

**TC.  
DOKUZ EYLÜL UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
PROGRAMME OF ENGLISH LANGUAGE EDUCATION  
MASTER THESIS**

**THE EFFECTS OF MODIFIED INPUT ACCORDING TO  
LEARNERS' INTERESTS ON INCIDENTAL  
VOCABULARY LEARNING OF PREPARATORY  
CLASS UNIVERSITY STUDENTS**

**Çiler İNAN**

**İzmir  
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## YEMİN METNİ

Yüksek lisans tezi olarak sunduğum “The Effects of Modified Input According to Learners’ Interests on Incidental Vocabulary Learning of Preparatory Class University Students” adlı araştırmamın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

21/12/2017

Çiler İNAN

**Eğitim Bilimleri Enstitüsü Müdürlüğüne**

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## **ABSTRACT**

### **THE EFFECTS OF MODIFIED INPUT ACCORDING TO LEARNERS' INTERESTS ON INCIDENTAL VOCABULARY LEARNING OF PREPARATORY CLASS UNIVERSITY STUDENTS**

Learning is a kind of complex job which employs many different parts of the human brain and capacity. As a demanding process, learning a language, on the other hand, is made up of several elements such as the learning environment, learners, teachers, learners' motivation, and learning materials. Language learning process can also be defined as the acquisition of some sub-skills like reading, writing, listening, and speaking and vocabulary is seen to be the base for all those skills. Vocabulary learning is an indispensable process for EFL language learners who desire to have full competence, accuracy, and fluency in English. Vocabulary knowledge is closely tied up with not only fluent speech, but also with efficient writing, and it affects both language acquisition and language production positively.

Although every single learner has difficulties in different parts of the language learning process, still there are some common points that nearly all language learners suffer from. The most important of all the challenges in language learning process is acquiring new vocabulary because learners encounter tough task of acquiring a wide range of new words which have many semantic and structural differences from their mother tongue's.

The purpose of the present study is to find out the effects of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students, and at the same time to emphasize the necessity of using different techniques in teaching vocabulary for language teachers. The possible relationship between the effects of modified input on vocabulary learning and gender

differences is also aimed to be found out. The study was conducted with 38 university students during the academic year of 2015-2016. 19 of them were in the experimental, and the other 19 were in the control group. The groups attended preparatory classes at the School of Foreign Languages, Izmir Katip Celebi University. At the beginning of the term, an interest survey was conducted to both groups to define the common interest types in the groups, and the students also took a vocabulary achievement test so that their background for the vocabulary could be assessed. While the control group was receiving vocabulary instruction with a pre-defined curriculum and textbook during the implementation, the experimental group received an eight-week vocabulary instruction with modified input according to learners' interest types and with a curriculum defined by the researcher. After the implementation, the students were given the vocabulary achievement test again to assess the level of development in their vocabulary knowledge and to make the comparison between the control and the experimental group. Through the comparison made between those groups, the positive effect of the use of modified input according to learners' interests on vocabulary learning process and achievement has been identified, and thus more care for learners' interests, needs, and desires in the learning environment and process has been suggested for language instructors.

**Key words:** Incidental vocabulary learning, modified input, learners' interests, preparatory class university students

## ÖZET

### ÖĞRENCİLERİN İLGİ ALANLARINA GÖRE DEĞİŞTİRİLMİŞ GİRDİNİN ÜNİVERSİTE HAZIRLIK SINIFI ÖĞRENCİLERİNİN TESADÜFİ KELİME ÖĞRENİMİNE ETKİLERİ

Öğrenme, insan beyni ve kapasitesinin çeşitli farklı alanlarını kullanan karmaşık bir iştir. Zorlu bir süreç olarak, dil öğrenme ise öğrenme ortamı, öğrenciler, öğretmenler, öğrencilerin motivasyonu ve öğrenme araçları gibi çeşitli öğelerden oluşur. Dil öğrenme aynı zamanda okuma, yazma, dinleme ve konuşma gibi bazı alt becerilerin edinimi olarak da açıklanabilir, ve kelime tüm bu becerilerin temeli olarak görülür. Kelime edinimi İngilizce'yi yabancı dil olarak öğrenen, ve İngilizce'de yeterlik, doğruluk ve akıcılık amaçlayan öğrenciler için kaçınılmaz bir süreçtir. Kelime bilgisi sadece akıcı konuşmayla değil aynı zamanda etkin yazma yetisi ile de sıkı sıkıya bağlıdır, ve hem dil edinimini hem de dil etkinliğini olumlu yönde etkiler.

Her bir öğrenci dil öğrenimi sürecinde farklı alanlarda sorun yaşamasına rağmen, yine de neredeyse tüm öğrencilerin sorun yaşadıkları ortak alanlar vardır. Dil öğrenimi sürecinde yaşanan tüm zorlukların en önemlisi kelime edinimidir çünkü öğrenciler kendi dillerine göre yapısal ve anlamsal olarak farklılık gösteren bir dile ait geniş bir kelime haznesini edinmek gibi zorlu bir işle karşı karşıyadırlar.

Bu çalışmanın amacı, öğrencilerin ilgi alanlarına göre değiştirilmiş içeriğin üniversite hazırlık sınıfı öğrencilerinin tesadüfi kelime edinimlerine olan etkisini araştırmak, ve aynı zamanda öğrencilerin, ilgi alanlarını aktive eden içerikle zenginleştirilmiş dil edinimi sürecine olan yaklaşımlarını belirlemek, ve öğrencilerin dil eğitimi süresince farklı teknikleri kullanmalarının gerekliliğini vurgulamaktır. Bu çalışmada aynı zamanda, cinsiyet farklılıkları ve ilgi alanlarına göre değiştirilmiş

içeriğin kelime edinimine olan etkisi arasındaki ilişkinin bulunması da amaçlanmıştır. Çalışma 2015-2016 eğitim öğretim yılı süresince 38 üniversite öğrencisi ile yürütülmüştür. Bu öğrencilerin 19 u deney 19 u ise kontrol grubunda yer almışlardır. Öğrenciler İzmir Katip Çelebi Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıfında eğitim almışlardır. Dönemin başında iki gruba da ortak ilgi alanlarını tespit etmek amacıyla bir ilgi alanları ölçeği, ve aynı zamanda kelime açısından hazırbulunuşluk seviyelerini ölçebilmek amacıyla bir kelime başarı testi uygulanmıştır. Sekiz haftalık uygulama sürecinde, kontrol grubu önceden belirlenmiş bir müfredata ve ders kitabına bağlı olarak dersi yürütürken, deney grubu araştırmacının belirlediği bir program ve öğrencilerin ilgi alanlarına göre değiştirilmiş içerikle birlikte bir kelime öğretim sürecine tabi tutulmuştur. Uygulamanın ardından, öğrenciler kelime edinimlerindeki artışı ölçebilmek ve aynı zamanda deney ve kontrol grubu arasında bir karşılaştırma yapabilmek adına kelime başarı testine tekrar tabi tutulmuşlardır. Yapılan bu karşılaştırmada öğrencilerin ilgi alanlarına göre değiştirilmiş içeriğin kelime edinimi süreçlerine ve başarılarına pozitif yönde katkısı belirlenmiş, ve bu nedenle dil öğreticilerine, öğrenme ortamında ve sürecinde öğrencilerin ilgi alanlarına, ihtiyaç ve isteklerine daha fazla önem vermeleri önerilmiştir.

**Anahtar kelimeler:** Tesadüfi kelime öğrenimi, değiştirilmiş içerik, öğrencilerin ilgi alanları, üniversite hazırlık sınıfı öğrencileri.

## **CHAPTER I**

### **INTRODUCTION**

This part of the study forms the base for the research issue and provides the ground for the study, pretension of the study, the questions that are expected to be answered and their importance for educational practices.

Learning is a kind of complex job which employs many different parts of human brain and capacity. As a demanding process, learning a language, however, is composed of several elements such as the learning environment, learners, teachers, learners' motivation, and learning materials. Language learning process can also be defined as the acquisition of some receptive and productive skills and vocabulary is referred to as the foundation for all those skills. Vocabulary part of a language can be seen as the key that opens all the doors through the other parts of the language. Vocabulary learning is an inevitable process for EFL language learners who crave for the full competence and efficiency in English. Vocabulary knowledge is closely tied up with not only fluent speech, but also with efficient writing, and it affects both language acquisition and language production positively. As Ahmad (2012) also suggests vocabulary knowledge develops learners' some combined abilities to process a language which are called as receptive and productive gains. For all these reasons, the significance of vocabulary knowledge in teaching English has long been debated, and lots of research has been made to ensure the ways of efficient vocabulary teaching.

The difficulties that language learners encounter when they are learning English are different for every single individual, but there are some common points that nearly all language learners struggle from. The most significant of all the challenges of learning a language is acquiring new words because learners face the difficult task of acquiring a wide range of new words. Since vocabulary acquisition part is the dynamic part of a language learning process, it always needs practice, and



without constant practice, the progress in vocabulary acquisition can easily disappear. Undoubtedly one of the biggest challenges of learning vocabulary that language learners face is the tough task of learning a huge amount of words that a speaker who uses this language as a native language has the knowledge of and the ability to make use of it. Compared to this difficult task, acquisition of the technical part of English, on the other hand, is meant to be a slight and limited task (McCarthy, O'Keeffe & Walsh, 2010). Another big challenge of vocabulary learning is sure to be about learners' motivation which comes from the level of interest they have on the input.

If language learners are given meaningful input regarding their interests, they are more motivated to acquire new words. Thus, their attention span on the target vocabulary increases. Considering all these important dimensions of vocabulary learning process, this study aims to prove the existence of an meaningful relation between the success of preparatory class university students' vocabulary gains and the level of addressing those students' interests in vocabulary teaching.

### **1.1. Background to the Study**

As Hulstjin (2003) suggests; for some, learning a second language can mean months or years of “intentional” study of eager commitment of memorizing thousands of words and lost of grammar rules, however, for some others it can mean a process called as “incidental” learning, involving the acquisition of words and structures, only by participating in several communicative activities. Even though there are different views on the ways of vocabulary acquisition, there is an undeniable fact that vocabulary is at the centre of the language learning process, so it is the inevitable and crucial part of the process in which learners acquire both proficiency and efficiency in the target language. Vocabulary knowledge brings up not only fluent speech but also efficient writing. It also affects both language acquisition and language production positively. Additionally, vocabulary knowledge develops some combined abilities to process a language (Ahmad, 2012). For all these

reasons, the importance of vocabulary knowledge in teaching English has long been debated, and numerous studies have been conducted on providing efficient language learning. The difficulties learners experience in the process of vocabulary practice when they are learning English have constituted the basis for the need to increase the number of studies on easing acquisition of vocabulary.

Read (2004) points out an important distinction in vocabulary learning process as “intentional” and “incidental” (147). In intentional vocabulary learning process, learners are introduced to a defined number of target vocabulary with some activities like finding synonyms or antonyms, gap-filling, multiple choice, and matching with no regard to input. Then, they are generally supposed to memorize those words without engaging in cognitive processes. Thus, very few of those words studied in this process can be transferred into long term memory, and then to active daily language use. In the other vocabulary learning process ‘incidental learning’, however, learners acquire target vocabulary with the help of the input they are introduced to without conscious aim of learning those words, and even without realising the learning process. In Hulstijn’s suggestions (1992), incidental vocabulary learning is defined as an additional outcome of several activities without conscious aim of learning vocabulary; intentional vocabulary learning; however, is meant to be about processes with deliberate commitment to vocabulary knowledge (cited in Qin, 2013 : 139).

Hunt and Beglar (2002) points out the importance of extensive vocabulary teaching and strategies by claiming that vocabulary is the foundation for language competence, so it brings out the necessary environment for learners to produce the language and be proficient in integrated language skills. Unless they have the necessary qualifications in terms of vocabulary as well as strategies to learn new words, learners may not be able to demonstrate their actual inborn abilities for the language, and thus they may keep away from utilizing opportunities to develop their language use in every day settings.

In addition to the mentioned elements above, input is sure to be another crucial determiner of vocabulary learning process. As Krashen claims vocabulary acquisition process is more effective and meaningful with comprehensible input which means the input ‘ a little beyond’ where we are now (1989a). He further adds in the Input Hypothesis (IH) that “we acquire language by understanding messages”. According to IH, during language acquisition process, subconscious is always in use; in other words, we are not aware of the forms that we acquire throughout this process, but only the message is in focus (Krashen,1989b). Therefore, as Krashen puts forward, the acquisition process is quite similar to unintentional or incidental learning (1989b).

However, the level of input is not the only effective factor, for some researchers, on the level of vocabulary acquisition. There is also another very important determinant in vocabulary acquisition process which is motivation. According to Oxford and Shearin (1994) motivation has a direct influence on learners’ use of L2 learning strategies as well as their interaction with speakers of the target language, and their use of input along with their proficiency in the target language. Thus, motivation has a great influence on second language learning, so it is crucially important to be aware of our learners’ motivational sources.

In fact, language learning motivation directly influences the degree of learners’ goal orientation and their ambition to achieve language learning goal. Motivation is not a basic term; it has several different factors. Since the beginning of this century, many well known psychologists have claimed that interest is one of the most important motivational factors in language learning and development. Later towards the end of this century, several theories have followed.

The first famous theory was R. C. Gardner and Lambert’s (1972) social psychological theory, in which learners are expected to be eager to associate with speakers of other ethnolinguistic families and they are also supposed to engage in indefinite behavioral aspects of this society such as the distinct form of their speech and language (Gardner & Lambert, 1972 ; cited in Ushioda, 2008 : 19).

Gardner & Lambert concluded that learners' already existing approaches to the target language culture and speakers would enormously affect their motivation and success in language learning (cited in Ushioda, 2008 : 20). In the subsequent cognitive period, one of the well-known theories was Noels' (2001) adjustment for self-determination theory to the contexts of language learning, which defines two motivational measures: intrinsic motivation, which is performing a behavior for the sake of the behavior itself, as very similar to integrative motivation, and extrinsic motivation, which means chasing after a target to get to the end, as very similar to instrumental motivation (Noels, 2001, cited in Ushioda, 2008 : 22).

The way researchers and scientists see motivation has altered throughout years. According to Dörnyei (2005), for example, 1990s was a significant time period in which an interest in regarding motivation as a constantly changing which has continuous irregularities (cited in Dörnyei, 2014); this has resulted in modern attempts of adopting a new systems viewpoint to research motivation that triggers several different elements associated with the learner, the work of learning, and the place or situation in which learning takes place, and its product can be seen as the determiner of the learning behaviour (Dörnyei & Ushioda, 2013).

In general, researchers refers to the concept of interest by using several different definitions. Interest comes out as a result of one's interaction with others in his environment (Valsiner, 1992; Oerter, 1995). It symbolizes a kind of association between the growing person and content of his life (Lewin, 1951), in other words, his habitual world (Nuttin, 1984) (cited in Krapp, 1999 : 24). As Krapp (1999) suggests, interest-related acts are generally considered to be in relation with emotional familiarity of individuals ; however, it is, in fact, not very similar to the concept of enjoyment. In addition, it includes relevant personal factors, and willingness to join in tasks which are interest-focused and require high level of effort (Krapp, 1999).

For long been debated issues and all the research done, it is precise that motivation is a very effective factor in language learning, and most of it comes from

the accordance of the learning environment and activities to learners' interests. Therefore, interests level of learning process quite deserves much attention, and so does the effect of learners' interests on the amount of vocabulary learnt.

## **1.2.The Purpose of the Study**

The purpose of the study was mainly; to find out the effects of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students, to emphasize the necessity of using different techniques in teaching vocabulary for language teachers.

This research primarily tries to find answers to the question;

1. What is the effect of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students?

Additionally, there are some sub-questions for this research;

2. Is there a significant difference in the final level of vocabulary learning between the control group where traditional vocabulary teaching was conducted according to the needs of preparatory class curriculum and the experimental group where vocabulary teaching with the input modified according to learners' interests was conducted?
3. Is there a significant difference in the level of vocabulary learning in terms of gender between the control group where traditional vocabulary teaching was conducted according to the needs of preparatory class curriculum and the experimental group where vocabulary teaching with the input modified according to learners' interests was conducted?

### 1.3. The Significance of the Study

Ensuring the proficiency and active use of acquired vocabulary is a quite difficult process not only for the foreign language learners but also for the teachers trying to teach a foreign language to their students. Therefore, vocabulary learning is generally a process which is defined as scary, boring, or worrying by learners. Learners can get rid of these existing fears and worries only by being interested and motivated enough to read a text with the help of which they are going to get the target vocabulary.

As we all know it is the ability to motivate the reader and keep him interested that makes a text intriguing and appealing to the reader. We also know that vocabulary growth and amount of reading is closely tied to each other. As Grabe (2009) suggests, vocabulary growth and reading comprehension affect each other positively, which means the bigger size of vocabulary you have, the more you understand, or the more you read, the bigger size of vocabulary you have. Sometimes, an individual reads a text or a book only because of the curiosity about what is going to happen next, but this is not always the case. In general, there are two different types of interest defined in the literature: personal interest and situational interest (Hidi, 1990).

According to Schiefele (1999), personal interest stands for a constant and measurable inclination to a certain area, and in terms of learning from texts, the phrase ‘topic interest’ is generally preferred in the place of ‘personal interest’ (258). For example, as Schiefele also suggests, the desire for reading a text is probable to result from causes which are not from within the person or it can only be consequence of the interest for the topic (1999). There is a basic distinction generally made between intrinsic and extrinsic forms of motivation (e.g., Deci & Ryan, 1985). *Intrinsic motivation* is referred to as the wish from within the person to join in only because of the appealing features of the activity to the learner (e.g., Deci & Ryan,

1985; Pintrich & Schunk, 1996; Ryan, Sheldon, Kasser, & Deci, 1996 , cited in Schiefele, 1999 : 259).

In contrast, *extrinsic motivation*, as Schiefele (1999) suggests, does not have anything in relation to the inner self. In this case, there is a positive outcome for the activity such as “parental praise, positive self-evaluation” that triggers the learner to engage in it, or it only results in avoidance from some unwanted outcomes like “punishment, failure to reach superordinate goals” (Schiefele, 1999).

The present study puts emphasis on the importance of intrinsic motivation by claiming that learners should be intrinsically motivated to learn new content so that they will be able put all their attention and motivation in the learning process.

