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Vocabulary Expansion Through Dramatic Texts in ELT

Asuman BİRDAL CİNCİOĞLU

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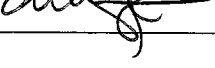
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TEZ ONAYI

Enstitümüz **İNGİLİZ DİLİ EĞİTİMİ** Bilim Dalı 2501010151 numaralı ASUMAN BİRDAL'IN hazırladığı “**Vocabulary Expansion Through Dramatic Texts in ELT**” konulu **YÜKSEK LİSANS TEZİ** ile ilgili **TEZ SAVUNMA SINAVI**, Lisansüstü Öğretim Yönetmeliği'nin 10.Maddesi uyarınca **03.11.2004 Çarşamba** günü saat **14.00'de** yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin~~kabulü~~.....'ne* **OYBİRLİĞİ / OYÇOKLUĞUYLA** karar verilmiştir.

JÜRİ ÜYESİ	KANAATİ (*)	İMZASI
PROF.DR. TÜLİN POLAT	Kabulü	
PROF.DR. NİLÜFER TAPAN	Kabulü	
PROF.DR. ŞEYDA OZİL	Kabulü	
YRD.DOÇ.DR. ÖZLEM İ.ETUŞ	Kabulü	
YRD.DOÇ.DR. DİLEK İNAL	Kabulü	

ÖZ

Bu çalışma, İngilizce öğretiminde kelime hazinesini geliştirme amacına yönelik *The Lexical Approach* yönteminin drama metinlerinde uygulanmasının etkililiğini araştırmayı hedef almaktadır. Bu hipotez temel alınarak, 2003-2004 akademik yılı İstanbul Üniversitesi İngiliz Dili ve Edebiyatı ve Amerikan Kültürü ve Edebiyatı'na bağlı ileri seviyede üç hazırlık sınıfındaki 50 hazırlık öğrencisi ile bir araştırma yürütülmüştür. Araştırmanın öncelikli amacı, öğrencilerin *Lexical Approach*'un drama metinlerine uygulanması yoluyla yapılan kelime çalışmalarına yönelik yaklaşımlarının ortaya çıkarılmasıdır. Araştırma kapsamında, öğrencilerin yıl içinde çalıştıkları üç oyun üzerinde *Lexical Approach*'un temel ilkeleri göz önüne alınarak oluşturulmuş alıştırmalar öğrencilere öncül çalışma olarak verilmiştir. İkinci aşamada, öğrenciler kelime öğrenme tekniklerini, metin türleri seçimlerini, hazırlanmış olan alıştırmaya kağıdındaki alıştırmaya tiplerine aşinalıklarını ve beğenilerini yansıtan anketleri doldurmuşlardır. Anketin sonucunda elde edilen nicel veriler bu çalışmanın hipotezi bağlamında değerlendirilmiştir. Çalışma, araştırmanın önemli görülen bulguları ve alandaki olası çalışmalara ışık tutacak yapıcı öneriler ile sonlandırılmıştır.

ABSTRACT

The major concern of this study is to investigate the effectiveness of vocabulary expansion through the implementation of *the Lexical Approach* into dramatic texts in ELT. In the basis of this hypothesis, a research was carried out with 50 advanced level learners of English Language and Literature, and American Culture and Literature at 3 preparatory classes at Istanbul University in 2003-2004 academic year. The primary aim of the research is to discover the attitudes of the learners towards the lexical study through the implementation of *the Lexical Approach* into dramatic texts. Within the scope of the research, the exercises, which were prepared in terms of the principles of *the Lexical Approach* on the three plays the learners had already studied within the year, were given to the learners as a preliminary study. As the second phase, the subjects completed the questionnaires, which are based on the learners' strategies for vocabulary expansion, on their preferences for text types to study, and on their familiarity with the exercise types and their appreciation for these exercises. The quantitative data attained as a result of the assessment of the questionnaires are evaluated concerning the hypothesis of this study. The study ends with the significant findings of the research, which are accompanied by constructive suggestions for further studies in that field.

PREFACE

The fact that having a large store of vocabulary brings appreciation, success, and respect even in your native tongue gives the signals of the necessity of striving for the utmost achievement in vocabulary in ELT. For a period of time vocabulary has been a neglected area in ELT, but has gained its deserved interest after the 1970s. Researchers, linguists, educationalists have started to see the value of vocabulary knowledge, and have proposed ways of handling it. Within this movement, the 1990s are considered to be the turning point for one another important development, which requires that language be studied in lexical chunks rather than single vocabulary items, and/or grammatical structures.

Within this framework, the fundamental goal of this study is to figure out the attitudes of advanced learners towards the role of vocabulary expansion in ELT, specifically with the implementation of *the Lexical Approach* into dramatic texts. The reason why the term expansion is used lies in the fact that the target group of learners in this research is advanced level learners at a preparatory class, and they are in need of expanding their lexical competence. Among the approaches to vocabulary expansion, *the Lexical Approach* is chosen as it offers applicable methods to the language studies by focusing on lexical chunks. As for the preference for selecting dramatic texts, it stems from the intent to introduce the text type in the learners' interest as their major field is English and American Literature; furthermore, an abundance of lexical chunks in dramatic texts with phrases, idioms, expressions, collocations in a realistic context makes them two times appropriate for the target study.

With these main goals in mind, this study informs its readers by founding a theoretical background starting with the place of dramatic texts in ELT. The study initially discusses the relation between language teaching and literature, drama in particular. In the second chapter, detailed information on the vocabulary knowledge is given preceding the background information about its place in the history from the 1930s up to the present time; following this, more extensive knowledge on *the Lexical Approach* is dealt with. The last chapter mainly covers the research and descriptive information on the constituents of the research such as the target group,

the handout and the questionnaire. The study is concluded with the findings and suggestions following the results of the research, which are evaluated in line with the statistical data, accompanied by tables and figures demonstrating them.

Needless to say, the process of carrying out this study has not been easy, and alone; the number of people who has contributed to this study is numerous when the different steps of the study are taken into consideration. I would like to start with expressing my real gratitude to my thesis advisor Prof. Dr. Şeyda Ozil, who has been meticulous during the process of the study; moreover, she led, advised and encouraged me throughout the study in order that we could contribute to the studies in the field of vocabulary expansion in ELT.

In addition, I would like to express my special thanks to my colleagues Buket Akgün and Tuba Hacaloğlu, who spent their invaluable time on conducting the handout and the questionnaire in their classrooms. I also should thank to the target group of learners, including my 2003-2004 preparatory class students, for their contribution to this research; if not for them, I would not have been able to carry out this research, and attain the precious data.

I am also grateful to the lecturers, Prof. Dr. Tülin Polat, Prof. Dr. Nilüfer Tapan, Assoc. Prof. Alev Bulut, Assist. Prof. Sevinç Hatipoğlu, and Assist. Prof. Dilek İnal as they led us within the MA program. I should thank to Dr. Aybars Erözden as well for his guidance especially in the beginning of the study. I would also like to express my heartfelt thanks to Assist. Prof. Özlem İlker Etuş, for the guidance, and support she has given me in the various steps of this study.

The most special thanks go to my parents, and my elder brother as they have always been with me with any kind of support, strength, above all the love they give me, and believed in me all along my life. Last but not least, I would like to express my loves, and special thanks to my beloved husband, Oğuz Cincioğlu, for his help, support, and absolute belief in me all the time.

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LIST OF ABBREVIATIONS

CA: Componential Analysis

E: Exercise

EFL: English for Foreign Language Teaching

ELT: English Language Teaching

ESP: English for Specific Purposes

GSL: General Service List

L1: Mother tongue

L2: Second Language

LTM: Long term memory

S: Statement

STM: Short term memory

INTRODUCTION

The primary goal of this study is to explore means of implementing vocabulary studies into dramatic texts through *the Lexical Approach* at an advanced level and get further insight into the learners' attitudes towards the process of vocabulary expansion through this approach. The prompting reason for setting out the study is to contribute to the advanced level learners' vocabulary improvement, which has a vital role in their mastery of the language. Advanced they may be at the structural level, the learners need to improve their lexical competence on a life-long basis. Among the approaches dealing with vocabulary, *the Lexical Approach* is chosen as it handles the language in general in chunks, not ignoring grammar, unlike the other approaches on vocabulary. There are several types of texts used for teaching vocabulary in chunks; however, as it is claimed in this study, drama as a genre best serves this purpose since its defining features enable the learners to encounter many expressions and collocations in conversational language.

The majority of the studies taking drama as a means in ELT focus on its performance side; they offer creative ways of producing language through acting drama, but few highlights the promising effect of drama as a written source. In this sense, this study is one of the few studies, which handle drama in its written form; moreover, it suggests practising it through various valuable exercises on lexical chunks, the focus of which is on *the Lexical Approach*. In addition, what is unique to this study is that the research carried out aims at discovering the attitudes of advanced learners to implementing *the Lexical Approach* into the dramatic texts, which is highly crucial as they are the indicators of the value of the study. The target group specified for the research is 50 students in the preparatory classes of English Language and Literature, and American Culture and Literature at Istanbul University. The students were initially given vocabulary-based exercises on the three plays they read. Then they were asked to fill in the questionnaire where they respond to 28 statements checking their preferred ways of vocabulary learning, text-type choices, and attitudes towards the exercise types assigned to them. The statistical data obtained from the results of the questionnaire are evaluated concerning the relation between the hypothesis and the learners' attitudes to this process.

In order to clarify the related terminology, the study initially covers the theoretical background on literature and language teaching, and then proceeds to focus on the role of drama in language learning with its specific contribution to vocabulary teaching. The comprehensive knowledge on vocabulary following it elucidates the process of vocabulary teaching, the place of vocabulary in ELT from the historical aspect, and *the Lexical Approach* in depth. Having clarified the theoretical background, the study brings forth a thorough discussion of the research and its implication for expanding vocabulary through dramatic texts.

The first chapter highlights the close relation between foreign language teaching and literary texts through related definitions, and more specifically focuses on the role of drama in the language classroom. Considering the partnership of words and drama, the chapter not only analyses how words come to strengthen the effect on dramatic texts but also questions the implication for teaching words in their literary context.

The second chapter is mainly concerned with the related issues on vocabulary, vocabulary learning and teaching. This chapter offers a comprehensive definition of a word, which is accompanied by the requirements of learning vocabulary with a close reference to certain crucial topics such as storage and memory. The chapter introduces an extensive review of literature on vocabulary teaching and finally discusses *the Lexical Approach* with its underlying principles and components.

The last chapter aims at providing support for the hypothesis put forward within the whole of the study via the research carried out with the target group of learners. The chapter initially gives the overall background of the research; its aims, objectives, the target group, and the procedures involved in carrying out this research. After the frame of this study is set, the research findings are interpreted in the light of the background information given for each statement, which also allows the readers to see the relation between the responses of the learners and the practical aspect of the study. In conclusion, the results of the research are used to make further suggestions for the teachers of English who want to pursue a similar study in their classrooms. The study also addresses to the need for further research to be carried out in this field.

1. DRAMA IN ENGLISH LANGUAGE TEACHING

The process of English language learning and teaching requires many variables, one of which is finding the most appropriate material. In this sense, drama is one of the most promising text types that serve to the students in the process of gaining competence in a foreign language as it is rich in language, and thus provides invaluable data for the language learners. This chapter analyses the relation between literature and language teaching with specific reference to drama as a major literary genre.

1.1. Literature and Language

Within the process of learning the language, it is probable for many text types to be used as a means, and literary texts are among the first to be used in language teaching context. The underlying reasons for literary texts to be recommended are likely to show variety; providing learners with language diversity, presenting them a meaningful context are some of these. Before discussing the relation between literature and language teaching, the words, literature and language, need to be defined.

Literature has been defined in many different ways, each definition revealing a different aspect of literature. Some definitions focus on its probable power of arousing emotions, some on its being a product/a work that one can reach through the 'written information' on books, articles, and some others highlight its artistic features, and there are also the ones that focus on the use of language. The answer even changes according to what one is looking for, what his/her purposes are; Culler says that if this question is asked by a child, the answer is "stories, poems, plays"; however, if the questioner is a literary theorist, it will not be a definition but an analysis or an argument about literature including its purpose, object or activity (Culler, 1997). With the following definitions, Lazar (1993: 2) exemplifies how different perspectives writers have concerning this issue:

“Literature could be said to be a sort of disciplined technique for arousing certain emotions.”(Iris Murdoch, *The Listener*, 1978.)

“Literature is the question minus the answer.” (Roland Barthes, *New York Times*, 1978.)

“Great literature is simple language charged with meaning to the utmost possible degree.”(Ezra Pound, *How to Read*, Part II.)

What Murdoch focuses on here is the capacity of literature in arousing emotions, while Barthes supports the common view that it has always been hard to define such central questions. Pound emphasizes the various meanings it presents by means of its powerful language, which is the view adopted in this study as well.

Keeping on with another perspective, the fact that not only is literature a product but also it is an art should also be kept in mind because even the denotation of the word in dictionaries is to do with art¹. Burgess puts forward that the major aim of the arts is to look for the truth and beauty, which is found in the literature; this truth and beauty is best expressed by artists through meaningful sounds called words as words are raw material of literature (Burgess, 1990). Encountering this view, which is the main focus of this study, proves how important the use of language, words in particular, is in literary texts.

When it comes to defining language, innumerable definitions, most of which focus on ‘a system of communication’ through different ways such as sounds, written symbols, appear. Besides, the use of particular words, style, and other types of communication such as symbols, non-verbal sounds, and actions are within the definitions of language (Collins Cobuild, 1995: 932). In Fromkin and Rodman’s (1998: 27) view, “Language, then, is a system that relates sounds (or hand and body gestures) with meanings; when you know a language you know this system.” In line with this point of view, Demircan defines language as a means of understanding adding that this may be through speaking or any other ways of accomplishing the same purpose (Demircan, 2000). This strengthens the idea that language is the way of coming across a message, producing and interpreting it through different ways.

From another perspective, language is a whole, but occurs in different forms in the process. Vardar defines language as a complex whole appearing in various

¹ Literature 1. Novels, plays, and poetry are referred to as literature, especially when they are considered to have artistic merit (Collins Cobuild, 1995: 975).

ways, including aspects, which are likely to be handled separately in the process of an abstraction (Vardar, 1998).

In addition, language reflects a social reality. To give an example, Sapir describes language as “a guide to social reality” stating that “each separate structure represents a separate reality”. Lotman defines language as “the heart within the body of culture” (cited in Bassnett-McGuire, 1980: 14). The outcome of these definitions is that language can be defined differently from the people of different societies and cultures owing to the fact that it is a living thing and gets its shape within the place where it is spoken.

From a pedagogical perspective language has a social aspect as well. A teacher is likely to define language as something alive, something that is meaning potential and something changes in time (Culler, 1997). The reason for this is that language is a living thing, and acts all the time within the body of different students, teachers, people in short, every moment.

What these definitions of language and literature have in common is the need for communication. Language exists to communicate, and whether spoken or written; literary texts exist to communicate messages; above all, they cannot exist without language. To exemplify, Hoggart puts it as:

Literature can never be aesthetically ‘pure’ or abstractly contemplative. There can be no such thing as “abstract literature” as there is such a thing as abstract painting. By its nature- because its medium, language, is used by almost everybody in all sorts of everyday situations; and because it tries both to say and to be – literature is an art which invites impurities.

(cited in Brumfit and Carter, 1986: 173)

What Hoggart especially emphasizes is the difference of literature from the other forms of art because it has language, which is a concrete living thing and accordingly does not allow literature to be abstract. In response to Hoggart’s view on literature Brumfit comments as follows:

... we can never divorce literature entirely from concepts, because we normally use **language**- the same language that occurs in works of literature- to express concepts; we paraphrase, we translate, we analyse. Nor can we separate literature entirely from our natural awareness of linguistic form: we are ourselves constantly engaged in a process of shaping language in order to

express accurately messages which we want to convey. But in literature form acquires a special value.

(Brumfit, 1980: 18, 1986: 173-4)

Literature is composed of the elements of language such as figures of speech², metaphors, word plays, etc. These elements interact at multiple levels to form a literary text. However, this interplay between language elements is not just unique to literature, but the elements of literary texts contribute to the whole by creating harmony (Culler, 1997). In this sense, literature is one of the best sources to study language since language is more than grammar, and it is literature, which gives language its overall unity and its true power; Culler (*Ibid.*, p. 27) puts it as:

Literariness is often said to lie above all in the organization of language that makes literature distinguishable from language used for other purposes. Literature is language that 'foregrounds' language itself: makes it strange, thrusts it at you- 'Look! I'm language'- so you can't forget that you are dealing with language shaped in odd ways.

In line with this, as Fabb states (1997: 2), "Literary texts have linguistic form because they are texts (the product of verbal behaviour), and they also have literary form." With this assertion, he means that it is not possible to think literature without language since its existence is dependent on language. Fabb (*Ibid.*) exemplifies it by the quotation from Shakespeare as:

So long as men can breathe and eyes can see,
So long lives this, and this gives life to thee.

What he wants to pinpoint is the fact that these lines are to do with linguistics, the science of language, because they are sentences, and sentences are not specific to literary texts, yet it has also specific literary form because it has a rhyme. His explanation that rhyme involves a certain type of syllable takes us to linguistic form again although most people are aware of the fact that it is again specific to literary form because rhyme is not very likely to occur in daily language. In the end, the

² To see the connection between the study and figurative language see Gillian Lazar, "Using Figurative Language to Expand Students' Vocabulary", *ELT Journal*, Vol.50, No:1, January 1996, pp. 43-51.

writer uses the term **literary linguistics**³ as a sub-kind of linguistics defining it as “the study of the adaptation of linguistic form to literary form.” (*Ibid.*) It has also another value because linguistic study can help learners grasp literature in a rational way.

The thought-provoking question is whether a purely literary language exists or not. Burke and Brumfit assert that a purely literary language cannot exist since it is almost impossible to isolate any single or special property of language, which is exclusive to a literary work, yet they do not mean to deny the fact that language can be used in ways, which can be defined as literary (Burke and Brumfit, 1986). Short and Candlin restated the common belief that there is no particular linguistic feature that only exists in literature but not in other kinds of texts. They discovered the language of advertisements possesses certain linguistic features of poetry, but when compared to literary texts they are still limited (Short and Candlin, 1986). Littlewood (1986: 178) made a similar point as, “...literature is not different from any other linguistic performances as it produces linguistic structures to communicate...” adding that stylistic variety should be kept apart, which is already accepted in this study.

In a parallel view, the language of literature is accepted as superior, and too elite to be applied in the language classroom; however, McRae states his opposition to treating literature and language learning as separate subjects as follows:

Too often, in university systems all over the world, literature study is not related to language learning; one is considered something of a superior discipline, the other an inferior exercise (often entrusted to lower-level personnel). Language learning and literary study are interdependent and, in a specialist context, should be seen as complementary at all stages in the educational process.

(cited in Buckledee, 2002: 9)

What should be highlighted here is that “language learning and literary study are interdependent”; not independent. Thus, both might gain profits out of the other, which will result in the power of the language of literature, and the power of

³ For further information see David Birch, “Working Effects with Words’ –Whose Words?: Stylistics and Reader Intertextuality”, *Language, Discourse and Literature*, Ed. by Ronald Carter, P.Simpson, 1989, pp.259-277.

language studies via literature. Literature is language with its written symbols or sounds in oral form, with its main purpose, which is to communicate; accordingly, literary texts as a source enrich the studies through and on language, whose existence is bound up to communication.

1.2. Literature in the Language Classroom

With its rich and powerful language, literature might be considered as an appropriate source for ELT owing to the fact that language teaching requires a fruitful source, which will provide students with valuable activities to participate in actively, and communicate the language effectively, meaningfully by means of a specific context. The language of literature provides students with diversity in language learning by means of its rich components such as idioms, expressions, and puns; moreover it helps them learn the language in a meaningful context.

One of the common debates and division in this field stems from the purpose of studying literature: teaching literature or using literature as a source in language studies. Maley is the one who makes this division adding that his interest is in the second with the claim that students interact with the text and with one another through literary texts (Maley, 1989). Still, the focus is on the language even though students are dealing with a literary text. Ramsaran marks that while studying on a poem in the classroom, the learners' attention is on linguistic features; therefore, she (1983: 36) adds as, "Students will need a sophisticated knowledge of the language in order to interpret a difficult poem ⁴." The interaction is not only between the text and learners, and learners and learners, but literature also encourages interaction through contextualised teacher-learner discussion. Therefore, learners get accustomed to sharing their feelings or opinions. Carter and Walker see a closer movement towards the learner-centered methodology because learners are more likely to express their

⁴ For further explanations on the positive gains of poetry in ELT-educational, affective, achievement, individual, stimulus, skills development values- see Brian Tomlinson, "Using Poetry with Mixed Ability Language Classes", *ELT Journal*, Vol.40, No:1, January 1986, pp.33-41. See also Gillain Lazar, "Using Novels in the Language-learning Classroom", *ELT Journal*, Vol.44, No:3, July 1990, pp. 204-214.

perceptions of the texts through literary texts, which provide natural opportunities for discussion (Carter and Walker, 1989).

One activity prepared by Lazar shows the complex interaction between language teaching and literature. He gives place to some of the writers' ideas (see also section 1.1.) in terms of the definition of literature from item "A" to "G". Afterwards, he gives some quotations about language, and wants readers to match the definitions of literature with the appropriate paragraph about language. What he would like to demonstrate here is the connection between literature and the value of using it as a source in language teaching. Three of the pairs got through the matching task are as follows:

A. Literature could be said to be a sort of disciplined technique for arousing certain emotions (Iris Murdoch, *The Listener*, 1978).

6. Literature provides wonderful source material for eliciting strong emotional responses from our students. Using literature in the classroom is a fruitful way of involving the learner as a whole person, and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings.

B. Great literature is simple language charged with meaning to the utmost possible degree (Ezra Pound, *How to Read*, Part II).

5. Our main aim when using literature with our students is to help them unravel the many meanings in a text. Students often need guidance when exploring these multiple levels of meaning in a literary text- we need to devise materials and tasks which help them to do this.

F. In the allocation of the label "great literature" to a literary work we cannot be making a judgement which is objective or factual, however much we like to think that we are. A value judgement is constituted by the social and historical conditions, which determine our particular ideology. The teachers and professors who have the power to decide which books make up an English Literature syllabus reflect in their choices, and in the knowledge of the literature which they survey, a fundamental structure of beliefs and interests which reflect the particular culture or section of society into which they were born and in which they grew up. (Brumfit and Carter, 1986, p.17)

3. Literary texts have a powerful function in raising moral and ethical concerns in the classroom. The tasks and activities we devise to exploit these texts should encourage our students to explore these concerns and connect them with the struggle for a better society.

(Lazar, 1993: 2,3)

What one can get through this matching is how integrated literature and language are. First of all, learners will be able to express their ideas because they will be motivated through the literary sources; Reeves affirms as, "If a reader wants to find out what happens next, if it seems important to him personally, he will read despite linguistic difficulties." (cited in Hill, 1986:8) Above all, motivation is the basic element to be fulfilled so as to carry out a lesson. Secondly, the language of literary texts helps learners reach a meaningful context, so they are able to infer the meaning from the text through its rich language; moreover, the meaningful context of literary texts serves as a gate to the real world, and as a bridge between classroom and the outside world⁵. Learners can expand their language competence via this meaningful contextualising, including the examples of daily language use, which equals to the probability of encountering the language studied in the real world. On the third ground, literary texts educate learners to be socially aware, emphasize the cultural aspect of that culture, and allow them to gain a cross-cultural perspective.

Lazar enlarges his point implying that literature encourages students' language acquisition by means of meaningful and memorable contexts as well as expanding students' language awareness by demonstrating sophisticated language use, which enables them to think about the other norms of language use apart from common usage. In addition to standard examples encountered in course books, they experience non-standard forms of language; they are introduced with both formal and informal forms of language use, they experience both everyday speech and the most sophisticated, formal language (Butterfield, 1989). Littlewood (1986: 179) stresses this with a parallel view as, "Literature now becomes a vehicle for the learning of

⁵ For two specific experiences see Viola Wong, et. al. "The Use of Authentic Materials at Tertiary Level", *ELT Journal*, Vol.49, No:4, October 1995, pp. 318-322.

See also David Taylor, "In authentic Authenticity or Authentic Inauthenticity?", *TESL-EJ*, Vol.1, No:2, August 1994 (Retrieved from) <http://www.writing.berkeley.edu/TESL-EJ/ej02/a.1.html>.

And see Winnie Yuk-Chun Lee, "Authenticity Revisited: Text Authenticity and Learner Authenticity", *ELT Journal*, Vol.49, No:4, October 1995, pp.323-328.

For information on what to do while presenting authentic texts see also Fraida Dubin, "The Odd Couple: Reading and Vocabulary", *ELT Journal*, Vol.43, No:4, October 1989, pp. 283-287.

differences between language varieties.” With varieties, it should be understood that literature presents many different varieties of English such as Black / Indian /Scottish English, formal/informal uses, different dialects, etc. through different texts. Seeing the varieties of language, learners experience productivity coming up with these language patterns.

In addition to this, by stimulating the imagination of students, literature helps them develop their critical abilities. Etuř (2003: 106) summarizes it as, “...literature helps the students appreciate creativity in language use. ... improves their interpretive and analytical skills.” In brief, as learners proceed through a text, they pay attention to the way language is used; they come to grips with the meaning and increase their general awareness of English.

Literature also contributes to the education of an individual. Learners learn how to learn, train their brain, develop personal reaction towards texts, which will eventually help them shape their worldview and attitudes. They become more confident when they see that they can get successful in expressing their feelings and relating the text to values and traditions of their own society in a meaningful way; they train their minds (Lazar, 1993). As Brumfit and Carter (1986: 34) state, any kind of such experience “enriches learners’ perception of what it is to be human”, and considers literature as a source for personal growth. According to Etuř (2003: 105), “...literary discourse raises various kind of awareness on the part of the students and this might eventually lead them towards self-realization”; she complements this belief with the figure below:

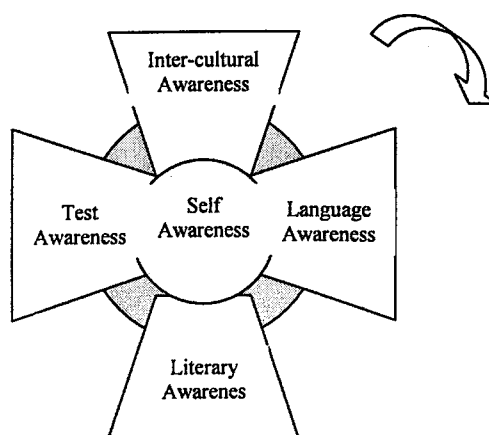


Figure 1: Literary texts: gateway to multiple awareness

(Etuř, 2003: 105)

With the help of this figure, Etuř summarizes the basic reasons for choosing literary texts as a means to language. In the figure, each wing stands for a different level of awareness, and is shown with a different color, yet when it is turned, it ends up with a color different from the color of the wings. Symbolically, it expresses that though the constituent parts seem unique, they are all interdependent, creating a whole, and contributing to self-awareness, which is the ultimate outcome. She concludes her words saying (Ibid., p. 116), “One particular advantage of using literary texts in this context is that they lead the students in the way of finding their own voice in a target language.”

As literature contributes to the students’ general knowledge, intellectual, social and moral development, there will be psychological and linguistic gains on the grounds that reading a literary text, for example, helps students internalize the language and reinforce the previously learned points in a genuine language context (Hill, 1986). This genuine and meaningful context of literary texts serves as a gate to the real world, and as a bridge between classroom and the outside world. Learners can expand their language competence via the internalization of these understandable materials as they provide direct exposure⁶.

Maley also lists the advantages of using literary texts as a resource in ELT, which will aid us to see different perspectives such as the universality of literature, the power of ambiguity, economy of words in literary texts. He also introduces reasons that have already been discussed such as literature develops students’ interpretative abilities via its being rich in multiple levels of meaning (Maley, 1989).

It may be true that using literary texts may cause problems as students might not have an easy access to the social conventions, class distinctions, their moral values, attitudes, cultural and historical background, geographical features, climate, etc. However, these deficiencies are likely to enhance their vision, provide them to see other people’s lives, widen their horizons, equip them with universal knowledge, and help them appreciate their own values. Thus, students’ lack of information in some areas that may prevent them to reach total comprehension does not mean that

⁶ A parallel view comes from Lewis, who is the founder of the *Lexical Approach* as well (Lewis, 1993). For details see 2.4.2.

they are incapable of overcoming these difficulties. Besides, there are multiple ways of using literature in language classroom, which will fit the multiple needs, levels, interests; therefore, on condition that borders of the reasons for using literary texts as a language source are drawn, the utmost success in language learning is not far away.

Before summarizing the points discussed so far, Hill's (1986: 108) powerful summary is worth noting down here to support using literature in ELT:

Literature can therefore provide students with language in action, a living context and focal point for them in their own efforts to communicate. It will help them develop a variety of language skills such as the prediction or inference of meaning from the linguistic or situational context, or, perhaps, the ability to detect an author's intentions from the 'tone' markers. As they relate their reading to their own knowledge of the world and experience they will internalize the structures and lexis to the point where language recognition becomes automatic and the material will become a stimulus to their own language production.

Literature study is obviously linked to language study but it is to be hoped that students will acquire more thereby than just a knowledge of the language. Literature, carefully chosen, can open up and enrich the language lesson, provide students with a window on new worlds and engage their intellect and emotions in a way that study of the language alone can not.

Literature with its rich and meaningful language components is a promising material⁷ for students who are in the process of learning a new language. Not only can learners educate themselves as the whole by experiencing thinking skills, challenging their minds, but also they can learn the target language via this rich source, which provides them with multiple meanings with its sophisticated language use, vocabulary choices.

To conclude, without language one cannot talk about the existence of literature, and literature is a rich source for teaching with its contribution to learners such as providing students with the best examples of language, arousing interest and supplying meaningful context to talk about their feelings and thoughts, educating them culturally and so on. The degree of success is likely to be increased should the

⁷ For examples and activities see Richard Walker, **Language for Literature: A Guide to Language Use, Style and Criticism**, London and Glasgow, Collins Educational, 1983.

For further activities see Alan Duff and Alan Maley, **Literature: Resource Book for Teachers**, Oxford, Oxford University Press, 1991.

underlying reasons for using these text types be determined, or else the goals of that group are not likely to be compensated.

1.3. Drama in ELT

Having already discussed the place of literature in ELT, it is time to question the exploitability of literary texts in the language classroom. Literary texts can be categorized into four main groups: novels, short stories, plays, and poems. Needless to say, all of them offer an invaluable variety to the language studies; however, the main focus in this study will be on drama and its contribution to vocabulary expansion through *the Lexical Approach*, which is the approach on which the theoretical basis of this study is set. *The Lexical Approach* proposes that language can be acquired best through studying lexical chunks. Lexical chunks are multi-word units that behave as if they were single words such as collocations, expressions, idioms, and phrases. In this sense, drama is seen as an appropriate genre to expand learners' vocabulary due to the fact that it is rich in conversational language, which is full of lexical chunks.

Before dealing with the common ground between drama and language teaching, the reasons for implementing it to ELT, the relation between drama and vocabulary teaching, drama as a concept need to be defined.

1.3.1. Drama as a Concept

Defining drama in several ways is possible so long as many aspects of investigating it exist. When drama is taken as a literary genre, it can be defined as a type of literary text, which is called as a play; however, the focus may be either the written form or the spoken one, which is performance. The dictionary definitions below will cover these aspects as well as adding more:

- Drama (n) 1. (C) a play for the theatre, television, radio etc
2. (U) plays considered as a form of literature
3. (C, U) an exciting and unusual situation or set of events.
(Longman Dictionary of Contemporary English, 2001: 417)

The two entries for the word drama is directly related to this study; the first definition is to do with the performance aspect of drama, and involves authentic plays to be performed on the theatre, television, radio, which will constitute an appropriate resource to study the language. The second one also plays crucial role for this study as the written text of drama is a promising resource to study the language at multiple levels as well.

The first thing that comes to mind in response to the questioning of the meaning of drama is usually a play to be performed. It may be a theatre, a TV, or a radio play. Whatever it is, it is certainly and essentially in a written form with the aim of either being read only or being read, and imagined, and acted /performed. A play may be composed of one act or more, one scene or more; it may be performed by just one actor/actress or more; it may or may not involve a narrator; a narrator may be the actor in a play or one of the actors in a play at the same time. All in all, dramatic texts exist with their different types; they have variety in their actor/actress number, in their purposes, in their plot, theme, etc.

As defined by Babusci (1989: 216), "Drama is a story told in dialogue by performers before on audience". Here "performers before audience" is the key to our assertion because people generally think of performance when the word 'play' is uttered. Short points out the fact that in the 1980s the common idea was that only the analysis of performance must be done; not the written text itself. He opposes this notion for the reason that literary criticism and theatre studies are distinct areas, and literary criticism should cope with the implied meanings of the written text because dramatic texts include beyond the written words, and as different from theatrical analysis, drama can be an area of study for the literary schools. This has direct implication for language teaching as teachers and students can read, understand, and argue about plays without seeing the performance (Short, 1989). Here, the aim of this study is not to underestimate the importance of performance before audience; performing may be an activity or a project that will help them improve their language ability. Nevertheless, plays are not written just to be performed; they can be read and studied, and the written form of a text can be explored and studied in the classroom as well.

Kelly emphasizes the importance of written forms of plays as, "Plays have been employed to teach skill in language only since the Middle Ages." (cited in Via, 1981: 208) According to Via, what Kelly mentions is about the memorization and recitation of the plays, and he focuses on the creative drama techniques in language teaching. Plays can still be a subject for study though they are not performed; in this study, the language used in plays will constitute the main focus.

To sum up, the word 'drama' in this research is defined as a play as a literary genre with the written form of it on focus; however, on condition that the written form of is in hand, theatre, television, radio plays are appropriate due to the fact that the language is still rich in these texts. With the language used to give the meaning, with its words used to impress the reader in particular, with the conversation setting-the communication between the actor/actresses within the text, drama means a valuable source concerning ELT. On account of the fact that the overall aim is to involve learners within the language through meaningful, fun texts, drama is seen as a promising resource that might achieve this purpose. What is more, as the target group of learners in this study are advanced preparatory class students of English and American literature departments at university, their expectations are more on sophisticated interpretation of what is read, being able to visualize the play, and being able to understand the vocabulary and structures; not on the performance primarily.

1.3.2. Drama in the Language Classroom

The main focus, which is on the written form, provides direct connection to language in the framework of this study. Language is primarily a means of communication, and accordingly drama is one way of achieving this. However, the aspects of achieving this communication might vary, so the distinction between teaching drama and using drama in ELT, the aspects of handling drama, needs to be explained. As regards to the first one, Sillars claims that understanding a dramatic text lies in the language, which is the first element to look at; even though the focus is on teaching drama, investigating language use has a primary importance. He

believes that the effect of language on characters, the relation of language to the action, plot, themes of the play are determined by the language (Sillars, 1990). Before claiming any effect of the language on the elements of a dramatic text, learners should be aware of the language used- unknown words, collocations, phrases, expressions, style, register, dialect in that play. Although the language is still an indicator in terms of teaching drama, the focus here will be on using drama in ELT with several justifying reasons accompanying it.

The major reason stems from the fact that drama provides personal development due to the fact that it is vivid and genuine. Via (1981: 209) expresses it as, "Education is concerned with the individual, whereas drama is concerned with the development and nurturing of the individuality of the individual." Thus, as well as its uses such as improving learners' language and discursive abilities, drama primarily helps learners educate themselves⁸.

In addition, the language, words, and the impact of these words in conversation in a dramatic text match with the purpose of most of the foreign language learners. Having a literary value, dramatic texts are unique with their word choice, with the pleasure they give while being read, and with the meaning they carry. As Lazar (1993: 134) puts it out, "...words, or language are central to the meaning of a play." Moreover, dramatic texts supplement exercises to help students deduce the meaning from the context to learn slang, old-fashioned language (archaic words), rhetorical features such as repetition, apostrophe, irony, etc. The value and wonder of language in drama has been highlighted by studying register, style, dialect⁹.

Another reason for selecting dramatic texts as a resource to ELT is the desire for educating learners on the nature of conversation in the target language with a

⁸ See H.G. Widdowson, "Comment: Authenticity and Autonomy in ELT", *ELT Journal*, Vol.50, No:1, January 1996, pp.67-68.

See also Elizabeth Bertaldi, et. al., "Learning How to Learn English: From Awareness to Action", *ELT Journal*, Vol.42, No:3, July 1988, pp.157-166.

⁹ For the examples from Pinter's plays depicting the importance of register, lexis see Vincent Gillespie, "Harold Pinter", *Literature in Context*, Ed. By Rick Rylance and Judy Simons, New York, Palgrave, 2001, pp. 187-207.

See also Michelene Wandor, *Drama Today: A critical Guide to British Drama 1970-1990*, New York, Longman, 1993, pp.24-29.

direct exposure to authentic texts. Etuř proposes (2003: 106), “speech and dialogue in literary texts help students to process dialect uses, the terms of address, the turn-taking mechanisms and the structuring of joint discourse.” with an addition of the truth that the language of daily conversations has differences from the language in literary texts. Being one type of literary texts, dramatic texts are within this category since the conversational features are far more remarkable in dramatic texts than they are in the other types of literary texts.

