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COMPARING THREE DIFFERENT TECHNIQUES FOR ENGLISH VOCABULARY

LEARNING AND RETENTION

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İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ

İNGİLİZCE KELİME ÖĞRENİMİ VE KALICILIĞI AÇISINDAN ÜÇ FARKLI YÖNTEMİN KARŞILAŞTIRMASI

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Yabancı Diller Eğitimi Anabilim Dalı'nda 801793004 numara ile kayıtlı Nermin PUNAR'ın hazırladığı "Comparing Three Different Techniques For English Vocabulary Learning And Retention" konulu Yüksek Lisans Tezi çalışması ile ilgili tez savunma sınavı, 18 / 07 /2019 günü 14:00-15:00 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının (başarılı/~~başarısız~~) olduğuna (oybirliği/~~oy çokluğu~~) ile karar verilmiştir.

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Abstract

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COMPARING THREE DIFFERENT TECHNIQUES FOR ENGLISH VOCABULARY

LEARNING AND RETENTION

Vocabulary is an inseparable part of language. Whichever language it is, to communicate, everyone needs a certain amount of vocabulary. Based on this, there is also a need to know how one can learn and retain new vocabularies successfully. Much research has been dedicated to the comparing of vocabulary teaching and learning techniques. However, there is limited research about the comparison of vocabulary teaching and learning techniques combined with the other language skills. Grounded on this gap, the present thesis aimed to investigate the differences between three different vocabulary learning and teaching techniques (reading only, pictured reading combined with writing, video watching combined with speaking) in terms of vocabulary learning and retention. Besides, it also tries to find out which technique is more motivational for learners, and which technique has more contribution to vocabulary learning and vocabulary retention. The participants were chosen randomly by

the school administration from a private school in Bursa, and the total number of students was 20, who were the 6th grades. A pre-experimental research design with only one group, and a qualitative method have been used. The treatment process lasted 12 weeks in total; however, the first week was allocated for pre-test, and the last (twelfth) week was allocated for immediate post-test. To check the retention level of students, two delayed post-tests were used, one 4 weeks after the treatment, the other 13 weeks after the treatment. As a result, no difference was found among the techniques in terms of vocabulary learning; however, the pictured reading with writing technique had more contribution to vocabulary retention. Additionally, the video watching with speaking was the least effective technique for vocabulary retention, while most of the students reported the video watching combined with speaking as the most motivational technique in the interview.

Keywords: contextual reading, multimedia, vocabulary learning, vocabulary retention

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İNGİLİZCE KELİME ÖĞRENİMİ VE KALICILIĞI AÇISINDAN ÜÇ FARKLI YÖNTEMIN KARŞILASTIRMASI

Kelime bilgisi, bir dilin ayrılmaz parçalarından biridir. Hangi dil olursa olsun, iletişim kurabilmek için, iyi derecede kelime bilmek gerekir. Buna bağlı olarak da, yeni kelimelerin başarılı bir şekilde nasıl öğrenilip, aklılda tutulacağını da bilmek gerekmektedir. Kelime öğrenimi ve öğretimi tekniklerine dair birçok araştırma yapılmıştır, fakat bu tekniklerin diğer dil becerileri ile kombine edilmiş haline dair araştırma sayısı kısıtlıdır. Alandaki bu eksiğe bağlı olarak, bu çalışma üç farklı kelime öğretim ve öğrenim tekniklerinin (yalnızca okuma, yazma aktiviteli resimli okuma, konuşma aktiviteli video izleme) arasındaki farkları sorgulamayı hedeflemektedir. Bunun yanında, öğrencilerin hangi tekniği kendileri için daha motive edici buldukları ve hangi tekniğin kelime öğrenimine ve kalıcığılına en çok etkisi olduğunu bulmaya çalışmaktadır. Katılımcılar Bursa'da bir özel okulda idare tarafından rastgele seçilmiştir ve hepsi 6. Sınıftan oluşan 20 öğrenci katılmıştır. Tek gruplu deneysel yöntem ve bir nitel yöntem kullanılmıtşır. Uygulama süreci, ilk hafta öntest, son hafta sontest

olmak üzere, toplamda 12 hafta sürmüştür. Öğrencilerin kelime kalıcılık düzeylerini kontrol etmek için, biri uygulamadan 4 hafta, diğeri 13 hafta sonra olmak üzere, iki gecikmeli sontest kullanılmıştır. Sonuç olarak kelime öğrenme açısından teknikler arasında bir fark bulunmamıştır, fakat yazma aktiviteli resimli öğrenme kalıcılık konusunda en etkili teknik olmuştur. Ayrıca, öğrencilerin görüşmelerinde en motive edici yöntemin konuşma aktiviteli video olmasına rağmen, kelime kalıcılığı konusunda video en az etkili teknik olmuştur.

Anahtar kelimeler: bağlamsal okuma, kelime kalıcılığı, kelime öğrenimi, multimedia

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Introduction
1.1.Definition of Vocabulary and Its Significance

"Communication is not only the essence of being human, but also a vital property of life" said John A. Piece (n.d.), an author. He summarizes the importance of communication among human beings, as the communication is the corner stone of being a community. The primary agent of thinking, learning and communication is to know a language. Cambridge Dictionary defines the language as "a system of communication which consists of sounds, words, grammar, or the system of communication".

In any language, grammar and vocabulary are the two key factors to communicate. These two terms have several definitions. Grammar is defined as "the set of structural rules which govern the composition of words, clauses, and phrases". It includes the rules, structures, tenses, aspects, etc. Besides, Neuman and Dwyer (2009, p.385) defines vocabulary as the words we must know to be able to communicate in an effective way in terms of both in receptive vocabulary, which is understood by anyone, and receptive vocabulary, which is expressed by anyone. As an English grammarian, lexicographer, one of the pioneers in English language learning and teaching field, Hornby (1995) defines vocabulary as a list of words in a language with their meanings. According to Ur (2009), vocabulary is the words we teach in a language. It is clear that each definition includes the 'word' and it is not only knowing a single word, it is completely related to knowledge of words.

Vocabulary has a prominent place in both mother tongues and second languages without a shadow of a doubt. It is clear that vocabulary has a prominent place in language learning, since the ability to communicate is seen as the base of a language learning. In order to establish an effective communication among individuals, there should be a good amount of vocabulary knowledge (Alqahtani, 2015; Erlandsson & Wallgreen, 2017; Schmitt, 2000; p.55). According to Brown (2001), Erlandsson and Wallgreen (2017), the "building block" of

any language and the central part of the foundation of language proficiency is vocabulary. Similarly, Harmon, Wood and Kiser (2009) reports that the development of language is based on the learners' vocabulary development. This vocabulary development not only enables learners to have a richer and deeper understanding (Jenkins, Stein, & Wysocki, 1984; Zarei & Mahmoudzadeh, n.d.), but also leads learners to have more self-confidence (Ghanbari & Marzban, 2014). The more vocabulary knowledge the learners have, the more confident they will be, since they have a great repertoire of words to express themselves clearly. Vocabulary development also has a great contribution for having a flexible thinking for learners.

Having a great amount of grammatical knowledge is not enough to be able to communicate effectively. McCarthy (1990) and Brown (2007) agree that vocabulary is a highly critical component in a language, due to the fact that the greater part of the sense is conveyed lexically no matter how well the learners know grammar, and how ably they pronounce the L2 words, without adequate vocabulary, the communication in L2 can be established meaningless and unsuccessful. Similarly, Wilkins (1972, pp. 111-112) states the importance of knowing vocabulary by saying that without grammar, the meaning of an utterance can be a little conveyed; however, without adequate vocabulary, nothing can be conveyed. It means that even if someone has no grammar knowledge, but has some basic vocabulary, the receiver can understand the message. On the other hand, unless knowing basic words, with a great knowledge of grammar cannot be enough to make the receiver understand the utterance. As a second language teacher and scholar, Folse (2004), the author of the book titled 'Vocabulary Myths', reviewed some myths about vocabulary in learning a language. Her claims are also similar to Wilkins (1972). She illustrates the importance of knowing vocabulary with an example situation. According to Folse (2004), think about that you are learning French and you have gone to France for some purposes. There, you want to buy 'flour' in a small store. You know the grammatically correct forms for asking something;

however you don't know the word 'flour' in French. What can you do? Most probably, nothing except pointing the flour on the shelves. It is clear that because of a limited vocabulary, the structures and functions we have learnt cannot be used properly and the successful communication can be impeded, and the learners cannot express themselves clearly in their L2 and the comprehension in L2 can fail, as well. (Alqahtani, 2015; Folse, 2006; Hai-peng & Li-jing, 2007).

1.2.The Factors Influencing the Vocabulary Learning

The core of communication is to have a good amount of grammar and vocabulary knowledge (Ludwig, 1978). In order to acquire vocabulary, there are some factors affecting the vocabulary learning of learners. Firstly, the age of the learners can be a determiner of the learning process. It is believed that children are more likely to learn new vocabularies rather than adults. However, there is no definite age to learn something new. Second factor is the motivation of learners. Motivation can be defined as the desire of one to do something (Richards, 1985, p.185). It is clear that if learners want to learn something, they are more likely to learn than the other learners who do not want to learn. Different personalities of the learners are also the other factor influencing the vocabulary learning. One learner can focus on something easily while the other cannot do. So, it affects the focus time of the students inside the classroom during their learning. Besides, gender of the learners and the social environments are among the other influencing factors of vocabulary learning (Zhihong, 2018).

1.3.Vocabulary Learning and Teaching Techniques

It is very clear that having a fair amount of vocabulary proficiency is important in first or second or any other foreign language learning. In order to gain vocabulary successfully, there are different teaching and learning techniques used by teachers and learners themselves, and mastering the right method is important for vocabulary learning (Shi, 2017; Wijayanti, 2010). Vocabulary learning techniques play a facilitator role in the new vocabulary

acquisition (Kılıçkaya & Krajka, 2010). To teach the vocabulary, teachers should be very careful while choosing the best method, since all students are different in their learning, and they all have different characteristics. It is essential to know how their students learn and acquire something and to make the environment suitable for learners to learn successfully. Dewi (n.d.) states that reducing learning barriers for learners, and enhancing the feelings of security of students are the teachers' job to get learners learning better. He also claims that a good teacher and student interaction in the classroom makes the learning environment more non-threatening, which makes learners more motivated to learn new vocabularies. Laufer and Hulstijn (2001) explain the significance of attention and motivation in vocabulary learning in their task-involvement theory. They claim that the more motivated learners, and the more intrinsic tendency the learners have, the higher improvement they will achieve in learning. It can be understood that these strategies are important for vocabulary learning, and it is clear that unless the application of the appropriate techniques are done, the result of that lesson can be frustrating for language teachers (Levin & Lesgold, 1978).

As it was mentioned before, there are different techniques developed by language teachers and used by them to improve learners' vocabulary (Kherzlou, Ellis & Sadeghi, 2017). Firstly, as a traditional method, reading is a very crucial method for learning vocabulary. Reading is divided into two types, extensive and intensive reading, similar to intentional and incidental vocabulary learning. Reading something to learn especially words or forms is the intentional vocabulary learning and in this type of learning, learners are informed about the process. Intentional learning is related to intensive reading which is the type of reading only focusing on the forms and words. Incidental vocabulary learning, on the other hand, is related to extensive reading which is reading for pleasure, without no intention to learn any form and word. According to many researchers, it is better to combine intentional and incidental learning for better vocabulary acquisition.

Additionally, context is also important in vocabulary learning, which is not only the reading text, but includes videos, pictured stories, songs, television programs, as well. These are also called multimedia and they are also effective in vocabulary learning. When all these techniques are combined while teaching new vocabularies, it is observed that the learning and retention become better.

1.4. The Importance of the Study

As it was mentioned above, in any language, having a fair amount knowledge of vocabulary is important to communicate effectively, as the limited vocabulary impedes the successful communication. Based on this reason, one must know how they can learn new vocabulary successfully and better to gain a good amount of vocabulary knowledge. Hence, mastering the right method for vocabulary learning/teaching and vocabulary retention of learners is crucial in language education.

1.5. The Purpose of the Study and Research Questions

The purpose of the present study is to investigate whether reading alone, pictured reading, or video watching is more useful for vocabulary learning and vocabulary retention of English language learners in a private secondary school. Since only implementing one method alone is not effective, the integration of the techniques will be brought about in this research. The details of the techniques are presented in Table 1.

Table 1
Techniques to be used in the present study

Name of the technique	Activities	Explanation of technique	Integrated part	The Rationale of Integration
Reading	-definition matching -fill-in-the-blanks	Reading is used as a traditional way of teaching. Students only read the written text of the books, and they complete the matching and fill-in-the-blank activities.	---	No skills/techniques are integrated in reading, since reading is a traditional way of teaching.
Pictured Reading	-picture matching -sentence writing	Students read the written and pictured text of the books, and they match the pictures with target words. Additionally, they write their own sentences by looking at the pictures of the stories.	Writing	Pictures are more convenient to be used as a source of input for writing. Pictures enable learners to open their minds and be creative while making up their own sentences.
Video Watching	-act-out	Students watch the rest of the books as a short animated movie. They imitate the sentences in the video as speaking activity.	Speaking	Videos are more convenient for imitation. Students can hear the tone of the voices, and see the gestures and mimics of the speakers, so they can easily act-out.