Considering all these crucial dimensions in vocabulary teaching, the present study aims to give importance to input modified according to learners’ interests and see the changes in learners’ attitudes towards modified texts, and reading them. It also aims to present language teachers with new ideas and approaches to vocabulary teaching in a meaningful context.

#### **1.4. Definition of Terms**

**English as a Foreign Language (EFL) :** A foreign language is a language which is only taught as a subject in schools but which does not have any usage as a language of communication in any aspect of life within a country (e.g. in government, industry, or business). For instance, English is regarded as a foreign language in France, China, Japan etc.” (Richards & Platt 1992: 143).

**English as a Second Language (ESL) :** A second language is a language that is taught in schools or used in many other parts of life (e.g. in government, industry, or business), but not used as an official language within a country, nor is it the native

language of the people living in the country. For instance, English is described as a second language in Singapore, Malaysia, and Nigeria.

### **1.5. Limitations of the Study**

Using a limited sample from a single university was an important limitation for this study since a group from a single university does not completely represent any larger population of preparatory school students. Moreover, participants' achievement was evaluated only by pre and post tests. The results are, thus, limited by the scores of the achievement tests. These achievement tests, on the other hand, only assessed learners' receptive skills which may have resulted in another limitation for the study.

Another important limitation of the study is that the responses collected from the interest inventory given to the target group at the beginning of the study may not be as sincere and explanatory as expected. Furthermore, the conditions in which the inventory was given to the students may have been another factor affecting the results of the study.

One more limitation for the study was the limited time devoted to the study. Because it was the end of semester, the researcher was not able to reapply English language vocabulary achievement tests after a second time interval which would enable the effects of the spaced repetition investigated more clearly. Therefore, only short term retention was studied. Thus, time constraint might have also affected the outcome of the study.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

This review of the literature provides theoretical ground for the study by suggesting the associated research studies and uncovering the theories which were previously put forward, and are related to the broad topics of; vocabulary, vocabulary learning and acquisition, teaching vocabulary, incidental and intentional vocabulary learning, strategies for learning vocabulary and foreign language acquisition, the effects of learners' interests and motivation, and also gender on vocabulary learning, and assessing vocabulary acquisition.

#### **2.1. Vocabulary**

For years, in many different research studies thousands of different definitions of vocabulary have been put forward. One of the basic definitions of vocabulary is given by McCarthy, O'Keeffe & Walsh as "being all about words", and what they also add is when we use a language, we every time use thousands of words (2010 : 1). For all the learners trying to acquire a foreign language, vocabulary is precisely the most essential and at the same time the most challenging part of the process. Without vocabulary competence, learners of a foreign language may not be able to survive language learning process. Some scholars put words acquisition at the center of second language acquisition because they see it as a supplementary tool that backs up all the language skills either receptive or productive.

#### **2.2. Teaching Vocabulary**

Vocabulary is the foundation for language proficiency which constitutes the basis for the activation of some other components of language such as speaking, reading, listening and writing as supplementary skills (Alemi & Tayebi, 2011).

Gass (1999), also, claims that acquisition of a second language is expected to include the knowledge of its vocabulary, and this suggests that knowing a linguistic item requires the knowledge of some other things. She also adds that in reality, this is what one commonly intend when talking about or measuring knowledge of vocabulary. Since vocabulary teaching is a very important part of language teaching, a classification of three approaches to vocabulary teaching has been made by Hunt and Beglar (2002) like this:

- Incidental learning (i.e., learning vocabularies as the by-product of other activities as reading, listening, etc.)
- Explicit or intentional instruction
- Independent strategy development (256).

Key to the teaching of meaning is the ongoing development of students' ability to draw on context to try to figure out new meanings. By engaging with contexts before a reading or listening task, students draw on their schematic knowledge. As McCarthy, O'Keeffe & Walsh (2010) claim we usually have a considerable store of schematic knowledge. They further mention that even as native speakers, our minds subconsciously gather the words we know and the ideas that we have in relation to the topic of the text together.

Teaching vocabulary is undoubtedly a tough task for language teachers. Lessons with vocabulary instruction, on the other hand, are generally tedious for language learners. As Read (2004) suggests, second language learners are aware of the fact that inadequacies in their vocabulary knowledge is a barrier to their effective communication in the target language because words are the elements of speech that deliver the meanings they mean to put forward and understand. However, the significance of vocabulary instruction cannot be ignored, and it has to be taught efficiently. Because only with vocabulary proficiency learners are able to master full comprehension of the structures in the target language, and also gain efficient use of those structures to get the meaning across. However, as Read (2004) notes language

teachers generally have doubts as to the best ways to integrate vocabulary learning into their language teaching.

In vocabulary teaching process, universally the same routes are followed by language teachers. These are mostly traditional methods dating back nearly to the times when languages started to occur like repetition, memorization of the new words and using them in sentences related to their own personal environment. Here, we can have a brief look at the theories made use of while teaching vocabulary.

### **2.3.Theories in Teaching and Learning Vocabulary**

#### **2.3.1.Behaviorism**

Under Behaviorism, vocabulary learning; in fact, acquiring any dimension of language is quite similar to forming habits like learning to swim or riding a bike, according to McCarthy, O'Keeffe & Walsh (2010). The focus is on rehearsing, copying, and support, and habits are basically conveyed from L1 to L2 (McCarthy, O'Keeffe & Walsh, 2010) . Although this kind of learning is certainly not adequate for language acquisition, it is used in different parts of the world. This behavioral approach may seem consistent with the requirements of learners at the early stages of learning, but it may be unavailable for more advanced learners because they may get bored or disappointed by the slow progress. There is evidence that the more advanced learners become, the more cognitively involving techniques for vocabulary learning they favor and make use of (Schmitt,1997; cited in McCarthy, O'Keeffe & Walsh, 2010). It is clearly seen in the extract below how teacher listens to each learner contribution and reinforces each one by first repeating it and then writing it on the board. This process of listen, model and write is very effective at lower levels (this is a pre-intermediate class), but would seem out of place with higher levels.

L: Break, break, breakfast

T: Breakfast (writes on the board)

L: Curry

T: Curry (writes on the board)

L: Bland

T: Bland (writes on the board)

(Walsh, 2001; cited in McCarthy, O'Keeffe & Walsh, 2010)

Behaviorism seems to be suitable for the needs of lower-level language learners, but unsuitable or discouraging for higher-level language learners. The important point here is that the teacher should really be aware of the level and needs of learners so that he can choose the best theory or model to make use of in his teaching.

### **2.3.2. Cognitivism**

In direct contrast to behaviorism, cognitivist theories emphasize that SLA is an activity related to cognition. The best known theory in this tradition is Chomsky's theory (1965), which argues that we, as human beings, already have a kind of inborn ability to acquire a language during a critical age period in our life. Chomsky simply claims that we are inclined to acquire a language. We only need to have a kind of input that is at or slightly above our current language level, and also a silent period in which we, as learners are not expected to say anything.

In terms of teaching vocabulary, this theory approximates to what we have seen above under a strong-implicit view of word learning. New words are simply acquired without a conscious process; no amount of teaching will have any influence on the process of acquisition, and learners should simply be left to 'get on with it' (McCarthy, O'Keeffe & Walsh, 2010).

### **2.3.3. Interactionist Theories of SLA**

This theory suggests that learning occurs when there is interaction between teachers and learners, and learners and other learners. The theory also claims that learning takes place when meanings are interrelated. Thus, the negotiation of meaning is at the centre of any learning task, including acquisition of vocabulary. In terms of teaching new vocabulary, learning is at its maximum level on the condition

that learners are working with the language in collaboration by using linguistic acts like asking for clarification, and controlling meaning, or ensuring the occurrence of understandings (McCarthy, O'Keeffe & Walsh, 2010).

In the extract below, we can see how meanings are being negotiated around some new vocabulary. In 1, learners 1's contribution discographics sparks off a surprised reaction from the teacher who seeks clarification in 2. This prompts a fairly lengthy explanation in 3, followed by some modification and scaffolding in 4 by the teacher, who introduces the new vocabulary: 'music business'. This is the fine-tuned in 5 and 6 where both the learner and the teacher come to a negotiated agreement: 'music industry'. The give and take off interaction in this extract illustrates very well how new meanings are not simply delivered; they are negotiated through classroom talk by confirmation checks and requests for clarification.

1. L1: Discographics
  2. T: Ooh, what do you mean?
  3. L1: The people who, not the people, the, the business about music record series and
  4. T: Is this a word you're thinking of in Basque or Spanish? In English I don't know this word 'disco-graphics', what I would say is, er (writes on the board) like you said, 'the music business',
  5. L1: The music business? What is the name of, of, er, industry?
  6. T: The music industry, as, well, it is actually better
- (McCarthy, O'Keeffe & Walsh, 2010)

#### **2.3.4. Sociocultural Theories**

Another important theory of SLA claims that learning a language is a kind of social activity. The father of this theory was Vygotsky (1978), who claimed that learning is possible when there is a superior knower who helps learner use the language and engage in a dialogue. According to Lantolf (2000), there is an important process in language learning called as Zone of Proximal Development

(ZPD), which is the collective structure of chances for learners to improve their cognitive abilities. In other words, it is the extent to which individuals can enhance their cognitive abilities by focusing together on a common task - here, it is learning new vocabulary. When we apply this theory to the teaching of vocabulary, we see that learning takes place when learners participate in a common activity for the sake of a common ideal (McCarthy, O'Keeffe & Walsh, 2010). McCarthy, O'Keeffe and Walsh (2010) further suggest that learners are to be presented activities or tasks to engage in which demand hard work and dialogue, and which also support them to put their focus on language.

### **2.3.5. The Lexical Approach**

One of the strongest arguments advanced for a teaching methodology which places vocabulary at its centre was suggested by Lewis (1993). His theory mainly focuses on the importance of learning chunks of language which consist of lexicogrammatical patterns (McCarthy, O'Keeffe & Walsh, 2010). The lexical approach emphasizes the teaching of set formulae which are then used to process new language and to produce new utterances. Attention is given to *usefulness* rather than *fluency*, and content words are given prominence (McCarthy, O'Keeffe & Walsh, 2010). Therefore, in terms of vocabulary teaching, this theory claims that learners tend to learn words which are more useful in daily usage, not the words which are more possible to encounter in daily language settings. Commonly, these theories assist teachers and instructors in teaching and learning settings.

However, Read (2004) suggests that the ancient ways of teaching new vocabulary in class, or making learners keep in mind lists of words are regarded as out-of-date in today's language programs which put emphasis on task-based learning. These traditional methods have proven to be ineffective and short-termed because these suggest only automatic ways only to memorize words, having nothing in relation to learners' interests or motivation. According to Read, (2004) there has been an ongoing debate on the necessity of putting form in the centre of communicative activities in classroom, and this debate has completely focused on the

acquisition of grammar; however, there are some issues in terms of vocabulary that need to be taken into consideration in the curriculum as well.

Richards (1976) ,on the other hand, suggests that we do not have the words we learned only as concepts in our minds; rather we tend to associate them with their grammatical and structural features. He further adds that in convention, there is actually a weak separation between vocabulary and structure which may only be recognized in our use of structural words for several other common words. Necessary knowledge about the structure of vocabulary that includes some grammatical associations they may encounter is gained during vocabulary learning process. As all language teachers know or realize learners are motivated and involved when they deal with something interesting or appealing for them. Thus, we, as language teachers, always feel the need to trigger learners' interests. As Richards (1976) also adds the target of teaching vocabulary must not be limited to only going over a number of words given in a material.

Todt and Travers (1978) claim that the interest issue has a significant place not only in ordinary thinking, but it is also important for teachers' high-level thinking about individual differences in achievement and learning. The concept of interest is also used to emphasize the meaning of intrinsic motivation for learning. According to Schiefele (1996a), intrinsic-extrinsic paradox has been criticized by many researchers (Eigler, Nenniger, , & Macke, 1993; Rathunde, 1993; Rheinberg,1997) as deceiving unless the clarification in terms of a kind of motivated learning is made (1996a). When we regard solely the features of intentional "goal-oriented" learning, learning motivation means learners' having an originated desire or willingness to participate in the distinct learning situation (Schiefele, 1996a). However, in reality it is not quite accessible to create intentional (goal-oriented) learning settings all the time because teachers always have some standards or a specific curriculum to follow throughout the academic year. The aim, therefore, should be to find ways to create opportunities for learners to acquire an expected range of vocabulary even in incidental learning settings since this is generally the case in our schools, and this is

also a quite natural way to learn from the environment already existing, not from a specified one.

## **2.4. Vocabulary Learning and Acquisition**

The terms “learning” and “acquisition” of vocabulary are generally used together and interchangeably. In fact, acquisition has a deeper understanding than learning when it comes to vocabulary. In general terms, learning a word means having the knowledge of its meaning, forms, and usage; however, acquiring a word means much more than that. It means knowing how, when, and where to make use of it appropriately, and having a representative image in mind for every single word.

In vocabulary learning, like any other kind of learning, the aspect of relatedness is always in use. An individual who is trying to acquire something will always remember the things easily which are related to some other things about his environment or his interests. New words must be made a part of the student's environment so that the learners can personalize and utilize them since as Lee & Pulido (2017) suggest learner interest can influence overall involvement in reading tasks, which can affect vocabulary gains.

### **2.4.1. Incidental and Intentional Vocabulary Learning**

There is a general distinction that has been made by many researchers for long in the psychological aspect of learning; which is explicit and implicit learning. These definitions generally put emphasis on the operation of the conscious as a distinguishing factor in the learning process.

In Ellis' (1994b) claims, “implicit learning” is basically defined as gathering information about the fundamental structures in a natural process without any conscious activity, on the other hand, explicit learning is meant to be a much more conscious process in which the learners engage in a search for the target structure.



In vocabulary acquisition process, however, generally the terms ‘incidental’ and ‘intentional’ seem to be preferred instead of the ‘implicit’ and ‘explicit’ phrases. Here, according to Hulstijn (2001) “incidental vocabulary acquisition” is generally regarded as the acquisition of vocabulary not on purpose, but as an unconscious result of any other activity whose aim is not learning vocabulary, and it is in direct contrast with “intentional vocabulary learning” which suggests any intentional activity whose purpose is to absorb lexical information into memory.

For most of the researchers, at the early stages of language learning, vocabulary is predominantly learnt incidentally. For Reider (2003), as well vocabulary acquisition seems to be a result of an unconscious learning process. As Gass (1999) notes, however, explaining incidental vocabulary acquisition as the ‘result’ of other activities actually means to disregard the active and significant role of the learner in this process (320). Reider further suggests “the fact that learning occurs as a by-product of reading does not automatically imply that it does not involve any conscious processes” and provides a diagram to clearly show the unclear relation between intentional and incidental learning (2003 : 26).

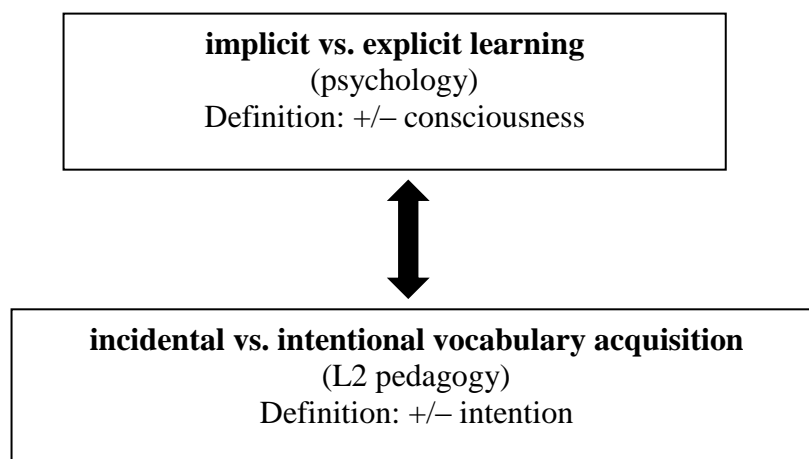


Figure 1. Unclear relation between implicit/explicit and incidental/ intentional learning (Reider, 2003 : 26)

As for Reider (2003), the equation of ‘incidental’ with ‘unconscious’ is, in fact, not necessarily regarded as reliable by Ellis (1994a), who claims that incidental learning of vocabulary can be seen as non-explicit as far as it does not include any aim for learning; here the mere goal of the language learner is comprehension; however, this does not mean that either the process or the outcome of this kind of learning is implicit.

More recent studies involving reading tasks include those by Swanborn and de Glopper (2002), who showed that readers’ purpose and level of reading ability were effective factors on the incidental learning of vocabulary, and also gave an example to make this claim more precise by saying “in this study, the number of words learned ranges from 6 out of every 100 unknown words when children are asked to just read the text to 10 out of every 100 unknown words when they are asked to learn about the topic of the text” (109). Pulido (2003) also discovered a strong positive correlation between reader ability, as well as topic familiarity, passive sight vocabulary and incidental vocabulary gain and retention. It is quite precise by the research studies mentioned above that the familiarity of the topic to the reader and its adjustment to readers’ interests is one of the most crucial dimensions in the aspect of text readability. The degree to which the teachers can adjust the text in accordance with learners’ interests defines the level of comprehension and motivation on the text.

Huckin and Coady (1999) mention the following advantages of incidental vocabulary learning :

- It is contextualized, giving the learner a rich sense of word use and meaning.
- It is pedagogically efficient in that it yields two activities at the same time: vocabulary acquisition and reading.
- It is more learner-based, in that it is the learner who selects the reading materials (182).

In one of his studies on vocabulary development, Krashen (1989) argued that incidental acquisition of vocabulary is the product of the activity hypothesis: which suggests that reading fosters understandable and essential input that ultimately brings about acquisition. In addition, according to Hulstijn (2003), most researchers trying to find out about L2 learning associate incidental learning with the acquisition of vocabulary through reading. As defined in many reviews of studies vocabulary acquisition has a lot in relation to input which is comprehensible to the reader. Therefore, it is, in fact, of primary importance to the teacher to take learners' interests into account while designing the incidental vocabulary learning environment and the input for vocabulary instruction accordingly.

