagery are all behaviors.
- f- psychology is an interdisciplinary field focused on the interaction between humans and their surroundings.
- g- An individual's can affect his/her personality in a great degree.
- h- is a kind of action that occurs as two or more objects which have an effect upon one another.

i- A/n is an imaginary situation that represents an individual's degree of like or dislike for something.

C- Choose one of the target vocabulary items and write your own sentence by using it.

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VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 3rd week

A- Match the given words with their meanings.

Perceive	a- founded on or derived from experiment or trial
Intellectual	b- a system of ideas which emphasizes the importance of the basic structures and relationships between specific subjects
Experimental	c- related to the theory or science of the method or grounds of knowledge
Epistemological	d- relating to understanding; treating of the mind
Introspection	e- to obtain knowledge by the help of our senses
Structuralism	f- the act or process of self-examination, or inspection of one's own thoughts and feelings
Adapt	g- To make suitable; to fit, or suit; to adjust

B- Complete the sentences by using the given words above.

- a- Each individual tries to the world in his/her own way.
- b- history refers to the history of human thoughts in written form.
- c- psychologists do research with the help of methods.
- d- psychology is a multi-sided perspective in psychology discovering simple hidden images in ideas, actions, feelings and all social interactions.
- e- is the self-observation and reporting of conscious inner thoughts, desires and sensations.
- f- in psychology refers to the theory founded by Edward B. Titchener (1867-1923), with the goal to describe the structure of the mind in terms of the most primitive elements of mental experience.
- g- Human beings have a perfect skill to themselves to different conditions.

C- Choose one of the target vocabulary items and write your own sentence by using it.

**VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY
SHEET – 4th week**

A- Match the given words with their meanings.

Hypnotism	a- a technique used for reinforcing desired behaviours in children
Hysteria	b- related to psychoanalysis
Psychoanalytic	c- an individual's deciding on his/her own independently
Dream analysis	d- A form of sleep or somnambulism brought on by artificial means
Behaviourist	e- holding a good opinion of one's self
Punishment & reward	f- the person who follows Behaviorism as a philosophy of psychology
Humanistic	g- A nervous affection in which the patient loses control over the emotions, becomes the victim of imaginary sensations
Free will	h- pertaining to humanity
Self-esteem	i- the process of assigning meaning to dreams

B- Complete the sentences by using the given words above.

- a- psychology is a psychological perspective which uses a holistic approach to human existence.
- b- theory refers to the method of psychological therapy which uses free association and dream interpretation to explore repressed or unconscious impulses, anxieties, and internal conflicts.
- c- describes unmanageable emotional situations.
- d- In Freud's, psychologist try to understand the associations between dreams and real life.
- e- is a term in psychology to reflect a person's overall evaluation or appraisal of his or her own worth.
- f- is a form of unconsciousness resembling sleep and as a state of physical relaxation accompanied by mental concentration.

g- Edward Lee Thorndike, John B. Watson and B.F. Skinner are most famous
.....

h- is the ability of individuals to make free choices.

i- Parents can teach their children favourable behaviours by using and
..... technique.

C- Choose one of the target vocabulary items and write your own sentence by using it.

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VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 5th week

A- Match the given words with their meanings.

Abnormal	a- an unreasonable feeling that other people are going to harm you or they have a bad opinion of you
Phobia	b-pertaining to a state before consciousness
Paranoia	c- an extreme fear of a particular thing or situation
Traumatic	d- not conscious; having no consciousness or power of mental perception;
Preconscious	e- a mental force which simply and directly urges to action; sudden motive
Unconscious	f- not conformed to rule or system; deviating from the type; anomalous; irregular.
Motive	g-pertaining to the nerves
Impulse	h- pertaining to trauma
Neurotic	i- a reason for doing something;

B- Complete the sentences by using the given words above.

- a- An emotional or psychological injury, usually resulting from an extremely stressful or life-threatening situation can cause a disorder.
- b- is a thought process which is influenced by anxiety or fear, often to the point of irrationality and delusion.
- c- According to Maslow, physiological are the basic ones in the pyramids of needs.
- d- Obsessive-compulsive disorder, anxiety neurosis, hysteria and different kinds of phobias are all disorders.
- e- Mental disorders involve unusual orbehaviours.
- f- A is a type of anxiety disorder, usually defined as a persistent fear of an object or situation.