Going on the reasons for using plays in ELT, the figure below by Lazar demonstrates multiple values of utilizing dramatic texts in the language classroom.

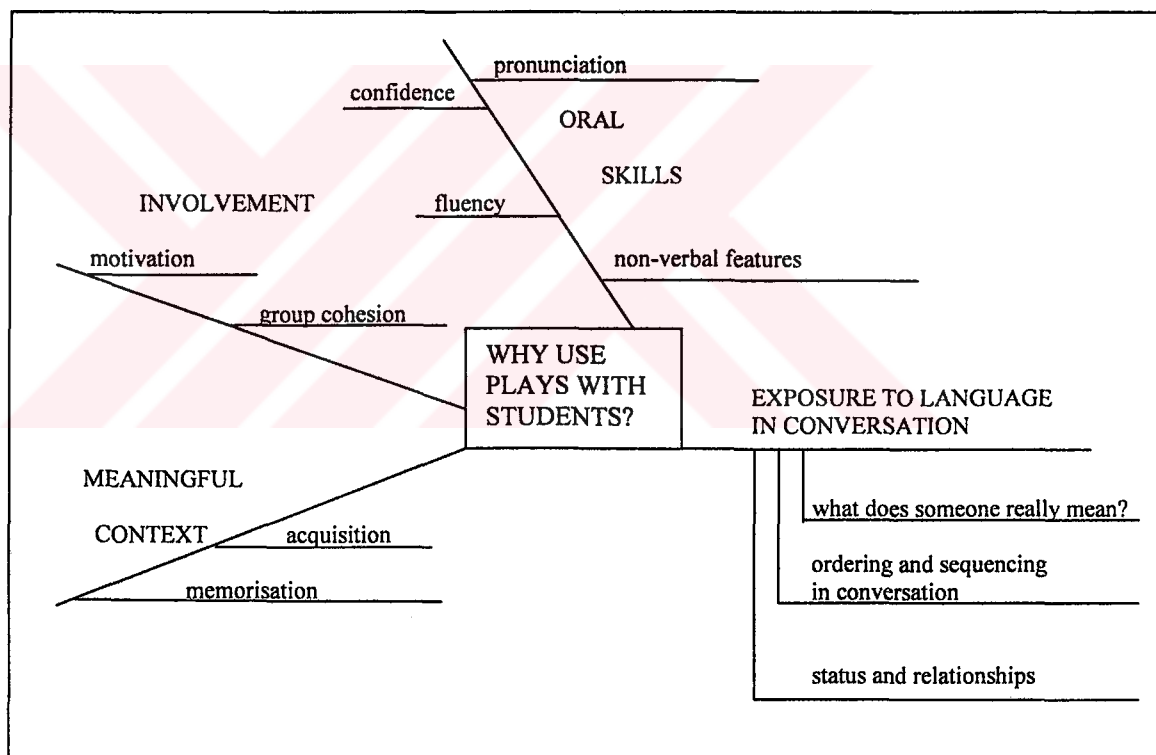


Figure 2: Using plays with language students
(Lazar, 1993: 136)

To begin with oral skills, it entails using language appropriately and in a variety with words correctly pronounced in a fluent way; for example, learners can pronounce the words on the page by expressing the same lines coldly, aggressively in a loving voice, thus revealing the attitude. Moreover, learners get confidence in time

learning how to make the point clear and more effective as well as learning to utilize non-verbal features such as body language. Secondly, plays are used to get students to involve in the lesson via the motivation by meaningful and fun texts in a group cohesion, which might improve L2 learning to a great extent. As they bring language vividly to life, the dynamic structure of dramatic texts produced with the help of the dialogues between characters enlivens the atmosphere of the class if the way of studying is enriched successfully. A play also equips both learners and teachers with meaningful contexts that will help students acquire the language, and internalize some vocabulary more quickly; students pick up new phrases of formulaic expressions by studying how characters in a play use these. The last of all is the exposure to language in conversation, which means that learners will be able to learn how to communicate with people in a natural way as they do in their native language because dramatic texts reflect authentic language, and learners have direct access to many English varieties such as Australian English, Indian English, Scottish English, Black English, etc. These Other Englishes help learners see different examples through the talk of different characters in a play. In addition to this, they will learn how to and where to begin and stop in a conversation, which language they should use to the person/s they are talking to. That is to say, studying drama helps learners gain socio-linguistic competence by discovering and learning how to spot register, style, dialect in addition to expanding language awareness through the fact that language use differs according to setting, period, and social roles by contrasting two texts.

To conclude, with its contribution to language learning in multiple ways, dramatic texts are in the core of ELT. As well as the reasons listed for the advantages of using literary texts in general in ELT, dramatic texts equip learners with the recognition of the power of language- specifically lexical items as they are highly rich in expressions, idioms, collocations, which constitutes the focus of the research in this study.

1.3.3. Drama and Words

Implementing dramatic texts into ELT class has a great number of advantages, most of which overlap; students may expand their vocabulary while learning how to write a narrative paragraph, while answering pre-reading questions, while carrying out a role play with the aim of reaching fluency in speaking. Vocabulary is the one, which overlaps with almost all the exercise types to provide development with the skills. In the case of dramatic texts, the probability of this overlapping is higher because of the fact that one of the most important components of a play is vocabulary.

In Lazar's words (1993: 137), "...all performances begin from an interpretation of words on a page"; what Lazar means here is that without these words on the page, no conversation, no performance, no play would exist¹⁰. Lazar adds that moving beyond the surface meaning in order to make sense of the dialogue is crucial; that is to say, without giving meaning to words, they are not alive; they are meaningless, senseless, inefficient (*Ibid.*). Evans exemplifies the importance of meaningful interpretation of words as, "However familiar or unfamiliar the world of a tragedy, comedy, farce or melodrama may be, everything that we experience has its source, in the long run, in words." (cited in Lazar, 1993: 133)

Dramatic texts also provide learners with a direct exposure to vocabulary in a meaningful context, which will provide them with an awareness of both linguistic and literary competence in the long term. The comprehensible input, which is likely to be acquired through the meaningful structure of dramatic texts, might make the task of learning and internalizing vocabulary easier. Ramsey expresses that reading materials should reflect the contexts in which students will actually use the language with the proceeding of vocabulary exercises that should be chosen according to some criteria, which are keywords, context providing activities, suitability of the words for the exercises (Ramsey, 1981).

¹⁰ with the exception of possibility of silent theatre which is based on body language, mimics, gestures, etc.

Learners will also be able to grasp the new vocabulary with the rich source of the language of dramatic texts, which are full of lexical chunks. Conversational language is highly rich in lexical chunks enabling learners to see the use of expressions, collocations, idioms, etc. To illustrate, having a look at the beginning of *Family Voices*, the density of phrases from the first moment is recognized:

I am having a very nice time.
The weather is up and down but surprisingly warm, on the whole, more often than not. ... are glad of ...go about saying ...got a lot to do with ...
(Pinter, 1981)

The above quotation exemplifies the density of phrases in dramatic texts, and how learners have a great number of opportunities to recognize the function of words in phrases, and the common associations of words¹¹. Hill puts it out as (1986: 8):

In order to internalize the grammar and work out the meaning of words from their context, they must have a sufficiently large body of authentic and understandable material to work from, material Krashen calls 'comprehensible input' (Krashen 1985)...Such exposure to large amounts of authentic material will, moreover, reinforce what the students have previously studied as an academic exercise. The structures and vocabulary will subconsciously register and concepts already known will be reinforced by their discovery in a different context. Students become aware of the wider areas covered by a certain word, of its function in phrase and sentence, of the words with which it is usually associated, and all without conscious attention as they enjoy the book.

Being one type of authentic texts, dramatic texts are also rich in compensating the above features by helping learners expand their vocabulary storage.

Dramatic texts mostly involve dialogues having the signs of conversational language, so drama provides learners with the opportunity of learning new vocabulary by assigning meaning to them, and develop an awareness of how to start and stop conversation, how to use language in various contexts through plays. Giving meaning to the spoken language of dramatic texts on their own, learners might have a chance to use it in various contexts.

¹¹ See Thomas Kral (ed.), *Plays For Reading: Using Drama in EFL*, Washington, D.C., Materials Development and Review Branch English Language Programs Division, 1998.

Through dramatic texts learners are able to see how to use language in variety. Giving meaning to them on their own, they will internalize these words and will most probably have a chance to use it in their speech after experiencing it in a conversational language. What is more, different varieties of English such as register (scientific, legal, religious language), style (formality of language), difference between spoken and written language can be studied on the grounds that dramatic texts reflect both spoken and written conventions with its having performance side as well. With narrator parts, they reflect more formal, written language; with dialogues they reflect the spoken form of language ranging from the formal one to the most informal in parallel with the character's social class because the formality of language is revealed through the language uttered by the characters with the use of slang, idioms reflecting the social class of the characters. As a result, the knowledge of these varieties enriches learners' knowledge on both linguistic and cultural level.

Next, dramatic texts donate learners with the probable other meanings of a word such as its connotations, figurative use in addition to its literal meaning. Both connotations, activating learners' ability to infer meanings rather than accept the ready-made meaning, and figurative use, furnishing learners with literariness, carry learners one step further by training their brain as well as developing their vocabulary storage.

In addition to the above advantages, dramatic texts enable learners to reach successful interpretation through visualization by the directions in parentheses, narrator's words; learners are likely to put words into action in their minds, and will be able to interpret the context successfully. What is more, in time they might improve their ability to draw inferences.

Dramatic texts are also likely to reach success in arousing interest in learners; in this way, learners might internalize the lexical items without being aware of the fact that they are learning. Hill's (*Ibid.*) last sentence above, focusing on learners' "enjoying the book", strengthens this idea. With a motivated group of learners, which is the most important issue in every subject owing to the fact that if they do not want to learn, teachers cannot teach, studying language would be more entertaining, and more productive, and less difficult.

In this study, the purpose for using dramatic texts is twofold: the learners are able to improve both their linguistic and literary competence¹². However, as they are preparatory class learners yet¹³, overloading too many literary elements would be a burden for them; moreover, it would be moving away from the purposes of preparatory class program, and they would already study literary features in their departments. Etüş (2003: 106)'s words make the line between studying literature and using literature apparent as follows:

The aim in the language classroom may not be the teaching of Literature with a capital L but by investing in language, text and culture, the students gradually attain literary awareness. They begin to develop a notion of "literariness" and learn to insert the texts into their historical, cultural and literary contexts. Texts exist only when readers respond to them so integration of all these layers of awareness takes us to the core of reading: developing self-awareness through confrontation with literary texts.

In fact, the focus of this quotation is mostly on the effect of using literary texts for the sake of self-awareness. However, the advantage of using literary texts to the language awareness first, and then to literary awareness second interests this study because the aim in preparatory classes is to develop the learners' language awareness while exposing literary awareness as a sub-purpose at the same time. Thus, using dramatic texts for the target group of learners will be a way of enhancing their language skill, and will build a bridge to their major field.

To conclude, words are in the center of our experience in achieving meaning. They are also the center of interest in language learning. In the case of this study, expanding language awareness is up to experiencing vocabulary study through the study on dramatic texts. The reason why the choice is not any other text but drama lies in the power of drama in providing its readers with a rich lexical source as well as the other advantages listed so far. Before implementing *the Lexical Approach* into dramatic texts, which are claimed to offer a valuable source for ELT, what vocabulary means and covers need to be discussed.

¹² See Nancy Isenberg, "Literary Competence: The EFL Reader and the Role of the Teacher", *ELT Journal*, Vol.44, No:3, July 1990, pp.181-190.

¹³ See 3.2. for further information on the research, and the target group of learners.

2. VOCABULARY EXPANSION

Having the central role in providing meaning, vocabulary is one of the basic components of language. Concerning the language learning, the vital role of the knowledge of vocabulary is expressed by Wilkins as, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (cited in Thornbury, 2002: 13); that is to say, communication is nearly impossible without the knowledge of vocabulary. Considering the role of vocabulary knowledge in the language, this study also highlights the need for a special attention on vocabulary in terms of language teaching.

The reason for the improvement in vocabulary studies in the language teaching stems from the awareness of many facts, one of which is that language teaching not only includes teaching grammar of that language, it also covers the teaching of skills which are reading, listening, writing, speaking, and it includes teaching vocabulary which is the basis of language. Another reason is that even the native speakers keep on expanding their vocabulary storage. Approaches specific to vocabulary teaching have come into view, studies on building dictionaries have risen- corpus study has gained momentum for instance-, approaches have put a prominent importance on vocabulary apart from grammar- Task Based Approach is one of these-, and course-books accordingly have started to put a great amount of emphasis on vocabulary studies. Above all, vocabulary has been given importance by students; Krashen expresses the prominent role of vocabulary as, "When students travel, they don't carry grammar books, they carry dictionaries." (cited in Lewis, 1993: iii)

The first thing that should be kept in mind in this sense is that vocabulary is the central element in the language; it links all skills. Proficiency in speaking, listening, writing or reading would be of no use if not for words. Even the best students often complain about their primary problem in acquiring English, which is the lack of vocabulary. It is possible to communicate without the knowledge of grammar, but it becomes unthinkable to do it without the knowledge of vocabulary.

Having highlighted the importance of vocabulary, the way of accomplishing this needs to be handled; vocabulary cannot be taught just by the force and efforts of teachers; it needs to gradually develop or be built up. Vocabulary store of one language is too complex especially for foreign learners of that language to acquire. It will be explanatory to have a look at River's ideas to strengthen what is meant by the claim that vocabulary cannot be taught:

Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations... but ultimately it is learned by the individual. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area... We can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way.

(from *Communicating Naturally in a Second Language*, CUP)

(cited in Thornbury, 2002: 144)

What is meant here is that language teachers need to find out ways of arousing interest in learning vocabulary rather than trying to load all the vocabulary items in their brains, which is not possible. Teachers should essentially not try to teach them but motivate students to learn vocabulary items and equip them with appropriate strategies for keeping the record of new vocabulary items they learnt in order to help them expand their vocabulary. This is also one of the leading principles of *the Lexical Approach*.

Due to the fact that vocabulary cannot be taught, but can be acquired in time by studying regularly, within the scope of this study the word **expansion** has been preferred to cover vocabulary learning. On the first ground, 'expansion' covers adding more on the existing knowledge. Moreover, expansion implies that learners strive to achieve more unlike 'teaching' as the phrase 'vocabulary teaching' makes teachers active, whereas learners become passive. However, this study emphasizes the importance of learner autonomy by foregrounding self-awareness, self-study in the process of language learning. The following illustrations depict the meaning of 'expansion' by differentiating it from its synonyms, and show how 'expansion' is multi-dimensional:

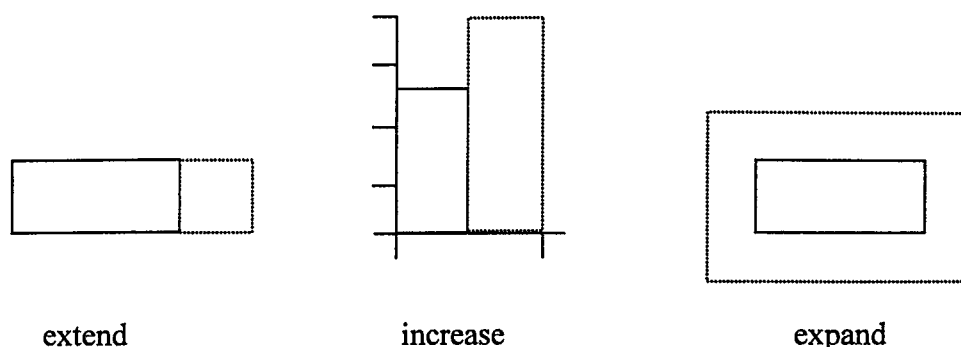


Figure 3: *Differentiation of the meaning of 'expansion'*
(Gairns and Redman, 1986: 15)

The way we expand vocabulary is influenced by the way we define vocabulary. A word may be a noun, a pronoun, a verb, a phrasal, a preposition, may be composed of lexical chunks, etc. To claim that it is learnt, it should be stored, and remembered. It has a history; there have been different kinds of approaches and methods so far. Thus, this chapter will handle vocabulary, vocabulary learning, the history of it in ELT, and *the Lexical Approach* with its principles in particular as it sets the basis of this study.

2.1. The Definition of a Word

The fact that each person may come up with a different definition stems from the fact that there are many ways of dealing with vocabulary; the focus may be on its components, sub-divisions of it, and so on. Thus, the thoughts of different people will open new horizons; Vygotsky (cited in Thornbury, 2002:1), for example, defines it as, "A word is a microcosm of human consciousness". In other words, words reflect what human being thinks. The simplest definition given for a word is as follows:

1. (C) the smallest unit of language that people can understand if it is said or written on its own.

(Longman Dictionary of Contemporary English, 2001:1648)

This definition focuses on the two main aspects of a word, one of which is the fact that it is the smallest unit of language. The second aspect is that a word may be either in spoken or written form. However, a word is not limited to only one definition; the list goes on by including its grammatical forms as a noun and a verb, its pronunciation, its other meanings; for example, it also means “promise”, its collocations, expressions such as “have a word”, “keep your word”, “take my word”, etc¹. In brief, a word is more than a word, and needs to be dealt with from various different perspectives.

From the linguistic point of view, a word is a component, which must consist of at least one freestanding morpheme, and morpheme is the smallest unit in a language. The following diagram is helpful in understanding the morpheme and its relation to a word:

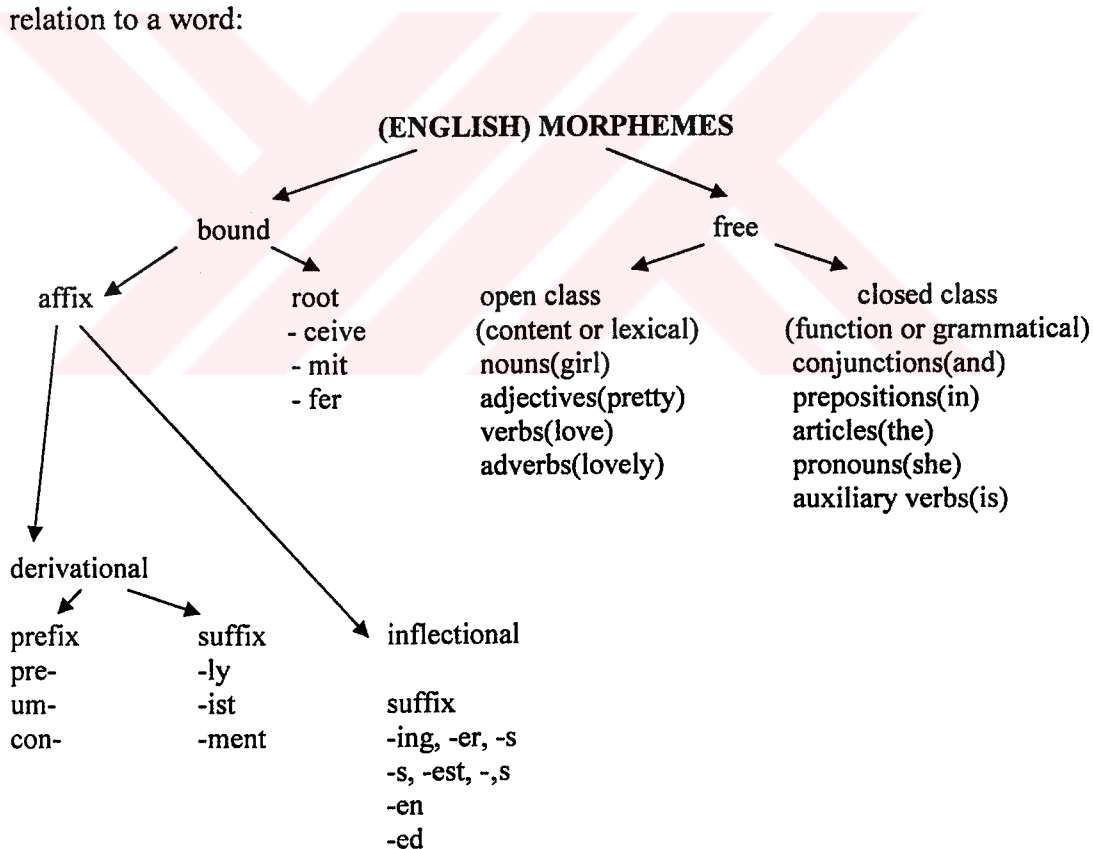


Figure 4: English morphemes

(Fromkin, V., Rodman, R., 1998: 94)

¹ See for more detailed definition, Longman Dictionary of Contemporary English 2001, p.1648.

Morphemes are mainly divided into two: free and bound ones. Free morphemes can stand alone, and they are also divided into two: open and closed classes. Open class involves content morphemes and the number of them can increase in line with the need in time, while closed class covers grammatical morphemes, and one more item cannot be added in time. Bound morphemes, on the other hand, are dependent upon the existence of other morphemes, and they cannot stand alone. The diagram is helpful for learners as it provides them with consciousness-raising, which is one of the important points in *the Lexical Approach*. The knowledge of morphemes is likely to enable learners to expand their vocabulary. They can utilize this information while keeping the record of newly learnt vocabulary items (see Appendix 5, statements 5, 6, 7, 8, 9, 10), they might be able to develop their ability to guess the meaning of newly encountered words and so on.

In addition to the many definitions in a dictionary, which reflect various perspectives, and the linguistic perspective depicted above, a word may be handled from educationalists' perspectives. The existence of different perspectives verifies the importance of vocabulary in language. Above all, the sign of being within the process of learning the language is shown best with the knowledge of words; therefore, ELT gives importance to vocabulary teaching, especially in the last two decades (see 2.4.1. for more information) owing to the fact that vocabulary expansion means improving the language ability in general. In addition to its being central in conveying messages in communication, and thus being important in ELT, a word might mean endless study from the perspective of ELT due to the fact that the process of expanding the storage of one's words never ends. However, defining a word in a few sentences does not cover what is meant by a word as it has many constituents. Therefore, one needs to be more conscious of the process of vocabulary learning to claim that s/he knows vocabulary because of the fact that knowing a word requires the knowledge of many components of a word.

2.2. Word Knowledge

Having a large store of vocabulary is known to be the key to successful communication. The more the number of words stored is, the better the communicative ability of learners is. Therefore, what it means to know a word needs to be explained to clarify the knowledge of vocabulary. Richards (1976: 83) suggests eight assumptions about knowing a word:

1. Native speakers continue to expand their vocabulary in adulthood. Little is known about the average language-user's vocabulary but anything from 20.000-100.000 words could be within a person's receptive vocabulary.
 2. Knowing a word means knowing the degree of probability of encountering it and the sorts of words most likely to be found associated with it (frequency and collocability)
 3. Knowing a word means knowing the limitations of use of according to function and situation (temporal, social, geographical; field, mode, etc.)
 4. Knowing a word means knowing its syntactic behaviour (e.g. transitivity patterns, cases).
 5. Knowing a word means knowing its underlying forms and derivations.
 6. Knowing a word means knowing its place in a network of associations with other words in the language.
 7. Knowing a word means knowing its semantic value (its composition).
 8. Knowing a word means knowing its different meanings (polysemy).
- (cited in Carter and McCarthy, 1988: 44; also Read, J. 2000: 25)

First of all, Richards focuses on the prominence and continuation of vocabulary expansion; even the native speakers of the language keep on increasing their vocabulary storage. This shows the necessity of focusing on lexical studies rather than grammatical one.

Secondly, he puts emphasis on the frequency of a word on one hand, and the probable collocations of that word on the other hand, a point highlighted by *the Lexical Approach* as well. The more frequently learners encounter a word, the better the degree of learning that word is; to put it differently, learners tend to learn a word in a better way when it frequently occurs in a spoken and a written text. As the second aspect of Richards' first item, words are not acquired and stored alone; they are most likely to be stored with their word partners, which are called collocations. In

terms of the basic principles of the leading theory of this study, *the Lexical Approach*, learning vocabulary items with their partners is the key to solving the problem of vocabulary learning.

Thirdly, knowing a word entails the knowledge of register, style as knowing a word means knowing where and when it is to be used. This matter is especially important for more upper level students due to the fact that learners are likely to encounter more complex language, which cannot be handled with the knowledge of so-called synonyms, or antonyms as they might not replace one another in different contexts. In this sense, learners need to know where and when to use these words, and the knowledge of words is not completed unless they acquire the knowledge of vocabulary at that level.

Next, knowing a word implies knowing its syntactic behaviour, which requires the knowledge on transitivity of words. Learners should be educated on syntax although they may not need to name it so.

Knowing a word also means knowing the classes of words; there are eight main word classes according to their roles in a sentence; these are: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. In addition, learners should know the derivations to produce more words as not all words can be learnt through memorization. To exemplify *the figure 5*, 'modern' and '-ize' can be compared: '-ize' is a grammatical morpheme and cannot stand alone whereas 'modern' is a content one and can stand alone; in other words, 'modern' is meaningful on its own, but without 'modern', '-ize' is meaningless. Unlike grammatical morphemes, function (content) morphemes are open to the changes and innovations in the course of time. To illustrate, there was no word as 'plane' before planes existed. So, the number of words increases to compensate the innovations, changes of time. Moreover, with an awareness of how morphemes function, learners can expand their vocabulary storage. The affixation below exemplifies how learners can expand their vocabulary with the awareness and the knowledge of morphemes²:

² In addition to affixation, there are several other ways of forming a new word:

- **compounding**: combining two or more independent words as it is in 'second-hand', 'post office', 'paper back' (as in these examples compounding may be with a hyphen (-) between two words, without hyphen with two words separate and with two words combined.)

lexical- bound: friend+ly= friendly

grammatical- derivational=run+ ing= running

grammatical- inflectional= shelf+ s= shelves

The sixth item on Richards' list points out that the associations of a word with other words in the language should also be known if one claims to know vocabulary. This is directly related to his seventh item, knowing a word means knowing the semantic value of a word. In order to achieve this, learners should know words, which are close in pronunciation, spelling, and so on. Learners should be aware of this, and note down them while keeping the record of new vocabulary items, which is important to *the Lexical Approach*. The basic relations between words are as follows (Thornbury, 2002):

-synonyms: They share a similar meaning with the word in question, but seldom the same. Although people try to learn some words with their synonyms, it should not be forgotten that they just cannot readily substitute each other in a given context; the register constrains the choice of words. McCarthy lists the reasons why some words are not the same even though they are synonyms as follows:

1. Two words may be close in meaning and yet not collocate with the same items. Native speakers of English would accept A, but not B or C:
A: The baby began/ started to cry as soon as they had left.
B: *I couldn't begin my car; the battery was flat.
C: *Before the world started, only God existed.
2. Words may have different syntactic behaviour.' 'Leave and depart' may refer to the same event but with different syntactic restrictions:
A: The plane leaves/departs from Gatwick, not Heathrow.
B: We left the house at six.
C: * We departed the house at six.

- **blending:** two words are blended to form a new word. e.g. breakfast+ lunch= brunch, smoke+ frog= smog

- **conversion:** a word can be co-opted from one part of speech and used as another. Conversion may be from verb to noun or from noun to verb, from preposition to verb, etc. e.g. "brunch" "Let's brunch on Saturday morning." (here it is used as a verb instead of a noun)

- **clipping:** it is the way of shortening long words. e.g. influenza= flu (Thornbury, 2002)

3. Words may belong to different contexts and situations. We are here concerned with distinctions such as technical/ non-technical, speech/writing, formal/informal, etc.
4. Words may be separated by geographical distribution. British people use 'lifts', Americans use 'elevators'.
5. Some words may be more archaic than others, and in the process of dropping out of the language, for example 'wireless' and 'aerodrome' have been superseded by 'radio' and 'airport' in modern English.

(McCarthy, 1990: 17)

The learners need to be aware of these features, and avoid recording synonyms as single words; otherwise, using the synonym of a word may cause confusion, as it may not be equal to that word actually.

- **antonyms:** They give approximate opposite meanings; as it is for synonyms the exact equivalence is usually not possible. To illustrate, a word may have different antonyms in different contexts:

e.g.	old car	new car
	old woman	young woman
	old buildings	modern buildings

- **homonyms:** They are the words that have the same form but have different meanings. e.g. 'well': 1. healthy 2. a deep hole in the ground from which people take water (Longman Dictionary of Contemporary English, 2001: 1624-5).

- **homographs:** They have the same written form but pronounced in a different way. e.g. 'live'- 'a live concert', 'Where do you live?'.
 - **polysemy:** They are the words which have different but overlapping meanings. e.g. 'top' of the page, top floor, top speed, etc.

- **homophones:** They are the words that have the same pronunciation but different spellings and meanings. e.g. flour, flower. Despite the common fear that these words may be confused, Lewis proposes that these meanings cannot be confused owing to the fact that they occur in context, which makes the meaning clear and differentiate words (Lewis, 1997: 17).

- **hyponyms:** They show the way how word meanings are related and mostly shown with hierarchical tree-type diagrams. e.g. 'Giraffe is a kind of animal.'

co- hyponyms: It is the ranking of related words in terms of their meanings. e.g. 'giraffes, elephants, bears' are the co-hyponyms of 'animals'.

superordinate term: It is the most general word in this meaning ranking. For example, 'animal' is the superordinate term, whereas 'giraffe' is just one of the co-hyponyms.

In addition to the above list, there are several aspects that need to be taken into account in the process of dealing with vocabulary. What Gairns and Redman (1986) added via the following list is important to *the Lexical Approach* as well:

- **Boundaries between conceptual meaning:** A word may seem to refer to the same item, but they are different because of the boundaries that separate them from one another. e.g. cup, mug, bowl (See Figure 3).
- **Affective meaning:** A speaker's attitude towards a word may be different from another person's because of emotional factors. The existence of **denotation and connotation** lies in this fact. E.g. inexpensive: denotation, cheap: connotation-unfavourable, bargain: connotation-favourable. Especially advanced learners of English are required to get this information (See Appendix 5, statement 9).
- **Style, register, dialect:** It means being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation. Gairns and Redman defines **style** as the level of formality (slang, colloquial, informal, etc.), **register** as the varieties of language determined by their topic and context of use (law, computers, etc.), **dialect** as the differences stemming from geographical variation (Australian / North American English) (*Ibid.*). Again especially advanced learners of English should be aware of this information, or else they cannot acquire more complex texts.
- **Translation:** It provides learners with the awareness of certain differences and similarities between the native and the foreign language. Although translation is no more given priority, it has started to become a central interest with communicative methods; the trend has also started to investigate the pluses of translation again. Cook remarks (1993: 38), "Words are not coins you exchange from one language to another according to a fixed exchange rate" exemplifying the opposed aspect of

translation; however, on condition that it is studied properly, *the Lexical Approach* emphasizes the benefits of it (Lewis, 1997).

- **Chunks of language:** Chunks cover multi-word verbs, idioms, strong and weak collocations, and phrases (see 2.4.2.3.).
- **Grammar of vocabulary:** It involves different forms of a word, and different words from that word. e.g. sleep, slept, sleeping; able, unable; disability (see Appendix 5, statement 8).
- **Pronunciation:** It involves the study of speech items; it has special importance to *the Lexical Approach* (See Appendix 5, statement 7).

A word is the component of several elements in language, and what is noted to be here is that vocabulary items in language cannot be defined as single words³. There are chunks, emotional appeals of words, forms of words, and the factor of style, register, and dialect.

Last of all, knowing a word means knowing many of the different meanings associated with a word. Knowing a word does not mean knowing the meaning of a word; it might even be misleading because the meaning of a word may change according to the context it is used. Cook (1993: 37) exemplifies this as follows:

Using 'sat' properly means not just knowing how it is defined in the dictionary, but how it relates to all the other words in the language, and how and when it may be used in sentences. Dictionaries can give a false idea that vocabulary is a list of words, each with one or more meanings attached to them. Instead words are related to each other in many ways, and this is how they are remembered and stored.

The quotation strengthens the view that knowing a word does not necessarily mean knowing its dictionary explanation. Where and how to employ this word in genuine context should primarily be known. It also summarizes what is meant by the assertion that a word is more than a word; knowing a word involves many sub-areas, and subsequently requires teachers and learners to manage that knowledge in various

³For further information see Jean Aitchison, "Understanding Words", *Language and Understanding*, Ed. by Gillian Brown, et. al., Oxford, Oxford University Press, 1995, pp. 83-87. See also Yang Zhihong, "Learning Words", *English Teaching Forum*, Vol.38, No:3, July 2000, pp. 18-22.

ways ⁴; therefore, the next question to be answered is how learners manage to store vocabulary.

2.3. The Process of Learning Vocabulary

The fact that learning occurs in the brain necessitates a clear look on the storage of words in the brain. Since each language has its own conceptual system, learners are to construct a new system that will refer to that new language. The majority of difficulties in learning vocabulary result from the difference in the conceptual systems of two languages. To have a deeper understanding of this, the details about mental lexicon and storage system need to be explained.

First of all, learners need to construct a new conceptual system, and a new vocabulary network, which is called a second mental lexicon (Thornbury, 2002). Learners are able to label the newly learnt words, to categorise them, to make a new vocabulary network in order to be able to use them appropriately. However, there occur differences between adults and children in accomplishing this; children are more ready to take in the new information, but need time to set this conceptual system. Unlike children, adults have established conceptual system, which helps them differentiate the items according to their defining features, but they are at a disadvantage when they look for exact equivalence at a newly learnt word. In that case learners should acquire not only the form but the concept of a word as well. Thornbury (*Ibid.*, p. 20) summarizes this process in a quite different way:

...learning a second language is like moving to a new town- it takes time to establish connections and turn acquaintances into friends. And what is the difference between an acquaintance and a friend? Well, we may forget an acquaintance, but we can never forget a friend.

⁴ to see a new method based on learners' responsibility for the vocabulary items they choose see Annette Matherne, "Adopt-a-Word", **Bright Ideas: A teacher's Resource Manual**, Ed. by A.M. Malkoç, R.G. Montalvan, Washington D.C., United States Information Agency, 1986, pp. 4-6. See also Graeme Porte, "Poor Language Learners and Their Strategies for Dealing With New Vocabulary", *ELT Journal*, Vol.42, No:3, July 1988, pp.167-172.

Explaining the difference between acquaintances and friends, Thornbury briefly describes the process of L2 learning. For equivalence aspect, Thornbury (*Ibid.*) continues his style pinpointing, “As well as *false friends* and *real friends*, there are *strangers*.” False friends are the words that are supposed to be the true equivalents of a word according to adults. Real friends are the correct equivalent of a word. As to ‘strangers’, they are the words that do not even exist in L1 of a learner. In addition to these, he has another concept, ‘acquaintances’. They are the words that learners have met; they know and understand them, but they never get as familiar as their mother tongue equivalents (*Ibid.*)

The second part of the issue is about the storage of vocabulary items in memory. Concerning the issue, one of the most common phrases is, ‘learning is remembering’. So, learning a word means storing it in the memory, recalling and using it appropriately in the correct time. The following diagram summarizes the explanations of Thornbury (*Ibid.*, p. 23) on how memory works:

STS- short-term store	Working memory	Long-term memory
- lasts for a few seconds (repeat a word, hold a tel. no.) - understanding (20 seconds)	- the duration of keeping items is up to learners’ aptitude -reasoning, learning, understanding	- transferring knowledge from working memory, and filing it from the quickly forgotten to the never forgotten

The most difficult problem for learners is to transform short-term memory into the long one. Kırbıyık points out that to achieve this transformation goal, the presentation should last more than 20 seconds and activities should vary and last more than 20 seconds as STM holds the items not more than 20 seconds (Kırbıyık, 2003). What is more, retention in short-term memory is not effective if the number of chunks of information exceeds seven (Carlos, 2001). Therefore, any kind of teaching should introduce not more than seven items so that learners can convert the knowledge from STM to the LTM. Thornbury (2002: 24-26) offers some ways of converting short-term memory into the long one:

- Repetition: It requires that learners should memorize a word; however, instead of simply repeating a word, repetition of frequent encounters may help, which is also one of the two basic principles of *the Lexical Approach*.
- Retrieval: It requires learners to use the new word in written sentences. It is important to record words in sentences so that it can become more meaningful for learners (see also Appendix 5, statement 6).
- Spacing: It involves distributing memory work over a period of time. Spacing is elicited through frequent exposure⁵, which will be explained further in 2.4.2.
- Pacing: It is essential that learners be given opportunities to pace their own learning styles since the primary requirement in learning vocabulary is based on hard and regular personal work.
- Use: 'Use it or lose it' is the best commonly known phrase to summarize the effect of 'use'.
- Cognitive depth: It means making judgments about a word as it allows learners to acquire vocabulary better and in a more meaningful way.
- Personal organizing: It equals to learners' being responsible for organizing their own vocabulary learning. This item is in parallel with 'pacing'.
- Imaging: It means visualizing a mental picture to go with a new word. Visualization has almost always been important because the majority of people tend to be visual (see the results of statement 1 in 3.4.1.).
- Mnemonics: It is a kind of method which necessitates to use spelling rules such as the sound similarity between L2 word and L1 word.
- Motivation: Needless to say, learning cannot occur without encouraging learners to learn, and arousing interest in them. Byre (1980: 188) expresses as, "Unless there is some challenge, the learner may not be interested enough in learning new vocabulary

⁵ For warm-up activities to make revision see Marc Helgesen, "How Should Teachers Incorporate Vocabulary Teaching into Their Classes," (Retrieved from) <http://www.kyotosu.ac.jp/information/er/er.html>, 12.08.2003.