#### **2.4.2. The Role of Learners' Interests and Motivational Factors in Vocabulary Learning**

The effect of learner differences and individual factors in designing learning environment and also deciding the strategies and ways to use in this environment has been researched and argued for ages. Since individual characteristics of learners are crucial to motivate them and to attract their attention to the lesson, it is an aspect in learning environment which is impossible to disregard. In fact, individual differences is the core element to take into consideration when designing a learning environment, and to design this learning environment in accordance with the differences, it is crucial to focus on learners' interest types or on the ways how they can be motivated to learn. Wigfield and Guthrie (1997) suggest the following in this respect :

When individuals have positive ability beliefs about an activity and think they can do the activity efficaciously, value the activity for intrinsic reasons, and have learning and prosocial goals, they should do better at the activity and choose to do it more frequently. However, these researchers have not looked specifically at whether these predictions apply to individuals' engagement in reading (421).

The concept and interpretation of interest can sometimes be seen as a subjective or personal issue. Interest can mean different things according to the situation the language learner is in, or according to environmental features.

Therefore, there have been several different approaches to the concept of interest by researchers over the years.

Interest comes out as a result of an individual's interaction with others in his environment (Valsiner, 1992; Oerter, 1995, cited in Krapp, 1999). It symbolizes a kind of association between the growing person and content of his life (Lewin, 1951), in other words, his habitual world (Nuttin, 1984) (cited in Krapp, 1999 : 24). This idea is variously referred to as "person-object relationship". According to Krapp, interest is not only in relation with affective elements, it also has something to do with cognitive components (1999).

Lee and Pulido suggest (2017 : 118) on the basis of word acquisition that “L2 researchers have sought to identify how various factors affect new word gains through reading such as frequency (Schmitt, 2010), background knowledge (Pulido, 2003), and L2 proficiency (Pulido, 2004)”. “One neglected factor, however, is topic interest: interest that learners have in the texts they read”(Lee & Pulido, 2017). Interest-based motivation has crucial impact on intellectual functioning; thus developing students' attention and memory for tasks and their depth of processing (Hidi, Renninger, & Krapp, 2004 :106). With regard to the mechanism underlying L2 incidental vocabulary acquisition, Laufer and Hulstijn's (2001) involvement load hypothesis tries to conclude the fact that motivational factors “promote success and achievement in L2 learning and that students who experience high amounts of an external or intrinsic drive, or need to learn, will achieve higher levels of proficiency than students with low levels of drive”(p.1). Expanding on the depth-of-processing theory with its focus on cognitive factors in word retention ( Craik & Lockhart, 1972), Laufer and Hulstijn (2001) argued that both cognitive and motivational components play pivotal roles in human learning (cited in Lee & Pulido, 2017 : 119). For learner interest, when intrinsic interest in a text's topic is high, this component – reflecting overall motivation – can lead to a higher degree of involvement while processing a text. “Thus, combined with cognitive components, learner interest can influence overall involvement in reading tasks, which can affect vocabulary gains”

(Lee & Pulido, 2017 : 119). However, Krapp (1999) does not see interest as a concept which is only in relation with enjoyment from the activity and claims that :

Even though interest-based actions are mainly associated with positive emotional experiences, interest is not synonymous with enjoyment. It also implies the notion of personal relevance and a readiness to engage, with high level effort, in interest-related tasks (24).

Krapp also feels the need to add several different definitions of interest from various perspectives as follows ;

In spite of these common assumptions about the psychological meaning of interest, researchers use different conceptualizations, each of which reflects different metatheoretical and methodological beliefs, general theoretical orientations, and paradigms of empirical research (Krapp, Renninger, & Hoffmann, 1998; cited in Krapp, 1999 : 24).

Krapp, Hidi, and Renninger (1992) have come up with three different definitions of interest which have had an important place in contemporary discussions on motivation and interest: “(1) interest as a dispositional characteristic of the person, (2) interest as a characteristic of the learning environment (interestingness), and (3) interest as a psychological state”.

As depicted in Figure 2, these concepts are closely in relation with one another. As Krapp claims, the psychological state is especially in a close relation with both the characteristics of individuals and the environmental factors which are effective on the “interestingness” of the target structure (1999).

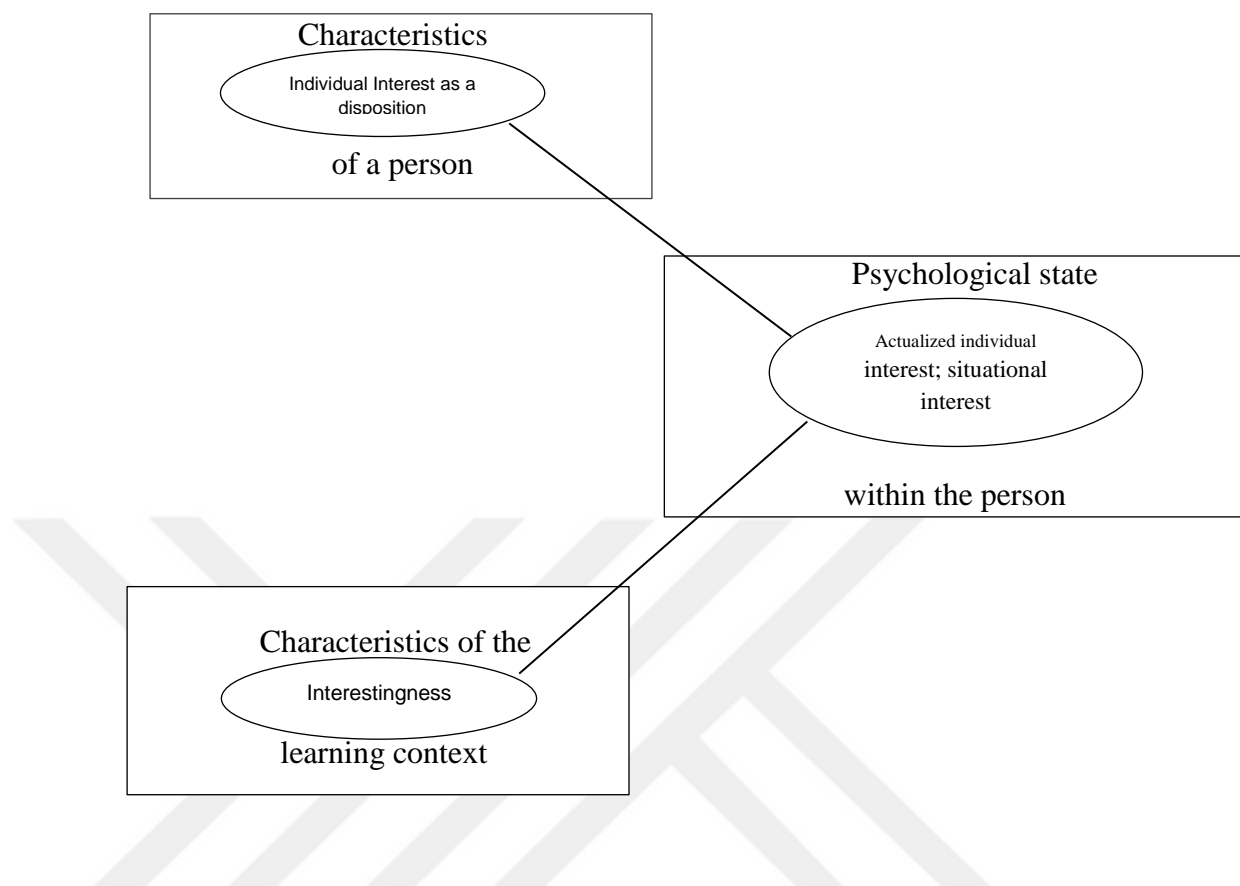


Figure 2. Three approaches to interest research (Krapp, Hidi, & Renninger, 1992).

For many years now, instructional practice has been supported with the view that elaboration on features of new words fosters their retention (Anderson, 1995; Baddeley, 1997). William James (1990: 662) supported this by claiming that “all improvement of the memory lies in the line of elaborating the associates”.

Laufer and Hulstijn (2001) also verifies the contribution of elaboration to the retention of new lexical information as follows :

Processing new lexical information more elaborately (e.g. by paying attention to the word’s pronunciation, orthography, grammatical category, meaning, and semantic relations to other words) will lead to higher retention than by processing new lexical information less elaborately (e.g. by paying attention to only one or two of these dimensions) (6).

In other words, Czerniak & Chiarelott (1990) claim “one has to believe that one’s behavior can bring about a desired outcome if one is to execute the behavior

required to achieve that outcome” (49). Thus, reasons for reading or learning is expected to include a meaningful outcome from learners’ perspectives. There is a basic distinction generally made between intrinsic and extrinsic forms of motivation (e.g., Deci & Ryan, 1985). *Intrinsic motivation* is referred to as the wish from within the person to join in only because of the appealing features of the activity to the learner (e.g., Deci & Ryan, 1985; Pintrich & Schunk, 1996; Ryan, Sheldon, Kasser, & Deci, 1996 ; cited in Schiefele, 1999 : 259).

In contrast, *extrinsic motivation*, as Schiefele (1999) suggests, does not have anything in relation to the inner self. According to Schiefele, in this case, there is a positive outcome for the activity such as “parental praise, positive self-evaluation” that triggers the learner to engage in it, or it only results in avoidance from some unwanted outcomes like “punishment, failure to reach superordinate goals” (259).

In reality, motivational dimensions seem to have both direct and indirect influence on reading comprehension, and needs to be addressed seriously to develop reading (Grabe, 2009). In addition, Grabe adds that most students take a dim view of becoming good, fluent L2 readers. He also claims students know that reading development is hard work and they need effective motivational support from teachers and the curriculum itself (2009). This means that in the learning environment, teachers should try to improve students’ motivation with tasks and materials which may be interesting or appealing to the learners. As language teachers, we also have to accept the views like Laufer and Hulstijn’s (2001) suggesting the significance of addressing to motivation and elaboration as key points in improving acquisition of vocabulary.

However, Laufer and Hulstijn (2001) note the following;

The theoretical and the empirical literature on concepts of cognition in the narrow, information-processing sense (such as elaboration and attention), as well as the literature on affective components of cognition (such as motivation and need), have not produced substantial progress in the domain of L2 vocabulary learning (2) .

Laufer and Hulstijn (2001) goes on to claim that in recent years, research and theoretical knowledge on second language vocabulary acquisition cannot catch up with the improvement in the area of second language grammar learning, in which there have been practical and theoretical constructions.

In general, there are two different types of interest defined in the literature: personal interest and situational interest (Hidi, 1990). According to Schiefele (1999), personal interest stands for a constant and measurable inclination to a certain area, and in terms of learning from texts, the phrase ‘topic interest’ is generally preferred in the place of ‘personal interest’. Being interested (situational interest) can be defined as the profound and automatical focus on something, and the occurrence of some kind of emotions like pleasure or enthusiasm (Krapp et al., 1992; cited in Schiefele, 1999 : 259).

In vocabulary teaching settings, it is, in fact, quite achievable to use texts and contexts which can easily create situational interest in learners, or instead of creating this situational interest, the teacher may as well easily provide learners with an interest inventory to come up with certain types of interest from learners, and she can adapt the already existing texts according to these pre-defined interest types. Hence, the teacher can eventually make use of personal interest to create a meaningful context for the learners.

The occurrence of intrinsic motivation is generally a result of a definite relation between the features of the learning task and the individual’s targets of interest (Krapp, 1993; Schiefele, 1996a ; cited in Krapp, 1999 : 27). Since there is an identification for the learner with the targets of the learning task, the learning-goal in relation brings about the necessary factors of “self-intentionality”, and there happens to be an accompaniment to interest by intrinsic motivation (Krapp, 1999). Here, it is implied that to be intrinsically motivated, the learner has a need to get input that is related to his/ her interests. With this point of view, we can clearly argue that



intrinsic type of motivation and different kinds of interests are closely related in the language teaching, especially, in the vocabulary teaching environment.

In addition, Boekaerts (1996) claims that psychologists working in the area of intrinsic motivation have hypothesized that the context within which learning takes place affects the relationship between motivational beliefs and learning in a complex way. This claim puts emphasis on the language learning environment, and implies that language learning environment, apart from all the other important variables, has a crucial impact on language learning motivation. The learners are, in fact, participating in the language learning environment or situation only because they really want to do it not because of any other external forces or motivational factors. The important dimension in fostering motivation is not whether learners are extrinsically or intrinsically motivated, but whether their motivation is internalized and self-determined, or they are forced by an external factor such as a friend, educator or parent (Deci & Flaste, 1996 ; cited in Ushioda, 2008). Deci and Flaste also emphasize that externally controlled and provided motivation may only cause advantages which are persistent for a short time; however, as language teachers, we should ultimately aim to enhance our learners' inner motivation (cited in Ushioda, 2008). Gardner and Lambert (1972) also emphasize the difference of language learning motivation from other kinds of motivation as follows :

Language learning motivation is qualitatively different from other forms of learning motivation, since language learning entails much more than acquiring a body of knowledge and developing a set of skills. On top of this, the language learner must also be willing "to identify with members of another ethnolinguistic group and to take on very subtle aspects of their behavior, including their distinctive style of speech and their language" (cited in Ushioda, 2008 : 19).

Gardner & Lambert also added that learners' already existing approaches to the target language culture and speakers would enormously affect their motivation and success in language learning (cited in Ushioda, 2008). As can clearly be identified from all the research conducted for years, motivational and individual differences in the aspect of interests can be placed in several different categories, and

under the influence of many different dimensions. However, in terms of vocabulary teaching and instruction, the significance of context or topic-related interest, in other words, situational motivation has always had the greatest attention of researchers. Researchers have always been interested in how the learners are motivated to a specific genre or what the ways which enable us, as language teachers, to get learners' motivation towards a pre-defined subject in the curriculum are. Without the burden of being obliged to follow a pre-defined curriculum throughout a semester, things could be different in any language instructors' case. They could easily define their own teaching objectives and create the materials accordingly on their own, and most importantly, in accordance with their learners' interests.

However, as we all know, in most of the education settings in our country this is not the case because instructors always have to follow common and standardized lesson objectives and materials, although there is a very critically important issue here: every learner in every teaching environment is totally different from one another. Thus, we should never try to apply common and standardized ways to teach.

On the other hand, we witness that most of the time, instructors feel there is something wrong with their teaching environment since they see that while some of the learners are really enjoying the lesson, and learning from it, some others can not find anything in the lesson that they can utilize. At this point, if the teacher cannot change the pre-defined objectives and input or target structures totally and can not adopt a new kind related to his students' needs and interests, there is still something to do; he can modify it. Here, he still uses the same target structures and objectives, but only modifies the input. The aim is to provide learners with a kind of input they can easily personalize and find something in common with. "Interesting as well as important information tends to be learned more readily than uninteresting and/or unimportant information" (Krapp, 1999). By modifying the already existing input, the teacher will be able provide the learners with the input which is prepared in accordance with their interests.

### 2.4.3. The Role of Gender in Vocabulary Learning

#### *On L1 Reading Comprehension*

Some researchers have claimed that topic interest significantly facilitates various aspects of the reading process on L1 reading. For instance, Ainley, Hidi, and Berndorff (2002) discussed in their study “the contribution of individual and situational factors to levels of topic interest”, and at the same time investigated “processes mediating the effects of topic interest on learning” then they concluded that “the topic interest was related to affective response, affect was then related to persistence with the text, and persistence was related to learning”.

Some others have also shown that topic interest has something to do with other learner variables, such as reading proficiency, verbal ability, and gender. For instance, Walker, Noland, and Greenshields (1979) reported in their study that significant effects of topic interest on reading comprehension existed in that participants better understood passages about more interesting topics than those about less interesting topics. They also added that differences in comprehension across the various topic interest situations were more precise in less proficient readers than in more proficient readers.

On the other hand, in another study by Stevens (1980) on L1 reading comprehension it was seen that higher ability readers comprehended more from the more interesting passages than less interesting ones, although there seemed to be no difference in comprehension due to topic interest were for lower ability readers.

In another study by Bray and Barron (2004) the meaningful relationship between topic interest, verbal ability, and another relevant reader-based factor (i.e. gender) could easily be identified. The study revealed a persistent and strong positive relationship between verbal ability and reading comprehension for all participants regardless of their level of interest in the reading materials. In addition, they reported better comprehension by girls compared to boys, and a stronger positive relationship

between interest level and comprehension for girls compared to boys (Lee & Pulido, 2017). In other words, the results claimed that topic interest affected girls' performance more than boys' performance.

In contrast, some other studies regarding the effects of gender and topic interest on L1 reading comprehension came up with different results (Ainley, Hillman, & Hidi, 2002; Walker et al., 1979). While comprehension was significantly affected by topic interest, it was precise only for boys. In these studies, boys scored significantly higher on high-interest texts compared to low-interest texts, but girls' comprehension performance remained consistent regardless of their level of interest in the topics (cited in Lee & Pulido, 2017 : 120).

In general sense, it can be concluded that on L1 reading comprehension, there have been several different studies, results, and variables. In some studies topic interest had an enormous impact on comprehension of the texts, but with changing levels on the basis of proficiency of the students. In other studies, the effect of gender on the level of comprehension of the students' could clearly be identified and it was concluded that girls outperformed boys in some studies with the texts in which they had topic interest. Thus, it can be claimed that topic interest is proved to be effective on L1 reading comprehension in many studies, however for gender differences there have been changing results mostly because of some other affecting variables like age, proficiency level, or the aim of acquiring the target language.

#### *On L2 Reading Comprehension*

When it comes to L2 reading comprehension, researchers has mostly focused on post-pubescent and adult learners and has been less successful in obtaining significant effects of topic interest and gender on reading comprehension ( Lee & Pulido, 2017). For instance, Carrell and Wise (1998) were not able to distinguish significant effects of topic interest on their measures of L2 reading comprehension. Carrell and Wise also found no significant main effect of gender on reading comprehension in their study, supporting the reports by Young and Oxford (1997).

Thus, it is possible that there are differing effects of topic interest on L2 reading comprehension based on the gender of the readers.

In contrast, in another investigation, Ercetin (2010) found out significant effects of topic interest on L2 reading comprehension. She puts forward these effects by claiming that :

Recall is facilitated most when both topic interest and prior knowledge are high and it suffers when both are low. Topic interest has a more significant place in triggering text recall in the learning environment than prior knowledge does, which means interest defines the choice of annotations which, in turn, has an effect on text recall (242).

