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THE EFFECTS OF SEMANTIC MAPPING TECHNIQUE ON  
VOCABULARY LEARNING IN EFL

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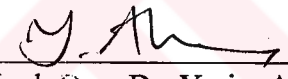
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## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

Vocabulary is an important component of language teaching and learning. As Wallace (1982) points out, there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. Harmer (1991: 153) states that "if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Manipulating grammatical structure does not have any potential for expressing meaning unless words are used. The structural inaccuracy can be canceled by using vocabulary correctly. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, cited in Lewis, 1993:115). Thus, vocabulary plays a major role in language teaching and learning, and the teaching of vocabulary is just as important as the teaching of grammar. Seal (1991) defines words as the building block upon which a knowledge of the second language can be built. Therefore, when teaching and learning foreign language, we must pay a systematic attention to vocabulary.

Knowing a vocabulary item is not a simple process. It is much more than simply memorizing the word. From a receptive point of view, it means recognizing its meaning when it occurs in context. As Twadel (1973) notes, learning an adequate vocabulary is a phase of foreign language learning that has been one of the major problems of any practical FL program. Allen (1983) states that vocabulary has been neglected in programs for language learners during much of the twentieth century. For many years, programs that prepared language learners have given little attention



to techniques to assist students to learn vocabulary. Different learners use different methods at different times and in different circumstances. She also states that in many ESL classes where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes, after months or even years of teaching English, many of the words most needed have never been learned. This situation has often caused communication breakdown. Crow and Quigley (1985) point out that a weak passive vocabulary is a serious problem for ESL students who need to read university level material.

Until recently, vocabulary instruction was something of a lost art in discussions of second language methodology and language learning, often lowered to a secondary state, but today, current first language research suggests that vocabulary is much more central to understanding processes than second language theorists and practitioners have generally recognized (Stoller and Grabe, 1993). But recently, as Harmer (1991) has explained, methodologists and linguists have increasingly been turning their attention to vocabulary, emphasizing its importance in language teaching and some of the ways in which it is taught and learned. The cause for this concern is that the learners of ESL/EFL are required to read high school or university-level texts.

Traditionally, as Crow and Quigley (1985) point out, vocabulary study has been based on a word-by-word approach and this approach has often been criticized as a component in ESL curricula. Vocabulary skills were viewed as necessary for understanding the grammatical structures of language and its literature. The techniques were mainly dependent upon word lists, root study, derivational affixes and extensive dictionary use. These methods are still widely used in vocabulary

class today. Traditional approaches to vocabulary teaching have been organized around principles that are not based on meaning, but on alphabetical listing of words.

There are probably more varied "methods" for teaching vocabulary than for any other aspects of language teaching, but so far no one method seems to have gained general acceptance (Twadel, 1973). The techniques proposed and exemplified in the literature (e.g. Wallace, 1982; Nation, 1983; Seal, 1991; Gairns and Redman, 1986; Palmberg, 1986) include presentation through demonstration (gestures, action performing), visual aids (pictures, photographs, blackboard drawings, objects, transparencies), verbal explanation (definition, context, translation, word lists and lexical sets). As vocabulary learning is a complex and integral part of students' reading abilities, it is difficult to use each of these techniques at all levels of language teaching. As Scrivener (1994:89) notes, "the action of noting down the lists of words is no guarantee that remembering will take place". He points out that remembering involves four things: putting into storage, keeping into storage, retrieving and using. Using the dictionary and asking the teacher for the definition of the word may increase the learner's dependency on both the teacher and the dictionary. In addition to being the most used aid for vocabulary learning, a dictionary is not helpful in keeping the meanings of the unknown words in mind for a long time.

When we, as teachers of English, look at the conception of teaching vocabulary to the students learning English as a foreign language at the University of Mersin, our observations and experiences of teaching both in various faculties and at different levels of preparatory classes indicate that the results are not satisfactory. At the University of Mersin, the preparatory program includes elementary and intermediate levels at the very beginning of the academic year. The students are

placed in these levels according to the results of placement test given prior to the onset of training. In addition to their regular coursebooks, the students are supported by supplementary materials, additional grammar books, skill books and worksheets.

Although vocabulary is presented to the students using various approaches and techniques in the classroom situations, the students can not keep the meanings of the unknown words in mind for a long time, nor do they recall when they need to use. We always hear complaints concerning this problem from both teachers and students at a variety of meetings. The issues that have been introduced above form the basis of the study. As a way to attract attention to the issues of vocabulary teaching and learning, we must discover new approaches and techniques of how vocabulary is best learned, organized and retrieved because most traditional techniques, as Seal (1991) points out, are not universally successful in learning new words in contemporary language teaching.

Semantic mapping procedure (SMP) which is the focus of the thesis can be used as an additional technique to traditional approaches to teaching vocabulary through reading passages. "The teachers and students can create a semantic map on the blackboard that graphically displays information within categories related to a central concept and stimulates meaningful word associations" (Stoller, 1994:3). The connections in meaning or use between different words are visually indicated in a structure of the diagram. Semantic mapping is designed to assist students to tap their prior knowledge about a topic and expand that knowledge through vocabulary acquisition and discussion.

As Gairns and Redman (1986) state, written texts are often one of major sources through which learners meet new vocabulary, so it is sensible that they should

be used extensively in classroom teaching. Thus, it may be very effective to consider teaching vocabulary with relation to reading passages. Silberstein (1994) also supports the view and points out that reading passages provide valuable opportunities to teach new vocabulary items and practice approaches to vocabulary development. Vocabulary and reading are seen as reciprocally developing activities because the use of reading itself is pointed as a means to develop vocabulary (Stoller and Grabe, 1993).

Abdullah (1993) suggests that as vocabulary building is related to concept building, teachers should assist learners to organize information or words according to concepts or topics. As learners read around the same topic, a schema of related concepts and words is built up and reinforced. Even Wilkins (cited in Lewis, 1993), in notional syllabuses, suggested on several occasions that the vocabulary content of learning would be largely determined by topic. Students learn the words together which cover a particular topic or situation. If vocabulary teaching is based on topics, it will be possible to see how different word classes are used together. Krashen (1986) points out that nonnative speakers will most efficiently increase their vocabulary through reading programs, rather through direct vocabulary teaching (cited in Seal, 1991). However, these programs should be based on single topics. Because many words are defined by their relationship to other words, it is easier to teach vocabulary in "areas" than through lists of isolated items (Levis and Hill, 1992). An individual word in a language often acquires a meaning due to the relationship between it and other words. This relationship makes explaining the words easier. Learning theorists, working in the area of memory and recall, have indicated the superiority of data that have been organized into logical semantic categories (Crow and Quigley, 1985).

Vocabulary development and word recognition have long been recognized as crucial to successful bottom up decoding skills. However, schema theory has shed new light on the complex nature of the interrelationship of schemata, context, and vocabulary knowledge. Unlike traditional views of vocabulary, current thinking converges on the notion that a given word does not have a fixed meaning, but rather has a variety of meanings around a "prototypical" core, and that these meanings interact with context and background knowledge. (Carrell, 1988: 242)

Thus, it is schemata, context, and vocabulary knowledge that determine word meanings. New words must be presented in context since context is helpful in providing the full range of meaning and also words studied in context are better retained. Context, as Laufer (1990) points out, is helpful in identifying the connotation of a word where translation fails to do so. In addition, the activation of background knowledge and conceptual knowledge associated with the word play major roles in learning vocabulary. Carrell (1988) emphasizes that teaching vocabulary may mean teaching new concepts, new knowledge, and teaching the background knowledge is teaching the vocabulary related to it. It can be stated that vocabulary knowledge requires knowledge of the schemata, knowledge of the networks, and any associated words and concepts. Since the various components of a script or schemata are arranged in a network of interrelated concepts, and since words are actually labels for concepts (Johnson and Pearson, 1984), words are stored in semantically related networks.

Research has shown that individuals tend to recall words on the basis of semantic field in which they are conceptually mapped (Abdullah, 1993). Semantic mapping, the focus of the study, provides for direct imagery among the various relations of many words in a semantic field. Semantic mapping activities, as Stoller and Grabe (1993) note, indicate how new words fit into a reader's existing knowledge

base by diagramming meaning networks and connecting new words to known words. Semantic mapping is helpful in that it provides the learners with an opportunity to involve actively in a mental activity which retrieves stored prior knowledge and see graphically the concepts they are retrieving. Students learn the meanings and uses of new words, see old words in a new light, and see the relationships among words (Heimlich and Pittelman, 1986).

Another technique that make use of student's background knowledge is semantic feature analysis. Semantic feature analysis (SFA) is a technique which allows students to learn new vocabulary in relation to prior knowledge (Stoller and Grabe, 1993). The intent is to help learner better understand the similarities and differences between words by categorizing vocabulary. Semantic feature analysis teaches students to see semantic relationships between and among words as well as between their own background knowledge and new information (Grow and Quigley, 1985).

In a sense, the keyword approach also makes use of the students' background knowledge by creating an associative link between a new word and a known word, phrase and image which is acoustically and visually similar (Stoller and Grabe, 1993). The keyword approach involves the use of a mnemonic devices. Basically, a new word is recoded into a more familiar word in the student's native language. This aids memory and heightens attention.

Nunan (1995), points out that in order for new items to enter long-term memory, the active involvement of the learner is desirable. A learner who has activated this knowledge through use will be more likely to retain it than a learner who has simply heard or read the item and see a translation. Semantic mapping

provides a valuable opportunity for the learners to have an active involvement in the activities. It involves the teacher and learners working together to build up diagrammatic maps that show the relationships between vocabulary suggested by the teacher and suggested by the students, and the vocabulary found in a reading text. The ideas and vocabulary items are categorized using appropriate circles or squares.

Studies to evaluate the effectiveness of semantic mapping procedure have supported the use of semantic mapping as an effective teaching strategy. Studies by Crow and Quigley (1985) and Brown and Perry (1991) found that semantic processing was an effective vocabulary learning strategy. Toms-Bronowski (1983, cited in Heimlich and Pittelman, 1986) found that fourth through sixth grade children who were taught target vocabulary items through semantic mapping and semantic feature analysis outperformed students who learned the words through contextual analysis. Analysis of retention test scores also showed that the two prior knowledge were more effective than contextual analysis. Margosein, Pascarella, and Pflaum (1982, cited in Heimlich and Pittelman, 1986) found that semantic mapping had a greater effect on vocabulary acquisition than did the context cue approach for reading disabled seventh and eighth graders of Hispanic background. Karbon (1984, cited in Heimlich and Pittelman, 1986) conducted a study with Rural Native American, innercity and suburban sixth graders and found positive results. She recommends that teachers use vocabulary techniques that built on prior knowledge, emphasizing that semantic mapping provides an alternative technique to vocabulary instruction on the relationships between new and known words. Pittelman, Levin, and Johnson (1985, cited in Heimlich and Pittelman, 1986) studied poor readers to see whether or not they learn more from semantic mapping vocabulary instruction. Poor readers who received semantic mapping instruction had outperformed better results than the

students in control classes. Jones (1984) studied on Black innercity fifth graders and found that semantic mapping had positive effects on vocabulary acquisition and comprehension of expository passages. As far as I discern, a comprehensive study of semantic mapping for vocabulary teaching has not been carried out in the classroom situation in Turkey. Thus, this study is the first one of its kind.

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

This study aims at investigating whether there will be a significant difference in vocabulary learning between the experimental and control groups. The materials designed for the purpose of teaching vocabulary in EFL classrooms will be implemented in both groups. With regard to the techniques, the experimental group will use semantic mapping while the control group will be left with traditional approaches. This investigation addresses the preparatory students with intermediate level in English proficiency at the university.

In this study, the effectiveness of semantic mapping will be compared with traditional approaches in order to determine its effects not only on vocabulary learning for immediate and long-term retention but also on guessing the meanings of unknown words from context. The focus of the study is on the learning and guessing of content words. The functional words are not included in the study.

## **1.3. Research Questions**

In this study, as mentioned before, semantic mapping procedure will be compared with traditional approaches in order to determine its effect on vocabulary learning in EFL classroom. The study hypothesizes that there will be a significant difference in vocabulary learning between the experimental group where content



words will be taught by using semantic mapping and the control group that will be left with traditional approaches.

The instructional materials designed to use during the experimental treatment will address the intermediate level students at the preparatory school of the university.

The research questions for this study are as follows:

1. Is there a significant difference between the experimental group and the control group on immediate post-test of vocabulary items presented during the teaching process for total word classes and also for the following subclasses?

- a) nouns
- b) verbs
- c) adjectives
- d) adverbs

2. Is there a significant difference between the experimental group and the control group in guessing the meanings of unknown words from context for total word classes and also for the following subclasses?

- a) nouns
- b) verbs
- c) adjectives
- d) adverbs

3. Is there a significant difference between the experimental group and the control group in terms of producing words indicating primary, secondary and tertiary relationships with the given keywords?

4. Is there a significant difference between the experimental group and the control group in terms of making relationships between the keyword and main categories and subcategories?

5. Is there a significant difference between immediate and long-term retention of vocabulary items presented during the teaching process for total word classes and also for the following subclasses?

- a) nouns
- b) verbs
- c) adjectives
- d) adverbs

#### **1.4. Limitations of the Study**

This study is limited to the teachers, students and instructional materials in the regular classroom conditions at the preparatory school of English, the University of Mersin. The experimenter is the regular classroom teacher, giving the usual reading curriculum to the class which has been determined as the experimental group. In the same way, the teacher who will be left with traditional approaches in the class determined as the control group is the regular classroom teacher for the reading lesson.

It is important to note that the reading materials that will be used in both groups during the experimental treatment focus on the learning of vocabulary in the

reading classes. In this study, only content words are treated. That is, functional words are not included in this study. The study is also limited to the intermediate level students. In other words, we are not concerned with the elementary and advanced level students. The last limitation is the number of the students who will participate in all experimental procedures.

### **1.5. Significance of the Study**

Until recently, foreign language learning had often been considered primarily as a process of mastering grammatical structures and secondarily of learning the vocabulary of the target language. Little attention had been paid to vocabulary in both teaching and research. Now, however, as the focus of foreign language learning has shifted from the grammatical structures to communication, vocabulary learning has increasingly gained a great importance in foreign language learning.

In learning vocabulary, some considerations are extremely important. The learner must, first of all, be interested and make an effort. Unless there is some challenge, the learner may not be interested and give his full attention and enthusiasm to the task. We, as teachers, can attract the attention and interest of the learner by adopting systematic approaches to vocabulary learning in the classroom atmosphere. In this way, the phase of traditional techniques will be changed, and vocabulary learning will be more effective and enjoyable

Semantic mapping procedure can be used as an alternative approach in the classrooms where the students need not only motivation but also variety for their learning. As it requires the learners to take an active involvement in the activity and make use of their prior knowledge to produce a visual image, the learners will get rid

of the monotony of traditional atmosphere in the classroom situation. For teachers, it can be an effective and practical way to assist the students to acquire the learning of word meanings for long-term retention. The results of this study can also make a contribution to the research carried out in this field. This study can serve those who are interested in this subject as a basis for further studies to improve the retention and learning of vocabulary in foreign language.



## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1. Vocabulary and Reading

The relationship between vocabulary and reading comprehension has been acknowledged in research and theorized by reading experts for many years. Davis (1968, cited in Abdullah, 1993) found that the knowledge of word meanings is the most important factor in reading comprehension. The important role of vocabulary in reading comprehension has also been confirmed by many other researchers (e.g. Barrett and Graves, 1981; Hayes and Tierney, 1982; cited in Heimlich and Pittelman, 1986). Daneman (1988) states that constructing text meaning depends partly on the success of searching for individual word meanings because words are the building blocks of connected texts.

It should be considered that simply improving a reader's vocabulary is not sufficient for reading comprehension because comprehension depends not only on the reader's vocabulary but also on a variety of factors such as knowledge of the language, reader's formal schemata, or background knowledge, etc. The significance of prior knowledge and vocabulary development in reading comprehension is generally recognized in the reading class. Davis (1968, cited in Abdullah, 1993) did extensive investigation into the question of whether there are identifiable subskills within the overall ability to read. He determines four clear factors. These are recalling word meaning, determining meaning from context, finding answers to explicit questions and drawing inferences. Of all these factors, vocabulary is the most important and has the strongest effect on reading comprehension. Johnson and Pearson (1984) suggest three broad categories of basic words necessary for reading comprehension: high-

frequency sight words, selection critical words and old words with new meanings. The selection of critical words are especially relevant to the notion of schema-related words.

One of the aims of reading lesson is to assist student to expand vocabulary and increase background knowledge. In order to activate existing knowledge, it is necessary to introduce vocabulary in a meaningful way. In vocabulary instruction, as Heimlich and Pittelman (1986) point out, the attention must not only be given to individual word meanings but also to the schemata elicited by the word meaning. It is obvious that vocabulary development and comprehension processing share the same limited resource.

According to Krashen's theory of vocabulary through reading, nonnative speakers will most efficiently increase their vocabulary through reading programs rather than through direct vocabulary teaching. Research conducted by Maruyama (1995) with twenty-two senior high school English and Japanese teachers revealed that 95.5 % of them agree with Krashen's theory of vocabulary through reading. Wallace (1982) proposes that the best way of developing one's vocabulary in a foreign language is to encounter it in situations and context which are authentic. Context makes the vocabulary items more memorable.

When considering what to do about unknown vocabulary in a reading text, the teacher has to decide what the aim of the lesson is. If the aim of the lesson is to improve vocabulary, the teacher can spend sometime on vocabulary and vocabulary learning strategies. As Carter and McCarthy (1988) state, comprehension and acquisition of vocabulary items depend on strategies that enable learners to understand words and store them in memory, and activating the storage by retrieving these words from memory and use them in appropriate situations. Old words are

activated from memory in order to teach new ones that fits in a reader's semantic repertoire.

## **2.2. Traditional Techniques Used in Teaching the Meanings of Target Vocabulary Items**

There are different techniques used to present the meanings of new vocabulary items to learners. Most of these techniques are means which are used in the classroom by the teacher. The items used through these means are usually selected by the teacher rather than the learner. But it is important to note that none of these techniques are adequate for conveying the meanings of unknown words at all stages of language learning on its own. As Wallace (1982) points out, in teaching the meanings of new words, especially at the elementary stage, teachers usually try to establish a direct link between the word and the meaning by using relia, drawings, photographs and mime, but at more advanced levels, learners can guess the meanings of unknown words from the general sense of the context and from the form or structure of the word. Here are the most traditional techniques used to teach the meanings of new vocabulary items to learners:

### **2.2.1. Visual Techniques**

New vocabulary items are presented through demonstation and pictures. These include performing an action, using gesture, drawings or diagrams, photographs, pictures from books and magazines, and everyday objects. They are extensively used for teaching the meanings of new vocabulary items in the classroom, and they are also ideal for teaching concrete vocabulary items such as food, furniture, descriptions of people, verbs of movement and professions. Most of these techniques

are used at the lower levels. However, a stock of high-quality, impactful, situational pictures cut from magazines, brochures, and catalogues may also be useful in presenting more abstract, conceptual and complex vocabulary items at higher levels (Seal, 1991).

### 2.2.2. Verbal Techniques

*a) Definition.* Teachers usually give the meanings of new words by writing their definitions on the board and students write them down in their notebook. As Nation (1990) points out, an adequate definition of a word shows its whole meaning. It indicates (1) the grammatical function of the word, a noun, a verb, an adjective, etc.; (2) the typical sentence patterns in which the word occurs; (3) other formal aspects of the word- e.g. countable, uncountable, irregular past forms, irregular plurals.

As stated by Gairns and Redman (1986), definition alone is often inadequate as a means of conveying the meaning of a word. Any definition will not often be understood without examples but it is also true that examples are seldom sufficient to define a concept. Except in very obvious cases, something else must be done to make the meaning of the unknown word clear (Nation, 1990).

The most traditional means of vocabulary study is a text. The teacher selects a number of difficult or key words and preteach them either by translation, or by giving an explanation or "gloss" in simple English. The meaning of an individual word depends on the general meaning of the passage." The practice of preteaching vocabulary makes intuitive sense but may in fact be unsound" (Seal 1991:304). Preteaching takes away the opportunity for learners to use their guessing skill. Apart



from that, it may encourage word by word reading and prevent the reader from the development of the skill of processing syntax and context in conforming.