For more activity types see also Don Byre, "Teaching Vocabulary", **Techniques and Resources for Language Teaching: English Teaching Perspectives**, Essex, Longman Group Ltd. 1980, pp.188-191.

to give his full attention and enthusiasm to the task.” Therefore, to motivate learners and to arouse interest in them, finding out challenging activities may work well.

- Attention / arousal: Here the emphasis is contrary to the popular belief that people can improve their vocabulary in their sleep, or simply by listening to a tape. Thornbury points out that some degree of conscious attention is always necessary (Thornbury, 2002).

- Affective depth (emotional data): It involves making judgments about words with an emotional appeal by asking questions such as ‘Does the word remind any pleasant or unpleasant associations?’

To conclude, the focus should be on the new mental lexicon, which stands for the language being learnt, and ways of developing memory storage should be found out through conscious and regular mental review; otherwise, the process of learning new vocabulary may end up with disappointment. Learners should learn how to internalize vocabulary by recycling words regularly, with the help of teachers’ encouragement to use methods such as using topics and categories, organizing a notebook with pronunciation, collocation, the forms of that word, preparing vocabulary cards both individually and as a class, making diagrams and word trees, and so on. In this way, learners can be successful in the process of learning vocabulary, and have a step forward to coping with the difficulties of learning vocabulary.

2.3.1. Overcoming the Difficulties of Learning Vocabulary

Learning vocabulary requires knowing the elements explained in 2.2.; what matters is how learners will achieve this, and expand their vocabulary most effectively. The fact that learning vocabulary items forces learners is the basic problem to be solved. Before dealing with the solutions, it will be useful to have a look at the common problems, which cause vocabulary items to be a challenge to learners. Some suffer from phrasal verbs, idioms; some others have problems with the spelling and pronunciation of some long and complex words, and so on. No matter how many, what type of difficulties there are, how they vary, they exist.

Focusing on the problems of learning vocabulary, Thornbury (2002: 2) offers a list of challenges learners might face in the process of learning new words in the target language:

- making the correct connections, when understanding the second language, between the form and the meaning of words (e.g. mouthfeel, grippy), including discriminating the meanings of closely related words (e.g. lush and plush)
- when producing language, using the correct form of a word for the meaning intended (nose not 'noise')

To meet these challenges Thornbury proposes that learners need to acquire words and produce them by remembering and recalling as well as developing strategies to cope with the gaps in their word knowledge (*Ibid.*). Laufer, in line with Thornbury's first challenge, figures out that L2 words that look and sound alike are generally confused. In contrast to the common belief that related group of words are easier to learn, Higa and Thinkham claim that list of words which are strongly associated with each other like opposites or word sets are more difficult to learn than lists of unrelated ones because of the fact that there is a "cross- association" among the related words. Rodgers states to have found out that nouns, following by adjectives, are the easiest to learn, whereas verbs and adverbs are the most difficult. Ellis and Beaton also confirm that nouns are easier than verbs, because learners can form mental images of them more readily (cited in Read, 2000). Followed by the words that are easy to learn which are cognate and loan words, Thornbury (2002: 27-28) lists most of the factors that make a word difficult as follows:

- Pronunciation
- Spelling
- Length and complexity
- Meaning (make/do)
- Grammar
- Range, connotation, idiomaticity

The primary concern here is how learners will succeed in passing these obstacles through internalizing these words by effective means of methods designed for this purpose. As it is widely known by both learners and teachers, human being has the capacity of understanding more words than uttering them. Most students

claim to have huge amount of passive vocabulary. Passive vocabulary involves words encountered; however, these words cannot be recalled and used in production, whereas active vocabulary involves the words that are learnt and can be recalled in production. The students having passive vocabulary complain not being able to activate the words they know. The scientific explanation of this issue is the difference between receptive knowledge and productive knowledge. The words that they cannot utter are within their receptive knowledge and need time and practice to be converted into production. Therefore, learners should find ways of activating their vocabulary. Thornbury points out that this activation should be systematic by combining semantic, syntactic, phonological, orthographic, morphological, cognitive, cultural, autobiographical, general knowledge and personal experience (Thornbury, 2002).

Ooi and Kim-Seoh report that vocabulary learning involves the integration of lexis, grammar, and discourse; thus, the knowledge of vocabulary covers the knowledge of grammar as vocabulary items have their own grammar, and whether to use verb or a noun in a sentence should be known (Ooi and Kim-Seoh, 1996). It also covers the knowledge of discourse, which helps learners with word choice because using some words in some contexts may sound rude, whereas the same word may sound ridiculous in other contexts as it is too formal in that context. Therefore, the solution lies in the integrated study via texts that have the capacity of providing meaningful contexts.

There are many other ways of activating receptive vocabulary such as activating another word, which is similar in form to the word one is looking up, mnemonic techniques⁶, focusing on key words as it helps learners to be aware of the frequency and range⁷. However, the most important point is to educate learners in terms of vocabulary expansion **techniques** so as to give them a chance to make choices among these strategies, and adopt. The only way to go beyond the ordinary ways of learning vocabulary and passing the difficulties mentioned above is to invest

⁶ It is a technique, which requires learners to connect the meanings of L1 and L2 words that have a similar sound.

⁷ A word (or word –form) may be quite frequent, but its occurrences might be in just one or two texts, so its frequency might look significant, whereas its range might be quite small (McCarthy, 1990: 69).

upon consciousness-raising activities. In this way, learners will be more responsible for their learning, and take a step towards their preferred ways of learning. They will be informed about their storage systems and learn to activate them through these techniques.

2.4. The Process of Teaching Vocabulary

In fact, the process of teaching vocabulary is the process of finding out ways of overcoming the difficulties learners are likely to come across within the process of learning vocabulary. This process aims at enabling learners to acquire the language in the best possible way. Although for a long time following an approach to vocabulary teaching was less preferable when compared to the case for grammar, it is not conceivable to ensure vocabulary expansion without a specific approach to vocabulary teaching now. Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. This section covers a comprehensive survey of vocabulary teaching in history, and mainly discusses the innovations and contributions *the Lexical Approach* has brought to ELT.

2.4.1. The History of Vocabulary Teaching

This section explores major development in vocabulary teaching from the 1930s up to the present time. The 1930s is the time of *Vocabulary Control Movement* which goes on till 1945; next 1945-1970 period comes with the continuation of the objection to vocabulary dominancy, then with the 1970s how vocabulary has gained importance by passing boundaries, and what type of advances have been carried out will be portrayed. In doing this, Carter and McCarthy's large historical survey of the leading movements and methods in vocabulary teaching will lead to the study (Carter and McCarthy, 1988). Lastly, the 1990s, when the appearance of *the Lexical Approach* has started to affect the applications in lexical studies, will be discussed in a detailed way.

Starting with the foundations and thoughts of applied linguists, in the 1930s. *Vocabulary Control Movement* emerged followed by *Basic English* of C.K.Ogden

and I.A. Richards (**Ibid.**). The fundamental principle of these two movements was to provide basic minimum vocabulary for learning English as they did not see any use giving primary importance to vocabulary on the first ground. The basic two main aims of *Basic English* were the provision of a minimum secondary world language, and the designing of an improved introductory course for foreign learners. It was made by limiting the number of words to 850, which undoubtedly has had lots of criticisms because 850 words do not mean 850 meanings; 850 words of *Basic English* have 12425 meanings (**Ibid.**); furthermore, these words may include more than one form such as one word may have both verb and noun forms. According to this project, many notions could be re-expressed using more basic language as they gave more importance to grammar teaching with minimum vocabulary items. Carter and McCarthy point out that *Basic English* provided systematic study by specifying lexical syllabuses, and constructing core English for language learning purposes, which is still in use (**Ibid.**).

Between the years of 1945-1970, the negligence of vocabulary-based studies goes on; still grammar-based studies were in favor. In the 1940s. Fries stated that all the learners needed a minimum core of vocabulary to practise the syntactic structures (**Ibid.**). In the 1940s, 50s, 60s the same case kept its stability with the dominance of grammar in varying degrees. In 1953, in parallel with *Basic English* project, Michael West introduced *A General Service List*; in fact, the source of this list went back to the 1930s. when vocabulary selection was applied under *Vocabulary Control Movement*. Then, these studies appeared in the *Interim Report on Vocabulary Selection* (1935) (known as the “Carnegie Report”), and the first *GSL* was published in 1936. The one in 1953 was the revised *GSL*. Although this list is in parallel with *Basic English* list, there are some differences that *GSL* is still in use today forming the basis of the principles of *Longman Structural Readers* because one of the basic principles of *Longman Dictionary of Contemporary English* is to limit vocabulary by the selection of vocabulary items in terms of the frequency of each word in written English as well as giving information on the various meanings and uses of a word form (**Ibid.**). The fact that the list consists of 200 words by means of the data drawn from a corpus of two to five million words is not without its disadvantages as the corpus data of this list is based on just a written corpus, it is outdated, and there is no

information on collocations, phrases. Two years after the publication of *A General Service List*, in 1955 Lado introduced *Audiolingual Method* stating his opposition that teaching too much vocabulary is not good for the mastery of structure (*Ibid.*).

Towards the mid 1960s works on a semantic field came out; Katz and Fodor in 1963 outlined the components of a semantic theory in the name of *Componential Analysis* affirming, "CA is economical. It can show how words in a field are related to one another using minimal notation" (cited in Carter and McCarthy, 1988: 31) In parallel with these semantic studies, focusing on vocabulary started to come into view at a relatively better level even if the focus was still on grammar. Firth brought collocation into prominence in lexical studies⁸; McIntosh carried this notion further in 1961. McIntosh's paper made the important point stating, "...there are matters in the on-going combinations of words that are independent of grammatical considerations and which require a lexical approach." (cited in *Ibid.*, p. 33) In 1966 Halliday started to focus on collocation; Sinclair also stated the relevance of collocation to the study of register and in 1966, he started his works on the building of the COBUILD corpus at Birmingham University (Carter and McCarthy, 1988).

The 1970s was the actual starting point for the increase in vocabulary-based studies. With the effect of humanism, structural approaches started to disappear, and people initiated to question the existent approaches. In 1972 Wilkins put the importance of vocabulary into words declaring, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (cited in Thornbury, 2002: 13) However, he still preferred grammar first, vocabulary later as making an access to innovations takes time. He also kept on studies on lexical semantics. A considerably remarkable attempt came in 1972-3 with Twaddell as he stressed that it was impossible to teach all the words students needed, so it was useful to teach them guessing strategies. This was the beginning of seeing **vocabulary as a language skill** (*Ibid.*).

The mid 1970s plays an important role for vocabulary studies; in 1974 Richards published an article on word lists titled: *Word lists: problems and prospects*. In this article, the importance of the frequency of vocabulary items,

⁸ Writers have used it in linguistic description since the 18th century (Carter&Carthy, 1988: 32).

familiarity of words to the person learning the language, validity and utility of the lists are stated. On the contrary, Richards in 1976 announced 8 assumptions on lexical competence focusing on what it means to know vocabulary by moving away from word lists (See 2.2.). Especially 1974 should be regarded as important to vocabulary studies since reading extensively commenced to gain importance in vocabulary expansion. In 1974, Brown focused on collocations. Judd in 1978 considered vocabulary as a skill in its own right, and offered to present vocabulary in a natural linguistic context so as to bring meaning to words. Focused on the meaningfulness and communicativeness, Blum and Levenston in 1978 embodied lexical simplification. Brown in 1979 went on her studies with lexical strategies, and Alderson and Alvares in the same year studied on the lexical strategies with the aim of aiding learners to achieve effective communication and inferring strategies (*Ibid.*).

In the 1980s, word lists emerged again with Hindmarsh's *Cambridge English Lexicon*, McArthur's *Longman Lexicon of Contemporary English*. In 1980, *Guidelines for Vocabulary Teaching* by the Regional English Language in Singapore appeared. In 1981 Krashen's *Natural Approach* emphasized the terms acquisition and learning. With this, memorization with key word technique, coping with difficult words through contextual clues, inter-language issues were discussed. Meare in 1980 made a survey of vocabulary acquisition, Brutten in 1981 announced that teachers could predict vocabulary difficulties, Nation in 1982 made another survey of research into vocabulary learning, which raised questions concerning the usefulness of word –lists learning from context. In 1982, Wallace indicated the crucial role of presenting vocabulary in situations and contexts. Rivers in 1983 argued that learners must develop their own vocabulary; for him vocabulary cannot be taught; it is the individual who learns, and students must learn how to learn vocabulary. Three years later, Gairns and Redman in 1986 focused on the importance of learners and self-motivation. Taylor in 1986 asserted that teachers could assist vocabulary learning in interaction with students.

Channel in 1981 questioned what to do after basic vocabulary and suggested *field theory* and *CA* adapting them to grids and matrices to present word relations. Within the same year, Ramsey 1981 also offered diagrammatic representation of

lexical relations in the form of the “lexigram”⁹ to present associated terms. Waters in 1981 professed that technical terminology is the most useful input material for the students of ESP. Widdowson, in 1983, expressed that the procedural vocabulary, the vocabulary of definition, or paraphrase, supports the specific, field-related vocabularies.

After the mid 1980s computer based studies gained importance. Johns in 1986 stated that micro-comps could produce vocabulary concordances, which engage students actively in problem-solving activities related to meaning and usage of items. However, the most important project within computer science is the **COBUILD** Project. It is a research program designed to publish monolingual dictionary including used language. It is based in the Department of English Language and Literature at the University of Birmingham, under the general direction and editorship of Professor John Sinclair, and in association with William Collins, Publishers. The main corpus exists in two forms: spoken and written. The information is taken from the real texts, naturally occurring language; frequency, collocations, field-specific semantic groupings are considered as well (*Ibid.*). Sinclair (1991) used the corpus data to support his position that the different senses of a word are associated with particular word classes. Mair also focused on corpus declaring that a native speaker can be aware of which collocation in a particular register sounds correct but cannot give explanation as it is subconsciously done; however, objective data from corpora can help better rather than data from native speakers; Mair focuses particularly on learners’ corpus (Mair, 2002). A learner’s corpus is the language data that the student has access to, generally through their course-books and supplementary materials. This process implies that examples which are presented to the student, or which the student selects are from familiar texts, so computer programs can aid students and teachers via the opportunity for recycling, retention of vocabulary; they can see the frequency of words, phrases, collocations, common lexical and grammatical environments. Thornbury (2002: 68)

⁹ For further information on using schemata for ELT see Seth Lindstromberg, “Schemata for Ordering the Teaching and Learning of Vocabulary”, *ELT Journal*, Vol.39, No:4, October 1985, pp.235-242.

stresses how corpus research clarifies the prominence of lexical phrases as a major component of language as follows:

Corpus (plural *corpora*) data is a collection of texts that has been assembled for the purposes of language study... The benefit for teachers and learners of corpus data is that it provides them with easily accessible information about real language use, frequency and collocation.

Here there is an access to very important element of vocabulary that is collocation¹⁰. In fact the interest in it launched in 1980 with Nattinger and Yorio; with these undertakings, the fact that one of the major points about vocabulary is its being beyond consisting of just single words has come into view. For a long time, the importance of multi-word units has been in the interest of many researchers in language area, but it started to gain interest after the mid 1980s¹¹. Alexander offers three 'C's for vocabulary learning: collocation, context, and connotation adding that especially denotative and connotative level need to be demonstrated to the advanced learner (Alexander, 1984). Nattinger (1992) supports the idea of teaching lexical items owing to the fact that they will lead to fluency in speaking and writing. Pawley and Syder are the ones arguing that speaking fluently is based on the knowledge of memorized sentences and phrases, which means there was an opposing view to Chomsky thinking that linguistic competence involves knowing a system of grammatical rules which will provide them with producing infinite set of possible sentences. Then, Sinclair studying computerized corpora combined these two ideas and named Chomskian view as an open-choice principle with corpus research, which revealed that lexical choices are more limited than expected. Sinclair called the second as the idiom principle and recommended that the previous one should be complemented with the idiom principle (Read, 2000).

From the 1990s till the present, it has been the time of lexical approaches with the most concentrated interest in collocations, lexical chunks in general. In the

¹⁰ Norbert Schmitt and Ronald Carter, "Lexical Phrases in Language Learning", 1998 PASE (Polish Association for Studies of English) conference in Szczyrk, Poland, (Retrieved from) <http://www.eli.ubc.ca/teachers/resources/DDL-links/#Articles>, 01.03.2004.

¹¹ As direct equivalence is possible for some collocations, Jens offers teaching the ones with which equivalence is not possible; for the contrastive view see Jens Bahns, "Lexical Collocations: A Contrastive View", *ELT Journal*, Vol.47, No:1, January 1993, pp. 56-63.

same path, Nattinger and DeCarrico (1992) put forward the concept of a **lexical phrase** dividing it into four main categories¹². However, the main focus on the study of lexical chunks came in 1993 with Michael Lewis's founding an approach; he put forward *the Lexical Approach* with its underlying principles, and introduced it to educationalists with a focus on the study of lexical chunks in language development. In 1997, with *Implementing the Lexical Approach* he introduced exercises and activities to be used in classrooms with the support of some experiences of teachers.

Although the role of learning in chunk has been favored for long- for example, Bolinger put forward in 1976 that the chunks that are learnt remain as coded units even after they are split up (cited in Carter, 1987)- after the emergence of *the Lexical Approach*, it might be said that lexical studies to expand language competence have risen in a great amount. Dellar is one of the people who are in great favor of chunk learning. He says that Turkish learners are in fact good lexical learners quoting some phrases by Turkish people; furthermore, he adds (2003a: 14):

I have argued elsewhere that we need to be spending far more time in class on lexis and far less on structural grammar. ... many so-called errors may look like they are grammatical in their derivation, but actually come about because students lack LEXIS.

He also thinks that the key to solve this problem is to give students lexical exposure adding (*Ibid.*, p. 17), “ One another aspect I think needs to be stated more often is that we need to be very wary of replacing our obsession with grammatical accuracy with a tyranny of collocational accuracy.” Carlos points out that some authors, led by Lewis, support vocabulary to be at the center of language teaching as knowing language necessitates to be able to comprehend and produce lexical phrases

¹² 1. Polywords: short fixed phrases. E.g. at any rate, so to speak.

2. Institutionalised expressions: Longer utterances that are fixed in form and include proverbs, aphorisms and formulas for social interaction. e.g. once upon a time... and they lived happily ever after.

3. Phrasal constraints: short-to medium-length phrases consisting of a basic frame with one or two slots that can be filled with various words or phrases. e.g. as far as I know/can tell/ am aware)

4. Sentence builders: phrases that provide the framework for a complete sentence, with one or more slots in which a whole idea can be expressed .e.g. I think that X; that reminds me of...

(John Read, 2000:22)

as 'chunks'; he adds that this vocabulary knowledge constitutes the raw data; not grammar (Carlos, 2001).

To conclude, the notion of vocabulary has changed remarkably from the past to the present, and seems to advance more with the innovations to come in the course of time. In the past, it was not even accepted as a skill, while it has gained a prominent place now, so new approaches on vocabulary teaching have been founded and presented. Being one of the most remarkable studies in this area, *the Lexical Approach* will constitute the basis of this study, and will be explained with its underlying principles, the benefits concerning ELT, and the ways of implementing it.

2.4.2. The Lexical Approach

In recent years, vocabulary teaching has gained importance and teachers and researchers have started to find out new ways of teaching and exploring vocabulary. In fact, vocabulary has been on the core for many years, but Michael Lewis (1993, 1997) is the one who approaches the matter in a different way and is thus worth mentioning in vocabulary studies in ELT. He highlights the importance of vocabulary as being basic to communication in language learning through the meaning of key words without any negligence on grammar. The most remarkable point is his focusing on 'lexical chunks' rather than studying words as single, isolated items in order to develop learners' language. On the basis of these principles, Lewis proposed *The Lexical Approach* in 1993; then in 1997 he published another book titled *Implementing the Lexical Approach*. He is said to have based his works on Sinclair's work with the *CoBuild Project*, and Willis's *The Lexical Syllabus* (cited in Padilla, 2002). The basis of this approach is on communicative approaches and lexis, especially in naturally occurring language, and it has some contributions to the idea of naturally occurring language. Lewis (1997: 7) in *Implementing the Lexical Approach* defines the underlying idea of *the Lexical Approach* as follows:

The standard view divides language into grammar (structure) and vocabulary (words); the Lexical Approach challenges this fundamental view of language. Instead, the Lexical Approach argues that language consists of chunks which, when combined, produce continuous coherent text.

What makes *the Lexical Approach* different from the other approaches is that it does not see vocabulary superior to grammar; it accepts that both vocabulary and grammar consist of chunks; thus language learning should emphasize these chunks (Lewis, 1993, 1997). In this sense, it differs from the other approaches; and as a way of doing this, he proposes the combination of **consciousness-raising and exposure**, which are two main required steps that will enable learners to acquire the lexical items. The first step is **rule-based**; pre-fixes, suffixes, and the other rules in forming a new word should be given at the beginning. The second one is **giving exposure** to learners to get them to learn the new words item by item and with the help of the memorization in time. *The Lexical Approach* combines these two because both ways have advantages and disadvantages. For the first one, one cannot wait for all the words to obey to the same rule; for instance the prefix ‘-in’ to make negative: ‘inexperienced’ is correct but what about ‘inunderstand’? However, one cannot deny the fact that knowledge of affixes helps learners give meaning to the unknown words. When it comes to talking about item learning, the second one, it is advantageous in providing students with a lot of exposure but the disadvantage is that providing a lot of exposure may not be possible. To abolish the disadvantages of these ways in the case of being applied alone, Lewis, in *the Lexical Approach* is apt to combine these two to present learners and teachers with the best possible way of dealing with language.

Lewis does not refrain from referring to the opposing views to his approach (Lewis, 1997). He expresses that from the linguistic point of view, the reactions are positive to *the Lexical Approach*; however, from pedagogical aspect the approach is not seen as different from the existing approaches. He quotes the following extract:

To begin with, the lexical approach does not require returning to square one and starting from scratch. Much of what the book suggest is- or rather should be-standard practice already. On the other hand, it has to be acknowledged that following Michael Lewis’ ideas and giving lexis such a prominent place in ELT requires more than making only a few minor adjustments in one’s teaching. It touches the very core of what we do in class and understanding of the role of the teacher.

(Heinz Ribisch; cited in Lewis, 1997: 13)

In response to this quotation, Lewis accepts that *the Lexical Approach* requires just some practical changes and adding to the present applications in the classroom; he professes that the aim is to gradually include more study of lexical chunks. However, he underlines the importance of making a big change in the teacher's understanding of language. Lewis (*Ibid.*, p. 15) summarizes the changes expected with the implementation of *the Lexical Approach* as follows:

... the Lexical Approach places communication of meaning at the heart of language and learning. This leads to emphasis on the main carrier of meaning, vocabulary. The concept of a large vocabulary is extended from words to lexis, but the essential idea is that fluency is based on the acquisition of a large store of fixed and semi-fixed prefabricated items, which are available as the foundation for any linguistic novelty or creativity. Grammatical Knowledge permits the creative re-combination of lexis in novel and imaginative ways, but it cannot begin to be useful in that role until the learner has a sufficiently large mental lexicon to which grammatical knowledge can be applied.

With these basic innovations in mind, Lewis proposed *the Lexical Approach* so as to bring refreshment in studying language concerning the applications in ELT. He sets off with explaining the main objectives of the approach, what it means to know lexis, and goes on with the principles of *the Lexical Approach*.

2.4.2.1. The Principles of the Lexical Approach

In order to understand the innovations presented by Lewis, and set the ground in terms of ELT, listing and evaluating the **main principles** of *the Lexical Approach* will be clarifying, and leading in this study (Lewis, 1993: vi - vii):

1. Language consists of grammaticalised lexis-not lexicalised grammar
2. The grammar/vocabulary dichotomy is invalid; much language consists of lexical chunks. A central element of language teaching is raising students' awareness of, and developing their ability to chunk language successfully
3. Although structural patterns are known as useful, lexical and metaphorical patterning is accorded appropriate status

4. Collocation is integrated as an organizing principle within syllabuses
5. The central metaphor of language is holistic - an organism; not atomistic - a machine
6. It is the co-textual rather than the situational element of context, which is of primary importance for language teaching
7. Grammar as a receptive skill, involving the perception of similarity and difference, is prioritized.
8. Receptive skills, particularly listening, are given enhanced status
9. The Present-Practice-Produce paradigm is rejected, in favor of a paradigm based on the Observe-Hypothesize-Experiment cycle

To begin with “the grammaticalised lexis-not lexicalised grammar”, it is not the grammar on the core but the lexis because without vocabulary one cannot produce a sentence, or teach grammar. Graney expresses that grammar rules are not flexible enough to allow acceptable word combinations; it is the lexis, which has a central role in creating meaning; grammar, on the other hand, acts as an aid to vocabulary in making out the meaning (Graney, 2003).

Lewis emphasizes that neither grammar nor vocabulary is superior; he puts it as (1997: 20), “...much of our mental lexicon is stored as prefabricated multi-word ‘chunks’.” An explanation for native speakers’ fluency is that vocabulary is not stored only as individual words, but also as parts of phrases and larger chunks, because they can be retrieved from memory as a whole, which reduces processing difficulties. As a result, language can be acquired through these chunks with no difference between grammar structures or lexical items.

When it comes to explaining what it means using lexical and metaphorical patterning instead of structural patterns is the truth in parallel with what has just been stated in the previous paragraph; instead of focusing on grammar, studying the lexis through metaphorical patterning in chunks is the key to successful language learning.

Knowing a word involves many items, one of which is collocational component. According to Lewis, being able to use a word involves mastering its collocational range and restrictions on that range (Lewis, 1993). Thus, activities should be extended via increasing learners' collocational competence with the vocabulary they have already got.

Another principle of *the Lexical Approach* is focusing on holistic learning rather than atomistic (analytic). Here the parallelism between *the Lexical Approach* and *Task Based Approach* is worth mentioning. Willis (1998: 10) states as follows:

Learners' cognitive styles may vary, too. A distinction is often made between analytic learners who prefer a deductive approach (give them a rule and let them deduce other examples from it) and holistic learners, who prefer an inductive approach (give them examples, and let them induce the rule). ... Task-based learning, with its holistic approach, would seem, in its purest form, to favor the styles of holistic learners.

Although *Task-Based Approach* is in favor of holistic learners, Willis does not hesitate to add that learners should be presented with many variables to find out their own learning strategies. However, it is undeniable that holistic learners are more successful on the ground that they find out something on their own rather than memorizing the presented one. *The Lexical Approach* also wants learners to reach a point on their own via their holistic learning styles¹³.

The next thing should be taken into account is the co-textual elements in language. Co-text refers to the fact that 'previous discourse' co-ordinates the present one. It helps the interpretation of the context and to arrive at some interpretation of the text by reconstructing some parts of the physical context even if there is no information about the place and time of the utterance, about the speaker/ writer (Brown and Yule, 1983). Co-text is the knowledge that can be acquired through knowledge outside the text such as dictionary help in an effort to find out lexical content of some forms of words. *The Lexical Approach* here proposes further interpretation on texts through previous texts or supplementary texts rather than just focusing on the situational elements of context.

¹³ Willis is also in favor of *the Lexical Approach*, but her lexical approach has some differences from Lewis's (for the explanation see Thornbury, 2002).

As repeatedly stated here, unlike other lexical approaches, *the Lexical Approach* does not ignore grammar; it accepts it as a crucial receptive skill to be studied. It will be more explanatory to handle the notion of studying grammar here in two points. Firstly, as Lewis points out (1993: 150), "...grammar rules in the classroom should be, as they are in modern linguistics, partial, provisional, personal." As to the second one, we have the grammar of a word, which means building up different forms of a word or coming up with different words from that word. This studying the grammar of vocabulary helps learners pass over the difficulties in an easier way because they have many difficulties in understanding the new words they encounter. Dellar (2003b: 113) is another one who expresses his ideas concerning the subject matter as, "Words have their own micro-grammar and so lexis needs to continuously be grammaticalised in typical ways." Lewis implies the same point three years later as, "...knowing a word involves knowing its grammar- the patterns in which it is regularly used." (cited in Elyıldırım, 2003:117) While studying the grammar of vocabulary, Lewis proposes the use of dictionaries as an aid because of the fact that dictionaries are the main source reflecting word grammar.

The next point that will be dealt here is about receptive skills again, but this time listening. Great emphasis is given to it on account of the fact that it helps learners' understanding and it enhances their pronunciation.

The last of all is the substitution of 'The Present-Practise-Produce' paradigm by 'Observe-Hypothesise-Experiment' cycle, which means the rejection of traditional presentation way. Since the learners are holistic rather than analytic, they do not need any presentation at all. They can comprehend the subject matter by observing and hypothesising; after that, they can induce the meaning and do the same on their own when they come across with the same situation.

All in all, Lewis's *the Lexical Approach* is away from the traditional approaches, which study vocabulary via lists without contextual support. He considers vocabulary item units larger than a single word; polywords, collocations, and expressions are some of these larger units. Unlike other traditional vocabulary approaches, the approach does not neglect the importance of grammar; furthermore, Lewis proposes the study into word grammar because he supports that

consciousness- raising is important in vocabulary teaching in order to attain success in the language learning.

2.4.2.2. Why Use the Lexical Approach

The principles listed and explained clearly present the distinction of *the Lexical Approach* and offer many reasons for adopting such an approach to vocabulary teaching.

First of all, as it is known by the principles of *the Lexical Approach*, the role of teachers using *the Lexical Approach* will be to divert learners' attention to the chunks. The lexical chunks constitute resource for learners to comprehend, communicate, and produce language. This kind of study should start, from the very first, with children because chunks of language in appropriate contexts before the emergence of a grammatical system will help learners have native- like language, which is supported by the reliance of native speakers on many thousands of ready-made chunks of language in addition to discrete vocabulary items. It should not be forgotten that isolated vocabulary items are not more than the lexical chunks of language. Ellis argues for the inclusion of lexicalised phrases on account of the fact that he believes that speaking fluently heralds speaking idiomatically, using frequent word sequences and common collocations (Mair, 2002). While the learners are comprehending better through more meaningful lexical items rather than single, isolated ones, they will have an opportunity to internalize these lexical items and will be able to produce their owns in communication.

Secondly, the novelty of *the Lexical Approach* lies in the fact that it does not oppose to grammar while studying vocabulary unlike other lexical approaches and syllabuses because vocabulary has its own grammar in itself as well. Learners should also learn necessary analytical forms of vocabulary in order to be successful in producing similar ones by applying the same methods where necessary.

In line with the study into the grammar of vocabulary, as presaged in 2.4.2.1., the use of dictionaries to find out more about vocabulary will collaborate learners to discover meaning on their own by learning how to use it effectively and provide

them with their independence in learning. Lewis sees the dictionary as a learning resource, not just as a reference (Lewis, 1993), and the pivotal point to be noted is that not all the dictionaries provide such an extended knowledge on this subject, so teachers should help learners choose the right dictionary in that sense. In addition to this, corpus study also shows that in discourse, words occur in collocations, and mind stores chunks as wholes (Schmitt, 2000), so learners should be presented with these wholes, rather than single items. That is why even the translators adopt it in their studies; Belloc suggests 'idiom by idiom' translation rather than 'word for word' reemphasizing the vital eminence of lexical chunks (Bassnett- McGuire, 1980: 116).

The fourth advantage of *the Lexical Approach* is that students who have been exposed to *the Lexical Approach* will grasp many techniques for learning and organizing vocabulary; the larger the lexical repertoire, the easier it will be to increase it even further outside the formal instructional setting. Mair (2002: 33) restates this claim as:

Successful learners refine and develop their lexical knowledge....The more learners manipulate lexis and expand their knowledge of words, the better they will be able to store, recall and accurately use that lexis. Learners should be exposed to collocations, semantic fields, varied contexts and other aspects of the words they are studying, in a way that involves them cognitively.

The fact that the key to the way of achievement in language is being able to expand vocabulary via the exposure to 'collocations' is emphasized again with Mair's words. Besides, according to Lewis, language ought to be recorded with its co-occurrences; that is, language should not be recorded in a linear, alphabetical order but in collocation tables, mind-maps, word-trees (Lewis, 1993). He also suggests recording whole sentences to help contextualization because if learners have a chance to see a word repeatedly in a variety of new contexts, if they systematically and regularly recycle vocabulary, make meaningful connections between old and new vocabulary items, use them in a variety of ways in chunks, the lexical competence of learners will take care of itself. What is to be noted here is that the storage of lexical items is personal and *the Lexical Approach* promotes learners to find out their own strategies depending on their own needs (Lewis, 1993).

Another advantage is that *the Lexical Approach* offers opportunities for learners to work out the meaning of lexical chunks in an easier way since the existence of one word will remind its partner. It is Nattinger, who first claimed that collocations aid learners in comprehension and production of lexical items in the target language as learners can store the individual words with their associates; furthermore, collocates of a word are most likely to make the concepts related to the word clear by triggering the words that co-occur (Elyıldırım, 2003).

Next, collocations give a hand to teachers to introduce the most economical language to their learners. It is commonly encountered in the learners' writings that they are inclined to construct longer expressions by using more grammar structures instead of using possible collocations:

<u>Collocation</u>	<u>Students' attempt</u>
adequate supplies	We don't have things to meet the demand enough so that every person who will have one can have one."
Major turning point	a very important moment when things changed completely.

(Elyıldırım, 2003:120)

In order to prevent the language produced in the right hand of the box, teachers should implement the study of chunk language into their classroom. In this way, the language will both be more economical and sound more natural; otherwise, learners are to beat about the bush.

To sum up, *the Lexical Approach* specifies how lexis, grammar, and phonology interact to aid learners to store the language successfully. It provides teachers with the idea that both grammar and vocabulary are important and many are on the way to study language through chunks, which is more important and vital in learning the language because it is the way native speakers acquire language. The items are not stored as single items, but phrases are stored as meaningful sets of units. In addition, *the Lexical Approach* facilitates teachers to notice some changes and help them see the importance of designing lexical exercises in many different ways.

2.4.2.3. Implementing the Lexical Approach into the Language Classroom

After the publication of Lewis's two books concerned, a great number of teachers have joined the trend of introducing vocabulary items in lexical chunks; Porto (1998), Strange (2003), Lindstromberg (2004) are some of them. In applying the approach to the classroom use, what Lewis suggested is to exploit and record vocabulary in principled ways (Lewis, 1993). In order to accomplish this goal, he published *Implementing the Lexical Approach*, four years after the publication of *The Lexical Approach*, to present types of exercises and activities that have the lexis in focus. Before seeing how to implement the study of lexical chunks to the language classroom, the first step to be taken is to be aware of the meanings of these lexical chunks, and then to go on with the strategies to follow in the classroom.

Lexical chunks are groups of words, which involve more than one word, but function as a meaningful unit and occur in various forms such as collocations, phrases, idioms, and expressions. They allow learners to say more with fewer words via using more natural language, and, thus, help them develop their communicative power. Lexical chunks mainly appear in two forms: collocations and expressions.

Collocation covers words that are most likely to co- occur in natural context. McCarthy (1990: 12) summarizes it as, "it is a marriage contract between words, and some words are more firmly married to each other than others." As the quotation implies, the frequency of this co-occurring changes from collocation to collocation. As Lewis (1997: 8) puts it, "Collocations range on a spectrum from fully fixed (a broken home, to catch a cold), through relatively fixed, to totally novel."; to put it differently, some collocations are strictly bound up to one another, whereas some others are up to some changes¹⁴. Thus, some collocations are fixed, some others are open to relative changes, some wait for the creativity of learners; McCarthy calls these as the "untypical ones" restating that they are the products of creativity and imaginative language usage (McCarthy, 1990). Moreover, Lewis explains that

¹⁴ See Michael Lewis (ed.), *Teaching Collocation: Further Developments in the Lexical Approach*, Hove, Language Teaching Publications, 2000.

collocations may be any combination of strong and frequent, strong and infrequent, weak and frequent, etc. He thinks frequency alone cannot be the indicator of a collocation; strength should also be considered; a collocation may be frequent, but it may not be strong such as *'have a nice day'*; the fact that it may be substituted by *'have a nice weekend'*, *'have a good weekend'* proves that word partners may not always be bound up to one another strictly. Therefore, Lewis proposes taking the role of frequency and strength into consideration within the process of studying collocations (Lewis, 1997).

The second item, **expressions**, should be studied under two classes: fixed, and semi-fixed ones. Lewis divides the fixed ones into four (*Ibid.*, pp. 9-10):

- a. Social greetings:
Good morning; It's a lovely morning, isn't it?; Happy New Year.
- b. Politeness phrases:
No thank you, I'm fine; I'll have to be going.
- c. 'Phrase Book' language:
Can you tell me the way to, please?
I'd like a twin room for Nights, please.
Although this is often mocked, everyone recognizes the value of some 'useful' expressions' for predictable tourist-type situations.
- d. Idioms- especially of the more picturesque kind:
Hang on, you're putting the cart before the horse there.
You're making a mountain out of a molehill.