The base of all these techniques will be contextual vocabulary learning. Two books will be used as contexts and they will be separated into three parts to be used for three different techniques. The details are shown in Table 3 in Methodology section.

Besides, all vocabulary meanings will be supported by acting-out and input-enhancement. The traditional way of teaching and learning, which is reading, will be used alone to compare the other multimedia techniques. The second technique is reading with

pictures integrated with writing sample sentences about pictures of stories, and this will be useful for getting a better understanding of the effect of pictures and writing in vocabulary learning. The third technique is the video watching integrated with repeating sentences orally, and this will be useful for getting a better understanding of the effect of video watching in vocabulary learning. The related research questions of this thesis are stated below:

1a. Is there any difference between reading and pictured reading with writing in terms of vocabulary learning?

1b. Is there any difference between reading and video watching with speaking in terms of vocabulary learning?

1c. Is there any difference between pictured reading with writing and video watching with speaking in terms of vocabulary learning?

2a. Is there any difference between reading and pictured reading with writing in terms of vocabulary retention?

2b. Is there any difference between reading and video watching with speaking in terms of vocabulary retention?

2c. Is there any difference between pictured reading with writing and video watching with speaking in terms of vocabulary retention?

3. Which technique do the learners find more motivational for vocabulary learning?

4a. Which technique has more contribution to vocabulary learning of learners?

4b. Which technique has more contribution to vocabulary retention of learners?

1.6. Limitations of the Study

While trying to answer these research questions, there are some limitations of the present study. Firstly, the number of the participants is limited to generalize the results to all other learners. Secondly, half of the participants were not eager to attend this project in school, but they had to do it because of their parents, and it affected the motivation of the

participants during the treatment. Thirdly, the treatment lessons were carried out after the students' normal lessons were over, and participants had to stay at school an extra thirty-five minutes, so this could decrease their motivation to participate. Fourthly, the education of the participants was going on after the treatment finished, so the learners had a continual chance to revise most of the words they learnt during treatment. Fifthly, the time of the pre and post-tests was limited to forty minutes, a few students thought it was not enough to complete their tests, and it made them a bit nervous and they lost their attention to the tests. Finally, participants had a chance to guess the correct answer in the tests, as the tests were the form of multiple-choice items composed of three options. In other words, even if they do not know what that words mean, they just guess and mark the option. The possibility of guessing the correct answer of that item cannot be analyzed.

CHAPTER 2:
Literature Review

2.1. Vocabulary and Its Importance

The foundation of a communication is the knowing a language, and language learning starts with learning of words (Thornbury, 2002). The knowledge of the words is called as vocabulary. So, the vocabulary is not a single word, it is more than this (Ghaedi & Shahrokhi, 2016). To be able to read, speak, listen and write in any language, one needs to build a qualified vocabulary knowledge. However; within a framework of language learning, vocabulary learning is not an easy thing and it is a complex phenomenon, inasmuch as it is related to the fields of philosophy, psychology, education and linguistics (Suggate, Lenhard, Neudecker, & Schneider, 2013). In parallel with this, the majority of learners have more difficulty in learning vocabulary, as it is understood (Anderson & Freebody, 1981; Ghaedi & Shahrokhi, 2016; Khiyabani, Ghonsooly & Ghanbanchi, 2014; Kilickaya, Ellis & Krajka, 2010), which results in a further problem, the lack of vocabulary knowledge affecting the whole language learning. As stated before, to communicate in a language well and accurately, one needs to have a good amount of vocabulary.

2.2. Theoretical Background of the Study

2.2.1. Vocabulary acquisition theories. Researchers have done several studies to clarify which technique is the best for vocabulary learning and vocabulary retention for over years, so they have come up with several theories and hypothesis for vocabulary learning both in mother tongue and second or foreign language learning.

Krashen (1988), who is an expert in the linguistics, claims that the extensive use of grammatical rules or boring drills are not necessary for language acquisition, so learners need a high amount of comprehensible input to learn a language well. The input is a requirement for learners to adapt new information to leaners' own linguistic knowledge. According to Krashen (1988), listening and reading are the main input sources. On the other hand, Nation

(as cited in Erlandsson & Wallgreen, 2017), separates knowledge into two as receptive and productive knowledge, and his explanation of receptive knowledge is similar to Krashen's Input Hypothesis, now that the reading and listening are the main input sources in language acquisition. Based on this, two books were used as an input source for students in this study. Additionally, Krashen (1988) claims that learners acquire writing and speaking skills by being exposed to listening and reading. Besides, Nation's explanation of productive knowledge may be related to the Swain's Output Hypothesis, as he claims that learners also need to produce language so as to internalize it. Based on these, the writing activity integrated with the pictured reading is used in this study to make the vocabulary learning better.

So as to attract the learners' attention to the target vocabulary in the stories, Schmidt's Noticing Hypothesis (1990) was grounded on. He clearly states that if the target forms are more salient in the input, then the learners will become more interested and their learning will increase. In each type of technique, all the target vocabulary were enhanced by making them bold and underlined in the input.

2.2.2. Multimedia theories.

2.2.2.1. Dual coding theory. The other main theory of this study is the Dual Coding Theory, which was offered by Paivio in 1971, and this theory is one of the basis of "Generative Theory of Multimedia Learning", proposed by Richard E. Mayer in 2005, which suggest that if learners are presented with verbal and visual information concurrently, the cognitive load will be reduced and it will lead to a better learning. In Dual Coding Theory, Paivio (1971) explains there are two separate systems for the process of verbal and nonverbal information. The specific part of our mental system for analyzing the mental images is called the nonverbal system, and this system receives both visual and auditory information (Clark & Paivio, 1991, p.54). Hence, if an input is conveyed learners in two ways, both verbally and nonverbally, these systems promote each other and make the retention better (Paivio, 1986).

Hence, making any kind of pictures attached to the meaning increases the number of signals attached to the prompt. As a result of this, learners will be likely to keep the message in mind more permanently (Silverman & Hines, 2009). In this study, second technique which is reading a pictured part of the selected stories has been used in order to compare its effect to traditional reading method.

As it has been mentioned before, there is a "Generative Theory of Multimedia Learning" of Mayer (2005) and this theory has been formed in the light of "Dual Coding Theory" of Paivio. According to this theory, multimedia is defined as a combination of texts and pictures, but these pictures can be any kind of graphical imagery which include illustrations, photos, animation, or videos. The main aim of this theory is to enable learners to establish a meaningful relation between the words and pictures. Grounded on this theory, video of the related books has been used and to compare its effect to other methods.

2.3. Studies on Vocabulary Learning and Teaching Techniques

For many years, lots of research studies has been conducted on the vocabulary learning, and many of researchers have explained what vocabulary is, why it is needed, how much vocabulary a learner should gain; they have posited different teaching and learning techniques and they have, as well, tried to find out which vocabulary learning and teaching technique better for vocabulary learning and retention. Research about language learning techniques started in the 1970s and the main component has mostly been vocabulary learning strategies. Some studies shows that many language learning strategies are suitable for vocabulary teaching, as well (O'Malley & Chamot, 1986). Nevertheless; finding out the best method has been failed for years, as Richards (1976) states that even if the most desirable method, theoretically, can be found, it can be the least effective method when implemented in real, due to the fact that there are many linguistic factors influencing the learners such as age, first language interference, motivation, etc... In instance, a learner with a high motivation can

learn with the help of rote memorization, even we do not accept it as a good modal for learning. Uzun's (2011) study can be an example of this situation, which is reported that most of the students use memorization to learn the meanings of words in their weekly texts. However; according to Nassaji (2003) and most of the studies, applying several different strategies to the learning process based on the learners' needs makes learners more successful in their learning, as different strategies have different contribution to the learners' success. In Uzun's (2013) study, he claimed that keeping vocabulary notebooks combined with formal instruction and giving feedback regularly increased the motivation level of students, so it enabled learners to learn more vocabulary. Similarly, Bai (2018) posits that any kind of vocabulary learning and teaching method is beneficial and all of them are valuable, as long as they are applied in a suitable way.

2.4. Studies on Vocabulary Learning via Reading

Vocabulary learning strategies has been separated into two sorts; intentional and incidental. If the learners know what they do, read or listen, or learn; they are tested before their learning process starts, it is called intentional vocabulary learning (Hulstijn, 2006), while in incidental learning, learners are subjected to the authentic language and their aim is not to learn the language itself, but to use the language itself (Schmitt, 2000). Studies show that incidental vocabulary learning enables learners to have a deeper mental processing and makes them retain the words better (Hulstijn & Laufer, 2001). Besides, intentional vocabulary learning enables learners to make guesses about the unknown words, and this guessing is important for both novice and advanced learners (Ahmad, 2011). Shahpari, Shamshiri and Rashidi (as cited in Kung & Eslami, 2018) carried out a research to check the effectiveness of intentional and incidental vocabulary learning and retention on Iranian English learners. The study showed a difference which was not statistically significant; however, incidental group outperformed in vocabulary tests over intentional group.

These two types of vocabulary learning are also related to the reading. Reading has also been separated into two types, which are intensive and extensive reading similar to incidental and intentional vocabulary learning. In intensive reading/intentional learning, aim is to study the linguistic items closely and to practice the particular reading skill. Notwithstanding, in extensive reading/incidental learning, which is reading for pleasure, aim is to gain a reading confidence and fluency by reading a lot of texts (Ghanbari & Marzban, 2014). Ahmad (2011) conducted a study about the effect of intentional and incidental vocabulary learning on Saudi English Learners' capability to comprehend, vocabulary retention and their active use of new words in different circumstances. He taught 50 new words to his graduate level students by dividing them into two groups, one for intentional vocabulary, and the other for incidental learning. Consequently, it was found that incidental vocabulary learning group significantly outperformed over intentional vocabulary learning. Li (2013) compared three different vocabulary learning methods in incidental and intentional vocabulary learning modes. His study demonstrated that incidental vocabulary learning had significantly better results in terms of vocabulary learning, while intentional vocabulary learning had significantly better results in terms of vocabulary retention. Senoo and Yonemoto (2014) carried out a study about vocabulary acquisition through only extensive reading and outcome of the study demonstrated that extensive reading was useful to gain vocabulary. Ahmadi (2017) conducted a research investigating the effects of incidental and intentional learning on the depth of vocabulary knowledge through extensive and intensive reading programs. His study also showed that both learning styles led to a learning; however, intentional group outperformed in memorizing and retention over incidental group, similar to Li (2013)'s study. Additionally, other studies demonstrated that the intentional vocabulary learning with explicit teaching results in better retention rather than the incidental vocabulary learning with reading only (Chun & Plass, 1996; Hulstijn, Hollander & Greidanus, 1996;

Laufer, 1997; Nassaji, 2003, Zimmerman, 1997). Similarly, Ghaedi and Shahrokhi (2016) posits that only extensive reading is not adequate for better vocabulary learning, it leads only a small gain; however, when it is combined with tasks for focus on words, it leads to better learning. Besides, Sonbul and Schmitt (2009), and Yali (2010) claim that the combination of intentional and incidental vocabulary learning is better for vocabulary learning and retention. Erlandsson and Wallgreen (2017) posit a relationship between reading comprehension, vocabulary and its growth by saying they are inseparable and improvement of one depends on the other one. With this, reading is a way to improve vocabulary knowledge. According to Suggate et al. (2013), reading is an infinite source of vocabulary improving the vocabulary development of learners. One of the important things for vocabulary learning by reading is a context, which is not only learning from extensive reading, learning from real conversations, listening stories, movies, television shows and programs, as well (Nation, 2001). In Richards's terms (1976), "words do not exist in isolation". To understand what a word means, one needs to look at a whole, a context where that word appears, since a word meaning depends on the context it appears. Hence, Richards (1976) posits that learners can establish a great bond with the words and their contexts when the context is provided for learners. Similarly, Kherzlou, Ellis and Sadeghi (2017) and Zarei and Mahmoudzadeh (n.d.) claim that having a context enables learners to gain a high amount of vocabulary. About the effect of context in vocabulary acquisition, Jenkins, Stein and Wysocki (1984) conducted a research and their study showed that even without clear guidance to the unknown words, the learners gained some word meanings from the context. Besides, Kermani and Seyedrezaei (2015) conducted an experimental research consisted of two groups as control and treatment. The control group was subjected to a traditional learning while the experimental group was exposed to a contextualized learning. As a result of this study, the contextualized vocabulary technique was more effective for vocabulary learning and retention than the traditional

technique, and the researchers claimed that the contextual elements led learners to broaden their productive vocabulary knowledge and helped them to improve their memory.

2.5. Studies on Vocabulary Learning via Input Enhancement

One of the effective things in vocabulary acquisition by reading is the input enhancement, proposed by Sherwood Smith (1991), which means the making the target words more salient in the texts. Rashtchi and Aghili (2014) claim that input enhancement leads to a better intake of words as it gets attention of the learners to the target forms. Similarly, Mayen (2013) set out a research to analyze the impact of input enhancement on Spanish vocabulary learning and retention. Additionally, this research included the visual input enhancement techniques and the results showed that the visual input enhancement techniques led learners to notice more words and helped them to retain more vocabulary as intake. The other different use of input enhancement technique study was conducted by Seyedtajaddini (2014) by using audio input enhancement technique on different proficiency level English learners in Iran. This study, as well, concluded with being the indicator of better learning of audio input enhancement. Mashhadi and Jamalifar (2015), as well, posit that textual cues got attention of the learners and it led to a better vocabulary acquisition. A related study was conducted by Behzadian (2016) to teach phrasal verbs through input enhancement and the results showed that the input enhancement had an incredible power in teaching and it led students to acquire a high amount of phrasal verbs. All these studies showed the effect of any kind of input enhancement was useful for vocabulary learning; however, Loewen and Inceoglu (2016) made a research by using visual input enhancement technique to teach grammatical structures to Spanish language learners by comparing them unenhanced group. As a result, they found no considerable difference between the groups. So, it can be inferred that the input enhancement techniques were more effective in vocabulary teaching rather than grammar teaching.