- g- In Freudian psychoanalysis, the word is applied to thoughts which are unconscious at a particular moment, but which are available for recall and not repressed.
- h- An..... is a sudden wish.
- i- For Freud, is the storehouse of instinctual desires, needs, and psychic actions.

C- Choose one of the target vocabulary items and write your own sentence by using it.

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VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 6th week

A- Match the given words with their meanings.

Sexuality	a- born in or with; implanted by nature; innate
Self-actualization	b- a strong feeling which makes you want to do something
Inborn	c-ability to experience or express sexual feelings
Tendency	d- being approved by group members
Drive	e-Direction or course toward any place, object, effect, or result
Acceptance	f- a strong wish to develop oneself

B- Complete the sentences by using the given words above.

- a- Each individual needs social of their friends, peers or family members.
- b- An characteristic is possessed as a mental or physical one from birth.
- c- According to Freud, many psychological problems are caused by repressed
- d- Mentally ill individuals have to behave abnormally.
- e- The tendency to actualize oneself as fully as possible is the drive of
- f- Thirst, hunger and sex are innate which human beings have to satisfy.

C- Choose one of the target vocabulary items and write your own sentence by using it.

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VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 7th week

A- Match the given words with their meanings.

Familial	a- hostile, injurious, or destructive behavior or outlook especially when caused by frustration
Aggression	b- to strengthen by additional assistance, material, or support
Inherited	c- to follow as a pattern, model, or example
Reinforce	d- tending to occur in more members of a family than expected by chance alone
Diagnose	e- a creation of the imaginative faculty whether expressed or merely conceived
Imitate	f- existing as a distinct characteristic of a person
Fantasy	g- borrowed from your parents
Individual	h- to recognize (as a disease) by signs and symptoms

B- Complete the sentences by using the given words above.

- a- differences make a person different from anyone else around him/ her.
- b- There are some illnesses which every member of a family may suffer from at some time.
- c- Our parents are the ultimate source of an individual's features.
- d- To is the identification of the nature and cause of anything or to determine the causes of symptoms and solutions to issues.
- e- Reality and can sometimes be confused by the patients.
- f- refers to behavior that is intended to cause humiliation, pain, or harm.
- g- To is the process of increasing the rate or probability of a behavior.
- h- To is an advanced behavior where an individual observes and replicates another's.

C- Choose one of the target vocabulary items and write your own sentence by using it.

VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 8th week

A- Match the given words with their meanings.

Anorexia nervosa	a- an individual who suffers from anorexia nervosa
Disorder	b- having blood flow from your body as part of a process that happens each month
Anorexic	c- a serious physical and emotional illness in which an abnormal fear of being fat leads to very poor eating habits and dangerous weight loss
Suicide	d- the act of killing yourself because you do not want to continue living
Menstruation	e- a physical or mental condition that is not normal or healthy

B- Complete the sentences by using the given words above.

- a- occurs on a regular basis in sexually reproductive-age females of certain mammal species.
- b- is often committed out of despair or because of some underlying mental disorder, such as depression, bipolar disorder, schizophrenia, alcoholism, or drug abuse.
- c- A mental is a psychological or behavioral abnormality.
- d- is an eating disorder characterized by refusal to maintain a healthy body weight and an obsessive fear of gaining weight.
- e- people continue to feel hunger, but deny themselves all but very small quantities of food.

C- Choose one of the target vocabulary items and write your own sentence by using it.

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VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 9th week

A- Match the given words with their meanings.

Bulimia	a- any patient suffering from bulimia
Bulimics	b- the period of life when a child develops into an adult
Adolescence	c- a feeling that you are a good person who deserves to be treated with respect
Self-worth	d- a serious physical and emotional illness in which people and especially young women eat large amounts of food and then cause themselves to vomit in order to not gain weight

B- Complete the sentences by using the given words above.

- a- is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood.
- b- is an eating disorder characterized by binge eating and then vomiting in a short amount of time.
- c- The opinion you have about yourself and the value you place on yourself is
- d- Women are nine times more likely to be than men.

