

**THE EFFECTS OF  
PRESENTING VOCABULARY IN DIFFERENT SETS  
ON THE STUDENTS' PRODUCTIVE VOCABULARY KNOWLEDGE**

**Esra DEMİR**

**(Yüksek Lisans Tezi)**

**Eskişehir, 2016**

**THE EFFECTS OF  
PRESENTING VOCABULARY IN DIFFERENT SETS  
ON THE STUDENTS' PRODUCTIVE VOCABULARY KNOWLEDGE**

**ESRA DEMİR**

**MA THESIS  
English Language Teaching Programme  
Advisor: Assist. Prof. Mine DİKDERE**

**Eskişehir  
Anadolu University  
Institute of Educational Sciences  
June, 2016**

**KELİMELERİN FARKLI SETLERLE ÖĞRETİMİNİN ÖĞRENCİLERİN  
ÜRETMEYE DAYALI KELİME BİLGİSİ ÜZERİNE ETKİSİ**

**ESRA DEMİR**

**YÜKSEK LİSANS TEZİ  
İngiliz Dili Eğitimi Anabilim Dalı  
Danışman: Yard. Doç. Dr. Mine DİKDERE**

**Eskişehir  
Anadolu Üniversitesi  
Eğitim Bilimleri Enstitüsü  
Haziran, 2016**

## JÜRİ VE ENSTİTÜ ONAYI

Esra DEMİR'in "The Effects of Presenting Vocabulary in Different Sets on the Students' Productive Vocabulary Knowledge" başlıklı tezi 10.06.2016 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

**Adı-Soyadı**

**İmza**

Üye (Tez Danışmanı) : Yard.Doç.Dr. Mine DİKDERE

Üye : Prof.Dr. Zülal BALPINAR

Üye : Prof.Dr. İlknur KEÇİK

Üye : Prof.Dr. Gülsev PAKKAN

Üye : Yard.Doç.Dr. Hülya İPEK

13/06/2016

## **ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ**

Bu tez/proje çalışmasının bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumunda bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilmeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan bilimsel intihal tespit programıyla tarandığını ve hiçbir şekilde intihal içermediğini beyan ederim.

Her hangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.

*ESRA DEMİR*

13/06/2016

## ETİK İLKE VE KURALLARA UYGUNLUK TAAHHÜTNAMESİ

Anadolu Üniversitesi Bilim Etiği Kılavuzunu okuduğumu ve anladığımı; lisansüstü çalışmalarım boyunca bu kılavuzda belirtilen hususlara uyacağımı; çalışmalarım kapsamında kendi başıma ve/veya başkalarıyla birlikte yürüteceğim anket, görüşme, gözlem, alan araştırması, uygulama ve inceleme, vb. etkinliklerde sağlık, güvenlik, insan hakları, mevcut mevzuat hükümleri, hukukun genel ilkeleri ve etik ilkeleri ihlal etmeyeceğimi; etik açıdan tereddüt yaratan gelişmeleri en kısa zamanda Anadolu Üniversitesi Etik Kuruluna bildireceğimi kabul ve taahhüt ederim.

EOKA DEMİR

**Kayıtlı olunan Program:** İngiliz Dili Eğitimi Anabilim Dalı, İngilizce Öğretmenliği

Tezli Yüksek Lisans

**Çalışmanın Adı:** Kelimelerin Farklı Setlerle Öğretiminin Öğrencilerin Üretmeye Dayalı Kelime Bilgisi Üzerine Etkisi

**Çalışmanın Türü:** Tez

**Danışmanın Adı-Soyadı:** Yard. Doç. Mine DİKDERE

**Danışmanın Adresi:** Eğitim Fakültesi - Anadolu Üniversitesi

**Telefon (İş/Cep):** 05333304240

**E-posta:** minedikdere@gmail.com

## YÜKSEK LİSANS TEZ ÖZÜ

### KELİMELERİN FARKLI SETLERLE ÖĞRETİMİNİN ÖĞRENCİLERİN ÜRETMEYE DAYALI KELİME BİLGİSİ ÜZERİNE ETKİSİ

ESRA DEMİR

İngiliz Dili Eğitimi Anabilim Dalı

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, 2016

Danışman: Yard. Doç. Mine DİKDERE

Bu çalışma kelimelerin anlamca bağlantısız ya da bir tema etrafında dönen kelime grupları içinde öğretilmesinin, öğrencilerin algıya ve üretmeye yönelik kelime kazanımları üzerine etkisini araştırmak için yapılmıştır. Çalışma Ula Atatürk Orta Okulundan 35 öğrenci üzerinde uygulanmıştır. Katılımcıların hepsi 7. sınıf öğrencileridir. Çalışmaya başlamadan önce anlamca bağlantısız ve bir tema etrafında dönen kelime grupları oluşturulmuştur.

Kelimeler iki farklı grup üzerinde seçmeli İngilizce ders saatlerinde öğretilmiştir ve bu uygulama 5 hafta sürmüştür. Her derste 8 kelime öğretilmiştir ve her set 2 farklı kelime grubundan oluşmaktadır. Örneğin bir tema etrafında dönen kelime setinin içinde 'parti' ve 'çevre' temalı iki farklı set öğretilirken anlamca bağlantısız kelime setinin içinde 'set 1' ve 'set 2' olarak iki farklı kelime grubu öğretilmiştir. Böylece her kelime grubu altında öğrencilere toplam 16 kelime öğretilmiştir.

Kelimeler öğretilmeye başlanmadan önce, öğrencilerin öğretilecek kelimeleri bilip bilmediklerini ölçmek amacı ile ön test verilmiştir. Bu ön testin analiz sonuçlarına göre öğrencilerin bildiği kelimeler gruplarından çıkarılmış, kelime grupları yeniden düzenlenmiştir. Her bir kelime grubu iki ders saati

içinde öğretilmiş ve bunun ardından öğrencilere o derste öğrendikleri kelimelerle ilgili algıya dayalı ve üretmeye dayalı etkinlik yaptırılmıştır. Dersin sonunda öğrencilere üretmeye dayalı ve algıya dayalı olmak üzere 2 son test dağıtılmıştır. Aynı testler 3 hafta sonra gecikmeli test olarak yeniden öğrencilere dağıtılmıştır.

Araştırmada son test verilerine göre elde edilen bulgularda yeni kelimeleri iki farklı set içinde öğrenmenin algıya dayalı kelime kazanımında istatistiksel olarak bir fark yaratmadığı görülmüştür. Fakat üretmeye dayalı kelime öğreniminde, anlamca bağlantısız kelime setinin bir tema etrafında dönen kelime setine göre daha fazla kelime kazancına yol açtığı görülmüştür.

Araştırmada gecikmeli test verilerine göre elde edilen bulgular incelendiğinde yeni kelimeleri iki farklı set içinde öğrenmenin hem algıya dayalı hem de üretmeye dayalı kelime kazanımlarında istatistiksel olarak bir fark yarattığı ortaya çıkarılmıştır. Anlamca bağlantısız kelime setinin bir tema etrafında dönen kelime setine göre daha fazla kelime kazancına yol açtığı görülmüştür.

Sonuç olarak bu çalışmada yeni kelimeleri anlamca bağlantısız kelime setleri içinde öğrenmenin bir tema etrafında dönen setler içinde öğrenmeye göre hem algıya hem de üretmeye dayalı kelime kazanımı göz önünde bulundurulduğunda daha başarılı olduğu ortaya çıkmıştır.

**Anahtar Kelimeler:** Yabancı Dilde Kelime öğretimi, Tema Etrafında Dönen Kelime Grupları, Anlamca Bağlantısız Kelime Grupları, Algıya Dayalı Kelime Bilgisi, Üretmeye Dayalı Kelime Bilgisi

**M.A. THESIS ABSTRACT**

THE EFFECTS OF

PRESENTING VOCABULARY IN DIFFERENT SETS

ON THE STUDENTS' PRODUCTIVE VOCABULARY KNOWLEDGE

ESRA DEMİR

Anadolu University

Institute of Educational Sciences

English Language Teaching Programme

Advisor: Assist. Prof. Mine DİKDERE

This study was aimed to find out the effects of presenting new vocabulary in thematically related sets and unrelated sets on the receptive and productive vocabulary gains of the students. In other words, here which set led to more receptive and productive gain was investigated through immediate and delayed post test results. The research was carried out with 35 seventh graders during their elective English lessons in Atatürk Middle School. Before starting the treatment the target words were identified carefully and the thematically related and unrelated sets were arranged with essential criteria in mind.

The target words were taught to two different groups of students during their two class hours elective English lessons. The treatment lasted for 5 weeks. Each set was consisted of 16 new words and these 16 words were taught in two separate groups. For example thematically related set was consisted of 'party'

and 'environment' vocabulary sets whereas the unrelated set included 'set 1' and 'set 2'.

Before teaching, the words were pretested in order to find whether the students knew the words or not. According to the pre-test analysis, necessary editing was done with the sets. 8 words were taught at a time and each set was taught in two class hour. After presenting the new words, receptive and productive practises were done. At the end of the lessons, two immediate post tests were given to the students; one to measure receptive vocabulary knowledge and one to measure the productive vocabulary knowledge. The same tests were given as delayed post-tests 3 weeks later.

According to the findings revealed by the immediate post test results, there was no significant difference between the vocabulary sets when the receptive vocabulary gain of the students was considered. But, when the productive vocabulary gain of the students was considered it was seen that the unrelated set led to more vocabulary gain.

According to the findings revealed by the delayed post test results, there was a significant statistical difference between the vocabulary sets when the receptive and productive vocabulary gain of the students was considered. It could be concluded that the unrelated set led to more receptive and productive vocabulary gain.

In conclusion, presenting vocabulary in unrelated set was found to be more effective than presenting vocabulary in thematically related set.

**Key words:** Foreign Language Vocabulary Teaching, Thematically Related Sets, Unrelated Sets, Receptive Vocabulary Knowledge, Productive Vocabulary Knowledge

## ACKNOWLEDGEMENTS

**I dedicate this thesis to my precious daughter,**

**Bade DEMİR**

I would like to sincerely acknowledge all the people who have assisted me since the very beginning of my study. However, I would especially like to thank the following individuals.

First, I would like to express my gratitude to my thesis advisor, Assist. Prof. Mine Dikdere, for her invaluable guidance, encouragement, and support. She has always been modest and helpful. Without her friendly attitude, it would not be possible to complete my dissertation. I was far away from her but she still returned her feedback through emails. Being one of her advisees and students is a real privilege for me!

Next, I owe a great thank to Prof. Dr. Zülal Balpınar. If she didn't stand by me, I would not be able to complete my dissertation. I appreciate her support and guidance a lot.

Then, I would like to thank to Prof. Dr. İlknur Keçik, she was always lovely and smiling. She returned my feedback through emails even though she was very busy.

Moreover; I would like to thank Assist. Prof. Ali Merç a lot because he helped me so much with his supportive feedback while I was preparing my testing materials, which had a vital importance for this study.

I would like to express my appreciation to Assist. Prof. Dr. Güler Göçen, from Muğla Sıtkı Koçman University, for her precious guidance in the statistical analysis presented in this dissertation.

I would also like to state that I am so thankful for my committee members; Prof. Dr. Gülsev Pakkan and Assist. Prof. Hülya İpek, for their time and precious recommendations. Thank you so much for all your sincere comments and constructivist criticism.

Moreover, I owe a great thank to my dear and helpful colleague, Mehmet Saraç in Gebze. He supported and encouraged me throughout the procedure and tried to help me whenever I needed with such a great kindness, no matter how far he was.

Special thanks must be given to my loving mother, Perihan Sarıbaş who believed in me all the time and took care of my daughter while I was dealing with my thesis.

Finally, my deepest gratitude goes to my loving husband Ahmet Demir, and our beloved daughter Bade Demir, who have always backed me up and stood by me whenever I needed.

## Table of Contents

TITLE (ENGLISH) .....	ii
TITLE (TURKISH).....	iii
JÜRİ ve ENSTİTÜ ONAYI.....	iv
YÜKSEK LİSANS TEZ ÖZÜ.....	v
M.A. THESIS ABSTRACT.....	vii
ACKNOWLEDGEMENTS.....	ix
ÖZGEÇMİŞ.....	xi
LIST OF TABLES and FIGURES .....	xvi

### CHAPTER 1: INTRODUCTION

1.1. Introduction.....	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study.....	5
1.4. Significance of the Study.....	5
1.5. Research Questions.....	7
1.6. Definitions.....	8

### CHAPTER 2: LITERATURE REVIEW

2.1. Introduction.....	10
------------------------	----

2.2. The Importance of Vocabulary In Language Teaching.....	11
2.3. What is a word?.....	12
2.3.1. Tokens vs. Types.....	13
2.3.2. Lemmas vs. Word Families.....	14
2.3.3 Function Words vs. Content Words.....	14
2.4. Knowing a word.....	15
2.4.1 Receptive vs. Productive Knowledge of a Word.....	17
2.5. Vocabulary Teaching.....	20
2.5.1. Explicit Vocabulary Teaching.....	21
2.5.2 Vocabulary Practice.....	24
2.6. Assessing Vocabulary.....	27
2.6.1. Partial - to - precise dimension.....	27
2.6.2. Depth dimension.....	28
2.6.3. Productive Vocabulary Knowledge.....	29
2.7. Vocabulary Sets.....	31
2.7.1 Semantically Related Sets.....	32
2.7.2. Thematically Related Sets.....	33
2.7.3. Unrelated Sets.....	33
2.7.4. Previous Studies.....	36

## **CHAPTER 3: METHODOLOGY**

3.1. Research Design.....	41
3.2. Subjects.....	44
3.3. Target Vocabulary.....	45
3.4. Lesson Plans.....	48
3.5. Instruments.....	50
3.5.1. Pre-test.....	50
3.5.2. Post-test (Immediate and Delayed Tests.....	51
3.6. Data Collection.....	53
3.7. Data Analysis.....	54

## **CHAPTER 4: RESULTS and DISCUSSION**

4.1. Introduction.....	56
4.2. Analysis of the Immediate and Delayed Post Test Scores of Thematically Related and Unrelated Set.....	57
4.3. Analysis of the Immediate and Delayed Post Test Scores of Thematically Related and Unrelated Set; Related to the Receptive Vocabulary Knowledge.....	57
4.3.1. Findings related to the First Research Question (1a).....	57

4.3.2. Findings related to the Research Question (1b).....	60
4.4. Analysis of the Immediate and Delayed	
Post Test Scores of Thematically Related and Unrelated Set,	
Related to the Productive Vocabulary Knowledge.....	63
4.4.1. Findings related to the Second Research Question (2a).....	63
4.4.2. Findings related to the Research Question (2b).....	66
4.5. Comparison of Immediate and Delayed Post Test Results.....	68
4.6. Discussion.....	72
<b>CHAPTER 5: CONCLUSION</b>	
5.1. Summary of the Study.....	79
5.2. Conclusion.....	81
5.3. Implications of the Study.....	82
5.4. Suggestions for the Further Research.....	83
<b>REFERENCES.....</b>	<b>85</b>
<b>APPENDICES.....</b>	<b>95</b>

## LIST OF TABLES AND FIGURES

Table 1. Outline of the Study.....	43
Table 2. Words in Thematically Related Set.....	47
Table 3. Words in the Unrelated Set.....	48
Table 4. Descriptive Statistics of the Scores of the Immediate Post Tests Related to the Receptive Vocabulary Gain.....	58
Table 5. Shapiro-Wilk Test for the Scores of the Immediate Post Tests Related to the Receptive Vocabulary Gain.....	59
Table 6. The Wilcoxon Signed Ranks Test for the Immediate Post Test Scores Related to the Receptive Vocabulary Gain.....	59
Table 7. Descriptive Statistics for the Scores of the Delayed Post Tests Related to the Receptive Vocabulary Gain.....	60
Table 8. Shapiro-Wilk Test for the Scores of the Delayed Post Tests Related to the Receptive Vocabulary Gain.....	61
Table 9. The Wilcoxon Signed Ranks Test for the Delayed Post Test Scores Related to the Receptive Vocabulary Gain.....	62

Table 10. Descriptive Statistics of the Scores of the Immediate	
Post Tests Related to the Productive Vocabulary Gain.....	63
Table 11. Shapiro-Wilk Test for the Scores of the Immediate	
Post Tests Related to Productive Vocabulary Gain.....	64
Table 12. The Wilcoxon Signed Ranks Test for the Immediate	
Post Test Scores Related to the Productive Vocabulary Gain.....	65
Table 13. Descriptive Statistics for the Scores of the Delayed	
Post Tests Related to the Productive Vocabulary Gain.....	66
Table 14. Shapiro-Wilk Test for the Scores of the Delayed	
Post Tests Related to the Productive Vocabulary Gain.....	67
Table 15. The Wilcoxon Signed Ranks Test for the Delayed	
Post Test Scores Related to the Productive Vocabulary Gain.....	68
Table 16. The Wilcoxon Signed Ranks Test for the Immediate and	
Delayed Post Test Scores Related to the	
Receptive Vocabulary Gain.....	69
Table 17. The Wilcoxon Signed Ranks Test for the Immediate and	
Delayed Post Test Scores Related to the	
Productive Vocabulary Gain.....	70

Table 18. Immediate and Delayed Post Test Scores of the Thematically Related and Unrelated Sets, Related to both Receptive and Productive Vocabulary Gain.....	71
Figure. 1. What is involved in knowing a word?.....	16
Figure 2. Operationalized Relations under a Three-Dimensional Framework.....	31

# CHAPTER 1

## INTRODUCTION

### 1.1. Introduction

Vocabulary knowledge has been regarded to play a very important role in foreign language learning process. It is assumed that vocabulary is the main component of the language and determines how well the learners speak, write, and read in that language (Carter and McCarty, 1996). As Lewis (1993) claims "vocabulary is the core and heart of a language" (p.89).

About the importance of vocabulary, Wilkins (1972) has a well-known saying that "while without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (p. 111). Consequently, it is crucial for teachers to develop effective vocabulary teaching methods in their classroom. Keeping these views in mind, most teachers spend much time on teaching vocabulary to their students. Furthermore; Laufer and Hulstijn (2001) report that all language learners are really aware of the fact that learning a target language involves the learning of large numbers of words. Horwitz (1988) has found that most of the students shared the same idea that learning vocabulary is the most crucial part of learning a foreign language. As a result of that, many learners spend a great deal of time on trying to memorize vocabulary (Read, 2000). Schmitt (2010) supports this view by saying that "learners carry around dictionaries and not grammar books." (p.4)

The studies above show that both the teachers and the students are aware of the fact that vocabulary knowledge has a great role in the language learning process because as Nation (2001) states "Vocabulary is not an end in

itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform". For this reason, second language vocabulary acquisition has been the focus of an increasing number of studies in EFL and ESL.

As Nation (1990) suggests there are many ways and methods of vocabulary teaching. Undoubtedly, some techniques have strong and longitudinal effects on the language learners while some others do not. Moreover; it is also very well known that each person is an individual and prefers a different technique while learning (Pachler and Field, 1997). As language teachers, we, are aware that we must make decisions all the time (Larsen, Freeman, 1986). Therefore, it is the researchers' duty to find out the efficacy of these techniques and by analysing the findings, to suggest and provide solutions to some common problems in the field.

## **1.2. Statement of the Problem**

Vocabulary learning is a very important factor in second language acquisition (Laufer & Sim, 1985). Learners have to learn hundreds of words at a minimum so that they are able to communicate in the foreign language at a very basic level. Increasing vocabulary knowledge of novice second language learners may help them communicate more effectively and understand a large amount of input from the target language. As Nation (2008) suggests "A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform." Vocabulary has been found to predict the success in reading, listening, writing and also speaking (Hilton, 2008, Yu, 2010). Especially, the interference between receptive and productive vocabulary use has been

receiving a growing interest in the field of second language research (see Fan 2000; Laufer, 1998; Webb,2005).

In Turkey, especially in the State Schools, the time allocated for teaching English is very limited since the classroom is the only place where the students are exposed to the target language. Using beneficial and appropriate methods and techniques in accordance with young language learners' learning features can make this limited time effective in language teaching environment. At this point, Sari (2014) has conducted a recent study about the language learning difficulties in Turkey and she has found out that one of the most important problems that the participants faced is that the students can't comprehend the content of the English lesson clearly and they see the lack of vocabulary as the most important problem (p.53). Moreover, in her research she concludes that in order to enable students understand English lessons, more activities should be included to improve their vocabulary knowledge and commit the words to their memories (Sari, 2014, p.60). So finding a beneficial technique in vocabulary teaching plays a crucial role in language teaching.

In the literature, many vocabulary teaching techniques have been suggested and plenty of research has been conducted on how to teach vocabulary. But there are still some issues that the researchers haven't reached an agreement. Teaching vocabulary in thematically related sets or unrelated sets is one of them.

A thematically related set includes the words that evolve around a theme with different parts of speech (Thinkam, 1997). Tinkham (1997) gives "frog, pond, hop, swim, green, and slippery" as an example of thematically related set whose theme is 'frog' (p.141).

The other set is unrelated set which consists of words that don't have any meaning relation with each other (Tinkham, 1997). A group of words such as "book, watch, muffin and fix" can be defined as an unrelated set of vocabulary.

There are some researchers who state that vocabulary should be presented in thematically related sets (Tinkham, 1997; Thornbury, 2002; McCarthy, 2010). In his study, Tinkham (1997) states that thematically related sets are easier to learn. Moreover, Özlü (2009) concludes in her research that thematically related set leads to more vocabulary gain in the long-term retention. Nonetheless, in his study, Hedge (2000) supports the idea that when the students are taught the new words in thematically related sets, this still hinders their learning as it is the case in semantically related sets. Nation (1990) describes the interference theory and suggests the teachers not to teach the words together, which have similar meanings.