2.6. Studies on Vocabulary Learning via Multimedia

Reading is not only context source, as it mentioned above, television programs, movies, videos are also the other common contextualized learning materials (Hai-peng & Li-Jing, 2007). The general name of these kind of materials is 'media' and media presents the language in a real context and it takes the real life into the classroom (Barani, Mazandarani, & Rezaie, 2010). With these, it increases the learners' motivation of learning. Additionally, Cameron (2001) posits that, with the help of media, learners can able to reach the cultural input and an intense information inside a classroom.

Using the different types of media, such as videos, illustrations, music, pictures etc. is called as multimedia (Hasebrook, 1997). Multimedia environments are the beneficial contexts (Uzun, 2012) for vocabulary learning, since they blend speaking-listening and reading-writing in one context creating an authentic learning environment (Lauc, Matic, & Mikelic, 2006). Some researchers report that multimedia has great benefits for learners. Since the use of texts, sounds, graphics, animations, pictures provide a rich learning environment (Shi, 2017), compared to the classical methods (Lauc, Matic, & Mikelic, 2006), when learning environment includes pictures and words, it enables learners to improve their understanding of texts (Mayer & Moreno, 2002), it boosts learners' ability of word recognition (Hai-peng & Li-jing, 2007), with audio-visual animations, learners become more motivated (Khiyabani, Ghonsooly, & Ghanbanchi, 2014). Use of media enables learners and teachers to engage together in learning process and leads to a better achievement in learning (Dewi, n.d.). Akbulut (2007) conducted a research to compare the effectiveness of words alone and multimedia techniques in terms of vocabulary learning of English language learners. He used three different types of glosses, only word definitions, definitions with pictures and definitions with short videos. As a result of this study, it was found that the multimedia groups, picture and short videos, performed better in their tests, and it showed that the

multimedia had a positive effect on learners' vocabulary learning. However; teachers should be careful while choosing the media for their lessons because the inappropriate media can cause problems inside classroom such as the boredom and laziness of learners (Wijayanti, 2010).

  2.6.1. Pictures/Illustrations. One way to integrate multimedia in vocabulary learning environment is to use visual cues such as pictures and illustrations. Elley (1989) posits that using illustrated stories and pictured books in the language learning classrooms for language learning besides motivational reasons increases the vocabulary learning, inasmuch as "a picture is worth a thousand words" (Hibbing & Rankin-Erickson, 2015). According to Underwood (1989, p.19), images are easier to remember than words, so learners can remember the words better when they are combined with images at the same time. The foundation of this situation is related to Paivio's Dual-coding Theory (1971), suggesting that adding pictures to the meaning increases the signals connected with the message. Visualization techniques are important for different fields such as science (Gilbert, 2010), and also using pictures in language learning has some benefits, suggested by the researchers. Anglin, Vaez, & Cunningham (2004) reported that when text and pictures are integrated, then the students learn better than the text only or picture only. In instance, books including pictures appeal to several senses of learners (Mashhadi & Jamalifar, 2015), so they increase the interest of learners and make them more motivated to learn (Ghaedi & Shahrokhi, 2016; Kaminski, 2013; Lenzner, Schnots, & Muller, 2013; Levin & Lesgold, 1978), and they lead to a better retention and recognition of words for learners as they are connected to memory representations (Eitel & Scheiter, 2015). Chun and Plass (as cited in Yoshii and Flaits, 2002), carried out a research to clarify the most effective technique for vocabulary retention of learners. As a conclusion of that study, they found that learners retained more vocabulary when they encountered the vocabularies both in written and pictured form. They also posited

that their study was in line with the Dual Coding Theory by Paivio. Similarly, Yoshii and Flaitz (2002) tried to find out the effect of annotation types in a multimedia environment. Their experimental research was conducted with three groups, text-only, picture-only, and text and picture combination. The results showed that combination group had better results than the other two groups in the delayed tests. Yeh and Wang's (2003) study was also attempted to investigate the efficiency of different vocabulary techniques on vocabulary learning of language learners. These techniques were the use of text annotation only, text with pictures and text with both picture and audio. As a result of this study, they found that the text with pictures technique was the most effective one for vocabulary learning. Zarei and Khazaie (2011) attempted to find out how Iranian students learn English vocabulary through multimodal items, and the results showed that the students taught via both textual and visual representations of words outperformed on their tests than the other groups. Lenzner, Schnots and Muller (2013) carried out three experimental research with 7th and 8th grade language learners, and one of these experiments was related to effect of combination of texts and pictures on students' vocabulary learning. Their study showed that pictures combined with texts had a beneficial influence on vocabulary learning process of learners by making learners motivated and learning materials more attractive and interesting with the help of visual representations. Turk and Ercetin (2014), as well, executed a study to compare the verbal definitions and visual definitions in terms of vocabulary learning. They conducted an experimental research consisting of two groups; one group was taught via verbal definitions of words, and the other group was taught via pictures associated with the words. Their study showed that giving definitions with visual cues helped learners to develop their vocabulary knowledge. A similar study was conducted by Baralaei and Najmabadi (2015) in an Iranian EFL setting. They tried to find out which technique would be more effective in terms of vocabulary retention and they, as well, found that the combination group exposed to both

visual images and text definitions retained more vocabulary than the control group exposed to only text definitions of vocabularies. They, additionally, reported that the students enjoyed the being exposed to pictures and it affected their learning process. Mashhadi and Jamalifar (2015) conducted a quasi-experimental research about the effects of visual aid in vocabulary learning of Iranian intermedia English language learners. Their study indicated that the group exposed the visual cues performed better than the textual and control groups. Just like the other studies, this study also showed that pictures provided an interesting class by capturing the students' interests and making them more motivated. Harmer (as cited in Ghader and Niri, 2016) claims that the visualization makes the learning process easier. Based on this view, Ghader and Niri (2016) used visual elements, by comparing traditional teaching, in their vocabulary teaching process to identify which one would be more effective in terms of vocabulary learning and retention. The result was so obvious that the visualization technique had an important effect on learners' vocabulary retention. Ghaedi and Shahrokhi's (2016) study was an attempt to reveal which technique, visualization or verbalization, would be more effective for English vocabulary learning of Iranian high school students. The results demonstrated that both group showed an improvement; however, the visualization group got more radical development in terms of vocabulary learning than the verbalization group. Alamri and Rogers (2018) carried out, as well, a study about the comparison of visual and traditional vocabulary techniques, by using cartoon in experimental group. Their study also supported the Dual Coding Theory, as they implied learners acquired more vocabulary when they were subjected to elements both visually and verbally while learning, which led to evoke their both mental systems (Sadoski, 2005). One of the latest studies about the effects of visualization in vocabulary learning, again, showed the same result, as the students who were taught the vocabulary via visual cues got better results than the students who were taught via traditional methods (Ataş, 2019).

2.6.2.Videos. The other type of context is the videos, including animations, video games, video clips. All these contain live action, voice-overs, text, etc. (Silverman & Hines, 2009). Just like the using pictures in vocabulary learning, videos are also effective to motivate and engage learners for learning process (Gamboa, Trujilo, & Chaves, 2016), as they provide authentic and original input for learners (Bajrami & Ismaili, 2016). There are different use of video in language learning and teaching process, and one of them is to use subtitles. Zanon (2007, p.8) posits the importance of subtitles combining them with audio, images, and texts; so categorizes the subtitles types into three. According to Zanon (2007);

1. "Standard subtitle" is the amalgamation of the target language audio with subtitles.

2. "Bimodal subtitle" is the amalgamation of the target language audio with target language subtitles. It can also be called as 'caption'.

3. Reversed subtitle is the combination of the mother tongue audio with the target language captions.

According to Harji, Woods and Alavi (as cited in Aidinlou and Moradinejad, 2016) subtitled/captioned videos activate the learners both verbal and visual coding systems as they include words and pictures in both forms, oral and visual. Nagira (2011) conducted a study to examine the effect of captioned/bimodal subtitled videos by comparing to no captioned videos on Japanese English language learners' vocabulary learning. The results showed that these kind of videos might be seen as the facilitator of incidental vocabulary learning. Some studies also showed the similar results about the effect of subtitled videos on vocabulary learning (Harji, Woods & Alavi, 2010; Yildiz, 2017)

Lin and Tseng's (2012) study investigating the still images and dynamic videos for vocabulary learning of English learners. They conducted a quasi-experimental study with three groups. The results showed that the video group outperformed over the other groups. A similar result was found in Kose's (2013) study on using videos for vocabulary learning of

secondary school students, showing that learners who exposed to a well-contextualized videos had better results in vocabulary learning than the learners who exposed to reading only texts books. That is because the videos are more effective in vocabulary teaching than an ordinary picture by building a better mental image and creating a curiosity in the learners (Al-Seghayer, 2001). Washang (2014), as well, carried out a study to measure the effects of videos on English vocabulary learning for specific purposes situations. She had two groups, one for only texts and exercises, the other is for the same texts with related video exercises. The results demonstrated that the second group achieved better results in both vocabulary learning and retention. There are other studies proving that the videos have better results in vocabulary learning (Arndt & Woore, 2018; Bal-Gezegin, 2014; Bozavli, 2017; Kabooha & Elyas, 2015; 2018; Utami, 2011). On the other hand, Silverman's (2013) study about the effect of video for vocabulary teaching in kindergarten classrooms demonstrated no significant difference between the video watching and book reading. Beside, Alhamami's (2014) carried out a study examining the effectiveness of audios, pictures and videos related to unknown target words with an experimental design. His research results showed that learners who exposed to pictures related to words performed better than the audio and video groups as the students paid more attention to unknown words and focused on them better when they saw the pictures combined with meaning. Similar result was found in Mansourzadeh (n.d.) showed that learners who taught with pictures outperformed over audio-visual aids in vocabulary teaching for Iranian English learners. Additionally, Bozavli (2017) conducted a research to compare the conventional vocabulary teaching and multimedia vocabulary teaching methods in foreign vocabulary learning of university students. He used videos for his multimedia group. The results of his study showed that the learners who were exposed to videos were more successful in developing vocabulary knowledge in terms of both learning and retentions. He explained the reason as the multimedia materials got the attention

of learners and appealed to multiple senses of learners which led to an increased motivation of learners, as a key factor of learning.

2.7. Studies on Vocabulary Learning via Dramatization

Acting-out and dramatization can be seen as the other important vocabulary teaching methods. According to Bernal (2007), language takes place within social interactions and dramatization is an effective method to animate these interactions in classroom environments. Dramatization enables learners to associate their experiences with the meaning of words, so helps vocabulary learning (Duffelmeyer & Dufferlmeyer, 1979). Qoura (n.d.) operated a study to examine the impact of dramatization techniques such as story acting, reader's theater, and role play on vocabulary learning with two groups, consisting of experimental and control groups. The results proved that the dramatic activities are more effective in vocabulary development, as the experimental group performed better than the control group.

2.8. Studies on Vocabulary Learning via Writing

Writing also has an important effect on vocabulary learning. Barcroft (2004) conducted a research about the effects of sentence writing in vocabulary learning and the results showed that sentence writing had a negative effect on vocabulary learning, as it had a strong inhibitory effect on vocabulary learning. Nevertheless; according to Folse (2006), learners are seemingly to recall the words they have used in their own written sentences. Her study showed that reading combined with writing group had better results in vocabulary learning then reading only group. Besides, Wong (2018) implies that there is a close and strong connection between the reading and writing. Zhong and Hirsh's (2018) study, as well, puts an importance on context, as related to reading, inside the classroom while vocabulary teaching and learning, inasmuch as it helps learners to control their productive word use. As it can be understood from these studies, the more learners read something, the more they write, and the better they acquire vocabulary.