On the other hand, Ainley and Hillman, et al.'s (2002) analyses emphasized that female adolescents tend to continue reading lower-interest texts, while male adolescents mostly stop reading. Graham et al. (2008) values these gender differences in terms of task achievement, referring gender as a “system of values that encompasses attitudes, approaches, and behaviors” (757).

In conclusion, concerning the domain of vocabulary acquisition, the role of gender has always had an important place. There have been many studies that address gender differences in several aspects related to lexical acquisition. Results are insufficient, however, within this area, with changes according to the area examined. Many different studies have examined the knowledge of learners in terms of receptive and productive vocabulary, and have reached different results. Boyle (1987) showed that, exceptionally, boys are better than girls in the perception of vocabulary they heard. Similarly, Scarcella and Zimmerman (1998) found that men were much more successful than women in terms of recognition, understanding, and use of academic vocabulary. As Sunderland (2010) puts forward, we can conclude that the relationship between vocabulary and gender is not lasting, but it is possible that some other “third factors” such as L1, age or L2 proficiency also influence them. It is really difficult to make generalizations for the effects of gender on vocabulary acquisition process of learners. Since there have been many other affecting factors in

a variety of studies conducted up to now, there have been no precise conclusions reached by researchers on that issue.

## **2.5. Vocabulary Learning Strategies**

Since every single individual is totally different from one another, in the aspect of learning strategies in general, and vocabulary learning strategies in particular, we are sure to encounter different strategies.

“Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime” (Confucius, 551-479 B.C.). As this saying suggests, it is more important to teach someone how to get something rather than give him/ her this thing directly. In the aspect of language teaching it is more important and necessary to teach learners how to learn something so that they can be lifelong autonomous learners. According to Wenden & Rubin (1987) “being able to (self-) learn on your own is one of the necessary points to become successful in foreign language learning”, and they also claim that “good language learners use a variety of strategies to assist them in gaining command over new language skills” (133). If language learners are already equipped with inborn abilities to gain vocabulary knowledge, it is quite simple to acquire all the necessary vocabulary for their studies. However, if this is not the case, then they should be fitted with all the appropriate and efficient vocabulary learning strategies.

To present time, there have been several attempts to provide background for vocabulary learning strategies. According to Nation (1982), there have been some common strategies in vocabulary teaching, as well which are grouped as direct and indirect, and he claims that explicit focus is on vocabulary in a direct approach to vocabulary teaching. There is vocabulary instruction where long periods of time are spent on vocabulary exercises such as word-building exercises or matching words with definitions; however, in an indirect approach, the teacher will not give that much concern to vocabulary. He will only try including vocabulary learning into some kind of activities like listening to stories, information gap activities, and

sometimes he will focus on graded reading (Nation, 1982, cited in Coady & Huckin, 1997).

Some other strategies for vocabulary learning were shown here in the tables 1 and 2, for instance, by Nation (2001) and by Schmitt (1997). Nation's taxonomy is presented in table 1.

**Table 1.**

***Taxonomy of kinds of vocabulary learning strategies by Nation (2001)***

<u>General class of strategies</u>	<u>Types of VLSs</u>
<u>Planning: Choosing what to focus on and when to focus on</u>	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition
<u>Sources: Finding information about words</u>	Analysing the word Using the context Consulting a reference source in L1 or L2 Using parallels in L1 and L2
<u>Processes: Establishing knowledge</u>	Noticing Retrieving Generating

*Note.* From "Vocabulary Learning Strategies and Evaluation of EFL Vocabulary Textbooks" by Fomicheva, N.A., 2015, p.36.

The first section of this table mainly focuses on the organisational part of the language learning process; it emphasizes the importance of deciding on the objectives and ways to use in this process. Here the most important conclusion that we can make is the ability to structure the learning process and awareness of it.

In the second part of the table; however, the search for the meaning, form, and usage of the words gains importance. Some ways to attain meaning are shown; for example, making use of the context, or already existing materials. Ultimately, in the last part of the table, three cognitive processes are emphasized as the production of language learning process since without retrieval and generation, the acquisition of the new vocabulary is difficult to be achieved.

While Nation's classification put more emphasis on some features like word knowledge, background and forming of vocabulary knowledge, Schmitt introduces about 50 strategies grounded on intentional and incidental learning (cited in Fomicheva, 2015). Two different categorization of those strategies are stressed in the literature: direct and indirect strategies, and direct strategies consist of memory, cognitive, and compensation strategies. Indirect strategies, on the other hand, are comprised of metacognitive strategies, affective strategies, and social strategies (Fomicheva, 2015).

Strategies for learning vocabulary are divided into two major groups used in Schmitt's categorization regarding when they are to be used. These strategies are "discovery" and "consolidation" strategies. Discovery strategies are meant to be used when the words are first met and when learners has no idea about the meaning of the words. On the other hand, consolidation strategies are meant to be used when learners need to recall the words they have learnt before (Fomicheva, 2015).

Some groups in the categorization in table 2 include; Social strategies (SOC) which means the ways to get help from others, and Memory strategies (MEM) which implies the use of visual tools or physical features, Cognitive strategies (COG) which stands for revision and organization of information (Fomicheva, 2015) and, lastly, another one which is used to produce language using the words learnt and assess or suggest techniques to study in the best form is named as Metacognitive strategies (MET) (Schmitt & McCarthy 1997; cited in Fomicheva, 2015).



Some of the strategies here are very precise in meaning, but some of them need to be explained, for example, the Peg Method which makes it possible to get in fact unrelated items such as a list of words related by using them with a group of memorized “pegs” or “hooks” which may range from “rhyming words to digits” (Wenden & Rubin 1987: 44).

Another one is the Keyword Method which was suggested by Atkinson (1975) and which requires “establishment of an acoustic and imaginal link between an L2 word to be learned and a word in L1 which sounds similar” (Wenden & Rubin 1987: 44). Third one is the old Loci Method which Romans first developed to make it easier to recall their speeches. In this method one “imagines a familiar location, such as a room, a house or a street [...] one mentally places the first item to be remembered in the first location, the second item in the second location, and so forth” (Wenden & Rubin 1987: 45). Fourth method to define is the Spatial Grouping which stands for “[r]earranging words on a page to form patterns, such as triangle” (Wenden & Rubin 1987: 45).

**Table 2.**

*Classification of vocabulary learning strategies by Schmitt (1997)*

<u>Strategy group</u>	<u>VLS</u>
<u>STRATEGIES FOR THE DISCOVERY OF A NEW WORD’S MEANING</u>	
DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess meaning from textual context
DET	Bilingual dictionary
DET	Monolingual dictionary
DET	Word lists
DET	Flash cards

SOC	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrase or synonym of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmates for meaning
SOC	Discover new meaning through group work activity

### STRATEGIES FOR CONSOLIDATING A WORD ONCE IT HAS BEEN ENCOUNTERED

SOC	Study and practice meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Image word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Use 'scales' for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new words in sentences
MEM	Group words together with a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use Keyword Method

MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Testing oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time

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*Note.* From “Vocabulary Learning Strategies and Evaluation of EFL Vocabulary Textbooks” by Fomicheva, N.A., 2015, p.38.

Although all these methods seem to be beneficial to language learners, the use and effectiveness of the strategies might not be the same at different language proficiency levels.

Cohen and Aphek (1981; cited in Schmitt 2000: 133) sum how to choose appropriate vocabulary learning strategies as follows:

When considering which vocabulary learning strategies to recommend to our students, we need to consider the overall learning context. The effectiveness with which learning strategies can be taught and used will depend on a number of variables, including the proficiency level, L1 and culture of students, their motivation and purposes for learning the L2, the task and text being used, and the nature of the L2 itself. [...] Proficiency level has also been shown to be quite important, with one study showing word lists better for beginning students, and contextualized words better for more advanced students.

At more advanced stages, more contextualised strategies should be used and encounter for a word should be repeated for 10-12 times in order to provide retention (Coady & Huckin 1997; Hulstijn & Laufer 2001 ; cited in Fomicheva, 2015 ). It is quite precise that at any language level, practice is the key to success. Hulstijn, Hollander and Greidanus (1996: 337), advise teachers to “make important target words reappear several times, if possible in the lesson, as they put emphasis on the view that “long periods of study are less helpful than shorter but more frequent study periods” (Wenden & Rubin 1987: 47). Therefore, teachers and learners should always be aware of the fact that “a technique once introduced and successfully applied does not necessarily become a natural habit and requires repeated use” (Coady & Huckin 1997: 218).

Another important assumption by Cook & Singleton has been given as personalization of a vocabulary item. They claim that personal experience seems impossible to be forgotten, so it provides the good foundation to create associations and subsequent remembrance and unity (2014: 45; cited in Fomicheva, N.A. ,2015).

Like every single thing that we can easily remember on daily basis, the degree to which one can associate a new word to something in his life defines the level of persistence of this word. It is also important to note that there can be some other purposes of strategy use; for example, one can try to learn a vocabulary item for writing. No matter what the reason is for strategy use in vocabulary acquisition process, it is crucial to note that “patterns of strategy use can change over time as a learner either matures or becomes more proficient in the target language” (Schmitt & McCarthy 1997: 223). Needless to say, since people change over time, their

personality also changes, and so do their preferences to learn and ways of learning something.

## 2.6. Researching and Assessing Vocabulary

According to Schmitt (2000), vocabulary testing is for many reasons regarded as a beneficial component of a language teaching program which is managed well. As vocabulary is one of the cores of language knowledge, it is necessary to assess it in a way. Vocabulary is possible to be the mere part of the language, some learners, especially beginners feel sure to be qualified enough to be evaluated on. For some learners, particularly beginners, vocabulary may be about the only aspect of language they know well enough to be tested on for some reasons especially (Schmitt, 2000). Another important reason for the need to assess vocabulary knowledge has something related to learners' interests and attitudes towards vocabulary knowledge. "Testing researchers have found that tests have consequences far beyond providing estimates of examinees' abilities and they also shape the way learners view the content of a course" (Schmitt, 2000). Schmitt also argues the view that most learners tend to regard the classroom material as important or worthy to pay attention according to the degree to which it takes part in subsequent tests. 'This effect is called *backwash (or washback)*, and can be negative or positive' (2000). 'If a teacher thinks vocabulary is important, then it is worth including a vocabulary component in an assessment scheme to build positive attitudes towards vocabulary. On the other hand, if vocabulary is stressed in classes, but never addressed during assessment, students might come away with the negative conclusion that vocabulary does not really matter' (Schmitt, 2000).

The idea of assessing vocabulary simply means assessing word knowledge. However, as Read (2000) suggests "a word is not an easy concept to define either in theoretical terms or for various applied purposes" (16). Read also adds that testing vocabulary has an enormous interest among linguists on theory, but in practice, there are many more reasons for it; for example, when it is necessary to measure the amount of a learner's vocabulary, it becomes appropriate.

Bachman and Palmer (1996) propose that the basis of language tests, referred to as language ability, consists not only of several domains of knowledge but also the ability to make use of strategies well. Read (2000) further supports Bachman and Palmer's views by claiming that vocabulary ability consists of not only knowing lots of lexical items; learners must also have immediate access to the knowledge and they should also be able to make use of it effectively when they engage in language-use tasks. In addition, they need to know special techniques to deal with situations in which they lack the necessary word knowledge to be able to communicate.

Knowing a word and assessing word knowledge include many important and different aspects. In his 1<sup>st</sup> assumption Richards (1976) claims that vocabulary development of a native speaker of any language continues in adulthood; however, a relatively small improvement of syntax is observed in throughout this period. Here are seven other assumptions that cover different aspects of what is meant by knowing a word proposed by Richards (1976 : 83) :

2 Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also "know" the sort of words most likely to be found associated with the word.

3 Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.

4 Knowing a word means knowing the syntactic behavior associated with that word.

5 Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.

6 Knowing a word entails knowledge of the network of associations between that word and other words in language.

7 Knowing a word means knowing the semantic value of a word.

Nation (1990), on the other hand, specified the scope of learners' task on vocabulary learning by at the same time taking Richard's assumptions into account in Table 3.

**Table 3.***Components of word knowledge by Nation (1990)*

<u>Form</u>		
Spoken form	R	What does the word sound like?
	P	How is the word pronounced?
Written form	R	What does the word look like?
	P	How is the word written and spelled?
 Position:		
Grammatical Patterns	R	In what patterns does the word occur?
	P	In what patterns must we see the word?
Collocations	R	What words or types of words can be expected before or after the word?
	P	
Fuction	P	What words or types of words must we use with this word?
	R	
Frequency	R	How common is the word?
	P	How often should the word be used?
Appropriateness	R	Where would we expect to meet this word?
	P	Where can this word be used?
 Meaning:		
Concept	R	What does the word mean?
	P	What word should be used to express this meaning?
Associations	R	What other words does this word make us think of?
	P	What other words could we use instead of this one?

Key: R= receptive; P= productive

Note. From "Assessing Vocabulary" by Read, J.,2000,p.26.

In table 3, Nation (1990) made a distinction which is not included in Richard's assumptions: receptive vs. productive knowledge. Read (2000) claims that "it is the difference that we are all familiar with between being able to recognise a word when we hear or see it and being able to use it in your speech or writing" (26). Read (2000) finds Nation's categorization "rather daunting" when considering from an assessment perspective. As Meara (1996a ; cited in Read, 2000 :29) notes, "it might be possible in theory to construct measures of each of these types of knowledge of particular words; in practice, it would be more difficult to do this for

more than a handful of items”. Read suggests here (2000) that both Schmitt (1997) and himself are in favour of verifying Meara’s (1996a) judgements regarding the practical difficulties existing not only in developing suitable assessment tools, but also in acquiring evidence of learners’ knowledge. According to Read (2000), in plenty of L1 vocabulary studies such scales to represent the varying degrees of vocabulary knowledge have been suggested as well. An alternative approach to assessing vocabulary knowledge here is suggested by Read (2000) as a more developmental one; Dale (1965 : 898) defined four basic stages in knowing a word as follows :

Stage 1 : “I never saw the word before”. This means that there are some words which do not exist as meaningful words to the learner.

Stage 2 : “I know there is such a word, but I don’t know what it means.”

Stage 3 : “There is a vague contextual placing of the word.” This mean that it may seem meaningful in context to the learner.

Stage 4 : ‘I know it.’ This means that we are likely to remember it later if we see it again.

However, here Read (2000) notes that after these four stages, Dale (1965) also feels the need to define a fifth stage on which the learner has the ability to differentiate the word from others which are closely associated with it in meaning and/or form. He also gives another research study as an example which is developed for use with second language learners by Paribakht and Wesche (1993) who produced what they call Vocabulary Knowledge Scale for a research study to find out how much knowledge students acquired of a set of target words during a one-semester university ESL (English as a secong language) programme.

In this research study, the learners reported their knowledge of each word in response to the following statements (Read, 2000).

1. I have never seen this word.
2. I have seen this word before, but I don’t know what it means.



After all such findings, Read (2000) concludes that vocabulary should always be evaluated in context, but also warns about the fact that :

As the research on the various members of the cloze family of tests shows the more we contextualise the assessment of vocabulary, the less clear it may be to what extent it is vocabulary knowledge that is influencing the test-takers' performance (116) .

In the light of research, this study aims to find out the possible effect of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students. The study argues the view that there is a positive relation between the vocabulary achievement levels of the students and the degree of addressing their differing interest types in the teaching environment. Read (2000) also supported the importance of the modified input in assessing learners' achievement by claiming that a significant part of vocabulary measurement is defined depending on the role of context in a vocabulary test. One perspective, however, as Read and Chapelle (2001) claim emphasized in the study of important researchers like Laufer, Meara and Nation is "to investigate the size and growth of learners' vocabulary, largely on the basis of counting, classifying and assessing knowledge of individual word forms". Read and Chapelle (2001) see this kind of treatment as regarding vocabulary as a separate element of language competence, which the assessor can evaluate without any reference to the grammatical structures, text or discourse. This kind of assessment may seem better and easier in the evaluation of actual vocabulary core of learners, but it is in fact useless and inauthentic since vocabulary knowledge is expected to be functional in contextual use, since knowing a word, in reality, involves knowing not only the meaning and semantic features of it, but also achieving its meaningful and functional use in discourse.

Several different studies and attempts to define the importance of some different factors in language learning and especially vocabulary learning have been defined and emphasized in the literature. It is obvious that there have been different studies on the effects of learners' motivation, individual differences and needs, learners' strategies and also gender differences on their vocabulary achievement. In

addition, there have also been some studies regarding the effects of learners' interests on their vocabulary achievement. However, this study aimed at putting more emphasis on the importance of learners' interests in terms of their achievement in incidental vocabulary learning.



## **CHAPTER III**

### **METHODOLOGY**

This chapter presents information about the general structure of the study; participants, instruments, procedures and materials to collect data and also methods for data analysis.

The purpose of the study is mainly; to find out the effects of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students, and at the same time to emphasize the necessity of using different techniques in teaching vocabulary for language teachers. Accordingly, a quasi-experimental designed study was conducted at the School of Foreign Languages, Izmir Katip Celebi University. The study was carried out throughout the spring term of the 2015-2016 academic year with 38 intermediate level preparatory class university students.

This study primarily tries to find answers to the question;

1. What is the effect of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students?

Additionally, there are some sub-questions for the study;

2. Is there a significant difference in the final level of vocabulary learning between the control group where traditional vocabulary teaching was conducted according to the needs of preparatory class curriculum and the experimental group where vocabulary teaching with the modified input according to learners' interests was conducted?
3. Is there a significant difference in the level of vocabulary learning in terms of gender between the control group where traditional teaching was conducted according to the needs of preparatory class curriculum and the experimental group where vocabulary teaching with the modified input according to learners' interests was conducted?

### **3.1.Design**

Since this study aims to show the relationship between the level of relatedness of the input to learners' interests and the level of vocabulary acquisition, quantitative data was employed and the relationship was interpreted by using correlational model. The quantitative data were gathered through interest inventory reproduced from Alberta Education, Building on Success: Helping Students make Transitions from Year to Year (2006), and a pre- and post-test were produced to evaluate the vocabulary achievement of learners before and after the instruction of vocabulary through modified input according to learners' interests. The study was conducted with a quasi-experimental design. In this design, as Creswell (2013) suggests, "the experimental group A and the control group B are selected without random assignment", and while they both take a pretest and a posttest, only the experimental group takes the treatment (172). The data gathered from pre and posttests were analyzed through correlation analysis. In addition, independent samples t-tests were used to analyze the relationship between both the use of modified input according to learners' interests and the level of vocabulary acquisition, and gender and the level of vocabulary acquisition. The design of this research study is presented in figure 3.