Semi-fixed expressions are divided into five as follows (*Ibid.*, p.11):

- Almost Fixed Expressions, which permit minimal variation:
It's/That's not my fault.
- Spoken sentences with a simple slot: *Could you pass, please?*
- Expressions with a slot which must be filled with a particular kind of slot-filler: *Hello, Nice to see you. I haven't seen you +time expression with for or since.*
- Sentence heads, which can be completed in many ways: *What was really interesting/surprising/annoying was...*
- More extended frames such as those for a formal letter or the opening paragraph of an academic paper. For example:
There are broadly speaking two views of ... The more traditional, usually associated with ...and his/her colleagues, suggests that, while the more progressive view, associated with suggests... In this paper I wish to suggest a third position, which, while containing elements of the view proposed by ... also takes account of recent developments in ...which have produced evidence to suggest and so on.

Although it is not studied under the title of chunks but 'words', Lewis puts great emphasis on **polywords**, which are short fixed phrases such as '*every now and then*', '*by the way*', '*upside down*' (Lewis, 1997). McCarthy divides them into three as: binomials such as '*back and forth*', trinomials such as '*cool, calm, and collected*', '*morning, noon, and night*', and catchphrases-for example, '*They don't make them like that any more*' (McCarthy, 1990).

Last of all, Lewis includes phrasal verbs, a group of words composed with the partnership of adverb/s, article/s, preposition/s to a verb, in his exercises. He focuses on verb+ word couple and dubs it as **de-lexicalised verbs**; for example, the verb '*get*' can gain various meanings when different words are attached to it such as '*get upset*', '*get married*', '*get well-paid*'. He offers many types of exercises and activities in his book because these de-lexicalised verbs have an important place as multi- word items (Lewis, 1997).

Understanding the lexis according to the point of *the Lexical Approach* is the first step to be taken towards the innovation in dealing with vocabulary. For Lewis, the most important point is to change the traditional point of view towards vocabulary. Once these terms are comprehended, he believes that the implementation of it would occur naturally in time (*Ibid.*).

Being aware of what is meant by 'lexical chunks', teachers need varieties in the ways of practising them with students. As well as Lewis, as stated in 2.3., Thornbury discusses this in a detailed way and comes up with the solution that both rules and frequent exposure should be presented to learners (Thornbury, 2002). The reason for this combination is that rule teaching provides learners with consciousness-raising, whereas frequent exposure helps them see lots of examples.

In contrast to this planned word study, Gairns and Redman points out that implications, idioms, collocations should be taught when they arise without any planning (on *ad hoc* basis), and they should be treated as individual items (Gairns and Redman, 1986). However, without conscious planning, and regular study efforts on developing vocabulary knowledge will be a part of an adventure, which is too

risky. Then, they suggest using collocational grids¹⁵ to study into word parts, which indicates that they do not want to risk vocabulary learning.

In implementing *the Lexical Approach* to classroom practice, an appropriate text type and relevant exercise types should be chosen. In the process of choosing the text type, materials should expose students to rich, contextualised, and naturally occurring language. It is better not to overload students whose level is under advanced with much reading. Within the text the focus should be on lexical chunks so as to make the learners aware of the activities carried out as they will help students improve their collocational competence¹⁶.

Making a choice of the type of the tasks is another step to be taken in implementing *the Lexical Approach*. Working in groups helps to foster learning independence, and especially in vocabulary work, learners can exchange knowledge, asking others to explain unknown items. Students should be given opportunities to use the language they are learning in a realistic context. Exercises and activities promoting lexical awareness should be within the knowledge of learners. The theory of *the Lexical Approach* had better be put into practice here with rich examples of Lewis's activities and exercises; Lewis's *Implementing the Lexical Approach* is a compact resource offering 30 types of exercises and 50 different types of activities generally focusing on identifying collocations in specific texts, ways of recording lexical information through collocation boxes or pattern displays, cloze procedures, and lexical phrase drills (Lewis, 1997). To increase challenge, and to see learners' productivity, the exercises might be supported with various ways such as rewriting of the expressions, finding out probable collocations for a word, highlighting the idioms, phrases, semi/fixed expressions. Encountering some untypical collocations should not discourage both learners and teachers since they are the result of creativity and the imaginative dimension, the probability of occurring those collocations should be kept in mind, though.

¹⁵ For further information on lexical grids see P.D.Harvey, "Vocabulary Learning: The Use of Grids", *ELT Journal*, Vol.37, No:3, July 1983, pp.243-246.

¹⁶ For the context in which naturally occurring language and *the Lexical Approach* are combined see Galina Kavaliauskienė and Violeta Janulevičienė, "Using the Lexical Approach for the Acquisition of ESPO Vocabulary, (Retrieved from) <http://www.iteslj.org/Articles/Kavaliauskiene/-LAhtml>., 08.12.2003

In addition to the exercise types prepared according to the criteria of *the Lexical Approach*, learners should follow the suggested principles of the approach, one of which is to learn how to keep the record of lexical chunks on notebooks regularly. Not only does this way promote vocabulary expansion, but also it helps learners be independent learners, and know themselves. Lewis (*Ibid.*, p. 76) lists the things that the notebook should contain as follows:

- Words, strong collocations and fully Fixed Expressions, with L1 equivalents
- Collocation patterns with, for example, a noun plus a group of collocating verbs or adjectives
- Semi-fixed Expressions with several similar examples listed together to emphasize a pattern
- Prototypical grammar examples... in the form of high frequency Expressions
- Miscellaneous language, chosen by individual learners, in a separate section, away from the more organized language.

With the help of this kind of recording, the way learners and teachers approach to studying vocabulary can be changed in time according to Lewis. Focusing on expressions even while studying grammar might shape their way of handling the language.

Aside from these, the learners should be made to get the habit of using dictionaries in recording lexical chunks. Lewis (*Ibid.*, p. 7) lists the advantages of dictionaries in putting importance to them as follows:

The good EFL dictionary contains better definitions, more examples and more information about the grammar of the head words, but perhaps the single most striking difference is that it contains a much larger range of items. In addition to single words, it contains phrases, idioms and even complete expressions.

To conclude, *the Lexical Approach* should be implemented into the language classroom through presenting learners opportunities with a lot of exposure to lexical items¹⁷ and consciousness- raising by means of explanations about some basic rules, teaching prefixes, suffixes, roots, implementing dictionary exercises, which is important to *the Lexical Approach*. As a means of doing it, meaningful texts are likely to work well as they will engage learners with the support by the activities putting lexical chunks into focus. Walkley summarizes the need to focus on lexical chunks calling out teachers to action saying, “So why don’t we teach and let our students learn more chunks like ...?” (Walkley, 2003) Implementing this type of study to the language classes is claimed to be successful in providing learners with the awareness of vocabulary knowledge and competence.

¹⁷ See Kevin Eyraud, et. al., “The Word Wall Approach- Promoting L2 Vocabulary Learning”, **English Teaching Forum**, Vol.38, No:3, July 2000, pp. 2-11. The founder of this approach is Green. In the application of this approach, the class is surrounded by word charts, maps with different-colored pens such as green for nouns, blue for verbs. The main activities are word clustering with semantically related words, lexical parts that are playful, words from the same word classes, logically linked words, pairs of synonyms and antonyms, matching, crossword puzzles. Green applied this method in his class and came up with a suggestion that the words should be selected according to frequency, and the focus should be on common phrases, idioms, phrasal verbs, and fixed expressions.

3. THE RESEARCH ON IMPLEMENTING THE LEXICAL APPROACH INTO DRAMATIC TEXTS

This chapter constitutes the focus of this study with the research on implementing *the Lexical Approach* into dramatic texts. The major concern of the research is to find out the attitudes of the learners towards implementing the study of lexical chunks through *the Lexical Approach* into dramatic texts. The starting point of this study is that dramatic texts might serve to the advanced learners' need as these texts involve lexical phrases, which would allow the learners to carry their vocabulary knowledge further. In this sense, the results of this research are supposed to find answers to the questioning of the choices made on the approach and the text type.

Prior to the presentation of the results of the research, the main objectives of the research, the information about the subjects of it, the constituents of it with the handout as a preliminary study, and the questionnaire following it are introduced. The results of the research are evaluated in statistical data with the concordance of the tables and the pie charts. The study ends with the conclusion, in which the suggestions are in the foreground and further studies are offered concerning the major focus of this study.

3.1. The Fundamental Goals of the Research

The research mainly aims at finding out the attitudes of the learners towards carrying out lexical studies through *the Lexical Approach*, which highlights the place of lexical chunks in the language. In search of a means to implement the approach, dramatic texts are chosen as their structure involves conversational language, which includes a great number of lexical chunks. The hypothesis put forward in this study is that using *the Lexical Approach* by implementing it into dramatic texts might work well at an advanced level- specifically with the learners who study literature owing to the fact that dramatic texts are within the constituent of their major field.

In order to prove the usefulness of this hypothesis, a research was carried out with a group of advanced learners at a preparatory class. The research has two main steps: the first one requires the learners to do the exercises prepared in parallel with the principles of *the Lexical Approach* on three dramatic texts, which are in their syllabus; the second step covers the learners' responding to the statements in the questionnaire. The results of the research are assessed according to a statistical program, and then these statistical numbers are evaluated by taking into consideration the other components of the study so as to find out whether the hypothesis put forward is also valid in terms of the students' perspective or not.

3.2. The Information About the Target Group of the Research

To determine the learners' level, needs, academic and individual interests should be the first item to be taken into consideration prior to settling the other components of a study. In this study, the subjects of the research are at an advanced level. Having taken a long way in the language learning, advanced learners need special attention in terms of expanding their lexical competence owing to the fact that having already studied almost all the grammar items, language development means lexical development for advanced learners; they need to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations via proficient oral and written use of the language. Read (2000: 25) strengthens this claim pointing out as, "...the vocabulary knowledge of native speakers continues to expand in adult life, in contrast to the relative stability of their grammatical competence". Thomas also professes that the causes of their common problems focus on the "lexis, style, and appropriateness", whose solution lies in building on what they already know, using better strategies and increasing the number of items they meet outside the classroom (Thomas, 1984). A similar emphasis put by Alexander is that with the trend towards lexicology and phraseology, teachers particularly have difficulty with advanced learners because the development of lexical competence for advanced learners is a question of lexical expansion (Alexander, 1984).

Having underlined the need of advanced learners, the next step is to explore an appropriate text type to study vocabulary beyond the surface level. In this respect, this study recommends using dramatic texts. Not only are dramatic texts rich in supplying a lexical source in terms of slang, idiom, dialect, but also they enable learners to carry their studies further, and improve their individuality with the self-awareness they are likely to gain by means of the advantages dramatic texts introduce. In this respect, this research has a big role in exploring whether the learners agree to this claim or not.

The target group of learners in this research involves the learners of *English Language and Literature*, and *American Culture and Literature* at Istanbul University. They had learnt English language in the secondary or the high schools; moreover, most of them had also one-year preparatory program based on English before. After graduating from the high school, they took the university entrance exam with a preference for English language-based faculties such as *English Language and Literature*, and *American Culture and Literature*. In the end, they were able to have an opportunity to attend their faculties. However, they could not start to attend their faculties at once because according to the application started to be carried out with this year, they had to pass the Proficiency Exam held by Foreign Languages Department of the university. The learners who were successful at this exam were able to attend their faculties, whereas the ones who failed in this exam had to attend a preparatory class¹ to study English for a year.

The proficiency exam also served to determine their level of English; as a result, an appropriate program was prepared for them. The program has two main goals: the first one is to improve the learners' level of English so that they could study English /American Literature successfully, and the second one is to introduce them the samples of English and American Literature. The program for this group is 25 hours a week, 15 of which are on grammar, and 10 of which are on reading and writing skills. The

¹ In Turkey, some programs of schools require learners to study one- year preparatory class. This may be in a secondary school, a high school, or a university. In the case of university, learners might be exempt from the preparatory class on condition that they become successful at the proficiency exam applied at the

grammar courses integrate listening, speaking, reading, writing, and vocabulary skills into its content, and reading and writing courses also cover considerably detailed vocabulary studies. According to the syllabus, the learners have to study the following materials:

The first term:

Grammar	<i>Cutting Edge Advanced</i> (Cunningham and Moor, 2003) as a course book <i>Advanced Learners' Grammar</i> (Foley and Hall, 2003) as a supplementary book
Reading& Writing	<i>The Process of Composition</i> (Reid, 2000) as a guide to academic writing <i>Writing Booklet</i> as a guide to academic writing skills and advanced vocabulary <i>Selected Tales</i> (Poe, 1994) <i>Sons and Lovers</i> (Lawrence, 1995) ↓ as an introduction to English and American Literature, and to study academic reading skills via the close reading of these literary texts

The Second Term:

Grammar	New Proficiency Gold (Newbrook and Wilson, 2001) as a course book <i>Advanced Learners' Grammar</i> as a supplementary book
Reading& Writing	<i>The Process of Composition</i> as a guide to academic writing <i>Reading Booklet</i> as a guide to academic reading strategies and advanced vocabulary

beginning of the academic year. (See The Regulation of Istanbul University, Item 24, no: 23800, 28.08.1999)

<i>The Marriages</i> (Michaels-Klein, 1994)	} plays to introduce drama to the learners as a literary genre
<i>Richard Cory</i> (Ibid.)	
<i>The Furnished Room</i> (Ibid.)	

The Turn of the Screw (James, 1994)

Lucky Jim (Amis, 1953)



as an introduction to English and American Literature, and to study academic reading skills via the close reading of these literary texts

The learners who are able to achieve the program attend their faculties in the following academic year; furthermore, they are believed to be more successful as they have expanded their level of English in a great amount, and they have already been acquainted with the examples of English and American Literature before studying them in a detailed way.

The relation of this program to the scope of this research primarily commences with the starting point of this research, which is the learners' need. Being one of the lecturers within this program, I realized that they have two basic aims: to expand their level of English, and to provide an access to English and American Literature. In this respect, their need for expanding the lexical knowledge is worth considering as they have already got a remarkable improvement in grammar. To compensate both needs at the same time, implementing *the Lexical Approach* might serve to the purpose as the approach puts a great deal of importance on lexical chunks, so does their program. Both *Cutting Edge Advanced* and *New Proficiency Gold* put emphasis on lexical chunks:

Cutting Edge Advanced pays particular attention to helping students become aware of the importance of phrases and collocations. It is now recognized that, in order to communicate fluently, we make extensive use of 'pre-fabricated chunks' of language.

(Carr, et. al., 2003: 4)

...Work on vocabulary can be found in every unit of the book, and includes:
*systematic development of key lexical areas such as collocation, idiomatic expressions, prepositions and phrasal verbs, ...

(Newbrook and Wilson, 2001: 5)

Apparently, both *the Lexical Approach* and these two course-books put special emphasis on lexical chunks, which makes their goals match exactly. However, there should be an appropriate text type to study vocabulary in that way. Therefore, as a means of doing this, a dramatic text, as a literary genre, is seen multi advantageous to be used because their major field will allow the learners to be interested in it. The approach can also be implemented in the studies of other text types, but the structure of dramatic texts makes it easier when it is compared with the length of novels, and the difficulty of poems for learners (See Table 13).

The texts selected for the purpose of finding the learners' attitudes towards the study are the plays already studied in the class; they are: *The Marriages*, *The Furnished Room*, *Richard Cory* as already stated within their program. What is more, studying *Cutting Edge Advanced*, the target group of learners is already familiar with the exercise types designed to study vocabulary of these three texts.

Within the scope of the research, the learners studied on the handout, and then filled in the questionnaire asking personal information about them, and their responses to the statements. The information obtained from the learners by means of the first hand of the questionnaire is as follows:

Age: 17-20

Years of learning English: 5-9

High School: 21 subjects graduated from Anatolian School²

² There are several types of high schools where English is studied extensively. Anatolian Schools are the ones, which the learners have to win via an exam; they are free, and they give one-year preparatory course on English. Super High Schools accept learners according to their average grade at secondary schools; they give one-year preparatory course on a foreign language as well. Colleges also give one-year preparatory course on a foreign language, but they are not free unlike Super and Anatolian High Schools.

2 subjects graduated from Super High School

18 subjects graduated from High School (whether they studied in a preparatory class or not is not stated, yet most probably they did.)

9 subjects graduated from colleges

Department: 25 of the subjects are the learners of English Language and Literature

The other 25 of them are the learners of American Culture and Literature.

Present Level of English: Advanced/Proficiency

This information contributes to the research in specifying the learners through describing their age, their experience of learning English, and whether there is a balance in the classrooms in that sense or not. The reason why the learners are asked to write down their departments is to see the balance in number between the learners of English Language and Literature, and American Culture and Literature. Last of all, to see whether they are aware of their own level or not, they are asked to dub their present level of English.

3.3. The Information on the Constituents of the Research

This research is composed of two main parts: studying **the handout**, filling in **the questionnaire**. The handout is based on the vocabulary study through the exercises prepared according to the three plays mentioned. The underlying principle, which the exercises are based on, is constructed upon the principles of *the Lexical Approach*. Before the teachers and the students worked out the handout in interaction as a class work, they had read and studied these three plays extensively in terms of their plot; after that, they completed the questionnaire, which has three main parts, one of which is based on the use of the exercises on the handout.

3.3.1. The Information on the Handout

As a preliminary study before completing the questionnaire in this research, the learners had to study the handout prepared on lexical study designed on the principles of *the Lexical Approach*. The basis of the handout is on three plays, which the learners had already studied. The handout has three main parts divided in terms of three different plays:

1. *The Marriages*: It is a play based on the adaptation of a short story by Henry James for television by Helaine Michaels-Klein (1994).
2. *The Furnished Room*: It is a play based on the adaptation of a short story by O. Henry (William Sydney Porter) for television by Helaine Michaels-Klein (*Ibid.*).
3. *Richard Cory*: It is a television play based on the poem by Edward Arlington Robinson. The adaptation of the poem to the play is by Helaine Michaels-Klein (*Ibid.*).

The underlying reasons for choosing these three plays vary. First of all, the genre of these three plays is integrated; that is to say, these plays serve as a literary genre on one hand as they are dramatic texts; on the other hand, they are non-literary authentic texts as they are written to be television plays. Both genres suit well to the principles of *the Lexical Approach* and the aims of this study as the aim is to provide the learners with loaded lexical study, the focus of which is on chunks.

Secondly, all the three classes within the scope of this research had already read these plays, and studied on them with the guidance of their teachers. As the learners were responsible for these three plays in their last mid-term (28.05.2004), they needed to revise the plays; in this sense this handout also served as a supplementary material for revision owing to the fact that the exercises reflect the content of the plays by summarizing the plot of the plays, giving place to the words of the characters, and reflecting the content via the sentences in it.

The next reason for selecting these three plays for this vocabulary study is that they enable the learners to study lexis in chunks; the suitability of these texts to studying lexical chunks has been determined before. Involving a great number of expressions,

collocations, colloquial language, these three plays were selected to implement lexical studies.

Another reason, and one of the aspects of the handout as well, is that having been accustomed to studying lexis in chunks with collocations, expressions, the exercises on the handout might help them study vocabulary by speculating upon the ways of studying. The detailed information about the foundations, aims, contents, and requirements of the exercises is given below (To see the exercises see Appendix 4):

Exercise 1A: The exercise is taken from Lewis's suggested exercise types; it is titled as "Collocation 1" (Lewis, 1997: 92). The focus of this exercise type is to see whether the learners are aware of **word partnerships** in the language or not. The learners are asked to choose the correct partners of the verbs from the box, add it appropriately; some of these word partners have missing parts, so necessary adding is expected from the learners to be done. E.g. '*take a vow*': '*vow*' is the word in the box, and '*take*' is one of the verbs to be matched. There is no '*a*' before '*vow*' in the box; therefore, the learners are required to add it.

Exercise 1B: It is the adapted form of one of Lewis's suggested exercises. He entitles it as, "Sentence anagrams" (*Ibid.*, p. 94). The original version presented by Lewis includes firstly mixed words, and learners are told to rearrange them to make fixed expressions then. Following it, meaning equivalents are given, as in this exercise in 'b', then sentences waiting to be filled with expressions using a verb come. In this exercise I did not choose to make the learners rearrange mixed words as it would be easy, and just time-consuming for advanced learners, and I chose to ask for the learners to find out the correct particle to go with the verb '*come*' instead of asking for words that will go with '*come*' as the number of phrasal verbs in this respect overweighs the other. Although Lewis's focus is not on phrasal verbs but de-lexicalised verbs, he does not hesitate to add:

EFL currently teaches certain adjectives with their associated preposition: *suspicious of, relevant to, etc.* but chunks are bigger than that. The Lexical Approach emphasizes combinations which are not only possible but highly likely. It is a small but significant improvement to direct learners' attention to slightly larger chunks: *suspicious of people who..., relevant to our discussion/problem/needs*. The change may seem so small as to be trivial but this is not so. We store much of our mental lexicon in complete, fully-contextualised phrases.

(Lewis, 1997: 9)

In line with this idea, I think learners store **the lexical chunks** as '*the music comes up before the players on the stage*' instead of '*come up*', or they store '*come back to memory*' instead of '*come back*'. Thus, I did not refrain from preparing exercises asking for the correct particles in the sentences as I aimed at helping the learners recall the items by means of the other words that will remind them the correct particle. As the second step, the learners are asked to match the meaning suggested by these sentences with the number of the sentences.

Exercise 1C: It is one form of Lewis's exercise types titled "Fixed Expressions" (*Ibid.*, p. 95). The main goal of this exercise type is to enable the learners to be aware of the correct use of fixed expressions. It may initially seem like classical correction type exercise; however, it differs from the others in its including expressions rather than single grammatical mistake correction. **Fixed expressions** (see exercises 1, 2, 4, 5, 7, 8), **semi-fixed expressions** (see exercises 3, 6, 10), and a **polyword** (see exercise 9) constitute this exercise.

Exercise 1D: It is titled as "Sentence Heads" by Lewis (*Ibid.*). The same exercise type is within the store of *Cutting Edge Advanced Phrase Builder* (Cunningham, et. al., 2003: 31) as well. It asks for the learners to match the beginning of the sentence with a verb on focus with its probable encounters; that's to say, the exercise enables learners to practise **collocations** such as '*looking indignant, making a mess, going down on knees*'.

Exercise 1E: Lewis (1997: 96) proposes two titles for this kind of exercise: “Semi-fixed Expression with intensifiers”, “Semi-fixed Expression with softeners”; however, in this exercise on the handout, I chose to combine these two by presenting semi-fixed expressions that need intensifiers or softeners. The aim is to see whether the learners can naturally use the semi-fixed expressions correctly, and they are aware of this distinction or not. For instance, in the expression ‘*do (a bit of) traveling*’, ‘*a bit of*’ is a softener, and it is called semi-fixed expression as instead of ‘*a bit of*’, a few alternatives are possible.

Exercise 1F: This exercise is the adaptation of one of the most common exercises the learners experimented in *Cutting Edge Advanced Phrase Builder* (Cunningham, et. al., 2003: 4), which they studied on the first term. The underlying reason for choosing an exercise type from their phrase book but Lewis’s exercise types is that they overlap, and one of the main principles of the course-book they studied, *Cutting Edge Advanced*, is that it (Carr, et. al., 2003: 4) tries to “expand their knowledge of phrasal verbs, idioms and common colloquial expressions...” As the reason for preparing exercises with a focus on phrasal verbs has been explained in Exercise 1B, the abundance of phrasal verbs in many text types, and in colloquial language underlines the need for implementing them in vocabulary studies but in the pattern of **lexical chunks**. For example, in Exercise 1F, asking for ‘*out*’ in slot after ‘*rub*’ does not only teach the learners the meaning of ‘*rub out*’, but it introduces the learners how to use it in **colloquial language** in an expression: ‘*rub out all the years at a stroke*’; although it seems like the practice of phrasal verbs, in fact it is the practice of **semi-fixed (almost fixed) expression** because of the fact that the expression may slightly be changed with the substitution of ‘*all the years*’ with some alternatives such as ‘*past/ all the memories*’, ‘*the close friendship*’, etc. Moreover, ‘*peeking in the room*’ exemplifies close word partnership as being a **collocation**, which is up to some slight changes such as ‘*peeking in the office/ kitchen/etc.*’. In brief, the exercise asks for the learners to find out the right particle to constitute the correct phrasal verb; however, the task is beyond studying of phrasal verbs; in fact it is the study of expressions and collocations.

Exercise 1G: Just as it is for the previous exercise, this exercise type is adapted from *Cutting Edge Advanced Phrase Builder* (Cunningham, et. al., 2003: 7) to see both the learners' reaction to studying lexical chunks according to *the Lexical Approach* with the help of Lewis's suggested exercises and the learners' awareness of the exercise types based on studying lexical chunks in their course-book. In this exercise, the learners are asked to match the halves of the sentences to make a correct sentence; the focus is on **word partnerships** such as '*put things back in order*', '*stunned by her behaviour*', and on **expressions** such as '*can't part with her independence*', '*It's the good turn you've done me*'.

Exercise 2A: It is an exercise type constituted after a change in the form of one of the exercise types within *the Phrase Builder* (*Ibid.*, p. 15). In the original form, to rewrite the sentences, alternatives are given in the original sentences as follows:

Rewrite the sentences using the correct verb form.

5. There is no point for telling/in telling/to tell Anna that she should end the relationship.

To make it more challenging, more productive, less grammar-based, more chunk-based, some changes were made, which ended up with this exercise; the learners are to find out the **correct lexical chunks (collocations, semi/ fixed expressions)**, and rewrite the sentences so that they mean the same but in different words. For example, '*R.Cory...worked all the time to forget the past*' should be replaced by '*R.Cory...threw himself into business*' in sentence 4, which also exemplifies the economy of language.

Exercise 2B: It is one of the exercise types taken from *the Phrase Builder* (*Ibid.*, p.16) with the aim of seeing whether the learners are aware of studying lexical chunks through the exercise types based on the criteria according to it or not, and to see whether it works for them or not. It is a similar exercise type to exercise 1F; however, it differs in its presenting alternatives in italics instead of giving a blank to be filled. Despite the fact

that the exercise is based on **phrasal verbs** again, it has some changes such as its giving sample sentences so that the learners get accustomed to recording **the sample sentences** with a new word they encounter; moreover, when the sentences of the alternatives to be chosen are investigated, it might be seen that the words are **in chunks**, and had better be learnt and stored in that way. For instance, '*broke away from*' is a phrasal verb, but there are a few alternatives to follow such as '*the group*', '*the team*', '*...friends*', *etc.*, while '*cut in*' is another phrasal verb, but being one of the words that are specific to camera terms in this context, a few alternatives are acceptable such as '*to the scene*', '*to the garden*', *etc.*

Exercise 2C: The exercise is the adapted form of the exercise in *Cutting Edge Advanced Teachers' Book* (Carr, et. al., 2003: 157). The difference is that in the original one it is not a passage to be replaced but individual sentences. To bring about the learners' productivity, and to make the exercise more challenging I preferred to use a paragraph with the accompanied aim of presenting the exercise in more meaningful contextual use. I wrote the paragraph in the convention of a summary with the main ideas of *Richard Cory* using lexical chunks asking for the learners to **replace chunks with another group of chunks**. To give an example, the learners are asked to replace, '*...there was a man whose country was a mystery*' with '*a man from out of nowhere*'. What is peculiar to this exercise is that the lexis in the passage involves the examples of another group of collocations, expressions, which will enable them to see the richness of the language, and the place of lexical chunks in achieving this.

Exercise 3A: The exercise type is taken from Lewis again (1997: 93) titled as "Collocation 2". As it can be inferred from its title, the focus is on **collocations** with the aim of increasing the learners' awareness in that sense and provide them with the examples of collocations moving them away from studying single word units. The instruction is to find out adjectives for column 2 so that they are the opposites of the words in column 1, and make strong word partnerships with the ones in column 3. For

example, the word in column 1 is 'shallow', and the word in column 3 is 'thought', the learners have to find out 'deep' for column 2. This exercise enables them to practise both opposite adjectives and their collocations.

Exercise 3B: The idea of using this exercise type comes from the density of the exercises in the learners' course-book (Cunningham and Moor, 2003: 55). The main goal of this exercise is to show learners that a word is not a single unit, and when you want to look up a dictionary to find the meaning of a word-especially if it is a delexicalised word like 'turn, get, take', the definition is never single. The following exercise aims at encouraging the learners to be curious about the other meanings of a word, and studying a word with its word partners, probable occurrences in expressions, phrases, etc. To give an example, in the diagram of 'turn', one form of the word as a noun, and two forms of it in phrasal verbs are given. The learners can enlarge this diagram by adding more collocations, more expressions with 'turn'.

Exercise 3C: It is the result of the effort to bring about an exercise type, through which the learners are able to study **phrasal verbs with these possible meanings**. The reason for not giving the phrasal verbs at the beginning of the definitions is to make the exercise more challenging, and more **meaning-based**. For example, the first sentence is, 'In the drawer he finds a woman's black satin bow. **Close up of bow as music comes up.**' The learners have to read all the definitions in the box, and decide on the correct one and write 'close up' at the beginning of the following:

.....1. to become/show closer 2. to stop being open to the public for a period of time. 3. to come together 4. deliberately not show your true emotions.

After that, the learners put the number of the correct definition near the sentence 1; the key point here is the combination of meanings: the meanings of the phrasal verbs are grasped through the exercises, and the statement forms of these meanings are found through the definitions.

Exercise 3D: It seems a typical vocabulary exercise with a focus on phrasals. Lewis also suggests using this exercise type on condition that the focus is on collocations, expressions (Lewis, 1997: 89). Here, the phrasal verbs are chosen to exemplify the exercise as the text offers enough number of them. Although the phrasal verbs are not presented in sentences, the instruction makes it clear that it is difficult to work out the meanings of these phrasal verbs as the context of them is not given, so referring to the sentences in the play is the key to get the meaning of these phrasal verbs. When the learners refer to the text, they will figure out that these phrasal verbs can also be considered as **lexical chunks** as stated before, they are **beyond being phrasal verbs** because the words following or preceding them function as collocations because they constitute word partnerships as well. For example, '*rent out*' is beyond being within the borders of two-word verb as it is almost certain that '*floor*', '*room*' will follow it, so rent out has a strong partnership with these two words, which is the proof of the fact that the exercise is beyond studying phrasal verbs.

Exercise 3E: The idea of making such an exercise comes from the exercise type encountered in *Cutting Edge Advanced Teachers' Book* (Carr, et. al., 2003: 154-163). In the original exercise type the learners are asked to work out the meaning of the expressions in bold. I carried the task further asking them to write definition on their own for the words in bold. The basic aim is to provoke the learners' productivity; being advanced learners, they are able to achieve this task. The words to be defined in bold are camera terms in the form of phrasal verbs, but the words preceding and following them play crucial role in giving meaning to the sentences, and words accordingly. Taking '*pans row of red brick houses*' as an example, it can be recognized that after '*pan row of*' an object, a place in the scene of that play will follow with a few alternatives such as '*young man*', '*Mrs. Purdy*', '*the street*', '*red brick houses*'.

Having studied on the exercises above with the guidance of their teachers, the learners started to fill in the questionnaire, on which the detailed information is to come below.

3.3.2. The Information on the Questionnaire

The questionnaire was given to the subjects of the research to have information about their ideas about vocabulary expansion. The questionnaire was applied to the learners after they read the three plays concerned, and studied the handout (see 3.3.1.). This handout and questionnaire was applied to three classes, 50 learners, with the guidance of their teachers. The exercises were done in an interaction of the learners and the teachers in one and half course hour (50+25= 75 minutes). After completing the handout, the learners completed the questionnaires in approximately 10 minutes with the help of their teachers again.

On the front page of the questionnaire, the learners are informed about the aim and the content of the questionnaire; after that, they are required to complete the information part about them. The other hand of the page has the statements of the questionnaire (See Appendix 5). The learners are firstly given instruction with the information about the assessment criteria of the questionnaire accompanying it. The questionnaire has three main parts:

A. Ways of Vocabulary Learning: This part has statements to find out the learners' strategies on vocabulary learning asking for the learners to select the most suitable answer for them about general strategies and habits considering vocabulary learning. It is important to bring about the truth about their habits because the previous experiences of the learners will give data about their being or not being accustomed to studying lexical chunks in the way *the Lexical Approach* proposes. This first part serves as a kind of bridge to reach reliable evaluation in the learners' way of learning vocabulary. Moreover, this part also informs the readers about the learners' present habits of vocabulary learning; the contents of the statements allow us to draw inferences about the learners' following some principles of vocabulary expansion in terms of *the Lexical Approach*.

B. Vocabulary Expansion Through Different Text Types: This part aims at bringing about the learners' choices in text types; whether they are more inclined to study authentic or non-authentic, literary or non-literary authentic texts is also depicted. The learners are told to mark the column they choose as a response to the statements reflecting their choice of text types. The last statement of this part is open-ended and instructs the learners to rank the text types in order of importance; they then give the reasons for that ranking. This part also carries importance in its providing data about whether they are happy to be studying the language through dramatic texts or not, whether they find it helpful, enjoyable or not.

C. Experimenting Exercise Types on the Handout on the Plays: Whether the learners have already met the exercise types or not is the primary criterion for the evaluation of this part, whereas the second part aims at reaching an outcome demonstrating the learners' appreciation of the exercise types, which is highly important in supporting the usefulness of *the Lexical Approach*. Some of the exercises were prepared according to the suggested exercise types of Lewis (Lewis, 1997: 86-108), some are in the forms of the exercise types in the learners' course book, the teachers' book, and the phrase builder (Cunningham, et. al., 2003), and some are the result of my own adaptation of some exercise types offered by Lewis, or in *Cutting Edge Advanced*; the reason for making a change in some types of the exercise types stem from creating more challenge for the learners.

After they completed the questionnaires, they handed in the questionnaires to their teachers, but they were allowed to keep the handout to revise their vocabulary later. The questionnaires submitted by the teachers of those classes were assessed by SPSS Program; the results were typed one by one on the excel program, and then the quantitative data were attained through that statistical program. Obtaining the quantitative data enables to reach the fact of the learners concerning the aim of this study, which is to see the use of *the Lexical Approach* through dramatic texts in expanding vocabulary.

3.4. The Results of the Research

As previously mentioned, this research was carried out by means of the questionnaire given to the learners after a class study on the handout. The results of the research are going to be introduced under three main titles, which refer to three main parts in the questionnaire (See 3.3.2.). Before the assessment and the evaluation of the statements, each part is explained in detail in the beginning. The importance of that part within the scope of this research, the aims of the statements in that part, the specific information that should be known about that part, if any, are discussed in a considerable way to clarify all the pivotal points of the questionnaire. Throughout the questionnaire, the following criteria are used in the process of evaluating the results of the research:

- 5= strongly agree**
- 4=agree**
- 3=neutral**
- 2=disagree**
- 1=strongly disagree**

However, the last statement of the second part of the questionnaire is open-ended, and requires the learners to rank the given items. Therefore, the results could not be estimated with the same statistical program; nevertheless, the results are given in Table 13.

In addition to this, in the third part of the questionnaire, the learners firstly decide on whether they have experienced that exercise type or not; it will be assessed with the following criteria:

- 1= Yes**
- 2= No**

The markings of the subjects, which are written down in the table (See Appendix 6), enable to attain the results; all the statements are shown both within frequency tables and pie-charts. In the **frequency tables**, there are four main columns; what these columns represent is explained below:

Frequency: It represents the number of the learners who selected that item. The total number of the learners is 50.

Percent: It represents the results over 100 %. (It equals to 'x2' of the number of the learners because the total number of them is 50.)

Valid Percent: As a response to some statements, the learners did not mark any of the choices, which results in 'missing' answer, and causes the result of that statement to be assessed over the number of the subjects who answered it; for example, if one person does not select any of the alternatives than the percentage will be estimated over 98 %, not 100 % because the results would be valid if they were estimated over 98 % in that case.

Cumulative Percent: It is obtained by adding up all the valid percentages from 'strongly disagree' to 'strongly agree' until it becomes 100 %. For example, if 20 % strongly disagrees, and 18 % disagrees, this number will reach 38 % in 'disagree' line. Then the adding up goes on; suppose that 40 % is neutral, then the number becomes 78 %; it reaches 100 % when 'agree' with 22 % is added up to it.

Among these four criteria, 'percent' column is going to be used while making the evaluation of the results of the research following the frequency tables and pie-charts; that is to say, 26 % selected 'agree' means 13 people selected 'agree' ($26 \% = 13$ people); if there is no one who left that statement without a response it means that the assessment is over 100 %; however, if there is one person who did not mark any of the alternatives for that statement, it will be pointed out in the evaluation of that statement, and the evaluation is going to be made accordingly.

Last of all, the **pie-charts** depict the results in the form of pies in parallel with the numbers, which constitute the criteria of the questionnaire (5= strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree).

Following these frequency tables and pie- charts, the evaluation is made on the basis of statistical results. What is more, background information about the learners' studying the types of exercises will also be presented to see whether they are aware of the studies they have been carrying out, and whether these exercise types are fruitful for them or not. The results of the research will be handled again in the conclusion part so that the use of this study can be put forward, and it can enlighten the future projects in that area.

