TEACHING VOCABULARY

'IN CONTEXT'

by

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Approval of the Graduate School of Abant Izzet Baysal University

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ABSTRACT

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Traditionally, the role of vocabulary in foreign language learning has been subordinate to the role of grammar. In the 1980s, second language acquisition theorists researched the learning process itself, and models of the second language mental lexicon began to surface. At the beginning of the 1990s, foreign language educators were advocating the development of vocabulary as an important element of second language acquisition.The proficiency movement of the 1980s emphasized the crucial role of the context in helping the students gain proficiency, for all aspects of the language.

The present study investigated two approaches to vocabulary presentation; in context and out of context. The aim was to search for efficiency in instruction, and to test the claims of the proficiency that contextualized input represented the answer to the problem.

Fifty-three intermediate level preparatory students in the Department of Arts and Science at Abant Izzet Baysal University participated in this study. The research question of the study investigated the effects of context dependent vocabulary teaching on students' vocabulary learning. To answer the research question, two groups were randomly assigned: one experimental and one control group. The experimental group, the context group, received special training on context dependent vocabulary as guessing the meaning from the context. The other group, non-context group received no training. To gather the data, pretest- posttest procedure was followed. The data was analysed using independent samples t-test.

The result of the t-test analyses showed group differences attributable to treatment applied to the context group. Context group performed better than the non-context group. There was significant difference between two groups.

The findings of this study indicate that access to context dependent vocabulary teaching had a significant effect on students' learning, therefore on the reading comprehension.

Key words: discourse, context, vocabulary teaching

ÖZET

"BAĞLAM İÇİNDE" KELİME ÖĞRETİMİ

Söylemez, Ayşe Selmin

Yüksek Lisans, Yabancı Diller Eğitimi Bölümü

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Yabancı dil öğretiminde kelimenin rolü geleneksel olarak dilbilgisine bağımlıdır.1980'lerde, ikinci dil edinim kuramcıları öğrenme sürecini araştırmaya başlamışlar ve dolayısıyla kişilerin sahip olduklarını düşündüğümüz zihinsel sözlük kavramı da gündeme gelmiştir. 1990'ların başında, yabancı dil eğitimcileri kelime gelişiminin ikinci dil kazanımının önemli bir parçası olduğunu savunmuşlardır. Bağlamın, öğrencilerin dili bir bütün olarak öğrenme sürecinde önemli olduğu 1980'lerde vurgulanmaya başlanmıştır.

Bu çalışma, kelime öğretimindeki iki yaklaşımı incelemektedir; bağlama dayalı ve bağlam dışı kelime öğretimi. Amaç, öğretimdeki etkinliği araştırmak ve kelime öğretiminde karşılaşılan sorunlara bağlam içinde öğretimin yardımcı olduğu görüşünü vurgulamaktır.

Bu çalışmaya Abant İzzet Baysal Üniversitesi, Fen- Edebiyat Fakültesi hazırlık sınıfında okuyan 53 öğrenci katılmıştır. Araştırmanın cevap aradığı soru, bağlama dayalı kelime öğretiminin öğrencilerin kelime öğrenimine etkisinin olup olmadığıdır. Bu soruya cevap bulmak için, biri deney diğeri kontrol olmak üzere rastgele iki grup oluşturulmuştur. Denek (bağlam) grubu verilen bağlamdan anlamı tahmin etme yöntemlerini kullanarak bağlama dayalı kelime öğretimi ile ilgili eğitim almıştır. Diğer gruba, kontrol bağlam dışı) grubuna, ise böyle bir eğitim verilmemiştir. Veri toplamak için ön-test ve son-test yöntemleri uygulanmıştır. Veriler bağımsız örneklem t-testi kullanılarak analiz edilmiştir.

T-test analizinin sonucu, bağlam, denek, grubuna uygulanan eğitimden kaynaklanan gruplar arası farkı ortaya koymuştur. denek grubunun, kontrol grubundan daha başarılı olduğu ve iki grup arasında belirgin bir farklılığın olduğu gözlenmiştir.

Bu çalışmanın bulguları bağlama dayalı kelime öğretiminin öğrencinin öğreniminde, dolayısı ile okuduğunu anlamada önemli bir etkiye sahip olduğunu göstermektedir.

Anahtar kelimeler : Söylem, bağlam, kelime öğretimi

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Dedicated to my dear family ...

and to my late uncle who always believed in me.

Rest in peace...

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CHAPTER I

INTRODUCTION

I.0. Background to the Study

As we encounter with the language everyday, it is very natural and extensive that we rarely consider language as an object of the sufficient interest to study. Language is always there and we use it automatically, often without any conscious effort.

Humans have known and used the language since childhood. On the surface there is nothing doubtful about this common phenomenon as "human language". And it is believed that, as everyone knows a language, everything about language is known; but of course it is not always true.

Though it consists of many words, it involves few principles that serve to control pronunciation and organization of words into sentences. And studies on any human language show that language is a complex, abstract and infinitely productive system, linking meanings to sounds.

For many years, language teaching programs gave little attention to techniques for helping students learn vocabulary. It was also a widespread idea that students could learn all the words they needed without help. In fact, teachers were sometimes told that they ought not to teach many words

before their students had mastered the grammar and the sound system of the language.

In teacher preparation programs today, more attention is given to techniques for teaching vocabulary. One reason is this: In many ESL classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes many of the words most needed have never been learned. Something else also accounts for today's concern with the learning of vocabulary. That is the fact that scholars are taking a new interest in the study of word meanings. Through research the scholars are finding that lexical problems frequently interfere with communication; communication breaks down when people do not use the right words.

Most of the words in language have more than one meaning. It is the context in which a word is used that makes the meaning clear. In other words, the way a word is used leads to its meaning. As meaning and usage are so closely related, in the classroom new words must be taught and practiced in context.

For years, linguists dealt with the structural aspects of language but of course grammar or the structure is not the whole of the language, since we cannot communicate by only words or sentences. We have to relate them to a context. These related items constitute the discipline called as "discourse".

Discourse Analysis is concerned with the study of the relationship between language and the context in which it is used. It deals with the various devices used by speakers and writers when they knit single sentences together into a coherent and cohesive whole. The effects of this

discipline of linguistics appeared in various ways in language teaching. Wallwork gives the example of teacher-pupil talk as a classroom discourse (in1989:128). He mentions that in any classroom lesson there is one over-riding purpose, that is, the teacher should so manage the classroom that teaching and learning take place and this is called as the pedagogic function of the lesson. And he mentions that teacher-pupil talk is one of the ways that this pedagogic function takes place. And discourse would be helpful for the teachers throughout their teaching; to evaluate the descriptions which they base the teaching materials, what goes on the classroom and products of their teaching whether in written or spoken form.

On the other hand, discourse analysis brought the concept of context. Firth mentions that human communication must be described in terms of at least three levels- meaning, form and substance, or discourse, syntax and phonology (in Coulthard 1979:2). For him, language was only meaningful in its context of situation; he asserted that the descriptive process must begin with the collection of a set of contextually defined homogenous texts and the aim of the description is to explain how the sentences or utterances are meaningful in their contexts.

Therefore by the appearance of discourse analysis in linguistics, the concept of 'context' came into light in language teaching.

I.1. Problem

Observation has shown that most of the teachers in Turkey give importance to one aspect of language. It is generally grammar, the structure part of the language. And when the teaching of vocabulary items are taken into account, teachers prefer to give the Turkish equivalent of the words or they just give the meaning of that word in the target language. But to offer a Turkish equivalent of an unfamiliar word, or to offer its explanation in English does not mean to teach its meaning. It just helps the pupil to understand the meaning of that context in that period. As they do not make any effort to reach the meaning, students forget the meaning of words easily. And during this process they use their short-term memories. On the contrary, if students try to get the meaning of the words deductively by using the context clues that are given, learning will be permanent. Therefore, the problem of this study is that new words are not generally taught in meaningful contexts and it is believed that they need to be taught in contexts so that students can be able to 'use' these words later in their own performance.

Therefore, the question asked in this study was as follows :

Is there a significant difference between context and non-context vocabulary teaching in the measure of vocabulary learning?

I.2. Purpose

The purpose of this study is to investigate whether teaching students vocabulary in context would improve vocabulary learning or not. If it could be shown that teaching vocabulary in context improves the vocabulary learning

more than non-context dependent one, teachers of English could be encouraged to spare some more classroom time for this type of training in their classes in order to empower language learners.

I.3. Scope

The scope of this study is to discuss the vocabulary teaching techniques or methods that the teachers use and to propose other ways in order to make this process more effective and more meaningful. And for this, the role of context in effective vocabulary teaching will be determined.

I.4. Hypothesis

Vocabulary is an important figure in tackling a new language. Without it, communication becomes impossible. During the reading process it is impossible for students to know the exact meaning of each word they read, but by developing their guessing ability and following the clues that the context gives they can be able to understand enough to get the meaning of a sentence, paragraph or an essay. In using the context to decide on the meaning of a word, students have to use their knowledge of structure, punctuation, synonym and antonym, etc. There is no place of memorization during the process of guessing meaning. Students can use the meanings of the other words in the sentence and the meaning of the sentence as a whole to reduce the number of possible meanings. What they really learned stays longer in the memory. Therefore, as vocabulary is an important figure in the target language, students should learn new words instead of memorizing them. And what will be considered in this study is if anything can be exploited

to give discourse dimension to vocabulary teaching processes in classes, by taking the 'context' point into consideration. Deducing the meanings from that particular context by using the given context clues is more permanent when it is compared to giving the native language equivalent. Therefore it is believed that deduction from the context helps the words to be placed in long-term memory and for effective recall when necessary.