When it comes to unrelated sets, they also have some supporters. Furthermore, when we consider the interference theory, undoubtedly, the unrelated sets can be easier to learn. Thinkam (1993, 1997), Waring (1997), Finkbeiner and Nicol (2003), Erten and Tekin (2008), Papathanasiou (2009) and Özlü (2009) carried out studies comparing these vocabulary sets and their results support that unrelated sets lead to more vocabulary gain than semantically related sets. However, the previous study also suggest the idea that unrelated set leads to less vocabulary gain than thematically related sets.

Up to this point, the problem is that there is still no consensus about whether the teachers or the course books should present the new vocabulary in thematically related sets or unrelated sets when the productive vocabulary gain of the students is considered. In the previous research the effects of the various types of sets on receptive vocabulary knowledge are compared whereas the

studies that looked for the effects of those sets on the productive vocabulary knowledge are insufficient for many reasons. With this question in mind, the present study found out the effects on productive as well as receptive gain of the students by grouping words in two different sets, namely; thematically related and unrelated sets.

### **1.3. Purpose of the Study**

As there is lack of research on this issue especially when taking into consideration the range of participants involved, the words aimed to teach and their effect on the productive vocabulary knowledge; this study aims to investigate whether the presentation of new vocabulary in thematically related sets or unrelated sets makes any difference in the receptive and productive vocabulary gains of the 7<sup>th</sup> grade secondary school students.

### **1.4. Significance of the Study**

Though there have been plenty of studies carried out in the area of vocabulary teaching, whether we should teach vocabulary in sets needs to be studied when their effects on productive vocabulary gain are considered. Some of the previous studies conducted on vocabulary sets were carried out with artificial words under laboratory conditions. They weren't carried out with real words in a real classroom by using the vocabulary presentation techniques. In the studies of Tinkham (1997) and Waring (1997) the researcher took the students into his office one by one and asked them to memorize the artificial words by repeating the L1 words and their corresponding artificial language word. Waring (1997) admitted that these studies had design problems and were

highly controlled for the bias of the researcher, not the learner. The results might not apply to a real classroom if a research is tightly controlled (Waring, 1997). Hence, if the vocabulary is taught in a real classroom by using vocabulary teaching techniques, the results may differ. Moreover, Tinkham (1997) states that further research can be conducted with more word sets and also he concludes that the evaluation of his research is just for the short term effects; however, the long term effects of learning vocabulary in different vocabulary sets should be investigated.

In consideration of the suggestions of these researchers, Erten and Tekin (2008) carried out a research in the real classroom and they tried to find if there is a learning difference between semantically related sets and unrelated sets. However, they didn't include thematically related sets. Also, their subjects were primary school students. After this research another study was conducted by Evagelia Papathanasiou in 2009, in order to compare semantically related sets and unrelated sets. She carried out this study with both adult learners and young learners and taught real words in the procedure. However, Papathanasiou (2009) admits that her study only focuses on the receptive use of the vocabulary and suggests for further research that aims to find out the effects on productive use of vocabulary. Özlü (2009) carried out a study to explore whether the presentation of new words in semantically related sets, thematically related sets or unrelated sets makes difference in receptive vocabulary gain for the elementary level university students. At the end of her research, she admits that her study has been conducted with relatively small number of participants and suggests conducting another study with large number of younger participants, moreover; she accepts that there is still a need for a research that examines the effects of different vocabulary sets on the productive vocabulary knowledge.

When the literature reviewed, it can be concluded that Özlü (2009) compared three kinds of vocabulary sets in one study, however; she only looked for the effects of different sets on receptive vocabulary knowledge. In addition, her participants were university students. As it has been proved that the semantically related sets were the least remembered set among the others, in this study only thematically related and unrelated sets were included. In sum, as suggested in the previous studies, the effects of teaching vocabulary in thematically related sets and unrelated sets on both receptive and productive vocabulary gain were looked for . Furthermore, a different age group of participants, 7<sup>th</sup> grade EFL students were included in this study.

### **1.5. Research Questions**

As mentioned above, in this study the purpose is to investigate which set leads to more receptive and productive vocabulary gain for the young learners. To reach this aim, the following questions are tended to be answered:

1) Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in receptive vocabulary gain considering;

a) the immediate post test results?

b) the delayed post test results?

2) Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in productive vocabulary gain considering;

a)the immediate post test results?

b)the delayed post test results?

## 1.6. Definitions

In the past many researchers conducted studies in order to compare the effects of new vocabulary presentation techniques. However, the tests used differed from one another (see Tinkham, 1997, Waring, 1997, Erten and Tekin 2008, Özlü, 2009, Papathanasiou, 2009). For instance, some of them used 'matching with pictures' tests (see Erten and Tekin, 2008), some of them used 'matching with the definitions' tests (see Özlü, 2009 ) whereas some of them used 'L2-L1 translation' tests (see Tinkham, 1997, Papathanasiou, 2009) to measure the gain of the students' receptive vocabulary knowledge. Also this was the same case when we considered the productive vocabulary knowledge.

Read (2000) points out that not all researchers define the receptive-productive dichotomy in the same way. For example Waring (1997) assumes the receptive vocabulary knowledge as the ability to give a specific first language (L1) translation of the second language (L2) word and the productive knowledge as the ability to give a specific L2 corresponding of an L1 word. However, in Webb's (2008) study, receptive vocabulary knowledge is described as the ability to recognise the form of a word and to define or find a synonym for it, while productive vocabulary knowledge is accepted as the ability to recall the form and meaning of a foreign language word. Moreover, Nation (2001) suggests that receptive and productive vocabulary knowledge of a word should cover all the aspects of what is included in knowing word.

When the literature has been reviewed, it can be seen that there has been no agreed definitions of receptive and productive vocabulary knowledge. For this reason, we needed to be clear about what we meant when we said receptive vocabulary knowledge or productive vocabulary knowledge in the research because this issue also determined our testing instruments.

**Receptive vocabulary knowledge:** Knowledge of recognizing an L2 word and recalling its meaning. Prototypically: being able to match the new words with their pictures

**Productive Vocabulary Knowledge:** Knowledge of applying the new word appropriately to fit into a context in writing and speaking. Prototypically: Being able to write the appropriate L2 word in the blanks by using the contextual clues in a sentence.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Introduction

Word knowledge plays a crucial role in language acquisition, and second language (L2) learners have to acquire a substantial vocabulary in order to achieve competency in all L2 skills (Hinkel 2006). In this context, the interest in the nature of word knowledge and its learning process has been increasing in the past decades. Vocabulary development has been studied in many different contexts, focusing on its different dimensions that can be varied from passive to active, from incidental to explicit and from learning to acquisition. After having been ignored for a long time in the past, vocabulary is now widely recognized (Schmitt, 2010). The publication of several works proved that vocabulary teaching has become of age lately (Carter and McCarthy, 1996: 46). Schmitt (2010) states that many effective books focusing on vocabulary were published (Bogaards and Laufer, 2004; Folse, 2004; Nation, 1990, 2001; Schmitt and McCarthy, 1997). Also, many research articles focusing on vocabulary issues were written (Schmitt, 2010). Bogaards and Laufer (2004) writes the latest research themes as:

the construct of vocabulary knowledge, e.g. the distinction between receptive and productive knowledge, and between knowledge and use, the relationship between vocabulary knowledge and language proficiency, particularly in respect to reading; the role of word frequency in vocabulary learning, e.g. the cost benefit of learning frequent, infrequent and specialized words; task effect on learning,

e.g. task induced involvement; the use of dictionaries, paper and electronic; interactive tasks; explicit versus implicit learning; incidental versus intentional learning; learning new words versus learning new meanings of already known words; patterns of vocabulary development over time; strategies used by learners to comprehend and learn new words; and testing vocabulary knowledge: size and depth, receptive and productive. (Bogaards, Laufer, 2004: 7)

As we see, there is a growing interest in L2 vocabulary, how we learn it and how we teach it. Therefore, in this chapter we focus on some important aspects of vocabulary and explain them briefly. In order to be successful in learning and teaching vocabulary we should first be aware of some general concepts about vocabulary.

## **2.2. The Importance of Vocabulary in Language Teaching**

Much has been done in the field of vocabulary dealing with the acquisition of foreign or second languages (L2) recently. Vermeer (2001) and Laufer (1998) emphasized the importance of the lexical component in order to have full competence in various registers and contexts (cited in Beltran et al., 2010) . If a learner wanted to acquire a high proficiency level of L2, Vermeer (2001) suggested that the vocabulary had to be the main concern, and Laufer (1998) affirmed that the main difference between native speakers and language learners of the second language was exactly their vocabulary knowledge. Some studies comparing native and non-native speaker interaction (Braid, 2002; Burt, 1975) demonstrate that vocabulary knowledge and use play an important role in successful communication.

A large amount of research has concluded that vocabulary knowledge is an important factor in overall language ability and so, vocabulary learning is playing a crucial role in developing all language learning skills in depth. For instance, vocabulary learning is strongly related to the reading comprehension (Nagy, 2005; Nassaji, 2003; Nation, 1990, 2001, 2006; Rashidi and Khosravi, 2010; Qian, 2002; Read, 1997, 2000) and quality writing (Laufer 1994; Laufer and Nation 1995; Lee 2003; Lee and Muncie 2006; Muncie, 2002). Wu (2013) states that "without a large vocabulary base and precise vocabulary knowledge, learners are most likely to be in trouble when they intend to create a smooth communication".

With its great importance, vocabulary has always been one of the greatest challenges for L2 learners. Although they have a strong desire to learn as many words as they can and get a large amount of knowledge of these words in depth, they still have trouble in vocabulary learning and looks for the ways of easy, shortcut and effective vocabulary learning.

### **2.3. What is a word?**

According to Singleton (1999) and Read (2000) it is not easy to define what a word is both for theoretical terms and applied purposes. Oxford Dictionary, defines word as "a single distinct meaningful element of speech or writing, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed". One definition comes from Vygotsky (Read, 2000) who defines the word as a microcosm of human consciousness. In addition to this, Moore (1998) divided vocabulary into categories: general/core vocabulary, specialist vocabulary, sub-technical vocabulary and technical vocabulary. Read (2000) comes with an important

question to be replied and asks whether some different forms can be seen as the different forms of the same words. For an instance; Nation (2000) suggests some questions on this issue :

Do we count book and books as the same word? Do we count green (the colour) and green (a large grassed area) as the same word? Do we count people's names? Do we count the names of products like Fab, Pepsi, Vegemite, Chevrolet? (p:9)

As a result, according to Read (2000) and Nation ( 2000) in order to define what a word is we must know some concepts related to it. The answers to the questions raised by Nation (2000) can also lead us to a definition of a word.

### **2.3.1. Tokens vs. Types**

To decide on what to count as a word there are some several ways. First we need to know the distinction between *tokens* and *types*. Nation (2000) says that " to count every word form that is there and if the same word form occurs more than once, then each occurrence of it is counted." so he gives the example sentence " It is not easy to say it correctly" and states that this sentence contains eight words, although two of them are the same word form, it. He expresses that tokens are the words which are counted in this way. However, if we encounter the same word again in a sentence and don't count it, this time we talk about different words or *types*. When we examine the same sentence above we say that there are seven word types in that sentence. Read (2000) claims that "types are the different word forms, so any word which is repeated many times is counted only once".

### 2.3.2. Lemmas vs. Word Families

To get a deep understanding of word, we are also necessary to know about lemma and word family. Briefly, we can state that "the base and inflected forms of a word are collectively known as a lemma" (Read, 2000: 18). The English inflections involves plural, third person singular present tense, past participle, comparative, superlative, possessive, etc (Bauer and Nation, 1993). For an instance; "*walk*" as a noun, "*walk*" as a verb, are different lemmas. However, "a word family involves a head word, its inflected and derived forms ( Nation, 2000: 11)". In other words, Bauer and Nation (1993) states that "a word family contains a base word and all its derived and inflected forms that can be deduced by a learner without having to learn each form separately (p:253)". So, *walk*, *walks*, *walked*, and *walking* are all the members of the same word family for a learner (Bauer and Nation, 1993: 253).

### 2.3.3 Function Words vs. Content Words

We have to know the difference between function words and content words. If we try to show them in examples, the words such as; *as*, *a*, *for*, *to*, *ten* etc. are the function words whereas the words such as; *see*, *help*, *expensive*, *lorry* etc. are the content words. Function words do not have a meaning on their own but they change the meaning of content words. To sum up, Read (2000) suggests that articles, prepositions, pronouns, conjunctions, etc. are named as function words and, they belong to the grammar of the language they don't belong to the vocabulary of a language. However; nouns, verbs, adjectives and adverbs are named as content words because they have meaning on their own (Read, 2000).

## 2.4. Knowing a word

As we see, "Words are not isolated units of the language, but fit into many interlocking systems and levels. Because of this, there are many things to know about any particular word and there are many degrees of knowing (Nation, 2000: 36)". The concept of a *word* can be described in different ways, but the teachers should be aware of three important aspects and they must focus on *form*, *meaning*, and *use*. The pronunciation and the spelling of a word and any word parts that forms this particular word (such as a prefix and suffix) constitute the *form* of that word (Nation, 2001). For instance the word parts can be demonstrated with the word *uncommunicative*, where the prefix *un-* means *negative*, *communicate* is the root word, and *-ive* is a suffix that gives the meaning that someone or something is able to do something. In this sample, they all come together and conveys the meaning of someone who isn't able to communicate, as a consequence *uncommunicative*.

Nation (2001) indicated that *meaning* involves how form and meaning work together. In other words, the concept and what meaning itself refers to, and what comes to someone's mind when he/she hears or sees the word are generally accepted to be the meaning of that word. For *use* of a word, Nation (2001) put forward that grammatical functions or collocations of a word and lastly any restrictions on their usage compose a word's use.

Related to form, meaning, and use; Nation (2001) suggested that both receptive and productive dimensions should be considered, thus, being aware of these three aspects for each word or phrase indeed requires different types of lexical knowledge, as summarized in Figure 1.

FORM	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning
MEANING	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
USE	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register, frequency...)	R	Where, when and how often would we expect to meet this word?
		P	Where, when and how often can we use this word?

*Note: In column 3, R = receptive knowledge, P = productive knowledge*

**Figure 1. What is involved in knowing a word?**

**(Nation, 2000: 40, 41)**

### 2.4.1 Receptive vs. Productive Knowledge of a Word

Vocabulary knowledge can be divided into two categories as; *receptive* and *productive*. Receptive carries the idea that we receive the input from others by listening or reading and try to understand it while productive carries the idea that we produce language forms through speaking and writing to give messages to others. In short, "receptive vocabulary use involves recognizing the form of a word while listening or reading and comprehending its meaning; while, productive vocabulary use involves wanting to express a meaning through speaking or writing and remembering and producing the suitable spoken or written word form." (Nation, 2000).

The terms "passive" for receptive vocabulary and "active" for productive vocabulary are also used by some researchers (Meara, 1990; Laufer, 1998). However, some researchers like Crow (1986) are against the term "passive" for receptive vocabulary knowledge. He states that this term causes people to think that people are passive while reading or listening. For instance, while reading, getting back the previous knowledge about the topic and processing some strategies to comprehend the passage prove that readers are not passive during reading (Crow, 1986). For avoiding misunderstanding of the term, in the present study the terms "receptive" and "productive" will be used.

Henriksen (1999) emphasizes the importance of transforming learners' receptive vocabulary to productive vocabulary by making learners use recognized and new words actively. Being able to understand a word is known as receptive knowledge and is generally connected with listening and reading. On the other hand, if someone can produce a word while speaking or writing, then it is accepted to be productive knowledge (Schmitt, 2000).

Taking consideration into receptive vocabulary knowledge and its use, knowing the word *underdeveloped* includes:

- being able to recognize the word when it is heard
- being familiar with its written form so that it is recognized when it is met in reading
- recognizing that it is made up of the parts under-, -develop- and -ed and being able to relate these parts to its meaning
- knowing that underdeveloped signals a particular meaning
- knowing what the word means in the particular context in which it has just occurred
- knowing the concept behind the word which will allow understanding in a variety of contexts
- knowing that there are related words like overdeveloped, backward and challenged
- being able to recognize that underdeveloped has been used correctly in the sentence in which occurs
- being able to recognize that words such as territories and areas are typical collocations
- knowing that underdeveloped is not an uncommon word and is not a pejorative word (Nation, 2000: 41)

Taking consideration into productive knowledge and use, knowing the word *underdeveloped* includes:

- being able to say it with correct pronunciation including stress
- being able to write it with correct spelling
- being able to construct it using the right word parts in their appropriate forms

- being able to produce the word to express the meaning "underdeveloped"
- being able to produce the word in different contexts to express the range of meanings of underdeveloped
- being able to produce synonyms and opposites for underdeveloped
- being able to use the word correctly in an original sentence
- being able to produce words that commonly occur with it
- being able to decide to use or not use the word to suit the degree of formality of the situation (At present developing is more acceptable than underdeveloped which carries a slightly negative meaning). (Nation, 2000: 42)

*Figure 1* above and the accompanying example of *underdeveloped* explains the various aspects of receptive and productive knowledge and use. Moreover, many researchers agree that receptive knowledge comes before productive knowledge and use of vocabulary (Meara, 1996; Nation, 1990; Laufer, 1998). Nation (2000) concludes that by looking at the figure 1 and the *underdeveloped* examples it can be seen as if receptive learning and use is less demanding than productive learning and use, but it is not obvious however why receptive use is easier than productive. However; there are some explanations about it:

- *The "amount of knowledge" explanation:* For receptive use, learners need to know a few distinctive features of the form of an item whereas for productive purposes their knowledge of the word form must be more precise.
- *The "practice" explanation:* In normal language learning conditions, receptive use generally gets more practice than productive use, and this may be an important factor in accounting for differences in receptive and productive vocabulary size, particularly in measures of total vocabulary size.

- *The "access" explanation:* Ellis and Beaton (1993: 548-549) suggest that a new foreign language word in the early stages of learning has only one simple link to its L1 translation (the receptive direction).
- *The "motivation" explanation:* Corson (1995) claims that Learners are not motivated, for a variety of reasons including socio-cultural background, to use certain kinds of knowledge productively. (Nation, 2000: 43,44)

## 2.5. Vocabulary Teaching

Teaching vocabulary is not solely about words; it contains lexical phrases and knowledge of English vocabulary and how to go further about learning and teaching it. Schmitt (2010) states that "as in all things concerning language instruction, the best teaching method depends on many factors which vary from situation to situation."

One key factor is the words themselves: every single word/phrase might require different teaching strategies. A second determinant is the learners themselves. Each learner is an individual, and same approaches may not appeal to each learner. This can exactly be noticed with vocabulary learning strategies. Learners typically use a range of vocabulary learning strategies (Schmitt and Meara, 1997). However, more strategy use doesn't lead to successful results all the time. What is important here is how well a learner uses those strategies. A third factor is the general teaching approach. Researchers have proposed three approaches for vocabulary teaching and learning (Hunt and Beglar, 2005). The first approach is incidental learning. If a learner learns vocabulary while reading or listening something, this is called as incidental learning. The second approach is independent strategy development. While learning vocabulary, the students must also be taught how to guess the meanings of the words from the

context, how to store those words, and remember the meanings of the words when they encounter them. The third one is the explicit instruction. In explicit instruction the teacher chooses the target words, and teaches them to the learners.

### **2.5.1. Explicit Vocabulary Teaching**

Explicit instruction is very essential for the lower level learners whose word knowledge is very limited (Takač, 2008). Nation (2005) suggests some principles while teaching vocabulary in the classroom. First of all, the teacher should give the explanation simple and clear both with oral and written presentation (Taylor, 1990).

Before starting to teach vocabulary, the teacher should decide on the number of the words and plan a lesson accordingly. Gairns and Redman (1986) suggest teaching eight to twelve words in a lesson. For the explicit teaching eight words are suggested whereas for a course book twelve words are recommended to present in a unit. Although the steps of vocabulary teaching are not fixed, the researchers agree that teachers should follow some steps (Nation,2005; Thornbury, 2002; McCarthy, 2010; Harmer, 1991).

The first step should be giving either the form or the meaning of the word (Thornbury, 2002). If the teacher decides to give the form first, she/he says the word such as 'dessert' a few times, next, makes the students repeat it then finally shows the picture (Özlü, 2009: 13). Thornbury (2002) suggests that giving the form first is the best way when the teacher presents the words in a context, by this way the students can see the context and try to guess the meaning themselves. If the teacher wants to convey the meaning at first, she can show

the picture to the students, then, say 'dessert' for a few times and make the students repeat the word (Özlü, 2009:13). Giving the meaning first creates a curiosity for the form, so the learning can be more effective and distinguishable if the teacher provides the meaning first (Thornbury, 2002). There are number of ways of conveying the meaning of a new word:

- definition or explanation;
- demonstration or gesture;
- synonym or antonym;
- giving examples;
- define in situational context.

(Schmitt, 2010: 39)

In addition to the vocabulary presentation ways above, teachers can also use the real objects. When it is impossible to bring real objects to the class the teachers generally use pictures instead (McCarthy, 2010). However, using only pictures has some disadvantages because every word cannot easily be visualized and when they are explained by the picture, the pictures sometimes may be misleading (McCarthy, 2010). Thus, just using one of the techniques alone is not enough to convey the meaning of a word (Gairns and Redman, 1986). Shortly, the teachers need to give the meaning of the word clearly, and to do this, many teachers use a variety of techniques together (Thornbury, 2002).

After having established the meaning of the new words clearly, the teacher should give importance to the form of the vocabulary. To familiarise the students with the phonological features of the word, the teacher can model it by using listening drills. "A drill is any repetition of a short chunk of language (Thornbury, 2002: 85)". Thornbury (2002) suggests that listening drill and oral drill are two ways of highlighting the spoken form of a word. In a listening

drill, the teacher pronounces the word a few times in order to draw the students' attention to the stress of the word and the syllable structure and whereas in an oral drill, the students repeat the words they hear a few times in chorus or individually. The written form can be given before or after the spoken form. What is important here is that after the teacher conveys the meaning of the word, the spoken and the written form of the new word should be highlighted.