**b) Word Relation.** A common way for a teacher to explain the meaning of a target vocabulary item is to relate it to another word that is already known by the students. The two most common types of word relation are synonymy (a word similar in meaning) and antonymy (a word opposite in meaning). Another word relation is that of the lexical set. To illustrate the meaning of superordinates, it is a common procedure to classify the items into lexical set by relating them to their superordinates. For example; table, chair, bed and sofa are all furniture. "The main caution about using word relations is, of course, that any words used to explain the meaning of the target word should not be more difficult than the target word itself" (Seal 1991:301).

**c) Use of Translation.** The meaning of a target vocabulary item is often conveyed by translating it into mother tongue. As Wallaca (1982) points out, at one time almost all foreign language teaching was done by translation. All expressions in the target language were immediately translated, and new words were usually recorded in vocabulary notebooks by the students. This technique is still widely used in the classroom by many teachers.

Although it can save valuable time and it can be a very quick way to dispose low frequent items, it may not always convey the exact sense of an item. Gairn and Redman (1986) point out that a more real danger with translation is that if teachers rely too heavily on the use of translation and give most explanations in the mother tongue, their students will lose some of the essential spirit and atmosphere of being in a language learning classroom. On the whole, translation of vocabulary into the mother tongue should be kept under tight control.

### 2.2.3. Student-Centred Strategies for Vocabulary Learning

Apart from traditional techniques used in teaching new vocabulary items in the classroom, learners should be taught strategies for dealing with unknown words rather than to teach these words themselves. As Gairn and Redman (1986) points out, after elementary level, it becomes very difficult for the teacher to select and teach vocabulary that are equally useful to all his students. In addition, it is always impossible for the teacher to deal with all vocabulary items in the classroom because of the large number of low-frequency words and their narrow range. There are several hundred thousand low-frequency words and learners will meet many of these words only once or twice (Nation 1990).

It is clear that if a teacher wants to help learners overcome low-frequency words, especially in their reading, it is much better to provide the students with the necessary strategies to deal with these words rather than to teach individual words. Here are a few strategies for dealing with unknown vocabulary items:

- a. Using dictionary
- b. Using mnemonic techniques
- c. Guessing words from context

We are now going to examine these strategies in detail. In each case we will look at some examples in the presentation of new lexical items.

*a) Using Dictionary.* If the student has no teacher or peer to ask the meaning of any unknown word, or context clues do not provide enough information, it becomes

necessary to use a dictionary written for foreign students or a bilingual dictionary. A dictionary is a source of information about words, such as pronunciation, spelling, etymology, definitions, synonyms, antonyms, and so on. A dictionary also tells whether the word is used as a noun, adjective, verb, adverb, etc.

As Gairns and Redman (1986) points out, it is important to consider certain advantages of using a dictionary. A learner who can use a dictionary efficiently will be able to continue learning outside the classroom. A dictionary will also provide a valuable support for solving an ambiguity about any words.

Although dictionaries are valuable tools for language learners in providing a lot of information about words, they are inadequate in assisting the learners to put new vocabulary items in long-term memory. Most of the words are forgotten in a short time. Suppose the student does not know the meaning of the underlined word in the sentence "if you park your car in the wrong place, a traffic policeman will give you fine. To be able to learn the meaning, first he has to look up the dictionary to find the suitable definition or translation of the word according to the context, but it does not enable him to learn the meaning of the word for long-term retention.

**b) Using Mnemonic Techniques.** When learners meet an unknown word and discover its meaning, they may wish to make an extra effort to remember the word. The keyword technique is an effective way of doing this (Nation, 1990). In this technique the learners create an unusual association between the word form and meaning.

The most common type of mnemonic device used in vocabulary learning is the keyword technique, in which verbal material (a word, a phrase, or a sentence) is linked with a visual image. The mnemonic Keyword Method is a two-stage mnemonic procedure. In the first stage the foreign word is linked with a keyword. The keyword is a word familiar to the learner, usually chosen from the learner's native language and which sounds like a salient part of the foreign word (Açıköz, 1990). The keyword has no relationship to the foreign word except for the acoustic similarity. Let us imagine that a Turkish learner of English wants to remember the meaning of the English word "fish". First, the learner thinks of a Turkish word that sounds like "fish"- for example, the Turkish word "fiş" which means "plug". This is the keyword. Second, an interacting image is created between the keyword and the native language word. The learner imagines a "fish" playing with a "fiş" (plug).

"When the learner needs to remember the foreign word he first remembers the keyword via an acoustic link, the visual imagery via the keyword and the definition of the foreign word via the imagery" (Açıköz, 1990: 72). The imagery in mnemonic should be visual and clear in order to aid memory. If the word to be learned is abstract, the visual technique is to recode the word through an acoustic link in a more concrete word or concept in the native language.

Although the Mnemonic Keyword Method is best considered as one of several learning techniques that can be used to master foreign language vocabulary, the difficulty is that it is often difficult to think of keywords that sounds like the foreign word.

### 2.3. The History and Model of Schema Theory

Sir Frederic Barlett is usually accepted as the first psychologist to use the term schema in the sense that it is used today. Actually the term is traced back to the Gestalt psychologists (Anderson and Pearson, 1988). The starting point for Gestalt psychology was a paper by Max Wertheimer in 1912, reporting research in which Wolfgang Kohler and Kurt Koffka served as assistants. These three became the principal figures in the Gestalt movement.

The term Gestalt literally means shape or form. Gestalt psychology emphasized holistic properties. It was the study of mental organization. The Gestalt movement was a reaction against the Zeitgeist, which held that perception, thought, and emotion could be resolved into elemental sensations (Anderson and Pearson, 1988). The insight of the Gestalt psychologists was that the properties of a whole experience can not be inferred from its parts. The basic principle of Gestalt psychology is that mental organization is dynamic. Simplicity, regularity, and symmetry are the main properties. Coherent organization is a spontaneous process that can happen without an external good. Anderson and Pearson (1988) point out that Gestalt ideas were applied especially to visual perception.

But the full development of schema theory as a model for representing how knowledge is stored in human memory had to wait for the revolution of how human beings process information. It was in the late of 1970's that ambitious statements of schema theories began to emerge (Schank and Abelson, 1977; Adams and Collins, 1979; Rumelhart, 1980; cited in Anderson and Pearson, 1988).

The role of background knowledge in language comprehension has been formalized as schema theory (Barlett, 1932; Rumelhart and Ortony, 1977; Rumelhart, 1980), which has one of its fundamental tenets that text, any text does not by itself carry meaning (cited in Carell and Eisterhold, 1983). Rather, according to schema theory, a text only provides directions for listeners or readers as to how they should construct meaning from their previously acquired knowledge. This previously acquired knowledge is called the reader's background knowledge, and the previously acquired knowledge structure is called schemata.

Schema theory attempts to explain that comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. Thus, text comprehension requires the simultaneous interaction of two modes of information processing. Bottom-up (text based) processing occurs when linguistic input from the text is mapped against the reader's previous knowledge. Bottom-up reading requires language processing at all levels: words, sentence, and discourse. Top-down (knowledge based) processing occurs when readers use prior knowledge to make predictions about the data they will find in the text. Top-down processing is, therefore, called conceptually-driven (Silberstein, 1994).

All models of reading recognize the importance of vocabulary. However, according to Eskey and Grabe (1988), the interactive model goes further. In this model, in addition to large vocabulary, fluent reading skills are also important. Automatic word recognition is important to fluent processing of text. So vocabulary development is crucial to reading comprehension. Much of the recent work on

vocabulary knowledge is also related to schema theory. Anderson and Freebody (1979, cited in Garner, 1987) suggest that one reason why vocabulary knowledge is a strong correlate of linguistic ability is that vocabulary tests tap schematic knowledge so essential to comprehension process. Word meanings are the "exposed tip of the conceptual iceberg". A schema is a knowledge structure which ties together information in memory. Since the various components of a schema are arranged in a network, words are activated automatically. As (Abdullah, 1993:111) notes, "good readers store their knowledge of vocabulary in semantically related networks. The activation of a word in a network will automatically activate other words [...]". The activated words assist students to make predictions about the text they are reading.

A schema is an abstract knowledge structure. A schema is abstract in the sense that it summarizes what is known about a variety of cases that differ in many particulars. An important puzzle is to determine just how much and what sort of knowledge is abstracted and how much remains tied to knowledge of specific instance. A schema is structured in the sense that it represents the relationships among its component parts. The theoretical issue is to specify the set of relationships needed for a general analysis of knowledge (Anderson and Pearson, 1988:42).

Most discussions of schema theory have emphasized the use of schemata to assimilate information. A schema is the building block of cognition. A person may modify a schema by being told new information. The information is organized in semantic networks in the brain. Words mentioning any component of a schema have a certain probability of bringing to mind the schema as a whole.

## 2.4. Sense Relations and Semantic Networks

Words do not exist in isolation. Their meanings are defined through their relationships with other words. Thus, as Gairns and Redman (1986) state, the meaning of a word can only be understood and learnt in terms of its relationship with other words in the language. A knowledge of the relationship between words is important not only for learning the meaning of a word, but also for developing native-like competence in the language. "The native speakers' mental dictionary is organized mainly on semantic lines rather a conventional dictionary" (White, 1988:9). Words of similar meaning or words that share the same field are stored in such a way that they bring mind each other. Words are organized and used within particular networks. These networks form the whole meaning for a particular language.

Palmberg (1993:197) states that "individual words are stored in foreign language learners' mental lexicons in the form of complex networks of associational links, but semantically related words are stored together in the mental lexicon". So the words can be arranged into various kinds of mind-maps when they are introduced to the learners. This kind of presentation makes the acquisition of vocabulary easier, because a schemata of related words is built up and stored. Henning (1973, cited in Abdullah, 1993) found that advanced students remember words that are stored in semantic clusters, while low-proficiency learners tend to recall words on the basis of their sounds. The reason may be that, low-proficiency learners are not as familiar with large contexts of reading passages as advanced students.

Nation (1990) emphasizes that knowing a word is to recall its meaning. Knowing its meaning may include the ability to make various associations with other related words. For instance, the most associate of table is chair. It means that they are



commonly associated in people's mind. Richards (1976) supports the view that knowing a word requires knowledge of the network of associations between that word and other words in language. As proposed by Pearson and Johnson (1978), word association tasks can be formed into a semantic map on the board in the classroom. Reflection of these associations may then form the basis for further discussion. Through such class discussion, learners can expand their vocabulary words. As a semantic network consists of words that share certain semantic features or components (Nunan, 1995), one component of networks brings mind the other component. Thus, it is necessary in vocabulary teaching to relate the word to others that tend to cluster around it. "Words that are closely related to each other are easier to recall than unrelated words" (Nation, 1990:190).

## **2.5. The Relationship between Vocabulary and Memory**

It has been established that our capacity for short term retention is consistent, and that most people have some breakdown in retention as soon as the number of items, or chunks of information exceeds seven. This type of memory is known as "short-term memory". It is different from "long-term memory", which our capacity for recall lasts minutes, weeks and years after the original input (Gairns and Redman, 1986). They believe that eighty percent of the information we get is forgotten within twenty four hours of initial learning. That is why, testing activities are carried out on the day after input. Gairns and Redman (1986) has also explained that one theory of forgetting suggests that information stored in the memory is forgotten unless it is activated regularly. Otherwise, the new input will gradually fade and disappear in the memory. This is called the "decay theory".

As language teachers, our main concern is to ensure that what is taught will be permanently retained in long-term memory. In terms of vocabulary, comprehension depends on strategies that would be necessary to understand words and store them in memory, but the production of vocabularies depends on strategies that would activate the storage by retrieving these words from memory and use them in appropriate situations (Carter and McCarthy, 1988).

Most problems exist with content words. Content words are nouns, verbs, adjectives and adverbs derived from adjectives. They are necessary for proper understanding of a text. They occur less frequently, so they can't be easily remembered. Function words can be committed to memory rather quickly because they occur quickly and their numbers are few. They are considered as part of grammar.

To know the meaning of a word becomes the task of knowing its associations with other words. As semantically related items are arranged in a series of associative networks, they are stored together (Gairns and Redman, 1986). Thus, it can be concluded that items which occur most frequently in networks are easily recognized and retrieved. Semantic maps can be used to present words in associative networks.

## **2.6. Semantic Mapping Procedure**

Semantic mapping has been found to be an effective and beneficial teaching strategy which is based on the activation and assessment of students prior knowledge or schemata. It has been used successfully in a variety of classroom applications for "general vocabulary development, as a prewriting activity, as a

prereading activity, as a postreading activity and as a study skill strategy" (Johnson cited in the forward to Heimlich and Pittelman, 1986:V).

Semantic mapping, as Stoller (1994) has stated, displays graphically information related to a topic or concept and stimulates meaningful word associations. Sinetra, Gemakel and Berg (1984; cited in Zaid, 1995:6) have defined semantic mapping as " a graphic arrangement showing the major ideas and relationships in text or among word meanings." The categories related to the central concept and the associations among words are indicated visually in a diagram or "map". Heimlich and Pittelman (1986:3) describe semantic maps as "diagrams that help students see how words are related to one another". Gairns and Redman (1986) state that semantic maps can be used to highlight the relationships between items, and they are an extremely useful framework for storage of lexis. According to Stoller and Grabe (1993:34) "Semantic mapping lead to better vocabulary retention because new lexical items are introduced in semantic networks".

As Stahl and Vancil (1986) note, there has been increasing interest in the use of semantic mapping as a way of teaching vocabulary. Semantic mapping involves the teacher and learners working together to build up diagramatic maps indicating the relationships between vocabulary suggested by the teacher, vocabulary suggested by the students and vocabulary found in a reading text.

Thus, prior knowledge plays a very important role to facilitate learning. However, the activation of prior knowledge is semantically consistent with the knowledge that will be learned. Carell (1988:244) suggests that "every second language curriculum should have a general program of parallel concept / background knowledge development and vocabulary development." The problem of vocabulary

development is not simply a matter of teaching new labels for familiar concepts; it may involve teaching new concepts. Vocabulary development should be parallel with schemata or background knowledge-development. Thus, when new words are presented within the schematic frame they can be readily interpreted (Seal, 1991). Obviously, the value of semantic mapping has been recognized as a result of understanding the important role played by prior knowledge or schemata in the learning process.

Semantic mapping can be used at all grade levels in regular and remedial classrooms as well as for those who are learning-disabled (Zaid, 1995). The strategy can be used with large groups, small groups, pairs of students, and individuals. Semantic mapping procedure can be used before reading a new passage as well as after reading a passage. It provides the teacher with an assessment of the students' prior knowledge, or schema availability, on the topic (Heimlich and Pittelman, 1986). The semantic mapping gives students opportunities to draw from their prior knowledge. It is a strong motivational and brainstorming technique. In brainstorming technique, as Heimlich and Pittelman (1986) point out, the topic and words trigger the brain to retrieve information and words being stored in the memory. Semantic mapping exercises help students work as a group to gather their own resources (Stoller, 1994); they prepare students to understand, assimilate and evaluate the information to be read. Semantic mapping activities, when used as prereading activities, increase student concentration, stimulate curiosity, increase imagination, and foster motivation, as well as give students as sense of purpose, a reason for reading.

In semantic mapping activities, the discussion focuses the students' attention not only on the meaning of the words but also on the relationship among

them, thereby increasing their knowledge of collocation and lexical range. This activity reinforces existing semantic networks and facilitate automatic lexical access (Abdullah, 1993). Besides its value as a prereading activity in activating background knowledge and arousing curiosity, semantic mapping provides for purposeful discussion of the words. The activation of the prior knowledge about a topic will help students make sensible guessing of the words and the subject matter of the text. As a post-reading activity, semantic mapping gives students the opportunity to recall, organize and represent graphically the relevant information read. Finally, the use of semantic mapping is an effective strategy. Participation in a semantic mapping experience not only activates students' prior knowledge regarding the topic, but also provides an effective way to reinforce key words, allowing students to incorporate the new vocabulary into their existing schemata (Heimlich and Pittelman, 1986). Semantic mapping helps students learn new words through known ones in a semantically related networks. The visual representation of words and concepts in a diagram allows students to remember and retrieves more words from memory and facilitate the structuring of the information of the reading comprehension.

There are three places in a lesson where semantic mapping may be used: As a pre-assignment strategy to activate students' prior knowledge or to help the teacher in assessing the students' readiness to do the assignment, as a strategy to allow the students to record what they are learning during the assignment, and as a post-assignment strategy to allow them to integrate what they have learned (Zaid, 1995). The three stages of the use of semantic mapping in the classroom are divided into five phases. These are (a) introducing the topic, (b) brainstorming, (c) categorization, (d) personalizing the map, (e) post-assignment synthesis.

*a) Introducing the topic.* The teacher announces the topic that will be studied and determines that semantic mapping can be useful to learn the vocabulary related to the topic. The students are also made aware of the purpose of the text or topic. Then the teacher writes it in the middle of the board. If the students don't have any knowledge about the procedure, the teacher makes them aware of it.

*b) Brainstorming.* The teacher asks the students to think of ideas and vocabulary related to the topic or keyword. This phase enables the students to make use of their prior knowledge or experiences. Brainstorming is an application of the schema theory, which attempts to explain how people integrate new information with their existing framework of knowledge. According to schema theorists, what is experienced and learned is stored in the brain in networks or categories. This is called schemata (Heimlich and Pittelman, 1986).

Thus, new knowledge or new vocabulary items can be built on the basis of the students' prior knowledge about the topic. This stimulates students' thoughts and interests. In this phase, words or ideas from one student will trigger new words or ideas from other students in a chain. The teacher or one of the students lists the words produced by the students on the board. This phase also allows the students to develop their guessing of the words related to the topic or keyword.

During the brainstorming phase, the teacher should be prepared to ask probing questions (Stoller, 1994) to elicit words from the students. This phase of semantic mapping provides students with an opportunity to engage actively in a mental activity which retrieves stored prior knowledge and see graphically the words they are retrieving (Heimlich and Pittelman, 1986).

*c) Categorization.* The teacher encourages the students to make relationships among their suggestions. The teacher and one of the students write the words that the students suggest on the board in category clusters. During the categorization, the teacher can also introduce words which students might need during the next phase of the activity. Then the teacher and students discuss each of the clusters or categories of words and determine appropriate labels or headings. Once the pre-assignment semantic map has been drawn on the board, the teacher has the students make their own copies. In this phase, the students gain experience in practicing some valuable cognitive skills, particularly categorization and exemplifying, but also comparing and contrasting, cause and effect, inference making, and forming judgements (Zaid, 1995).

*d) Personalizing the map.* After each student has made a copy of the pre-assignment map, the teacher asks the students to read the reading passage. After the students have finished reading the passage, they suggest new words that can be added to the map. The reading passage will almost certainly contain more words and information about the topic than the students have listed on the pre-assignment map. As the students read, they decide what to add or to eliminate from the pre-assignment map. New information is, thereby, integrated with prior knowledge. In forming categories, pens of different colors can be used for different categories.

*e) Post-assignment synthesis.* The last part of the class period is used to record the students' suggestions from their personal maps on the pre-assignment. The class as a whole decides the final shape which the map will take. Some students may want to enlarge the map further by doing research on the topic. The map can be an outline for the writing of a short essay on the topic. Semantic mapping serves as a

visual representation of the vocabulary words produced by the students and found in the reading passage. The post-assignment map can be given to the students as homework.

## **2.7. Guessing Vocabulary from Context**

As vocabulary is an open set and not a closed system with a limited number of rules, learning all the words is an impossible task (Laufer, 1990). The fact that words have multiple meanings, and the huge proportion of low-frequency words in any text makes it impossible to anticipate to specific vocabulary needs of a FL learner (Twadell, 1973). Moreover, as the chance of encountering low-frequency words is small, they may not deserve much learning effort.

Whenever foreign language learners encounter unknown words in most texts they read, they are frequently panicked, and they stop reading to look them up in dictionaries or ask the teacher the meaning of the unknown word, thereby interrupting the normal reading process. As Fengnin (1994) points out, using dictionaries or asking the teacher increases the learner's dependency on both the teacher and the dictionary and develops bad reading habits. To overcome these problems, learners can guess the meanings of unknown words from context by using context clues and their prior knowledge or schemata about the subject matter of the text. Learners must acquire courage and skills, they must be helped to avoid panic and be willing to guess the meanings of unknown words from context. (Twadell, 1973). "Context can be viewed as morphological, syntactic, and discourse information in a given text which can be classified and described in terms of general features. This is the context within the text" (Nation and Coady, 1988:102).