I.5. Importance of the Study

Vocabulary plays an important role in communication as well as the other components of language. And, of course the lack of needed vocabulary is the most common cause of students' inability to say whatever they want during communication activities. And in order to prevent this and to have an effective recall, context is an important factor by the help of which students can remember the words easily.

I.6. Assumptions

It is assumed in this study that students can remember the words they have learned and they store them to their long-term memories, in order to have a stable learning if they learn the words in a context.

I.7. Limitations

This study is limited only by the intermediate level of prep classes of Dil-Mer, the prep school, in the Faculty of Science And Arts at Abant İzzet Baysal University, in the academmic year of 1998/99. Two groups, including nearly equal numbers of subjects are formed. One, as experimental group

and one as control group. And only one group of subjects is taught the vocabulary in context.

Both groups are made up of the combination of the students of the four departments in the Faculty of Science and Arts: Physics, Chemistry, Mathematics, and Biology. The experimental group is composed of 8 physics, 7 chemistry, 6 mathematics and 5 biology students and the control group is composed of 8 physics, 7 chemistry, 6 mathematics and 6 biology students. Those students are placed in those groups by Dil-Mer according to the results of a proficiency exam that is applied by the instructors of Dil-Mer and accepted as intermediate level of students according to the results of mentioned exam.

CHAPTER II

REVIEW OF LITERATURE

II.0 Introduction

Researchers and English teachers have been interested in vocabulary acquisition for many years. At the same time they have also been interested in reading comprehension as it is integrated with vocabulary knowledge.

So what is the relationship between vocabulary knowledge and reading comprehension? Should vocabulary be taught in an isolated way, or through reading, in other words in context? In several studies, as in those of Judd, 1978; Krashen, Pitts & White, 1989; Knight,1994 the idea that the students would learn vocabulary through reading was emprically supported. And the results of those studies suggest that vocabulary is learned better through reading than in isolation.

II.1 Vocabulary and Reading Comprehension

Several studies show that vocabulary knowledge is essential for reading comprehension (Carter& McCarthy, 1988; Nation & Coady;1988). Grabe (1991) points out that all second language reading researchers agree on the critical role of vocabulary knowledge in reading comprehension.

Therefore, the knowledge of vocabulary can be seen as a crucial factor in order to determine the reader as a proficient or good reader. The importance of vocabulary, in determining the poor and the good readers, is also supported by theoreticians. Coady (1979), defines reading as a psychological guessing game in which the reader tries to decode the symbols. The better they decode, the better readers they are.

As reading is seen as a complex process, many researchers tried to analyze the process into a set of subskills. Related to the subject, Davis (cited in Nation & Coady:1988) investigated a study. According to the correlational factor analyses, he arrived at four factors. (1) recalling word meaning, (2) determining meaning from context, (3) finding answers to explicit questions , (4) drawing inferences.

It is also mentioned in some theories and research that language learners can learn vocabulary through reading. Krashen (in 1981) mentions that non-native speakers will most effectively increase their vocabulary through reading. According to Sternberg (1987) most vocabulary is learned only from context; words taught in isolation are generally not retained. Stieglitz (1983) prefers reinforcing vocabulary through meaningful contexts.

Clarke and Silberstein (1977) claimed that, in order to read more effectively, students should be taught strategies, one of which is guessing from context.

II.2 Neglection of Vocabulary

Words are the basic units of language form. In language teaching, the need of vocabulary is an important point especially for an effective communication. Without sufficient vocabulary, one cannot communicate effectively or express ideas. But, for many years, the programs which were used, gave little importance to the vocabulary learning and teaching On this respect many teachers were told that they should not teach many words before their students mastered the grammar and the sound system of the language that they are studying (Allen,1983:1). Therefore, vocabulary teaching process remained at a neglected point during the twentieth century.

This neglection, of course, comes to scene because of some reasons. One of them is that, during the 1940's and 1970's vocabulary was neglected in the teacher preparation programs. But before that time, it had been emphasized too much in the language classes. Because in those days, it was believed that, the vocabulary is the only key to learn a language. And what they need on this respect is a large number of words. Also, it is widely believed that, language can be mastered by learning certain words with their meaning equivalents in the mother language. But, of course, knowing the meaning solves nothing. One should also know how the words work together. These beliefs gave way to the teaching of grammar and during the 1940's and 1970's vocabulary had the secondary importance.

The second reason was that some methodologists believed that, if too many words were taught or learned before the students master

the basic grammar, they would make mistakes in the sentence construction. They also thought that the meaning of words could not be taught (Allen,1983:2). In the 1950's it was noticed that vocabulary learning and teaching process is not a simple matter as it was believed to be; it is a lot more than a certain word in one language being replaced by another word in another language.

The third reason was that some researchers believed that the meanings of words can be learned through experience. Therefore, they should not be taught in the class directly. This idea directed the teacher to the teaching of grammar, therefore they gave little attention to the techniques of vocabulary teaching.

As a result of these beliefs and ideas language teaching process came to the point that, students who do not learn grammar together with the vocabulary will not be able to use the language for communication. And of course, the contrary process also lacks in a point that, the material in which all the words in it seem to be familiar cannot be understood if the grammatical constructions have not been learned (Allen,1983:3). This is why they should be taught together and they need each other.

II.3. Historical Background of Vocabulary Teaching

The attitude toward vocabulary teaching varied according to the approaches that were followed. In the period of grammar-translation method,

the main objective was in the recognition of written words and besides in the recognition of the parts of speech and inflections of each word.

In the Reading Approach, the main aim was on the comprehension of the written documents in the foreign language. In this approach, importance was given to the vocabulary teaching while less attention was given to grammar.

The learners were unable to use the language for communicative purposes. This is because of the translation activity that they did. As they were just looking up words in the dictionary, they were unable to use the language with the purpose of communication. And besides being mechanic, looking up a word in the dictionary was a time consuming activity.

As a reaction to these approaches, Direct Method and The Audio-Lingual Approach arouse. According to the Direct Method, one can learn the language only by active and meaningful use of that language. This is possible by listening to and speaking that language. Also, according to the Direct Method, students acquire vocabulary in context as an integral part of each lesson (Celce-Murcia,1979:241). As Celce-Murcia mentions 'a preliminary part of the lesson consists of identifying or acting out vocabulary that is part of the context used in the lesson at hand.' (1979:240)

The Audio-Lingual approach, on the other hand, does not accept the teaching of vocabulary in the initial stages of teaching. What is essential according to this approach is that, the vocabulary teaching process should be kept to a minimum until the basic structures have been mastered. Also, Fries has almost the same ideas and he explained this as:

"In the early stages of language learning , there are many phrases and sentences to be practiced as complete wholes in the situation in which they are useful .These contain but few new content items at any one time. Thorough control but and a feeling of confidence in the use of a limited number of items makes for more progress than an uncertain acquaintance with a large number of words."

(Fries, 1945:54 in Celce-Murcia1979:241)

Therefore, there is no doubt that the vocabulary teaching has been given a secondary importance for years. And some researchers also mentioned and talked about the lacking points and inefficiencies of the vocabulary teaching process. In 1973, Twaddell in his article 'Vocabulary Expansion In ESOL Classroom' agreed in the limited use of vocabulary in the initial stages but he urged an immediate strategy development for the massive expansion of vocabulary at the intermediate and advanced stages. (in Celce-Murcia,1979:241)

On the other hand, the 1930's also witnessed the beginnings of a movement, called 'vocabulary control movement'. Related to this movement there occurred two particular developments ; a work on 'Basic English' by Ogden and Richards and the work on definition vocabulary, 'A General Service List ' by Michael West .

Basic English project was designed to provide a basic minimum vocabulary for the learning of English. This project had two main aims as Carter and McCarthy mention; the provision of a minimum secondary world language and the designing of an improved introductory course for foreign learners , leading to general English (in

1988:2). And Ogden and Richards define Basic English as a notion of a communicative adequacy where an adult's fundamental linguistic needs can be communicated through words that are selected were listed on a single side of a paper. And it is claimed that the words supplied will both serve to express complex ideas and be in themselves easy and fast to learn . Also, the learning burden of these words is kept to a minimum. The reason of this is that, it is not necessary to introduce a wide range of verbs which English language necessitates additional learning of various and sometimes irregular inflections. Related to this Ogden and Richards prepared a list and they confine their list to 18 main verbs (in Carter and McCarthy,1988:5). The idea that many notions can be re-expressed using more basic language is central to the Basic English Project . But, when it is carefully analyzed, some lacking points can be observed. Carter and McCarthy mention them as; firstly , according to the Basic English list that is given, which meanings should be learned first? Because as it is mentioned in Carter and McCarthy the 850 words of Basic English in the list have 12425 meanings (in 1988:3). Secondly, little guidance is given as how Basic English might be extended and how the list and the additions to it might be graded according to its difficulty or usefulness. Also it gives no guidance on how much further a learner would need to go to have a working vocabulary. Thirdly, the system is not designed to enhance thesocial interaction through language. In the process of transfer to standard English, a large number of constructions which will have been created in the course of Learning Basic English will have to be unlearned.

In 1953, A General Service List is the outcome of the three decades of major work in English lexicon. (Carter and McCarthy,1988:6). The main figures of this work are Michael West and Harold Palmer. General Service List grew from the major studies in the 1930's on vocabulary selection for teaching purposes. These studies took place in the Interim Report on vocabulary selection, also known as Carnegie Report, and then it turned to the first General Service List which was published in 1939. The main criteria of West and Palmer for the selection of vocabulary are:

*The frequency of each word in the written English should be indicated.