2.9. Studies on Vocabulary Retention

Nemati (2013) implies that the aim of teaching and learning is to remember what is learned and there should be some techniques and strategies to teach the learners how they can remember much more the things they learned, which has an undeniable part in education. Additionally, he also suggests that some vocabulary strategies, such as grouping, using acronyms and imagery, have been found as effective in terms of long-term retention. There are also some other things such as the cognateness, frequencies and the length of the words effecting the vocabulary retention. Willis and Ohashi (2012) implies that if the words have cognates, and if their length is not so long, the learners can retain those words with the help of seeing them a few times. On the other hand, like the imagery strategies offered by Nemati (2013), Sadoski (2005) posits the importance of Dual Coding Theory in vocabulary retention and implies that if the learners are presented with pictures, images, or any kind of media combined with the text, they can remember and retrieve much more vocabulary unlike presented with textual cues alone. Many researchers take a leaf out of his book and conduct some studies related to vocabulary retention by using different kind of multimedia. Farley, Pahom, and Ramonda (2012) carried out a study to show the efficiency of visual cues on abstract vocabulary meaning retention of Spanish language learners. They found that the students exposed to imagery instruction retained more abstract vocabulary rather than the students not instructed with images. Baralaei and Najmabadi (2015)'s study was about to determine the effect of pictures on vocabulary learning and retention and they found that the learners could retain more vocabulary when they were exposed to vocabulary instruction with visual cues instead of exposed to only text definitions. Aidinlou and Moradinejad (2016) carried out a study specifically to identify the short term and long term vocabulary retention of learners by using authentic videos. One of the important things of their study was that their use of subtitled videos in the study. It is obvious that the videos are the invaluable parts of

learning; besides, the researchers claimed that, especially, subtitled videos were more effective for vocabulary retention, since they connected the picture, text and sound in only one video clip, so it activated the whole mind of the learners by encouraging them to learn and remember more vocabulary. A similar study was carried out by Ghader and Niri (2016) about the effect of pictorial presentations on EFL learners' vocabulary retention. They used different kind of pictures, such as motion pictures like videos and static pictures like illustrations, in their study and as a result, they found that motion pictures were more efficient from the point of vocabulary retention of learners. Along these studies, Diewtrakul and Thitthongkam (2017)'s study also aimed to find out the effect of using pictures on vocabulary retention and it was found that the learners who were taught via pictures were more contented with their vocabulary learning process and they retained more vocabulary than the traditional group.

Not all studies were about the effects of multimedia tools on vocabulary retention, the contextualized vocabulary was also important for retaining more vocabulary of language learners. Kermani and Seyedrezaei (2015) implied that the contextual elements helped learners to enhance their memories by exposing them to see different real use of communication tools in a real context.

CHAPTER 3:
Methodology

3.1. Research Design

This study tries to compare three different vocabulary learning techniques [vocabulary learning through reading (traditional way), vocabulary learning through pictured reading integrated with writing, vocabulary learning through video watching integrated with speaking] in the way of their effectiveness for vocabulary learning and retention. The aim of this comparison is to find out which technique will be more effective and more motivational for secondary school English language learners. For this reason, a pre-experimental research design which consists of one treatment group, pre and posttests (Creswell, 2014), was used to determine the effectiveness of the techniques. Additionally, qualitative research design was used to collect detailed information about the effectiveness of the techniques and the motivation of the students.

3.2. Participants

Twenty 6th grade students who study in a private school in Bursa participated in the present study. At first, there were twenty-one students who have taken the pre-test; however, after the third week of the treatment, one student gave up the lesson, so the treatment were completed with 20 students. There were thirteen male and seven female students who were chosen **randomly** by the school administration. The English levels of the students were different. Based on the observations during normal weekly lessons by the school teachers, half of the students were good at English while the rest of them were not good and they did not like English. The ages of the students were 11-12.

3.3. Materials

A pre-test, post-test and two delayed post-tests, which were same, were used as the main data collection tools. There were 75 multiple choice vocabulary questions which had three choices in these tests and all of them were formed by the researcher. The vocabularies

were chosen from two books ("Alice's Adventures in Wonderland" by Lewis Caroll, "The Little Prince" by A. S. Exupery) and these books were for A2 level learners.
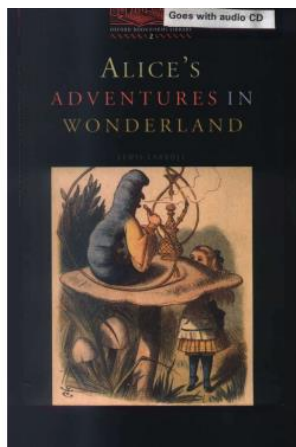
The Cover of "Alice's Adventures in Wonderland" by Lewis Caroll (Oxford Bookworms Library, 2)
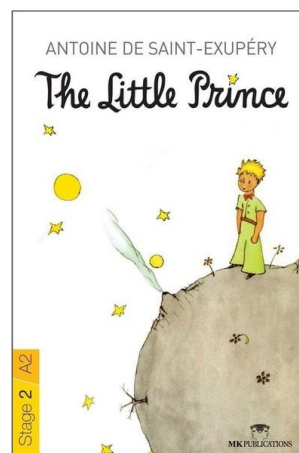
The Cover of "The Little Prince" by A. S. Exupery (MK Publications, A2)

The degree of known words before the treatment process was shown in Table 2.

Table 2.

Known words in terms of Books

Books	N	M	SD	P Value
Alice's Adventures in Wonderland	38	11,47	3,99	,083
The Little Prince	37	9,83	4,07	

It can be seen that at the beginning of the process, learners knew average 11 words out of 38 in Alice's Adventures in Wonderland book. For the Little Prince book, learners knew average 9,83 words out of 37. There was a difference between the known words at the beginning of the process; however on the strength of the paired-samples t test results, the difference was not a significant level since the significance value was higher than ,05 [p=,083 >,05]. These results were not surprising, since the order of the book was chosen from easy to difficult so as not to make students demotivated for the process.

For the treatment, the books were separated into three parts. The first part was used for only reading as a traditional way of vocabulary learning. The second part was used for pictured reading combined with writing. Here, it was used pictures related to stories. The third part was used for video watching and here a video was used which was found from YouTube according to its language level and appropriates to the original story. All the target vocabularies in these stories were enhanced by bolding and underlying to get the learners attention to them.

To get qualitative results of the study, a semi-structured interview was conducted after the treatment. The interview questions were formed to find out the most motivational technique based on the students' opinions.

3.4. Procedure

3.4.1. Preparation of the treatment materials. Firstly, the books were determined based on the learning techniques. The most important part of this determination was the availability of these books in terms of pictures and videos.

The books were separated into three parts based on their length. "Alice's Adventures in Wonderland"'s first 3 chapters ("Down the Rabbit Hole, the Pool of Tears, and Conversation with a Caterpillar") were used as classical reading texts. 4th and 5th chapters ("the Cheshire Cat and a Mad Tea Party") were used as pictured reading, 6th and 7th chapters ("the Queen's Game of Croquet and Who Stole the Tarts?") were used as video. "The Little Prince"'s first 9 chapters were used as classical reading texts. From 10th to 15th chapters were used as pictured reading, from 16th to 27th chapters were used as video. Table 3 shows the categorization of chapters.

Table 3

The chapters of the books used for each technique

The name of the book	The name of the chapters	The number of pages	Technique to be used
Alice's Adventures in Wonderland	1. Down the Rabbit Hole 2. The Pool of Tears 3. Conversation with a Caterpillar	15 pp.	Reading Only
	4. The Cheshire Cat 5. A Mad Tea Party	11 pp.	Pictured Reading with Writing
	6. The Queen's Game of Croquet 7. Who Stole the Tarts?	5 min.	Video Watching with Speaking
The Little Prince	1-2-3-4-5-6-7-8-9	12 pp.	Reading Only
	10-11-12-13-14-15	17 pp.	Pictured Reading with Writing
	16-17-18-19-20-21-22-23-24-25-26-27	5 min.	Video Watching with Speaking

The PDF's of "Alice's Adventures in Wonderland" and the original book of "the Little Prince" were provided. The target vocabularies were determined according to criteria for vocabulary selection;

1. The appropriateness of vocabulary to the students' language level.

2. The appropriateness of vocabulary to the teaching techniques.

3. The appropriateness of vocabulary to use in different contexts.

Selected vocabularies were highlighted and underlined in the texts. The parts to be used as reading were transferred into a word document. There were also fill-in-gaps and matching the words with their meanings activities in this part. The parts to be used as pictured reading were transferred into a presentation document. The target vocabularies were determined based on the availability of the words' pictures. The target vocabularies were highlighted and underlined in the text and the pictures from the stories about the target vocabularies were added to the presentation. Apart from the story pictures, the pictures of target vocabularies were found and added to the presentation as matching activity. Additionally, the story pictures were added and there was also a writing part for students to write their own sentences by using the target words which they learnt in the treatment under the pictures. For the parts to be used as video, a lot of videos from YouTube were watched and finally determined two videos for each. The main determination point was the level of video's language and the words to be learnt. For this part, the videos were downloaded and scripted. After determining the target vocabularies, the English captions were added to video by highlighting and underlying the target vocabularies by using a subtitle maker program.

3.4.2. Preparation of the data collection tools. After selection and determination of the vocabulary to be taught, the tests were prepared in the light of having context. All the target words were used in sentences and they composed a test with 3-choices. All the options were the words used as target words in the study. Any other words were not used in the tests. Pre-test and post-tests were same.

3.4.3. Treatment process. When the school started, necessary permissions were obtained from the school administration to carry out the treatment process in the school. After getting permission, the treatment materials were showed to the English department leader to check the level of materials. It was determined that the materials were appropriate for the 6th grades. Then, the school administration gave a list of 21 students to be included in treatment

lesson. Their main point of this determination was the high expectations of parents in terms of their children's English learnings as it was a private school. The parents were phoned one-by-one to get the permission and to give information about the treatment. It was said that this is an English project in our school to teach our students more English vocabulary by reading, writing, watching and speaking. All of the parents approved the project and the day of the treatment was determined as Wednesday according to availability of the students.

The treatment lasted 10 weeks. In the first 5 weeks, "Alice's Adventures in Wonderland" book was used. For the last 5 weeks, "The Little Prince" book was used.

The week before the treatments was allocated for the pre-test and the week after the treatments was allocated for the post-test. 1 month after the post-test, the first delayed-post-test, and 3 months after the treatments, the second delayed-post-test was conducted to get information about the vocabulary retention. The date of the delayed-post-test was necessarily determined as one month later as the school had mid-term holiday one month after the post-test. The treatment lessons were on Wednesday and the day was determined based on the students' and parents' availability. During 12 weeks, 20 students stayed extra 35 minutes at school for treatment lesson. Each lesson lasted 35 minutes; however pre and post-tests lasted 40 minutes. Treatment process was shown in Table 4.

3.4.3.2. Pictured reading process. The pictured reading texts were handed out in the second and third weeks at the end of the sessions. The third and fourth weeks of the treatment were the pictured reading lessons. In these lessons, the story was screened on interactive board and sentences including the target words were read and the related part of the pictures were highlighted/circled on interactive board to make the students see the matchings clearly. Picture-words matchings were done. In the last 10 minutes, students were given time to write their own sentences by looking at the story pictures and using the target vocabularies.

3.4.3.3. Video watching process. 5th week of the treatment was for the video lesson. Firstly, the whole story was recalled and the students watched the video once to learn what happened at the end of the story. Then, for the second watching, the video was stopped when the target word came, and one student tried to read aloud the sentence just like in the video. After that, they tried to find the meaning of words from the story. When all the word meanings were found, the video was watched for the third time. In the last 10 minutes, students were given time to act out with the target vocabularies.

Each week, the students were also given some snacks to increase their motivation for the lesson, because it was hard to stay extra hour in school during 12 weeks for them.

After completing the treatment lessons and post-tests, students were asked some questions about the treatment such as whether they liked the process or not, which word they remember most, which technique they find useful for vocabulary learning, which technique they like the most and they have fun the most.

3.4.4. Data analysis. All test data were analyzed in SPSS 20. To find out the frequencies of the answers and the test means, frequency statistics and descriptive statistics were used. To find out the differences between pre and posttests, firstly normality tests were done and for the pre and posttest, significance value were found ,367 which means the test results were distributed normally as it is higher than ,05. Additionally, paired samples t-test

and independent samples t-tests were used to identify the differences between the pre-test and post-tests. To be able to examine which technique had the most contribution to vocabulary learning and vocabulary retention, One Way ANOVA was used.

After finishing the treatment and analyzing the means of pre and posttest results in SPSS, the students participated in the treatment were interviewed about which technique they found motivational and why, what were their general opinions about the study.

CHAPTER 4:
Results
4.1. General Results about the Effect of the Treatment Process

The present study aimed to identify which one of the three techniques would be the most effective for English vocabulary learning and retention. A pre-experimental research design was used to compare the reading technique as a traditional vocabulary teaching, pictured reading combined with writing activity and video watching combined with speaking activity.

The results of the tests were analyzed in SPSS, and the descriptive statistics of the tests were shown in Table 5.

Table 5

Descriptive Statistics of Tests

Tests	M	SD	Skewness	Kurtosis
Pre-test	10,66	4,09	,204	-,700
Post-test	15,80	2,28	-,712	-,178
4 weeks delayed post-test	15,68	2,41	-,765	,973
13 weeks delayed post-test	15,42	2,31	-,223	-,494

Skewness and Kurtosis numbers were between -2 and +2, which showed that the test scores were distributed normally (George & Mallery, 2010).

Additionally, there was a really significant difference between the tests according to paired samples t-test analysis of test scores. The related outcomes were presented in Table 6.

Table 6

Paired Samples Statistics of Right Answers

Tests	M	SD	P Value
Pre-test	10,66	4,09	,000
Post-test	15,80	2,28	
Pre-test	10,66	4,09	,000
4 weeks delayed post-test	15,68	2,41	
Pre-test	10,66	4,09	,000
13 weeks delayed post-test	15,42	2,31	

The comparison of the pre-test [M=10,66], post-test [M=15,80], 4 weeks delayed post-test [M=15,68] and 13 weeks delayed post-test [M=15,42] results showed that there was a significant difference among all tests [p= ,000 < 0,5].

4.2. Results Related to Research Questions about Vocabulary Learning and Retention

4.2.1.Research questions about vocabulary learning

1a. Is there any difference between reading and pictured reading with writing in terms of vocabulary learning? In the first research question, it was asked whether there is difference between reading and pictured reading with writing with regard to vocabulary learning. Independent samples t-test procedure was applied to the results. Table 7 demonstrates the pre-test results of students.