### 2.7.1. Context Clues

One way of guessing the meanings of unknown words from context is to use context clues. There are many context clues that can be used to infer the meanings of unknown words from context. Knowledge of the topic of the passage, knowledge of the meaning of other words in the sentence, and knowledge of the grammatical structures of the sentence in which the word occurs provide the learners with sufficient clues to guess the unknown words from context (Fengnin, 1994). Here are some context clues that can be used to infer the meaning of unknown words from context.

*a) Definition.* The writer often defines the meaning of the word right in a sentence in which it occurs or gives an explanation to get the meaning of the word.

Example: "A pump, a machine to move the water, starts when water is warm enough."

In this sentence, the meaning of pump is made clear from its definition by using relative clause.

*b) Example.* Writers often help readers by giving examples to illuminate the meaning of the word that might be unfamiliar to the learners.

Example: " After a day of hunting, Harold is ravenous. Yesterday, for example, he ate two bowls of soup, salad, a large chicken, and a piece of chocolate cake before he was finally satisfied."

Here, the example explains the meaning of avenous. It is related to eating a lot, being very hungry.

**c) *Synonyms.*** Many times the reader can find a familiar word in the same context that has the same meaning as the unfamiliar word.

Example: " Many ships leave land and disappear completely; the U.S.A. Cyclops, for example, vanished in 1918."

Here, in the sentence proceeding vanished, the synonym of the unknown word is provided.

**d) *Antonyms.*** The readers may find the words with opposite meanings in the same context.

Example: "To be white and not black, affluent and not poor, is enough to provide status in certain social groups."

We know that white is the opposite of black. In the same way affluent is the opposite of poor in the parallel construction, and it means rich.

**e) *Comparison and Contrast.*** Comparison and contrast usually indicate the similarities and differences between persons, things and ideas in the same context.

Example1: " Most troubles can be avoided, but death and taxes are inevitable."

But introduces a clause that contrast with the previous one in meaning and signals the fact that "inevitable" is the opposite of "avoided" in this context.

Example2: "Like the first film which was completely terrible, the second film was also ghastly."

Like is a signal word. It is used to introduce a comparison between the two films.

*f) Cause and effect.* Many times cause and effect provide sufficient clues to get the meaning of unknown word.

Example: " By surrounding the protesters with armed police and by arresting the leaders of the movement, the rebellion was effectively quashed."

The meaning of quashed is made clear from the cause of the action.

*g) Summary.* A summary clue sums up a situation or an idea with a word or phrase.

Example: " The floor of the grimy little store was covered with paper, boxes, pieces of metal and wood, empty paint cans and used brushes. The floor was very cluttered."

From this description of the floor, the reader may well infer that cluttered means untidy.

*h) Association between an object and its purpose or use.* Readers can infer the meaning of unfamiliar word by making a connection between the object and its purpose.

Example: "The scientist removed the treatise from the shelf and began to read."

In this sentence, the meaning of the treatise is made clear from its purpose. It must be something connected with reading.

*i) Word analysis.* Sometimes understanding the parts of the word leads to an understanding of the word itself. This requires knowing the most commonly used stems, affixes, suffixes and prefixes.

Example: "Our transportation system faces serious problems. Our highways are crowded and our roads and bridges are falling apart."

In order to guess the meaning of transportation, it is necessary to break the word down into meaningful parts which mean something. It is known that "port" means to "carry", "trans" means "across or from place to another", and "tion" means "the state of condition of." From this, a literal meaning can be formed for transportation the state of carrying something from one place to another place. This system does not always work, because it is not always easy to know the meanings of all suffixes, prefixes and affixes as they are derived from Latin and Greek.

*j) Readers' prior knowledge or schemata.* Apart from the above-mentioned clues, the reader's prior knowledge or schemata about the text he is reading can help him arrive at the meanings of unknown words in the text. The reader can do brainstorming in order to make use of his prior knowledge or schemata. Such a process aids the reader to get the meanings of unknown words through the known ones or ideas. In semantic mapping, the readers also use their prior knowledge or schemata to form a semantic map. While forming the map, they relates known words

with new ones in appropriate categories. This enables them to develop their guessing at the meanings of unknown words from context.

Example: To test is to sample and predict. We test a frail-looking chair by touching it before we sit down, or we prod the ice of a newly frozen pond with a stick before committing ourselves fully. With an exploratory poke, we hope to measure the strength of the chair or ice well enough to predict later performance.

In this example, the underlined words might be new to readers. To guess these words from context, they can use their prior knowledge or schemata connecting with how to measure the strength of a chair or ice as the context doesn't include any context clues to infer the meanings of unknown words. In such a case, readers can arrive at the meanings of unknown words by using their prior knowledge or schemata about the context in which they occur.

Except for the above-mentioned clues that can provide information to help guessing, learners can use leading questions for sensible guessing from context. As Twaddell (1973) points out, these questions would normally be first on the grammatical level: Is the unknown word a noun, a verb, an adjective, or an adverb? If it is a noun, is it singular or plural? What adjective modifies it? Is it the subject of the verb or object of the verb? If it is a verb, does it show future, present or past? What is its subject or object? If it is an adjective, what noun does it modify? If it is an adverb, does it modify any other word in the sentence?

Once the grammatical clues have been identified, the next step is to practice deducing from factual clues. If it is a noun, does it refer to persons, things, conditions, events, qualities? How many? What kind? If it is a verb, does it refer to an

action, change, condition, relationship? If it is an adjective, does it describe some fact, or does it indicate somebody's attitude. It is obvious that many words can be guessed from the contexts in which they occur by using context clues or grammatical clues. These clues facilitate the retention of expressions (Benda, 1983). Most readers guess the meanings of unknown words from the general sense of the context and from the form or structure of the word without looking them up in a dictionary. Clarke and Nation (1980; cited in Nation, 1990) point out that the strategy for guessing from context presupposes two things; The first one is that the learners have sufficient command of vocabulary, grammar and reading skills in order to achieve the basic comprehension of the text, and the second one is that the learners bring some relevant background knowledge to the text. This strategy consists of five steps.

1. Find the part of speech of the unknown word.
2. Look at the immediate context of the unknown word and simplify this context if necessary.
3. Look at the wider context of the unknown word. This means that looking at the relationship between the clues containing the unknown word and surrounding clues and sentences.
4. Guess the meaning of the unknown word.
5. Check whether the guess is correct or not.

If context clues and grammatical clues do not provide enough information for guessing the meanings of unknown word from context, it becomes necessary for readers to use dictionary to learn the meanings of unknown words.

### 2.7.2. The Importance of Context for Vocabulary Learning

The ability to determine the meaning of vocabulary from context is one of the most important aspects of successful reading, because it will allow the readers to read without any interruption. Guessing is so imprecise that it contributes to passive rather than active awareness of the L2 (Gonzales, 1990). It is argued that guessing the meanings of unknown words from context aids retention since any meanings the students work out for themselves will be better remembered than any one they are given (Madden, 1980; cited in Seal, 1991). The skill of successful guessing is an effective way we build up our language vocabulary resources.

According to Silberstein (1994), the activities related to guessing are valuable in two aspects. First, practice inferring meaning from context teaches an important skill. Second, all the additional context introduced by the teacher will provide semantic links that help readers in remembering words. The ability to guess from context is clearly a valuable skill and one that should play a part in reading comprehension passages in class.

This approach encourages readers to develop the quality of taking risks (Fengnin, 1994). This makes them more confident. Once they learn a new word by this approach, they learn it in its complete context, not as an isolated word. The context of a new word provides the learner a holistic approach. Words taught in isolation are generally not retained. "In order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears" (Judd, 1978:73).

Guessing the meanings of unknown words is an effective way to develop the students' vocabulary and increase their reading comprehension. Guessing also enables readers to think and bring relevant information to the text. The information they bring to the text build a bridge between the known words and unknown words. Through successive guessing in context after context, we sooner or later learn more and more precisely the meaning or meanings of the unfamiliar words (Twadell, 1973).





## CHAPTER 3

### METHODOLOGY

#### 3.1 Introduction

As noted in Chapter I, this experimental study aims at investigating the effects of semantic mapping technique on teaching vocabulary items in EFL reading texts and guessing the meanings of unknown words from context. It must be considered that the target vocabulary items which have constituted the basis of this research study are restricted to only content words—nouns, verbs, adjectives and adverbs derived from adjectives. The semantic mapping technique is compared with traditional approaches to the teaching of words that appeared in reading texts on immediate and long term retention of words and words' meanings, and on guessing the unknown words from context.

The research was conducted with two intact groups of EFL students in two prep classes at the University of Mersin, Department of Foreign Languages, Preparatory School. They were intermediate level students and all of them were the native speakers of Turkish. They were going to study tourism and hotel management after one year program of English as a foreign language at the University of Mersin. One group was used as control group (traditional approaches), one as experimental group (semantic mapping).

Learning measures involved a vocabulary test that consisted of two parts in a multiple choice format (see Appendix 1) and two semantic maps created on two key words by the subjects (see Appendix2).

### 3.2. Research Design

In this study, as noted earlier in this chapter, an experimental research was conducted with two intact groups of EFL students who were the native speakers of Turkish at the University of Mersin. The research design was a pretest - posttest control group design. One of the groups was used as control group, and one as experimental group. There were experimental treatments between pretest and posttest. The experimental group was treated with semantic mapping while the control group worked with traditional approaches to the teaching of content words in the texts of reading.

Figure 1. Graphic Display of the "True Control Pretest-Posttest Design"

GROUPS	TREATMENTS AND TESTS GIVEN			
EXP.GROUP	PRETEST	SEMANTIC MAPPING	POSTTEST	LTR TEST
CONT.GROUP	PRETEST	————	POSTTEST	LTR TEST

Note: exp = experimental, cont = control, ltr = long-term retention

Figure 1 indicates that both control and experimental groups were tested in pretest, immediate posttest (see Appendix1) and long-term retention (LTR) test, the items of which are the same as the first part of the multiple choice-test (see Appendix3).

### 3.3. Subjects

The subjects for the study were students with the intermediate level of English language proficiency at the Department of Foreign Languages at the University of Mersin. The Department of Foreign Languages has a preparatory school where students take a year of intensive English in order to reach a proficiency level of English for their academic studies in following years. The students who participated in the study were going to attend the School of Tourism and Hotel Management at the University of Mersin after one-year program of English at the preparatory school.

The research was carried out with the students, aged between 18-20, in two intact classes, the levels of which were determined according to the scores of the placement test given at the very beginning of the academic year of 1996-1997 (see Appendix 4). All of the students were the native speakers of Turkish, graduating from various high schools in Turkey. In total, there were 47 students, 24 in the class which was determined as the experimental group, and 23 in the class which was determined as the control group. At the end of the experimental treatment, 34 students were chosen from among the students who participated in all experimental procedures, 17 from the experimental group and 17 from the control group.

The groups were equalized in terms of language proficiency by using the scores of the first mid-term exam (see Appendix 5) administered in the spring term. The exam was given to the students in both groups under the same circumstances just before the experimental treatment. It covered the material taught during the learning process. It is essential to note that the students who enroll in the preparatory program at the University of Mersin have to take two mid-term exams

each term, and a final exam at the end of the academic year. The mean score of the mid-term exams administered during the year must, at least, be fifty for each student to take the final exam and sixty percent of the mean score of the final exam are used to find the achievement grade for each student. All exams are based on the material designed according to the syllabus.

### **3.4. Developing Research Instruments**

In order to start the experimental treatments, some instruments must, in the first stage, be developed by the researcher. These instruments must meet the specific needs of the researcher for the experimental treatments. In other words, the researcher must construct an instrument because of the specific nature of the dependent variable. These instruments are divided into two categories. Instructional materials and testing materials.

#### **3.4.1 Instructional Materials**

Instructional materials used for the study in both experimental and control groups consisted of four appropriate passages in the "Reading Material" prepared for the reading lesson in the spring term of 1997. All of the reading passages in "Reading Material" were selected from various sources that were relevant to the level and interest of the students. After the selection of reading passages, they were graded and sequenced in accordance with content and activities. When the selected passages were sequenced in the "Reading Material", the nature of the study was considered by the researcher. Text-related activities were determined and developed by the teachers teaching the reading lesson. All of the activities were related to both vocabulary development and reading skills.

As for the reading passages selected, some factors were considered. The first factor was related to the content of the passage. In order to motivate the students, the content of the passage should be both interesting and relevant. So, most of the reading passages that were also used as instructional materials for the study were selected from the students' academic area. These sorts of passages were to be presented in the reading class for the first time. The second factor that was considered was the objective of the text for improving both vocabulary and reading skills in general. The third factor was that all students were to be given the material appropriate specifically to their own needs. As the subjects would study Tourism and Hotel Management after one-year program of EFL, the texts used for the instructional materials during the experimental treatment were selected from tourism and related area. Four different texts (see Appendix 6), the aims of which were to teach vocabulary, were presented to the subjects during the intervening 25 days in a two-hour reading lesson per week. The first text, the title of which was "The Hospitality Industry," was first presented in both of the classes in the first week. The second passage was entitled "Tourism", the third passage was "The Attraction of Hotels and Motels," and the fourth passage was "The Travel Agency." All these passages followed one another in "The Reading Material," and the text-related activities covered the target vocabulary items which constituted the basis of the present research study and some comprehension questions accompanying these vocabulary. In addition, The Lead-In questions in each text served as pre-reading activities to generate the discussion on the ideas in the passage. Similarly, the same materials and related activities were used in the control groups.

### **3.4.2. Testing Material**

To measure the effects of semantic mapping procedure on teaching content words in the texts of EFL and guessing the unknown words from context in comparison with traditional vocabulary teaching approaches, a vocabulary test was designed for data collection (see Appendix 1). Apart from the vocabulary test, the data were collected from two semantic maps, each of which was created using a given "key word" by the students (see Appendix 2).

The vocabulary test consisted of two different parts, each of which had a purpose of its own. The objective of the first part (items 1-35), covered the material taught during the experimental treatments, was to measure the vocabulary performance of the subjects in both groups before and after the experimental treatments for short and long term retention of the material presented.

#### **3.4.2.1. Test Design**

In constructing the item formats of the first part (items 1-35), a pool of target vocabulary items were randomly selected from the reading passages that would be presented during the experimental treatment in the reading classes. The words were content words and they were going to be encountered by the subjects during the treatment for the first time. In other words, the words upon which the first part of the test was based would be the words presented during the teaching process.

The words selected from the target vocabulary items in the texts were, first, categorized into nouns, verbs, adjectives and adverbs. derived from adjectives, and then presented in different multiple-choice questions with five options, only one

of which is correct (the answer), the others (the distractors) being wrong. The subjects were required to choose the word which best completes each blank space in the sentence. As stated above, in total, there were 35 multiple-choice questions. 21 questions were based on nouns, 6 on verbs, 6 on adjectives and 2 on adverbs.

The second part of the test (items 36-52) aimed at assessing the effect of semantic mapping procedure on guessing the meaning of unknown words from the context of reading. The target vocabulary items in that part were not presented during the experimental treatments.

As for guessing the meanings of unknown words from context (items 36-52); two suitable reading passages were selected. The passage "Waiter for a Week" was taken from *Focus On First Certificate by Sue O'Connell* (Cambridge First Certificate in English examination). The second passage "Tourism" was taken from *Certificate of Proficiency in English* (Handbook, April, 1995) produced by the University of Cambridge. As Wallace (1982) points out, the content of the text is decided by considering the purposes of the assessment. It checks on students' progress in learning particular elements of the experimental treatments. When the passages were selected, their appropriateness to the proficiency level of the students were considered. The passages were carefully examined in structure and vocabulary by the researcher. The structures in the passages had been taught before, but the vocabulary items were new to the students.

First, seventy five content words were randomly selected from the two texts and listed on a separate sheet of paper. Then, they were administered to the teachers teaching English to the so-called students at preparatory school and asked to put a tick in front of the words which they thought the subjects don't know and

which they found difficult for any language learners. Later, these words were listed again on a sheet of paper and given to the students who would serve as the subjects for the study, and they were also asked to put a tick beside each of the words they knew. In order to be sure, they were told to write their meanings and use each of them in a sentence. The students' answers were evaluated, and the most specific words that the teachers found difficult and that weren't answered by the students were determined.

After this procedure, totally 17 words were randomly selected from the last list. Six of them were nouns, four verbs, four adjectives and three adverbs derived from adjectives. Eight words were from "Waiter for a week", and nine words were from "Tourism". These words were then found in the contexts of the passages and underlined. Each text contained underlined words whose meanings had to be identified from the context. Following each of the passages, the underlined words in the context were organized in multiple choice questions for which the subjects were required to choose the best word that amounts to the same meaning as the underlined word from the five options. As noted, multiple-choice questions were organized so that the subjects had a number of options, only one of which was correct.

#### **3.4.2.2. Piloting**

Prior to the administration of the test for data collection, a pilot run was conducted to check its reliability. "A reliable vocabulary test is one which always gives the same result under the same conditions. Reliability is not usually such a great problem in vocabulary testing as it is in some other areas of language testing" (Wallace, 1982:112). The piloting was conducted with thirty seven students in prep classes who were not served as the subjects of the study.



As a result of the statistical analysis carried out for the reliability of the test, the coefficient of internal consistency has been found at  $\alpha = .6267$ . Although this value is not high, it indicates that the test has partly a homogeneous construction. Therefore, it can be used for value analyses in terms of validity. Apart from that, although we didn't do any other procedures for the validity of the test, we can say that we achieved the content validity of the test by applying to the opinions of many experts in this field.

### **3.5. Procedures**

The experimental procedure consisted of four stages for each group. These were, in turn, (a) pretest, (b) treatment, (c) immediate post-test, and (d) long-term retention test. The pretest was administered to measure the recognition of the target vocabulary items before the treatment. The immediate posttest aimed at measuring the effects of treatment for both groups. The long-term retention test intended to measure the recall of the target vocabulary items over a three week period.

#### **3.5.1. Pretest**

The study was carried out in the spring term of 1997. Prior to the experimental treatment, the prepared vocabulary test in two parts was administered to the subjects as pretest in the same classroom condition (March 20, 1997). The time limit for the test was sixty minutes. The next day, two hours before starting the experimental treatment, the subjects were given two key words (weather and holiday) accompanying two examples of vocabulary maps (see Appendix 7) on a separate

sheet of paper and asked to create two maps producing as many words as they could related to the two key words. Totally a period of eight minutes were given for that procedure.

### **3.5.2. Treatment**

After the subjects were given the pretest, the experimental treatments were started in the reading classes in both groups. As noted earlier in this chapter, in a two-hour reading class per week, the students were provided with reading skills as well as vocabulary skills. Each week, a reading passage in the "Reading Material" was introduced to the students in both experimental and control groups concurrently. During the semantic mapping training period in the experimental group, the control group worked with traditional approaches with the same material. Totally, the training period for the experimental treatments were four weeks.

#### **WEEK 1**

Prior to the semantic mapping training in the experimental group, the students were informed of the general procedures concerning the application of semantic mapping to the teaching of vocabulary in the text of reading. Although they were informed of the general procedures, they weren't told it was an experiment until after the fact. Meanwhile, the teacher in the class that served as control group was teaching the same material with traditional approaches .

In the semantic mapping group (experimental group), on the first day of instruction, the teacher (the researcher) told the students that they were going to study the topic "The Hospitality Industry" (see Appendix 6) and related vocabulary. The

teacher wrote the topic in the middle of the board and drew a circle around it. The students and the teacher first discussed the meaning of hospitality industry. To stimulate the discussion and generate related words, the Lead-In questions were used as pre-reading activities, such as, (1) What do we call people who visit us in the home? (2) How can we serve these people? (3) Do Turkish people like to have and serve guests? (4) Are Turkish people famous for their hospitality? (5) Where else can we show our hospitality?

Following the discussion of Lead-In questions, the students were asked to think as many words as they could that were related to the topic. The words suggested by the students were listed on the board by the teacher. Then the students were asked to predict the words that were in the text. The aim was to improve the technique for guessing the meanings of unknown words from context. The words were then organized into a semantic map under the components of hospitality industry. The organization of the map was discussed in terms of the relationship between the words and subcategories to form a pre-reading map from the board.

