



**ISOLATED OR INTEGRATED FORM-
FOCUSED INSTRUCTION IN TEACHING
VOCABULARY TO EFL LEARNERS
THROUGH READING TEXTS**

PhD Dissertation

Mustafa SARIOĞLU

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PHD DISSERTATION

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Programme in English Language Teaching
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**Eskişehir
Anadolu University
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JÜRİ VE ENSTİTÜ ONAYI



ABSTRACT

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Although vocabulary instruction plays an indispensable role in second language (L2) learning and teaching, there exists no consensus on whether form-focused vocabulary instruction should be isolated from or integrated into meaning-oriented or communicative activities. Reading texts are regarded to provide EFL learners with more meaningful contexts to learn, practise, and revise new L2 words. With this in mind, the current study investigates the effectiveness of form-focused instruction (FFI) in teaching L2 vocabulary items to EFL learners through various reading texts in a classroom setting. It specifically attempts to compare the effects of incidental learning with no focus on form (FonF), isolated FFI, and integrated FFI on lexical gains of EFL learners in terms of their recognition and recall of the target vocabulary items in reading texts. The study adopted a mixed method research design. 48 participants in three intact classes were presented 27 real English target words in one of these three types of treatments in meaning-focused reading courses. The results revealed that isolated FFI led EFL learners to by far the highest vocabulary gain scores as compared to integrated FFI and incidental exposure to reading text. These quantitative findings were elaborated through the qualitative data gathered through the open-ended questionnaires and semi-structured interviews to explore the preferences and perceptions of EFL learners about these three techniques of vocabulary acquisition in a text-based reading course.

Keywords: Incidental learning with no focus on form (FonF), Integrated form-focused instruction (FFI), Isolated form-focused instruction (FFI), Teaching English as a foreign language (EFL), Vocabulary teaching.

ÖZET

YABANCI DİL EĞİTİMİNDE YENİ KELİMELERİN METİNLER OKUNMADAN ÖNCE VEYA OKUMA ESNASINDA METİNLERLE BİRLİKTE ÖĞRETİLMESİ

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Kelime öğrenimi ve öğretimi, yabancı dil eğitiminde önemli rol oynamaktadır. Çünkü kelimeler olmadan ne bir dilin var olması düşünülebilir ne de o dille iletişim sağlanabilir. Alan yazında kelime bilgisinin yabancı dil öğrenmedeki önemi ile ilgili fikir birliğine rağmen, yeni kelimelerin öğrencilere en etkili biçimde nasıl öğretilebileceği konusundaki tartışmalar devam etmektedir. Özellikle, yeni kelimelerin metinler okunmadan önce mi yoksa okuma esnasında metinlerle birlikte mi öğretilmesi gerektiği hususu halen tartışılmakta olan bir konudur. İlgili alan yazında bu konuda yeterli deneysel çalışma bulunmamakla birlikte, sınıf içindeki doğal öğrenci davranışlarına odaklanan çalışmalara özellikle ihtiyaç duyulmaktadır. Bu çalışma, yabancı dil okuma derslerinde yeni kelimelerin metinler okunmadan önce veya okuma esnasında metinlerle birlikte öğretilmesinin veya herhangi bir öğretim olmaksızın kelime anlamlarının öğrenciler tarafından metinlerin bağlamından çıkarılmasının onların hedef kelimeleri anlamasına ve kullanmasına olan etkilerini araştırmayı amaç edinmektedir. Üç farklı okuma metnindeki 27 hedef kelime, İngilizceyi yabancı dil olarak öğrenen 48 öğrenciye bu üç öğrenme yöntemi kullanılarak öğretilmiştir. Çalışma sonuçları yeni kelimelerin metinler okunmadan önce öğretilmesinin daha etkili ve daha kalıcı bir öğrenme sağladığını göstermiştir. Ayrıca öğrencilerin bu üç farklı öğrenme yöntemi konusundaki düşünce ve tercihleri nitel olarak analiz edilmiştir.

Anahtar Sözcükler: Kelimelerin metinlerden önce öğretilmesi, Kelimelerin okuma esnasında metinlerle birlikte öğretilmesi, Kelime anlamlarının metnin bağlamından çıkarılması, Yabancı dil olarak İngilizce öğretimi, Okuma derslerinde kelime öğretimi.

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Mustafa SARIOĞLU
Eskişehir 2020

15/12/2020

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Mustafa SARIOĞLU



TABLE OF CONTENTS

	<u>Page</u>
COVER PAGE	i
FINAL APPROVAL FOR THESIS	ii
ABSTRACT	iii
ÖZET	iv
ACKNOWLEDGEMENT	v
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvi

CHAPTER 1

1. INTRODUCTION	1
1.1. Background to the Study	1
1.2. Statement of the Problem	4
1.3. Significance of the Study	6
1.4. Theoretical Framework	8
1.5. Purpose of the Study	10
1.6. Definitions of Terms	11

CHAPTER 2

2. LITERATURE REVIEW	16
2.1. Vocabulary in L2 Learning and Teaching	16
2.1.1. The role vocabulary in L2 learning and teaching	16
2.1.2. Lexical competence	17
2.1.2.1. <i>Aspects of knowing a word</i>	18
2.1.2.2. <i>Receptive and productive word knowledge</i>	18

	<u>Page</u>
2.1.2.3. <i>Memory, repetition and retrieval of L2 vocabulary items ..</i>	20
2.1.3. Teaching L2 vocabulary	21
2.1.4. Best way of teaching vocabulary: Harmony approach	22
2.1.5. The use of reading texts in teaching L2 vocabulary	25
2.2. Incidental Learning with no Focus on Form (FonF) and Form-focused Instruction (FFI)	26
2.2.1. Incidental learning with no focus on form (FonF)	26
2.2.2. The role of instruction in SLA	27
2.2.3. Form-focused instruction (FFI)	29
2.2.4. Earlier taxonomies of form-focused instruction	30
2.2.4.1. “Separationist” and “unificationist” approaches	30
2.2.4.2. Focus on forms (FonFs) and focus on form (FonF)	30
2.2.4.3. Research on earlier taxonomies of FFI	31
2.3. A Recent Taxonomy of FFI: Isolated and Integrated FFI	32
2.3.1. Factors affecting the choice of isolated or integrated FFI	34
2.3.2. Strengths and limitations of isolated and integrated FFI	35
2.3.3. Theoretical and pedagogical background of isolated FFI	37
2.3.4. Theoretical and pedagogical background of integrated FFI	40
2.4. Isolated and Integrated Form-focused Vocabulary Instruction	43
2.5. Research on Isolated or Integrated Form-focused Vocabulary Instruction	43
2.6. Research on Isolated or Integrated FFI in Other Language Skills and Contents	48
 CHAPTER 3	
3. METHODOLOGY	50
3.1. Participants	50
3.2. Research Site	51
3.3. Reading Texts	52
3.4. Target Words	52
3.5. Research Design	54

	<u>Page</u>
3.6. Materials and Instruments	57
3.6.1. Instructional materials	58
3.6.2. Testing instruments for quantitative data collection	59
3.6.3. Instruments for qualitative data collection	61
3.7. Instructional Procedure	61
3.8. Isolated and Integrated Form-Focused Vocabulary Instruction	65
3.9. Piloting, Scoring, and Inter-rater Reliability	66
3.10. Data Collection	66
3.11. Data Analysis	68
3.11.1. Quantitative data analysis	68
3.11.2. Qualitative data analysis	70
 CHAPTER 4	
4. RESULTS	72
4.1. The Research Findings before the Treatments	72
4.2. The Quantitative Research Results	74
4.2.1. The effect of isolated FFI on EFL learners' recognition and recall of target words	74
4.2.2. The effect of integrated FFI on EFL learners' recognition and recall of target words	78
4.2.3. The effect of incidental learning with no FonF on EFL learners' recognition and recall of target words	81
4.2.4. The comparison of isolated FFI, integrated FFI, and incidental learning with no FonF in terms of EFL learners' immediate recognition and recall	85
4.2.5. The comparison of isolated FFI, integrated FFI, and incidental learning with no FonF in terms of EFL learners' delayed recognition and recall	90
4.2.6. The effects of isolated FFI, integrated FFI, and incidental learning with no FonF on EFL learner's recognition and recall of the target words in various reading texts	96

	<u>Page</u>
4.3. The Qualitative Research Findings	104
4.3.1. EFL learners' preferences for vocabulary learning in a text-based reading course	104
4.3.2. EFL learners' perceptions of three treatments	105
<i>4.3.2.1. EFL learners' perceptions of isolated form-focused vocabulary instruction</i>	<i>105</i>
<i>4.3.2.1.1. Main theme 1: Vocabulary learning</i>	<i>105</i>
<i>4.3.2.1.2. Main theme 2: Reading</i>	<i>112</i>
<i>4.3.2.2. EFL learners' perceptions of integrated form-focused vocabulary instruction</i>	<i>116</i>
<i>4.3.2.2.1. Main theme 1: Vocabulary learning</i>	<i>117</i>
<i>4.3.2.2.2. Main theme 2: Reading</i>	<i>124</i>
<i>4.3.2.3. EFL learners' perceptions of incidental learning with no focus on form</i>	<i>128</i>
<i>4.3.2.3.1. Main theme 1: Vocabulary learning</i>	<i>129</i>
<i>4.3.2.3.2. Main theme 2: Reading</i>	<i>136</i>
 CHAPTER 5	
5. DISCUSSION	141
5.1. The Individual Effects of Isolated FFI, Integrated FFI and Incidental Learning with no FonF on EFL Learners' Vocabulary Learning through Reading Texts	141
5.2. The comparison of Effects of Isolated FFI, Integrated FFI and Incidental Learning with no FonF on EFL Learners' Vocabulary Learning through Reading Texts	143
5.3. The comparison of Effectiveness of Isolated FFI, Integrated FFI and Incidental Learning with no FonF in Various Reading Texts	144
5.4. EFL Learners' Preferences for Isolated FFI, Integrated FFI and Incidental Learning with no FonF	148
5.5. EFL Learners' Perceptions of Isolated FFI	149

	<u>Page</u>
CHAPTER 6	
6. CONCLUSION	154
6.1. The Summary of the Study Findings	154
6.2. The Implications of the Study	156
6.2.1. The methodological implications	156
6.2.2. The pedagogical implications	157
6.3. The Limitations and Suggestions for Further Research	159
REFERENCES	161
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

	<u>Page</u>
Table 2.1. The receptive and productive word knowledge	19
Table 3.1. The target vocabulary items	53
Table 3.2. The research design	55
Table 3.3. The procedures for the development of materials and instruments	58
Table 3.4. The instructional procedure	62
Table 3.5. The isolated and integrated vocabulary instruction	65
Table 3.6. The summary of data collection procedures	67
Table 3.7. The procedures for quantitative data analysis	69
Table 3.8. The procedures for qualitative data analysis	71
Table 4.1. The research findings before the treatments	73
Table 4.2. The overall effect of isolated FFI on vocabulary recognition and recall	75
Table 4.3. The effect of isolated FFI on vocabulary recognition and recall (Group A)	76
Table 4.4. The effect of isolated FFI on vocabulary recognition and recall (Group B)	77
Table 4.5. The effect of isolated FFI on vocabulary recognition and recall (Group C)	78
Table 4.6. The overall effect of integrated FFI on vocabulary recognition and recall	79
Table 4.7. The effect of integrated FFI on vocabulary recognition and recall (Group A)	80
Table 4.8. The effect of integrated FFI on vocabulary recognition and recall (Group B)	80

	<u>Page</u>
Table 4.9. The effect of integrated FFI on vocabulary recognition and recall (Group C)	81
Table 4.10. The overall effect of incidental learning on vocabulary recognition and recall	82
Table 4.11. The effect of incidental learning on vocabulary acquisition (Group A)	83
Table 4.12. The effect of incidental learning on vocabulary acquisition (Group B)	84
Table 4.13. The effect of incidental learning on vocabulary acquisition (Group C)	85
Table 4.14. The overall results of the immediate post-tests	86
Table 4.15. The results of the immediate post-tests (Group A)	87
Table 4.16. The results of the immediate post-tests (Group B)	88
Table 4.17. The results of the immediate post-tests (Group C)	90
Table 4.18. The overall results of the delayed post-tests	91
Table 4.19. The results of the delayed post-tests (Group A)	92
Table 4.20. The results of the delayed post-tests (Group B)	93
Table 4.21. The results of the delayed post-tests (Group C)	95
Table 4.22. The results of the immediate post-tests (Text A)	96
Table 4.23. The results of the delayed post-tests (Text A)	97
Table 4.24. The results of the immediate post-tests (Text B)	99
Table 4.25. The results of the delayed post-tests (Text B)	100
Table 4.26. The results of the immediate post-tests (Text C)	101
Table 4.27. The results of the delayed post-tests (Text C)	102
Table 4.28. The overall research results of the reading texts	103

	<u>Page</u>
Table 4.29. EFL learners' preferences for vocabulary learning in a text-based reading course	104
Table 4.30. The distribution of codes in theme 1: Vocabulary learning (Isolated FFI)	106
Table 4.31. The distribution of codes in theme 2: Reading (Isolated FFI)	115
Table 4.32. The distribution of codes in theme 1: Vocabulary learning (Integrated FFI)	118
Table 4.33. The distribution of codes in theme 2: Reading (Integrated FFI)	124
Table 4.34. The distribution of codes in theme 1: Vocabulary learning (Incidental learning with no FonF)	133
Table 4.35. The distribution of codes in theme 2: Reading (Incidental learning with no FonF)	137

LIST OF FIGURES

	<u>Page</u>
Figure 1.1. The role of vocabulary in L2 acquisition	1
Figure 2.1. Harmony approach in L2 vocabulary instruction	22
Figure 3.1. Sample pictorial flashcards for teaching the English word “spew”	59
Figure 3.2. A sample pre-test item	60
Figure 3.3. A sample post-test item (word recognition)	60
Figure 3.4. A sample post-test item (word recall)	60
Figure 3.5. A sample pictorial flashcard	63
Figure 3.6. A sample pictorial flashcard	63
Figure 3.7. A sample pictorial flashcard	63
Figure 3.8. A sample pictorial flashcard	63

LIST OF ABBREVIATIONS

CBI	: content-based instruction
CLT	: communicative language teaching
EAL	: English as an additional language
EGP	: English for general purposes
EFL	: English as a foreign language
ELT	: English language teaching
ESL	: English as a second language
FFI	: form-focused instruction
FonF	: focus on form
FonFs	: focus on forms
KET	: key English test
L1	: first / native language (mother tongue)
L2	: second or/and foreign language
PPP	: presentation, practice, production
SFL	: school of foreign languages
SLA	: second language acquisition
TBLT	: task-based language teaching
VKS	: vocabulary knowledge scale
VLS	: vocabulary learning strategies

CHAPTER 1

1. INTRODUCTION

1.1. Background to the Study

Vocabulary plays an indispensable role in almost all stages of second language (L2)¹ learning and teaching seeing that a language is meaningless without its vocabulary. Firstly, a language is basically used as a means for verbal communication, and words are a prerequisite for carrying out this process. In this regard, Wilkins (1972) asserts that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). Secondly, vocabulary knowledge is regarded as a good indicator of overall L2 proficiency and as a key facilitator of four main language skills. As stated by Sarioğlu (2014, p. 1), "if an analogy is made between a language and a human body, vocabulary is the heart which pumps blood to all the other vital organs such as reading, writing, listening and speaking" (See Figure 1.1 below). The full mastery of words paves the way for easier comprehension and more effective use of L2 by fostering the development of all receptive and productive skills. With this in mind, L2 teachers should try to do their best to offer their students a well-structured vocabulary learning programme.

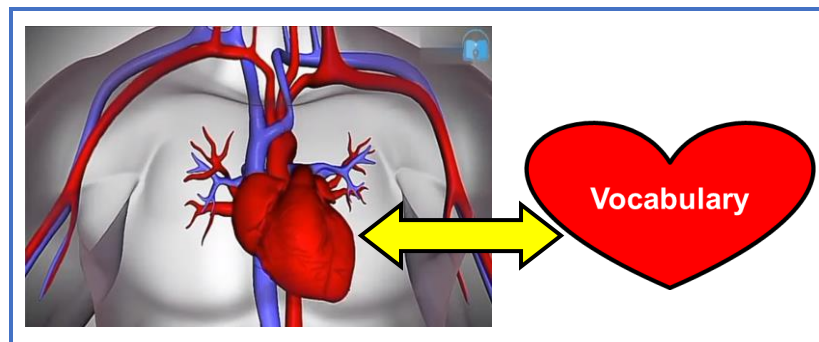


Figure 1.1. *The role of vocabulary in L2 acquisition*

Despite the growing consensus on the significance of vocabulary instruction in second language acquisition (SLA), there exists some disagreement on the most effective ways of learning and teaching L2 words. First of all, one matter of intense

¹ In this study, “second language (L2)” is used to refer to both second and foreign language.

debate in SLA research has been whether it is beneficial or not to attract learners' attention to formal aspects of language such as grammatical structures and vocabulary items while they are involved in meaning-oriented or communicative tasks in L2. This debate highlights the distinction between form-focused instruction (FFI) and incidental learning with no focus on form (FonF) within the scope of vocabulary acquisition through reading. Form-focused instruction means deliberately drawing L2 learners' attention to vocabulary items while they are engaged in a meaning-oriented reading activity. As for incidental learning with no FonF, it can be designated as L2 learners' unintentional acquisition of new vocabulary items from the textual context when they are exposed to a reading text (VanPatten and Benati, 2015). Although there is no explicit focus on lexical forms, vocabulary acquisition occurs incidentally while L2 learners are reading a text for information or for pleasure. In other words, they acquire some L2 words as a by-product of reading by inferring their meanings from the textual context and without any intention to learn.

As an evidence for his "*input hypothesis*", Krashen (1989) finds out that first language (L1) learners are eligible for acquiring new vocabulary items through extensive reading as long as they are exposed to comprehensible input. Naggy, Herman and Anderson (1985) also indicate that children acquire and retain most of their L1 words incidentally, and some studies have emphasised the feasibility of incidental vocabulary acquisition for L2 learners as well (e.g., Horst, Cobb and Meara, 1998). However, the efficacy of incidental vocabulary learning seems to be open to question in view of a great number of other studies which revealed only small lexical gains even for L2 learners exposed to extensive reading over a long time (e.g., Horst, Cobb and Meara, 1998; Naggy, Anderson and Herman, 1987; Naggy, Herman and Anderson, 1985). By criticising the reading input alone, Laufer (2005) suggests that form-focused vocabulary instruction may help L2 learners maximise their vocabulary gains from a meaning-oriented reading practice. Long and Robinson (1998) conclude that meaningful input has a pivotal role in language learning, but focus on form facilitates learning by offering L2 learners better opportunities to notice, acquire and master language forms as well as retaining them for a longer period of time.

Another controversial issue in L2 lexical research is whether form-focused vocabulary instruction should be isolated from or integrated into the meaning-oriented

or communicative activities. Seeing that there exists an increasing consensus on the beneficial impact of FFI on SLA (e.g., Day and Shapson, 1991; Doughty and Varela, 1998; Lyster, 2004; Norris and Ortega, 2000; Sheen, 2005; Spada and Lightbown, 1993; 2008; White et al., 1991), the focal point of the relevant literature has turned into the timing and specific types of FFI. In this respect, more recently, Spada and Lightbown (2008) have classified form-focused instruction (FFI) into two types: (a) isolated FFI, and (b) integrated FFI. In isolated FFI, students' attention is focused on linguistic forms separately from communicative or meaning-based activities, but it should be noted that this FFI also takes place as an essential part of these activities. In other words, L2 learners' attention is drawn to linguistic forms so as to facilitate meaningful or communicative interaction. As another option, integrated FFI entails shifting learners' attention to language forms during meaning-oriented or communication-based tasks. These integrated FFI attempts may be pre-planned by language teachers, or they may arise unexpectedly in the course of meaningful or communicative language practice. All in all, the major difference between isolated and integrated FFI is the timing of the instruction since both types of FFI take place as an integral part of meaning-based or conversational activities within the scope of the same communicative syllabus. The shared objective of both approaches is to help learners with the meaning and/or communicative use of target language.

More specifically, isolated form-focused vocabulary instruction involves focusing L2 learners' attention on particular vocabulary items separately, immediately before or soon after, from the context of meaning-oriented or communicative activity. As an example, isolated FFI can include pre-teaching of new vocabulary items to L2 learners before a reading activity or their practising these lexical items after the reading session. As for integrated approach, it requires making L2 learners aware of the target words while they are reading the text, particularly, when the reading activity is in progress. Integrated FFI can also be in the form of a lexical glossary, which is attached to the margins of a reading text as an explanatory note about the critical unknown words in the given text. It should be taken into consideration that the main focus of both isolated and integrated FFI is helping L2 learners understand the meaning of the text more effectively. Thus, isolated and integrated FFI are regarded as two indispensable ends of the same continuum (Spada and Lightbown, 2008).

1.2. Statement of the Problem

There seems to exist an increasing consensus on the facilitative role of FFI in SLA process in the relevant literature (e.g., Day and Shapson, 1991; Doughty and Varela, 1998; Laufer, 2005; Lyster, 2004; Norris and Ortega, 2000; Sheen, 2005; Spada and Lightbown, 1993; 2008; White et al., 1991). Therefore, the focal point of the related research has evolved into the timing of instruction and specific types of FFI. Long (1991) classifies FFI as “focus on forms (FonFs)” and “focus on form (FonF)”. FonFs signifies paying an overt attention to L2 forms with little or no emphasis on meaning or communicative use. It entails deliberate and explicit study of linguistic forms such as grammatical structures and vocabulary items in a complete isolation from the context of communication so that learners can practise these L2 forms accurately as one thing at a time. Alternatively, focus on form (FonF) involves an explicit attempt to call learners’ attention to linguistic features of language such as grammar and vocabulary within the context of communication. According to Long (1991), FonF “overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (pp. 45-46).

However, Long’s (1991) original taxonomy of FFI has had some limitations in terms of communicative syllabus design. Initially, Long (1991) has designated FonFs as attracting L2 learners’ attention to discrete L2 forms through decontextualized study and practice of these target forms in a similar fashion to the traditional methods of language teaching, which is incompatible with communicative syllabi. In addition, Long’s (1991) original description of FonF is reactive and incidental in nature. That is, it is restricted to directing learners’ attention to form in order to help them with the accuracy of language use only when the need arises or a problem occurs incidentally during communicative tasks and activities in a L2 classroom, which implies the notion that the linguistic elements to be called attention cannot not be pre-determined by the teacher (Spada and Lightbown, 2008). Therefore, the further interpretations of FonF have been made to extent its definition to cover pre-planned instructions on potential L2 forms, with which students are likely to encounter difficulties during communicative language practice (e.g., Doughty and Williams, 1998; Long and Robinson, 1998).

Given the above-mentioned limitations of Long's (1991) categorization, Spada and Lightbown (2008) have developed a recent taxonomy of FFI, which is in harmony with communicative syllabi. After classifying FFI as isolated and integrated FFI, they emphasised the non-existence of experimental studies which directly compare the effects of these two types of FFI in classroom settings. Since then, several studies have been conducted to compare the effects of isolated and integrated FFI on L2 learners' acquisition of some grammatical structures (Gwiazda, 2015; Iraji and Gholami, 2018; Spada et al., 2014; Tsapikidou, 2013). On the basis of the questionnaires developed by Spada et al. (2009) and Valeo and Spada (2015), some other studies aimed at exploring L2 learners' and teachers' preferences for isolated or integrated FFI in learning and teaching grammar, respectively (Ansarin, Abad and Khojasteh, 2015; Mansouri, Jami and Salmani, 2019; Songhori, 2012; Üstünbaş, 2016; Valeo and Spada, 2015). However, there is a lack of empirical and experimental classroom research, which directly compares the effects of isolated and integrated FFI on L2 learners' vocabulary acquisition in the contexts of both English as a foreign language (EFL) and English as a second language (ESL).

To my knowledge, there seems to exist only two studies that have attempted to make a direct comparison between the effectiveness of isolated and integrated FFI in L2 classrooms: (1) a case study by Elgün (2009), which was later published as a journal article (Elgün-Gündüz, Akcan and Bayyurt, 2012), and (2) a quasi-experimental study by File and Adams (2010). Elgün (2009) carried out a case study to observe and compare the effects of isolated FFI and integrated FFI on the lexical, grammatical and writing development of sixth grade EFL learners in Turkey. The results suggested that the students exposed to integrated FFI performed better in all measures as compared to their counterparts who received isolated FFI in their English courses. The study findings also revealed that the participants showed a preference for integrated FFI.

File and Adams (2010) carried out a study to investigate which type of form-focused instruction (FFI) is a more effective means for learning new vocabulary items from an ESL reading lesson: (a) isolated FFI, (b) integrated FFI, or (c) no focus on form (incidental vocabulary learning). They compared the effects of these three kinds of instruction on ESL learners' recognition and retention of the target words in a classroom setting. The study results showed that both isolated and integrated form-focused

instruction through reading led to more vocabulary learning and retention than no-focus on form (incidental exposure to reading alone). However, the findings revealed no statistically significant difference between isolated and integrated approach although the participants in isolated groups gained a bit higher rates of vocabulary learning and retention compared to their integrated counterparts.

All in all, the given two studies in the literature have revealed controversial research evidence for the effects of isolated and integrated FFI. There seems to be no consensus on whether vocabulary instruction should be isolated or integrated within meaningful or communicative language practices in L2 classrooms. Given this controversy, it can be concluded that there is still need for further investigation into the role of focus on form in vocabulary acquisition, especially which type of form-focused instruction is more suitable for L2 vocabulary learning, which is thought to pose some significant methodological and pedagogical implications for L2 learners, teachers and teacher trainers.

1.3. Significance of the Study

The justification for this study is threefold. First, the relevant literature lacks the empirical and experimental studies to directly compare the effects of isolated and integrated FFI on L2 learners' acquisition of vocabulary through reading texts in real-life classroom situations. The majority of the related studies have compared the effects of isolated and integrated FFI on L2 learners' acquisition of some grammatical structures (Gwiazda, 2015; Iraj and Gholami, 2018; Spada et al., 2014; Tsapikidou, 2013), and several studies have tried to explore L2 learners' and teachers' preferences for isolated or integrated FFI in learning and teaching grammar, respectively (Ansarin, Abad and Khojasteh, 2015; Mansouri, Jami and Salmani, 2019; Spada et al., 2009; Songhori, 2012; Üstünbaş, 2016; Valeo and Spada, 2015). Barrot (2014) has concentrated on the impact of combining isolated FFI with integrated FFI on the development of writing and speaking skills in ESL context. However, to my knowledge, there are only two studies, which lay emphasis on vocabulary acquisition of L2 learners in order to compare the effects of isolated and integrated FFI: a case study by Elgün (2009) and a quasi-experimental study by File and Adams (2010). In addition, the study by File and Adams (2010) seems to be the only study that compares the effects of

isolated or integrated FFI with no FonF (incidental vocabulary learning) within the context of a reading lesson. There is still need for further classroom-based research to directly compare the effects of these two types of FFI especially on L2 learners' vocabulary acquisition through reading texts. Thus, the current study intends to fill this gap in the related literature.

The second justification for the current study is that whether new vocabulary items should be taught in isolation or in an integrated way is still a controversial issue in both pedagogical and classroom-based research, so it is worthy of further investigation. From a pedagogical point of view, isolated FFI is reported to be advantageous when L2 learners share the same L1 and when there are serious L1-based errors in L2 learners' interlanguage due to strong L1 influence on L2 forms (Lightbown, 1991). Integrated FFI is stated to be favourable when L2 forms have a high communicative value and when their misuse gives rise to communication breakdowns. Isolated FFI is preferable to help L2 learners notice and grasp the linguistic forms with low frequency, low salience, or low communicative value. As soon as they comprehend the meaning of the target L2 forms, integrated FFI is preferable to attain greater fluency and automaticity in the communicative use of these forms (Spada and Lightbown, 2008), which implies the effectiveness of isolated FFI in improving receptive skills and the efficacy of integrated FFI in the development of productive skills. Isolated FFI is argued to be beneficial to introduce simple L2 forms, which are comparatively easy to clarify or demonstrate (Spada and Lightbown, 2008). However, integrated FFI may be more practical to present inherently complex linguistic features (DeKeyser, 1995; Robinson, 1996).

The findings from two recent studies conducted in classroom settings have also revealed controversial research-based evidence. In the case study by Elgün (2009), integrated FFI has been found to be more effective than isolated FFI on the lexical, grammatical and writing development of Turkish EFL learners. On the other hand, the quasi-experimental study by File and Adams (2010) suggests that both isolated and integrated FFI lead ESL learners to significantly more vocabulary learning and retention than incidental exposure alone (no FonF). Although L2 learners in isolated group have achieved slightly higher vocabulary gain scores than those in integrated group, File and Adams (2010) have observed no statistically significant difference between these two types of FFI. Hence, it can be concluded that there is still a lack of classroom research

to discover the circumstances under which isolated or integrated FFI suits best, which will shed light on how to learn and teach unknown L2 words through reading. In this regard, the current study intends to make recommendations to L2 learners, teachers and teacher trainers by revealing some research evidence on this controversial issue.

As for the third justification, two studies in the literature has several critical limitations, and not only Elgün (2009) but also File and Adams (2010) have highlighted the need for further research to be conducted in more controlled settings and with more carefully-planned research design. Elgün's (2009) study has several weaknesses with regard to methodology and research design such as heterogeneity of almost all experimental conditions and variables in two distinct research sites, difference of initial proficiency levels of the participants in two groups, and methodological problems with planning and the use of data collection instruments. In their study, File and Adams (2010) have tried to counterbalance the experimental conditions for both types of FFI. However, they have not succeeded in making both treatments completely neutral since L2 learners in isolated group have been exposed to target words one more extra time than their integrated counterparts. File and Adams (2010) argue that this extra time and additional learning opportunity may be the underlying factor in greater vocabulary gains of the participants in the isolated condition. Thus, there is a need to know more about how the study findings would be if the treatment conditions for both types of FFI were counterbalanced more meticulously, which is the main motive behind the current study.

The use of reading texts can be an effective means for providing L2 learners with more meaningful context to acquire new words and with more suitable atmosphere to use this lexical knowledge for communicative purposes. With this in mind, the current study attempts to investigate the effectiveness of form-focused instruction (FFI) in teaching L2 vocabulary items to EFL learners through various reading texts in a classroom setting. It specifically opts for meaning-oriented reading practice to compare the effects of (a) incidental learning with no focus on form, (b) isolated FFI, and (c) integrated FFI on EFL learners' recognition and recall of target L2 vocabulary items.

1.4. Theoretical Framework

The input hypothesis and acquisition-learning hypothesis, which are integral components of Krashen's Monitor Theory, propose theoretical bases for incidental

vocabulary learning with no FonF. The input hypothesis suggests that a learner acquires a language only through exposure to comprehensible input, which is slightly above his or her current level of linguistic competence (Krashen, 1982). It argues against the role of formal instruction in SLA seeing that the comprehensible input is the only prerequisite and the sufficient condition for acquiring a language. In his acquisition-learning hypothesis, Krashen (1982) also draws a distinction between learning and acquisition. Learning is described as a conscious process, which entails overt study of language rules. However, as stated by Krashen (1982), we master a language through acquisition. It involves unconscious processes, through which learners internalize language rules as a result of exposure to comprehensible input. The learned knowledge cannot be transformed into the acquired one through instruction, so instruction is argued to have no impact on learners' acquisition of language features.

The theoretical basis for isolated FFI comes from “information processing theory” and “skill acquisition theory” from cognitive psychology. Information processing theory posits that human brain has a limited capacity for processing, so L2 learners may have difficulty in focusing their attention on both form and meaning simultaneously (Ellis, 1997). According to “skill acquisition theory”, SLA resembles learning all the other skills in life such as playing a musical instrument and dancing. It highlights the role of “practice” in developing a skill, and it argues that the complexity of a skill determines explicit or implicit learning of the rules about that skill (VanPatten and Benati, 2015). The theory proposes three stages of skill development: (1) cognitive / declarative, (2) associative / procedural, and (3) autonomous / automatic (See Section 2.3.3 for the details about the theoretical and pedagogical background of isolated FFI).

“Interaction hypothesis”, “transfer appropriate processing (TAP) hypothesis” and “negotiation of form” are put forward as theoretical rationale behind integrated FFI. Based on his “interaction hypothesis”, Long (1996) argues that comprehensible input and interactions both smooth the way for fine-tuned SLA and present optimum conditions for learners to focus their attention on L2 forms spontaneously. Here interactions mean conversations between L2 learners and other interlocutors. Interaction hypothesis asserts that interactions play a key role in SLA together with comprehensible input, output and feedback (VanPatten and Benati, 2015). Interactions help L2 learners notice some language features in the input and facilitate their SLA process by either

modifying input or giving feedback. TAP hypothesis mainly suggests that L2 learners perform better in recalling the knowledge back from memory if the conditions of retrieval bear a resemblance to those of learning (Franks et al., 2000; Morris, Bransford and Franks, 1977). As for “negotiation of form”, it denotes conversations between L2 learners and other interlocutors about formal properties of L2 (see Lyster, 2001; Lyster and Ranta, 1997), which can also lead L2 learners to notice important language features in the input during communicative or meaningful interaction. (See Section 2.3.4 for the details about the theoretical and pedagogical background of integrated FFI).

Noticing hypothesis is regarded as a theoretical support for both isolated and integrated FFI. It proposes that focusing conscious attention on certain language features in the input is a prerequisite for SLA. Input cannot be processed by L2 learners without initial notice and conscious attention. Schmidt (1990) suggests that there is a certain degree of awareness in language learning, which is a counter-argument to Krashen’s notion that SLA takes place unconsciously. According to noticing hypothesis, FFI is beneficial in SLA because it helps L2 learners to notice crucial linguistic elements in the input.

1.5. Purpose of the Study

The current study aims to investigate the effect of form-focused instruction (FFI) on vocabulary gains of EFL learners while they are involved in reading texts in classroom settings. It specifically attempts to compare incidental learning with no FonF, isolated FFI, and integrated FFI in terms of their effects on EFL learners’ immediate or delayed recognition and recall of the target lexical items in a text-based reading course. The study also intends to explore the preferences and perceptions of 48 Turkish EFL learners about not only incidental exposure to reading texts alone but also isolated or integrated form-focused vocabulary instruction. It should be noted that the purpose of the present study is not to make a certain choice among incidental learning, isolated FFI, and integrated FFI, thereby leading EFL teachers to opt for using one and avoiding the others. Rather, it tries to help them discover the circumstances under which one of these three treatments is more preferable than the others.

The present study tries to answer the following five research questions:

1. What are the effects of (a) incidental learning with no FonF, (b) isolated FFI, and (c) integrated FFI on EFL learners' immediate or delayed recognition and recall of the target vocabulary items in a text-based reading course?
2. Is there any statistically significant difference among (a) incidental learning with no FonF, (b) isolated FFI, and (c) integrated FFI in terms of their effects on EFL learners' immediate or delayed recognition and recall of the target vocabulary items in a text-based reading course?
3. "Do the effects of (a) incidental learning with no FonF, (b) isolated FFI, and (c) integrated FFI differ from one reading text to another in terms EFL learners' immediate or delayed recognition and recall of the target vocabulary items?"
4. What are EFL learners' preferences among (a) incidental learning with no FonF, (b) isolated form-focused vocabulary instruction, and (c) integrated form-focused vocabulary instruction in a text-based reading course?
5. What are EFL learners' perceptions of (a) incidental learning with no FonF, (b) isolated form-focused vocabulary instruction, and (c) integrated form-focused vocabulary instruction in a text-based reading course?

1.6. Definitions of Terms

"Acquisition-learning hypothesis" draws a distinction between learning and acquisition (Krashen, 1982). Learning is a conscious process. However, a language is mastered through acquisition. It involves unconscious processes, through which learners internalize language rules as a result of exposure to comprehensible input. The learned knowledge cannot be transformed into the acquired one through instruction.

"Depth of vocabulary knowledge" is defined as how well each individual word is known and organized in the learner's mental lexicon (Schmitt, 2014). It signifies the quality of knowledge about each single word such as its meaning, part of speech, pronunciation, spelling and collocations.

“Fluency or automaticity of access to words” is L2 learners’ ability to retrieve vocabulary items from their lexicon at full speed for language use (Meara, 1996). It entails the speed of access to recall words from their memory and to use them fluently to relay their messages in the course of meaningful or communicative interaction.

“Focus on form (FonF)” is an explicit attempt to call learners’ attention to linguistic features of target language such as grammar and vocabulary within the context of communication. FonF “overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (Long, 1991, pp. 45-46).

“Focus on forms (FonFs)” is paying an overt attention to the formal aspects of language with little or no emphasis on meaning or communicative use. It entails the deliberate, explicit, and decontextualized study and practice of L2 forms such as grammatical structures and vocabulary items in a complete isolation from the context of communication in a similar fashion to the traditional methods of language teaching.

“Form-focused instruction (FFI)” is drawing L2 learners’ attention to formal aspects of language such as grammatical structures and vocabulary items within the context of meaning-oriented or communication-based language practice. FFI offers L2 learners opportunity to notice and learn linguistic elements which they are unlikely to grasp without guidance. FFI may be in the forms of a brief explanation of rules, explicit feedback on error, or metalinguistic clarification (Spada and Lightbown, 2008).

“Incidental learning” is defined as learning certain language features as a by-product without any attention or intention to learn (VanPatten and Benati, 2015). Within the context of the current study, **“incidental vocabulary learning”** refers to L2 learners’ unintentional acquisition of new words while they are reading a text for pleasure or information, as a by-product of reading. Here they infer the meanings of words from the textual context and no FFI is provided to them.

“Information processing theory” assumes that human brain has a limited capacity for processing, so it is likely for L2 learners to have difficulty in focusing their attention on both language forms and meaning simultaneously (Ellis, 1997).

“Input hypothesis” suggests that a learner acquires a language only through exposure to comprehensible input, which is slightly above his or her current level of linguistic competence (Krashen, 1982). It argues against the role of formal instruction in SLA since the comprehensible input is the only prerequisite and the sufficient condition for acquiring a language.

“Integrated FFI” entails shifting learners’ attention to L2 forms during meaning-oriented or communicative activities. Unlike “focus on form”, integrated FFI may be both pre-emptive and reactive. That is, it may be pre-planned by teachers in the light of the potential problems encountered by L2 learners, or the need for integrated FFI may arise unexpectedly in the course of communicative practice. Within the scope of this study, **“integrated form-focused vocabulary instruction”** refers to teaching new words to EFL learners while they are reading the text.

“Intentional learning” is defined as learning something explicitly through conscious attention or deliberate study (Hulstijn, 2003). **“Intentional vocabulary learning”** involves purposeful attempts to master new vocabulary items such as the use of word lists and monolingual or bilingual dictionaries to search the word meanings.

“Interaction hypothesis” asserts that conversations between L2 learners and other interlocutors play a key role in SLA together with comprehensible input, output and feedback (VanPatten and Benati, 2015). Interactions help L2 learners notice some language features in the input and facilitate SLA processes by either modifying input or giving feedback.

“Isolated FFI” is directing learners’ attention to linguistic elements of a language separately from communicative tasks or activities in L2 classrooms. More specifically, **“isolated form-focused vocabulary instruction”** requires focusing learners’ attention on particular L2 words in a separated section from the context of communicating meaning. Unlike “focus on forms”, isolated FFI takes place as an integral part of communicative language teaching (CLT). Within the framework of the current study, **“isolated FFI”** refers to pre-teaching of new vocabulary items to EFL learners immediately before a reading activity.

“Lexical competence” can simply be described as learners’ ability to understand and use the vocabulary items in a particular language.

“Long-term memory” has a limitless capacity to store information permanently. Only actively-processed and completely-learned information is transferred from working memory to long-term memory, otherwise that information starts to be forgotten.

“Mass repetition” means repeating words several times in a single session.

“Negotiation of form” denotes conversations between L2 learners and other interlocutors about formal properties of the target language (Lyster, 2001). It may lead L2 learners to notice important language features in the input in the course of communication or meaningful interaction, thereby facilitating SLA processes.

“Negotiation of meaning” refers to conversations between L2 learners and other interlocutors about meaning of the target language. It can be maintained in the forms of confirmation check, clarification request and comprehension check as various means to help L2 learners to cope with the communication breakdowns.

“Noticing hypothesis” postulates that focusing conscious attention on certain language features in the input is a prerequisite for SLA. Input cannot be processed by L2 learners without initial notice and conscious attention.

“Processability theory” maintains that L2 learners are obliged to follow a hierarchical order of processability in acquiring language rules (Pienemann, 1998). L2 learners go along a rigid route of processing procedures to acquire formal properties of language.

“Productive word knowledge”, also known as **“active vocabulary”**, means L2 learners’ ability to use words properly to relay their messages during oral or written communication (Schmitt, 2000).

“Receptive word knowledge”, also called as **“passive vocabulary”**, is L2 learners’ ability to recognise and understand the meanings of L2 words when they encounter these words in a reading text or when they are exposed to them during a conversation (Schmitt, 2000).

“Retrieval of words” is subsequent recall of L2 vocabulary items from memory after first encounter (Nation, 2001). Learners make greater cognitive effort to retrieve words, and retrieval resembles more to actual use of words in authentic situations.

“Short-term memory”, also known as **“working memory”**, holds a limited amount of information in our mind for a limited period of time due to its limited capacity for storage. It actively operates information for cognitive processes such as comprehension, learning and reasoning.

“Size (breadth) of vocabulary knowledge” refers to the number of the words that a L2 learner knows (Schmitt, 2014). It denotes the quantity of known words.

“Skill acquisition theory” suggests that SLA resembles learning all the other skills in life such as playing a musical instrument. According to this theory, “learning of a wide variety of skills shows a remarkable similarity in development from initial representation of knowledge through initial changes in behavior to eventual fluent, spontaneous, and highly skilled behaviour” (VanPatten and Benati, 2015, p. 85).

“Spaced repetition” involves repeating vocabulary items at intervals through the extension of word study over a longer period of time (Nation, 2001).

“Transfer appropriate processing (TAP) hypothesis” mainly suggests that L2 learners perform better in recalling the knowledge back from memory if the conditions of retrieval bear a resemblance to those of learning (Franks et al., 2000).

CHAPTER 2

2. LITERATURE REVIEW

2.1. Vocabulary in L2 Learning and Teaching

2.1.1. The role of vocabulary in L2 learning and teaching

Vocabulary can broadly be defined as a complete series of words pertaining to a language. Words are integral components of a language. “As building blocks of a language, words construct critical bridges into the mystical world of meaning in a language, thereby enabling us to understand and to be understood by others” (Sarioğlu, 2014, p. 7). Our first language acquisition process begins with our utterances of words, and we carry on acquiring new L1 words to death. The process of lexical development in L2 also never comes to an end. In this respect, vocabulary plays a prominent role in virtually all phases of second language learning and teaching.

First of all, the prestige of vocabulary in SLA derives from its communicative value. A language is basically used as a means for communication, and words are principal conveyors of meaning in communicative interaction. It seems practically unattainable to communicate without words. “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way” (McCarthy, 1990, p. viii). We are able to convey our feelings and opinions with inaccurate knowledge of grammatical or phonological rules; however, it is unlikely to carry out verbal communication without sufficient knowledge of L2 vocabulary. Ellis (1994) proposes that lexical errors result in more comprehension problems in communication than grammatical errors. L2 learners will suffer from more communication breakdowns if they do not know the proper word or they do not use it accurately. In short, L2 learners’ communicative competence and performance, to a large extent, are determined by their lexical development, which is the main reason why many tourists try to obtain a dictionary before leaving on a vacation, rather than grammar books.

Secondly, vocabulary knowledge is often interpreted as a good indicator of overall L2 proficiency and a key facilitator of four main language skills; namely, reading,

listening, writing and speaking. In L2 lexical research, vocabulary size is closely associated with other aspects of language competence and performance. A number of studies have revealed a clear correlation between L2 learners' vocabulary size and their overall language proficiency (e.g., Alderson, 2005). Moreover, good vocabulary knowledge serves as the basis for higher performance in four main skills. As an example, a L2 learner's vocabulary size is regarded as an indicator of his or her success in reading comprehension. Thus, lexical competence seems to be a crucial factor, which encourages and fosters the development of all receptive and productive skills in L2.

All in all, the mastery of words paves the way for easier comprehension and more effective use of L2. On the other hand, many students regard learning the word stock of a language as one of the most difficult aspects of SLA. Hence, L2 teachers should try to do their best to offer their students a well-structured vocabulary learning program.

2.1.2. Lexical competence

Lexical competence can simply be described as our ability to understand and use the vocabulary items in a particular language. Lexical competence is regarded to be multidimensional in nature. The size (breadth) and depth of vocabulary knowledge are two fundamental dimensions of lexical competence (Nation, 1990), and automaticity of access to vocabulary knowledge (fluency) is put forth as the third dimension (Meara, 1996). The size (breadth) of vocabulary knowledge refers to the number of the words that a L2 learner knows whereas the depth of lexical knowledge is defined as how well each individual word is known and organized in the learner's mental lexicon (Schmitt, 2014). While the size of vocabulary knowledge denotes the quantity of known words, the depth signifies the quality of knowledge about each single word such as its meaning, part of speech, pronunciation, spelling and collocations. As for fluency or automaticity of access, it can be interpreted as our ability to retrieve vocabulary items from our lexicon at full speed for language use (Meara, 1996). That is, it entails the speed of access to recall words from our memory and to use them fluently to relay our messages in the course of meaningful or communicative interaction. The breadth (size), depth and fluency of vocabulary knowledge should be regarded as complementary and supplementary to one another because they are three integrated components of lexical competence.

2.1.2.1. Aspects of knowing a word

Most people assume that knowing a word denotes having information about its meaning. However, knowledge of a word involves the awareness of many other lexical aspects. In a broad sense, knowledge of a word requires understanding its form, meaning and use (Nation, 2001). Knowing the forms of a word includes being conscious of its spelling (written form / orthographical form), pronunciation (spoken form / phonological form), and word parts such as stems and affixes. Knowing the meanings of a word comprises being aware of its associations, concept and referent as well as its denotation, which is also called as “literal”, “primary”, “dictionary”, “core” or “central” meaning. Knowing the use of a word entails having knowledge of its grammatical functions, collocations and constraints on use such as appropriateness, register and frequency. If L2 learners would like to achieve full mastery of a word, they should know all these lexical aspects, which frame the “learning load of a word”. Nation (2001) basically describes “learning burden of a word” as the amount of effort which a learner makes to master that word. Each vocabulary item may bring distinct learning burden on different L2 learners as each learner encounters different level of difficulty in learning the given lexical item due to individual differences.

In view of the multidimensional nature of knowing a word, it is almost impossible for L2 learners to gain an understanding of all aspects of word knowledge at once. A learner may be aware of the literal meaning and pronunciation of a word, but he or she may not spell it accurately. Likewise, a L2 learner may use a word in his or her speech fluently, but he or she may be unaware of its appropriateness to the existing context of communication. With this in mind, for L2 learners, knowing a word entails more than one encounter with the given word (Nation, 2001), which underlines the vital role of repetition, practice and revision of newly-learned L2 vocabulary items.

2.1.2.2. Receptive and productive word knowledge

There also exist several degrees of knowing a word. A L2 learner may understand the meanings of some words with ease, but he or she may find it difficult to use these words fluently in speech. L2 learners predominantly are able to comprehend comparatively more words than they are able to use actively during communicative

interaction, which highlights the distinction between receptive and productive knowledge of L2 words. Schmitt (2000) defines “receptive knowledge” as our ability to recognise and understand the meanings of L2 words when we encounter these words in a reading text or when we are exposed to them during a conversation, which is also called as “passive vocabulary”. As for “productive knowledge”, it means our ability to use words properly to relay our messages during oral or written communication, which is also designated as “active vocabulary”. In this regard, receptive word knowledge is highly correlated with listening and reading skills in L2. On the other hand, productive knowledge of L2 words is closely associated with writing and speaking skills. It is unlikely for L2 learners to gain the knowledge of all the words both receptively and productively. They may recognise and grasp the meaning of some L2 vocabulary items, but they may not use these words actively in their writing or speech. Similarly, they may succeed in evolving some aspects of a word into productive level, but some others remain at receptive degree.

Table 2.1. *The receptive and productive word knowledge (Nation, 2001, p. 27)*

Form	spoken	R: What does the word sound like? P: How is the word pronounced?
	written	R: What does the word look like? P: How is the word written and spelled?
	word parts	R: What parts are recognizable in this word? P: What word parts are needed to express the meaning?
Meaning	form and meaning	R: What meaning does this word form signal? P: What word form can be used to express this meaning?
	concept and referents	R: What is included in the concept? P: What items can the concept refer to?
	associations	R: What other word does this make us think of? P: What other words could we use instead of this one?
Use	grammatical functions	R: In what patterns does the word occur? P: In what patterns must we use this word?
	collocations	R: What words or types of words occur with this one? P: What words or types of words must we use with this one?
	constraints on use	R: Where, when and how often would we expect to meet this word? P: Where, when and how often can we use this word?
<i>Note: R = receptive knowledge, P = productive knowledge</i>		

The overall receptive and productive distinction of word knowledge can also be adapted to specific aspects of knowing a word such as spelling and pronunciation. In Table 2.1, Nation (2001) categorises various aspects of lexical knowledge according to L2 learners' receptive and productive control over these lexical aspects (p. 27).

2.1.2.3. Memory, repetition and retrieval of L2 vocabulary items

Richards and Schmidt (2002) defines memory as the mental capacity of human mind to store, retain and retrieve information, and they draw a distinction between two types of memory: short-term memory and long-term memory. Also known as working memory, short-term memory holds a limited amount of information in our mind for a limited period of time due to its limited capacity for storage. It actively operates information for cognitive processes such as comprehension, learning and reasoning. As for long-term memory, it has a limitless capacity to store information permanently. Only actively-processed and completely-learned information is likely to be transferred from working memory to long-term memory, otherwise that information starts to be forgotten. When we need the relevant information from long-term memory, it is called back to short-term memory and processed here once more. In this respect, Schmitt (2000) proposes that L2 vocabulary instruction should pave the way for efficient transfer of word knowledge from working memory into long-term memory.

In view the multidimensional aspects of knowing a word, it is almost impossible for learners to attain the full mastery of new L2 words in one meeting. Repetition, recycling and revision of a newly-learned word in meaningful contexts play a key role in establishing stronger form-meaning mappings of the given word. L2 learners repeat words in various ways. "Mass repetition" means repeating words several times in a single session while "spaced repetition" involves repeating vocabulary items at intervals through the extension of word study over a longer period of time (Nation, 2001). The related literature suggests that spaced repetition leads to better learning and longer retention than mass repetition (e.g., Baddeley, 1990; Bloom and Shuell, 1981; Dempster, 1987). It is also discovered that the majority of forgetting takes place immediately after initial learning process, and later, the forgetting rate gradually slows down (e.g., Griffin, 1992; Pimsleur, 1967). With this in mind, novel L2 words are

advised to be repeated and practised soon after the learning session before too much forgetting occurs (Nation, 2001).

Retrieval is defined as subsequent recall of L2 vocabulary items from memory after first encounter (Nation, 2001). Learners make greater cognitive effort to retrieve words, and retrieval resembles more to actual use of words in authentic situations. Successful retrieval is reported to enhance the retention of words. Therefore, after initial presentation of unknown vocabulary items, L2 teachers should give L2 learners a golden chance of recalling the meanings of the newly-learned words from their memory at later encounters, which will give rise to longer retention of these words (Nation, 2001). Finally, learners should be provided with further opportunities for repetition, practise, revision and creative use of novel L2 words in various meaningful or communicative contexts, which will enhance their speed of access to these vocabulary items in L2.

2.1.3. Teaching L2 vocabulary

Although there exists considerable agreement on the significance of vocabulary instruction in SLA, there is still disagreement on the most effective ways of teaching L2 vocabulary items. The related L2 lexical research offers various beneficial approaches for teaching L2 words in a systematic way:

- a) explicit teaching of certain crucial L2 vocabulary items such as high frequency words (Nation, 1993; 1995),
- b) providing learners with maximum exposure to L2 through which they can learn new words incidentally from the context (Krashen, 1989),
- c) training learners on the most effective vocabulary learning strategies so that they can continue to enlarge their L2 lexicon on their own (Nation, 1990; Schmitt, 2000),
- d) revision of L2 words in meaningful contexts through practical classroom activities (Allen, 1983),
- e) offering L2 learners further opportunities to use L2 words in communicative tasks (Nation and Newton, 1997),
- f) raising L2 learners' awareness and motivation towards vocabulary learning.

It should be born in mind that L2 vocabulary development is a multi-dimensional process. Therefore, it is unreasonable to regard one of the approaches above as the best option since each of them incorporates an integral part of this multi-faceted process of L2 vocabulary acquisition.