*Information should be provided about the relative prominences of the various meanings and uses of a form (Carter and McCarthy, 1988:7).

Both of these criteria provide guidance for teachers on deciding which words and meanings should be taught first. And the list itself, has an advantage for teachers as it indicates all possible occurrences, a detailed breakdown, for one word. Besides, it is outdated as it contains words from the 1930s and even earlier but it does not contain any entries in the 1980s such as words like pilot, helicopter, etc (Carter and McCarthy, 1988:8).

As for the vocabulary tests, as stated, in the early years of objective testing, many vocabulary tests presented the target words in isolation, in lists or as the stems of the multiple choice items. It was considered that such tests were the pure means of vocabulary knowledge. In 1954 American scholar

John B. Carroll wrote in an unpublished paper that the test items containing a single target word were the only ones that should be classified as vocabulary items (in Spolsky,1995:165). Longer than one word definitions would turn the item into a reading comprehension one.

The difficulty with testing the vocabulary in isolation was that, a word can have different meanings and be used as more than one part of speech. When the word form is presented by itself, then there is no indication for the word that which meaning or use is intended to be assessed. As it was mentioned in Read (2000:99), Sims addressed the problem in his research by not testing any word that had more than one meaning. But in fact this was not a feasible solution in normal conditions.

Clark, taking the approach of presenting the word in a short phrase or sentence to cue the intended usage, into consideration, emphasized the need to provide a 'neutral' context for the target words in vocabulary teaching and testing (Read, 2000:99).

In 1935, Stalnaker and Kurath, as it was mentioned in Read (2000:100), compared two methods of testing knowledge of German vocabulary. The first one was, "the best-answer test" consisting of multiple choice items, with each target word presented in isolation. The second was "context-test", in which a reading passage was used containing all of the same target words and the subjects had to supply the English equivalent of each underlined word. The results of those tests produced similar results. The researchers mentioned that the two tests were equally valid measures of the same ability. Therefore the implication of the study was that there was no

real advantage in testing words in context. But, the context test that Stalnaker and Kurath used, was based on a text, which was especially written to contain all the 100 words. Although they stated that each response had to fit into the context in which it appeared, it is clear for the subjects to treat each underlined word as an isolated word in most cases, without needing to refer to the context to reach at the correct answer.

The role of context neatly complements the concerns of the vocabulary researchers. And the designers of traditional vocabulary tests have tried to create items that did not provide any contextual clues. On the other hand, researchers on second language vocabulary acquisition, have planted clues in sentences or texts in order to investigate the ability of learners to make inferences about unfamiliar words that they encounter in the reading process.

The issue of context dependence also arises with cloze tests, in which words are systematically deleted from a text, and the test-takers are wanted to write a suitable word for each blank. As Read mentions, the researchers have debated whether cloze-test items can be answered correctly just by looking at the immediate context of the blank, or whether it is necessary to draw on information from the wider context of the passage. Some have made detailed analysis of the contextual information required to respond to individual cloze-test items and some have tried to show that cloze-test items are or are not context dependent in a broad sense. According to this, the degree of the context dependence can be approached either as a

characteristic of individual test items or as a property of the test as a whole (2000:12).

II.4. Recent Emphasis on Vocabulary Teaching

Vocabulary should be taken as a central element in language teaching from the beginning stages. It is an obvious truth that vocabulary is a language area that needs continued development. In recent twenty years, an emphasis on vocabulary teaching can be observed and this is devoted to some reasons : (Allen,1983:5)

1) In many English classes, even though the teachers have given much more time to vocabulary teaching, the results were often disappointing . The students could not learn even many of the words that they needed. This is why many teachers want more help in vocabulary teaching .

2) Studying the meanings of words attracted the interest of the scholars. And during their research studies, they met some lexical problems.They found that these problems affect communication, that communication breaks down when the right words are not used in proper situation .

3) The meetings of professional journals and teachers reflect the current concern for more effective vocabulary teaching. And during these meetings, discussions about vocabulary increased the emphasis on vocabulary teaching.

For the case of word lists, the 1980's witnessed a continuing concern with word lists. Hindmarsh's and McArthur's are relevant for

language teachers. Hindmarsh's list 'Cambridge English Lexicon' is based on his own experience of English Language teaching. It categorizes words into seven main difficulty levels. McArthur's lexicon, 'Longman Lexicon of Contemporary English' is characterized by alphabetic indexization , a thesaurus-like arrangement of words around particular topics by indicating significant lexical and collocational relationships .

II. 5. Symptoms Of Bad Vocabulary Teaching And Learning

In most English language learning situations, the learner needs to be proficient in English, to benefit from post-primary education and to qualify himself for employment (Tomlinson and Ellis,1980:64). For this proficiency of English, structure and enough vocabulary to understand and produce utterances is necessary. Therefore the main aim of vocabulary teaching on this respect is to enlarge the learners' vocabularies.

In the duration of learning vocabulary, sometimes things can go wrong. Wallace called these as the symptoms of bad vocabulary learning and teaching (1989:9). These are :

1) Inability to retrieve vocabulary that has been taught.

The student has been exposed to a vocabulary item at some stage, but cannot bring it to mind when he needs it. At this point there occurs two alternatives: either the communication breaks down or the student has to express his meaning in a different way.

2) Use of vocabulary inappropriate to the given situation.

A word that suits one situation does not suit another although it has the same kind of significance. Therefore, the word the particular meaning of which is known by the student may not fit into the language situation which he is in. Wallace gives the example of 'front' and 'back' that becomes ' fore' and 'aft' and 'kitchen' that becomes 'galley' for a ship terminology (1988:10).

3) Use of vocabulary at the wrong level of information.

The word one chooses has to relate to the formality of the situation in which the person is speaking and the relationship between the speakers. For example, in a foreign language situation there is the tendency to use a more formal language as it is in the textbooks. But in the real life situation among native speakers this may not be in that case.

4) Possessing the wrong kind of vocabulary for one's needs.

Learners should learn vocabulary that is appropriate for their needs. If one needs English just for reading books on his area of specialism then reading vocabulary is what is required for this person. Therefore, conversational practice on vocabulary is nothing more than spending time for the learner.

5) Using vocabulary in an unidiomatic way.

Although the students have the right kind of vocabulary, they may use the words or the vocabulary items in an unidiomatic way.

6) Using vocabulary in a meaningless way.

When a student is asked some comprehension questions about a paragraph, including unrelated words in it, he can answer the question. Because he does not have to understand the questions or the words to be able to understand. The grammatical and the contextual clues are enough to understand the framework for the answer. In this case, the student can use the target language, but he cannot learn the language as there is no connection between the vocabulary item and the meaning.

7) Incorrect use of a dictionary.

As a general sense, when students come across a new word in a passage, they immediately stop and not proceed until they have checked the word up in a dictionary. But, this process may kill the interest; they will be less aware of the context which gives the meaning.

8) Use of incorrect grammatical form, spelling, pronunciation, stress.

As learning vocabulary is something different from memorizing the list of words, these items should be taken into consideration during the vocabulary teaching and learning processes.

II.6. Teaching Of Vocabulary In The Classroom

As the new techniques and approaches introduced, the attitude that foreign language teachers have had towards teaching vocabulary and the classroom techniques they have employed have varied enormously. It can be seen from the historical development.

The primary objectives of the language instruction during the period of Grammar Translation were the recognition of written words and awareness of each words' part of speech and attendant inflections. By Reading Approach grammatical cases and declensions lost their popularity. The primary objective was comprehension of written materials. Direct Method on the other hand, assumed that one could learn a foreign language by active and meaningful use of it. Audiolingual approach deemphasized the teaching of vocabulary in the initial stages and insisted on keeping it to a minimum until the basic structures and the sound system of the language have been mastered.

Therefore, there is no doubt that, for a long period of time vocabulary has been of secondary importance. But, in fact, it is a language area that needed a continued growth and development after grammar and pronunciation are taken under reasonable control.

For the stage of vocabulary teaching in classroom, language teacher must keep in mind a distinction concerning the teaching of vocabulary. S/He must be able to determine whether the vocabulary items at hand are needed for active or passive use. Celce-Murcia mentions on the same subject that, active use in speaking and writing necessitates co-existent receptive and

productive facility, whereas the passive use of vocabulary for listening and reading may exclude productive facility (1979:242). and on the other hand, the teacher must also decide whether passive vocabulary is to be learned permanently or temporarily, that is the word will be learned to understand a given passage in a writing or a movie with no consideration for later use.

II.6.1. Types Of Words

It is a general sense that learning a foreign language is a matter of learning the vocabulary of that language. Or it is generally taken as ' the teaching of new words'. It is because that word is known as the minimum meaningful unit of language. As Ellis and Tomlinson mention this term reflects the truth in a way. But, as it does not tell us what 'words' are and it also gives us no idea about why we should teach them (1980:60).

Words can be divided into two main groups, which are called content words and function words.

II.6.1.1. Content Words

Content words can be associated with referents so they help us to understand something. As all content words have referents they also have a meaning. All nouns, adverbs, adjectives, and verbs are content words. Akar mentions that teaching vocabulary is concerned with meaning and therefore with the presentation of content words (1994:18). Content words are also known as 'full words' or 'lexical words'. They carry a higher information content and they are syntactically structured by the grammatical words.

II.6.1.2. Function Words

Function words express grammatical relations and may or may not have meanings in themselves. Pronouns, auxiliary verbs, prepositions and conjunctions are all function words. Function words are also known as 'grammatical words' or 'empty words'. We can teach content words as individual entities but function words should be taught as patterns or phrases. And they are usually taught within grammar rather than isolated vocabulary sections.