3.4.1. Evaluation and Assessment of Part A: Ways of Vocabulary Learning

This section of the questionnaire includes statements in order to find out the preferences of the subjects for expanding their vocabulary storage. While the first three statements appeal to their learning strategies, such as learning through seeing, hearing, doing tasks, the following two reflect their preferences so as to determine whether they use monolingual or bilingual dictionaries, keep vocabulary notebooks or not. The following five are bound up with statement 5 as they all are based on the ways of keeping the record of vocabulary they encounter (See Appendix 5).

To begin with the first three statements, the underlying reason is to see their being closer to the principles of *the Lexical Approach* as a basis or not; for example, their learning through seeing means their using word maps as in the exercise 3B in the handout as well as its being in line with *the Lexical Approach*. Secondly, the learners' learning through hearing supports the focus of *the Lexical Approach* on pronunciation, stress, etc. Last of all, their learning through doing tasks is in parallel with the aim of the handout, in which the exercises are mostly inspired by the exercise types suggested by Lewis, who is the founder of *the Lexical Approach*.

When it comes to statement 4, it tries to bring about one of the most critical and highly vital elements of vocabulary expansion: using dictionaries. Lewis emphasizes that especially modern dictionaries are important resources for "awareness-raising

activities”, and states that teachers can spend time on dictionary-based exercises to direct learners’ attention on lexical items (Lewis, 1997). The statement in this questionnaire asks for the learners to state their choice of using monolingual dictionaries in comparison to using bilingual ones. It is widely known that Turkish learners tend to use bilingual dictionaries more even if they reach at an advanced level, and even if they are aware of the fact that the benefits of using monolingual dictionaries are numerous, and outweigh the uses of bilingual dictionaries especially after reaching at a certain level. Within the principles of *the Lexical Approach*, using monolingual dictionaries, recording a word with its multiple encounters are as important as recording the equivalence of that word. Thus, to see the parallelism of the learners’ way with the principles of *the Lexical Approach* carries importance for the evaluation of this research.

The fifth statement is directly bound up with the advice of *the Lexical Approach* for the learners so that they can expand their vocabulary storage in a regular, individual, and independent way. The trend supports learners and does everything for them in the name of ‘Learner Autonomy’; all is for the sake of their benefit. Therefore, this statement, and the results it will offer are very important in this research.

The following five are bound up with the statement 5 as they all are based on the ways of keeping the record of vocabulary they encounter (See Appendix 5 to see the statements). These statements from 6 to 10 give an idea about the learners’ points concerning the study into vocabulary by bringing about whether they record example sentence/s, pay attention to the pronunciation of vocabulary items, are aware of the form differences in words, know what denotation and connotation mean, speculate upon them, record words as single items or they also focus on collocations, phrasal verbs, expressions as single units and record them as well or not.

The statistical results of the first part of the questionnaire with the frequency tables and the pie-charts demonstrating them are given after the presentation of the statements of the questionnaire. These statistical numbers are converted into words to clarify the results of the statements followed by the detailed evaluation of these results concerning the importance of them within the research.

STATEMENT 1: “I learn vocabulary items through seeing them (reading and studying course books, literary texts, newspapers, etc.)”

Table 1: The learners’ style preference for visual elements

S1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	8,0	8,0	8,0
4	27	54,0	54,0	62,0
5	19	38,0	38,0	100,0
Total	50	100,0	100,0	

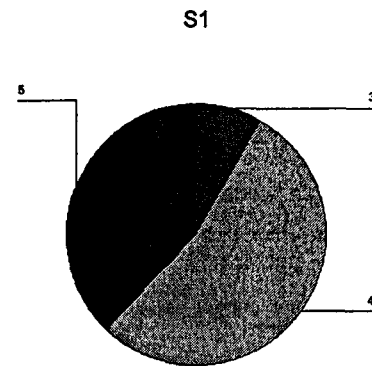


Chart 1: The learners’ style preference for visual elements

The fact that both ‘agree’ and ‘strongly agree’ stand for the appreciation of the learners for visual means of learning vocabulary gives us an idea on their learning strategies. When we add 54 % and 38 %, the result is 92 %, which means that the preferences of 92 %, which is very remarkable and distinctive, show parallelism. Just 8 % of the subjects selected ‘neutral’, while there is no one who marked ‘disagree’ or ‘strongly disagree’.

These numbers strengthen the common preference for visual elements in learning; language learners want to see first, read them in a context- in books, newspapers, magazines, course-books; *the Lexical Approach* also supports that reading is on the core of learning vocabulary (Lewis, 1993). Moreover, reading is the primary requirement for most studies; the same is valid for vocabulary studies as well. Being the learners of the literature departments, the subjects of this research have to like reading as they will be reading a great number of written works; the result of the responses to this statement proves that they like learning vocabulary items through seeing them on a page, reading and studying them; its advantage for them is twofold: expanding the language, getting accustomed to reading the text types just mentioned.

STATEMENT 2: “I learn vocabulary items through hearing them (watching TV, listening to music, talking to friends, etc.)”

Table 2: The learners' style preference for auditory elements

S2				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	6	12,0	12,0	12,0
3	11	22,0	22,0	34,0
4	16	32,0	32,0	66,0
5	17	34,0	34,0	100,0
Total	50	100,0	100,0	

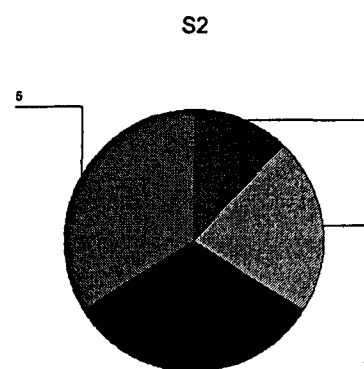


Chart 2: The learners' style preference for auditory elements

Although the result is less distinctive when compared with the results of the previous statement, still 34 % of the subjects strongly agree, and 32 % of them agree, which makes 66 % in total. 22 % of the subjects remain neutral, which means that learning through hearing is 50 % effective for them. In addition to this, 12 % declared their disagreement showing that learning vocabulary through hearing the items is not preferable method for them. None of the subjects selected ‘strongly disagree’ as a response to this statement.

Although the results are pleasing that the learners tend to learn vocabulary through hearing as well, it is not as effective and preferable as learning through seeing. However, according to *the Lexical Approach*, pronunciation, stress, intonation play crucial role in learning vocabulary although it is not the focus of this study. One of the most important problems of Turkish learners stems from listening and/or speaking due to the lack of knowledge and success in pronunciation. The results demonstrate as if there might not be a problem with pronunciation for this group of learners; it does not prove to be wrong with this group of learners as they are at an advanced level, and pay attention how the words are pronounced; however, more improvement needs to be done as they should be more willing to speak, to record the pronunciation of words.

STATEMENT 3: “I learn vocabulary items through doing tasks (vocabulary exercises/games, using word cards, making word maps, etc.)”

Table 3: The learners’ style preference for kinesthetic elements

S3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2,0	2,0	2,0
2	2	4,0	4,0	6,0
3	5	10,0	10,0	16,0
4	18	36,0	36,0	52,0
5	24	48,0	48,0	100,0
Total	50	100,0	100,0	

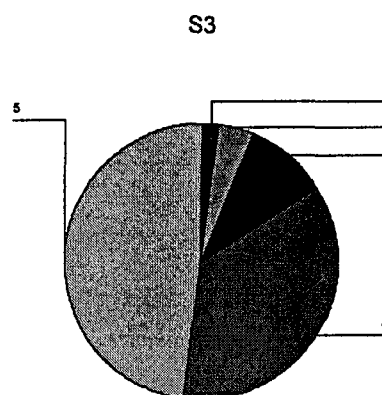


Chart 3: The learners’ style preference for kinesthetic elements

The fact that 48 % of the subjects strongly agree to the statement proves that this group of learners finds learning through doing tasks useful. When 36 % is added up to this number, the result is far more remarkable: 84 %. While 10 % of the subjects stated their indecision, 4 % of them selected ‘disagree’, and just one person strongly disagrees.

Vocabulary exercises, games, using word cards, making word maps are all ways of expanding vocabulary storage; they are also the result of common association of learning through seeing as they activate learning through the visual power³. These types of studies are also within the suggested list of *the Lexical Approach*; collocation grids, tables including collocations are some of them (Lewis, 1997). Thus, since the learners’ preference for learning vocabulary by doing tasks play crucial role in expanding vocabulary, this statement aims at bringing about the truth concerning the learners’ choices. According to the statistical results of the research, 84 % of the subjects are reported to have been learning vocabulary items through doing tasks, which is an important result for this study because they were asked to do vocabulary exercises on the three plays they had read (See Appendix 1, 2, 3), and following these exercises they

³ They could also be added to the parenthesis in S1 as they could be handled in the process of learning through seeing as well; however, since they require doing tasks, they might as well be given here in S3.

would fill in the questionnaire, which shows that this study suits well to their way of learning vocabulary.

STATEMENT 4: “ I prefer using monolingual dictionaries to bilingual ones.”

Table 4: The learners' preference for dictionaries

S4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2,0	2,0	2,0
	2	4	8,0	8,2	10,2
	3	11	22,0	22,4	32,7
	4	16	32,0	32,7	65,3
	5	17	34,0	34,7	100,0
	Total	49	98,0	100,0	
Missing	System	1	2,0		
Total		50	100,0		

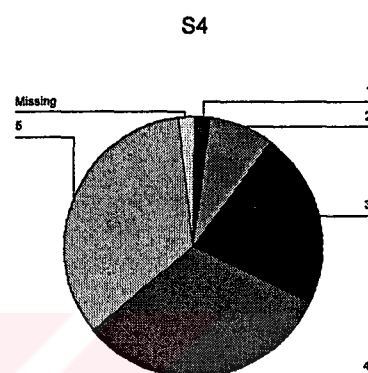


Chart 4: The learners' preference for dictionaries

34 % of the subjects marked 'strongly agree', and 32 % of them selected 'agree' resulting 66 % in total; this affirms their preference for using monolingual dictionaries. However, 22 % of them stated their being in favor of both, while still 8 % of the subjects marked 'disagree', and 2 % marked 'strongly disagree'. There is one person (2 %) who did not mark any of the choices, which means that the statistical numbers should be evaluated over 98 %, not 100 % concerning the validity of the results.

Because of the fact they are advanced learners having studied at least one- year preparatory class before this one, they are expected to use monolingual dictionaries without having difficulty in understanding the explanations. Moreover, they are accustomed to this as they are taught with the advantages of using monolingual dictionaries especially after reaching at a certain level. Thus, the number of the learners who are on the agree side could have been more owing to the fact that the learners are aware of the benefits of monolingual dictionaries; on the other hand, the number could have been less as it is undeniable that sometimes a good bilingual dictionary can work well as well. So the learners who are in favor of both constitute a good example for this explanation; they sometimes use monolingual, sometimes bilingual dictionaries.

STATEMENT 5: “I regularly keep a vocabulary notebook.”

S5

Table 5: The learners’ habit of keeping a vocabulary notebook

S5				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	6,0	6,0	6,0
2	12	24,0	24,0	30,0
3	8	16,0	16,0	46,0
4	11	22,0	22,0	68,0
5	16	32,0	32,0	100,0
Total	50	100,0	100,0	

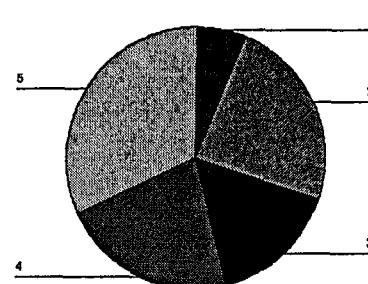


Chart 5: The learners’ habit of keeping a vocabulary notebook

As a response to this statement, 32 % of the subjects selected ‘strongly agree’ reflecting that they regularly keep vocabulary notebooks, and 22 % of them marked ‘agree’, which is 54 % in total. 16 % of them preferred to stay neutral, from which may be inferred that they keep vocabulary notebooks but not regularly. Surprisingly, 24 % of them disagree, and 6 % of them selected ‘strongly disagree’. Needless to say, the statistical number will be in parallel with the ones in the following five statements because they are related to this statement.

Although more than half of the students are stated to have been keeping a vocabulary notebook, this number is not enough due to the fact that they are advanced students, and they should take the responsibility of keeping the new vocabulary, which will help them be independent learners⁴. What is more, they were told to keep vocabulary notebooks at the beginning of the year; therefore, the number, which reflects the truth of their being steady recorders, should have been more than this. The learners should be informed more about the benefits of keeping vocabulary notebooks. Lewis also advises keeping the record of new vocabulary, which is one of the principles of *the Lexical Approach* (Lewis, 1997).

⁴ Norbert Schmitt and Diane Schmitt, “Vocabulary Notebooks: Theoretical Underpinnings and Practical Suggestions”, *ELT Journal*, Vol.49, No:2, April 1995, pp. 283-287.

STATEMENT 6: “I record example sentence/s on my vocabulary notebook.”

S6

Table 6: Recording example sentences in concordance with a word

S6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	6,0	6,0	6,0
	2	16	32,0	32,0	38,0
	3	10	20,0	20,0	58,0
	4	14	28,0	28,0	86,0
	5	7	14,0	14,0	100,0
	Total	50	100,0	100,0	

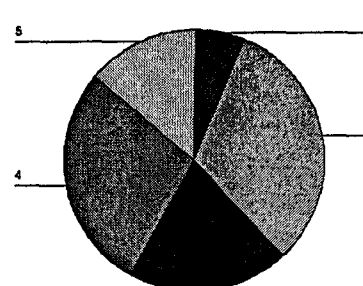


Chart 6: Recording example sentences in concordance with a word

14 % of the subjects strongly agree, and 28 % of them just agree; that is to say, 42 % of the subjects record example sentence/s in the case of coming across with new vocabulary items as well as finding it useful to record these items on their vocabulary notebooks. 20 % of them constitute the ones who are ‘neutral’, whereas 32 % of them marked ‘disagree’, and 6 % selected ‘strongly disagree’.

Keeping the record of example sentences is prominent in two main aspects, one of which is to provide direct access to meaning of a word as the sentence/s make the word clear, and more memorable. Another aspect is about the pursuit of the frequency of a word; the more exposure learners get, the more opportunity they have in acquiring that word. Lewis in the principles of *the Lexical Approach* proposes two main elements of learning vocabulary: consciousness-raising and frequent exposure. This keeping the record of example sentences help the learners see how frequently they encounter that word, and in which contexts.

Recording example sentences was introduced to this group of learners as one of the ways of keeping a vocabulary notebook, but many of them did not seem to follow this method regularly. The total 38 % for ‘disagree’ and ‘strongly disagree’ reflect the fact that this strategy has not been one of the favorites of the learners in the process of expanding their vocabulary storage. Even though the ones who prefer recording example sentences on their notebooks overweigh the ones who do not keep the record of the

example sentences, when the percentage of the learners is considered, the result of this statement remains approximately neutral.

STATEMENT 7: “I record the phonetic description of a word on my vocabulary notebook.”

Table 7: Recording the phonetic description in concordance with a word

S7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	18,0	18,0	18,0
2	21	42,0	42,0	60,0
3	9	18,0	18,0	78,0
4	7	14,0	14,0	92,0
5	4	8,0	8,0	100,0
Total	50	100,0	100,0	

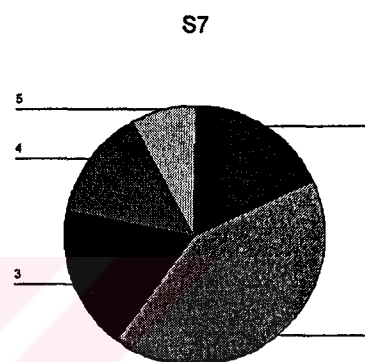


Chart 7: Recording the phonetic description in concordance with a word

Here the results are inclined to be quite different from the previous ones as more than half of the students are reported not to pay enough attention to the phonetic description of vocabulary items. 8 % of them selected ‘strongly agree’, and 14 % noted that they agree, which is 22 % in total, and it constitutes a low percentage for especially advanced learners. 18 % of the subjects marked ‘neutral’, which is the evidence of the fact that they sometimes keep the record of the phonetic description, but not regularly. However, 42 % of them selected ‘disagree’, and 18 % marked ‘strongly disagree’; in other words, 60 % in total do not follow the way of keeping the record of the phonetic description of a word, which might create a problem for the learners in the long-term.

The fact that more than half of the students are reported not to pay enough attention to the phonetic description of vocabulary items explains the reason why learners in common have difficulty in pronunciation. The data concerning this question prove that learners do not pay much attention to how words are pronounced, and then they come into view with potential mistakes. Being advanced learners, they should pay

more attention to pronunciation, stress, spelling, which also play crucial role in *the Lexical Approach* (Lewis, 1997); however, 60 % for the learners' disagreement stresses the common attitude towards pronunciation well.

STATEMENT 8: "I record the form of a word (grammar of a word) on my vocabulary notebook."

Table 8: Recording the form of a word in concordance with the word

S8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	8,0	8,0	8,0
	2	13	26,0	26,0	34,0
	3	10	20,0	20,0	54,0
	4	14	28,0	28,0	82,0
	5	9	18,0	18,0	100,0
	Total	50	100,0	100,0	

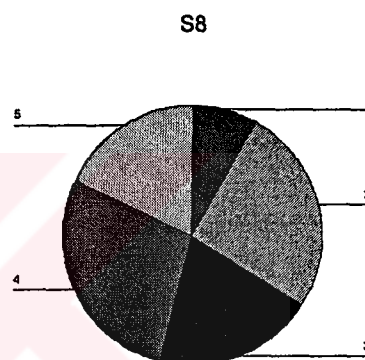


Chart 8: Recording the form of a word in concordance with the word

The responses to this statement show that nearly half of the subjects pay attention to the word forms. 18 % of the subjects strongly agree, and 28 % of them just agree, which is 46 % in total. 20 % of the subjects remain neutral, which shows that their habit of recording the word form is not very strict; in other words, they do not follow the habit of recording the word form regularly. 26 % of the learners professed their disagreement while 8 % selected 'strongly disagree'; 34 % in total should be neither underestimated nor overestimated on the grounds that it is a big number for advanced students, but still the majority of the group are reported to record the forms of a word while noting down the newly learnt vocabulary items.

Recording the information about words, whether they show any change in spelling of their verb and noun forms or not, adjective, adverb forms of words is required to be noted down; otherwise, the learners will lack the absolute knowledge of

words. *The Lexical Approach* (Lewis, 1997: 31) also mentions about keeping the record of the grammar of a word.

STATEMENT 9: “I record different meanings of a word (denotation and connotation of a word) on my vocabulary notebook.”

Table 9: Recording different meanings of a word in concordance with the word

S9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	6,0	6,1	6,1
	2	11	22,0	22,4	28,6
	3	10	20,0	20,4	49,0
	4	17	34,0	34,7	83,7
	5	8	16,0	16,3	100,0
	Total	49	98,0	100,0	
Missing	System	1	2,0		
Total		50	100,0		

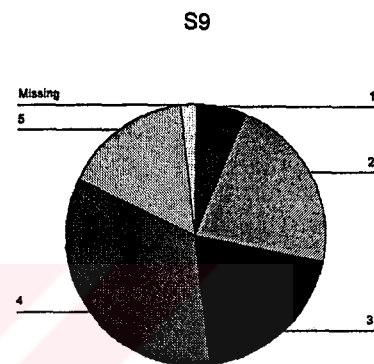


Chart 9: Recording different meanings of a word in concordance with the word

In response to this statement, 16 % marked ‘strongly agree’, and 34 % selected ‘agree’. The ones who remain neutral constitute 20 % of the subjects. 22 % of them selected ‘disagree’ while just 6 % of them strongly disagree. There is one subject who did not select any of the choices, so the evaluation should be made over 98 %.

Having the knowledge of denotation and connotation, and recording the examples of them are important for this group of learners in expanding their vocabulary storage as knowing a word entails beyond knowing the meaning/s of a word- especially for advanced learners, and more especially for these learners. Although all of the students studied what denotation and connotation mean with supplementary examples within the year, the results bring about the fact that not all the learners have the habit of keeping the record of them; this informs us that they are not aware enough of the importance of it, or as they do for the other elements of vocabulary such as pronunciation, or word grammar- even though they know these features for long- they neglect it. However, looking from another perspective, 50 %, which equals to the half of

the subjects is reported to pay attention to these meanings although they have learnt it new; moreover still the number of the learners who keep the record of different meanings of a word overweighs the number of the learners who do not prefer to do this.

STATEMENT 10: “I record lexical chunks (collocations, fixed/semi-fixed expressions, etc.) on my vocabulary notebook.”

Table 10: Recording lexical chunks in concordance with a word

S10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	6,0	6,0	6,0
	2	9	18,0	18,0	24,0
	3	7	14,0	14,0	38,0
	4	13	26,0	26,0	64,0
	5	18	36,0	36,0	100,0
	Total	50	100,0	100,0	

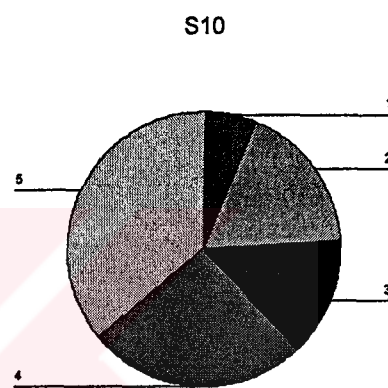


Chart 10: Recording lexical chunks in concordance with a word

The statistical results of this statement play a highly crucial role because of the fact that the main focus of this research is on lexical chunks. 36 % of the subjects selected ‘strongly agree’, and 26 % of them marked ‘agree’; 62 % in total is a pleasing number as a response to this statement. While the 14 % of the subjects preferred to tick ‘neutral’, 18 % of them selected ‘disagree’, and just 6 % of the subjects strongly disagree.

The Lexical Approach is based on Lewis’s presenting how powerful the lexical chunks are in vocabulary learning as the language is based on these chunks, not on single vocabulary items or grammatical structures. As the emphasis is on lexical chunks in this research, the importance attributed to them by the learners is essential as well; furthermore, the course-books they studied in the year are based on vocabulary studies the focus of which are on lexical chunks. Therefore, reaching a satisfactory result with 62 % in total, which stands for the learners’ agreement, plays prominent role for this

research. The overall goal concerning the future should be to make the rest of the learners aware of the benefits of studying vocabulary in chunks with the aim of expanding vocabulary, which is an endless task in the language learning.

3.4.2. Evaluation and Assessment of Part B: Vocabulary Expansion Through Different Text Types

In this research, as a means to studying lexical chunks in expanding vocabulary storage of learners, dramatic texts are recommended on the grounds that the major field of the target group of learners requires them to be interested in them. In addition, these dramatic texts have many other advantages in enabling the learners to experience the power of lexical chunks in a real language context. Aside from introducing these aspects of dramatic texts, questioning whether the point of view of students is different from the educationalists', which are inclined to be towards authentic texts in ELT, this questionnaire helps us see their thoughts.

This part of the questionnaire involves two statements, the responses of which will be like the ones in the previous part from 'strongly agree' to 'strongly disagree', and one ranking task concerning the choices in text types. The first comparison is between authentic and non-authentic texts, then the subjects are asked to make their choices between literary and non-literary texts. As the subjects of this research are the students of English Language and Literature, and American Culture and Literature, they are expected to prefer literary texts to non-literary ones. As it is in the previous part of the questionnaire, the statistical results of these two statements will be shown in the frequency tables, and the pie-charts; after that, these statistical numbers will be put into words with the detailed evaluation in terms of this research. The third statement goes beyond the task of selection by allowing the subjects to rank the literary texts types in terms of their suitability for studying vocabulary. As the type of this statement is different from the rest of the statements in the questionnaire, the evaluation of it will be

different, yet the assessment of the responses is made, and shown in a table. The non-standard responses to that statement will also be listed and explained clearly.

STATEMENT 11: “I think authentic texts (newspaper and magazine articles, advertisements, etc.) are more convenient for vocabulary expansion than non-authentic texts (written for language teaching such as graded readers, texts in course books, etc.)”

Table 11: The learners' preferences for non/authentic texts

S11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2,0	2,0	2,0
2	3	6,0	6,0	8,0
3	9	18,0	18,0	26,0
4	16	32,0	32,0	58,0
5	21	42,0	42,0	100,0
Total	50	100,0	100,0	

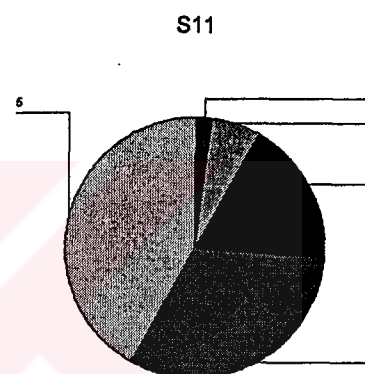


Chart 11: The learners' preferences for non/authentic texts

The results of this statement are highly distinctive: 42 % of the subjects selected 'strongly agree', whereas 32 % of them marked 'agree', which makes 74 % in total. While 18 % of the subjects remain 'neutral', just 6 % of them disagree, and one person (2 %) strongly disagrees.

Due to the fact that the target group of learners are at an advanced level, they do not need to read the graded readers, or simplified versions of texts in course-books any more; they are capable enough of dealing with authentic texts on condition that the selection on them is also made attentively; that is to say reading an article written in social sciences will be closer to the level of learners when compared to the articles written on any other areas that are far away from the interest of the learners. Here, the learners gave a response thinking daily resources such as newspapers, magazine articles, as given in parentheses; the preference for them is high as the learners know that they

can handle that level of English, and they are in need of expanding their language level via such authentic texts even if they may be a little bit challenging for them.

STATEMENT 12: “I prefer literary texts (novels, short stories, poems, plays) to non-literary authentic texts to expand my vocabulary storage.”

S12

Table 12: The learners' preferences for non/literary texts

S12				
		Frequency	Percent	Cumulative Percent
Valid	2	2	4,0	4,0
	3	9	18,0	22,0
	4	21	42,0	64,0
	5	18	36,0	100,0
Total		50	100,0	

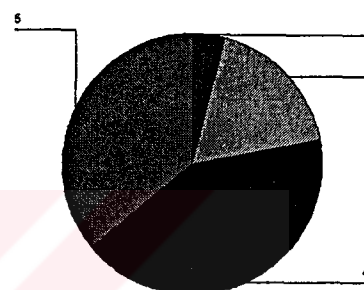


Chart 12: The learners' preferences for non/literary texts

The results are far more distinctive for this statement with the effect of the subjects' being the students of literature departments. 36 % of the students marked 'strongly agree', 42 % of them selected 'agree', which is 78 % in total. 18 % of them marked 'neutral', and just 4 % of the subjects stated their disagreement. No one chose 'strongly disagree'.

Needless to say, being the learners of English and American literature departments, the learners are expected to come up with these responses, which are pleasing as they have to like reading and studying literary texts; otherwise, they cannot gain a success in their field. In fact, even the number of the ones who selected 'neutral' and 'disagree' is surprising, and the reasons for their choice in these departments should be investigated so that both these learners and the lecturers who will teach them become satisfied in the long term.

INSTRUCTION: Rank the following from 1 to 4 in order of your choice in terms of suitability in studying vocabulary, then state why you choose that order.

I like to learn vocabulary items through novels. ()

I like to learn vocabulary items through short stories. ()

I like to learn vocabulary items through poems. ()

I like to learn vocabulary items through plays. ()

Why?.....

	novels	short stories	poems	plays
1	26%	26%	6%	24%
2	14%	36%	22%	20%
3	24%	20%	12%	30%
4	22%	6%	46%	10%

Table 13: The learners' ranking literary text types in order of preference

1 subject put novels and short stories into number 1.

1 subject put plays and poems into number 1.

1 subject put plays and novels into number 1, short stories and poems into number 2.

1 subject put plays and novels into number 2, short stories and poems into number 1.

1 subject is reported to have preferred only novels.

1 subject stated that all the text types are important to her, and she cannot rank them.

1 subject just chose plays and short stories.

1 subject put plays and short stories into number 1.

1 subject did not rank them stating that he wanted to improve his vocabulary knowledge by reading, and did not put any of them prior to the others.

As shown in the table, except poems the other literary text types are almost equal in being chosen by the learners as number 1. Novels and short stories with 26%, and with 24 % plays have crucial importance to the learners. However, the second choices should also be considered important, so to reevaluate the numbers in this sense will also

put into remarkable results: the percentage of novels is 14, and it is 40 when 26 % is added up; short stories constitute 36 % as being the second, which is a very distinctive number, and in total it is 62 %, and plays take 20 % as the second, which is 44 % in total; poems as the second gets 22 %, yet it is still the least preferred of all. As the third, 24 % selected novels, 20 % wrote down short stories, 12 % is reported to have selected poems, and 30 % preferred plays. When it comes to speculating upon the final choices, which reflect other distinctive numbers, it is recognized that just 6 % selected short stories, and 10 % selected plays, whereas the percentage is 22 % for novels, and more distinctively 46 % of the subjects selected poems as the least preferred⁵ with the common expressions that they find it more difficult, and they find it hard to infer meaning from the context of the poem because it is too short to give an idea about the context. This result shows that learners in general do not prefer poems to study vocabulary unlike the common view that poems are more entertaining to be studied in the class, which proves the need for learning the learners' preferences because, as stated before, learners' choices and attitudes may be different from the teachers' in many aspects.

In conclusion, short stories and plays are the commonly preferred text types by this group of learners. The underlying reasons for the choices of the learners may be various, but the most important of them is for sure the fact that they enjoy reading these types of texts. In addition, short stories, being the first, might be easier for them to get across the meaning and to understand the contextual clues better. The second preference is for plays of all four types of texts in terms of studying vocabulary.

⁵ A survey was carried out in Hong Kong Chinese in order to depict attitude differences between learners and teachers towards using literature in language classroom. The subjects of the survey were learners whose first language was Cantonese, and who worked part time for a degree in language and literature resulted with the fact that 73 % of the learners marked poetry, and just 20 % of them selected drama in terms of the genre most feared (Hirvela and Boyle, 1988: 179-184).

3.4.3. Evaluation and Assessment of Part C: Experimenting Exercise Types on the Handout on the Plays

The main goal of this third part of the questionnaire is to see the learners' preferences for vocabulary exercise types, the learners' way of looking at vocabulary studies, whether they find it useful to study vocabulary in lexical chunks or not. Before doing this, the learners read the three plays, and then did the exercises on the handout (see Appendix 4), the details of which have already been given in 3.3.1. The last step was to give a response to the statements in this part, which will provide data about the learners' choices as just mentioned.

The difference of this part of the questionnaire is that the learners are to mark 'Yes' or 'No' to give information about whether they have experienced that exercise type before or not; after that, they are supposed to select one of the choices from 'strongly agree' to 'strongly disagree' to reflect whether they find that exercise type useful and practical to expand their vocabulary storage (see 3.4. to recall what the numbers in frequency lists and pie-charts stand for).

The evaluation of the results of this part of the questionnaire will be made on the basis of the statistical numbers, which are depicted in frequency tables and pie-charts. First of all, the statistical data concerning the learners' experiencing that type of exercise will be given, and then they will be evaluated in detail. Afterwards, the statistical data concerning the learners' selection in terms of their finding the exercise types useful or not will be presented; the detailed evaluation about the reasons for choosing that exercise type, its place in the study of lexical chunks will be handled (to recall the detailed information concerning the origin, the process of composing the exercise types see 3.3.1.).

STATEMENT 13: “I am familiar with the exercise type 1A”

Table 14: The learners' familiarity with exercise 1A

E13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	18,0	18,0	18,0
	1	41	82,0	82,0	100,0
	Total	50	100,0	100,0	

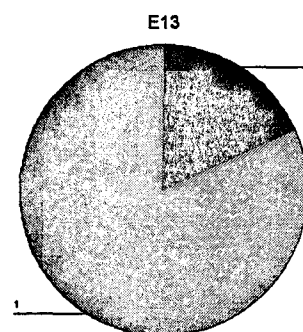


Chart 13: The learners' familiarity with exercise 1A

The fact that 82 % of the subjects selected ‘yes’ shows that these learners are already familiar with the exercise type, whereas 18 % is not familiar with it.

“I find it useful and practical to expand my vocabulary through the exercise type 1A”

Table 15: The learners' appreciation for exercise 1A

S13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2,0	2,0	2,0
	2	2	4,0	4,0	6,0
	3	10	20,0	20,0	26,0
	4	22	44,0	44,0	70,0
	5	15	30,0	30,0	100,0
	Total	50	100,0	100,0	

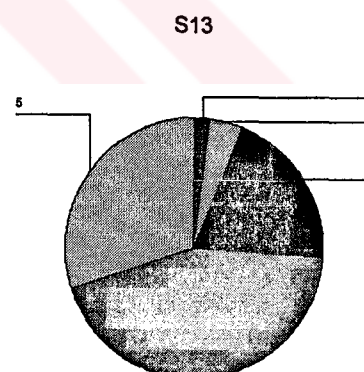


Chart 14: The learners' appreciation for exercise 1A

In response to this statement, more than half of the students reflected their agreement in the use of this type of exercise; 30 % marked ‘strongly agree’, while 44 % of them selected ‘agree’, which is a distinctive result with 74 % in total. 20 % of the subjects selected ‘neutral’; that is to say, they do not think that it is a highly beneficial

way for them to practise vocabulary in that way, nor it is useless. Just 4 % disagrees, and just one person (2 %) strongly disagrees. On the whole, these statistical data demonstrate that this exercise is one of the favorites of the learners.

The importance of this type of exercise within this research lies in the fact that it is based on collocations; *the Lexical Approach* focuses on word partnerships with the notion that language is acquired in lexical chunks, and words are stored with their partners; not as single items. Therefore, this exercise aims at finding out whether the learners are also happy to be studying lexis in that way, and whether they find it useful and practical to implement in their vocabulary studies or not; the results show that the majority of the learners are aware of the use of studying language in word partners.

STATEMENT 14: "I am familiar with the exercise type 1B"

Table 16: The learners' familiarity with exercise 1B

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	8,0	8,2	8,2
	1	45	90,0	91,8	100,0
	Total	49	98,0	100,0	
Missing	System	1	2,0		
	Total	50	100,0		

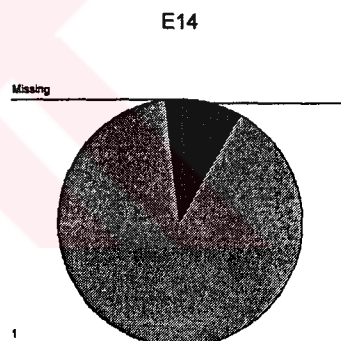


Chart 15: The learners' familiarity with exercise 1B

Approximately the same result is valid for this exercise type; 90 % of the subjects claimed to have already studied vocabulary through this exercise type. For just 8 % of them it was the first encounter with this exercise type. There is one subject who did not mark any of the choices, so the results should be estimated over 98 %.

“I find it useful and practical to expand my vocabulary through the exercise type 1B”

Table 17: The learners' appreciation for exercise 1B

S14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	4,0	4,0	4,0
2	2	4,0	4,0	8,0
3	8	16,0	16,0	24,0
4	16	32,0	32,0	56,0
5	22	44,0	44,0	100,0
Total	50	100,0	100,0	

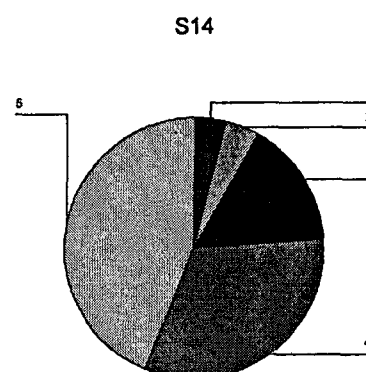


Chart 16: The learners' appreciation for exercise 1B

The results demonstrate that this exercise type works for this group of learners as 44 % of them selected ‘strongly agree’, and 32 % of them marked ‘agree’. Just 8 % of them remain neutral, whereas 4 % of them marked ‘disagree’, and 4 % of the subjects preferred to mark ‘strongly disagree’.

The goal of this exercise type is to learn whether the learners are open to challenges in studying lexis or not; in this exercise the main task is to find out the accurate particle. However, the real task is beyond this as the learners are encouraged to recall these particles with the help of the words accompanying them; moreover, the learners have to find out the function of these vocabulary items by examining the sentences with what they suggest; to put it differently, the learners study phrasal verbs considering them as the parts of lexical chunks in a meaningful way. This is expected to present the learners with the diversity of studying vocabulary items, moving away from the acquainted ways.

STATEMENT 15: “I am familiar with the exercise type 1C”

Table 18: The learners’ familiarity with exercise 1C

E15				
		Frequency	Percent	Cumulative Percent
Valid	1	50	100,0	100,0

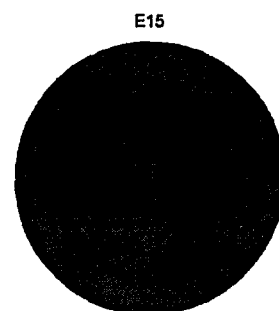


Chart 17: The learners’ familiarity with exercise 1C

Not surprisingly, being one of the most common exercise types, the correction type exercise is recorded to be known by all the subjects participating in the survey; 100 % of the subjects selected ‘yes’ as a response to this statement.