After giving the form, the teacher should tell the grammatical pattern of the word whether it is a noun or a verb, countable or uncountable, etc (Nation, 2005). After the teacher gives the grammatical pattern of the word, understanding of students should be checked. Thornbury (2002) names this as elicitation. One way of elicitation is asking questions to the students by using the newly learnt vocabulary (Thornbury, 2002). For an instance if the newly learnt word is 'waterfall', 'What is the biggest waterfall you have ever seen?' can be asked to the students (Thornbury, 2002, cited in Özlü, 2009). Some purposes of the elicitation are listed below.

- It maximizes speaking opportunities.
- It keeps the learners alert and attentive.
- It challenges better learners who might otherwise 'turn off'.
- It acts as a way of checking the learners' developing understanding. (Thornbury, 2002, p.87-88)

Briefly, the necessary steps to teach vocabulary explicitly are giving the meaning, the form, the grammatical pattern of the words, and elicitation. As you see, explicit vocabulary instruction is not so easy, so, the teacher should be well-prepared beforehand.

After presenting the new words, enough time should be given to the vocabulary practise. It is impossible to learn vocabulary at once; thus, practice helps learners comprehend the word deeply and gets them to store the words in their long-term memory (Nation, 2002; Thornbury, 2002).

### **2.5.2 Vocabulary Practice**

Presenting vocabulary is only the tip of the iceberg (Thornbury, 2002:92). To ensure that learners get to 'know' these words, they will need to engage with these words in a variety of contexts. Thus, presentation should be followed by practice. Newly learned vocabulary should be moved from the short term memory to permanent memory. Learners should integrate new words into their existing knowledge. To make certain long-term retention and recall, the new words need to be placed in long term memory and exposed to different operations (Thornbury, 2002).

Thornbury (2002) classifies practice tasks in two main groups. The first group is the decision making tasks. The students recognize the words, remember them, match them, sort them, yet they don't produce them. These kinds of tasks are useful for moving words into long term retention. Decision making tasks roughly ordered from the least cognitively demanding to the most demanding are:

identifying,  
selecting,  
matching,  
sorting, and ranking and sequencing tasks  
(Thornbury, 2002: 93, 94).

Some examples of the identifying activities are:

List all the clothe items that you hear

Raise your hand when you hear the clothe items  
Put the items in the order that you hear (Thornbury, 2002, p.94)

Selecting tasks requires both recognizing words and choosing the appropriate one among them. Choosing the odd one out activity is a typical example for selecting tasks (Thornbury, 2002). Matching tasks are more challenging than selecting tasks, but they are less challenging than sorting tasks. In matching exercises the learners are supposed to recognize the new word, match the words with a corresponding picture or definition (Thornbury, 2002). During sorting activities, the learners try to categorise the words under different groups. For example grouping newly learnt adjectives according to their positive or negative meanings can be identified as a sorting activity. Ranking and sequencing activities can be accepted as the most demanding activities of all. In those activities the students are required to put the words into some kind of order (Thornbury 2002).

The decision making tasks are principally receptive: learners make judgments about words, but don't produce them. In production tasks learners are required to produce the newly studied words in a speaking or writing activity. These tasks can be listed as:

Completion- of sentences and texts  
Creation- of sentences and texts (Thornbury, 2002: 100)

Sentence and text completion tasks are generally known as gap-fills (Thornbury,2002: 100). We can talk about two kinds of gap-fills basically. They are open and closed gap fills. In the open gap-fills learners are supposed to fill the gaps by drawing on their mental lexicon (There may be a clue such as the first two letters of the words). However in the closed gap-fills students are generally given the words as a list at the beginning of the task and asked to fill

the gaps with those words. Below are some instructions about open and closed gap-fills:

Open gap-fill instruction example:

**Complete the text by writing an appropriate word in each space.**

'Greta Garbo, the Swedish - born film \_\_\_\_\_, was born in 1905. She won a scholarship to drama school, where she learned to \_\_\_\_\_. In 1924, a film director chose her for a \_\_\_\_\_ in a Swedish film called ....' (Thornbury, 2002: 100)

Closed gap-fill instruction example:

**Choose the best word from the list to complete each sentence.**

Use each word once... (Thornbury, 2002: 100)

In completion tasks the context is provided while in creation tasks learners are supposed to create a context about the new word. Here are some typical creation task instructions:

Choose six words from the list and write a sentence using each one.

Use these words and write a true sentence about yourself or someone you know. (Thornbury, 2002, p.101)

To sum up there are two kinds of tasks for practice. The first one is receptive tasks while the second one is productive tasks. Both of them are crucial to have the learners analyze and process the newly learned words more deeply and help them to transport the new vocabulary from the short-term memory into the long-term memory (Gairns and Redman, 1986; Nation, 2002).

## **2.6. Assessing Vocabulary**

Because certain levels and qualities of vocabulary knowledge are the crucial prerequisites for successful language learning and use (Schoonen and Verhallen 2008), its assessment evidently becomes important for learners to recognize and fill their lexical gaps (Read 2000:1). In the classroom the main purpose of assessment is to discover how much students have learned during or at the end of a course. Assessing vocabulary is not an easy task; there are three dimensions we should keep in mind while assessing vocabulary knowledge. Those will be discussed briefly in the next parts.

### **2.6.1. Partial- to- precise dimension**

The partial-precise dimension means that knowledge transmits from recognition to uncertain understanding of meaning and lastly to the mastery of exact comprehension. This represents a continuum of growth in meaning (Waring 2002). Partial knowledge is the intermediate stage between an unknown and a well-known word. The intermediate stage includes recognition of existence (Shore and Durso, 1990). It refers to the acknowledgement of the formal features, it doesn't indicate the knowledge of word meaning (Henriksen, 1999). It can be described as 'I have seen or heard of this words before, but I don't know its meaning' (Wesche and Paribakht, 1996: 30). The recognition of the existence of the word in a language is considered as the first step in vocabulary acquisition. This process turns potential vocabulary into real vocabulary. The acquisition progresses with different levels of partial knowledge (Brown 1994). The mapping between form and meaning continues to strengthen as the understanding of meaning gradually changes or deepens after the word is encountered more and more in different contexts (Henriksen

1999). Partial to precise dimension assumes that knowledge moves from less to full, which supports the following arrangement (Waring, 2002: 9):

I do not know this word.  
I know a little of the word meaning.  
I know this word meaning quite well.  
I know this word meaning very well. (Zhong, 2015: 34)

The four stages above can be described as unknown (a), partially unknown (b and c) and known or well-known (d).

### **2.6.2. Depth dimension**

The depth dimension indicates a comprehensive word model which includes three categories of knowledge aspects listed as follows:

- form; orthographic, phonological and morphological aspects
- semantic association; antonym, synonymy, hyponymy and gradation
- pragmatic factors; collocation restrictions, register and frequency (Zhong, 2015: 37)

Schmitt (1995) pointed out that the form and meaning aspects are apparently acquired earlier and used more than the other aspects in the process of learning. When the words are encountered repeatedly in different contexts, collocation and register aspects will be learned. Though acquired at a later stage, association is an indicator of vocabulary retainment (Zareva 2007). It facilitates the appropriate use of words in context by enabling learners to compare the similarity and difference among words (Istifci, 2010). Collocation knowledge increases fluency and makes the language more understandable as well as native-like (Fan 2008). There is a significant contribution of form,

semantic association and collocation to the productive and creative use of vocabulary. Register and frequency in the depth dimension are indicators of an advanced level of vocabulary use in the context. For example, to show the link between *contract* and *agreement*, a learner has to understand the meaning of both words, secondly know their grammatical function as nouns, and thirdly, in association task, know their constraints of use (Zhong, 2015: 28)

### **2.6.3. Productive Vocabulary Knowledge**

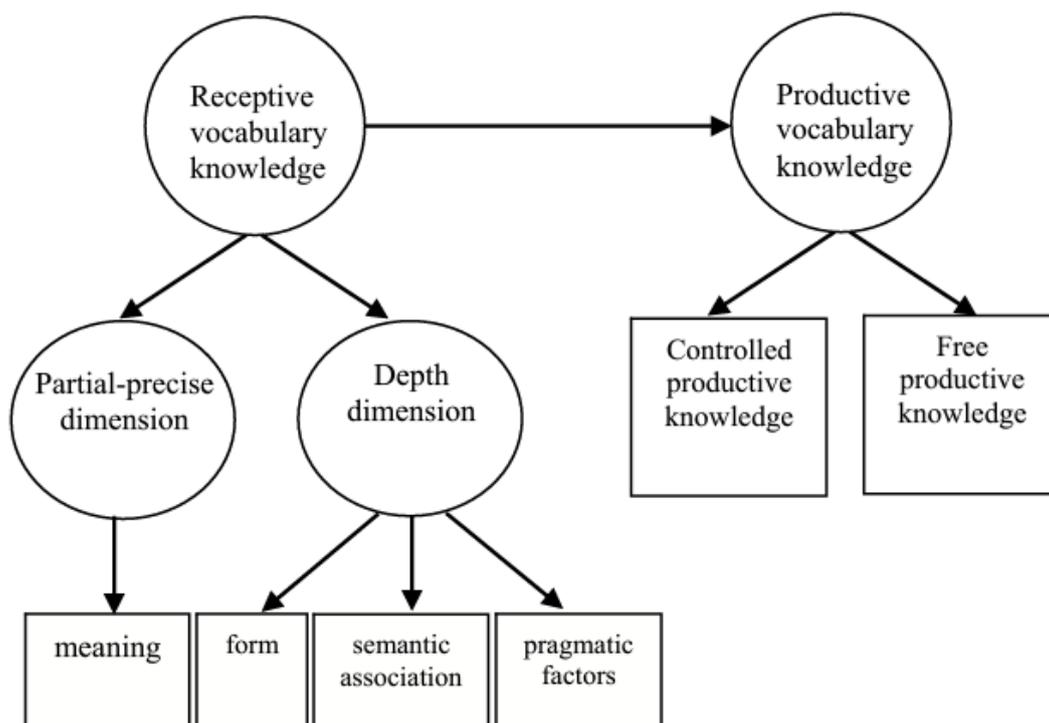
Read (2000) points out that not all researchers define the receptive-productive dichotomy in the same way. This has created problems when it comes to comparisons between these two kinds of knowledge (Zhong, 2015). According to Waring (1997) the ability to provide a first language (L1) translation of the second language (L2) word can be accepted as receptive knowledge, while the ability to provide a L2 corresponding of an L1 word can be accepted as productive knowledge. Moreover, Laufer et al. (2004) define "receptive knowledge as retrieving the word's form, and productive knowledge as retrieving the word's meaning".

In Webb's (2008) study, recognizing the form of a word and giving the meaning of it or providing a synonym for it was given as the description for receptive vocabulary knowledge, whereas, recalling the form of the word in a foreign language and its meaning was given as the description for productive vocabulary knowledge.

Nation (2001) suggested that receptive and productive knowledge of a word must contain all aspects of what is included in knowing a word. For example, knowing how a word sounds is the receptive dimension of spoken

form and knowing how the word is pronounced is the productive dimension of spoken form. In other words, each of the aspects in the partial-precise and depth dimensions can be mastered at a receptive or productive level for use. Therefore, adapting Nation's (1990) definition of receptive and productive vocabulary knowledge, receptive vocabulary knowledge can be conceptualized as the comprehension ability in reading and listening, and productive vocabulary knowledge can be conceptualized as the ability to apply the word appropriately to fit into a context in writing and speaking.

Laufer (1998) subdivided productive vocabulary knowledge into controlled productive and free productive, thus enriching the components of vocabulary knowledge in the receptive-productive dimension. "Controlled productive knowledge indicates the degree of producing the words when a cue is given, as is the case of completing the word bicycle in 'He was riding a bic\_\_\_\_\_' (Laufer and Nation 1999: 46)". Free productive knowledge implies the use of a word spontaneously, without any significant prompts, as is the case of free composition (Zhong, 2015: 29). Figure 2 can be a summary of these three important dimensions in assessing vocabulary.



**Figure 2. Operationalized Relations under a Three-Dimensional Framework**

**Reference:** Zhong, 2015: 33

## 2.7. Vocabulary Sets

Vocabulary has a crucial role in second language acquisition, but still there is no agreement on how to present vocabulary in a way that makes learning easier (Wilcox and Medina, 2013). Tinkham (1997) suggests that a different manner of selecting vocabulary may help the learners who are struggling for learning new words. However, what the most effective way of clustering L2 vocabulary is an unresolved problem. Tinkham (1997) proposes three vocabulary sets: semantically related sets, thematically related sets and unrelated sets. These sets will be explained in depth below.

### 2.7.1 Semantically Related Sets

Semantically related sets are also called as lexical sets (Özgül, 2009). Moreover, some researchers call these sets as 'semantic clusters' or 'semantic fields' (Gairns and Redman, 1986). They are consisted of co-hyponyms which is described as a word relationship that has hierarchical tree-type diagrams (McCarthy, 2010). A semantic cluster is defined as "a group of words with semantic and syntactic similarities, such as 'apricot, peach, plum, nectarine, pear, apple', which fall under the super ordinate concept "fruit" and come from a single syntactic word class, in this case, nouns" (Wilcox and Medina, 2013). Semantic categories are all linguistically based and they belong to a single word class (e.g., all adjectives, all nouns, or all verbs). Many English book present the new vocabulary in semantically related sets. For example; New Headway Elementary (Soars and Soars, 2000), Target Vocabulary (Jones, 1995), Advanced Vocabulary and Idiom (Thomas, 1991, cited in Özgül, 2009).

When we look at the previous studies, we can see that there are supporters of presenting new words in semantically related sets. Grandy (1992), Hashemi and Gowdasiaei (2005), Haycraft (1993), Hoshino (2010), Hedge (2000), McCarthy (2010) and Folse (2004) are all advocators of semantically related sets. Gairns and Redman (1986) stated that writing materials in semantically related sets was easy and this set served as a clear context for practice. Moreover, the learners are generally told to rehearse the vocabulary in semantically related sets, teaching them in those sets helps learners to learn the meanings and the words (Özgül, 2009). Contrary to those researchers above, many researcher found that presenting vocabulary in semantically related sets was the least successful way when compared with the other sets. Erten and Tekin (2008), Özgül (2009), Finkbeiner and Nicol (2003), Tinkham (1997), Waring (1997), Nation (1994, 2000), Higa (1963, cited in Özgül, 2009), Read (2000) and

Wilcox and Medina (2013) are some researcher who are against the semantically related set.

Nation (2000) claims that teaching vocabulary in semantically related sets may be a good way, however, using semantically related sets may cause the learners to be confused according to the interference theory. Interference theory supports the idea that similar vocabulary shouldn't be taught together (Nation, 1990). This theory (Baddeley, 1997; Higa, 1963) suggests that “when the words that are too similar to each other, are learned at the same time, these words will interfere with each other thus this will weaken the retention of them” (Waring, 1997: 261, 262). Moreover, the distinctiveness hypothesis focuses on differences rather than similarities and, in essence, comes to the same conclusion (Wilcox and Medina, 2013). The distinctiveness hypothesis proposes that increasing the no similarity of information increases its ease of learning.

To sum up, it can be concluded that semantically related set has been the least effective vocabulary set by investigating the results of the recent studies. For this reason, in this study the researcher didn't include this set in her research.

### **2.7.2. Thematically Related Sets**

Thematic clusters, are argued to be based on “psychological associations between words and a shared thematic concept” (Tinkham, 1997: 141,142) and include words of different word classes, such as a mixture of nouns, verbs, and adjectives. According to Tinkham's (1997) definition, thematically related words are the ones which evolve around a theme with different parts of speech. In his study, Tinkham (1997) gave the words ‘frog, pond, swim, hop, green,

slippery,' as the examples of thematically related sets. These sets have cognitive bias and they involve multiple word classes. Moreover, some English books present the new vocabulary in Thematically Related Sets. For example, the book *Let's Talk* (Jones, 2002) has prepared their units around 21 themes (Özlu, 2009).

When we look at the previous studies, there are some advocators of thematically related sets. Tinkham (1997), Thornbury (2002) and Özlu (2009) found that thematically related sets were more effective when compared with other vocabulary sets. In Tinkham's (1997) study the participants stated that the thematically related set was easier to learn. McCarthy (2010) claims that topics relate more easily to people's experience than semantically related sets and this may be a reason for studies which are for these sets. Furthermore, it is suggested that students form a schema in their mind with the thematically related words and it is claimed that schema related words are learnt more easily than unrelated words (Tinkham, 1997). But still there are some arguments against presenting vocabulary in thematically related sets. Not only the semantically related sets are stored under the same heading in the mind, but there are word nets in our mind which connect every related word to each other (McCarthy, 2010). Taking this into consideration, Hedge (2000) puts forward that if the words are taught in thematically related sets, the learners will still suffer from interference because thematically related words as well have association with each other.

As you see, the thematically related sets haven't been included in as many studies as the other sets were included. Undoubtedly this set needs to be compared in some more studies. Its literature background isn't sufficient. So, this study will act as a further research on this issue.

### 2.7.3. Unrelated Sets

As it can be understood from its name, there are no meaning connections between the words in an unrelated set (Tinkham,1997).When we study the previous research in detail, it can be seen that, the words in this type of sets were likely to be learnt more easily the words in the other sets. As a reason for this we can firstly state the interference theory which was first put forward by the German Psychologist John A. Bergström. Another reason for this may be the distinctiveness hypothesis which claims that if the items that are being learnt do not share the similar features, it will assist the students' learning process (Hunt and Mitchell, 1982, cited in Tinkham, 1997).

By investigating the previous research results, we can conclude that there are many researcher who support the effectiveness of unrelated sets. (Thinkham, 1993; Waring, 1997; Finkbeiner and Nicol, 2003; Erten and Tekin, 2008, Papathanasiou, 2009; Özlü, 2009; Jang, 2014). In line with these studies, Read (2000) suggests that learning unrelated sets are far easier than learning semantically related sets.

However, in Tinkham's research (1997) although the unrelated set was learnt better than the semantically related set, the results showed that thematically related set outperformed the unrelated set.

Briefly, we tried to give different ideas about presenting vocabulary in different sets but still it is clear that there is still lack of evidence about the effectiveness of two types of presenting vocabulary; namely, thematically related sets and unrelated sets. There are many studies which compared semantically related sets and unrelated sets only with each other; in addition, there are many studies which compare three vocabulary sets at once; however, there is no study which compared only thematically related set and unrelated

set in one study. These two sets will be compared with each other in this study for the first time; furthermore, again for the first time, the effects of these sets on the productive vocabulary knowledge will be discussed here.

#### **2.7.4 Previous Studies**

One of the significant studies aimed to compare different vocabulary sets was carried out by Tinkham in 1993 (cited in Tinkham, 1997). In his two studies, Tinkham (1993) compared the learning rates of the subjects who learnt semantically related and semantically unrelated new L2 words. Consequently, he found that the students had more difficulty in learning new words presented to them in semantic clusters than they do in learning semantically unrelated words. After his study in 1993, he carried out another study with 48 subjects and this time he compared 4 different sets which included semantic clusters, unrelated sets, thematic clusters and unassociated sets in different conditions. He carried out two experiments in both oral modality and written modality. In the first experiment, he aimed to find out whether subjects would learn semantic clusters with more difficulty than they learn unrelated sets. 24 students participated in the oral treatment whereas the other 24 students participated in the written treatment. There were 6 words in each set and he paired each word with a pseudo word because he wanted to control the difficulty of the words. For example, he paid attention to the length of the words, the syllables, the vowels in the word. In addition to this, if he had chosen a real language, he should have tested whether the students had known the words before. It is difficult to control all these in a real language, so he used artificial words. In the recognition tests, subjects were required to hear or see the artificial words and say or write the corresponding English word while in

the recall tests, they were required to hear or see the English word and say or write the artificial word. The results showed that the participants learnt the unrelated word sets in fewer trials than semantically related ones. In the second experiment, he aimed to find out whether the students would learn thematically related sets more easily than unassociated sets. He followed the same procedure with the same sets. As a result he found that thematically related words were learnt more easily than the words in unassociated set. The study supports the idea that words in semantically related sets are more difficult to learn than the words in other sets. At the end of the study, he asked the students' perceptions about the sets and most of the subjects identified thematically related set was the easiest, and lexical set was the most difficult to learn.

In 1997, Waring replicated Tinkham's (1997) study with 20 subjects whose native language was Japanese and they were all university students. This time he included two vocabulary sets; semantically related sets and unrelated sets. Waring used artificial words again and investigated which of two sets of words learnt faster by the students. There were 12 words in his study; 6 words for the first experiment and 6 for the second experiment. He followed the same procedure with Tinkham (1997). He applied a trials-to-criterion test to find out which set was learnt before the other set and he concluded that unrelated set required fewer trials so the unrelated set words were learnt before the semantically related sets. However, Waring admitted that his study was only carried out aurally so the effect might not be the same for the written information. In the studies of Tinkham (1997) and Waring (1997) the students were taken into the researchers' office one by one and were asked to memorize the artificial language words by repeating the L1 words and corresponding artificial language word. Waring (1997) admits that these studies

have design problems and are highly controlled for the bias of researcher, not the learner. The results might not apply to a real classroom if a research is tightly controlled (Waring, 1997). Thus, if the vocabulary is taught in a real classroom by using vocabulary teaching techniques, the results may differ. Moreover, Tinkham (1997) states that further research can be conducted with more word sets and also he concludes that the evaluation of his research is just short term; however, the long term effects of learning vocabulary through vocabulary sets should be tried to be found out.