2.1.4. Best way of teaching vocabulary: Harmony approach

There exists no best vocabulary teaching method, which suits all situations or addresses all the aspects of L2 learners' lexical development. With this in mind, all of these strategies should be combined simultaneously to produce more pleasing effect in L2 vocabulary teaching. Every strategy has its own strengths, and it is difficult for the others to compensate these strong points. Hence, a harmony of these six practical approaches is superior to any single way of teaching L2 words. Instead of proposing them as better or worse, all these approaches should be regarded as complementary.



Figure 2.1. *Harmony approach in L2 vocabulary instruction*

In view of the insights from the recent L2 lexical research, a “harmony approach” has been designed by the researcher. This approach comprises six major strands of systematic L2 vocabulary instruction (See Figure 2.1):

1) Explicit Teaching: At the early stages of L2 learning and teaching, it should be given prominence to explicit vocabulary instruction. Beginner students with low proficiency levels may be in need of explicit study of L2 words until they are able to extract meanings from a reading or listening text and express their ideas and opinions in speech or writing. It is unlikely for L2 learners to guess the meanings unknown words successfully from the context without achieving a certain level of lexical competence. In

addition, some L2 vocabulary items such as high frequency words, academic words and technical vocabulary items in a particular field of study are regarded to be worthy of learning and teaching explicitly. Especially, the mastery of high frequency words plays a pivotal role in easier comprehension and more effective use of L2. According to Nation and Waring (1997), if L2 learners succeed in learning the most frequent 2000 words of English, they will spontaneously know at least 85% of the running words in any kind of spoken or written texts. Seeing that these high frequency words and academic words pave the way for further development in language learning, their acquisition should not be left to chance fate by L2 teachers and learners.

2) Incidental Learning: The size of English vocabulary is reported to be 114000 word families (Goulden, Nation and Read, 1990). Therefore, it is unattainable for L2 learners and teacher to master all of these words in a language through explicit study alone in view of the restricted time in L2 classrooms. L2 vocabulary items, which are unlikely to be mastered in explicit manner, can only be learned through incidental exposure to L2 input such as extensive reading. Incidental learning is argued to play a major role in L2 vocabulary acquisition. Specifically, it seems plausible for L2 learners to acquire low frequency words through incidental exposure to L2 input (Coady, 1997). Taking multi-dimensional nature of lexical competence, even drawing explicit attention to a target word at once cannot teach L2 learners all the aspects of knowing that word in detail. Certain aspects of word knowledge such as collocation, grammatical functions, and constraints on use can only be grasped accurately through multiple exposures to a certain word in various contexts (Schmitt, 2000) apart from explicit study. Therefore, the opportunities for incidental learning such as extensive reading should be integrated into a well-structured vocabulary teaching programme. In this regard, Celce-Murcia (2001) highlighted the need for “a balanced approach that includes explicit teaching together with activities providing appropriate context for incidental learning” (p. 286).

3) Strategy Training: Explicit teaching of L2 words resembles giving fish to a hungry child; but as he grows up, the skill of fishing independently is getting more and more important. Likewise, as the lexical competence of L2 learners start to expand, they should also be trained in most effective vocabulary learning strategies (VLS) such as guessing from context, mnemonic devices, the use of bilingual and monolingual dictionaries, and word part analysis (word roots and affixes) so that they can keep on

improving their L2 lexicon independently (Nation, 1990; Schmitt, 2000). Namely, L2 learners should not be left alone while acquiring new words incidentally through natural exposure to L2 input. They should also be encouraged to develop their own vocabulary learning strategies so as to become more autonomous L2 vocabulary learners. All in all, the mastery of high frequency words through explicit study should be complemented by strategy training, which helps L2 learners expand their lexical competence on their own by fostering their ability to infer the meanings of unknown words from the context of meaningful and communicative interaction.

4) *Recycling Vocabulary through Classroom Activities:* Newly-learned vocabulary items should be practised, recycled and revised through various practical classroom activities so as to be mastered thoroughly. Given the incremental nature of lexical competence, students may not learn all aspects of knowing a word with only one exposure. In this regard, a number of communicative classroom activities should be planned, designed and organized to provide L2 learners with various meaningful encounters with novel words in different contexts, thereby facilitating the recognition, memorization, retention, recall, and effective use of these words for meaningful and communicative interaction in L2.

5) *Practising Vocabulary through Communicative Tasks:* It is unlikely for L2 learners to achieve the full mastery of L2 words without recalling these words from their memory and using them fluently to relay their messages in the course of meaningful or communicative interaction in the target language. Meaning-oriented and communicative tasks will supply L2 learners with more opportunities to use the target language in interactive oral language production (Nation and Newton, 1997). Rather than mass repetition, communication-based activities such as games, competitive tasks, and role plays offer L2 learners more meaningful context to practise and revise new vocabulary items as well as a golden chance to use these words independently for communicative purposes, thereby creating a more enjoyable atmosphere for L2 learning and teaching.

6) *Awareness and Motivation Raising Activities:* It is also of utmost importance for L2 teachers to raise L2 learners' awareness of the high status of words in SLA and to increase their desire and motivation towards learning L2 vocabulary items. In this way, L2 learners can attach importance to words as building blocks of language and

they can bear the responsibility of their own vocabulary development in the target language. Allen (1983) suggests that L2 teachers should do their best to create a sense of personal need to learn L2 words in the minds of their students instead of being successful in the exam or satisfying their teachers. The intrinsic motivation of L2 learners can also be triggered through enjoyable communicative activities like competitive tasks and word games, through which they can master and use L2 words for more authentic purposes such as winning the game, having fun and fulfilling a social interaction with their classmates. A willing teacher may explore much more effective ways of raising meta-cognitive awareness and motivation of their students.

In conclusion, any single approach of teaching or learning L2 vocabulary items will not tackle all the aspects of lexical competence. Therefore, all the reasonable approaches should be combined harmoniously for maximum results since they address divergent but crucial facets of vocabulary acquisition. With this in mind, harmony approach proposes a well-structured L2 vocabulary learning program, which combines explicit vocabulary teaching with encouragement of L2 learners to learn incidentally from the context with the help of strategy training. It also entails L2 learners' practice and revision of newly-learned L2 words in meaningful contexts on a regular basis, their use of those words independently for communicative purposes and awareness raising activities. According to Schmitt (2000: 14), "current best practice includes both principled selection of vocabulary, often according to frequency lists, and instruction methodology that encourages meaningful engagement with words over a number of recyclings". Hence, in well-designed L2 vocabulary instruction, words are chosen carefully, planned systematically, taught explicitly, and reviewed periodically by teachers. From students' point of view, they are learned eagerly, guessed contextually, practised meaningfully and used actively for communicative purposes.

2.1.5. The use of reading texts in teaching L2 vocabulary

The use of reading texts in L2 classrooms brings several advantages to EFL learners in terms of their lexical development. First, reading texts – factual or literary, authentic or simplified – are invaluable supplementary materials for L2 classrooms since they include useful samples of language use. They supply L2 learners with such a great number of vocabulary items and grammatical structures that it facilitates the

development of all four language skills (Hişmanoğlu, 2005). Therefore, using such reading texts can be a good source for a variety of meaningful and communicative activities through which L2 learners not only enhance their language skills but also reinforce and revise newly-learned lexical and grammatical items. Second, reading texts intensify L2 learners' linguistic awareness of the target language by making them conscious of various language norms (Lazar, 1993). Coping with multiple levels of meanings in reading texts improves L2 learners' interpretative abilities. Third, carefully selected reading texts may also contribute to EFL learners' personal growth and intellectual development (Carter and Long, 1991). During reading, L2 learners give personal reactions towards the text by relating it with their own feelings or experiences. On the other hand, interpreting multiple levels of meanings in the texts fosters L2 learners' intellectual development, thereby enhancing their imagination and improving their critical thinking skills. In the light of these benefits of using reading texts in L2 classrooms, this study utilises reading texts to investigate the role of FFI and to compare the effects of isolated FFI, integrated FFI, and incidental learning with no FonF on EFL learners' vocabulary acquisition.

2.2. Incidental Learning with no Focus on Form (FonF) and Form-focused Instruction (FFI)

2.2.1. Incidental learning with no focus on form (FonF)

Incidental learning is defined as learning certain language features as a by-product without any attention or intention to learn (VanPatten and Benati, 2015). As an example, students unintentionally pick up a number of vocabulary items and language patterns through meaningful interactions or communicative activities in L2 classrooms. Incidental learning is declared to play a pivotal role in L2 vocabulary acquisition. L2 readers incidentally learn a large number of vocabulary items while they are reading a text for pleasure or information. They unintentionally learn these lexical items as a by-product of reading since their prime intention is to extract meaning from the text. Within the bounds of incidental learning, L2 learners infer the meanings of words from the textual context and no instruction is provided to them. The studies on vocabulary acquisition of native speakers indicate that the lexicon of native speakers come into existence through a great deal of incidental learning. However, it is quite questionable

in the SLA research as there is a great deal of research evidence for the insufficiency of incidental exposure to input alone in SLA (e.g., Laufer, 2003; Hill and Laufer, 2003).

Incidental learning deviates from intentional learning, which can be designated as learning something explicitly through conscious attention or deliberate study (Hulstijn, 2003). Intentional vocabulary learning involves purposeful attempts to master new words such as the use of monolingual or bilingual dictionaries to search the word meanings. On the other hand, VanPatten and Benati (2015) state that incidental learning should not be regarded as equivalent to implicit learning. In implicit learning, a person is not consciously aware of the learning process; however, that person may or may not be conscious of his learning something new within the context of incidental learning.

The theoretical basis for incidental learning comes from the input hypothesis, which is an integral component of Krashen's Monitor Theory. The input hypothesis suggests that a learner acquires a language only through exposure to comprehensible input, which is slightly above his or her current level of linguistic competence (Krashen, 1982). Therefore, the strongest form of the input hypothesis argues against the role of formal instruction in SLA since the comprehensible input is the only prerequisite for acquiring a language. As specified by this hypothesis, the basic function of teachers is to make certain that L2 learners are exposed to comprehensible input, which is the sufficient condition for SLA.

2.2.2. The role of instruction in SLA

SLA theories come up with four possible standpoints regarding to what extent instruction affects L2 learners' acquisition of language forms (VanPatten and Benati, 2015, pp. 48-54). The first position proposes that instruction does not make any difference. In his acquisition-learning hypothesis of the Monitor Model, Krashen (1982) drew a distinction between learning and acquisition. Learning is defined as a conscious process, which entails overt study of language rules. However, acquisition designates unconscious processes, through which learners internalize language rules as a result of exposure to comprehensible input. Within the scope of this hypothesis, the learned knowledge cannot be transformed into the acquired one through instruction, so instruction does not have any effect on learners' acquisition of formal properties of language. In view of the evidence from the studies of "acquisition order" and

“developmental sequences”, this position argues that instruction is impotent to change the route of L2 acquisition, and it ignores the role of instruction in SLA.

The second thought suggests that instruction is restricted by the route of acquisition and developmental sequences. In his processability theory, Pienemann (1998) maintains that L2 learners are obliged to follow a hierarchical order of processability in acquiring language rules. L2 learners go along a rigid route of processing procedures to acquire formal properties of language. They cannot skip any stages in this hierarchy, and the grammatical structures in one stage can only be acquired when L2 learners has completed the required development in the previous stages. Nevertheless, in this viewpoint, instruction can facilitate SLA if it is given in harmony with learners’ developmental stage. Instruction provided at the right time is also suggested to increase the speed of SLA.

According to the third perspective, instruction is beneficial in SLA. In line with the theoretical bases from Long’s “interaction hypothesis” and Schmidt’s “noticing hypothesis”, this position mostly depends on a great deal of research evidence from classroom-based studies on SLA. In his review of numerous studies, Long (1983) finds out that instruction is advantageous for various types of learners with different ages and different levels of proficiency in both ESL and EFL contexts. He draws a conclusion that instruction and combination of instruction with incidental exposure to input have more beneficial effect on SLA than incidental exposure alone. More recently, Norris and Ortega (2000) have carried out a meta-analysis of 40 studies on the impact of instruction on L2 learners. They also have discovered that instruction makes favourable changes and developments in SLA, thereby making a significant difference.

Final standpoint assumes that instruction is necessary in that L2 learners’ linguistic systems are likely to be fossilised in the absence of instruction. Without instruction, their language development will come to an end, and they will start to use non-native-like language patterns. However, this position is a bit untenable since it is commonly acknowledged that most L2 learners are unlikely to attain the developmental level of native speakers. In the light of the relevant literature on the effectiveness of instruction in SLA, it can be concluded that instruction cannot change the hierarchical order of acquisition, but it has a favourable impact on SLA processes (VanPatten and Benati, 2015). All in all, in the related literature, there is an increasing consensus on the

merits of instruction in SLA. Thus, the focus of attention has changed into investigation of specific types of instruction as well as the conditions under which different types of instruction are more beneficial.

2.2.3. Form-focused instruction (FFI)

With the advent of new L2 teaching methodologies such as communicative language teaching (CLT), content-based instruction (CBI) and task-based language teaching (TBLT), it has gained importance to shift L2 learners' attention to language features while they are engaged in meaningful or communicative interaction. Form-focused instruction (FFI) can be defined as drawing learners' attention to formal aspects of language such as grammatical structures and vocabulary items within the context of meaning-oriented or communication-based language practice. FFI offers L2 learners opportunity to notice and learn linguistic elements which they are unlikely to grasp without guidance.

In the field of SLA, it is likely for very young learners to attain high level of L2 proficiency without FFI, especially, if they have a chance of exposure the target language outside the classroom, which may imply that FFI is not necessary for SLA. However, this is not the case in EFL or ESL contexts, where the classrooms are the only settings for L2 learners to be exposed to L2 input. Under these circumstances, a high level of language development cannot be achieved without FFI. That is the reason why many studies in CLT and CBI contexts have revealed positive evidence for facilitative effect of FFI on L2 learners' knowledge and use of some language features with higher accuracy and fluency (e.g., Day and Shapson, 1991; Doughty and Varela, 1998; Spada and Lightbown, 1993; Lyster, 2004; Sheen, 2005; White et al., 1991) Norris and Ortega (2000) have also conducted a meta-analysis of 40 studies on the impact of instruction on L2 learners. The study findings have demonstrated that FFI has a favourable impact on L2 learners' knowledge and use of various language features. Hence, in the light of the evidence from L2 research and teaching experiences in L2 pedagogy, it can be concluded that there is growing agreement on the efficiency of FFI especially when it calls learners' attention to both form and meaning within context of meaning-oriented tasks or communicative interaction (Spada and Lightbown, 2008).

2.2.4. Earlier taxonomies of form-focused instruction

In the relevant literature, different taxonomies were developed with regard to form-focused instruction (FFI). Hereafter, these earlier taxonomies will be discussed briefly.

2.2.4.1. “Separationist” and “unificationist” approaches

In his study on communicative syllabus design, Johnson (1982) has drawn a distinction between “separationist” and “unificationist” approaches in teaching language structure and use. In separationist point of view, the teaching of a language form is kept apart from the practice and the use of the given form in communicative activities. A formal aspect of a language is presented first to learners through a structural syllabus, and then the given form is activated or recycled through a communicative syllabus. As an alternative, unificationist standpoint argues for the integration of teaching a language form and its use in the same communicative syllabus. That is to say, the separation between accuracy and fluency is not regarded as desirable or plausible from an unificationist perspective.

2.2.4.2. Focus on forms (FonFs) and focus on form (FonF)

Long (1991) classifies FFI as “focus on forms (FonFs)” and “focus on form (FonF)”. Focus on forms requires paying an overt attention to the formal aspects of language with little or no emphasis on meaning or communicative use. It entails the deliberate and explicit study of linguistic forms such as grammatical structures and vocabulary items in a complete isolation from the context of communication so that L2 learners are able to learn and practise these formal properties of language accurately. As stated by Long (2000), focus on forms is the systematic teaching of linguistic elements where L2 learners are supposed to practise one thing at a time with little or no attention to communicative use. Focus on forms attracts L2 learners’ attention to discrete language forms through decontextualized instruction and practice of these target forms in a similar fashion to the traditional methods of language teaching. On the other hand, focus on form is an explicit attempt to call learners’ attention to linguistic features of language such as grammar and vocabulary within the context of communication. According to Long (1991), focus on form “overtly draws students’ attention to linguistic

elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (pp. 45-46). Thus, it gives emphasis on the formal properties of language as a part of communicative activities or tasks, where the primary concern is to convey meaning.

2.2.4.3. Research on earlier taxonomies of FFI

In the relevant literature, there some studies that have attempted to compare the effects of “focused on form (FonF)” with “focus on forms (FonFs)” on L2 learners’ learning vocabulary items in a reading lesson. As an example, Laufer (2003) conducted a comprehensive study, which included three experiments to compare the effects of “focus on forms” and “focus on form” on EFL learners’ acquisition of new vocabulary items. The participants of Experiment I were two intact classes of 60 advanced Israeli EFL learners. One class (FonF) were provided with L1 translations of 10 target words as glosses in the margins of the reading text, and they were supposed to read the text and answer 10 comprehension questions which require their mastery of the given target words. The other class (FonFs) were just supplied with a list of 10 target words with L2 definitions and L1 translations, and they were expected to write a sample sentence with regard to each target word. The results showed that the participants in FonFs group yielded significantly higher vocabulary gain scores than their counterparts in FonF group in not only the immediate post-tests but also the delayed post-test administered two weeks later.

In the second experiment, Laufer (2003) tried to compare the effects of reading comprehension and composition writing on the vocabulary retention of two intact classes of 82 advanced Israeli EFL learners. The participants in one class were exposed to the target words in a reading text whereas those in the other class wrote their own texts that involved the same target words. More specifically, the “reading” group were required to answer 10 comprehension questions after they read the text, where L1 meanings of 10 target words were given as glosses. The students in the “writing” group were provided with the lists of 10 target words with L2 definitions and L1 translations, and they were assigned to write a letter to a newspaper editor by using these target words. The findings revealed that the participants in the “writing” group outperformed

their counterparts in the “reading” group on both the immediate and the delayed recall of target vocabulary items.

The third experiment by Laufer (2003) aimed at comparing the effects of three tasks on the vocabulary gain scores of 90 10th grade Arabic EFL learners: (a) reading a text with the help of a dictionary for unknown words, (b) writing example sentences with the target vocabulary items, and (c) filling in the blanks of the sentences with the given target words after checking their meanings from the dictionary. The results also revealed that word focused activities were more beneficial than the learners’ acquisition of the target vocabulary items through reading. In the light of these study findings from three experiments, Laufer (2003) argued against the assumption that reading alone is the best source of L2 vocabulary learning.

In another study, Hill and Laufer (2003) carried out a computer-based study to investigate the effects of three task types on vocabulary gains and retention of 96 Chinese young adult EFL learners. One group of learners were asked to read the text and answer 12 comprehension questions which required their mastery of 12 target words. The second group of learners did vocabulary exercises, where they were expected to choose the corresponding L2 meaning of each target word from four options. The third group was supplied with L2 meaning or synonym of each target word and they were supposed to select the correct form from four alternatives. With the help of an electronic dictionary, the participants in all groups had the opportunity to check L2 meanings, L1 translations, pronunciation of the target words by just clicking on the related words. Although the study results indicated higher lexical gains scores in all three conditions, two word-focused tasks in the second and third group were found to be significantly more effective than the reading comprehension task in terms of both immediate and delayed recall of the target L2 words in the reading text.

2.3. A Recent Taxonomy of FFI: Isolated and Integrated FFI

Long’s (1991) description of focus on forms involved explicit study of discrete language forms through decontextualized exercises as in traditional language teaching methods, which is incompatible with communicative syllabi. In addition, Long’s (1991) original explanation of focus on form was reactive and incidental in nature. In other words, it was restricted to directing learners’ attention to form in order to help them

with the accuracy of language use only when the need arises or a problem occurs incidentally during communicative tasks and activities in a L2 classroom, which implies that the linguistic elements to be called attention cannot not be pre-determined by the teacher (Spada and Lightbown, 2008). In this regard, the further interpretations of focus on form have been made to extent its definition to cover pre-planned instructions where teachers may predict the potential difficulties to be encountered by the students during communicative language practice (e.g., Doughty and Williams, 1998; Long and Robinson, 1998).

Given the above-mentioned weaknesses of Long's (1991) original categorization, Spada and Lightbown (2008) have developed a more recent taxonomy of FFI within the scope of communicative syllabi, which is the focal point of the current study. They have grouped FFI into two categories: (a) isolated FFI and (b) integrated FFI. The major difference between these two approaches is the timing of FFI in the communicative course design. While integrated FFI is given in the course of the meaning-based or communicative activities, isolated FFI is provided separately from these activities; namely, before or after these activities are conducted in L2 classrooms.

Isolated FFI is directing learners' attention to linguistic elements of a language separately from communicative tasks or activities in a L2 classroom. In contrast to Long's (1991) original interpretation of "focus on forms", isolated FFI take place as an integral part of communicative language teaching (CLT) or content-based instruction (CBI). Learners' attention is drawn to formal aspects in isolation from the context in order to help them with the meaning or communicative use of language. Isolated FFI may be provided to L2 learners in preparation for a meaning-oriented or communicative activity, or it may be given shortly after the activity seeing that the learners have had difficulty with some linguistic elements during the activity.

Integrated FFI entails shifting learners' attention to language forms during meaning-oriented or communicative tasks. Unlike Long's (1991) description of "focus on form" as reactive in nature, integrated FFI may be both pre-emptive and reactive. That is, integrated FFI attempts may be pre-planned by teachers in the light of the potential problems encountered by L2 learners, or the need for integrated FFI may arise unexpectedly in the course of communicative language practice. Both isolated and

integrated FFI may be in the forms of a brief explanation of rules, explicit feedback on error, metalinguistic clarifications, and so on (Spada and Lightbown, 2008).

Although Spada and Lightbown (2008) make a distinction between isolated and integrated FFI, they regard these types of FFI as two indispensable ends of the same continuum. On the one side, there is a room for isolated FFI in a communicative syllabus so that L2 learners can use the target language accurately for communicative purposes. In his evaluation of the drills in audiolingual method, DeKeyser (1998) declares that practice is beneficial for L2 learners especially when it entails practice in "conveying personal meanings" (pp. 53-54). On the other side, integrated FFI "has the greatest potential for facilitating the development of fluent and accurate language that is available for use outside the classroom" (Spada and Lightbown, 2008, p. 188). Thus, isolated and integrated FFI should be considered as supplementary and complementary to each other within the contexts of CLT and CBI.

2.3.1. Factors affecting the choice of isolated or integrated FFI

Spada and Lightbown (2008) specified a great number of factors that may affect L2 teachers' selection between isolated or integrated FFI (pp. 194-200). These are as follows:

- (a) L1 influence on L2 forms,
- (b) salience of L2 forms in the input,
- (c) frequency of L2 forms in the input,
- (d) difficulty or complexity of the rules with regard to L2 forms,
- (e) communicative value of L2 forms,
- (f) learners' developmental level,
- (g) learners' age,
- (h) learners' aptitude for language learning,
- (i) learners' and teachers' preferences,
- (j) individual learning styles, and
- (k) learners' earlier experiences in language learning.

The above-mentioned factors are designated to be dynamic in nature since they may differ according to various contexts of learning and teaching and individual differences.

2.3.2. Strengths and limitations of isolated and integrated FFI

In the light of the above-mentioned factors, Spada and Lightbown (2008) give a detailed account of the strengths and limitations of isolated and integrated FFI in different learning and teaching conditions. Isolated FFI is reported to be advantageous especially when learners' native language (L1) is highly influential on L2 forms. Strong L1 influence may cause serious L1-based errors in the interlanguage of L2 learners predominantly in monolingual classes (Lightbown, 1991). Since all the students share the same mother tongue, the use of incorrect language forms may change into a fossilized error in such L2 classrooms. In these circumstances, L2 teachers can benefit from isolated FFI to minimize the negative transfer caused by the deceptive similarities between L1 and L2.

Isolated FFI can be favourable to teach linguistic forms that are not salient or frequent in the oral input but of great importance for the communicative use of L2. Focusing learners' attention on L2 forms in isolation may enhance the salience of these forms, thereby leading L2 learners to take notice of these target forms that are mostly not conspicuous in the oral input such as "third person singular -s" in English. Isolated FFI may also be efficient in teaching infrequently-used language features that are absent or rare in the input that learners are exposed to in L2 classrooms. In this regard, one of the merits of input enhancement is increasing the salience and frequency of some linguistic elements in the input, which has been highlighted by several studies in the relevant literature (e.g., Alanen, 1995; Norris and Ortega, 2000).

Isolated FFI may be preferable to introduce simple language forms, which are comparatively easy to clarify or demonstrate (Spada and Lightbown, 2008). However, integrated FFI may be more practical to present inherently complex linguistic features (DeKeyser, 1995; Robinson, 1996). The complicated rules, which are too difficult to be successfully learned or taught, could be both explained well by teachers or absorbed better by L2 learners in the course of meaning-oriented or communicative language activities.

The communicative value of linguistic elements should also be taken into account in choosing between these two kinds of FFI. Integrated FFI may be more beneficial to teach L2 forms, misuse of which will give rise to communication problems. Lightbown (1998) proposes that it is highly possible for most learners to concentrate on both form

and meaning simultaneously when the target L2 form functions as a principal conveyor of meaning in communication. On the other hand, when students' errors do not result in communication breakdowns, FFI may be isolated from communicative tasks to make them discern the accurate use of language forms (Spada, Lightbown and White, 2005). No matter whether it is isolated FFI or integrated FFI, Schwartz (1993) has observed that instruction and feedback have a greater potential to change L2 learners' knowledge and use of vocabulary items than of syntax and morphology.

The developmental level of L2 learners is another matter for concern (Spada and Lightbown, 2008). Teachers may take advantage of isolated FFI before the students make use of the target L2 form in their interlanguage. However, more accurate and fluent use of these forms during communication may be promoted best by means of integrated FFI. That is, isolated FFI may be a better alternative to help L2 learners notice and grasp the linguistic forms with low frequency, low salience, or low communicative value. As soon as these learners have managed to comprehend the meaning and use of the target forms, integrated FFI should be preferred to attain greater fluency and automaticity in the communicative use of these forms. Spada and Lightbown (2008) imply that isolated FFI may be applicable for the development of L2 learners' receptive skills whereas integrated FFI may be effective in improving their productive skills. According to Morgan-Short and Wood Bowden (2006), both input-based and output-based practice lead to development in L2 learners' receptive and productive skills provided that the types of practice are meaningful and provide them a route to establish form-meaning relations.

The choice between isolated or integrated FFI may also differ according to the age of L2 learners (Spada and Lightbown, 2008). Very young children usually master a L2 with little or no FFI, especially when they are exposed to the target language outside the classroom. In contrast, instruction may be more favourable for teenagers and adults, or they may even be dependent on such an instruction to improve their L2 skills especially if the classroom is the only setting they can get L2 input (DeKeyser, 2000). Specifically, elderly L2 learners seem to profit more from isolated form-focused grammar instruction as they are more experienced in learning a language due to the acquisition of their mother tongue or the study of another L2 (Barkhuizen, 1998). The related studies in CLT or CBI has suggested that children mostly do not perceive some types of integrated

FFI (e.g., implicit recasts or enhanced input) as an attempt to focus on form (Lyster and Ranta, 1997). However, they appear to benefit from explicit types of integrated FFI such as prompts, elicitation and emphasis (Ammar and Spada, 2006; Doughty and Varela, 1998; Lyster, 2004). As in isolated FFI, adults are reported to be more conscious of different kinds of integrated FFI as feedback on linguistic forms in various contexts of SLA (Ellis, Basturkmen and Loewen, 2001; Ohta, 2000).

The proficiency level, aptitude, learning styles, preferences and experiences of L2 learners should also be taken into account in deciding which type of FFI to utilize. The language learners with higher aptitude and metalinguistic abilities may be more responsive to integrated FFI within the context of communication as compared to those with lower language-learning aptitude and metalinguistic competence (Spada and Lightbown, 2008). Ranta (2002) proposes that students with poorer metalinguistic and analytic skills in their L1 are in need of more explicit (feasibly, isolated) FFI to help them to establish a strong form-meaning relations. Mackey et al. (2002) also suggests that adults with higher test scores of their working memory are more receptive to interactional feedback (integrated FFI). In addition, it is reported that L2 teachers and students usually have different perceptions, attitudes and preferences for FFI. In two comprehensive studies by Schulz (1996, 2001), almost all learners have been found to be more willing to have their teachers correct their errors even though only few teachers regarded it as beneficial and preferable. Schulz (2001) concludes that L2 learners believe more than their teachers that FFI is indispensable to attain a high level of L2 proficiency. Furthermore, the learning styles, experiences and preferences of L2 learners are of utmost importance. Isolated FFI may be preferred most by the L2 learners with previous experiences in learning a L2 via traditional structure-based syllabi whereas integrated FFI may be a better option for those who have learned a L2 informally. In conclusion, Dörnyei (2005) argues that L2 students mostly profit from the instruction that is in line with their preferences.

2.3.3 Theoretical and pedagogical background of isolated FFI

Stern (1992) puts forward that communicative activities are vitally important element of L2 learning and teaching; nevertheless, there is a still a room for an “analytic language syllabus” (p. 180). One of the widespread arguments is that isolated FFI keeps

L2 learners' motivation alive. Raimes (2002) proposes that focusing on linguistic features during communicative tasks will divert L2 learners' attention away from communication, thereby making them discouraged. That is the reason why L2 teachers are mostly guided to bear in mind the common errors made by students in the course of interaction-based activities and to give explanations of these errors in a separate part of the lesson, which is isolated from the context of communication. The other reasoning in favour of isolated approach is the notion that FFI comes before and sets the scene for communicative use of a novel linguistic element (Spada and Lightbown, 2008). "Presentation, Practice, Production (PPP) model" is one of the most commonly used methodologies in the field of teaching a L2 all around the world. In this model, the presentation of new language features takes place at the first stage of the lesson, which is followed first by the practice of these linguistic features in a controlled way. Then, the last stage, production, requires L2 learners' use of the target language features freely for communicative purposes.

"Skill acquisition theory" in cognitive psychology is regarded as another theoretical rationale behind isolated FFI. It suggests that SLA resembles learning all the other skills in life such as playing a musical instrument, cooking and dancing. According to this theory, "learning of a wide variety of skills shows a remarkable similarity in development from initial representation of knowledge through initial changes in behavior to eventual fluent, spontaneous, and highly skilled behaviour" (VanPatten and Benati, 2015, p. 85). The theory proposes three stages of skill development: (1) cognitive (declarative), (2) associative (procedural), and (3) autonomous (automatic). First, a learner obtains "declarative knowledge" about a skill cognitively through analysis or observation, but without any attempt to use it. The second stage involves changing this knowledge into behaviour (procedural knowledge) through controlled practice. Here the learner associates his or her initial knowledge with the procedural execution of the given skill. The last stage entails the step-by-step automatization of the skill through continued practice. Through appropriate practice, the learner will take the control over the skill and will start to use it autonomously in authentic situations.

"Skill acquisition theory" highlights the role of practice in developing a skill. In this respect, language skills cannot be automatized without appropriate and ongoing

practice. As L2 learners practise linguistic features, their language skills will become more automatic and fine-tuned and they will be able to use the target language for communication independently outside the classroom.

“Skill acquisition theory” also puts forward that the complexity of the skill determines explicit or implicit learning of the rules regarding with that skill. The complicated rules may be learned better implicitly whereas simple rules may be acquired more effectively in an explicit way. With this in mind, it is argued that complex subskills of language learning should be practised through integration of these subskills into internal representations of language (VanPatten and Benati, 2015). As the learners become more proficient, these internalized representations will be structured again and again.

“Noticing hypothesis” proposes a theoretical basis for both isolated and integrated FFI. This hypothesis postulates that focusing conscious attention on certain language features in the input is a prerequisite for SLA. Input cannot be processed by L2 learners without initial notice and conscious attention. In contrast with Krashen’s notion that language acquisition takes place unconsciously, Schmidt (1990) suggests that there is a certain degree of awareness in language learning, thereby arguing against implicit or unconscious learning. “Noticing hypothesis” proposes that instruction is beneficial in SLA since it helps L2 learners to notice crucial linguistic elements in the input. In this framework, making students aware of key formal properties of the language facilitates their L2 development; otherwise, they will not be able to process the input properly.

“Information processing theory” can be regarded as another support for isolated FFI. This theory assumes that human brain has a limited capacity for processing, so it is likely for L2 learners to have difficulty in focusing their attention on both language forms and meaning simultaneously (Ellis, 1997). VanPatten (1990) found out that L2 learners, especially beginners, may suffer from paying attention to some formal aspects of the target language while making effort to comprehend a reading text at the same time. Some other studies, which were conducted by VanPatten (1996, 2004) and VanPatten and Cadierno (1993) revealed positive research evidence for the facilitating effect of isolating specific language forms in the input on L2 learners’ processing mechanism, through which they established better form-meaning mappings.

In addition to the studies by VanPatten and his colleagues, further support for focusing form in isolation comes from some recent research. In two studies carried out by Trofimovich (2005) and Barcroft (2002), students were expected to focus on language forms either in isolation or in the course of processing meanings. According to the findings from both studies, presenting language features in isolation was found to be more advantageous for L2 learners. Trofimovich (2005) and Barcroft (2005) suggested that focus on meaning gave rise to poorer recall of language forms such as pronunciation or spelling of vocabulary items. It is certain that the actual use of language for communicative purposes requires paying attention to multiple dimensions of language and processing all of them at the same time. However, it can be concluded from the studies by Trofimovich (2005), Barcroft (2002) and VanPatten (1990) that communicative context may not be sufficient for L2 learners to initially notice, perceive and interpret some linguistic elements.

2.3.4 Theoretical and pedagogical background of integrated FFI

The pedagogical literature also offers a considerable amount of support for integration of FFI into communicative tasks or activities. Celce-Murcia (1991) proposes that grammatical forms should be taught in connection with meaning or discourse and by taking social factors into account. Likewise, Long (1991) has argued that calling attention to linguistic forms should be integrated into communicative activities, by means of which L2 learners use the target language in meaningful interaction. Moreover, Brumfit (1984) states that teachers should not let L2 learners be anxious about the accuracy of their use of certain language forms during communicative interaction. Spada and Lightbown (2008) highlights that the feedback given in the course of communicative tasks may have a favourable impact on L2 learners' motivation. Most students give up feeling stressed or anxious when they are aware of that teacher will help them whenever they need, which has been underlined by several studies on the expectations and preferences of L2 learners (e.g., Schulz, 1996, 2001). Furthermore, studies such as DeKeyser (1998) and Lightbown (1998) suggest that the integrated FFI leads to superior language learning since it establish a direct link between linguistic forms and meanings within the same context.

“Interaction hypothesis”, which is a matter of concern in SLA and cognitive psychology, can be considered as another rationale behind integrated FFI. As a scholar that is most commonly associated with “interaction hypothesis”, Long (1996) argues that comprehensible input and interactions not only smooth the way for fine-tuned SLA but also present optimum conditions where L2 learners spontaneously focus their attention on language forms, as in integrated FFI. In this framework, interactions signify conversations between L2 learners and other interlocutors. “Interaction hypothesis” posits that interactional modifications play a key role in SLA together with comprehensible input, output and feedback (VanPatten and Benati, 2015). Exposure to comprehensible input is vital for L2 learners to go through a successful SLA process, but it seems to be insufficient. They also need interactional modifications to help them notice some language features in the input. Interactions between learners and other interlocutors may facilitate SLA by either modifying input or giving feedback. The interlocutor may modify the input seeing that the learner misunderstands or does not understand the input. Input modification may take place in the following forms: restatement of by simplifying (e.g., caretaker speech), exemplifying, and changing the original statement. Feedback involves any types of information that interlocutors give L2 learners to make them aware of their ill-formed utterances such as recasts. This hypothesis regards feedback as integral component of conversation rather than as a means for error correction. Output is also indispensable for SLA. Modifying L2 learners’ output through “negotiation of meaning” fosters noticing crucial language features. “Negotiation of meaning” can be maintained in the forms of confirmation check, clarification request and comprehension check as various means to help L2 learners to cope with the communication breakdowns.

“Noticing hypothesis” and “negotiation of form” are the other theoretical constructs in SLA, which can be viewed as support for integrated FFI. “Noticing hypothesis”, which also establishes the rationale behind isolated FFI, suggests that paying conscious attention to certain L2 forms in the input is a prerequisite for SLA. Without noticing some crucial language features, L2 learners are not be able to process the input properly and they fail to learn these formal properties of the target language. From this perspective, FFI, whether it is isolated or integrated, takes a leading role in SLA as it attracts L2 learners’ attention to certain key linguistic elements in the input.

On the other side, “negotiation of form” denotes conversations between L2 learners and other interlocutors about formal properties of the target language (see Lyster, 2001; Lyster and Ranta, 1997). The concept of “negotiation of form” is also in line with integrated FFI since it may lead L2 learners to notice important language features in the input in the course of communication or meaningful interaction, thereby facilitating SLA processes.

“Transfer appropriate processing (TAP) hypothesis” from cognitive psychology is another theoretical support for integrated FFI. “TAP hypothesis” mainly suggests that L2 learners perform better in recalling the knowledge back from memory if the conditions of retrieval bear a resemblance to those of learning (Franks et al., 2000; Morris, Bransford and Franks, 1977). In other words, students will recall language features more easily if they go through the similar processes during retrieval as they do in learning these features. Two studies on bilinguals’ memory have revealed positive research evidence for the effects of the similarity of testing tasks with learning tasks on bilingual learners’ successful retrieval of vocabulary items (Basden, Bonilla-Meeks and Basden, 1994; Durgunoğlu and Roediger, 1987). However, there is still a need for further research with more complex language features. According to Spada and Lightbown (2008), TAP implies that language features that are focused on during communicative interaction (integrated FFI) will be recalled more easily in actual use of language for communicative purposes. On the other hand, if linguistic features are learned in isolation from the context of communicative activities in the classroom, L2 learners will encounter more difficulties in retrieving these features during social interaction outside the classroom than in decontextualized situations (Doherty et al., 2003; Segalowitz and Gatbonton, 1995; Segalowitz and Lightbown, 1999). These findings may be the reason why some L2 learners who get high scores on tests are not necessarily be able to use these test items fluently in their spontaneous speech outside the classroom.

There is also support for integrating FFI into communicative activities or meaningful interaction from the classroom-based research on CBI and CLT. The findings from two studies by Lightbown and Spada (1990) and Lightbown (1991) have shown that young ESL learners who get integrated FFI during meaning-focused tasks perform better in learning some L2 forms than those who receive no attention to the

target forms. Some other studies have highlighted the facilitative impact of integrated FFI during communicative tasks on ESL learners' language development (e.g., Doughty and Varela, 1998; Ellis, Basturkmen and Loewen, 2001; Spada and Lightbown, 1993; Williams and Evans, 1998). However, most of them have drawn a conclusion by comparing the effectiveness of integrated FFI with that of no focus on, where the participants have not been exposed to any type of instruction. Hence, none of the above-mentioned studies directly compare the effects of integrated and isolated FFI, which is the key motivation behind the current study.

2.4. Isolated and Integrated Form-focused Vocabulary Instruction

Isolated form-focused vocabulary instruction requires focusing learners' attention on particular L2 words in a separated section from the context of communicating meaning. As an example, isolated FFI can include pre-teaching of new vocabulary items to L2 learners before a reading activity or their practising these lexical items after the reading session. As for integrated form-focused vocabulary instruction, it involves making L2 learners aware of the target words while they are reading the text, particularly, when the reading activity is in progress. Integrated FFI may also be in the form of a lexical glossary, which is attached to the margins of a reading text as an explanatory note about the critical unknown words in the given text. It should be taken into consideration that the main focus of both isolated and integrated FFI is to help L2 learners understand the meaning of the text more effectively.

2.5. Research on Isolated or Integrated Form-focused Vocabulary Instruction

Spada and Lightbown (2008) first distinguished between isolated FFI and integrated FFI in 2008, and they emphasized the non-existence of empirical or experimental research which directly compares the effects of these two types of FFI in classroom settings. Since then, several studies have been conducted to compare the effects of isolated and integrated FFI on L2 learners' acquisition of some grammatical structures (Gwiazda, 2015; Iraj and Gholami, 2018; Spada et al., 2014; Tsapikidou, 2013). On the basis of the questionnaires developed by Spada et al. (2009) and Valeo and Spada (2015), some other studies aimed at exploring L2 learners' and teachers' preferences for isolated or integrated FFI in learning and teaching grammar,

respectively (Ansarin, Abad and Khojastheh, 2015; Mansouri, Jami and Salmani, 2019; Songhori, 2012; Üstünbaş, 2016; Valeo and Spada, 2015). However, to my knowledge, only two studies have attempted to directly compare the effects isolated and integrated FFI on vocabulary acquisition of L2 learners. The first one is the empirical research by Elgün (2009), which was later published as a journal article (Elgün-Gündüz, Akcan and Bayyurt, 2012). The other one is the quasi experimental study by File and Adams (2010). The comparison of isolated FFI with integrated FFI is still worthy of further investigation in L2 lexical research since the results of the given studies are controversial, which will be discussed in detail hereafter.

Elgün (2009) carried out a case study to compare the effects of isolated FFI and integrated FFI on the lexical, grammatical and writing development of sixth grade EFL learners in Turkey. The study also tried to explore the participating students' preferences for isolated or integrated FFI and their attitudes to these two types of instruction. The participants were 120 primary school students from two distinct private schools, one of which was located in Adapazarı, and the other was in İstanbul. As a requirement of the curriculum in English language teaching (ELT), 50 participants from two intact classes of the school in Adapazarı were receiving isolated FFI in English classes whereas integrated FFI were being given to 70 students from three intact classes of the school in İstanbul. Almost all the variables of ELT were stated to be different in two schools such as language curricula, syllabi, instructional methods and techniques, resources, materials including coursebooks and so on. Two distinct EFL teachers provided isolated FFI to two separate classes of the school in Adapazarı. The students from three classes of the school in İstanbul obtained integrated FFI from three different EFL teachers. Each of five teachers was different in age, and they had different teaching experiences. In this regard, the researcher conducted a case study to compare the effects of isolated and integrated FFI through observing two schools, each of which adopted two different ELT methodologies. The data were gathered through the Key English Test (KET), essay writing, questionnaire and semi-structured interviews. According to the study results, the students exposed to integrated FFI performed better in all measures as compared to their counterparts who received isolated FFI in their English courses. The findings also revealed that the participants showed a preference for integrated FFI.

The study by Elgün (2009) seems to be the only research to compare the effects of isolated and integrated FFI in the EFL context in Turkey. However, the given study has a large number of critical weaknesses with regard to the research design and methodology, some of which have already been mentioned by the researcher in the “limitations” section of the research paper (pp. 101-103). First, the characteristics of two research sites were not homogenous enough to make generalizations about the effects of isolated and integrated FFI. The nature and the conditions of ELT in two schools differed widely in ELT policies, curricula, syllabi, instructional methods and techniques, resources, educational materials such as textbooks, teachers, and so on. The schools were also located in two different provinces of Turkey, which implies that two groups of the participants might have dissimilar socio-economic backgrounds. The characteristics of EFL teachers in one group were completely different from those who taught the other group. In order to make a clear comparison between the effects of isolated and integrated FFI, all the experimental conditions and variables should be the same in two research settings except for the type of FFI. The reason behind higher performance of the students who got integrated FFI might be any of these divergent variables rather than type of instruction.

The second weak point of the study by Elgün (2009) pertains to the planning, selection and implementation of the instruments for data collection. To start with, the Key English Test (KET) was chosen to measure the grammar and vocabulary development of the participating students. However, KET does not comprise “grammar” or “vocabulary” sections. It is a standardized test that is specifically designed to measure four main language skills; namely, reading, writing, listening, and speaking. With this in mind, KET results can be used to make inferences about the participants’ general language proficiency. However, it is unlikely for a researcher to come to the conclusion about the vocabulary or grammar development of the students in two groups, especially when different coursebooks and educational materials are used in EFL courses with these two groups of students. The grammatical content of the coursebooks might be similar to a certain extent, but this is not the case for the lexical content. Next, the participants in each school were expected to write essays on different topics, which makes it unlikely for a researcher to compare the writing development of the students in two groups. Then, the questionnaire and semi-structured interviews were

conducted to find out the participants' preferences between isolated and integrated FFI. However, the students in each school were exposed to only one type of FFI. Therefore, it might be implausible for the participants to make a choice between two options without having any practical contact or experience with one of these two types FFI, thereby making the validity and reliability of the data collection instruments questionable.

As another weakness in the study by Elgün (2009), the pre-test results from KET scores showed that the students in two schools were in different levels of language proficiency in reading and writing even though both groups were in sixth grade. Before the study was conducted, the students exposed to integrated FFI ($M=59.89$, $SD=16.82$) performed considerably better than those who received isolated FFI ($M=43.60$, $SD=9.73$). These findings revealed statistically significant difference between two groups. Under these circumstances, it might not be plausible for a researcher to compare the effects of isolated or integrated FFI on two groups of learners with different language proficiency. Taking these weaknesses into consideration, Elgün (2009) proposed that the findings of her study are by no means conclusive but they should be regarded as advisory. After stating six limitations of her case study, she highlighted the need for further experimental studies conducted in more controlled settings, which is the main motive behind the current study.

File and Adams (2010) carried out a comprehensive study to investigate which type of form-focused instruction (FFI) is a more effective means for learning new vocabulary items from an ESL reading lesson: (a) isolated FFI, (b) integrated FFI, or (c) no focus on form (incidental vocabulary learning). They compared the effects of these three kinds of instruction on ESL learners' recognition and retention of the target words in a classroom setting. The participants were 20 adult ESL learners with intermediate level of proficiency from two classes of an academic English course within a university preparation programme. The participants in both classes read two articles. Each article included a total of 18 target words, 12 of which were explicitly taught (either isolated or integrated) and the rest six were included in tests to find out the effect of no focus on form. Two treatments were conducted with each class. In the first one, the target words were taught to participants in isolation immediately before they read the article. The other treatment entailed vocabulary instruction which was integrated with the reading

process; that is, the participants were taught the new words while they were reading the article. In all testing procedure, vocabulary knowledge scale (VKS) was utilised to measure different levels of lexical knowledge about each target word. The study results showed that both isolated and integrated form-focused instruction through reading led to more vocabulary learning and retention than no-focus on form (incidental exposure alone). However, the findings revealed no statistically significant difference between isolated and integrated approach although the participants in isolated groups gained a bit higher rates of vocabulary learning and retention compared to their integrated counterparts.

The study by File and Adams (2010) has a great number of strengths. First of all, it provides readers with comprehensive background information and sufficient literature review. Secondly, it is a very well-designed study. The objectives are expressed in a lucid manner, and the results are directly referred to these objectives. In addition, the details of the study - such as the research design, the materials, the procedure, and the results - are explained comprehensibly with clear tables and figures. Another strong point is the execution of piloting with regard to all the treatments in the study. As for limitations, the sample size is very limited in that there are only nine participants in one class and 11 in the other one. The other limitation of the study is that treatment groups differ in terms of how many times the learners encounter each target word, which was also stated by File and Adams (2010, p. 241). Although great care is taken to provide both groups with the equal amount of instruction time and the similar type of instructional procedure, the participants in the isolated condition meet each target word twice: once during the isolated instruction (both the word itself and the example sentence of the given word) and once again while reading the article. However, the integrated group have the chance of only one exposure to each target word when reading the article. This extra encounter may be regarded as the underlying factor in the greater vocabulary gains of the participants in the isolated condition. Hence, there is still a need to know more about how the study findings would be if the experimental conditions and variables for both type of FFI were counterbalanced more meticulously, which is the main focus of the present study.

2.6. Research on Isolated or Integrated FFI in Other Language Skills and Contents

Several studies were conducted to compare the effects of isolated and integrated FFI on L2 learners' acquisition of some grammatical structures. Tsapikidou (2013) carried out a PhD dissertation to compare the effects of isolated and integrated FFI on 148 5th-grade Greek EFL learners' acquisition of past tense. She did not find any statistically significant difference between the effectiveness of two types of FFI. In their study, Spada et al. (2014) attempted to compare the impact of isolated and integrated FFI on 109 adult ESL learners' both receptive and productive knowledge of "passive voice". They gathered the data through "written error-correction tests" and "picture-cued oral production tasks". Although the isolated groups were found to be better at written grammar tests and integrated groups performed better at oral communication tasks, the research findings revealed no statistically significant difference between two kinds of FFI.

Within the scope of her PhD dissertation, Gwiazda (2015) also conducted a comprehensive quasi-experimental study to compare the effects of isolated FFI, integrated FFI, and no FonF on 91 secondary school EAL students' acquisition of various grammatical structures in English. The study results indicated that both types of FFI led EAL learners to more grammar learning than no FonF. Isolated FFI were statistically verified to be superior to both integrated FFI and no FFI. The study findings from both qualitative and quantitative data highlighted the merits of isolated FFI for EAL learners in learning various grammatical items in L2. In a more recent study, Iraj and Gholami (2018) compared the effects of isolated and integrated FFI on 60 Iranian EFL learners' receptive and productive knowledge of some grammatical structures such as "passives" and "conditional clauses". The results demonstrated that both isolated and integrated FFI performed better than the control group who received no FFI. The findings also revealed a positive research evidence for the superiority of integrated FFI over integrated approach since EFL learners in integrated group got higher recognition and production test scores with regard to the target grammatical structures.

As for the effects of isolated and integrated FFI on other language skills, Barrot (2014) tried to investigate the impact of combining isolated FFI with integrated FFI on the development of writing and speaking skills in ESL context. She attempted to compare the combined effect of isolated and integrated FFI with that of ordinary

English learning programme on 41 ESL learners. The study findings emphasised the facilitative role of combining these two types of FFI in improving ESL learners' productive skills.

On the basis of the questionnaires developed by Spada et al. (2009) and Valeo and Spada (2015), some other studies aimed at exploring L2 learners' and teachers' preferences for isolated or integrated FFI in learning and teaching grammar, respectively (Ansarin, Abad and Khojasteh, 2015; Mansouri, Jami and Salmani, 2019; Songhori, 2012; Üstünbaş, 2016; Valeo and Spada, 2015). The study by Songhori (2012), which was conducted with 202 university-level students with various levels of English proficiency and 30 English teachers in Iran, suggested that both teachers and learners opted for integrated FFI over isolated FFI in teaching and learning grammatical language features, respectively. Valeo and Spada (2015) also carried out a study with 469 adult learners and 100 teachers in EFL contexts in Brazil and ESL context in Canada. According to the findings, both learners and teachers expressed their preferences for integrated form-focused grammar instruction even though they value the merits of isolated FFI. The study also emphasised the impact of individual and contextual differences on teachers' and students' preferences for the timing of the grammar instruction. The study by Üstünbaş (2016), which was conducted with 651 Turkish EFL learners and 42 English teachers, also revealed a positive research evidence for both teachers' and learners' preferences for isolated form-focused grammar instruction. Ansarin, Abad and Khojasteh (2015) tried to explore 454 Turkish EFL learners' preferences for isolated or integrated FFI in grammar learning. According to study results, beginners statistically showed no specific preference between two types of FFI whereas advanced learners opted for integrated FFI. Conducted with 280 students and 120 teachers, the study by Mansouri, Jami and Salmani (2019) indicated that teachers preferred integrated FFI while the students expressed their preferences for isolated FFI in teaching and learning grammatical patterns in English, respectively.

All in all, several experimental and classroom-based studies have been conducted to directly compare the effects of isolated and integrated FFI in other language skills and contents such as grammar. However, there is still lack of experimental and classroom research to compare these two types of FFI in the context of L2 vocabulary learning, which is main motivation behind the current study.

CHAPTER 3

3. METHODOLOGY

3.1. Participants

48 Turkish EFL learners took part in the present study. The participants were all prep-class students from three intact classes in the school of foreign languages at a state university in the city of Bursa, Turkey. There were 16 students in each intact class. 30 of the participants were male, and the rest 18 were female. All of them were native speakers of Turkish. The participants ranged in age from 18 to 20 years old. They were EFL learners at B1 CEFR² level. The participants were all supposed to be at the same level of English proficiency seeing that they had been assigned to their classes through the placement tests held by the directorate of the school of foreign languages. The participating students were also assumed to have similar educational background since they had been registered in the given state university through the same nation-wide university entrance exam, which was held half a year before the study.

Non-probability convenience sampling method was applied to select the research site and the participants. The study was carried out in a classroom setting in the school of foreign languages at a state university. The teacher, who was also the researcher of the current study, had nearly 14 years of experience in teaching English as a foreign language. All the treatment sessions were conducted by this teacher so as to eliminate the variations in teaching procedure. The vocabulary instruction was given to the participants as they usually received within their courses.