Table 7

Pre-test differences about comparison of reading and pictured reading with writing in terms of vocabulary learning.

Techniques	N	M	SD	P Value
Reading	29	10	3,61	,086
Pictured reading w/writing	26	11,84	4,20	

According to independent samples t-test analysis, students knew average 10 words out of 29 from the reading parts of the books, and 11,84 words out of 26 from the pictured reading parts. There was a slightly difference at the beginning of the treatment in terms of known words according to techniques; however, this difference was not in a significant level [p>0,5].

To answer the first research question, Independent samples t-test were conducted to identify whether there was a difference between reading and pictured reading with writing techniques after the treatment. As a result of the analysis, it was found that the p value was higher than 0.05 (p. = ,443), it means there was no difference between the reading [M=15,62] and pictured reading with writing [M=16,11] techniques. Students gained the target vocabulary successfully in both techniques. The analysis of the reading and pictured reading with writing techniques was shown in Table 8.

Table 8

Independent samples T-test between reading and pictured reading with writing in terms of vocabulary learning

Techniques	N	M	SD	P Value
Reading	29	15,62	2,49	,443
Pictured reading w/writing	26	16,11	2,21	

1b. Is there any difference between reading and video watching with speaking in terms of vocabulary learning? In the 1b research question, it was asked whether there was any difference between reading and video watching with speaking in terms of vocabulary learning. The results were analyzed by independent samples t-test. Table 9 summarized the pre-test results of students.

Table 9

Pre-test differences about comparison of reading and video watching with speaking in terms of vocabulary learning.

Techniques	N	M	SD	P Value
Reading	29	10	3,61	,931
Video watching w/ speaking	20	10,1	4,44	

According to independent samples t-test results, the mean of the reading technique was 10 out of 29, and 10,11 out of 20. [p=,931 > ,05] demonstrated no difference between the mean scores.

To answer this question, independent samples t-test were used to identify whether there was a difference between reading and video watching with speaking techniques after the treatment. As a result of the analysis, mean scores of the techniques were almost same [M=15,62 and M=15,65], as well, it was found that the p value was higher than 0.05 (p. = ,966), it means there was no difference between the reading and video watching with speaking techniques. Students gained the target vocabulary successfully in both techniques. The related results were shown in Table 10.

Table 10

Independent samples T-test between reading and video watching with speaking in terms of vocabulary learning

Techniques	N	M	SD	P Value
Reading	29	15,62	2,49	,966
Video watching w/ speaking	20	15,65	2,13	

1c. Is there any difference between pictured reading with writing and video watching with speaking in terms of vocabulary learning? In the 1c research question, it was asked whether there was any difference between pictured reading with writing and video watching with speaking in terms of vocabulary learning. The results were analyzed by independent samples t-test. Table 11 demonstrates the pre-test results of students.

Table 11

Pre-test differences about comparison of pictured reading and video watching with speaking in terms of vocabulary learning.

Techniques	N	M	SD	P Value
Pictured reading w/writing	26	11,84	4,20	,180
Video watching w/ speaking	20	10,1	4,44	

At the beginning of the process, the mean of pictured reading with writing technique was 11,84, and the mean of video watching with speaking was 10,11. There was a slightly difference between the mean scores; however it was not a significant difference [p= ,180 > ,05].

To answer this question, independent samples t-test were operated to identify whether there was a difference between pictured reading with writing and video watching with speaking techniques. The obtained results showed that there was a slightly difference between the means score of pictured reading with writing [M=16,18] and video watching with speaking [M=15,65]. To learn whether this difference was significant or not, the p value was checked and it was found as higher than 0.05 (p. = ,477), it means there was no difference between the pictured reading with writing and video watching with speaking techniques. Students gained the target vocabulary successfully in both techniques. The outcomes of the independent samples t-test analysis were presented in Table 12.

Table 12

Independent samples T-test between pictured reading with writing and video watching with speaking in terms of vocabulary learning

Techniques	N	M	SD	P Value
Pictured reading w/ writing	26	16,18	2,21	,477
Video watching w/ speaking	20	15,65	2,13	

4.2.2.Research questions about vocabulary retention

2a. Is there any difference between reading and pictured reading with writing in terms of vocabulary retention? To remark this question, two delayed post-tests were applied and both of them were analyzed separately. First delayed post-test was applied four weeks after the treatment. Second delayed post-test was applied 13 weeks after the treatment and it was used as the main retention test for the study. Independent samples t-test analysis was carried out between reading and pictured reading with writing techniques. As a result of the first delayed post-test analysis, the mean scores were found 15,75 for reading and 16,07 for pictured reading. Also, it was found that the p value was higher than 0,05 [p= ,623], demonstrating no difference between techniques from the point of retention within 4 weeks. Obtained results of 4 weeks delayed post-test were shown in Table 13.

Table 13

Independent samples T-test between reading and pictured reading with writing in terms of vocabulary retention within 4 weeks

Techniques	N	M	SD	P Value
Reading	29	15,75	2,38	,623
Pictured reading w/writing	26	16,07	2,38	

As a result of the second delayed post-test analysis, the difference was observed between the means of the techniques [M=15,13 for reading and M=16,42 for pictured reading with writing]. So, the p value was found as smaller than 0,05 [p= ,034], showing that there was a significant difference between reading and pictured reading with writing with regard to vocabulary retention within 13 weeks. According to this analysis, it can be understood that the students retained more vocabulary with the help of pictured reading combined with writing than the reading only. Obtained results of 13 weeks delayed post-test were demonstrated in Table 14.

Table 14

Independent samples T-test between reading and pictured reading with writing in terms of vocabulary retention within 13 weeks

Techniques	N	M	SD	P Value
Reading	29	15,13	2,26	,034
Pictured reading w/writing	26	16,42	2,10	

2b. Is there any difference between reading and video watching with speaking in terms of vocabulary retention? To answer this question, two delayed post-tests were used and both of them were analyzed separately. Independent samples t-test analysis was conducted between reading and pictured reading with writing techniques. As an outcome of the first delayed post-test analysis, means of the techniques were almost same [M=15,75 for reading and M=15,05 for video watching with speaking]. The p value was higher than 0,05 (p= ,320), showing no difference between techniques in terms of retention within 4 weeks. The results of the 4 weeks delayed post-test analysis were shown in Table 15.

Table 15

Independent samples T-test between reading and video watching with speaking in

terms of vocabulary retention within 4 weeks

Techniques	N	M	SD	P Value
Reading	29	15,75	2,38	,320
Video watching w/ speaking	20	15,05	2,48	

As a result of the second delayed post-test analysis, the means were 15,13 for reading and 14,55 for video watching with speaking. P value was observed higher than 0,05 (p= ,378), showing that there was no important difference between reading and pictured reading with writing with regard to vocabulary retention within 13 weeks. Independent samples t-test analysis between reading and pictured reading with writing showed that the students retained almost same amount of vocabulary with the help of both techniques. Detailed results were shown in Table 16.

Table 16

Independent samples T-test between reading and pictured reading with writing in

terms of vocabulary retention within 13 weeks

Techniques	N	M	SD	P Value
Reading	29	15,13	2,26	,378
Video watching w/ speaking	20	14,55	2,28	

2c. Is there any difference between pictured reading with writing and video watching with speaking in terms of vocabulary retention? So as to explain this question, two delayed post-tests were used and both of them were analyzed separately. Independent samples t-test analysis was used between pictured reading with writing and video watching with speaking techniques. As a result of the first delayed post-test analysis, mean of pictured reading with writing was 16,07, and mean of video watching with speaking was 15,05. The p value was higher than 0,05 (p= ,162), it meant there was a difference between techniques in terms of retention within 4 weeks but not at a significant level. Related results of 4 weeks delayed post-test were summarized in Table 17.

Table 17

Independent samples T-test between pictured reading with writing and video watching with speaking in terms of vocabulary retention within 4 weeks

Techniques	N	M	SD	P Value
Pictured reading w/ writing	26	16,07	2,38	,162
Video watching w/ speaking	20	15,05	2,48	

As a result of the second delayed post-test analysis, the mean scores were observed different [M= 16,42 for pictured reading with writing and M=14,55 for video watching with speaking]. To see whether this difference was important or not, the p value was checked and it was found as smaller than 0,05 (p= ,006), showing that no significant difference between pictured reading with writing and video watching with speaking in terms of vocabulary retention within 13 weeks. According to this analysis, it can be understood that the students retained more vocabulary with the help of pictured reading combined with writing than the video watching with speaking. Detailed results were shown in Table 18.

Table 18

Independent samples T-test between pictured reading with writing and video watching

with speaking in terms of vocabulary retention within 13 weeks

Techniques	N	M	SD	P Value
Pictured reading w/ writing	26	16,42	2,10	,006
Video watching w/ speaking	20	14,55	2,28	

4.3.Which Technique Do the Learners Find More Motivational for Vocabulary Learning?

To be able to answer this question, the students were asked some interview questions after the treatment and the post-tests were completed. The answers of the students were tabulated and analyzed by content analysis. The related results were shown in Table 19.

Table 19

Content analysis of interview results about the motivational technique

Technique found motivational	Participants	Frequency	Comments
Video watching with speaking	P1, P2, P4, P5, P6, P9, P10, P13, P15, P16, P19	11	…the videos are generally enjoyable… I love watching videos… …the best part of this process is to watch videos… …trying to imitate the people in videos made me so fun… …even if the videos were a bit childish, I like watching them… …there is nothing that I can do while watching videos. The only thing is to sit and watch, and sometimes to say a few words like the ones in the video. So, it is enough for me… …I remember the words when I read them in texts, but I still enjoy videos…
Pictured reading with writing	P3, P7, P8, P11, P12, P17, P20, P21	8	…the video was too childish, but the pictures were more effective for me… …I really liked circling the related part of the pictures according to the word I learnt… …matching the words with pictures, I think, is an enjoyable activity… …writing sentences by looking at the pictures made me so motivated, because I could write anything about that picture…
Reading	P18	1	…the voices of children in the video was awful, I don't like writing something, so the most motivational and useful part for me was reading only…

The results showed that 11 out of 20 students agreed that they were more motivated while watching the videos, while 8 of them thought that the pictured reading with writing was the most motivational for them. Only one student reported that she found that reading as the most motivational, as she already like reading something. Based upon these results, it can be suggested that the video watching was the most motivational technique for the students.

4.4.Results about the Contribution of Techniques

4a. Which technique has more contribution to vocabulary learning of learners?

The aim of this research question was to report which technique would have more contribution to vocabulary learning of learners. To be able to answer this question, One-Way ANOVA procedure was applied. The mean, standard deviation, standard error, etc, were shown in Descriptive Statistics in Table 20.

Table 20

Descriptive statistics for the ANOVA on vocabulary learning

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Reading	29	15,6207	2,49877	,46401	14,6702	16,5712
Pictured Reading with Writing	26	16,1154	2,21498	,43439	15,2207	17,0100
Video Watching with Speaking	20	15,6500	2,13431	,47725	14,6511	16,6489
Total	75	15,8000	2,28981	,26440	15,2732	16,3268

Table 20 demonstrates that there was almost no differences among the means of the techniques. To be able to see whether these differences are statistically significant or not, the One-Way ANOVA procedure was used. The results were shown in Table 21.

Table 21

ANOVA on vocabulary learning of learners

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,969	2	1,984	,372	,691
Within Groups	384,031	72	5,334		
Total	388,000	74			

The obtained F value and the significance level [F=,372, P > ,06] indicate that there was no significant difference among the techniques in terms of vocabulary learning. It means all of the techniques made contribution to vocabulary learning in almost same level.

4b. Which technique has more contribution to vocabulary retention of learners?
This question was aimed to find out which technique has more contribution to vocabulary retention of learners. To do so, One-Way ANOVA procedure was used for both delayed post-tests. The descriptive statistics of 4 weeks delayed post-test were shown in Table 22.

Table 22

Descriptive statistics of 4 weeks delayed post-test on vocabulary retention

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Reading	29	15,7586	2,38530	,44294	14,8513	16,6659
Pictured Reading with Writing	26	16,0769	2,38198	,46715	15,1148	17,0390
Video Watching with Speaking	20	15,0500	2,48098	,55476	13,8889	16,2111
Total	75	15,6800	2,41146	,27845	15,1252	16,2348

Table 22 indicated that the pictured reading with writing had the highest mean score among others. The mean scores was followed by reading and, as the third, by video watching with speaking. To be able to see these differences were significant or not, the One-Way ANOVA procedure was applied and the obtained results were shown in Table 23.

Table 23

ANOVA results of 4 weeks delayed post-test on vocabulary retention

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12,214	2	6,107	1,052	,355
Within Groups	418,106	72	5,807		
Total	430,320	74			

In Table 23, the F value [F=1,052] and the significance level [P= ,355 > ,05] demonstrated that there was no significant difference between the techniques in terms of vocabulary retention in four weeks.

To see whether there was difference among the techniques in terms of vocabulary retention within 13 weeks, One-Way ANOVA procedure was applied in related test scores. The descriptives of 13 weeks delayed post-test were summarized in Table 24.