In the second stage, the students were given the opportunity to read the text and underline all the words they didn't know, and also check their guessing. After this procedure, the teacher and class discussed the meanings of the underlined words in the context of the subject domain and then developed a whole class post-reading map (see Appendix 8) by utilizing the new words under the appropriate subcategories. The associational links between the words and categories made both the vocabulary and ideas in the text understandable. In this way, the students learned to build bridges between the known and the new words and ideas. This procedure was followed by comprehension questions and other text related activities.

## WEEK 2

At the class meeting that week, the teacher told the students that they were going to study the passage on "Tourism" in the Reading Material (see Appendix 6) and reminded them of the procedures followed in the previous week.

The teacher first wrote the word "Tourism" in the middle of the board and drew a circle around it. The students were told that the focus would be on words apart from comprehension. They were first encouraged by Lead-In questions to start a discussion on the topic as well as the words related to it. The questions also served as pre-reading activities to warm up the students. The most specific Lead-In questions were as follows: (1) What is needed to make up tourism? (2) Is tourism a temporary or permanent activity? (3) Is tourism a need or luxury? As they were going to study tourism in following years, they showed special interest in the topic.

After the discussion of the questions, the students were asked to produce as many words as they knew related to the topic. The suggested words were put on the board by one of the students. The teacher told the students to guess what words on the board might appear in the passage. The same procedures that were followed in the previous week were applied to create a pre-reading map on vocabulary development. Next, the students were asked to read the passage for comprehension questions and determine the new words in the context. Following reading, the students and teacher discussed comprehension questions and the meanings of the new words. What was different from the procedures in the previous week was that the students were assigned to create a post-reading vocabulary map as homework on a separate sheet of paper.

### WEEK 3

In week 3, before starting the new topic, the teacher told the students to examine their completed post-reading maps on "Tourism" with their peers for a few minutes. Then the teacher asked if there were any volunteers to put his or her map on the board as a model for starting a discussion on the new words. After a short discussion the teacher and students agreed on the post-reading map on tourism for vocabulary development. The teacher asked the students to reorganize their maps considering the model on the board.

That procedure was followed by a new topic "The Attraction of Hotels and Motels" (see Appendix 6). The teacher first wrote the topic in the middle of the board and drew a circle around it. A discussion was started by asking Lead-In questions, such as, (1) Do you know the difference between the words "hotel" and "motel"? (2) Which term is newer? Why do you think so? (3) Describe the hotels with the adjectives you know. (4) Hotels and motels are nice places to stay at. Are they also nice to work? Why? Why not?

This activity encouraged the students to produce the ideas and words about the topic. The words generated by the students related to the topic were written on the board. The teacher asked the students to predict the words on the board that might appear in the text. Then, the students were given the opportunity to look through the text and check the right guessing. Later, they were asked to read the passage and underline the new words in the text. In order to discuss the meanings of the unknown words in the text, they were asked to work in groups of five.

After the groups had discussed the unknown words in the text, they were told to answer the comprehension questions about the text. Meanwhile the teacher was walking around the class so that he could help the groups and answer the questions. Next, the groups were asked to create a post-reading semantic map on the words concerning the topic. As the students knew how to create a map, they weren't informed of any procedures. The objective of that activity was to make the learners think on the associations. To motivate the learners and get a good map, they were said that the best map would be rewarded. For this activity the time period was thirty minutes. The students found that activity very enjoyable. After the completion of the maps, each group examined the other group's maps. In this way, the learners found the chance to see different maps on the same topic. After the best map was determined by the teacher and students, the teacher asked the students to get a copy of it to discuss next week.

#### WEEK 4

After a brief discussion on the last draft of the map related to "Tourism" studied the previous week, the topic "Travel Agency" was written in the middle of the board (see Appendix 6). Like the above-mentioned procedures, the students and teacher first began to discuss the Lead-In questions and pre-reading activities such as (1) Iremtur is a travel agency. What other travel agencies do you know? (2) What do the travel agencies do? (3) Do you think travel agencies have some positive or negative effects on tourism? Discuss.

Pre-reading activities involved some comprehension questions and keywords that were of importance to understand the text. The learners, without reading the passage, first predicted the comprehension questions before reading. The

procedures followed in the previous week was again followed to learn the unknown words and create the map of the words. This time all the words were first listed on the board under the appropriate categories and then put into a map with the involvement of both teacher and students. After the completion of the map, the teacher told the students to copy the map from the board (see Appendix 8). This was followed by the vocabulary in context activities.

### **3.5.3. Immediate Posttest**

The experimental treatments were followed by immediate posttest. Whatever form of the test the subjects received for the pretest, that same form was received for the posttest (see Appendix 1). As noted, the test covered the words taught during the intervening four weeks and guessing the meanings of unknown words from context. The objective of the immediate posttest was to examine the effects of the experimental treatments on short term retention (STR). Apart from that, the same keywords (weather, holiday), for which the subjects created maps in pretest were asked again without any examples as model. The time limit was the same as that of pretest (one hour for vocabulary test, eight minutes for maps).

Both experimental and control groups were tested in the same classroom conditions. The rationale for using exactly the same test for both pretest and posttest was to assure exactly comparable test. The four weeks interval between the administrations of pretest and posttest was considered to control for any short term memory effects. Since the subjects were not informed of the correct answers after the pretest and since they were not familiar with the words, they did not know whether their answers were correct or not. The data collected from the scores of pretest and those of posttest were compared to assess the effects of the experimental treatments.

#### **3.5.4. Long-term Retention Test.**

The long-term retention test (see Appendix 3) was administered 18 days after the posttest. The purpose of the test was to examine whether there was a significant difference in long-term retention between the words presented experimentally and those presented traditionally. The subjects were not informed of the long-term retention test until the administration so as to hold constant the effects of individual study.

Although the long-term retention test was the same as the posttest (items 1-35), the presentation of items and options were different. The time limit was 30 minutes for 35 questions. In order to assess the long-term memory effects, the scores of the posttest (items 1-35) were compared to those of the follow-up test.

### **3.6. Scoring**

#### ***a) Scoring the multiple-choice test***

The score for the multiple-choice test was the number of correct responses. This test was divided into two parts. Multiple-Choice part 1 which tested the vocabulary taught during the experimental treatment consisted of 35 questions, and Multiple-Choice part 2 which tested guessing the meanings consisted of 17 questions. There were, totally, 52 questions in both parts. Apart from these, the questions based on nouns, verbs, adjectives and adverbs were scored separately for each part.



*b) Scoring the semantic maps created by the subjects*

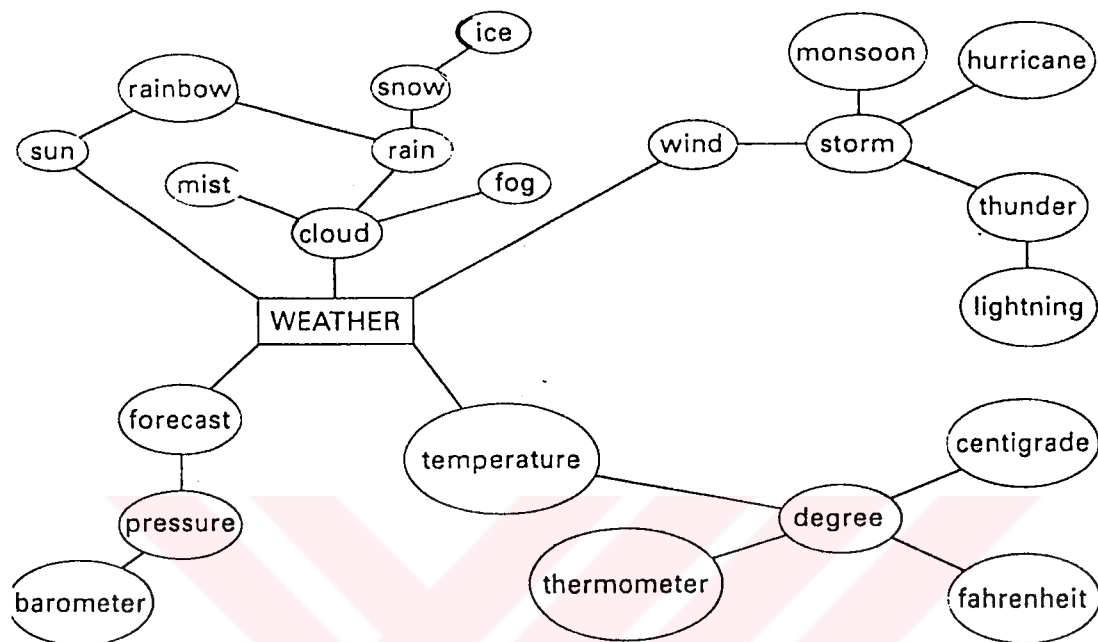
The maps created by the subjects were scored by the experimenter in two different ways for data collection in order to answer the third and fourth research questions.

1) They were scored in terms of the words produced by the subjects in the form of semantic maps depending on the keywords (weather and holidays). The score was the total number of the words produced by the subjects.

2) They were scored in terms of the relationships between the keyword and categories and subcategories. Two points were given for the words that had the primary relation and one point was given for the words that had the secondary and tertiary relationships with the keyword or topic. The score for this part was the total points obtained from the two maps in terms of making relationships between the keyword and main and subcategories.

Main categories are the ones that have primary relationships and subcategories are the ones that have secondary or tertiary relationships with the keyword or topic. Consider "weather" as keyword. The word "temperature" has primary relationships, the word "degree" has secondary relationship, and "centigrade" has tertiary relationship with "weather"

Figure 2. Semantic Mapping for "Weather"



*From Cambridge skills for fluency (p.6) by S.Greenall and D.Pye, 1991. Cambridge University Press.*

### 3.7. Data Analysis

Statistical analyses of the scores obtained from the measurement devices which were used for the study were performed on an IBM computer using the SPSS package of statistical programs and parametric analysis. Data were collected from pretest, immediate posttest and long-term retention test.

Parametric analysis was first computed on the pretest-posttest scores, and then on the posttest-long-term retention test scores of the variables. The means and

standard deviations of the scores for each test were calculated for each group (Experimental and Control). In the next stage, the t-test analysis was conducted for the significance of the difference between the mean scores for the experimental and control groups on the pretest, posttest and long-term retention test. The pretest-posttest results were tabulated and compared using the level of significance for two-tailed test. In the same way, the posttest and long-term retention test results were tabulated and compared using the level of significance for two-tailed test.

The means and standard deviations of the scores for each test were calculated and t-tests were conducted in order to determine group equality and learning increments related to the treatments. Data analyses compared learning difference between the experimental and control groups, and between short and long-term retention. Data analysis intends to answer the research questions introduced in the first part of this thesis.

1. In order to see whether there was a significant difference between the experimental and control groups on immediate post-test of the presented vocabulary items for total word classes, the means and standard deviations for the total scores of the questions based on the learned vocabulary items were calculated for each group and t-test of difference was conducted. Pretest results were compared with immediate post-test results. This statistical procedure was also applied to a)nouns, b)verbs, c)adjectives, d)adverbs

2. In order to see whether there was a significant difference between the experimental and control groups in guessing the meanings of unknown words from context in terms of total word classes, the means and standard deviations for the total

scores of the questions based on guessing the meanings of unknown words were calculated for each group and t-test of difference was conducted. Pretest results were compared with posttest results. In the same way, this statistical procedure was applied to guessing the meanings of a) nouns, b) verbs, c) adjectives, d) adverbs.

3. In order to see whether there was a significant difference between the experimental and control groups in terms of producing words indicating primary, secondary and tertiary relationships with the keywords, the means and standard deviations of the scores gained from the maps were calculated for each group and t-test of difference was conducted. Pretest results were compared with posttest results.

4. In order to see whether there was a significant difference between the experimental and control groups in terms of making relationships between keyword and categories, the means and standard deviations of the scores gained from the maps were calculated and t-test of difference was conducted. Pretest results were compared with posttest results.

5. In order to see whether there was a significant difference between immediate and long-term retention of vocabulary items presented during the teaching process for total word classes, the means and standard deviations for the total scores of the questions were calculated for each group and t-test of difference was conducted. The results of immediate post-test were compared with the results of long-term retention test. In the same way, this statistical procedure was applied to a) nouns, b) verbs, c) adjectives, d) adverbs

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.1. Findings and Discussion Related to Groups' Equality

Table 1: The Results of T-Test for Mean Pretest Scores for the "True Control Group Pretest-Posttest Design"

GROUPS	N	$\bar{X}$	SD	T-TEST
EXPER.GR.	17	56.000	6.727	0.35
CONTR.GR.	17	57.000	11.673	

Note: Exper. Gr. = experimental group; Contr.Gr. = control group

Table 1 showed that there was not a significant difference between the populations of the students in both groups. The two groups were more or less equivalent in achievement on the pretest that was used for the "true control group pretest-posttest design". No significant difference between the population means for both groups indicated that neither of the groups was advantaged at the outset of the experimental treatment and the groups were selected randomly.

#### 4.2. Findings and Discussion Related to the First Research Question

Table 2 : Groups' Pretest and Immediate Posttest Results for the Vocabulary Items Presented during Teaching Process for Total Word Classes

GROUPS	N	PRETEST			POST TEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	6.176	2.744	0.45	20.823	4.503	3.92*
CONT.GR.	17	6.588	2.980		15.176	5.341	

\* $p < .01$

As expected, pretest mean scores indicated that no significant difference was observed between the two groups on the pretest for the total scores of the first part of the multiple-choice test which consisted of the target vocabulary items that were taught during the experimental treatment. The groups were initially equivalent. The t-test for pretest scores were not significant. After the treatment, however, the mean posttest score of the students who received semantic mapping instruction (SMI) was higher than the mean posttest score of the students who used traditional approaches, and the t-test for posttest scores was statistically significant. The result indicates that semantic mapping is more effective than traditional approaches in teaching content vocabulary words at the intermediate level of English language proficiency.

Table 3 : Groups' Pretest and Immediate Posttest Results for the Nouns Presented during the Teaching Process

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	3.058	1.676	0.92	12.764	3.327	3.39*
CONT.GR.	17	3.647	2.262		8.882	3.806	

\*  $p < .01$

Mean pretest scores of the two groups were found to be not significantly different. This finding indicated that the control group students were, at the outset, like the experimental group students. After the experimental treatment, however, the mean posttest score was significantly higher than the control group's mean score. Although the treatment made a difference for both groups, semantic mapping technique was found to be more effective than traditional approaches to the teaching of nouns in reading texts. It can be concluded from the texts that the number of nouns was much higher than any other content words. This positive finding suggests that semantic mapping is more effective than traditional approaches in teaching nouns.

Table 4 : Groups' Pretest and Immediate Posttest Results for the Verbs Presented during the Teaching Process

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	1.647	0.786	0.20	3.294	1.312	1.46
CONT.GR.	17	1.705	1.105		2.823	1.237	

The results of the pretest showed no significant difference between the two groups. On the pretest, the two groups were equivalent and the t-test of difference was not significant. Though comparisons of posttest mean scores indicated that the treatment made a slight difference between the experimental and control groups, the t-test of difference was not statistically significant. This finding permits the conclusion that the semantic mapping group did not perform better than the traditional control group in learning the verbs presented during the experimental treatment. The reason may be due to the fact that the number of verbs in the maps created in the classroom was fewer than that of the nouns. And also, the verbs may not have been discussed adequately in the classroom situation.



Table 5: Groups' Pretest and Immediate Posttest Results for the Adjectives Presented during the Teaching Process

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	1.117	0.781	0.59	4.000	1.118	3.48*
CONT.GR.	17	0.941	0.966		2.705	1.263	

\*  $p < .01$

By looking at the results of the pretest, it is possible to conclude that there was, as expected, no significant difference between the two groups prior to the treatment. After the experimental treatment, however, the t-test of difference between the groups indicated that the performance of the students who received semantic mapping training was considerably higher than that of the students who received traditional instruction in the teaching of adjectives in English reading texts. According to the results derived from the study, semantic mapping is a very effective technique for teaching adjectives in EFL reading texts for preparatory students at university level. This positive finding supports the effectiveness of semantic mapping in teaching adjectives as well as nouns.

Table 6 : Groups' Pretest and Immediate Posttest Results for the Adverbs Presented during the Teaching Process

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	0.352	0.606	0.27	0.823	0.636	0.24
CONT.GR.	17	0.294	0.470		0.764	0.562	

Pretest mean scores of the two groups showed no statistically significant difference between the experimental and control groups. After the treatment, the experimental group produced no statistically higher mean score than the control group. The results showed that adverbs derived from adjectives were not affected by the treatment. Both semantic mapping and traditional approaches have more or less the same effect for teaching adverbs in academic reading texts. This may be due to the fact that the number of adverbs are fewer in both maps and test items. This negative finding is consistent with that of the verbs, because verbs are modified by adverbs. They may not have been discussed in the classroom situation adequately.

### 4.3. Findings and Discussion Related to the Second Research Question

Table 7 : Groups' Pretest and Immediate Posttest Results for Guessing the Meanings of Unknown Words from Context for Total Word Classes.

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	3.647	1.412	0.33	5.648	2.473	2.43*
CONT.GR.	17	3.470	1.940		4.058	2.164	

\*  $P < .05$

According to mean pretest scores of the two groups, no significant difference was found between the groups on guessing the meanings of unknown words from context. The subjects were initially alike. After the experimental treatment, however, the results showed that the experimental group produced a significantly higher mean score than the control group. In practical terms, the results suggest that semantic mapping training has significance for teaching unknown vocabulary items through known ones as well as for guessing the unknown words from the contexts. This may be due to the fact that semantic mapping training enables students to generate more words that are in the same category and area of meaning.

Table 8 : Groups' Pretest and Immediate Posttest Results for Guessing the Meanings of Unknown Nouns from Context.

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	1.470	1.068	1.10	2.058	1.088	2.31*
CONT.GR.	17	1.117	0.928		1.176	1.237	

\*  $p < .05$

On the pretest, the results revealed no statistically significant difference between the experimental and control groups on guessing the nouns from context. On the posttest, the results showed that the treatment made a significant difference favoring the experimental group received semantic mapping training. The control group did not have significant gain scores between their pretest and posttest on guessing nouns from the contexts of reading passages. The findings have showed that semantic mapping training is highly effective in guessing the meanings of unknown nouns from context as well as in learning the meanings of the nouns in reading texts at the intermediate level of English proficiency for the preparatory students at the University. Cognitive and metacognitive strategy training in semantic mapping has produced positive results for guessing the meanings of unknown nouns from context.

Table 9 : Groups' Pretest and Immediate Posttest Results for Guessing the Meanings of Unknown Verbs from Context.

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	0.705	0.722	0.48	1.117	0.993	1.38
CONT.GR.	17	0.882	1.054		0.764	0.752	

The pretest results indicated that there was no statistically significant difference between the experimental and control groups for guessing the meanings of unknown verbs from context. On the posttest, again, mean scores of the two groups were found to be not significantly different. Though the difference was not statistically significant, performance for the experimental group was higher than that of the control group. In the same way, no significant difference was found between the groups on the verbs taught experimentally and traditionally. This may be, again, due to the fact that most class discussions in creating semantic maps focused on nouns than any other words. So, additional studies need to be carried out in foreign language classroom to support whether guessing the meanings of unknown verbs is affected by semantic mapping or not.

Table 10: Groups' Pretest and Immediate Posttest Results for Guessing the Meanings of Unknown Adjectives from Context.

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	0.764	0.664	0.59	1.529	1.068	0.61
CONT.GR.	17	0.941	1.029		1.352	0.702	

As was expected, mean pretest scores showed no statistically significant difference between the groups indicating that the groups were equivalent, at the outset, on guessing adjectives from the contexts of reading passages. Mean posttest scores indicated that the treatment made a little difference for the groups, but no significant difference was, surprisingly, found between the groups. Though a significant difference was found between the groups on adjectives taught experimentally and traditionally, such a difference was not observed between the groups for guessing the meanings of adjectives from context. As Nation (1990 : 130) points out, "it may be difficult to guess the meanings of some adjectives from context". The adjectives replaced in test items may be too difficult for the subjects to guess.

Table 11 : Groups' Pretest and Immediate Posttest Results for Guessing the Meanings of Unknown Adverbs from Context.