The research ethics committee approval was obtained from the state university to which this PhD dissertation was submitted (See Appendix 1). In order to gain access to the research site and the participants, the necessary permissions were received not only from the directorate of the school of foreign languages (See Appendix 2) but also from the rectorate of the university (See Appendix 3). All the students participated in the current study on a voluntary basis, and the verbal and written informed consent was taken from each participant (See Appendix 4). Meanwhile, all the participants were given information about the aim and scope of the study. They were briefly introduced

² CEFR: The Common European Framework of Reference for Languages

isolated and integrated form-focused vocabulary instruction as well as incidental vocabulary learning through exposure to reading. They were also notified that they could withdraw from the treatments whenever they wanted since they participated in this study with their own free will. Last but not least, the participants were provided with the formal assurance that the data collected within the scope of this study would be used only for academic purposes and that it would not be shared anyone else without their permission.

3.2. Research Site

The study setting was the school of foreign languages (SFL) at a state university in the city of Bursa, Turkey. The SFL offers intensive English preparatory program to a variety of undergraduate university students from 23 departments at four faculties of the university. It aims to equip the students with the foreign language skills they will require not only to pursue their academic studies in their departments but also to obtain the highest level of national and international positions in their professional and social lives. The English preparatory program is compulsory for the students from three departments where the medium of instruction is English whereas it is optional for those from 20 departments where the classes are conducted in Turkish.

The SFL English preparatory program offers a skill-based language-teaching curriculum, which is divided into four successive levels of English proficiency; namely, Level 1 (A2), Level 2 (B1), Level 3 (B1+), and Level 4 (B1+ Academic Skills). The first three levels of the curriculum give emphasis to English for general purposes (EGP) while the last level focuses attention on English for academic purposes (EAP). The English courses are provided in four academic quarters. Each quarter lasts about eight weeks, each of which consists of 24 hours of foreign language instruction. Thus, the SFL curriculum adopts an integrated approach to offer prep-class students opportunity to improve their language skills by intending to attach equal importance to four main language skills; namely, listening, speaking, reading and writing.

43 EFL instructors were working at the SFL. 31 of them were Turkish EFL instructors, and the rest 12 of them were foreign instructors from 10 different countries all around the world. Two of the instructors were native speakers of English. The main reason why this SFL was chosen as the research site was that the researcher had been

working as an EFL instructor here for four years when this study was carried out. The researcher was also the EFL teacher of three intact classes that participated in the present study. These circumstances not only ensured the natural group dynamics within these EFL classrooms but also smoothed the way for the planning, coordination and implementation of the treatment sessions within the scope of the current study.

3.3. Reading Texts

Three reading texts were used in the current study: Text A: “*Cindy Jackson*”, Text B: “*Larry Walters*”, and Text C: “*Pompeii*”. All the reading texts were taken and adapted from a reading coursebook entitled “*People, Places, and Things 3*” (Lougheed, 2006). They were all similar in length since each text contained approximately 350 words. Within the scope of the current study, each of three reading texts were employed to carry out all experimental treatments (namely; incidental learning with no FonF, isolated FFI, and integrated FFI) to counterbalance the texts (See Appendices 5, 6, 7 for the reading texts used in the study).

A number of criteria were taken into consideration in the selection of these reading texts. These criteria can be classified into two broad categories: (a) student-related factors, and (b) text-related factors (Arias, 2007; Day, 1994). On the one hand, the researcher considered the needs, interests, background knowledge, and language proficiency levels of the participating students while deciding which reading texts to choose. On the other hand, the text-related factors such as relevance, topic, content, exploitability, readability (length, lexical and syntactic appropriateness, text organization and discourse), cultural suitability, political appropriateness and appearance were also taken into account in the selection of appropriate texts to be used in the current study.

3.4. Target Words

A total of 27 real English words were selected from the reading texts, and they were assigned as target vocabulary items. Each of three reading texts comprised nine target words. The target words in each reading text were determined to be homogenous in terms of their size, parts of speech, frequency bands, and length. Each reading text included three verbs, three nouns, and three adjectives. The mean numbers of letters and

syllables of the target vocabulary items were almost the same for each reading texts (See Table 3.1 for the target words).

Table 3.1. *The target vocabulary items*

Reading Text	Size & Part of Speech	Target Words	Frequency Bands	Mean number of syllables	Mean number of letters	Treatment
Text A: Cindy Jackson Length: 350 words	9 words	sag (v)	9	2,3	7,0	Isolated FFI (Group A)
		discern (v)	3			
	3 nouns	obsess (v)	3			
	3 verbs	inheritance (n)	4			Integrated FFI (Group B)
	3 adjectives	transition (n)	3			
		quest (n)	14			
		jolly (adj)	5			Incidental Learning (Group C)
		eternal (adj)	3			
		glamorous (adj)	3			
Text B: Larry Walters Length: 357 words	9 words	induce (v)	7	2,3	7,3	Integrated FFI (Group A)
		ascend (v)	4			
	3 nouns	penalize (v)	5			
	3 verbs	objective (n)	4			Incidental Learning (Group B)
	3 adjectives	excursion (n)	6			
		glimpse (n)	3			
		serene (adj)	8			
		tangled (adj)	6			Isolated FFI (Group C)
		alluring (adj)	4			
Text C: Pompeii Length: 350 words	9 words	spew (v)	6	2,3	6,9	Incidental Learning (Group A)
		collapse (v)	5			
	3 nouns	flee (v)	4			
	3 verbs	excavation (n)	3			
	3 adjectives	layer (n)	3			Isolated FFI (Group B)
		amity (n)	5			
		frantic (adj)	6			
		abandoned (adj)	4			Integrated FFI (Group C)
		prosperous (adj)	5			

The procedure for the selection of target vocabulary items was as follows: First of all, the reading texts in the coursebook (Krantz and Norton, 2015) used by the given school of foreign languages were put through Cobb's online vocabulary profiler (Cobb, n.d.) in order to discover the suitable frequency bands for the target words. The scores revealed that the participants are routinely engaged in the reading texts, which covered English words from the 1,000 and 2,000-word level (91% from 1,000 word-level, 5%

from 2,000 word-level, 1% from academic words, and 3% from off-list words). This online analysis indicated that the frequency bands of target words should be above 2,000-word level. Next, the frequency band of each candidate target word in the reading texts was also searched from an online database, Cobb's online lexical tutor (Cobb, n.d.). In this way, 36 candidates for target words were designated from 3,000-word level and above, which were likely to be unfamiliar to the participating students.

Later, three textbooks read by the participants in the previous terms (Dummett, Hughes and Wood, 2015; Hughes and Wood, 2015; Krantz and Norton, 2015) were checked rigorously whether they include the candidate target words or not. Through this detailed analysis into the content of three coursebooks, some of the candidate words were eliminated from the lists of the target words. Then, the ultimate decision on 27 target words was taken through the constructive feedback from three EFL teachers, all of whom were instructors and PhD students at a state university. Meanwhile, some words were eliminated from the list since their meanings were thought to be easily inferred from the context of the reading texts. The expert opinion was also obtained from three associate professors. (See Appendix 8 for the detailed information about of the target words).

3.5. Research Design

The present study adopted a mixed method research design since it benefited from both quantitative and qualitative methods, in combination, to offer a better understanding of the research problem. More specifically, the study employed an explanatory sequential mixed method research design. An explanatory sequential design entails the policy of first collecting the quantitative data to get a general impression of the research problem and then gathering the qualitative data to explain or extend the quantitative findings, thereby providing a view of the full picture (Cresswell, 2012). Within the scope of the current study, the quantitative data were gathered through nine experimental treatments, and the qualitative data were collected through open-ended questionnaires and semi-structured interviews to explain and elaborate the quantitative research results (See Table 3.2 for the research design).

The quantitative research employed three-group quasi-experimental model in pre-test, post-test, delayed post-test design. Three intact classes were randomly assigned to

one of three experimental groups (Group A, Group B, and Group C, hereafter). Two weeks before the treatments, participating students in each group were given the pre-tests to measure their prior knowledge of 27 target vocabulary items. The treatments were conducted during text-based reading courses. Each of three experimental groups participated in all of three treatments; namely; isolated FFI, integrated FFI, and incidental learning. In this regard, three types of treatments were counterbalanced not only among three experimental groups but also within each group. Similarly, three reading texts were also counterbalanced both among three experimental groups and three types of treatments.

Table 3.2. *The research design*

2 weeks before the treatments	Group A & B & C	The pre-test of 27 target words		
9 experimental treatments	Group A	Experiment I	Experiment II	Experiment III
		Text A	Text B	Text C
		Isolated FFI	Integrated FFI	Incidental Learning
	Group B	Text A	Text B	Text C
		Integrated FFI	Incidental Learning	Isolated FFI
	Group C	Text A	Text B	Text C
		Incidental Learning	Isolated FFI	Integrated FFI
Immediately after the treatments	Group A & B & C	The immediate post-test of 27 target words		
Within 2 weeks after the treatments	Group A & B & C	Open-ended Questionnaires with all of the participants		
2 weeks after the treatments	Group A & B & C	The delayed post-test of 27 target words		
3 weeks after the treatments	Group A & B & C	Semi-structured interviews with 40% of the participants		

The participants in Group A were taught nine target words of Text A through isolated FFI, and they were provided with integrated FFI for nine target lexical items in Text B while they acquired nine target vocabulary items of Text C incidentally with no

FonF. On the other hand, the students in Group B received isolated vocabulary instruction for the target lexical items in Text C; integrated FFI was employed for the target words in Text A, and they were exposed to the target vocabulary of Text B with no FonF. Lastly, those in Group C were presented the target vocabulary items in Text B with isolated FFI; they were given integrated form-focused vocabulary instruction for the target words in Text C, and they tried to learn nine target words of Text A through incidental exposure alone. In this way, the order of treatments between three experimental groups was also counterbalanced. Such a research design would offer opportunity to compare the effectiveness of incidental learning, isolated FFI and integrated FFI within three different contexts:

- (1) the overall effect of each treatment (isolated FFI, integrated FFI, and incidental learning with no FonF) on all the participants in all three experimental groups (all groups in one),
- (2) the effect of each treatment (isolated FFI, integrated FFI, and incidental learning with no FonF) on the participants in each individual group (separately for Group A, B, and C),
- (3) the effect of each treatment (isolated FFI, integrated FFI, and incidental learning with no FonF) on all the participants within each reading text (separately for Text A, B, and C).

The characteristic features of each type of treatment were absolutely the same for all three experimental groups. The participating students in all groups received isolated and integrated vocabulary instruction in the same way, or they were provided with the same context to learn the target words incidentally without any FFI. Exactly the same learning, teaching and testing materials were employed within the scope of each type of treatment. The equal amount of time was allocated to all types of treatments.

The experimental conditions of isolated and integrated FFI were alike, except for the execution time when the vocabulary instruction was given to the participants, namely before or during the meaning-focused reading activity. In isolated treatments, the target words were taught before the participants started to read the related texts. As for integrated treatments, the same target items were instructed while the participants were reading the same texts. The only major difference was the lack of FFI for the treatments of “incidental learning with no FonF”, which might be regarded as extra time

and additional learning opportunities for the other two types of treatments; namely, “isolated FFI” and “integrated FFI”. With this in mind, the participants in “incidental learning with no FonF” treatments were allowed more time – as much as the time allocated for isolated and integrated FFI – to read the texts in order to counterbalance the experimental conditions of all three treatments in terms of learning time. Seeing that all participants were made aware of isolated FFI, integrated FFI and incidental learning through exposure to reading, they were not given any extra information that permits or forbids their use of dictionary during the treatments of incidental learning with no FonF.

The participants in each group took the immediate post-tests soon after the end of the treatments. The immediate post-tests were conducted in two modalities: one aimed to test word recognition and the other was intended to measure word recall. In the same way, the participating students were given two modalities of the delayed post-tests two weeks later to measure their delayed recognition and recall of the target words under each type of treatment.

The study also adopted a qualitative research methodology to get detailed information about the preferences and perceptions of EFL learners about isolated FFI, integrated FFI and incidental learning with no FonF in a text-based reading course. The qualitative data were mainly gathered through the open-ended questionnaires, which were conducted with all of the participating students within two weeks after the treatments. On the other hand, the qualitative research findings from the open-ended questionnaires were checked and elaborated through alternative qualitative data from the face-to-face semi-structured interviews, which were conducted with 40% of the participants three weeks after the treatments. Hence, the data from semi-structured interviews were utilised as a strategy of methods triangulation to substantiate the consistency of the qualitative research findings from the open-ended questionnaires.

3.6. Materials and Instruments

All of the materials and instruments used in this study were prepared by the researcher after a detailed analysis of the related literature. First, the initial drafts of the materials and instruments were revised by three EFL teachers, all of whom were instructors and PhD students at a state university. Next, these materials and instruments were reviewed and proofread for accuracy by a native speaker of English. Meanwhile,

the necessary corrections were made with regard to the grammatical and typographical errors as well as the misspelled words. Afterwards, the final versions of materials and instruments were checked by three associate professors. Then, the face and content validity of the materials and instruments was obtained on the basis of expert opinion. Finally, all the materials and instruments were tested through a pilot study with another intact class. (See Table 3.3. for the procedures for the development of the materials and instruments).

Table 3.3: *The procedures for the development of materials and instruments*

Preparation of the materials and instruments by the researcher
↓
Revision of the initial drafts of the materials and instruments by 3 EFL teacher
↓
Proofreading of the materials and instruments by a native speaker
↓
Expert opinion from 3 associate professors on the face and content validity of the materials and instruments
↓
Execution of the pilot study to check instructional materials and testing instruments

Three types of materials and instruments were used in the current study:

- 1) The instructional materials for teaching the target words in the treatments (the reading texts, the PowerPoint presentations),
- 2) The testing instruments for collecting the quantitative data (the pre-tests, the immediate post-tests, the delayed post-tests),
- 3) The instruments for gathering the qualitative data (the open-ended questionnaires, the semi-structured interviews).

3.6.1. Instructional materials

The vocabulary instruction was provided to the participants by means of PowerPoint presentations, which mainly comprised the slides of various pictorial flashcards to teaching the target words in sentential contexts (See Appendices 9, 10 and 11 for the PowerPoint slides to teach target words in reading texts A, B and C,

respectively). Under the treatments of isolated and integrated FFI, each target word was presented through three different types of pictorial flashcards (See Figure 3.1). The first type included only a picture, a photograph, or a drawing to illustrate the corresponding target word. This kind of pictorial flashcard was employed to create a context for the students to move smoothly into the meaning of a target word, which functioned as a lead-in stage of learning. In the second types of flashcards, the visuals of target words co-existed with their English spellings, the parts of speech, and the definition of its meaning underneath. The last types of pictorial flashcards embedded sample sentences into the corresponding pictures of the target vocabulary items so that the participating students could repeat, revise and practise those newly-learned words in two sentential contexts. All the slides of PowerPoint presentations were prepared in such a big size that it was likely even for the students sitting at the backside of the classroom to see and read them with ease.

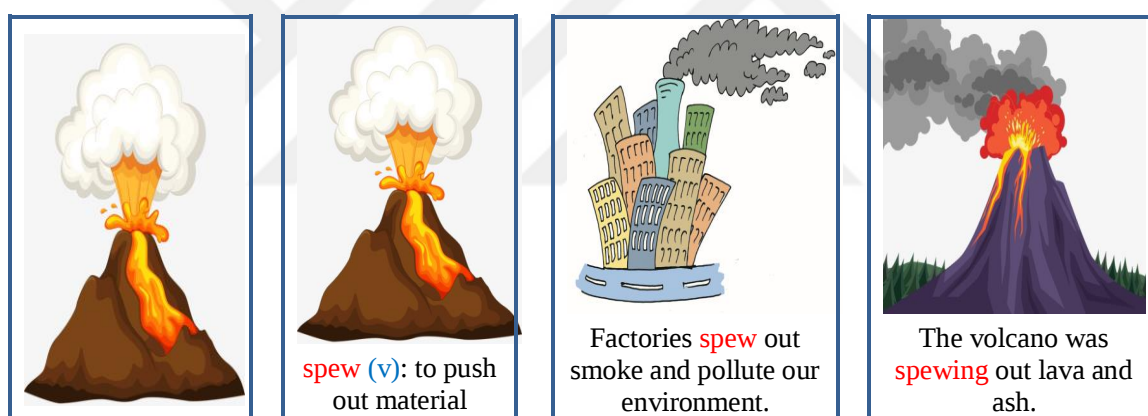


Figure 3.1. Sample pictorial flashcards for teaching the English word “spew”

3.6.2. Testing instruments for quantitative data collection

Three sets of testing instruments were prepared to gather the quantitative data from the participating students: (1) the pre-tests, (2) the immediate post-tests, and (3) the delayed post-tests. The pre-tests were designed in 4-option multiple choice format in order to measure the students’ recognition of the target vocabulary items (See Figure 3.2). The students were given a sentence with a blank and a corresponding picture or visual as clues. They were asked to choose the correct or best option to complete the given sentence. In the pre-test items, the choice “I don’t know” was also put as a fifth

option to keep the students away from inflating their test scores by guessing right, as in Nation and Beglar's (2007) vocabulary size test, online version of which can be retrieved from <http://my.vocabularysize.com> (See Appendix 12 for the pre-tests).

The immediate and delayed post-tests were formed and conducted in two modalities in order to measure the students' recognition and recall of 27 target vocabulary items in the reading tests. The word-recognition tests were designed in the 4-option multiple-choice format. With the help of the corresponding visuals, the participants were expected to choose the correct target words to complete the sentences given as clues above four options (See Figure 3.3). As for the word-recall test, the students were given the sentential contexts with blanks accompanied by the corresponding pictures, and they were supposed to recall and write the English equivalents of the target words into the given blanks (See Figure 3.4). The parallel post-tests were prepared and conducted two-weeks later as the delayed-post tests. Instead of using the same post-tests as delayed post-tests, the parallel tests were developed to eliminate the possibility that the participants would recall the correct answers of the previous test items from their memory. (See Appendix 13 for the immediate post-tests and See Appendix 14 for the delayed post-tests).

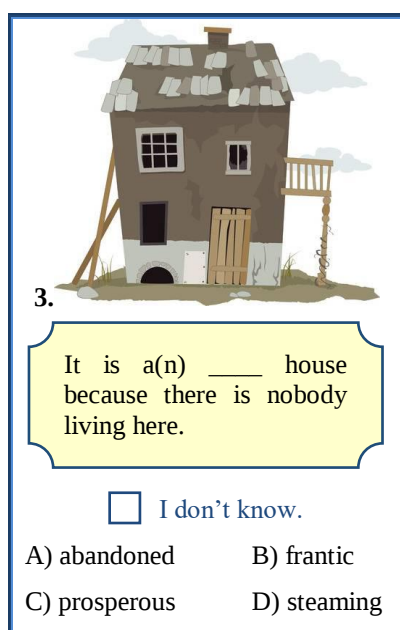


Figure 3.2. A sample pre-test item

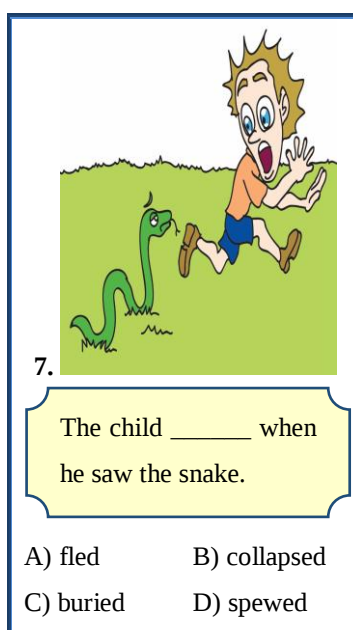


Figure 3.3. A sample post-test item (word recognition)

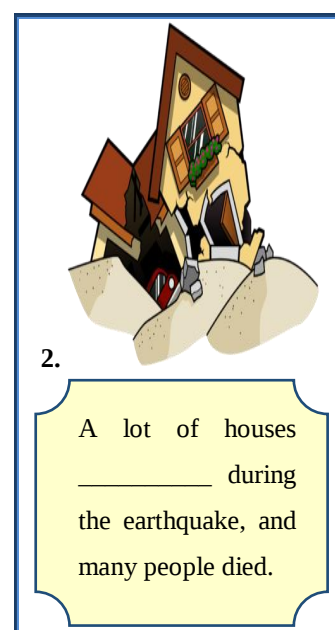


Figure 3.4. A sample post-test item (word recall)

3.6.3. Instruments for qualitative data collection

Two kinds of instruments were employed as a means for collecting qualitative data: (1) open-ended questionnaires, and (2) semi-structured interviews. On the one hand, the open-ended questionnaires were conducted to explore EFL learners' perceptions and preferences for isolated FFI, integrated FFI or incidental learning with no FonF in a text-based reading course. The questionnaire items were prepared in Turkish so that the participants could express their ideas and thoughts more easily in their mother tongue. On the other hand, the face-to-face semi-structured interviews were carried out to elaborate the qualitative data gathered through the questionnaires. The semi-structured interviews were also designed in Turkish so that the participants could feel themselves more comfortable communicating with the researcher.

The questionnaires and the semi-structured interviews comprised five open-ended items. The first three items aimed to explore the participants' perceptions of (a) isolated FFI, (b) integrated FFI, and (c) incidental learning with no FonF in a reading course, respectively. The fourth item inquired their preferences among these three types of vocabulary learning techniques as well as the reasons underlying their preferences. The last item offered the participants opportunity to make any comments, suggestions or criticism with regard to the questionnaire items. (See Appendix 15 for the open-ended questionnaire and semi-structured interview items).

3.7. Instructional Procedure

Table 3.4 shows the instructional procedure that was applied within the scope of the current study. The pre-tests were conducted two weeks before the treatments to measure the participants' prior knowledge of target vocabulary items in three reading texts. The participants were given 10 minutes to answer the items in each pre-test. However, almost all of them completed it in much shorter time because they did not know the target words. The participants received no instruction about target words in 2-week time period up to the treatments.

Each of nine experimental treatments lasted 90 minutes, which covered two 45-minute reading lessons. In all types of treatments, the participating students started the reading lesson with discussing two warm-up questions pertaining to each text. (*Those*

groups in isolated treatment received the form-focused vocabulary instruction after the warm-up session.) Next, pre-reading activities were employed to set a purpose for reading the text. Here the participating students tried to make predictions about the content of the text by looking at the related photo(s) or picture(s) and by reading the title of the text. After commenting on the visual(s) and the title of the text, the students were asked to read just first sentences of each paragraph in the text so as to make a guess about the answer of a multiple-choice question, which was mainly about the topic of the text. Later, the students read the text alone for the first time. They were encouraged to skim the whole text in order to check whether their predictions were true or not.

Table 3.4. *The instructional procedure*

2 weeks before the treatments		The pre-tests of all the target words	
↓			
Treatments			
	Isolated FFI	Integrated FFI	Incidental Learning
Lesson 1 (45 min.)	A. Warm-up (5 min.)	A. Warm-up (5 min.)	A. Warm-up (5 min.)
	☀ Isolated Vocabulary Instruction (Before reading) (12 min.)	B. Pre-reading (8 min.)	B. Pre-reading (8 min.)
	B. Pre-reading (8 min.)	C. First reading (8 min.)	C. First reading (14 min.)
	C. First reading (8 min.)	D. Second reading (12 min.)	D. Second reading (18 min.)
	D. Second reading (12 min.)	☀ Integrated Vocabulary Instruction (During 2nd reading) (+ 12 min.)	
Lesson 2 (45 min.)	E. Comprehension questions (8 min.)	E. Comprehension questions (8 min.)	E. Comprehension questions (8 min.)
	F. Post-reading (12 min.)	F. Post-reading (12 min.)	F. Post-reading (12 min.)
	G. Immediate post-test (word recall) (10 min.)	G. Immediate post-test (word recall) (10 min.)	G. Immediate post-test (word recall) (10 min.)
	H. Immediate post-test (word recognition) (10 min.)	H. Immediate post-test (word recognition) (10 min.)	H. Immediate post-test (word recognition) (10 min.)
↓			
2 weeks after treatments		The delayed post-tests	

After a short-discussion about the answer of the multiple choice item, the students were asked to read the text for the second time so as to put seven jumbled events into correct order. *(The groups in the integrated treatments were provided with form-focused vocabulary instruction here, during this second reading. Unlike the other treatments,*

the students in integrated treatments read the text again together with the teacher. Meanwhile, the teacher read the text aloud and the students followed him by reading from their own copy. The reason underlying this procedure was to control the pace of reading and to give integrated form-focused vocabulary instruction properly. After reading the sentence which include one of the target words, the teacher stopped and gave vocabulary instruction as the same as the isolated group received.) Then, the participants in all treatments were supposed to answer four comprehension questions. Finally, as a post-reading activity, the students were asked to discuss on two questions, which attempts to relate the reading text with their personal opinions and experiences.

(The participants in incidental treatments were not provided with any form-focused vocabulary instruction. Instead, they just used linguistic context to acquire new target words in the reading texts. With this in mind, the students in “incidental learning” treatments were allowed more time – as much as the time allocated for isolated and integrated FFI – to read the texts in order to counterbalance the experimental conditions of all three treatments in terms of learning time.)



Figure 3.5. A sample pictorial flashcard



Figure 3.6. A sample pictorial flashcard



Figure 3.7. A sample pictorial flashcard

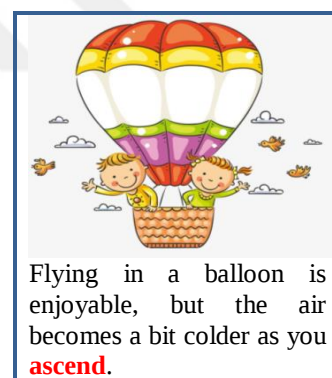


Figure 3.8. A sample pictorial flashcard

The following standard procedures were adopted to teach each target word: First, the unlabelled pictorial flashcard of the target word was displayed on the smartboard screen in the classroom (See Figure 3.5). Not only was this flashcard used to attract the students' attention to the new word, but it also provided a favourable context for the students to move smoothly into the meaning of the given word. At this lead-in stage, the teacher asked the students some questions to help them guess the meaning of the new

word. Second, the teacher presented the students with the phonological form of the target word by pronouncing it three times: *ascend*", "*ascend*", and "*ascend*". Third, the labelled pictorial flashcard was shown to the participating students (See Figure 3.6). Seeing the spelling, the parts of speech, and the meaning of the target word on the screen together with the corresponding picture, they repeated the English pronunciation of "*ascend*" three times after the teacher. Fourth, the students were explicitly informed about the spelling, the parts of speech, and the meaning of the target word. Fifth, the students were supplied with two sample sentences along with the corresponding visuals so that they could revise the newly-learned target word (See Figure 3.7 and Figure 3.8). At this stage, the teacher read the example sentences very carefully and paid special attention to make the students understand these sentences well. All of the target vocabulary items were individually instructed in the same way. Both isolated and integrated vocabulary instruction for each group lasted about 12 minutes.

After pre, while, and post reading activities had been completed, the immediate post-tests were conducted in two modalities. At first, the word recall test was administered to measure the participants' productive knowledge (active recall) of the target words in the reading texts. Here the participants were expected to recall and write L2 equivalents of the target words into the blanks left in the sentences. Then, the other type of immediate post-test was conducted in the multiple-choice format to measure the participants' recognition of the target words. Taking the number of test items into account, the participants were allowed 10 minutes to take each immediate post-test. However, the majority of the participants completed their test within a shorter period of time.

The participants were not permitted to take note about the target words during or after the treatments. They were also not given any assignment about these reading texts and target vocabulary items. After a two-week interval, the parallel post-tests were conducted to assess the participants' delayed recall and recognition of the target words in each treatment. Similarly, 10 minutes were allocated to the administration of each delayed post-test. The participants were not given any information about these delayed post-tests to prevent some students from making regular attempts to study these target words throughout this two-week period.

3.8. Isolated and Integrated Form-Focused Vocabulary Instruction

By means of PowerPoint slides, the participants were taught the target words in each treatment (isolated or integrated) through pictorial flashcards accompanied with two sample sentential contexts. In isolated treatments, the target words were taught in a separate section before the students started to read the texts. As for integrated treatments, the same target items were instructed while the participants were reading the texts for the second time. Rather than the pre-teaching of the target words, the teacher just began to read orally the related texts together with the students. When they encountered one of the targeted words in the text, the teacher stopped to draw the students' attention to the target form on the slideshow. Meanwhile, the target item was presented through the same procedures as isolated FFI. The meaning and pronunciation of the target word were presented to the students, and they were provided with two sample sentences. The context of these samples was in line with the context where the target word was used in the texts; therefore, the students' attention was not kept away from the overall meaning of the texts. When the teacher finished explaining the meaning of the target item in connection with the context it appeared in the text, they carried on reading (See Table 3.5 for the isolated and integrated vocabulary instruction).

Table 3.5. *The isolated and integrated vocabulary instruction*

Each target word was instructed with pictorial flashcards through the following 5 steps:
1) The unlabelled pictorial flashcard was shown to the students to establish a context (<i>See Figure 3.5</i>). Meanwhile, the students tried to guess the meaning of the words under the guidance of the teacher.

2) The teacher pronounced the target word three times.

3) Seeing the spelling, parts of speech, and definition of the target word on the labelled flashcard (<i>See Figure 3.6</i>), the students repeated the pronunciation of the word three times after the teacher.

4) The students were explicitly informed about the spelling, the parts of speech and the meaning of the target word.

5) Each target word was practiced through two example sentences, which was embedded in the related visuals (<i>See Figure 3.7 and 3.8</i>).

3.9. Piloting, Scoring, and Inter-rater Reliability

The instructional materials, the testing instruments, and all types of the experimental treatments were piloted with another intact class of B1-level students in the same school of foreign languages. During the pilot study, the treatments were also timed. Moreover, all the instructional materials for teaching the target words and testing instruments for data collection were checked.

While scoring the word-recognition tests, one point was given for each correct response. As for the scoring of word-recall tests, one point was given for each correctly-produced target word, and half a point was assigned to the responses with one-letter spelling mistakes. The responses with more mistakes were not received as true.

At the stages of data analysis, not only the quantitative data from the pre-tests and the post-tests but also the qualitative data from the open-ended questionnaires and semi-structured interviews were verified by a second rater, who was working as an EFL instructor at a state university. The intra-class correlation was calculated to test inter-rater reliability of both the quantitative and qualitative measures. The intra-class correlation efficiency was found to be 1.00 for average measures in the quantitative analyses. As for the intra-class correlation efficiency of the qualitative analyses, it was computed as 0.98 for average measures. These statistics demonstrated an excellent level of internal consistency between two raters because the figure was quite higher than the preferred ratio of inter-rater reliability ($\alpha > 0.80$).

3.10. Data Collection

All the data were collected during the spring semester of 2018/2019 academic year. Data collection processes were conducted in an ethical manner. All types of data were gathered on a voluntary basis, and the verbal and written informed consent were taken from all the participating students before data collection procedures. (See Appendix 4 for the samples of written consent forms taken from the participants). Table 3.5 displays the summary of data collection procedures.

The quantitative data were gathered from all of 48 participants through the pre-tests, the immediate post-tests and the delayed post-tests. However, the data from four participants were excluded at the analysis stage due to their pre-test results, which

revealed that they had already recognised three to six target words from each reading texts before the study was conducted. The incomplete data from one participant were also eliminated since he could not get involved in majority of treatment sessions because of the high level of absenteeism. Hence, the quantitative data from 43 participating students who scored zero (0) on the pre-test were included into the analysis stage of the current study. (See Appendices 12, 13, and 14 for the pre-tests, immediate post-tests, and delayed post-tests, respectively).

Table 3.6: *The summary of data collection procedures*

Data Collection Instrument / Process	Date	Groups
☀ Pilot study of experimental treatments ☀ Checking instructional materials and testing instruments	04 February - 15 March 2019	Another intact group at B1-level
↓		
☀ Pre-experimental measures ✓ Placement tests to compare English proficiency levels of the participants ✓ Reading comprehension test scores of the participants in the previous academic quarter ✓ Vocabulary test scores of the participants in the previous academic quarter	12 September 2018 22-29 March 2019	Group A, B and C Group A, B and C
↓		
☀ Informing the participants about the aim and scope of the study ☀ Verbal and written consent from the participants	01-05 April 2019	Group A, B and C
↓		
☀ Pre-tests of target words	08-12 April 2019	Group A, B and C
↓		
☀ Implementation of experimental treatments ☀ Immediate post-tests	22-26 April 2019	Group A, B and C
↓		
☀ Open-ended questionnaires	29 April - 03 May 2019	Group A, B and C
↓		
☀ Delayed post-tests	06-10 May 2019	Group A, B and C
↓		
☀ Semi-structured interviews	13-17 May 2019	6 participants from each group

As for the qualitative data, they were collected by means of open-ended questionnaires and semi-structured interviews (See Appendix 15 for the open-ended questionnaire and semi-structured interview items). On the one hand, the questionnaires were given to the participants in order to explore their preferences and perceptions of isolated FFI, integrated FFI and incidental learning with no FonF in a text-based reading course. In a few days after the treatments, the printed questionnaire sheets were distributed to all of 48 participating students by hand. The questionnaire items were originally in Turkish so that the students could express their opinions and feelings more easily in their native language. No limitations were imposed on time and location for the respondents to answer the questionnaire items. Therefore, the participants were free to fill out the questionnaire forms wherever and whenever they wanted. At last, 43 participants completed their questionnaire forms on a voluntary basis and submitted them to the researcher. Thus, the questionnaires yielded a 90% response rate. (See Appendix 16 for the samples of the open-ended questionnaires with the participants).

On the other hand, the face-to-face semi-structured interviews were conducted with 18 students, which was equivalent to nearly 40% of the participants. Six volunteers were randomly selected from each of three intact groups. The semi-structured interviews were carried out not only to collect more information about the opinions of the participants but also to clarify the details that were still left unclear by the questionnaire data. The semi-structured interviews were also carried out in Turkish so that the students could express their thoughts and ideas more fluently and comfortably while interacting with the researcher. The protocols were employed to record the interview data, and all the interview sessions were audio-recorded and transcribed verbatim so as not to miss any details. (See Appendix 17 for the samples of the semi-structured interviews with the participants).

3.11. Data Analysis

3.11.1. Quantitative Data Analysis

The quantitative data were analysed by means of a statistical software program. First, the pre-tests, the immediate post-tests and the delayed post-tests were organised, classified and entered into the software program. Afterwards, the descriptive statistics of

the mean scores, standard deviations, and percentages of these tests were calculated separately for each type of treatment. Next, one-way repeated measures ANOVA analyses were conducted to find out the effects of incidental learning, isolated FFI, and integrated FFI on vocabulary gains of the participants in each group. Meanwhile, pair-wise comparisons with Bonferroni adjustments were computed among pre-tests, post-tests, and delayed post-test scores of the participants so as to explore the significance level of the difference across the test results.

Table 3.7: *The procedures for quantitative data analysis*

RQ 1: Individual effects of isolated FFI, integrated FFI and incidental learning with no FonF 1. Calculation of descriptive statistics (means, standard deviations, percentages) for each technique 2. One-way repeated measures ANOVA analyses to find out the individual effect of each technique 3. Pairwise comparisons with Bonferroni adjustment as post hoc tests to explore the significance level of the difference across pre-tests, immediate post-tests, and delayed post-test scores of the participants 4. Generation and interpretation of statistical tables
RQ 2: Comparing the effects of isolated FFI, integrated FFI and incidental learning with no FonF 1. Calculation of descriptive statistics (means, standard deviations, percentages) for all three techniques 2. One-way ANOVA analyses to compare the effects of three techniques in each treatment 3. Pairwise comparisons with Bonferroni adjustment as post hoc tests to explore where the significant differences lie among each these three techniques of vocabulary learning 4. Generation and interpretation of statistical tables
RQ 3: Comparing the effects of three techniques across various reading texts 1. Calculation of descriptive statistics (means, standard deviations, percentages) for all three types of treatments in each reading text 2. One-way ANOVA analyses to compare the effects of three types of treatments in each reading text 3. Pairwise comparisons with Bonferroni adjustment as post hoc tests to explore where the significant differences lie among these three techniques of vocabulary learning in each reading text 4. Generation and interpretation of statistical tables

Then, one-way ANOVA tests were employed to compare the effects of isolated FFI, integrated FFI, and incidental learning with no FonF on EFL learners' immediate or delayed recognition and recall of target words. These analyses were followed by the pair-wise comparisons with Bonferroni adjustments in order to see whether there exists any significant difference among three types of treatments. One-way ANOVA analyses

were also run to compare the effectiveness of these three types of vocabulary learning methods in different reading texts. Finally, the statistical tables were created to enhance the readers' understanding of the quantitative research results (See Table 3.7 for the procedures for quantitative data analyses in relation to the first three research questions).

3.11.2. Qualitative Data Analysis

The qualitative data from the open-ended questionnaires and semi-structured interviews were analysed and interpreted in accordance with “*grounded theory*”, which suggests a set of systematic procedures for collecting and analysing the qualitative data. Grounded theory research tries to generate a new theory through a step-by-step analysis of qualitative data gathered from the participants, especially when the available theories are inappropriate or insufficient to give a clear explanation of the research problem (Creswell, 2012). The current study employed the emerging design (Glaser, 1992). Rather than utilising pre-set categories or themes, a data-driven approach was adopted to let new categories or themes emerge from the qualitative data, which generated a new theory grounded in the perceptions and the experiences of the participants within the treatments.

The study made use of constant comparison procedures in the whole process of qualitative data analysis. As an inductive method, constant comparison was used to infer general categories from the specific samples of the qualitative data by making comparisons between the incidents and the categories in the data (Creswell, 2012). Initially, the qualitative data were organised and classified. Meanwhile, the data were read critically, examined and evaluated in detail, and reviewed several times so as to obtain a general outline of the data. Next, the qualitative data were divided into codes, which can be defined as the smallest unit of data. In vivo and descriptive coding techniques were primarily used to identify the codes (Miles, Huberman and Saldana, 2014). In vivo coding is assigning labels to the units of qualitative data based on the actual words or phrases of the participants. On the other hand, descriptive coding is labelling the units of qualitative data by summarising the main points stated by the participants. Then, the sub-categories and categories were generated through a detailed analysis and interpretation of these identified codes. In this phase, the frequencies of the

codes were assigned to each sub-category and category. Finally, the categories were grouped into the main themes, and the relevant tables and figures were created in order to explain the qualitative research findings of the current study. (See Appendix 18 for the samples for the qualitative data analyses.)

The whole processes of the qualitative data analyses were repeated and checked by a second researcher in order to ensure inter-rater reliability. The qualitative findings were compared at the end of each step of data analyses. The mutual agreement was made on the controversial issues (See Table 3.8 for the procedures for qualitative data analyses in relation to the fourth and fifth research questions).

Table 3.8: *The procedures for qualitative data analysis*

RQ 4: EFL Learners' preferences for isolated FFI, integrated FFI and incidental learning

1. Organisation and classification of the qualitative data
 2. Identification of the preference of each participant from the qualitative data
 3. Calculation of the frequencies and the percentages for the preferences of all participants
 4. Generation and interpretation of tables
-

RQ 5: EFL Learners' perceptions for isolated FFI, integrated FFI and incidental learning

1. Organisation and classification of the qualitative data
 2. General outline of the data through critical reading, detailed analysis and several reviews
 3. Identification of the codes as the smallest units of data through in vivo and descriptive coding
 4. Generation of sub-categories and categories through a detailed analysis and interpretation of the identified codes
 5. Grouping of sub-categories and categories into main themes
 6. Calculation of the frequencies of codes within each sub-category, category and main theme
 7. Generation and interpretation of tables
-

CHAPTER 4

4. RESULTS

The study results are explained in depth hereafter in the light of five research questions. Firstly, the study findings of pre-experimental measures were provided with regard to the comparison of the participants in each group in terms of their levels of English proficiency, their vocabulary and reading comprehension test scores in the last academic quarter, and their pre-test results of the target words in three reading texts used in the present study. Then, the first three research questions were answered through the quantitative results of the current study. The general outcomes were clarified with regard to the overall effects of isolated FFI, integrated FFI, and incidental learning with no FonF on 43 EFL learners' acquisition of the target words in the reading texts. These overall findings were checked through the detailed statistical analyses conducted within each of three individual intact classes. Finally, the last two research questions were replied by means of the qualitative research findings, which were mainly collected through open-ended questionnaires and semi-structured interviews.

4.1. The Research Findings before the Treatments

The pre-experimental measures indicated that the participants in all groups were at the same level of English proficiency in that they had been assigned to their classes through the same placement test held by the school at the beginning of the academic year. One-way ANOVA analyses were employed to compare three intact classes in terms of their level of English proficiency. The success rate was nearly 80% for the participants in Group A ($M=79.69$, $SD=7.93$) whereas this ratio was about 81% for their counterparts in Group B ($M=80.63$, $SD=7.34$) and for the participating students in Group C ($M=80.75$, $SD=7.28$). In the light of these findings, it can be concluded that there were no statistically significant differences among the placement test mean scores of the participants in three groups, $F(2, 45)= 0.095$, $p=0.909$ (See Table 4.1).

One-way ANOVA analyses were also run to compare three groups in terms of reading comprehension test scores of the participants in the final exams at the end of last academic quarter. The achievement rate was approximately 80% for the participants

in Group A ($M=80.03$, $SD=10.65$). This figure was 82% not only for the students in Group B ($M=81.91$, $SD=6.31$) and for those in Group C ($M=82.34$, $SD=9.09$). Consequently, the findings revealed no statistically significant differences among the reading comprehension mean scores of the participating students in three intact classes, $F(2, 45)= 0.307$, $p=0.737$ (See Table 4.1).

Table 4.1. *The research findings before the treatments*

		n	M	SD	%	df	F	p
Placement Test Scores (Conducted by the School)	Group A	16	79.69	7.93	80 %	2 45	0.095	0.909
	Group B	16	80.63	7.34	81 %			
	Group C	16	80.75	7.28	81 %			
Reading Comprehension Test Scores (Final Exam)	Group A	16	80.03	10.65	80 %	2 45	0.307	0.737
	Group B	16	81.91	6.31	82 %			
	Group C	16	82.34	9.09	82 %			
Vocabulary Test Scores (Final Exam)	Group A	16	71.56	12.25	72 %	2 45	0.154	0.858
	Group B	16	70.88	13.48	71 %			
	Group C	16	73.25	11.57	73 %			

Note: Maximum mean score = 100.00

Furthermore, the means scores of the participants on the final vocabulary exam held last academic quarter were compared by means of one-way ANOVA analyses. The lexical gains of the students was 72% for Group A ($M=71.56$, $SD=12.25$) while these ratio was 71% for their counterparts in Group B ($M=70.88$, $SD=13.48$) and 73% for those in Group C ($M=73.25$, $SD=11.57$). These findings also released no statistically significant differences among the vocabulary exam mean scores of the students in each intact classes, $F(2, 45)= 0.154$, $p=0.858$ (See Table 4.1.). Thus, the study results suggested that the participants in each group had similar levels of English proficiency, reading comprehension, and vocabulary gains scores, before the treatment sessions, at the beginning of the academic quarter.

The last but not the least, the pre-test results showed that the participating students in each intact group had no prior knowledge of target words in each of three reading texts which were employed in the current study. The statistical data from one absentee and four participants who had already recognised three to six target words from each reading text were excluded at the analysis stage. Therefore, the data from 43

participating students who scored zero (0) on the pre-test were included into the analyses of the research findings, and the mean scores were calculated as zero (0) for the pre-tests which were conducted in the treatments.

4.2. The Quantitative Research Results

The first research question is as follows: “What are the effects of (a) incidental learning with no focus on form, (b) isolated FFI, and (c) integrated FFI on EFL learners’ immediate or delayed recognition and recall of the target vocabulary items in a text-based reading course?” One-way ANOVA with repeated measures analyses were conducted to investigate the effects of isolated FFI, integrated FFI, and incidental learning with no focus on form on EFL learners’ immediate or delayed recognition and recall of the target words in a reading course. For each method of learning, these analyses revealed statistically significant differences between the lexical gain scores of EFL learners before and after the treatments. As post hoc tests, the pairwise comparisons with Bonferroni adjustment were also calculated among the pre-test, the immediate post-test, and delayed post-test mean scores of the participants so as to explore where the significant differences existed. All the statistical tests and analyses demonstrated that all three types of vocabulary learning techniques provided EFL learners with higher lexical gain scores in terms of immediate or delayed word recognition and recall of target words in reading texts.

4.2.1. The effect of isolated FFI on EFL learners’ recognition and recall of target words

One-way repeated measures ANOVA was run to explore the overall effect of isolated FFI on 43 EFL learners’ recognition and recall of target vocabulary items in a text-based reading course (See Table 4.2). The pre-test results indicated that the participating students had no prior knowledge of nine target words before they were given isolated form-focused vocabulary instruction. On the other hand, they recognised 94% of the target lexical items correctly immediately after the treatment ($M=8.42$, $SD=0.93$). The delayed post-test results also suggested that the receptive vocabulary gains of the participants remained relatively stable even two weeks later. They could

recognise 88% of the target words accurately ($M=7.93$, $SD=1.33$) even though they did not recycle and review those words during this time. Thus, isolated FFI was found to have statistically significant impact on EFL learners' word recognition test scores, $F(2000, 41000)=1794.878$, $p<0.001$. The pairwise comparisons with Bonferroni adjustment were carried out as post hoc test, and the results verified the statistically significant differences not only between the pre-test and the immediate post-test mean scores but also between the pre-test and the delayed post-test mean scores at $p<0.001$ level. In brief, these research findings revealed positive research evidence for the facilitative effect of isolated FFI on EFL learners' recognition of target words.

Table 4.2. *The overall effect of isolated FFI on vocabulary recognition and recall*

		N	M	SD	%	df	F	p
Word Recognition	Pre-test	43	0.00	0.00	0 %	2,000 41,000	1794.878	0.000
	Immediate post-test	43	8.42	0.93	94 %			
	Delayed post-test	43	7.93	1.33	88 %			
Word Recall	Pre-test	43	0.00	0.00	0 %	2,000 41,000	119.698	0.000
	Immediate post-test	43	5.13	2.18	57 %			
	Delayed post-test	43	1.37	0.99	15 %			

Note: Maximum mean score = 9.00

The participants also obtained quite high word-recall test scores (See Table 4.2). They could properly recall and produce 57% of target lexical items ($M=5.13$, $SD=2.18$) immediately after isolated FFI. In delayed post-tests, they were able to remember and write roughly 15% of the target words accurately ($M=1.37$, $SD=0.99$) in spite of two weeks interval and without any further practice or revision. Those statistics verified the facilitative effect of isolated FFI on EFL learners' recall of target vocabulary items, $F(2000, 41000)=119.698$, $p<0.001$. Pair-wise comparisons were conducted as post hoc tests with regard to these three word recall tests, and they also validated the significance of differences at $p<0.001$ level. In the light of these research findings, it can be concluded that isolated form-focused vocabulary instruction provided EFL learners with high word recognition and recall scores both immediately after the treatment and two weeks later.

Overall effect of isolated FFI on vocabulary learning was also checked through detailed statistical analyses conducted within each of three individual groups. Table 4.3

indicates that isolated vocabulary instruction in Group A was detected to have statistically significant effect on EFL learner's immediate and delayed recognition of the target words in Text A, $F(2, 28) = 363.921$, $p < 0.001$. The pairwise comparisons were also run as post hoc test, which justified the significant differences between the pre-test and the immediate post-test ($M = 8.33$, $SD = 0.98$) as well as between the pre-test and the delayed post-test ($M = 7.27$, $SD = 1.49$) at $p < 0.001$ level. On the other side, the participants in Group A obtained significantly higher word recall scores in both the immediate and the delayed post-tests thanks to isolated FFI, $F(2, 28) = 136.350$, $p < 0.001$. The post hoc tests also substantiated the statistically significant differences not only between the pre-test and the immediate post-test ($M = 4.97$, $SD = 1.23$) but also between the pre-test and the delayed post-test ($M = 1.50$, $SD = 0.94$) at $p < 0.001$ level. With this in mind, the study results highlighted the facilitative impact of isolated FFI on L2 learners' immediate or delayed recognition and recall of target words.

Table 4.3. *The effect of isolated FFI on vocabulary recognition and recall (Group A)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	15	0.00	0.00	0 %	2 28	363.921	0.000
	Immediate post-test	15	8.33	0.98	93 %			
	Delayed post-test	15	7.27	1.49	81 %			
Word Recall	Pre-test	15	0.00	0.00	0 %	2 28	136.350	0.000
	Immediate post-test	15	4.97	1.23	55 %			
	Delayed post-test	15	1.50	0.94	17 %			

Note: Maximum mean score = 9.00

Isolated FFI was also verified to be statistically beneficial to the participants in Group B regarding with immediate and delayed recognition of the target words in Text B, $F(2, 24) = 738.902$, $p < 0.001$ (See Table 4.4). The pairwise comparisons conducted as post hoc tests revealed the statistically significant differences between the pre-test and the immediate post-test means ($M = 8.31$, $SD = 0.95$) in addition to between the pre-test and the delayed post-test mean scores ($M = 8.46$, $SD = 0.78$) at $p < 0.001$ level. The EFL learners in Group B also benefited from isolated vocabulary instruction in terms of immediate and delayed recall of the target words in Text B, $F(2000, 11000) = 43.150$, $p < 0.001$. The pairwise comparisons statistically confirmed the significance of

differences between the mean scores of the pre-test and the immediate post-test ($M=5.50$, $SD=2.40$) as well as between the means of the pre-test and the delayed post-test ($M=1.23$, $SD=0.73$) at $p<0.001$ level. Thus, the research findings suggested that isolated FFI equipped the students in Group B with high level of vocabulary gains in both word recognition and recall tests.

Table 4.4. *The effect of isolated FFI on vocabulary recognition and recall (Group B)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	13	0.00	0.00	0 %	2 24	738.902	0.000
	Immediate post-test	13	8.31	0.95	92 %			
	Delayed post-test	13	8.46	0.78	94 %			
Word Recall	Pre-test	13	0.00	0.00	0 %	2.000 11.000	43.150	0.000
	Immediate post-test	13	5.50	2.40	61 %			
	Delayed post-test	13	1.23	0.73	14 %			

Note: Maximum mean score = 9.00

The statistics from Group C were also in line with the figures from the other groups. As seen in Table 4.5, isolated form-focused vocabulary instruction facilitated EFL learners' immediate and delayed recognition of target words in Text C, $F(2, 28)=577.070$, $p<0.001$. According to the post hoc tests, there were statistically significant differences between the mean scores of the pre-test and the immediate post-test ($M=8.60$, $SD=0.91$) as well as between the means of the pre-test and the delayed post-test ($M=8.13$, $SD=1.36$) at $p<0.001$ level. On the other hand, the participating students in Group C also gained significantly high lexical gain scores in the immediate and delayed word recall tests of Text C, $F(2000, 13000)=23.127$, $p<0.001$. The pairwise comparisons supported this significant difference between the pre-test and the immediate post-test means ($M=4.97$, $SD=2.75$) as well as between the pre-test and the delayed post-test mean scores ($M=1.37$, $SD=1.25$) at $p<0.01$ level. To sum up, the study results released positive research evidence for the facilitate role of isolated FFI in EFL learners' immediate or delayed recognition and recall of the target vocabulary items in a text-based reading course.

Table 4.5. *The effect of isolated FFI on vocabulary recognition and recall (Group C)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	15	0.00	0.00	0 %	2 28	577.070	0.000
	Immediate post-test	15	8.60	0.91	96 %			
	Delayed post-test	15	8.13	1.36	90 %			
Word Recall	Pre-test	15	0.00	0.00	0 %	2.000 13.000	23.127	0.000
	Immediate post-test	15	4.97	2.75	55 %			
	Delayed post-test	15	1.37	1.25	15 %			

Note: Maximum mean score = 9.00

4.2.2. The effect of integrated FFI on EFL learners' recognition and recall of target words

One-way ANOVA with repeated measures was employed to find out the overall effect of integrated FFI on 43 EFL learners' recognition and recall of target vocabulary items in reading texts (See Table 4.6). According to the pre-test results, the participants had no previous knowledge of nine target lexical items before they were exposed to integrated FFI. They could recognise roughly 71% of the target words accurately ($M=6.37$, $SD=1.66$) immediately after they were provided with integrated form-focused vocabulary instruction. Even after a two-week interval, their word recognition rate was 65% in delayed post-tests ($M=5.81$, $SD=2.17$). These study results released positive research evidence for the facilitative effect of integrated FFI on EFL learners' recognition of target words, $F(2, 84)= 265.022$, $p<0.001$. The pairwise comparisons which were conducted as post hoc test also confirmed the significance of differences between the pre-test and the immediate post-test means as well as between the pre-test and the delayed post-test mean scores at $p<0.001$ level. In the light of these research findings, it can be put forward that integrated FFI had statistically significant effect on EFL learners' word recognition test scores.