Table 24

The descriptives of 13 weeks delayed post-test on vocabulary retention

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Reading	29	15,1379	2,26344	,42031	14,2770	15,9989
Pictured Reading with Writing	26	16,4231	2,10092	,41202	15,5745	17,2717
Video Watching with Speaking	20	14,5500	2,28208	,51029	13,4820	15,6180
Total	75	15,4267	2,31431	,26723	14,8942	15,9591

Obtained results showed that the highest mean on vocabulary retention belonged to pictured reading with writing [M=16,4231] followed by reading [M=15,1379] and video watching with speaking [14,5500]. To check whether there was a significant difference among these means, One-Way ANOVA procedure was used, and the related results were presented in Table 25.

Table 25

ANOVA on vocabulary retention of learners within 13 weeks

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43,602	2	21,801	4,450	,015
Within Groups	352,744	72	4,899		
Total	396,347	74			

The observed F value [F=4,450] and the significance level [P=,015 < ,05] showed that there was a significant differences among techniques. To locate the differences, a Post-Hoc Scheffe test was used. The summarized results were shown in Table 26.

Table 26

Multiple comparisons for ANOVA on vocabulary retention within 13 weeks

(I) Technique	(J) Technique	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Reading	Pictured Reading with Writing	-1,28515	,59780	,106	-2,7794	,2091
	Video Watching with Speaking	,58793	,64335	,660	-1,0202	2,1960
Pictured Reading with Writing	Reading	1,28515	,59780	,106	-,2091	2,7794
	Video Watching with Speaking	1,87308*	,65833	,022	,2275	3,5186
Video Watching with Speaking	Reading	-,58793	,64335	,660	-2,1960	1,0202
	Pictured Reading Reading with Writing	-1,87308*	,65833	,022	-3,5186	-,2275

Acoording to Table 26, the significance level of the comparison of pictured reading with writing and video watching [P= ,022 < ,05] showed that pictured reading with writing technique had more contribution to the vocabulary retention of learners within 13 weeks.

CHAPTER 5:
Discussion
5.1. General Discussion of the Treatment Process

As one of the goals of language learning is to communicate and it can be done by having a good amount of lexical knowledge (Erlandsson & Wallgren, 2007), there is a need to know the most effective ways for vocabulary learning and teaching. Based on this, the present study aims to identify which technique will be most effective in terms of English vocabulary learning and retention. These techniques are 'reading', 'pictured reading combined with writing', and 'video watching combined with speaking'. Additionally, it also tries to observe which technique that the students find more motivational for their learning process. To answer these questions, a pre-experimental research design and an interview have been conducted. A group of 6th grade students consisting of 20, from a private school, participated in the experimental group. The students have been exposed to a pre-test before the treatment, an immediate post-test just after the treatment, two delayed post-tests after 4 and 13 weeks later, following the treatment. All of these four tests are same and they include 75 vocabularies from two books (38 from Alice's Adventures in Wonderland by Lewis Caroll and 37 from The Little Prince by A.S. Exupery). The normality tests have been conducted and it has been found that the test scores have been distributed normally, based on the Skewness and Kurtosis.

To be able to make some suggestions, it is needed to know the background of the students, since it has an important effect on students' learning process (Levine & Haus, 1985). According to pre-test results, the students knew average 11 words out of 38 words chosen from Alice's Adventures in Wonderland. The treatment process started with this book. On the other hand, the students knew average 9 words out of 37 words chosen from The Little Prince. As it was understood, students knew a bit more vocabulary from the first book. It was done consciously to make the students motivated about the process. If they started the treatment

lessons with difficult and too much unknown words, it could demotivate them about the process (Campbell & Campbell, 2009, p.9). Grounded on this reason, the treatment process started the Alice's Adventures in Wonderland by Lewis Caroll, including more known and basic words, and it was followed by the Little Prince by A.S. Exupery, including much more difficult and unknown words.

To have a general idea about the contribution of this treatment process to the students' vocabulary learning and their vocabulary retention, paired samples t-tests procedure has been done, and the results showed that, at the beginning of the process, the mean score of the learners was 10,66 out of 20. It means half of the students did not know the words. In the immediate post-test, just after the treatment, the mean score increased 15,80, which showed that the students learnt most of the words. In the 4 weeks delayed post-test, the mean score was 15,68, which decreased just a little bit, and it can be said that, in a short-term, students retained many words they have learnt. In the 13 weeks delayed post-test, the mean score was 15,42, again it decreased a little bit; however, it still showed that the students remembered the words they have learnt in long-term. There was a really important difference between the pre-test and post-tests, demonstrating that the treatment process has made the learning and retention successful. Any kind of teaching techniques might have benefits to vocabulary learning, since they include an instruction of language. Another reason could be the effect of combined techniques in this study.

5.2. Discussion on Research Questions about Vocabulary Learning and Retention

      5.2.1. Research questions about vocabulary learning. The very first question of the present research had three parts, aimed to find out whether there were differences among the vocabulary teaching and learning techniques in terms of vocabulary learning. The first part of the first research question tried to examine whether there was a difference between reading and pictured reading with writing. As the independent samples t-test results of the pre-test has

been checked, it can be seen that, out of 29 words, students knew 10 words from the reading parts of the stories. On the other hand, out of 26 words from the pictured reading with writing parts, students knew average 11,84 words, and there was not a significant difference between the techniques at the beginning of the process.

After the treatment, as the immediate post-test results have been checked, the number of words from the reading parts increased 15,62 and the words from pictured reading with writing parts increased 16,11. The significance value was higher than ,05 and there was no difference between the reading and pictured reading techniques in terms of vocabulary learning. This results shows that the students have learnt almost the same amount of vocabulary from these two different techniques. The present result is in line with Yoshii and Flaitz's (2002) study, having no significant differences between the text-only and picture combined with text group in terms of vocabulary learning. The results also supports Kherzlou, Ellis and Sadeghi (2017)'s study about the comparison of the effects of textual glosses and multimedia glosses on vocabulary acquisition, inasmuch as all techniques led to gain new vocabulary items. Nevertheless, the results contradicts with many research studies, since they suggested that the texts combined with pictures had more effect on vocabulary learning by supporting the idea of Dual Coding Theory by Paivio (1971) (Akbulut, 2007; Alamri & Rogers, 2018; Ghaedi & Shahrokni, 2016); Eitel & Scheiter, 2015; Mashhadi & Jamalifar, 2015; Shahrokni, 2009; Turk & Ercetin, 2014). The reason of this contradiction might be using a context in the study. All the words were chosen from two books, and the students were exposed to reading them during the process. Seeing the words in a context made the learning more effective. Suggate et. al. (2013) claims that students may acquire a good amount of vocabulary when they see it in a context while reading. Similarly, they posit that reading something in a whole context enables learners to see the visual representation of the

words, so it stimulates the sensory modalities of the students, just like the Dual Coding Theory.

The second part of the first research question set out to discover the difference between reading and video watching with speaking techniques, if there was any. To be able to make the accurate claims, pre-test results have been analyzed. The results showed that the students knew 10 words from the reading parts of the books, while they knew 10,1 words from the video watching with speaking parts of the books, with the ,931 significance value. It means there was no difference at the beginning of the process in terms of known words of the books. The same results has been acceptable for the immediate post-test results, as well, inasmuch as that the learnt words number increased 15,62 after the treatment, while the number of learnt words increased 15,65 for video watching with speaking part. Additionally, significance value was ,996, showing that no significant difference observed. Based on this, it can be concluded that the students learnt almost same amount of words from reading and video watching with speaking techniques. This results contradicts with Silverman and Hines' (2009) and Lin and Tseng's (2012) study. Lin and Tseng's study posits that the vocabulary in a text combined with videos is more effective on vocabulary learning rather than the vocabulary in a text combined with pictures. The reason of this might be the quality of the videos in the present study. According to the students participated in the treatment process, the videos were not good enough to get their attention. Wijayanti (2010) and Aidinlou and Moradinejad (2016) report that if the videos are not interesting enough and handled badly, it may be demotivate the learners, and makes them to lose their attention to the target vocabulary.

The third part of the first research question has aimed to explore whether there was any difference between pictured reading with writing and video watching with speaking in terms of vocabulary learning. The obtained pre-test results analyzed and there found no

significant differences between the techniques at the beginning of the process. The students knew average 11,84 words from pictured reading with writing parts of the books and average 10,1 words from video watching with speaking parts, with ,180 significance value. Besides, immediate post-test results, as well, showed that the number of learnt words increased 16,18 for pictured reading with writing, and 15,65 for video watching for speaking. The significance value was higher than ,05 (P=,477), demonstrating that there was not a significant difference between the techniques in terms of vocabulary learning. Turk and Ercetin (2014) suggests the importance of presenting the target vocabulary both verbal and visual from simultaneously, by saying that it has better results in learning. So, the students in the present study gained the good amount of vocabulary with both pictured reading with writing and video watching with speaking. However, the results contradicts with Hsieh's (n.d.) study, since his study resulted in the outperformance of video group over picture group in terms of vocabulary acquisition. A similar contradiction might be found in Ghader and Niri's (2016) study, too. According to their study's results, different pictorial modes have several impacts on vocabulary learning; however, the videos are more effective as they enable learners to build a real mental image in their minds.

5.2.2. Research questions about vocabulary retention. Second research question of the present study has a purpose on discovering the differences among vocabulary learning and teaching techniques in terms of vocabulary retention, and it has three parts, too. In the first part of the second research question, the aim was to discover the differences between reading and pictured reading with writing. Here, 4 weeks delayed post-test and 13 weeks delayed post-test have been analyzed separately. In the light of the first, 4 weeks delayed post-test, analysis, it has been discovered that the total number of reading words increased 15,75 from 15,62. The reason of this might be due to the fact that the students were going on their normal education during the treatment process. Some of the words from the project has been taught to

the students by their own teachers during their main course lessons in school. Even if they could not learn during the treatment, they might learn in their own school lessons because of having exposed in a period of time. Willis and Ohashi (2012) claims that if the students often encounter the target vocabulary, it will enable them to learn them better. On the other hand, the pictured reading score decreased 16,07 from 16,18. It means some of the words has been forgotten by the students after a short period of time. Nevertheless, the significance value was higher than ,05 (P=,623), demonstrating that no significant difference was observed. The results about short-term retention contradict with some studies (Baralei & Najmabadi, 2015; Chun & Plass, 1996; Ghader & Niri, 2016).

About the long-term retention of the students, 13 weeks delayed post-test was analyzed and the results showed that the number of learnt words from reading decreased 15,13, while the number of learnt words from pictured reading increased 16,42. Here, a significant difference was observed with the P value as ,034, which is smaller than ,05. It can be concluded that the students retained more words from pictured reading with writing than reading only. The present result were in line with Chun and Plass (1996) study reporting that the students who were taught by text and pictures together could remember more vocabulary than the students who were taught by only text. Yoshii and Flaits (2002) set out a study investigating the effect of pictures and texts in vocabulary retention and they, as well, found that texts combined with pictures enabled learners to remember more words. A similar study was conducted by Baralaei and Najmabadi (2015), and the results also supported the present results, since they also posited that the using pictures could enhance the vocabulary retention of learners. As Ghader and Niri's (2016) suggestion about using different pictorial modes supports the present result, it could be linked to Dual Coding Theory by Paivio. Hai-peng and Li-jing (2007) claimed if students were exposed to different techniques stimulating their different learning channels instead of being exposed to an only learning channel, they could

acquire and also remember much more vocabulary. According to them, one way to implement these different techniques was to use multimedia not only to make the learning better, but also to make the students motivated and engaged for the lesson (Cho, 2017).

The second part of the second research question aimed to identify the difference between reading and video watching with speaking in terms of vocabulary retention. The 4 weeks delayed post-test results showed that the number of retained words from reading was 15,75, while the number of retained words from video watching with speaking was 15,05, with ,320 significance value. This value shows us there was no difference between the techniques in terms of short-term retention. The students remembered almost same amount of vocabulary 4 weeks after the treatment. Similarly, in the long-term, no significant difference was observed (p=,378 > ,05), with the mean score 15,13 for reading and 14,55 for video watching with speaking. It shows that even if using media in language education has better result when it is compared to traditional techniques (Lauc, Matic, & Mikelic, 2006), the students could remember the words they have learnt by reading and video watching almost at the same level. Here, it can be mentioned about the effectiveness of videos in vocabulary learning. Generally, majority of the studies conclude with the result of the benefit of videos for vocabulary retention (Arndt & Woore, 2018; Birules-Muntane, J & Soto-Faraco, 2016; Ghader & Niri, 2016). According to Ghader and Niri's study, the videos create a mental image and they enable learners to retain more vocabulary by stimulating their both verbal and visual modalities; however, sometimes the videos cannot be the best technique. Aidinlou and Moradinejad's (2016) study about the effect of videos on short and long term retention of students showed that the students who exposed to authentic video materials could retain less vocabulary, since they were distracted while watching the video. Similarly, in the present study, the students also reported that the videos had some distractors. Wijayanti (2010) reported if the media was not interesting enough, it could lead some problems in teaching and

learning. Based on this reason, the retention level of students might be understood, having the same level between reading and video watching.