C- Choose one of the target vocabulary items and write your own sentence by using it.

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VOCABULARY CONSOLIDATION, PRACTICE & PRODUCTION ACTIVITY SHEET – 10th week

A- Match the given words with their meanings.

Diagnosis	a- a drug that is used to relieve or prevent depression in a person
Psychotherapist	b- a serious medical condition in which a person feels very sad, hopeless, and unimportant and often is unable to live in a normal way
Anti-depressant	c- treatment of mental or emotional illness by talking about problems rather than by using medicine or drugs
Depression	d- the act of identifying a disease, illness, or problem by examining someone or something
Psychotherapy	e- the specialist who treats a mental or emotional illness by talking about problems rather than by using medicine or drugs

B- Complete the sentences by using the given words above.

- a- is a general term referring to any form of therapeutic interaction or treatment contracted between a trained professional and a client or patient; family, couple or group.
- b- is the identification of the nature and cause of anything, especially an illness.
- c- Atries to improve the mental health of a client or patient by using a range of techniques.
- d- is a mental disorder characterized by low mood accompanied by low self-esteem, and by loss of interest or pleasure in normally enjoyable activities.
- e- is a psychiatric medication used for treatment of mood disorders, such as major depression and anxiety disorders such as social anxiety disorder.

C- Choose one of the target vocabulary items and write your own sentence by using it.

APPENDIX D

LESSON PLAN FOR ALL SESSIONS OF THE STUDY

Time: 45+45+45 minutes

Objective: to make the students be able to learn the meanings of the target vocabulary items and to make the students apply their learning to their further studies

Materials: reading texts, Vocabulary Practice & Production Activity Sheets, dictionary

Level of the students: pre-intermediate

Methodology: Lexical Approach

Techniques and Activities: Contextualization, Incidental vs. Intentional teaching/learning, Implicit vs. Explicit teaching/learning, Receptive vs. Productive teaching/learning, Guessing the meaning of vocabulary items from the context, Matching, Sentence completion and Sentence Formation

Procedures:

1. Session (5 minutes)

A) The teacher greets the students and makes a warm start on the lesson.

2. Session (10 Minutes)

Instructions:

A) After announcing the title of that week's reading text, the teacher asks a provoking question such as:

What can be the text about?

What do you think of the subject?

Do you have prior knowledge about the subject?

What can be the possible related subjects?

B) The teacher draws a "concept map" on the board as regarding the students' answers.

3. Session (45 minutes)

Instructions:

- A) The teacher presents the target vocabulary by writing them on the board; asks the students whether they have seen the target vocabulary before, where they have seen the target vocabulary, and whether they know the meaning of the target vocabulary items they have seen before, and gets their answers.
- B) The teacher wants the students to read the text of the week and expects them to pay attention especially to those vocabulary items.
- C) The teacher wants the students to deduce the meaning of the emphasized target vocabulary items from context and get their predictions.
- D) The teacher teaches the meanings of target vocabulary items by using some techniques such as definition, grouping, collocations, explanation, demonstration, synonym or antonym or at last translation.
- E) The teacher asks the students to read the passage once more in order to reinforce the teaching of target vocabulary and to make them be ready for the reading comprehension exercises.
- F) The students do the reading comprehension exercises provided by the course book.

4. Session (30 minutes)

Instructions:

- A) The teacher distributes the target vocabulary items consolidation, practice and production sheets and asks the students for completing the exercises on their own.
- B) As a consolidation activity, the students are expected to do a matching exercise.
- C) As a practice activity, the students are expected to do a completion exercise.
- D) As a production activity, the students are asked for choosing two-three of the target vocabulary items and try to write their own sentences by using those target vocabulary items.
- E) The teacher checks the students' sentences.

APPENDIX E

VOCATIONAL TEXTS

1st week

Our Journey into Inner Space

The word ‘psychology’ first came into use in the 15th century and it was mainly embodied in philosophical and theological discussions of the ‘soul’. As the field has grown and changed throughout its history, it has been defined in many different ways. In other words, the scope of psychology shifts as the field evolves. Even in the first decade of the 20th century, for example, psychology was defined as the study of consciousness and mind in a systematic and scientific way. At the end of the century, the focus has broadened to a science and practice concerned with human behaviour as well as the mental processes underlying mental and physical health. Psychologists use the word ‘behaviour’ very broadly. It is anything we do such as eating, sleeping, gambling, dreaming and so on.