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	0.705	0.588	1.00	0.941	1.029	0.48
CONT.GR.	17	0.529	0.514		0.764	0.970	

Table 11 indicated that pretest results of the group produced no significant differences indicating that chance produced two groups more or less equivalent in achievement. After the experimental treatment, in the same way, both did not have significant gain scores between their pretest and posttest on guessing adverbs from the contexts of the reading passages, and the t-test of difference was found to be not statistically significant. These findings report that semantic mapping training is not more effective than traditional approaches for guessing the meanings of unknown adverbs from context. It is more difficult to learn adverbs than any other content words. Therefore, they are usually taught at the later stages of foreign language learning.

#### 4.4. Findings and Discussion Related to the Third Research Question

Table 12 : Groups' Pretest and Immediate Posttest Results for Producing Words related to "Weather" and "Holidays"

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	25.117	7.491	.06	35.823	7.376	4.64*
CONT.GR.	17	25.235	4.969		26.764	5.333	

\*  $p < .001$

Mean pretest scores of the two groups showed no significant difference on the scores of producing words related to the given key words. The experimental group students were much like the control group students prior to the experimental treatment. After the experimental treatment, however, the mean posttest score of the experimental group was significantly higher than the control group's mean score. The experimental group students who received semantic mapping instruction produced more words than the control group students related to the key words "weather" and "holidays". The result suggests that semantic mapping is more effective than traditional approaches in bringing mind different words connected with a single topic or a keyword. The positive finding supports the literature related to the associational links among words.



#### 4.5. Findings and Discussion Related to the Fourth Research Question

Table 13 : Groups' Pretest and Immediate Posttest Results for Making Relationships between the Key Word and Main Categories and Subcategories.

GROUPS	N	PRETEST			POSTTEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	25.117	7.491	.06	35.823	7.376	4.64*
CONT.GR.	17	25.235	4.969		26.764	5.333	

\* $p < .01$

According to Table 13, mean pretest scores between the experimental and control groups showed no significant difference. The groups were initially equivalent on the ability measure used as the pretest. After the treatment, the mean posttest score of the subjects in the experimental group was higher than those in the control group's mean score. The results indicate that the subjects in the experimental group were more successful than those in the control group in terms of making relationships between the key word, main categories and subcategories, supporting vocabulary. Main categories are the ones that have primary relationships and subcategories are the ones that have secondary and tertiary relationships with keyword. Consider "weather" as keyword. "Temperature" has primary relationships, "degree" has secondary relationship and "centigrade" has tertiary relationship with "weather".

#### 4.6. Findings and Discussion Related to the Fifth Research Question

Table 14 : Groups' Posttest and Long-Term Retention Test Results for the Vocabulary Items Presented during the Teaching Process for Total Word Classes

GROUPS	N	POSTTEST			L.T.R. TEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	20.823	4.503	3.92*	20.000	4.316	4.83**
CONT.GR.	17	15.176	5.341		11.529	6.176	

\* $p < .01$

\*\* $p < .001$

According to Table 14, the results indicated that both the experimental and control groups scored lower in the long-term retention test than in the immediate posttest, but the mean retention test score of the students who used semantic mapping procedure was higher than the mean retention test score of the students who worked with traditional approaches. The result of the t-test showed a significant difference between the two groups on the long-term retention. It can be concluded from the results that semantic mapping procedure is more effective than the traditional approaches to the teaching of vocabulary for the immediate and long term retention.

Table 15: Groups' Post test and Long-Term Retention Test Result for the Nouns  
Presented during the Teaching Process

GROUPS	N	POSTTEST			L.T.R. TEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	12.764	3.327	3.39*	11.176	2.963	2.44**
CONT.GR.	17	8.882	3.806		7.882	4.595	

\*  $p < .001$

\*\*  $p < .05$

According to Table 15, the results of the posttest showed a significant difference between the experimental and control groups for the nouns learned. The performance of the students who learned nouns through semantic mapping was considerably higher than that of the students who learned them through traditional approaches. By looking at the results of long-term retention test, it is possible to conclude that there was a little forgetting in the recall of nouns for both groups. However, the result of the t-test showed a significant difference between the groups in the learning of nouns for long-term retention. We conclude from the results that semantic mapping is more effective than traditional approaches in the learning and retention of nouns appeared in the reading passages at the intermediate level of English.

Table16: Groups' Posttest and Long-Term Retention Test Results for the Verbs  
Presented during the Teaching Process

GROUPS	N	POSTTEST			L.T.R. TEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	3.294	1.312	1.46	3.470	1.281	3.88*
CONT.GR.	17	2.823	1.237		1.941	1.600	

\*  $p < .001$

Table 16 indicates that no significant difference was observed between the experimental and control groups on the posttest for the verbs learned. This means that both semantic mapping procedure and traditional approaches have the same effect in the learning of verbs appeared in the reading passages at the intermediate level of English for short-term retention. As for the long-term retention test given three weeks after the immediate post-test, there was some forgetting in the recall of verbs for the control group, whereas no forgetting was observed in the recall of verbs for the experimental group. The result of the t-test showed statistically a significant difference between the experimental and control groups in the recall of verbs. Although semantic mapping was found to be effective for long-term retention for verbs, it was not found to be effective for short-term retention. The reason for this may be that the subjects in the experimental group may have used strategies in semantic mapping and guessing strategies they received in the short term, and even after the experimental treatment they may have used these strategies continually in various situations and these strategies may have been reinforced in the long-term.

Table 17: Groups' Posttest and Long-Term Retention Test Results for the Adjectives Presented during the Teaching Process

GROUPS	N	POSTTEST			L.T.R. TEXT		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	4.000	1.118	3.48*	4.235	1.147	4.97**
CONT.GR.	17	2.705	1.263		2.000	1.541	

\*  $p < .01$

\*\*  $p < .001$

According to Table 17, the results of the immediate posttest showed a statistically significant difference between the experimental and control groups for the adjectives learned. The performance of the students who learned adjectives by using semantic mapping procedure was considerably higher than that of the students who learned them through traditional approaches. As for the long-term retention test, the findings showed that no considerable forgetting revealed after the immediate posttest for both groups. However, the result of the t-test indicated a significant difference between the groups in the recall of adjectives. This means that semantic mapping is more effective than traditional approaches in the learning and retention of adjectives appeared in the reading passages at the intermediate level of English language.

Table 18: Groups' Posttest and Long-Term Retention Test Results for the Adverbs Presented during the Teaching Process

GROUPS	N	POSTTEST			L.T.R. TEST		
		$\bar{X}$	SD	T-TEST	$\bar{X}$	SD	T-TEST
EXP.GR.	17	0.823	0.636	0.24	1.117	0.485	4.67*
CONT.GR.	17	0.764	0.562		0.294	0.470	

\*  $p < .001$

Post test mean scores of the two groups showed no statistically significant difference between the experimental and control groups for the adverbs learned. This means both semantic mapping procedure and traditional approaches have more or less the same effect on the learning of adverbs appeared in the reading passages at the intermediate level of English language proficiency. By looking at the results of long-term retention test, it is obvious that there was some forgetting in the recall of adverbs for the control groups, whereas the experimental group had, surprisingly, a little higher score for the long-term retention than for the immediate posttest score. The result of the t-test for long-term retention test scores showed a significant difference between the groups in the recall of adverbs. The reason may be that the subjects in the experimental group may have used strategies they received in the short term, and even after the experimental treatment they may have used these strategies continually in various situation and these strategies may have been reinforced in the long term. As adverbs modifies verbs, we think that there is a consistency here.

## CHAPTER 5

### CONCLUSION

#### 5.1. Summary of the Study

As stated in chapter 1, the aim of this thesis is to investigate the effects of semantic mapping technique on teaching vocabulary items in the texts of reading and guessing the meanings of unknown words from context. This study was conducted with 34 preparatory students of EFL in two intact classes at the University of Mersin. They were intermediate level students and all of them were the native speakers of Turkish. In each class, there were 17 students. One of the classes was used as experimental group and the other as control group. The research design was pretest-posttest control group design. The experimental group utilized semantic mapping, whilst the control group worked with traditional approaches to teaching content vocabulary words through reading passages.

In chapter 1, the identification of the problem which has constituted the basis of the study has been introduced. The characteristics of the semantic mapping procedure have been identified in chapter 2 as a result of review of the literature. The experimental procedure, and data gathered from the results of the multiple-choice test and semantic maps created by the subjects related to the keywords or topics have been exhibited in chapter 3, and analyzed in chapter 4. In chapter 5 conclusions and pedagogical implications were briefly stated.

## 5.2. Discussion of Findings and Conclusion

The major results of the study can be summarized as follows:

1. We found a significant difference between the experimental and control groups on immediate post-test of vocabulary items presented during the teaching process for total word classes and also for nouns and adjectives but no significant difference for verbs and adverbs.
2. We found a significant difference between the experimental and control groups in guessing the meanings of unknown words from context for total word classes and also for nouns, but no significant difference for verbs, adjectives and adverbs.
3. We found a significant difference between the experimental and control groups in terms of producing words indicating primary, secondary and tertiary relationships with the keywords.
4. We found a significant difference between the experimental and control groups in terms of making relationships between the keyword and main categories and subcategories.
5. We found a significant difference between immediate and long-term retention of vocabulary items presented during the teaching process for total word classes and also for nouns, verbs, adjectives and adverbs.

In this study, the semantic mapping technique has been proved to be effective for teaching English vocabulary through reading passages and guessing the



meanings of unknown words from context. The results of this study suggest that students learning English as a foreign language should benefit from the semantic mapping procedure in teaching content vocabulary words in academic reading passages.

The positive results of this study are consistent with other studies in this field conducted by other researchers (e.g. Crow and Quigley, 1985; Brown and Perry, 1991; Toms-Bronowski, 1983; Margosein, Pascarella, and Johnson, 1985; Jones, 1984). In addition, the positive findings of the current study support positive findings of the literature related to semantic mapping (e.g. Heimlich and Pettelman, 1986; Pearson and Johnson, 1978, Zaid, 1995; Abdullah, 1993; Carell, Pharis, and Libero, 1989, Stahl and Vancil, 1986).

Karbon (1984) conducted a study with rural Native American, innercity Black students by using semantic mapping as a technique for vocabulary teaching, and found positive results. She recommends that teachers use vocabulary techniques that build on prior knowledge, emphasizing that semantic mapping provides an alternative technique to vocabulary instruction that focuses on the relationship between new and known words. Heimlich and Pittelman (1986) applied semantic mapping procedure in different classrooms for different study skills and found positive results. They suggest a concept development approach to vocabulary instruction over conventional definition and sentence approach. Jones (1984) studied on Black innercity fifth graders and found that semantic mapping had positive effects on vocabulary learning and specific comprehension of expository passages.

guessing the meanings of unknown words from the context of reading. In practical terms, it would seem to have significances for classroom practices as well as for the development of vocabulary items in the immediate and long-term retention, and comprehending passages.

### **5.3. Implications for Further Research**

In order to generalize the results of the study and make effective use of semantic mapping, it is also necessary to carry out additional studies with larger populations of students at all levels of language proficiency in a variety of regular classroom conditions. In addition, students of all age groups learning English as foreign language can be used as subjects for future studies. Further studies concerning semantic mapping can be done on other study skills of foreign language teaching with different groups of learners. Finally, it is necessary to carry out additional studies with larger populations of students in order to find the reasons why there is a significant difference between long term and short-term retention.

### **5.4. Pedagogical Implications**

In this study, the effectiveness and usefulness of semantic mapping as a vocabulary teaching technique have been provided to help teachers and students who are interested in foreign language teaching and learning. The preparatory students of EFL at the University of Mersin were asked if they had found the semantic mapping procedure valuable. Some expressed pleasure by using their prior knowledge about the texts and related vocabulary and by discussing the words in the classroom, some said that semantic mapping was really a very beneficial technique in that they could see the relationships among prior knowledge, experience, categorization, and the

said that semantic mapping was really a very beneficial technique in that they could see the relationships among prior knowledge, experience, categorization, and the reading and new vocabulary words. Some said that the visual shapes enabled them to understand the structuring of the information of the reading passages. The experimenter observed that the majority of the students who had never involved in the lessons seemed to have participated in the activities and assigning homeworks reluctantly. The fact that the reading passages were related to their academic area drew the attention and interest of all students and made the activities more enjoyable.

The results of the study suggest that foreign language curriculum should have a general program of parallel concept/background knowledge development and vocabulary development. In other words, as Carell (1983) suggests, vocabulary development should be parallel with schemata or background knowledge - development. The positive results of this study also suggest that foreign language vocabulary pedagogy should benefit from the inclusion of explicit learning through semantic mapping. Thus, teachers and curriculum designers at prep schools of universities can benefit from the the results of this study in designing their syllabi and curricula. The reading programs of the preparatory school at the Universtiy of Mersin can be formed on the basis of the findings of this study until new techniques which will be proved to be superior to semantic mapping will be introduced into the teaching and learning of vocabulary words through reading texts.

In conclusion, although there are different techniques in the presentation of target vocabulary items at different stages of foreign language learning, no one technique seems to have gained general acceptance among language teachers and learners. It is impossible to say that one technique is completely adequate or inadequate in teaching and learning target vocabulary items in foreign language, and

also it may be wrong to use merely one technique at all stages. Although semantic mapping has been found to be an effective technique for learning target vocabulary, teachers and learners can also make use of other additional techniques for vocabulary teaching.



## ABSTRACT

In chapter 1, the identification of the problem which has constituted the basis of the study has been introduced. The characteristics of the semantic mapping procedure have been identified in chapter 2 as a result of review of the literature. The experimental procedure, and data gathered from the results of the multiple-choice test and semantic maps created by the subjects related to the keywords or topics have been exhibited in chapter 3, and analyzed in chapter 4.

This experimental study aimed at investigating the effects of semantic mapping technique on vocabulary learning in comparison to traditional techniques in ELT. The study was conducted at Mersin University Department of Foreign Languages. The subjects were 34 intermediate level students in two intact preparatory classes of English.

In this study, the following research questions were investigated: (1) Is there a significant difference between the experimental and control groups on immediate post-test of learned vocabulary items? (2) Is there a significant difference between the experimental and control groups in guessing the meanings of unknown words from context? (3) Is there a significant difference between the experimental and control groups in terms of producing words indicating primary, secondary and tertiary relationships with the keywords? (4) Is there a significant difference between the experimental and control groups in terms of making relationships between the keyword and maincategories and subcategories? (5) Is there a significant difference between immediate and long-term retention of learned vocabulary items?

To answer the research questions, one class was used as experimental group and one as control group. The experimental group used semantic mapping while the control group left with traditional approaches. The treatment lasted four weeks. Both groups used the same material under the same conditions. Each week, a reading passage was studied in order to learn the target vocabulary items.

Each group was given pretest, immediate posttest and long-term retention test. The test had three stages. Stage one covered learned vocabulary items, stage two covered unlearned vocabulary items and stage three covered two keywords. The test of learned vocabulary items was administered three weeks after immediate post-test for long-term retention.

Statistical analyses of the scores were performed on an IBM computer using the SPSS package of statistical program and parametric analysis. Pretest and posttest scores were compared to measure the effect of treatment for short-term retention, and posttest and long-term retention test scores were compared for long-term retention for each group.

The results showed a significant difference in favour of the experimental group. The positive findings have suggested that semantic mapping is more effective than traditional approaches for vocabulary learning in English.

## ÖZET

### İngilizce Öğretimi Sürecinde Anlamsal Sözcük Ağları Tekniğinin Sözcük Öğrenimine Etkisi

Çalışmanın ilk bölümünde çalışma konusu ile ilgili problemler saptanmıştır. İkinci bölümde anlamsal sözcük ağları tekniğiyle ilgili literatür taraması yapılmış, deneysel işlemler ve bu işlemler sonucu elde edilen sonuçlar üçüncü bölümde ele alınmış ve dördüncü bölümde ise bu sonuçlar analiz edilmiştir. Çalışmanın son bölümünde ise sonuçlar ve öneriler yer almaktadır.

Bu çalışmanın amacı, İngilizce öğretimi sürecinde anlamsal sözcük ağları tekniği geleneksel tekniklerle karşılaştırılarak sözcük öğrenimine etkisini araştırmaktır. Bunun için, Mersin Üniversitesi Yabancı Diller Bölümü İngilizce Hazırlık Programına kayıtlı birbirine denk iki sınıftaki öğrenci grubu denek olarak seçilerek deneysel bir çalışma desenlenmiştir. Gruplardan biri deney grubu, diğeri kontrol grubu olarak kullanılmıştır. Her grupta 17 öğrenci olmak üzere toplam 34 öğrenci bu çalışmaya katılmıştır. Deney grubunda sözcük öğretimi için anlamsal sözcük ağları tekniği kullanılırken, kontrol grubunda, geleneksel teknikler kullanılmıştır.

Bu çalışmada şu araştırma problemleri sınanmıştır. 1) Anlamsal sözcük ağları tekniği ile öğretimin yapıldığı deney grubu ile geleneksel yaklaşımlarla öğretim yapılan kontrol grubu arasında hem toplam sözcük grupları açısından hem de bu grubun alt kategorileri olan isimler, fiiller, sıfatlar ve zarflar açısından anlamlı bir fark var mıdır? 2) Deney grubu ile kontrol grubu arasında bilinmeyen sözcüklerin anlamlarını bağlamdan çıkarma konusunda hem toplam sözcük grupları açısından hem

de bu grubun alt kategorileri olan isimler, fiiller, sıfatlar ve zarflar açısından anlamlı bir fark var mıdır? 3) Verilen anahtar sözcükler ile birbirleriyle birinci, ikinci ve üçüncü derecede bağlantılı yeni sözcük üretmeleri açısından deney grubu ile kontrol grubu arasında anlamlı bir fark var mıdır? 4) Verilen anahtar sözcükler ile bu sözcüklerin alt kategorileri arasında birbirleriyle birinci, ikinci ve üçüncü derecede bağlantı oluşturmak açısından deney grubu ile kontrol grubu arasında anlamlı bir fark var mıdır? 5) Öğretim sürecinde öğretilen sözcüklerin kısa dönemde kalıcılığı ile uzun dönemde kalıcılığı arasında hem toplam sözcük grupları açısından hem de bu grubun alt kategorileri olan isimler, fiiller, sıfatlar ve zarflar açısından anlamlı bir fark var mıdır?

Veri toplamak için araştırmacı tarafından geliştirilen ölçme araçları kullanılmıştır. Söz konusu ölçme araçları, iki ayrı bölümden oluşan çoktan seçmeli bir test ve iki anahtar sözcükten oluşmaktaydı. Testin birinci bölümü öğretilen sözcüklerden, ikinci bölümü ise öğretilmeyen sözcüklerden oluşturulmuştur.

Ölçme araçları hem deney öncesi hemde deney sonrasında kullanılmıştır. Ayrıca, öğretilen sözcüklerden oluşan çoktan seçmeli testin birinci bölümü deneysel çalışmanın bitiminden üç hafta sonra her iki gruba tekrar verilmiştir. Anahtar sözcüklerin amacı, deneklerin bu sözcükleri kullanarak bunlarla birinci, ikinci ve üçüncü derecede bağlantılı anlamsal ağlar şeklinde yeni sözcükler üretmeleridir.

Her iki gruptan toplanan verilerin çözümlene işlemi SPSS istatistiksel veri çözümlene paketiyle yapılmıştır. Başka bir ifadeyle, sonuçların istatistiksel çözümlenmeleri t-test ve parametrik analiz kullanılarak yapılmıştır. Çalışmanın sonucunda, deney grubuyla kontrol grubu arasında anlamlı bir fark ortaya çıkmış, bu farkın deney grubu lehine olumlu olduğu saptanmıştır.