In 2003, Nicol and Finkbeiner conducted a study to find out whether grouping words into semantic sets during training had an effect on learners' performance on a translation task once the words were learned. Their participants were 47 undergraduates at university. They taught 32 artificial words with pictures. In conclusion, they found that the students translated the words in semantically related sets more slowly than they did in unrelated sets. Further, they explored that translation performance was affected in a negative way by presenting the words to be translated in semantic categories, although this effect was not so significant. Finally they came up with the conclusion that presenting semantically grouped L2 words to learners had a deleterious effect on vocabulary learning.

Erten and Tekin (2008) carried out a research in the real classroom. They, also, aimed to find if there was a learning difference between semantically related sets and unrelated sets. They also tried to find if there was a difference between the lengths of the test completion under two conditions. Their participants were 55 4th grade primary school students. They had two lexical sets and two unrelated sets. Each set included 20 words and 2 hours of lesson was devoted to teach each set. They presented the new words with flashcards. At the end of each lesson, students were given an immediate post test which

was matching the pictures with the corresponding English word. The presentation of the sets lasted two weeks. The students completed a delayed post test in the third week. Both the immediate and delayed post test scores indicated that the words in semantically related sets were learnt with more difficulty. Besides that, it took longer for the students to finish semantically related set tests.

After this research another study was conducted by Evagelia Papathanasiou in 2009, in order to compare semantically related sets and unrelated sets. She carried out this study with 32 adult learners and 31 young learners and taught 60 real words in the procedure. The presentation lasted 3 weeks. The students learnt ten words in each set. At the end of her study, the results showed that adults performed better on unrelated sets however, young learners showed no significant difference. Finally, Papathanasiou (2009) admits that her study only focuses on the receptive use of the vocabulary and suggests for further research that aims to find out the effects on productive use of vocabulary.

Özlü (2009) carried out a study to explore whether the presentation of new words in semantically related sets, thematically related sets or unrelated sets makes difference in receptive vocabulary gain for the elementary level university students. She included 8 words in each sets and totally she taught 24 words. She followed explicit vocabulary teaching steps. She applied recognition tests as the post tests. The scores of the immediate post tests showed that unrelated sets of vocabulary were recognized better and the least successful set was the semantically related set. However, there was no statistically significant difference between the thematically related and the unrelated sets for the long term retention but the scores of the delayed post tests showed that thematically

related set was the least forgotten group, so it was one of the most recognized sets.

As a recent study, Jang (2014) conducted a study to explore the effects of semantic clustering on young learners' English vocabulary learning in Korea. The study was carried out with 174 primary school students. The researcher divided the students into two groups: a semantically related words group (SR) and a semantically unrelated words group (SU). During the six weeks of treatment, 40 new words were taught to the two groups in different sets. The vocabulary test results demonstrated that both vocabulary presentation methods had a positive effect on vocabulary learning to some extent but the subjects learnt more vocabulary in unrelated group than in semantically related group. These findings show that presenting new L2 words in unrelated sets can be more facilitating than semantically related sets. This study only dealt with the receptive vocabulary gain of the subjects. Finally, Jang (2014) stated that tests and tasks were all relevant to recognition of vocabulary in his study; thus, for further studies, other aspects of vocabulary knowledge need to be studied.

When the previous research investigated in detail, the effects of presenting new words in different sets still need to be studied. A new research is needed to find out the effects of different vocabulary sets especially on the productive vocabulary knowledge of the students. The aim of this study is to investigate whether the presentation of new vocabulary in thematically related sets or unrelated sets makes any difference in the receptive and productive vocabulary gains of the 7<sup>th</sup> grade secondary school students.

In the next chapter the design of the study will be explained in detail.

## CHAPTER 3

### METHODOLOGY

#### 3.1. Research Design

This was a posttests-only design study without a control group. In the present study, the researcher used a pretest only to identify the unknown words according to the participants. There were two groups of students whom all learnt the same vocabulary and took the same teaching procedure interchangeably. So, actually, there was only one group of participants. The purpose of the study was not to make comparisons between the scores of two groups but to compare two different groups of words; namely, the thematically related word sets and unrelated word sets. For this reason all scores of two groups were calculated and analysed together and the total test scores of immediate and delayed post test scores of receptive and productive tests were taken as the independent variables of this research, while the two different words sets presented as the dependent variables in the study.

This research aimed to find out whether learning vocabulary through two different types of vocabulary sets (thematically related sets and unrelated sets) made any difference in students' receptive and productive gain. The subjects were taught some new words in order to reach this aim. The words that were taught during the study were pre-tested to find out whether there were any known words in the list or not. After the pre-test, the researcher taught the new words to the subjects. The words were categorized under two types of sets and taught in two class hours of English lessons for each class of 7<sup>th</sup> grades. There were 2 word sets under each vocabulary set. For the

thematically related set, there were Party theme and Environment theme words sets. After the presentation and practise of the vocabulary, the subjects took 2 immediate post-tests of the words that they learnt in the lesson; the first one tested the productive gain of the subjects while the second tested the receptive gain of the subjects. Three weeks after each presentation, the subjects took the same tests as the delayed post-tests but this time the order of the questions was changed in order to avoid rote learning. Moreover, as Webb (2005) stated in his study, in order to avoid any learning effect or test effect between the tests , the tests which were aimed to measure the productive vocabulary knowledge had to be completed before the receptive tests. A detailed outline of the research can be seen in the Table 1.

Table 1. *Outline of the Study*

1 <sup>ST</sup> WEEK	MONDAY	<p>7-C Thematically Related Set (Party)</p> <p>Presentation and practise of the new vocabulary</p> <p>Immediate post-tests for the productive and receptive vocabulary knowledge</p>	<p>7-A Unrelated Set 1</p> <p>Presentation and practise of the new vocabulary</p> <p>Immediate post-tests for the productive and receptive vocabulary knowledge</p>
	THURSDAY	<p>7-C Thematically Related Set (Environment)</p> <p>Presentation and practise of the new vocabulary</p> <p>Immediate post-tests for the productive and receptive vocabulary knowledge</p>	<p>7-A Unrelated Set 2</p> <p>Presentation and practise of the new vocabulary</p> <p>Immediate post-tests for the productive and receptive vocabulary knowledge</p>
2 <sup>ND</sup> WEEK	MONDAY	<p>7-C Unrelated Set 1</p> <p>Presentation and practise of the new vocabulary</p> <p>Immediate post tests for the productive and receptive vocabulary knowledge</p>	<p>7-A Thematically Related Set (Environment)</p> <p>Presentation and practise of the new vocabulary</p> <p>Immediate post tests for the productive and receptive vocabulary knowledge</p>

	THURSDAY	7-C Unrelated Set 2  Presentation and practise of the new vocabulary  Immediate post tests for the productive and receptive vocabulary knowledge	7-A Thematically Related Set (Party)  Presentation and practise of the new vocabulary  Immediate post tests for the productive and receptive vocabulary knowledge
3 <sup>RD</sup> WEEK	ROUTINE SCHEDULE ( nothing done about the vocabulary sets)		
4 <sup>TH</sup> WEEK	MONDAY	Delayed post-tests of thematically related sets	Delayed post-tests of unrelated sets
5 <sup>TH</sup> WEEK	THURSDAY	Delayed post-tests of unrelated sets	Delayed post-tests of thematically related sets

### 3.2. Subjects

The research was carried out in Atatürk Middle School in the first term of the education year 2015-2016 in Muğla. It was conducted with the two classes of seventh graders (7/A-C) during their English lessons. The main reason why the seventh graders were chosen for the study was that they were supposed to have enough language knowledge to handle simple vocabulary activities which required productive usage of the language, moreover; they were going to take the TEOG test a year after the study. Just to clarify, TEOG exam is a high school entrance exam for the students in Turkey, in which they are supposed to

answer 20 questions for the English lesson. Consequently, the more vocabulary knowledge they have, the more questions they answer correctly and the better high school they attend.

All the students were native Turkish speakers and their age ranged from 12 to 13. They didn't have any English speaking parents, and none of them had lived abroad. They received English input only at school. At school they had 4 class hours of English and 2 class hours of elective English in a week. The researcher, herself, was the teacher of the English classes. All of the students were taught all of the new words by the researcher. Initially there were 43 students as a total, 20 males and 23 females. However, eight of them were excluded later because they couldn't join all the sessions. For this reason, the data were collected from the remaining of 35 students and they were used at the analysis stage of the research.

It is important to indicate here that before starting the treatments all the students were informed about the study briefly and asked to fill and sign a student consent form. After that the researcher met with the students' parents and informed the parents about the study and asked parents to sign a parent consent form (see the consent forms in Appendix 2)

### **3.3. Target Vocabulary**

For this research the target vocabulary was chosen from the book "Sunshine 7" which was used by the 7<sup>th</sup> grade students at the state schools (Arda and Onay, 2014). First the vocabulary was chosen for their benefit. That is, the vocabulary that they were supposed to learn in the second term of the education year was taught to them. The words in the sets were arranged

according to semantic relations (Tinkham, 1997; Waring, 1997), their length (Ellis and Beaton, 1993; Erten, 1998), and cognateness (Nation, 1990). In addition the researcher considered the idiomaticness (Laufer, 1990) and concreteness. On the other hand, the words in the sets were checked according to their frequency level in British National Corpus (2015,<http://www.wordcount.org>), the words were tried to be chosen from the most frequent 10000 words but still a few words exceed this level because the active words in the units were given the priority by the researcher. However, the vocabulary sets were looked for their average frequency levels and made almost equal on average. After pre-testing, the words were rearranged.

As for the thematically related set, there were 2 word sets each of which included 4 nouns and 4 verbs. The first word set evolved around party theme while the second theme was environment. In this research each thematically related sets were composed of 4 nouns and 4 verbs because it was claimed to be the most efficient set when compared with the other only nouns and only verbs sets (Özlü, 2009).

The words selected for the thematically related sets were shown in the table below. The average word length of two thematically related sets was 6.05 and the average syllables number was 2,3 (2015, <http://www.wordcounttools.com>). The words used for thematically related sets are shown in the Table 2.

Table 2. *Words in Thematically Related Set*

Thematically Related Sets	
Party	Invite (v), order (v), wrap (v), deliver (v), present (n), beverage (n), host (n), wedding (n)
Environment	pesticide (n), litter (n), vehicle (n), tap (n) decrease (v), plant (v), waste (v), recycle (v)

As for the unrelated set, there were, as well, two word sets. Each word set had eight words which were not related with each other. In each set, there were 4 nouns and 4 verbs. Both verbs and nouns were selected for unrelated set because verbs and the nouns were the most common parts of speech found in natural texts and conversations (Kucera and Francis, 1967, cited in Webb, 2009). Therefore, it is better for the students to learn words from both parts of speech. Moreover, as the thematically related set consisted of both verbs and nouns, the researcher wanted to choose the unrelated set the same way because she wanted to avoid an extra variable in her research. In unrelated sets, the average word length of the each set was 6.05 and the average syllables number was 2,06 (2015, <http://www.wordcounttools.com>). The average word length and the syllables number was tried to be equalized to some extent. The words used for unrelated set was given in the Table 3.

Table 3. *Words in the Unrelated Set*

Unrelated Sets	
Set 1	insect (n), grocery (n), exhibition (n), bill (n) destroy (v), catch (v), break (v), shave (v)
Set 2	rescue (v), borrow (v), dive (v), grow( v), reptile (n), dessert(n), ladder (n), accident (n)

While choosing the target vocabulary, there were some more criteria that the researcher took into consideration. First, the words that had similar meanings and spoken, written grammatical forms in Turkish weren't included in the research because those words are learnt more easily when compared with the others. Second, as the researcher used pictures in the presentation stage of the treatment, the words that would be easily visualized with pictures were taken into account. The vocabulary sets above were chosen to be taught by taking all these things into consideration.

### **3.4. Lesson Plans**

The aim of the current study was to find out if teaching vocabulary through different types of vocabulary sets made a difference in receptive and productive vocabulary gain of the students. For this reason, the students were

taught two different types of vocabulary sets by following the same teaching steps.

The researcher, herself, taught the new vocabulary to the students. Each vocabulary set was taught in two class hours. Explicit vocabulary instruction was used since it was claimed that explicit vocabulary instruction was essential for a successful L2 vocabulary acquisition (Nation, 2001: 232). Moreover, Schmitt (2000) stated that for beginner level learners, it would be necessary to teach the words through explicit instruction until the students learnt enough vocabulary to start guessing the meanings from the context.

Following Thornbury (2002), the lesson started with giving the meaning (through pictures, definitions and examples), pronunciation and spelling of the word. The blackboard was used while presenting the words. The pictures were hung on the board; the definitions and example sentences were written on it (see appendix 22 for the pictures). The students first saw the picture, heard the definition and the pronunciation of the word. The teacher asked them to repeat the word. Then she wrote the word on the board. She used it in a sentence. After that, she asked the part of speech of the word; and if it was a noun she asked whether it was a countable or uncountable noun. In the last part of the presentation, the teacher asked some concept questions to check understanding so she could see whether they got the meaning correctly and clearly or not.

After the presentation, the teacher started the practise part. First she distributed a matching activity (matching the words with the pictures) about the target vocabulary to the students in order to practice receptive vocabulary. After controlling the first activity, the teacher distributed another matching activity but this time, they were supposed to match the words with their definitions. They checked their answers as a whole class activity. Lastly the

teacher distributed the criss-cross puzzles in which students were required to write the words by looking at the visual clues. After finishing the puzzle, again the teacher checked their answers by writing the words on the board. In this part of the lesson, 2 receptive and 1 productive activities were carried out (see appendix 5, 7, 9, 11 for the exercises). As the productive activities took more time and in addition to this, the time was limited during the treatment, only one productive activity could be done. But still, the activities were arranged from the least cognitively demanding to the most cognitively demanding one. After finishing the practise, the students got the immediate post-tests. In order to prevent learning effect and test effect between the tests the students got the productive test first and then they got the receptive tests (Webb, 2005). (See appendix 4 to 10 for the lesson plans)

### **3.5. Instruments**

#### **3.5.1. Pre-test**

In this study, a pre-test was given to eliminate the known words to the students before the treatment started. Read (2000) stated that pre-tests had to be used to determine the unknown words. A list of 40 words were given as a pre-test and the researcher explained that if they knew the words, they had to write down the definitions, L1 translations or they had to draw the picture of the words or if they didn't know the word they were asked to put a cross in the given blank. Because of their age and language level. This way was thought to be more appropriate and simple for them. After the subjects finished the test, the teacher collected them and excluded the words which were already known by the subjects. For each vocabulary set, there were two extra words that were presented in the pre-test. After checking the tests, the unknown words were

determined. So, in this study the researcher was certain that all words in the vocabulary sets were new and unknown to the students. (See appendix 3 for the pre-tests)

### **3.5.2. Post-test (Immediate and Delayed Tests)**

After the learning process has finished and when no more learning activity will be given to the subjects, the memory of learning remained to the subjects is generally called the retention effect of learning (Richardson et al., 1996). So, at the end of each lesson, the students took two immediate post-tests about the vocabulary they learnt in the lesson (see appendix 12 to 19 for the immediate post-tests). The reason for giving two immediate post-tests was to measure both the receptive and productive knowledge of the students. According to the forgetting curve proposed by the famous German psychologist Ebbinghaus, memory can be grouped as short term and long term memory (1885; cited in Özlü, 2009). In his study, he shows a relationship between the forgetting and the time and he suggests that most of the information learnt can be stored in the long term memory only after three weeks pass. For this reason, aside from the tests conducted immediately after the experiment ended, in this study the researcher gave a delayed post-test to all participants, 21 days after the experimental teaching of each set finished, in order to find out whether there were any differences between the number of words remembered in each vocabulary sets.

The delayed post tests were also the same tests with the immediate post-tests but they were given 3 weeks after each presentation. In the immediate post-tests only 8 words were tested but for the delayed post-tests 16 words which belonged to the same set were tested. Moreover, the order of the words

was changed in order to prevent rote learning (see appendix 20, 21 for the delayed post-tests).

Nation defined receptive vocabulary knowledge as “perceiving the form of a word while listening or reading and retrieving its meaning” (2001: 25). In other words, he claimed that it was the ability to recognize a word and recall its meaning when it was encountered. In this study, to test the receptive gain of the students a matching activity was used. In the test the students were asked to match the words with their pictures.

Defining productive vocabulary knowledge is not so easy (Read, 2000; Laufer et al., 2004, Nation 2001). Productive knowledge of a word has to include all aspects of what is involved in knowing a word like form, meaning, use etc. Yet, as the participants were young learners and they were elementary level students, in this study productive knowledge could be conceptualized as the ability to apply the word appropriately to fit into a context in writing and speaking (Hirsh, 2012: 29). As a production test, students were asked to fill in the blanks by looking at the contextual clues in the given sentence.

In the post test which was aimed to test the productive vocabulary knowledge of the students, the students were asked to complete the given sentences with an appropriate word by looking at the meaning. While writing sentences for this post-test, Oxford Learners Dictionary, Cambridge Advanced Learners Dictionary and Longman English Dictionary were used. However, some of the words’ explanations were so hard that they had to be simplified. The researcher simplified the definitions if necessary and got opinions from three English teachers. When the post tests were ready, these English teachers proofread them. Some final changes were done in the light of their opinion.

### 3.6. Data Collection

First of all, it should be especially stated here that all the obligatory permission was gotten from both the Directorate of National Education and the Anadolu University via necessary official correspondences before the study was started (See Appendix 1). After getting permission from the necessary institutions, the students, initially, were informed about the study briefly and told about what they were supposed to do during the study. Then, they filled and signed a student consent form. After that the researcher met with the students' parents and informed the parents about the study shortly and asked the parents to sign a parent consent form (See Appendix 2). After these stages were carefully done, the study started with the pre-test. The students took the pre-test one week before the treatment, the pre-tests were demonstrated in Appendix 3. The researcher excluded the words that the students had already known and designed her vocabulary sets and activities carefully before the treatment started.

Teaching the new vocabulary, practicing them and applying two immediate post tests were done in 80 minutes (2 class hours) by the researcher herself. Before the study was conducted, the students were told that they were not responsible for the vocabulary they were going to learn neither in the exams nor in the quizzes. The researcher asked them not to study these words after the lesson because otherwise the results could not be depended on the effects of the treatment they got during the study.

During 2 class hours of the lessons, firstly the new words were presented. Next the students were supposed to deal with three different exercises to practice the newly-learnt words. These exercises were ordered from

the easiest to the most challenging one. These took approximately 55 minutes (see appendix 4 to 10 for the lesson plans).

Finally, the researcher distributed the immediate post-tests that aimed to measure the productive vocabulary knowledge first. Then, she distributed the immediate post-test that was aimed to measure the receptive vocabulary knowledge. These tests took approximately 25 minutes (see Appendix 12 to 19 for the immediate post-tests). The same tests were distributed as delayed post-tests three weeks later, the delayed post tests were demonstrated in Appendix 20 and 21.

### **3.7. Data Analysis**

In this study, in order to analyse the data non-parametric statistical design was used. In order to find answers to the research questions, the scores the students got from the immediate and delayed post tests were compared.

Firstly, to analyse the data with the immediate post test scores of the receptive vocabulary, aiming to find an answer to the research question 1a "Does presenting new vocabulary in thematically related sets, or unrelated sets make any difference in receptive vocabulary gain considering the immediate post test results?", the descriptive analysis was done and by this way the mean score, the minimum and maximum score, the standard deviation were calculated. While looking for a significant difference among the groups, first we have to decide whether we should use parametric or nonparametric tests. In order to find out what kind of test to use, we have to see if there is a normal distribution or not. Büyüköztürk (2012) states that if the test group number is less than 50, the Shapiro-Wilk Test should be used to see whether the test scores

have a normal distribution or not. As the test group was consisted of 35 students in the present study, Shapiro-Wilk Test was applied to the scores of the tests. According to the results of the Shapiro-Wilk Test, it was found that the test scores didn't have a normal distribution. Therefore; nonparametric tests were used. Finally, the Wilcoxon Signed Ranks Test was applied to the scores and the results were demonstrated accordingly.

To find an answer to the research question 1b "Does presenting new vocabulary in thematically related sets, or unrelated sets make any difference in receptive vocabulary gain considering the delayed post test results?" the same analysis was applied to the delayed post-tests of receptive vocabulary. In order to compare these immediate and delayed post test results, the Wilcoxon Signed Ranks Test was applied for each vocabulary set.

To analyse the scores of the immediate and delayed post test scores for the productive vocabulary, the same analysis was carried out as explained above. In this way the answers to research questions 2a "Does presenting new vocabulary in thematically related sets, or unrelated sets make any difference in productive vocabulary gain considering the immediate post test results? and 2b "Does presenting new vocabulary in thematically related sets, or unrelated sets make any difference in productive vocabulary gain considering the delayed post test results?" were found out.

Finally, the immediate and delayed post test scores of each set were compared to see if there was a statistical significant difference between these two tests considering both the receptive and productive vocabulary knowledge. Thus, Wilcoxon Signed Ranks Test was applied to the test scores, again.

In the next chapter the results will be given and the statistical analysis will be discussed in detail.

## CHAPTER 4

### RESULTS AND DISCUSSION

#### 4.1. Introduction

In this chapter, the findings related to two research questions were analysed. As mentioned in the previous chapters, the aim of this study was to investigate which set led to more receptive and productive vocabulary gain for the young learners. Moreover, the researcher looked for the short term and long term retention through immediate and post test results. To reach this aim, the following questions were tended to be answered:

- 1) Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in receptive vocabulary gain considering;
  - a) The immediate post test results?
  - b) The delayed post test results?
  
- 2) Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in productive vocabulary gain considering;
  - a)the immediate post test results?
  - b)the delayed post test results?