“I find it useful and practical to expand my vocabulary through the exercise type 1C”

Table 19: The learners’ appreciation for exercise 1C

S15				
		Frequency	Percent	Cumulative Percent
Valid	1	1	2,0	2,0
	2	6	12,0	14,0
	3	7	14,0	28,0
	4	23	46,0	74,0
	5	13	26,0	100,0
Total		50	100,0	100,0

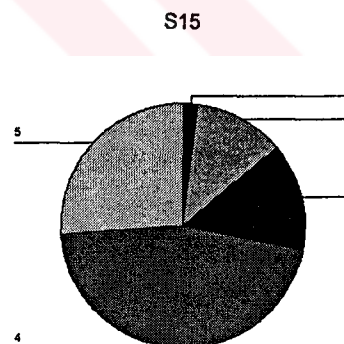


Chart 18: The learners’ appreciation for exercise 1C

Again more than half of the subjects preferred to be on the ‘agree’ side with 72 %, 26 % of whom marked ‘strongly agree’, and 46 % of whom selected ‘agree’. 14 % of the subjects chose to mark ‘neutral’, whereas 12 % of them selected ‘agree’, and just 2 % of them selected ‘strongly disagree’.

The reason why this exercise type is chosen although it is one of the most common exercise types in the language learning is that the focus is on expressions, collocations, poly-words in this exercise. The learners' correction on the sentences means that they are able to notice what is wrong with these expressions. What *the Lexical Approach* tries to emphasize is this awareness of working of the language; it works through lexical chunks, and the learners will be more successful if they focus more on these chunks rather than on single items.

STATEMENT 16: "I am familiar with the exercise type 1D"

Table 20: The learners' familiarity with exercise 1D

E16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11	22,0	22,0	22,0
	1	39	78,0	78,0	100,0
	Total	50	100,0	100,0	

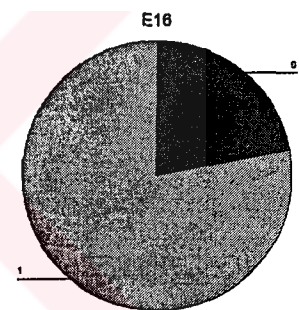


Chart 19: The learners' familiarity with exercise 1D

Unlike the previous exercise types, more students stated to have encountered this exercise type for the first time. While 78 % of them selected 'yes', the rest, 22 %, marked 'no' despite practising the similar exercise type in their *Phrase Builder*.

“I find it useful and practical to expand my vocabulary through the exercise type 1D”

Table 21: The learners' appreciation for exercise 1D

S16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2,0	2,0	2,0
	2	1	2,0	2,0	4,0
	3	11	22,0	22,0	26,0
	4	19	38,0	38,0	64,0
	5	18	36,0	36,0	100,0
	Total	50	100,0	100,0	

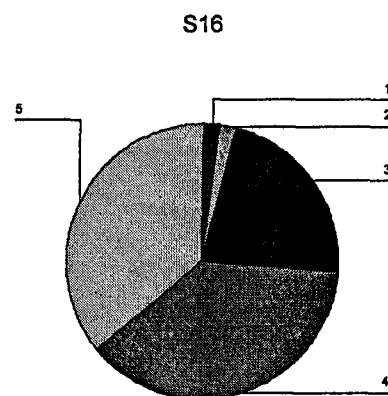


Chart 20: The learners' appreciation for exercise 1D

The results are again satisfying for the fact that 36 % of the subjects selected ‘strongly agree’, whereas 38 % of them agree. 22 % of the subjects, who should not be underestimated, remain undetermined. 2 % of them put cross for ‘disagree’ as just another person (2 %) selected ‘strongly disagree’.

The primary focus of this exercise type is on collocations- word partnerships- as it is in exercise 1A. The learners are required to find out the way of completing the beginnings of the sentences correctly; in this way, they will get accustomed to the workings of collocations. According to the principles of *the Lexical Approach*, it is not enough to know the meaning of a word; for example, knowing the word partners of ‘make’ is more important and valuable than knowing its meaning because to be able to use ‘make’ accurately means knowing with which words it is likely to be used.

STATEMENT 17: "I am familiar with the exercise type 1E"

Table 22: The learners' familiarity with exercise 1E

E17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	12,0	12,0	12,0
	1	44	88,0	88,0	100,0
	Total	50	100,0	100,0	

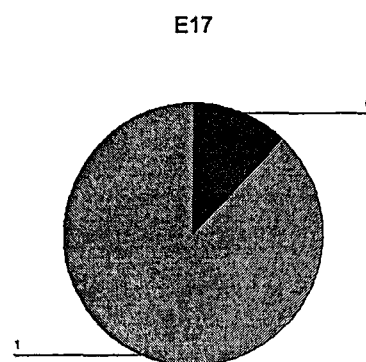


Chart 21: The learners' familiarity with exercise 1E

Most of the subjects claimed to have already experienced studying vocabulary through this exercise type; they might have studied it in their high school or with an individual work because this type of exercise has been common in course-books for long. Just 12 % of them stated that it was the first time they experienced such an exercise type.

“I find it useful and practical to expand my vocabulary through the exercise type 1E”

Table 23: The learners' appreciation for exercise 1E

S17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	6	12,0	12,0	12,0
3	3	6,0	6,0	18,0
4	30	60,0	60,0	78,0
5	11	22,0	22,0	100,0
Total	50	100,0	100,0	

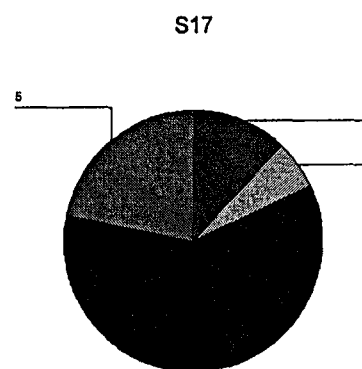


Chart 22: The learners' appreciation for exercise 1E

Here, the difference between ‘strongly agree’ and ‘agree’ is very much this time and needs to be questioned. 60 % of the subjects selected ‘agree’, while 22 % of them marked ‘strongly agree’. Why not ‘strongly agree’ puts question marks in minds. It may mean that the exercise type is not one of the exercise types the learners find exactly useful and practical, yet they prefer showing their agreement with 60 % of choice. In total, 82 % of the subjects prefer this exercise type while studying vocabulary, whereas just 3 % is ‘neutral’, and 12 % marked ‘disagree’. There is no one choosing ‘strongly disagree’ for this exercise type, which means that the subjects avoid marking the poles.

When it comes to questioning the place of this exercise type in terms of this research, it should be noted that it is also one of the suggested exercise types of Lewis (Lewis, 1997). The main focus is on semi-fixed expressions with intensifiers and/ or softeners, whereas the secondary importance is on the naturally occurring language; that is to say, if the learners achieve inserting these intensifiers or softeners into sentences correctly, it is the sign of the fact that they know how the language works naturally with these semi-fixed expressions; moreover, it is the proof of the fact that these intensifiers or softeners cannot be acquired alone; they should be learnt with the accompanying words.

STATEMENT 18: “I am familiar with the exercise type 1F”

Table 24: The learners' familiarity with exercise 1F

E18				
		Frequency	Percent	Cumulative Percent
Valid	0	6	12,0	12,0
	1	44	88,0	100,0
	Total	50	100,0	100,0

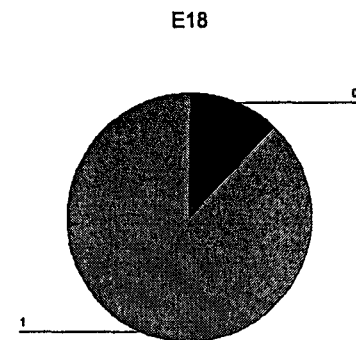


Chart 23: The learners' familiarity with exercise 1F

As they experienced this type of exercise all along the year, 88 % for ‘yes’ is even less than expected. It means that 12 % of the subjects were not aware of the exercise types that they studied; otherwise, the percentage for ‘yes’ would be a hundred as in exercise 1C because even if they missed a class for a few times, they would encounter this exercise type in another time on account of the fact that this exercise type was frequently repeated through the exercises in their *Phrase Builder*.

“I find it useful and practical to expand my vocabulary through the exercise type 1F”

Table 25: The learners' appreciation for exercise 1F

S18				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2,0	2,0	2,0
2	1	2,0	2,0	4,0
3	4	8,0	8,0	12,0
4	20	40,0	40,0	52,0
5	24	48,0	48,0	100,0
Total	50	100,0	100,0	

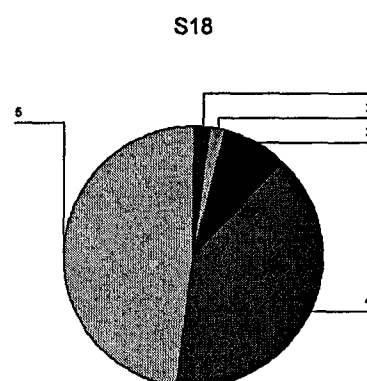


Chart 24: The learners' appreciation for exercise 1F

It is good of 88 % of the subjects in total, 48 % of whom strongly agree, and 40 % of whom agree, to find this exercise type useful and practical as they experienced it all along the year. Just 8 % of the subjects remain undecided, while 2 % selected 'disagree', and 2 % marked 'strongly disagree'.

Although the instruction in the exercise requires the learners to fill in the blanks with the correct phrasal verb, the aim is beyond this task; that is to say that the learners' filling in the blanks is possible if they are aware of the partnerships of these phrasal verbs with the preceding or following words; for example, 'rub out' is not alone in a sentence; it gains meaning in the expression, 'rub out at a stroke'. Thus, the aim is to learn if the learners can accomplish coming up with successful sentences by finding out the correct phrasal words with the help of their partners in sentences or not.

STATEMENT 19: “I am familiar with the exercise type 1G”

E19

Table 26: The learners' familiarity with exercise 1G

E19				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	4,0	4,0	4,0
1	48	96,0	96,0	100,0
Total	50	100,0	100,0	

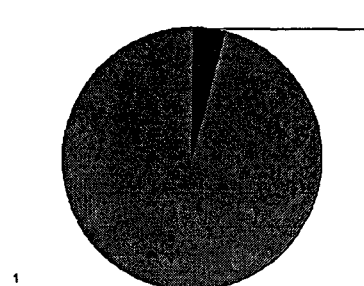


Chart 25: The learners' familiarity with exercise 1G

With the exception of 2 subjects, 4 %, the exercise type is in the awareness of 96 % of the learners who study lexical chunks to improve their language use through *Cutting Edge Advanced*.

“I find it useful and practical to expand my vocabulary through the exercise type 1G”

S19

Table 27: The learners' appreciation for exercise 1G

S19				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2,0	2,0	2,0
2	1	2,0	2,0	4,0
3	11	22,0	22,0	26,0
4	22	44,0	44,0	70,0
5	15	30,0	30,0	100,0
Total	50	100,0	100,0	

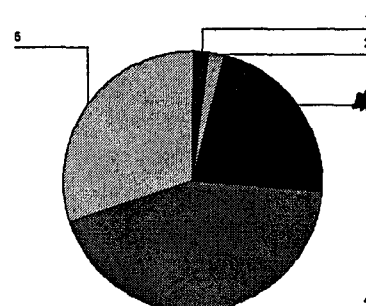


Chart 26: The learners' appreciation for exercise 1G

Although 22 % is not a number to be underestimated under the heading of ‘neutral’, it is reported that the exercise type is in favor of 74 % of the subjects in total, 30 % of whom strongly agree, and 44 % of whom agree. The fact that just 2 % selected

‘strongly disagree’, and 2 % disagrees justifies the reason for studying vocabulary items in lexical chunks.

In this exercise, being capable of matching the halves of the sentences is the sign of having the knowledge of expressions, collocations. Besides, the fact that 74 % of the learners declared to have found the exercise useful and practical in studying vocabulary matches the main goals of the principles of the book they studied, *Cutting Edge Advanced*, and *the Lexical Approach* in parallel. In other words, the appreciation of the learners for this exercise type shows that *the Lexical Approach* works well in studying vocabulary items, and the language of the plays assists this lexical study with the help of its richness.

STATEMENT 20: “I am familiar with the exercise type 2A”

Table 28: The learners’ familiarity with exercise 2A

E20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11	22,0	22,0	22,0
	1	39	78,0	78,0	100,0
Total		50	100,0	100,0	

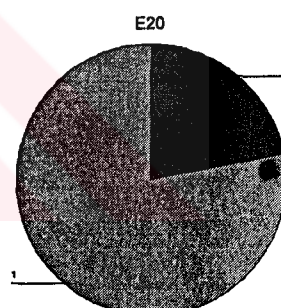


Chart 27: The learners’ familiarity with exercise 2A

Due to the changes made in this exercise type, the percentage of the ones who experienced this exercise type dropped a lot. 78 % of the subjects claimed to have experienced this exercise type before, while 22 % of them marked ‘no’ because of the fact that they experienced it for the first time.

“I find it useful and practical to expand my vocabulary through the exercise type 2A”

Table 29: The learners' appreciation for exercise 2A

S20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	6,0	6,0	6,0
3	11	22,0	22,0	28,0
4	24	48,0	48,0	76,0
5	12	24,0	24,0	100,0
Total	50	100,0	100,0	

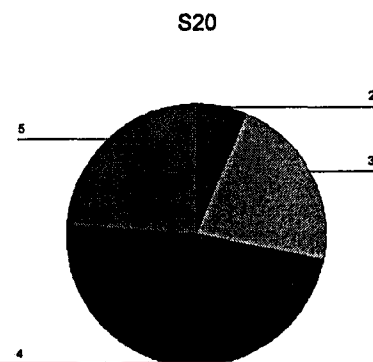


Chart 28: The learners' appreciation for exercise 2A

The percentage of the ones who selected 'strongly agree' drops this time (24 %), 48 % for 'agree' plays crucial role though, which means that 72 % of the subjects in total find the exercise useful and practical to apply in their vocabulary expansion studies. 22 % of the subjects finding it neither very striking nor defective marked 'neutral'. While just 6 % of the subjects marked 'disagree', no one preferred to select 'strongly disagree'.

This exercise type is prominent in several ways, one of which is to show the learners that there are various ways of expressing something in more economical language most of the time. Another reason for choosing this exercise type is that using expressions, idioms, collocations correctly provides the learners with getting accustomed to storing and expanding vocabulary. Last of all, it is more productive and more challenging to ask for the learners to rewrite rather than ask them to find out the best expression for the blanks.

STATEMENT 21: “I am familiar with the exercise type 2B”

Table 30: The learners' familiarity with exercise 2B

E21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13	26,0	26,0	26,0
	1	37	74,0	74,0	100,0
	Total	50	100,0	100,0	

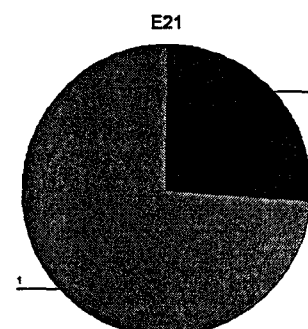


Chart 29: The learners' familiarity with exercise 2B

It is highly interesting that the percentage of the subjects who selected 'no' increases for this exercise type although the learners practised it in their *Phrase Builder* before, which may mean that the small group of learners was not paying enough attention to the exercise type. 74 % of the subjects selected 'yes', while 26 % of them marked 'no', which is too much for this exercise type as the learners already experienced it.

“I find it useful and practical to expand my vocabulary through the exercise type 2B”

Table 31: The learners' appreciation for exercise 2B

S21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	6,0	6,0	6,0
	3	9	18,0	18,0	24,0
	4	22	44,0	44,0	68,0
	5	16	32,0	32,0	100,0
Total		50	100,0	100,0	

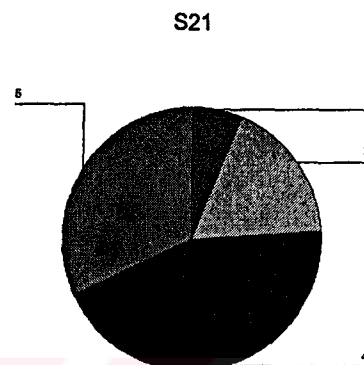


Chart 30: The learners' appreciation for exercise 2B

In spite of the fact that 26 % of the learners might not be aware what they were studying, some of them find it helpful to use while studying vocabulary. 76 % of the subjects, 32 % of whom selected ‘strongly agree’ and 44 % of whom marked ‘agree’, reflected their agreement. 18 % of them remain ‘neutral’, whereas 6 % marked ‘disagree’. No one marked ‘strongly disagree’ in response to this statement.

Although the focus seems to be on phrasal verbs again, with an emphasis on their partnerships with the surrounding words, this exercise is different from the previous similar exercise 1F. It differs from it in a way that in it there is no alternative to choose; all the words in the box are among the alternatives; however, here the alternatives are limited and the learners are expected to choose among three and select the correct one.

STATEMENT 22: “I am familiar with the exercise type 2C”

Table 32: The learners’ familiarity with exercise 2C

E22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	21	42,0	42,0	42,0
	1	29	58,0	58,0	100,0
	Total	50	100,0	100,0	

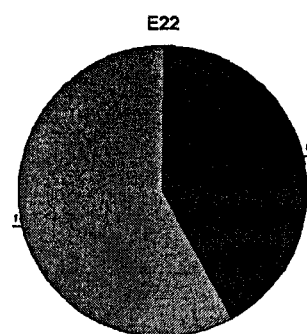


Chart 31: The learners’ familiarity with exercise 2C

Not surprisingly, the percentage of the ones who selected ‘no’ increases as the exercise type is not one of the common vocabulary based exercises; 58 % of the subjects selected ‘yes’, while 42 % of them marked ‘no’. However, to my surprise, I expected the percentage for ‘yes’ to be less as the replacement is context-based, not in a sentence-level; nevertheless, some of the learners might have encountered before.

“I find it useful and practical to expand my vocabulary through the exercise type 2C”

S22

Table 33: The learners' appreciation for exercise 2C

S22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	6,0	6,0	6,0
2	8	16,0	16,0	22,0
3	7	14,0	14,0	36,0
4	17	34,0	34,0	70,0
5	15	30,0	30,0	100,0
Total	50	100,0	100,0	

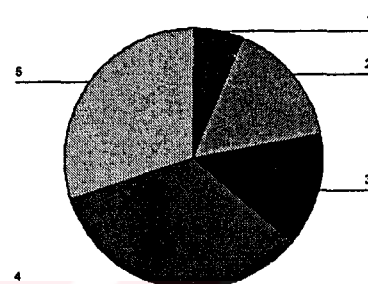


Chart 32: The learners' appreciation for exercise 2C

It is pleasing that more than half of the learners with 64 % in total find it useful and practical to apply in expanding their vocabulary storage. 14 % stayed 'neutral', and 16 % of them marked 'disagree' with the addition of 6 % for 'strongly disagree', which is a matter whose reasons are to be investigated as the reasons may stem from the fact that they find it too challenging, or not enjoyable, or any other reasons. Although the number of the learners who agree is more than the ones who disagree, the results of this exercise type show diversity.

STATEMENT 23: “I am familiar with the exercise type 3A”

Table 34: The learners' familiarity with exercise 3A

E23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	34	68,0	68,0	68,0
	1	16	32,0	32,0	100,0
	Total	50	100,0	100,0	

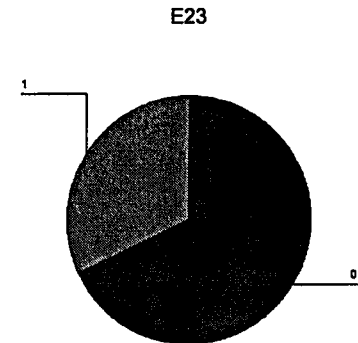


Chart 33: The learners' familiarity with exercise 3A

68 % of the subjects selected ‘no’, while 32 % of them marked ‘yes’. 68 % for ‘no’ demonstrates that Lewis’s this exercise type has not been noticed by a common ground yet, and it may be studied further.

“I find it useful and practical to expand my vocabulary through the exercise type 3A”

Table 35: The learners' appreciation for exercise 3A

S23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	4,0	4,0	4,0
	2	6	12,0	12,0	16,0
	3	15	30,0	30,0	46,0
	4	14	28,0	28,0	74,0
	5	13	26,0	26,0	100,0
	Total	50	100,0	100,0	

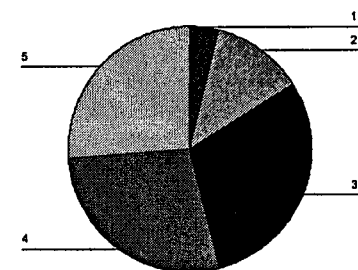


Chart 34: The learners' appreciation for exercise 3A

The percentages do not show homogenous table this time as 26 % of the learners marked ‘strongly agree’, 28 % of them chose ‘agree’, which is more than half though, 30

% of the subjects remain undecided, while 12 % of them selected 'disagree', and 4 % marked 'strongly disagree'. To draw a conclusion out of these numbers, although 54 % of the subjects are reported to have found it useful and practical in total, there is a group of learners who find it not very practical and helpful for their vocabulary studies. Again the need for searching underlying reasons gives rise to the subject of another research.

When it comes to giving place to this type of exercise in the handout, and in the research accordingly, it is to increase the learners' awareness of word partnerships by means of the examples of collocations.

STATEMENT 24: "I am familiar with the exercise type 3B"

Table 36: The learners' familiarity with exercise 3B

E24				
		Frequency	Percent	Cumulative Percent
Valid	0	10	20,0	20,0
	1	40	80,0	100,0
Total		50	100,0	

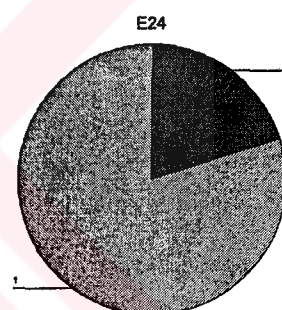


Chart 35: The learners' familiarity with exercise 3B

It is too surprising for the learners to have marked 'no' even if it is 20 % because this is one of the exercise types that can be found in the current course-books, specifically in the course-books they have been studying. Nevertheless, the fact that 80 % of the subjects selected 'yes' is a pleasing result.

“I find it useful and practical to expand my vocabulary through the exercise type 3B”

Table 37: The learners' appreciation for exercise 3B

S24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	8,0	8,0	8,0
	2	3	6,0	6,0	14,0
	3	10	20,0	20,0	34,0
	4	15	30,0	30,0	64,0
	5	18	36,0	36,0	100,0
	Total	50	100,0	100,0	

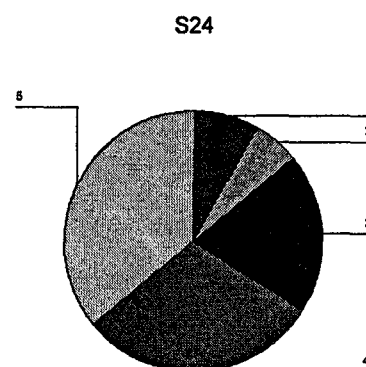


Chart 36: The learners' appreciation for exercise 3B

The majority of the preferences gather in the agreement side again, with 36 % for 'strongly agree', and 30 % for 'agree'. There is a group of learners with 20 % who selected 'neutral', while just 6 % selected 'disagree', and 8 % marked 'strongly disagree', which constitutes a small number and should be considered natural owing to the fact that different individuals having different learning strategies are likely to find them not useful.

The fundamental aim of this type of study is to make the learners gain the habit of looking up a dictionary, and learn how to accomplish it successfully so as to make use of a dictionary most. What is more, this exercise aims at encouraging the learners to be curious about the other meanings of a word, and studying a word with its word partners, probable occurrences in expressions, phrases. To give an example, this study enables them to see the partnerships of 'turn', its probable collocations as in the chart.

STATEMENT 25: “I am familiar with the exercise type 3C”

Table 38: The learners' familiarity with exercise 3C

E25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	19	38,0	38,0	38,0
	1	31	62,0	62,0	100,0
	Total	50	100,0	100,0	

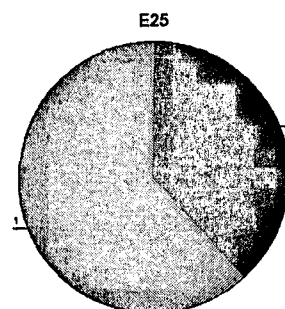


Chart 37: The learners' familiarity with exercise 3C

To my surprise, just 38 % of the learners selected ‘no’, which will end up with another search to find the same exercise type in somewhere else as 62 % of the subjects selected ‘yes’ claiming that they had experienced the exercise type before. However, there is no exact type of exercise in their course-books but similar ones, so it is probable that they choose to select ‘yes’.

“I find it useful and practical to expand my vocabulary through the exercise type 3C”

Table 39: The learners' appreciation for exercise 3C

S25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2,0	2,0	2,0
	2	2	4,0	4,0	6,0
	3	8	16,0	16,0	22,0
	4	28	56,0	56,0	78,0
	5	11	22,0	22,0	100,0
	Total	50	100,0	100,0	

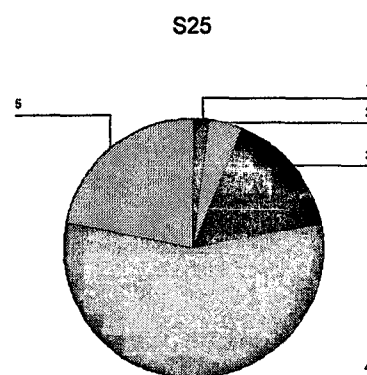


Chart 38: The learners' appreciation for exercise 3C

In response to this statement, 22 % of the subjects selected ‘strongly agree’, and 56 % of them selected ‘agree’. The distance between the percentage for ‘strongly agree’

and 'agree' puts a question mark in mind, yet with 78 % in total for their agreement may be the sign of the fact that the number of the learners finding the exercise useful and practical is still far more than the ones who remain neutral or reflect their disagreement. 16 % of the subjects preferred to select 'neutral', while just 4 % marked 'disagree', and 2 % selected 'strongly disagree'.

The aim of this exercise type is to enable the learners to study phrasal verbs with possible meanings. The reason for not giving the phrasal verbs at the beginning of the definitions is to make the exercise more challenging, and more meaning-based. Besides, the exercise is beyond being the practice of phrasal verbs; the focus is more on inference to reach at the correct meaning, and the phrasal verbs in sentences act like word partners with the preceding and following words.

STATEMENT 26: "I am familiar with the exercise type 3D"

Table 40: The learners' familiarity with exercise 3D

E26				
		Frequency	Percent	Cumulative Percent
Valid	0	2	4,0	4,0
	1	48	96,0	100,0
	Total	50	100,0	100,0

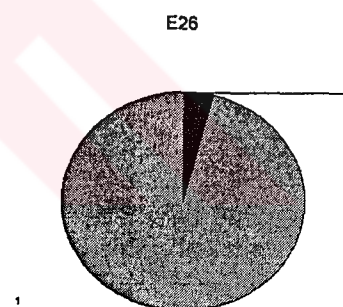


Chart 39: The learners' familiarity with exercise 3D

Not surprisingly, 96 % of the subjects marked 'yes', even 4 % for 'no' might be regarded as a surprising outcome due to the fact that the exercise is as common as the correction type of exercise.

“I find it useful and practical to expand my vocabulary through the exercise type 3D”

Table 41: The learners' appreciation for exercise 3D

S26

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2,0	2,0	2,0
3	4	8,0	8,0	10,0
4	19	38,0	38,0	48,0
5	26	52,0	52,0	100,0
Total	50	100,0	100,0	

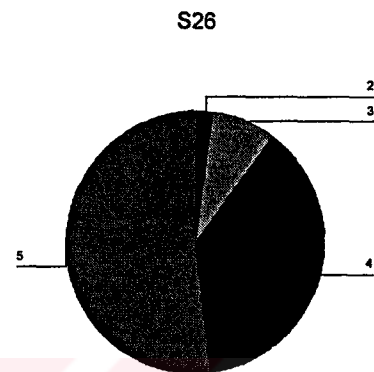


Chart 40: The learners' appreciation for exercise 3D

52 % for ‘strongly agree’, and 38 % for ‘agree’ proves that the learners are happy to be studying vocabulary through matching. Just 8 % marked ‘neutral’, and 2 % selected ‘disagree’, while there is no one having selected ‘strongly disagree’.

The main reason for involving this type of exercise within the handout is that it encourages the learners to use multilingual dictionaries more in parallel with the aims stated in the statement 4, and it enhances their language use because while trying to match, they have to activate their English knowledge as well. The explanation in the instruction needs to be emphasized as it gives advice to the learners to refer to the text in case they are not able to match; this instruction implies that working out the meaning without context is almost impossible if they encounter these words for the first or the second time, so the learners had better refer to the text to understand the meanings of the words.

STATEMENT 27: “I am familiar with the exercise type 3E”

Table 42: The learners' familiarity with exercise 3E

E27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	14,0	14,0	14,0
	1	43	86,0	86,0	100,0
	Total	50	100,0	100,0	

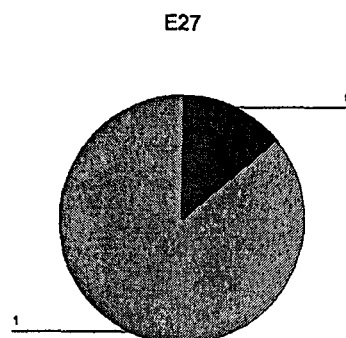


Chart 41: The learners' familiarity with exercise 3E

Again the majority of the learners, 86 % of them, selected 'yes' to state that they had already experienced the exercise type. Just 14 % of the learners marked 'no'. The reason for the learners' selecting 'no' might stem from the fact that this exercise assigns them to write definitions for the words, the meanings of which are handled by working out through the sentences. They had already experienced working out meaning from given sentences, but writing definition for them might not be familiar to them.

“I find it useful and practical to expand my vocabulary through the exercise type 3E”

Table 43: The learners' appreciation for exercise 3E

S27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2,0	2,0	2,0
	2	2	4,0	4,0	6,0
	3	10	20,0	20,0	26,0
	4	28	56,0	56,0	82,0
	5	9	18,0	18,0	100,0
	Total	50	100,0	100,0	

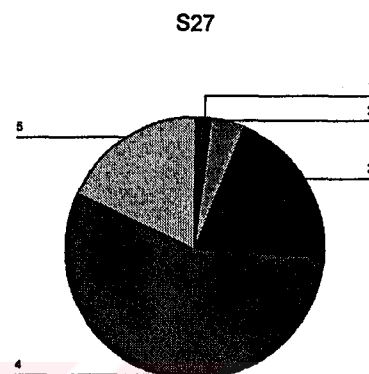


Chart 42: The learners' appreciation for exercise 3E

In response to this exercise type, 18 % of the subjects selected ‘strongly agree’, while 56 % of them marked ‘agree’; the distance between ‘strongly agree’ and ‘agree’ is again remarkable, yet the total percentage, 74 %, is pleasing as it reflects the learners’ confirmation of producing the language. 20 % of them remain ‘neutral’, while just 4 % of them marked ‘disagree’, and 2 % of them selected ‘strongly disagree’.

The reason why this exercise type is within the handout, accordingly in the research, is that phrasal verbs in bold constitute the beginning of semi-fixed expressions in sentences; that is to say, ‘*pan in on*’ should not be considered as a phrasal verb alone as it is complemented by someone or something in that scene such as ‘*young man*’, ‘*the house*’, ‘*the landlady*’; the alternatives are not much, which is likely to be inferred that they act like semi-fixed expressions in a sense. The gain the learners are likely to get from this exercise type is that they learn to make inferences by working out the meaning of the expressions in sentences; in fact the learners are already familiar with working out the meaning out of the sentences since their *Phrase Builder* has this kind of exercises. In addition, writing definitions for the words in bold provokes the learners’ productivity, and they are able to achieve this task as they are at an advanced level.

CONCLUSION

Having been carried out with the aim of bringing out the attitudes of the learners to the implementation of *the Lexical Approach* into dramatic texts, the research leads us to come to the conclusion in terms of vocabulary expansion through dramatic texts at specifically advanced level in ELT. In the light of the information attained from the target group of learners, several elements, within the scope of this study, are worth emphasizing.

The questionnaire, which was conducted as a part of the research, has three different parts, all of which require the learners to respond to the statements according to their degree of agreement from 'strongly agree' to 'strongly disagree', except the ranking task. As the three different parts of the questionnaire deal with different aspects of the study, the findings had better be handled separately as well. The first part of the questionnaire covers the learners' ways of studying vocabulary; to put it differently, the learners reflect their learning strategies, their habits of learning vocabulary such as using monolingual or bilingual dictionaries, keeping a vocabulary notebook, their routines in keeping the record of newly learnt vocabulary, and so on. The second part of the questionnaire asks the learners to make choices between authentic and non-authentic, literary and non-literary text types; after that, they are asked to rank the literary text types in order of their preference. The last part of the questionnaire requires that the learners firstly choose whether they have experimented the exercise in question or not; following this, they again select one of the responses that will correspond to their degree of agreement with the statements. This part aims at finding out the learners' attitudes towards the exercises based on lexical chunks as the statements instruct them to respond in terms of the usefulness and practicality of the exercises designed according to *the Lexical Approach*.

The statistical data of **the first part** of the questionnaire, based on the learners' ways of vocabulary learning, allow us to note down the following **findings**:

* The majority of the learners tend to be visual (38 % strongly agrees, 54 % agrees), and more than half of them (34 % strongly agrees, 32 % agrees) learn better through

doing tasks; however, the number of learners who claimed to learn better through hearing decreases. Nevertheless, 66 % of the learners expressed preference for learning vocabulary through hearing, which is a number that cannot be underestimated.

- * In view of using dictionaries, most of the learners are reported to prefer monolingual dictionaries (34 % strongly agrees, 32 % agrees).

- * In terms of keeping vocabulary notebooks, more than half of the learners tend to be regular recorders (54 % expressed their agreement).

- * The percentage for recording example sentences (See S6), the grammar of a word (See S8), different meanings on vocabulary notebooks (See S9) show heterogeneous spreading, while the majority of the learners are reported to have been keeping the record of lexical chunks (62 % agrees in total). The number of the learners decreases in the case of recording the phonetic description of a word (just 8 % strongly agrees, 14 % agrees).

The most significant **findings of the second part**, asking the learners to respond concerning their choice in text types, are as follows:

- * The learners are in favor of utilizing authentic texts. 42 % of the learners strongly agree, while 32 % of them agree, which means 74 % of them opt to investigate authentic texts.

- * In the case of the choice between literary and non-literary text types, the learners are inclined to select the former one (36 % strongly agrees, 42 % agrees).

- * Among the literary text types, plays are one of their favorites. 24 % of the learners put 'plays' as the first, but the number of learners who find 'short stories' appropriate for vocabulary studies slightly overweighs the number of learners who prefer 'plays' (26 % for short stories).

The third part of the questionnaire has two steps to be carried out; the first asks the learners to select 'yes' or 'no', which stand for their experience in the exercise types prepared according to the principles of *the Lexical Approach*. The second step is to make choice in terms of the degree of agreement again; it gives information about the learners' appreciation for the exercise types. The significant **findings of the third part** are given below:

- * For Exercise 1A, 18 % of the learners selected 'no' in response to the question aiming to find out whether they have experienced this type of exercise, which focuses on 'word partnerships', or not. As the second part of the instruction, 30 % of the learners selected 'strongly agree', and 44 % of them selected 'agree', which reflects that the learners find these exercises practical and useful.
- * In response to 1B, just 8 % selected 'no', and 76 % of the learners preferred to agree. This shows that most of the learners find practising de-lexicalised verbs with the meaning they suggest useful for vocabulary expansion (See S14).
- * All the students selected 'yes' as a response to the questioning of experiencing 1C, which is the correction type exercise. The exercise differs from other common correction type exercises in its focusing on phrases. 72 % of the learners agree that the exercise helps them expand their vocabulary storage.
- * In response to S16, 22 % of the learners selected 'no'. 36 % of them strongly agree that this type of exercise is useful and practical, and 38 % of them selected 'agree'. It means more than half of the students find matching sentence heads, which highlight collocations at the same time, useful and practical.
- * Exercise 1E is also one of the exercise types that students are already familiar with; 12 % selected 'no' in response to S17. 22 % of the learners selected 'strongly agree', and 60 % selected 'agree'. The fact that the learners are in need of practising semi-fixed expressions due to the fact that they find it useful and practical in terms of expanding vocabulary is apparently seen here.
- * In response to practising vocabulary items after their meanings and exemplifying sentences are given, just 12 % of the learners selected 'no'. 88 % of them agree on the value of exercise 1F.
- * Just 4 % of the learners selected 'no' as a response to the statement questioning the exercise type, which requires the learners to match the halves of the sentences to make expressions. 74 % of them agree that exercise 1G helps them expand their vocabulary.
- * The fact that 22 % of the learners selected 'no' indicates that there is a rise in the number of students who had not experimented this exercise type before. The exercise, 2A, requires the learners to rewrite sentences by using the idioms given. 72 % of the learners agree on the practicality and usefulness of this exercise.

* 26 % of the learners reflected that they had not experienced an exercise similar to 2B before. The exercise requires the learners to select the correct phrasal verbs by paying attention to the example sentences given owing to the fact that these verbs constitute a phrase with the partnerships of the surrounding words. 32 % of the learners selected 'strongly agree', and 44 % of them selected 'agree' in view of the usefulness and practicality of the exercise type.