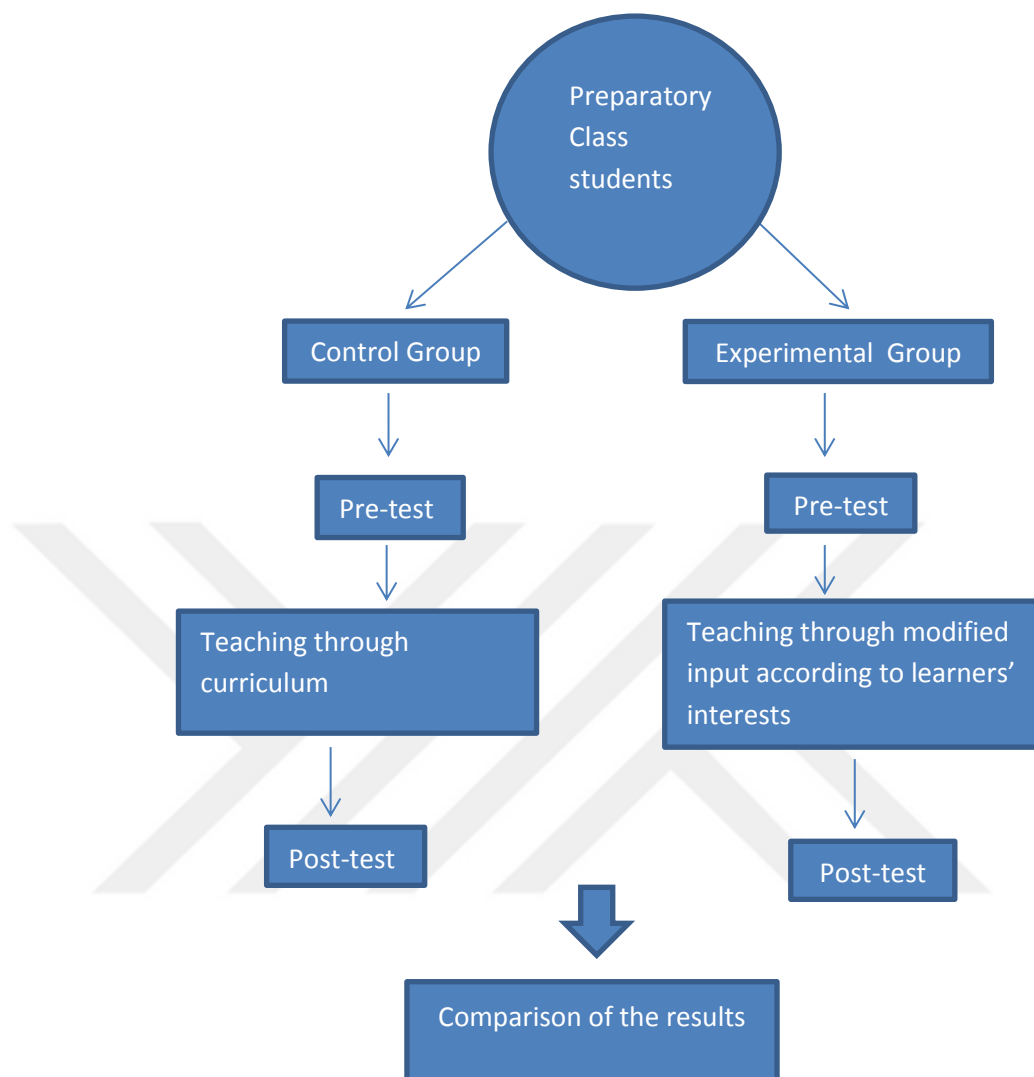


Figure 3. *The design of the study*

### 3.2. Participants of the Study

Participants were 38 students aged between 18-22. There were 24 male and 14 female students in these groups. The experimental and the control group were formed from already existing classes. As Büyüköztürk et al.(2009) suggest in this quasi-experimental research design, two relatively similar groups are chosen from the already existing classes and there is no random assignment. Each group had 19 participants. The groups attended preparatory classes at the School of Foreign

languages, Izmir Katip Celebi University. Students were supposed to follow a 4 year education program after completing preparatory class, and the medium of instruction was English in their departments. There were students from different departments such as dentistry, engineering, tourism, economics, psychology, sociology, philosophy, and history. They were all 4-year undergraduate, day-time, intermediate level English preparatory students. At the beginning of the term, students took a placement test that defined their English level. All the participants of this study were taught through the same coursebook and the same curriculum. The experimental group and the control group were taught by the researcher herself. While the control group was receiving vocabulary instruction with a pre-defined curriculum and coursebook, the experimental group received an eight-week vocabulary instruction with the modified input according to learners' interest types and with a curriculum defined by the researcher.

### **3.3. Materials (Data Collection Tools)**

Two different kinds of instrument were used in order to collect data in this study. They were receptive vocabulary achievement tests used as pre-/post-tests and an interests inventory. Pre- and post-tests were used to collect data about the achievement levels of the participants in this study. These tests consisted of 40 questions including multiple choice and cloze test items. The vocabulary was obtained from the course book, but given in a context. The other instrument used in the study was the interests inventory reproduced from Alberta Education, Building on Success: Helping Students make Transitions from Year to Year (2006) . There were also modified texts according to learners' interests with the target vocabulary given in the coursebook which were used in the experimental group. On the other hand, the texts in the coursebook with the same target vocabulary were used in the control group. In the extract below, an example comparison between the modified input applied to the experimental group and original input applied to the control group and at the same time the steps of text modification with an example text in this study have been provided.

- Lisa bowed as the **audience** clapped after her dance performance. (original input from the book 'From Reading To Writing')
- Shakira knew she needed to write well in order to express herself well in English before her **audience**. (from the modified text named 'How Celebrities Learn English')

*A. The original text which was found online according to the primary interest type in the experimental group, 'language learning';*

### **How Celebrities Learn English**

1 Do you think that your English is not fluent enough to survive in an English speaking country?

Think again.

If you are skeptical, let me tell you a story of someone you almost certainly know...

He knew very little English when he decided to move to America. He took every type of English class you could think of; speech lessons, writing lessons, even accent-removal lessons.

Through hard work and perseverance he ended up becoming one of the richest and most powerful men in the country.

You might also know him as Arnold Schwarzenegger, the famous Hollywood actor and former governor of California.

His story shows what you can achieve when you work hard at something. But he's not the only one who started a successful career with little-to-no English skills.

Here you can also find out how Shakira has overcome language barriers.



2 Shakira is a global superstar and burst into the English music scene with her first hit 'Whenever, Wherever'. Her first English language album Laundry Service sold over 13 million copies as a result of her hard work learning English and

working with her mentor, Gloria Estefan.

She was born in Barranquilla, Colombia on February 2, 1977. As a small child *she had a beautiful life* and loved listening to all sorts of music, mostly English Rock n Roll, Colombian and Lebanese songs.

Shakira started writing her own songs when she was 8 years old and was already winning contests when she was only 10. When she was 13, she moved to Bogota in the hopes of getting a modeling contract – instead, she ended up signing with a record label and her first album came out in 1991, featuring only Spanish songs.

Shortly after her second album, she decided to sign with Emilio Estefan (husband of Gloria Estefan, also a famous singer) as her manager. When Gloria Estefan offered to translate some of her Spanish songs into English, Shakira realized that she wanted to learn English – that way she could have complete control over her songwriting.

Her first English album, Laundry Service, came out in late 2001. It quickly rose up the album charts in America, going triple platinum. She went on a global tour and her concerts quickly sold out at every city she toured in. The thing she loved *was not the cameras around*, but it was just the desire to sing all over the world.

Why Was She So Successful?

3 The main reason she learned English so well is because she was motivated to do so. She had a clear goal – she wanted to write her own songs in English for her new album.

In an interview with MTV, she says: “I had the need and the urgency to express ideas, feelings, thoughts. I had to express all those experiences that I was going through in another language.”

Although *she had difficulty* at times, she was determined to make it work. She was willing to work hard in order to write her own songs, and was willing to write for hours to create songs she was satisfied with.

4 Another reason she was successful is because she knew what she needed to study in order to write English songs. She needed to learn the sounds first, how it worked rhythmically, then used her skills in grammar to express herself *in her songs*.

She worked with a tutor to learn how English grammar works. Shakira read Walt Whitman’s *Leaves of Grass* and other works of literature in order to understand written English. It wasn’t good enough for her to know oral English; she knew she needed to write well in order to express herself well in English *on the stage*. With



her determination, all the negative thoughts and feelings *disappeared, and she achieved her goal.*

5 Remember that success does not come overnight.. Just like the celebrities above, you have to work hard for many years before earning success. The key to their success was dedication, lots of practice and an understanding of why they want to learn English.

Even though you are not a celebrity (yet!), you can still achieve similar success in learning English.

Start by immersing yourself in English for just five minutes every day. Even something that simple can help you become fluent in English in a short amount of time.

*B. The modified version of the text above with the target vocabulary;*

*How Celebrities Learn English*

1 Do you think that your English is not fluent enough to survive in an English speaking country?

Think again.

If you are skeptical, let me tell you a story of someone you almost certainly know...

He knew very little English when he decided to move to America. He took every type of English class you could think of; speech lessons, writing lessons, even accent-removal lessons.

Through hard work and perseverance he ended up becoming one of the richest and most powerful men in the country.

You might also know him as Arnold Schwarzenegger, the famous Hollywood actor and former governor of California.

His story shows what you can achieve when you work hard at something. But he's not the only one who started a successful career with little-to-no English skills.

Here you can also find out how Shakira has overcome language barriers.



2 Shakira is a global superstar and burst into the English music scene with her first hit 'Whenever,

Wherever' Her first English language album Laundry Service sold over 13 million copies as a result of her hard work learning English and working with her mentor, Gloria Estefan.

She was born in Barranquilla, Colombia on February 2, 1977. As a small child she **had peace** in her life and loved listening to all sorts of music, mostly English Rock n Roll, Colombian and Lebanese songs, **especially the emotional ones**.

Shakira started writing her own songs when she was 8 years old and was already winning contests when she was only 10. When she was 13, she moved to Bogota in the hopes of getting a modeling contract – instead, she ended up signing with a record label and her first album came out in 1991, featuring only Spanish songs.

Shortly after her second album, she decided to sign with Emilio Estefan (husband of Gloria Estefan, also a famous singer) as her manager. When Gloria Estefan offered to translate some of her Spanish songs into English, Shakira realized that she wanted to learn English – that way she could have complete control over her songwriting.

Her first English album, Laundry Service, came out in late 2001. It quickly rose up the album charts in America, going triple platinum. She went on a global tour and her concerts quickly sold out at every city she toured in. The thing she loved was not the **flash of the cameras** around, but it was just the desire to sing all over the world.

### Why Was She So Successful?

3 The main reason she learned English so well is because she was motivated to do so. She had a clear goal – she wanted to write her own songs in English for her new album.

In an interview with MTV, she says: “I had the need and the urgency to express ideas, feelings, thoughts. I had to express all those experiences that I was going through in another language.”

Although she **had trouble** at times, she was determined to make it work. She was willing to work hard in order to write her own songs, and was willing to write for hours to create songs she was satisfied with.

4 Another reason she was successful is because she knew what she needed to study in order to write English songs. She needed to learn the sounds first, how it worked rhythmically, then used her skills in grammar to express herself **in her compositions**.

She worked with a tutor to learn how English grammar works. Shakira read Walt Whitman's *Leaves of Grass* and other works of literature in order to understand written English. It wasn't good enough for her to know oral English; she knew she needed to write well in order to express herself well in English ***before her audience***. With her determination, all the negative thoughts and feelings ***went away, and she achieved her goal with no damage***.

5 Remember that success does not come overnight.. Just like the celebrities above, you have to work hard for many years before earning success. The key to their success was dedication, lots of practice and an understanding of why they want to learn English.

Even though you are not a celebrity (yet!), you can still achieve similar success in learning English.

Start by immersing yourself in English for just five minutes every day. Even something that simple can help you become fluent in English in a short amount of time.

\*Text is taken from <http://blog.tjtaylor.net/celebrities/>.

### *C. The steps of text modification in this study;*

- First, the texts according to the defined interest types of the learners in the experimental group were chosen mostly from online resources.
- Next, the target words of the lessons which could be used in the chosen texts were decided.
- Then 8-10 target words for each week were put in the chosen texts by lexically modifying the original text to fit these words in.
- The general structure of the chosen texts remained the same, and only some structural changes were made in the sentence level as shown in the example text above.

### **3.3.1. Vocabulary Achievement Tests**

A receptive vocabulary achievement test of 40 multiple-choice items was prepared to see whether students know the target vocabulary and whether there would be a difference between the two groups after explicit vocabulary teaching in the experimental group. Target vocabulary was taken from the book in the curriculum, and it was the same as the vocabulary taught in the control group. After the test was prepared, it was proofread by two experts in English Language Teaching in terms of validity and reliability. The test included 3 parts. These parts were multiple choice, multiple match, and cloze test parts. Pre and post-tests were not exactly the same; they included the same target vocabulary, but in different type of questions. These tiny changes in the structure were made to avoid the possibility for the questions of the pre-test to be recalled (see Appendix 4). The reliability is generally defined as the extent to which an assessment tool concludes in the same results even on repeated trials. The reliability of the achievement tests here in this study was agreed on with two different specialists on testing and evaluation.

### **3.3.2. Questionnaire**

A questionnaire of interest types reproduced from Alberta Education (2006) was conducted at the beginning of the study to both experimental and control groups to come up with different types of interests already existing in the classes. The interest inventory consisted of 38 items asking about personal and general interests (see Appendix 1). The reliability of the questionnaire was ensured by two other specialists in English Language Teaching Department.

## **3.4. Data Analysis Procedure**

The participants of the experimental and control groups were preparatory students of different departments ranging from engineering to tourism management at the School of Foreign Languages, Izmir Katip Celebi University in the academic year, 2015-2016. They were all elementary level classes when the interests survey

was applied, but then during the implementation of target teaching they were at intermediate level and they also had to follow the same curriculum. Before the implementation of the study, the ethical permission for the application of the study was taken both from the director of the School of Foreign Languages and the rector of Izmir Katip Celebi University.

First of all, in the fall term of the academic year 2015-2016, both experimental and control groups were given the interests inventory to come up with all the interest types in these groups. Next, according to the ratios, the most common interest types were defined. At the end of the fall term, the first receptive vocabulary achievement test (VET1) was designed, and texts to be modified according to learners' interests were selected. On the first week of spring term, VET1 was given to the participants of the control and the experimental group simultaneously to see how efficient they were in the target vocabulary. After that, for 8 weeks, students in the experimental group were weekly introduced 8-10 words of the target vocabulary integrated into a text which had previously been defined as suitable to their interest types. On the other hand, the control group at the same time was being introduced the already existing texts in the coursebook with the same target vocabulary. Participants in the experimental group read a text including the target vocabulary, and then answered some comprehension check questions. The implementation of the modified input in the experimental group started in the beginning of February 2016 and lasted until the end of April 2016. After the implementation, both the experimental and the control groups took the second receptive vocabulary achievement test (VET2) to evaluate and compare the performances.

## CHAPTER IV

### RESULTS AND FINDINGS

This chapter deals with the results of the vocabulary achievement tests and the interests inventory. The results of instruments were discussed in detail and explanations and comments related to the results were made to show the differences and similarities in vocabulary learning of the experimental group and the control group.

#### 4.1. Results of the Interests Inventory

The primary research question in this study was what the effect of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students was. In order to find this effect, the first thing to do was to find out the primary interest types in the experimental group. With the data obtained from the interest survey, five main types of interest were defined for the experimental group, and they were shown in figure 4 below.

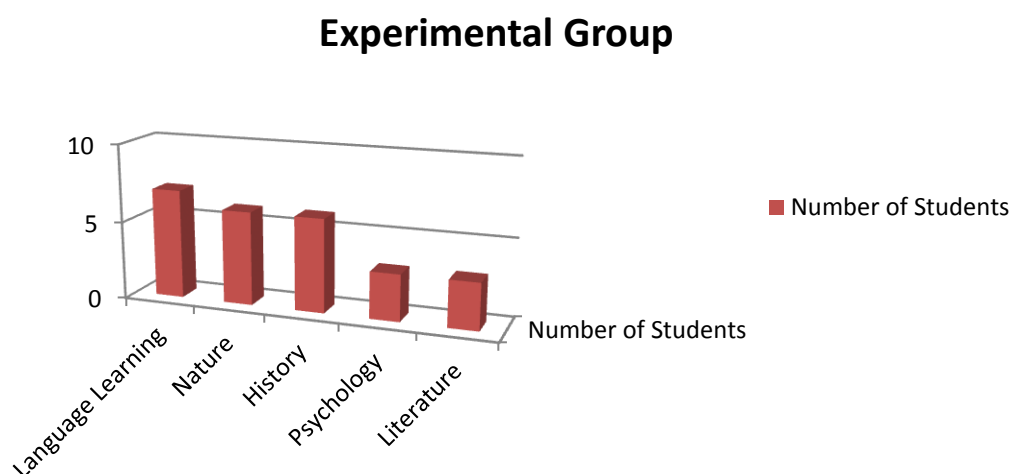


Figure 4. Primary interest types in the experimental group

As it could be seen in figure 4, the primary interest type obtained from the survey in the experimental group was language learning, and then came nature, history, psychology and literature, respectively.

In order to reach the results, firstly Levene's Test was done to find out whether the control and the experimental groups' achievement scores were equal for this study. When students' VET1 scores were taken under control, co-variance analysis was used to find out whether there was a significant relation between the two (VET1 and VET2) achievement scores.  $P = .05$  significance value was used for commenting the data results.

## 4.2. Achievement Tests Results

### 4.2.1. T-Test for pre-test achievement results

Before the implementation of the study firstly, it was necessary to find out the already existing vocabulary achievement levels of both the experimental and the control groups.