As for word recall test scores, the participating students could recall and produce 25% of target lexical items properly ($M=2.24$, $SD=2.11$) immediately after they were exposed to integrated FFI. Two weeks later, they were able to remember and write roughly 6% of the target words accurately ($M=0.51$, $SD=0.61$) in the delayed post-tests. Although the achievement rate in integrated FFI was not as high as that in isolated FFI, these statistics also revealed that integrated FFI had a significant impact on EFL

learners' recall of target vocabulary items, $F(2000, 41000) = 24.989$, $p < 0.001$. Pair-wise comparisons were employed as post hoc tests with regard to these three word recall tests, and they also verified the significance of differences at $p < 0.001$ level. These research findings indicated that EFL learners benefited from integrated FFI in terms of their recognition and recall of the target words in a text-based reading lesson.

Table 4.6. *The overall effect of integrated FFI on vocabulary recognition and recall*

		N	M	SD	%	df	F	p
Word Recognition	Pre-test	43	0.00	0.00	0 %	2 84	265.022	0.000
	Immediate post-test	43	6.37	1.66	71 %			
	Delayed post-test	43	5.81	2.17	65 %			
Word Recall	Pre-test	43	0.00	0.00	0 %	2.000 41.000	24.989	0.000
	Immediate post-test	43	2.24	2.11	25 %			
	Delayed post-test	43	0.51	0.61	6 %			

Note: Maximum mean score = 9.00

The detailed analysis of the findings from each of three intact groups were also in line with overall statistics. Table 4.7 displays that the participants in Group A gained significantly higher vocabulary recognition scores by means of integrated FFI with reference to Text C, $F(2, 28) = 90.913$, $p < 0.001$. The pairwise comparisons were put to use as post hoc tests, and they substantiated the significant differences between the pre-test and the immediate post-test means ($M=6.33$, $SD=1.54$) and also between the pre-test and the delayed post-test means ($M=5.33$, $SD=2.06$) at $p < 0.001$ level. Moreover, integrated FFI was explored to have significant effect on EFL learners' immediate or delayed recall of target words in Text C, $F(2000, 13000) = 6.709$, $p < 0.05$. The post hoc tests released the significant differences between the mean scores of the pre-test and the immediate post-test ($M=1.93$, $SD=1.97$) at $p < 0.01$ level. However, there was no significant difference between the pre-test and the delayed post-test means scores ($M=0.47$, $SD=0.69$), $p=0.062$. While integrated FFI was identified to be statistically advantageous to the participants in Group A soon after the treatment, it did not yielded significant effect on their word recall scores in the delayed post-test. Nevertheless, all-inclusive statistics suggested that integrated vocabulary instruction had a facilitative impact on the students' recognition and recall of the target words in Text C.

Table 4.7. *The effect of integrated FFI on vocabulary recognition and recall (Group A)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	15	0.00	0.00	0 %	2 28	90.913	0.000
	Immediate post-test	15	6.33	1.54	70 %			
	Delayed post-test	15	5.33	2.06	59 %			
Word Recall	Pre-test	15	0.00	0.00	0 %	2.000 13.000	6.709	0.010
	Immediate post-test	15	1.93	1.97	21 %			
	Delayed post-test	15	0.47	0.69	5 %			

Note: Maximum mean score = 9.00

Integrated FFI was also confirmed to be statistically effective in providing the participants in Group B with immediate and delayed recognition of the target words in Text A, $F(2, 24) = 129.153$, $p < 0.001$ (See Table 4.8). The post hoc tests pointed to the statistically significant differences not only between the pre-test and the immediate post-test means ($M = 6.69$, $SD = 1.44$) in addition to between the pre-test and the delayed post-test mean scores ($M = 7.08$, $SD = 2.02$) at $p < 0.001$ level. Integrated vocabulary instruction also brought advantage to the students in Group B within the scope of the immediate and delayed recall of the target words in Text A, $F(2000, 11000) = 28.404$, $p < 0.001$. The post hoc tests verified the significance of differences between the pre-test and the immediate post-test ($M = 3.19$, $SD = 1.56$) at $p < 0.001$ level and also between the pre-test and the delayed post-test ($M = 0.69$, $SD = 0.56$) at $p < 0.01$ level. Hence, the research findings revealed positive research evidence for the beneficial effect of integrated FFI on EFL learners' lexical gains in both word recognition and recall tests.

Table 4.8. *The effect of integrated FFI on vocabulary recognition and recall (Group B)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	13	0.00	0.00	0 %	2 24	129.153	0.000
	Immediate post-test	13	6.69	1.44	74 %			
	Delayed post-test	13	7.08	2.02	79 %			
Word Recall	Pre-test	13	0.00	0.00	0 %	2.000 11.000	28.404	0.000
	Immediate post-test	13	3.19	1.56	35 %			
	Delayed post-test	13	0.69	0.56	8 %			

Note: Maximum mean score = 9.00

The research results from Group C were also in harmony with those from the other groups. As shown in Table 4.9, the students in Group C obtained statistically

higher vocabulary gain scores in the immediate and delayed recognition tests when they were exposed to integrated FFI in connection with Text B, $F(2, 28) = 74.357$, $p < 0.001$. As reported by the post hoc tests, there were statistically significant differences between the mean scores of the pre-test and the immediate post-test ($M = 6.13$, $SD = 2.00$) as well as between the mean scores of the pre-test and the delayed post-test ($M = 5.20$, $SD = 2.08$) at $p < 0.001$ level. On the other side, the general statistics from the word recall tests suggested that those in Group C also benefited from integrated FFI in terms of their lexical gains in the immediate and delayed word recall tests of Text B, $F(2000, 13000) = 3.943$, $p < 0.05$. However, the pairwise comparisons revealed statistically significant differences neither between the pre-test and the immediate post-test means ($M = 1.73$, $SD = 2.48$) nor between the pre-test and the delayed post-test mean scores ($M = 0.40$, $SD = 0.57$), $p = 0.052$. Nonetheless, overall statistics from Group C, similar to other groups, indicated that integrated FFI facilitated EFL learners' recognition and recall of the target words in Text B.

Table 4.9. *The effect of integrated FFI on vocabulary recognition and recall (Group C)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	15	0.00	0.00	0 %	2 28	74.357	0.000
	Immediate post-test	15	6.13	2.00	68 %			
	Delayed post-test	15	5.20	2.08	58 %			
Word Recall	Pre-test	15	0.00	0.00	0 %	2.000 13.000	3.943	0.046
	Immediate post-test	15	1.73	2.48	19 %			
	Delayed post-test	15	0.40	0.57	4 %			

Note: Maximum mean score = 9.00

4.2.3. The effect of incidental learning with no FonF on EFL learners' recognition and recall of target words

One-way repeated measures ANOVA analyses were conducted to investigate the overall effect of incidental learning with no FonF on 43 EFL learners' recognition and recall of target vocabulary items in reading texts (See Table 4.10). According to the pre-test results, the participants had no prior knowledge of nine target words before they were exposed to incidental vocabulary learning from the contexts of reading texts. Soon after the treatment, 43 EFL learners students recognised 39% of the target words correctly ($M = 3.49$, $SD = 1.61$). Two weeks later, the receptive vocabulary gains of the

participants were a bit higher seeing that they could recognise 43% of the target words accurately ($M=3.91$, $SD=2.40$) without any further practice or revision during this time. In this regard, incidental learning with no FonF also yielded statistically significant effect on EFL learners' word recognition test scores, $F(2000, 41000)= 101.087$, $p<0.001$. The post hoc tests, which were put to use as pairwise comparisons, validated the statistically significant differences between the pre-test and the immediate post-test mean scores as well as between the pre-test and the delayed post-test means at $p<0.001$ level. Briefly, these findings revealed positive research evidence for the facilitative role of incidental learning with no FonF in EFL learners' recognition of target words in reading texts.

Table 4.10. *The overall effect of incidental learning on vocabulary recognition and recall*

		N	M	SD	%	df	F	p
Word Recognition	Pre-test	43	0.00	0.00	0 %	2.000 41.000	101.087	0.000
	Immediate post-test	43	3.49	1.61	39 %			
	Delayed post-test	43	3.91	2.40	43 %			
Word Recall	Pre-test	43	0.00	0.00	0 %	2.000 41.000	11.211	0.000
	Immediate post-test	43	0.42	0.66	5 %			
	Delayed post-test	43	0.10	0.23	1 %			

Note: Maximum mean score = 9.00

As for word recall tests, the students properly recall and produce 5% of target vocabulary items ($M=0.42$, $SD=0.66$) immediately after the treatment of incidental learning from the context. In delayed post-tests, they were able to remember and write only 1% of the target words accurately ($M=0.10$, $SD=0.23$). Even these statistics were found to be sufficient enough to support the significant effect of incidental learning with no FonF on EFL learners' recall of target words, $F(2000, 41000)= 11.211$, $p<0.001$. The pair-wise comparisons were also conducted as post hoc tests with regard to these three word recall tests, and they also confirmed the significance of differences between the pre-test and the immediate post-test means at $p<0.001$ level and also between the pre-test and the delayed post-test mean scores at $p<0.05$ level. In the light of these findings, it can be concluded that incidental learning with no FonF had statistically significant impact on EFL learners' recognition and recall of target words in reading texts.

The rigorous analysis of the individual results from each of three groups also released similar research evidence, which were in consistent with overall study findings. As shown in Table 4.11, the students in Group A obtained higher word recognition scores in immediate and delayed post-tests when they learned the target words incidentally from the context of Text B, which was found to be statistically significant, $F(2, 28) = 22.300$, $p < 0.001$. The pairwise comparisons also substantiated the significant differences between the means scores of the pre-test and the immediate post-test ($M = 3.13$, $SD = 1.67$) as well as between the pre-test and the delayed post-test mean scores ($M = 3.33$, $SD = 2.44$) at $p < 0.001$ level. However, the effect of incidental learning with no FonF on Group A was not found statistically significant in terms of the participants' word recall test scores with regard to Text B. The students in Group A could recall only 1% of the target words both in the immediate post-test ($M = 0.07$, $SD = 0.26$) and in the delayed post-test ($M = 0.10$, $SD = 0.28$), $F(2000, 13000) = 1.000$, $p = 0.394$. Thus, the related findings indicated the facilitative effect of incidental learning with no FonF on the participants' immediate or delayed recognition of target words whereas they did not reveal any statistically significant effect in terms of their immediate and delayed recall of target vocabulary in Text B.

Table 4.11. *The effect of incidental learning on vocabulary acquisition (Group A)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	15	0.00	0.00	0 %	2 28	22.300	0.000
	Immediate post-test	15	3.13	1.64	35 %			
	Delayed post-test	15	3.33	2.44	37 %			
Word Recall	Pre-test	15	0.00	0.00	0 %	2,000 13,000	1.000	0.394
	Immediate post-test	15	0.07	0.26	1 %			
	Delayed post-test	15	0.10	0.28	1 %			

Note: Maximum mean score = 9.00

Incidental learning with no FonF was also found to be statistically beneficial to the students in Group B with respect to their immediate and delayed recognition of the target words in Text C, $F(2, 24) = 38.604$, $p < 0.001$ (See Table 4.12). The pairwise comparisons which were conducted as post hoc tests verified the significant differences between the pre-test and the immediate post-test mean scores ($M = 4.00$, $SD = 1.41$) and also between the pre-test and the delayed post-test means ($M = 4.08$, $SD = 2.40$) at

$p < 0.001$ level. The participants in Group B also benefited from incidental learning with no FonF in terms of their immediate and delayed recall of the target words in Text C, $F(2000, 11000) = 6.838$, $p < 0.05$. The post hoc tests confirmed the significance of differences between the mean scores of the pre-test and the immediate post-test ($M = 0.92$, $SD = 0.89$) at $p < 0.01$ level. However, there was no statistically significant difference between the means of the pre-test and the delayed post-test ($M = 0.04$, $SD = 0.14$). Given these findings, incidental learning with no FonF was detected to be statistically beneficial to the participants in Group B soon after the treatment although it did not yield significant effect on their word recall scores in the delayed post-test. Nevertheless, general statistics revealed positive research evidence for significant impact of incidental learning with no FonF on the students' recognition and recall of the target words in Text C.

Table 4.12. *The effect of incidental learning on vocabulary acquisition (Group B)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	13	0.00	0.00	0 %	2 24	38.604	0.000
	Immediate post-test	13	4.00	1.41	44 %			
	Delayed post-test	13	4.08	2.40	45 %			
Word Recall	Pre-test	13	0.00	0.00	0 %	2.000 11.000	6.838	0.012
	Immediate post-test	13	0.92	0.89	10 %			
	Delayed post-test	13	0.04	0.14	0.5 %			

Note: Maximum mean score = 9.00

The statistics from Group C were also in accordance with those from the other groups. As seen in Table 4.13, incidental learning with no FonF facilitated the participants' immediate and delayed recognition of target words in Text A, $F(2000, 13000) = 27.539$, $p < 0.001$. The post hoc tests verified the statistically significant differences between the mean scores of the pre-test and the immediate post-test ($M = 3.40$, $SD = 1.72$) as well as between the means of pre-test and the delayed post-test ($M = 4.33$, $SD = 2.41$) at $p < 0.001$ level. Furthermore, incidental learning with no FonF also had a significant effect on the participants' lexical gain scores in the immediate and delayed word recall tests of Text A, $F(2000, 13000) = 5.571$, $p < 0.05$. The pairwise comparisons supported this significant level difference between the pre-test and the immediate post-test means ($M = 0.33$, $SD = 0.45$). However, no statistically significant

difference was detected between the pre-test and the delayed post-test mean scores ($M=0.17$, $SD=0.24$), $p=0.058$. Incidental learning with no FonF yielded significant effect on the participants in Group C in terms of immediate recall of target words in Text A, but this effect was not stable in delayed word recall tests administered two weeks later. All in all, the research findings from Group C also supported the facilitative role of incidental learning with no FonF in EFL learners' immediate or delayed recognition and recall of the target vocabulary items in a reading course.

Table 4.13. *The effect of incidental learning on vocabulary acquisition (Group C)*

		n	M	SD	%	df	F	p
Word Recognition	Pre-test	15	0.00	0.00	0 %	2.000 13.000	27.539	0.000
	Immediate post-test	15	3.40	1.72	38 %			
	Delayed post-test	15	4.33	2.41	48 %			
Word Recall	Pre-test	15	0.00	0.00	0 %	2.000 13.000	5.571	0.018
	Immediate post-test	15	0.33	0.45	4 %			
	Delayed post-test	15	0.17	0.24	2 %			

Note: Maximum mean score = 9.00

4.2.4. The comparison of isolated FFI, integrated FFI, and incidental learning with no FonF in terms of EFL learners' immediate recognition and recall

The second research question is as follows: "Is there any statistically significant difference among (a) incidental learning with no focus on form, (b) isolated FFI, and (c) integrated FFI in terms of their effects on EFL learners' immediate or delayed recognition and recall of the target vocabulary items in a text-based reading course?" Even though all three methods were found to have facilitative effects on vocabulary learning, one-way ANOVA analyses were conducted to compare incidental learning with no focus on form, isolated FFI, and integrated FFI in terms of their effects on EFL learners' immediate or delayed recognition and recall of the target words in three reading texts. Then, the post hoc tests were carried on through pairwise comparisons with Bonferroni adjustment so as to explore where the significant differences lie among these three ways of vocabulary acquisition.

Table 4.14 displays the overall results of the immediate post-tests to compare isolated FFI, integrated FFI, and incidental learning with no FonF in teaching

vocabulary to 43 EFL learners through reading texts. Before the treatment sessions, the participants had no prior knowledge of target lexical items in the reading texts. Immediately after the treatments, the participating students could recognise 94% of the target words properly ($M=8.42$, $SD=0.93$) when they got isolated FFI. The achievement rate of immediate recognition was 71% for the integrated FFI ($M=6.37$, $SD=1.66$) whereas the figure was 39% when the participants were exposed to incidental learning with no FonF ($M=3.49$, $SD=1.61$). One-way ANOVA analysis revealed statistically significant differences across these three methods of vocabulary learning in terms of the participants' immediate recognition of the target words, $F(2, 126)=127.234$, $p<0.001$. The pairwise comparisons were employed as post hoc tests, and the results verified the significant differences across the mean scores of all three types of treatments at $p<0.001$ level. In the light of these findings, it can be concluded that isolated FFI provided EFL learners with by far the highest vocabulary recognition scores as compared to both integrated FFI and incidental learning. The students who got integrated FFI also performed significantly better at immediate recognition of target words than those who were exposed to incidental learning with no FonF.

Table 4.14. *The overall results of the immediate post-tests*

		N	M	SD	%	df	F	p
Immediate post-test (Word Recognition)	Isolated FFI	43	8.42	0.93	94 %	2 126	127.234	0.000
	Integrated FFI	43	6.37	1.66	71 %			
	Incidental Learning	43	3.49	1.61	39 %			
Immediate post-test (Word Recall)	Isolated FFI	43	5.13	2.18	57 %	2 126	75.476	0.000
	Integrated FFI	43	2.24	2.11	25 %			
	Incidental Learning	43	0.42	0.66	5 %			

Note: Maximum mean score = 9.00

The overall results of immediate word recall tests were also parallel with those of immediate word recognition tests. Soon after the treatments, the students exposed to isolated FFI could recall and produce 57% of the target words correctly ($M=5.13$, $SD=2.18$) while the rate of immediate recall was 25% under the treatment of integrated FFI ($M=2.24$, $SD=2.11$). The same students were able to recall only 5% of the target vocabulary ($M=0.42$, $SD=0.66$) when they were expected to learn the target words incidentally. According to one-way ANOVA analysis, there were statistically

significant differences among the mean scores of isolated FFI, integrated FFI and incidental learning within the scope of the participants' immediate retention of the target words, $F(2, 126) = 75.476$, $p < 0.001$. The post hoc tests also validated the significant differences across these three ways of presenting vocabulary at $p < 0.001$ level. Thus, these findings suggested that EFL learners given isolated FFI performed significantly better than their counterparts in other groups on immediate recall of target words. Integrated FFI was also found to be statistically more effective than incidental learning with no FonF.

The comprehensive analyses of the individual results from the groups were in alignment with the general research findings. Table 4.15 presents that isolated FFI led to the highest rates of word recognition gains for the participants in Group A, $F(2, 42) = 51.355$, $p < 0.001$. The students recognised 93% of the target words correctly when they were given isolated FFI ($M = 8.33$, $SD = 0.98$). Their achievement rate was 70% for integrated FFI ($M = 6.33$, $SD = 1.54$) while the figure was only 35% when they were exposed to learn the target words incidentally ($M = 3.13$, $SD = 1.64$). The post hoc tests statistically supported the significant differences between isolated FFI and integrated FFI at $p < 0.01$ level. The differences between integrated FFI and incidental exposure and between isolated FFI and incidental exposure were significant at $p < 0.001$ level. Hence, the students obtained the most vocabulary gains under the treatment of isolated FFI. Integrated FFI was also statistically found to be more effective than incidental learning with no FonF in terms of the word recognition scores of the participants in Group A.

Table 4.15. *The results of the immediate post-tests (Group A)*

		n	M	SD	%	df	F	p
Immediate post-test (Word Recognition)	Isolated FFI	15	8.33	0.98	93 %	2 42	51.355	0.000
	Integrated FFI	15	6.33	1.54	70 %			
	Incidental Learning	15	3.13	1.64	35 %			
Immediate post-test (Word Recall)	Isolated FFI	15	4.97	1.23	55 %	2 42	50.301	0.000
	Integrated FFI	15	1.93	1.97	22 %			
	Incidental Learning	15	0.07	0.26	1 %			

Note: Maximum mean score = 9.00

In the immediate word recall tests, the students in Group A performed best under the treatment of isolated FFI as compared to the integrated FFI and the incidental

exposure alone, $F(2, 42) = 50.301$, $p < 0.001$. Immediately after isolated FFI, they recalled 55% of the target words accurately ($M = 4.97$, $SD = 1.23$). Integrated FFI provided the same students with 22% of the immediate retention of the target words ($M = 1.93$, $SD = 1.97$) as compared to 1% of the word recall with incidental learning with no FonF ($M = 0.07$, $SD = 1.26$). The pairwise comparisons substantiated the statistically significant differences between isolated FFI and integrated FFI as well as between isolated FFI and incidental exposure at $p < 0.001$ level. The difference between the means of integrated FFI and incidental exposure was significant at $p < 0.01$ level. Consequently, these findings revealed the research evidence for the superiority of isolated FFI over integrated FFI and incidental learning. Integrated FFI was also verified to be better than incidental exposure alone in terms of the immediate retention of the target words.

Table 4.16. *The results of the immediate post-tests (Group B)*

		n	M	SD	%	df	F	p
Immediate post-test (Word Recognition)	Isolated FFI	13	8.31	0.95	92 %	2 36	37.225	0.000
	Integrated FFI	13	6.69	1.44	74 %			
	Incidental Learning	13	4.00	1.41	44 %			
Immediate post-test (Word Recall)	Isolated FFI	13	5.50	2.40	61 %	2 36	22.759	0.000
	Integrated FFI	13	3.19	1.56	35 %			
	Incidental Learning	13	0.92	0.89	10 %			

Note: Maximum mean score = 9.00

Table 4.16 demonstrates that the students in Group B benefited the most efficiently from isolated FFI in terms of their word recognition scores soon after the treatments, $F(2, 36) = 37.225$, $p < 0.001$. They recognised about 92% of the target words presented in isolation ($M = 8.31$, $SD = 0.95$) whereas this ratio was 74% for the target lexical items taught in integrated way ($M = 6.69$, $SD = 1.44$). They were able to recognize 44% of these words correctly when they were exposed to incidental learning with no FonF ($M = 4.00$, $SD = 1.41$). The differences between the means of isolated FFI and integrated FFI were identified to be significant at $p < 0.01$ level though the post hoc tests. There were also statistically significant differences between the means scores of isolated FFI and incidental exposure as well as between the integrated FFI and incidental exposure at $p < 0.001$ level. Thus, it can be concluded that the participants in Group B

got by far the highest word recognition scores under the treatment of isolated FFI. They also obtained significantly higher lexical gains from integrated FFI as compared to incidental learning with no FonF.

Isolated FFI led the students Group B to higher rates of the immediate word recall than integrated FFI and incidental exposure alone, $F(2, 36) = 22.759$, $p < 0.001$. After the isolated FFI treatment session, the participants recalled 61% of the target words properly ($M = 5.50$, $SD = 2.40$), and their achievement rates were 35% for the words taught through integrated FFI ($M = 3.19$, $SD = 1.56$) and 10% for the words they learned incidentally from the reading texts ($M = 0.92$, $SD = 0.89$). The pairwise comparisons validated the statistically significant differences between isolated FFI and integrated FFI as well as between integrated FFI and incidental exposure at $p < 0.01$ level. The difference between the means of isolated FFI and incidental exposure was significant at $p < 0.001$ level. Given these findings, it can be concluded that isolated FFI provided EFL learners in Group B with superior word recognition scores as compared to integrated FFI and incidental learning. Integrated FFI also gave rise to better results than incidental exposure without FonF with regard to the participants' immediate recall of the target vocabulary items.

The results of immediate post-tests from Group C were in harmony with the overall study findings of the second research question (See Table 4.17). According to statistics, isolated FFI yielded the best outcomes in terms of the students' recognition of the target words, and it was followed by integrated FFI and incidental learning, respectively, $F(2, 42) = 39.130$, $p < 0.001$. The participant's achievement rate in word recognition test was 96% under the treatment of isolated FFI ($M = 8.60$, $SD = 0.91$) while integrated FFI led them to 68% of success rate ($M = 6.13$, $SD = 2.00$). This ratio remained at 38% for incidental exposure alone ($M = 3.40$, $SD = 1.72$). The post hoc tests statistically verified the significant differences across the mean scores of all three types of treatments at $p < 0.001$ level. These findings pointed out that isolated FFI offered EFL learners by far the greatest word recognition gains as compared to both integrated FFI and incidental learning. The students in Group C also recognised the target words presented through integrated FFI more effectively than those words learned incidentally.

Table 4.17. *The results of the immediate post-tests (Group C)*

		n	M	SD	%	df	F	p
Immediate post-test (Word Recognition)	Isolated FFI	15	8.60	0.91	96 %	2	39.130	0.000
	Integrated FFI	15	6.13	2.00	68 %	42		
	Incidental Learning	15	3.40	1.72	38 %			
Immediate post-test (Word Recall)	Isolated FFI	15	4.97	2.75	55 %	2	18.198	0.000
	Integrated FFI	15	1.73	2.48	19 %	42		
	Incidental Learning	15	0.33	0.45	4 %			

Note: Maximum mean score = 9.00

The participants in Group C also benefited best from isolated FFI in terms of the immediate recall of the target words, $F(2, 42) = 18.198$, $p < 0.001$. They recalled 55% of the target words correctly when they were provided with isolated form-focused vocabulary instruction ($M = 4.97$, $SD = 2.75$). Their achievement rates were 19% for the words taught through integrated FFI ($M = 1.73$, $SD = 2.48$) and only 4% for the target words they learned incidentally from the reading texts ($M = 0.33$, $SD = 0.45$). The post hoc tests validated the significance of differences between the mean scores of isolated and integrated FFI at $p < 0.01$ level. The difference between the means of isolated FFI and incidental exposure was significant at $p < 0.001$ level. However, no statistically significant difference was found between the means of integrated FFI and incidental learning, $p = 0.248$. Hence, these findings revealed positive research evidence for the superiority of isolated FFI over integrated FFI and incidental learning with no FonF with regard to the participants' instant retention of target vocabulary items. The results did not yielded statistically significant difference between the effects of integrated FFI and incidental learning with no FonF.

4.2.5. The comparison of isolated FFI, integrated FFI, and incidental learning with no FonF in terms of EFL learners' delayed recognition and recall

Table 4.18 presents the overall results of the delayed post-tests to compare the effects of isolated FFI, integrated FFI, and incidental learning with no FonF on 43 EFL learners' delayed recognition and recall of target words in reading texts. Two weeks after the treatment sessions, the participating students who got isolated FFI managed to recognise 88% of the target words accurately ($M = 7.93$, $SD = 1.33$) even though they did not recycle or revise these words during this time. The rate of immediate recognition

was 65% for the target words taught through integrated FFI ($M=5.81$, $SD=2.17$) while the ratio was 43% for the words learned incidentally ($M=3.91$, $SD=2.40$). One-way ANOVA analysis pointed out that there were statistically significant differences among the mean scores of isolated FFI, integrated FFI and incidental learning in relation to the participants' delayed recognition of the target words, $F(2, 126)= 42.616$, $p<0.001$. The pairwise comparisons also confirmed the differences across the means of all three types of treatments at $p<0.001$ significance level. In this regard, EFL learners got by far the highest word recognition scores under the treatment of isolated FFI. They also obtained significantly more lexical gains from integrated FFI in terms of the immediate recognition of the target words as compared to incidental exposure alone.

Table 4.18. *The overall results of the delayed post-tests*

		N	M	SD	%	df	F	p
Delayed post-test (Word Recognition)	Isolated FFI	43	7.93	1.33	88 %	2 126	42.616	0.000
	Integrated FFI	43	5.81	2.17	65 %			
	Incidental Learning	43	3.91	2.40	43 %			
Delayed post-test (Word Recall)	Isolated FFI	43	1.37	0.99	15 %	2 126	38.408	0.000
	Integrated FFI	43	0.51	0.61	6 %			
	Incidental Learning	43	0.10	0.23	1 %			

Note: Maximum mean score = 9.00

After a two-week interval, the students could recall and properly produce 15% of the target words under the treatment of isolated FFI ($M=1.37$, $SD=0.99$) while the rate of their delayed retention was 6% for the words presented through integrated FFI ($M=0.51$, $SD=0.61$). They were able to recall only 1% of the target vocabulary ($M=0.10$, $SD=0.23$) when they were exposed to incidental learning with no FonF. One-way ANOVA analysis released statistically significant differences among the mean scores of isolated FFI, integrated FFI and incidental learning within the scope of the participants' delayed recall of the target words, $F(2, 126)= 38.408$, $p<0.001$. The post hoc tests verified the significance of differences between isolated FFI and integrated FFI as well as between isolated FFI and incidental learning at $p<0.001$ level. The difference between the means of integrated FFI and incidental learning was also significant at $p<0.05$ level. Hence, these research findings revealed positive research evidence for the superiority of isolated FFI over integrated FFI and incidental exposure

on EFL learners' delayed recognition and recall of target vocabulary items in reading texts. Integrated FFI also led to higher rates of vocabulary gains in delayed post-tests as compared to incidental learning with no FonF.

The detailed analyses of the results from the individual groups were also in consistent with the overall research findings. As shown in Table 4.19, isolated FFI led to the highest delayed recognition scores for the participants in Group A, $F(2, 42)=14.038$, $p<0.001$. They recognised 81% of the target lexical items correctly when they were given isolated FFI ($M=7.27$, $SD=1.49$). Their achievement rate was 59% for integrated FFI ($M=5.33$, $SD=2.06$) while the figure was only 37% when they were expected to learn the target words incidentally ($M=3.33$, $SD=2.44$). The pairwise comparisons statistically verified the significant differences between the means of isolated FFI and integrated FFI as well as between the means of integrated FFI and incidental exposure alone at $p<0.05$ level. The differences between the mean scores of isolated FFI and incidental exposure with no FonF were significant at $p<0.001$ level. In view of these research findings, it can be concluded that the students in Group A obtained the highest vocabulary gains under the treatment of isolated FFI. Integrated FFI was also statistically detected to be more efficient in the delayed recognition of target words as compared to incidental learning with no FonF.

Table 4.19. *The results of the delayed post-tests (Group A)*

		n	M	SD	%	df	F	p
Delayed post-test (Word Recognition)	Isolated FFI	15	7.27	1.49	81 %	2 42	14.038	0.000
	Integrated FFI	15	5.33	2.06	59 %			
	Incidental Learning	15	3.33	2.44	37 %			
Delayed post-test (Word Recall)	Isolated FFI	15	1.50	0.94	17 %	2 42	160.330	0.000
	Integrated FFI	15	0.47	0.69	5 %			
	Incidental Learning	15	0.10	0.28	1 %			

Note: Maximum mean score = 9.00

In the delayed word recall tests, the students in Group A performed best under the treatment of isolated FFI as compared to the integrated FFI and the incidental exposure alone, $F(2, 42)=160.330$, $p<0.001$. They were able to recall 17% of the target vocabulary items accurately even two weeks after isolated FFI ($M=1.50$, $SD=0.94$). Integrated FFI provided the same students with 5% of the long-term retention of the

target words ($M=1.93$, $SD=1.97$) as compared to approximately 1% of the delayed recall for incidental learning with no FonF ($M=0.07$, $SD=1.26$). The pairwise comparisons substantiated the statistically significant differences between the mean scores of isolated and integrated FFI at $p<0.01$ level. The difference between isolated FFI and incidental exposure alone was found to be significant at $p<0.001$ level. However, there was no statistically significant difference between the means of integrated FFI and incidental exposure without FonF, $p=0.469$. Thus, these findings revealed positive research evidence for the supremacy of isolated FFI over integrated FFI and incidental learning. Integrated FFI was also substantiated to be significantly better than incidental exposure alone in terms of the delayed retention of the target words.

Table 4.20. *The results of the delayed post-tests (Group B)*

		n	M	SD	%	df	F	p
Delayed post-test (Word Recognition)	Isolated FFI	13	8.46	0.78	94 %	2 36	18.797	0.000
	Integrated FFI	13	7.08	2.02	77 %			
	Incidental Learning	13	4.08	2.40	45 %			
Delayed post-test (Word Recall)	Isolated FFI	13	1.23	0.73	14 %	2 36	7.032	0.000
	Integrated FFI	13	0.69	0.56	8 %			
	Incidental Learning	13	0.04	0.14	0.5 %			

Note: Maximum mean score = 9.00

Table 4.20 displays that EFL learners in Group B benefited the most efficiently from isolated FFI in terms of their word recognition scores even two weeks after the treatments, $F(2, 36)= 18.797$, $p<0.001$. They managed to recognise nearly 94% of the target words presented in isolation ($M=8.46$, $SD=0.78$) whereas this ratio was 77% for the target lexical items taught in integrated way ($M=7.08$, $SD=2.02$). They were able to recognize 45% of these words correctly when they were exposed to incidental learning with no FonF ($M=4.08$, $SD=2.40$). Although the mean score of isolated FFI was considerably higher than that of integrated FFI, pairwise comparisons did not yielded any statistically significant difference between two types of FFI, $p=0.199$. The differences between the means of isolated FFI and incidental exposure alone were identified to be significant at $p<0.001$ level. There were also statistically significant differences between the means scores of integrated FFI and incidental exposure at

$p < 0.01$ level. Considering these statistics, it can be concluded that the participants in Group B got by far the highest word recognition scores under the treatment of isolated FFI. They also obtained significantly higher levels of lexical gains from FFI as compared to incidental learning with no FonF.

Isolated FFI led the students Group B to higher rates of the delayed word recall than integrated FFI and incidental exposure alone, $F(2, 36) = 7.032$, $p < 0.001$. The participants recalled 14% of the target words properly two weeks after the isolated FFI treatment session ($M = 1.23$, $SD = 0.73$). Their achievement rates were 8% for the words taught through integrated FFI ($M = 0.69$, $SD = 0.56$) and only 0.5% for the words they learned incidentally from the reading texts ($M = 0.04$, $SD = 0.14$). The pairwise comparisons statistically validated the significant differences between the means of isolated FFI and integrated FFI as well as between the means of integrated FFI and incidental exposure at $p < 0.05$ level. The difference between the means scores of isolated FFI and incidental exposure was found to be significant at $p < 0.001$ level. Given these findings, it can be concluded that isolated FFI provided EFL learners in Group B with superior long-term retention of the target words as compared to integrated FFI and incidental learning. Integrated FFI also gave rise to better results than incidental exposure without FonF with regard to the participants' delayed recall of the target vocabulary items.

The results of delayed post-tests from Group C were also in harmony with the overall study findings of the second research question (See Table 4.21). According to statistics, isolated FFI yielded the best outcomes in terms of the students' recognition of the target words, and it was followed by integrated FFI and incidental learning, respectively, $F(2, 42) = 14.920$, $p < 0.001$. The participant's achievement rate in the delayed word recognition test was roughly 90% under the treatment of isolated FFI ($M = 8.13$, $SD = 1.36$) while integrated FFI led them to 58% of success rate ($M = 5.20$, $SD = 2.08$). This ratio remained at 48% for incidental exposure alone ($M = 4.33$, $SD = 2.41$). The post hoc tests statistically verified the significant differences between the mean scores of isolated and integrated FFI at $p < 0.01$ level. The difference between the means of isolated FFI and incidental learning was significant at $p < 0.001$ level. However, no statistically significant difference was found between the mean scores of integrated FFI and incidental learning, $p = 0.724$. These findings pointed out that isolated

FFI offered EFL learners by far the greatest word recognition gains as compared to both integrated FFI and incidental learning. Although the students in Group C recognised more target words under the treatment of integrated FFI than those target words learned incidentally, the results revealed no statistically significant difference between these two types of treatments.

Table 4.21. *The results of the delayed post-tests (Group C)*

		n	M	SD	%	df	F	p
Delayed post-test (Word Recognition)	Isolated FFI	15	8.13	1.36	90 %	2 42	14.920	0.000
	Integrated FFI	15	5.20	2.08	58 %			
	Incidental Learning	15	4.33	2.41	48 %			
Delayed post-test (Word Recall)	Isolated FFI	15	1.37	1.25	15 %	2 42	9.388	0.000
	Integrated FFI	15	0.40	0.57	5 %			
	Incidental Learning	15	0.17	0.24	2 %			

Note: Maximum mean score = 9.00

The participants in Group C also benefited best from isolated FFI in terms of the delayed recall of the target words, $F(2, 42) = 9.388$, $p < 0.001$. They could recall 15% of the target words correctly when they were provided with isolated form-focused vocabulary instruction ($M = 1.37$, $SD = 1.25$). Their achievement rates were 5% for the words taught through integrated FFI ($M = 0.40$, $SD = 0.57$) and only 2% for the target words they learned incidentally from the reading texts ($M = 0.17$, $SD = 0.24$). The post hoc tests validated the significance of differences between the mean scores of isolated and integrated FFI as well as between the means of isolated FFI and incidental exposure at $p < 0.01$ level. However, no statistically significant difference was found between the means of integrated FFI and incidental learning, $p = 1.000$. Hence, these findings also revealed positive research evidence for the superiority of isolated FFI over integrated FFI and incidental learning with no FonF with regard to the participants' delayed retention of target vocabulary items. These results did not yielded statistically significant difference between the effects of integrated FFI and incidental learning with no FonF.

4.2.6. The effects of isolated FFI, integrated FFI, and incidental learning with no FonF on EFL learner's recognition and recall of the target words in various reading texts

The third research question is as follows: "Do the effects of (a) incidental learning with no focus on form, (b) isolated FFI, and (c) integrated FFI differ from one reading text to another in terms EFL learners' immediate or delayed recognition and recall of the target vocabulary items?" One-way ANOVA analyses were run to find out whether the effects of incidental learning with no focus on form, isolated FFI, and integrated FFI differ from one text to another in terms of EFL learners' recognition and recall of the target words in these reading texts. The pairwise comparisons with Bonferroni adjustment were also conducted as the post hoc tests in order to detect where the significant differences exist among these three techniques of vocabulary learning.

Table 4.22. *The results of the immediate post-tests (Text A)*

		n	M	SD	%	df	F	p
Immediate post-test (Word Recognition)	Isolated FFI	15	8.33	0.98	93 %	2 40	47.355	0.000
	Integrated FFI	13	6.69	1.44	74 %			
	Incidental Learning	15	3.40	1.72	38 %			
Immediate post-test (Word Recall)	Isolated FFI	15	4.97	1.23	55 %	2 40	61.375	0.000
	Integrated FFI	13	3.19	1.56	35 %			
	Incidental Learning	15	0.33	0.45	4 %			

Note: Maximum mean score = 9.00

Table 4.22 illustrates that the target words in Text A were recognised best when the students were provided with isolated FFI, $F(2, 40) = 47.355$, $p < 0.001$. The participants correctly recognised 93% of the target words in Text A under the treatment of isolated FFI ($M = 8.33$, $SD = 0.98$) while integrated FFI led them to 74% of success rate in the immediate word recognition test ($M = 6.69$, $SD = 1.44$). This figure remained at 38% for incidental exposure alone ($M = 3.40$, $SD = 1.72$). The pairwise comparisons were run as post hoc tests, and they pointed out that there was a statistically significant differences between the mean scores of isolated and integrated FFI at $p < 0.01$ level. The differences between the means scores of isolated FFI and incidental learning as well as between the mean scores of integrated FFI and incidental learning were detected to be significant at $p < 0.001$ level. These research findings suggested that the target words in

Text A were learned best through isolated FFI. Integrated FFI also provided the students with significantly greater word recognition gains than incidental exposure alone.

In the immediate word recall tests, the target vocabulary items in Text A were recalled best by the participants under the treatment of isolated FFI as compared to the integrated FFI and the incidental exposure alone, $F(2, 40) = 61.375$, $p < 0.001$. Immediately after isolated FFI treatment, the students recalled 55% of the target words accurately ($M = 4.97$, $SD = 1.23$). Integrated FFI supplied the same students with 35% of the immediate retention of the target words ($M = 3.19$, $SD = 1.56$) as compared to 4% of the word recall with incidental learning with no FonF ($M = 0.33$, $SD = 0.45$). The post hoc tests substantiated the statistically significant differences between the mean scores of isolated and integrated FFI at $p < 0.01$ level. There were also significant differences between the means of isolated FFI and incidental learning as well as between the means of integrated FFI and incidental learning at $p < 0.001$ level. These statistical findings revealed positive research evidence for the superiority of isolated FFI over integrated FFI and incidental learning. Integrated FFI was also verified to be better than incidental exposure alone in terms of the immediate retention of the target words in Text A.

Table 4.23. *The results of the delayed post-tests (Text A)*

		n	M	SD	%	df	F	p
Delayed post-test (Word Recognition)	Isolated FFI	15	7.27	1.49	81 %	2 40	9.842	0.000
	Integrated FFI	13	7.08	2.02	79 %			
	Incidental Learning	15	4.33	2.41	48 %			
Delayed post-test (Word Recall)	Isolated FFI	15	1.50	0.94	17 %	2 40	15.803	0.000
	Integrated FFI	13	0.69	0.56	8 %			
	Incidental Learning	15	0.17	0.24	2 %			

Note: Maximum mean score = 9.00

As shown in Table 4.23, isolated FFI also led EFL learners to the highest rates of word recognition gains for the target vocabulary items in Text A two weeks after the treatments, $F(2, 40) = 9.842$, $p < 0.001$. The students managed to recognise 81% of the target words in Text A correctly when they were given isolated FFI ($M = 7.27$, $SD = 1.49$). Their achievement rate was 79% for integrated FFI ($M = 7.98$, $SD = 2.02$) while the figure was 48% when they were exposed to learn the target words incidentally from Text A ($M = 4.33$, $SD = 2.41$). Although the mean score of isolated FFI was considerably higher

than that of integrated FFI, the pairwise comparisons did not yielded any statistically significant difference between two types of FFI, $p=1.000$. The differences between the means of isolated FFI and incidental exposure alone as well as between integrated FFI and incidental exposure alone were found to be significant at $p<0.01$ level. Hence, these results revealed that the target words in Text A were learned more effectively through isolated FFI. Integrated FFI also provided EFL learners with higher vocabulary gain scores than incidental learning with no FonF.

According to the delayed word recall tests, the students retained more target words of Text A under the treatment of isolated FFI as compared to their performance after the treatments of integrated FFI and the incidental exposure alone, $F(2, 40)=15.803$, $p<0.001$. The participants were able to recall 17% of the target vocabulary items accurately even two weeks after isolated FFI ($M=1.50$, $SD=0.94$). Integrated FFI provided the participants with 8% of the long-term retention of the target words in Text A ($M=0.69$, $SD=0.56$) as compared to 2% of the delayed recall for incidental learning with no FonF ($M=0.17$, $SD=0.24$). The post hoc tests validated the statistically significant differences between the mean scores of isolated and integrated FFI at $p<0.01$ level. The difference between the means of isolated FFI and incidental exposure alone was found to be significant at $p<0.001$ level. However, there was no statistically significant difference between the means of integrated FFI and incidental exposure without FonF, $p=0.120$. Given these findings, it can be concluded that EFL learners showed by far the best performance in the long-term retention of the target words in Text A when they were given isolated FFI. They also recalled more target vocabulary items from Text A through integrated FFI as compared to their performance in incidental exposure alone.

Table 4.24 displays that the participating students performed best in the instant recognition of the target words in Text B when they were given isolated FFI, $F(2, 40)=36.446$, $p<0.001$. They correctly recognised 92% of the target words in Text B under the treatment of isolated FFI ($M=8.31$, $SD=0.95$) while integrated FFI led them to 68% of achievement rate in the immediate word recognition test ($M=6.13$, $SD=2.00$). They were able to recognise only 35% of the target vocabulary when they were exposed to incidental learning alone ($M=3.13$, $SD=1.64$). The pairwise comparisons, which were employed as post hoc tests, justified that there was a significant differences between the

mean scores of isolated and integrated FFI at $p < 0.01$ level. Statistically significant differences were also observed between the means of isolated FFI and incidental learning in addition to between the mean scores of integrated FFI and incidental learning at $p < 0.001$ level. These statistics demonstrated that the target words in Text B recognised best when EFL learners were provided with isolated FFI. Integrated FFI was also found to be more effective in equipping the students with higher word recognition scores than incidental learning with no FonF.

Table 4.24. *The results of the immediate post-tests (Text B)*

		n	M	SD	%	df	F	p
Immediate post-test (Word Recognition)	Isolated FFI	13	8.31	0.95	92 %	2 40	36.446	0.000
	Integrated FFI	15	6.13	2.00	68 %			
	Incidental Learning	15	3.13	1.64	35 %			
Immediate post-test (Word Recall)	Isolated FFI	13	5.50	2.40	61 %	2 40	27.212	0.000
	Integrated FFI	15	1.73	2.48	19 %			
	Incidental Learning	15	0.07	0.26	1 %			

Note: Maximum mean score = 9.00

As for the immediate word recall tests, the students retained more target words from Text B under the treatment of isolated FFI as compared to the integrated FFI and the incidental exposure alone, $F(2, 40) = 27.3212$, $p < 0.001$. They succeeded in recalling 61% of the target words accurately immediately after isolated FFI ($M = 5.950$, $SD = 2.40$). Their average rate of immediate recall was 19% for integrated FFI ($M = 1.73$, $SD = 2.48$), and this ratio was solely 1% after incidental learning with no FonF ($M = 0.07$, $SD = 0.26$). The post hoc tests validated the significant differences not only between the means of isolated and integrated FFI but also between the means of isolated FFI and incidental learning at $p < 0.001$ level. However, there was no statistically significant difference between the mean scores of integrated FFI and incidental learning, $p = 0.079$. Hence, these findings produced positive research evidence for the supremacy of isolated FFI over integrated FFI and incidental learning in terms of the participants' immediate recall of the target words in Text B.

Two weeks after the treatments, EFL learners also obtained the highest rates of word recognition gains from Text B by means of isolated FFI, $F(2, 40) = 24.606$, $p < 0.001$ (See Table 4.25). They managed to recognise 94% of the target words in Text

B correctly under the treatment of isolated FFI ($M=8.46$, $SD=0.78$). Their success rate was 58% for integrated FFI ($M=5.20$, $SD=2.08$) whereas this ratio was 37% when they were supposed to learn the target words incidentally from Text B ($M=3.33$, $SD=2.44$). The pairwise comparisons confirmed the significant differences between the mean scores of isolated and integrated FFI as well as between the mean scores of isolated FFI and incidental exposure alone at $p<0.001$ level. The difference between the mean scores of integrated FFI and incidental exposure alone was noted to be statistically significant at $p<0.05$ level. In the light of these results, it can be concluded that EFL learners showed the best performance in the delayed recognition of the target words in Text B when they were exposed to isolated FFI. Integrated FFI also revealed better results than incidental learning with no FonF within the scope of Text B.

Table 4.25. *The results of the delayed post-tests (Text B)*

		n	M	SD	%	df	F	p
Delayed post-test (Word Recognition)	Isolated FFI	13	8.46	0.78	94 %	2 40	24.606	0.000
	Integrated FFI	15	5.20	2.08	58 %			
	Incidental Learning	15	3.33	2.44	37 %			
Delayed post-test (Word Recall)	Isolated FFI	13	1.23	0.73	14 %	2 40	15.655	0.000
	Integrated FFI	15	0.40	0.57	4 %			
	Incidental Learning	15	0.10	0.28	1 %			

Note: Maximum mean score = 9.00

In view of the delayed post-test results, the students retained more target words of Text B under the treatment of isolated FFI as compared to integrated FFI and the incidental exposure alone, $F(2, 40)= 15.655$, $p<0.001$. They were able to recall and produce 14% of the target lexical items properly even two weeks after isolated FFI ($M=1.23$, $SD=0.73$). Integrated FFI provided them with 4% of the long-term retention of the target words in Text B ($M=0.40$, $SD=0.57$) while they could gain only 1% of delayed word recall from incidental learning with no FonF ($M=0.10$, $SD=0.28$). The pairwise comparisons, which were conducted as post hoc tests, supported the statistically significant differences between the mean scores of isolated and integrated FFI at $p<0.01$ level. The difference between the means of isolated FFI and incidental exposure alone was verified to be significant at $p<0.001$ level. However, there was no statistically significant difference between the means of integrated FFI and incidental

exposure without FonF, $p=0.425$. Consequently, these research findings validated the superiority of isolated FFI over the other two treatments on EFL learners' long-term retention of the target words in Text B.

Table 4.26 presents that the participating students were significantly more successful in the recognition of the target words in Text C under the treatment of isolated FFI, $F(2, 40)= 42.804$, $p<0.001$. The participants could recognise 96% of the target words in Text C immediately after those words were presented through isolated FFI ($M=8.60$, $SD=0.91$). Their success rate of immediate word recognition was 70% for integrated FFI ($M=6.33$, $SD=1.54$) whereas this figure remained at 44% for the treatment of incidental exposure alone ($M=4.00$, $SD=1.41$). The pairwise comparisons indicated that there was a statistically significant differences across the mean scores of all three types of treatments at $p<0.001$ level. Thus, these findings revealed that the target words in Text C learned and recognised best by EFL learners when those words were taught through isolated FFI. Integrated FFI was also verified to lead EFL learners to higher word recognition gains from Text C as compared to incidental exposure alone.

Table 4.26. *The results of the immediate post-tests (Text C)*

		n	M	SD	%	df	F	p
Immediate post-test (Word Recognition)	Isolated FFI	15	8.60	0.91	96 %	2 40	42.804	0.000
	Integrated FFI	15	6.33	1.54	70 %			
	Incidental Learning	13	4.00	1.41	44 %			
Immediate post-test (Word Recall)	Isolated FFI	15	4.97	2.75	55 %	2 40	14.924	0.000
	Integrated FFI	15	1.93	1.97	21 %			
	Incidental Learning	13	0.92	0.89	10 %			

Note: Maximum mean score = 9.00

The students performed best on the immediate recall of the target vocabulary items in Text C when they were exposed to isolated FFI, rather than integrated FFI or incidental learning, $F(2, 40)= 14.924$, $p<0.001$. They managed to recall 55% of the target words properly under the treatment of isolated FFI ($M=4.97$, $SD=2.75$). Integrated FFI led the same students to the achievement rate of 21% in the immediate retention of the target words ($M=1.93$, $SD=1.97$) whereas this ratio was only 10% for the treatment of incidental learning with no FonF ($M=0.92$, $SD=0.99$). The post hoc tests released the statistically significant differences between the means of isolated and

integrated FFI at $p < 0.01$ level. The significant difference was also identified between the mean scores of isolated FFI and incidental learning at $p < 0.001$ level. However, there was no statistically significant difference between the mean scores of integrated FFI and incidental learning, $p = 0.610$. These statistics produced positive research evidence for the superiority of isolated FFI over integrated FFI and incidental exposure alone within the context of EFL learners' immediate retention of the target words in Text C.

Table 4.27 demonstrates that EFL learners got the best results from isolated FFI with regard to their delayed recognition of the target words in Text C, $F(2, 40) = 15.949$, $p < 0.001$. After a two-week interval, the participants managed to recognise 90% of the target vocabulary in Text C correctly under the treatment of isolated FFI ($M = 8.13$, $SD = 1.36$). Their achievement rate was 59% for integrated FFI ($M = 5.33$, $SD = 2.06$) while the figure was 45% when they were supposed to learn the target lexical items incidentally from Text C ($M = 4.08$, $SD = 2.40$). The pairwise comparisons validated the significant differences between the mean scores of isolated and integrated FFI at $p < 0.01$ level. There was also significant differences between the means of isolated FFI and incidental exposure alone at $p < 0.001$ level. However, no statistically significant difference was found between the means of integrated FFI and incidental exposure, $p = 0.296$. Hence, these results suggested that isolated FFI was superior to integrated FFI and incidental learning within the scope of EFL learners' long-term recognition of the target words in Text C.

Table 4.27. *The results of the delayed post-tests (Text C)*

		n	M	SD	%	df	F	p
Delayed post-test (Word Recognition)	Isolated FFI	15	8.13	1.36	90 %	2 40	15.949	0.000
	Integrated FFI	15	5.33	2.06	59 %			
	Incidental Learning	13	4.08	2.40	45 %			
Delayed post-test (Word Recall)	Isolated FFI	15	1.37	1.25	15 %	2 40	9.109	0.001
	Integrated FFI	15	0.47	0.70	5 %			
	Incidental Learning	13	0.04	0.14	0.5 %			

Note: Maximum mean score = 9.00

The findings from the delayed word recall tests in Text C were also harmonious with those from the other texts. The participants retained more target words from Text C under the treatment of isolated FFI as compared to their performance within the contexts of integrated FFI and the incidental exposure alone, $F(2, 40) = 9.109$, $p < 0.01$.

They were able to recall and produce 15% of the target words correctly even two weeks after isolated FFI (M=1.37, SD=1.25). Integrated FFI equipped the participants with 5% of delayed recall (M=0.47, SD=0.70) while incidental learning led them to merely 0,5% of the long-term retention of the target words in Text C (M=0.04, SD=0.14). The post hoc tests, which were conducted as pairwise comparisons, revealed the statistically significant differences between the means of isolated and integrated FFI at $p<0.05$ level. The difference between the means of isolated FFI and incidental exposure alone was detected to be significant at $p<0.01$ level. However, no statistically significant difference was explored between the mean scores of integrated FFI and incidental exposure without FonF, $p=0.569$. These findings suggested that EFL learners retained significantly more target words from Text C when they were given isolated FFI.

In conclusion, the quantitative research results demonstrated that the target vocabulary items in all three texts were recognised and retained best when EFL learners were exposed to isolated FFI. Integrated FFI also led the participants to significantly greater word recognition gains than incidental exposure alone (See Table 4.28).