The third part of the second question was about to identify whether there is difference between pictured reading with writing and video watching with speaking in terms of vocabulary retention. As a result of the 4 weeks delayed post-test, there was a slightly difference between the mean scores of pictured reading with writing (M=16,07) and video watching with speaking (M=15,05). Nevertheless, this was not an important difference as the significance value was higher than ,05 (P=,162 > ,05). It can be said that, for a short term, students could retain almost the same amount of vocabulary by using these two techniques. However, there was a really significant difference between the pictured reading with writing and video watching with speaking in the long-term retention. The mean score of the pictured reading with writing was 16,42, while the mean score of video watching with speaking was 14,55, with a ,006 significance value. In the light of this analysis, it might be offered that the students could retain more words when they see the pictures of the related words, and if they write their own sentences by looking at the same pictures of the words. About the effect of pictorial techniques, this study was in line with the study by Masshadi and Jamalifar (2015), claiming that using pictures combined with texts not only enabled students to learn and retain more vocabulary, but also made the classroom atmosphere more interesting and learning more enjoyable. On the other hand, while Bajrami and Ismaili (2016) reported the videos could provide more information for the students, and could enable them to retain more words, the present results contradicted with this. Even if Bajrami and Ismaili (2016) offered combining the video watching with other language skills made learning more effective, the result of this study showed the video watching was not an effective technique for vocabulary retention. The possible reasons discussed above; however, in short terms, the quality of the video and the subject of the video are the determinant things of the effect of videos on vocabulary learning.

5.2.3.Research question about the motivational technique for vocabulary learning.

Students' motivation is one of the fundamental factors in the language teaching and learning (Dornyei, 2005; Gardner, 1985; Lauc, Matic, & Mikelic, 2006). So, the third research question of the present study aimed to shed light on the motivational technique for vocabulary learning based on the students' opinions. After the treatment has finished, the students have been interviewed one by one about the process and their views on the techniques. They were asked to answer which technique was more motivational for them while learning the vocabulary, and why they thought like this. Out of 20 students, 11 students reported that they found the videos combined with a speaking activity the most motivational technique for them. They have claimed that the videos are generally enjoyable and they like watching any kind of videos. About the videos of the treatment, they have reported they are a bit childish, but imitating those childish voices are enjoyable for them. They have also claimed that they do not like reading something, and when they have learnt they will watch the rest of the story, they become happy and it has made them motivated. Many of the researchers also suggest that any kind of media motivates learners; however, the videos are the most motivational materials for language classes (Barani, Mazandarani, & Rezaie, 2010). Similarly, Khiyabani, Ghonsooly, & Ghanbanchi (2014) posit the importance of media for vocabulary learning, by offering both visual and verbal instruction have an influence on learners' mind by stimulating them in both ways.

On the other hand, out of 20 students, 8 of them reported that the pictured reading with writing was the most motivational technique for them to learn new words. Some of them claimed that the videos were too childish, so they did not watch them so much. Whereas, they liked the pictures of the stories funnier. They claimed when they saw the pictures of the words, and highlighted them in the picture made them recall the words better. A few of the learners reported that making sentences by looking at the story pictures enabled them to write

anything about that picture and it made them motivated for learning. They reported writing sentences was a funny activity so that they could write some funny sentences by using the target words. Two example sentences written by two students by looking at the story's picture:

"My dog is like a **businessman**, it is always so serious." (the bold word was the target word).

"The king is very angry because the **throne** is broken."

Additionally, about the matching activity, they stated having remembered almost all words of the pictured reading since they have matched all the words in the text with a related picture. They claimed even if they thought they forgot the word, after seeing a similar picture, they could remember the word again. Ghaedi and Shahrokni (2016) suggest that the pictures have a special and crucial part in language education, as they make the learning more enjoyable and interesting for learners (Carney & Levin, 2002). Some students might be shy to ask the meaning of a word which is forgotten, but the pictures give that student a chance to remember the word by just looking at the picture only. At the same time, the use of pictures in the learning process also gets the attention of the learners and arouse their curiosity about the new target vocabularies (Lenzner, Schnots & Muller, 2013).

Surprisingly, only 1 student out of 20 reported that she enjoyed reading only the most. She claimed that the voices of the children in the video was awful, and made her so demotivated for watching the video. Also, she claimed not liking the acting-out or writing something. That's why she could not enjoy the pictured reading with writing and video watching with speaking techniques. She reported that she already loves reading a lot, even in English, so she could enjoy while reading stories from the text alone. According to her, seeing a word in a whole sentence was enough for her to learn, so she did not need a picture or a video for learning. Here, the reason might be the lack of the interesting video. According to Wijayanti (2010), if the media used in the lesson is not qualified enough to get the learners attention, it may end up with the boredom of the students for the learning process.

In the light of these claims, it might be said that most of the students found the videos combined with speaking the most motivational technique to learn new vocabulary, followed by pictured reading combined with writing. Being very careful about the motivational technique found by the students and the technique they have been exposed to is important, because the mismatch between the applied technique and the appropriate technique may harm the students' learning process and make them demotivated for learning.

5.2.4.Research questions about the technique having more contribution to vocabulary learning and retention of learners. The forth research question has two parts and the first part aimed to discover which technique has more contribution to vocabulary learning, and the second part aimed to discover which technique has more contribution to vocabulary retention. To answer these questions, one way ANOVA procedure was conducted.

About the first part of the research question, pictured reading with writing technique had the highest scores among other techniques; however, it was not an important difference. As a result, it can be claimed that the all techniques have almost same contribution to vocabulary learning. To difference was found among the techniques.

On the other hand, about the second part of the question, the one-way ANOVA procedure was carried out for two delayed post-tests. As a result of the 4 weeks delayed post-test, again the highest score was in pictured reading with writing; nevertheless, there was no important difference among the other techniques. About the short-term retention, all techniques have contribution for students.

About 13 weeks delayed post-test's effect on vocabulary retention of students, one-way ANOVA results demonstrated that the highest mean score was again for pictured reading with writings, followed by reading only and, as the third, video watching with speaking. Here, it might be understood that, in terms of long-term retention, pictured reading was the most effective technique for students, and having more contribution to vocabulary retention. On the other hand, video watching with speaking technique was found as the least effective technique for vocabulary retention. Aidinlou and Moradinejad (2016) reported that some kind of videos may be not good for students as they include some kind of distractors such as the voice of the speakers, the colors of the thing in the videos. Based on these distractors, students might learn less vocabulary. Even if it is the traditional way of teaching and learning, reading, as well, has an important effect on vocabulary retention, since it enables learners to guess, to negotiate, to focus on the target lexical items (Kherzlou, Ellis & Sadeghi, 2017; Yali, 2010; Yoshii & Flaitz, 2002).

5.3.Additional Discussion

One of the most important parts of this study is to have a contextual teaching. All the target words were taught in a textual context or multimedia context. Cornu (1979) posited that the learners firstly encounter the words in a natural context in their daily lives, so a teacher should expose students to a context to be able to make them understand the whole vocabulary. Ellis and Farmer (as cited in Stowe, 2015) reported a hint for teachers about teaching vocabulary and it was about teaching new vocabularies in a meaningful

context which facilitate the discussion of the students about the context. Jenkins, Stein and Wysocki (1984) conducted a study to examine the effect of context on new vocabulary acquisition and they observed that the students benefited a lot from the context, and the contextual presentation made them learn the meanings better. Additionally, Kaminski (2013) investigated the effect of pictorial context on students' learning, and the study showed that the pictures created a meaningful context for students and enabled them to improve their vocabulary learning. Hence, the importance of context cannot be denied in the present study.

One possible effective thing in this study is also input enhancement. Schmidt (1990) claims in his Noticing Hypothesis that the students need to notice the target words or forms first, and they need something to make them noticed of the target forms and vocabularies. Additionally, he claims that there should be something to turn noticing into intake, which means that acquiring and remembering the learnt things. Sherwood Smith's (1993) input enhancement technique can be considered as one of the best techniques in terms of Noticing Hypothesis and Rashtchi and Granrali (2010) offered that using input enhancement leads learners to give much more attention to the target vocabulary and it leads to a better learning. Any kind of input enhancement, such as visual or textual, might be considered as effective technique since it is one of the basic things turning the learning into intake.

The other thing is to have combined techniques. According to some researchers, applying one single technique to the teaching process may not be enough. Alqahtani (2015) reported that, to teach a new word, instead of one single technique, teachers could combine more than one technique at the same time. This gives the students to have a chance being exposed different kinds of techniques by stimulating their different mental modalities. To have a better learning and teaching, the techniques should be combined. In this study, multimedia techniques were combined with language skills' activities. This supports the

Kilickaya and Krajka's (2010) suggestion about applying multiple techniques enables learners to be much more successful in their learning process.

In the present study, the combination of pictures and writing technique have an important role. Generally, the writing activities are used for grammar teaching; however, they are also beneficial for vocabulary learning providing the students feel free about the grammar. Writing grammatically true sentences could be a bit difficult for students (Yulianto, 2014), that's why making students relaxed about just using the appropriate vocabulary in appropriate place in a sentence is much more important in the present study. Consequently, combining pictures with a writing activity enabled students to learn better. This result is parallel with Folse (2006), as she reported if the students wrote any kind of original sentences on their own by using the target vocabulary, they could learn better and remember easily.

The other combination was made between the video watching and speaking, by using an act-out technique. Act-out might be taken into account as a fun activity for students, and Bavi (2018) tried to shed light on the effect of fun activities on vocabulary learning of elementary level students. His study supported the idea of fun activities having a really good effect on vocabulary learning. The students from the present study, as well, claimed that they liked imitating the speakers of the video characters and it was funny for them. Grounded on this, any kind of dramatization activities should be applied inside the lesson, not only to make learners motivated and provide them an opportunity for an effective learning, but also improve their pronunciation (Messum, 2007).

After completing whole data collection, an independent samples t-test analysis were conducted between the books in terms of delayed post-tests. The results demonstrated that the students retained more vocabulary from Alice's Adventures in Wonderland book rather than The Little Prince book. The reason might be the class size during the treatment.

In the first 5 weeks of the treatment, there were two classes with only 10 students in each. However, after the 5th week, for The Little Prince book process, the classes united and the class size increased 20. It affected the motivation of the learners. The students also reported that they could not give enough attention to the lesson because of their classmates. They claimed some of their friends did not want to stay for this treatment lesson, and they tried to speak during all lesson, and it made them demotivated for the lesson. This result supports the Cinar's (2004) study about an investigation of big class size effect on students. He reported that the class size had an important impact on both teacher and students, in instance, the student-teacher interaction could decrease and it made the learners lose their attention to the lesson. In his study, the eager students reported that the demotivated students affected their own motivation by making them distracted. Based on this, to teach some specific vocabulary, or any kind of teaching, the class size should be considered.

CHAPTER 6:
Conclusion

Communicating is the base of language, and to be able to communicate in any language, one needs not only to know the exact grammar, but a good amount of vocabulary, as well. There has been conducted a good deal of studies on the importance of vocabulary in language learning, on the effects of vocabulary in communication, the techniques, methods, strategies for vocabulary learning and retention. All of these studies have different results claiming that not one technique enables learners to learn and retain the target vocabularies all the time. The effect of techniques might be changeable depending upon the class atmosphere, the difficulty level of vocabularies, the background of learners, etc... The present paper compares three different techniques for vocabulary learning and retention, and also tries to shed a light on the most motivational technique for students by asking them their opinions. Aside from other studies, the present paper combined the techniques with language skills. The techniques used in this study are 'reading' as a traditional way of teaching and learning; 'pictured reading' combined with writing activities; 'video watching' combined with speaking activities. The purpose of this investigation is to determine which technique will be the most effective for both vocabulary learning and vocabulary retention of students inasmuch as knowing this has a really momentous place in language learning.

To be able to answer the research questions, a pre-experimental research design was carried out with only one group exposed to three different techniques by using two different literary books. After the treatment, an interview was conducted with the students participated in the study to find out the most motivational technique and to get a deeper understanding about techniques used in the study. Twenty students from 6th grade studying in a private school participated in the study and they stayed extra 35 minutes at school on Wednesdays after their school lessons finished. As treatment materials, two books were used; "Alice's Adventures in Wonderland" by Lewis Caroll and "The Little Prince" by A. S. Exupery. The

books were separated into three parts to be used for each technique. The first parts were used as reading texts, the second parts were used as pictured reading texts, and the last parts were used for video watching. In reading technique parts, there were 29 words chosen from both books, and students read the story first, then they looked at the bolded and underlined target words, tried to guess the meaning from context. Finally, they matched the target vocabularies with their English definitions and meanings, and filled in the blanks with target words. In pictured reading parts, there were 26 words chosen from both books. Students firstly, read the text, then they looked at the bolded and underlined words, and they tried to guess the meaning by both reading and looking at the related pictures at the same time. After finding meanings, students matched the words with their pictures, and they wrote their own sentences by looking at the pictures including the target vocabulary illustrations. In video parts, there were 20 words chosen from both books, and students watched the short videos about the rest of their stories. While watching, they looked at the bolded and underlined words, and they tried to guess the meaning from multimedia context. After finding the meanings, they were asked to imitate the voices and sentences and tried to act them out on their own.

The treatment process started with a pre-test to identify the background vocabulary knowledge of the students and to be able to compare the post-test results. Then, the treatment lessons were applied on Wednesdays and lasted 35 minutes for each week, during 10 weeks. After the treatment lessons finished, an immediate post-test was conducted in order to find out the learning level of students. 4 weeks after the treatment, first delayed post-test was applied, and the second delayed post-test was done 13 weeks after the treatment. All of the tests were analyzed by using independent samples t-tests, paired samples t-tests and one way ANOVA in SPSS. After all the test were completed, the students were interviewed one by one to get their ideas about the most motivational technique for them and about the treatment process.