**Table 4.**  
***Test for pre-test achievement results***

<i>Group Statistics</i>				
	<u>N</u>	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Error Mean</u>
Pre_test control	15	49,07	18,234	4,708
experimental	13	36,85	10,073	2,794

### *Independent Samples Test*

Pre_test	<u>Levene's</u>		<u>Test for</u>		<u>Equality of</u>		<u>t-test for Equality of Means</u>		
	<u>F</u>	<u>Sig.</u>	<u>t</u>	<u>df</u>	<u>Sig..(2-</u>	<u>Mean</u>	<u>Std.Err</u>	<u>95%</u>	
					<u>tailed)</u>	<u>Differe</u>	<u>or</u>	<u>Confidence</u>	
						<u>nce</u>	<u>Differe</u>	<u>Interval of the</u>	
							<u>nce</u>	<u>Difference</u>	
								Lower	Upper
Equal									
variances	4,125	,053	,146	26	,041	12,221	5,695	,514	23,927
assumed									
Equal									
variances			2,232	22,361	,036	12,221	5,475	,877	23,564
not assumed									

According to this test the mean value of the control group is 49.07, and standard deviation is 18.23 while the mean value of the experimental group is 36.85, and its standard deviation is 10.07. According to independent samples t test, the statistical difference between the mean scores of the control and experimental groups was identified with 95 % confidence, and as it can be seen in the independent samples t test clearly, p value was found as ( $p=0.036<0.05$ ), so it can statistically be said that the mean value of the control group is higher than the mean of the experimental group for the pre-test.

#### **a) T-Test for the control group**

In order to figure out if there is a difference between the mean scores of the control group throughout the study, paired samples statistics t test was applied here, and the results are shown below.



**Table 5.**  
***T-Test for the control group***

*Paired Samples Statistics*

Pair 1	<u>N</u>	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Error</u> <u>Mean</u>
Pre_test	15	49,07	18,234	4,708
Post_test	15	64,73	19,470	5,027

*Paired Samples Test*

<u>Paired Differences</u>								
Pair1	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Er</u> <u>ror</u> <u>Mean</u>	<u>95% Confidence</u> <u>Interval of The</u> <u>Difference</u>		<u>t</u>	<u>df</u>	<u>Sig.</u> <u>(2-</u> <u>taile</u> <u>d)</u>
				<u>Lower</u>	<u>Upper</u>			
pre_test- post_test	-15,667	12,692	3,227	-22,695	-8,638	-4,781	14	,000

While the mean value of the control group in the pre-test was 49.07, it was found 64.73 in the post test results. In the paired samples t-test, p value was found as ( $p=0.000<0.05$ ), so the statistical difference between the mean score of the pre- and post- tests was statistically identified with 95 % confidence.

**b) T-Test for the experimental group**

In order to figure out if there is a difference between the mean scores of the experimental group throughout the study, paired samples statistics t test was applied here, and the results are shown below.

**Table 6.**  
***T-Test for the experimental group***

*Paired Samples Statistics*

Pair 1	<u>N</u>	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Error</u> <u>Mean</u>
Pre_test	13	36,85	10,073	2,794
Post_test	13	61,54	19,299	5,352

*Paired Samples Test*

<u>Paired Differences</u>								
Pair1	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Er</u> <u>ror</u> <u>Mean</u>	<u>95% Confidence</u> <u>Interval of The</u> <u>Difference</u>		<u>t</u>	<u>df</u>	<u>Sig.</u> <u>(2-</u> <u>taile</u> <u>d)</u>
				<u>Lower</u>	<u>Upper</u>			
pre_test- post_test	-24,692	13,592	3,770	-32,906	-16,479	-6,550	12	,000

While the mean value of the experimental group in the pre-test was 36.85, it was found 61.54 in the post test results. In the paired samples t-test, p value was found as ( $p=0.000<0.05$ ), so the difference between the mean score of the pre- and post- tests was statistically identified with 95 % confidence.

#### **4.2.2. T-Test for post-test achievement results**

The first sub-question for this study was whether there was a significant difference in the final level of vocabulary learning between the control group where traditional vocabulary teaching was conducted according to the needs of preparatory class curriculum and the experimental group where vocabulary teaching with modified input according to learners' interests was conducted. For the last part of the study, to figure out if there is a difference between the mean scores of the

experimental and the control groups after the implementation of modified input in the experimental group, independent samples t test was applied.

**Table 7.**  
***T-Test for post-test achievement results***

Group Statistics									
		N	Mean	Std.Deviation	Std.Error Mean				
Post_test	control	15	64,73	19,470	5,027				
	experimental	13	61,54	19,299	5,352				
Independent Samples Test									
Levene's Test for Equality of Variances									
t-test for Equality of Means									
	F	Sig.	t	df	Sig.(2- tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
Post_test								Lower	Upper
Equal variances assumed	,206	,654	,435	26	,667	3,195	7,348	11,909	18,299
Equal variances not assumed			,435	25,500	,667	3,195	7,343	11,913	18,303

According to independent samples t test, the mean value of the control group was 64.73, and standard deviation was found 19.47 while the mean value of the experimental group was 61.54, and standard deviation was found 19.30 for the post-

test. In this independent samples t-test for the post-test, p value was found as ( $p=0.667>0.05$ ). It can statistically be said that there is almost no difference with 95% confidence between the mean scores in the post-test for both groups, so according to these results both groups can be claimed to have achieved nearly the same proficiency level.

#### 4.2.3. T-Test for gender differences

The second sub-question for this research study was whether there was a significant difference in the level of vocabulary learning in terms of gender between the control group where traditional vocabulary teaching was conducted according to the needs of preparatory class curriculum and the experimental group where vocabulary teaching with the input modified according to learners' interests was conducted. In order to figure out the results an independent samples t test was applied to the results of both pre- and post-tests for the groups, and below are the tables that show the achievement differences between the males and females of both groups.

##### a) T- Test for the control group

Firstly in the tables below, the pre-test difference of the mean scores in the control group was shown and discussed.

**Table 8.**  
***T-Test for the control group***

<i>Group Statistics</i>					
	<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Error Mean</u>
Pre_test	males	7	57,43	22,839	8,632
	females	8	41,75	9,316	3,294

*Independent Samples Test*

<u>Levene's</u>									
<u>Test for</u>									
<u>Equality of</u>									
<u>Variances</u>		<u>t-test for Equality of Means</u>							
	<u>F</u>	<u>Sig.</u>	<u>t</u>	<u>df</u>	<u>Sig.(2-</u>	<u>Mean</u>	<u>Std.Error</u>	<u>95%</u>	
					<u>tailed)</u>	<u>Difference</u>	<u>Difference</u>	<u>Confidence</u>	
Pre_test								<u>Interval of the</u>	
								<u>Difference</u>	
								Lower	Upper
Equal									
variances	3,482	,085	1,787	13	,097	15,679	8,775	-3,279	34,636
assumed									
Equal									
variances			1,697	7,734	,129	15,679	9,239	-5,756	37,113
not									
assumed									

In this independent samples t-test for the pre-test, p value was found as ( $p=0.097>0.05$ ). This means that there is statistically no difference between males and females of the control group in the aspect of mean scores with 95% confidence.

Secondly, in the tables below the post-test difference of the mean scores in the control group was shown and discussed.

**Table 9.**  
***T-Test for the control group***

<u>Group Statistics</u>					
	<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Error</u>
Post_test	males	7	63,29	25,572	9,665
	females	8	66,00	13,918	4,921

### Independent Samples Test

<u>Levene's</u>									
<u>Test for</u>									
<u>Equality of</u>									
<u>Variances</u>									
<u>t-test for Equality of Means</u>									
	<u>F</u>	<u>Sig.</u>	<u>t</u>	<u>df</u>	<u>Sig.(2</u>	<u>Mean</u>	<u>Std.Err</u>	<u>95% Confidence</u>	
					<u>=</u>	<u>Differe</u>	<u>or</u>	<u>Interval of the</u>	
					<u>tailed)</u>	<u>nce</u>	<u>Differe</u>	<u>Difference</u>	
							<u>nce</u>	Lower	Upper
Post_test									
Equal									
variances	1,553	,235	-,260	13	,799	-2,714	10,430	-25,246	19,818
assumed									
Equal									
variances			-,250	8,996	,808	-2,714	10,846	-27,251	21,822
not									
assumed									

In this independent samples t-test for the post-test, p value was found as ( $p=0.799>0.05$ ). This means that there is statistically no difference between males and females of the control group in the aspect of mean scores with 95% confidence.

#### b) T- Test for the experimental group

Lastly in the tables below, the pre-test difference of the mean scores in the experimental group was shown and discussed.

**Table 10.**  
**T- Test for the experimental group**

<u>Group Statistics</u>					
	<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Error</u>
Pre_test	males	7	32,86	9,155	3,460
	females	6	41,50	9,731	3,973

*Independent Samples Test*

<u>Levene's</u>									
<u>Test for</u>									
<u>Equality of</u>									
<u>Variances</u>									
					<u>t-test for Equality of Means</u>				
	<u>F</u>	<u>Sig.</u>	<u>t</u>	<u>df</u>	<u>Sig.(2</u>	<u>Mean</u>	<u>Std.Err</u>	<u>95% Confidence</u>	
					<u>=</u>	<u>Difference</u>	<u>or</u>	<u>Interval of the</u>	
Pre_test					<u>tailed)</u>	<u>nce</u>	<u>Difference</u>	<u>Difference</u>	
							<u>nce</u>	Lower	Upper
Equal									
variances	,005	,943	-1,649	11	,127	-8,643	5,241	-20,179	2,894
assumed									
Equal									
variances			-1,641	10,451	,131	-8,643	5,268	-20,313	3,028
not									
assumed									

In this independent samples t-test for the pre-test, p value was found as ( $p=0.127>0.05$ ). This means that there is statistically no difference between males and females of the experimental group in the aspect of mean scores with 95 % confidence.

Following, in the tables below the post-test difference of the mean scores in the experimental group was shown and discussed.

**Table 11.**  
***T- Test for the experimental group***

*Group Statistics*

	<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std.Deviation</u>	<u>Std.Error</u> <u>Mean</u>
Post_test	males	7	53,00	14,888	5,627
	females	6	71,50	20,167	8,233

*Independent Samples Test*

		<u>Levene's</u> <u>Test for</u> <u>Equality of</u> <u>Variances</u>		<u>t-test for Equality of Means</u>					
		<u>F</u>	<u>Sig.</u>	<u>t</u>	<u>df</u>	<u>Sig.(2</u> <u>=</u> <u>tailed)</u>	<u>Mean</u> <u>Differen</u> <u>ce</u>	<u>Std.Er</u> <u>ror</u> <u>Differ</u> <u>ence</u>	<u>95% Confidence</u> <u>Interval of the</u> <u>Difference</u> <u>Lower</u> <u>Upper</u>
Post_test	Equal								
	variances	1,065	,324	-1,902	11	,084	-18,500	9,729	-39,912 2,912
	assumed								
	Equal								
	variances			-1,855	9,107	,096	-18,500	9,972	-41,019 4,019
	not								
	assumed								

In this independent samples t-test for the post-test, p value was found as ( $p=0.084>0.05$ ). This means that there is statistically no difference between males and females of the experimental group in the aspect of mean scores with 95% confidence.



#### 4.2.4. The comparison between the final levels of increase in the achievement level of both groups

The following figure shows the level of increase in the vocabulary achievement scores of the experimental group;

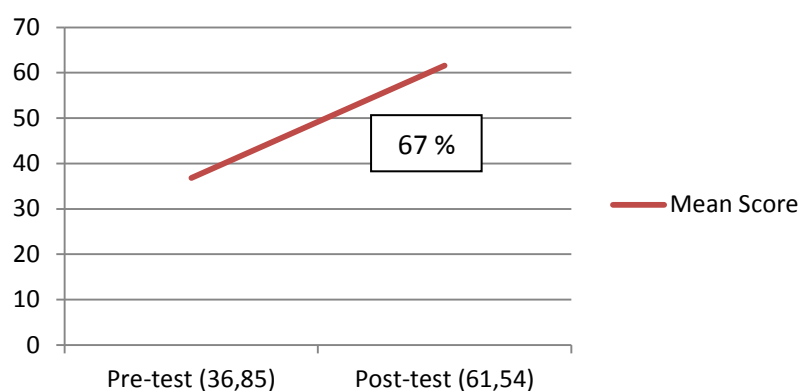


Figure 5. the level of increase in the scores of the experimental group

In the following figure, we can clearly see the level of increase in the vocabulary achievement scores of the control group;

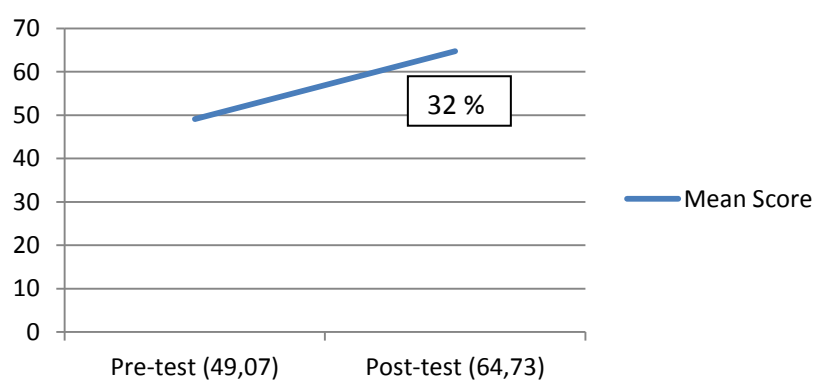


Figure 6. the level of increase in the scores of the control group

As it can be seen in the figures above, while the mean score of the experimental group for the pre-test is 36,85, the mean for the post test is 61,54. For

the control group, however, the mean is 49,07 for the pre-test and it is 64,73 for the post-test. As it is also depicted in the figures, this means that the level of increase in the mean scores of pre- and post-tests is (with 67%) much higher for the experimental group than for the control group (with 32%). This concludes that the development in vocabulary levels of the participants of the experimental group is much higher than those of the control group's.



## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

#### **5.1. Introduction**

In this chapter, a brief summary of the study will be provided and the implications of the study will be discussed regarding the common and different points of earlier studies of the same issue. As a final point, the suggestions for further study will be presented.

#### **5.2. Discussion**

For many years now, vocabulary has been described in many different ways. However, one of the basic and the most common description of vocabulary is perhaps “being all about the words” by McCarthy, O’Keeffe & Walsh (2010). For all language learners, vocabulary is certainly the most fundamental and at the same time, inevitable part of the process, although it is really challenging. Vocabulary is undeniably the vital element of a language since not a single language learner can claim to be a good language user without vocabulary competence. Vocabulary is also at the centre of other components of language learning such as reading, writing, listening, and speaking. As Alemi and Tayebi (2011) put forward vocabulary is the foundation for language proficiency which constitutes the basis for the activation of some other components of language such as speaking, reading, listening and writing as supplementary skills.

This study aimed at discovering the effects of using modified input according to learners’ interests on incidental vocabulary learning of preparatory class university students. In order to find out the possible effects of using modified input according to learners’ interests during vocabulary instruction, firstly an interest survey was give to the learners to come up with their primary interest types. Before and after the implementation of modified vocabulary teaching, a vocabulary achievement test was

applied to figure out the effectiveness of the implementation. The correlation between the achievement levels of the control and the experimental groups was analyzed by means of IBM SPSS Statistics 24. The results and findings of the research will be discussed below regarding the research questions and previous studies.

### **5.2.1. The effects of modified input according to learners' interests on incidental vocabulary learning of the preparatory class university students**

The first research question in this study was whether vocabulary teaching through modified input according to learners' interests leads to increased vocabulary learning achievement. In order to find out the effects of using modified input on the basis of learners' interests on their incidental vocabulary acquisition process, a one-semester long study was conducted. In one of the research studies by Lee and Pulido (2017) it is suggested that "combined with cognitive components, learner interest can influence overall involvement in reading tasks, which can affect vocabulary gains". By taking this important dimension into consideration, at the beginning of the process, specific interest groups existing in the experimental study group were defined by implementing an interests inventory, and then came an eight-week vocabulary instruction process. The study included the target vocabulary which was chosen from the course book. The vocabulary was taught incidentally alongside modified input in the experimental group while the control group was being taught explicitly with the course book. The students in the experimental group were given texts which are related to the five most common interest types identified with the help of the interests inventory, and which are fitted with the target vocabulary while the control group were given the target vocabulary explicitly at the beginning of each unit in the coursebook. A pre-test was given to the students to assess their already existing vocabulary levels in other words, their vocabulary background for the course, and a post-test was given to assess their final vocabulary levels. The achievement scores of students in the pre- and post-tests were analyzed by paired sample statistics and group statistics. Statistical analyses of the data from post-test scores at the end of an eight-week application process showed that using modified

input by taking learners' interests into account could have a profound impact on the increase in experimental group's final achievement scores. In the figures 5 and 6, it could be seen that although the control group showed a higher vocabulary achievement level at the beginning of the study, the experimental group with the help of the teaching conducted with modified input could catch up with the control group by reaching nearly the same level at the end of the study. From the ratio of development in their scores, it is not difficult to say that the experimental group showed a higher level of vocabulary development and as a result, vocabulary gain during the implementation, and a higher level of retention at the end of the study. These findings can be claimed to support the effectiveness of modified input and the necessity of including learners' interests in the process of teaching.

The findings of this study were in accordance with some other studies which also pointed out that the inclusion of learner interests into vocabulary learning process has a positive impact on vocabulary development of language learners. Elley (1989) found that, on both short- and long-term measures, learners remembered twice the number of new words heard in more appealing stories than from less appealing stories (cited in Lee & Pulido, 2017:122). In her study, Kikuchi showed using an uninteresting, old, difficult to understand, or unfocused textbook as a demotivating factor for learners to follow the lesson, and further suggested using the textbook with current topics of interest that match students' own interests (2009 : 468). Endo (2010) reported in her study that topic interest can be seen as an important factor in the level of vocabulary that students retain, however she also adds that this claim is generally true for better readers at comprehension. Cook and Singleton (2014) claim that personal experience is almost impossible to be forgotten and so, suggests learner a good foundation for constructing associations and subsequent remembrance and unity.