II.6.2. Types Of Vocabulary

Teaching of vocabulary includes the presentation of lexical items in realistic contexts and in a learning situation what the learner needs to be proficient. This proficiency necessitates structural competence and vocabulary large enough for him to understand and produce utterances on a wide variety of topics (Ellis and Tomlinson,1980:64). Without structural competence, he will never make himself understood ; with structural competence but without fairly large vocabulary he will only be able to understand properly and comment on a very restricted number of topics. This is why the aim of vocabulary teaching is to enlarge the students' vocabularies.

On this basis, vocabulary is searched under two headings:

II.6.2.1. Passive Vocabulary

Passive vocabulary, as Ellis and Tomlinson mention is the total number of the lexical items which one can understand correctly

(1980:64). Harmer defines passive vocabulary as; passive vocabulary refers to words which the students will recognize when they meet them but which they will not be able to produce (1991:159). Wallace on the other hand uses the term 'receptive vocabulary' instead of passive vocabulary.

The learners' have a large passive vocabulary knowledge than their active vocabulary as he will never have heard or read items that he will never need to use and he will be able to understand almost many items which he cannot use with the degree of accuracy. In order to increase students' passive vocabularies, the teacher must present new lexical items in a way that they are understood and will be remembered when heard or read again.

On the other hand, as a natural system, a new item very rarely goes directly to the students' passive vocabulary. Instead, it usually goes through a transition stage of partial understanding that when you read a new word, you do not understand it completely but when you meet with that word more often, your understanding increases. To support this process, the teacher should exemplify the use of each new lexical item in realistic contexts. This helps the student to perceive the correct meaning of the item.

II.6.2.2. Active Vocabulary

Active vocabulary , as Wallace calls it 'productive vocabulary', consists of the total number of lexical items which the student can accurately use in speech and writing. In this context, a learner's passive

vocabulary will be larger than his active vocabulary as he will have heard or read items which he will never need to use.

According to Harmer, active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which students will recognize when they meet them but which they will not be able to produce (1991:159).

Any item which becomes a part of a learner's active vocabulary must first of all be a part of his passive vocabulary. Ellis and Tomlinson mention that the implication of this for teaching is important as the student cannot accurately use a lexical item which he does not understand (1980:66). So, the instruction type, looking up the meaning of a word in the dictionary , writing three or four sentences each including that word, is futile as the student will be trying to use what he does not understand and most probably s/he will produce incorrect sentences. Therefore, in order to understand a lexical item, the learner should read or hear it many times in realistic contexts or situations. Therefore in order to use a lexical item accurately a learner must, first of all, understand its use.

For the other side of the mirror , Doff claims that the teaching of active vocabulary is usually worth consuming time giving examples and asking questions, so that students can really see how the word is used. On the other hand, to save time it is often best to present passive vocabulary quickly, with a simple example. If it appears as part

of a text or dialogue, we can often leave students to guess the word meaning from the context.

II.6.3. The Principles And Techniques Of Teaching And Learning Vocabulary

II.6.3.1. Principles Of Teaching And Learning Vocabulary

Learning the vocabulary of a language is a complex process than it might appear at first sight . Wallace mentions that to know a word in the target language as well as the native speaker knows it, may mean the ability to:

- recognize it in its spoken / written form
- recall it at will
- relate it to an appropriate object or concept
- use it in the appropriate grammatical form
- pronounce it in a recognizable way
- spell it correctly
- use it with the words it correctly goes with
- use it at the appropriate level of formality
- be aware of its connotations and associations (1982:27)

At this point, the teacher has the role of managing that the learner can do these things with the target vocabulary. Therefore, this process has to have some bases on which these principles occur.

Then, what the teacher needs is that, first of all, s/he should be clear about the aims. Wallace mentions that unless the teacher is clear on this point, it will be difficult to assess how successful or otherwise the vocabulary learning has been (1982:27). Therefore, s/he should decide about how many of principles does the teacher expect the learner to be able to do. As a second process (s)he should decide on the quantity of vocabulary to be learned. It is because of the reason that, if there are too many new words, the learner may become confused, frustrated and discouraged. So, it is an important job for the teacher to decide on how many new words in a lesson can be learned. On the other hand, the teacher also has the responsibility of choosing the vocabulary to be taught to the students. This is necessary, because the vocabulary selection should suit the aims of the course and the objectives of the lesson. As a second process, the need is important. Wallace mentions that the vocabulary presented to our own needs and interests is more likely to be remembered (1982:29). If the word has to be the part of the learners' productive vocabulary, first of all, he should have the opportunity to use it as often as it could be. It is necessary for him to recall it at will (Wallace,1982:29). Therefore, there has to be a certain amount of repetition until the learner has learned the target word. On the other hand, the word should be presented in a meaningful way. So, in the presentation of the word, it is necessary that its denotation or reference is clear and unambiguous, as meaning involves many other things as well. Therefore, the learner must have a clear and specific understanding of what that word refers or denotes to. It is

also necessary and sensible for the students that they should learn the words in the situation in which they are appropriate. Besides, the word must appear in its natural environment, among the words it normally/ generally collocates with. As it is important to know the usual collocations that the word occurs in for the learner, words that are given should be presented in context.

II.6.3.2. Techniques In Teaching And Learning Vocabulary

II.6.3.2.a .Visual Techniques

These include pictures, photographs, drawings, flashcards, wall charts, picture stories, diagrams, graphs, maps, advertisements, forms, crossword puzzles, magazine and newspaper cut-outs, realia in the classroom, realia taken to the classroom to see, feel, taste, smell or listen to, films gestures, mime, facial expressions. They are extensively used for conveying meaning and they are particularly useful for teaching concrete items of vocabulary as food, furniture and certain areas of vocabulary as places, professions, descriptions of people, actions and activities as sport and verbs of movement.

II.6.3.2.b. Aural Techniques

A recorder can be used to bring various types of sounds into class or to illustrate and practice meanings through record texts, dialogues, songs, etc. (Akar:1997) Also, audio visual materials as, films, videotape, television, and computer, can be used. They combine sounds and image and provide a

considerable degree of contextualization, as they are the presentation of authentic language use in real situations.

II.6.3.2.c. Verbal Techniques

Presenting just the definition itself is often inadequate as means of conveying meaning. Therefore, contextualized examples are required to clarify the limits of the item.

Gairns and Redman explain this technique at five groups (in 1995:74). These are :

(1) The use of illustrative situations : It is both oral and written. It is most helpful when items become more abstract. To ensure that students understand, teachers often make use of more than one situation or context. It is necessary to check that learners have grasped the concept or not.

(2) The use of synonymy and definition : Definition alone is often inadequate to convey meaning and clearly contextualized examples are required to clarify the limits of the item. As in the example of 'break out' in "a fire broke out" has the sense of "to start" but this would be misleading definition for a learner and it might encourage him to think that " the lesson broke out " was acceptable in English.

(3) Contrasts and Opposites : As with synonymy, this is a technique which is used, often asking, "What is the opposite of.... ?". An item like "sour" can easily be illustrated by contrasting it with "sweet". However, it is vital to illustrate the contexts in which this is true. Sugar is sweet and lemon is sour.

But the opposite of "sweet wine" is not "sour wine" and opposite of "sweet tea" is not " sour tea".

(4) Examples of the Type : To illustrate the meaning of superordinates as "furniture", "vegetables", "transport", it is a common procedure to exemplify them as ; table, chair, bed and sofa are all furniture.

(5) Scales : When two contrasting or related gradable items have been learnt, this can be a useful way of revising and feeding new items. If "hot" and "cold" are known, by the help of a blackboard thermometer as a framework, "warm", "cool" and later "freezing" and "boiling" can be taught.

II.6.4. Selection , Grading And Presentation Of Vocabulary Items

Selection is the process of deciding which items to teach. This process is generally determined by the textbook or by the syllabus. But often, the teacher is left to make his own selection about the vocabulary. In this case, the teacher should take into account both passive and the active vocabularies of the students'. He should select the items , in a way, which he wants the students to be able to understand and those which he wants them to be able to use well. Therefore, he needs some criteria for this process, as to select them randomly is not the true way of selection.

First criteria is frequency, that the items which are frequently used by the native speakers should obviously be taught to the learners. And, of course, these words should have a current frequency. Second criteria is availability. This refers to an item which is not generally

frequent in isolation but which is frequently used in a particular context, means to be highly available in that context. As an example to this, the name of the materials that are used in the lab can be given. They are not widely used in daily conversation but, they are always used in their own context. The third criteria is teachability. Lexical items vary according to the level of difficulty of teaching. It is mostly seen in the teaching of abstract and concrete items. Items that have visual referents are easier to teach than items whose referents are abstract. (i.e. table/freedom) Therefore, if the teacher is on the grounds of frequency and availability, then teachability will help them to make a decision. The fourth criteria is coverage. It is the capacity of that item to take the place of another item (Tomlinson and Ellis,1980:76). This does not mean that, that item means exactly the same as other items, but in most contexts it can replace them.

Grading is the process of ordering and grouping the items which have been selected for teaching (Ellis and Tomlinson,1980:76). In short, it is deciding when a selected item should be taught, when it should be revised and with what other items should be taught. And the criteria used for selection can be used to make decisions about grading.

Presentation is the third step after the items have been selected and graded. The teacher must decide how these items should be taught to the students. During the process of deciding for the words, textbooks should give some advice. If not, teachers use some devices.

II.7 The Role Of Memory On Learning And Recognition And Recall Of Vocabulary

All of us remember things that never happened and forget things that did take place. Even recent memories can evaporate, like the morning dew. We watch the evening news and half an hour later cannot relate the whole story. We enjoy a meal and quickly forget what we ate. We study for an exam with all our energy but we may not find the information when we need it in the exam.