The results showed that students learnt most of the target vocabularies during the treatment regardless of the used techniques. The mean of the pre-test scores was 10,66 out of 20. In immediate post-test, the mean score increased 15,80. For 4 weeks delayed post-test, the mean was 15,68 and 13 weeks delayed post-test mean score was 15,42. The significance values among these tests were smaller than ,05, showing that the effectiveness of treatment on vocabulary learning.

The study included four main research questions, and the first research question was about the comparison of techniques in terms of vocabulary learning. As a result of independent samples t-test analysis, it was found that there was no significant difference between the mean scores of reading and pictured reading with writing; reading and video watching with speaking; and pictured reading with writing and video watching with speaking. It showed that all of the techniques helped students to learn the target vocabulary.

Second research question was about comparison of techniques in terms of vocabulary retention. Independent samples t-test analysis showed that there was a really significant difference between reading and pictured reading; pictured reading and video watching. It demonstrated that the students could remember more vocabularies with the help of reading combined with text and writing activities rather than reading only and video watching.

However, students reported in their interviews that video was the most motivational technique for them while learning vocabulary process. Most of the students claimed they found video watching as the motivational, followed by pictured reading with writing. Only one student claimed reading only was the most motivational technique for her. It can be concluded that, even if students consider videos as the most motivational technique, video watching is not the most effective technique with regard to vocabulary retention. The reason could be the quality and the subject of the video. Additionally, even if the students found video as the most motivational, they did not claim it was the most effective one.

About the most effective technique on the basis of vocabulary learning, all the techniques can be considered as good; however, in terms of vocabulary retention, pictured reading combined with writing is the most effective one, while video watching is the least effective.

The present study demonstrated that all techniques could be applied inside the classroom in a suitable way and it could lead to a better learning; however, for better retention of vocabulary, reading texts including pictures and illustrations should be applied and also it should be combined with a writing activity. Additionally, videos might be used mostly for motivation and pleasure of students.

6.1. Suggestions for Further Research

For further research, the participants could be chosen from among the ones who voluntarily want to participate in the project. The time to be given to the learners could be increased. Besides a receptive test, any other productive tests could be given to the participants to prevent them from making up a choice to get a better understanding of the best technique for vocabulary learning and retention.

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Appendix

Appendix 1. The Vocabulary List

The name of the book	Technique	Target Vocabulary	
Alice's Adventures in Wonderland	Reading	1. hole 2. cupboard 3. whisker 4. look through 5. ceiling 6. garden 7. drop 8. jump	9. glove 10. mushroom 11. feel cross 12. side 13. break off 14. walk through 15. caterpillar
	Pictured Reading	16. strange 17. take out 18. suddenly 19. outside 20. knock 21. kitchen	22. crash 23. chair 24. nose 25. pig 26. grin 27. pour
	Video Watching	28. gardener 29. splash 30. punish 31. follow 32. trial 33. witness	34. trump 35. puzzled 36. guilty 37. yawn 38. vanish
The Little Prince	Reading	39. swallow 40. advise 41. isolated 42. ram 43. sheep 44. presence 45. planet	46. herd 47. destroy 48. confuse 49. petal 50. seriously 51. claw 52. flock
	Pictured Reading	53. throne 54. sunset 55. grown up 56. robe 57. hat 58. conceited 59. tippler	60. businessman 61. raise 62. drawer 63. put out 64. lamplighter 65. old 66. handsome
	Video Watching	67. look at 68. reach 69. ridiculous 70. special	71. tame 72. secret 73. essence 74. sparkling 75. countless

Appendix 2. The Tests (Pre and Post-tests)

1. **A _____ noise is coming from the upstairs and I'm afraid of looking at what's happening.**
   - a. grin
   - b. strange
   - c. guilty

2. **You should _____ your pencils _____ of your pocket not to hurt yourself.**
   - a. Take/out
   - b. walk/through
   - c. break/off

3. **There was a big _____ on the road, and a rabbit felt down on it.**
   - a. Mushroom
   - b. chair
   - c. hole

4. **We should buy a new _____ for our kitchen. This is too old and all plates and glasses are in danger.**
   - a. Garden
   - b. trial
   - c. cupboard

5. **She got some bad news and _____ she began to cry.**
   - a. outside
   - b. suddenly
   - c. guilty

6. **Generally, rats, mice, hamsters, cats, dogs and pandas have_____, which are the hair of beard.**
   - a. Whiskers
   - b. ceiling
   - c. caterpillars

7. **My mother didn't let me go out so I _____ the window to watch the festival in front of our house.**
   - a. Took out
   - b. looked through
   - c. walked through

8. **The _____ of the room was so low that a tall man can hit his hand on it.**
   - a. Side
   - b. ceiling
   - c. witness

9. **There is a huge _____ of roses behind our house.**
   - a. Garden
   - b. cupboard
   - c. trial

10. **Please, be careful. Don't _____ the glasses on the flow. If you ____ them, it can be broken and the pieces can hurt you.**
    - a. Jump
    - b. splash
    - c. drop

11. **There was a rabbit in the garden. When I wanted to touch it, it started to _____ and ran away.**
    - a. Drop
    - b. feel cross
    - c. jump

12. **I should buy a pair of ____. The winter is coming and I have to keep my hands warm.**
    - a. Whiskers
    - b. gloves
    - c. chairs

13. **I would like to live in a _____ just like the Smurfs.**
    - a. Caterpillar
    - b. mushroom
    - c. trump

14. **I didn't know the place where I went. So I _____ a little bit ____, and I couldn't decide what to do.**
    - a. Looked/at
    - b. felt/cross
    - c. took/out

15. **Which _____ of the sofa would you like to sit? Left side or right side?**
    - a. Side
    - b. ceiling
    - c. yawn

16. **Don't _____ the roses! They are more beautiful in the garden, not in your hands!**
    - a. Break off
    - b. vanish
    - c. pour

17. **Hey, _____ the sky! There are a lot of huge clouds.**
    - a. Drop
    - b. look at
    - c. walk through

18. **When he saw the birds in the garden, he started to ___ the garden to see them close.**

    a. Jump   b. knock   c. walk through

19. **There is a small cat___ the door and it is freezing. I should take it to home to keep warm.**

    a. Hole   b. outside   c. side

20. **Someone is ___ at the door. I'm busy. Would you, please, go to door and ask who it is?**

    a. Ceiling   b. gardener   c. knocking

21. **While my mother is cooking, I always try to help her in the _____.**

    a. Cupboard   b. kitchen   c. trial

22. **My little sister wanted to help me with preparing dinner, but she couldn't. She dropped the plates and all of them _____ to the floor.**

    a. Crashed   b. felt cross   c. was puzzled

23. **There are four _____ around to table to sit.**

    a. Gardeners   b. chairs   c. mushrooms

24. **I have a problem with my ____. I'm not able to smell anything.**

    a. Glove   b. witness   c. nose

25. **Some _____ are pink and they live in farms.**

    a. Pigs   b. gloves   c. trumps

26. **She was upset but she tried to put a _____ on her face.**

    a. Whisker   b. grin   c. side

27. **Can you _____ coffee on my cup, please?**

    a. Pour   b. follow   c. break off

28. **They need a _____, because their garden is so big and they don't have enough time to work in the garden.**

    a. Caterpillar   b. whisker   c. gardener

29. **Be careful and don't _____ the paint. I don't want the paint in everywhere.**

    a. Be puzzled   b. splash   c. vanish

30. **If you don't listen to me, I'm sorry but, I will have to _____ you.**

    a. Look through   b. break off   c. punish

31. **He was going to the park and his little sister _____ him to the way to the park.**

    a. Followed   b. yawned   c. knocked

32. **The _____ began at 8 o'clock and there was a judge and also two lawyers at court.**

    a. Kitchen   b. trial   c. side

33. **I need a _____ to tell about what happened last night.**

    a. Glove   b. guilty   c. witness

34. **For a card game, _____ is an important card.**

    a. Trump   b. gardener   c. cupboard

35. **I was _____, so I couldn't know what to do.**

    a. Strange   b. puzzled   c. crashed

36. **He was not _____, but everyone believed the killed the man.**

    a. Gardener   b. witness   c. guilty

37. There was a picture of a huge shark _____ a small whale.
    a. Destroying   b. yawning c. swallowing

38. I felt a little sick and he _____ me to go to doctor.
    a. advised   b. raised   c. reached

39. I feel _____, because nobody talks to me and nobody hears me.
    a. confused   b. isolated   c. conceited

40. Look at this photo! It is a photo of a _____ with small horns.
    a. Sheep   b. caterpillar   c. ram

41. He drew me a _____ with white fur and there was also a shepherd next to it.
    a. Sheep   b. petal   c. hat

42. I feel your _____, you are everywhere and you are always with me.
    a. Advise   b. presence   c. secret

43. There are eight _____ at Solar System.
    a. petals   b. businessmen   c. planets

44. The _____ of elephants are coming towards us.
    a. Flock   b. herd   c. sheep

45. If you _____ your house, no one helps you because it can be seen as your fault.
    a. Destroy   b. advise   c. swallow

46. There are a lot of things to think. I really _____ and I cannot decide.
    a. Raise   b. vanish   c. confuse

47. Roses have _____. Actually, most of the flowers have them.
    a. Rams   b. petals   c. claws

48. Please, listen to me _____ and stop laughing!
    a. Special   b. sparkling   c. seriously

49. A king loves sitting in a huge _____.
    a. Planet   b. throne   c. drawer

50. I like watching _____. It is like a goodbye for every day.
    a. Grown-ups   b. robes   c. sunsets

51. I do not want to be a _____. I'd like to stay as a child forever.
    a. Grown-up   b. ram   c. secret

52. I don't like _____. I think they are difficult to wear and carry.
    a. Planets   b. hats   c. robes

53. Such a beautiful _____! I should buy it and wear it on my head.
    a. Robe   b. hat   c. secret

54. He was a/an _____ man, so he always wanted to hear good things about himself.
    a. Isolated   b. conceited   c. ridiculous

55. A _____ is a person who always drinks and generally he is unable to walk.
    a. Lamplighter b. tippler   c. drawer

56. _____ like dealing with money. They are mostly rich people.
    a. Tipplers   b. sheep   c. businessmen

57. I couldn't _____ my hands, because I had a lot of bags on my hands.
    a. Yawn   b. raise   c. reach

58. There must be a pencil in the _____. Could you please, look at it? It is next to the bed.

    a. Drawer   b. throne   c. planet

59. There was a fire and I called the firefighter. They _____ the fire immediately.

    a. Put out   b. swallowed   c. tamed

60. In old days, _____ lighted the lamps on the streets.

    a. Businessmen b. lamplighters   c. tipplers

61. My grandpas are so _____ that they are even unable to walk.

    a. Special   b. old   c. seriously

62. Look at the _____ of tiger! They are so sharp. It can hurt you badly.

    a. Claws   b. petals   c. flock

63. He must have a _____ birds, because they always buy bird feeds.

    a. Herd of   b. handsome   c. flock of

64. He is the most attractive man I have ever known. Look at his face. He is really _____.

    a. Seriously   b. handsome   c. special

65. I couldn't _____ the café on time. They had to wait for me.

    a. Reach   b. vanish   c. yawn

66. It was the most _____ thing I have heard. That is absolutely nonsense.

    a. Isolated   b. ridiculous   c. special

67. I have a _____ gift for you. It is something unique for you.

    a. Conceited   b. confused   c. special

68. You cannot _____ a wolf, but you can _____ a dog or cat.

    a. Swallow   b. tame   c. reach

69. I will tell you a _____, so you shouldn't tell anyone else. It is between me and you.

    a. Claw   b. ram   b. secret

70. The _____ cannot be seen with eyes. You should look with your heart.

    a. Presence   b. essence   c. sparkling

71. Look at the sky! The stars are _____ and they will always shine just like now.

    a. Sparkling   b. swallowing   c. advising

72. There are a lot of numbers of stars on the sky. So, we can say that the stars are _____.

    a. Special   b. old   c. countless

73. _____ generally live on the underside of the leaves, and they hide during the day.

    a. Caterpillars   b. gardeners   c. kitchens

74. I want to sleep. I cannot stop _____, I really should sleep.

    a. following   b. yawning   c. pouring

75. There as a boy in front of me. However, when I turned back for a moment, he ____. I couldn't see him again.

    a. Broke off   b. splashed   c. vanished

Appendix 3. The Reading Materials

<div align="center">

1ˢᵗ Book:

</div>
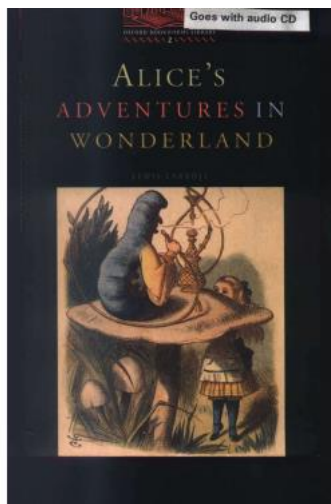
Book details:

Alice's Adventures in Wonderland

Lewis Caroll

Oxford University Press – Bookworms Edition (2000) 35 pp.

ISBN: 0 19 433775 8

<div align="center">

2ⁿᵈ Book:

</div>

Book details:

The Little Prince

Antoine De Saint-Exupery

MK Publications (2017) 75 pp.

ISBN: 978-605-4441-86-0

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