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## APPENDICES

### APPENDIX 1 : PRETEST-POSTTEST

#### A) Choose the word which best completes each sentence

1. Mrs. Brown is famous for her ..... because she shows interest in other people, asks them into her home and feeds them.  
A) establishment B) conventions C) customer D) facility E) hospitality
2. I got a very friendly ..... from my friend's family when I arrived at Ankara.  
A) money B) establishment C) reception D) property E) recreation
3. Alex and his girl friend have just arrived and they haven't made a hotel reservation. So it is difficult for them to find ..... for the night in that town.  
A) facility B) establishment C) lodging D) center E) property
4. Last summer, most of the ..... of the Hilton Hotel came from Germany.  
A) travellers B) people C) attendees D) guests E) staff
5. The Antalya Sheraton is the ..... of the Sheraton Corporation.  
A) property B) enterprise C) accommodation D) agent E) residence
6. The Hilton, Sheraton and Holiday Inn enterprises are examples of worldwide hotel.....  
A) facilities B) chains C) markets D) services E) conventions
7. Antalya is one of the most popular ..... on the south coast of Turkey.  
A) resorts B) commercial C) luxury D) conventions E) accommodations
8. The ..... market consists of people traveling for recreation, sports or entertainment.  
A) business B) commercial C) economic D) hospitality E) leisure
9. Specific..... such as conference rooms, auditorium, golf course or tennis courts are designed to attract selected groups.  
A) recreations B) conventions C) facilities D) activities E) lodging

10. Winter is the ..... season for most hotels.  
A) commercial B) high C) cold D) slack E) leisure
11. The commercial market is ..... constant year-round, but the leisure market is usually seasonal.  
A) appropriately B) relatively C) solely D) exclusively E) completely
12. The terms "lodging establishment" and "hotel" are used.....  
A) fully B) solely C) wholeheartedly D) fashionably E) interchangeably
13. The United Kingdom ..... England, Wales, Scotland and Northern Ireland.  
A) comprises B) derives C) contributes D) increases E) partakes
14. The high season is a period of ..... activity.  
A) leisure B) slack C) major D) peak E) commercial
15. The customers of a lodging establishment are called guests or .....  
A) employees B) attendees C) clients D) travellers E) tourists
16. The ..... of nuclear weapons is very dangerous for the future of human beings.  
A) proliferation B) prerogative C) improvement D) contribution E) organization
17. I haven't been to the cinema lately. I can't ..... the time.  
A) take B) get C) extend D) afford E) prevail
18. Tourism has made a great contribution to the balance of ..... in many countries.  
A) payments B) industry C) accommodation D) corporation E) money
19. The annual ..... of the company is about \$45 million.  
A) benefit B) money C) significance D) salary E) income
20. Students often find ..... jobs during their summer holiday.  
A) permanent B) temporary C) stolid D) contagious E) demanding
21. Tourism is a powerful and ..... agent of both economic and social change.  
A) beneficial B) widespread C) select D) inclusive E) restful

22. .... means shelter, drink, food and other services.  
A) motels      B) tourism      C) accomodation      D) hospitality      E) convention
23. People who are outside their normal places of work and ..... are called tourists.  
A) accommodation      B) house      C) destination      D) residence      E) transportation
24. Tourism has ..... employment and investment in some countries throughout the world.  
A) created      B) modified      C) restricted      D) combined      E) stimulated
25. She made an ..... of \$1000 in the new firm.  
A) income      B) investment      C) payment      D) employment      E) afford
26. The ..... of doctors agree that smoking is harmful to health.  
A) variety      B) participation      C) few      D) mobility      E) majority
27. IBM is a multi-national ..... it does business in a lot of different countries.  
A) challenge      B) lodging      C) department      D) corporation      E) community
28. Some countries ..... more benefits from the tourism industry than others.  
A) derive      B) contribute      C) understand      D) increase      E) adapt
29. The president met leaders of the black ..... during his first visit to Chicago.  
A) crowd      B) company      C) community      D) organization      E) group
30. Sorry, I wasn't listening to you. I was .....
- A) investigating      B) daydreaming      C) moving      D) doing      E) adapting
31. He ..... about meeting Marilyn Monroe.  
A) realised      B) wanted      C) attracted      D) expected      E) fantasized
32. Hotels and motels are among the few places outside pure ..... enterprises where people go only to have fun.  
A) excitement      B) attraction      C) security      D) entertainment      E) destination

33. The excitement, fun and variety of a hotel or motel contribute to its ..... which can be as the surrounding mood, atmosphere and environment.
- A) ambience    B) glory    C) architecture    D) sentiment    E) challenge
34. His ..... changes very quickly; one moment he is cheerful, and the next moment he is complaining about everything.
- A) atmosphere    B) mood    C) excitement    D) experience    E) stress
35. Prominent ..... clubs, business groups, and local and national companies meet in hotels and motels.
- A) civic    B) quiet    C) exciting    D) intriguing    E) experienced

**B. Each sentence has a word or phrase underlined. You are to choose the word or phrase which would best keep the meaning of the original sentence.**

**Questions 36 through 43 are based on the following reading**

I was to be a commis waiter for my week at the restaurant. There are 50 waiters. Commis waiters and waiters work as a team. The waiter is the front man, taking orders, chatting to the customers; the commis, rather less glamourously, runs to the kitchen to bring up the orders and help in serving them at the table. Although the commis will do more physical work, they share the tips equally. All in all this is fair, as the senior waiter is responsible for the bills and if he makes a mistake or undercharges, the fault is rectified through his wage. It is a salient example of the relationship between the commis waiter and the senior waiter.

I work in a restaurant and go to work at 11 a.m. I sometimes think that the kitchen of that restaurant is like hell. It is very noisy. Yelling chefs, banging of pots and crockery, steaming casseroles, hissing frying pans, men with red shining faces. And running. Always running up and down, down and up. And since everyone is running and always with loaded trays, you need the co-ordination of a gymnast to stay out of trouble.

Customers become sir or madam. Deference, a quality I usually don't have, became the order of the day. I became very sensitive about the way I was treated. I hated being summoned by the click of the finger. Some customers did such insulting things deliberately although they saw I became very angry.

36. According to the word glamourously in the text, a glamorous job is ....
- A) an exciting one    B) a difficult one    C) an active one    D) a boring one    E) a regular one
37. rectified in the text means .....
- A) made    B) took    C) prepared    D) stopped    E) corrected

38. salient in the text means .....

- A) secondary B) diverse C) successful D) important E) dreadful

39. yelling means .....

- A) working B) singing C) shouting D) eating E) cleaning

40. co-ordination means .....

- A) courage B) strength C) skill D) weight E) quality

41. deference means .....

- A) being tidy B) showing respect to people C) walking slowly  
D) laughing at people E) quarreling

42. summoned means .....

- A) answered B) touched C) called D) looked E) missed

43. deliberately means .....

- A) slowly B) purposefully C) intensively D) quickly E) carefully

**Questions 44 through 52 are based on the following reading**

I do not belong to those critics of tourism who, due to its negative consequences, would like to limit it drastically or even abolish it altogether, though I do have some sympathy for such severe reactions. Tourism can sometimes be devastating, inhuman and self-destructive. I must admit that as a scientist I am often tempted to see my duty in the prevention of tourism rather than in its improvement.

I cannot observe the worldwide effects of tourism without great concern, nor can I help being disappointed at the lack of positive action aimed at improving the current state of affairs despite many useful proposals. But it is simply not true that the only alternative to present-day tourism is no tourism at all. There are other possibilities. For many people - not least for both tourists and their hosts - tourism is of vital importance and we must therefore pursue a positive goal and defend travel. But it can be done with a clear conscience only if tourism changes, if it improves. Recent analysis has shown very clearly: things cannot go on in this way. Those who live as tourists and those who live off tourists must become aware of the fact and accept a new hierarchy of values. Their common goal must be to develop and promote new forms of tourism, which will bring the greatest possible benefit to all the participants - travellers, the host population and the tourist business - without causing intolerable ecological and social damage. This means that policies for tourism will no longer be guided only by economic and technological considerations, but will also take into account environmental conservation and the needs of all those involved in tourism. It is important to realise that tourism has been created for people and not the other way round. Human development should be the primary aim: human virtues, social abilities and a moral world-view the guiding principles.

These demands, are by no means new, but they have so far been ignored. The resolutions, recommendations and studies that have been published by many institutions and authors in recent years all make the same call for a new orientation in tourist policies. However, such theories will remain politically anaemic as long as there is no pressure on the politicians from the general public. Only when people refuse to accept and co-operate will practical policies and the reality change. What we need, then, are rebellious tourists and rebellious locals. There are developments in this area which give more than a ray of hope.

44. drastically means .....

- A) radically      B) meaningfully      C) slowly      D) freely      E) selectively

45. severe means .....

- A) soft      B) useful      C) slow      D) lax      E) strict

46. abolish means .....

- A) decrease      B) develop      C) get      D) stop      E) continue

47. devastating means ....

- A) self-communicative      B) completely destructive      C) effective  
D) boring      E) disgusting

48. live off means ....

- A) go with      B) meet      C) speak      D) stay away      E) benefit from

49. conservation means .....

- A) pollution      B) instruction      C) superstition      D) protection      E) administration

50. orientation means .....

- A) collaboration      B) election      C) approach      D) government      E) accommodation

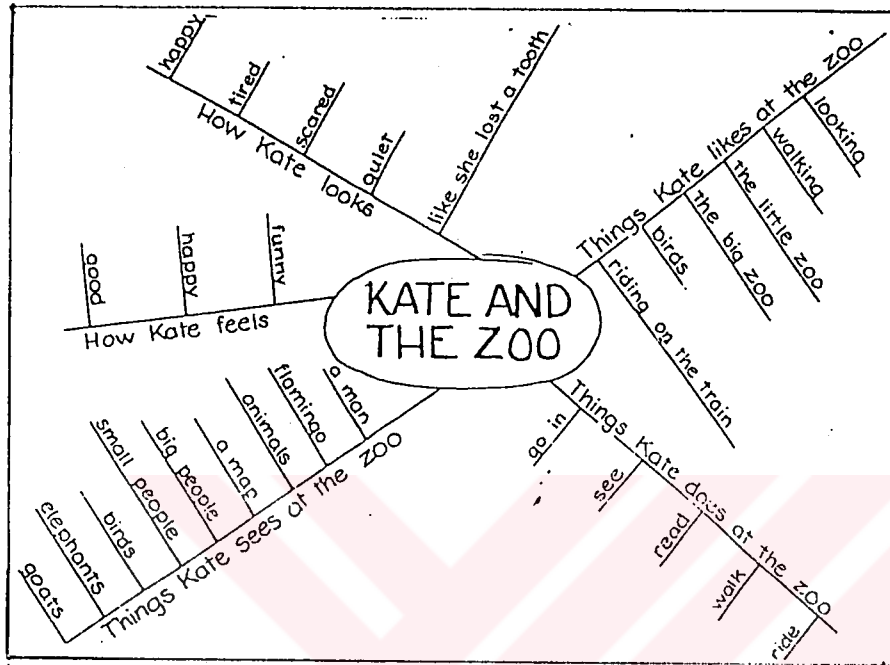
51. anaemic means .....

- A) without solution      B) without coalition      C) dissolved      D) resolved      E) necessary

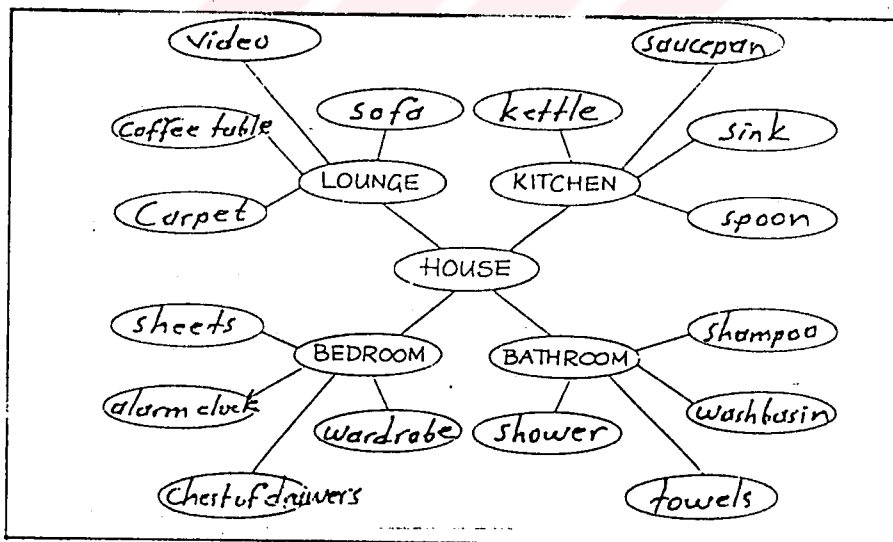
52. ray means .....

- A) entrance      B) light      C) beginning      D) brightness      E) shine

**APPENDIX 2 : EXAMPLE MAPS FOR PRETEST**



From Semantic Mapping Classroom Applications (p.11) by J. E. Helmlich and S. D. Pittelman, 1986, Newark, Del : International Reading Association



From The Practice of Language Teaching (p.165) by J. Harmer, 1991, London : Longman Group UK Limited

### APPENDIX 3: LONG-TERM RETENTION TEST

#### Choose the word which best completes each sentence

1. Last summer, most of the ..... of the Hilton hotel came from Germany.  
A) staff      B) guests      C) people      D) attendees      E) travellers
2. The ..... market consists of people travelling for recreation, sports or entertainment.  
A) hospitality      B) economic      C) commercial      D) leisure      E) business
3. The terms "lodging establishment" and "hotel" are used .....  
A) interchangeably      B) fashionably      C) solely      D) fully      E) wholeheartedly
4. The ..... of nuclear weapons is very dangerous for the future of human beings.  
A) organization      B) contribution      C) proliferation      D) prerogative      E) improvement
5. Students often find ..... jobs during their summer holiday.  
A) demanding      B) contagious      C) permanent      D) stolid      E) temporary
6. Tourism has ..... employment and investment in some countries throughout the world.  
A) combined      B) restricted      C) modified      D) created      E) stimulated
7. Some countries ..... more benefits from the tourism industry than others.  
A) derive      B) adopt      C) increase      D) contribute      E) understand
8. Hotels and motels are among a few places outside pure..... enterprises where people go only to have fun.  
A) destination      B) security      C) attraction      D) entertainment      E) excitement
9. Prominent ..... clubs, business groups, and local and national companies meet in hotels and motels.  
A) quiet      B) civic      C) intriguing      D) experienced      E) exciting



10. Mrs. Brown is famous for her ..... because she shows interest in other people, asks them into her home and feeds them.
- A) customer B) conventions C) hospitality D) facility E) establishment
11. The Antalya Sheraton is the ..... of the Sheraton Corporation.
- A) agent B) accomodation C) property D) residence E) enterprise
12. Specific ..... such as conference rooms, auditorium, golf course or tennis courts are designed to attract selected groups.
- A) conventions B) facilities C) recreations D) activities E) lodging
13. The United Kingdom ..... England, Wales, Scotland and Northern Ireland.
- A) derives B) contributes C) increases D) partakes E) comprises
14. I haven't been to the cinema lately. I can't ..... the time.
- A) afford B) prevail C) get D) take E) extent
15. Tourism is a powerful and ..... agent of both economic and cocial change.
- A) restful B) inclusive C) widespread D) be:neficial. E) select
16. She made an ..... of \$1000 in the new firm.
- A) afford B) employment C) investment D) income E) payment
17. The president met leaders of the black ..... during his first visit to Chicago.
- A) group B) organization C) company D) crowd E) community
18. The excitement, fun and variety of a hotel or motel contribute to its ..... which can be as the surrounding mood, atmosphere and environment.
- A) chalenge B) ambience C) glory D) architecture E) sentiment
19. I got a very friendly ..... from my friend's family when I arrived in Ankara.
- A) reception B) money C) employment D) recreation E) property

20. The Hilton, Sheraton and Holiday Inn enterprises are examples of worldwide hotel.....
- A) chains      B) facilities      C) services      D) conventions      E) markets
21. Winter is the ..... season for most hotels.
- A) high      B) commercial      C) leasure      D) slack      E) cold
22. The high season is a period of ..... activity.
- A) major      B) commercial      C) slack      D) leisure      E) peak
23. Tourism has made a great contribution to the balance of ..... in many countries.
- A) industry      B) payments      C) money      D) accomodation      E) corporation
24. .... means shelter, food, dirink and other services.
- A) convention      B) hospitality      C) accomodation      D) motels      E) tourism
25. The ..... of doctors agree that smoking is harmful to health.
- A) mobility      B) few      C) participation      D) mojority      E) variety
26. Sorry, I wasn' t listening to you. I was .....
- A) daydreaming      B) investigating      C) adopting      D) moving      E) doing
27. His ..... changes very quickly, one moment he is cheerful, and the next moment he is complaining about everything.
- A) excitement      B) experience      C) mood      D) atmosphere      E) stress
28. Alex and his girlfriend have just arrived, and they haven't made a hotel reservation. So it is difficult for them to find ..... for the night in that town.
- A) establishment      B) lodging      C) property      D) facility      E) center
29. Antalya is one of teh most popular ..... on the south coast of Turkey.
- A) accomodations      B) appropriately      C) commercial      D) luxury      E) resorts

30. The commercial market is ..... constant year-round, but the leisure market is usually seasonal.
- A) relatively    B) appropriately    C) completely    D) solely    E) exclusively
31. The customers of a lodging establishment are called guests or .....
- A) tourists    B) travellers    C) clients    D) attendees    E) employees
32. The annual ..... of the company is about \$45 million.
- A) significance    B) salary    C) money    D) income    E) benefit
33. People who are outside their normal places of work and ..... are called tourists.
- A) destination    B) transportation    C) house    D) residence    E) accommodation
34. IBM is a multi-national ..... It does business in a lot of different countries.
- A) community    B) department    C) lodging    D) challenge    E) corporation
35. He ..... about meeting Marilyn Monroe.
- A) wanted    B) fantasized    C) expected    D) realised    E) attracted

#### APPENDIX 4: PLACEMENT TEST

##### Circle the correct answer. (2 points each)

1. Peter hurt his leg when he \_\_\_\_\_ football last Saturday morning.  
a) was playing      b) playing      c) play d) plays
2. Listen! Someone \_\_\_\_\_ for help.  
a) shout              b) shouts      c) is shouting d) was shouting
3. There \_\_\_\_\_ a man and a woman at the door when I arrived.  
a) is                      b) are              c) was              d) were
4. I will speak to Mary when I \_\_\_\_\_ her tomorrow morning.  
a) see              b) will see      c) saw              d) am seeing
5. A: I came home late last night.  
B: \_\_\_\_\_  
a) So I did.              b) I did so.      c) So did              d) I so did.
6. It is not easy \_\_\_\_\_ me to tell you what happened.  
a) from              b) of              c) to              d) for
7. She took \_\_\_\_\_ her shoes because they were dirty.  
a) off                      b) on              c) of              d) from
8. My friend and \_\_\_\_\_ went for a walk.  
a) me                      b) my              c) I                      d) mine
9. I checked the answers. Two of \_\_\_\_\_ were wrong.  
a) their                      b) them              c) theirs              d) they
10. The scientists discovered some \_\_\_\_\_ things about the sea.  
a) interest              b) interested      c) interesting      d) interests
11. Yesterday was Sunday. Tomorrow will be \_\_\_\_\_  
a) Saturday              b) Monday      c) Tuesday              d) Sunday

12. The shortest month of the year is \_\_\_\_\_ .  
a) January            b) March            c) February            d) April
13. An engineer is \_\_\_\_\_ who builds roads and bridges.  
a) the people    b) a person    c) a people    d) person
14. \_\_\_\_\_ was hurt in the accident?  
a) How            b) Where            c) When    d) Who
15. I am sitting behind Peter. He is sitting \_\_\_\_\_ me.  
a) behind            b) in front of    c) at the side of    d) between
16. I have been waiting for you \_\_\_\_\_ two o'clock.  
a) for            b) around            c) at            d) since
17. The women will arrive soon. \_\_\_\_\_ ?  
a) won't they    b) will they            c) won't she            d) will she
18. I know the player \_\_\_\_\_ leg was broken in the game.  
a) who            b) of whom            c) whose            d) his
19. \_\_\_\_\_ going to pay for the tickets?  
a) Who            b) Who is            c) Whose            d) Whom
20. Those shoes are no good for Mary. They are \_\_\_\_\_ shoes.  
a) men's            b) mens'            c) mens            d) man's
21. Please tell me where \_\_\_\_\_ .  
a) does Peter live    b) Peter lives    c) is Peter living    d) Peter live
22. This pen is no good. Please change it and give me \_\_\_\_\_ .  
a) other one            b) an other one    c) another one    d) one another
23. That box is \_\_\_\_\_ .  
a) very heavy for me to carry it            b) too heavy for me to carry  
c) too heavy for I carry it            d) very heavy, I can't carry

24. This camera was made \_\_\_\_\_ Japan.  
a) by                      b) in                      c) to                      d) at
25. The policeman spoke to Peter and me. He told \_\_\_\_\_ about the bridge.  
a) I                      b) us                      c) our                      d) we
26. My father listened to the news. He was very pleased with \_\_\_\_\_.  
a) they                      b) it                      c) them                      d) its
27. I go to see a doctor \_\_\_\_\_.  
a) when he feel ill      b) when I was ill      c) when feeling ill      d) when I feel ill
28. \_\_\_\_\_ to swim across a flooded river.  
a) It is danger          b) It is dangerously      c) There has danger      d) It is dangerous
29. That paint is wet. You \_\_\_\_\_ touch it.  
a) mustn't                  b) don't                  c) oughtn't                  d) can't
30. I always clean my teeth \_\_\_\_\_ bed.  
a) before gone to      b) before I go to      c) after get in      d) after go to
31. I don't know how \_\_\_\_\_.  
a) he did repair it      b) he repair it      c) did he repair it      d) he repaired it
32. \_\_\_\_\_ a cup of coffee now?  
a) Are you waiting      b) Would you like      c) Are you liking      d) Do you like
33. If he comes this evening, what \_\_\_\_\_ him?  
a) I tell                      b) I am telling to      c) shall I tell              d) I must tell
34. The women nearly lost \_\_\_\_\_ in the strange town.  
a) himself                  b) ourselves                  c) herself                  d) themselves
35. I am not very tall; I cannot reach that shelf. I am not \_\_\_\_\_ that shelf.  
a) enough tall to reach      b) tall enough for reach  
c) tall enough reaching      d) tall enough to reach



47. Does Rose speak \_\_\_\_\_ her brother?

- a) as good as   b) so good as   c) as well as   d) as better as

48. There is \_\_\_\_\_ in the class. It is empty.

- a) anybody   b) nobody   c) somebody   d) not nobody

49. How much \_\_\_\_\_ have you got?

- a) furniture   b) ticket   c) bottle of milk   d) furnitures

50. Your car is good, but it is not as \_\_\_\_\_ as mine. In fact, my car is much \_\_\_\_\_ than yours.

- a) good/well   b) well/good   c) good/better   d) better/best





## APPENDIX 5: MID TERM EXAM FOR GROUP EQUIVALENCE

### I. Listen and find the missing words. (5pts)

Jack had a small \_\_\_\_\_ and he \_\_\_\_\_ it very fast. This was all right when he was out in the country, but in towns and big villages driving fast is \_\_\_\_\_, so there is always a speed limit. In Jack's country it was fifty kilometres \_\_\_\_\_ Jack often drove faster than that \_\_\_\_\_ towns.

