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Editor's Message

Dear Readers,

The second volume of the TOJELT is ready with the second issue. In this issue, you will read the recent research on ELT.

We sincerely thank all board members and the referees for their efforts that increase the quality of the TOJELT.

With regards,

Dr. Ahmet Selçuk AKDEMİR

Editor-in-Chief

Sustained Silent Reading in Foreign Language Education: An Update

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Abstract: Three meta-analyses of the effect of sustained silent reading are reviewed, all showing a consistently positive effect for self-selected reading in school, with most studies with EFL students. In addition, an important new study from Korea is analyzed: Despite less-than-optimal conditions, EFL students made impressive gains in vocabulary and reading that were consistent with previous results.

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Keywords: *sustained silent reading, meta-analysis, English as a foreign language, vocabulary, reading comprehension.*

1. Introduction

Three reviews of the impact of in-school reading on second language development have been published in the last ten years. Briefly, in-school reading is referred to as "sustained silent reading": A few minutes is set aside from the language class and students read what they want to read: There are no book reports or other forms of accountability. (For a discussion of the elements of successful SSR, see Krashen, 2011).

Reviews have been published in the form of "meta-analyses," a very useful and precise way of presenting the results of many individual experiments.

An "effect size" is calculated for each study, in this case, for each comparison between test scores achieved by students doing in-school free reading and traditional instruction. A positive effect size means the reading group did better. Effect sizes of around .2 mean that the advantage of the reading group was small, .5 medium, and .8 or greater is considered a large effect size.

Table 1 presents the results of the three recent meta-analyses of studies involving second and foreign language acquisition. Nearly all are studies of English as a foreign language. In each study, time is set aside in the "experimental" group in which students can select their own reading material, and accountability is either minimal or there is no test or report of any kind. The comparison group experiences traditional pedagogy.

The average effect size for reading comprehension ranges from .54 to .87, and for vocabulary from .18 to .47, both confirming that SSR is effective. Several individual studies are included in more than one meta-analysis, but the overlap is not extensive.

Table 1. Effect Sizes for Three Recent SSR Meta-Analyses

	Vocabulary	Reading Comprehension
Krashen (2007)		.87 (15)
Nakanishi (2015)	.18 (9)	.68 (15)
Jeon and Day (2016)	.47 (17)	.54 (46)

Number of studies analyzed in parentheses ().

As was the case with first language studies (Krashen, 2004), the effect was greater when the program lasted a year or longer (Nakanishi, 2015). Jeon and Day (2016) did not find a difference in effectiveness between longer and shorter programs, but only included four long-term (over one academic year) programs.

2. An Important New Study

Suk (2016) will attract a great deal of attention. It appeared in *The Reading Research Quarterly*, considered the most prestigious journal in the field, and the published article is long and detailed.

Suk (2016) examined the impact of free voluntary reading on 83 Korean undergraduates studying EFL who were at the advanced beginner/low intermediate level. Readers read graded readers for 15 minutes once a week in class, and were expected to read outside of class, with a word count goal of 200,000 words to read in 15 weeks. In contrast to the usual procedure in sustained silent reading (Pilgreen, 2000), students took a test on each book they read.

Suk made 350 books available to the readers with 155 different titles. She did not provide details about the books (names or publishers), but we can estimate the difficulty level. She constructed the vocabulary test by sampling words from the 155 different titles using words from the 2000, 3000, and 4000 word levels. This means that the students were reading graded readers from the intermediate to the upper level (1600 to 2500 word levels).

3. The Results

None of the students reached the reading goal of 200,000 words. The mean was about 150,000 words (about 600 pages) read, with a large standard deviation (about 80,000, about 320 pages). The maximum read was about 190,000 (about 760 pages), the minimum was about 8500 (34 pages). The average number of books read was 10, less than one per week. This means that the average book contained about 15,000 words. Assuming each page has 250 words, the average book length was about 60 to 70 pages.

Suk (2016) stated that students read between two and three hours per week outside of school. If so, their reading rate was quite slow. We estimated that they read a total of about 40 hours (assuming 2.5 hours per week) on the average, or 2,400 minutes (3.75 hours in class, 37.5 hours at home). This means they read only a little more than 60 words per minute, which is very slow (compare to Mason & Krashen, 2017, McQuillan & Krashen, 2008).

One possible explanation for the slow reading rate may have been because participants were tested on each book they read, likely trying to remember what they were reading while they were reading. (To confirm this, one would have to compare reading rate without the post-test with reading rates with the post-test.) Another possible cause for the slow rate is the difficulty of the books. Based on our calculations, the graded readers appear to have been selected from the intermediate to upper level, but Suk’s subjects were considered to be advanced beginner and low intermediate level.

The readers did better than comparison students, who did a traditional EFL course focusing on intensive reading (1). We calculated effect sizes based on a formula that takes pre-test scores into consideration (Effect size = the difference between the experimental and comparison gains divided by the pooled pre-test standard deviation; Morris, 2008). Table 2 shows that our calculations give results similar to the effect sizes reported by Suk, using a different procedure (MANOVA).

Table 2. Two Different Effect Size Formula for Suk (2016)

	Morris (2008) ¹	MANOVA ²
Reading Comprehension	0.43	0.30
Reading Rate	0.66	0.39
Vocabulary	0.52	0.70

¹Effect Size formula calculated by Krashen and Mason (2017).

²Effect Size formula calculated by Suk (2016).

Comparing Table 1 and Table 2, the effect size calculations resemble previous studies results. The reading test, however, suffered from low reliability ($r = .65$). In contrast, the vocabulary test was shown to be quite reliable ($r = .96$). Another problem is that students were asked to record their finishing time after reading each passage and after answering comprehension questions for a total of four passages. This is an expected procedure when measuring reading rate, but may affect comprehension and thus literacy development.

4. Discussion

The research on SSR in EFL is remarkably consistent. SSR is clearly more effective than traditional instruction in improving reading ability and vocabulary.

The conditions in Suk's study were not optimal. Readers were tested after reading each book, and were pushed for time on the reading test. Both of these conditions may have interfered with comprehension. Nevertheless, Suk's results were quite similar to what has been found in previous reviews, confirming that the impact of self-selected reading is robust.

This does not imply that testing readers after each book is acceptable. None of the studies in Table 1 used these kinds of tests. Controlled studies would be necessary to show that there is no detrimental effect on comprehension when students are tested on each book they read, and, of course, we would be interested in seeing if enjoyment of reading is affected. Our concern is whether students will continue to read after the course is over. Similarly, it should be determined whether timed post-tests have an effect on comprehension.

What is remarkable about Suk's study is that SSR worked even though conditions were far from optimal. Her subjects were tested after reading each book, were pushed for time on the reading test, and read only a modest amount, less than one graded reader per week.

Note:

- (1) The intensive reading students read assigned essays from a course book, reviewed vocabulary and challenging grammatical structures from the readings, and practiced strategies for learning vocabulary, as well as pre-reading, making predictions, and inferencing.

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The impact of the unforeseen factors on the teaching practice of student teachers

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Abstract: The intricacies confronted with teaching skills of student teachers of English may arise from a variety of sources. Knowing about teaching is different from performing teaching. Student teachers may find teaching English demanding, even though they theoretically know about the main goals of the teaching. This study investigated the impact of the unforeseen factors on the teaching practice of student teachers. A descriptive study was conducted with the participation of 154 student teachers at a Turkish university. In the study, the effects of the teacher training related issues such as motivation, self-efficacy, self-esteem, and teaching strategy awareness were investigated. On the whole, the study suggests that teacher training is not merely to introduce theoretical knowledge, but to incorporate convincing suggestions about the unforeseen teacher or teaching related concerns into the training process.

Keywords: *student teachers, motivation, self-esteem, self-efficacy, teaching strategies*

1. Introduction

Training competent teachers of English for using innovative and supplementary approaches that are essential for their professional development is the main goal of teacher training programs. In English language teacher education, the support is commonly provided for increasing content knowledge, linguistic knowledge, and pedagogical knowledge (Liu, 2013; Shulman, 1987). Student teachers are taught theoretical field notes for gaining content knowledge; they are taught linguistic knowledge in order to manage language skills development, and they learn pedagogical knowledge for performing the teaching practice.