Table 4.28. *The overall research results of the reading texts*

Test Type	Treatment	Text A			Text B			Text C		
		M	SD	%	M	SD	%	M	SD	%
Immediate post-test (Word Recognition)	Isolated FFI	8.33	0.98	93%	8.31	0.95	92%	8.60	0.91	96%
	Integrated FFI	6.69	1.44	74%	6.13	2.00	68%	6.33	1.54	70%
	Incidental Learning	3.40	1.72	38%	3.13	1.64	35%	4.00	1.41	44%
Immediate post-test (Word Recall)	Isolated FFI	4.97	1.23	55%	5.50	2.40	61%	4.97	2.75	55%
	Integrated FFI	3.19	1.56	35%	1.73	2.48	19%	1.93	1.97	21%
	Incidental Learning	0.33	0.45	4%	0.07	0.26	1%	0.92	0.89	10%
Delayed post-test (Word Recognition)	Isolated FFI	7.27	1.49	81%	8.46	0.78	94%	8.13	1.36	90%
	Integrated FFI	7.08	2.02	79%	5.20	2.08	58%	5.33	2.06	59%
	Incidental Learning	4.33	2.41	48%	3.33	2.44	37%	4.08	2.40	45%
Delayed post-test (Word Recall)	Isolated FFI	1.50	0.94	17%	1.23	0.73	14%	1.37	1.25	15%
	Integrated FFI	0.69	0.56	8%	0.40	0.57	4%	0.47	0.70	5%
	Incidental Learning	0.17	0.24	2%	0.10	0.28	1%	0.04	0.14	0.5%

Note: Maximum mean score = 9.00

4.3. The Qualitative Research Findings

The fourth research question of the present study is as follows: “What are EFL learners’ preferences among (a) incidental learning with no focus on form, (b) isolated form-focused vocabulary instruction, and (c) integrated form-focused vocabulary instruction in a text-based reading course?” The quantitative study results statistically revealed that isolated FFI provided EFL learners with by far the highest vocabulary gain scores as compared to integrated FFI and incidental learning with no FonF. The qualitative research findings from the open-ended questionnaires and semi-structured interviews also supported these statistical outcomes since a great number of participants opted for isolated FFI rather than integrated FFI and incidental exposure alone in learning vocabulary in a text-based reading lesson.

4.3.1. EFL learners’ preferences for vocabulary learning in a text-based reading course

Table 4.29. *EFL learners’ preferences for vocabulary learning in a text-based reading course*

n	%	EFL learners’ preferences
39	90,7%	Isolated form-focused vocabulary instruction
3	7%	Integrated form-focused vocabulary instruction
1	2,3%	Incidental learning with no focus on form

Table 4.29 shows 43 participants’ favourite vocabulary learning techniques in a text-based reading course. In parallel with the quantitative research results, nearly 91% of the participating students expressed their preferences for isolated vocabulary instruction seeing that isolated FFI led them to more immediate learning and long-term retention of target vocabulary items during a meaning-oriented reading practice. Approximately 7% of the participants opted for integrated form-focused vocabulary instruction in EFL reading classes. Only one participant (2%) showed a preference for incidental learning with no FonF to acquire new vocabulary items from reading texts. In brief, isolated FFI became the first choice of the majority of participating students for learning vocabulary items in a text-based reading course. Hence, the qualitative research findings also revealed positive research evidence for the superiority of isolated FFI

over integrated FFI and incidental exposure alone in terms of EFL learners' preferences, which verified the quantitative research results of the current study.

4.3.2. EFL learners' perceptions of three treatments

The last research question is as follows: "What are EFL learners' perceptions of (a) incidental learning with no focus on form, (b) isolated form-focused vocabulary instruction, and (c) integrated form-focused vocabulary instruction in a text-based reading course?" The qualitative findings from 43 open-ended questionnaires and 18 semi-structured interviews were in harmony with the quantitative research results because the majority of Turkish EFL learners reflected more positive ideas, thoughts, and feelings with regard to isolated FFI as compared to integrated FFI and incidental learning with no FonF.

4.3.2.1. EFL learners' perceptions of isolated form-focused vocabulary instruction

The qualitative research findings revealed a grand total of 1741 codes with regard to EFL learners' perceptions of isolated FFI. These codes were classified into two main themes and eight related sub-themes. The main themes were "*vocabulary learning*" (1129 codes) and "*reading*" (612 codes). Four sub-themes of vocabulary learning were "*vocabulary size and depth*" (168 codes), "*quality*" (576 codes), "*learning context*" (158 codes), and "*learner attitude*" (227 codes). On the other hand, four sub-themes of reading were "*pre-reading*" (181 codes), "*reading comprehension*" (148 codes), "*reading fluency*" (117 codes), and "*reader reaction*" (166 codes). In the light of these two main themes and eight sub-themes, 43 EFL learners' opinions about isolated FFI will be clarified in detail hereafter with the excerpts from the open-ended questionnaires and the semi-structured interviews.

4.3.2.1.1. Main theme 1: Vocabulary learning

In view of the qualitative research findings, a great number of participating students reported that isolated FFI led them to a more effective vocabulary learning as compared to integrated FFI and incidental learning with no FonF. A total of 1129 codes were discovered with regard to the first main theme "*vocabulary learning*" and four

relevant sub-themes; namely, “*vocabulary size and depth*”, “*quality*”, “*learning context*”, and “*learner attitude*” (See Table 4.30).

Table 4.30. *The distribution of codes in theme 1: Vocabulary learning (Isolated FFI)*

Isolated FFI			
Main Theme	Categories	Sub-categories	Frequency of Codes
Vocabulary Learning	Vocabulary size & depth	✓ learning all target words / more target words in number	87
		✓ deeper knowledge of each target word	81
	Quality	✓ best / most successful method, most effective / efficient / beneficial vocabulary learning	112
		✓ easier / more efficient memorization, stronger semantic network	79
		✓ better / longer retention	65
		✓ useful / functional / reasonable / practical method	58
		✓ more effective repetition, revision and practice	56
		✓ better / easier recall	53
		✓ superior exemplification of the concept of the words (through sample sentences)	51
		✓ more opportunities to check comprehension of word meanings	49
		✓ easiest learning, most facilitative instruction	42
		✓ faster learning	7
		✓ short-term retention*	2*
		✓ not very useful, not very successful*	2*
	Learning Context	✓ attention grabbing, direct focus on words	73
		✓ doing one activity at a time	47
		✓ chance of learning words through various techniques such as visuals	33
	Learner Attitude	✓ harmonious learning as a whole class	5
		✓ appropriate, favourable, ideal, favourite	98
		✓ most enjoyable, pleasant learning	74
		✓ feeling comfortable	29
		✓ greater self-confidence	13
		✓ feeling successful	11
		✓ not suitable for my learning style*	1*
		✓ feeling confused*	1*
Total number of codes			1129

* Participants who prefer vocabulary-learning methods other than isolated FFI

Vocabulary size and depth

The qualitative findings revealed 168 codes with respect to the size and depth of target words that the participating students learned through isolated FFI. The size (breadth) of vocabulary knowledge refers to the number of the words that a L2 learner knows whereas the depth of lexical knowledge is defined as how well each individual word is known and organized in the learner's mental lexicon (Schmitt, 2014). Most of Turkish EFL learners asserted that isolated FFI led them to a higher rate of learning in terms of both size and depth of vocabulary knowledge. On the one hand, the participants declared that they were able to learn all of the target vocabulary items or more words in number with the help of isolated FFI (87 codes). In his questionnaire, Student 5 from Group B stated that:

I prefer receiving isolated form-focused vocabulary instruction in a reading course. I have succeeded in learning most of the target words by means of isolated FFI, and I have comprehended the reading text more effectively.

On the other hand, the participating students put forward that isolated FFI provided them with a deeper knowledge of each individual target word (81 codes). At the end of his questionnaire, Student 10 from Group A indicated that:

Isolated form-focused vocabulary instruction is more suitable for my learning style. After the initial learning of the meanings of the target words before reading, seeing them again in the context of reading texts allows us to grasp the forms and the use of those words better.

Student 12 from Group C reported that:

When the new L2 words are taught in isolation before reading, we inevitably pay more attention to the spelling, pronunciation, and the meanings of each individual target word. ...

Consequently, a large number of Turkish EFL learners expressed that isolated FFI facilitated their acquisition of not only higher number of target words but also more lexical aspects of each target word such as spoken and written form, meaning, appropriateness and constraints on use, grammatical patterns, collocations and associations.

Quality

A great number of Turkish EFL learners pointed out that isolated FFI also offered a higher quality of vocabulary learning as well as the quantity. In this regard, a total of 576 codes were deduced from the qualitative data about the “*quality*” of vocabulary

learning under the treatments of isolated FFI. The participants described isolated form-focused vocabulary instruction as the best or most successful method by maintaining that isolated FFI led them to a more effective acquisition of the target words in the reading texts (112 codes). Student 11 from Group B ended his questionnaire with the following statement:

Learning the novel L2 words separately before reading is by far the best method to master those target vocabulary items more effectively and to comprehend the reading texts better.

In this respect, isolated FFI was designated to be the most beneficial way of learning new L2 words in reading texts.

Some students mentioned the ease of learning the target words through isolated form-focused vocabulary instruction (42 codes) whereas some others highlighted the speed of their lexical learning within the treatments of isolated FFI (7 codes). In his questionnaire, Student 2 from Group C declared that:

I would rather receive isolated form-focused vocabulary instruction prior to reading the texts. The underlying reason behind my preference is that this technique supplies us with the opportunity to learn the target L2 vocabulary items faster and more easily.

Moreover, isolated FFI was argued to be more advantageous to store the novel L2 vocabulary items easily in the long-term memory, thereby giving rise to a more effective memorization process (79 codes). The participants asserted that isolated vocabulary instruction provided them with more opportunities to build up stronger semantic networks among the words in their memory by making associations between the newly acquired and the old words. During the interviews, Student 3 from Group B emphasized that:

In my opinion, isolated FFI is the most effective method. We highly benefit from the initial learning of new L2 words before reading the texts. Then, we revise and practice those words with the help of sample sentences. When we subsequently recall and retrieve these words from our memory during reading comprehension, we establish better semantic networks among the words in our memory. The more we repeat the newly learned vocabulary items, the better we master them.

Turkish EFL learners also suggested that they could easily recall the target L2 words from their memory by virtue of isolated FFI (53 codes). In the course of her interview, Student 15 from Group B expressed that:

Isolated FFI was an effective method. Initially, we learned the meanings of new L2 target words separately before reading, and we were exposed to some example sentences that

include these words. Then, we practised these words again in the context of reading. ... Hence, I could easily recall the meanings of the target words whenever I wanted, even one week later.

In her questionnaire, Student 14 from Group A highlighted that:

Isolated form-focused vocabulary instruction provided me with a better retention of the new target words in the reading text because I learned them with the help of the visual materials and I found opportunity to pronounce them. I was also able to recall the meanings of these target words more clearly since we practised them through the example sentences.

Likewise, most of the participating students asserted that isolated FFI equipped them with better or longer retention of the target vocabulary items in the reading texts (65 codes). In his questionnaire, Student 6 from Group C also revealed that:

I think isolated FFI is the best method for teaching new L2 vocabulary items. Since we learned the meanings of target words separately before reading, I could read the text more fluently. In this way, the reading text functioned as a mental exercise through which we can retain the newly learned target words in our memory for a long time.

Furthermore, the majority of the participants mentioned that isolated FFI paved the way for effective repetition, revision and practice of target vocabulary items (56 codes). They proposed that such kind of revision and practice offered them more opportunities to check their comprehension of the target words (49 codes). During the interviews, Student 4 from Group B articulated that:

Isolated form-focused vocabulary instruction is more reasonable than the other two techniques. Even if we forget the meanings of the new L2 words that we have learned in isolation before reading, we can easily check our knowledge of those words by inferring their meanings again from the context during reading. In this way, we repeat and revise the target words by practising them in our mind.

Turkish EFL learners also suggested that isolated FFI yielded the superior exemplification of the concept of the target words thanks to some sample sentences and the visuals embedded in these sentences (51 codes). In her questionnaire, Student 8 from Group B stated that:

I think that isolated FFI is the most efficient way of learning new L2 vocabulary items. I can learn all the target words easily and keep them in my memory for a longer time because the sample sentences along with the visuals strengthen the link between the forms and the meanings of those words.

Keeping these characteristics in mind, almost all of the participating students described isolated FFI as “useful”, “functional”, “reasonable” and “practical” way of

learning the novel target words in reading texts (58 codes). In his questionnaire, Student 6 from Group B reported that:

In my opinion, isolated FFI is a reasonable and functional method in mastering new vocabulary items in reading texts. When we learn the target L2 words before reading, we are able to both retain these words in our memory for a longer period of time and read the text more fluently, without wasting time to think about the meanings of these unknown words.

On the other hand, two participants who expressed their preferences for the other vocabulary learning methods gave negative details of isolated FFI. They found isolated vocabulary instruction as “not very useful” and “unsuccessful” (2 codes) by arguing that they did not experience with long-lasting retention of the target words within the treatments of isolated FFI (2 codes).

Learning context

The qualitative research findings released 158 codes in relation to the “*learning context*”. The greatest number of participants designated isolated FFI as “attention-grabbing” since it drew more direct attention to the novel L2 words in the reading texts, which raised their awareness of these unknown vocabulary items (73 codes). During her interview, Student 16 from Group C articulated that:

I think isolated FFI has led us to higher lexical gains owing to the fact that we have focused all of our attention merely on target vocabulary items before we start reading.

In his questionnaire, Student 13 from Group B indicated that:

I think isolated form-focused vocabulary instruction was the most efficient method. It led us to an easier recall and a better retention of newly-learned vocabulary items since we directly focused on learning the meanings of each target word in the reading text.

In addition, most Turkish EFL learners attributed the success of isolated FFI to doing only one activity at a time: first learning vocabulary, and then reading the text (47 codes). For instance, Student 14 from Group A concluded her questionnaire with the following statement:

I prefer isolated form-focused vocabulary instruction before reading the texts. I can concentrate better on what I do by completing one activity and moving on to the other. During the treatments of isolated FFI, I was able to focus all my attention on vocabulary learning and succeeded in learning all the target words more effectively by taking notice of not only their spelling and pronunciation but also their meanings. ...

As another example, Student 15 from Group B reported that:

I have not had any difficulty within the treatment of Isolated FFI as compared to the other two methods. I have succeeded in learning more target words in number through isolated FFI because my brain responds well to learning if I do only one activity at a time. In this way, I am able to learn the new L2 vocabulary items in the reading texts more easily. ... Therefore, this method is very useful.

Furthermore, some participants regarded isolated FFI as more convenient for learning vocabulary through various techniques (33 codes). Many students asserted that isolated FFI gave them a golden chance of learning the target words through visuals. In her questionnaire, Student 11 from Group A emphasized that:

I think isolated FFI is the most intelligible technique. With the help of this technique, I could keep all the target words in my memory for a long time. The teacher's use of visual materials during the instruction made the lesson more enjoyable and fruitful. ...

Student 4 from Group B started her questionnaire with the following statement:

Isolated FFI provided me with the best retention of the target L2 words due to the fact that I learned the new vocabulary items in the reading text by means of visual techniques.

Lastly, a few participants mentioned that isolated FFI offered them opportunity to learn the target words harmoniously as a whole class (5 codes). In his questionnaire, Student 1 from Group C underlined that:

In my opinion, isolated form-focused vocabulary instruction was the most ideal method. As a whole class, we both learned the unknown L2 words at the same time and read the text in harmony with each other. Therefore, isolated FFI did not divert our focus of attention away from vocabulary learning and it did not cause us to lose concentration on reading.

Learner attitude

As a result of the qualitative data analysis, a total of 227 codes were determined with reference to “*learner attitudes*” towards isolated FFI. The majority of Turkish EFL learners narrated their vocabulary learning experiences as “enjoyable” and “pleasant” during the treatments of isolated FFI (74 codes). In her questionnaire, Student 12 from Group A reported that:

Isolated FFI provides us with an enjoyable atmosphere in which we can learn the target L2 words more effectively through the visual materials. We keep these words in our memory better since we practise them through the sample sentences and revise them in the linguistic context of the reading texts, which makes the target vocabulary items easier to learn, memorise and recall.

A great number of participants clarified that they felt themselves more comfortable within the treatments of isolated FFI (29 codes). Isolated FFI was also declared to lead the students to feel more successful in vocabulary learning (11 codes). For example, Student 12 from Group A completed her interview with the following remarks:

I prefer isolated form-focused vocabulary instruction because it makes me feel more comfortable and successful while learning the target L2 words in the reading text.

Some other participants asserted that isolated FFI enhanced their self-confidence in their lexicon (13 codes). During his interview, Student 10 from Group A stated that:

When I learned the new vocabulary items in isolation before reading the text, I felt myself more confident with my lexical knowledge, and I could comprehend the text better.

Nearly 91% of the participants labelled isolated FFI as their “favourite” since they found this method “ideal”, “favourable”, or “appropriate” for their learning style (98 codes). All in all, it can be concluded that almost all of Turkish EFL learners showed positive attitudes towards learning the target L2 words in isolation, except for 1 participant who regarded this method as unsuitable for his learning style by stating that he felt confused under the treatment of isolated FFI (1 code).

4.3.2.1.2. Main theme 2: Reading

In the light of the qualitative research findings, a great number of participants reported that isolated FFI provided them with a better atmosphere to improve their reading skills when compared to integrated FFI and incidental learning with no FonF. A total of 612 codes were identified pertaining to the second main theme “*reading*” and four related sub-themes; namely, “*pre-reading*”, “*reading comprehension*”, “*reading fluency*”, and “*reader reaction*” (See Table 4.31).

Pre-reading

181 codes were discovered in connection with the sub-theme “*pre-reading*”. The majority of 43 Turkish EFL learners put forward that isolated form-focused vocabulary instruction supplied them with a better atmosphere to improve their pre-reading skills. To start with, the participating students suggested that isolated FFI made them lexically well-prepared for the reading texts (74 codes). Second, isolated FFI was reported to remove some of the psychological barriers to reading comprehension by making the

students braver, more comfortable, less stressful, and more self-confident (31 codes). Third, the participants declared that isolated form-focused vocabulary instruction gave them an idea about the content of the text prior to reading (35 codes). Finally, isolated FFI was stated to provide Turkish EFL learners with a higher motivation and an easier adaptation to the texts by arousing their interests in the topic of these texts (41 codes).

Here are some sample excerpts from the questionnaires and the interviews, which illustrate the facilitative role of isolated FFI in developing Turkish EFL learners' pre-reading skills. In her questionnaire, Student 11 from Group A pointed out that:

I think isolated FFI is the most intelligible technique. With the help of this technique, ... I could comprehend the reading text more easily, and this increased my motivation to read by creating interest in the topic of the text.

In his questionnaire, Student 5 from Group C stated that:

Prior teaching of the new L2 vocabulary items in isolation before reading makes students adapted well to the texts, thereby enhancing their reading comprehension. ...

Student 3 from Group C concluded her questionnaire with the following statements:

I prefer the method of isolated form-focused vocabulary instruction prior to reading the text. In this way, we get ready for reading the text more fluently and understanding it better. It also makes reading more enjoyable for us. ...

In her questionnaire, Student 15 from Group C also indicated that:

Isolated FFI is much more effective than other methods in terms of vocabulary learning. Not only does it make you psychologically ready for the texts but it also does not interrupt the flow of reading. ...

Lastly, Student 14 from Group B ended her questionnaire with the following words:

I would prefer receive isolated FFI. Getting the prior knowledge of new L2 vocabulary items before reading gives us insight about the content and prepares us lexically for the reading texts. ...

Reading comprehension

A detailed analysis of the qualitative research data displayed 148 codes in relation to “*reading comprehension*”. As stated by nearly 90% of the participants, isolated form-focused vocabulary instruction led to a better or more effective comprehension of reading texts (72 codes). More specifically, some participating students declared that isolated FFI helped them understand the whole text in detail whereas some others

reported that isolated FFI enabled them to answer the comprehension questions more properly and willingly. In her questionnaire, Student 16 from Group C clarified that:

I think isolated FFI is the best method because I have realised that I am able to learn the target words more easily. I can also comprehend the reading texts better with the help of this method.

Student 10 from Group A emphasised that:

Learning the meanings of new L2 vocabulary items beforehand provides students with a good flow of reading. By means of isolated FFI, the whole text can be understood clearly at first reading. ...

In his questionnaire, Student 11 from Group B pointed out that:

Isolated FFI is the best method for understanding the reading texts in detail. It is extremely difficult to comprehend the texts without knowing the meanings of new L2 vocabulary items beforehand.

In addition, the majority of the participants highlighted the ease of reading comprehension under the treatments of isolated FFI (46 codes). Student 6 from Group A started his questionnaire with the following statement:

In my opinion, isolated form-focused vocabulary instruction is the most reasonable technique. When we know the meanings of new L2 vocabulary items beforehand, the interpretation of reading texts becomes easier.

Last but not least, isolated FFI was reported to lead the participants to a better processing of text organization, which can also be called as “text coherence” (30 codes). In her questionnaire, Student 14 from Group A articulated that:

Since I learned the novel L2 words before I started reading the text, I could understand the whole text in detail, and I was able to process the text organization better.

Reading fluency

A great number of Turkish EFL learners mentioned the favourable effect of isolated FFI on their flow of reading. A total of 117 codes were inferred from the qualitative data with regard to “reading fluency”. Most participants asserted that isolated FFI opened the door for a good flow of reading, which enabled them to read the texts more fluently (71 codes). In her questionnaire, Student 11 from Group C stated that:

I prefer isolated form-focused vocabulary instruction. Knowing the new L2 vocabulary items beforehand paves the way for a good flow of reading. It saves time. Since we learn

the meaning of unknown words, we are able to make sense of the text organisation and coherence more quickly.

Some students maintained that they were able to read the texts without interruption thanks to isolated form-focused vocabulary instruction (21 codes). Student 14 from Group B started her questionnaire with the following comments:

Isolated form-focused vocabulary instruction before reading not only makes students lexically well-prepared for the texts but also provides a fluent reading without interruption because there is no need to stop reading to look up unknown words in dictionaries.

Furthermore, isolated FFI was argued to allow the participating students to read the texts faster, thereby saving time in the reading course (25 codes). In his questionnaire, Student 9 from Group C underlined that:

Isolated FFI makes us lexically well-qualified for the text before we start reading. Therefore, we do not waste time in looking for the meanings of new L2 vocabulary items by interrupting our flow of reading. ...

Table 4.31. *The distribution of codes in theme 2: Reading (Isolated FFI)*

Isolated FFI			
Main Theme	Categories	Sub-categories	Frequency of Codes
Reading	Pre-reading	✓ making us lexically well-prepared for the text	74
		✓ a higher motivation to read & an easier adaptation to texts	41
		✓ giving an idea about the content of the text	35
		✓ making us psychologically ready for the text	31
	Reading Comprehension	✓ a better / more effective comprehension, understanding the text in detail, answering comprehension questions properly	72
		✓ easier comprehension of the texts, answering comprehension questions more easily	46
		✓ better processing of text organization (coherence)	30
		✓ more fluent reading, a good flow of reading	71
	Reading Fluency	✓ faster reading, time-saving	25
		✓ reading without interruption	21
		Reader	✓ pleasurable reading
	Reaction	✓ reading more comfortably / confidently / fearlessly	56
		✓ more concentrated reading	36
Total number of codes			612

Reader reaction

The qualitative research findings revealed a total of 166 codes with regard to “reader reaction”. More than 90% of the participating students declared that they took pleasure in reading when they received isolated form-focused vocabulary instruction (74 codes). Student 3 from Group C expressed her opinions of isolated FFI as follows:

In my opinion, new L2 words should be taught in isolation before reading the texts. With the help of this method, we can understand the text more easily and we can read it without interruption. Thanks to the easier comprehension, we are not bored with reading and we answer the (comprehension) questions more willingly.

In her questionnaire, Student 16 from Group A stated that:

I am inclined to learning the new L2 words first prior to reading the text. It makes the text more comprehensible, thereby giving rise to pleasurable reading. Taking a glance at the text without understanding is very different from taking pleasure in reading. I prefer reading with pleasure through isolated FFI.

Isolated FFI was also declared to provide Turkish EFL learners with more opportunities to read the texts comfortably, confidently, fearlessly or without stress (56 codes). Student 8 from Group C started his questionnaire with the following remarks:

Learning the meanings of new L2 vocabulary items beforehand makes me less stressed while reading the text. It also paves the way for easier comprehension and interpretation of the text.

Student 8 from Group A summarised his learning experience with isolated FFI in the following way:

With the help of isolated form-focused vocabulary instruction, I started to read the text more confidently.

Finally, the majority of the participants affirmed that they could concentrate better on reading after they were exposed to isolated FFI (36 codes). During her interview, Student 9 from Group A pointed out that:

Isolated form-focused vocabulary instruction is very beneficial to me. Without knowing the new L2 vocabulary items before reading the text, I cannot concentrate well on reading. ...

4.3.2.2. EFL learners’ perceptions of integrated form-focused vocabulary instruction

The qualitative research results from 43 Turkish EFL learners revealed a great number of positive opinions on isolated FFI. However, except for a few positive or neutral ideas, the participating students demonstrated the negative perceptions of

integrated FFI mostly because they compared its efficiency with that of isolated FFI. In this regard, the qualitative findings indicated a total of 1126 codes in terms of EFL learners' opinions of integrated FFI. These codes were grouped under two main themes and eight related sub-themes. The main themes were "*vocabulary learning*" (734 codes) and "*reading*" (392 codes). Four sub-themes of vocabulary learning were "*vocabulary size and depth*" (94 codes), "*quality*" (310 codes), "*learning context*" (114 codes), and "*learner attitude*" (216 codes). On the other side, four sub-themes of reading were "*pre-reading*" (76 codes), "*reading comprehension*" (111 codes), "*reading fluency*" (90 codes), and "*reader reaction*" (115 codes). Given these two main themes and eight related sub-themes, 43 EFL learners' opinions about integrated FFI will be elucidated in the following section with the excerpts from the open-ended questionnaires and the semi-structured interviews.

4.3.2.2.1. Main theme 1: Vocabulary learning

A total of 734 codes were deduced from the qualitative data with respect to the first main theme "*vocabulary learning*" and four related sub-themes; namely, "*vocabulary size and depth*", "*quality*", "*learning context*", and "*learner attitude*" (See Table 4.32).

Vocabulary size and depth

A comprehensive analysis of qualitative data revealed 94 codes in connection with "*vocabulary size and depth*". In this respect, the majority of 43 Turkish EFL learners declared that they were able to learn just limited number of target vocabulary items by means of integrated FFI (35 codes). Some participating students asserted that they succeeded in acquiring an average number of the target words with the help from integrated form-focused vocabulary instruction (11 codes). One participant, who showed a preference for integrated approach, expressed that she succeeded in learning more target words under the treatment of integrated FFI (2 codes). In his questionnaire, Student 8 from Group A stated that:

I assumed that integrated FFI was efficient at the initial stages of the treatment. However, then I started to get confused about the meanings of L2 target vocabulary items. In the end, I was able to learn merely two or three words.

Table 4.32. *The distribution of codes in theme 1: Vocabulary learning (Integrated FFI)*

Integrated FFI			
Main Theme	Categories	Sub-categories	Frequency of Codes
Vocabulary Learning	Vocabulary	✓ superficial knowledge of each target word	42
	size & depth	✓ learning a limited number of words	35
		✓ learning an average number of target words	11
		✓ deeper knowledge of words**	4**
		✓ learning more target words in number**	2**
	Quality	✓ short-term / limited / almost no retention; probability of forgetting in a short time	49
		✓ difficulty of learning	46
		✓ difficulty of memorization	44
		✓ difficulty of recalling target words	43
		✓ unsuccessful / inefficient method, ineffective learning	29
		✓ lack of repetition, revision, and practice	28
		✓ limited opportunity to check comprehension of word meanings	27
		✓ moderately effective, less effective than isolated FFI	26
		✓ good retention**	6**
		✓ best method, more effective / beneficial learning**	6**
		✓ good exemplification of the concept of the words (through sample sentences)	5
	Learning	✓ less attention and lack of concentration on target words	49
	Context	✓ difficult to focus on two activities at a time	31
		✓ only one chance of learning target words	18
		✓ not having enough time to think about the meaning of the target words	8
		✓ opportunity to learn words in context	6
		✓ opportunity to use visual techniques (if it is pre-planned)	2
	Learner	✓ unpleasant learning, feeling bored	53
	Attitude	✓ inappropriate, unfavourable, not suitable for my learning style	45
		✓ feeling confused / complicated	33
		✓ distracting	31
		✓ challenging, tiring	28
		✓ feeling unsuccessful	14
		✓ appropriate, favourable, favourite**	6**
		✓ second favourite, a good alternative to isolated FFI	4
		✓ enjoyable**	2**
Total number of codes			734

**Participants who prefer integrated FFI

In her questionnaire, Student 2 from Group B also emphasised that:

In my opinion, integrated FFI was moderately effective in term of vocabulary learning rate. I could retain just limited number of target L2 words. I think the effect of this method would also be the same for all students.

As for the depth of their lexical knowledge, a great number of students mentioned that integrated FFI provided them with only superficial knowledge of each individual target word in the reading texts (42 codes). On the other hand, two of three participants who opted for integrated FFI argued that it came up with deeper knowledge of target L2 words (4 codes). Student 2 from Group A articulated that:

Integrated FFI is not a satisfactory method. It does not bring about a long-term retention of new L2 words. It provides us with only superficial knowledge of target vocabulary items in the reading texts.

Quality

The qualitative research findings divulged a total of 168 codes in relation to the “*quality*” of vocabulary learning. 43 Turkish EFL learners reflected both positive and negative representations of integrated vocabulary instruction. On the one hand, nearly half of the participating students described integrated FFI as “moderately effective” by highlighting that it was not as efficient as isolated FFI (26 codes). In his questionnaire, Student 15 from Group A emphasised that:

Integrated form-focused vocabulary instruction was the second best method for me to learn the unknown L2 words in the reading texts.

During her interview, Student 12 from Group A articulated that:

Integrated FFI was not as effective as isolated FFI. Isolated vocabulary instruction led us to a better retention of the target words in the reading texts since we had more opportunity to revise and practise these words. Therefore, we could easily recall the meanings of these target words when we met them again in the reading texts or in the tests. However, we had only one chance of learning the target words under the treatments of integrated FFI, so there was always the probability of forgetting their meanings in a short time due to the lack of revision and practice. Briefly, integrated FFI was less effective.

On the other hand, more than half of the participants gave negative descriptions of integrated FFI as “ineffective”, “inefficient” and “unsuccessful” method in learning L2 vocabulary. They put forward that integrated FFI brought about an ineffective learning

of the target words in the reading texts (29 codes). In his questionnaire, Student 3 from Group A stated that:

Integrated FFI did not provide me with an effective vocabulary learning. I was able to learn just a limited number of the target words during reading, and I could not recall the meanings of those words after a while.

In her questionnaire, Student 8 from Group B pointed out that:

... Integrated FFI was not as effective as isolated FFI. Trying to learn the target words and reading the text at the same time caused the limited comprehension and the lack of understanding the text organization.

The majority of Turkish EFL learners highlighted the difficulty of learning, memorizing, and recalling the target vocabulary items within the treatments of integrated FFI (46, 44 and 43 codes, respectively). Likewise, a great number of participants asserted that integrated FFI gave rise to short-term, limited or almost no retention of the target lexical items, which made the meanings of these novel L2 words more likely to be forgotten in a short time (49 codes). In her questionnaire, Student 13 from Group C articulated that:

Integrated FFI is not an efficient method. We can learn some of the target words; however, we cannot recall the majority of these words. It also becomes very difficult for us to follow reading.

In his questionnaire, Student 4 from Group B expressed that:

The effects of integrated FFI last for only limited period of time. For the mastery of new L2 words, they should be repeated more frequently and revised more carefully. During the integrated FFI, we instantly understand the meanings of the target words and sentences at the time of reading. However, the meanings of these words become more likely to be forgotten after a few sentences.

Most participating students maintained that integrated FFI did not present them with any circumstances to repeat, revise or practise the target vocabulary items in reading texts (28 codes). Therefore, integrated FFI was reported to deprive EFL learners of the opportunities to check their comprehension of word meanings (27 codes). During her interview, Student 2 from Group A underlined that:

I do not think that integrated FFI leads to the long-term retention of the target L2 words. We instantly learn the meaning of the words at the time of instruction, but we fail to keep their meaning in our mind for a long time since there is no opportunity to repeat and practise these words. ...

In his questionnaire, Student 2 from Group C pointed out that:

In my opinion, integrated FFI is not a good method for vocabulary learning. The most serious deficiency of this type of instruction is to assume that only one exposure to new L2 words is sufficient for the students to grasp the meaning of these words. Without offering the students further opportunities to revise and check the meanings of these words, it is not appropriate to put integrated FFI into use.

Integrated FFI was also argued to pave the way for good exemplification of the concept of the target words by virtue of sample sentences and the visuals integrated into these sentences (5 codes). During his interview, Student 10 from Group A stated that:

Integrated FFI enabled us to learn the new L2 words in context of reading. The sample sentences and the visuals also opened the way for a good exemplification of the concept of the target words. Hence, we benefitted from integrated FFI to learn how to use these words in context.

Furthermore, three participants (7%), who expressed their preferences for integrated approach, argued that integrated FFI supplied them with a more effective learning (6 codes) and a good retention of the target words in the reading texts (6 codes). In his questionnaire, Student 6 from Group B emphasised that:

In my opinion, integrated FFI is the most efficient method. ... Learning new vocabulary items within the context of reading provides us with a good retention of target L2 words.

Learning context

A detailed analysis of qualitative data generated 114 codes with regard to “*learning context*”. Almost all participants declared that integrated FFI called less attention to the new L2 words in the reading texts, which gave rise to the lack of concentration on individual target words (49 codes). More than half of 43 Turkish EFL learners attributed the inefficiency of integrated FFI to the difficulty of focusing on two activities at the same time; namely, both learning vocabulary and reading the text simultaneously (31 codes). In this regard, Student 5 from Group C reported that:

Trying to learn new L2 words and reading the text simultaneously distract our attention. Since our main objective is to understand the reading text, we pay less attention to learning the target vocabulary items, thereby resulting in the limited retention of these words. It also makes things more difficult for us to follow the reading text and understand the text organisation. ...

During his interview, Student 4 from Group B underlined that:

It is quite difficult to focus on both learning vocabulary and reading the texts at the same time. Under these circumstances, a learning difficulty occurs either in learning the target words or in reading comprehension. Therefore, integrated FFI is less effective than isolated FFI.

In his questionnaire, Student 12 from Group C expressed that:

... It is very difficult for students to both listen to the teacher's vocabulary instruction and try to understand the reading text simultaneously. Doing two things at a time causes us to lose our concentration, so we have difficulty in focusing our attention on learning target vocabulary items.

Some students criticized that integrated FFI offered them only one chance of learning the new L2 words (18 codes) while some others expressed that they did not have enough time to think about the meanings of the target lexical items under the treatment of integrated FFI (8 codes). In his questionnaire, Student 9 from Group B highlighted that:

I think that integrated FFI was less effective than isolated FFI in terms of learning L2 vocabulary items in the reading texts. It is more difficult to learn and memorize target words at a time without any repetition.

During his interview, Student 5 from Group A pointed out that:

I think integrated FFI also does not have positive impact on students' vocabulary learning because they do not have sufficient time to master the target L2 words by thinking about their meanings.

As for the strong points of integrated FFI, a few participants underlined that it provided them with opportunity to learn the target words within the linguistic context of reading (6 codes). Lastly, two participants mentioned the facilitative effects of using visual materials during the pre-planned integrated form-focused vocabulary instruction (2 codes). Student 6 from Group C stated that:

Although integrated FFI is not as efficient as isolated FFI, it has some advantages. Most importantly, rather than focusing on target words individually, we try to learn the meanings of those words in a textual context, which increase their retention.

In her questionnaire, Student 14 from Group A expressed that:

We were learning the target vocabulary items and reading the text simultaneously. We interrupted reading and tried to guess the meanings of the target words within the scope of integrated FFI when we came across unknown L2 words in the text. We benefited from some visual materials so that we could keep these words in our memory. ...

Learner attitude

A total of 216 codes were identified about the “*learner attitudes*” towards integrated form-focused vocabulary instruction. In view of the qualitative research findings, it can be concluded that most of the Turkish EFL learners showed negative attitudes towards integrated FFI. The greatest part of the participants asserted that they did not take pleasure in acquiring the new L2 vocabulary items through integrated FFI by narrating their learning experiences as boring (47 codes). In her questionnaire, Student 12 from Group A articulated that:

Integrated FFI was boring, and it was confusing for us to both try to comprehend the reading text and struggle to learn new L2 words in the texts simultaneously. We were able to learn just a few of the target vocabulary items, so we did not benefit much from this method.

More than half of the students clarified that they felt confused or complicated during the integrated form-focused vocabulary instruction (33 codes) whereas another half found integrated FFI distracting (31 codes). Integrated FFI was also regarded to be challenging and tiring by some participants (28 codes), and some others argued that integrated approach made them feel unsuccessful in learning L2 vocabulary (14 codes). In her questionnaire, Student 11 from Group C criticised that:

This method (Integrated FFI) have distracted my attention. While we are trying to understand one part of the text, we stop reading to learn the meaning of an unknown L2 word. We totally lose our concentration and it becomes very tiring to learn new vocabulary items.

In her questionnaire, Student 10 from Group C highlighted that:

Integrated FFI is a little distracting. It does not lead to a good retention of target L2 vocabulary items because we just concentrate on understanding the meanings of the sentences and the main idea of the reading text, rather than focusing on individual words. For this reason, I do not regard this method as beneficial.

With these perspectives in mind, integrated FFI was declared to be “inappropriate” and “unfavourable” by most of the participants since they thought that it was not suitable for their learning style (45 codes).

As for the positive attitudes, several Turkish EFL learners labelled integrated FFI as their “second best / favourite method” by considering it as a good alternative to isolated FFI (4 codes). Three participants, who preferred integrated FFI, found this type

of instruction “more appropriate” and “more favourable” way of learning the unknown L2 words in reading texts (6 codes). Finally, one of the students described his experiences of integrated FFI as “enjoyable” (2 codes).

4.3.2.2.2. Main theme 2: Reading

In the light of the qualitative research findings, a total of 392 codes were determined with reference to the second theme “*reading*” and four relevant sub-themes; namely, “*pre-reading*”, “*reading comprehension*”, “*reading fluency*”, and “*reader reaction*” (See Table 4.33).

Table 4.33. The distribution of codes in theme 2: Reading (Integrated FFI)

Integrated FFI				
Main Theme	Categories	Sub-categories	Frequency of Codes	
Reading	Pre-reading	✓ low motivation to read, not willing to read	43	
		✓ limited lexical preparation for the texts	31	
		✓ a high motivation to read**	2**	
	Reading Comprehension	✓ limited comprehension	38	
		✓ difficulty in comprehension	27	
		✓ lack of understanding the text organization	26	
		✓ average comprehension	11	
		✓ no comprehension, unable to answer comprehension questions	5	
		✓ a good comprehension of the text	4**	
		Reading	✓ less effective reading	48
		Fluency	✓ interrupted flow of reading	27
	✓ difficulty in following the text		7	
	✓ slower reading, time consuming		5	
	✓ a good flow of reading**		3**	
	Reader	✓ unpleasant reading, feeling bored	45	
	Reaction	✓ less concentrated reading, distracting	35	
		✓ feeling puzzled / confused / complicated	28	
		✓ pleasurable reading**	4**	
		✓ feeling tired	3	
Total number of codes			392	

**Participants who prefer integrated FFI

Pre-reading

The qualitative data released a total of 76 codes with respect to sub-theme “*pre-reading*”. The majority of the Turkish EFL learners declared that integrated FFI resulted in a low motivation to read the texts by expressing their unwillingness to read during integrated FFI (43 codes). In her questionnaire, Student 3 from Group C stated that:

I do not think integrated FFI is suitable for my learning style. While trying to understand a sentence in the text, I interrupt reading to ask the teacher the meaning of an unknown L2 word that I come across in that sentence. However, I usually forget the beginning part of the sentence while the teacher is explaining the meaning of that unknown word. It is getting more and more boring to read the text. Therefore, I do not want to read the text, nor am I willing to answer comprehension questions after reading.

A great number of participants stated that integrated FFI did not provide them with the right set of circumstances to make them lexically and psychologically well-prepared for the texts before reading (31 codes). During his interview, Student 15 from Group A asserted that:

Integrated FFI did not prepare us for the reading text. We started reading the text immediately. It was very complicated for me to learn words and try to understand the reading texts at the same time.

One of the students who expressed his preference for integrated FFI pointed out that this type of instruction offered him a higher motivation to read the text.

Reading comprehension

A total of 111 codes were discovered regarding to the effect of integrated FFI on “*reading comprehension*”. Although most of Turkish EFL learners insisted that integrated FFI resulted in just a limited comprehension of the reading texts (38 codes), some students argued that integrated FFI led them to an average comprehension of the texts (11 codes). A few participants reported that they were unable to understand the reading texts and answer comprehension questions under the treatments of integrated FFI (5 codes). Integrated FFI was also declared to cause some difficulties in reading comprehension for more than half of the participating students (27 codes). In his questionnaire, Student 5 from Group B explained that:

Integrated form-focused vocabulary instruction provided me with a very limited retention of target words. I also could not understand the reading text.

During her interview, Student 15 from Group B emphasised that:

It was a bit complicated to both try to learn the new L2 words and attempt to understand the reading text concurrently. For me, reading comprehension was of secondary importance when compared to vocabulary learning. It was also tiring. I had difficulty in answering comprehension questions.

Student 11 from Group B criticised the integrated FFI with the following statement:

Integrated FFI is not a good method since it interrupts our flow of reading many times. These interruptions make it difficult to comprehend the reading text.

A number of Turkish EFL learners affirmed that they had difficulty in processing and understanding the text organization while they were receiving integrated FFI (26 codes). In her questionnaire, Student 15 from Group C stated that:

Even though integrated FFI is not as effective as isolated FFI, it can be said that it provided the students with a clear comprehension of the reading texts. However, the interruptions of reading due to vocabulary instruction had a negative effect on our processing and understanding the text organization. This situation also caused us to waste a lot of time apart from disrupting our flow of reading.

From a more positive perspective, three participants who opted for integrated FFI, argued that integrated form-focused vocabulary instruction led them to a good comprehension of the reading text (4 codes).

Reading fluency

A total of 90 codes were deduced from the qualitative data with regard to “*reading fluency*”. Almost all of Turkish EFL learners mentioned the negative effect of integrated FFI on their flow of reading. According to the majority of the participants, integrated FFI did not lead them to a fluent reading of the texts when compared to isolated FFI (48 codes). Moreover, nearly half of the students reported that integrated form-focused vocabulary instruction interrupted their flow of reading (27 codes). In her questionnaire, Student 9 from Group A pointed out that:

Integrated FFI was beneficial to me. However, I think there occurred many interruptions in our flow of reading since we tried to learn unknown vocabulary items while we were reading the text.

Student 10 from Group B highlighted that:

Integrated form-focused vocabulary instruction interrupted the flow of reading. It became very difficult for us to recall the target L2 words.

Some participants highlighted the difficulty of following the teacher's actions, who tried to read the text aloud and gave integrated FFI at the same time (7 codes). During her interview, Student 13 from Group C articulated that:

Integrated FFI is actually not bad, but there occurs a problem. The teacher is instructing the meanings of new L2 target words while reading the text. It is likely for us to miss vocabulary instruction. It is not always easy to catch up with the pace of the teacher. For this reason, integrated FFI is not efficient enough.

Furthermore, integrated FFI was reported to cause slower reading, which was also narrated as time consuming (5 codes). In her questionnaire, Student 14 from Group A stated that:

... integrated FFI interrupted our flow of reading many times, so we failed to understand the text organization and we spent too much time. In addition, trying to understand the text and struggling to keep the target words in my memory distracted my attention. For this reason, I felt that I could not benefit much from integrated FFI.

Finally, the idea that integrated FFI maintained a good flow of reading was put forward by three participants whose favourite method was integrated vocabulary instruction.

Reader reaction

In view of qualitative research findings, a total of 115 codes were diagnosed in connection with the "*reader reactions*" towards integrated FFI. A great number of Turkish EFL learners declared that they got bored and did not take pleasure in reading while they were receiving integrated form-focused vocabulary instruction (45 codes). In her questionnaire, Student 14 from Group B pointed out that:

Integrated FFI gives rise to unpleasant reading because we need to stop reading in order to learn the meanings of unknown words. This loss of concentration on reading causes limited comprehension of the text and lack of understanding the text organization.

The majority of the participants also affirmed that they suffered from the lack of concentration on reading when they were exposed to integrated FFI (35 codes). In her questionnaire, Student 16 from Group A stated that:

Integrated FFI is also good. The only shortcoming of this method is that the interruptions in the flow of reading distract our attention and it may give rise to a limited comprehension of the texts.

During her interview, Student 9 from Group B underlined that:

I think integrated FFI disrupted our flow of reading. I felt a bit complicated because it is too difficult to concentrate on two things at a time; namely, learning vocabulary and reading the text.

More than half of the Turkish EFL learners reported that integrated FFI made them feel puzzled, confused or complicated (28 codes) whereas a few participants regarded integrated FFI as tiring (3 codes). In his questionnaire, Student 16 from Group C declared that:

I get confused when I learn new L2 words while reading the texts. Integrated FFI also does result in a good retention of target vocabulary items.

Three participants, who preferred integrated FFI, put forward that integrated FFI provided them with the right set of circumstances for pleasurable reading (4 codes).

4.3.2.3. EFL learners' perceptions of incidental learning with no focus on form

The qualitative findings from the open-ended questionnaires and the semi-structured interviews did not reveal positive research evidence for the incidental vocabulary learning with no FonF. All of 43 Turkish EFL learners, except one, reported that incidental learning with no FonF led them to ineffective vocabulary learning and very limited comprehension of reading texts.

A detailed analysis of the qualitative data generated a grand total of 1587 codes within the scope of EFL learners' perceptions about incidental vocabulary learning with no FonF. These codes were classified into two main themes and eight sub-themes. The main themes were "*vocabulary learning*" (1073 codes) and "*reading*" (514 codes). Four sub-themes of vocabulary learning were "*vocabulary size and depth*" (88 codes), "*quality*" (408 codes), "*learning context*" (206 codes), and "*learner attitude*" (371 codes). On the other side, four sub-themes of reading were "*pre-reading*" (42 codes), "*reading comprehension*" (156 codes), "*reading fluency*" (52 codes), and "*reader reaction*" (264 codes). By taking these two main themes and eight sub-themes into consideration, 43 Turkish EFL learners' perceptions of incidental learning with no FonF will be explained hereafter together with the excerpts from the open-ended questionnaires and the semi-structured interviews.

4.3.2.3.1. Main theme 1: Vocabulary learning

A detailed analysis of qualitative research findings revealed a total of 1073 codes in relation to the first main theme “*vocabulary learning*” and four related sub-themes; namely, “*vocabulary size and depth*”, “*quality*”, “*learning context*”, and “*learner attitude*” (See Table 4.34).

Vocabulary size and depth

A total of 88 codes were inferred from the qualitative data with regard to the “*vocabulary size and depth*” within the treatments of incidental exposure. Almost all of the Turkish EFL learners asserted that they could not achieve any lexical gains from the treatments of incidental learning with no FonF in terms of both size and depth of the target vocabulary items in the reading texts (67 codes). During his interview, Student 15 from Group A pointed out that:

It was a bad experience. We were able to achieve no lexical gain from incidental learning with no FonF. We were acquainted with some words in the reading text. With the help of these words, we tried to understand the text, but we could not manage it.

In her questionnaire, Student 5 from Group B declared that:

Under the treatment of incidental learning with no FonF, I was not able to comprehend the reading text, nor could I learn any of the target vocabulary items.

Some participants highlighted that they were able to learn just limited number of target vocabulary items by means of incidental learning with no FonF (9 codes). During his interview, Student 3 from Group B articulated that:

I was able to learn a very small number of target L2 words under the treatment of incidental learning with no FonF. This method was not suitable to my learning style. After looking up their meanings into the dictionary, I completely forget the words within 10 or 15 minutes.

Incidental learning with no FonF was reported to provide EFL students with just a superficial knowledge of each individual target word in the reading texts (8 codes). In her questionnaire, Student 15 from Group C highlighted that:

I do not think that this method led us to learn the target L2 words or to understand the reading text. As we are not able to infer word meanings from the context, it is getting more and more complicated for us to comprehend the text. Even if we coincidentally guess the meaning of a word, we cannot get the deeper knowledge of that word. Therefore, the spelling and the meaning of that word is forgotten in a short time.

Four participants, one of whom preferred incidental learning with no FonF, argued that this method led them to better vocabulary learning since it required the deeper processing of the target words in their mind (4 codes). In his questionnaire, Student 5 from Group A reported that:

Although this method disrupts our flow of reading, it provides us with a good retention of vocabulary items. We mentally process them better by thinking more deeply over the words while inferring their meanings from the context. For this reason, I think that this method is more beneficial.

In his questionnaire, Student 12 from Group C stated that:

Within the treatments of incidental learning with no FonF, it is really difficult for us to infer the meanings of the target words successfully from the context, and we are able to learn just a limited number of target words. However, it offers better retention of the successfully-inferred target words since we try to learn them through our own efforts.

Quality

The qualitative research findings released a total of 408 codes in connection with the effect of incidental exposure on the “*quality*” of vocabulary learning. All Turkish EFL learners, except for one, argued that incidental learning with no FonF gave rise to an ineffective vocabulary learning by describing it as “the worst”, “unsuccessful” and “inefficient” method in mastering the target L2 words in the reading texts (81 codes). In his questionnaire, Student 16 from Group B pointed out that:

I could not retain any target words, so it was the least efficient method in vocabulary learning.

As mentioned by the majority of the participating students, it was impossible or too difficult to infer the word meanings from the context without any instruction by highlighting that it required too much fruitless effort (70 codes). In his questionnaire, Student 6 from Group A stated that:

In my opinion, this method is unreasonable and challenging. It seems impossible to be able to infer the meanings of unknown words from the context.

In his questionnaire, Student 1 from Group B declared that:

I think this technique was unsatisfactory. Students will definitely fail to infer the meanings of the target words from the context if they are exposed to incidental learning with no FonF. By the way, I was not able to learn any of the target words and I could not do anything in the reading course.

Most of the participants asserted that they were not able to recall the meanings of the target words in reading texts within the treatments of incidental learning with no FonF (24 codes). Incidental exposure was also reported to yield almost no retention of the new L2 vocabulary items since the participants were more likely to forget the meanings of those words shortly after they read the related sentence (29 codes). In his questionnaire, Student 10 from Group B pointed out that:

I had too much difficulty in inferring the meanings of unknown words from the context, and this method yielded almost no retention of the target words in the reading text.

In her questionnaire, Student 15 from Group B expressed that:

... This method does not supply us with sample sentences to exemplify the concepts of target words, which makes our learning more difficult. I am not able to recall a great majority of the new L2 vocabulary items after a short time. Hence, this technique is not beneficial to me.

In his questionnaire, Student 11 from Group A articulated that:

This technique was very boring. I was able to understand the main idea of the text to a certain extent. However, I could not retain the target L2 words, which is the reason why I found this method wrong to use in an EFL classroom.

In his questionnaire, Student 3 from Group B declared that:

In my opinion, incidental vocabulary learning was not a good method. I was not able to understand the reading text, nor could I recognise and recall the target vocabulary items. It was unlikely for this method to provide us with benefit to keep new L2 words in our memory.

Many participants asserted that they could not find an opportunity to repeat, revise or practise the target L2 words in reading texts when they were exposed to incidental learning with no FonF (19 codes). Likewise, a great number of students maintained that incidental learning with no FonF did not provide them with the right set of circumstances to check the accuracy of their inferences on the meanings of the target vocabulary items (42 codes). Incidental learning with no FonF was also reported to deprive Turkish EFL learners of the exemplification of the concepts of the target words since they were not presented with any definitions, sample sentences or visuals about those words (21 codes). All these factors could be the reasons why a large number of participants mentioned the probability of misunderstanding or misinterpreting the target L2 words under the treatments of incidental learning with no FonF (23 codes). In her questionnaire, Student 8 from Group B declared that:

It is not an efficient way of learning vocabulary. In this method, I am not able to realise the target L2 words. Even if I can successfully infer the meanings of some words from the context, I cannot keep their meanings in my memory since this method offers no opportunity to repeat, revise and practise these vocabulary items.

During her interview, Student 2 from Group B articulated that:

I think incidental learning with no FonF is the least effective technique. The other two methods provide us with a good exemplification of the concept of the target words through sample sentences. However, we only have a chance of using dictionaries to learn the meanings of unknown words. Dictionaries gives only the basic meaning of a word, which is not sufficient to master that word. Thus, I cannot retain the target words for a long time.