II.7.1. What Is Memory ?

Memory is the marvel of the human mind. Memory is the capacity to retain and retrieve information; and it confers competence (Wade and Travis, 1993:239). It is a truth that without it we would be as helpless as an infant, unable to negotiate even the most trivial daily tasks as from brushing our teeth to turning on the television set. Memory preserves the past and guides the future.

To understand how it works some tests are used. Because the ability to remember depends on the type of performance required. The common type of memory test measures recognition. It is the ability to identify information you previously read, observed or heard about. What you have to do is to match current stimulus with what you have stored in memory, whether by saying old or new, or correct or incorrect . As a contrast, recall tests measures the ability to retrieve from memory information that is not currently present. Essay and fill-in-the-blank exams belong to this group. These types of tests, recognition and recall,

measure the explicit memory. Explicit memory contains conscious recollection of an event or item of information. Also, when there is no conscious remembering, information can be retained. This refers to implicit memory. This may affect our current thoughts or actions, even though we are no longer consciously aware of the original information or event (Wade and Travis, 1993:240).

Remembering an information begins with encoding. It is the conversion of information to a form that the brain can process and store. Once encoding takes place , storage gets the next step. It is the maintenance of material over time. And when it is managed, retrieval occurs and it denotes to the recovery of stored material. When memory works well, encoding leads to storage and storage permits retrieval . But if the material is not stored adequately, it cannot be recalled or retrieved later.

II.7.2. Types Of Memory

Memory is the process by which people encode, store and retrieve information. Many psychologists studying memory suggest that there are different systems or stages through which information must travel if it is to be remembered. These are three separate but interacting memory systems as sensory memory , short – term memory and long term memory .

II.7.2.1. Sensory Memory

It refers to the initial, momentary storage of information, lasting only an instant. In itself, sensory memory contains several types of sensory memories, each related to different source of sensory information as; iconic memory reflects information from our visual system, echoic memory stores information coming from our ears.

II.7.2.2. Short – Term Memory

Most of us must be familiar with the experience of looking up a telephone number and repeat it to ourselves for the time it takes to sit down and dial the number. But when somebody asks the number or the same number is needed twenty-four hours later, it is realized that the number is forgotten, so it has to be looked up all over again.

Psychologists explain this as, with verbal learning the ability to hold information over brief periods demands fairly constant repetition and any destruction or interruption impedes this ability.This type of memory is known as Short-term Memory.

It holds information for fifteen to twenty-five seconds. In this system information is stored in terms of its meaning. It is the memory storage in which material first has meaning although the maxi length of retention is relatively short. Unlike sensory memory which holds relatively full and detailed – but very short- representation of the world, short term memory has incomplete representational capabilities (Feldman,1987:222). In short –term memory, information that enter is

repeated. This process is called rehearsal. It accompanies with two things. First, as long as the information is repeated, it is kept alive in short-term memory. In other words, rehearsal allows us to transfer the material to long-term memory. If the material is simply repeated over and over again, it is kept in short-term memory. But, if the information in short-term memory is rehearsed using a process called elaborative rehearsal, it will be transferred into long-term memory.

II.7.2.3. Long-Term Memory

It accounts for the more or less permanent storage of information. Long-term memory is our capacity for recall of information minutes, weeks and years after the original input. The difference with short-term memory is not only duration. Unlike short-term memory, which is limited in capacity, long-term memory seems to be inexhaustible and can accommodate any amount of new information. On the other hand the retention between them is not always clear-cut. Information entering short-term memory may pass quite effortlessly to long-term memory and some learners may find repetition as a very effective way of transferring information into long-term memory.

To understand the organization of long-term memory , we need to understand what kinds of information can be stored there. Most theories distinguish skills or habits (knowing how) from abstract or representational knowledge (knowing that) (Wade and Travis,1993:252). Procedural memories are the memories for the performance of particular actions and skills, or 'knowing how'. Declarative memories are the

memories of facts, rules, concepts and events, or 'knowing that'. It has two varieties as semantic and episodic memories. Semantic memories reveal general knowledge including facts, rules, concepts and propositions .On the basis of our semantic memory of the concept cat, we can describe cat as a small, furry mammal that spends its time eating or sleeping. Episodic memories are for personally experienced events and the contexts in which they occurred.

Therefore, the information in the long-term memory must be organized and indexed just as the items in a library are. One way to index words or concepts that they represent is by the semantic categories to which they belong . In a study performed by Bousfield in 1953, people had to memorize 60 words that come from four semantic categories; animals, vegetables, names, professions. The words presented in a random order, but when people were allowed to recall them in any order they wished, they tended to recall them in clusters corresponding to the four categories (in Wade and Travis,1993:251). Long-term memory represents its contents as a vast network or grid of interrelated concepts. This assumes that semantic networks are fundamental human way of organizing information. And the way we use this network depends on experience and education. A cross-cultural study performed by Cole and Cole in 1989, on rural children in Liberia and Guatemala have shown that the more schooling children have, the more likely they are to use semantic categories in recalling lists of objects (in Wade and Travis 1989:251). This is because, in school, children must

memorize a lot of information in a short time and semantic grouping can help them.

On the other hand, as an extension of the same study, unschooled children need less memorize lists, but this does not mean that they have poor memories . When the task is meaningful for them, when the recalling objects were part of a story or a village scene, in the other words when they are contextualized, they can remember the objects well.

We also organize information in long-term memory in terms of the way words sound or look. In our daily life, we come across with tip-of-the-tongue situation, especially when we are trying to recall the names of acquaintances or famous persons, the names of objects, places, titles of movies, TV programmes, books, etc.. And this phenomenon is studied by researchers. They presented definitions of uncommon words and asked people to supply the words . When a word is tip-of-the-tongue, people often come up with words that are similar in meaning to the right word before they finally recall it (in Wade and Travis, 1993:251). And according to this, the verbal information in long-term memory seems to be 'indexed' by sound and form and retrievable on that basis.

To sum up the relation between memory and vocabulary, it can be said that; when we look at the vocabulary items, the most effective distinction among them can be seen as between content and function words; but it is in fact between the different types of content words. Function words can be

committed to the memory quickly and easily, they reoccur frequently. And there should be little problem in storing concrete nouns as they carry a definite image with them. Problems occur with the content words that are not easily pictured; those are nouns, verbs, adjectives and adverbs that stands for the abstract concepts. They carry sufficient content to be necessary for proper understanding of a text and occur infrequently to be easily remembered.

In the duration of vocabulary and memory, to remember a word, also form is an important element, that is compared to meaning. Because we rely on the form of a word to lead us to its meaning. On the contrary, for production, meaning guides us to an appropriate form for a particular situation.

Stevick mentions that, words are stored and remembered in a network of associations and these associations are of many types and linked in various ways (1976:18). According to him, words in our mental lexicon are tied to each other not only by meaning , form and sound but also sight and by other pars of the contexts in which we have learned or experienced them. (1976:19) What we infer from it is that; to know the meaning of a word becomes the task of knowing its associations with other words : therefore in order to have an effective teaching, we should present it in this network of associations.

II.7.2.4. Forgetting

In our daily life, most of the time, we are unable to remember something/or someone that we thought it was well established in our long-term memory. We strive to remember it in various ways; sometimes we remember, sometimes not. In some cases some outer factors, as good or bad events that affect us, cause this. Or it is because of the normal procedure of our memory. And sometimes we think that our memory is playing with us. But, even it is excellent, it cannot be thought that it has an unlimited capacity to store information. It distinguishes unnecessary storage and gives way to new input.

First attempts to study forgetting were made by Hermann Ebbinghaus, a German psychologist. He used himself as a subject and memorized lists of three-letter nonsense syllables, as FIV, BOZ, etc. By measuring how easy it was to relearn a given list of words after varying periods of time from initial learning had passed, he found that forgetting occurred systematically. And he also observed that the most rapid forgetting occurs in the first nine hours, and particularly in the first hour (Feldman,1996:241).

II.7.2.4.a. Reasons Of Forgetting

Efforts at understanding the problem of why we forget have yielded to major solutions. One theory explains forgetting in terms of a process called 'decay', or 'the loss of information through its nouse. In other words, the trace simply fades away because of the mere passage of time. But forgetting cannot be completely explained by decay. If decay explained all forgetting, mentions Feldman, we would expect that the longer the time between the

initial learning of the information and our attempt to recall it, the harder it would be to remember it, since there would be more time for the memory decay (1996:242). As decay does not fully account for forgetting, memory specialists have proposed an additional mechanism: interference. Here, the information in memory displaces or blocks out other information preventing its recall.

Gairns and Redman mention about the occurrence of two main theories related to forgetting, as decay theory and cue-dependent forgetting.

1) Decay Theory : The information stored in the memory falls into disuse unless it is activated regularly. So, whatever is learnt should be practiced and revised. Otherwise the new input will gradually fade in the memory and ultimately disappear (Gairns&Redman,1995:89).

2) Cue-dependent Forgetting : It is an opposition to decay theory. According to cue -dependent forgetting, the information does in fact persist in the memory but we may be unable to recall it. In other words, the failure is one of the retrieval rather than storage (Gairns&Redman,1995:89). Therefore, it asserts that the information was not permanently lost but "mislaid" and recall can be strengthened by appropriate retrieval clues.

As an addition to decay and cue-dependent forgetting, any significant mental activity that we undertake before or after the learning period, can be account for poor learning and retention. Activities undertaken before the period of learning, may have detrimental effects. As they may be tiresome, they may affect our ability to absorb new input. On the other hand, activities

undertaken after periods of learning may interfere with the effective consolidation and retention of new input.