* Exercise 2C requires the learners to replace sentences in a context with the given phrases. What is to be noted here is that most of the sentences to be replaced are also phrases. In response to this statement, 42 % of the learners selected 'no', and 64 % of them agree on the usefulness and practicality of the exercise.

* 68 % of the learners selected 'no' in response to the instruction questioning their experience of the exercise type, 3A. More than half of the learners (54 %) agree that the exercise, which is based on collocation, is useful and practical in terms of expanding vocabulary.

* Exercise 3B is a kind of self- study, which asks the learners to do dictionary work. 20 % of the learners selected 'no'. 66 % of them agree that this self-study diagram, which requires the learners to study more, helps them expand their vocabulary.

* Exercise 3C asks for the learners to insert the correct phrasal verbs into the box as well as wanting them to work out the meaning of these phrasal verbs through the sentence given to be filled. 38 % of the learners selected 'no' as a response to this statement. 78 % of them agree that the exercise is useful and practical.

* The fact that just 4 % selected 'no' proves that matching phrases with the correct definition is a familiar kind of exercise for the learners (see exercise 3D). The fact that 52 % of them selected 'strongly agree', and 38 % of them marked 'agree' shows that the learners find this exercise useful and practical.

* The last exercise type requires the learners to work out the meaning of the lexical items from the context and instructs them to write appropriate definitions. 14 % of the learners selected 'no', which reflects that they had not experienced exercises of this kind before. 74 % of the learners agree that the exercise, 3E, is helpful in expanding vocabulary.

What these findings have in common is that the majority of the learners are reported to have already experienced most of the exercise types on the handout, which was given to them as a preliminary work before the questionnaire. However, the number of learners who selected 'yes' decreases in the case of some of the exercises such as exercises 2C, 3A, 3C (See Appendix 4, see also 3.3.1.). When it comes to the outcomes of the percentages, which reflect the usefulness and practicality of the exercise types, it can be said that in terms of usefulness and practicality, all the exercises are preferred by at least more than half of the students. Therefore, it can be inferred that implementing *the Lexical Approach* into dramatic texts to expand advanced learners' vocabulary might bring satisfactory results.

These findings yield several **suggestions** for educationalists who intend to apply this approach or carry out further research on this subject. The suggestions concerning the findings of **the first part** of the questionnaire are as follows:

* The fact that the majority of the learners are aware of their learning strategies confirms the belief that learners should be informed about learning strategies to be more successful in their studies. If students are educated on the ways of learning on their own, the probability of achievement in the language learning is likely to increase. Thus, in line with the recent trend, which is in favor of 'learner autonomy' as part of the learning process, it is proved that providing learners with the awareness of the process of learning and enabling them to be more in this process can be fruitful for learners.

* As a learning strategy, the learners are reported not to prefer studying through hearing; in this case, the number of learners decreases, a result which indicates that pronunciation is still a neglected area in the process of learning English. However, they need to improve their speaking and listening skills as well; therefore, activities promoting listening and speaking can be integrated into the process of vocabulary expansion. For example, founding a self-access center with a collection of video recordings of plays, films as well as books would provide learners with a variety of choices, and it would also increase the interest in language learning with the enjoyment it is likely to bring.

* To make the learners aware of the importance of the lexical knowledge, the learners should be encouraged to carry dictionaries with them, be guided in terms of utilizing dictionaries.

* Learners -specifically the target group of learners- should be encouraged to keep vocabulary notebooks, and be informed about the importance of connotation, denotation, and lexical chunks on the grounds that the key to their proficiency is the mastery of lexical knowledge. To overcome the difficulties in speaking/listening areas, the learners should be encouraged to note down the phonetic description of the words as well.

The findings of **the second part** bring out the following suggestions, which will lead educationalists to the future applications, and contributions in that field:

* The underlying reason why the majority of the learners prefer authentic texts lies in the fact that their major field is English or American Literature. Therefore, concerning the following academic year, more emphasis can be given on authentic texts in the preparatory classes of these departments.

* Many students responded that they want to be working on short stories. Therefore, adopting *the Lexical Approach* to vocabulary study based on short stories needs to be researched in depth (see Table 13).

* This type of study can even be carried out with lower levels as well. However, while choosing texts for lower levels, more emphasis should be given on selecting criteria in view of the fact that these learners might not be able to infer the meaning from the context unlike advanced level learners.

* Studying dramatic texts in preparatory class is a kind of ESP as this study makes access to the major field of the learners. In this sense, *the Lexical Approach* might also be appropriate to be adapted to ESP classes due to the fact that practising lexical chunks concerning the terminology of a field is likely to provide promising outcomes. Therefore, implementing *the Lexical Approach* into dramatic texts serves as an ESP course, which requires comprehensive and regular lexical study.

The suggestions concerning **the third part** of the questionnaire are as follows:

- * The findings of the third part shows that the learners also have found implementing *the Lexical Approach* into dramatic texts useful and practical in terms of expanding existing vocabulary knowledge. Therefore, activities and exercises promoting lexical awareness should be a part of classroom application.
- * Research findings specify that the learners find it beneficial to practise lexical chunks; however, the statistical numbers drop in the case of more challenging exercises such as replacing phrases in a paragraph with another group of phrases. Nevertheless, the challenge might be encouragement for further production on the part of students; above all, without challenge, the learners would get bored, and see no point in studying the lexical items they have already acquainted with.
- * The learners' being aware of the exercise types show that they are attentive to the vocabulary studies carried out within the class due to the fact that the course-books the learners studied within the year (See 3.2.) are based on the assumptions, which highlight the prominence of lexical chunks. The awareness of the learners is also another indicator proving that the learners might as well be responsible for their own learning.

In conclusion, this study is proved to be a constructive example of exploring ways of expanding vocabulary knowledge, specifically at an advanced level. With this aim on the core, the study proposes to implement *the Lexical Approach* as a basis into dramatic texts, the effectiveness of which is questioned by the research carried out to bring out the attitudes of the learners to such a study. What makes this study unique lies in its goal to integrate two studies, vocabulary and drama, with the help of the learners experimenting the required study. In this sense, this study is hoped to lead to the further extensive and valuable studies to be carried out in the field of vocabulary expansion.

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APPENDIX 1: The Marriages

THE MARRIAGES

CHARACTERS

MRS. CHURCHLEY
COLONEL CHART
ADELA CHART
GODFREY CHART
BEATRICE CHART
MURIEL CHART
Miss FLYNN (GOVERNESS)
THE VISITOR (MRS. GODFREY)
WOMAN PARTY GUEST

SCENE 1

Fade in—Exterior—High angle panning shot; London: slow-motion shot of funeral proceedings for Mrs. Chart. (19th century-type background music). Family is shown around flower-covered casket. Titles begin. Slow-motion pan of family in months following mother's funeral. Colonel Chart, Adela, Godfrey, in drawing room (reading, needlepointing, etc.); two younger children, Beatrice and Muriel, running in the fields. Close up of leaves falling off of trees indicating a change of season. Dissolve to a party scene attended by Colonel Chart and Adela. (Quick pan of banquet room—crystal chandeliers, flowers, tapestry, etc.) Adela is holding her father's arm as he chats with other party guests.

WOMEN PARTY GUEST: (to Adela) I was so sorry to hear about your dear mother; how long has it been now, dear?

ADELA: *{looking downward; sad}* Six months.

Colonel Chart, Adela, and the hostess, Mrs. Churchley exit banquet room and enter foyer.

MRS. CHURCHLEY: Won't you stay a little longer?

COLONEL: Of course every one's going on to something else. I believe there are a lot of things tonight.

MRS. CHURCHLEY: And where are *you* going?

COLONEL: Oh I don't do that sort of thing.

ADELA: (to Mrs. Churchley) Surely you must be going on somewhere yourself.

COLONEL: Yes, you must have a lot of places.

MRS. CHURCHLEY: No, no, I have no plans at all. Do stay a little. I always think this is such a nice hour. One can really talk.

COLONEL: *(laughingly)* Ah, but it isn't fair.

MRS. CHURCHLEY: *(placing Adela on chair)* Do sit down; it's the only time to have any talk. *(Adela resists; wanders away)*

COLONEL: I'm afraid Adela's a bit anxious. We'll have to say good night now. *(calling to Adela)* I say, Adela, we must release this dear lady.

Close up of Adela, as she scrutinizes Mrs. Churchley. Music conies up as Colonel Chart kisses Mrs. Churchley's hand; looks tenderly into her eyes. Adela, looking indignant, observes this. He releases her gently, takes Adela's arm as they leave Mrs. Churchley's house.

SCENE 2

Quick shot of carriage taking them home. Close up of the Colonel and Adela riding home in silence. Dissolve to father and daughter in foyer of their home. There is a silent strain between them.

COLONEL: *(coldly)* Good night.

ADELA: Good night.

Adela ascends stairs to her brother's study; she peeks in and sees him at his desk. Close up of Godfrey as he discovers her there.

GODFREY: Adela, Isn't it rather late for you?

ADELA: Father's going to marry Mrs. Churchley, you know.

GODFREY: How do you know?

ADELA: P've seen with my eyes. We've been dining there—we've just come home. He's in love with her. She's in love with *him*. They'll arrange it.

GODFREY: Oh I say. *(lights cigarette at mantelpiece)*

ADELA: He will, he will, he will, *(bursts into tears)* He oughtn't to—he oughtn't to. Think of mamma—think of mamma, *(wailing loudly)*

GODFREY: Yes, someone should think of mamma, *(looks at tip of cigarette)*

ADELA: To such a woman as that—after *her*.

GODFREY: Dear old mamma.

ADELA: *(rising, drying her eyes)* It's like an insult to her; it's as if he denied her. He rubs out at a stroke all the years of their happiness.

GODFREY: *(agreeably)* They were awfully happy.

ADELA: Think what she was—think how no one else will ever be like her again.

GODFREY: I suppose he's not very happy now.

ADELA: Of course he isn't, any more than you and I are; and it's dreadful of him to want to be.

GODFREY: Well, don't make yourself miserable till you're sure.

ADELA: Of course, I'm sure. One could tell from the way they behaved together. And also father's attitude on the drive back home from her house last evening. Oh, she's so, so public, She's so, so...florid, promiscuous and mannish.

GODFREY: (*wanting to get on with his work*) Oh I dare say she's all right.

ADELA: All right? All right to come and take darling mamma's place—to sit where *she* used to sit, to lay her horrible hands on *her* things?

GODFREY: Oh, I just mean that nothing will come of it.

ADELA: No. Not if we do our duty. You must speak to him—tell him how we feel; that we shall never forgive him, that we can't endure it.

GODFREY: He'll think I'm cheeky.

ADELA: Cheeky to plead for *her* memory?

GODFREY: He'll say it's none of my business.

ADELA: Then you believe he'll do it?

GODFREY: Not a bit. Go to bed.

ADELA: *I'll* speak to him.

GODFREY: Don't cry out till you're hurt; wait till he speaks to *you*.

ADELA: He won't, he won't. He'll do it without telling us.

GODFREY: (*lighting another cigarette*) Is Mrs. Churchley very rich?

ADELA: I haven't the least idea. What on earth has that to do with it?

GODFREY: (*puffing on his cigarette*) Does she live as if she were?

ADELA: She has a lot of hideous showy things.

GODFREY: Well, we must keep our eyes open. And now you *must* let me get on. (*kisses her*)

ADELA: (*burying her head on his shoulder*) Ah why did she leave us? Why did she leave us?

GODFREY: Yes, why indeed? (*disengaging himself with a movement of oppression*)

SCENE 3

(*Colonel and Adela at breakfast*)

COLONEL: Adela, have you been to call on Mrs. Churchley?

ADELA: No indeed, why should I?

COLONEL: Don't you call on people after you dine with them?

ADELA: Yes, in the course of time. I don't rush off within the week.

COLONEL: (*coldly*) Then you'll please rush off tomorrow. She's to dine with us on the 12th, and I shall expect your sisters to come down.

ADELA: To a dinner party?

COLONEL: It's not to be a dinner party. I want them to know Mrs. Churchley.

ADELA: Is there to be nobody else.

COLONEL: Godfrey, of course. A family party. (*Fade out*)

(*Fade in to later that evening; Godfrey's room*)

ADELA: Father is having a dinner party. I suppose that means they will be making their announcement.

GODFREY: (*hesitantly*) I've been to see Mrs. Churchley,

ADELA: What on earth did you do that for?

GODFREY: Father told me he wished it.

ADELA: Then he *has* told you?

GODFREY: Told me what?

ADELA: That they're engaged, of course. What else can all this mean?

GODFREY: He didn't tell me that, but I like her.

ADELA: *Like her?* (*shrieking*)

GODFREY: She's very kind, very good.

ADELA: To thrust herself upon us when we hate her? Is that what you call kind? Is that what you call decent?

GODFREY: I simply don't hate her. (*turns away as though he is bored with her*)

ADELA: I suppose there is something then, that I must do.

GODFREY: And what is that?

ADELA: I must call on Mrs. Churchley and tell her exactly what my feelings are.

GODFREY: Please, Adela, at least wait until father tells you for sure, that they are to be married.

ADELA: (*close up*) (*mildly*) I'll see.

SCENE 4

Adela at Mrs. Churchley's house, waiting to be announced. Close up. She is daydreaming, visualizing her encounter with Mrs. Churchley. Superimposed on close up is scene between her and Mrs. Churchley. Adela is down on her knees before her.

ADELA: Oh spare us. Have mercy on us. Let him alone. Go away.

Camera pans back to reality. Door opens and Adela appears stunned as Mrs. Churchley enters. Adela (looking worried) is about to speak to her. (Fade out, music)

SCENE 5

Back at the Chart house, Godfrey's study.

ADELA: What did you say to him?

GODFREY: I said nothing. There was nothing to say.

ADELA: Is that how it strikes you.

GODFREY: He asked me to speak to her.

ADELA: In what hideous sense?

GODFREY: To tell her I was glad.

ADELA: And did you?

GODFREY: I don't know. I said something. She kissed me.

ADELA: *(shuddering)* Oh, how could you. *(covers her face with her hands)*

GODFREY: He says she's very rich.

ADELA: Is that why you kissed her?

GODFREY: *(strongly)* I didn't kiss her. Good night.

SCENE 6

Breakfast room—Colonel's home, Colonel and Adela at table.

COLONEL: I've a piece of news for you that will probably shock you. *(he kisses her)*

ADELA: *(bursts into tears)*

COLONEL: *(hugging her)* Yes, yes, I know, I know.

(Beatrice and Muriel enter)

ADELA: *(turning to them)* Papa's going to be married; he's going to marry Mrs. Churchley.

Beatrice and Muriel begin crying also; servants come in with tea and boiled eggs. Food gets pushed aside and falls on the floor. The three wailing sisters create a scene of turmoil. Colonel continues to try to quiet them down. Mrs. Flynn attempts to put things back in order.

COLONEL: Needless to say, I am stunned by your behavior. Mrs. Churchley is the kindest, the most delightful of women; she only wants to make you happy, only wants to make me happy. *(Close up of Colonel; his eyes are watery; he is choked up as he speaks)* I think it might be best if you girls go away for a while. I shall see about sending you off to Brinton.

(Close ups of Adela, Muriel, and Beatrice, as they exchange glances)

SCENE 7

Drawing room of Chart home.

GODFREY: Please tell me this, Adela—what was the purpose of your visit the other morning to Mrs. Churchley?

ADELA: The purpose. What's the matter? Why do you ask?

GODFREY: They've put it off—they've put it off a month.

ADELA: Thank God.

GODFREY: Why the devil do you thank God?

ADELA: You know I think it all wrong.

GODFREY: What did you do there? How did you interfere?

ADELA: Who told you I interfered?

GODFREY: You said something—you did something.

ADELA: What I did was my own business.

GODFREY: Damn your own business, *(scowling)* You've made a pretty mess. And if I don't pass the exams it will be your fault. *(Fade out)*

Camera comes up on Adela in garden with her younger sisters.

ADELA: *(to Beatrice and Muriel)* We will be leaving for Brinton tomorrow. Father seems quite miserable. But don't worry darlings, it will be all right. Besides, it will give us a chance to enjoy the summer home that mamma loved so well. *(They hug and kiss)*
(Fade out—music)

SCENE 8

BRINTON: *Exterior shot of Brinton (lovely flowers, etc.) Godfrey appears in green house where Adela is watering flowers.*

ADELA: I'm so glad you are here—I'm so glad. Will you be staying a few days?

GODFREY: Only till tomorrow morning. They're sending me straight to Madrid. I came down to say good-bye.

ADELA: To Madrid? How awfully nice. And it's awfully nice of you to have come.

GODFREY: What I really came for—you might as well know without more delay—is to ask you a question.

ADELA: A question?

GODFREY: *(looks deeply into her eyes)* Yes. What was it you said that morning to Mrs. Churchley?

ADELA: If she has told you, why do you ask?

GODFREY: She has told me nothing. I have seen for myself.

ADELA: What have you seen?

GODFREY: She has broken it off. Everything's over. Father's in the depths.

ADELA: In the depths?

GODFREY: Did you think it would make him jolly?

ADELA: He'll get over it. He'll be glad.

GODFREY: That remains to be seen. You interfered, you invented something; you got round her. I insist on knowing what you did.

ADELA: Are you absolutely certain it's broken off?

GODFREY: He is, and she is; so that's as good.

ADELA: What reason has she given?

GODFREY: None at all—or half a dozen; it's the same thing. She has changed her mind—she mistook her feelings—she can't part with her independence. Moreover, she said that he has too many children.

ADELA: Did he tell you this?

GODFREY: Mrs. Churchley told me. She has gone abroad for a year.

ADELA: And she didn't tell you what I said to her?

GODFREY: Why should I take this trouble if she had?

ADELA: You might have taken it to make me suffer. That appears to be what you want to do.

GODFREY: No, I leave that to *you*—it's the good turn you've done me. (*tears in his eyes*)

ADELA: What do you mean? What in the world have I done to you?

GODFREY: She would have helped me. She was all ready to help me.

ADELA: Helped you in what?

GODFREY: Can't you just see I'm in trouble? Where are your eyes, your senses, your sympathy, that you talk so much about? Haven't you seen these six months that I've a curst worry in my life?

ADELA: What's the matter, Godfrey? What is the matter?

GODFREY: You've gone against me so—I could strangle you. In God's name, satisfy me. What infernal thing did you do?

ADELA: It wasn't infernal—it was right. I told her mamma had been wretched.

GODFREY: Wretched? You told her such a lie?

ADELA: It was the only way, and she believed me.

GODFREY: Wretched how?—wretched when?—wretched where?

ADELA: I told her papa had made her so, and that *she* ought to know it. I told her the question troubled me unspeakably, but that I had made up my mind it was my duty to initiate her. (*pause*) I notified her that he had faults and peculiarities that made mamma's life a long worry—a martyrdom that she hid wonderfully from the world, but that we saw and that I had often pitied. I told her what they were, these faults and peculiarities; I put the dots on the i's. I said it wasn't fair to let another person marry him with a warning. I warned her; I satisfied my conscience. She could do as she liked. My responsibility was over.

GODFREY: You invented such a tissue of falsities and calumnies, and you talk about your conscience? You stand there in your senses and proclaim your crime?

ADELA: I'd have committed any crime that would have rescued us.

GODFREY: You insult and blacken and ruin your own father?

ADELA: He'll never know it; she took a vow she wouldn't tell him.

GODFREY: Ah, I'll be damned if I won't tell him.

ADELA: I did right—I did right. I went down on my knees to pray for guidance, and I saved mamma's memory from outrage. But if I hadn't, if I hadn't—I'm not worse than you, and I'm not so bad, for you've done something that you're ashamed to tell me.

GODFREY: You raving maniac, (*bounds out of house*)

Fade out to: Adela in drawing room of Brinton by herself. Miss Flynn appears.

MISS FLYNN: There is a lady in the drawing room waiting to see you, Adela.

ADELA: Is she big and dreadful?

MISS FLYNN: Well, she's dreadful, but she's not big.

ADELA: (*bewildered*) Well, do show her in, please.

A rather gaudy young woman with yellow hair, highly-rouged cheeks, and dressed in bright colors, enters. (She speaks with heavy cockney accent). Adela stares coldly at her for a few seconds.

ADELA: Who are you? What is your business here?

VISITOR: I'll tell you what I've come for. I've come to ask you to intercede.

ADELA: To intercede?

VISITOR: With your father, you know. He doesn't know, but he'll have to. Well, don't look so bewildered. I'll tell you who I am. I'm Mrs. Godfrey, that's who. Yes, your brother's wife. We've been married seven months now. And if he's taken off, then I'm taken off with him. He didn't want to tell his father, so I had to talk to some other member of the family "fice to fice." Being as he was afraid to tell his father himself. I hope you will see to it that the good old colonel does something. Good day. (*she exits*)

Camera pans in on close-up of Adela. She is dazed. Music, fade out.

SCENE 9

Godfrey appears in garden at Brinton.

ADELA: Oh Godfrey, Godfrey, is it true?

GODFREY: I've been the most unutterable donkey—you can say what you like to me. You can't say anything worse that I've said to myself.

ADELA: My brother, my brother. What has father said?

GODFREY: (*looking high over her head*) He'll give her six hundred a year.

ADELA: Ah, the angel.

GODFREY: On condition—she never comes near me. She has solemnly promised, and she'll probably leave me alone to get the money. If she doesn't—in diplomacy—I'm lost. I've been living in hell.

ADELA: My brother, my brother.

GODFREY: I'm not an idiot; yet for her I've behaved like one. Don't ask

me—you mustn't know. It was all done in a day, and since then fancy my condition; fancy my work in such a torment; fancy my coming through it all.

ADELA: Thank God you passed. You were wonderful.

GODFREY: I'd have shot myself if I hadn't been. I had an awful day yesterday with the governor; it was late at night before it was over. I leave England next week. He brought me down here for it to look well—so that the children shan't know.

ADELA: He's wonderful too.

GODFREY: Wonderful.

ADELA: Did *she* tell him?

GODFREY: She came straight to Seymour Street from here. She saw him alone first; then he called me in. *That* luxury lasted about an hour.

ADELA: Poor, poor father.... Have you told him?

GODFREY: Told him what?

ADELA: What you said you would—what I did.

GODFREY: (*turned away*) I was angry with you, but I cooled off. I held my tongue.

ADELA: (*clapping her hands*) You thought of mamma.

GODFREY: Oh don't speak of mamma.

ADELA: No; if you *had* thought of her.

GODFREY: (*flaring*) Oh then it didn't prevent. I thought Mrs. Churchley good. I believed in her.

ADELA: Is she *very* bad? (*meaning his wife*)

GODFREY: I shall never mention her to you again.

ADELA: You may believe I won't speak of her. So father doesn't know?

GODFREY: Doesn't know what?

ADELA: That I said what I did to Mrs. Churchley?

GODFREY: I don't think so, but you must find out for yourself.

ADELA: I shall find out. But what had Mrs. Churchley to do with it?

GODFREY: With *my* misery? I told her about it. I had to tell someone.

ADELA: Why didn't you tell me?

GODFREY: You? Oh you take things so beastly hard—you make such rows. What I wanted was comfort—not to be lashed up. I thought I should go mad. I wanted Mrs. Churchley to break it to father, to intercede for me and help him to meet it. She was awfully kind to me, she listened and

she understood; she could fancy how it had happened. Without her I shouldn't have pulled through. She liked me, you know; she said she'd do what she could for me. She was full of sympathy and resource. I really leaned on her. But when *you* cut in of course it spoiled everything. That's why I was so furious with you. She couldn't do anything then.

ADELA: So that he had to meet it alone?

GODFREY: Yes, he had to meet it alone. Father is coming here to stay for a while. He says he wants to be with his girls. I suppose that is a good idea. He needs to be away from London. *{Fade out—music}*

Camera pans in on scenes at Brinton. Colonel Chart is pacing and smoking heavily. Adela watches him. Close up of Adela indicates deep concern for her father.

ADELA: Father... *(she begins as though she wants to say something, but then changes her mind)*

COLONEL: Yes, Adela.

ADELA: I just want to say... I mean I should have said something a while ago. I am sorry that...that...you were so dreadfully hurt.

COLONEL: I appreciate your concern my dear, but these things do happen. Fancy that; a woman changes her mind and everyone of my days is dreary.

ADELA: Perhaps we could have some guests in.

COLONEL: My dear girl, what in the world would attract them? No, no. I have decided to do a bit of traveling. I shall start in Paris, and then go on to Monte Carlo. I shall conclude my trip in Madrid to visit with Godfrey. *(He exits. Close up of Adela as she watches after him pitifully) (Music—fade out)*

SCENE 10

Overview of London in the spring. Background music is light and airy. Horse-drawn carriages are hurriedly clapping down the streets. Dissolve to a beautifully landscaped park. A year has passed. Adela, Beatrice and Muriel are merrily throwing a ball back and forth. Mrs. Churchley's carriage conies by. She is perched higher than ever. She does not acknowledge Adela and her sisters. Close up of Adela as she watches carriage go by. Cut to:

Mrs. Churchley's house. Adela in foyer waiting to be announced. Servant announces her and she enters drawing room where Mrs. Churchley is standing, ready to receive her.

MRS. CHURCHLEY: *(coldly)* Well, you have come to visit?

ADELA: *(she stares at Mrs. Churchley for a moment and then blurts out her*

thoughts) Yes, I... I am deeply sorry for the pain I must have caused you. Everything I told you was false. Please regard it as unsaid. Please forgive me. Please do not despise me too much. Take pity on my dear, sweet, perfect papa. Please, please, come back to him. He has been miserable without you.

MRS. CHURCHLEY: (*laughing extravagantly*) Oh, this is all too hilarious. (*laughing more*) Why I never believed what you said for one minute. It was all too absurd. I really disliked you and I found you utterly false. I told your father what a horrid girl you were and I told him that I could never live with anyone so horrid. I told him that you must be sent away, for you would never marry. I really loathed what you had done, but your father defended you for me. This, of course, led to the complete rupture of our relationship.

ADELA: Papa gave you up for me. Fancy the angel. Fancy what I must try to be to him for the rest of his life. Oh Mrs. Churchley, I beg of you. Please, please come back to him. His life is meaningless without you.

MRS. CHURCHLEY: (*close up*) (*frivolously*) I'm afraid it's too late. You see, I am going to marry Lord Dovedale next month.

MUSIC—CREDITS



APPENDIX 2: Richard Cory

RICHARD CORY

CHARACTERS

RICHARD CORY FATHER BAILEY
INVESTIGATOR STONE NEWSPAPER
REPORTER LAW CLERK VELMA DIANA
TOWNSPEOPLE

Camera moves in on Richard Cory walking through the Public Square. He is smiling, impeccably dressed, and greeting all the townspeople as they glance at him in admiration.

Titles appear on screen as the above scene continues. The first two stanzas of the poem are recited.

VOICE-OVER (FATHER BAILEY):

Whenever Richard Cory went down town, We people on the
pavement looked at him;
He was a gentleman from sole to crown, Clean favored, and
imperial slim.

And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good-morning,"¹ and he glittered when he walked.

MUSIC—up and under

SCENE 1

Camera overview—Small town (eastern part of anywhere U.S.A.). A crowd of uproarious people are in the Public Square. Everyone is talking at once. We hear little fragments of conversation.

1ST WOMAN: I don't believe it—not Richard Cory. He couldn't have.

2ND WOMAN: But he had no reason. The man had everything.

3RD WOMAN: *(crying)* He was so handsome, so elegant. I will miss him so.

1ST MAN: Why would someone who had so much to live for go and do a thing like that?

4TH WOMAN: *(crying)* He saved my baby. He was such a great man. Oh this is terrible.

3RD WOMAN: I will miss seeing his beautiful smile. It was just yesterday that he smiled and said "good morning."

3RD WOMAN'S HUSBAND: You never tell me I have a beautiful smile. Big deal, Cory wasn't all that great.

3RD WOMAN: How dare you speak that way of Richard Cory. He was an exceptional man.

1ST MAN: Did anyone hear how he did it?

2ND MAN: Gun—with a gun. Shot himself right in the head.

1ST MAN: Where did they find him?

1ST WOMAN: In his bedroom.

3RD WOMAN: Did he leave a note?

4TH WOMAN: I don't think so.

An official-looking man enters the scene carrying a document. He is a law clerk with the local law firm. People start rushing up to him and questioning him.

1ST MAN: Did they find out why he did it?

LAW CLERK: *(evading questions; shouts)* May I have everyone's attention please.

(Voices quiet down after a few seconds)

A few minutes ago Counselor Barrow went over Richard Cory's last will and testament. It would appear that Mr. Cory left his entire estate to this town and its inhabitants.

(Voices of townspeople—shrieks and sighs of exclamation)

You will all be notified to attend the public reading of the will.

(People's reactions—some are laughing and crying at the same time. We hear the following dialogue amidst the other chatter.)

Bless you, bless you, dear Richard Cory. God watch over his soul.

3RD WOMAN'S HUSBAND: *(close-up)* Say, you were right, Richard Cory was an exceptional man. *(his wife gives him a dirty look and then bursts into tears)*

MUSIC up—Fade out

SCENE 2

Camera fades in to exterior view of Episcopal Church—Cut to interior view of Father Bailey's study. Investigator Stone and newspaper reporter are questioning Father Bailey:

INVESTIGATOR STONE: Father, can you give us any information at all on Cory?

FATHER BAILEY: I would like to help in any way I can, but you know everything that Richard told me was in confidence. He left no note, which means that he did not want the circumstances of his death made public. This is going to be very difficult for me. Is it really necessary for you to know all the details?

INVESTIGATOR STONE: Father, all deaths must be investigated, whether they are murder or suicide. That is the law.

FATHER BAILEY: But is it necessary to have a newspaper reporter present?

NEWSPAPER REPORTER: Sorry, Father, I was sent on this assignment, I didn't ask for it. Besides Cory was the most well-known man in this town; not only this town, but all over the eastern United States. People are interested in what happened to him. The paper is obliged to print what people want to read.

FATHER BAILEY: Well, I surely don't want you to lose your job, nor do I want to break the law, for that matter. I'll try to cooperate.

INVESTIGATOR STONE: Thank you, Father, we'd appreciate it. Cory came to this town, it seems, from out of nowhere. Do you know where he came from?

FATHER BAILEY: I believe he came here from Boston. He worked for a bank up there. He wanted to start his own business and thought he might do well in this town. He told me that he came here to make a fresh start. You know the rest. He has prospered extremely well.

NEWSPAPER REPORTER: Does he have any family? Has he ever been married?

FATHER BAILEY: *(hesitantly)* Yes...there was a wife. There was a divorce, I believe.

INVESTIGATOR STONE: Any children?

FATHER BAILEY: Yes, one daughter. However, she died. Very unfortunate —it was an accident.

INVESTIGATOR STONE: What sort of accident?

FATHER BAILEY: Richard came to me one day and said he had to talk to someone. He was very upset. I never had any idea that he was so unhappy.

(Extreme close-up of Father Bailey; extreme close-up of his forehead as he recollects)

Richard Cory, how that poor man suffered; how badly he wanted to make amends.

Camera cuts away to flashback—Music

Camera fades in on Father Bailey and Richard. It is six months prior to Richard's death.

FATHER BAILEY: Go on Richard, continue.

RICHARD: It was just as simple as that Father, I was nothing but a coward.

FATHER BAILEY: Richard, no, not a coward. You suffered from a phobia. It is an illness that can strike anyone.

RICHARD: No one can imagine how I felt—watching her in the water, seeing her go under and *(crying)*...Father, I couldn't, I couldn't rescue her.

FATHER BAILEY: But Richard, even if you *had* jumped in that water you might not have been able to save her. It doesn't take very long to drown. It can happen in seconds. Richard, you must not carry this guilt around with you the rest of your life.

RICHARD: I really didn't want to go to the lake that day, but I was too ashamed to tell Velma about my fear of the water. Besides, I didn't want to deprive Diana of the chance to learn to swim. Velma was a good swimmer, but she had gone back to the lakehouse to fix us a picnic lunch. After we buried Diana, I left everything behind and came to this town, started all over again. Velma went her own way too.

FATHER BAILEY: Richard, do you try to see your ex-wife?

RICHARD: I've been trying to communicate with her ever since it happened. She will not see me. She puts the entire blame for Diana's death on me. The last time I tried she said that I should never bother her again. She remarried a few months ago and does not want to be reminded of the past. She adored our daughter just as I did. She'll never forgive me, never understand. When Diana died, everything between us was over.

FATHER BAILEY: I'm sorry, Richard. I didn't realize how final things were between you. I rather hoped that Velma would one day be a source of comfort for you.

RICHARD: Comfort is what I come to you for, Father. Your listening helps more than anything else. I really don't expect to find total peace within myself ever again. That's why I throw myself into the business. I've

made more money in the last five years than anyone else in this country. I have the finest house, the finest clothes, the finest food, the best wine, and yet I have nothing. If only those people who gape at me in the Public Square knew. If they only knew.

FATHER BAILEY: You've been very charitable to those people, Richard. Most of them are alive today because of you. It was so kind of you to build that shelter for the homeless and to provide food and clothing. And Richard, what about the other things you've done—setting up all those scholarship funds and the building of the hospital. You've got so many people grateful to you.

RICHARD: *(close-up)* There's only one thing I don't have, and that's my family.

(Close-up of Richard transforms into close-up of Father Bailey)

FATHER BAILEY: Yes, Richard Cory, everyone in this town admired him. I'll never forget the day of that fire. He was just coming out of his office when he discovered it.

(Close-up of Investigator Stone and Newspaper Reporter as they listen intently)

(Camera cuts away to flashback—a day 2 years prior to Richard's death)

Richard Cory steps out of his office, which is a two-story building. He starts up the street where a family—a mother, father—and two children—are screaming. Their modest home is all inflames. Richard quickly takes off his jacket, throws it on the ground, and enters the blazing building. He comes out a few minutes later carrying the child in his arms. He is coughing heavily. He hands the child to its mother and then collapses.

FATHER BAILEY: *(voice-over)* Richard Cory. What a paradox. A phobia for water but no fear of fire. And though he was unable to rescue his own daughter, he was able to fetch that child away from those flames. So you see, gentlemen, we cannot look inside a man's heart and know all that goes on there. *(To newspaper reporter)* Well, do you have your story now?

NEWSPAPER REPORTER: Uh...yes, I believe so.

FATHER BAILEY: What will you print?

(Camera pans both men. They are very moved by what Father Bailey has told them.)

NEWSPAPER REPORTER: That Richard Cory was despondent over the death of his daughter. That she drowned accidentally...that should be sufficient.

FATHER BAILEY: And you, Investigator Stone. How will your report read?

INVESTIGATOR STONE: My report? Oh yes. Well, Father, we just wanted to be sure that there was no foul play involved. It will say on the report that the reason for Cory's suicide was because of depression, or something to that effect.

FATHER BAILEY: Thank you, gentlemen.

MUSIC—Fade out

SCENE 3

Camera cuts in to the scene of Richard Cory's funeral held in the Public Square. It is a hot and humid August day. The men are coatless and some of them are wiping the sweat from their brows. The women are fanning themselves. Audio cuts in on the end of Father Bailey's eulogy:

FATHER BAILEY: ...And so, dear Richard Cory, we are about to lay you to rest. Our hearts are heavy on this day, for you will most assuredly be missed by all of us. We thank you for all your kindness and generosity, and we send you to our Maker asking for compassion, understanding, and forgiveness. To all of you, the people of this town, I ask that you stop questioning and please remember the proverb, "Each heart knows its own bitterness, and no one else can share its joy."

Camera overview of crowd focuses in on close-up of woman standing behind the others. She has tears in her eyes. Close-up of woman fades in to flashback. Music. Richard and this woman (audience will immediately surmise that she is Velma) on their wedding day. They are embracing.

RICHARD: I love you, Mrs. Cory.

VELMA: I love you too, Richard, and I am so happy to be Mrs. Richard Cory. Think of all the wonderful years we're going to have together. Richard, I'm so happy.

They embrace again— Music (Allegro) Scene fades in to Richard and Velma running along a lakeside with their small child, Diana. They are laughing and running. Velma breaks away from them and starts walking away from the lake. She waves at them and indicates that she will be back shortly. Richard playfully tosses Diana over his shoulders. He puts Diana back on the ground. She starts running toward, the lake. Fade back in to close-up of Velma. The crowd begins to disperse and she remains standing. After everyone leaves, she approaches Father Bailey.

WOMAN: Father, may I speak to you a moment?

FATHER BAILEY: *(studying her for a few seconds)* Can it be? Can it really be?

WOMAN: You know who I am.

FATHER BAILEY: You are Velma, are you not?

WOMAN: Yes, Father, I am Velma. I am one day too late. *(She opens her purse and takes out a letter sealed in an envelope.)* Father, I was going to mail this yesterday, and then I heard...I heard what happened. Here, take it. I must go. Father, please read it, and then...please, Father, if you can, if it is possible, please bury it with Richard. Thank you. *(She exits.) (Father Bailey opens the envelope and starts to read the letter.) (Close-up of handwritten letter.)*

MUSIC

VOICE-OVER (VELMA'S VOICE): Dear Richard, I would like a chance to meet with you and discuss the tragic events of five years ago. Although I have tried to forget about Diana and you, the memories of our life together haunt me every day.

Camera focuses in on the letter being inserted in the coffin (close-up of hand placing letter in Richard Cory's lifeless hand). Voice-over continues:

Richard, I think I am ready to forgive you. I cannot bear this hurt any longer. My husband who is a fine and wonderful man has urged me to contact you.