In his questionnaire, Student 9 from Group B highlighted that:

I think this method leads us to the lowest level of lexical gain. The word meanings we infer from the context may be different from the actual meanings of the target words in the text.

In his questionnaire, Student 10 from Group A clarified that:

From time to time, we can infer the meanings of some words from the context. However, we do not have any opportunity to check the accuracy of our inferences of word meanings are true or false, which gives rise to the probability of misunderstanding the target words in the reading text.

A great number of participants declared that the efficiency of incidental learning varies from one student to another (28 codes). As maintained by some students, it took too much time to learn or infer the meanings of any unknown words from the context during the treatments of incidental learning with no FonF, which can also be described as time consuming (8 codes). In his questionnaire, Student 6 from Group B expressed that:

This method is a bit difficult because its efficiency differs from one student to another. Each learner can make different inferences about the meaning of the same word, which somewhat depends on students' individual skills to guess from textual context. Therefore, I do not regard this way of vocabulary learning as efficient.

In his questionnaire, Student 4 from Group B declared that:

... It is extremely difficult to both infer the meanings of unknown words from the context and comprehend the reading text. We need to read the same sentence in the text for many times and think about the meanings of new L2 words for a long time, which is time consuming.

All in all, the majority of Turkish EFL learners gave details of incidental vocabulary learning with the words such as “unreasonable”, “impractical”, “problematic”, “wrong”, and “useless” (59 codes). On the other hand, four participants,

one of whom opted for incidental vocabulary learning, argued that it might be difficult to infer the meanings of unknown L2 words from the context, but the retention of these successfully inferred words were better than those words taught through the other two methods (4 codes).

Table 4.34. *The distribution of codes in theme 1: Vocabulary learning (Incidental learning with no FonF)*

Incidental learning with no FonF			
Main Theme	Categories	Sub-categories	Frequency of Codes
Vocabulary Learning	Vocabulary size & depth	✓ no lexical gain in terms of both size and depth	67
		✓ learning a limited number of words	9
		✓ superficial knowledge of target words	8
		✓ deeper processing of target words	4 (3+1***)
	Quality	✓ worst / unsuccessful / inefficient method, ineffective learning	81
		✓ difficulty / impossibility of inferring meanings from context	70
		✓ unreasonable, impractical, problematic, wrong, useless method	59
		✓ no opportunity to check the accuracy of the inferences on word meanings	42
		✓ almost no retention, probability of forgetting	29
		✓ varies from one student to another	28
		✓ almost no recall	24
		✓ probability of misunderstanding the words	23
		✓ no exemplification of the concept of the words	21
		✓ no repetition, revision, and practice	19
		✓ taking too much time (time-consuming)	8
		✓ good retention of the words inferred successfully	4 (3+1***)
	Learning Context	✓ almost no opportunity to learn	89
		✓ lack of attention / concentration on words, no lexical awareness	55
		✓ self-learning, not learning in harmony	31
		✓ obscurity of target words	23
		✓ need to use dictionary	7
		✓ no chance of using visual techniques	1
	Learner Attitude	✓ unpleasant learning	138
		✓ inappropriate, unfavourable, not suitable for my learning style	61
		✓ feeling puzzled / confused / complicated	59
		✓ unwilling / reluctant to learn words	57
		✓ feeling alone	29
		✓ feeling bored / stressed	16
		✓ challenging, feeling tired / exhausted	11
Total number of codes			1073

*** Participant who prefers incidental learning with no FonF

Learning context

In view of qualitative research findings, a total of 206 codes were determined with respect to “*learning context*”. Nearly all of 43 Turkish EFL learners proposed that incidental learning with no FonF offered them no opportunity to learn the target L2 words in the reading texts (89 codes). As mentioned by the majority of the participants, incidental learning with no FonF attracted no attention to the new L2 words in the reading texts, which deprived EFL learners of the concentration on individual target words (55 codes). Therefore, they affirmed that incidental exposure alone did not create any awareness about the target vocabulary items. In his questionnaire, Student 7 from Group A declared that:

Incidental learning with no FonF is a very difficult and boring method because the learning stage never comes true.

In his questionnaire, Student 13 from Group B stated that:

In this method, I could not keep any of the target words in my memory. Rather than learning new vocabulary items, we concentrated on understanding the main idea of the text. Therefore, I could not recognize and recall any of the target words in the reading text.

In his questionnaire, Student 5 from Group C asserted that:

I think this method does not have any beneficial effect on students because it does not raise their awareness of target words. ... Within the scope of this method, it is extremely difficult for students to learn new vocabulary items by inferring their meanings from the context.

A great number of Turkish EFL learners reported that the target vocabulary items were obscure within the treatments of incidental learning with no FonF since these words were not made obvious and clear to the participants (23 codes). According to the most of the participants, incidental learning with no FonF opened the way for self-learning, in which each student individually took the initiative in his or her own vocabulary learning (31 codes). In her questionnaire, Student 14 from Group A pointed out that:

I had difficulty with this method. Because the target L2 words were not clear, I tried to find out the meanings of all the unknown words in the text. While I was trying to infer the meanings of all the words from the context, I failed to understand the text organization and I could not understand the text properly. I do not think that incidental learning yielded a good retention of the target words.

During her interview, Student 16 from Group B expressed that:

This technique was good since it paved the way for independent vocabulary learning. However, it made me puzzled to start reading the text directly without knowing the meanings of target words. It was more difficult to guess the meanings of unknown words.

In her questionnaire, Student 15 from Group B stated that:

This method does not provide us with a harmonious vocabulary-learning atmosphere in the classroom. Each student tries to learn unknown L2 words in the text independently. ...

Several students emphasised that incidental vocabulary learning required EFL learners' use of paper or online dictionaries since they were not given any vocabulary instruction (7 codes). One participant mentioned that incidental exposure by no means paved the way for utilising visual techniques (1 code), thereby resulting in not only ineffective learning of the target words but also poor recall and retention. In his questionnaire, Student 1 from Group C asserted that:

Incidental learning is the worst of all three methods. It requires the use of paper or online dictionaries, which distracts our attention away from reading comprehension.

In her questionnaire, Student 2 from Group B declared that:

Within the scope of this method, we did not have the chance of learning vocabulary through visual materials. Therefore, I was not able to keep the target words in my memory for a long time. I obtained the least amount of lexical gain from this method.

Learner attitude

A total of 371 codes were deduced from the qualitative data regarding with "*learner attitudes*" towards incidental vocabulary acquisition. It can be concluded from the qualitative findings that almost all of the Turkish EFL learners adopted negative attitudes towards incidental learning with no FonF. The majority of the participants reported that they did not take pleasure in struggling to learn the target words through incidental exposure alone (138 codes). Some participants affirmed that they felt bored or stressed when they were exposed to incidental learning with no FonF (16 codes). In his questionnaire, Student 15 from Group A declared that:

I did not enjoy incidental learning with no FonF. I felt that I got bored with this technique.

In his questionnaire, Student 8 from Group C also expressed that:

In this method, it is always likely for us to misinterpret the meanings of the unknown L2 words in the reading text. I think this method is not reasonable to use in EFL classrooms because it is extremely boring.

As maintained by most of the learners, trying to infer the words meanings from the textual context made them feel puzzled, confused or complicated (59 codes). Furthermore, a large number of students asserted that they were unwilling or reluctant to learn the target words through incidental learning with no FonF (57 codes). During her interview, Student 9 from Group A pointed out that:

In this method, we tried to learn unknown L2 words with our own effort. However, I got confused since I was not able to infer the meanings of unknown words from textual context. Thus, I had difficulty in understanding the sentences, which resulted in the limited comprehension of the reading text.

In her questionnaire, Student 12 from Group A stated that:

Incidental learning with no FonF is very difficult and unpleasant. After a while, we do not want to read the text. We are not able to learn any target word, nor are we eager to learn. When we try to infer the meanings of the unknown words from the context, it becomes more boring to read the text. We lose our concentration and get distracted before we come to the end of the text.

Some other students expressed their feelings of tiredness and the lack of energy while trying to learn the target words incidentally from the context of reading (11 codes). Multitudes of learners narrated that they felt themselves alone throughout their incidental learning experiences (29 codes). During his interview, Student 2 from Group C clarified that:

I do not think this method is effective. ... It becomes very challenging and tiring for us to learn the unknown L2 words in the reading text because the teacher leaves us alone in this process. ...

In the light of these attitudes and feelings, nearly all Turkish EFL learners designated incidental vocabulary learning as “inappropriate” or “unfavourable” because it was not suitable for their learning style (61 codes).

4.3.2.3.2. Main theme 2: Reading

In the light of the qualitative research findings, a total of 514 codes were determined in connection with the second theme “*reading*” and four relevant sub-themes; namely, “*pre-reading*”, “*reading comprehension*”, “*reading fluency*”, and “*reader reaction*” (See Table 4.35).

Table 4.35. *The distribution of codes in theme 2: Reading (Incidental learning with no FonF)*

Incidental learning with no FonF			
Main Theme	Categories	Sub-categories	Frequency of Codes
Reading	Pre-reading	✓ no preparatory study on the unknown words	25
		✓ no motivation to read / unwilling to read	13
		✓ psychologically not ready for the text	4
	Reading	✓ difficulty in understanding the texts	58
	Comprehension	✓ a very limited comprehension	34
		✓ no comprehension, unable to answer comprehension questions	31
		✓ misunderstanding & misinterpretation of the texts	19
		✓ lack of understanding the text organization	14
	Reading	✓ uncontrolled fluency of reading	32
	Fluency	✓ interrupted flow of reading	13
		✓ slower pace of reading	7
	Reader	✓ unpleasant reading	116
	Reaction	✓ lack of concentration on reading / distracting	53
		✓ feeling puzzled / confused / complicated	52
		✓ feeling alone	28
		✓ feeling bored / stressed	15
Total number of codes			514

Pre-reading

The qualitative research findings revealed a total of 42 codes with regard to sub-theme “*pre-reading*”. A large number of Turkish EFL learners reported that incidental learning with no FonF did not provide with the opportunity to be lexically well-prepared for the texts before reading (25 codes). In addition, several students mentioned that they did not feel themselves psychologically ready for the reading texts when they were exposed to learn target L2 words incidentally (4 codes). Last but not least, some other participants proposed that they lost their motivation to read the texts during the treatments of incidental vocabulary learning with no FonF, thereby damping down their willingness to read (13 codes). During her interview, Student 13 from Group C declared that:

In my opinion, this method is extremely difficult. Without the preparatory study on new L2 words, it is very challenging to both infer the meanings of unknown words from the textual context and understand the reading text. This leads us to read the text more slowly, which reduces our motivation to read. Hence, we feel ourselves unsuccessful.

In his questionnaire, Student 8 from Group C stated that:

This method is problematic because it makes us unwilling to read the text.

During her interview, Student 12 from Group A pointed out that:

I think this was the worst method. Because there are a great number of unknown words in the text, we do not feel ourselves psychologically ready for the reading text. Therefore, it becomes more difficult for us to infer the meanings of unknown L2 words from context. This situation also increases the probability of forgetting even the meanings of previously known words while reading the text. ...

Reading comprehension

A total of 156 codes were identified in relation to the EFL learners' perceptions about the effects of incidental vocabulary learning on their "*reading comprehension*". All participants, except for one, asserted that incidental learning with no FonF brought about a very limited comprehension (34 codes) or no comprehension of reading texts (31 codes). In this regard, a few students declared that they were unable to answer comprehension questions after they had acquired the target L2 words incidentally from the linguistic context of reading. In her questionnaire, Student 13 from Group C suggested that:

This was the most inefficient and difficult method. It is very troublesome to infer the meanings of new L2 words from the context, and it leads us to no retention of the target words in the text. Furthermore, we can understand nothing from the reading text.

As reported by the majority of the participants, it was too difficult to understand the reading texts through incidental learning with no FonF (58 codes). Furthermore, some participating students highlighted the probability of misunderstanding or misinterpreting the reading texts during the treatments of incidental learning with no FonF (19 codes). Student 11 from Group B summarised his experience with the following statement:

Without receiving any vocabulary instruction, it is impossible for students to comprehend the text in detail.

In her questionnaire, Student 2 from Group A also reported that:

It is confusing. We cannot infer the meanings of unknown L2 words from the textual context properly; therefore, we can misunderstand the reading text.

Finally, some Turkish EFL learners maintained that they had difficulty in understanding the coherence of the text while they were exposed to learn the target words incidentally from the context (14 codes). In his questionnaire, Student 9 from Group A stated that:

I do not think this method was beneficial. As I could not infer the meanings of unknown words from the context, I had difficulty in both understanding the text and processing the text organization (coherence).

Reading fluency

The relevant qualitative data generated a total of 52 codes about “*reading fluency*”. Nearly all participants mentioned that incidental learning with no FonF disrupted their fluency of reading because they could not control their flow of reading without sufficient knowledge of unknown L2 words in the reading text (32 codes). Some other participants declared that incidental vocabulary learning led them to an interrupted flow of reading (13 codes), which was also reported to decrease their speed of reading (7 codes). During her interview, Student 15 from Group B emphasised that:

In this method, each of us reads the text individually. Because there are many unknown L2 words that we need to guess from the textual context, we cannot control our flow of reading. ...

In his questionnaire, Student 3 from Group C asserted that:

I do not think that this method is suitable for my learning style. Looking up into dictionary interrupts my flow of reading, and I waste a lot of time trying to find out the meanings of unknown words and trying to understand the text. After a while, reading the text is getting more and more boring.

In her questionnaire, Student 14 from Group B stated that:

Incidental learning with no FonF causes many interruptions while we are reading the text, which has a negative impact on our reading fluency. ...

Reader reaction

The qualitative research findings released a total of 264 codes in relation to the “*reader reactions*” towards incidental learning with no FonF. All Turkish EFL learners, except for one, reported that incidental learning with no FonF led them to unpleasant reading (116 codes). Similarly, some participating students affirmed that they got bored

with reading and they felt stressed when they were exposed to incidental learning with no FonF (15 codes). The majority of participants asserted that they got puzzled, confused or complicated (52 codes) whereas some others declared to feel themselves alone during reading within the treatments of incidental learning with no FonF (28 codes). Lastly, almost all participants maintained that they were deprived of their concentration on reading while they were trying to infer the meanings of the words from context (53 codes). In his questionnaire, Student 11 from Group C declared that:

... The students get into trouble because they have been left alone with all the responsibility of their own vocabulary learning. Reading the text without prior knowledge of the target L2 words put the students into stress. Thus, the students may not favour this technique.

In her questionnaire, Student 12 from Group A stated that:

Incidental learning with no FonF is very difficult and unpleasant. After a while, we do not want to read the text. We are not able to learn any target word, nor are we eager to learn. When we try to infer the meanings of the unknown words from the context, it becomes more boring to read the text. We lose our concentration and get distracted before we come to the end of the text.

In his questionnaire, Student 16 from Group C expressed that:

I do not think that this method is beneficial because it makes us feel confused and bored.

In conclusion, the qualitative research findings from the open-ended questionnaires and semi-structured interviews were also in line with the quantitative results of the study. A great number of participating students reported that isolated FFI led them to a more effective vocabulary learning and provided them with a better atmosphere to improve their reading skills when compared to integrated FFI and incidental learning with no FonF.

CHAPTER 5

5. DISCUSSION

5.1. The Individual Effects of Isolated FFI, Integrated FFI and Incidental Learning with no FonF on EFL Learners' Vocabulary Learning through Reading Texts

Within the scope of the first research question, this study attempts to investigate the individual effects of (a) incidental learning with no FonF, (b) isolated FFI and (c) integrated FFI, independently from one another, on EFL learners' immediate or delayed recognition and recall of L2 target words in reading texts. First, the statistical analyses have been conducted to explore the overall individual effect of each condition on all 43 EFL learners in three classes. Then, the overall effect of each treatment has been checked through the detailed analyses of the data from the learners in each individual class. The overall research findings have revealed positive research evidence for the facilitative effects of each type of vocabulary learning on EFL learners' immediate or delayed recognition and recall of the target L2 vocabulary items in reading texts. The statistics from each single class are mostly in line with these overall findings.

According to the study results, 43 Turkish EFL learners in all groups have benefitted most from isolated FFI in terms of immediate or delayed recognition and recall of L2 target words in the reading texts. Although the achievement rate in integrated FFI is not as high as isolated FFI, the statistics has revealed that integrated FFI also facilitates EFL learners' immediate or delayed recognition and recall of L2 target words as well. Both isolated and integrated FFI have been found to have statistically significant impact on EFL learners' vocabulary gains in all measures. These results are, to a great extent, in consistent with the findings of the similar quasi-experimental study by File and Adams (2010). File and Adams (2010) have also found out the favourable impact of both types of FFI on ESL learners' vocabulary learning through reading. In the same way, the findings of the present study support the notion that FFI is beneficial to SLA. Thus, this study has revealed positive research evidence for the growing consensus on the facilitative impact of FFI on L2 learners' knowledge and use of some language features more effectively (e.g., Day and Shapson, 1991;

Doughty and Varela, 1998; File and Adams, 2010; Laufer, 2005; Lyster, 2004; Norris and Ortega, 2000; Sheen, 2005; Spada and Lightbown, 1993; 2008; White et al., 1991).

Despite relatively lower vocabulary gain scores than two types of FFI, incidental exposure to the reading texts has been detected to have a significant effect on vocabulary acquisition of EFL learners. The participants have recognised about 40% of the target L2 words through incidental vocabulary learning with no FonF. These results confirm the statistically significant effect of incidental exposure on EFL learners' word recognition test scores. However, they have recalled only 5% and 1% of the target words accurately on immediate and delayed post-tests, respectively. Even with these figures, the effect of incidental vocabulary learning with no FonF has been detected to be statistically significant. These findings indicate that natural exposure to reading also offers L2 learners opportunities to acquire some new words from the context. However, the participating students have had difficulty in recalling the target words soon after reading and two weeks later. In the relevant literature, some other studies have also demonstrated a certain amount of incidental vocabulary learning through reading (e.g., Horst, Cobb and Meara, 1998; File and Adams, 2010; Naggy, Anderson and Herman, 1987; Naggy, Herman and Anderson, 1985). Nevertheless, considering the enormous differences between EFL learners' lexical gains from isolated or integrated FFI and incidental exposure alone, it can be concluded that FFI is much more effective than incidental learning with no FonF in terms of EFL learners' immediate or delayed recognition and recall of L2 target words in reading texts.

"Noticing hypothesis" suggests that focusing conscious attention on certain language features in the input is a prerequisite for SLA. Input cannot be processed by L2 learners without initial notice and conscious attention (Schmidt, 1990). It proposes that instruction is beneficial in SLA since it helps L2 learners to notice crucial linguistic elements in the input. In this regard, DeKeyser (2000) asserts that L2 learners may be dependent on instruction to improve their L2 skills especially if the classroom is the only setting they can get L2 input. No matter whether it is isolated FFI or integrated FFI, Schwartz (1993) has observed that instruction and feedback have a greater potential to develop L2 learners' knowledge and use of vocabulary items than of syntax and morphology.

5.2. The comparison of Effects of Isolated FFI, Integrated FFI and Incidental Learning with no FonF on EFL Learners' Vocabulary Learning through Reading Texts

The second research question aims at comparing the effects of (a) incidental learning with no FonF, (b) isolated FFI and (c) integrated FFI on EFL learners' immediate or delayed recognition and recall of L2 target words in reading texts. The overall study results suggest that isolated FFI provides EFL learners with by far the highest rates of recognition and recall of target vocabulary items both immediately after the reading lesson and two weeks later. Integrated FFI has also been found to be statistically more effective than incidental exposure with no FonF. The individual results from each class are in alignment with these general research findings as well. The participating students in each class have performed best in all measures under the treatments of isolated FFI. They have also obtained significantly higher vocabulary gains from integrated FFI as compared to incidental exposure to reading texts. Thus, the general study findings have revealed positive research evidence for the superiority of isolated FFI over integrated FFI and incidental learning with no FonF.

The findings of the present study can be compared and contrasted with the result of the recent study by File and Adams (2010). Both studies suggest that isolated FFI leads L2 learners to achieve the highest rates of vocabulary learning and retention as compared to integrated FFI and incidental exposure alone. As for the differences, the findings of current study indicate that isolated FFI are statistically more effective than integrated FFI and incidental learning with no FonF. However, the study by File and Adams (2010) has revealed no statistically significant difference between isolated and integrated FFI although ESL learners in isolated group have gained a bit higher rates of vocabulary learning and retention than those in integrated group.

The results of the current study are completely different from the case study by Elgün (2009), which was later published as a journal article (Elgün-Gündüz, Akcan and Bayyurt, 2012). Both studies compare the effects of isolated and integrated FFI in the EFL context in Turkey. However, Elgün's (2009) study concludes that integrated FFI is more effective than isolated FFI on the lexical, grammatical and writing development of Turkish EFL learners. On the other hand, the present study reveals positive research evidence for the superiority of isolated FFI over integrated FFI and incidental exposure

on EFL learners' immediate or delayed recognition and recall of L2 target words in reading texts. It should be noted that Elgün's (2009) study has several critical weaknesses with regard to methodology and research design such as heterogeneity of almost all experimental conditions and variables in two distinct research sites, difference of initial proficiency levels of the participants in two groups, and methodological problems with planning and the use of data collection instruments. Elgün (2009) discusses most of these weaknesses in the "limitations" section of her research paper (See Section 2.5. for the details).

More specifically, Elgün (2009) makes use of the key English test (KET) to measure the grammar and vocabulary development of Turkish EFL learners. However, KET does not comprise "grammar" or "vocabulary" sections. It is a standardized test that is specifically designed to measure four main language skills. In this regard, KET results can be used to make inferences about the participants' general language proficiency. However, it is unlikely to compare and draw a conclusion about the vocabulary or grammar development of the students in two groups, especially when different coursebooks and educational materials are used in EFL courses with these two groups of students. The grammatical content of two distinct coursebooks may be similar, to a certain extent, but this is not the case for the lexical content.

Taking the limitations of her study into consideration, Elgün (2009) suggests that her findings are by no means conclusive, but they should be regarded as advisory. She also highlights the need for further experimental studies to be conducted in more controlled settings. With this in mind, the current study conducts a further investigation to compare the effects of isolated and integrated FFI in a classroom context, where the experimental conditions and variables have been tried to be neutralised for both types of FFI. Under such circumstances, isolated FFI has yielded better outcomes than integrated FFI and incidental exposure in terms of EFL learners' vocabulary learning through reading texts.

5.3. The comparison of Effectiveness of Isolated FFI, Integrated FFI and Incidental Learning with no FonF in Various Reading Texts

The third research question intends to find out whether or not the effects of (a) incidental learning with no focus on form, (b) isolated FFI, and (c) integrated FFI differ

from one reading text to another. To my knowledge, the present study is the first quasi-experimental research to compare the effects of these three vocabulary learning techniques in various reading texts. Three reading texts have been used in the current study. Each text has been employed to carry out all of three treatments so as to counterbalance the experimental conditions for each reading text. The research results suggest that EFL learners have shown by far the best performance in the immediate recognition and recall of the target words in each of three reading texts when they are given isolated FFI. Likewise, two weeks after the treatments, EFL learners have recognised and retained more target vocabulary items from each text under the treatments of isolated FFI. Integrated FFI has also been found to be more effective than incidental exposure alone. Hence, this study concludes that the target words in each reading text have been recognised, retained, and recalled best by Turkish EFL learners when they are provided with isolated FFI as compared to integrated FFI and incidental learning with no FonF. In the light of these study findings, it can be concluded that the superiority of isolated FFI over the other two techniques has not changed according to various reading texts.

The superior effect of isolated FFI on EFL learners' vocabulary learning through reading can be interpreted through some theoretical bases. "Information processing theory" posits that human brain has a limited capacity for processing information, so L2 learners may find it difficult to focus on both form and meaning concurrently (Ellis, 1997). Integrated FFI often entails drawing L2 learners' attention on both word forms and general meaning of text at the same time, which is likely to make isolated FFI more advantageous for these learners. In his study, VanPatten (1990) has discovered that L2 learners suffer from paying attention to some formal aspects of L2 while making effort to comprehend a reading text simultaneously.

Some other studies have revealed research evidence for the facilitative effect of isolating specific language forms in the input on L2 learners' processing mechanism, through which they can establish better form-meaning mappings (e.g. Barcroft, 2002; Trofimovich; 2005; VanPatten, 1996; 2004; VanPatten and Cadierno, 1993). In two studies by Barcroft (2002) and Trofimovich (2005), L2 learners have been expected to focus on word forms either in isolation or in the course of processing meanings. Presenting vocabulary in isolation has been found to be more advantageous for L2

learners. Trofimovich (2005) and Barcroft (2002) suggest that focus on meaning give rise to poorer recall of language forms such as pronunciation or spelling of vocabulary items. It is certain that the actual use of language for communicative purposes requires paying attention to multiple dimensions of language and processing all of them at the same time. However, in the light of the findings from the given studies, it can be concluded that communicative or meaningful context may not be sufficient for L2 learners to initially notice, perceive and interpret some linguistic elements.

“Skill acquisition theory” makes analogy between SLA and learning all the other skills in life such as playing a musical instrument. Pre-teaching of target words in isolation before reading offers L2 learners opportunity to master these words in the same order with three stages of skill development; namely; (1) cognitive, (2) associative, and (3) autonomous. First, L2 learners gain the forms and meanings of the words cognitively. Second, they make form-meaning associations by practising these words through sample sentences. Finally, L2 learners are expected to recall the meaning of the words autonomously in the course of reading. In this way, they take the control over the word meanings through appropriate practice and start to use the words autonomously for understanding a text, as in authentic situations.

“Skill acquisition theory” underlines the role of “practice” in developing a skill. Isolated FFI prior to reading enables L2 learners to practise the newly-learned target words independently during reading. According to this theory, the complexity of the skill determines explicit or implicit learning of the rules regarding with that skill. Complicated rules are advised to be learned better implicitly whereas simple rules require explicit attention. In this framework, complex sub-skills of language learning should be practised through integration of these sub-skills into internal representations of language (VanPatten and Benati, 2015). In this respect, the mastery of vocabulary items in L2 can be regarded as simple enough to be focused explicitly in isolation.

Further support for presenting words in isolation comes from some pedagogical research evidence in the relevant literature. After highlighting the vital role of communicative activities in L2 learning and teaching, Stern (1992) argues that there is a still a room for an “analytic language syllabus” (p. 180). Another supportive argument is that isolated FFI keeps L2 learners’ motivation alive. Raimes (2002) proposes that focusing on linguistic features during communicative tasks diverts L2 learners’

attention away from communication, which will make them discouraged. In this regard, L2 teachers are mostly guided to keep in mind the common errors made by students in the course of interaction-based activities and to give feedback about these errors in a separate part of the lesson, which is isolated from the context of communicative interaction. As one of the most commonly used methodologies in L2 teaching, PPP (presentation, practice, production) model can also be regarded as a support for isolated FFI (Spada and Lightbown, 2008). Three stages of PPP model are in harmony with isolated form-focused vocabulary instruction. Isolated FFI involves presentation and practice of the unknown L2 words before reading, and it sets the scene for the autonomous use of newly-learned words in the context of reading.

Last but not least, the advantage of isolated FFI over integrated FFI can be explained through the strengths and limitations of these approaches (Spada and Lightbown, 2008). First, isolated FFI is argued to be more beneficial when L2 learners share the same L1 and there are serious L1-based errors in L2 learners' interlanguage due to strong L1 influence on L2 forms (Lightbown, 1991). The present study, which reveals a positive research evidence for superiority of isolated FFI, has also been carried out in a monolingual classroom, the students of which share the same mother tongue. Second, isolated FFI is stated to be advantageous to introduce simple L2 forms, which are comparatively easy to clarify or demonstrate. Vocabulary items seem to be simple enough to be described with ease in isolation. Third, isolated FFI is said to be more preferable to help L2 learners notice and grasp the linguistic forms that are not salient or frequent in the input. As in most of the similar studies, the target words of the present study include the vocabulary items with low frequency. Focusing learners' attention on L2 words in isolation may enhance the salience and frequency of these words, thereby fostering more effective learning. The merits of such kind of input enhancement have been supported by some studies in the literature (e.g., Alanen, 1995; Norris and Ortega, 2000). Fourth, isolated FFI should be used before L2 learners make use of the target forms in their interlanguage. As soon as they comprehend the meaning of these forms, and integrated FFI should be preferred to attain greater fluency and automaticity in the communicative use of these forms. Here it can be inferred from Spada and Lightbown's (2008) statement that isolated FFI may be a better option to develop L2 learners' receptive skills whereas integrated FFI may be effective in improving their productive

skills. Reading is also regarded as receptive skill, and isolated FFI might be more functional to help L2 learners grasp the meanings of unknown words in reading texts, which has also been supported by the findings of the current study and, to some extent, by File and Adams (2010).

5.4. EFL Learners' Preferences for Isolated FFI, Integrated FFI and Incidental Learning with no FonF

The fourth research question tries to explore 43 Turkish EFL learners' preferences for isolated FFI, integrated FFI and incidental learning with no FonF. The qualitative findings from the questionnaires and the interviews have also verified the quantitative research results, which highlight the advantages of isolated FFI over the other two techniques. The qualitative findings indicate that the majority of 43 Turkish EFL learners have opted for isolated FFI rather than integrated FFI and incidental exposure alone in learning L2 vocabulary in a text-based reading lesson. About 91% of the participants have expressed their preferences for isolated vocabulary instruction seeing that it leads them to more immediate learning and long-term retention of target words. Approximately 7% of the students have preferred integrated form-focused vocabulary instruction in EFL reading classes. Only one participant (2%) has shown a preference for incidental learning with no FonF to acquire new vocabulary items from reading texts. Briefly, isolated FFI has become the first choice of a great number of Turkish EFL learners.

On the basis of the questionnaires developed by Spada et al. (2009) and Valeo and Spada (2015), some studies have been conducted to explore L2 learners' and teachers' preferences for isolated or integrated FFI in learning and teaching grammar (e.g., Ansarin, Abad and Khojasteh, 2015; Mansouri, Jami and Salmani, 2019; Songhori, 2012; Üstünbaş, 2016; Valeo and Spada, 2015). However, to my knowledge, there is no classroom-based research which investigates L2 learners' and teachers' preferences for isolated or integrated FFI in learning and teaching vocabulary items. Although it has also not designed specifically for vocabulary instruction, the study by Elgün (2009) attempts to find out Turkish EFL learners' attitudes and overall learning preferences for isolated or integrated FFI in two schools. However, the participating students in each school have been exposed to only one type of FFI, isolated or integrated. Therefore, it

might be implausible for the participants to make a choice between two options without having any practical contact or experience with one of these two types FFI, thereby making the validity and reliability of the data collection questionable. In short, the study by Elgün (2009) suggests that Turkish EFL learners show a preference for integrated FFI. On the contrary, the findings of current study demonstrate that Turkish EFL learners in three classes express their preferences for isolated form-focused vocabulary instruction after they have experienced in all of three learning conditions.

The learning styles, preferences and experiences of L2 learners should also be taken into account in deciding which type of FFI to utilize. L2 teachers and students are usually reported to have different perceptions, attitudes and preferences for FFI. In two comprehensive studies by Schulz (1996, 2001), it has been found that almost all learners are more willing to have their teachers correct their errors even though only few teachers regard it as beneficial and preferable. Schulz (2001) proposes that learners believe more than their teachers that FFI is indispensable to attain a high level of L2 proficiency. Furthermore, the experiences and preferences of L2 learners are of utmost importance. Dörnyei (2005) argues that L2 students mostly profit from the instruction that is in line with their preferences.

5.5. EFL Learners' Perceptions of Isolated FFI

The last research question is designed to explore EFL learners' perceptions of (a) incidental learning with no FonF, (b) isolated form-focused vocabulary instruction, and (c) integrated form-focused vocabulary instruction in a text-based reading course. The qualitative findings from open-ended questionnaires and semi-structured interviews are in harmony with the quantitative results because the majority of Turkish EFL learners have reflected more positive ideas, thoughts, and feelings with regard to isolated FFI as compared to integrated FFI and incidental learning with no FonF.

In parallel with the quantitative findings of the current study, most of the participants have reported that isolated FFI provides them with a higher rate of learning in terms of both size and depth of vocabulary knowledge. They have asserted that isolated FFI help them not only succeed in learning more target words but also pay more attention to lexical aspects of each target word such as spelling and pronunciation through. Isolated FFI has also been reported to offer a higher quality of vocabulary

learning. It is seen as the best or most effective method since isolated FFI paves the way for better learning, easier recall and longer retention of the target words in the reading texts. Some participants have mentioned the ease and speed of their learning and memorization in that isolated FFI offer them further opportunities to build up stronger semantic networks among the words in their memory.

The superiority of isolated FFI over integrated FFI may stem from the fact that it leads L2 learners to retrieve the target words during reading. Retrieval is defined as subsequent recall of vocabulary items from memory after first encounter (Nation, 2001). Learners make greater cognitive effort to retrieve words and retrieval resembles more to actual use of words in authentic situations. Successful retrieval is reported to enhance the retention of words. Isolated FFI offers L2 learners opportunity to retrieve the target words autonomously during reading comprehension after they have learned and practised the target words prior to reading. Independent recall and use of these words in a new context (reading) may provide L2 learners with better retention since it facilitates their speed of access to these lexical items. The relevant research suggests that the retrieval of a word is more beneficial than just seeing that word and its meaning (e.g., Baddeley, 1990; Landauer and Bjork, 1978).

The majority of the participants in this study have declared that isolated FFI sets the scene for effective repetition, revision and practice of target vocabulary items. Isolated FFI has also been stated to supply them with more opportunities to check their comprehension of the target words. Even if they forget the meanings of new L2 words that they had learned in isolation before reading, they can easily check their knowledge of those words by inferring their meanings again from the context during reading. Isolated FFI has been interpreted to achieve superior exemplification of the concept of the target words through sample sentences. Nation (2001) proposes that “examples help bring a message alive” (p. 215). Good examples provide L2 learners a route to easily conceptualise the meanings of words in their minds. These are some of the reasons why the participating EFL learners describe isolated FFI as “successful”, “useful”, “functional”, “reasonable” and “practical” way of learning new L2 words in reading texts.

In the light of these qualitative research findings, the advantage of isolated FFI over integrated FFI can be justified through the merits of “spaced repetition”. L2

learners repeat words in various ways. “Mass repetition” means repeating words several times in a single session while “spaced repetition” involves repeating vocabulary items at intervals through the extension of word study over a longer period of time (Nation, 2001). Within the scope of the current study, all the experimental conditions for isolated and integrated FFI are alike, except for the timing of the instruction. Integrated group has learned, repeated and practised the target words within the context of reading in one session (mass repetition) whereas isolated group has learned and repeated the target words before reading and practised them through reading after a while (spaced repetition). The related research findings indicate that spaced repetition leads to better learning and longer retention than mass repetition (e.g., Baddeley, 1990; Bloom and Shuell, 1981; Dempster, 1987). It is also discovered that the majority of forgetting takes place immediately after initial learning, and later, the forgetting rate gradually slows down (e.g., Griffin, 1992; Pimsleur, 1967). With this in mind, novel words should be repeated soon after the learning session before too much forgetting occurs (Nation, 2001). Russell (1979) puts forward an ideal repetition schedule as follows: 5-10 minutes after the learning session, a day later, a week later, a month later, and six months later. By the way, isolated vocabulary instruction prior to reading obeys the first stage of this schedule, which may be the underlying factor behind the advantage of isolated FFI over integrated one.

A great number of participants have designated isolated FFI as “attention-grabbing” since it draws more direct attention to new L2 words in the reading texts, which is highlighted by “noticing hypothesis” (Schmidt, 1990). Isolated FFI has been declared to help them notice not only the meaning of a target word but also its spelling and pronunciation. In addition, most Turkish EFL learners have attributed the success of isolated FFI to doing only one activity at a time: first learning new words, and then moving on to reading text. In this regard, “information processing theory” suggests that human brain has a limited capacity for processing information, so it may be difficult for L2 learners to focus on both form and meaning concurrently (Ellis, 1997). In integrated FFI, L2 learners pay their attention to both word forms and general meaning of text at the same time, which is likely to make isolated FFI more advantageous. Furthermore, the participants think that the nature of isolated FFI is more convenient for learning new words through various techniques such as visuals since such an instruction is separated

from L2 learners' meaningful interaction with the reading text. In this respect, "dual coding theory" underlines the merits of using visual materials to teach vocabulary items (Clark and Paivio, 1991; Paivio, 1991). "Dual coding" means making use of both linguistic and visual elements simultaneously to help learners grasp the meaning of a word, which facilitates learning, recall and retention of that target word.

The participating EFL learners exhibited positive attitudes towards learning new L2 words in isolation. They have narrated their vocabulary learning experiences as "enjoyable" and "pleasant" since they felt themselves more comfortable, more successful and more self-confident within the treatments of isolated FFI. The majority (91%) of participants have labelled isolated FFI as their "favourite" since they find this method "ideal", "favourable", or "appropriate" for their learning style.

Finally, isolated FFI has been reported to provide EFL learners with a better atmosphere to improve their reading skills when compared to integrated FFI and incidental learning with no FonF. First, isolated FFI seems to pave the way for the development of pre-reading skills as it make L2 learners lexically well-qualified and psychologically ready for the content of the text, thereby fostering a higher motivation and an easier adaptation to the text by arousing their interests in the topic. Second, isolated form-focused vocabulary instruction leads Turkish EFL learners to an easier comprehension of the texts and to a better processing of text organization, which can also be called as "text coherence". Third, isolated FFI has been declared to have a favourable effect on reading fluency. Unlike integrated FFI, the participants state that they are able to read the text without interruption under the treatments of isolated FFI. It opens the door for a good flow of reading, which enables them to read the text faster. Fourth, Turkish EFL learners have shown positive reactions to isolated FFI as readers. They declare that they take pleasure in reading because isolated FFI offers them more opportunities to read the text comfortably, confidently, fearlessly or without stress. In this way, they are able to concentrate well on reading.

All in all, the qualitative research findings from the open-ended questionnaires and semi-structured interviews are in harmony with the quantitative results of the study. The majority of participating students have reported that isolated FFI set the scene for more effective vocabulary learning and provided them with better opportunities to

improve their reading skills when compared to integrated FFI and incidental learning with no FonF.



CHAPTER 6

6. CONCLUSION

6.1. The Summary of the Study Findings

The current study aims at investigating the effects of form-focused instruction (FFI) on vocabulary gains of 48 Turkish EFL learners while they are involved in reading texts in classroom settings. The first research question investigates the individual effects of (a) incidental learning with no FonF, (b) isolated FFI and (c) integrated FFI, independently from one another, on EFL learners' vocabulary gains from reading texts. The overall research findings have revealed positive research evidence for the facilitative effects of each of three conditions of vocabulary learning on EFL learners' immediate or delayed recognition and recall of the target words in reading texts. The individual statistics from each of three classes are mostly in line with these overall findings. In the light of these study results, it can be concluded that not only isolated and integrated FFI but also incidental exposure to reading texts are beneficial to EFL learners in terms of their vocabulary gains in a text-based reading course.

The second research question attempts to compare the effects of (a) isolated FFI, (b) integrated FFI and (c) incidental learning with no focus on form (FonF) on EFL learners' immediate or delayed recognition and recall of the target words in reading texts. The overall study results demonstrate that isolated FFI leads EFL learners to by far the highest level of recognition and recall of target words both immediately after the reading session and two weeks later. Integrated FFI has also been detected to be statistically more effective than incidental exposure alone in all measures incidental exposure alone. The individual results from each class are also in harmony with these general research findings. Turkish EFL learners in each class have showed the best performance in all measures under the treatments of isolated FFI. They have also obtained significantly higher vocabulary gains from integrated FFI as compared to incidental exposure to reading texts. Thus, the general study findings have released positive research evidence for the superiority of isolated FFI over integrated FFI and incidental learning with no FonF.

The third research question intends to compare the effects of these three techniques across various reading texts. According to the study findings, Turkish EFL learners have performed best in each of three reading texts under the treatments of isolated FFI. Integrated FFI has also been verified to be statistically more beneficial than incidental learning with no FonF. Thus, the target words in all of three texts have been recognised, retained, and recalled best when EFL learners are provided with isolated FFI as compared to integrated FFI and incidental exposure alone. In other words, it can be concluded that the superiority of isolated FFI over the other two techniques has not changed from one reading text to another.

The fourth research question tries to discover Turkish EFL learners' preferences for these three vocabulary learning conditions. The research findings suggest that 91% of the participants have expressed their preferences for isolated form-focused vocabulary instruction seeing that it leads them to more immediate learning and long-term retention of target words. Approximately 7% of the learners have opted for integrated FFI. Only one participating student (2%) has preferred incidental learning with no FonF to acquire new words from reading texts. Hence, the majority of 43 Turkish EFL learners showed preference for isolated FFI rather than integrated FFI and incidental exposure alone in learning novel L2 words in a text-based reading lesson.

The last research question is designed to explore Turkish EFL learners' perceptions of these three techniques of vocabulary learning from reading texts. The qualitative findings from the open-ended questionnaires and the face-to-face semi-structured interviews have also verified the quantitative research results, which highlight the advantages of isolated FFI over the other two techniques. The majority of the participants have reflected more positive ideas, thoughts, and feelings with regard to isolated FFI. Isolated form-focused vocabulary instruction has been reported to be better or more effective in terms of (a) quantity of vocabulary learning, (b) quality of vocabulary learning, (c) the convenience of learning context, (d) learner attitudes, (e) preparation for the reading texts (pre-reading skills), (f) reading comprehension, (g) reading fluency, and (h) reader reaction. In the light of these research findings, it can be concluded that isolated FFI seems to be more convenient for Turkish EFL learners to acquire new L2 vocabulary items through reading texts since it paves the way for more

effective vocabulary learning and provided them with better opportunities to improve their reading skills as compared to integrated FFI and incidental learning with no FonF.

6.2. The Implications of the Study

6.2.1. The methodological implications

The findings of present study have made significant contribution to the relevant research through its methodological implications. First, there is a lack of classroom research that directly compares the effects of isolated and integrated FFI on L2 learners' acquisition of vocabulary items while they are involved in reading texts. The majority of the studies have compared the effects of isolated and integrated FFI on L2 learners' acquisition of some grammatical structures (e.g., Gwiazda, 2015; Iraj and Gholami, 2018; Spada et al., 2014; Tsapikidou, 2013). However, to my knowledge, there are only two studies, which lay emphasis on vocabulary acquisition of L2 learners in order to compare the effects of isolated and integrated FFI (Elgün, 2009; File and Adams, 2010). With this in mind, the current study intends to fill this gap in the related literature.

Second, whether new vocabulary items should be taught in isolation or in an integrated way is a matter of intense debate in L2 research. On the one hand, the case study by Elgün (2009) suggests that integrated FFI has more facilitative effect on the lexical, grammatical and writing development of Turkish EFL learners as compared to isolated FFI. On the other hand, File and Adams (2010) discover that both isolated and integrated FFI lead ESL learners to significantly more vocabulary learning and retention than incidental exposure alone (no FonF). Although ESL learners in isolated group have achieved slightly higher vocabulary gains than those in integrated group, File and Adams (2010) have observed no statistically significant difference between these two types of FFI. In this regard, the findings of the current study have made a crucial contribution to the above-mentioned controversial issue by revealing positive research evidence for the superiority of isolated FFI over integrated FFI and incidental exposure to reading with no FonF. In the light of the study findings, isolated FFI appears to be more effective in learning new L2 words through reading texts. Hence, the present study suggests some implications to L2 learners and teachers on how to learn and teach unknown L2 words through reading texts.

Third, the relevant research highlights the need for further classroom research to be conducted in more controlled settings and with more carefully-planned research design (e.g., Elgün, 2009; File and Adams 2010; Spada and Lightbown, 2008). It has been observed that most studies do not counterbalance the experimental circumstances for both type of FFI. They either allocate more time or give richer vocabulary instruction to the learners receiving isolated FFI. The present study hypothesises that this extra time and learning opportunities may be the underlying factor for the superiority of isolated FFI. Therefore, more attention has been paid to counterbalance the treatment conditions and variables for both isolated and integrated FFI. In these premises, the study findings have revealed that Turkish EFL learners in all three classes have obtained significantly higher vocabulary gains through isolated FFI.

6.2.2. The pedagogical implications

The current study findings have also revealed some significant pedagogical implications, which are likely to give L2 learners, teachers, and teacher trainers insights into L2 vocabulary learning and teaching through reading. First of all, instruction seems to be beneficial in SLA as it helps EFL learners to notice new L2 words in the reading text. No matter whether it is isolated or integrated, FFI plays a facilitative role in EFL learners' immediate or delayed recognition and recall of the unknown words in reading texts. Even limited attempts to call EFL learners' attention to lexical aspects of language may have favourable effects on their vocabulary development.

Secondly, isolated FFI may be a better alternative for EFL learners and teachers in learning and teaching new vocabulary items through reading texts, respectively. All experimental groups in the study have benefitted most from isolated FFI, and the target words in all texts have been recognised, recalled and retained best under the treatments of isolated FFI. Isolated FFI appears to have a positive impact on EFL learners' processing mechanism, through which they can establish stronger form-meaning mappings of new L2 words. Isolated instruction may also be more advantageous to introduce unknown L2 vocabulary items that are infrequent in the input since such words are comparatively easy to clarify or demonstrate. Next, isolated FFI given prior to reading seems to lead EFL learners to successful retrieval of new L2 words from their memory after the first encounter, thereby fostering longer retention of these words. L2

learners make greater cognitive effort to retrieve the new words autonomously during reading comprehension as in authentic situations, which is likely to facilitate their speed of access to these lexical items. Then, isolated FFI draws more direct attention to new L2 words in reading texts, which help EFL learners notice not only the meaning of these words but also the other lexical aspects such as spelling and pronunciation.

Third, incidental exposure to comprehensible input also contributes to SLA. EFL learners are likely to acquire some new L2 words from the context through natural exposure to reading texts. However, they are inclined to forget the meaning of the newly-acquired words immediately after reading if they are not given further opportunities to practise, recycle, revise and use these words. In short, a carefully-selected reading text alone, to a certain extent, seems to provide L2 learners with a meaningful context to acquire L2 vocabulary items. These findings imply that, apart from explicit instruction of L2 vocabulary in isolation, EFL teachers should offer their students further opportunities to practise newly-learned words in greater meaningful contexts, such reading texts, so that the students can conceptualise the meaning of these words better in their minds.

In addition, EFL learners may have difficulty in focusing on both form and meaning at the same time due to limited capacity of human brain for processing information. In this respect, as compared to isolated FFI, integrated FFI may lead EFL learners to poorer recall of some lexical aspects of new L2 words such as spelling and pronunciation since it requires concentrating on L2 word forms while making effort to understand a reading text simultaneously.

Moreover, the findings of the present study imply the facilitative role of practice in vocabulary development of EFL learners. Isolated FFI has a greater potential to offer EFL learners more opportunities to take the control over the meanings of new L2 words through appropriate practice prior to reading, thereby having a golden chance of using these words autonomously for understanding the text in the course of reading as in real life. Thus, isolated FFI sets the scene for effective repetition, revision and practice of newly-learned L2 words in authentic situations.

Furthermore, the results of the current study also highlight the merits of “spaced repetition” in L2 vocabulary learning and teaching. Repeating novel L2 words at intervals through the extension of word study over a longer period of time leads EFL

learners to better learning and longer retention than mass repetition, which involves repeating these words several times in a single session. The majority of forgetting takes place immediately after initial learning, so spaced repetition appears to be best solution for EFL learners to minimize the rate of forgetting.

Last but not least, the qualitative research findings emphasise the indispensable role of visual materials in L2 vocabulary learning and teaching since they promote better learning and higher retention of vocabulary items. Isolated FFI has been declared to be more convenient for learning new words through various techniques such as visuals. All in all, the current study suggests that EFL teachers should derive benefits from various techniques rather than adopting single approach in vocabulary instruction.

6.3. The Limitations and Suggestions for Further Research

It is likely to make several suggestions for further research by taking some limitations of the current study into consideration. To begin with, there is still a lack of classroom research to directly compare the effects of isolated or integrated FFI on EFL or ESL learners' acquisition of L2 vocabulary items through reading. In this respect, the research findings of the present study need to be supported through similar kinds of classroom-based research. The second thing to concern is that the scope of the current study is restricted in size of participating students and target vocabulary items. Conducting further research with larger sample size by employing different target words is most likely to bring greater certainty on the research evidence revealed by the this study. Third, the participants of the present study are EFL learners at B1 CEFR level. These research findings need to be verified through further studies conducted in different context and with different participants at various levels of language proficiency and in different age groups. Fourth, the integrated treatment of this study involves providing EFL learners with vocabulary instruction while they are reading the texts. This form of integrated FFI has been chosen to counterbalance the time and the learning opportunities for both types of FFI. Further research may intend to compare isolated FFI with other forms of integrated FFI such as a lexical glossary, which is attached to the margins of a reading text as an explanatory note about the critical unknown words in the given text. The isolated FFI may also be in the form of word study after reading session rather than pre-teaching of new vocabulary items. Last but

not least, within the scope of this study, the delayed post-tests have been conducted two weeks after the treatments because the period of each academic quarter is restricted to eight weeks, seven of which is for foreign language instruction and the last week is allocated to the assessment. With this in mind, further studies may concentrate on the effects of isolated and integrated FFI on L2 learners' longer-term recognition and retention of target vocabulary items in reading texts.



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APPENDICES

Appendix 1 : Research Ethics Committee Approval

Appendix 2 : Official Permission from the Directorate of the School of Foreign Languages

Appendix 3 : Official Permission from the Rectorate of the State University

Appendix 4 : Samples of Written Consent Forms Taken from the Participants

Appendix 5 : Reading Text A - “Cindy Jackson”

Appendix 6 : Reading Text B - “Larry Walters”

Appendix 7 : Reading Text C - “Pompeii”

Appendix 8 : Target Words

Appendix 9 : PowerPoint Slides to Teach Target Words in Reading Text A

Appendix 10: PowerPoint Slides to Teach Target Words in Reading Text B

Appendix 11: PowerPoint Slides to Teach Target Words in Reading Text C

Appendix 12: Pre-tests

Appendix 13: Immediate Post-tests

Appendix 14: Delayed Post-tests

Appendix 15: Questionnaire & Interview Items

Appendix 16: Samples of Student Questionnaire Forms

Appendix 17: Sample Transcriptions of Student Interviews

Appendix 18: Samples of the Qualitative Data Analyses

Appendix 1: Research Ethics Committee Approval

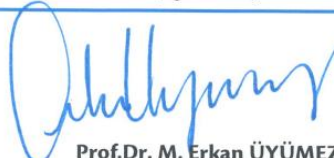
Evrak Kayıt Tarihi: 08.02.2019

Protokol No: 12107

Tarih: 27.02.2019



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Doktora Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Isolated or Integrated Form-focused Instruction in Teaching Vocabulary to EFL Learners through Reading Texts Yabancı Dil Eğitiminde Yeni Kelimelerin Metinler Okunmadan Önce veya Okuma Esnasında Metinlerle Birlikte Öğretilmesi
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Özgür YILDIRIM
TEZ YAZARI:	Mustafa SARIOĞLU
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu
 Prof. Dr. Coşkun BAYRAK (Başkan-Eğitim Fak.)	
 Prof. Dr. T. Volkan YÜZER (Başkan Yardımcısı-Açıköğretim Fak.)	 Prof. Dr. Esra CEYHAN (Eğitim Fak.)
 Prof. Dr. Münevver ÇAKI (Güzel Sanatlar Fak.)	 Prof. Dr. M. Erkan ÜYÜMEZ (İkt. ve İdari Bil. Fak.)
 Prof. Dr. Handan DEVECİ (Eğitim Fak.)	 Prof. Dr. Emel ŞIKLAR (İkt. ve İdari Bil. Fak.)

Appendix 2: Official Permission from the Directorate of the School of Foreign Languages



T.C.
BURSA TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı :96108589-799 /6227
Konu :Mustafa SARIOĞLU'nun Doktora
Tezi Uygulama İzin Talebi

25/03/2019

BURSA TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi :21/03/2019 tarihli ve 5953 sayılı yazınız

Yüksekokulumuzda Öğretim Görevlisi kadrosunda görev yapan ve Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü'nde Doktora Programı öğrencisi olan Öğr. Gör. Mustafa SARIOĞLU' nun ilgi yazıda belirtilen Doktora tez çalışması kapsamında Yüksekokulumuzda öğrenim gören Hazırlık Sınıfı 3. Seviye (Orta Düzey) öğrencileriyle kelime başarı testi, anket ve görüşmeler yapması Yüksekokulumuz tarafından uygun görülmüştür. Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır

Öğr. Gör. Murat BAYRAK
Yüksekokul Müdürü

25/03/2019 V.H.K.İ.	: Tülay ACAR
25/03/2019 Yüksekokul Skrt.	: Akın GÖLER
25/03/2019 Müd. Yrd.	: Öğr. Gör. Göksel ÖZTÜRK

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Bilgi İçin: Tülay ACAR
Unvan: Veri Hazırlama ve Kontrol İşletmeni
T:

Appendix 3: Official Permission from the Rectorate of the State University

Ana. Üni. Evrak Tarih ve Sayısı: 02/04/2019-E.20438



T.C.
BURSA TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı



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Tezi Uygulama İzin Talebi

28/03/2019

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İlgi :a) 18/03/2019 tarih ve E.30067 sayılı yazınız.
b) Üniversitemiz Yabancı Diller Yüksekokul Müdürlüğünün 25/03/2019 tarih ve E.6227 sayılı yazısı.