## **4.2. Analysis of the Immediate and Delayed Post Test Scores of Thematically Related and Unrelated Set**

First of all, we should restate here that, the students were pretested before the study and the researcher ensured that the students did not know the words that were to be taught for the research. Moreover, it should be restated here that the students were taught 16 words in each set. Their correct answer was calculated as 1 point, and if they had any mistakes, they didn't get any points. Therefore, for each set the highest score that could be gotten by a student was 16. Below, the research questions were to be answered in an order.

## **4.3. Analysis of the Immediate and Delayed Post Test Scores of Thematically Related and Unrelated Set; Related to the Receptive Vocabulary Knowledge**

### **4.3.1. Findings related to the first research question (1a)**

In order to find an answer to the question "Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in receptive vocabulary gain of the students; considering the immediate post test results?" first, the descriptive analysis was done with the scores of the immediate post-tests measuring the receptive knowledge and the mean score, standard deviation, minimum and maximum score were calculated accordingly. The results were given in Table 4.

Table 4. Descriptive Statistics of the Scores of the Immediate Post Tests of the Thematically Related and Unrelated Sets, Related to the Receptive Vocabulary Gain

	N	$\bar{X}$	Ss	Min.	Max.
<b>Thematically Related</b>					
<b>Set Immediate Post Test</b>	35	15.43	1.14	12.00	16.00
<b>Unrelated Set</b>					
<b>Immediate Post Test</b>	35	15.46	1.34	10.00	16.00

When the Table 4. was investigated, it could be seen that the mean score of the unrelated set immediate post-test, measuring the receptive vocabulary knowledge ( $\bar{X}=15.46$ ) was higher than the mean score of the thematically related set immediate post-test, measuring the receptive vocabulary knowledge is ( $\bar{X}=15.43$ ). For the thematically related set, the highest score was 16 while the minimum score was 12. For the unrelated set, the highest score was 16 whereas the minimum score was 10. The statistical data showed that the receptive vocabulary gain of the students was very high in both sets. Moreover, it could be seen that there was no significant difference between the sets.

To see if there is a statistically difference among the sets, first, the researcher should find out whether parametric or nonparametric tests would be used. Thus, Shapiro-Wilk Test was applied to see whether the sets had a normal distribution. The results of the test were shown in Table 5. below.

Table 5. Shapiro-Wilk Test for the Scores of the Immediate Post Tests of the Thematically Related and Unrelated Sets, Related to the Receptive Vocabulary Gain

	Statistic	df	p
<b>Thematically Related Set Immediate Post Test</b>	.560	35	.000
<b>Unrelated Set Immediate Post Test</b>	.482	35	.000

The results of the Shapiro-Wilk Test revealed that the immediate post test scores of both the thematically related set and the unrelated set didn't have a normal distribution ( $p=.000$ ,  $p<.05$ ;  $p=.000$ ,  $p<.05$ ). For this reason, in order to compare the immediate post test scores of the thematically related sets and unrelated sets related to the receptive vocabulary knowledge, nonparametric tests were used. The Wilcoxon Signed Ranks Test was applied to the scores and the results were demonstrated in Table 6.

Table 6. The Wilcoxon Signed Ranks Test for the Immediate Post Test Scores of the Thematically Related and Unrelated Sets, Related to the Receptive Vocabulary Gain

<b>Thematically Related Set Immediate Post Test - Unrelated Set Immediate Post Test</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>z</b>	<b>p</b>
Negative ranks	4	4.88	19.50	-.367	.713
Positive ranks	5	5.10	25.50		
Ties	26				

When we looked at the Table 6 above, we could state that there was no significant statistical difference between the immediate post test scores of the thematically related and unrelated sets, related to the receptive knowledge ( $z=-.367, p>.05$ ). The statistical data showed that students' receptive vocabulary gain for the unrelated set was similar to that of thematically related set.

#### 4.3.2. Findings related to the Research Question (1b)

In order to find an answer to the question "Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in receptive vocabulary gain of the students; considering the delayed post test results?" again, first, the descriptive analysis was done with the scores of the delayed post-tests measuring the receptive knowledge and in this way the mean score, standard deviation, minimum and maximum score were calculated. The results were given in Table 7.

*Table 7. Descriptive Statistics for the Scores of the Delayed Post Tests of the Thematically Related and Unrelated Sets, Related to the Receptive Vocabulary Gain*

	<b>N</b>	<b><math>\bar{X}</math></b>	<b>Ss</b>	<b>Min.</b>	<b>Max.</b>
<b>Thematically Related</b>					
<b>Set Delayed Post Test</b>	35	11.83	3.35	5.00	16.00
<b>Unrelated Set Delayed</b>					
<b>Test</b>	35	12.94	3.07	5.00	16.00

According to the Table 7, the mean score of the unrelated set for the delayed post-test ( $\bar{X}=12.94$ ) was higher than the mean score of the thematically related set for the delayed post-test ( $\bar{X}=11.83$ ), considering the receptive vocabulary knowledge. From this statistical data, it could be inferred that the unrelated set led to more receptive vocabulary gain for the students; in other words, thematically related set resulted in less gain regarding the long-term retention.

Again, the Shapiro-Wilk Test was applied to see whether the sets had a normal distribution. The results of the test were shown in Table 8. below.

*Table 8. Shapiro-Wilk Test for the Scores of the Delayed Post Tests of the Thematically Related and Unrelated Sets, Related to the Receptive Vocabulary Gain*

	<b>Statistic</b>	<b>df</b>	<b>p</b>
<b>Thematically Related Set Delayed Post Test</b>	.925	35	.019
<b>Unrelated Set Delayed Post Test</b>	.878	35	.001

The results of the Shapiro-Wilk Test in Table 8 showed that the delayed post test scores of both the thematically related set and the unrelated set didn't have a normal distribution ( $p=.019, p<.05$ ;  $p=.001, p<.05$ ). For this reason, in order to compare the delayed post test scores of the thematically related sets and unrelated sets related to the receptive vocabulary knowledge, nonparametric tests were used. Again, the Wilcoxon Signed Ranks Test was

applied to the delayed post-tests scores and the results were demonstrated in Table 9.

*Table 9. The Wilcoxon Signed Ranks Test for the Delayed Post Test Scores of the Thematically Related and Unrelated Sets, Related to the Receptive Vocabulary Gain*

<b>Thematically Related Set Delayed Post Test - Unrelated Set Delayed Post Test</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>z</b>	<b>p</b>
Negative ranks	3	6.83	20.50	-3.02	.003
Positive ranks	16	10.59	169.50		
Ties	16				

The Wilcoxon Signed Ranks Test in Table 9 showed that there was a significant statistical difference between the delayed post test scores of the thematically related and unrelated sets, related to the receptive knowledge ( $z=-3.02$ ,  $p<.05$ ). For the long term retention, it could be concluded that the amount of receptive vocabulary gain was not the same for the each set. The mean score of the delayed post-test of the unrelated set, related to the receptive vocabulary knowledge was  $\bar{X}=12.94$ , whereas, the mean score of the delayed post-test of the thematically related set, related to the receptive vocabulary knowledge was  $\bar{X}=11.83$ . It could be concluded that unrelated set had higher mean score than thematically related set when the delayed post test scores were analysed.

In short it was seen that the unrelated set led to more receptive vocabulary gain for the students; in other words, thematically related set resulted in less gain regarding the long-term retention.

To answer the first research question, it was concluded that for the short term retention, the students gained the same amount of receptive vocabulary from the unrelated and thematically related sets, whereas, for the long term retention, the students gained more receptive vocabulary in unrelated set than in thematically related set.

#### 4.4. Analysis of the Immediate and Delayed Post Test Scores of Thematically Related and Unrelated Set, Related to the Productive Vocabulary Knowledge

##### 4.4.1. Findings related to the second research question (2a)

In order to find an answer to the question " Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in productive vocabulary gain considering; the immediate post test results?" the same analysis was applied and the mean score, standard deviation, minimum and maximum score were calculated. The results were given in Table 10.

Table 10. Descriptive Statistics of the Scores of the Immediate Post Tests of the Thematically Related and Unrelated Sets, Related to the Productive Vocabulary Gain

	N	$\bar{X}$	Ss	Min.	Max.
<b>Thematically Related</b>					
<b>Set Immediate Post Test</b>	35	6.06	4.00	0.00	14.00
<b>Unrelated Set Immediate Post Test</b>	35	10.34	4.87	2.00	16.00

When the Table 10 was investigated, it was seen that the mean score of the unrelated set ( $\bar{X}=10.34$ ) was higher than the mean score of the thematically related set considering the productive vocabulary gain ( $\bar{X}=6.06$ ). It could be inferred from the table that the unrelated set led to more productive vocabulary gain than the thematically related set.

Furthermore, the maximum score of the unrelated set was 16 while it was 14 for the thematically related set. In addition, the minimum score was 2 for the unrelated set whereas it was 0 for the thematically related set. In short, this also indicated that the unrelated set outperformed the thematically related set in productive vocabulary test scores.

Again, the Shapiro-Wilk Test was applied to see whether the sets had a normal distribution. The results of the test were shown in Table 11 below.

*Table 11. Shapiro-Wilk Test for the Scores of the Immediate Post Tests of the Thematically Related and Unrelated Sets, Related to Productive Vocabulary Gain*

	<b>Statistic</b>	<b>df</b>	<b>p</b>
<b>Thematically Related Set Immediate Post Test</b>	.940	35	.054
<b>Unrelated Set Immediate Post Test</b>	.888	35	.002

The results of the Shapiro-Wilk Test revealed that the immediate post test scores of the thematically related set had a normal distribution ( $p=.054$ ,  $p>.05$ ), whereas the immediate post test scores of the unrelated set didn't have a normal distribution ( $p=.002$ ,  $p<.05$ ). Consequently, in order to compare the immediate post test scores of the thematically related sets and unrelated sets related to the productive vocabulary knowledge, nonparametric tests were used. Hence; the Wilcoxon Signed Ranks Test was applied to the scores and the results were demonstrated in Table 12.

*Table 12. The Wilcoxon Signed Ranks Test for the Immediate Post Test Scores of the Thematically Related and Unrelated Sets, Related to the Productive Vocabulary Gain*

<b>Thematically Related Immediate Post Test - Unrelated Set Immediate Post Test</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>z</b>	<b>p</b>
Negative ranks	0	0.00	0.00	-5.177	.000
Positive ranks	35	18.00	630.00		
Ties	0				

When the Table 12 was investigated, it could be stated that there was a significant statistical difference between the immediate post test scores of the thematically related and unrelated sets, related to the productive knowledge ( $z=-5.177$ ,  $p<.05$ ). When productive vocabulary gain was considered, the mean score of the immediate post-test of the unrelated set was  $\bar{X}=10.34$ , whereas, the mean score of the immediate post-test of the thematically related set  $\bar{X}=6.06$ . It could be concluded that the mean score of the unrelated set was higher than the mean score of the thematically related set. Here it could be stated that the

unrelated set led to more productive vocabulary gain for the short term retention.

#### 4.4.2. Findings related to the research question (2b)

In order to find an answer to the question "Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in productive vocabulary gain of the students; considering the delayed post test results?" the same statistical analysis was done respectively. The results of the Descriptive Analysis were shown in Table 13.

*Table 13. Descriptive Statistics for the Scores of the Delayed Post Tests of the Thematically Related and Unrelated Sets, Related to the Productive Vocabulary Gain*

	N	$\bar{X}$	Ss	Min.	Max.
<b>Thematically Related</b>					
<b>Set Delayed Post Test</b>	35	4.54	3.02	0.00	14.00
<b>Unrelated Set Delayed</b>					
<b>Post Test</b>	35	7.57	3.51	2.00	13.00

According to the Table 13, the mean score of the unrelated set ( $\bar{X}=7.57$ ) was higher than the mean score of the thematically related set ( $\bar{X}=4.54$ ). It could be stated that the unrelated set led to more productive vocabulary gain for the long term retention when compared with the thematically related set.

In order to find out whether the sets had a normal distribution, the Shapiro-Wilk Test was applied to the delayed post test scores and the results were displayed in Table 14 below.

*Table 14. Shapiro-Wilk Test for the Scores of the Delayed Post Tests of the Thematically Related and Unrelated Sets, Related to the Productive Vocabulary Gain*

		<b>Statistic</b>	<b>df</b>	<b>p</b>
<b>Thematically Related Delayed Post Test</b>	<b>Set</b>	.939	35	.051
<b>Unrelated Delayed Post Test</b>	<b>Set</b>	.922	35	.016

The results of the Shapiro-Wilk Test revealed that the delayed post test scores of the thematically related set had a normal distribution ( $p=.051$ ,  $p>.05$ ) whereas the delayed post test scores of the unrelated set didn't have a normal distribution ( $p=.016$ ,  $p<.05$ ). Consequently, in order to compare the delayed post test scores of the thematically related sets and unrelated sets related to the productive vocabulary knowledge, nonparametric tests were used. The Wilcoxon Signed Ranks Test was applied to the scores and the results were demonstrated in Table 15.

Table 15. The Wilcoxon Signed Ranks Test for the Delayed Post Test Scores of the Thematically Related and Unrelated Sets, Related to the Productive Vocabulary Gain

<b>Thematically Related Set Delayed Post Test - Unrelated Set Delayed Post Test</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>z</b>	<b>p</b>
Negative ranks	2	14.00	28.00	-4.430	.000
Positive ranks	30	16.67	500.00		
Ties	3				

When the Table 15 was investigated, it could be inferred that there was a significant statistical difference between the delayed post test scores of the thematically related and unrelated sets, related to the productive gain of the students ( $z=-4.430$ ,  $p<.05$ ). This difference suggested that the students' productive vocabulary gain was not the same for each set regarding the long term retention. Furthermore; the mean score of the delayed post-test of the unrelated set ( $\bar{X}=7.57$ ) was higher than the mean score of the delayed post-test of the thematically related set ( $\bar{X}=4.54$ ).

To answer the second research question, it was concluded that, for both short and long term retention, the unrelated set outperformed the thematically related set when the productive vocabulary gain of the students were compared.

#### **4.5. Comparison of Immediate and Delayed Post Test Results**

In this part, the immediate and delayed post test scores of each set were compared to see if there was a statistical significant difference between these two tests.

In order to find out whether there was a statistical difference between the results of the immediate and delayed post test scores, considering the receptive vocabulary gain of two sets; thematically related set and unrelated sets, the Wilcoxon Signed Ranks Test was applied to the tests and the results were shown in Table 16.

*Table 16. The Wilcoxon Signed Ranks Test for the Immediate and Delayed Post Test Scores of the Thematically Related and Unrelated Sets, Related to the Receptive Vocabulary Gain*

	<b>Immediate-Delayed Test</b>	<b>Post</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>z</b>	<b>p</b>
<b>Thematically Related Set</b>	Negative ranks		29	15.00	435.00	-4.723	.000
	Positive ranks		0	0.00	0.00		
	Ties		6				
<b>Unrelated Set</b>	Negative ranks		25	13.00	13.00	-4.387	.000
	Positive ranks		0	0.00	0.00		
	Ties		10				

According to the results of the immediate and delayed post-tests (see in Table 16), presenting vocabulary in thematically related sets showed a significant statistical difference in the students receptive vocabulary gain ( $z=-4.723$ ,  $p<.05$ ). The mean score of the immediate post test results for the thematically related set ( $\bar{X}=15.43$ ) was higher than the mean score of the delayed post test results ( $\bar{X}=11.83$ ). In addition, presenting vocabulary in unrelated sets showed a significant statistical difference in the students receptive vocabulary gain ( $z=-4.387$ ,  $p<.05$ ). The mean score of the immediate post test results for the unrelated set ( $\bar{X}=15.46$ ), was higher than the mean score

of the delayed post test results ( $\bar{X}=12.94$ ). It could be seen that, in both sets, the students' receptive vocabulary gain was more on the immediate post-tests whereas their scores were decreased in the delayed post-tests.

In order to compare the immediate and delayed post test scores related to the productive vocabulary knowledge of two sets, the Wilcoxon Signed Ranks Test was applied to the tests and the results were shown in Table 17.

*Table 17. The Wilcoxon Signed Ranks Test for the Immediate and Delayed Post Test Scores of the Thematically Related and Unrelated Sets, Related to the Productive Vocabulary Gain*

<b>Thematically Related Set</b>	<b>Immediate- Delayed Test</b>	<b>Post</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>z</b>	<b>p</b>
		Negative ranks		19	16.16	307.00	-2.871
	Positive ranks		8	8.88	71.00		
	Ties		8				
<b>Unrelated Set</b>	<b>Immediate- Delayed Test</b>	<b>Post</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>z</b>	<b>p</b>
	Negative ranks		26	17.29	449.50	-3.967	.000
	Positive ranks		5	9.30	46.50		
	Ties		4				

According to the results of the immediate and delayed post-tests (see in Table 17.), presenting vocabulary in thematically related sets showed a significant statistical difference in the students' productive vocabulary gain ( $z=-2.871$ ,  $p<.05$ ). The mean score of the immediate post test results for the thematically related set ( $\bar{X}=6.06$ ), was higher than the mean score of the delayed

post test results ( $\bar{X}=4.54$ ) when the productive vocabulary gain was considered. Moreover, presenting vocabulary in unrelated sets also showed a significant statistical difference in the students' productive vocabulary gain ( $z=-3.967$ ,  $p<.05$ ). The mean score of the immediate post test results for the unrelated set ( $\bar{X}=10.34$ ), was higher than the mean score of the delayed post test results ( $\bar{X}=7.57$ ) when the productive vocabulary gain was considered. It could be stated that, in both sets, the students' productive vocabulary gain was more on the immediate post-tests whereas their scores were decreased in the delayed post-tests.

*Table 18. Immediate and Delayed Post Test Scores of the Thematically Related and Unrelated Sets, Related to both Receptive and Productive Vocabulary Gain*

		Mean Scores of Post-tests	Mean Scores of Delayed Post-test
Thematically Related Set	Receptive Vocabulary Gain	$\bar{X} = 15,43$	$\bar{X} = 11,83$
	Productive Vocabulary Gain	$\bar{X} = 6,06$	$\bar{X} = 4,54$
Unrelated Set	Receptive Vocabulary Gain	$\bar{X} = 15,46$	$\bar{X} = 12,94$
	Productive Vocabulary Gain	$\bar{X} = 10,34$	$\bar{X} = 7,57$

Briefly, a statistically significant difference was found in each set when the immediate and delayed post test scores were compared (See in Table 18). For all sets, the students' grades were higher in the immediate post-test.

#### **4.6. Discussion**

This study investigated the effects of teaching vocabulary in two different types of vocabulary sets (thematically related set and unrelated set) on the students' receptive and productive vocabulary knowledge.

The first question examined the effects of presenting new vocabulary in thematically related sets and unrelated sets on the students' receptive vocabulary gain in short term and long term retention. The immediate post test results showed that there was no significant difference among the thematically related and unrelated sets ( $\bar{X}$ =15.43; 15.46). However, the delayed post test results indicated that the mean score of the unrelated set ( $\bar{X}$ =12.94) was higher than the mean score of thematically related set ( $\bar{X}$ =11.83). So it could be concluded that although there wasn't seen a significant difference between the sets considering the short term retention, in the long term retention the students gained more receptive vocabulary from the unrelated set than the thematically related set.

This result supported the conclusions that were reached in the previous studies to some extent. Although, in the previous research, the unrelated set was generally compared with the semantically related sets, in these studies it was concluded that semantically related sets served as a detriment to the learning of vocabulary whereas unrelated sets appeared to be a facilitator for learning vocabulary (Waring, 1997; Read 2000; Finkbeiner and Nicol, 2003;

Erten and Tekin, 2008; Papathanasiou, 2009; Bak, 2012; Jang, 2014). For the first time, Özlü (2009) compared three sets (semantically related sets, unrelated sets and thematically related sets) in a study for both short and long term retention and her findings also supported the previous research results above. In her study, the unrelated sets outperformed the semantically related and thematically related sets in the short term retention but in the present study, there was no significant difference between the students' receptive vocabulary gains in thematically related or unrelated sets for the short term retention.

The first reason of this may be explained by the positive effects of schemata upon learning as claimed that schema-related material is learnt more easily than schema-unrelated material (Brewer and Nakamura, 1984; cited in Tinkham, 1997). In addition to this, McCarthy (1990) also suggested that topics relate more easily to people's experience so that topic related words can make the learners understand and perceive the words better. So, the students may have related the thematically related words into their schema in the short term whereas this may have lost its impact in the long term retention and they may have forgotten more words in the thematically related set as three weeks have passed.

Furthermore, the delayed post test results showed that the unrelated set outperformed the thematically related set considering the students' receptive vocabulary knowledge. This result partially supported the results of the previous research. This similarity could be due to the interference theory and it assumes that as the similarity between information intended to be learnt increases, the difficulty of learning that information also increases (Tinkham, 1997: 140). According to Nation (2000), interference increases when similar words are learned at the same time, in a way that the similar features of the words interfere with each other (Jang, 2014). As in the thematically related sets

the words still share similar features, and have strong association with one another. The negative effects of thematically related sets can also be explained by the distinctiveness hypothesis (Tinkham, 1993, 1997; Papathanasiou, 2009). This hypothesis suggests that the dissimilarity of words facilitates the recall of words by helping learners code words which do not have common features or background. In other words, the distinctiveness hypothesis assumes that "as the distinctiveness or non-similarity of information increases, the ease of learning that information increases, too" (Hunt and Mitchell, 1982, cited in Tinkham, 1997).