Coffin closes

I think we can help each other to bury the pain and keep alive the memory of our dear and wonderful girl. Sincerely, Velma.

Full shot of coffin being lowered into the ground.

VOICE- OVER (FATHER BAILEY):

And he was rich—yes, richer than a king, And admirably
schooled in every grace;
In fine, we thought that he was everything To make us wish that
we were in his place.
So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

MUSIC—CREDITS

APPENDIX 3: The Furnished Room

THE FURNISHED ROOM

CHARACTERS

NARRATOR (MALE) YOUNG MAN

BARTENDER MRS. PURDY MRS. MCCOOL

Overview of the lower west side of New York City at the turn of the century (1900). We see some people strolling along the street carrying various varieties of baggage.

Music—"Home Sweet Home" in ragtime.

NARRATOR: Restless, shifting, fugacious as time itself is a certain vast bulk of the population of the red brick district of the lower west side. Homeless, they have a hundred homes. They flit from furnished room to furnished room, transients forever—transients in abode, transients in heart and mind. They carry their lares et penates in a bandbox; their vine is entwined about a picture hat; a rubber plant is their fig tree.

Camera pans row of red brick houses.

Hence the houses of this district, having had a thousand dwellers, should have a thousand tales to tell, mostly dull ones, no doubt; but it would be strange if there could not be found a ghost or two in the wake of all these vagrant guests.

Camera pans in on young man with suitcase as he stands on doorstep of one of the houses. He wipes the dust from his hat-band and forehead and rings doorbell. Housekeeper (Mrs. Purdy) answers.

MRS. PURDY: Good afternoon. And what can I do for you young man?

YOUNG MAN: Is there a room to let?

MRS. PURDY: Yes. Come in. *(He enters house. Camera pans in on foyer of house)* I have the third floor back, vacant since a week back. Should you wish to look at it.

YOUNG MAN: Oh yes, for sure. *(He follows her up the stairs. They pass vacant niches in the walls where plants had once been set. The stairwell is dark and dreary)*

MRS. PURDY: *(she opens the door to room)* This is the room. It's a nice room. It isn't often vacant. I had some most elegant people in it last summer—no trouble at all, and paid in advance to the minute. The

water's at the end of the hall. Sprowls and Mooney kept it three months. They done a vaudeville sketch. Miss B'retta Sprowls—you may have heard of her—right there over the dresser is where the marriage certificate hung, framed. The gas is here, and you see there is plenty of closet room. It's a room everybody likes. It never stays idle long.

YOUNG MAN: Do you have many theatrical people rooming here?

MRS. PURDY: They comes and goes. A good proportion of my lodgers is connected with the theaters. Yes, sir, this is the theatrical district. Actor people never stays long anywhere. I get my share. Yes, they comes and they goes.

YOUNG MAN: Okay, I'll take it. And since I'm kind of tired, I'll move right in now. How much do I owe you?

MRS. PURDY: That'll be two and fifty for the upcomin' week. *(He counts out money and hands it to her)* The room is ready, even to towels and water.

YOUNG MAN: Can you tell me something before you go? A young girl— Miss Vashner— Miss Eloise Vashner—do you remember such a one among your lodgers? She would be singing on the stage, most likely. A fair girl, of medium height and slender, with reddish, gold hair, and a dark mole near her left eyebrow.

MRS. PURDY: NO, I don't remember the name. Them stage people has names they change as often as their rooms. They comes and they goes. No, I don't call that one to mind, *(she exits down stairs)*

YOUNG MAN: *(close up; we hear his thoughts)* No, Always no. Five months of ceaseless interrogation and the inevitable negative. So much time spent by day in questioning managers, agents, schools, and choruses; by night among the audiences of theaters from all-star casts down to music halls so low that I dread to find what I most hope for. Where can you be? Sure but I love you so much. Where ever can you be, my darling?

Overhead shot of young man slouching in chair. He is a small figure among the debris and clutter of the room.

NARRATOR: The young man was sure that since her disappearance from home this great, water-girt city held her somewhere, but it was like a monstrous quicksand, shifting its particles constantly, with no foundation, its upper granules of today buried tomorrow in ooze and slime. The furnished room received its latest guest with a first glow of pseudo-hospitality, a hectic, haggard, perfunctory welcome.

Camera pans room—decayed furniture, a ragged brocade couch and two chairs, gilt picture frames, brass bedstead in a corner, a soiled polychromatic rug with soiled matting, and gay-papered walls. Pictures on wall are "The Huguenot Lovers," "The First Quarrel," "The Wedding Breakfast," and "Psyche at the Fountain." Back to close up of young man as he listens to sounds heard in the house—a tittering and incontinent, slack laughter; the

monologue of a scold; the rattling of dice; a lullaby; a baby crying, a banjo; doors banging; elevated trains roaring; a cat yowling miserably upon a back fence. He breathes the breath of the house—a dank savor rather than a smell—a cold, musty effluvium. He suddenly smells the room filled with the strong, sweet odor of mignonette. He cries out:

YOUNG MAN: What, dear? *(he reaches out)* She's been in this room. She has. I know it. *(he begins to ransack the room, looking for clues left behind or traces of the girl)*

She's been in this room. I know she's been here. That fragrance, that odor. I know it. I know it. It's her mignonette. She loved that odor...made it herself.

(He continues searching room. Camera follows him as he pulls open all the drawers, looks in closets, under furniture, etc. Close up of his hand as he discovers a half dozen hairpins. In one of the drawers he finds a tiny ragged handkerchief. He presses it to his face. In another drawer he finds odd buttons, a theater program, a pawnbroker's card, two lost marshmallows, a book on the divination of dreams. In the last drawer he finds a woman's black satin bow. Close up of bow as music comes up. Cut.)

SCENE 2

A neighborhood bar somewhere on the west side. Camera comes in on young man as he is having a conversation with the bartender.

BARTENDER: But for sure, how can you be certain she was in that room.

YOUNG MAN: I'm sure of it. I smelled her mignonette as though she had just been there five minutes before. I also found these hairpins. It seemed she wore a million of these in her hair, to hold it up, you know.

BARTENDER: But why wouldn't the landlady have remembered.

YOUNG MAN: You got me there fellow. But as she said, these theatrical people come and go so fast. I suppose it's possible to just not remember. *(close up)* It's so strange, you know. But when I smelled that odor, I heard her voice calling me. I tried to answer, but I couldn't. But she just kept a callin' and a callin'. *(close up of bartender looking doubtfully at young man)*

Dissolve to: Young man walking the streets of the west side, examining all the passersby. He follows a young girl for about two minutes. The young girl faces him and turns out to be a stranger he has never seen before. Another close up of young man looking disappointed.

Dissolve to: Room in rooming house. Young man sitting in chair deep in thought. We hear the ethereal sound of a female voice. Although the words are indistinguishable, they vaguely sound like "Come back to me."

YOUNG MAN: What dear? Are you speaking to me? Oh where are you? Oh am I to be going mad? I must find her.

He begins ransacking room once again. This time he searches inside mantle-piece, window crevices, and tables. He skims the walls, looks under rug, under the matting of the rug, pulls down curtains, and checks window sills. He looks in every conceivable spot for a trace of his beloved's presence.

YOUNG MAN: I know she has been in this room. Dammit, she has.

Behind one of the crevices he finds a half-smoked cigar. He throws it down. Close up of his foot as he grinds it beneath his heel. Fade out.

SCENE 3

Camera pans in on front view of rooming house. Out to shot of interior of furnished room. We see young man sitting amidst the clutter.

NARRATOR: Our young man, in desperation to find his beloved, has burrowed in crevices and corners. He has found corks, cigarettes, and half-smoked cigars. He has found dreary and ignoble small records of many a peripatetic tenant; but of her whom he sought, and who may have lodged there, and whose spirit seemed to hover there, he found no trace, *(close up of young man)* But the young man has not yet given up hope; he will prevail upon the mistress of this decaying abode once again.

Camera follows young man as he runs from his room down the creaky old staircase to the landlady's door which shows a crack of light at the bottom. Close up of door—his hand knocking. Mrs. Purdy answers door.

YOUNG MAN: Will you tell me, madam, who occupied the room I have before I came?

MRS. PURDY: Yes, sir. I can tell you again. 'Twas Sprowls and Mooney, as I said. Miss B'retta Sprowls it was in the theaters, but Missis Mooney she was. My house is well known for respectability. The marriage certificate hung, framed, on a nail over—

YOUNG MAN: What kind of a lady was Miss Sprowls—in looks, I mean?

MRS. PURDY: Why, black-haired, sir, short, and stout, with a comical face. They left a week ago Tuesday.

YOUNG MAN: And before they occupied it?

MRS. PURDY: Why, there was a single gentleman connected with the draying business. He left owing me a week. Before him was Missis Crowder and her two children, that stayed four months. That goes back a year, sir, and further I do not remember.

YOUNG MAN: *{dejected}* Thank you.

Camera follows young man slowly climbing the staircase.

NARRATOR: And so the young man crept back to his room. But the room was dead. The essence that had vivified it was gone. The perfume of mignonette had departed. In its place was the old, stale odor of moldy house furniture, of atmosphere in storage. The ebbing of his hope drained his faith.

Camera follows young man as he walks to bed and begins to tear the sheets into strips. With the blade of his knife he drives them tightly into every crevice around windows and door. He turns out light, turns the gas on full again, and lays himself upon the bed.

MUSIC—Fade out

SCENE 4

Mrs. Purdy's apartment. Mrs. McCool, another housekeeper, has brought in cans of beer. The two women are drinking and chatting.¹

MRS. PURDY: I rented out my third floor back this evening. A young man took it. He went up to bed two hours ago.

MRS. MCCOOL: NOW, did ye, Mrs. Purdy, Ma'am? You do a wonder for rentin' rooms of that kind. And did ye tell him, then?

MRS. PURDY: Rooms are furnished for to rent. I did not tell him, Mrs. McCool.

MRS. MCCOOL: 'TIS right ye are, ma'am; 'tis by renting rooms we kape alive. Ye have the rale sense for business, ma'am. There be many people will rayject the rentin' of a room if they be tould a suicide has been after dyin' in the bed of it.

MRS. PURDY: As you say, we has our living to be making.

MRS. MCCOOL: Yis, ma'am; 'tis true. 'Tis just one wake ago this day I helped ye lay out the third floor, back. A pretty slip of a colleen she was to be killin' herself wid the gas—a swate little face she had, Mrs. Purdy, ma'am.

MRS. PURDY: She'd a-been called handsome, as you say, but for that mole she had a growin' by her left eyebrow. Do fill up your glass again, Mrs. McCool.

Dissolve to: Closed door of furnished room on third floor.

MUSIC-CREDITS

¹Many Irish immigrants and first-generation Irish-Americans settled on the lower west side of New York City during this period. They spoke with lilting Irish brogues. The young man is American-born and the two landladies are Ireland-born as their brogue is much more pronounced. O Henry chose to write their dialogue phonetically.

HANDOUT ON VOCABULARY**1. THE MARRIAGES by Henry James**

A. Choose from the following words to make strong word partnerships with the verbs following adding necessary words, articles.

back (=remember, return)	suffer	jolly	down (=attend)
to ask	pity on	vow	mess
			trouble

TAKE _____ COME _____ MAKE _____

B. a. Complete the sentences below with a phrase that will go with "come".

1. The music comes before the players appear on the stage.
2. Everything started to come to her memory.
3. What did you come , to apologize?
4. Come ! Take a seat!
5. "Are you coming for the weekend to the party? ", Colonel asked her.
6. She thought nothing would come it; she did not need to worry!
7. He was just coming his office when they met.

b. Which of the above suggests:

Going out of somewhere:

Returning:

Result:

Attending an important place:

Entering a house/room:

Start for something:

Arrival at somewhere to get something:

C. Correct the following.

1. Adela thought that everyone was going to something else.
2. It was normal for some people not to be able to look at the others' eyes.
3. It is dreadful for Colonel to be helpless.
4. They haven't least idea on their father's plans
5. "What in earth has that to do with it? ", thought Adela.
6. "I have a piece of news to you", said Godfrey to Adela.
7. It was needless for saying, Adela would be successful in her efforts to prevent her father from getting married.
8. "What on the world have I done to you? ", she shouted at him.
9. Beatrice and Muriel were throwing a ball forth and back.
10. Her father was still on depths even after a year.

D. Sentence Heads: The first part of each sentence in List 1 can be completed with all the examples in one of the groups of endings given in List 2. Match the first parts with the endings.

List 1

1. I'm **looking**

2. I'm **making**

3. I'm **going**

List2

a. the announcement
up my mind

a mess

b. abroad
down on my knees
mad

c. downward
into her eyes
indignant

E. Put the words in the brackets into the correct place in the sentence.

1. He wanted to do traveling before the winter came. (a bit of)
2. Mrs. Churcley was kind to all the people although they knew she was not honest in her feelings at all. (awfully)
3. While looking over her head, he realized she was three times worried than him. (high)
4. He had a worry in his life after he lost his wife. (curst)
5. It was nice of Godfrey to accept Mrs. Churcley as a mother. (awfully)
6. He was glad Mrs. Churcley was there as he had been alone for months. (so)
7. Her staying longer would make him happy. (a little)

F. Study the following phrasal verbs and then complete the following sentences appropriately.

go up: to ascend, move up to a higher position. e.g. *Adela goes up stairs to talk to her father.*
peek in: to look quickly at something. e.g. *She peeks in (the room) and sees him at the desk.*
rub out (at a stroke): to remove someone/something suddenly. e.g. *Adela wonders how her father can rub out all the years with her mother at a stroke and start with Mrs. Churcley.*
lay on: put sth. on sth. e.g. *Adela thinks Mrs. Churcley has no right to come and lay her hands on her mother's things.*
plead for: to ask for something that you want very much. e.g. *She pleaded for their breaking up in the soonest time.*

1. She Mrs. Churcley's return to her father in the end despite her objection to that affair in the beginning.
2. Adela to her father's room to make him quit his affair with Mrs. Churcley.
3. It was not easy for Adela to all the years together with her mother.
4. As for Adela, her father had no right to let Mrs. Churcley her hands his ex-wife's things.
5. the room she saw her father and Mrs. Churcley talking.

G. Match the halves of the sentences to make a correct sentence.

a) You should put things	1. ... do you thank God?
b) Why are you stunned	2. ... sending you off.
c) Why the devil	3. ... you've done me.
d) I shall see about	4. ... back in order
e) What I did	5. ... a person marry him.
f) She can't part with	6. ... by her behavior?
g) She insists on	7. ... was my own business.
h) It is the good turn	8. ... her independence.
i) It was my duty	9. ... knowing all the details
j) For her, it wasn't fair to let	10. ... to inform her.

2. RICHARD CORY by Edwin Arlington Robinson

A. Rewrite the sentences using the idioms below in the following situations (Not all the expressions in the box will be used).

throw oneself into business make money make amends start all over again have so much to live for give s.one a dirty look go over
--

1. All the people in the town got surprised and thought why such a rich person did a thing like that.

2. After R.Cory's suicide, Counselor Barrow revised his last will and testament.

3. People who loved R.Cory reflected their dislike to the people who thought Cory was not all that great through their facial expressions.

4. After his daughter's death and having divorced, R.Cory moved in that town and worked all the time to forget the past.

5. He always wanted to say to his wife that he was sorry, which could make the things better.

B. Circle the correct phrasal verb in each sentence, then tick the terms of camera.

rush up: to do something/move quickly. e.g. *People start **rusthing up to** him and questioning him.*

fade in: to make a picture or sound appear or be heard gradually. e.g. *Camera **fades in** on the letter...*

fade out: to make a picture or sound disappear slowly and become quieter. e.g. *Camera **fades out** ...*

fade back in to: to make a picture or sound appear or be heard again. e.g. *Scene **fades in to** Richard and Velma ... **Fade back in to** close up of Velma.*

break away from: to move away from sone or sth. e.g. *Velma **breaks away from** them and starts walking away from the lake.*

cut in: to start to operate. e.g. *Camera **cuts in to** the scene of ...*

step out of : go out of somewhere. e.g. *Cory **steps out of** his office...*

1. No one could hear of the child again when he *rushed up to/ broke away from/ stepped out of* the group.

2. Camera *cuts in / fades out/ breaks away from* to the scene of R.Cory's funeral.

3. People *broke away from/ stepped out of/ rushed up to* Father Bailey to learn Why Richard Cory committed suicide.

4. After R.Cory *rushed up/ stepped out of/ faded in* his office he started up the street where a family- a mother, father, and two children were screaming.

5. Camera overview of crowd focuses in on close-up of woman standing behind the others... Close-up of woman *fades in/ fades out/ cuts in* to flashback

C. Rewrite the text by replacing the definitions in bold with the suitable chunks given below.

Be about to
Lay s.one to rest
Make a fresh start
Happen in seconds
God watch over his soul
Everything ... was over
nothing but a coward
from out of nowhere
help in any way s.one can
Have s.one's attention
Look inside a man's heart
hearts were heavy on this day
put a bullet through his head

Once upon a time, there was a man **whose country was a mystery** to everyone in a town for a long time. He appeared in a sudden and **attracted all the people's attention** in the town. Everyone used to glance at him in admiration, he used **to do his best to help** the townspeople. One day with no reason he **shot himself right in the head**. Most of the **people were so sad when they buried him**. **People prayed, and said, "God bless you and your soul"**. Before long, investigators started to search the reason for suicide, which was in Father Bailey's information: Everything between his wife and him **ended** after that day by the lake; all happened **in a sudden**. He said he was **just a coward** letting his daughter be drowned. He **was in an attempt to start a new life** in that town after that damned day, but it was impossible to forget. Father Bailey did not give R.Cory's secret away and ended his conversation to townspeople with the proverb, **"Each heart knows its own bitterness, and no one else can share its joy."**

3. THE FURNISHED ROOM by O.Henry

A. Fill in Column 2 with an adjective which is opposite in meaning to the adjective in Column 1 so that it makes correct collocation with the word in Column 3.

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>
East Big shallow permanent filled		side figure in thought guests niches

B. Fill in the diagram with different meanings, word forms of "turn". Start with the ones you already know, then use dictionary to learn more and to complete the diagram (Some are given as an example). You are free to make your diagram under the titles of different meanings, or word forms.

noun

at the *turn* of the century

turn

Phrasal verbs

Turn out to be
Turn on

C. Read the definitions in the box, and sentences in which the phrasal verbs are written in bold below the box. Work out the meanings of the phrasal verbs through the sentences, then write down the correct phrasal at the beginning of the definitions inside the box. Circle the one/s which can be used as a camera term (Be careful! The number of definitions is not in line with the number of sentences).

..... : 1. to become/show closer 2. to stop being open to the public for a period of time. 3. to come together 4. deliberately not show your true emotions
..... : 1. to stop operating permanently. 2. to stop broadcasting radio or TV programmes at the end of the day
..... : to sell some types of goods cheaply.
..... : to agree to do a business deal with someone.

1. In the drawer he finds a woman's black satin bow. **Close up of** bow as music comes up.
2. It was such a good offer that I **closed with** the landlady on the spot.
3. The store opposite the school library was **closing out** the best sellers.
4. BBC **closes down** at 12.45 every night.
5. Every time the young man tried to communicate her, she just **closed up**.

D. Match the phrases with the correct definition. If you have trouble with the words, refer to the sentences in the text to get the meaning from the context.

- ... 1. rent out
- ... 2. prevail upon
- ... 3. slouch in
- ... 4. yowl upon
- ... 5. turn out
- ... 6. wear in
- ... 7. hold up
- ... 8. spot for
- ... 9. flit from
- ... 10 creep back

- a. to move in a quiet, careful way, especially to avoid attracting attention.
- b. to have your hair in a particular style or shape.
- c. to let someone live in a room/house in return for money.
- d. to persuade someone.
- e. to stand , to sit, or to walk with your shoulders bent forward that makes you look tired.
- f. to move very quickly and not stay in one place for very long.
- g. to notice something especially the one that is difficult to see, or that you are looking for.
- h. to make a long loud cry especially if you are in pain.
- i. to have a particular result especially the one that you did not expect.
- j. to support something and prevent it from falling down.

E. Read the sentences carefully paying special attention to the words in bold, try to work out the meaning of the words in bold, write the definition of them.

1. Camera **pans row of** red brick houses.
2. Camera **pans in on** young man
3. **Close up**; we hear his thoughts.
4. Overhead **shot** of young man slouching in chair.
5. Camera **pans room**...decayed furniture.
6. ... back to the **close up of** young man as he listens to sounds heard in the house.
7. Camera follows him **Close up of** his hand as he discovers hairpins.
8. Camera **comes in on** young man...
9. Camera **pans in on** front of rooming house.

APPENDIX 5: The Questionnaire

Vocabulary Expansion Questionnaire

Dear Students,

This questionnaire is a part of a Master Thesis, which aims at finding out beliefs and experiences of preparatory class students of "English Language and Literature" and "American Culture and Literature" Departments at Istanbul University on vocabulary expansion through dramatic texts in foreign language learning.

This questionnaire includes 28 statements, ten of which are on learners' ways of vocabulary learning, three of which are on vocabulary expansion through different text types, fifteen of which are on the exercise types on the handout given to the students after reading the plays in the classroom.

The main goal of this study is to investigate the usefulness of *The Lexical Approach* in vocabulary studies through dramatic texts with the help of the students' experimenting the handout prepared according to *The Lexical Approach* on the plays, which are within the syllabus.

It is highly essential to read and answer all the questions carefully in order to increase the validity and reliability, and to get the best result concerning this study. I'd like to thank you in advance for your great help and contribution.

Thesis advisor: Prof. Dr. Şeyda Ozil

Asuman Birdal Cincioğlu

Istanbul University

Hasan Ali Yücel Faculty of Education

Foreign Languages Teaching Department

MA student

Lecturer at Istanbul University Foreign Languages Department

Information About The Student

Name _____

Age _____

Years of learning English _____

High School _____

Department _____

Present level of English _____

Vocabulary Expansion Questionnaire on Students

<i>Direction: Please, put a cross (X) that corresponds to your degree of agreement with the statements.</i> <i>Points per statement:</i> <i>[strongly agree =5, agree =4, neutral=3, disagree =2, strongly disagree = 1]</i>					Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
A. Ways of Vocabulary Learning										
1. I learn vocabulary items through seeing them (reading and studying course books, literary texts, newspapers, etc.)	()	()	()	()	()					
2. I learn vocabulary items through hearing them (watching TV, listening to music, talking to friends, etc.)	()	()	()	()	()					
3. I learn vocabulary items through doing tasks (vocabulary exercises/games, using word cards, making word maps, etc.)	()	()	()	()	()					
4. I prefer using monolingual dictionaries to bilingual ones.	()	()	()	()	()					
5. I regularly keep a vocabulary notebook.	()	()	()	()	()					
6. I record example sentence/s on my vocabulary notebook.	()	()	()	()	()					
7. I record the phonetic description of a word on my vocabulary notebook.	()	()	()	()	()					
8. I record the form of a word (grammar of a word) on my vocabulary notebook.	()	()	()	()	()					
9. I record different meanings of a word (denotation and connotation of a word) on my vocabulary notebook.	()	()	()	()	()					
10. I record lexical chunks (collocations, fixed/ semi-fixed expressions, etc.) on my vocabulary notebook.	()	()	()	()	()					
B. Vocabulary Expansion Through Different Text Types										
1. I think authentic texts (newspaper and magazine articles, advertisements, etc.) are more convenient for vocabulary expansion than non-authentic texts (written for language teaching such as graded readers, texts in course books, etc.)	()	()	()	()	()					
2. I prefer literary texts (novels, short stories, poems, plays) to non-literary authentic texts to expand my vocabulary range.	()	()	()	()	()					
Rank the following from 1 to 4 in order of your choice in terms of suitability in studying vocabulary, then state why you choose that order.										
like to learn vocabulary items through novels. () like to learn vocabulary items through short stories. () like to learn vocabulary items through poems. () like to learn vocabulary items through plays. () Why?..... 										
C. Experimenting Exercise Types on the Handout on the Plays										
I'm familiar with the exercise type	Exercise	Yes	No	I find it useful and practical to expand my vocabulary through the exercise type	Exercise					
	13. 1A	()	()		13. 1A	()	()	()	()	()
	14. 1B	()	()		14. 1B	()	()	()	()	()
	15. 1C	()	()		15. 1C	()	()	()	()	()
	16. 1D	()	()		16. 1D	()	()	()	()	()
	17. 1E	()	()		17. 1E	()	()	()	()	()
	18. 1F	()	()		18. 1F	()	()	()	()	()
	19. 1G	()	()		19. 1G	()	()	()	()	()
	20. 2A	()	()		20. 2A	()	()	()	()	()
	21. 2B	()	()		21. 2B	()	()	()	()	()
	22. 2C	()	()		22. 2C	()	()	()	()	()
	23. 3A	()	()		23. 3A	()	()	()	()	()
	24. 3B	()	()		24. 3B	()	()	()	()	()
	25. 3C	()	()		25. 3C	()	()	()	()	()
	26. 3D	()	()		26. 3D	()	()	()	()	()
27. 3E	()	()	27. 3E	()	()	()	()	()		

APPENDIX 6: The Statistical Results of the Research

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16
student 1	5	5	5	2	2	2	2	2	2	2	5	3	5	5	5	5
student 2	5	4	5	5	4	4	5	3	3	4	4	4	5	5	4	4
student 3	4	4	4	4	2	2	2	2	2	3	3	3	3	4	4	4
student 4	5	4	4	5	2	2	2	2	2	2	4	4	3	4	5	5
student 5	5	3	3	4	2	2	2	2	2	2	5	2	4	4	4	3
student 6	5	3	5	5	4	2	2	2	4	4	5	5	4	4	5	4
student 7	4	4	5	3	2	2	2	2	2	2	5	5	5	5	4	4
student 8	5	3	5	4	3	3	1	3	4	3	4	2	5	5	4	4
student 9	4	3	4	3	2	2	2	2	2	2	5	4	4	3	4	4
student 10	4	4	3	4	2	3	2	2	2	3	5	5	4	3	4	3
student 11	4	3	4	2	2	2	2	2	2	2	1	4	4	3	2	5
student 12	5	3	4	4	2	2	2	2	2	2	4	4	4	3	5	4
student 13	3	5	4	5	1	1	1	1	1	1	5	4	4	4	4	3
student 14	5	3	4	5	5	5	4	3	3	5	3	3	5	5	4	3
student 15	5	3	5	5	5	4	4	5	5	5	4	4	4	4	5	5
student 16	4	5	5	5	1	1	1	1	2	4	3	4	5	5	3	5
student 17	4	5	5	5	3	3	2	2	2	4	4	5	5	5	4	4
student 18	5	4	5	1	5	4	3	3	4	5	5	5	4	5	3	5
student 19	3	2	5	3	4	4	5	4	5	4	2	3	3	4	5	4
student 20	4	5	3	3	2	2	1	1	1	1	3	5	1	5	5	1
student 21	4	2	5	5	4	4	2	3	3	5	4	5	3	5	4	4
student 22	4	5	4	4	5	3	2	3	3	5	5	5	3	5	4	4
student 23	4	4	4	3	1	1	1	1	1	1	4	3	4	3	4	4
student 24	4	4	1	2	5	2	2	2	4	5	4	3	3	1	2	3
student 25	4	4	4	5	3	3	2	3	3	4	5	5	4	4	3	3
student 26	4	4	5	5	5	4	3	4	5	5	5	4	4	5	5	5
student 27	3	5	2	4	4	3	3	3	4	2	5	5	4	4	3	5
student 28	4	5	4	5	4	3	2	4	4	5	4	5	4	5	5	5
student 29	4	2	4	3	3	2	4	4		3	4	4	3	4	4	4
student 30	4	2	5	5	3	4	3	5	4	3	4	4	4	4	4	4
student 31	3	5	4	3	4	3	2	4	5	5	5	4	3	5	4	3
student 32	5	5	5	4	3	5	5	5	5	5	5	4	5	5	5	5
student 33	5	4	4	4	4	5	3	4	3	4	4	3	5	5	5	5
student 34	4	4	5	3	2	2	2	2	4	5	5	4	5	4	2	4
student 35	5	5	4	3	5	4	1	4	4	4	2	3	4	4	3	3
student 36	4	5	5	4	5	5	2	5	5	5	5	5	4	2	2	5
student 37	4	5	2	2	5	4	1	5	4	5	5	3	2	1	4	2
student 38	4	4	5	5	5	4	4	5	5	4	4	4	5	5	4	5
student 39	4	3	5		2	2	2	3	3	4	5	4	3	4	2	5
student 40	4	5	5	5	3	2	3	4	4	4	5	5	2	2	1	5
student 41	5	4	4	4	5	4	3	5	4	4	4	5	4	3	3	4
student 42	5	2	4	5	4	2	1	4	4	3	2	5	4	4	4	4
student 43	5	5	5	4	4	4	4	4	4	5	3	4	5	5	4	4
student 44	5	4	5	4	3	3	2	4	3	3	3	5	4	3	4	3
student 45	4	2	5	4	5	5	1	3	3	4	5	4	5	5	5	5
student 46	4	3	5	5	5	5	4	5	4	5	3	4	5	5	4	3
student 47	4	3	5	4	5	5	5	4	4	2	4	5	3	4	3	4
student 48	4	5	3	3	4	3	3	4	3	5	3	4	5	3	2	3
student 49	5	4	4	4	5	4	4	5	5	5	3	5	4	5	5	5
student 50	5	5	3	3	5	4	3	4	4	5	5	4	4	5	4	5

	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	E13	E14	E15	E16	E17
tudent 1	5	5	5	5	5	5	5	5	5	5	5	1	1	1	1	1
tudent 2	5	5	4	4	5	4	5	5	4	4	5	1	1	1	1	1
tudent 3	4	4	4	4	4	4	3	4	4	4	4	1	1	1	1	1
tudent 4	4	4	3	4	4	4	4	4	4	5	4	1	1	1	1	1
tudent 5	4	4	3	4	4	4	4	4	4	5	4	1	1	1	1	1
tudent 6	4	5	5	5	4	5	4	5	5	5	4	1	1	1	1	1
tudent 7	4	4	5	5	5	5	4	5	5	5	5	1	1	1	0	1
tudent 8	4	4	4	4	5	3	3	3	4	4	4	1	1	1	1	1
tudent 9	4	4	4	4	4	4	4	4	4	4	4	1	1	1	1	1
tudent 10	4	4	4	4	4	4	4	3	4	4	4	1	1	1	1	1
tudent 11	5	3	2	3	4	1	4	4	3	3	4	1	1	1	1	1
tudent 12	4	4	4	3	4	5	4	4	5	5	4	1	1	1	1	1
tudent 13	5	5	5	4	5	4	5	4	5	5	4	1	1	1	1	1
tudent 14	4	4	4	3	3	4	5	5	4	5	3	1	1	1	1	0
tudent 15	4	4	3	4	4	4	3	4	4	4	4	1	1	1	1	1
tudent 16	4	5	5	3	4	4	3	4	4	5	5	1	1	1	1	1
tudent 17	5	5	5	5	5	5	5	5	4	4	4	1	1	1	1	1
tudent 18	4	5	5	5	4	5	3	3	4	5	4	1	1	1	1	1
tudent 19	4	4	3	3	3	2	3	1	3	4	3	1	1	1	1	1
tudent 20	5	5	5	5	5	1	1	1	1	5	1	0	1	1	1	0
tudent 21	4	5	4	4	5	2	2	3	5	5	4	0	1	1	0	1
tudent 22	4	5	4	4	5	2	2	3	5	5	4	0	1	1	0	1
tudent 23	5	5	4	2	3	3	2	2	4	5	4	1	0	1	1	1
tudent 24	2	4	3	4	4	4	2	1	4	2	2	1	1	1	1	1
tudent 25	2	3	3	4	4	5	3	3	3	4	4	1	1	1	1	1
tudent 26	4	4	5	4	4	5	4	5	5	5	4	1	1	1	1	1
tudent 27	2	2	3	4	2	2	3	4	3	3	3	1	1	1	1	0
tudent 28	4	4	5	4	4	5	4	5	5	5	4	1	1	1	1	1
tudent 29	4	4	4	4	4	4	4	4	4	4	4	0	0	1	1	1
tudent 30	4	1	4	4	5	2	4	3	4	4	4	0	0	1	1	0
tudent 31	4	4	3	2	3	4	5	2	4	3	3	1	1	1	1	1
tudent 32	4	4	5	3	5	5	5	5	3	5	4	1	1	1	1	1
tudent 33	5	5	5	4	4	4	5	5	4	5	5	0	1	1	1	1
tudent 34	4	5	3	4	2	3	2	3	4	4	3	1	1	1	1	1
tudent 35	2	5	4	4	5	4	2	5	3	4	3	1	1	1	1	1
tudent 36	2	5	4	3	4	1	3	5	2	4	3	1	1	1	0	1
tudent 37	4	5	1	2	2	2	5	2	2	4	4	0		1	0	1
tudent 38	5	3	5	5	3	4	5	5	4	5	5	1	1	1	0	1
tudent 39	4	5	4	3	5	2	1	4	4	3	4	1	1	1	0	1
tudent 40	4	5	3	5	3	3	3	1	4	4	3	1	1	1	0	0
tudent 41	4	5	3	5	5	5	4	4	3	4	3	1	1	1	0	0
tudent 42	4	4	4	4	4	5	3	5	4	5	5	1	1	1	1	1
tudent 43	5	3	4	5	3	5	3	5	4	4	4	0	1	1	0	1
tudent 44	3	4	5	4	3	4	3	3	4	4	4	0	0	1	1	1
tudent 45	4	4	4	3	5	3	4	5	5	5	2	1	1	1	1	1
tudent 46	4	5	4	4	5	5	3	4	5	5	5	1	1	1	1	1
tudent 47	2	5	4	3	4	3	5	4	3	5	4	1	1	1	1	1
tudent 48	3	5	4	5	3	2	5	5	4	5	5	1	1	1	0	1
tudent 49	5	5	4	5	4	5	3	5	4	5	4	1	1	1	1	1
tudent 50	3	5	5	3	4	3	5	3	4	5	3	1	1	1	1	1

	E18	E19	E20	E21	E22	E23	E24	E25	E26	E27
Student 1	1	1	1	1	1	0	1	1	1	1
Student 2	1	1	1	1	1	0	1	1	1	1
Student 3	1	1	1	1	1	1	1	1	1	1
Student 4	1	1	1	1	1	1	1	1	1	1
Student 5	1	1	1	1	1	1	1	1	1	1
Student 6	1	1	1	1	1	0	1	1	1	1
Student 7	1	1	0	1	1	0	1	1	1	1
Student 8	1	1	1	1	1	0	1	0	1	1
Student 9	1	1	1	1	1	0	1	1	1	1
Student 10	1	1	1	1	0	0	1	1	1	1
Student 11	1	1	1	1	1	1	1	1	1	1
Student 12	1	1	1	1	1	0	1	1	1	1
Student 13	1	1	1	1	1	0	1	1	1	1
Student 14	1	1	1	1	1	0	1	0	1	1
Student 15	1	1	1	1	1	0	1	1	1	1
Student 16	1	1	0	1	0	0	1	0	1	1
Student 17	1	1	0	1	0	0	1	0	1	1
Student 18	1	1	1	1	1	0	0	0	1	1
Student 19	1	1	1	1	0	0	0	1	1	1
Student 20	1	1	1	1	0	0	0	0	1	0
Student 21	1	1	1	1	0	0	0	1	1	1
Student 22	1	1	1	1	0	0	0	1	1	1
Student 23	1	1	0	0	0	0	0	1	1	1
Student 24	1	1	1	1	1	0	1	1	1	1
Student 25	1	1	1	1	1	0	1	1	1	1
Student 26	1	1	1	1	1	0	1	1	1	0
Student 27	0	1	1	0	0	0	0	0	1	0
Student 28	1	1	1	1	1	0	1	1	1	0
Student 29	1	1	0	1	0	1	1	1	1	1
Student 30	1	0	0	0	0	1	0	0	0	1
Student 31	1	1	1	1	1	0	0	0	1	1
Student 32	1	1	1	1	1	0	1	1	1	0
Student 33	1	1	0	0	0	1	0	1	0	1
Student 34	1	1	1	1	1	1	1	1	1	0
Student 35	0	1	1	0	1	0	1	0	1	1
Student 36	1	1	0	1	0	0	1	0	1	1
Student 37	0	0	0	0	0	1	1	0	1	0
Student 38	1	1	1	0	0	1	1	0	1	1
Student 39	0	1	0	0	0	0	1	0	1	1
Student 40	1	1	1	1	0	0	1	0	1	1
Student 41	0	1	1	1	0	0	1	0	1	1
Student 42	1	1	1	0	1	1	1	1	1	1
Student 43	0	1	1	0	0	0	1	0	1	1
Student 44	1	1	0	1	0	0	1	0	1	1
Student 45	1	1	1	0	1	1	1	1	1	1
Student 46	1	1	1	0	0	1	1	1	1	1
Student 47	1	1	1	1	1	1	1	1	1	1
Student 48	1	1	1	0	1	0	1	0	1	1
Student 49	1	1	1	1	1	1	1	1	1	1
Student 50	1	1	1	1	1	1	1	1	1	1