Teacher learning is not viewed as transforming knowledge and theories into practice, but rather as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes (Burns & Richards, 2009). In other words, teachers' expertise can be promoted through individual skills and knowledge development during teaching profession implemented in the classroom events of school-based contexts (Tsui, 2009). In this respect, the teacher has the responsibility of theorization of practice through collaboration in social settings for gaining professional consciousness, knowledge, and development (Johnston, 2009).

The impact of the unforeseen factors on the teaching practice of student teachers

Professional development is the key component of teacher training. Additionally, professional learning policies and applications that are the focal points of teacher training may cause alterations in teachers' learning outcomes and professional learning experiences. As for English language teacher (L2) education, the embedded values and attitudes in the classroom in teacher education programs impose the theoretical knowledge on student teachers for professional diploma, and those imposed notions are negotiated and conceptualized in schools where they work as teachers (Borg, 2003). Thus, they learn how to cooperate with other teachers and use teaching strategies for being effective in front of the student (Zeichner, 2003). If a good teacher is the most important factor for fostering student learning, though there are as yet no established common criteria for identifying expert teachers, how can a good teacher be trained in teacher training process? For building the ongoing commitment to the profession, numerous factors effecting teaching capability need to be examined for identifying the strengths and weaknesses of student teachers. Motivation, self-esteem, self-efficacy, and teaching strategy awareness are among the unforeseen factors (Brown, 2007). Therefore, pertaining to the significance of these factors in teacher training, the present study attempted to explore a special perspective for examining the student teachers' perception of themselves.

Motivation and language teacher

Motivation is an affective factor that deserves crucial concern in education, since it leads to progress and success (Brown, 2007). Motivation is shaped by the individual's orientation type, either instrumental or integrative or both (Gardner & Lambert, 1972). The degree of motivation is also interrelated with the individual's goals, expectation, age, prior knowledge, cultural and social milieu (Dörnyei & Ushioda, 2012). The types of motivation which are shaped by the type of orientation and individual related factors are defined in two categories: extrinsic motivation and intrinsic motivation (Brown, 2007); the former type of motivation is increased through externally-driven sources, and the latter is fostered by means of internally-driven sources. If a language teacher is ready for being a member of teaching community and for committing herself/himself to the teaching profession, the teacher may be assumed to be motivated and engaged in teaching activities intrinsically.

Self-esteem and language teacher

Teachers who teach to a group of learner are responsible not only for students' learning but also for their own teaching processes. The responsibility of language teachers may be beyond the standard expectations, as they are expected to teach the topic in the target language competently. For such capability, they need to have high level of self-esteem -that is the belief in one's own capabilities to successfully perform any activity. The degree of self-esteem is interrelated with the performance of the individual (Brown, 2007). Moreover, self-esteem is also among the factors fostering motivation. Ehrman and Dörnyei (1998, p.257) claim that the highest human priority is the need for self-acceptance; therefore, when an individual is demotivated, s/he shows a lack of interest to the subject matter. Demotivation may cause to lose commitment and interest for the professional behavior (Dörnyei & Ushioda, 2012). It is also claimed that high level of self-esteem may bring about motivation, thus leading to the development of personal professional identity (Cadman & O'Regan, 2006). Regarding the importance of self-esteem, fostering student teachers' self-esteem degree needs to be among the primary concerns of language teacher education.

Self-efficacy and language teacher

Self-efficacy has been defined as having the sense of confidence in person's ability to succeed in specific situations (Bandura, 1997). Self-efficacy is directly related with the level of self-esteem and motivation (Bandura, 1997; Brown, 2007; Dörnyei, 2005). It is claimed that self-efficacious teachers are enthusiastic and eager to teach (Bıkmaz, 2004). Teacher efficacy may be formed by prior learning experiences and events in classrooms (Knapp, 2013). Self-efficacious teachers may also be good models for students; thus, teachers who have high level of self-efficacy while teaching may be able to improve their students' cognitive development so as to develop the sense of efficacy about their capabilities and teaching strategies.

Teaching strategy awareness and language teacher

Teaching strategy that is potentially intentional behavior is the choice of a technique or method for approaching while teaching. Kumaravadivelu (2006) outlines the teaching strategies into two categories: macro-strategies that is a broad guideline generated on the base of teachers' classroom procedures and micro-strategies that are designed for implementing in the classroom regarding the objectives of a specific macro-strategy. The objectives of macro-strategies are designed for maximizing learning opportunities, minimizing perceptual mismatches, fostering language awareness and learner autonomy, raising cultural awareness, activating intuitive heuristics, contextualizing the input; micro-strategies are conditioned for the possibility, particularity, and practicality of macro-strategies regarding learners' needs, lacks, and expectations (Kumaravadivelu, 2006; Larsen-Freeman, 2005). Thus, the purpose of using those strategies is to construct a post-method pedagogy in order to be able to teach language regarding the conditions of the context. By using these strategies, teachers behave both as creators of learning opportunities for their learners and users of learning opportunities created by learners (Birjandi & Hashamdar, 2014).

2. Materials and Methods

The study is descriptive in nature. Survey method was used to gather research data.

Purpose

The aim of this study was to explore the unforeseen factors effecting the professional development of the student teachers of English, since student teachers' beliefs and reflections on their positions may be considered as an integral part of teacher education process. Based on the mentioned purpose, the following research questions were designed and answers were sought to the questions:

1. How motivated are student teachers for teaching profession?
2. How do student teachers perceive themselves in terms of
 - a) self-esteem
 - b) self- efficacy?
3. How efficiently do student teachers use teaching strategies?

Participants

The impact of the unforeseen factors on the teaching practice of student teachers

This study was carried out with the participation of 154 student teachers attending English Language Teaching (ELT) Department at a Turkish university. The fourth year student teachers who were recruited from three classes participated in the survey. The participants were exposed to consent process and they accepted to participate in the survey voluntarily.

Instruments and data analysis

For data collection, a motivation questionnaire, the Rosenberg Self- Esteem Scale (RSES), the General Self-Efficacy Scale, and a teaching strategy questionnaire designed by the researcher were used. The Rosenberg Self- Esteem Scale (RSES) is a 10-item Likert type scale which measures individuals' global self-esteem. The scores of scale range from 0-30: scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem. The scale is available at <http://www.wwnorton.com/college/psych/psychsci/media/rosenberg.htm>. The General Self-Efficacy Scale -a 10-item psychometric scale was used to assess self-beliefs of the student teachers. The scale is available at <http://userpage.fu.berlin.de/health/selfscal.htm>.

3. Findings

The first data set was collected by means of a questionnaire designed by the researcher to investigate the motivation levels of the student teachers for teaching profession. The results are displayed in Table 1.

Table 1. Motivation levels of student teachers

<i>Items</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Undecided %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
Teaching allows me to experience the respect learners	43	52	-	5	-
I love teaching	67	21	-	12	-
Teaching makes me learn more about teaching	30	56	11	3	-
I like conveying knowledge to learners	24	74	-	2	-
Teaching promotes learning	14	51	4	9	22
I like finding solutions to problems in education	19	46	12	15	8
I know I am respected as a teacher	17	56	17	10	-
Teaching makes me happy	42	58	-	-	-
Teaching gives me an opportunity for developing my personality	28	42	14	11	5
Teaching makes me feel better	44	47	9	-	-
Teaching gives me an opportunity to respect myself	34	41	16	9	-
Teachers earn satisfactory salary	7	34	25	29	5
I like working hours of teachers	78	12	-	10	-

Teachers have satisfactory vacation time	34	56	4	6	-
Teaching is the easiest occupation to implement	25	23	5	27	20
Being in a school environment is secure	35	39	21	5	-
Teaching gives me an opportunity to meet a lot of people	67	33	-	-	-

As displayed in the table, most of the student teachers felt they were motivated for teaching profession. As regards the type of motivation, it was detected that they were intrinsically motivated for the profession. They declared they loved teaching and became happy while teaching and conveying knowledge to students. Additionally, they thought that they could get the opportunity of self-development and access more knowledge through teaching; the results also indicated that they respected themselves and felt themselves better because of the teaching profession. Although they proclaimed the positive aspects of teaching profession, they thought teaching was not an easy occupation through which they could earn satisfactory salary.