According to Potter, most research suggest that interference is the key process in forgetting (in Feldman,1996:243). We mainly forget things because new memories interfere with the retrieval of old ones, not because the memory trace has decayed.

Although we may view interference negatively, it is important to remember that it may actually enhance our ability to understand and interact with the world around us. As Potter mentions, interference assists us in developing general, summary memories of our experiences. In order to recall every detail of every encounter with a particular professor, we tend to remember the most important episodes and forget those that are less meaningful. This ability allows us to draw a general picture of what our encounters with the professor have been like in the past. Also, it helps us to anticipate the course of future interactions (in Feldman, 1996:242).

In short, interference is another type of forgetting. The information may be in memory, but it may be confused with other information. This can be seen both in long and short-term memory. It has two types. One is retroactive interference. It is the forgetting that occurs when recently learned material interferes with the ability to remember similar material stored previously. Second one is proactive interference. It is the forgetting that occurs when previously stored material interferes with the ability to remember similar, more recently learned material.

In the light of these, the main concern in vocabulary teaching is to retain what is taught permanently in long-term memory. In other words, the word should be given in a way that, whatever happens it should not decay in the memory. It should be recycled, by using some retrieval clues or context clues during oral and written communication.

II.7.3. Improving The Memory

Apart from the advantages of forgetting, most of us still would like to find ways of improving our memories. And a research by Higbee (1988), Cohen (1989), Hermann (1991), Mastropieri & Scruggs (1992) has revealed, a number of strategies that can be used to help us to develop better memories (Feldman,1996:248). Among them we can exemplify:

1) The key word Technique : Visual images are extensively used in the classroom for illustrating meaning. The advantage of this is that our memory for visual images is extremely reliable and there is a little doubt that objects and pictures can facilitate memory. And it is easier to conjure up a mental image of a concrete item than an abstract one. You will probably have had no difficulty to image "bottle" and "dog" , but it is extremely difficult to supply a visual image of "truth" or "life". The ability of us to produce mental images has led to a memory technique known as key word technique. If you are taking a class in a foreign language and need to learn long lists of vocabulary words, using the key word technique is one of the ways of easing this process. In this technique, a foreign word is paired with a common English word that has a similar sound. And this English word is known as the key word. Once you have thought of a key word, you form a mental image of it

graphically 'interacting' with the English translation of the word. And according to Pressley and Levin (1983) and Pressley (1987), this technique has produced considerably superior results in learning foreign language vocabulary than more traditional techniques involving memorization of the word themselves.

2) Method of Loci : In a class situation it is difficult to keep in mind all the points that you want to make. And the method of loci is the one that was developed by Greek orators while they sought to memorize long speeches. With this technique, each part of a speech is imagined as residing in a different location of a building. And this can easily be adopted to learning lists of words. Each word on the list is imagined as being located in a series of sequential locations. Feldman gives an example for this technique as "if you wanted to remember a list of groceries consisting of bananas, ketchup, and milk, you might think of a banana interwoven in the leaves of your living-room begonia, the ketchup spilled over the end table and the milk spraying from the top of a table lamp. When you got to the supermarket, you could mentally walk through your living room, recalling the items easily" (1996:248) Therefore, in order to keep an item in the memory, a visual image of that item should be formed and that should be placed at one of the loci in one's imagined scene. Retrieval of these items comes effortlessly when the entire scene is brought back to mind.

CHAPTER III

CLASSROOM APPLICATION OF THE STUDY

III. 1. Vocabulary In Context

It is impossible for a person to know the exact meaning of every word. And while reading s/he may come across many words that s/he does not know. Related to this problem, efficient reading requires the use of some problem- solving skills. For example by developing the guessing ability, one will be able to understand enough to arrive at the total meaning of a sentence, paragraph, or essay.

Traditionally, contextualization is the presentation of a word in a sentence rather than as an isolated element (Read,2000:99). From a contemporary perspective, it is necessary to broaden the notion of context to include whole texts and more generally, discourse. In addition, it is needed to be recognized that contextualization is more than just a matter of the way in which vocabulary is presented.

Guessing the meaning from the context is one of the strategies students can use to comprehend what they read. Instead of looking words up in a dictionary immediately, students should be encouraged to guess the meaning of unknown words within the context in order to comprehend better

and learn. In this way, they convey the overall meaning of the text and learn vocabulary incidentally (Read,2000:100). It is good to bring out their creativities on language. Moreover, dictionary use should be a follow-up activity, in order to minimize the misunderstanding, if there is, caused by guessing from context. Sometimes dictionaries convey a paradigm related to the new vocabulary. It is not clear how students will use their dictionaries effectively to aid comprehension and acquire vocabulary. Will they only be able to look up each unknown word and transfer the meaning appearing on the page of the dictionary? What if there is more than one meaning for the word? What if the unknown word is a part of an idiom or phrasal verb? (Altun, 1995) In the light of these questions, it is better to get the meaning from context, and then the students may check their correctness by looking it up in a dictionary. So, the paradigm related to the 'more meanings' of a word could be solved.

There are various ways in which context can affect lexical meaning. Reed summarizes these ways as follows:

- Differences across generations (teenagers vs. adults)
- Differences between everyday usage and specialized terminology in particular fields of study
- Differences in interpretation across language varieties
- Differences between colloquial and more formal uses of words (Reed,2000:31).

Guessing the meaning of unfamiliar words is an important skill. To make correct guesses depends largely on paying attention to contextual clues as well as building an adequate word stock that enables one to determine what a given word means in a given context. These clues, to determine the meaning of word, can be divided basically into 3 groups :

*Word structure (the root, affixes of a word)

*Text-based context clues

* Framework-based context clues

A- Deducing the Meaning from Word Structure

One can deduce the meaning of a word if s/he knows the meaning of the root and affixes. There are two kinds of affixes;

a- prefix - those that come at the beginning of a word

b- suffix- those that come at the end

B- Deducing the Meaning from Text-Based Context Clues

Text-based context clues to an unfamiliar word are the clues concerning punctuation, definition, contrast, comparison, example, reformulation and expansion, synonyms and antonyms. These clues appear within the text where the unfamiliar word takes place. Text-based context clues are presented in the table. (The table is adopted from Öztürk,1995:461)

Text-based Context Clues

Text-based types	***Text-based clues***
Punctuation	Comas , Parenthesis ( ) Brackets [ ] Colons : Dashes -
Definition	Can be described as, is called, can be defined as, is, was, refer to involve, involve ,mean
Contrast	While,whereas, on the contrary, On the other hand, but,yet,unlike, However, although
Comparison	Similarly,both, likewise,just as
Example	Such as,such,like,e.g. , For example
Reformulation & Expansion	In other words , i.e. , that is
Synonyms & Antonyms	...both *tedious* and *boring* ....neither *confirmed* nor *denied*

C - Deducing Meaning from Framework- Based Context Clues

Framework- based context clues are clues based on the rules, ideas or beliefs that we form. In other words, it is the background knowledge that one has concerning the words that surround the unfamiliar word or situation where the unknown word is used.

According to Read (2000) one function of a sentence context, traditionally, is to signal the particular meaning or use of a high-frequency target word that the researcher wishes to test. In this case, the subjects need to show that they understand what the word means when it is used as any of the parts of speech (as a noun, adjective, or adverb). On the other hand, if the target word is a low frequency one that the subjects or learners are not expected to know, then they have to gather its meaning on the basis of the contextual clues. In this case they need to examine the stem sentence which contains a certain amount of contextual information. Also in recall tests, in which the target word is needed to be supplied, a sentence context is a key to elicit the word.

To sum up; guessing vocabulary from context is the way that one most frequently refers to or should refer to. During this process, first of all, guesses are guided by the topic, which in conversation is obvious from the type social interaction involved, and which in reading may be signaled by an abstract or outline of what we are about to read. Secondly, we are guided by the other words in the discourse to help us to guess. Discourse is full of redundancy, anaphora, and parallelism and each offers clues for understanding new vocabulary (Carter and Mccarthy 1989:63). Finally,

grammatical structure as well as intonation in speech and punctuation in writing serve as guides during the guessing process.

III.2. Application Of The Study

This study aimed at investigating the effects of training preparatory class students at Abant İzzet Baysal University on context dependent vocabulary teaching. The purpose of the study was to determine whether this training could significantly enhance students' vocabulary learning through reading comprehension.

In this chapter, first research design is presented. Second, detailed information about subjects is given. Third, the materials and the instruments are explained. Finally, the procedures and data analysis are presented.

III.2.1 Research Design

In this experimental study, gain scores of the differences between the scores of the pre and post-test scores on vocabulary learning of the two groups were compared. One group was taught vocabulary in context and the second group was given vocabulary with native language definitions.

The study was conducted with the intermediate level students. The reason is that, most of the students in the prep program, where the study was conducted, were currently at the intermediate level. The prep school consisted of 1 elementary, 4 intermediate, and 1 advanced level classes. Therefore the study is carried on with the intermediate level of students. The consultations with the prep school instructors suggested that the intermediate

level students would be capable of getting the information easily compared to beginners. Threfore, the 2 groups of 4 were selected randomly.

III.2.2 Subjects

In this study, there exists totally 53 subjects. Subjects were between 17 and 20 years of age and are of different parts of Turkey. The students were typical as most Turkish university fellows who had completed six years of English instruction (3 years of secondary school and 3 years of high school) in high school. The subjects were the students of the prep-school, Dil-Mer at Abant İzzet Baysal University. And they were the prep-school students of the Faculty of Science and Arts and its four departments as Physics, Chemistry, Biology and Maths. From the total of 53, the distribution of those subjects according to their departments are as; 16 Physics, 14 Chemistry, 11 Biology and 12 Maths. And 21 of 53 subjects were female. The groups were randomly assigned as control and testing. Testing group includes 26 subjects and control group includes 27 subjects.