Psychology studies both normal and abnormal behaviour of humans and other species in all aspects providing empirical evidence. In other words, it tries to investigate overt (observable) behaviours as well as covert behaviours such as thoughts and feelings. While some of these behaviours can be easily observed or identified, some are not that easy. For these covert behaviours, psychology makes use of a number of techniques and apparatus such as EKG, MRI, EEG.

There are four goals of psychology:

Description: how people think, feel, and act in different situations

Understanding: trying to state the causes of a behaviour

Prediction: forecasting the future behaviour accurately

Change or Control: what can be done to change or modify a behaviour

Psychologists study processes of sense perception, thinking, learning, cognition, emotions and motivation, personality, abnormal behaviour, interactions between individuals and interactions with the environment. Moreover, they are also concerned with socially vital issues such as divorce, marriage, violence, rape etc.

Many people confuse psychologists with psychiatrists or they assume that all of them are interested in adjustment and mental processes. Unlike psychiatrists, they are not medical doctors and are not licensed to prescribe medications and drugs. Moreover, psychologists who practise therapy are those who are trained in psychotherapy and most of them are clinical, counselling or educational psychologists. Psychologists work in a variety of settings including schools, hospitals, businesses etc. An increasing number of them work in private practice and may also specialise in multiple subfields.

2nd week

A Field of Diversity

Modern psychology is divided into several sub-disciplines, each based on various models of behaviour and mental processes. The sub-fields are often overlapping areas of interest rather than isolated domains. There is so much information in the field and it is not wrong to say that anybody could fully master even one sub-field.

Clinical and counselling psychologists work with mentally ill or emotionally disturbed people by doing therapy or counselling. Educational psychologists investigate the psychological aspects of the teaching and learning process, considering a variety of factors such as human abilities, motivation, culture and so on. They try to find out how people learn best and the working teaching techniques to improve the quality of education. School psychologists work with public or private schools in collaboration with educators. They have specialised training in both psychology and education. They assess and counsel students, consult with parents and teachers to ensure that students learn in a safe, healthy and supportive school environment. Health psychologists deal with how biological, psychological and social factors affect health and illness. Teaming up with medical personnel in private practice and hospitals, they provide patients with complete health care. They also educate the general public about health maintenance and in such health issues as hypertension, high cholesterol, smoking etc. developmental psychologists study physical, social, cognitive and personality development during the human life cycle.

As the needs of the society change, new fields of psychology are constantly emerging. One new area, for example, is environmental psychology. Environmental psychologists study the relationship between people and their physical surroundings. For example, environmental psychologists have found that people can recover from stress faster when they live in a natural environment rather than urban environment. Another relatively new field is forensic psychology. Forensic psychologists apply the principles of

psychology to law enforcement and judicial system. They help create personality profiles of criminals or study the problems in eye-witness testimony. Industrial-organisational psychologists apply psychological principles and research methods to the work place to improve productivity and the quality of work life. They help companies with staffing, training and organisational change. Social psychologists work in a variety of settings, from academic institutions to advertising agencies, to businesses and government agencies. They search how a person's mental life and behaviour is shaped by interactions with other people in all aspects. Their research helps us understand how people form attitudes toward others and suggests ways to change them when they are harmful.

There are also many other areas within the field such as sports psychology, neuropsychology and so on. Moreover, many psychologists teach psychology in academic institutions from high schools to universities.

3rd week

History of Psychology Timeline (1879-1938)

The common sense view of mind and body is that they interact. How we perceive the world directly affects our body and actions. In turn, states of the brain and nervous system generate our states of mind. The attempt to tackle two problems of mind and body (the relation of the mind to brain and the relation of the mind to world around us) has been involved in the intellectual system of psychology as both a scientific and a clinical enterprise. The great philosophical distinction between mind and body can be traced to ancient Greeks. However, we owe the first systematic account of this issue to Rene Descartes. This mind-body theories of Descartes, Spinoza and Leibniz made important contributions to the development of modern psychology in respect to the human mind's relation to the body and its actions.