In the survey, the Rosenberg Self- Esteem Scale (RSES) was administered to the student teachers in order to check the level of self-esteem which was assumed to be an important affective factor for the performance and motivation of the individual. The findings are displayed in Table 2.

Table 2. Self-esteem scores of the student teachers

Statement	Strongly Agree <i>f</i>	Agree <i>f</i>	Disagree <i>f</i>	Strongly Disagree <i>f</i>
I feel that I am a person of worth, at least on an equal plane with others	15	33	70	36
I feel that I have a number of good qualities	31	61	42	20
All in all, I am inclined to feel that I am a failure	35	77	38	4
I am able to do things as well as most other people	54	42	38	20
I feel I do not have much to be proud of myself	24	59	44	27
I take a positive attitude toward myself	65	34	31	24
On the whole, I am satisfied with myself	32	31	47	44
I wish I could have more respect for myself	15	32	65	42
I certainly feel useless at times	19	27	71	37
At times I think I am no good at all	29	30	41	54

According to the frequency results of the self-esteem scale (RSES), most of the participants (106) did not feel that they were a person of worth; in addition, they were inclined to feel they are a

The impact of the unforeseen factors on the teaching practice of student teachers

failure (112), did not have much proud of themselves (83), and felt useless themselves at times (108). Therefore, most of the student teachers got below 15 points and were assigned with low esteem. Of those participants, 92 believed they had a number of good qualities, felt having capabilities to do things as most other people (96), took positive attitude toward themselves (99), and respected themselves (106), since they thought they felt good at all (96). By getting the scores between 15 and 25, they were evaluated as having high level of self-esteem in some aspects.

In the study, self-efficacy levels of the student teachers that were presupposed to be affecting their capability of teaching as an unforeseen factor was measured by means of the General Self-Efficacy Scale. The results were calculated and displayed in Table 3.

Table 3. Self-efficacy scale

	Not at all true %	Hardly true %	Moderately true %	Exactly true %
1. I can always manage to solve difficult problems if I try hard enough	-	21	36	43
2. If someone opposes me, I can find the means and ways to get what I want	11	19	61	9
3. It is easy for me to stick to my aims and accomplish my goals	-	16	66	18
4. I am confident that I could deal efficiently with unexpected events	3	47	27	23
5. Thanks to my resourcefulness, I know how to handle unforeseen situations	7	7	33	53
6. I can solve most problems if I invest the necessary effort	1	12	36	51
7. I can remain calm when facing difficulties because I can rely on my coping abilities	4	22	45	29
8. When I am confronted with a problem, I can usually find several solutions	5	7	58	30
9. If I am in trouble, I can usually think of a solution	2	8	59	31
10. I can usually handle whatever comes my way	8	16	53	23

The findings of the self-efficacy scale, which was used to investigate the efficacy degree of the student teachers in terms of their personal beliefs about coping with the problems, displayed that the student teachers had high degree of self-efficacy. Most of them declared that they could cope with the demanding problems when they devoted the necessary effort. They confirmed that if they had trouble at any occasion, they could feel themselves competent enough for finding solutions. Most of them believed they could keep calm and felt themselves confident for coping with the problems due to their own resourcefulness.

Having high degree of motivation, self-esteem, and self-efficacy was assumed to be influential while shaping the personality and behaviors of the student teachers. However, those factors might not be the mere indications of being a good teacher. Teaching strategies awareness

can also be evaluated as the focal indication of being a good teacher. In order to examine whether they felt themselves competent enough in teaching issues, the student teachers were questioned about their awareness of teaching strategies. The results are displayed in Table 4.

Table 4. Teaching strategies awareness of student teachers

Teaching strategies	Agree %	Undecided %	Disagree %
1 I can use immediate changes in teaching	21	40	39
2 I prefer interacting with students while teaching	25	37	38
3 I can allow opportunities for the student to learn more about things	27	41	32
4 I try to make positive statements about students' performance	48	31	21
5 I explain goals and objectives of the lesson	30	48	22
6 I plan for my lesson regarding the needs of students	58	29	33
7 I try to listen to students' ideas	53	26	21
8 I reward students after they have finished the task	45	27	28
9 I use checklists to evaluate students	13	41	46
10 I ask for clarification when I do not understand what is said	18	39	43
11 I like cooperating with students	35	28	37
12 I prefer guiding students to learn by questioning	48	29	23
13 I want to establish trust as a teacher	83	3	14
14 I keep teacher portfolio	18	42	40
15 I monitor myself while teaching	15	58	27
16 I evaluate my teaching process	32	41	23
17 I try to increase the student's experience for learning	53	30	17
18 I try to give corrective feedback for students' output	68	7	25
19 I notice students' feelings about my teaching performance	30	36	34
20 I try to use praise for students' performance	55	17	28
21 I encourage students to determine their own learning expectations	72	3	25
22 I try to design projects for students in order to benefit personally	10	45	45
23 I usually express the importance of learning	81	-	19
24 I discuss my teaching performance with students	10	38	52
25 I design activities regarding the expectations of students	79	5	16
26 I encourage students to build confidence	16	49	35

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27	I encourage students to continue learning outside the classroom	37	41	22
28	I try to understand the learning conditions of students	74	23	3
29	I evaluate the outcomes of my teaching	47	24	29
30	I try to increase the motivation level of my students	88	12	-
31	I try develop appropriate materials regarding the needs of students	76	8	16
32	I teach the lesson in a logical and coherent sequence	69	14	17

In Table 4, the responses about teaching strategies of the student teachers are presented. The questions were designed to evaluate the teaching strategies awareness of the student teachers by focusing on the components of teaching settings: students, the lesson, and the teacher. For the questions about students, most of them thought that they were not capable enough to implement the necessary strategies in some respects such as interacting and cooperating with students, allowing opportunities for students to learn by questioning, evaluating students' performance by the use of checklists in a positive manner, and encouraging students for building confidence. On the other hand, most of the student teachers stated that they would listen to students' ideas, use praise for the classroom performance, give corrective feedback, increase students' motivation level, and encourage them to set learning goals and objectives. As for the planning the lesson and teaching stages, they declared that they would plan the lesson and design the activities/materials regarding the needs and expectations of students. The student teachers also admitted that they felt themselves capable enough for teaching the lesson in a logical and coherent order by focusing on the importance of learning. However, they did not feel themselves proficient enough to make immediate changes in the sequence of the lesson design as consistent with the goals of the lesson. Moreover, they admitted that they could not design projects as supplementary activities; and, depending on this, they did not believe they would encourage students to continue learning outside the classroom. When they were questioned about the evaluation and assessment of the teaching process, they declared that they would not keep portfolios for evaluating their teaching progress and teaching outcomes, monitor the teaching process, discuss with students about their teaching performance for getting reflection on teaching; still they felt themselves eager to establish trust as a teacher.

4. Discussion

This study, which aimed to investigate the unforeseen factors effecting teaching competence, was designed by identifying the degree of motivation, self-esteem, self-efficacy, and teaching strategy awareness of the student teachers of English. While designing the study, it was assumed that since teachers of English should teach the subject matter in English, the nonnative teachers of English may need to have high level of motivation, self-esteem, self-efficacy, and teaching strategies awareness to perform teaching profession successfully to cope with the teaching issues appropriately. In this respect, it was anticipated that investigating teachers' subject knowledge may not alone be satisfactory to evaluate their quality as teachers, but their perceptions of themselves as teachers need to be explored as well. Depending on the attempt of the study, the findings of the study will be discussed around the research questions.