On one hand this study's result contradicted the results in Özlü's study as in her study she found that there was no significant difference between the unrelated sets and thematically related sets considering the long term retention. Her research design was different from the present study and this might be the first reason of this contradiction because in her study she compared three different sets. Moreover, the participants in Özlü's study were university students who could be accepted to have had larger schemata than the participants in the present study as here they were Middle school students aged around 12. On this issue, Papathanasiou (2009) argued in her study that the proficiency level of L2 learners seem to affect the impacts of different vocabulary sets. She claimed that intermediate learners knew more words than beginner learners, and considered it could be possible that intermediate learners had already built up their schema. As a result, they added new words to an existing store, and they may have made less effort to form new semantic concepts. In other words, she claimed that the students who had higher proficiency language level were accepted to learn schema related words more easily. Here this could be an explanation for the question of why in Özlü's study (2009) the thematically related sets and unrelated sets showed no

difference for the long term retention. As her students were intermediate level the impact of thematically related sets lasted longer and the students forgot fewer words when compared with the present study. Briefly, the different ages of the participants and their different proficiency levels could be listed as another two reasons for different conclusions of this study and Özlü's study.

On the other hand, this study's result contradicted the results in Tinkham's (1997) study. In his study, the participants were required to learn the thematically related words and unrelated words, and the results revealed that the students could memorize the thematically related words with fewer trials. On the contrary, in the current study, for the short term retention, the unrelated and the thematically related sets were recognized at the same level whereas the unrelated set led to more receptive vocabulary gain regarding the long-term retention. This contrast between two studies' results may have been caused firstly because the participants in his study were all university students whereas in this study the participants were all Middle School students. As it was stated above the proficiency level of L2 learners seemed to affect the impacts of different vocabulary sets (Papathanasiou, 2009). As a second reason it could have been stated that the presentation technique that was used during the treatment was different. Tinkham (1997) studied with the subjects one by one in a laboratory condition. The new words were all artificial words which were presented via PC computer to the participants. After the presentation and the practice sessions done on the computer, he used trials-to-criterion tests to measure the recognition and recall of the words and the test lasted until they typed or pronounced the word correctly in English or in artificial language. But, in this study the students were taught the new words following the steps of explicit vocabulary teaching (Thornbury, 2002). The pictures were used; meaning of the word was given; example sentences were given. Then, the

students were asked to do some practise activities. The teaching was carried out as a whole class interaction in a real classroom environment. These vocabulary presentation and practise steps might have helped learners to remember the unrelated words more. Finally, the last but not the least reason for this contradiction could be stated as the testing materials used in these two studies. In Tinkham's study (1997) the participants were supposed to type or pronounce the L1 or L2 equivalent of the given words while in the present study the participants were supposed to match the words with the pictures.

The second question examined the effects of presenting new vocabulary in thematically related sets and unrelated sets on the students' productive vocabulary gain in short term and long term retention. The immediate post test results revealed that the mean score of unrelated set ( $\bar{X}=10.34$ ) was higher than the mean score of thematically related set ( $\bar{X}=6.06$ ). In addition, the delayed post test results revealed the same conclusion ( $\bar{X}=7.57$ ; 4.54). Considering the short term and long term retention, the unrelated set outperformed the thematically related set.

The result of the current study was partially similar to the previous research results. Actually, this study could be suggested as the first study that looked for the students' productive vocabulary gain because in the previous studies in order to measure the productive vocabulary gain of the participants, generally the L1- L2 translation test was used (Tinkham, 1997; Waring, 1997; Finkbeiner and Nicol, 2003). Moreover, Tinkham (1997) didn't call these tests as productive vocabulary tests but he called them as the recall tests that aimed to measure the recall of new words (Tinkham, 1997: 147). In those studies, they studied new words in isolation and they gave the L1 words and asked its L2 equivalent as production. So, if we were to accept this kind of testing as the testing of productive vocabulary knowledge up to some extent, similar to the

current study, then, we could state that Tinkham (1997), Waring (1997) and Nicol and Finkbeiner (2003) found the unrelated sets as facilitators of learning in their studies.

In addition, Nation (2005) claims that receptive vocabulary knowledge precedes the productive vocabulary knowledge and so, we can presume that the more receptive vocabulary knowledge you have, the more productive vocabulary knowledge you have. Thus, as many studies asserted that presenting vocabulary in unrelated sets had a facilitative effect on the new words learning receptively (Waring, 1997; Read 2000; Finkbeiner and Nicol, 2003; Erten and Tekin, 2008; Papathanasiou, 2009; Bak, 2012; Jang, 2014), the present study came up with the conclusion that unrelated set, still, served as a facilitator when the productive vocabulary gains of the students were investigated.

When the results of the productive vocabulary tests were compared, we could, also, state that unrelated sets were remembered more by the students. The unrelated set outperformed the thematically related set in both short and long term retention, considering the productive vocabulary gain while these sets didn't show a significant difference in the short term retention, considering the receptive vocabulary knowledge. This difference might be explained with the structure of the tests carried out during the study. The tests measuring the receptive vocabulary gain of the students were easy because the students were just asked to match the given words with their pictures. So in these kinds of test, the sets might not have showed a significant difference. Yet, the tests aimed to measure productive vocabulary gain of the students were challenging, here, the students were supposed to comprehend the given sentence and write the appropriate word in the given blanks without any clue given except for the context.

Moreover, the immediate and delayed post test scores of each sets were compared to see if there was a statistical significant difference between these two tests. The mean scores of the immediate post tests were  $\bar{X}=15.43, 15.46$  while the mean scores of the delayed post tests were  $\bar{X}=11.83, 12.94$ , regarding the receptive vocabulary gain of the students. When the productive vocabulary gain of the students considered the mean scores of the immediate post tests were  $\bar{X}=6.06, 10.34$  while the mean scores of the delayed post tests were  $\bar{X}=4.54, 7.57$ . It could be stated that, the mean scores of the immediate post tests were higher than the mean scores of the delayed post-tests. So, it could be, also, concluded that in both sets some vocabulary loss occurred to some extent. As Ebbinghaus (1885, cited in Özlü, 2009) claims that the information is forgotten by time, the students normally forget the words, thus, they recognized and produced fewer words on the delayed post-tests.

In the next chapter what conclusion came through in the present study has been explained in depth.

## CHAPTER 5

### CONCLUSION

#### 5.1. Summary of the Study

This study aimed to find out the effects of presenting new vocabulary in thematically related sets and unrelated sets on the receptive and productive vocabulary gains of the students. In other words, here which set led to more receptive and productive gain was investigated through immediate and delayed post test scores.

The research was carried out with 35 seventh graders during their English lessons in a State Middle School. The treatment lasted for 5 weeks. To reach this aim, first of all the target words were identified carefully and the thematically related and unrelated sets were arranged with essential criterions in mind. Before teaching, the words were pretested and necessary editing was done with the sets. Each set consisted of 16 new words and these 16 words were taught in two separate groups. For example thematically related set consisted of 'party' and 'environment' vocabulary sets whereas the unrelated set included two different sets which consisted of words that are unrelated to each other in meaning. Next, the immediate tests and delayed post tests were designed. After that the lessons were planned following the explicit vocabulary teaching steps (Thornbury, 2002). 2 class hours were allocated to teach each vocabulary set. Each lesson started with presenting the new words, and finished with two immediate post-tests. First the teacher conveyed the meaning of the word through pictures and by giving their definitions. Next, the students were provided with the form of the new word and an example sentence. After being

sure that the students got the meaning clearly by asking some concept questions, the teacher distributed some worksheets to practice the words both receptively and productively. At the end of the practise session, the students got two immediate post-tests.

In the study there were two groups of participants (7/A-C) but they all learnt the same words. While one group learnt the thematically related sets first, the other group learnt the unrelated sets first. This was done to prevent the order effect during the treatment.

In the study the students were given pre-tests, immediate tests and delayed post-tests. Two separate immediate post tests were distributed to the students; a receptive vocabulary test and a productive vocabulary test. The same tests were given as the delayed post-tests 3 weeks after the presentation. In order to prevent learning effect and test effect between the tests the students got the productive tests first and then they got the receptive tests (Webb, 2005).

The immediate and delayed post test results revealed that considering the students' receptive vocabulary gains, there was no significant difference for the short term retention whereas for the long term retention the unrelated set led to more vocabulary gain in students. In addition, considering the students' productive vocabulary gains, the unrelated set outperformed the thematically related set in both short and long term retention.

Lastly, the immediate and delayed post test scores of each sets were compared to see if there was a statistical significant difference between these two tests. The results showed that in each set the immediate post test scores were higher than the delayed post test scores. In other words, it could be concluded that in each set some vocabulary loss occurred to some extent in time.

## 5.2. Conclusion

It is assumed that vocabulary is the main component of the language and determines how well the learners speak, write, and read in that language as Wilkins (1972) says “while without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (p. 111), for this reason, it is crucial for teachers to develop effective vocabulary teaching methods in their classroom. Consequently, the present study aimed to find out in which vocabulary set the new words should be presented in order to make students recognize and produce more words.

In this study there were 2 research questions as follows: (1) Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in receptive vocabulary gain considering; (a) the immediate post test results? (b) The delayed post test results?, (2) Does presenting new vocabulary in thematically related sets or unrelated sets make any difference in productive vocabulary gain considering; (a) the immediate post test results? (b)the delayed post test results?

The first question examined the effects of presenting new vocabulary in thematically related sets and unrelated sets on the students' receptive vocabulary gain in short term and long term retention. The findings showed that although there wasn't seen a significant difference between the sets considering the short term retention, in the long term retention the unrelated set outperformed the thematically related set.

The second question examined the effects of presenting new vocabulary in thematically related sets and unrelated sets on the students' productive vocabulary gain in short term and long term retention. The findings showed

that considering both the short term and long term retention, the unrelated set outperformed the thematically related set.

Briefly, the results revealed that the unrelated set led to more receptive and productive vocabulary gain of the students. This result can be explained first, with the distinctiveness hypothesis (Tinkham, 1997; Papathanasiou, 2009). This hypothesis presumes that the dissimilarity of words makes the recall of words easier by supporting learners to code the words which do not share similar features or background. In other words, if the words that are taught together aren't similar to each other, this makes the learning process easier for the learner (Hunt and Mitchell, 1982, cited in Tinkham, 1997). In the unrelated set, there was no meaning connection between the words, so this facilitated the students' learning.

On the other hand, the interference theory supports the notion that when the similarity among the words that are tended to be learnt increases, the difficulty level of learning also increases (Tinkham, 1997: 140). As in the thematically related sets, the words still share similar features, and have strong association with one another. As a result this theory explains why thematically related set fell behind the unrelated set in this study.

### **5.3. Implications of the Study**

The findings of the present study suggest both empirical and practical implications for teachers and for the course book writers. The course book writers should be aware of the studies done in the area. As Richards (2006) suggests, the course books must be written by analysing the research findings. In addition, the results of the current study have shed light on how vocabulary

can be presented to the students. Although the students seemed that they had learnt vocabulary in thematically related sets considering their receptive vocabulary gain in the short term retention, it was hard for them to remember when some time passed.

As Nation (2006) suggests "A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform." For this reason, the teachers should know that if they want to concentrate on solely vocabulary teaching in some of his/her lessons, he/she should present the new words in unrelated sets. This may facilitate learning.

In Turkey, especially in the State Schools, the time allocated for teaching English is very limited since the classroom is the only place where the students are exposed to the target language. Especially, in elective courses, the teachers can prepare a vocabulary teaching lesson including unrelated words. This will facilitate learning of new vocabulary in the curriculum. So, this study suggests an effective vocabulary presenting method for the teachers. However, the teachers should keep in mind that every technique has its advantages and disadvantages. They should first decide what they want to teach and how they want to teach. Each teacher should try to choose the best technique that is suitable for his/her students' needs and interests.

#### **5.4. Suggestions for the Further Research**

First of all, in this study there were 35 students. However, this research can be replicated with a large number of participants.

In this research the participants were Middle School students whose ages ranged from 12-13. A further research can be carried out with older students who have a high proficiency English level.

New researchers can further investigate the effects of different vocabulary sets through more productive vocabulary testing such as free writing.

Finally, in this study there were only 16 words, in order to investigate the effects of different vocabulary sets on the productive vocabulary gain of the students, another study can be conducted with more words.

## References

- Arda,A., Onay,Ö. (2014). Ortaokul Sunshine 7 Student's Book: Lider Basım Yayın Ltd. Sti., Ankara
- Baddeley, A.D., (1997). *Human memory and theory*. Hove : Psychology Press
- Beltrán,R. C., Contesse, C. A. and López, M. M. L. (2010). Vocabulary teaching and learning: introduction and overview. *Insights into non- native vocabulary teaching and Learning*. (Ed: R. C. Beltrán, C. A. Contesse, and M. M. L. López,) Bristol, Buffalo, Toronto: Multilingual Matters, 1- 12
- Bogaards, P. and Laufer, B. (2004). Introduction. *Vocabulary in second language; selection, acquisition and testing*. (Ed: P. Bogaards and B. Laufer) Amsterdam, Philadelphia: John Benjamins Publishing Company. 7-12.
- Braidi, S.M. (2002) Re-examining the role of recasts in native- speaker/ non-native speaker interactions. *Language Learning* 52 (1), 1-42.
- Brown, G. (1994), Modes of understanding. *Language and Understanding*. (G. Brown, K. Malmkjaer and A. Pollitt , J. Williams) Oxford: Oxford University Press, 10- 20.
- Burt, M. (1975) Error analysis in the adult EFL classroom. *TeSOL Quarterly* 9 (1), 53-63.
- Büyüköztürk, Ş. (2012) *Sosyal Bilimler İçin Veri Analizi El Kitabı*. Ankara. Pegem
- Carter, R. and McCarthy, M. (1996). *Vocabulary and language teaching*. New York: Longman

- Crow, J.T. (1986). Receptive vocabulary acquisition for reading comprehension. *Modern Language Journal*, 70, 242-250.
- Ellis, N.C. and Beaton, A., (1993). Psycholinguistic determinants of foreign language vocabulary learning. *Language Learning* 43 (4), 559–617.
- Erten, İ. H. and Tekin, M. (2008). Effects on vocabulary acquisition of presenting new words in semantic sets versus semantically unrelated sets. *System*, 36, 407-422
- Fan, M., (2008). An exploratory study of collocation use by ESL students: A task based approach. *Science Direct*, 37,110-123.
- Finkbeiner, M. and Nicol, J., (2003). Semantic category effects in second language word learning. *Applied Psycholinguistics* 24, 369–383.
- Folse, K. (2004) *Vocabulary myths*. Ann Arbor: The University of Michigan Press.
- Gairns, R. and Redman, S. (1986). *Working with words*. Cambridge: Cambridge University Press.
- Grandy, R., (1992). Semantic fields, prototypes, and the lexicon. *Frames, fields, and contrasts: New essays in semantic and lexical organization*. (Ed:A. Lehrer and E. F. Kittay) New Jersey: Lawrence Erlbaum Associates, 229- 253.
- Harmer, J. (1991). *The Practice of English language teaching*: Longman Handbooks for language teachers. UK: Longman
- Hashemi, M. R. and Gowdasiaei, F. (2005). An attribute-treatment interaction study: Lexical-set versus semantically-unrelated vocabulary instruction. *RELC Journal*, 36, 341- 361.

- Haycraft, J., (1993). *An Introduction to English language teaching*. Malaysia: Longman.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. New York: Oxford University Press.
- Henriksen, B., (1999). Three dimensions of vocabulary development. *Studies in Second Language Acquisition* 21, 303–317.
- Hinkel, Eli (2006). Current perspectives on teaching the four skills. *TESOL Quarterly*. 40 (1), 109-131.
- Hirsh, D. (2012). *Linguistic insights; Studies in language and communication*. Bern: Switzerland Peter Lang A G, International Academic Publishers, Vol:155
- Horwitz, E. K. (1988). The beliefs about language learning of beginning foreign language students, *Modern Language Journal*, 72 (3), 283-294.
- Hoshino, Y. (2015). The Categorical facilitation effects on L2 vocabulary learning in a classroom setting. *RELC Journal* 41(3), 301–312.
- Hulstijn, J.H. and Laufer, B. (2001). Some empirical evidence for the involvement load hypothesis in vocabulary acquisition. *Language Learning*, 51(3), 539-558.
- Hunt, A. and Beglar, D. (2005). A framework for developing EFL reading vocabulary. *Reading in a Foreign Language*. 17 (1), 23-59. Available from <http://nflrc.hawaii.edu/rfl/April2005/hunt/hunt.html>
- İstifci, I.( 2010). Playing with words: A study on word association responses. *The journal of international Social Research*, 3, 360-368

- Jang H.J. (2014) The Effects of semantic clustering on EFL young learners' vocabulary learning. *English Teaching*, 69(3), 25- 47
- Jones, L. (2002). *Let's Talk*. Cambridge: Cambridge University Press.
- Jones, P, W. (1995). *Target Vocabulary 3*. London: Penguin
- Larsen, Freeman, D. (1986). *Techniques and principles in language teaching*. Hong Kong: Oxford University Press.
- Laufer, B. (1990). Why are some words more difficult than others? *IRAL: International Review of Applied Linguistics in Language Teaching*, 28 (4), 293– 307.
- Laufer, B. (1994). The lexical profile of second language writing: does it change over time? *RELC Journal* , 25(2), 21-33.
- Laufer, B. (1998). The Development of passive and active vocabulary in a second language: Same or different? *Applied Linguistics*. 19(2) 255-271.
- Laufer, B. and Nation, P. (1995). Vocabulary size and use: lexical richness in L2 written production. *Applied Linguistics* , 16(3), 307-322.
- Laufer, B and Nation, P. (1999). A vocabulary- size test of controlled productive ability. *Language Testing*. 16(1), 33- 51.
- Laufer, B. Elder, C. Hill, K., Congdon, P. (2004) Size and strength: Do we need both to measure vocabulary knowledge? *Language Testing*. 21(2), 202-226
- Lee, S. H. (2003). ESL learners' vocabulary use in writing and the effects of explicit vocabulary instruction. *System* , 31(4), 537-561.

- Lee, S. H. and Muncie, J. (2006). From receptive to productive: improving ESL learners' use of vocabulary in a post reading composition task. *TESOL Quarterly* , 40(2), 295-320.
- Lewis, M. (1993). *The lexical approach: The state of ELT and the way forward*. Hove, England: Language Teaching Publications.
- McCarthy, M. (2010). *Vocabulary*. New York: Oxford University Press.
- Meara, P. (1990). A note on passive vocabulary. *Second Language Research* 6 (7), 151-154.
- Muncie, J. (2002). Process writing and vocabulary development: comparing lexical frequent profiles across drafts. *System* , 30(2), 225-235.
- Nagy, W. E. (2005). Why vocabulary instruction needs to be long-term and comprehensive. *Teaching and learning vocabulary: bringing research to practice*. (Ed.: E. H. Hiebert and M. L. Kamil) Mahwah, NJ: Lawrence Erlbaum Associates, 27-44.
- Nassaji, H. (2003). Higher-level and lower-level text processing skills in advanced ESL reading comprehension. *The Modern Language Journal* , 87(2), 261-276
- Nation, I.S.P., (1990). *Teaching and learning vocabulary*. New York: Heinle and Heinle Publishers
- Nation, P. (1994). New Ways in teaching Vocabulary. *TESOL*. Retrieved on March, 15, 2015 from [http://www.asian-efl-journal.com/sept\\_05\\_pn.pdf](http://www.asian-efl-journal.com/sept_05_pn.pdf)
- Nation, P. (2000). Learning Vocabulary in Lexical Sets: Dangers and Guidelines. *TESOL Journal*, 9(2), 6-10.

- Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, P. (2002). *Best practice in vocabulary teaching and learning*. (Electronic Version). Available from  
<http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/1995-Best-practice.pdf>
- Nation, P. (2005). Teaching vocabulary. *Asian EFL Journal*, 7/3: 47-54. Retrieved on April, 2, 2015 from  
[http://www.asian-efl-journal.com/September\\_2005\\_EBook\\_editions.pdf](http://www.asian-efl-journal.com/September_2005_EBook_editions.pdf)
- Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening. *The Canadian Modern Language Review*, 63/1, 59-82. Retrieved on April, 21, 2015 from  
<http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/2006-How-large-a-vocab.pdf>
- Özlü, G. H., (2009). *Shall we teach vocabulary in lexical sets, thematically related sets or unrelated sets?* MA Thesis, Eskişehir: Anadolu University.
- Pachler, N. and Field, K. (1997). *Learning to teach modern foreign languages in the secondary school: A Companion to School Experience*. London: Routledge.
- Papathanasiou, E., (2009). An investigation of two ways of presenting vocabulary. *ELT Journal*. 63 (4), 313-322.
- Qian, D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: an assessment perspective. *Language Learning*, 52(3), 513-536.

- Rashidi, N. and Khosravi, N. (2010). Assessing the role of depth and breadth of vocabulary knowledge in reading comprehension of Iranian EFL learners. *Pan-Pacific Association of Applied Linguistics* 14(1), 81-108. Retrieved on April, 21, 2015 from <http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=5&sid=1ff86e7a-e24e-455a-9c55-baaaf18b9694%40sessionmgr4001&hid=4111>
- Read, J. (1997). Vocabulary: description, acquisition and pedagogy. *Vocabulary and testing*. (Ed: N. Schmitt and M. McCarthy) Cambridge: Cambridge University Press, 303-320. (Electronic Version). Available from <http://catdir.loc.gov/catdir/samples/cam031/97042211.pdf>
- Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.
- Richardson, J., Engle, R., Hasher, L., Logie, R., Stoltzfus, E., Zacks, R. (1996). *Working Memory and Human Cognition*. New York, Oxford: Oxford University Press.
- Sarı, Ş., (2014). *An analysis of difficulties which secondary school students with language learning difficulties face in English Language Learning Process*. MA Thesis. Konya: Necmettin Erbakan University.
- Schmitt, N. (1995). A fresh approach to vocabulary: Using a word knowledge framework. *RELC Journal* 26, 86- 94.
- Schmitt, N. (2000). *Vocabulary in language teaching*. U.S.A: Cambridge University Press.