The first part of the 19th century saw the creation of modern physiology and new experimental methods. As the 19th century progressed, physiologists and psychologists began to focus on the nature and localisation of cerebral function. The laboratory work of Weber, Fechner, Wundt, Helmholtz and Titchener helped to establish psychology as a scientific discipline. Discoveries in physiology helped lay the foundation for the rise of experimental psychology. Weber provided solid evidence for the possibility of establishing quantitative relationships between variations in physical and mental events. He collaborated with Müller to determine the epistemological function of the nervous system in mediating the relationship between mind and the physical environment. Experimental psychology, born with Fechner and nurtured by Helmholtz and Donders, was to be raised by Wundt, whose chief method was introspection (looking inwards). This technique was used for monitoring and reporting the content of one's consciousness. In Wundt's day, the field of psychology did not exist. He founded the first major laboratory to do research in 1879. To him, the most important issue to be investigated was 'the processes of human consciousness, their combinations, relationships and interactions'. Wundt never referred his school of thought as

‘structuralism’. The term was used by Titchener, one of Wund’s followers, to cover his ideas.

In the late 19th century, Darwin’s theory of evolution (stemming from the idea of ‘the survival of the fittest’) led several American psychologists to investigate the function of mental processes in adapting the individual to the environment. William James, an American Psychologist, viewed psychology as the study of consciousness as an evolutionary process. He played a key role in stimulating an interest in the study of the ‘functioning mind’. This new approach, named ‘functionalism’, had an important impact on the development of psychology, expanding its scope through research on emotions and overt behaviours.

4th week

Modern Perspectives

During the late 1800s and early 1900s, the clinical experiments in hysteria and hypnotism were carried out, particularly by Charcot. Among his students were Alfred Binet, Pierre Janet and Sigmund Freud. They were all impressed by Charcot and went on to use hypnosis in their own way. Especially Sigmund Freud laid the ground for the psychoanalytic model and his research methods became the foundations of 'clinical psychology' with such techniques as hypnosis, dream analysis and free association. Freud and his followers argued that thought and behaviour are determined by unconscious conflicts. These are the mental conflicts that we are not aware of and cannot think about directly. When these unconscious forces are disclosed by the therapists, he can help his patient resolve the conflicts and live a well-integrated life.

The behaviourism of American psychologist John Watson was highly influential in the 1920s and 30s. He argued that all thoughts and behaviours are learned through prior experience. Another behaviourist, B. F. Skinner, developed the idea of operant conditioning and shaping behaviour. He believed that our experience of punishment and reward shapes our behaviour and personality.

Equally important was the development of Gestalt Psychology by Kurt Koffka, Wolfgang Köhler and Max Wertheimer. This school of thought claimed that we perceive and think about wholes rather than about combinations of separate elements. Gestaltists focused on the importance of the context or background of the experience in creating meaning for a specific event.

Another influential school of psychology was developed by Abraham Maslow and Carl Rogers in the 1950s and 60s. While psychodynamic theorists have tended to focus on the dark side of human nature, humanistic psychologists have argued that human nature

is naturally positive, creative and moves towards higher levels of functioning. They also reject the behaviouristic view that we are controlled by the environment. On the other hand, they accept that one's past affects personality. They emphasize the importance of free will, the human ability to make choices as well as psychological needs like love, self-esteem, belonging etc.

Cognitive psychologists have focused on mental processes and on the role that mental processes play in determining emotions and behaviour. One of the leading figures of cognitive psychology, Jerome Bruner, did important work on how needs, motivations and expectations affect perception.

The last few decades have witnessed significant advances in understanding the structure and function of the brain and nervous system. This biological perspective emphasizes the role of the nervous system, the hormonal system and genetics in controlling mental processes and behaviour.

5th week

Sigmund Freud (1856-1939)

Freud, medical doctor and father of psychoanalysis, is recognised as one of the most prominent and authoritative thinkers of the 20th century. In fact, his name has become synonymous with psychology. Freud, born as the son of a Jewish family in Pribor, went to Vienna at the age of four and remained there until Nazi invasion in 1938. When he was studying medicine at the University of Vienna, he got the opportunity to do research under the famous physiologist Ernst Brucker. However, his early days at the university were difficult because some of his classmates discriminated against him because of his beliefs. This made him more determined than ever to do his best. After his graduation, he went to Paris to study with Jean Charcot on the treatment of hysteria and other abnormal mental conditions using hypnosis.