The answer to the first question “How motivated are student teachers for teaching profession?” was sought by means of a motivation questionnaire; the results indicated that the student teachers felt themselves motivated enough for teaching profession and had positive emotions about the teaching profession. In this sense, it was recognized that the commitment to teaching profession is interrelated with the sentimental side of the student teacher which fosters intrinsic motivation (Brown, 2007; Dörnyei, 2005). The responses of the participants also indicated that teaching profession might lead to self-development and boost the individual respect. However, they declared the negative aspects of teaching profession by referring to the unsatisfactory salary and workload of the profession. These negative aspects of teaching profession may damage the student teachers’ enthusiasm and motivation toward the profession.

The second question is about the student teachers’ perception of themselves in terms of self-esteem and self-efficacy which are indispensable components of teaching profession. Language teachers who have low self-esteem, can be very critical about their own knowledge (James, 2001). The findings of the RSES indicated that the student teachers did not perceive themselves as having high self-esteem in some respects, though they believed they had a number of good qualities and capabilities which led to respect themselves. The results of the General Self-Efficacy Scale, on the contrary, displayed that they had high degree of self-efficacy while coping with the problems because of their resourcefulness and the devoted efforts. Regarding the results of both scales, it may be supposed that the ones who had low level of self-esteem might have had high level of self-efficacy, though self-esteem and self-efficacy may seem to be complementary components of each other (Bandura, 1997; Brown, 2007; Dörnyei, 2005).

Moreover, it is stated that the degree of self-esteem is a kind of catalyzer for motivation and professional development (Cadman & O’Regan, 2006); nevertheless, the study findings displayed that the student teachers had low degree of self-esteem, but high level of motivation. This may be due to their belief about their capabilities and their feelings about the teaching profession. In other words, being a teacher of English might have made them feel good and motivated, but they might not have recognized and internalized their capabilities well. Another reason may be that the scale (RSES) was used to measure global self-esteem, not task self-esteem. If their task self-esteem degree were to be measured, consistent results would be obtained. Therefore, the study showed another important aspect of self-esteem; that is, global self-esteem may not be interrelated with other affective factors. Whatever reasons lie behind the low self-esteem level, as Horwitz (2008) declared, self-esteem check is necessary for recognizing how the individual feels about themselves. The data set about the self-efficacy levels of the participants also showed that they had high degree of self-efficacy; the results are consistent with the degree of motivation of the student teachers as Bandura (1997) and Dörnyei (2005) stressed. The results confirm the findings of the previous studies; for instance, in a study by Bıkmaz (2004), it was concluded that self-efficacious teachers generally felt themselves enthusiastic and eager for teaching.

The answer to the third question “How efficiently do student teachers use teaching strategies?” was sought by a 32-item questionnaire. The results indicated that the student teachers were aware of the teaching strategies both at macro level and micro level (Kumaravadivelu, 2006). They declared they felt themselves component enough to apply macrostrategies in terms of planning the lesson, setting their goals and objectives, contextualizing the input for the learner. In most of the macro strategies, they reflected positive responses. As for the microstrategies, they felt they could design the activities regarding the needs and expectations of students and make assessment appropriately, although some microteaching strategies such as fostering students to

build confidence, interacting with them, and allowing opportunities for them were found to be challenging for the student teachers. Depending on these results, it is possible to state that the student teachers' motivation level and self-efficacy degree for teaching are supportive for developing suitable teaching strategies.

Based on this survey results, some suggestions can be proposed for teacher trainers. The particular focus of the data analysis suggests that there are some unforeseen factors effecting and shaping student teachers for the teaching profession; therefore, such factors need to be investigated to discover the causes of their teaching flaws. Offering opportunities to student teachers to recognize their current situation as prospective teachers in terms of self-esteem, self-efficacy, motivation, and strategy use in teacher training programs may be helpful to treat their weaknesses. Additionally, they may be directed to discover and appreciate their strengths about teaching issues for helping them localize their professional knowledge. Teacher trainers, thus, may promote professional learning. It seems reasonable to deduce from this survey that the affective factors and teacher development are interrelated. On the whole, the study suggests that teacher training is not merely to impose theoretical knowledge, but to incorporate convincing evidence about the unforeseen teacher or teaching related concerns into the training process. For further research other individual factors which cannot be foreseen easily such as self-confidence, anxiety, tolerance, attitude, etc. should be investigated in order to make student teachers recognize their affective domains that shape their teaching competence.

5. Conclusion

The attempt in this descriptive study was to discover the unforeseen factors shaping student teachers' teaching competence. The results indicated that in some respects, student teachers may be motivated and have high level of self-esteem as well as self-efficacy, but in other respects they may not have. Accordingly, it was concluded that their macroteaching and microteaching strategies awareness may also be shaped not only by theoretical knowledge but also by their affective domains. The predominant understandings of the study may allow teacher trainers to bring together both foreseen and unforeseen factors into training process and to have student teachers to be alert about their teaching weaknesses and strengths.

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Comparative study of acquisition rates between English vocabulary sets intentionally taught via post-reading writing and post-reading speaking skills

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Abstract:

The aim of this research study was to examine the differences, if any, in intentionally taught English vocabulary acquisition rates via post-reading writing and post-reading speaking skills. There were three groups to study. In the first group mostly post-reading writing skills, in the second group mostly post-reading speaking skills, in the third group reading, speaking and writing skills were applied. To measure the breadth of the vocabulary the following procedures were applied. 1) Translation into Turkish, 2) Fill in the blanks questions (productive writing skill), 3) Multiple choice questions (reading and understanding). To measure the depth of the taught vocabulary VKS (Vocabulary Knowledge Scale; Wesche & Paribakht, 1996) was applied. Besides, oral production with a visual support was measured according to a checklist. In the group, where the tests were piloted, reading, speaking, and writing skills were applied. The results showed that the two groups where reading, speaking and writing skills were practiced outperformed the reading/speaking and reading/writing group in the four tests except for the fill in the blanks test. The reading/writing group showed the best result in the fill in the blanks test. However, the delayed tests administered three weeks later demonstrated that the retention rate is higher in the reading/speaking group. The data also revealed that speaking activities generated more enthusiasm in comparison with the writing ones.

Keywords: *Vocabulary Acquisition, Integrated Skills, Assessment.*

1. Introduction

Considering foreign language learning in a formal setting it can be seen that writing and reading are the main skills through which language acquisition is taking place. There is an interesting observation made by Hyslop and Bruce (1988) who stated that the distribution of language skills is different in school and out of school. Their conclusions were based on findings

stated in a research study conducted by Wilt (1950), which show that people spend 45 percent of their time on listening, 30 percent on speaking, 16 percent on reading, and 9 percent on writing.

Looking at the aforesaid figures one can see the short period of time devoted to speaking in an academic setting. Listening and speaking are the skills that are not practiced widely. Although this may be valid for other disciplines, in a language class focusing on all the four skills make language learning more complete.

With a demand for staff that can collaborate with counterparts from foreign countries, the number of people who want to learn a foreign language is constantly growing. Warschauer (2000) argues that taking into consideration technological developments and dynamics of world population, the role of English to cooperate and communicate will increase. According to Genç (2012) the first foreign language being asked for in job vacancies from fifteen different sectors is English. In this context it is highly important to apply effective techniques in teaching English in order to increase opportunities for job candidates.

Nation (2001) states that one of the effective ways to set a short term goal in teaching a foreign language is to define the most frequent vocabulary that can enable learners to fulfill many tasks. A focus on the most needed and most frequently used words will allow learners to gain time when learning a foreign language. Due to the gradual nature of vocabulary acquisition the matter of time might be especially important. In one of his research studies Schmitt (1998) calls the acquisition of second language vocabulary incremental. The use of the term “incremental” implies the process of internalizing a foreign word.

Learning and teaching a language is a process with mutual efforts. Undoubtedly all parties involved in the process have to contribute greatly to achieve a target. Besides, one should keep in mind a number of classes per week during which a teacher should fulfill numerous tasks regarding language activities in addition to vocabulary work. So keeping in mind the importance of vocabulary learning, knowing what words to teach and how to teach them effectively will help teachers and learners manage their time more constructively.