All the students were attending to the same level of courses, including reading. Most of the successful and /or unsuccessful students might be accumulated in the same group. In order to prevent a disproportunate number of successful or less successful students from being in the same group, the researcher first consultated with the prep school instructors to obtain the scores that they got in the proficiency exam. During this consultation, the researcher is enlightened by the instructors that, the prep school groups were organized according to the proficiency exam results. When the proficiency exam scores of the testing and control groups are

examined, it was seen that both groups were at the same level of language proficiency.This process showed that both groups are homogenous for an experimental study.

The subjects in both groups were met in separate classrooms for 3 instructional sessions, which the researcher was the reading course instructor of the subjects. In each week there were 3 course hours, each 50 minutes, for instruction.

III.2.3 Instructional Material

For the case of the instructional material, the instructor was dependent to the reading course syllabus of the prep school, Dil-Mer, programme. Therefore, the textbook Matters (Bell, J and Roger Gower,1997) with its four-level course books as elementary, pre-intermediate, intermediate and upper-intermediate, and Reader At Work I (METU, 1996) were used. For the experimental group, additional information related to the vocabulary learning, especially guessing from the context, by using the context clues was given by the researcher.

For the textbook, the reading passages of Matters, which are left to the reading course instructor were studied. And from Reader At Work I selected texts were instructed during classes. The vocabulary items are extracted from Matters-Intermediate and Upper Intermediate.

Those selected vocabulary items were composed of 40 words, including 9 nouns, 15 verbs,13 adjectives, and 3 adverbs.Then a test was composed by using these words. This test was applied to the subjects as a

pre-test and as a post-test. Also, during the instruction period, those subjects were given quizzes, as a classroom study activity, in order to determine the effectiveness of the context dependent vocabulary teaching and learning.

In the testing process of the vocabulary items, two types of questions were prepared in the quizzes. They were inclined to both recall (production) and recognition (selection). In recall tests, students were asked to give a definition (as possible as in English) of the given words. In the recognition tests, students were asked to find the best synonym or the best definition of the given words.

As implied for the testing materials, three quizzes were applied and the questions were prepared by the researcher regarding the position of the subjects in hand, by using the target vocabulary. The reliability and the validity of the quizzes have not been acknowledged. Since no item analysis tests were conducted, the reliability of the materials may be questioned.

III.2.4. Procedures And Data Analysis

In this study two tests, a pre-test and a post-test were given to 53 subjects. The primary aim of the study was to determine the effectiveness of context dependent vocabulary teaching and learning to non-context dependent one.

Students were not explained or informed about the study. This was done to obtain reliability of the further quiz results. In both groups, study was applied by the researcher, in order to prevent any of the methodological

difference between two other teachers. Therefore the study is limited just on the difference between context dependent and non-context dependent teaching of vocabulary, rather than any other methodology gap. On the other hand, pre-test and post-test were given to the subjects. But this application was not limited to 53 subjects. In order to prevent any probable doubt about the tests between students, those tests were applied to all the classes of the prep school at the same time.

Testing procedures

A pre-test which include the selected vocabulary was given to all students on the same day at the same time, ten days before the instruction began. It is applied in order to validate that all the selected words for the instruction period were likely to be unknown. Then, the instruction started. At the end of 3 weeks of instruction, the post-test, which was the same with the pre-test, was given.

As the course was a reading course, reading quizzes were also given to the subjects, which were including a reading text and comprehension questions. And after the reading quiz, the subjects were given a vocabulary quiz which included both production, that is defining the given vocabulary item, and recognition, that is selecting the most appropriate word, synonymous word for the given item. Those words were sometimes selected from the reading text of the quiz or their own context was given. But these quizzes were not evaluated for the study. Therefore, those quizzes were given as a normal procedure of the prep school programme. In other words, they were applied independently from the study.

Treatment Sessions

The context dependent group were trained on the use of context clues for three 50- minute courses in a week by the researcher. The course was basically a reading course, instructed by the researcher, therefore the researcher left 3 course hours of 6, in a week to instruction related to the study. After each treatment session a quiz was given to the subjects. These quizzes were also given to the non-context group at the same time.

In the first week of the instruction, subjects were instructed on using the grammar to guess the word meaning. That is, looking at the grammatical structure of the sentence may tell about the function of the word – as a noun, pronoun, verb, adjective or adverb. This process makes the choices for guessing the meaning much narrower.

In the second week an instruction on text-based context clues, that is recognizing the words that connect the ideas- as, pronouns was given. In the third week students were instructed on synonyms. Because it is important to remember that even though two different words are used in a text, they could name the same thing.

After the each week's instruction, as a study in the instruction period, students were given a quiz, which aimed to intensify the treatment session.

Course Outline

Session 1

a. Students were informed about how they will use the grammatical structure of the sentence as a guide to the guessing process. They are also informed about the function of the words-as noun, verb, adjective, etc.

b. Exercises related to the subject were given to the students.

Session 2

a. The words that connect the ideas as summary words and pronouns were instructed . They were told that if they do not pay attention to those words, it will be hard to get the writers ideas. It will also difficult for them to catch the unknown vocabulary.

b. Students were given exercises on the subject.

Session 3

a. Sometimes, to make their writing interesting and enjoyable, writers use many words.They may use a few different words to name the same thing. So, it is important for students to take care of those words, synonyms, to get the meaning of an unknown word from the context of the sentence. Therefore, synonyms were instructed.

b. Exercises on the subject, as finding the referent word in the sentence – were given to the students.

Timetable of the Training Sessions

The timetable of the training sessions was as follows;

Week 1

March 1, 1999 Monday (9:00-11:50)

Week 2

March 15,1999 Monday (9:00-11:50)

Week 3

March 29,1999 Monday (9:00-11:50)

Scoring Procedures

An answer key was prepared with all possible, acceptable answers for the tests by the researcher. Each answer was judged as correct or incorrect, and the point, which was determined for the questions of that quiz was given to each correct answer. The possible grammatical errors and spelling errors were not taken into account. Zero point was given for the incorrect or missing answers.

Data Analysis

The gain scores , as mean, standard deviation, of the pre and post test results which were given to both groups were calculated . Their results were

measured with independent samples t-test by using the statistical programme SPSS 9.05 for windows. And a significant difference was found.

III.2.5. Results Of The Study

The purpose of this study was to investigate whether teaching students on context dependent vocabulary would improve their vocabulary learning or not.The research question asked in this study was to determine whether there is a significant difference between in-context and non-context vocabulary teaching in the case of vocabulary learning.The following analyses were done in order to examine this process.

In order to measure the differences, two groups of students, with the same level of language proficiency were taken. Then those groups were randomly selected as control and testing groups.

The students of both groups were instructed in the reading course by the researcher. Also the testing group was instructed on vocabulary guessing from the context by the researcher. Those subjects were given three 50-minute instruction in a week. The instruction lasted 3 weeks. During the instruction, in order to observe the student's attitudes to instruction, 3 quizzes were applied. The results of those quizzes were not included to this study. But, it should be mentioned that, students' response to instruction was increased especially after the session related to the instruction of synonyms. (see appendix 2)

In the study, the students were given a pre-test and a post-test.The subjects were the same in those tests. Therefore, as the data was taken from

the same subjects at different points in time during the study it was independent. Means and standard deviations of the gain scores for the groups were calculated. Then independent samples t-test (two-sample t-test) was used to gather the differences between the test results of the two groups.

Table – 1

DESCRIPTIVE RESULTS OF THE GROUPS :

					Paired Difference	
		N	$\bar{x}$	SD	$\bar{x}_2 - \bar{x}_1$	$SD_2 - SD_1$
Context Group	Pre-test	27	50.185	18.733	+23,88	13.95
	Post-test	27	74.074	17.869		
Non-context Group	Pre-test	26	44.461	22.924	+15,34	22.932
	Post-test	26	59.807	12.367		

Note : N : the number of students $\bar{x}$: the mean $\bar{x}_1$: pre-test mean

$\bar{x}_2$: post-test mean SD : Standard Deviation

The study had two groups. One control and one experimental group. Experimental group, which was also called context group, mainly consisted of 27 students and the control group, which was non-context group, included 26 students. The mean scores of the two groups according to the pre and post test results were given in the table as; the mean of context group was 50.185 for pre-test and 74.074 for the post-test. For the non-context group, pre-test mean was 44.461 and post-test score was 59.807. The standard deviations for the groups were; 18.733 for the pre-test of the context group and 17.869 for the post-test. In the case of non-context group, pre-test standard deviation was 24.924 and post-test standard deviation was 12.367.

For the paired differences, the mean score difference of the context group for pre and post test was 23.88. This means that, the mean score of the context group increased in that proportion between the pre and post test, in other words treatment was effective for that group.This result was 15.346 for the non-context group. The standard deviations of the groups were; 13.95 for the context group and 22.932 for non-context group.

The apparent difference between the means and the standard deviations of the groups, roughly, gives us the idea that the treatment was successful. The context group had a mean score development from 50.185 to 74.074, and the increase was 23.88. But it was also observed that, the non-context group also had a progress from the mean score 44.461 to 59.807 between pre and post tests, with the increase 15.34 between two tets.

Therefore, in order to see whether each group is significantly different from the other and to investigate whether the instruction was helpful or not, an independent sample t-test was run. For this process, the statistical programme SPSS 9.05 for windows was used.