After his return to Vienna, he married Martha Bernays and he set himself up in private practice as a neurologist. Working with Breuer, an older colleague and close friend, Freud formulated and developed the idea that many neuroses such as phobias, some forms of paranoia and so on had their origins in deeply traumatic experiences which had occurred in the past life of the patient but now forgotten and hidden from consciousness. According to his theory, the three parts of the mind can be compared to an iceberg: the consciousness, i.e. the tip of the iceberg above water, consists of all thoughts, feelings and actions of which we are currently aware. The pre-conscious is a larger part of the iceberg below the water's surface. It includes thoughts or information that we can become aware of easily. The unconscious is the large base of the iceberg and it includes thoughts, motives, impulses or desires that are forgotten and we cannot think about directly. So, what Freud did as a treatment was to enable his patient to recall the forgotten experience to consciousness, i.e. confronting it intellectually and emotionally so that the psychological causes of the neurotic symptoms could be removed. This practice is shown as psychoanalysis.

In his study of child development, Freud put forward the idea that children between the ages of 3 and 5 reached a 'turning point'-the Oedipal and Electra stages- where they felt a strong attraction to the parent of the opposite sex. This theory has been the focus of a great deal of controversy over the years. However, his psychoanalytic labours revealed the potential benefits of studying the processes of the mind, especially the unconscious.

In 1938, the Nazi persecutions forced him to flee to England, one year before his death due to cancer of the jaw. His youngest child, Anna Freud, followed in her father's footsteps and became a famous and influential expert in the field of the ego and the defence mechanisms.

6th week

Abraham Maslow (1908-1970)

Abraham Harold Maslow was born in Brooklyn, New York. His parents had emigrated from Russia to give the best for their children in the new world. That is why they pushed young Abraham hard for academic success. Not surprisingly, Abraham spent a lonely and unhappy childhood, finding his refuge in books.

He first studied law in New York to satisfy his parents. Having married his cousin against his parents' wishes, he went to Wisconsin with his wife and he became interested in psychology. He studied with Harry Harlow on attachment behaviour and sexuality. From 1937 to 1951, Maslow was on the faculty of Brooklyn College where he came into contact with many European intellectuals immigrating to the USA such as Adler, Fromm, Wertheimer. Later, he met Kurt Goldstein, who introduced him to the idea of self-actualization. According to Maslow, it is the inborn tendency toward growth- the tendency to develop all one's talents and capacities. He saw responsibility as the expression of this inborn drive. He wrote extensively on the subject and became the leader of the humanistic school of psychology.

One of Maslow's major concerns was the hierarchical arrangements of motives that activate our behaviours. He laid out five broader layers, arranged like a ladder.

The physiological needs (the most basic needs) were at the bottom such as air, water, food, sex. Then came safety needs (security and stability) followed by psychological or social needs like love, acceptance and so on. At the top of it all were the self-actualizing needs- the need to fulfil oneself. According to him, the unfilled needs lower on the ladder would inhibit the person to go up to the next step.

Maslow's thinking has had a considerable impact on several different therapies, based on the idea that people have the inner for growth and healing. What is necessary is that therapy should help remove obstacles to people's achieving this.

7th week

Albert Bandura (1925- ...)

Albert Bandura, born in a small town in Canada, was educated in a small town school with very limited resources, yet a big success rate. He received his B.A. degree in psychology from the university of the British Columbia in 1949. In fact, his choice of psychology as a career came about by chance. While commuting to the campus with a group of engineering and pre-med students very early in the morning, he noticed that a course in psychology would fill his schedule at the early time slot. So, within time he became fascinated and decided to concentrate on it. He obtained his Ph.D. from the University of Iowa, where he was influenced by the behaviourist tradition and developed the social learning theory.