Vocabulary practice is one of the most important components of vocabulary knowledge construction. Although there is not only one way of achieving vocabulary mastery, there might be an outline that would guide teachers and students in pursuing the target of vocabulary acquisition. In course books vocabulary sets are usually practiced through written exercises involving matching and filling in the blanks with no distinct focus on oral production of new lexis. Practicing a word in written form is more likely to lead to written mastery, whereas oral production might be left untrained. Thus, including activities with focus on post reading speaking activities in this research study may help us understand whether practicing a word verbally is more likely to support a student’s mastery to use a word both in written and oral form. Application of the tests immediately after the treatment and three weeks later gives an opportunity to compare the rates in vocabulary attrition after applying three different methods.

The purpose of the study is to define any differences in vocabulary acquisition and vocabulary attrition after applying activities with post reading writing skills and post reading speaking skills in two groups. The following research questions guided this study:

1. Are post-reading writing skills more effective than post-reading speaking skills in supporting acquisition of intentionally taught vocabulary?
2. Is vocabulary retention more significant when applying post-reading speaking skills than in post-reading writing skills in supporting acquisition of intentionally taught vocabulary?

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2. Literature Review

According to Waring and Nation (1997) 3,000 to 5,000 word families is sufficient to set up a foundation for comprehension. They state that there are 54,000 word families in English and 20,000 of these word families are recognized by educated native speakers. An idea of the approximate number of the vocabulary the students you are going to teach know may help you decide on their proficiency level, especially when you meet the class for the first time.

At the end of the 20th century according to Council of Europe (2016) a set of descriptions was developed to define how learners of foreign languages can perform on the basis of several levels with the following letters assigned to each level A1, A2, B1, B2, C1, C2. Since the participants of this study are beginners, on the basis of the study by Milton and Alexiou, (2009) it might be suggested that A1 level learners know not more than 1500 lemmas.

It is thought to be more expedient to integrate the skills when practicing vocabulary, thus to reflect the more natural flow of language acquisition. Integrated skills are a part of a whole language approach. According to Bergeron (1990, p.319), whole language consists of the use of real literature and writing including meaningful and collaborative experiences to foster students' motivation and interest during learning. Taking into consideration that vocabulary knowledge is both receptive and productive it can be assumed that employing receptive and productive skills when teaching vocabulary makes it possible to focus on form recognition, meaning, and pronunciation at the same time. "Rather than being forced to plod along through a course that limits itself to one mode of performance, students are given a chance to diversify their efforts in more meaningful tasks" (Brown, 2001, p.233). Being able to apply a word using various language skills is more likely to provide a quicker retention by addressing a greater amount of learning intelligences. According to Gardner's theory (1983), teaching can be presented in many different ways. These multiple methods appeal to multiple intelligences. Jack (2015) emphasizes that various ways of interaction with a word helps its internalization.

There have been interesting vocabulary acquisition studies conducted in Turkey. For instance, in a study by Ferrell Tekmen and Daloğlu (2006) incidental vocabulary acquisition, level of proficiency and word frequency were examined. According to the aforesaid study, groups with more advanced levels acquired more vocabulary. Another study conducted by Merç (2008) investigated the difference between vocabulary acquisition rates with explicit and implicit teaching. In the aforesaid study target vocabulary was taught directly through definitions in one group and through a context in another group. The assessment of the treatments was conducted via immediate posttest and a retention test that took place two weeks later. According to the results of the study, the group that was learning words on the basis of context performed better than the group that learnt the words with definitions. These results were confirmed by a retention test.

Regarding vocabulary learning strategies employed by learners one could have a look at a study by Subaşı (2014), in which the researcher came to the conclusion that the participants were using context and dictionaries to understand the meaning rather than rote learning. Another study conducted by Durmuşoğlu Köse and Yüksel (2013) emphasizes the multidimensional nature of vocabulary knowledge. As results of the study show, in spite of knowledge of academic vocabulary, the number of academic words was limited in essay writing. According to the results of the study, it could be concluded that receptive and productive knowledge of a word differ. Tokaç (2005) conducted a study to investigate the difference in teacher led vocabulary acquisition and computer assisted vocabulary learning. The results of the study showed that there was no a significant difference between the two methods.

There have been long discussions whether explicit or implicit vocabulary teaching is more effective. McKeown and Beck (2004) defend explicit vocabulary teaching. Marzano and Marzano (1988) argue for a cluster approach based on semantic relations when teaching vocabulary. Zeeland and Schmitt (2013) conducted a study, where they found that for incidental vocabulary acquisition through listening, a word should be encountered more than fifteen times. According to a study conducted by Pigada and Schmitt (2006), incidental learning while reading improved knowledge of target words by 65%.

Koizumi and In'nami (2013) found that vocabulary knowledge significantly improves speaking proficiency. Eide (2010) conducted a research study in Norway to compare reading only and reading plus exercises in vocabulary acquisition. The results of the study show that reading plus exercises lead to more effective vocabulary acquisition in comparison with reading only. Brown, Waring and Donkaewbua (2008) investigated incidental vocabulary acquisition rates with reading, reading-while-listening, and listening treatments. According to the results of the study, in all the three treatments most of the vocabulary was not acquired. According to a study conducted by Joyce (2015) in Japan the participants' performance was much better when translating the target words into L1 in comparison with other types of vocabulary testing.

However, there is not much research regarding integrated skills in supporting vocabulary acquisition in large multilevel classes. Therefore, the present study tries to investigate vocabulary acquisition rates via reading/writing/speaking skills, reading/writing skills and reading/speaking skills in classes with approximately 30 pupils in each.

3. Methodology

Research Design

The present research study is a comparative inquiry into the groups where different treatments were applied. The cross data comparison allowed drawing conclusions about degrees of effectiveness of the treatments. The study had a quasi-experimental design. The most significant peculiarity of experimental designs among other research designs is its randomly assigned treatments (Gay, Mills & Airasian, 2009, p.241). However, according to Mertens (2005), in educational and psychological research it is impossible to assign treatments randomly, so quasi-experimental designs emerged. Ary, Jacobs, and Razavieh (2002) view quasi-experimental designs, as designs, where random assignment of participants to groups is not possible (p.316). In this study the researcher matched the groups with the treatments on a random basis but the students remained the same in their own classes. Working in a school the researcher studied the existing classes according to the lesson program without any changes.

The groups in this study were intact classes that had been set up randomly at the beginning of the year. So, the study had a quasi-experimental design, where five quantitative methods and one qualitative method were applied. The reason, why the researcher used mixed methods with quantitative techniques predominating, is that the participants and the researcher are more accustomed to taking tests, thus more trained in quantitative methods.

Setting and Participants

The research study could be generalized for a school similar to the one where the study took place, namely a state high school in İstanbul, Turkey. Multilevel classes were set up randomly at the beginning of the academic year. The number of students in one class varies from

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29 to 35. The classrooms are equipped with smartboards. Reading, writing, listening and speaking skills, along with vocabulary and grammar knowledge are practiced in English classes. Reading and writing skills are easily practiced during lessons.

Ninth graders, who have six hours of English per week, participated in the study. 117 students participated in the pretest. All of them are male students. Their ages vary from 14 to 15. All students are native speakers of Turkish. All of them have studied English for four years at middle school so they have some basic knowledge about grammar and most frequent words. When asked about English they usually say that they want to learn the language.

According to the results of the pretest 71 students were identified as the ones who didn't know the target words. When the post tests were conducted with a 3 week interval the number of students whose answers were taken into consideration for data analysis decreased to 43 since some submitted tests were either incomplete or the students were absent on one of the days when the post tests were being conducted.

Data Collection Procedures

Four types of sampling were used in this study. The pretest was conducted on the basis of convenience sampling. The researcher conducted the pretest for all the students available in the four classes. Since the study had a quasi-experimental design without random assignments of the participants, it was highly important to identify the equivalence of the groups. The students, whose test results were used in the data analysis, were selected on the basis of purposive sampling. The criterion for the sample at this stage of the study was the fact that the participants did not know the target words. To identify this, a pretest with translation of the target words into Turkish was conducted. The study also had a comprehensive sampling. At the second stage of the study all participants who didn't know the target words were included in the study. Assignment of treatments was done on the basis of simple random sampling. Reading/speaking, reading/writing, and reading/speaking/writing treatments were assigned to the groups randomly.