Table – 2

INDEPENDENT SAMPLES T-TEST RESULTS :

Groups	N	$\bar{X}$	SD	T	P
Context Group	27	62.129	16.923	-2.318	.025
Non-context Group	26	52.134	14.414		

***p< .05**

(Significance at .05 level)

For the independent samples t-test, the means of pre and post test results of the both groups were calculated by using SPSS 9.05.

As a result of the independent samples t-test, the mean of the context group was 62.129 and non-context group was 52.134. The standard deviation for the context group was 16.923 as it was 14.414 for the non-context group. The t-value was –2.318 for the groups. This study gets the p value as; p< .05. As the independent samples t-test result, that is .025, is

lower than the set p value, the t-test result of the study ".025" is meaningful at .05 level.

Therefore as a result of the independent samples t-test for vocabulary teaching in context, a significant difference was found between the groups. This difference indicates that context dependent vocabulary teaching, made significant difference on learners.

CHAPTER IV

CONCLUSIONS AND DISCUSSION

V.I. Summary Of The Study

The study was conducted with the prep school students of the Faculty of Science and Arts at Abant Izzet Baysal University. In this experimental study, the question of whether those who had been trained on the use of guessing in context procedures would differ from those who had no training on the context dependent vocabulary learning, with two measures as recognition and recall in reading comprehension was investigated. The subjects in the research were at the intermediate level of their prep school instruction.

V.2. Major Findings

The results of the study indicate that there was a significant difference between the context group and non-context group. It was also clear that, guessing or deducing the meaning from the context with training- as it is on the context group, improved the reading comprehension of the students.

Also, the results of the study showed that subjects in the context group learned a significant number of words by using the context clues during the reading process. Therefore, the results indicate that there were significant

differences between the context group, which was trained related to context dependent vocabulary through guessing and non-context group, which was not trained.

V.3. Limitations Of The Results Of The Study

Some limitations related to the study should be pointed out. Those are the subjects and the materials that were used during the instruction.

The number of the subjects was limited to 53. The use of such small group of samples limits the generalizability of the results regarding the study. Therefore, the findings of the study should be taken into account with the characteristics of the sample group, as all the subjects of the study were at the intermediate level of prep school instruction at the same university. A study with a different group can result differently. Therefore this restricts the generalizability of the study to a wide area.

The instructional material was limited as regarding the prep school programme. This was because, the researcher herself instructed the reading course of the subjects. Therefore the researcher had to use the course materials as the other instructors. Other instructional materials, for the context group, related to the instruction were developed by the researcher by making use of several sources.This implies that the applicability of these materials for the classroom use has not been confirmed. As for the testing materials, rather than pre and post-tests, three quizzes, which were not included to the study, were given and the questions were prepared by the researcher regarding the position of the subjects in hand, by using the target vocabulary. The reliability and the validity of the tests have not been

acknowledged. Since no item analysis tests were conducted, the reliability of the materials may be questioned. Therefore these restrict the generalizability of the materials.

V.4. Implications and Recomendations

This study was focused on the intermediate level of students regarding the vocabulary learning dependent to context. Further investigations can be determined whether the results of this study can be extrapolated to different levels of students.

Also the focused point of this study was on the learning difference between context dependent and non-context one. The subjects of this study were the prep school students of the Faculty of Science And Arts, consisting four departments as Physics, chemistry, biology and maths. Therefore a further study can be investigated regarding the learning differences between the students of the four departments dependent to context.

The results indicate that the use of context plays an influencial role on vocabulary learning. But, as there were not an abyss between the subjects of the two groups related to the mean scores, this finding does not mean that students should only learn vocabulary used in context. This suggests that students learn vocabulary which is presented in context, by using the context clues more easily and effectively. Therefore spending some more classroom time on training the students for the use of context clues, for context dependent vocabulary teaching is recommended as context dependence is a characteristic of the testing materials and the studies of lexical inferencing.

APPENDICES

"VOCABULARY TEST"

"QUIZ RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS"

APPENDIX -1

VOCABULARY TEST

PART A

Deduce the meaning of the words that are underlined in the following sentences.

(10x3Pts=30Pts)

1- Last night, a friend of mine invited me to a new restaurant. I liked everything about the restaurant, the wonderful view, kind people but especially delicious Italian food.

delicious means _____

2- What would you do if you had to live on an island ? I'm sure it would be too boring. You would see water whereever you look.

island means _____

3- I don't believe in superstitions; " If a black cat passes in front of you, you'll have a bad luck." Can you believe in such a foolish thing?

superstition means _____

4- My parents are divorced but they get on quite well. They don't live very near but they see each other about twice a month. They can talk about everything- usually my and my sister's problems.

get on with (sbdy) means _____

5- The police arrested the man. Everything was very clear; his fingerfrints were found on the pistol. Moreover he confessed that he had killed his wife. But the judge didn't send him to prison .

prison means _____

6- People are more relaxed in Britain. They don't get so angry and stressed about things.

relaxed means _____

7- In New York it doesn't matter how successful you are, you always feel you should do better. Everyone in America is ambitious- they want to be rich or important.

ambitious means _____

8- I have to be careful what I eat because I put on weight easily. I put on weight when I'm travelling, you know, all those meals on the plane, and snacks at airports.

put on weight means _____

9- My nephew has ideas like no one else's. He can invite wonderful stories, draw unusual pictures and suggest unusual ideas. He's extremely imaginative.

imaginative means _____

10-It's so light outside, but it's very dull in the house because of the small windows.

dull means _____.

PART B

Choose the **antonyms** of underlined words from the box and write in the blank.

(10x2Pts=20Pts)

hard	always	
interesting	easy	thin

1- Our exam was really hard but the other class had a(n) _____ one.

2- Put on a thick pullover if you're cold. That one is too _____.

3- He's quite dull, but she's very _____.

4- It was a terrible accident. People were screaming and there was blood everywhere. I will never forget that day.I will _____ remember.

5- Our bed is quite soft, but my wife has a bad back so she'd prefer a _____ one.

Choose the **synonyms** of underlined words from the box and write in the blank.

at once	frequently	funny
interesting	reserve	

6- I have to go down to the city immediately. It's urgent! _____

7- I would like to book a table for four for tomorrow night. _____

8- There was an amusing story in the paper this morning. I'm still laughing. _____

9- I lost my grandfather 2 years ago. We were like friends so, I often think of him. _____.

10- It didn't seem a very exciting idea. Let's think another one. _____

PART C

The definition of a word is given below. Read it carefully and write the word. (15x2Pts=30Pts)

Definition	**Word**
1- waterless, treeless and sand-covered place.	d_____
2- violent and strong windstorm	h_____
3- a chance for advancement or progress	o_____
4- to be sure that you can do something well and easily.	c_____
5- to feel the intense dislike for something; hate.	d_____
6- to put something in a place where people can't find it.	h_____
7- to try to find information in a book.	L_____ u____
8- someone who wants to win or to be more successful than other people.	c_____
9- to take care of someone or something	l _____ a_____
10- know, be able to identify somebody or something again that has been seen, heard before.	r_____
11- a person who is rarely angry	g_____ t_____
12- to bring to mind	r_____
13- place, rank	p_____
14- to resemble in appearance, character or actions	t_____a_____
15- to mix something with a spoon	s_____

PART D

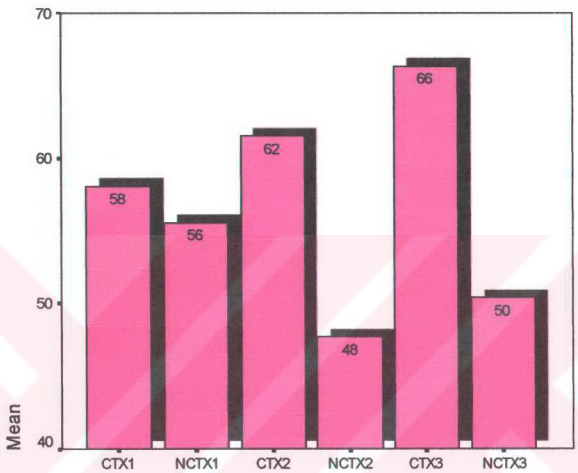
Fill in the blanks in the paragraph with a suitable word. The explanation of the word in parentheses will help you.

(5x4Pts=20Pts)

_____ (sudden and violent movements of the earth's surface) and volcanoes frighten people but they also give them great _____(feeling of being happy or satisfied). Although volcanoes are mostly beautiful mountains, they have _____(broke to pieces, made useless) cities, forests and farmland throughout history. The word volcano comes from the name of the island of Vulcano, just north of Sicily.In classical times, people thought it was the home of Vulcan- the god of destruction. Science has _____ (made or become better) greatly.However we still know very little about volcanoes. A volcano is a kin0d of chimney, or vent. Three types of material come out of this vent; a hot liquid, pieces of rock and great quantities of gas.Scientists often _____ (arrrange in classes or groups) volcanoes according to the type of vent and kind of explosion.

APPENDIX –2

QUIZ RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS



Note: Ctx1, Ctx2, Ctx3 are the quizzes which were applied to the experimental group and Nctx1, Nctxt2 and Nctx3 are the quizzes applied to the control group. Those quizzes were analysed by the statistical programme SPSS 9.05. The bars were, also drawn with the same programme. It was observed that there is a systematic increase related to the mean scores of the quizzes of the experimental group. On the other hand, the mean scores of the control group were analysed, but no systematic increase related to the mean scores was observed. This shows us that, instruction given to the experimental group constructed a significant difference between the two groups during the instruction period.

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