- Schmitt, N.(2010). Key issues in teaching and learning vocabulary. *Insights into non-native vocabulary teaching and learning*. (Ed: R. C. Beltran, C. A. Contesse and M. T. Lopez). Bristol, Buffalo, Toronto: Multilingual Matters. 28-58
- Schmitt, N., and McCarthy, M. (1997). *Vocabulary: description, acquisition and pedagogy* . Cambridge: Cambridge University Press.
- Schmitt, N. and Meara, P. (1997). Researching vocabulary through a word knowledge framework: Word associations and verbal suffixes. *Studies in Second Language Acquisition* 20(1), 17-36.
- Schoonen, R. and Verhallen, M. (2008). The assessment of deep word knowledge in young first and second language learners. *Language Testing*. 25(2), 211- 236
- Shore, W. J. and Durso, F.T., (1990). Partial knowledge in vocabulary acquisition: general constraints and specific details. *Journal of Educational Psychology* 82(2), 315-318. Retrieved on May, 1, 2015 from <http://psycnet.apa.org/journals/edu/82/2/315/>
- Singleton, D. (1999). *Exploring the second language mental lexicon* .Cambridge: Cambridge University Press.
- Soars, L. and Soars, J. (2000). *New Headway Elementary*. Oxford: Oxford University Press.
- Takač, V. P. (2008). *Vocabulary learning strategies and foreign language acquisition*. Clevedon: Multilingual Matter LTD.
- Taylor, L. (1990). *Teaching and learning vocabulary*. Englewood Cliffs: Prentice Hall International. (Electronic Version). Available from

<https://www.researchgate.net/publication/250733641> Teaching and learning vocabulary Taylor Linda Hemel Hempstead Prentice-Hall International 1990

Tinkham, T. (1997). The Effects of semantic and thematic clustering in the learning of second language vocabulary. *Second Language Research*, 13(2), 138-163.

Thomas, B, J. (1991). *Advanced vocabulary and idiom*. Edinburgh: Nelson

Thornbury, S. (2002). *How to teach vocabulary*. England: Longman.

Vermeer, A. (2001) Breadth and depth of vocabulary in relation to L1/L2 acquisition and frequency of input. *Applied Psycholinguistics* 22, 217–234

Waring, R. (1997). The Negative effects of learning words in semantic sets: A Replication. *System*. 25(2), 261:274.

Waring, R. (2002). *Scales of vocabulary knowledge in second language vocabulary assessment*. Kiyoo. Occasional Papers of Notre Dame Seishin University. Retrieved on December, 23, 2015 from

<http://wenku.baidu.com/view/43e085c289eb172ded63b7d5.html>

Webb, S. (2005). Receptive and productive vocabulary learning. *Studies in Second Language Acquisition*. 27, 33-52

Webb, S. (2008). Receptive and productive vocabulary sizes of L2 learners. *Studies in Second Language Acquisition*. 30, 79-95.

- Webb, S. (2009). The Effects of receptive and productive learning of word pairs on vocabulary knowledge. *RELC Journal* 40(3) 360-376
- Wesche, M. and Paribakht T.S., (1996). *Assessing second language vocabulary knowledge: Depth versus Breadth. Canadian Modern Language Review.* 53/1, 13- 40
- Wilcox, A. and Medina, A. (2013). Effects of semantic and phonological clustering on L2 vocabulary acquisition among novice learners. *System* 41. 1056- 1069
- Wilkins, David A. (1972). *Linguistics in language teaching.* Cambridge, MA: MIT Press.
- Wu, J. (2013). *Enhancing self-directed vocabulary learning: Research and practice.* Bern: Peterlang
- Zareva, A. (2007). Structure of the second language mental lexicon: how does it compare to native speakers' lexical organization? *Second Language Research* 23(2), 123–153
- Zhong, H. (2015) *Multidimensional vocabulary knowledge: Development from receptive to productive.* Current Perspectives in Second Language Vocabulary Research. (Ed: D. Hirsh). Bern: International Academic Publishers

## APPENDICES

### Appendix 1



T.C.  
MUĞLA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Eğitim Bil. Serv.

Sayı : 70004082-44-E.7732724  
Konu: Araştırma İzni

03.08.2015

ESKİŞEHİR ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Genel Sekreterliği)

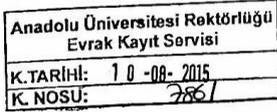
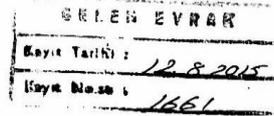
İlgi : a)Valilik Makamının 31/07/2015 tarihli ve 70004082-20-E.7679409 sayılı oluru.  
b)21/07/2015 tarihli 63784619-399-883/6049 sayılı yazınız.

Üniversiteniz, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Tezli Yüksek Lisans Öğrencisi Esra DEMİR'in, ilimizde anket çalışmasının yapılması talebiyle ilgili ilgi (a) makam oluru yazımız ekinde gönderilmektedir.

Bilgilerinizi ve yapılan araştırmanın tamamlanmasından itibaren en geç iki hafta içinde araştırmanın bir örneğinin CD'ye kayıtlı olarak, müdürlüğümüze gönderilmesi hususunda; Gereğini rica ederim.

Celalettin EKİNCİ  
Vali a.  
İl Millî Eğitim Müdürü

Ek:  
1-İlgi (a) makam oluru (1 sayfa)  
2-Araştırma değerlendirme formu (1 sayfa)  
3-Anket formları (19 sayfa)



İlgi danışmana

GÜVENLİ ELEKTRONİK İMZALI  
ASLI İLE AYNI DİR  
04. Ağustos 2015  
Şeref ÇUÇEN

Yazın D. Md.

Adres: Emirbeyazıt Mah. Baki Ünlü Cad. Çamlık Sok. No 5  
Elektronik Ağ: muglamem@meb.gov.tr  
e-posta: arge48\_2@meb.gov.tr

Ayrıntılı bilgi için: Strateji Geliştirme/Aysel BOKKUB 304  
Tel : (0 252) 214 01 36 -226  
Faks: (0 252) 212 53 21

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 14e1-2de3-38ae-8d9b-c0f9 kodu ile teyit edilebilir.



T.C.  
MUĞLA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 70004082-20-E.7679409  
Konu: İzin Talebi

31/07/2015

VALİLİK MAKAMINA

İlgi : a) Anadolu Üniversitesi Rektörlüğünün 21/07/2015 tarihli 63784619-399-883/6049 sayılı yazısı.  
b) 24.07.2015 tarihli ve 70004082-20-E.7497625 sayılı makam oluru.

Anadolu Üniversitesi Rektörlüğü, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Tezli Yüksek Lisans Öğrencisi Esra DEMİR'in ilimizde anket çalışmasının yapılması talebiyle ilgili ilgi (a) yazı ve ekleri yazımız ekinde sunulmaktadır.

Bu nedenle, Bakanlığımızın 07/03/2012 tarihli ve B.08.0.YET.00.20.00/3616 sayılı yazısı (2012/13 No'lu GENELGE) doğrultusunda ve ilgi (b) makam onayı ile oluşturulan komisyonun uygun görüşüyle, Anadolu Üniversitesi Rektörlüğü, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Tezli Yüksek Lisans Öğrencisi Esra DEMİR'in "Kelimelerin Farklı Setlerle Öğretiminin Öğrencilerin Üretmeye Dayalı Kelime Bilgisi Üzerine Etkisi" konulu tez çalışmasını;

05.10.2015-06.11.2015 tarihleri arasında, eğitim öğretimi aksatmayacak şekilde, kurum müdürünün uygun gördüğü bir zamanda ve öğrenci veli izinlerinde alınarak, ilimiz Ula ilçesi Atatürk Ortaokulunda öğrenim gören 7. Sınıf (A-B-C şubeleri) öğrencilerine yönelik yapılması, müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Celalettin EKİNCİ  
İl Millî Eğitim Müdürü

OLUR  
31/07/2015

Fethi ÖZDEMİR  
Vali a.  
Vali Yardımcısı

Ek:

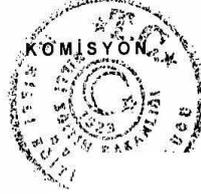
- 1-İlgi yazı ve ekleri (38 sayfa)
- 2-Araştırma değerlendirme formu (1 sayfa)
- 3-Anket formları (19 sayfa)

Adres: Emirbeyazıt Mah. Baki Ünlü Cad. Çamlık Sok. No5 Ayrıntılı bilgi için:Strateji Geliştirme/Aysel BOZKURT/Şef  
Elektronik Ağ: muqlamem@meb.gov.tr Tel: (0 252) 214 01 36 -226  
e-posta: arge48\_2@meb.gov.tr Faks: (0 252) 212 53 21

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 5b6e-7fc2-3103-8712-39b5 kodu ile teyit edilebilir.

T.C.  
MİLLÎ EĞİTİM BAKANLIĞI  
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı  
ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Esra DEMİR
Kurumu / Üniversitesi	Anadolu Üniversitesi
Araştırma yapılacak iller	Muğla
Araştırma yapılacak eğitim kurumu ve kademesi	Ula İlçesi Atatürk Ortaokulu
Araştırmanın konusu	"Kelimelerin Farklı Setlerle Öğretiminin Öğrencilerin Üretmeye Dayalı Kelime Bilgisi Üzerine Etkisi"
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Yüksek Lisans Tezi
Veri toplama araçları	"Kelimelerin Farklı Setlerle Öğretiminin Öğrencilerin Üretmeye Dayalı Kelime Bilgisi Üzerine Etkisi Kazanımlarına Yönelik Ön Testler" "Kelimelerin Farklı Setlerle Öğretiminin Öğrencilerin Üretmeye Dayalı Kelime Bilgisi Üzerine Etkisi Kazanımlarına Yönelik Son Testler" "Kelimelerin Farklı Setlerle Öğretiminin Öğrencilerin Üretmeye Dayalı Kelime Bilgisi Üzerine Etkisi Kazanımlarına Yönelik Gecikmeli Testler"
Görüş istenilecek Birim/Birimler	
KOMİSYON GÖRÜŞÜ	
Anadolu Üniversitesi Rektörlüğünden, Müdürlüğümüze iletilen yukarıda belirtilen araştırma örneğinin araştırma sahasında uygulanabilirliği hususunda incelenerek Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 07/03/2012 tarih ve 2012/13 sayılı Genelgeye uygun olarak hazırlandığı görülmüştür. Söz konusu anket uygulamasının, 2015-2016 Eğitim-Öğretim yılı içerisinde, eğitim öğretimi aksatmayacak şekilde, veli izninin alınarak, Kurum Müdürünün de uygun gördüğü zamanda yapılması uygun görülmüştür.	
Komiyon kararı	Oybirliđi / Oyçokluđu ile alınmıřtır.
Muhalif üyenin Adı ve Soyadı: .....	Gerekeçesi: .....
.....	.....
.....	.....



30/07/2015

Murat EKİAKGÜT  
Komiyon Bařkan.

Rabia KULAPCI  
Üye

Özge AVCI  
Üye

## Appendix 2

### ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU-ÖĞRENCİ

Bu çalışma "Kelimelerin Farklı Setlerle Öğretiminin Öğrencinin Üretime Dayalı Kelime Bilgisine Etkisi" başlıklı bir araştırma çalışması olup yeni kelimelerin farklı kelime grupları halinde sunulmasının, İngilizce öğrenen çocukların algıya dayalı kelime kazanımı ve üretmeye dayalı kelime kazanımı üzerinde fark oluşturup oluşturmadığını araştırmayı amaçlamaktadır. Çalışma, Esra DEMİR tarafından yürütülmekte ve sonuçları ile İngilizce derslerinde kısa sürede daha etkili kelime öğretimi yapılmasına katkı sağlanacaktır. Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.

- Çalışmanın amacı doğrultusunda, ön test son test ve gecikmeli test, yapılarak sizden veriler toplanacaktır.
- İsmınızı yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler dosyalama ve bilgisayarda depolama yöntemi ile korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı bölümünden Esra DEMİR' e ( mail/tel) yöneltebilirsiniz.

Araştırmacı Adı : Esra DEMİR  
Adres :Emirbeyazıt Mah.  
Bayramçetinkaya Cad. No:35 Daire:19 MUĞLA  
İş Tel :0252 242 3011  
Cep Tel :0505 394 5576

**Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.**  
(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:



### ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU - VELİ

Bu çalışma "Kelimelerin Farklı Setlerle Öğretiminin Öğrencinin Üretime Dayalı Kelime Bilgisine Etkisi" başlıklı bir araştırma çalışması olup yeni kelimelerin farklı kelime grupları halinde sunulmasının, İngilizce öğrenen çocukların algıya dayalı kelime kazanımı ve üretmeye dayalı kelime kazanımı üzerinde fark oluşturup oluşturmadığını araştırmayı amaçlamaktadır. Çalışma, Esra DEMİR tarafından yürütülmekte ve sonuçları ile İngilizce derslerinde kısa sürede daha etkili kelime öğretimi yapılmasına katkı sağlanacaktır. Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.

- Çalışmanın amacı doğrultusunda, ön test son test ve gecikmeli test, yapılarak velisi olduğunuz öğrencilerden veriler toplanacaktır.
- Öğrencinin ismini yazması ya da kimliğini açığa çıkaracak bir bilgi vermesi gerekmemektedir/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde velisi olduğunuz öğrencilerimizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Çocuklarınızdan toplanan veriler dosyalama ve bilgisayarda depolama yöntemi ile korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde çocuğunuza rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de çocuğunuzun katılımı sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayırabileceksiniz. Öğrencimizin çalışmadan ayrılması durumunda ondan toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı bölümünden Esra DEMİR' e ( mail/tel) yöneltebilirsiniz.

Araştırmacı Adı : Esra DEMİR  
Adres :Emirbeyazıt Mah.  
BayramÇetinkaya Cad. No:35 Daire:19 MUĞLA  
İş Tel :0252 242 3011  
Cep Tel :0505 394 5576

**Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.**  
(Lütfen bu formu doldurup imzalıdıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:  
Veli Ad ve Soyadı:  
İmza:  
Tarih:



### Appendix 3

#### Pre-test of Thematically Related Vocabulary Sets

*Aşağıda verilen İngilizce kelimelerin Türkçe anlamlarını yazınız ya da resimlerini çiziniz. Bilmediğiniz sözcüklere çarpı koyunuz.*

Invite		Pollute	
Select		Plant	
Order		Litter	
Wrap		Waste	
Candle		Vehicle	
Beverage		Pesticide	
Present		Bill	
Host		Decrease	
Deliver		Tap	
Wedding		Recycle	

### Pre-test of Unrelated Vocabulary Sets

Aşağıda verilen İngilizce kelimelerin Türkçe anlamlarını yazınız ya da resimlerini çiziniz. Bilmediğiniz sözcüklere çarpı koyunuz.

Planet		Rescue	
Insect		Borrow	
Grocery		Dive	
Spectator		Marry	
Destroy		Reptile	
Catch		Dessert	
Break		Celebrity	
Shave		Accident	
Bill		Ladder	
Exhibition		Grow	

## Appendix 4

### Lesson Plan for Thematically Related Set 1

**Party Theme Vocabulary** (invite, present, order, deliver, host, wrap, wedding, beverage)

#### **PRESENTATION: (20-25 minutes)**

*Meaning:* Showing pictures, using body language, mimes and gestures and giving definition.

The teacher shows the pictures to the students and gives the meaning of the word one by one. Here are the definitions:

**To invite:** to ask somebody to go or come somewhere

**Present:** something given as a surprise, gift

**To order:** to ask for food, drinks or goods from a place in return of payment

**Beverage:** a drink

**To deliver:** to take things to houses or buyers

**Host:** someone who organizes a party or a meal

**To wrap:** to cover something with paper

**Wedding:** a ceremony at which a man and woman get married

**Pronunciation and Spelling:** The teacher gives the pronunciation of the word, makes the students repeat. Then, the teacher writes the spelling of the word under the picture.

**Grammatical Pattern:** The teacher uses the words in a sentence. The sentences for the words are:

1. Murat will **invite** his classmates to his birthday party.
2. My best friend has a birthday party tomorrow, I want to buy a nice **present**.
3. I always **order** a cup of cappuccino when I go to the Keyif Cafe.
4. Our doorman always **delivers** the newspapers at 7:30.
5. A **host** should welcome his/her guests politely.
6. You should **wrap** a gift carefully.
7. My brother is going to marry next Sunday so we will be in his **wedding** that day.
8. I like to drink warm **beverages** in the mornings.

After giving the sentences and writing them on the board one by one, the teacher asks the students what part of speech is the word, whether the word is countable or uncountable.

**Eliciting the vocabulary:** The teacher asks some questions to check the students' understanding.

*For invite:* Do you invite your teachers to your parties? Who do you want to invite?

*For present:* Do you love buying presents? For who did you buy your last present?

*For order:* Have you ordered anything to eat at home? What did you order?

*For deliver:* Who delivers the letters?

*For host:* Have you ever been a host for a party? When?

*For wrap:* Do you love wrapping the gifts? What did you wrap last?

*For wedding:* Whose wedding did you attend the last?

*For beverage:* What is your favourite beverage for breakfast?

### **PRACTICE:**

**(30 minutes)** 1. The students match the pictures with the words.

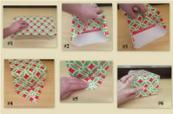
2. The students match the words with their meanings.

3. The students solve the criss-cross puzzle.

The practice sheets are below:

## Appendix 5

1. Match the pictures with the words in the box.



a) wedding

b) host

c) deliver

d) order

e) wrap

f) present

g) beverage

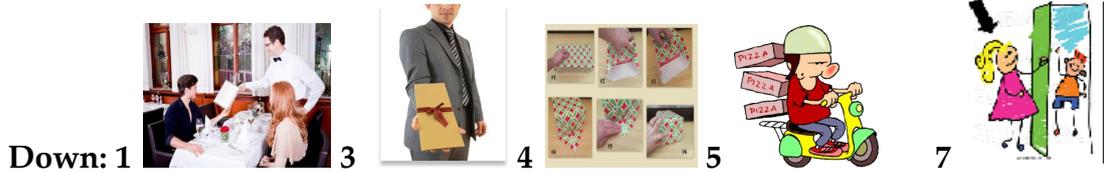
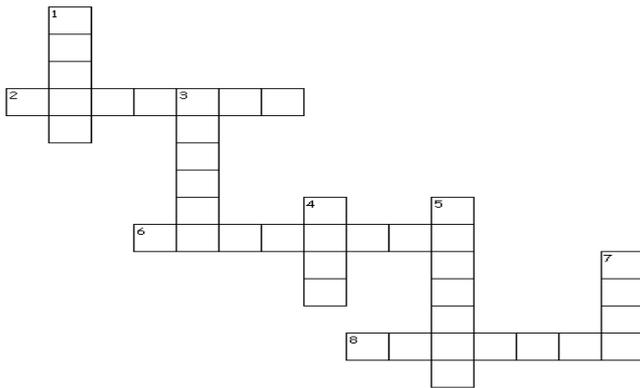
h) invite

**2. Match the words with their definitions**

invite – wedding – order – wrap – host – beverage – deliver - present

1. to ask someone to come to a party or a meal : .....
2. a drink : .....
3. to cover something especially a gift with paper : .....
4. a ceremony at which a man and woman get married : .....
5. something that you give someone for surprise : .....
6. to ask for food or drink: .....
7. someone who organizes a party or asks you to come to his/her house :  
.....
8. to take something to someone's house or office : .....

**3. PARTY**



## Appendix 6

### Lesson Plan for Thematically Related Set 2

**Environment Theme Vocabulary** (litter, pesticide, waste, recycle, decrease, vehicle, tap, plant)

#### **PRESENTATION: (20-25 minutes)**

*Meaning:* Showing pictures, using body language, mimes and gestures and giving definition.

The teacher shows the pictures to the students and gives the meaning of the word one by one. Here are the definitions:

**Litter:** rubbish, such as bits of paper and old bottles packets lying around outside

**To waste:** to use too much of time, money, or energy

**Pesticide:** Chemicals which farmers put on the fruits or vegetables to kill harmful animals.

**To recycle:** If you recycle things such as bottles or sheets of paper that they have been used before, you return them back so that you can use them again.

**Vehicle:** machine such as a bus, car or lorry that carries people or things from place to place

**To Decrease:** to become less or go down to a lower level

**Tap:** a device that you turn in order to control the flow of a liquid especially the water

**To plant:** To put a seed, or a young tree into the ground so that it will grow there.

***Pronunciation and Spelling:*** The teacher gives the pronunciation of the word, makes the students repeat. Then, the teacher writes the spelling of the word under the Picture.

***Grammatical Pattern:*** The teacher uses the words in a sentence. The sentences for the words are:

1. The students shouldn't drop **litter** in the school garden.
2. We shouldn't **waste** water and electricity in order to save energy.
3. The **pesticides** on vegetables are harmful for our health.
4. We can **recycle** any kinds of plastic bottles.
5. Cars are the most commonly used **vehicles** around the world.
6. To save money, people should **decrease** the temperature in their houses.
7. The students should turn off the **taps** in the school toilets.
8. In Ula, people generally **plant** garlic in their garden.

After giving the sentences and writing them on the board one by one, the teacher asks the students what part of speech is the word, whether the word is countable or uncountable.

**Eliciting the vocabulary:** The teacher asks some questions to check the students' understanding.

*For litter:* Do you ever drop your litter in the streets? Do you pick up litter when you see and drop it in the waste bin?

*For waste:* Do you waste water or electricity at home? How?

*For pesticide:* Why do farmers use pesticides? Do you think they are harmful for your health?

*For recycle:* Do you recycle anything at home? What do you generally recycle?

*For vehicle:* Has your father or mother got a vehicle? What kind of a vehicle do you have?

*For decrease:* Does the temperature decrease in winter in Muğla? In which month does the temperature start to decrease?

*For tap:* Do you turn off the tap after you wash your hands in the school toilets? Do you turn off a tap when you see it running?