To collect quantitative data for the study a pre-test and post-tests were used. Observations written down after classes were used for qualitative data. To measure the breadth of the vocabulary the following post tests were administered. (a) Translation into Turkish, (b) Fill in the blanks questions (productive writing skill), (c) Multiple choice questions (reading and understanding). To measure the depth of the taught vocabulary the following procedures were applied: (a) VKS, (b) Oral production with a visual support checklist. The aforesaid tests were conducted immediately after the treatment that lasted for two weeks. Besides, the same posttests were administered on the third week after the treatment to measure retention rate among the groups. The students were also asked to produce a target word in a picture naming task. This was done to balance the skills while testing and see the learnt vocabulary being orally produced.

In the study, the treatment included activities where reading was supported with writing and reading supported with speaking. Taking into consideration background information regarding the students' proficiency level it was decided to apply intentional vocabulary teaching both when introducing and practicing the vocabulary through the skills being investigated. Although it is inevitable that the listening skills are employed as well, it was used only according to the textbooks with the main focus on reading supported with writing and reading supported with speaking activities.

The data for this research study were collected through a pretest, 15 minute vocabulary sessions per one lesson that lasted over a period of two weeks, to be more specific, 3 hours per group in total, posttest 1 and posttest 2. The pretest was a translation test. The posttest 1 and the

posttest 2 were the same and included a translation test, a fill in the blanks test, a multiple choice test, the Vocabulary Knowledge Scale and an oral production checklist. Each test aimed at measuring a different dimension of vocabulary knowledge. Translation of a word was used for measuring unprompted word recognition. The fill in the blanks test was used for measuring productive skill. The multiple choice test was used to measure prompted word recognition. The Vocabulary Knowledge Scale was used to measure a particular stage of word knowledge. The oral production checklist was used to measure students' ability to produce the target vocabulary orally.

Data analysis procedures: The researcher used descriptive statistics (means and standard deviations) to analyze the quantitative data, specifically, the translation into Turkish test, the fill in the blanks test, the multiple choice test, and the oral production checklist. Marking was done as follows: the correct answers in the translation, multiple choice, fill in the blanks tests and oral production checklist were counted as one point. The scores were computed through SPSS and the means were compared. Specifically, the Kruskal Wallis test was used to define whether there were any significant differences between the scores across the four tests for each mode. The Kruskal Wallis test is applied with 3 or more groups with less than 30 participants. According to Hinton, McMurray, and Brownlow (2014), the Kruskal Wallis test is used for a nonparametric analysis with more than two samples (p.262).

Wilcoxon matched pairs tests were carried out to see if there were any significant differences between the scores comparing the two data times for the four tests at each mode. Wilcoxon matched pairs test is a nonparametric test applied to compare sample medians of two groups (Jackson, 2012, p.266). In addition, this test is used to compare two sets of scores from the same participants (Greene & D'Oliveira, 2005, p.27).

Marking of the categories in the VKS was done on the basis of Table 1 and Table 2.

Table 1. Vocabulary Knowledge Scale (Wesche and Paribakht, 1996)

I. I don't remember having seen this word before.
II. I have seen this word before, but I don't know what it means.
III. I have seen this word before, and I think it means _____ (synonym or translation).
IV. I know this word. It means _____ (synonym or translation).
V. I can use this word in a sentence: _____ (write a sentence).

Table 2. Meaning of Scores in Vocabulary Knowledge Scale (Wesche and Paribakht, 1996)

<i>Score</i>	<i>Category</i>
1	The word is not familiar at all.
2	The word is familiar but its meaning is not known.
3	A synonym or translation of the target word is correct.
4	The target word is used with semantic appropriateness in a sentence.
5	The use of the target word is both grammatically and semantically correct in a sentence.

The data analysis of the vignettes was conducted according to Gay, Mills and Airasian's (2009, p.454) recommendations:

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1. Common items or topics that were noticed by the researcher were listed.
2. The items were grouped into categories.
3. The categories were organized into patterns.

The researcher read the notes many times very carefully focusing mainly on the setting and students' attitude. After scrupulous examination of the notes the researcher grouped the information under the aforementioned categories. Generalizations based on the coding of the setting category and students' attitude category were drawn and compared across the groups.

4. Results

The pretest consisted of 30 verbs that were found in the tasks of the first unit of the Ortaöğretim English Student's Book by Gezmiş Ceyhan & Özmen (2015, pp. 9-22). It was assumed that knowledge of the vocabulary being used in the tasks might be helpful for the students. The students were asked to translate the verbs into Turkish. In Table 3 one can see the least recognized verbs and the number of students who knew the verbs.

Table 3. Students' Knowledge Regarding the Verbs with Least Recognition on Class Basis in Numbers.

	Understand	Describe	Draw	Bring	Match	Correct	Hear	Meet	Tell	Look
Class 1 n=29	4	5	5	0	0	4	2	2	7	0
Class 2 n= 32	9	1	2	1	0	0	0	0	2	0
Class 3 n= 25	2	0	3	1	1	0	1	0	1	1
Class 4 n= 31	4	2	7	3	3	0	4	2	7	0

The students' pretest sheets were thoroughly checked. The students who did not know the target verbs from each class were identified. Although all the students were getting treatment and answering the tests, only answers of the students who were identified as the ones who had not known all of the nine verbs (The verb "To look" as in "It looks nice." was considered to be too difficult for the students and was not included in the study.) and who participated in the posttest 1 and posttest 2 were considered during the data analysis.

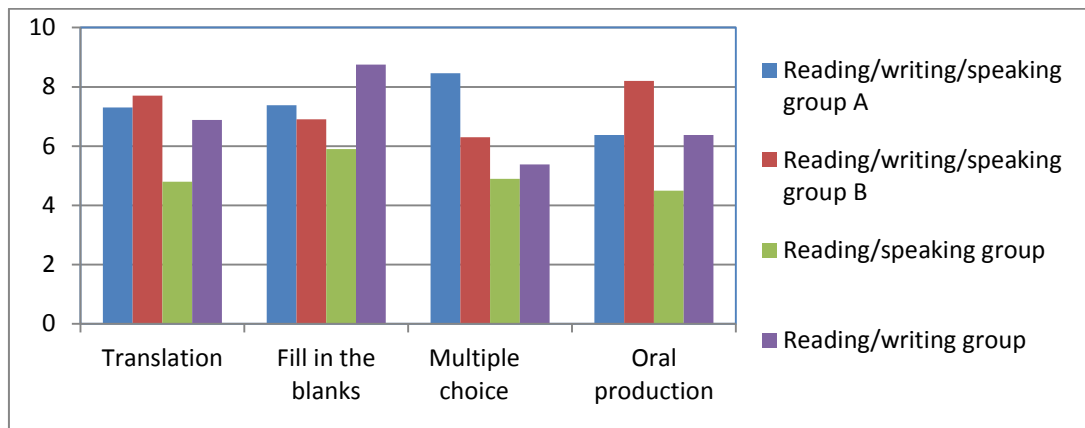
To answer the first research question whether post-reading writing skills are more effective than post-reading speaking skills in supporting acquisition of intentionally taught vocabulary, receptive and productive skills were tested. Namely, translation into Turkish, fill in the blanks and multiple choice tests were conducted. Moreover, a checklist to measure oral production was administered.

Table 4 presents the data for the three input modes in the four groups and the four test types at the immediate posttest (i.e. at Posttest 1). S.D: stands for standard deviation. The data are presented graphically in Figure 1. Data for the retention tests are reported later.