### II. Read the statements and listen. Mark them R (Right) or W (Wrong). (10pts)

- \_\_\_\_\_ 1. There was no speed limit outside towns and big villages.
- \_\_\_\_\_ 2. There is always speed limit in town and big villages because driving fast is not safer.
- \_\_\_\_\_ 3. Jack often drove fast outside the country.
- \_\_\_\_\_ 4. Jack liked driving over the speed limit.
- \_\_\_\_\_ 5. The policeman wanted to check Jack's name and address.
- \_\_\_\_\_ 6. Jack looked at the young policeman carelessly.
- \_\_\_\_\_ 7. Jack's excuse was a good one.
- \_\_\_\_\_ 8. The policeman let him go because he was new at that work.
- \_\_\_\_\_ 9. The poiceman let Jack because he was new at that work.
- \_\_\_\_\_ 10. Jack is cleverer than the policeman.

### THOSE DIFFICULT REQUESTS

I was on a train the other day, travelling from London to Bristol. I was sitting in an empty compartment, and I wanted to read the last chapter of my murder mystery. Suddenly the door opened and a woman with a baby and two noisy children came in .. The children immediately climbed onto the seats. 'May we join you?' said the woman. At first I wanted to say, 'Well, actually, I'm reading a very exciting book and I'd like to finish it. Could you possibly find another compartment?' But of course, I smiled a charming smile and said, 'Yes, certainly,' I still have not finished that chapter and I still don't know who the murderer is. You see, I am unfortunately one of those people who find it difficult to say 'No' to those magic words, 'May I ... ' or 'Do you mind if I ... '.

In this polite world of ours people usually ask permission to do quite harmless things, like use the telephone, turn the light on, take their coat off, open the window and things like that. Some people even ask permission to use the lavatory, or if they may wash their hands. (On the other hand, I believe that very few smokers will bother to ask permission to smoke!).

But what about those difficult requests like, 'Can I use your phone for a moment, I promised to ring my grandparents in Edinburgh tonight?' (When you live in Bristol).

Or, 'Do you mind if I come round and watch your TV? Mine's broken.' (when you are busy with your income tax forms). Or, when you invite an elderly aunt and uncle to spend Easter or Christmas with you and they say, 'Is it all right if we bring our cat-he gets so lonely with the neighbours?' (when you have got a rather bed-tempered dog in your house). The trouble is that when I hear those magic words, I just don't have the courage to refuse. Well, what do you say to those difficult requests?

**A. Read the text and find the words (4pts)**

- \_\_\_\_\_ (n) a charming and/or mysterious quality
- \_\_\_\_\_ (n) one of the small rooms in a railway carriage
- \_\_\_\_\_ (n) a polite demand
- \_\_\_\_\_ (adj) making a lot of loud or unpleasant noise

**B. Find three examples in the text of (6pts)**

a) harmless requests

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

b) difficult requests

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**C. Answer (10pts)**

- 1. Where was the writer going?
- 2. He wanted to read the last chapter of his book. Could he do it? Why/why not?
- 3. Is the writer a person who can easily refuse the requests? Explain.
- 4. What kind of things do people ask permission to do in Turkey?

**A. Use of English (1,5 point each)**

1. In the last exam Lisa and Carol weren't careful.

Lisa answered the questions \_\_\_\_\_ Carol.

2. I put the milk in the fridge. I wanted to make sure it didn't spoil.

\_\_\_\_\_ so that \_\_\_\_\_.

3. Pat lied me. I still trust her.

\_\_\_\_\_ although \_\_\_\_\_.

4. It is possible that will take a vacation in a warm sunny place.

I \_\_\_\_\_.

5. Ruth wanted the play with matches. Her father said 'No'.

Ruth's father \_\_\_\_\_.

6. The boy washed our car. He is only 11 years old.

\_\_\_\_\_ (who)

7. "I'm going to pay the bill," said the director.

The director said \_\_\_\_\_.

8. He wears his glasses. He sees better.

If \_\_\_\_\_

9. a) "I usually sing in the bathroom. "

"\_\_\_\_\_". (disagree)

b) "I haven't taken any books from the library yet. "

"\_\_\_\_\_". (agree)

10. Whenever he goes out, he buys a tie. He has at least 200 ties.

\_\_\_\_\_ (crazy)

**B. Complete the following sentences (2 points each)**

1. I think Chinese \_\_\_\_\_ in the world.

2. \_\_\_\_\_ you should say "Bless you! "

3. I'm going to take my camera to the zoo so that \_\_\_\_\_.

4. Frank didn't have enough money to \_\_\_\_\_ an airplane ticket so

\_\_\_\_\_.

5. The shirt which \_\_\_\_\_.

**C. Open the Brackets (1 points each)**

1. There are clouds in the sky. I \_\_\_\_\_ (think) it \_\_\_\_\_ (rain).
2. Listen! Somebody \_\_\_\_\_ (knock) on the door.
3. More than eight percent of Turkey \_\_\_\_\_ (turn) off their electricity at 9 every evening since the beginning of February.
4. They \_\_\_\_\_ (move) into a new house a few days ago.
5. The old man \_\_\_\_\_ (fall) down while he \_\_\_\_\_ (cross) the street.
6. The students \_\_\_\_\_ (answer) nearly a hundred questions in the exam tomorrow.
7. More than one thousand people \_\_\_\_\_ (die) in traffic accidents in Turkey every year.
8. New programmes \_\_\_\_\_ (prepare) for management by computer Companies.

**D. Fill in the blanks with a suitable preposition where necessary. (0,5 point each)**

1. The man tried to describe \_\_\_\_\_ the accident.
2. She's hesitant \_\_\_\_\_ making new friends.
3. I'm waiting \_\_\_\_\_ a call \_\_\_\_\_ Japan.
4. She never took \_\_\_\_\_ the ring which her husband had given her until she died.
5. You should be careful when you fill \_\_\_\_\_ an application form.
6. The employer gave some money \_\_\_\_\_ to the employees just before the Bayram.
7. Don't throw the used papers \_\_\_\_\_. We can recycle them.
8. The Susurluk Committee have been checking \_\_\_\_\_ some people.
9. People stay \_\_\_\_\_ the one who is AIDS.
10. We spend much. We should cut \_\_\_\_\_ our extra spendings.
11. Adnan Kaşıkçı, the gun saler, made his money \_\_\_\_\_ wars.
12. The beautiful woman was the queen who influenced \_\_\_\_\_ the King.
13. I must rest \_\_\_\_\_ ten minutes before having dinner.
14. After work he switched the television \_\_\_\_\_ and prepared himself a drink. He sat and watched a quiz show \_\_\_\_\_ TV \_\_\_\_\_ half an hour.
15. Students are very concerned \_\_\_\_\_ the cultural activities.
16. The Nile mixes \_\_\_\_\_ the light water of the Mediterranean Sea.
17. Politicians are always arguing \_\_\_\_\_ eachother.

**E. Match the following words with their meanings (0,5 point each)**

- |                |                             |
|----------------|-----------------------------|
| 1. to revise   | a) to discover              |
| 2. to guess    | b) chance                   |
| 3. opportunity | c) can't bear               |
| 4. to raise    | d) sure                     |
| 5. to find out | e) troubled                 |
| 6. can't stand | f) to study again           |
| 7. confident   | g) annoyed                  |
| 8. harassed    | h) good natured             |
| 9. irritated   | i) to think                 |
| 10. moody      | j) to make higher in amount |

**Write to the below mentioned advert (15 pts)**

**HILTON HOTEL**

We are looking for presentable and energetic young people. Pleasant manner and high standard of personal appearance essential.

Fluent English and German are required.

**Please send your CV :**

Personnel Manager  
Mr Chin Chong  
Mersin

## **APPENDIX 6 : INSTRUCTIONAL MATERIALS**

### **Text 1 : The hospitality Industry**

The dictionary definition of hospitality is the friendly reception and treatment of strangers. The hospitality industry consists of businesses and institutions that provide lodging, food, and other services to travellers. The friendly reception and treatment of guests is the responsibility of the people who work in the hospitality industry.

In the United States, over 500,000 hotels offer travelers more than 100 million guest rooms. Lodging is the seventh largest U.S. industry, and food and beverage service is the fourth largest.

Any business that provides temporary lodging for pay is a lodging establishment. The customers of a lodging establishment are called guests or clients. The facility where lodging is provided is referred to as a property. Several properties owned or operated under the same name or managed by the same company are a chain. The terms "lodging establishment" and 'hotel' are used interchangeably. A hotel is referred to by its employees as the house.

#### **The market for hospitality**

All the people who, at one time or another, may have occasion to stay in a hotel make up the hospitality market. This ponderous group may be divided into two categories: commercial and leisure. The commercial market comprises people who travel as part of their jobs, such as sales representatives, business managers, and attendees of meetings and seminars. The leisure market consists of people travelling for recreation, sports, or entertainment.

Specific facilities such as conference room, auditoriums, golf course, or tennis courts are designed to attract selected groups. The commercial market is relatively constant year-round, whereas the leisure market is usually seasonal. The high season a period of peak activity, and the low season is a period of slack activity. Some properties specialize in holding conventions and meetings year-round, whereas others, such as many resorts, only rely on conventions to fill rooms during the low season.

### **Text 2 : Tourism**

Tourism is the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken during their stay in those destinations, and the facilities created to cater to their needs.

Tourism is a luxury. Until recently, participation was restricted to the select

few who could afford both the time and money to travel. Increased leisure, higher incomes and greatly enhanced mobility have combined to enable more people to partake of tourism. Improvements in transportation, the proliferation of accommodation, and the growth of inclusive tours and other forms of relatively cheap vacation travel, have further extended the opportunity to travel for pleasure. Today the majority of people in the developed world and increasing numbers in developing countries are tourists at some time in their lives. Tourism is no longer the prerogative of a few but is an accepted and accustomed, even expected, part of the lifestyles of a large and growing number of people.

The significance of tourism has been recognized in both developed and developing countries. This can be seen in the establishment of government departments, and the proliferation of small businesses and multinational corporations contributing to and deriving benefits from the tourism industry. There is widespread optimism that tourism might be a powerful and beneficial agent of both economic and social change. Indeed, tourism has stimulated employment and investment, modified land use and economic structure, and made a positive contribution to the balance of payments in many countries throughout the world.

### **Text 3 : The Attraction of Hotels and Motels**

"Exciting, fun, restful, quiet, full of variety," are all expressions used to describe hotels and motels. Every property is different because of the people who work and stay there. Excitement prevails because no two days are ever the same. The guests keep changing—from the mysterious, intriguing, and fashionable to the stolid, demanding, and world weary who have seen and experienced it all.

The challenge of hotel work is adapting your personality and techniques to meet the property's objectives and the ever changing needs and demands of guests. Ellsworth M. Statler is credited with saying, "The guest is always right," and many would agree wholeheartedly with that sentiment. On the other hand, an anonymous wit later countered with "The guest is not always right, but he is always the guest." Therein, of course, lies the heart of the matter: the ultimate challenge to the hospitality professional is adapting to guest needs without antagonism on either side.

Hotels and motels are among the few places outside pure entertainment enterprises where people go solely to have fun. Guests go to a hotel or motel to enjoy its guestrooms, facilities. The guests' moods can be contagious.

The excitement, fun, and variety of a hotel or motel contribute to its ambience, which can be defined as the surrounding mood, atmosphere, and environment. The

architecture and style of the property tend to set the tone for the whole enterprise. The staff and guests are essential to the overall mood, atmosphere, and environment of the hotel or motel.

Though some guests stay at hotels or motels for business or personal reasons, many others find them attractive as an escape. An escapist can be defined as one who seeks to avoid reality by daydreaming and fantasizing. The unpleasant reality of everyday life is somewhat alleviated at a hotel because the guest comes to be pampered, to forget the stress and drudgery of daily routines, and to daydream or fantasize about the future.

Hotel and motels are also "hubs of the community." That is, prominent civic clubs, business groups, and local and national companies meet in hotels and motels. Various organizations are attracted to communities with first-class hotels, motels, and convention centers. In short, the hotel is a central gathering place for the entire community.

The attraction and glamour of the hospitality industry can be attributed to a number of different elements including the overall ambience and design of hotel and motels, the expectations of guests, and the position of hotels and motels near the heart of the community's life. If you already work in a hotel or motel, you know about the many positive aspects of hospitality jobs. If you don't work in a hotel or motel, perhaps now you can understand why many hospitality professionals claim "It gets into your blood: I wouldn't do anything else."

#### **Text 4 : The Travel Agency**

The travel industry represents one of the most significant sectors of the worldwide economy. Spending for domestic and international tourism is over \$2 trillion annually, or \$5.5 billion per day. The travel industry is considered by many to be the largest business in the world. Despite bouts with recession and inflation, terrorism, dollar fluctuations, and many other factors that stand as obstacles to the growth of tourism, people in both developed and developing nations place a high priority on travel.

The travel agent, who provides a sales outlet for air carriers, hotels, car rental firms, major attractions, event organizers, and other travel suppliers, represents an important intermediary within the travel industry. Annual travel agent sales in the United States presently total more than \$50 billion, which clearly demonstrates the travel agent's vital function.



Recent changes within the travel industry have resulted in the travel agency business becoming increasingly more sophisticated and competitive. The original agencies were primarily 'mom and pop' businesses established as independent ticket outlets for a particular airline. Travel agencies now sell a variety of travel services and serve as counselors for both pleasure and business travelers. Some agencies, however, have chosen to specialize in a specific area of travel, offer professional assistance in planning meetings, or help develop corporate motivational programs, using travel as the incentive.

### **The Travel Distribution System**

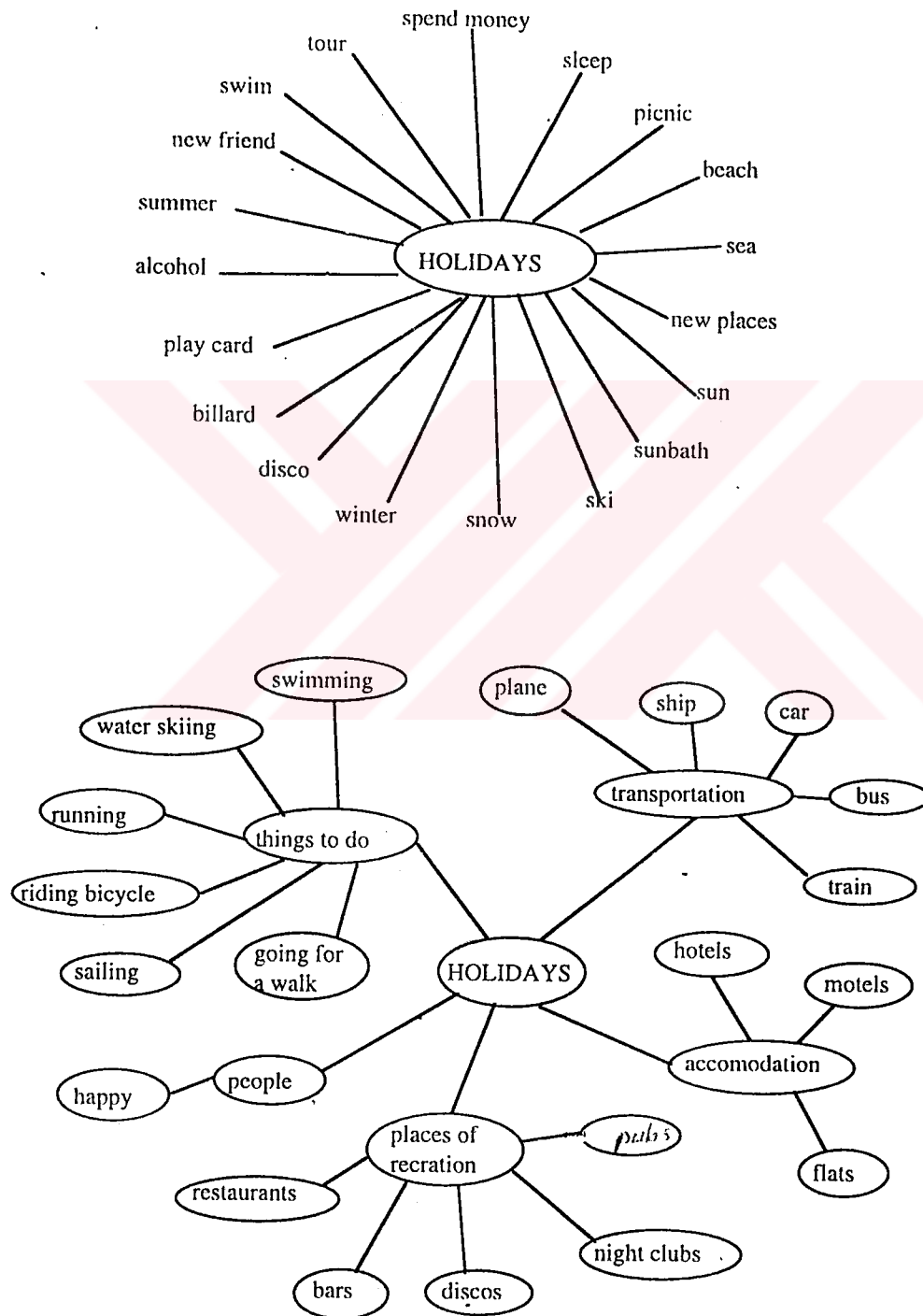
With respect to the entire travel industry, the distribution system may be defined as the process of producing, marketing, selling, and delivering travel-related services from travel suppliers to consumers. In this process, travel agents serve as intermediaries between travel suppliers and ultimate consumers. They sell the products offered by travel suppliers such as airlines, cruise ships, railroads, bus companies, car rental firms, hotels and sightseeing operators to the general public, often adding special services and customizing arrangements according to client needs.