In 1953, he accepted a teaching position at Stanford university where he continues to teach today. He was influenced by a colleague who was exploring the familial antecedents of social behaviour and identificatory learning. Bandura worked together with his graduate student, Richard Walters, to do research on social learning and aggression. This research led to a program of laboratory research into the determinants and self-regulatory mechanisms of observational learning. His focus on cognition differentiates his theory modelling from Skinner's purely behaviouristic viewpoint. According to Bandura, people acquire behaviours by observing others and then imitating what they have observed. He was interested in child development, especially on how aggression is learned through a process called behaviour modelling, rather than inherited violent tendencies. He saw aggression reinforced by family members as the primary source of behaviour modelling. For example, a boy who observes his father frequently strike his mother will possibly become an abusive parent and husband. He argued that people, especially children learn aggressive behaviours from observing others either personally or through the media and environment. Therefore, the problem should be diagnosed and treated early in children to control aggression. For Bandura, tv was another source of modelling. When children watch their heroes who have never

been punished for their violent actions, they will possibly imitate or copy similar responses because children cannot differentiate between reality and fantasy.

Bandura's social learning theory has received criticisms, particularly from biological theorists. They argue that SLT rejects the individual difference due to genetic, brain and learning differences. There have also been many debates over the negative effect of tv in children. Despite these criticisms, Bandura's social learning theory has kept its important place in the study of aggression and criminal behaviour. He believed family members and the mass media should provide positive role models for children and the general public.

8th week

Anorexia Nervosa

Anorexia Nervosa is usually considered a relatively recent disorder. However, research into the history of ancient cultures reveals evidence of voluntary self-starvation dating back many centuries. Self-starvation was unknown in western civilization until the emergence of Gnosticism which proclaims not only a special knowledge of God but a dichotomy between spirit and body. The body was considered evil as part of the material world. In contrast, the soul- which was considered to have been imprisoned in that body- was holy. This belief was adopted by wealthy Roman ladies (holy women) and one of them starved herself to death in 383 A.D. becoming the first recorded death from anorexia. After the fall of Roman Empire, the instances of self-starvation were rare but it seemed to have reached epidemic proportions for religious reasons during the Renaissance. In the 19th century, the industrial revolution produced a rich urban middle class with cultural and aesthetic aspirations. A fair, thin woman image became the sign of wealth and success and this led to the re-emergence of anorexia.

Anorexia Nervosa is characterized by a significant weight loss resulting from excessive dieting. Most women and an increasing number of men are motivated by a strong desire to be thin and a fear of becoming obese because anorexics see themselves as overweight even if they are dangerously thin. According to statistics, it is laid to be ten times more common in women than in men. According to the researchers in Oxford, this is because men are less vulnerable due to their biology (genes and hormones), their emotional development, their social situation, or all three.

Health specialists state that anorexics do not recognise they are under weight and may still 'feel fat' even if they are 15% below their normal weight. Anorexics set very high standards for themselves and feel they always have to prove their competence. Anorexics see food and weight as the areas they can control in their lives and feel

powerful when they lose weight. Some anorexics, on the other hand, have low self-esteem and feel they don't deserve to eat.

Studies of anorexics patients (American Journal of Psychiatry, 1995) have reported death rates ranging from 4% to 25%. The most common cause of death are complications of the disorder, such as cardiac arrest, electrolyte imbalance and suicide. Anorexia has also a number of hormonal effects that can have severe health consequences apart from the risk factors for early mortality. The hormonal changes lead to long term irregular or absent menstruation in women, loss of bone minerals and loss of bone density known as osteoporosis. Meanwhile, brain scans indicate that parts of the brain undergo structural changes and abnormal activity such as disordered thinking, numbness and so on. Gastrointestinal problems, anaemia and multi-organ failures are among very common problems in people with anorexia.

9th week

Bulimia Nervosa

Bulimia Nervosa is a strange disorder that is mainly characterised by excessive eating (so called binge eating) and compensatory behaviours in order to prevent weight gain. Bulimics are caught in the devastating and addictive ‘binge and purge’ cycle. They see binges as a reward within itself and as a way to cope with daily stresses and feelings. A binge is different for all individuals. For one person, for example, a binge may range from 1000 to 10000 calories, and for another one, single cookie may be considered a binge. The binge eating usually occurs in secrecy and rarely in the presence of other people. Then, bulimics usually purge by vomiting, directly following the binge, to reduce the feelings of fullness and reduce their fear of weight gain. Other compensatory behaviours for purging include the use of laxatives, diuretics, diet pills, or excessive exercising.