Table 4. Mean scores for the four groups for the three tests by the three input modes at Posttest 1

		<i>Reading/writing/ speaking group A (pilot) n=13</i>	<i>Reading/writing/ speaking group B n=10</i>	<i>Reading/speaking group n=10</i>	<i>Reading/ writing group n=8</i>
<i>Translation</i>	<i>Mean</i>	7,3	7,7	4,8	6,88
	<i>S.D.</i>	1,45	1,57	2,15	2,997
<i>Fill in the blanks</i>	<i>Mean</i>	7,38	6,9	5,9	8,75
	<i>S.D.</i>	1,5	2,38	3,63	,46
<i>Multiple choice</i>	<i>Mean</i>	8,46	6,3	4,9	5,38
	<i>S.D.</i>	,78	3,4	2,64	2,5
<i>Oral production</i>	<i>Mean</i>	6,38	8,2	4,5	6,38
	<i>S.D.</i>	2,18	,92	3,21	2,2

According to the translation test, 81 % of the verbs in the reading/writing/speaking group A (pilot), 85,6 % of the verbs in the reading/writing/ speaking group B, 53% of the verbs in the reading/speaking group and 76% of the verbs in the reading/writing group were learnt. According to the fill in the blanks test, 82% of the verbs in the reading/writing/speaking group A (pilot), 76,7% of the verbs in the reading/writing/speaking group B, 65,6% of the verbs in the reading/speaking group, 97% of the verbs in the reading/writing group were written correctly. The 97 % percent of success in fill in the blanks test with the reading/writing group, where controlled orthographic skills were required, may be explained by the intensive training in writing. According to the multiple choice test, 94% of the verbs in the reading/writing/speaking group A (pilot), 70% of the verbs in the reading/writing/speaking group B, 54 % of the verbs in the reading/speaking group and 60 % of the verbs in the reading/writing group were answered correctly. The oral production checklist showed gains of 71% of the verbs in the reading/writing/speaking group A (pilot), 91 % of the verbs in the reading/writing/speaking group B, 50% of the verbs in the reading/speaking group, and 71 % of the verbs in the reading/writing group.

*Figure 1.* Overall mean scores for the four tests by the three input modes at Posttest 1.

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Taking into account the number of participants and the number of the groups, nonparametric independent samples test, specifically, Kruskal Wallis test was conducted. Kruskal Wallis test results revealed significant differences between the translation (TR), fill in the blanks (FB), multiple choice (MC), and oral production checklist (OP) for the three modes (reading/writing/speaking, reading/speaking, and reading/writing modes). Significant differences in test scores emerged in the three modes for the Tr. test $p < .028$, FB test $p < .043$, MC test $p < .001$, and OP checklist $p < .032$. To determine where the differences between the tests were, post hoc tests were conducted for the four tests by three input modes. The results are presented in Table 5.

Table 5. P Values on the Basis of the Groups According to the Test Results

	Reading/writing/ speaking group A n=13				Reading/writing/ speaking group B n=10				Reading/speaking group n=10				Reading/ writing group n=8				
	T	FB	MC	OP	T	FB	MC	OP	T	FB	MC	OP	T	FB	MC	OP	
Reading/writing/ speaking group A(pilot)		X			,592	,741	,043*	,055	,019*	,741	,000	,230		,859	,022*	,002*	,986
Reading/writing/ speaking group B	,592	,741	,043*	,055		X			,007*	1	,119	,986		,759	,014*	,242	,086
Reading/speaking group	,019*	,741	,000*	,230	,007*	1	,119	,986			X			,024*	,014*	,766	,294
Reading/ writing group	,859	,022*	,002*	,986	,759	,014*	,242	,086	0,24	,014*	,766	,294					X

*The significance threshold is determined at .05

- TR - Translation
- FB - Fill in the blanks
- MC - Multiple choice
- OP - Oral production

To analyze the setting and the student's' attitude towards the modes of teaching the researcher wrote vignettes after lessons. The content analysis was conducted according to the setting category and the students' attitude category. After analyzing the notes it was found that the four groups were very enthusiastic about the activities during the treatment. An element of novelty had a positive effect on the students' participation. Active participation of the students played a positive role in the acquisition of the target vocabulary. This can be seen in the following comments regarding the setting category.

Visual slides drew students' attention. They were eager to guess the meanings. It was not easy to manage the class since most of them wanted to answer. (October 12, 2015; Reading/writing/speaking group A, pilot)

The students were willing to come to the board and perform the tasks. The teacher had to be very careful when calling on the students trying to address all of them, since most of students wanted to participate or be leaders in a task.(October 13, 2015; Reading/writing/speaking group B)

The students were participating in the activities enthusiastically. The atmosphere of the class was dynamic and lively. (October 14, 2015; Reading /speaking group)

The activities that required movement were beneficial for general flow of the session since made most of the students engaged and willing to participate. (October 27, 2015; Reading/writing/speaking groupB)

On the basis of the notes, it can be stated that the reading/speaking group encountered a more unaccustomed approach since they were practicing the target verbs through speaking skills without writing them down. During the speaking activities there was some noise, which needed to be addressed. The teacher used a counting technique to calm down the students. Classroom management in large classes is of vital importance since uncontrolled noise may easily turn into a disruption. The students' attitude category was a very important aspect to be observed by the researcher, as she believes that intrinsic motivation is vitally important for learning. This category is reflected in the following comment:

Taking into consideration the age of the students, they were very surprised when asked to participate in games. Speaking activities were met with more enthusiasm rather than writing ones.(October 13, 2015; Reading/writing/speaking group A, pilot)

Games presented a particularly interesting part in the research study. The students were both surprised and excited. Especially with the reading/speaking group the teacher was very happy to be able to engage unwilling students as well.

Using reading, speaking and writing activities gave a chance to address more dimensions of word knowledge. Besides, students with different learning styles were addressed. In high school, sometimes it may be difficult to engage students in writing, so teaching words through an alternative way to writing could be a good chance to engage students. The reading/writing group practiced the target verbs via the skills the students are very familiar with. The students in the reading/writing group were less surprised and more prepared to participate.

The reading/writing group participated in the writing activities in a usual mode without asking many questions. The students were participating in the activities in a regular mode. (October 14, 2015; Reading/writing group)

All in all, the students in all groups were engaged in the activities quite well. After the treatment, students, from the classes involved, kept on asking if we were going to continue with the studies.

To answer the second research question of the study if vocabulary retention more significant when applying post-reading speaking skills than in post-reading writing skills in supporting acquisition of intentionally taught vocabulary, the same post tests were administered after three weeks from the treatment. The retention data expressed in means for the three input modes at the two test times are shown in Table 6.

Table 6. Retention Data by Input Mode over the Two Test Periods

Mode	Immediate posttest				Three week delay			
	T	FB	MC	OP	T	FB	MC	OP

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<i>Reading/writing/ speaking group A n=13</i>	7,3	7,38	8,46	6,38	6,77	7	7,85	4,85
<i>Reading/writing/ speaking group B n=10</i>	7,7	6,9	6,3	8,2	5,6	6,1	5,5	4,2
<i>Reading/speaking group n=10</i>	4,8	5,9	4,9	4,5	4,8	5,5	4,7	4,3
<i>Reading/ writing group n=8</i>	6,88	8,75	5,38	6,38	6,25	7,5	5,88	5,25

TR-translation
 FB-fill in the blanks
 MC- multiple choice
 OP- oral production

Wilcoxon matched pairs tests were carried out to determine if there were any significant differences between the scores across the two data times for the four tests for each mode. Here are the results: on the translation test, the reading/writing/speaking group A (pilot), $p < .375$, the reading/writing/speaking group B, $p < .027$, the reading/speaking group, $p < .673$, the reading/writing group, $p < .102$; on the fill in the blanks test the reading/writing/speaking group A (pilot), $p < .713$, the reading/writing/speaking group B, $p < .396$, the reading/speaking group, $p < .572$, the reading/writing group, $p < .197$; on the multiple choice test, the reading/writing/speaking group A (pilot), $p < .167$, the reading/writing/speaking group B, $p < .474$, the reading/speaking group, $p < .633$, the reading/writing group, $p < .673$; on the oral production the reading/writing/speaking group A (pilot), $p < .031$, the reading/writing/speaking group B, $p < .012$, the reading/speaking group, $p < .732$, the reading/writing group, $p < .497$. Interestingly, the retention rate in the reading/speaking group was the highest.