There are two general types of travel agents-wholesale and retail. A wholesaler specializes in organizing various components of a tour that are sold to the public through a network of retail agents. The wholesalers often operate as retailers; that is, they organize tour packages and sell them directly to the consumer as well. A retail agency may also arrange some of its own packages and in this way act as a wholesaler. In fact, approximately 25 percent of travel agent retailers, primarily the larger agencies, function also as wholesalers.

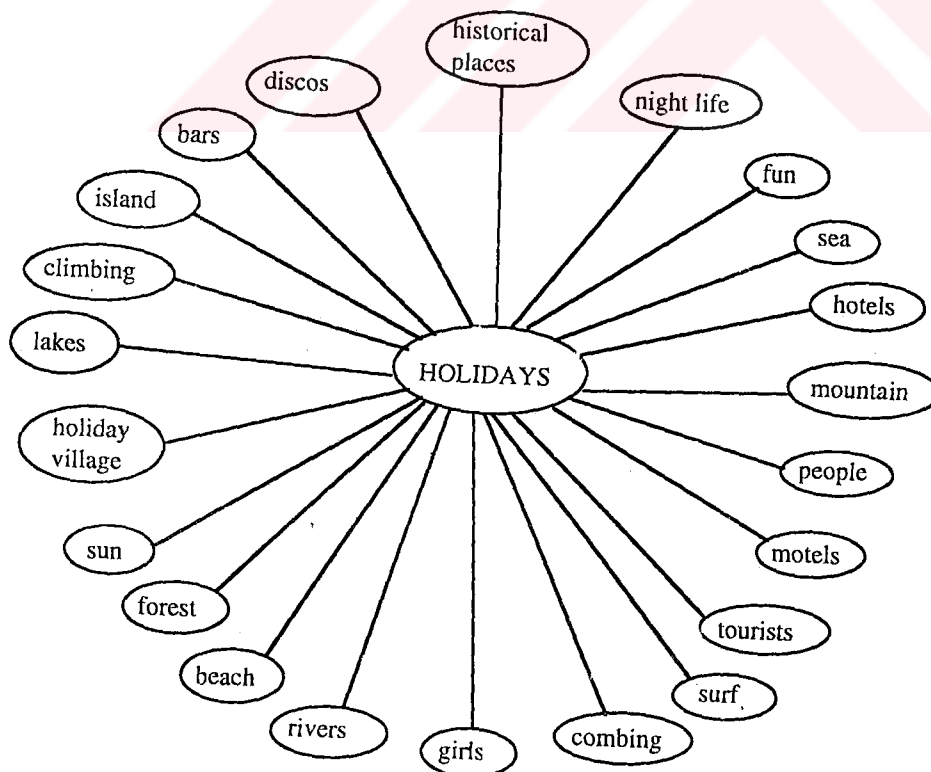
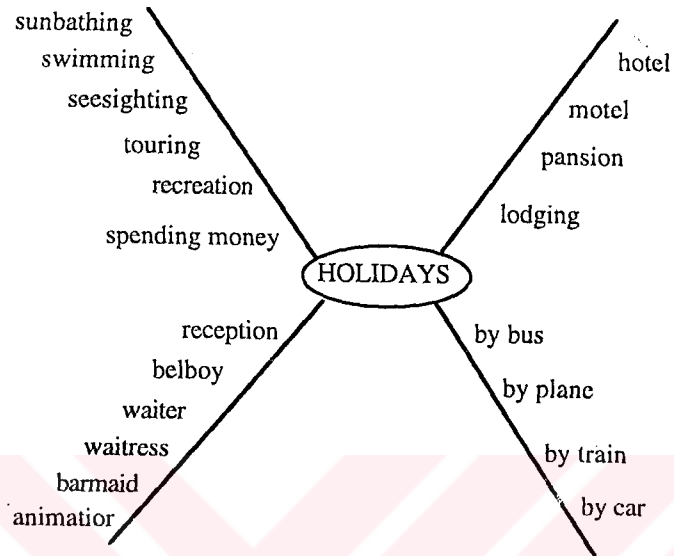
A recent survey indicates that purchasers of travel products employ the services of travel agents for three basic reasons: (1) convenience, (2) counseling, and (3) the assumption that an agent's services are free. Travel agents can be particularly helpful to vacationers seeking new travel destinations and experiences. Surveys indicate that almost half of those visiting travel agencies do not have precise plans concerning a vacation destination. Vacationers usually know the kind of holiday or recreation they like, for instance, ocean, beach, and sunshine versus visiting museums and opera houses, but they are not always sure about alternative vacation destinations that will fit their budget and special vacation needs.

APPENDIX 7

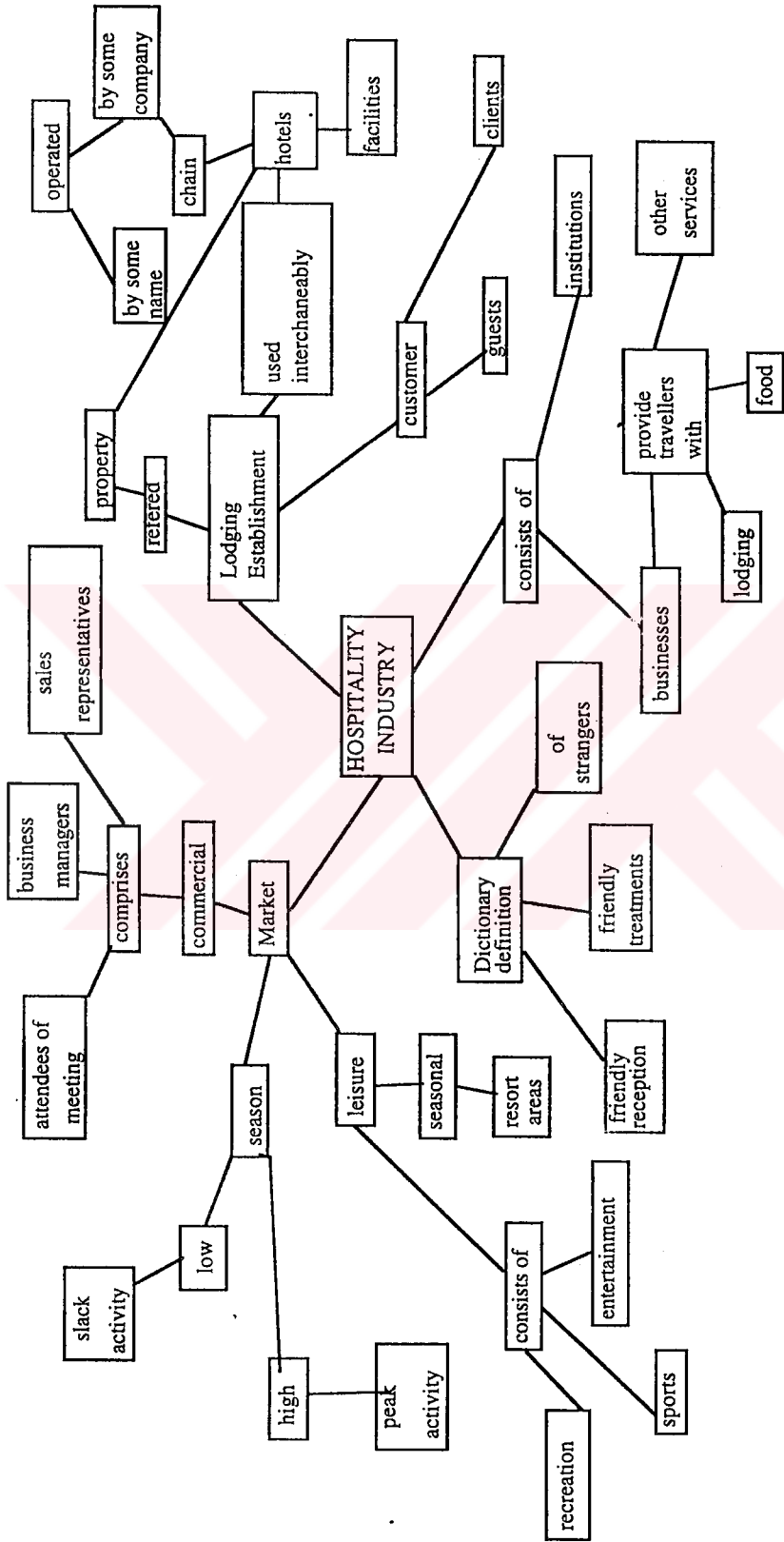
Semantic Maps Produced by one of the Student in the Experimental Group before and after the Teaching Process



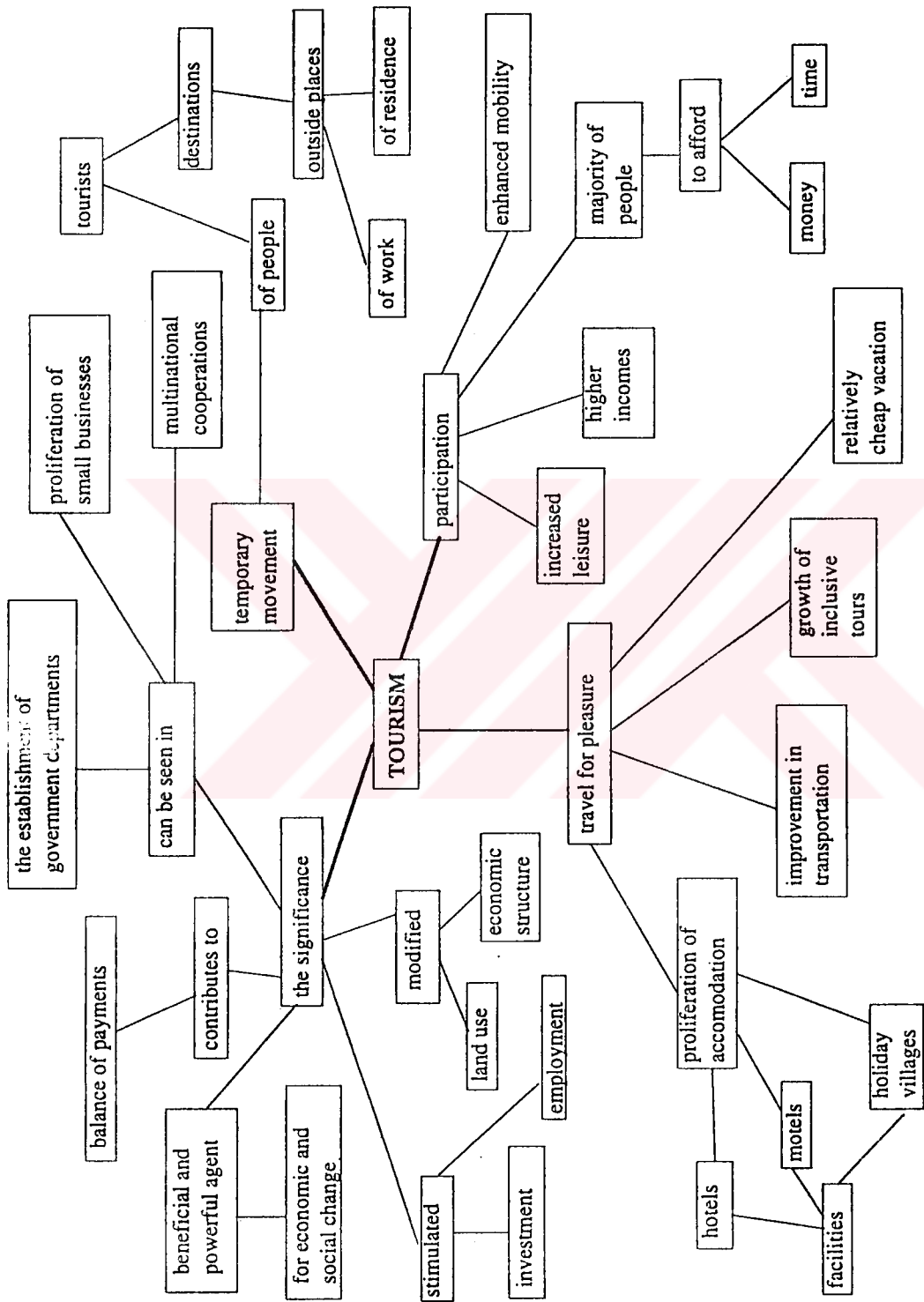
**Semantic Maps Produced by one of the Students in the Control Group before and after the Teaching Process**



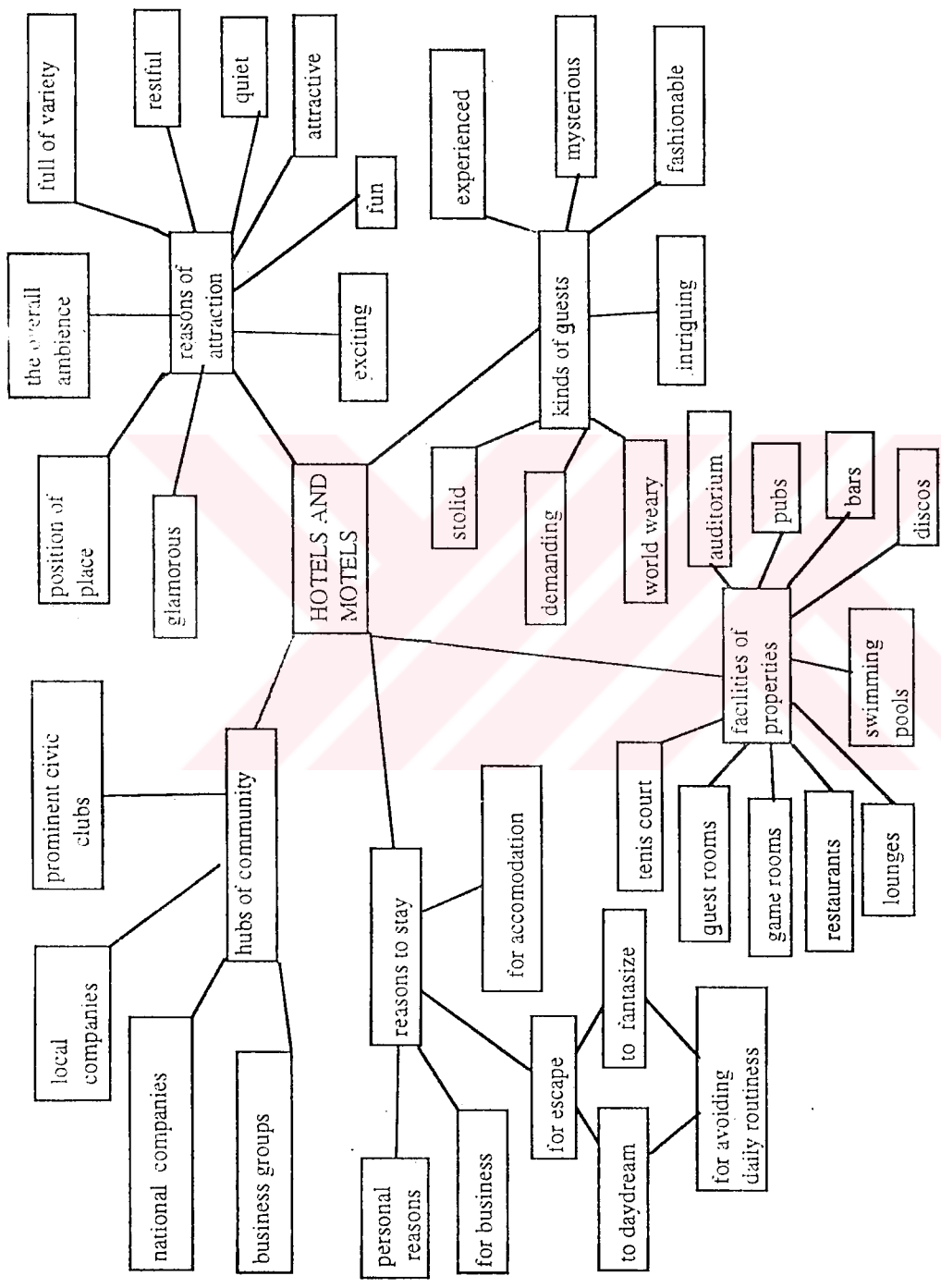
**APPENDIX 8 : SEMANTIC MAPS OF INSTRUCTIONAL MATERIALS**



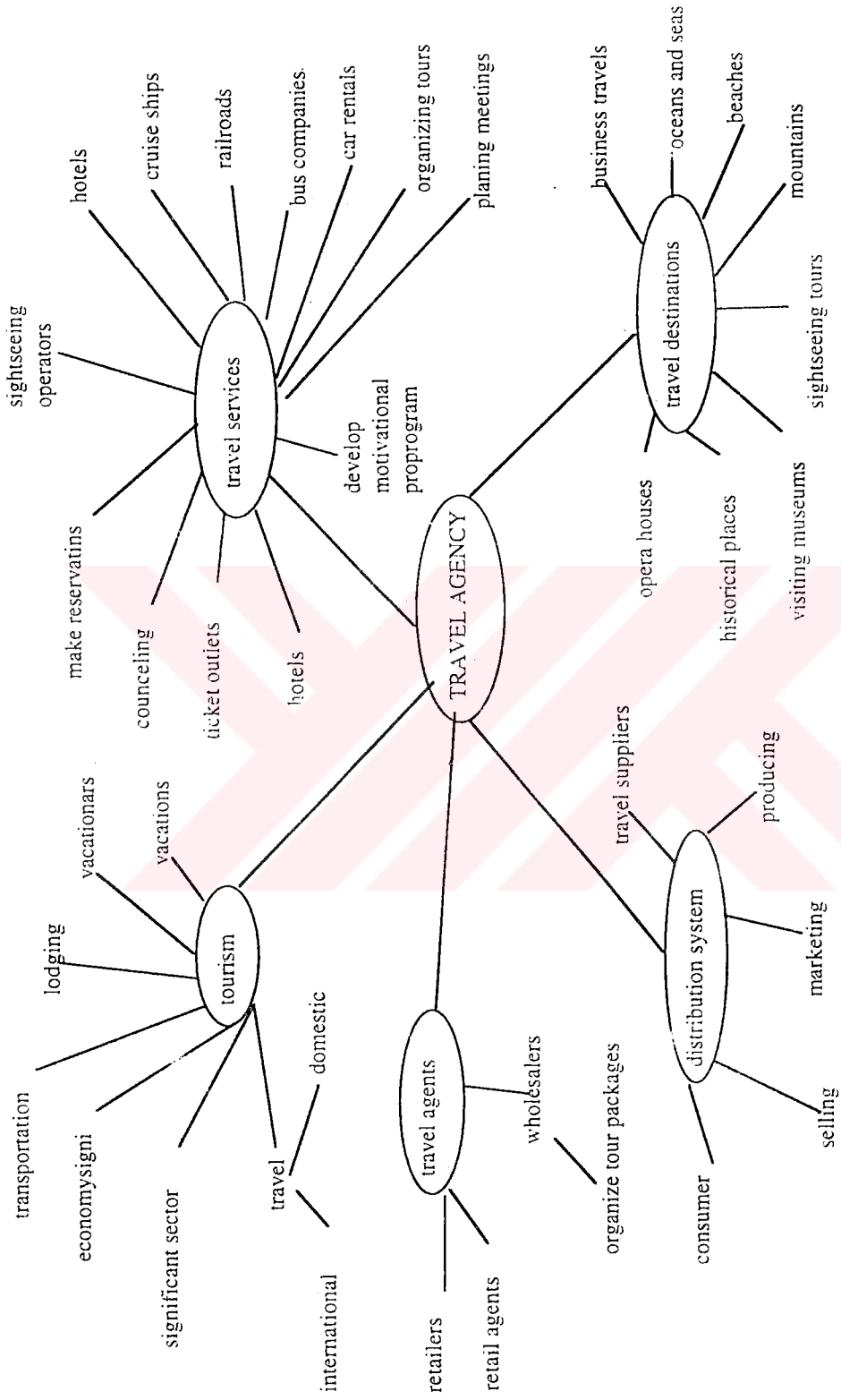
*Completed Classroom Map for Hospitality Industry*



Classroom Map for TOURISM



Completed Classroom Map for HOTELS AND MOTELS



*Completed Classroom Map for Travel Agency*