Research indicates that it is very common for someone to suffer from more than one eating disorder. For example, some anorexics engage in binge-eating or purging behaviour as well as most bulimics do. There are also anorexic bulimics.

This eating disorder usually appears during adolescence, mostly around the age of 18. Its prevalence is said to be 3%, and it afflicts from 10 to 20 times as many women as men. Bulimics are usually people who do not feel secure about their own self-worth. According to health psychologists, they are that sort of people who strive for approval of others. They tend to do whatever they can to please others, while hiding their own feelings. Food becomes their only source of comfort.

Although the root cause is often said to be uncertain in literature, researchers believe that genetic factors play an important role in the development of bulimia nervosa. They also suggest that there are disturbances of the serotonergic systems that regulate food

consumption, and there may be cultural attitudes towards standards of physical attractiveness. The medical complications of bulimia nervosa can be severe and like anorexia, it can become life threatening if not treated. Some common medical complications include high blood pressure, shortness of breath, liver and kidney problems, high cholesterol and cardiac arrest and/or death.

10th week

Treatment Process: Willpower alone does not work ...

Research shows that eating disorders are one of the psychological problems that are least likely to be treated. Yet, this does not imply that people should wait till these abnormalities fade away on their own. On the contrary, leaving them untreated can lead to serious consequences such as death from starvation, suicide or other medical complications like heart attack or kidney failure.

If an eating disorder suspected, clinicians suggest, particularly with severe and rapid weight loss, the first step is a complete physical examination to check out any other illnesses. Because of their complexity, eating disorders require a comprehensive treatment plan involving medical care and monitoring, psychosocial interventions, nutritional counselling and psychoactive medication management if necessary. At the time of diagnosis, it is the clinician who decides whether the patient needs immediate hospitalisation or can be treated as outpatients.

Health care specialists insist that an ideal treatment team includes an internist, a nutritionist, a psychotherapist and a psycho-pharmacologist who is knowledgeable about psychoactive medications useful in treating these disorders.

Psychologists play a vital role in the successful treatment of eating disorders and are integral members of the multidisciplinary team mentioned above. Qualified therapists such as licensed psychologists with experience in this area help the patient replace destructive thoughts and behaviours with more positive ones. To ensure lasting improvement, they must work together with patients to find out the psychological issues underlying the eating disorder.

Sometimes psychotherapy alone may not be effective, so some patients also receive medication. For anorexia, for instance, antidepressant medications may be effective. Certain selective serotonin reuptake inhibitors have been reported to be helpful in recent clinical studies for weight maintenance and for resolving mood and anxiety symptoms related with anorexia nervosa.

As for bulimia nervosa, there is a considerable amount of research to identify the most effective pharmacologic and psychologic treatments for bulimia. The most promising results have been reported in studies investigating the use of fluoxetine in the treatment of bulimia, which resulted in a 45% reduction in binge eating. Moreover, vomiting was reduced by 29% in patients treated with fluoxetine. Fluoxetine has been reported to be quite useful in treating some patients with compulsive overeating disorder. According to health care specialists, these antidepressants may also treat any co-occurring depression. In addition, some studies reveal the efficacies of different combinations of medications and psychotherapy.

Short term placebo-controlled trials in patients with bulimia nervosa have reported that tricyclic antidepressants reduce binge eating by 47 to 91 per cent and vomiting by 45 and 78 per cent. Literature suggests evidence that cognitive-behavioural therapy is the most effective treatment, either alone or in combination with other therapies. The reporters in *American Family Physician* (June, 1998) indicate that the combination of cognitive-behavioural therapy and medication is more effective than the use of medication alone. The treatment goals and strategies for compulsive overeating disorder are similar to those for bulimia.

Most cases of eating disorders can be treated successfully by appropriately trained health and mental health care professionals. However, they remind that treatments do not work instantly and may require a long time to regain one's health. Therapists

suggest that incorporating family and marital therapy into patient care may help prevent relapses by resolving interpersonal issues related to the eating disorder.