Üniversitemiz Yabancı Diller Yüksekokul Müdürlüğünde Öğretim Görevlisi kadrosunda görev yapan ve Üniversitemiz Eğitim Bilimleri Enstitüsünde Doktora öğrencisi olan Mustafa SARIOĞLU'nun ilgi yazıda belirtilen Doktora Tez Çalışması kapsamında Yüksekokulumuzda öğrenim gören Hazırlık Sınıfı 3. seviye (orta düzey) öğrencileriyle kelime başarı testi, anket ve görüşmeler yapmasının uygun olduğuna dair cevabi yazısı ekte sunulmuştur.
Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır

Prof. Dr. Hamdi ÖĞÜT
Rektör a.
Rektör Yardımcısı

EKLER :
İlgi (b) yazısı (1 sayfa)

Bu Belge 5070 Sayılı E-İmza Kanununun 5. Maddesi Gereğince Güvenli E-İmza İle İmzalanmıştır.

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Appendix 4: Samples of Written Consent Forms Taken from the Participants

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU - 1

Sevgili Öğrenciler,

Bu araştırma, "Isolated or Integrated Form-focused Instruction in Teaching Vocabulary to EFL Learners through Reading Texts (Yabancı Dil Eğitiminde Yeni Kelimelerin Metinler Okunmadan Önce veya Okuma Esnasında Metinlerle Birlikte Öğretilmesi)" başlıklı bir doktora tez çalışmasıdır. Bu çalışmanın amacı, yabancı dil eğitiminde yeni kelimelerin metinler okunmadan önce öğretilmesinin, okuma esnasında metinlerle birlikte öğretilmesinin veya herhangi bir öğretim olmaksızın kelime anlamlarının öğrenciler tarafından metinlerin bağlamından çıkarılmasının İngilizceyi yabancı dil olarak öğrenen öğrencilerin hedef kelimeleri anlamasına ve kullanmasına olan etkilerini araştırmaktır. Ayrıca çalışma, katılımcıların bu üç farklı öğrenme yöntemi konusundaki düşünceleri ve tercihlerini de ortaya çıkarmayı amaç edinmektedir.

Bu çalışmada, siz hazırlık sınıfı öğrencilerinize 3 farklı İngilizce okuma metni (A, B, C Metni) vasıtasıyla toplam 27 adet kelime öğretilmesi hedeflenmektedir. Bu kelimelerin 9 tanesi A Metni okunmadan önce, 9 tanesi B Metninin okunması esnasında metinle birlikte öğretilecek ve diğer 9 kelimenin anlamı ise - herhangi bir öğretim olmaksızın - siz öğrenciler tarafından C Metninin bağlamından çıkarılması istenecektir. Özetlemek gerekirse, bu çalışmada kapsamında üç ayrı uygulama yapılacak ve her bir uygulamada katılımcılara üç farklı öğretme/öğrenme yönteminden birisi kullanılarak kelimeler öğretilecektir. Her bir uygulamadan önce ve sonra, o uygulamada öğretilecek 9 hedef kelime ile ilgili kelime anlama ve kullanma başarı testleri ön-test ve son-test olarak verilecektir.

Çalışmanın amacı doğrultusunda, kelime anlama ve kelime kullanma başarı testleri vasıtasıyla sizden veriler toplanacaktır. Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır. Araştırmada katılımcıların isimleri gizli tutulacaktır. Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır. İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır. Sizden toplanan veriler araştırma sonuna kadar korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir. Veri toplama süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda, sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim.

Araştırmacı Adı : Öğr. Gör. Mustafa SARIOĞLU
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İş Tel : 0 224 300 33 61
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Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı : [Redacted]
İmza : 
Tarih : 03. 04. 2019

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU - 2

Sevgili Öğrenciler,

Bu araştırma, "Isolated or Integrated Form-focused Instruction in Teaching Vocabulary to EFL Learners through Reading Texts (Yabancı Dil Eğitiminde Yeni Kelimelerin Metinler Okunmadan Önce veya Okuma Esnasında Metinlerle Birlikte Öğretilmesi)" başlıklı bir doktora tez çalışmasıdır. Bu çalışmanın amacı, yabancı dil eğitiminde yeni kelimelerin metinler okunmadan önce öğretilmesinin, okuma esnasında metinlerle birlikte öğretilmesinin veya herhangi bir öğretim olmaksızın kelime anlamlarının öğrenciler tarafından metinlerin bağlamından çıkarılmasının İngilizceyi yabancı dil olarak öğrenen öğrencilerin hedef kelimeleri anlamasına ve kullanmasına olan etkilerini araştırmaktır. Ayrıca çalışma, katılımcıların bu üç farklı öğrenme yöntemi konusundaki düşünceleri ve tercihlerini de ortaya çıkarmayı amaç edinmektedir.

Bu çalışmanın amacı doğrultusunda, sizin bu üç farklı öğrenme yöntemi konusundaki düşüncelerinizi ve tercihlerinizi saptamak üzere 4 açık uçlu sorudan bir anket yapılması planlanmaktadır. Bu ankete katılımınız gönüllülük esasına dayanmaktadır. Araştırmada katılımcıların isimleri gizli tutulacaktır. Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır. İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır. Sizden toplanan veriler araştırma sonuna kadar korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir. Veri toplama süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda, sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

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Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı : [Redacted]
İmza : 
Tarih : 03.04.2019

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU - 3

Sevgili Öğrenciler,

Bu araştırma, "Isolated or Integrated Form-focused Instruction in Teaching Vocabulary to EFL Learners through Reading Texts (Yabancı Dil Eğitiminde Yeni Kelimelerin Metinler Okunmadan Önce veya Okuma Esnasında Metinlerle Birlikte Öğretilmesi)" başlıklı bir doktora tez çalışmasıdır. Bu çalışmanın amacı, yabancı dil eğitiminde yeni kelimelerin metinler okunmadan önce öğretilmesinin, okuma esnasında metinlerle birlikte öğretilmesinin veya herhangi bir öğretim olmaksızın kelime anlamlarının öğrenciler tarafından metinlerin bağlamından çıkarılmasının İngilizceyi yabancı dil olarak öğrenen öğrencilerin hedef kelimeleri anlamasına ve kullanmasına olan etkilerini araştırmaktır. Ayrıca çalışma, katılımcıların bu üç farklı öğrenme yöntemi konusundaki düşünceleri ve tercihlerini de ortaya çıkarmayı amaç edinmektedir.

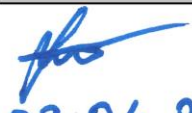
Bu çalışmanın amacı doğrultusunda, sizin bu üç farklı öğrenme yöntemi konusundaki düşüncelerinizi ve tercihlerinizi saptamak üzere 4 açık uçlu sorudan yarı yapılandırılmış bir görüşme yapılması planlanmaktadır. Bu ankete katılımınız gönüllülük esasına dayanmaktadır. Araştırmada katılımcıların isimleri gizli tutulacaktır. Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır. İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır. Sizden toplanan veriler araştırma sonuna kadar korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir. Veri toplama süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda, sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

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Katılımcı Ad ve Soyadı :
İmza : 
Tarih :

03.04.2019

Appendix 5: Reading Text A – “Cindy Jackson”³

CINDY JACKSON³



A. Warm-up

1. Do you think that you are beautiful or handsome? Why?
2. What do people do to look more beautiful or handsome?

B. Pre-reading

1. Look at two photos of a woman. What are the differences between two photos? What must she have done to change her appearance?
2. Read the title. Have you heard about “Cindy Jackson”? Who is she?

3. Read the first sentences of each paragraph, and guess the answer of the question below.

This text is mainly about a woman who _____.

- | | |
|-------------------------------|------------------------------------|
| A) plays with beautiful dolls | B) always thinks about her beauty |
| C) became a cosmetic surgeon | D) is a professional makeup artist |

C. Read the text below and check your guess.

CINDY JACKSON

- 1 When Cindy Jackson was 32 years old, she wrote a list of all the things she wanted to change about her appearance. She was **obsessed** with her beauty, and this had begun years earlier when she was a farm girl in Ohio. At the age of six, she was given a doll as a gift. She invented a **glamorous** life for her doll, and she dreamed of
- 5 the same kind of life herself. When she looked at herself in the mirror, her image was not ugly, but it was far from her dreams. In high school, she felt that the beautiful girls got all the attention and that nobody **discerned** her.

- Jackson was tired of feeling ugly and unattractive. In 1988, she wrote her beauty wish list. Her list was based on the standards of beauty she had learned as an
- 10 art student. She never dreamed that she would really be able to make any of these changes. But, soon after writing the list, she was given a small **inheritance**. It was enough to begin her change into beauty.

- Jackson felt that her nose was too big and her lips were too thin. In addition, her skin **sagged** in certain areas because she had lost weight. In order to solve these
- 15 problems, Jackson had several surgical operations. She had surgery to remove fat from

³ This text was taken and adapted from Loughheed (2006, pp. 32-33).

her thighs and abdomen, as well as two nose operations and a face and jaw lift. Chemical peels made her skin appear brand new, and makeup, including eyeliner and lipstick, was tattooed onto her face for an **eternal** fresh appearance. Nine operations later, a doll had come to life.

20 Jackson's **transition** to beauty through cosmetic surgery has made her a famous person. She has written many articles describing her experience, as well as her life story entitled "*Living Doll*". She also acts as a cosmetic surgery consultant. Her job is to help other people achieve the same success she has in the **quest** for beauty. Jackson is now a **jolly** woman to make every change that she wrote on her wish list in 1988.

D. Read the text again and put the events into the correct order.

- | | |
|---------------------------------------|---|
| ☐ | a. She had nine surgical operations. |
| ☒ 1 | b. Cindy Jackson was feeling ugly and unattractive when she looked at herself in the mirror. |
| ☐ | c. Her change into beauty through cosmetic surgery has made her a famous person. |
| ☐ | d. She has written some articles and a story about her life and experiences. |
| ☐ | e. She made her beauty wish list of things she wanted to change about her appearance in 1988. |
| ☐ | f. She is working as a cosmetic surgery consultant at the moment. |
| ☐ | g. She was given a small amount of money, which was enough to start her change. |

E. Answer the questions and circle the correct options.

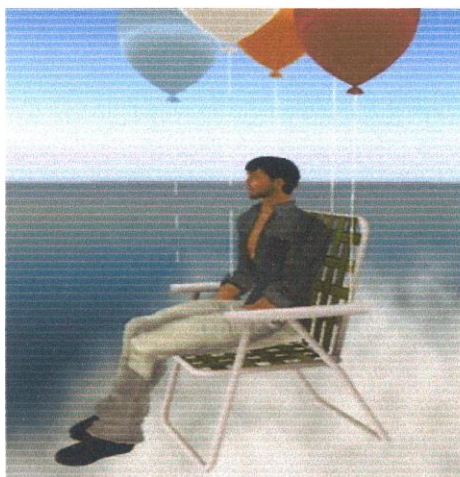
1. When did Jackson make her beauty wish list? A) At age six B) In high school C) In art school D) At age 32	3. Cindy Jackson used ____ to remove fat from her thighs and abdomen. A) diets B) pills C) surgery D) exercise
2. Why didn't Jackson like her nose? A) It was very large. B) It was too thin. C) It hung down loosely. D) It was ugly.	4. In high school, Jackson ____. A) felt very pretty B) thought that she was unattractive C) got a lot of attention D) had a successful life

F. Post-reading: Discuss the questions below.

1. What cosmetic products do you like to use?
2. Would you like to change your appearance through surgery? Why or why not?

Appendix 6: Reading Text B – “Larry Walters”⁴

LARRY WALTERS⁴



A. Warm-up

1. Do you like flying?
2. What are some methods that people use to fly?

B. Pre-reading

1. Look at the picture. What happens in the picture?
How can someone fly using the chair?
2. Read the title. Have you heard about “Larry Walters”? Who was he?
3. Read the first sentences of each paragraph in the text, and guess the answer of the question below.

This text is mainly about _____.

- | | |
|--------------------------------------|--------------------------|
| A) how to make a flying machine | B) different ways to fly |
| C) an unusual trip across the desert | D) an electric power cut |

C. Read the text, and check your guess.

LARRY WALTERS

- 1 For most people, a chair is a place to sit and relax. For truck driver, Larry Walters, a chair was a way to fly. From the time he was young, Larry found balloons alluring and he always dreamed of using balloons to fly. When he was 33 years old, he decided to make his dream come true. He bought the necessary equipment – a
- 5 usual aluminium garden chair and 42 weather balloons. He also got an air gun because he planned to shoot the balloons when he was ready to land. His girlfriend wanted him to get a parachute, too, just in case.

- Larry’s objective was to fly 483 kilometres across the Mojave Desert, beginning from the garden of his girlfriend’s house near Los Angeles. On the day of his
- 10 trip, he tied the chair down with two ropes and attached the helium-filled balloons to it. Then, he sat down in the chair with his gun and his parachute. He was ready to go. Larry’s friends untied one rope. Suddenly, the other rope broke, and Larry and his chair rose quickly toward the sky. He ascended much faster and higher than he had expected. He was not serene at 5,000 meters above the ground.

- 15 Larry’s excursion did not happen the way he had planned. He was high up in the sky where the air was cold. An airplane pilot got a glimpse of him and reported him

⁴ This text was taken and adapted from Loughheed (2006, pp. 42-43).

to the authorities. Meanwhile, Larry was shaking with cold. He wanted to return to the ground, but there was nothing he could do. His air gun fell down during his rise. All he could do was to go wherever the wind took him.

20 In the end, Larry and his chair could land. The ropes holding the balloons became tangled in some electric lines, and the chair hung just two meters above the ground. Larry was able to go down safe and unhurt, but the ropes of the balloons induced a twenty-minute electric power cut in the neighbourhood. Although the authorities penalized Larry for breaking flying rules, he was able to make his dream of flying with balloons come true.

D. Read the text again and put the events into the correct order.

- | | |
|--------------------------|---|
| ☐ | a. At the age of 33, he decided to fly across the desert on a garden chair. |
| ☐ | b. Larry was shaking with cold, and all he could do was to go wherever the wind took him. |
| ☐ | 1 c. Since his childhood, Larry Walters had wanted to fly with balloons. |
| ☐ | d. He tied the chair down with two ropes, and he attached 42 helium-filled balloons to the chair. |
| ☐ | e. Larry's chair climbed too fast, so he was at 5,000 meters above the ground in a few minutes |
| ☐ | f. When his friends untied one rope, the other rope broke suddenly and his air gun fell down. |
| ☐ | g. The ropes of the balloons hung in some electric lines, and Larry could go down safe. |

E. Answer the questions, and circle the correct options.

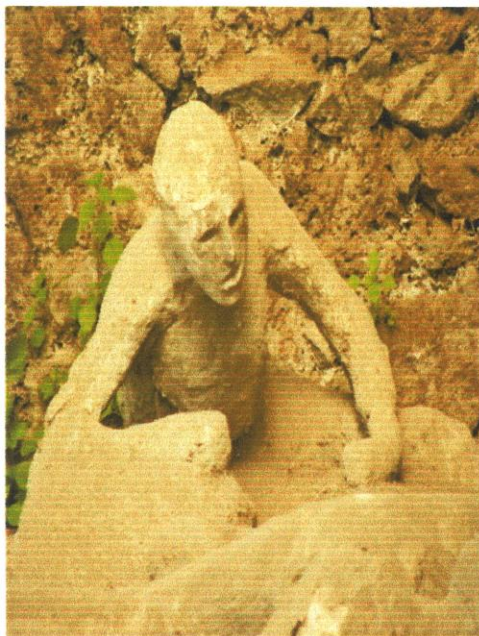
1. What was Larry Walters' job? A) pilot B) aluminium chair salesman C) gardener D) truck driver	2. How high in the air did Larry climb? A) 300 meters B) 483 meters C) 500 meters D) 5,000 meters
3. What did Larry take with him on his flying trip? A) A gun and a parachute B) Drinking water C) A warm jacket D) Some sandwiches	4. What did Larry do when he wanted to return to the ground? A) He shot the balloons. B) He untied the ropes. C) He asked a pilot for help. D) He waited for the chair to land by itself.

F. Post-reading: Discuss the questions below.

1. Would you like to fly using balloons? Why?
2. Do you have any other dreams which you want to make come true?

Appendix 7: Reading Text C – “Pompeii”⁵

POMPEII⁵



A. Warm-up

1. What do you think about natural disasters?
2. What kinds of disasters can destroy a whole town/city?

B. Pre-reading

1. Look at the picture. The person in the picture died nearly 2,000 years ago. What, do you think, killed that person?
2. Read the title. What do you know about “Pompeii”?
3. Read the first sentences of each paragraph in the text, and guess the answer of the question below.

This text is mainly about _____.

- A) the volcanoes of Pompeii B) an ancient Roman Empire
C) the last days of Pompeii D) the mountains of Rome

C. Read the text quickly to check your guess.

POMPEII

- 1 The ancient Roman town of Pompeii sat at the foot of the large volcano, Vesuvius, in southern Italy. The town and the volcano had lived in peace and amity side by side for years. Pompeii's people lived a good life. Their town was a prosperous seaport and a popular resort. Many rich Romans had their holiday homes there. The theatres, shops, and
- 5 streets were filled with enjoyable activities. All this ended on August 24 in the year 79 A.D.

- At about noon on August 24, a large cloud of ash and rocks came out of the top of Vesuvius, moving up 20 kilometres into the air. The ash and rocks began to rain down on the people of Pompeii and other nearby towns. Soon, the roofs of Pompeii were covered with a layer of volcanic material that was close to three meters thick. Buildings began to
- 10 collapse under the heavy rocks. By this time, people had already started to flee the town. Taking what possessions they could, they made frantic attempts to call their loved ones to join them. They escaped to the countryside. By evening, most of the citizens had left Pompeii.

- But Vesuvius had not finished yet. All night long, it continued to spew out rock and
- 15 ash. The next morning, steaming lava came out of the volcano and rolled down its sides toward Pompeii. The town was covered with the lava so deeply that only the tops of the very tallest buildings could be seen. Later, some people returned to the town to try to find

⁵ This text was taken and adapted from Loughheed (2006, pp.74-75).

their things and possessions out of the hard lava, but of course no one could live there anymore. The buried town lay **abandoned** for hundreds of years.

20 In 1748, the long-forgotten town was rediscovered. Since then, a number of **excavations** have been made to get information about ancient Roman life. Architecture, art, and other examples of Roman culture were all perfectly kept by the lava. Archaeologists have also found the bodies of about 2,000 Pompeii people who, unable to escape the running wave of lava, became frozen in it forever.

D. Read the text again and put the events into the correct order.

- | | |
|--------------------------|---|
| ☐ | a. In 1748, the buried town was rediscovered by the archaeologists. |
| ☐ | b. On August 24, 79, a cloud of ash and rocks started to come out of the top of Vesuvius. |
| ☐ | c. They have found the bodies of 2,000 Pompeii people who were frozen in the lava forever. |
| ☐ | d. The roofs of Pompeii were filled with volcanic material, and the buildings were destroyed. |
| ☐ | e. Most of people took their possessions and escaped from Pompeii. |
| ☐ | f. Pompeii and the volcano, Vesuvius, were living together peacefully for years. |
| ☐ | g. The steaming lava came out of the volcano and it buried the whole town. |

E. Answer the questions, and circle the correct options.

1. At about what time of the day did Vesuvius begin to erupt? A) Early in the morning B) 12:00 noon C) Late in the afternoon D) At night	2. What happened to the buildings of Pompeii? A) They were mostly undamaged. B) They were burned by fire from the volcano. C) They were carried away by the flood of lava. D) They fell down under the weight of rocks.
3. What happened in 1748? A) Pompeii was rediscovered. B) Vesuvius erupted again. C) A museum of Roman art was opened. D) Pompeii's people returned to their homes.	4. What is true about Pompeii? A) Most of the people were poor. B) It was a boring place to visit. C) Very few people lived there. D) It was located on the coast.

F. Post-reading: Discuss the questions below.

1. Have you experienced any natural disasters?
2. Would you prefer to live inland or near the sea? Why?

Appendix 8: Target Words

TEXTS	TARGET WORDS						Mean Number of syllables	Mean Number of letters
	Size & Type	Parts of Speech	Target Words	Number of syllables	Number of letters	Frequency Bands		
Text A: Cindy Jackson 350 words	9 words	Verbs	sag	1	3	6	2,33	7,00
	3 nouns		discern	2	7	5		
	3 verbs		obsess	2	6	4		
	3 adjective	Nouns	inheritance	4	11	3		
			transition	3	10	3		
			quest	1	5	5		
		Adjectives	jolly	2	5	6		
			glamorous	3	9	4		
			eternal	3	7	5		
Text B: Larry Walters 357 words	9 words	Verbs	penalize	3	8	7	2,33	7,33
	3 nouns		induce	2	6	4		
	3 verbs		ascend	2	6	5		
	3 adjective	Nouns	glimpse	1	7	4		
			excursion	3	9	6		
			objective	3	9	3		
		Adjectives	alluring	3	8	8		
			serene	2	6	6		
			tangled	2	7	4		
Text C: Pompeii 350 words	9 words	Verbs	spew	1	4	9	2,33	6,88
	3 nouns		collapse	2	8	3		
	3 verbs		flee	1	4	3		
	3 adjective	Nouns	excavation	4	10	4		
			layer	2	5	3		
			amity	3	5	14		
		Adjectives	frantic	2	7	5		
			abandoned	3	9	3		
			prosperous	3	10	3		

Appendix 9: PowerPoint Slides to Teach Target Words in Reading Text A

Text A:
Cindy Jackson



obsess



obsess (v.): to think about someone or something all the time



Jane is always **obsessed** with making money.



Sue looks great, so she should stop **obsessing** about her weight.



sag



sag (v.): to hang down loosely



His belly **sagged** as he got fatter.



now

20 years ago

My mom's skin **sagged** as she got older.



discern



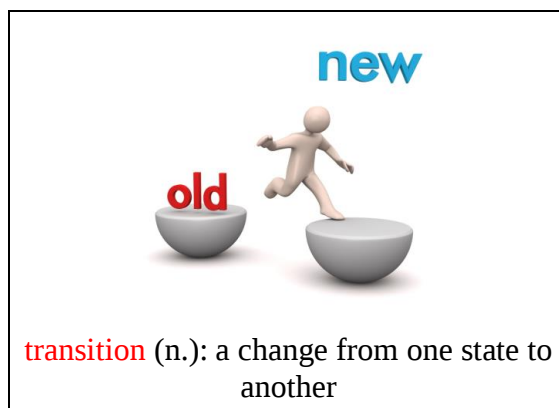
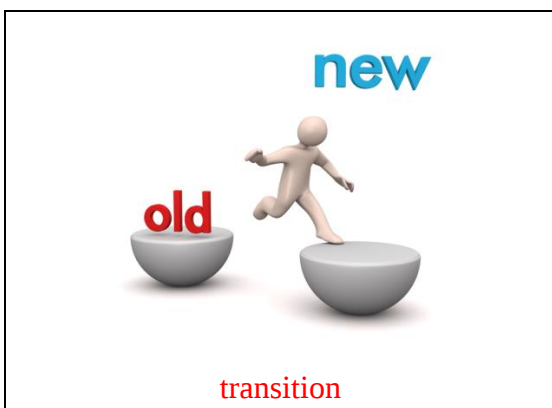
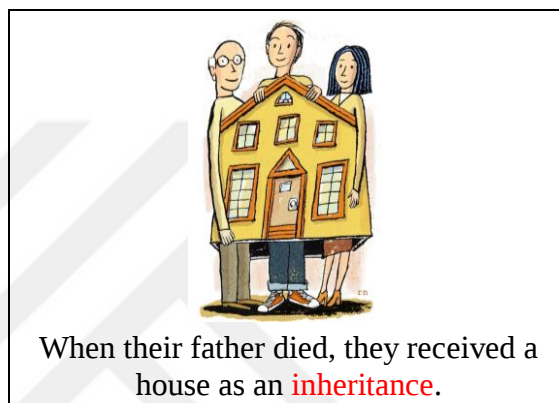
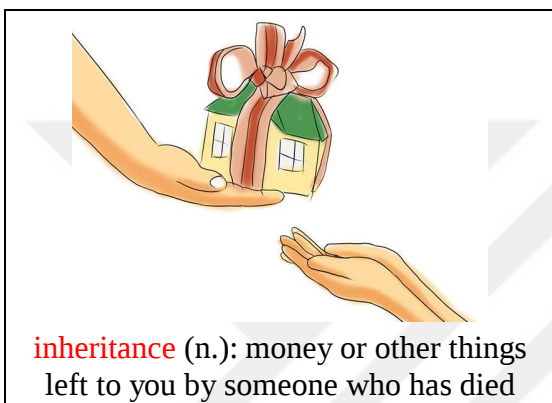
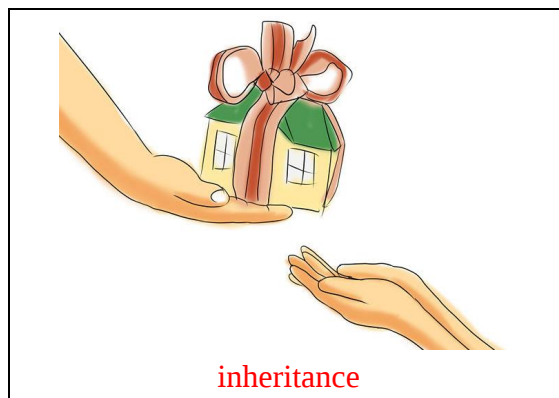
discern (v.): to see, hear, feel someone or something; notice

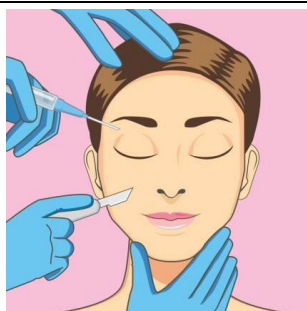


The detective **discerned** some footprints on the ground.

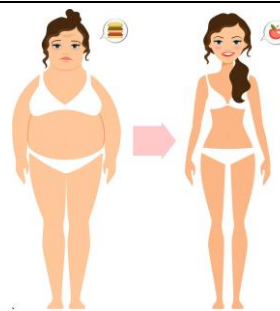


Joe was listening to music loudly, so he could not **discern** the truck approaching.





Her **transition** to beauty is a result of plastic surgery.



She has lost weight after the **transition** from fast food to a healthy diet.



quest



quest (n.): a search



Astronauts are on a **quest** for life on Mars for a long time.



She did everything in **quest** for beauty, and she made her dreams come true.

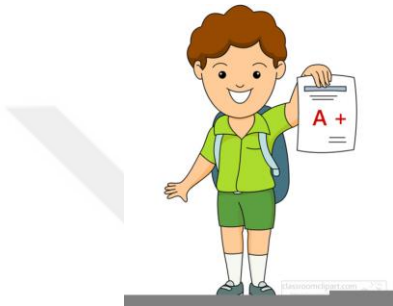




jolly



jolly (adj.): happy and cheerful



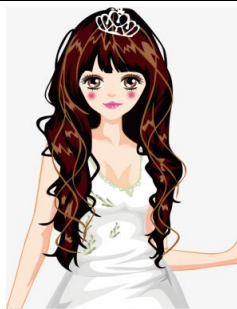
He is jolly because he has had a good mark on the exam.



Everybody was in a jolly mood at the party.



glamorous



glamorous (adj.): more attractive and beautiful than usual people or things



She is a glamorous movie star.

Appendix 10: PowerPoint Slides to Teach Target Words in Reading Text B

Text B:
Larry Walter



induce



induce (v.): to cause, produce



Drinking alcohol while driving is very dangerous. It **induces** traffic accidents.



Eating too much fast food **induces** some health problems.



ascend





ascend (v.): to go up, rise, move up,
climb up



We watched as their plane **ascended** into
the clouds.



Travelling by balloon is fun, but the air
becomes a bit colder as you ascend.



penalise



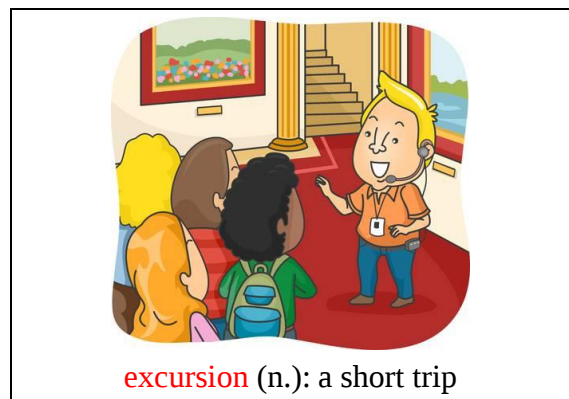
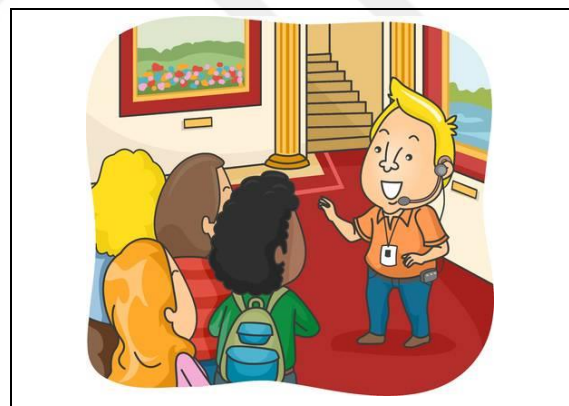
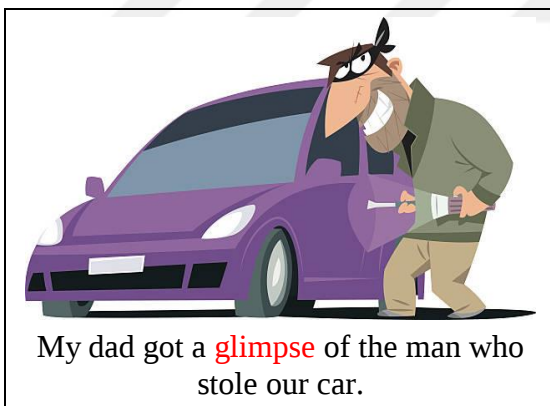
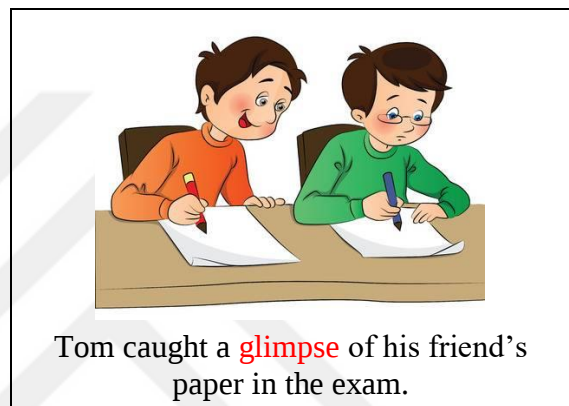
penalise (v.): to punish someone for
breaking a rule



The referee **penalised** the footballer for
his foul play.



Drunk drivers should be **penalised** by the
police.





The hotel in Paris organises daily **excursions** to the Eiffel Tower.



We went on an **excursion** to the zoo.



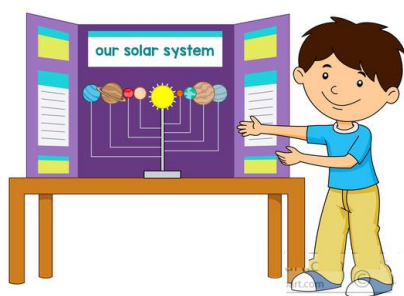
objective



objective (n.): an aim, target, goal



Their **objective** is to buy a house in the countryside and to live happily there.

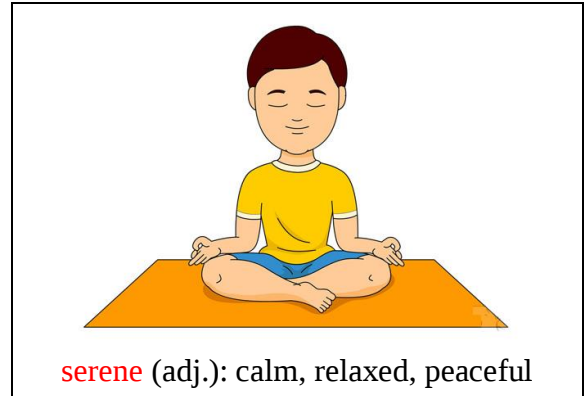


My brother's **objective** is to finish his science project by tomorrow.





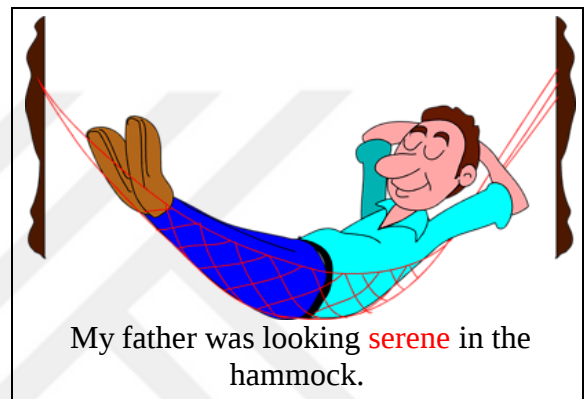
serene



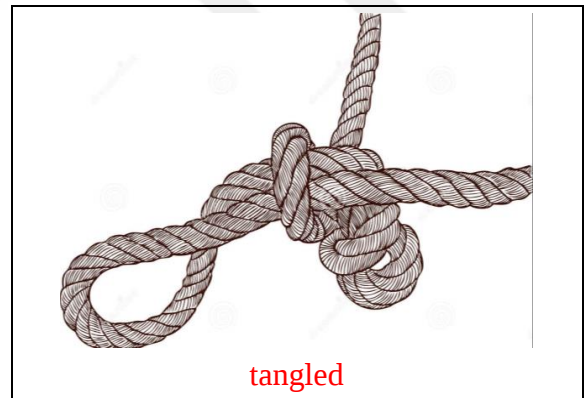
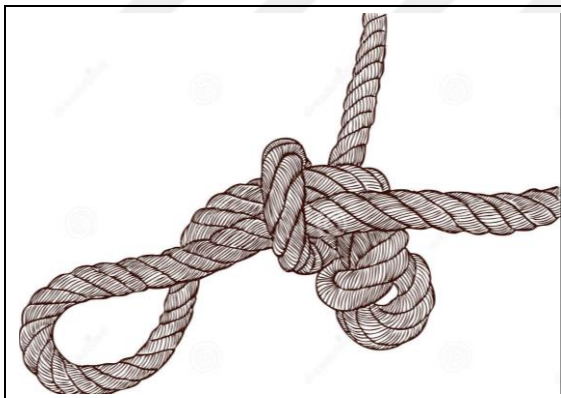
serene (adj.): calm, relaxed, peaceful



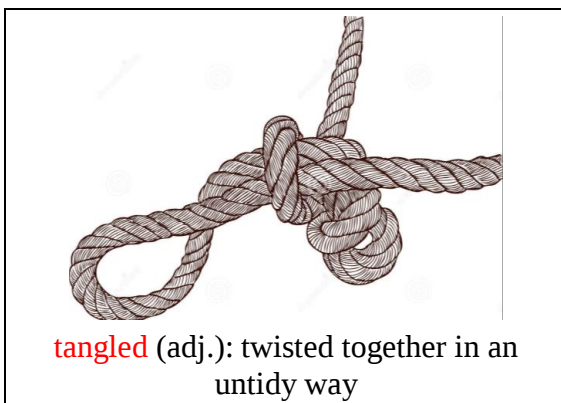
They were serene during meditation.



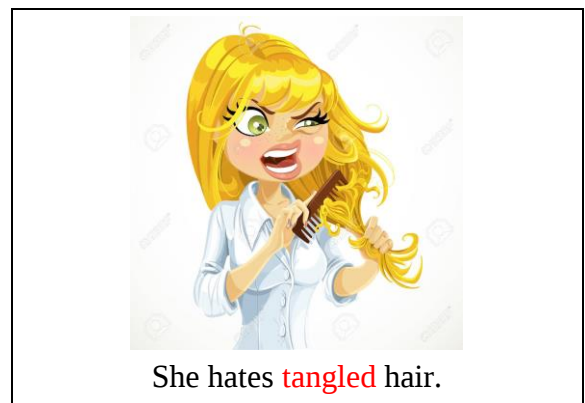
My father was looking serene in the hammock.



tangled



tangled (adj.): twisted together in an untidy way



She hates tangled hair.



I found my little sister **tangled** in a jump rope.



alluring



alluring (adj.): attractive, desirable



She is a beautiful woman with her **alluring** smile.



Istanbul is a wonderful city. It offers tourists **alluring** shops and restaurants.



Thank you for your attention.

Appendix 11: PowerPoint Slides to Teach Target Words in Reading Text C

Text C:
Pompeii



spew



spew (v.): to push out material



Factories **spew** out smoke and pollute our environment.



The volcano was **spewing** out lava and ash.



collapse



collapse (v.): to fall down



Hundreds of buildings **collapsed** during the earthquake.



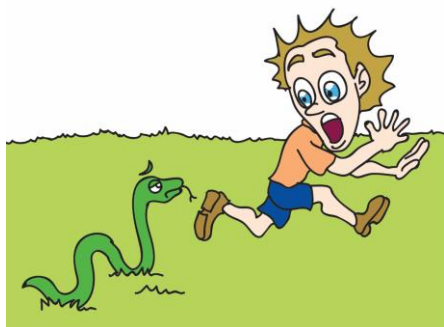
The roof is in danger of **collapsing** because of the heavy snow.



flee



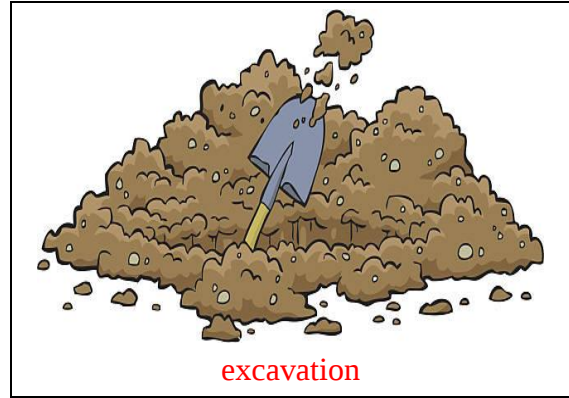
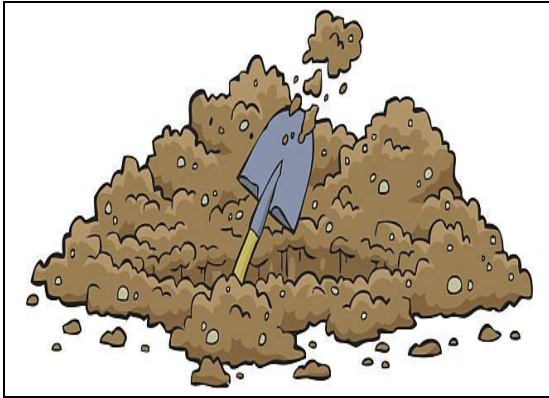
flee (v.): to escape, run away



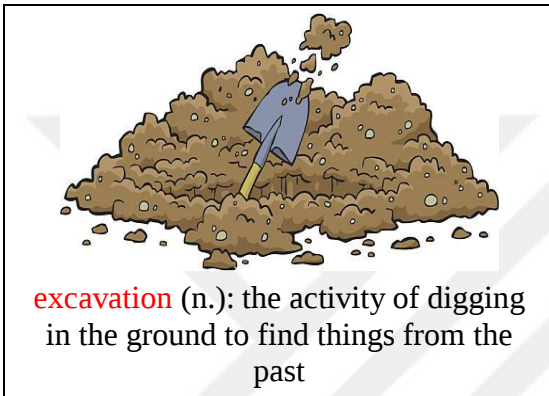
He was **fleeing** from the snake.



The thief **fled** the bank when he saw the police.



excavation



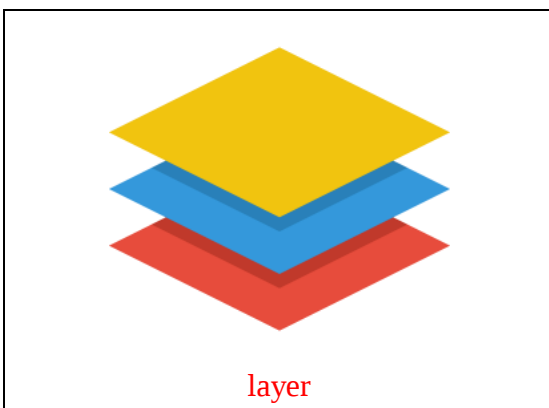
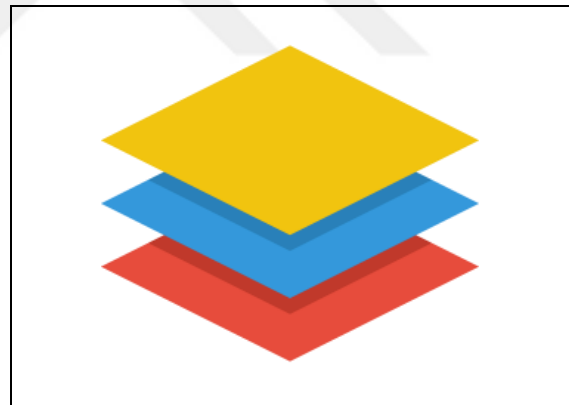
excavation (n.): the activity of digging in the ground to find things from the past



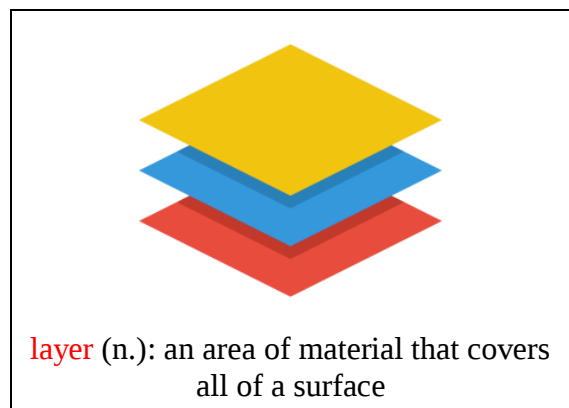
Archaeologists make excavations on historical sites to look for old buildings or objects.



A new dinosaur fossil was found through archaeological excavations.



layer



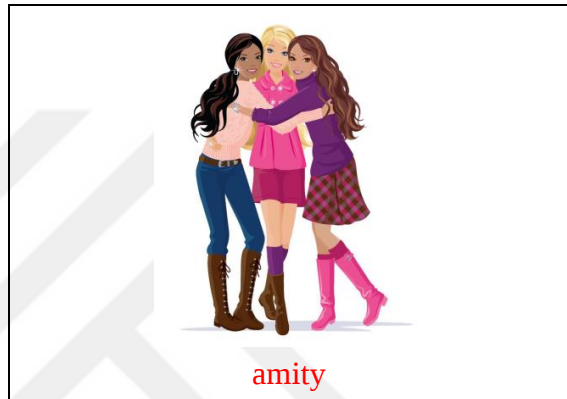
layer (n.): an area of material that covers all of a surface



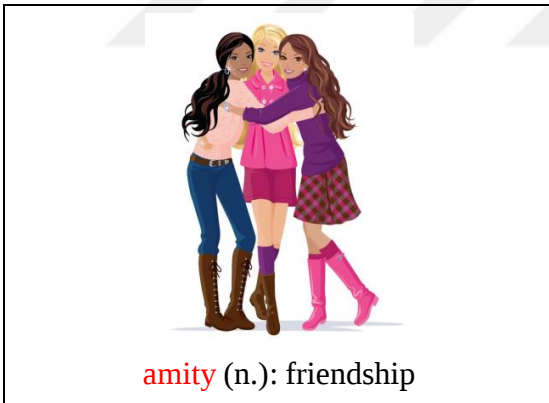
There is a **layer** of jam in the middle of the cake.



The car is covered with a thick **layer** of ice.



amity



amity (n.): friendship

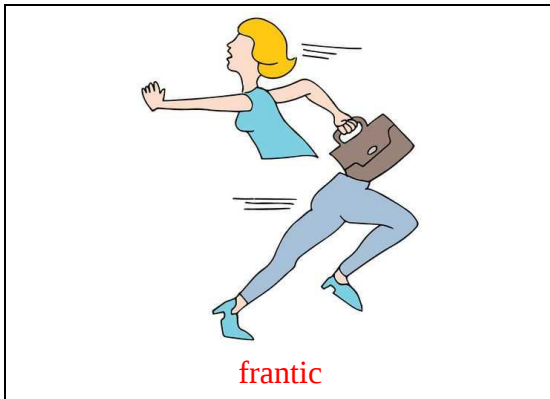


The people in this office work in **amity** and peace.

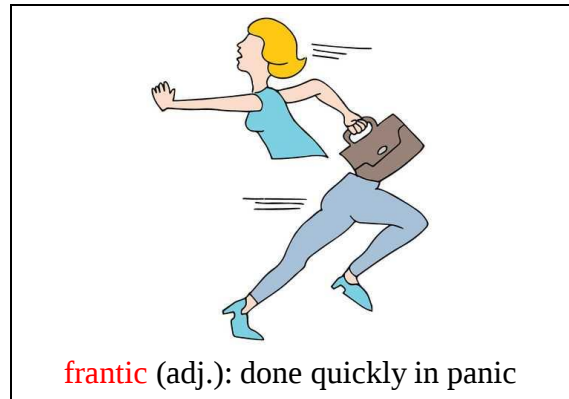


Children are symbols of love, peace and **amity**.





frantic



frantic (adj.): done quickly in panic



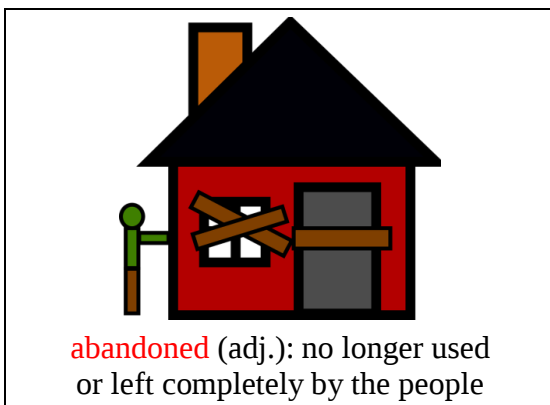
The child was making **frantic** cries for help in the water.



She made **frantic** attempts to find her lost child.



abandoned



abandoned (adj.): no longer used or left completely by the people



A child was found **abandoned** outside a police station.



This is an old **abandoned** town.



prosperous



prosperous (adj.): rich and successful



She is a **prosperous** businesswoman.



The USA is one of the most **prosperous** countries in the world.

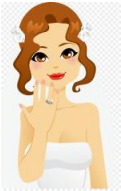


Thank you for your attention.

Appendix 12: Pre-tests

PRE-TEST (Text A: Cindy Jackson)

Circle the best options.

1.  My brother is _____ with computer games. He never thinks about anything else. ☐ I don't know. A) obsessed B) sagged C) achieved D) discerned	2.  Rita is a (n) _____ film star. She has an attractive life full of beauty and success. ☐ I don't know. A) eternal B) chemical C) several D) glamorous	3.  Sue has married in the _____ for happiness, and she is happy with her husband. ☐ I don't know. A) inheritance B) quest C) transition D) surgery
4.  He is rich. He's received a lot of money as a(n) _____ from his grandfather. ☐ I don't know. A) quest B) transition C) surgery D) inheritance	5.  Youth is not _____; we will all get older, and we will die one day in the future. ☐ I don't know. A) chemical B) eternal C) glamorous D) jolly	6.  My father put on weight. His belly _____ as he got fatter. ☐ I don't know. A) discerned B) obsessed C) sagged D) achieved
7.  My sister is a _____ girl. She always smiles at people. ☐ I don't know. A) jolly B) glamorous C) eternal D) chemical	8.  She looked _____ at carefully, but she could not _____ the house in distance. ☐ I don't know. A) sag B) discern C) obsess D) achieve	9.  It is difficult for him to make _____ from university life to full-time work. ☐ I don't know. A) surgery B) inheritance C) transition D) quest

PRE-TEST (Text B: Larry Walters)

Circle the best options.

1.  Smoking cigarettes can _____ lung cancer, so it is not healthy. ☐ I don't know. A) penalise B) ascend C) expect D) induce	2.  We are interested in art, so we often organise _____ daily _____ to museums. ☐ I don't know. A) objectives B) excursions C) glimpses D) rise	3.  When I saw my mother, she was _____ in telephone cable. ☐ I don't know. A) serene B) tangled C) alluring D) necessary
4.  Her _____ is to lose weight, so she will go on a vegetarian diet. ☐ I don't know. A) glimpse B) rise C) objective D) excursion	5.  The teacher _____ the student for cheating on the exam. ☐ I don't know. A) ascended B) penalised C) induced D) expected	6.  The woman was so _____ that he could not help falling in love with her. ☐ I don't know. A) alluring B) serene C) unhurt D) tangled
7.  In one minute, the plane _____ quickly and disappeared into clouds. ☐ I don't know. A) induced B) penalised C) ascended D) expected	8.  On my way home, I got a(n) _____ of a thief in the bank, so I called the police. ☐ I don't know. A) excursion B) objective C) rise D) glimpse	9.  The atmosphere was very peaceful, so everybody was _____ during the holiday. ☐ I don't know. A) tangled B) alluring C) serene D) necessary

PRE-TEST (Text C: Pompeii)

Circle the best options.

1.  Car exhausts _____ out smoke, and they cause air pollution. ☐ I don't know. A) flee B) collapse C) return D) spew	2.  We have to clean the floor because it is covered with a thick _____ of dust. ☐ I don't know. A) layer B) excavation C) amity D) steam	3.  It is a(n) _____ house because there is nobody living here. ☐ I don't know. A) abandoned B) frantic C) prosperous D) steaming
4.  Archaeologists study human culture by making _____ on historical sites. ☐ I don't know. A) steam B) excavations C) layers D) amities	5.  The thief _____ through the window when he saw my father. ☐ I don't know. A) fled B) collapsed C) covered D) spewed	6.  Dubai is a(n) _____ city, so rich people go there to spend their holiday. ☐ I don't know. A) prosperous B) steaming C) abandoned D) frantic
7.  Joe made _____ attempts to arrive at work on time, but he could not manage it. ☐ I don't know. A) ancient B) prosperous C) frantic D) abandoned	8.  Jane and Sue are good friends. They spend time together in _____ and peace. ☐ I don't know. A) steam B) amity C) excavation D) layer	9.  A bridge _____ during the earthquake and two people died in water. ☐ I don't know. A) collapsed B) fled C) spewed D) returned

Appendix 13: Immediate Post-tests

WORD-RECOGNITION TEST (Text A: Cindy Jackson)

Circle the best options.

1.  He is rich. He's received a lot of money as a(n) _____ from his grandfather. A) quest B) transition C) surgery D) inheritance	2.  My sister is a _____ girl. She always smiles at people. A) jolly B) several C) eternal D) chemical	3.  She looked at carefully, but she could not _____ the house in distance. A) sag B) discern C) obsess D) achieve
4.  Rita is a _____ film star. She has an attractive life full of beauty and success. A) eternal B) chemical C) several D) glamorous	5.  It is difficult for him to make _____ from university life to full-time work. A) surgery B) inheritance C) transition D) quest	6.  My brother is _____ with computer games. He never thinks about anything else. A) obsessed B) sagged C) achieved D) discerned
7.  Sue has married in the _____ for happiness, and she is happy with her husband. A) inheritance B) quest C) transition D) surgery	8.  Youth is not _____; we will all get older, and we will die one day in the future. A) chemical B) eternal C) glamorous D) jolly	9.  My father put on weight. His belly _____ as he got fatter. A) discerned B) obsessed C) sagged D) achieved

WORD-RECALL TEST (Text A: Cindy Jackson)

Fill in the blanks with the suitable words from the text.



My son is ____ with computer games.
He never thinks about anything else.



My father put on weight. His belly
_____ as he got fatter.



She looked at carefully, but she could
not _____ the house in distance.



He is rich. He's received lots of money
as a(n) _____ from his grandfather.



It is difficult for him to make _____
from university life to full-time work.



She has married in ____ for happiness.
She is happy with her husband.



Molly is a _____ girl.
She always smiles at people.