As stated in the literature, like every single thing that we can easily remember on daily basis, the degree to which one can associate a new word to something in his life defines the level of persistence of this word. This association is only achieved by

triggering learners' interests. Grabe (2009) also claims students are aware of the fact that reading development is hard work and students need effective motivational support from teachers and the curriculum itself. This means that in the learning environment, teachers should try to improve students' motivation as much as possible with tasks and materials which are interesting and appealing to the learners.

However, as we all know, in vocabulary teaching process, generally the same routes are followed by most language teachers. These are mostly traditional methods dating back nearly to the times when languages started to occur like repetition, memorization of the new words and using them in sentences related to their own personal environment, in other words personalization. However, Read (2004) emphasizes that the ancient ways of teaching new vocabulary in class, or making learners keep in mind lists of words are regarded as out-of-date in today's language programs which put emphasis on task-based learning. These traditional methods have suggested to be ineffective and short-termed because these are only automatic methods, having nothing in relation to learners' interests or motivation. In this study, it has also been emphasized that students tend to acquire more if the input appeals to them, in other words if they find something in the text that they can easily associate with.

When we regard solely the features of intentional "goal-oriented" learning, learning motivation means learners' having an originated desire or willingness to participate in the distinct learning situation (Schiefele, 1996). However, in reality it is not quite accessible to create intentional (goal-oriented) learning settings all the time because teachers always have some standards or a specific curriculum to follow throughout the academic year. The aim, therefore, should be to find ways to create opportunities for learners to acquire an expected range of vocabulary even in incidental learning settings since this is generally the case in our schools, and this is also a quite natural way to learn from the environment already existing, not from a specified one. In our real teaching situations, it is demanding and difficult for

teachers to create incidental vocabulary teaching settings in pre-defined situations with already existing standards and a specific curriculum.

### **5.2.2. The effects of gender on incidental vocabulary learning of preparatory class university students with modified input according to learners' interests**

There haven't been many studies on gender differences in the aspect of vocabulary acquisition up to now. Most of the studies on gender have generally focused more on the effects of gender regarding personal interest on L1 and L2 reading comprehension or vocabulary learning strategies. They have all resulted differently because of some other effective factors. Jiménez (2003), for example, observed that girls were superior to boys in quantitative and qualitative terms on the basis of vocabulary learning strategies. This means that girls used many more strategies and also a variety of strategies than their male peers.

In addition, Sunderland (2010) claimed that the relationships between vocabulary and gender are not lasting, but they may depend on context and test type-specific and on other "third factors" such as L1, age or L2 proficiency.

In another study by Bray and Barron (2004), however the meaningful relationship between topic interest, verbal ability, and another relevant reader-based factor (i.e. gender) could easily be identified. The study showed that there seems to be a persistent and strong positive relationship between verbal ability and reading comprehension for all participants regardless of their level of interest in the reading materials. In addition, they reported better comprehension by girls compared to boys, and a stronger positive relationship between interest level and comprehension for girls compared to boys. In other words, the results claimed that topic interest affected girls' performance more than boys' performance. In contrast, some other studies regarding the impacts of gender and topic interest obtained different results (Ainley, Hillman, & Hidi, 2002; Walker et al., 1979). While comprehension was significantly affected by topic interest, it was precise only for boys in these studies. In addition, boys scored significantly higher on high-interest texts compared to low-interest texts,

but girls' comprehension performance remained consistent regardless of their level of interest in the topics (cited in Lee & Pulido, 2017 : 120).

For all the different results gathered from various studies, gender may be acknowledged as a complex issue in terms of vocabulary learning. In a lot of studies, there are no definite conclusive claims regarding this issue most likely because there are several other significant factors. The results of this study were in accordance with some of those already existing studies. From the results of this study, it can easily be seen that no statistical difference is found between males and females in the aspect of vocabulary learning achievement for the post-test. This concludes that sex difference may not really be an effective factor on the degree of vocabulary achievement maybe because of the fact that there are some other affecting factors such as, age, proficiency level, or mother language.

### **5.3. Conclusion**

This study aimed at discovering the effects of using modified input according to learners' interests on incidental vocabulary learning of preparatory class university students. The study has concluded that using modified input according to learners' interests has a positive effect on students' vocabulary learning compared to the traditional kind of teaching depending only on the coursebook.

The reason for investigating this topic is that vocabulary is the core element of the language learning process, and necessary to acquire to efficiently use a foreign or a second language. The importance of vocabulary in language learning process makes it necessary to use new and efficient techniques to teach vocabulary since vocabulary is one of the most problematic parts of every single language especially of English. In addition, the teaching of vocabulary in elementary and pre-intermediate levels is still mostly limited to the coursebook in the way, it was previously defined in the curriculum in most of the schools. This technique of using modified input assumed that vocabulary expansion happens through the integration of one of the individual factors like interests into teaching.



When it comes to the method of the study, participants here were 38 students aged between 18-22. Two of the already formed classes were used as experimental and control groups. Each group had 19 participants, and 24 of them were males, 14 of them were females. The groups attended preparatory classes at the School of Foreign languages, Izmir Katip Celebi University. Students were supposed to follow a 4 year education program after completing preparatory class, and the medium of instruction was English in their departments. They were all 4-year undergraduate, day-time, intermediate level English preparatory students. At the beginning of the term, students took a placement test that defined their English level. All the participants of this study were taught through the same main coursebook and the same curriculum. The experimental group and the control group were taught by the researcher herself. While the control group was receiving vocabulary instruction with a pre-defined curriculum and coursebook, the experimental group received an eight-week vocabulary instruction with the modified input according to learners' interest types and with a curriculum defined by the researcher. Two different kinds of instrument were used in order to collect data. They were achievement tests and an interests survey. Achievement tests were used to collect data about the achievement levels of the participants in this study. A pre and a post test of 40 multiple-choice items were prepared to see whether students know the target vocabulary and whether there would be a difference between the two groups after modified vocabulary teaching in the experimental group. Target vocabulary was taken from the book in the curriculum, and it was the same as the vocabulary taught in the control group. After the test was prepared, it was proofread by two experts in English Language Teaching in terms of validity and reliability. The test included 3 parts. These parts were multiple choice, multiple match, and cloze test parts. Pre and post-tests were not exactly the same; they included the same target vocabulary, but in different type of questions. These tiny changes in the structure were made to avoid the possibility for the questions of the pre-test to be recalled (see Appendix 4).

The first research question was whether there is a possible effect of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students. The results showed that the experimental group which

received the target vocabulary through modified input did better than the control group which followed a traditional vocabulary teaching method only through the coursebook. It can be seen that the students in the experimental group could make use of the target vocabulary more effectively. The post-test results demonstrated that the experimental group developed more in terms of vocabulary knowledge. This could be seen from the percentage of increase in the mean scores of their pre- and post-tests in figures 5 and 6.

The second research question was whether there is a significant difference between the achievement levels of males and females in terms of vocabulary acquisition after the implementation through modified input. Results showed that there was no significant difference in the vocabulary achievement levels of the students in terms of gender.

#### **5.4. Pedagogical Implications and Suggestions**

In general terms, the effects of modified input according to learners' interests on incidental vocabulary learning of preparatory class university students was discussed in this study. As this study suggests, using modified input according to learners' interests is an effective way to effectively teach vocabulary to preparatory class English learners. In other words, this study emphasizes that it is vital for language teachers to take learners' interests into consideration during vocabulary instruction. Teachers should always be aware of the fact that individual differences exist in every single classroom, and should know how to make use of these differences. This study could be a good example of the ways to utilize these kind of differences for language teachers.

Another important variable in vocabulary acquisition process that needs attention is motivation. In reality, motivational dimensions seem to have both direct and indirect influence on reading comprehension, and needs to be addressed seriously to develop reading (Grabe, 2009). This means that in the learning environment, teachers should always try to improve students' motivation with tasks

and materials which are interesting or appealing to the learners. If they appeal to learners' interests, they will enhance their motivation to read the texts, and acquire new words from them. We, as language teachers, should entirely admit the precision of the views that emphasize the necessity of enhancing the level of motivation and making use of elaboration techniques in the learning environment in order to enhance vocabulary learning.

This study may also have some suggestions for material writers and curriculum designers. While developing materials or designing the curriculum, they should take notice of the aspect of learners' interests as much as possible. Textbooks should encourage students to read and research in the area of their interests.

Finally, it can be said that the results of this study may also be an important source for researchers who want to study on the importance of learner interests in teaching and learning with all aspects. Further studies can be conducted for developing different language skills such as grammar, reading, or writing. It is advised that this study be varied with different levels of English. Altering this study with a different level may provide the researcher with a wider range of results. Another similar study could be preferred with different variables of age, learning abilities, learning styles, or learning environment. In another aspect, this study could be applied with a wider population and a different sample. More generalizable and effective results can be obtained if another similar study is conducted with more students.

On the other hand, the length of this study may be altered in another similar research study. This study may be extended to four or five months including the whole academic year. This implementation may provide better results if applied in a longer period of time.

To conclude, this study proved that special care for every single individual for these kind of lessons is essential. Students should be made to feel valuable with all their specific features in the learning environment. Since every single learner may

have different types of interest from one another, individualization in teaching environment is of crucial importance. Even though, it is a tough task for language instructors to design their teaching environment by taking care of every single learner in class, in this study, it has been suggested and emphasized that still there are some practical ways to achieve this, like modification of reading texts which may provide learners with a versatile teaching environment.



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## APPENDICES

### Appendix-1

#### LEARNERS' INTERESTS SURVEY

##### Tool 1: 20 Questions About Me

Student Name

Date

1. What is my favourite activity to do at school?

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2. What is my favourite subject?

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3. What is my favourite activity outside of school?

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4. What sport do I like to watch?

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5. What sport do I like to play?

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6. What would I like to learn more about?

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7. What kind of books do I like to read?

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8. What is the best book I ever read?

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9. How much time do I spend reading for fun every week?

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10. What is my favourite television show?

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11. What kind of music do I like?

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12. What is my favourite activity to do on the computer?

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13. What kind of technology do I like to use?

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14. Who are my best friends?

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15. What do I like to do with my friends?

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16. What makes me smile?

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17. What makes me laugh?

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18. What part of the world interests me the most?

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19. What do I plan to do after university?

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20. What kind of career do I want when I'm an adult?

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**Tool 2: Interest Inventory**

Student Name

Date

1. My most interesting subject is -

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2. My most challenging subject is

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3. What I enjoy most about school is

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4. What I find most challenging about school is

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---

5. Books I read recently

---

---

6. Activities I do outside of school

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---

7. Three words to describe me

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8. Careers that interest me

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9. An ideal job for one day would be

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10. My favourite television programs are

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11. My favourite websites are

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12. My questions about next year are

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13. School situations that are stressful for me are

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14. I deal with stress or frustration by

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---

15. Some interesting places I've been to are

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16. If I could travel anywhere, I would like to go to

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17. If I can't watch television, I like to

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18. I would like to learn more about

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## Appendix-2

### AN EXAMPLE OF MODIFIED TEXTS

#### How Celebrities Learn English

1 Do you think that your English is not fluent enough to survive in an English speaking country?

Think again.

If you are skeptical, let me tell you a story of someone you almost certainly know...

He knew very little English when he decided to move to America. He took every type of English class you could think of; speech lessons, writing lessons, even accent-removal lessons.

Through hard work and perseverance he ended up becoming one of the richest and most powerful men in the country.

You might also know him as Arnold Schwarzenegger, the famous Hollywood actor and former governor of California.

His story shows what you can achieve when you work hard at something. But he's not the only one who started a successful career with little-to-no English skills.

Here you can also find out how Shakira has overcome language barriers.



2 Shakira is a global superstar and burst into the English music scene with her first hit 'Whenever, Wherever'. Her first English language album Laundry Service sold over 13 million copies as a result of her hard work learning English and

working with her mentor, Gloria Estefan.

She was born in Barranquilla, Colombia on February 2, 1977. As a small child she had **peace** in her life and loved listening to all sorts of music, mostly English Rock n Roll, Colombian and Lebanese songs, especially the **emotional** ones.

Shakira started writing her own songs when she was 8 years old and was already winning contests when she was only 10. When she was 13, she moved to Bogota in the hopes of getting a modeling contract – instead, she ended up signing with a record label and her first album came out in 1991, featuring only Spanish songs.

Shortly after her second album, she decided to sign with Emilio Estefan (husband of Gloria Estefan, also a famous singer) as her manager. When Gloria Estefan offered to translate some of her Spanish songs into English, Shakira realized that she wanted to learn English – that way she could have complete control over her songwriting.

Her first English album, *Laundry Service*, came out in late 2001. It quickly rose up the album charts in America, going triple platinum. She went on a global tour and her concerts quickly sold out at every city she toured in. The thing she loved was not the **flash** of the cameras around, but it was just the desire to sing all over the world.

### Why Was She So Successful?

3 The main reason she learned English so well is because she was motivated to do so. She had a clear goal – she wanted to write her own songs in English for her new album.

In an interview with MTV, she says: *“I had the need and the urgency to express ideas, feelings, thoughts. I had to express all those experiences that I was going through in another language.”*

Although **she had trouble** at times, she was determined to make it work. She was willing to work hard in order to write her own songs, and was willing to write for hours to create songs she was satisfied with.

4 Another reason she was successful is because she knew what she needed to study in order to write English songs. She needed to learn the sounds first, how it worked rhythmically, then used her skills in grammar to express herself in her **compositions**. She worked with a tutor to learn how English grammar works. Shakira read Walt Whitman’s *Leaves of Grass* and other works of literature in order to understand written English. It wasn’t good enough for her to know oral English; she knew she needed to write well in order to express herself well in English before her **audience**. With her determination, all the negative thoughts and feelings **went away**, and she achieved her goal with no **damage**.

5 Remember that success does not come overnight. Just like the celebrities above, you have to work hard for many years before earning success. The key to their success was dedication, lots of practice and an understanding of why they want to learn English.

Even though you are not a celebrity (yet!), you can still achieve similar success in learning English.

Start by immersing yourself in English for just five minutes every day. Even something that simple can help you become fluent in English in a short amount of time.

### **Comprehension Check Questions**

- 1.What were the things that enabled Shakira to learn English well?
- 2.According to the passage, what was the key to these celebrities' success?
- 3.When did Shakira realize that she wanted to learn English?
- 4.What was Shakira's childhood like?
- 5.Were there any English songs in her first album?
- 6.When did her first English album come out?
- 7.What is the main idea of the passage?

Answers:

- 1.Having a clear goal and being aware of the fact that she has to study in order to succeed enabled her to learn English well.
2. The key to their success was dedication, lots of practice and an understanding of why they want to learn English.
3. When Gloria Estefan offered to translate some of her Spanish songs into English, Shakira realized that she wanted to learn English – that way she could have complete control over her songwriting.
4. As a small child she had peace in her life and loved listening to all sorts of music, mostly English Rock n Roll, Colombian and Lebanese songs, especially the emotional ones. Shakira started writing her own songs when she was 8 years old and was already winning contests when she was only 10.
- 5.No, there weren't. There were only Spanish songs.
6. Her first English album, Laundry Service, came out in late 2001.
7. Success does not come overnight, so you should have a clear goal and you should work hard for many years to succeed.

## Appendix-3

## AN EXAMPLE TEXT FROM THE COURSEBOOK 'FROM READING TO WRITING'

## A Gift of Music

Tony Cicoria is a surgeon.<sup>1</sup> He is a very good doctor, and until 1994, his medical career and his family were the most important things in his life. But all of that changed at a payphone<sup>2</sup> in 1994. He was calling his mother at the time. As Tony explains, "The weather was pleasant, but I could see storm clouds in the distance. After the call, I was still holding the receiver<sup>3</sup> when I heard [a] . . . crack<sup>4</sup> and saw a flash of light come out of the phone and hit me in the face."

Tony remembers looking down at his own body on the floor. There were a lot of people around him, and a woman was performing CPR.<sup>5</sup> He thought that he was dead. Then he was surrounded by a bluish-white light. He remembers a deep feeling of peace. At the same time, he felt very excited about where he was going. But then suddenly, he was back inside his body. The bluish-white light and the peaceful feeling were gone, and his head and leg hurt, but other than that, he was fine. Believe it or not, he never even went to the hospital.

However, a few days later, Tony started to feel strange, so he went to see a neurologist.<sup>6</sup> Tony told him that he had been

hit by lightning.<sup>7</sup> The neurologist did some tests, and everything looked fine. For the next week, Tony had trouble remembering people's names and the names of some illnesses, but those problems soon went away. It seemed that his near-death experience had not done any lasting damage.

But two weeks later, something much stranger started to happen to Tony. He suddenly became completely obsessed<sup>8</sup> with piano music. This was especially strange because Tony had never been interested in music before. He started listening to Chopin<sup>9</sup> all of the time. Then, one year after the lightning strike, he started to have dreams about music in which he was playing piano in a concert hall,<sup>10</sup> in front of a large audience. The music was not Chopin, however; he was playing one of his own musical compositions.

When he woke up from the dream, he wanted to write down the music. But there was one big problem: He could not read or write music. So Tony started taking piano lessons. Music became the most important thing in his life, and he heard it playing in his head all of the time, like a radio. He began to get up at 4:00 A.M. and play piano until 6:30 A.M., when he had to leave for work. When he got

<sup>1</sup>surgeon: a doctor who cuts open someone's body to fix or replace something inside

<sup>2</sup>payphone: a telephone you can use by putting coins or a card into it

<sup>3</sup>receiver: the part of a telephone that you hold next to your mouth and ear

<sup>4</sup>crack: a loud, short, sudden noise

<sup>5</sup>perform CPR: to do a set of actions (Cardio Pulmonary Resuscitation) to help someone who has stopped breathing or whose heart has stopped beating

<sup>6</sup>neurologist: a doctor who studies the nervous system and the diseases that are related to it

<sup>7</sup>lightning: a bright flash of light in the sky that happens during a storm

<sup>8</sup>obsessed: thinking only of one thing and unable to think about anything else

<sup>9</sup>Chopin: A pianist and piano composer of the Romantic period (19th century). Chopin is considered to be one of the greatest composers for the piano.