*For plant:* Do you plant any vegetable or fruit in your garden? What do you generally plant?

**PRACTICE: (30 minutes)** 1. The students match the pictures with the words.

2. The students match the words with their meanings.

3. The students solve the criss-cross puzzle. The practice sheets are below:

## Appendix 7

1 Match the pictures with the words in the box.



a)recycle

b)tap

c)plant

d)pesticide

e)litter

f)waste

g)vehicle

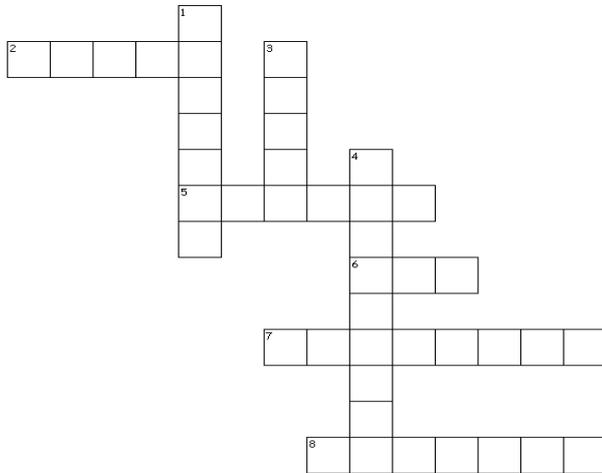
h)decrease

**2. Match the words with their definitions.**

pesticide – plant – vehicle – decrease – tap – waste – litter - recycle

1. to become less, or to make something become less: .....
2. chemicals which farmers put on the vegetables or fruits to kill harmful animals: .....
3. rubbish, such as bits of paper and old bottles :.....
4. to put a seed (fruit-vegetable) into the ground so that it will grow there :  
.....
5. to use energy, time or money too much : .....
6. machine such as a bus, car, or lorry : .....
7. to put used paper, glass, plastic, etc through a process so that it can be used again: .....
8. a device that you turn to control water: .....

### 3. ENVIRONMENT



Across 2.



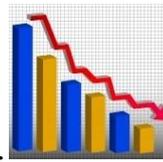
5.



6.



7.



8.



Down 1.



3.



4.



## Appendix 8

### Lesson Plan for Unrelated Set 1

**Vocabulary** (bill, insect, grocery, exhibition, destroy, catch, break, shave)

#### **PRESENTATION: (20-25 minutes)**

*Meaning:* Showing pictures, using body language, mimes and gestures and giving definition.

The teacher shows the pictures to the students and gives the meaning of the word one by one. Here are the definitions:

**Bill:** a written list showing how much you have to pay for services you have received, work that has been done etc.

**To destroy:** to damage something so badly that it no longer exists or cannot be used or repaired

**Insect:** a small animal such as a fly or ant, that has six legs, and some of them have wings

**To catch:** to get hold of and stop an object such as a ball that is moving through the air

**Exhibition:** a show of paintings, photographs, or other objects that people can go to see

**To break:** if you break something, you make it separate into two or more pieces, for example by hitting it, dropping it, or bending it

**Grocery:** a shop that sells food and products used at home

**To shave:** to cut off hair very close to the skin, especially from the face, using a razor.

*Pronunciation and Spelling:* The teacher gives the pronunciation of the word, makes the students repeat. Then, the teacher writes the spelling of the word under the Picture.

*Grammatical Pattern:* The teacher uses the words in a sentence. The sentences for the words are:

1. The **bill** for the meal came to 200 Liras that night.
2. A strong wind **destroyed** the city in the film.
3. Bee is a kind of **insect**.
4. A good goalkeeper should **catch** all the balls.
5. There is an **exhibition** of black and white photographs in the city gallery.
6. I am so clumsy that I always **break** something while I am washing up.
7. There is a small **grocery** near my house.
8. My father usually **shaves** before he goes to work.

After giving the sentences and writing them on the board one by one, the teacher asks the students what part of speech is the word, whether the word is countable or uncountable.

*Eliciting the vocabulary:* The teacher asks some questions to check the students' understanding.

*For bill:* How much was your last electricity bill?

*For destroy:* What can destroy a village, a city?

*For insect:* Do you love insects? What kind of insects do you know?

*For catch:* Are you good at catching a ball? In which sports do you need to catch a ball?

*For exhibition:* Have you ever seen an exhibition? Who went to an exhibition before?

*For break:* Do you sometimes break things? What did you break last?

*For grocery:* Do you go to the grocery? What do you generally buy? How many groceries are there in Ula?

*For shave:* How often does your father shave?

**PRACTICE: (30 minutes)** 1. The students match the pictures with the words.

2. The students match the words with their meanings.

3. The students solve the criss-cross puzzle. The practice sheets are below:

## Appendix 9

1 Match the pictures with the words in the box.



- a)insect
- b)destroy
- c)grocery
- d)catch
- e)exhibition
- f)bill
- g)shave
- h)break

**2. Match the words with their definitions.**

bill    insect    destroy    shave    catch    break    grocery    exhibition
---

1. a piece of paper that tells you how much you pay for something :

.....

2. to stop someone or something that is moving through the air by getting hold of it: .....

3. place where objects such as paintings are shown to people:

.....

4. a shop that sells food such as flour, sugar etc. : .....

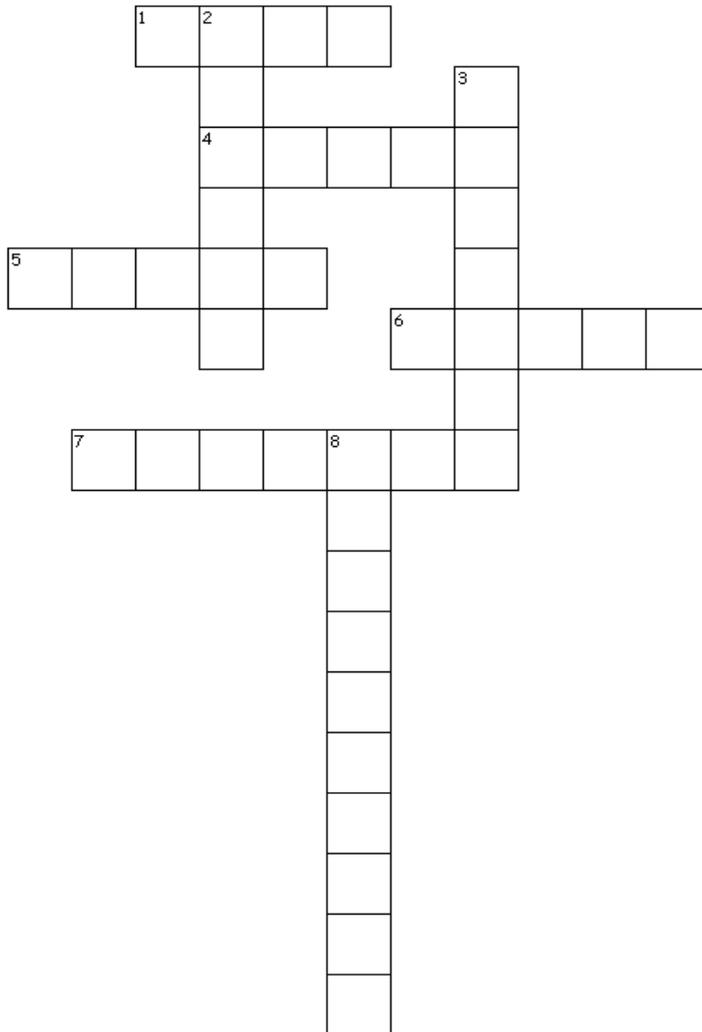
5. a small animal with six legs such as a bee: .....

6. to damage or harm something so badly : .....

7. to separate into pieces suddenly: .....

8. to cut hair off your face or body: .....

### 3. group 1



#### Across



#### Down



## Appendix 10

### Lesson Plan for Unrelated Set 2

**Vocabulary** (dive, grow, dessert, ladder, reptile, borrow, rescue, accident)

**PRESENTATION:** (20-25 minutes)

**Meaning:** Showing pictures, using body language, mimes and gestures and giving definition.

The teacher shows the pictures to the students and gives the meaning of the word one by one. Here are the definitions:

**To dive:** to jump into deep water with your head and arms going in first

**Dessert:** sweet food served especially after dinner

**To grow:** to develop and become bigger or taller as time passes

**Accident:** a crash involving cars, trains, planes etc

**To borrow:** to use something that belongs to someone else and give it back later

**Ladder:** equipment which is used to reach high places, consisting of short steps fixed between two long sides

**To rescue:** to save someone from a dangerous or bad situation

**Reptile:** an animal whose body is covered with scales and whose blood changes temperature, for example a snake

**Pronunciation and Spelling:** The teacher gives the pronunciation of the word, makes the students repeat. Then, the teacher writes the spelling of the word under the Picture.

**Grammatical Pattern:** The teacher uses the words in a sentence. The sentences for the words are:

1. Yasemin Dalkılıç can **dive** 46 meters under water.
2. My favourite **dessert** is ice-cream in summer.
3. Plants **grow** from seeds.
4. When I saw the **accident**, I called the ambulance.
5. Students sometimes **borrow** pencils or erasers from their friends.
6. My grandfather uses a **ladder** to pick up the apples in the tree..
7. A fireman can **rescue** thousands of people during his life.
8. I love animals but I am afraid of **reptiles** such as snakes and crocodiles

After giving the sentences and writing them on the board one by one, the teacher asks the students what part of speech is the word, whether the word is countable or uncountable.

**Eliciting the vocabulary:** The teacher asks some questions to check the students' understanding.

*For dive:* Can you dive? Who can dive in this class?

*For dessert:* Do you like desserts? What is your favourite dessert?

*For grow:* Where did your father grow? Where did your mother grow?

*For accident:* Have you ever seen an accident? Have you ever had an accident? When?

*For borrow:* Do you borrow anything from your friends? What do you borrow the most?

*For ladder:* Do you have a ladder at home? Why do you use it?

*For rescue:* Did you rescue any animal before? When?

*For reptile:* Can you give any examples for reptiles? What kind of reptiles do you know?

**PRACTICE:** (30 minutes) 1. The students match the pictures with the words.

2. The students match the words with their meanings.

3. The students solve the criss-cross puzzle. The practice sheets are below:

## Appendix 11

1. Match the pictures with the words in the box.



.....



.....



.....



.....



.....



.....



.....



.....

a) dive

b) grow

c) dessert

d) ladder

e) reptile

f) borrow

g) rescue

h) accident

**2. Match the words with their definitions.**

dive    grow    dessert    ladder    reptile    borrow    rescue    accident
--

1. to develop and become bigger or taller as time passes: .....

2. an equipment that is used to reach high places: .....

3. an animal whose body is covered with scales (= pieces of hard skin):

.....

4. something bad which happens that is not intended and which causes injury or death : .....

5. to save someone from a dangerous or unpleasant situation: .....

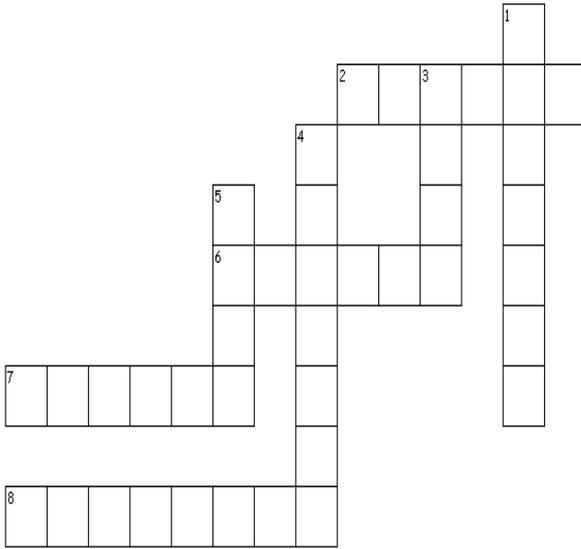
6. to use something that belongs to someone else and give it back later:

.....

7. to swim under water : .....

8. sweet food that is eaten especially after dinner : .....

3.group 2



Across



Down



## Appendix 12

### Immediate Post Test for measuring the receptive vocabulary knowledge of Thematically Related Set about "PARTY"

Match the pictures with the given words in the box below. (Aşağıda verilen resimleri uygun kelimelerle eşleştirin.)

host    invite    wrap    beverage    wedding    deliver    order    present



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



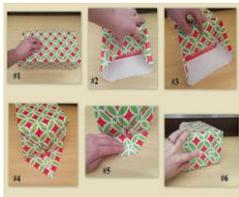
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Appendix 13

### Immediate post tests to measure the productive vocabulary knowledge of thematically related sets about "PARTY"

*Fill in the blanks with the appropriate words. (Boşlukları uygun kelimelerle doldurunuz.)*

1. Jack will \_\_\_\_\_ my best friend to his party.
2. Samuel is giving a party so, he is the \_\_\_\_\_ tonight.
3. My friend has got a birthday tonight so I will buy her a \_\_\_\_\_ .
4. I bought a packet of colored paper and a gift. I will \_\_\_\_\_ it myself for Sally.
5. My mother doesn't have time to make a birthday cake. My father will \_\_\_\_\_ it for me.
6. My friend is going to marry tomorrow. We are going to his \_\_\_\_\_ .
7. Jason: Do we need any \_\_\_\_\_ for the party?  
Helen: Oh, yes. Please buy some coke and lemonade.
8. We bought a sofa from Tekzen. They will \_\_\_\_\_ it on Wednesday.

## Appendix 14

### Immediate Post Test for measuring the receptive vocabulary knowledge of Thematically Related Set about "ENVIRONMENT"

Match the pictures with the given words in the box below. (Aşağıda verilen resimleri uygun kelimelerle eşleştirin.)

litter   pesticide   waste   recycle   decrease   vehicle   tap   plant



## Appendix 15

### Immediate post test to measure the productive vocabulary knowledge of thematically related sets about "ENVIRONMENT"

*Fill in the blanks with the appropriate words. (Cümleleri uygun kelimelerle tamamlayınız.)*

1. We always \_\_\_\_\_ all our papers and bottles in order to protect the environment.
2. We should \_\_\_\_\_ more trees because they give Oxygen to the air.
3. We saw a \_\_\_\_\_ travelling across the bridge that night, but I couldn't make sure whether it was a car or a bus.
4. Please turn off the \_\_\_\_\_ when you finish washing the dishes.
5. You \_\_\_\_\_ a lot of water by taking a bath every day.
6. Scientists think that the rainfall will \_\_\_\_\_ year by year in Turkey.
7. We usually clear up after a picnic we never drop \_\_\_\_\_.
8. Farmers shouldn't use \_\_\_\_\_ on farms because it is very dangerous for our health.

## Appendix 16

### Immediate Post Test for measuring the receptive vocabulary knowledge of Unrelated Set -1

Match the pictures with the given words in the box below. (Aşağıda verilen resimleri uygun kelimelerle eşleştirin.)

bill   insect   grocery   exhibition   destroy   catch   break   shave



## Appendix 17

### Immediate post test to measure the productive vocabulary knowledge of unrelated set-1

*Fill in the blanks with the appropriate words. (Boşlukları uygun kelimelerle doldurunuz.)*

1. The \_\_\_\_\_ for the dinner came to 200 Liras last night, it was very expensive.
2. Men usually \_\_\_\_\_ every morning before going to work.
3. If you \_\_\_\_\_ a mirror, it brings you bad luck.
4. Cenk tried to \_\_\_\_\_ the ball but he couldn't so the opponent team scored a goal.
5. I love animals but I am afraid of \_\_\_\_\_ such as a fly, an ant, a bee etc.
6. We always go to the \_\_\_\_\_ to buy some tomatoes, cucumbers or onions.
7. There is a new art \_\_\_\_\_ in the city gallery. Would you like to come?
8. A bomb can \_\_\_\_\_ the whole city.

## Appendix 18

### Immediate Post Test for measuring the receptive vocabulary knowledge of Unrelated Set about "group 2"

Match the pictures with the given words in the box below. (Aşağıda verilen resimleri uygun kelimelerle eşleştirin.)

dive grow dessert ladder reptile borrow rescue accident



## Appendix 19

### Immediate post test to measure the productive vocabulary knowledge of unrelated set-2

*Fill in the blanks with the appropriate words. (Boşlukları uygun kelimelerle doldurunuz.)*

1. A helicopter will \_\_\_\_\_ six people from the sinking boat.
2. The ambulance took us to the hospital after the \_\_\_\_\_
3. Children \_\_\_\_\_ very quickly. My son was a baby years ago but now he is taller than me.
4. We can \_\_\_\_\_ only one book from the library.
5. Baklava is the most popular Turkish \_\_\_\_\_ around the world.
6. I can swim well but I can't \_\_\_\_\_
7. Snake is a kind of \_\_\_\_\_
8. I need a \_\_\_\_\_ to take the book from the top shelf.

## Appendix 20

### Delayed Post Test for measuring the receptive vocabulary knowledge of Thematically Related Sets

Match the pictures with the given words in the box below. (Aşağıda verilen resimleri uygun kelimelerle eşleştirin.)

vehicle host invite pesticide wrap host recycle beverage wedding  
deliver order decrease present litter tap waste



\_\_\_\_\_

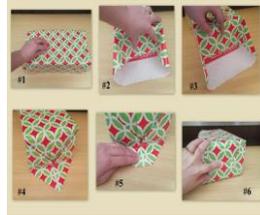


\_\_\_\_\_



dreamstime.com

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**Delayed Post Test for measuring the receptive vocabulary knowledge of the Unrelated Sets**

Match the pictures with the given words in the box below. (Aşağıda verilen resimleri uygun kelimelerle eşleştirin.)

bill	insect	grocery	exhibition	accident	destroy	catch	ladder	shave
	dive	grow	dessert	break	reptile	borrow	rescue	



A photograph of a financial statement or ledger. It contains various columns of numbers and text, including a header with a logo and some bolded text. The document is printed on a grid background.

## Appendix 21

### Delayed post tests to measure the productive vocabulary knowledge of thematically related sets.

Fill in the blanks with the appropriate words. (Boşlukları uygun kelimelerle doldurunuz.)

1. We should \_\_\_\_\_ more trees because they give Oxygen to the air.
2. Samuel is giving a party so, he is the \_\_\_\_\_ tonight.
3. Please turn off the \_\_\_\_\_ when you finish washing the dishes.
4. My friend has got a birthday tonight so I will buy her a \_\_\_\_\_ .
5. Scientists think that the rainfall will \_\_\_\_\_ year by year in Turkey.
6. You \_\_\_\_\_ a lot of water by taking a bath every day.
7. We always \_\_\_\_\_ all our papers and bottles in order to protect the environment.
8. My mother doesn't have time to make a birthday cake. My father will \_\_\_\_\_ it for me.
9. Jason: Do we need any \_\_\_\_\_ for the party?  
Helen: Oh, yes. Please buy some coke and lemonade.
10. Farmers shouldn't use \_\_\_\_\_ on farms because it is very dangerous for our health.
11. We usually clear up after a picnic we never drop \_\_\_\_\_.
12. We bought a sofa from Tekzen. They will \_\_\_\_\_ it on Wednesday.
13. Jack will \_\_\_\_\_ my best friend to his party.
14. We saw a \_\_\_\_\_ travelling across the bridge that night, but I couldn't make sure whether it was a car or a bus.
15. I bought a packet of colored paper and a gift. I will \_\_\_\_\_ it myself for Sally.
16. My friend is going to marry tomorrow. We are going to his \_\_\_\_\_

**Delayed post test to measure the productive vocabulary knowledge of the unrelated sets**

*Fill in the blanks with the appropriate words.( Boşlukları uygun kelimelerle doldurunuz).*

1. Children \_\_\_\_\_ very quickly. My son was a baby years ago but now he is taller than me.
2. We can \_\_\_\_\_ only one book from the library.
3. Men usually \_\_\_\_\_ every morning before going to work.
4. I can swim well but I can't \_\_\_\_\_
5. Cenk tried to \_\_\_\_\_ the ball but he couldn't so the opponent team scored a goal.
6. I love animals but I am afraid of \_\_\_\_\_ such as a bee, a fly, an ant etc.
7. A bomb can \_\_\_\_\_ the whole city.
8. The \_\_\_\_\_ for the dinner came to 200 Liras last night, it was very expensive.
9. I need a \_\_\_\_\_ to take the book from the top shelf.
10. A helicopter will \_\_\_\_\_ six people from the sinking boat.
11. Snake is a kind of \_\_\_\_\_
12. Baklava is the most popular Turkish \_\_\_\_\_ around the world.
13. If you \_\_\_\_\_ a mirror, it brings you bad luck.
14. We always go to the \_\_\_\_\_ to buy some tomatoes, cucumbers or onions.
15. There is a new art \_\_\_\_\_ in the city gallery. Would you like to come?
16. The ambulance took us to the hospital after the \_\_\_\_\_

## Appendix 22

Pictures used to present the vocabulary of "PARTY" theme



**INVITE**



**DELIVER**



**WEDDING**



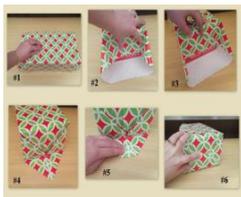
**BEVERAGE**



**PRESENT**



**ORDER**



**WRAP**



**HOST**

Pictures used to present the vocabulary of "ENVIRONMENT" theme



PLANT



DECREASE



TAP



PESTICIDE



LITTER



WASTE



VEHICLE



RECYCLE

**Pictures used to present the vocabulary of " GROUP 1"**



**BILL**



**INSECT**



**SHAVE**



**DESTROY**



**CATCH**



**BREAK**



**EXHIBITION**



**GROCERY**

Pictures used to present the vocabulary of " GROUP 2"



LADDER



REPTILE



BORROW



DIVE



ACCIDENT



DESSERT



RESCUE



GROW