Youth is not ____; we will all get older,
and we will die one day in the future.



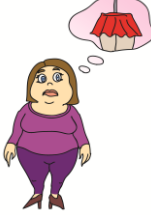
Rita is a _____ film star. She has an
attractive life full of beauty and success.



GOOD LUCK!

WORD-RECOGNITION TEST (Text B: Larry Walters)

Circle the best options.

1.  The woman was so _____ that he could not help falling in love with her. A) alluring B) serene C) unhurt D) tangled	2.  Smoking cigarettes _____ lung cancer, so it is not healthy. A) penalises B) ascends C) expects D) induces	3.  On my way home, I got a(n) _____ of a thief in the bank, so I called the police. A) excursion B) objective C) rise D) glimpse
4.  Her _____ is to lose weight, so she will go on a vegetarian diet. A) glimpse B) rise C) objective D) excursion	5.  In one minute, the plane _____ quickly and disappeared into clouds. A) induced B) penalised C) ascended D) expected	6.  When I saw my mother, she was _____ in telephone cable. A) serene B) tangled C) alluring D) necessary
7.  The atmosphere was very peaceful, so everybody was _____ during the holiday. A) tangled B) alluring C) serene D) unsafe	8.  The teacher _____ the student for cheating on the exam. A) ascended B) penalised C) induced D) expected	9.  We are interested in art, so we often organise daily _____ to museums. A) objectives B) excursions C) glimpses D) rises

WORD-RECALL TEST (Text B: Larry Walters)

Fill in the blanks with the suitable words from the text.



1.

Smoking cigarettes _____
lung cancer, so it is not healthy.



2.

In one minute, the plane _____
quickly and disappeared into clouds.



3.

The teacher _____
the student for cheating on the exam.



4.

Her _____ is to lose weight,
so she will go on a vegetarian diet.



5.

We are interested in art, so we often
organise daily _____ to museums.



6.

On my way home, I got a _____ of a
thief in the bank, so I called the police.



7.

The atmosphere was peaceful, so
everybody was _____ during the holiday.



8.

The woman was so _____ that he
could not help falling in love with her.



9.

When I saw my mother, she was
_____ in telephone cable.



GOOD LUCK!

WORD-RECOGNITION TEST (Text C: Pompeii)

Circle the best options.

1.  Car exhausts _____ out smoke, and they cause air pollution. A) flee B) collapse C) bury D) spew	2.  It is a(n) _____ house because there is nobody living here. A) abandoned B) frantic C) prosperous D) steaming	3.  Jane and Sue are good friends. They spend time together in _____ and peace. A) steam B) amity C) excavation D) layer
4.  Archaeologists study human culture by making _____ on historical sites. A) steams B) excavations C) layers D) amities	5.  The thief _____ through the window when he saw my father. A) fled B) collapsed C) buried D) spewed	6.  Dubai is a(n) _____ city, so rich people go there to spend their holiday. A) prosperous B) buried C) abandoned D) frantic
7.  Joe made _____ attempts to arrive at work on time, but he could not manage it. A) ancient B) prosperous C) frantic D) abandoned	8.  We have to clean the floor because it is covered with a thick _____ of dust. A) layer B) excavation C) amity D) steam	9.  A bridge _____ during the earthquake and two people died in water. A) collapsed B) fled C) spewed D) returned

WORD-RECALL TEST (Text C: Pompeii)

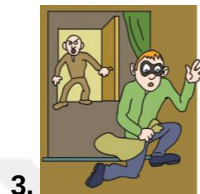
Fill in the blanks with the suitable words from the text.



Car exhausts _____ out smoke and they cause air pollution.



A bridge _____ during the earthquake and two people died in water.



The thief _____ through the window when he saw my father.



Archaeologists study human culture by making _____ on historical sites.



We have to clean the floor because it is covered with a thick _____ of dust.



Jane and Sue are good friends. They spend time together in _____ and peace.



Joe made _____ attempts to arrive at work on time, but he could not manage it.



It is a(n) _____ house because there is nobody living here.



Dubai is a(n) _____ city, so rich people go there to spend their holiday.

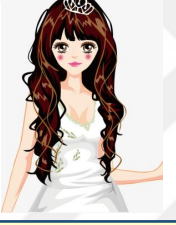
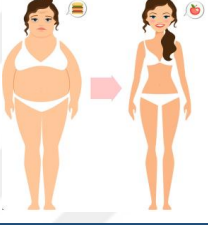
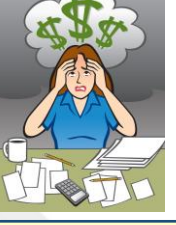


GOOD LUCK!

Appendix 14: Delayed Post-tests

WORD-RECOGNITION TEST (Text A: Cindy Jackson)

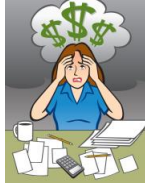
Circle the best options.

1.  When our father died, we have received a house as a(n) _____. A) quest B) transition C) surgery D) inheritance	2.  John is a(n) _____ student because he has got a high mark on the exam. A) jolly B) several C) eternal D) chemical	3.  The detective _____ some footprints on the ground. A) sagged B) discerned C) obsessed D) achieved
4.  Jill is a(n) _____ film star. She has an attractive life full of beauty and success. A) eternal B) chemical C) several D) glamorous	5.  After the _____ from fast food to a healthy diet, she has lost a lot of weight. A) surgery B) inheritance C) transition D) quest	6.  My sister is _____ with money. She always thinks about making money. A) obsessed B) sagged C) achieved D) discerned
7.  The astronauts are on a(n) _____ for life on Mars for a long time. A) inheritance B) quest C) transition D) surgery	8.  They feel a(n) _____ love for each other. Their love will never end. A) chemical B) eternal C) glamorous D) jolly	9.  Tom eats fast food and he puts on weight. His belly _____ as he gets fatter. A) discerns B) obsesses C) sags D) achieves

WORD-RECALL TEST (Text A: Cindy Jackson)

Fill in the blanks with the suitable words from the text.

1.



My sister is _____ with money. She always thinks about making money.

2.



Tom eats fast food and he puts on weight. His belly _____ as he gets fatter.

3.



The detective _____ some footprints on the ground.

4.



When our father died, we have received a house as a(n) _____.

5.



After the _____ from fast food to a healthy diet, she has lost a lot of weight.

6.



The astronauts are on a(n) _____ for life on Mars for a long time.

7.



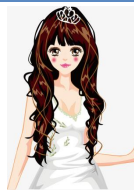
John is a(n) _____ student because he has got a high mark on the exam.

8.



They feel a(n) _____ love for each other. Their love will never end.

9.



Jill is a(n) _____ film star. She has an attractive life full of beauty and success.



GOOD LUCK!

WORD-RECOGNITION TEST (Text B: Larry Walters)

Circle the best options.

1.  I fell in love with that girl because she was beautiful with her _____ smile. A) alluring B) serene C) unhurt D) tangled	2.  Drinking alcohol _____ lots of health problems such as cancer and loss of memory. A) penalises B) ascends C) expects D) induces	3.  While Jane was playing in the garden, she got a(n) _____ of a butterfly. A) excursion B) objective C) rise D) glimpse
4.  Their _____ is to buy a house in a village, and to live happily there. A) glimpse B) rise C) objective D) excursion	5.  The plane _____ into the clouds and disappeared. A) induced B) penalised C) ascended D) expected	6.  Unfortunately, I found my little sister _____ in her jump rope. A) serene B) tangled C) alluring D) necessary
7.  The atmosphere was very peaceful, so we were _____ during the meditation. A) tangled B) alluring C) serene D) unsafe	8.  The _____ policeman _____ the driver for breaking the traffic rules. A) ascended B) penalised C) induced D) expected	9.  A lot of hotels in Paris organise daily _____ to Eiffel Tower. A) objectives B) excursions C) glimpses D) rises

WORD-RECALL TEST (Text B: Larry Walters)

Fill in the blanks with the suitable words from the text.

1.



Drinking alcohol _____ health problems such as cancer and loss of memory.

2.



The plane _____ into the clouds and disappeared.

3.



The policeman _____ the driver for breaking the traffic rules.

4.



Their _____ is to buy a house in a village, and to live happily there.

5.



A lot of hotels in Paris organise daily _____ to Eiffel Tower.

6.



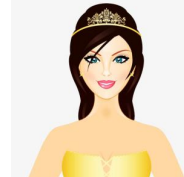
While Jane was playing in the garden, she got a(n) _____ of a butterfly.

7.



The atmosphere was peaceful, so we were _____ during the meditation.

8.



I fell in love with that girl because she was beautiful with her _____ smile.

9.



Unfortunately, I found my little sister _____ in her jump rope.



GOOD LUCK!

WORD-RECOGNITION TEST (Text C: Pompeii)

Circle the best options.

1.  We were afraid because the volcano was _____ out ash, lava and rocks. A) fleeing B) collapsing C) burying D) spewing	2.  This is a(n) _____ town because nobody lives here. A) abandoned B) frantic C) prosperous D) steaming	3.  The people in this office work in _____ and peace, so everybody is happy here. A) steam B) amity C) excavation D) layer
4.  A new dinosaur fossil has been found during _____ the archaeological _____. A) steams B) excavations C) layers D) amities	5.  The thief _____ the bank when he saw the police officer. A) fled B) collapsed C) buried D) spewed	6.  Susana is a(n) _____ businesswoman because she earns a lot of money. A) prosperous B) buried C) abandoned D) frantic
7.  Sue was in panic, so she made _____ attempts to find her lost child. A) ancient B) prosperous C) frantic D) abandoned	8.  Because of the heavy snow, our car was covered with a thick _____ of ice. A) layer B) excavation C) amity D) steam	9.  Hundreds of houses _____ during the earthquake, _____ and many people died. A) collapsed B) fled C) spewed D) returned

WORD-RECALL TEST (Text C: Pompeii)

Fill in the blanks with the suitable words from the text.

1.



We were afraid because the volcano was _____ out ash, lava and rocks.

2.



A lot of houses _____ during the earthquake, and many people died.

3.



The thief _____ the bank when he saw the police officer.

4.



A new dinosaur fossil has been found during the archaeological _____.

5.



Because of the heavy snow, our car was covered with a thick _____ of ice.

6.



The people in the office work in _____ and peace, so everybody is happy here.

7.



Sue was in panic, so she made _____ attempts to find her lost child.

8.



This is a(n) _____ town because nobody lives here.

9.



Susana is a(n) _____ businesswoman because she earns a lot of money.



GOOD LUCK!

Appendix 15: Questionnaire & Interview Items (in English)

Dear Students,

This questionnaire/interview aims to explore your perceptions and preferences for (a) isolated form-focused vocabulary instruction, (b) integrated form-focused vocabulary instruction, and (c) incidental vocabulary learning with no focus on form in a reading course. I would be grateful if you could fill in the following questionnaire. I would like to thank you, in advance, for your attention and contribution to my study.

Mustafa SARIOĞLU

1. What do you think about isolated vocabulary instruction in a reading lesson?

2. What do you think about integrated vocabulary instruction in a reading lesson?

3. What do you think about incidental vocabulary learning from context in a reading lesson?

4 (a). Which one do you prefer to learn new words in a reading course?

- ☐ Isolated Form-focused Vocabulary Instruction
☐ Integrated Form-focused Vocabulary Instruction
☐ Incidental Learning from Context (No focus on form)

4 (b). Why?

5. Would you like to share any other comment, suggestion, or criticism?

☐ Yes

☐ No

(If yes, please specify.)

Questionnaire & Interview Items (in Turkish)

Değerli Öğrenciler,

Bu anket/görüşme, sizlerin (a) yabancı dil eğitiminde yeni kelimelerin metinler okunmadan önce öğretilmesi, (b) okuma esnasında metinlerle birlikte öğretilmesi veya (c) herhangi bir öğretim olmaksızın kelime anlamlarının öğrenciler tarafından metinlerin bağlamından çıkarılması konusundaki düşünceleri ve tercihlerini ortaya çıkarmayı amaç edinmektedir. Ankete katılarak zaman ayırdığınız ve çalışmama katkı sağladığınız için çok teşekkür ederim.

Mustafa SARIOĞLU

1. Yabancı dil okuma derslerinde yeni kelimelerin metinler okunmadan önce öğretilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

2. Yabancı dil okuma derslerinde yeni kelimelerin okuma esnasında metinlerle birlikte öğretilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

3. Yabancı dil okuma derslerinde yeni kelimelerin anlamlarının öğrenciler tarafından metinlerden çıkarılması yoluyla öğrenilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

4 (a). Bu üç kelime öğrenme yönteminden hangisini tercih edersiniz?

- ☐ Kelimelerin metinler okunmadan önce öğretilmesi
- ☐ Kelimelerin okuma esnasında metinlerle birlikte öğretilmesi
- ☐ Kelime anlamlarının öğrenciler tarafından metinlerden çıkarılması

4 (b). Neden? Lütfen açıklayınız.

5. Herhangi bir öneri, dilek ve şikâyetiniz var mı?

☐ Evet

☐ Hayır

(Varsa lütfen belirtiniz.)

Appendix 16: Sample Student Questionnaire Form 1 (in Turkish)

Questionnaire with Student 3 from Group C

Değerli Öğrenciler,

Bu anket, sizlerin (a) yabancı dil eğitiminde yeni kelimelerin metinler okunmadan önce öğretilmesi, (b) okuma esnasında metinlerle birlikte öğretilmesi veya (c) herhangi bir öğretim olmaksızın kelime anlamlarının öğrenciler tarafından metinlerin bağlamından çıkarılması konusundaki düşünceleri ve tercihlerini ortaya çıkarmayı amaç edinmektedir. Ankete katılarak zaman ayırdığınız ve çalışmama katkı sağladığınız için çok teşekkür ederim.

Mustafa SARIOĞLU

1. Yabancı dil okuma derslerinde yeni kelimelerin metinler okunmadan önce öğretilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Bence yeni kelimeler metinler okunmadan önce verilmeli. Bu şekilde metni daha kolay anlıyoruz ve okurken aksaklık yaşamıyoruz. Daha kolay anladığımız için metinden sıkılmıyor ve soruları daha istekli cevaplıyoruz.

2. Yabancı dil okuma derslerinde yeni kelimelerin okuma esnasında metinlerle birlikte öğretilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Bu öğretim şeklinin bana uygun olduğunu düşünmüyorum. Çünkü cümleyi anlamaya çalışırken bilmediğim kelime ile karşılaştığımda öğretmene soruyorum. O, o kelimeyi açıklarken ben cümlemin başını unutuyorum ve metin sıkıcı bir hal alıyor. Dolayısıyla hem okumak istemiyorum hem de soruları cevaplamak istemiyorum.

3. Yabancı dil okuma derslerinde yeni kelimelerin anlamlarının öğrenciler tarafından metinlerden çıkarılması yoluyla öğrenilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Bu yöntemi kendime uygun görmüyorum. Bilmediğim kelimelerle karşılaştığımda onların anlamlarına bakıp metnin gidişatına göre uygun olanını kullanıp anlayana kadar çok vakit kaybediyorum. Ayrıca bir zaman sonra metin sıkıcı bir hal alıyor.

4 (a). Bu üç kelime öğrenme yönteminden hangisini tercih edersiniz?

- ☒ Kelimelerin metinler okunmadan önce öğretilmesi
- ☐ Kelimelerin okuma esnasında metinlerle birlikte öğretilmesi
- ☐ Kelime anlamlarının öğrenciler tarafından metinlerden çıkarılması

4 (b). Neden? Lütfen açıklayınız.

Metni okumadan önce yeni kelimelerin öğretilmesi yöntemini tercih ederim. Çünkü bu sayede metni okumak ve anlamak için hazırlanmış oluyoruz. Bu sayede okumak daha eğlenceli oluyor. Tabii kelimeler de hafızamızda kalıyor.

5. Herhangi bir öneri, dilek ve şikâyetiniz var mı?
(Varsa lütfen belirtiniz.)

☐ Evet ☒ Hayır

Sample Student Questionnaire Form 1 (English Translation)

Questionnaire with Student 3 from Group C

Dear Students,

This questionnaire aims to explore your perceptions and preferences for (a) isolated form-focused vocabulary instruction, (b) integrated form-focused vocabulary instruction, and (c) incidental vocabulary learning with no focus on form in a reading course. I would be grateful if you could fill in the following questionnaire. I would like to thank you, in advance, for your attention and contribution to my study.

Mustafa SARIOĞLU

1. What do you think about isolated vocabulary instruction in a reading lesson?

Bence yeni kelimeler metinler okunmadan önce verilmeli. Bu şekilde metni daha kolay anlıyoruz ve okurken aksaklık yaşamıyoruz. Daha kolay anladığımız için metinden sıkılmıyor ve soruları daha istekli cevaplıyoruz.

In my opinion, new L2 words should be taught in isolation before reading the texts. With the help of this method, we can understand the text more easily and we can read it without interruption. Thanks to the easier comprehension, we are not bored with reading and we answer the (comprehension) questions more willingly.

2. What do you think about integrated vocabulary instruction in a reading lesson?

Bu öğretim şeklinin bana uygun olduğunu düşünmüyorum. Çünkü cümleyi anlamaya çalışırken bilmediğim kelime ile karşılaştığımda öğretmene soruyorum. O, o kelimeyi açıklarken ben cümlemin başını unutuyorum ve metin sıkıcı bir hal alıyor. Dolayısıyla hem okumak istemiyorum hem de soruları cevaplamak istemiyorum.

I do not think integrated FFI is suitable for my learning style. While trying to understand a sentence in the text, I interrupt reading to ask the teacher the meaning of an unknown L2 word that I come across in that sentence. However, I usually forget the beginning part of the sentence while the teacher is explaining the meaning of that unknown word. It is getting more and more boring to read the text. Therefore, I do not want to read the text, nor am I willing to answer comprehension questions after reading.

3. What do you think about incidental vocabulary learning from context in a reading lesson?

Bu yöntemi kendime uygun görmüyorum. Bilmediğim kelimelerle karşılaştığımda onların anlamlarına bakıp metnin gidişatına göre uygun olanını kullanıp anlayana kadar çok vakit kaybediyorum. Ayrıca bir zaman sonra metin sıkıcı bir hal alıyor.

I do not think that this method is suitable for my learning style. Looking up into dictionary interrupts my flow of reading, and I waste a lot of time trying to find out the meanings of unknown words and trying to understand the text. After a while, reading the text is getting more and more boring.

4 (a). Which one do you prefer to learn new words in a reading course?

- ☒ Isolated Form-focused Vocabulary Instruction
☐ Integrated Form-focused Vocabulary Instruction
☐ Incidental Learning from Context (No focus on form)

4 (b). Why?

Metni okumadan önce yeni kelimelerin öğretilmesi yöntemini tercih ederim. Çünkü bu sayede metni okumak ve anlamak için hazırlanmış oluyoruz. Bu sayede okumak daha eğlenceli oluyor. Tabii kelimeler de hafızamızda kalıyor.

I prefer the method of isolated form-focused vocabulary instruction prior to reading the text. In this way, we get ready for reading the text more fluently and understanding it better. It also makes reading more enjoyable for us. Furthermore, it helps us retain the target L2 words in our memory for a long time.

5. Would you like to share any other comment, suggestion, or criticism?
(If yes, please specify.)

☐ Yes ☒ No

Sample Student Questionnaire Form 2 (in Turkish)

Questionnaire with Student 14 from Group A

Değerli Öğrenciler,

Bu anket, sizlerin (a) yabancı dil eğitiminde yeni kelimelerin metinler okunmadan önce öğretilmesi, (b) okuma esnasında metinlerle birlikte öğretilmesi veya (c) herhangi bir öğretim olmaksızın kelime anlamlarının öğrenciler tarafından metinlerin bağlamından çıkarılması konusundaki düşünceleri ve tercihlerini ortaya çıkarmayı amaç edinmektedir. Ankete katılarak zaman ayırdığınız ve çalışmama katkı sağladığınız için çok teşekkür ederim.

Mustafa SARIOĞLU

1. Yabancı dil okuma derslerinde yeni kelimelerin metinler okunmadan önce öğretilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Yeni kelimeleri metne başlamadan önce, görseller yardımıyla ve telaffuz ederek öğrendiğim için daha akılda kalıcı oldu. Ayrıca kelimeleri örnek cümlelerde de kullandığımız için daha net hatırlayabildim.

Metne başlamadan önce öğrendiğim için de metni bir bütünlük içinde kavradım ve metnin tamamını zihnimde canlandırabildim.

2. Yabancı dil okuma derslerinde yeni kelimelerin okuma esnasında metinlerle birlikte öğretilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Kelimeleri öğrenirken, bir yandan da parçayı okuyorduk. Bilmediğimiz kelimelere gelince de durup onları tahmin etmeye çalışıyorduk. Akılda kalması için de görsellerden yararlanıyorduk. Bu yüzden dolayı parça çok bölündü, anlam bütünlüğünü kaybettik ve çok zaman harcadık. Bir yandan metni anlamaya çalıştığım ve bir yandan da kelimeleri akımda tutmaya çalıştığım için dikkatim dağıldı. Bu yüzden verim alamadığımı hissettim.

3. Yabancı dil okuma derslerinde yeni kelimelerin anlamlarının öğrenciler tarafından metinlerden çıkarılması yoluyla öğrenilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Bu yöntemi uygularken biraz zorlandım çünkü bizden istenilen kelimeler belli değildi, bu yüzden bilmediğim tüm kelimeleri tahmin ederek bulmaya çalıştım. Bunu yapmaya çalışırken metnin bütünlüğünü kaybettim ve metni tam anlayamadım. Benim için akılda kalıcı bir yöntem olduğunu düşünmüyorum.

4 (a). Bu üç kelime öğrenme yönteminden hangisini tercih edersiniz?

- ☐ Kelimelerin metinler okunmadan önce öğretilmesi
- ☐ Kelimelerin okuma esnasında metinlerle birlikte öğretilmesi
- ☐ Kelime anlamlarının öğrenciler tarafından metinlerden çıkarılması

4 (b). Neden? Lütfen açıklayınız.

Yeni kelimeleri metni okumadan önce öğrenmeyi tercih ederim. Çünkü bir işi bitirip diğerine geçmem benim daha iyi odaklanmamı sağlıyor. Dikkatimi toplayıp, hem kelimenin yazılışını -okunuşunu, hem de anlamını iyi bir şekilde öğrendim. Daha sonra metni okurken, zihnimde canlandırabildim ve metinde geçen olayları anladım. Böylece kelimeleri daha sonra hatırlayabilmem için aklımda bir şablon oluşturmuş oldum.

5. Herhangi bir öneri, dilek ve şikâyetiniz var mı?

☐ Evet ☐ Hayır

(Varsa lütfen belirtiniz.)

Sample Student Questionnaire Form 2 (English Translation)

Questionnaire with Student 14 from Group A

Dear Students,

This questionnaire aims to explore your perceptions and preferences for (a) isolated form-focused vocabulary instruction, (b) integrated form-focused vocabulary instruction, and (c) incidental vocabulary learning with no focus on form in a reading course. I would be grateful if you could fill in the following questionnaire. I would like to thank you, in advance, for your attention and contribution to my study.

Mustafa SARIOĞLU

1. What do you think about isolated vocabulary instruction in a reading lesson?

Yeni kelimeleri metne başlamadan önce, görseller yardımıyla ve telaffuz ederek öğrendiğim için daha akılda kalıcı oldu. Ayrıca kelimeleri örnek cümlelerde de kullandığımız için daha net hatırlayabildim.

Metne başlamadan önce öğrendiğim için de metni bir bütünlük içinde kavradım ve metnin tamamını zihnimde canlandırabildim.

Isolated form-focused vocabulary instruction provided me with a better retention of the new target words in the reading text because I learned them with the help of the visual materials and I found opportunity to pronounce them. I was also able to recall the meanings of these target words more clearly since we practised them through the example sentences.

Since I learned the novel L2 words before I started reading the text, I could understand the whole text in detail, and I was able to process the text organization better.

2. What do you think about integrated vocabulary instruction in a reading lesson?

Kelimeleri öğrenirken, bir yandan da parçayı okuyorduk. Bilmediğimiz kelimelere gelince de durup onları tahmin etmeye çalışıyorduk. Akılda kalması için de görsellere dayanarak çalışıyorduk. Bu yüzden dolayı parça çok bölündü, anlam bütünlüğünü kaybettik ve çok zaman harcadık. Bir yandan metni anlamaya çalıştığım ve bir yandan da kelimeleri akılda tutmaya çalıştığım için dikkatim dağınıktı. Bu yüzden verim alamadığımı hissettim.

We were learning the target vocabulary items and reading the text simultaneously. We interrupted reading and tried to guess the meanings of the target words within the scope of integrated FFI when we came across unknown L2 words in the text. We benefited from some visual materials so that we could keep these words in our memory. Therefore, integrated FFI interrupted our flow of reading many times, so we failed to understand the text organization and we spent too much time. In addition, trying to understand the text and struggling to keep the target words in my memory distracted my attention. For this reason, I felt that I could not benefit much from integrated FFI.

3. What do you think about incidental vocabulary learning from context in a reading lesson?

Bu yöntemi uygularken biraz zorlandım çünkü bizden istenilen kelimeler belli değildi, bu yüzden bilmediğim tüm kelimeleri tahmin ederek bulmaya çalıştım. Bunu yapmaya çalışırken metnin bütünlüğünü kaybettim ve metni tam anlayamadım. Benim için akılda kalıcı bir yöntem olduğunu düşünmüyorum.

I had difficulty with this method. Because the target L2 words were not clear, I tried to find out the meanings of all the unknown words in the text. While I was trying to infer the meanings of all the words from the context, I failed to understand the text organization and I could not understand the text properly. I do not think that incidental learning yielded a good retention of the target words.

4 (a). Which one do you prefer to learn new words in a reading course?

- ☒ Isolated Form-focused Vocabulary Instruction
☐ Integrated Form-focused Vocabulary Instruction
☐ Incidental Learning from Context (No focus on form)

4 (b). Why?

Yeni kelimeleri metni okumadan önce öğrenmeyi tercih ederim. Çünkü bir işi bitirip diğerine geçmem benim daha iyi odaklanmamı sağlıyor. Diktatimi toplayıp, her kelimenin yazılışını -okunuşunu, hem de anlamını iyi bir şekilde öğrendim. Daha sonra metni okurken, zihnimde canlandırabildim ve metinde geçen olayları anladım. Böylece kelimeleri daha sonra hatırlayabilmem için aklımda bir şablon oluşturmış oldum.

I prefer isolated form-focused vocabulary instruction before reading the texts. I can concentrate better on what I do by completing one activity and moving on to the other. During the treatments of isolated FFI, I was able to focus all my attention on vocabulary learning and succeeded in learning all the target words more effectively by taking notice of not only their spelling and pronunciation but also their meanings. Furthermore, I could easily retrieve all the target L2 words from my memory, and I was able to understand all the events and details in the reading text. In this way, we established better semantic networks among the words in our mind, which helped us recall the target vocabulary items with ease.

5. Would you like to share any other comment, suggestion, or criticism?
(If yes, please specify.)

☐ Yes ☒ No

Appendix 17: A Sample Transcription of Student Interview (in Turkish)

Interview with Student 15 from Group B

Değerli Öğrenciler,

Bu görüşme, sizlerin (a) yabancı dil eğitiminde yeni kelimelerin metinler okunmadan önce öğretilmesi, (b) okuma esnasında metinlerle birlikte öğretilmesi veya (c) herhangi bir öğretim olmaksızın kelime anlamlarının öğrenciler tarafından metinlerin bağlamından çıkarılması konusundaki düşünceleri ve tercihlerini ortaya çıkarmayı amaç edinmektedir. Görüşmeye katılarak zaman ayırdığınız ve çalışmama katkı sağladığınız için çok teşekkür ederim.

Mustafa SARIOĞLU

1. Yabancı dil okuma derslerinde yeni kelimelerin metinler okunmadan önce öğretilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Bu etkili bir metot, çünkü önce kelimeleri öğrendik ve cümle içerisinde kullandık. Bu sayede metni kolayca anlayabilme yeteneğine sahip olduk. Daha sonra dağıttığımız metinlerde kelimelerin anlamlarını bir kez daha pekiştirdik. Bir hafta sonra bile kelimeleri hatırlamaya çalıştığımda kolayca hatırladım. Kısacası, bu etkili bir yöntemdi.

2. Yabancı dil okuma derslerinde yeni kelimelerin okuma esnasında metinlerle birlikte öğretilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Bu biraz karışık oldu, bir taraftan kelimeleri öğrenmeye çalışmak bir taraftan metni anlamak... Metni anlamak biraz daha geri planda kaldı. Yorucu oldu. Soruları cevaplamakta zorlandım.

3. Yabancı dil okuma derslerinde yeni kelimelerin anlamlarının öğrenciler tarafından metinlerden çıkarılması yoluyla öğrenilmesi ile ilgili ne düşünüyorsunuz? Lütfen açıklayınız.

Bu metotta metni kendimiz okuyor ve kelimeleri kendimiz öğrenmeye çalışıyoruz. Fakat bir kelime çok farklı anlamlara gelebildiği için metinden anlamını çıkarmak zor oluyor. Bir de hepimiz kendi başımıza takıldığımız için bir birlik olmuyor. Kimisi hızlı okuyor anlıyor, kimisi yavaş okuyor anlıyor. Burada bir karışıklık oluyor ve bu metodun hiç bir etkisi olmuyor.

4 (a). Bu üç kelime öğrenme yönteminden hangisini tercih edersiniz?

- ☒ Kelimelerin metinler okunmadan önce öğretilmesi
☐ Kelimelerin okuma esnasında metinlerle birlikte öğretilmesi
☐ Kelime anlamlarının öğrenciler tarafından metinlerden çıkarılması

4 (b). Neden? Lütfen açıklayınız.

Kelimelerin metinler okunmadan önce öğretilmesi yöntemini tercih ederdim. Çünkü etkili bir yöntem.

5. Herhangi bir öneri, dilek ve şikâyetiniz var mı?

☐ Evet ☒ Hayır

(Varsa lütfen belirtiniz.)

A Sample Transcription of Student Interview (English Translation)

Interview with Student 15 from Group B

Dear Students,

This interview aims to explore your perceptions and preferences for (a) isolated form-focused vocabulary instruction, (b) integrated form-focused vocabulary instruction, and (c) incidental vocabulary learning with no focus on form in a reading course. I would be grateful if you could fill in the following questionnaire. I would like to thank you, in advance, for your attention and contribution to my study.

Mustafa SARIOĞLU

1. What do you think about isolated vocabulary instruction in a reading lesson?

Isolated FFI was an effective method. Initially, we learned the meanings of new L2 target words separately before reading, and we were exposed to some example sentences that include these words. With the help of isolated FFI, we gained the ability to comprehend the reading text more easily. Then, we were able to practice these target vocabulary items again in the context of reading. Hence, I could easily recall the meanings of the target words whenever I wanted, even one week later. In brief, it was an efficient method.

2. What do you think about integrated vocabulary instruction in a reading lesson?

It was a bit complicated to both try to learn the new L2 words and attempt to understand the reading text concurrently. For me, reading comprehension was of secondary importance when compared to vocabulary learning. It was also tiring. I had difficulty in answering comprehension questions.

3. What do you think about incidental vocabulary learning from context in a reading lesson?

In this method, we read the text individually and try to learn the meanings of target L2 words on our own. However, it becomes very difficult to infer the meanings of those words properly from the textual context since a word might have various different meanings. This method also does not provide us with a harmonious vocabulary-learning atmosphere in the classroom because each student tries to learn unknown L2 words in the text independently. Some students read and understand the text fast whereas some others read and understand at a slow pace. There occurs a confusion here and this method has no facilitative effect on learning.

4 (a). Which one do you prefer to learn new words in a reading course?

- ☒ Isolated Form-focused Vocabulary Instruction
- ☐ Integrated Form-focused Vocabulary Instruction
- ☐ Incidental Learning from Context (No focus on form)

4 (b). Why?

I would prefer receive isolated FFI because it is an effective method.

5. Would you like to share any other comment, suggestion, or criticism?

☐ Yes ☒ No

(If yes, please specify.)

Appendix 18: Samples for the Qualitative Data Analyses

Sample 1 for the Qualitative Data Analyses

Questionnaire with Student 3 from Group C

Dear Students,

This questionnaire aims to explore your perceptions and preferences for (a) isolated form-focused vocabulary instruction, (b) integrated form-focused vocabulary instruction, and (c) incidental vocabulary learning with no focus on form in a reading course. I would be grateful if you could fill in the following questionnaire. I would like to thank you, in advance, for your attention and contribution to my study.

Mustafa SARIOĞLU

1. What do you think about isolated vocabulary instruction in a reading lesson?

Bence yeni kelimeler metinler okunmadan önce verilmeli. Bu şekilde metni daha kolay anlıyoruz ve okurken aksaklık yaşamıyoruz. Daha kolay anladığımız için metinden sıkılmıyor ve soruları daha istekli cevaplıyoruz.

In my opinion, new L2 words should be taught in isolation before reading the texts. With the help of this method, we can understand the text more easily and we can read it without interruption. Thanks to the easier comprehension, we are not bored with reading and we answer the (comprehension) questions more willingly.

Code in Turkish	Code in English	Code Freq.	Sub-category	Category	Theme
kelimeler metinler okunmadan önce verilmeli	words should be taught in isolation before reading	1	reasonable, appropriate, favourable, ideal, favourite	Learner Attitude	Vocabulary Learning
metni daha kolay anlama	understanding the text more easily	2	easier comprehension of the text	Reading Comprehension	Reading
metni okurken aksaklık yaşamıyoruz	we read the text without interruption	1	reading without interruption	Reading Fluency	Reading
metinden sıkılmama	not bored with reading	1	a higher motivation to read	Pre-reading	Reading
metinden sıkılmama	not bored with reading	2	pleasurable reading	Reader Reaction	Reading
daha istekli	more willingly				
soruları daha istekli cevaplıyoruz	we answer the (comprehension) questions more willingly	1	better / more effective comprehension	Reading Comprehension	Reading

2. What do you think about integrated vocabulary instruction in a reading lesson?

Bu öğretim şeklinin bana uygun olduğunu düşünmüyorum. Çünkü cümleyi anlamaya çalışırken bilmediğim kelime ile karşılaştığımda öğretmene soruyorum. O, o kelimeyi açıklarken ben cümlemin başını unutuyorum ve metin sıkıcı bir hal alıyor. Dolayısıyla hem okumak istemiyorum hem de soruları cevaplamak istemiyorum.

I do not think integrated FFI is suitable for my learning style. While trying to understand a sentence in the text, I interrupt reading to ask the teacher the meaning of an unknown L2 word that I come across in that sentence. However, I usually forget the beginning part of the sentence while the teacher is explaining the meaning of that unknown word. It is getting more and more boring to read the text. Therefore, I do not want to read the text, nor am I willing to answer comprehension questions after reading.

Code in Turkish	Code in English	Code Freq.	Sub-category	Category	Theme
bana uygun değil	not suitable for my learning style	1	inappropriate, unfavourable, not suitable for learning style	Learner Attitude	Vocabulary Learning
okumayı kesip bilinmeyen kelimeyi öğretmene sorma	interrupting reading to ask the teacher the meaning of an unknown word	1	interrupted flow of reading	Reading Fluency	Reading
öğretmen kelimeyi açıklarken cümlemin başını unutma	forgetting the beginning part of the sentence while the teacher is explaining the word	1	less concentrated reading, distracting	Reader Reaction	Reading
öğretmen kelimeyi açıklarken cümlemin başını unutma	forgetting the beginning part of the sentence while the teacher is explaining the word	1	limited comprehension	Reading Comprehension	Reading
metnin sıkıcı bir hal alması	It is getting more and more boring to read the text.	3	unpleasant reading, feeling bored	Reader Reaction	Reading
okumak istememe	unwilling to read				
soruları cevaplamak istememe	unwilling to answer (comprehension) questions				
okumak istememe	unwilling to read	2	low motivation to read, not willing to read	Pre-reading	Reading
soruları cevaplamak istememe	unwilling to answer (comprehension) questions				

3. What do you think about incidental vocabulary learning from context in a reading lesson?

Bu yöntemi kendime uygun görmüyorum. Bilmediğim kelimelerle karşılaştığımda onların anlamlarına bakıp metnin gidişatına göre uygun olanını kullanıp anlayana kadar çok vakit kaybediyorum. Ayrıca bir zaman sonra metin sıkıcı bir hal alıyor.

I do not think that this method is suitable for my learning style. Looking up into dictionary interrupts my flow of reading, and I waste a lot of time trying to find out the meanings of unknown words and trying to understand the text. After a while, reading the text is getting more and more boring.

Code in Turkish	Code in English	Code Freq.	Sub-category	Category	Theme
yöntemi kendime uygun görmeme	not suitable for my learning style	1	inappropriate, unfavourable, not suitable for learning style	Learner Attitude	Vocabulary Learning
bilmediğim kelimelerle karşılaştığımda onların anlamlarına bakma	Looking up into dictionary interrupts my flow of reading.	1	interrupted flow of reading	Reading Fluency	Reading
kelimelerin anlamlarına bakarken ... çok vakit kaybetme	wasting a lot of time trying to find out the meanings of unknown words	1	taking too much time (time-consuming)	Quality	Vocabulary Learning
metni anlayana kadar ...	... trying to understand the text	1	difficulty understanding in the text	Reading Comprehension	Reading
metnin sıkıcı bir hal alması ...	reading text is getting more and more boring ...	1	unpleasant reading	Reader Reaction	Reading

4 (a). Which one do you prefer to learn new words in a reading course?

- ☒ Isolated Form-focused Vocabulary Instruction
☐ Integrated Form-focused Vocabulary Instruction
☐ Incidental Learning from Context (No focus on form)

4 (b). Why?

Metni okumadan önce yeni kelimelerin öğretilmesi yöntemini tercih ederim. Çünkü bu sayede metni okumak ve anlamak için hazırlanmış oluyoruz. Bu sayede okumak daha eğlenceli oluyor. Tabii kelimeler de hafızamızda kalıyor.

I prefer the method of isolated form-focused vocabulary instruction prior to reading the text. In this way, we get ready for reading the text more fluently and understanding it better. It also makes reading more enjoyable for us. Furthermore, it helps us retain the target L2 words in our memory for a long time.

Code in Turkish	Code in English	Code Freq.	Sub-category	Category	Theme
metni okumadan önce yeni kelimelerin öğretilmesini tercih etme	preferring isolated FFI before reading the text	1	reasonable, appropriate, favourable, ideal, favourite	Learner Attitude	Vocabulary Learning
metne hazırlanmış olma	get ready for the text	1	making us lexically ready for the text	Pre-reading	Reading
metni daha iyi okumak	read the text more fluently	1	more fluent reading, a good flow of reading	Reading Fluency	Reading
metni daha iyi anlamak	understand the text better	1	better / more effective comprehension	Reading Comprehension	Reading
metni okumak daha eğlenceli	making reading more enjoyable	1	pleasurable reading	Reader Reaction	Reading
kelimelerin hafızada kalması	retaining the target words in memory for a long time	1	better / longer retention	Quality	Vocabulary Learning

5. Would you like to share any other comment, suggestion, or criticism?
(If yes, please specify.)

☐ Yes ☒ No

Sample 2 for the Qualitative Data Analyses

Questionnaire with Student 14 from Group A

Dear Students,

This questionnaire aims to explore your perceptions and preferences for (a) isolated form-focused vocabulary instruction, (b) integrated form-focused vocabulary instruction, and (c) incidental vocabulary learning with no focus on form in a reading course. I would be grateful if you could fill in the following questionnaire. I would like to thank you, in advance, for your attention and contribution to my study.

Mustafa SARIOĞLU

1. What do you think about isolated vocabulary instruction in a reading lesson?

Yeni kelimeleri metne başlamadan önce, görseller yardımıyla ve telaffuz ederek öğrendiğim için daha akılda kalıcı oldu. Ayrıca kelimeleri örnek cümlelerde de kullandığımız için daha net hatırlayabildim.

Metne başlamadan önce öğrendiğim için de metni bir bütünlük içinde kavradım ve metnin tamamını zihnimde canlandırma bildim.

Isolated form-focused vocabulary instruction provided me with a better retention of the new target words in the reading text because I learned them with the help of the visual materials and I found opportunity to pronounce them. I was also able to recall the meanings of these target words more clearly since we practised them through the example sentences.

Since I learned the novel L2 words before I started reading the text, I could understand the whole text in detail, and I was able to process the text organization better.

Code in Turkish	Code in English	Code Freq.	Sub-category	Category	Theme
yeni kelimeleri ... öğrenme	learning the new words	2	learning all the target words	Vocabulary Size & Depth	Vocabulary Learning
yeni kelimeleri görseller yardımıyla öğrenme	learning the new words with the help of visual materials	1	chance of learning words through various techniques such as visuals	Learning Context	Vocabulary Learning
kelimeleri telaffuz ederek öğrenme	opportunity to pronounce the words	1	deeper knowledge of each target word	Vocabulary Size & Depth	Vocabulary Learning
yeni kelimeler ... daha akılda kalıcı	providing with a better retention of the new target words	1	better / longer retention	Quality	Vocabulary Learning
kelimeleri örnek cümlelerde kullanma	practised the words through the example sentences	1	superior exemplification of the concept of the words (through sample sentences)	Quality	Vocabulary Learning
daha net hatırlama	recalling the meanings of the words ... clearly	1	better / easier recall	Quality	Vocabulary Learning
metne başlamadan öğrendiğim için ...	Since I learned the ... words before I started reading the text ...	1	making us lexically well-prepared for the text	Pre-reading	Reading
metni bir bütünlük içinde kavrama	understanding the whole text in detail	1	better / more effective comprehension	Reading Comprehension	Reading
metnin tamamını zihninde canlandırma	processing the text organization better	1	better processing of text organization (coherence)	Reading Comprehension	Reading

2. What do you think about integrated vocabulary instruction in a reading lesson?

Kelimeleri öğrenirken, bir yandan da parçayı okuyorduk. Bilmediğimiz kelimelere gelince de durup onları tahmin etmeye çalışıyorduk. Akılda kalması için de görsellerden yararlanıyorduk. Bu yüzden dolayı parça çok bölündü, anlam bütünlüğünü kaybettik ve çok zaman harcadık. Bir yandan metni anlamaya çalıştığım ve bir yandan da kelimeleri aklımda tutmaya çalıştığım için dikkatim dağıldı. Bu yüzden verim alamadığımı hissettim.

We were learning the target vocabulary items and reading the text simultaneously. We interrupted reading and tried to guess the meanings of the target words within the scope of integrated FFI when we came across unknown L2 words in the text. We benefited from some visual materials so that we could keep these words in our memory. Therefore, integrated FFI interrupted our flow of reading many times, so we failed to understand the text organization and we spent too much time. In addition, trying to understand the text and struggling to keep the target words in my memory distracted my attention. For this reason, I felt that I could not benefit much from integrated FFI.

Code in Turkish	Code in English	Code Freq.	Sub-category	Category	Theme
kelime öğrenirken bir yandan da parçayı okuma ...	learning vocabulary and reading the text simultaneously	2	difficult to focus on two activities at a time	Learning context	Vocabulary Learning
bir yandan metni anlamaya bir yandan da kelimeleri aklımda tutmaya çalışma	trying to understand the text and struggling to keep the target words in mind	2	interrupted flow of reading	Reading Fluency	Reading
bilmediğimiz kelimelere gelince de durup ...	interrupting reading ... when we come across the unknown L2 words	2	opportunity to use visual techniques	Learning context	Vocabulary Learning
parçanın çok bölünmesi	interruption of the flow of reading	1	lack of understanding text organization	Reading Comprehension	Reading
görsellerden yararlanma	benefit from some visual materials	1	slower reading, time consuming	Reading Fluency	Reading
anlam bütünlüğünü kaybetme	failing to understand the text organization	1	less attention and lack of concentration on target words	Learning context	Vocabulary Learning
çok zaman harcama	spending too much time	1	distracting	Learner Attitude	Vocabulary Learning
bir yandan metni anlamaya bir yandan da kelimeleri aklımda tutmaya çalıştığım için dikkatim dağıldı	trying to understand the text and struggling to keep the target words in my memory distracted my attention	1	ineffective learning	Quality	Vocabulary Learning
dikkatimi dağıttı	distracted my attention	1	unpleasant learning	Learner Attitude	Vocabulary Learning
verimli değil	not beneficial	1			
verim alamadığımı hissettim	I felt that I could not benefit much from it	1			

3. What do you think about incidental vocabulary learning from context in a reading lesson?

Bu yöntemi uygularken biraz zorlandım çünkü bizden istenilen kelimeler belli değildi, bu yüzden bilmediğim tüm kelimeleri tahmin ederek bulmaya çalıştım. Bunu yapmaya çalışırken metnin bütünlüğünü kaybettim ve metni tam anlayamadım. Benim için akılda kalıcı bir yöntem olduğunu düşünmüyorum.

I had difficulty with this method. Because the target L2 words were not clear, I tried to find out the meanings of all the unknown words in the text. While I was trying to infer the meanings of all the words from the context, I failed to understand the text organization and I could not understand the text properly. I do not think that incidental learning yielded a good retention of the target words.

Code in Turkish	Code in English	Code Freq.	Sub-category	Category	Theme
bu yöntemde zorlandım	I had difficulty with this method	1	unpleasant learning	Learner Attitude	Vocabulary Learning
bu yöntemde zorlandım	I had difficulty with this method	1	difficulty / impossibility of inferring meanings from context	Quality	Vocabulary Learning
kelimeler belli değildi	target L2 words were not clear	1	obscurity of target words	Learning Context	Vocabulary Learning
bilmediğim tüm kelimeleri tahmin ederek bulmaya çalışma	providing with a better retention of the new target words	1	better / longer retention	Quality	Vocabulary Learning
metnin bütünlüğünü kaybetme	failing to understand the text organization	1	lack of understanding the text organization	Reading Comprehension	Reading
metni tam anlamama	not understanding the text properly	1	limited comprehension	Reading Comprehension	Reading
akılda kalıcı değil	not yielding a good retention	1	almost no retention	Quality	Vocabulary Learning

4 (a). Which one do you prefer to learn new words in a reading course?

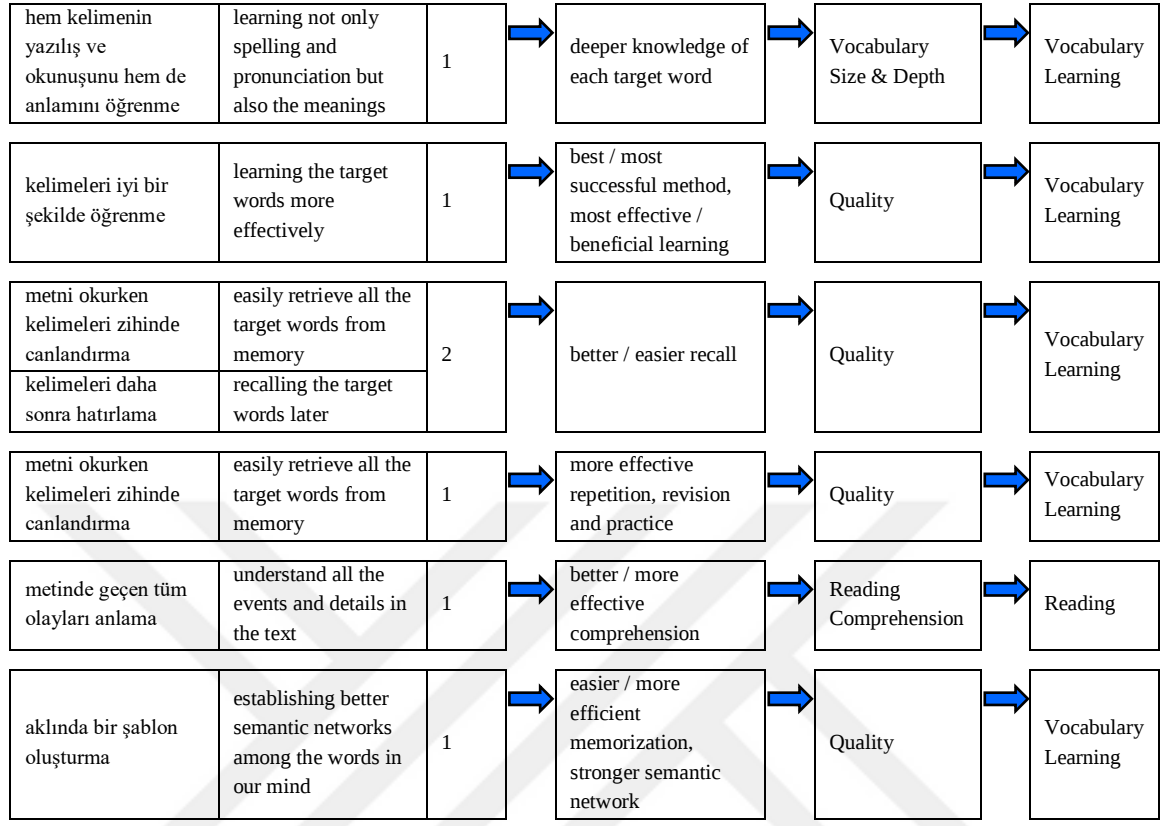
- ☒ Isolated Form-focused Vocabulary Instruction
☐ Integrated Form-focused Vocabulary Instruction
☐ Incidental Learning from Context (No focus on form)

4 (b). Why?

Yeni kelimeleri metni okumadan önce öğrenmeyi tercih ederim. Çünkü bir işi bitirip diğerine geçmem benim daha iyi odaklanmamı sağlıyor. Dikkatimi toplayıp, hem kelimenin yazılışını -okunuşunu, hem de anlamını iyi bir şekilde öğrendim. Daha sonra metni okurken, zihnimde canlandırabildim ve metinde geçen olayları anladım. Böylece kelimeleri daha sonra hatırlayabilmem için aklımda bir şablon oluşturmuş oldum.

I prefer isolated form-focused vocabulary instruction before reading the texts. I can concentrate better on what I do by completing one activity and moving on to the other. During the treatments of isolated FFI, I was able to focus all my attention on vocabulary learning and succeeded in learning all the target words more effectively by taking notice of not only their spelling and pronunciation but also their meanings. Furthermore, I could easily retrieve all the target L2 words from my memory, and I was able to understand all the events and details in the reading text. In this way, we established better semantic networks among the words in our mind, which helped us recall the target vocabulary items with ease.

Code in Turkish	Code in English	Code Freq.	Sub-category	Category	Theme
yeni kelimeleri metni okumadan önce öğrenmeyi tercih etme	preferring isolated FFI before reading the text	1	reasonable, appropriate, favourable, ideal, favourite	Learner Attitude	Vocabulary Learning
bir işi bitirip diğerine geçme	completing one activity and moving on to the other	1	doing one activity at a time	Learning Context	Vocabulary Learning
daha iyi odaklanma	concentrating better	1	more concentrated reading	Reader Reaction	Reading
daha iyi odaklanma	concentrating better	2	attention grabbing, direct focus on words	Quality	Vocabulary Learning
dikkatini toplama	focusing attention				
kelimeleri öğrenme	learning the target words	1	learning all target words / more target words in number	Vocabulary Size & Depth	Vocabulary Learning



5. Would you like to share any other comment, suggestion, or criticism?
(If yes, please specify.)

☐ Yes

☒ No

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- 2010-2014, Uludağ University, Graduate School of Educational Sciences, Department of Foreign Language Education, Program in English Language Teaching, Bursa, Turkey
- 2000-2005, Hacettepe University, Faculty of Education, Department of Foreign Language Education, Program in English Language Teaching, Ankara, Turkey

Work Experience:

- 2018-present, Assistant Director, Bursa Technical University, School of Foreign Languages, Bursa, Turkey
- 2016-present, Instructor, Bursa Technical University, School of Foreign Languages, Bursa, Turkey
- 2010-2016, EFL Teacher, Ministry of National Education, Şehit Komando Er Samet Saraç Anatolian High School, Bursa, Turkey
- 2007-2010, EFL Teacher, Ministry of National Education, İbni Sina Primary School, Bursa, Turkey
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Articles published in international peer-reviewed journals:

- Sarioğlu, M. (2018). A Matter of Controversy: Teaching New L2 Words in Semantic Sets or Unrelated Sets. *Journal of Higher Education and Science*, 8 (1), 172-183.
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- Sarioğlu, M. (2017). *The use of obligatory adjuncts in English*. Paper presented at Bridging Languages and Cultures: International Interdisciplinary Conference. Ventspils, Latvia.

- Sarioğlu, M. (2018). *The Perceptions of Turkish In-service EFL Teachers about the Challenges of Foreign Language Education in State High Schools*. Paper presented at LIF 2018 5th International Language in Focus Conference: Contemporary Means and Methods in ELT and Applied Linguistics. Thessaloniki, Greece.
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Awards:

- 2005, graduated from Department of English Language Teaching with the highest cumulative grade point, **İhsan Doğramacı High Achievement Award**, Hacettepe University, Ankara, Turkey

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