<sup>10</sup>concert hall: the place where musicians play music for an audience

**Appendix-4**  
**ACHIEVEMENT TESTS**  
**Pretest**

Part 1.Circle the best alternative

I usually 1)\_\_\_\_\_ remembering people's names and the names of some places, but my doctor said that those problems can be caused by 2) \_\_\_\_\_ to the head, and surprisingly, they can suddenly 3) \_\_\_\_\_ after an unexpected event. Some can also disappear when you experience a/an 4) \_\_\_\_\_ change in your life. To avoid these kind of problems, you should make sure that you have 5) \_\_\_\_\_ in your life.

- |                |                 |               |               |
|----------------|-----------------|---------------|---------------|
| 1.A) feel like | B) have trouble | C) don't mind | D)regret      |
| 2.A) accident  | B) gift         | C) damage     | D)memory      |
| 3.A) go away   | B) go on        | C) go off     | D) go up      |
| 4.A) easy      | B) tiring       | C) boring     | D) emotional  |
| 5.A) energy    | B) peace        | C)trouble     | D)frustration |

Part 2.Circle the best alternative

If you 1) \_\_\_\_\_ a painter and a musician, you will find many similarities. Both painters and musicians 2) \_\_\_\_\_ art. If their work is good, it makes us feel and think.We use our 3) \_\_\_\_\_ to experience a painting and our hearing to experience music, but both experiences 4) \_\_\_\_\_ our minds and emotions. So why do musicians become musicians and not painters? The answer will 5) \_\_\_\_\_ many things, such as the artist's natural ability and his or her early childhood experiences.

- |                |             |            |            |
|----------------|-------------|------------|------------|
| 1.A) see       | B) compare  | C) mix     | D)consult  |
| 2.A) produce   | B) organise | C) carry   | D)succeed  |
| 3.A) nose      | B) mouth    | C) sight   | D) feet    |
| 4.A) neglect   | B) miss     | C) access  | D) include |
| 5.A) depend on | B) go on    | C) keep on | D) turn on |



Part 3. Choose the best word from the box below to complete the sentences.

reduce	benefit	typical	flexible	exist
--------	---------	---------	----------	-------

A. Taking a distant education course is a smart decision for many reasons. First of all, taking a DE class can save students money. If students don't have to drive to school, they 1) \_\_\_\_\_ the amount of money they spend on gasoline and parking. Another 2) \_\_\_\_\_ of DE classes is having many courses and school options. These courses are not the 3) \_\_\_\_\_ of formal education. They all have 3) \_\_\_\_\_ schedules. Therefore, DE classes open up a door to higher education that can never 5) \_\_\_\_\_ in formal education.

Part 4. Circle the best alternative.

1. In order to \_\_\_\_\_ more money, one should have extra qualifications and certificates .

- A) earn
- B) steal
- C) lose
- D) attend

2. According to scientists, exercising regularly can \_\_\_\_\_ both your physical and mental health.

- A) lower
- B) decrease
- C) enhance
- D) destroy

3. Many things can affect where one lives, including the size and location of the house. Another important \_\_\_\_\_ is how much it costs.

- A) way
- B) factor
- C) claim
- D) result

4. Researchers are trying to \_\_\_\_\_ the reasons why some people can learn things more easily than the others.

- A) achieve
- B) access
- C) declare
- D) discover

5. John is trying to find a well paid job because he wants to increase his \_\_\_\_\_ to buy a new house.

- A) income
- B) expenditures
- C) bills
- D) payment

Part 5. Circle the best alternative.

1. Once, Croatians used ties to protect themselves from nature and attacks. Later, they \_\_\_\_\_ the Roman neck cloths to guard against the weather.

- A) paid
- B) arrived
- C) adopted
- D) matched

2. In many countries, women wear a white wedding dress on their wedding day. It is believed to \_\_\_\_\_ endless love.

- A) symbolize
- B) wait
- C) save
- D) watch

3. It is \_\_\_\_\_ to practice regularly to have a long and healthy life.

- A) unnecessary
- B) essential
- C) useless
- D) impractical

4. I have used all kinds of chemicals to \_\_\_\_\_ the insects in my house, but they didn't work.

- A) find out
- B) come up with
- C) put off
- D) get rid of

5. Smart phones are a/an \_\_\_\_\_ type of communication. They are used all over the world.

- A) universal
- B) extraordinary
- C) uncommon
- D) weird

## Part 6.Circle the best alternative

Some people like to 1) \_\_\_\_\_ themselves by wearing different clothes. In Scotland, for example, men wear kilts to show their national 2) \_\_\_\_\_. Although the English rulers made it illegal to wear kilts in the past, The Scots 3) \_\_\_\_\_ to change the law, and now they wear kilts whenever they like. The important thing here is to choose the clothing which is 4) \_\_\_\_\_ for the situation you are in. If you wear something wrong for a specific occasion, someone is certain to make a negative 5) \_\_\_\_\_.

1.A) hide                      B) heal                      C) express                      D) evaluate

2.A) pride                      B) disbelief                      C) remedy                      D) cuisine

3.A) gained                      B) struggled                      C) surrendered                      D) grew

4.A) appropriate                      B) unsuitable                      C) informal                      D) illogical

5.A) call                      B) doubt                      C) mistake                      D) comment

## Part 7.Circle the best alternative.

1.Scientific study has shown that the brain has two sides, and one side 1) \_\_\_\_\_ the other resulting in different personality types.

A)dominates

B)describes

C)develops

D)differs

2.A person who is good at producing something new is generally seen as \_\_\_\_\_.

A)selfish

B)stubborn

C)creative

D)clumsy

3.In my opinion, while you are choosing a teaching career,\_\_\_\_\_ in working hours is really important.

A)stability

B)ability

C)endurance

D)flexibility

4. Computer programming needs someone with a/an \_\_\_\_\_ mind.

- A) logical
- B) sensitive
- C) irrational
- D) voluntary

5. Scientific research \_\_\_\_\_ that the roles of each side of the brain are, in fact, complementary.

- A) divides
- B) reveals
- C) hides
- D) compromises

Part 8. Circle the best alternative.

1. Paintball is a team sport in which players work together to capture a/an \_\_\_\_\_ team's flag.

- A) opposing
- B) strong
- C) challenging
- D) ordinary

2. An important \_\_\_\_\_ in the game was the weather. Even though it was hot and humid, our athletes played very well.

- A) strategy
- B) reason
- C) element
- D) goal

3. The \_\_\_\_\_ of this speaking lesson is to make you able to communicate in the target language.

- A) aim
- B) approach
- C) winner
- D) factor

4. One of the \_\_\_\_\_ of this university is that it has a big sports center with indoor facilities.

- A) aids
- B) features
- C) changes
- D) targets

5. Doing sports \_\_\_\_\_ physical strength and determination.

- A) accepts
- B) explains
- C) involves
- D) infers

## Posttest

Part 1. Circle the best alternative

1. I usually \_\_\_\_\_ deciding what to buy for someone as a birthday present. It always makes me think for a few weeks.

- A) enjoy
- B) regret
- C) have trouble
- D) feel like

2. The recent flood has caused a lot of \_\_\_\_\_ to the city, leaving many people homeless.

- A) crimes
- B) damage
- C) burden
- D) gains

3. This kind of headaches are mostly temporary. They can suddenly \_\_\_\_\_ after you have them for a couple of times.

- A) go on
- B) go on with
- C) go out
- D) go away

4. Her book was a really \_\_\_\_\_ one. After I finished it, I found myself crying in my bed.

- A) tiring
- B) satisfying
- C) emotional
- D) pleasant

5. After years of war, the people in the country were looking forward to having \_\_\_\_\_ in their lives.

- A) peace
- B) trouble
- C) frustration
- D) success

## Part 2.Circle the best alternative

If you 1) \_\_\_\_\_ a mother and a teacher, you will find many similarities. Both mothers and teachers try to educate children. They both try to \_\_\_\_\_ responsible and hardworking generations.They use their 3) \_\_\_\_\_ to control a child's behavior and their hearing to control his speech,and so his character when he is growing up,and both processes 4) \_\_\_\_\_ their mind and emotions.Although the routes they follow are nearly the same, a teacher can sometimes get better results than a mother.This probably \_\_\_\_\_ who could be a better model for the child,the mother or the teacher.

- |                 |            |            |                 |
|-----------------|------------|------------|-----------------|
| 1.A) know       | B) compare | C) mix     | D)consult       |
| 2.A) produce    | B) collect | C) carry   | D)succeed       |
| 3.A) feelings   | B) mouth   | C) sight   | D) feet         |
| 4.A) neglect    | B) detect  | C) insult  | D) include      |
| 5.A) depends on | B) goes on | C) gets on | D) cuts down on |

## Part 3.Choose the best word from the box below to complete the sentences.

A.benefit	B.reduce	C.flexible	D.exist
E.typical			

Living close to the workplace is a smart decision for many reasons.First of all, it can save employers money.If employers don't have to drive,or get on the bus to get to work,they can 1) \_\_\_\_\_ the amount of money they spend on transportation.Another 2) \_\_\_\_\_ of closeness is being able to have lunch at home.You don't have to have a 3) \_\_\_\_\_ lunch in the office.You can also be 4) \_\_\_\_\_ about how to go to work.You can get on a bus,you can cycle, or you can even walk to work.Therefore, one can enjoy the advantages of a close workplace which can never 5) \_\_\_\_\_ for a distant office.

## 4.Circle the best alternative.

1. After finding a job in an international company through her Spanish, she started to \_\_\_\_\_ more money.

- A) lose
- B) create
- C) earn
- D) attend

2. Living abroad may \_\_\_\_\_ both your listening and speaking skills because you will have to speak to express what you want,and you will also have to understand what someone says.

- A)lower
- B)decay
- C)delay
- D)enhance

3.Many things can affect how energetic one feels himself ,including the age and diet of the person.Another important \_\_\_\_\_ is whether he does exercise or not.

- A) way
- B)result
- C)factor
- D)claim

4.We suddenly \_\_\_\_\_ that she couldn't speak English while we were trying to ask her where the nearest bank was.

- A)explained
- B)reached
- C)discovered
- D)declared

5.The newly married couple is trying to increase their \_\_\_\_\_ because they are going to have a baby soon,so they will need more money.

- A)bills
- B)expenditures
- C)income
- D)price

Part 5.Circle the best alternative.

1.It is always better to \_\_\_\_\_ a different approach to each person in your life because everyone behaves differently.

- A)adopt
- B)arrive
- C)turn
- D)match

2. Flags are supposed to \_\_\_\_\_ different characteristics of countries,but they are usually seen as a sign of independence.

- A)receive
- B)symbolize
- C)save
- D)watch

3.In today's world it is \_\_\_\_\_ to have access to the Internet to catch up with the world.

- A)responsible
- B)impractical
- C)useless
- D)essential

4. In order to \_\_\_\_\_ all your troubles memorizing new words, you should try using them in a sentence to personalize them.

- A) take off
- B) get rid of
- C) put off
- D) come up with

5. Some behavioural problems are a/an \_\_\_\_\_ feature of teenagers. Teenagers all over the world suffer from these problems at least once in adolescence.

- A) weird
- B) local
- C) uncommon
- D) universal

Part 6. Circle the best alternative

Some people like to 1) \_\_\_\_\_ themselves by wearing different clothes. Soldiers, for example, wear special uniforms to show their national 2) \_\_\_\_\_. Some people believe these uniforms show how they 3) \_\_\_\_\_ to gain their national independence. Others think it is just a kind of tradition. Everyone can have a different 4) \_\_\_\_\_ on this trend, and everyone has the right to decide what to wear in a situation. However, the important thing here is to choose the clothing which is 5) \_\_\_\_\_ for the situation you are in. If you wear something wrong for a specific occasion, someone is sure to have a wrong impression of you.

- |                |               |                |              |
|----------------|---------------|----------------|--------------|
| 1. A) blame    | B) heal       | C) express     | D) evaluate  |
| 2. A) pride    | B) disbelief  | C) remedy      | D) shame     |
| 3. A) appeared | B) struggled  | C) surrendered | D) grew      |
| 4. A) call     | B) solution   | C) mistake     | D) comment   |
| 5. A) formal   | B) unofficial | C) appropriate | D) illogical |

Part 7. Circle the best alternative

1. One of the parents usually \_\_\_\_\_ the whole family. He/she has the authority to make the final decision on family issues.

- A) differs
- B) describes
- C) dominates
- D) displays



2.If you are good at producing new things, you are generally seen as \_\_\_\_.

- A)creative
- B)stubborn
- C)dependent
- D)clumsy

3.In my opinion, when you are choosing your future job ,\_\_\_\_\_ in working hours plays an important role.

- A)change
- B)ability
- C)flexibility
- D)endurance

4.A \_\_\_\_\_ problem-solver is someone who uses reason rather than emotions to solve problems.

- A)intuitive
- B)logical
- C)irrational
- D)voluntary

5.For years, scientists believed that two sides of the brain functioned independently.However, a recent scientific study has \_\_\_\_\_ that the roles of each side of the brain are, in fact, complementary.

- A)divided
- B)rejected
- C)covered
- D)revealed

Part 8.Circle the best alternative

1.The new offer has caused a disagreement between two \_\_\_\_\_ parties which have different political views.

- A)favoured
- B)opposing
- C)challenging
- D)ordinary

2.Happiness at work is an important \_\_\_\_\_ of satisfaction you get from your life since you spend most of your time at work.

- A)strategy
- B)desire
- C)element
- D)goal

3.The \_\_\_\_\_ of this physical exercise is to make you able to use your body more effectively.It improves your physical condition.

- A)access
- B)approach
- C)ability
- D)aim

4.One of the \_\_\_\_\_ of this car is that it has a special security system which is activated in case of an accident.

- A)procedures
- B)features
- C)changes
- D)claims

5.The proficiency exam is going to \_\_\_\_\_ three different sessions;a test,a writing and a speaking session.

- A)accept
- B)explain
- C)involve
- D)infer

## Appendix-5

## OFFICIAL PERMISSIONS OF İZMİR KATİP ÇELEBİ UNIVERSITY



T.C.  
İZMİR KÂTİP ÇELEBİ ÜNİVERSİTESİ  
İngilizce Bölümü



Sayı : 63352535-799-1500044955  
Konu : Anket Uygulama Talebi Hk.

16/11/2015

Sayın Okutman Çiler İNAN

İlgi : 12.11.2015 tarihli ve 1500044610 sayılı belge.

İlgi talep dilekçenize istinaden Dokuz Eylül Üniversitesi, Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalındaki Yüksek Lisans tez çalışmanız için " Tool 2: Interest Inventory ve Tool 1: Questions About Me" başlıklı anket formlarını Hazırlık Sınıfı öğrencilerimizden bir gruba uygulamanız uygun bulunmuştur.

Bilgilerinize rica ederim.

*e-imzalanmıştır*

Yrd. Doç. Dr. Aşkın Haluk YILDIRIM  
Yüksekokul Müdürü

EK : Anket Formları.pdf

Evrak Doğrulamak İçin: <http://ubs.ike.edu.tr/ERMS/Record/ConfirmationPage/Index> adresinden 8956F4F kodu girerek evrakı doğrulayabilirsiniz.

Adres : İzmir Katip Çelebi Üniversitesi Çiğli Ana  
Yerleşkesi 35620 Çiğli/İzmir - TÜRKİYE

Bilgi İçin İrtibat : Gülseren ÖZTÜRK - Memur  
Telefon : (0 232) 3293535 (Santral)  
Belgegeçer No : 0(232) 386 08 88  
İnternet Adresi : [www.ike.edu.tr](http://www.ike.edu.tr)

e-posta :





T.C.  
İZMİR KÂTİP ÇELEBİ ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Öğrenci İşleri Dairesi Başkanlığı



Sayı : 64229467-806.01.03-1500051639  
Konu : Tez Uygulaması Hk.

24/12/2015

DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 07/12/2015 Tarihli ve 2853 Sayılı Yazınız.

İlgi yazınıza istinaden Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans programı öğrencisi Çiler İNAN'ın **The Effects of Modified Input According to Learners' Interests on Incidental Vocabulary Learning of Preparatory Class University Students (Öğrencilerin İlgi Alanlarına Göre Değiştirilmiş Girdinin Üniversite Hazırlık Sınıfı Öğrencilerinin Tesadüfi Kelime Öğrenimine Etkileri)** konulu tez çalışması kapsamında Üniversitemiz Yabancı Diller Yüksekokulu Hazırlık Sınıfı öğrencilerine tez uygulaması yapması uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

*e-imzalanmıştır*

Prof. Dr. Galip AKHAN  
Rektör

Evrak Doğrulamak İçin: <http://ubs.ikc.edu.tr/ERMS/Record/ConfirmationPage/Index> adresinden F4334E5 kodu girerek evrakı doğrulayabilirsiniz.

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## Appendix-6

## Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Yüksek Lisans Tez Çalışması Orjinallik Raporu



DOKUZ EYLÜL ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORJİNALLİK RAPORU



Tarih: 30/10/2017

**Tez Başlığı:** The Effects of Modified Input According to Learners' Interests on Incidental Vocabulary Learning of Preparatory Class University Students

Yukarıda başlığı belirtilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 99 sayfalık kısmına ilişkin, 28/10/2017. tarihinde **tez danışmanım tarafından** Dokuz Eylül Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı'nın sağladığı İntihal Tespit Programından (Turnitin-Tez İntihal Analiz Programı) aşağıda belirtilen **filtreleme tiplerinden biri** (uygun olanı işaretleyiniz) uygulanarak alınmış olan orijinallik raporuna göre, tezin **benzerlik oranı % 29** dur.

- <http://www.kutuphane.deu.edu.tr/tr/turnitin-tez-intihal-analiz-programi/> adresindeki Tez İntihal Analiz Programı Kullanım Kılavuzunu okudum ☒ X

**Filtreleme Tipi 1(Maksimum %15)** ☐

**Filtreleme Tipi 2(Maksimum %30)** ☒ x

- ☐ Kabul/Onay ve Bildirim sayfaları hariç,  
☐ Kaynakça hariç,  
☐ Alıntılar dâhil,  
☐ Altı (6) kelimeden daha az örtüşme içeren metin kısımları hariç.

- ☒ x Kabul/Onay ve Bildirim sayfaları hariç,  
☒ x Kaynakça dâhil,  
☒ x Alıntılar dâhil.

EK 1- İntihal Tespit Programı Raporu İLK SAYFA Çıktısı. ☒ x  
 EK 2- İntihal Tespit Programı Raporu (Tümü) Cd içinde. ☒ x

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ÖĞRENCİ

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