Among the other tests, the VKS was administered two times to define vocabulary knowledge stages and its retention. Analyses of immediate posttest and three-week delay posttest for each group word were conducted to follow the retention rates for the three modes of teaching. These are presented in Table 7.

Table 7. Frequency Distributions of Posttest 1 and Posttest 2 for the Four Groups. VKS (Wesche & Paribakht, 1996)

		<i>Scoring category</i>				
		1	2	3	4	5
<i>Reading/writing/ speaking group A n=13</i>	<i>Posttest 1*</i>	8,55%	12,82%	58,97%	17,09%	2,56%
	<i>Posttest 2</i>	5,13%	22,22%	72,65%	0%	0%
<i>Reading/writing/ speaking group B n=10</i>	<i>Posttest 1</i>	24,44%	6,67%	31,11%	8,89%	28,89%
	<i>Posttest 2*</i>	25,56%	15,56%	50%	6,67%	2,22%
<i>Reading/speaking group n=10</i>	<i>Posttest 1*</i>	30%	24,44%	37,78%	3,33%	4,44%
	<i>Posttest 2*</i>	13,33%	32,22%	43,33%	7,78%	3,33%

<i>Reading/ writing group n=8</i>	<i>Posttest 1</i>	33,33%	11,11%	38,89%	16,67%	0%
	<i>Posttest 2</i>	8,33%	23,61%	65,28%	1,39%	1,39%

* Totals do not equal 100% because of rounding.

The results of the two reading/writing/speaking groups moved significantly forward on the scale at the posttest 1 in comparison with the other two groups where only two skills were engaged. Specifically, in the reading/writing/speaking group A 78,62 % of the students selected “Known” categories (3-5), in the reading/writing/speaking group B 68,89% of the students selected “Known” categories (3-5), whereas in the reading/speaking group only 45,55% of the students selected “Known” categories (3-5) and in the reading/writing group 55,56% of the students selected “Known” categories (3-5).

Nevertheless, the results of the posttest 2 show that learning of reading/writing group and reading/speaking group is more stable and durable. Namely, in the posttest 1,78,62 % of the students in the reading/writing/speaking group A (pilot) selected “Known” categories (3-5), whereas in the posttest 2, 72, 65% of the students selected “Known” categories (3-5).

In the first posttest, 68,89% of the students in the reading/writing/speaking group B selected “Known” categories (3-5), whereas in the posttest 2, 58,89 % of the students selected “Known” categories (3-5). In the reading/speaking group, in the first posttest 45,55 % of the students selected “Known” categories (3-5), but in the posttest 2, 54, 44% of the students selected “Known” categories (3-5). As to the reading/writing group, 55,56% of the students selected “Known” categories (3-5) in the first posttest and 68,06 % of the students selected “Known” categories (3-5) in the second posttest.

So, in the reading/writing/speaking group A (pilot) there is a decrease in the word recognition by 5,97%, and in the reading/writing/speaking group B by 10%. However, in the reading/ speaking group and reading/writing group there is an increase in word knowledge by 8,89% and 12,5% respectively. Increase of scores over time, even though the students were not exposed overtly to the target vocabulary, have taken place in some other vocabulary studies as well (e.g. Brown, Waring & Donkaewbua, 2008). This might be explained by the continuing development of vocabulary knowledge of the students who scored higher in the delayed test.

As can be seen from the VKS, the vocabulary gains did take place at the three modes of teaching. The three modes of treatments provided gains to different degrees, though. In addition, the results of the scale are in harmony with the results of TR, FB, MC and OP for the groups, which shows that the highest retention rate was assessed mostly in the reading/speaking group. However, although the results of the three week delayed VKS for the reading/writing group showed increase in vocabulary knowledge, only the result of MC for the reading/writing group confirmed it, whereas the results of TR, FB, and OP for the reading/writing group showed a decrease in knowledge over time.

On the whole, the results of the study have shown that there are gains in all modes of teaching. Furthermore, the treatment was met with enthusiasm and interest by all groups, with different degrees though. Moreover, groups practicing the target vocabulary via reading, writing and speaking skills learnt more vocabulary at different levels of knowledge, except for the fill in the blanks test, where the reading/writing group was more successful. As to the retention tests, the delayed assessment suggests that learning in the reading/speaking group was more durable.

5. Discussion of the findings

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According to the results of the study the two groups where three language skills were applied outperformed the reading/speaking and reading / writing group in the four tests except for the fill in the blanks test, where the reading / writing group showed the best result. That the involvement of more skills into learning leads to better results is in accordance with a study conducted by Akçin and Bektaş Çetinkaya (2014) with 11th graders in which an experimental group after having practiced Multiple Intelligence Theory based activities outperformed the control group, where more accustomed methods were applied, both in the immediate posttest and retention posttest (p. 71).

The findings of the present study also support the results of a study conducted by Atay and Kurt (2006) where an experimental group that practiced vocabulary through a set of written tasks and interactive tasks outperformed a control group that practiced written tasks only. As was found in the present study, the groups where the three language skills were practiced outperformed the groups where only two language skills were practiced. Interestingly, the reading/speaking group was outperformed by the other groups in the oral production as well. This finding might echo a result shown in a study conducted by El-Koumy (1998), in which it was shown that writing skill being practiced improved the speaking skill of an experimental group. As it was designed in the present study, the three groups had a writing element in the treatment and the reading/speaking group did not practice the writing skills. So it might be assumed that writing activities may reinforce oral production as well. The results of the aforesaid tests were in harmony with results of the Vocabulary Knowledge Scale (Wesche and Paribakht, 1996), which showed the greatest gain with the two reading/writing/speaking groups, less gain with the reading/writing group and the least gain with the reading/speaking group.

Undoubtedly, addressing multisensory styles of learning, the researcher was more likely to involve more learners and generate more interest, so it is reasonable that the reading/writing/speaking groups outperformed the rest of the groups in most of the tests. Besides, the highest result of the reading/writing group in the FB test confirms better performance in students' writing through reinforcement by practicing in writing. Moreover, it could be said that practicing speaking skills only through speaking may not be enough to improve speaking skills. Alternatively, teachers can use reading and writing skills as well to reinforce speaking skills. Finally, practitioners might be recommended to integrate all the skills by accommodating the chosen methodology of teaching to a particular group's needs.

The findings regarding the second research question, which suggest the highest retention rate of the reading/speaking group in the TR, FB and OP tests are in accordance with a study conducted by Alloway et al. (2005, p.417), according to the results of which, phonological awareness was linked to writing, reading and speaking skills. The authors of the aforesaid study argue that awareness of phonological structure may predict learning progress. According to the authors, being able to manage phonology might show long term success. In the present study the results of the reading/ speaking group, where the speaking aspect was focused on, showed more durable result as well.

Furthermore, the results of the retention tests, in which the reading/speaking group outperformed the other groups, are in harmony with the results of a study conducted by MacLeod, Gopie, Hourihan, Neary and Ozubko (2010), who argue that information being studied aloud is "more accessible to retrieval" (p. 681). Besides, the authors argue that "the production effect is robust and substantial" (2010, p. 681). In the present study the retention rates of the reading/speaking group were the highest in most of the tests. So, it might be assumed that the oral production element did have a robust effect on the students' retention.

The data of the delayed VKS echo some results in a study by Brown, Waring and Donkaewbua (2008), where some vocabulary gains increased over time. Specifically, in the mentioned study, where vocabulary acquisition was taking place through reading-only, reading-while-listening, and listening-only modes, there was an increase in some means scores in one week delay and three month delay tests. In the present study increase of vocabulary knowledge of some students in the reading/speaking and reading/writing groups took place as well.

Retention results for the TR, FB, MC and OP of the reading/speaking and TR, FB, and OP of the reading/writing group showed a decrease in knowledge over time, whereas the three week delayed VKS of the same groups report an increase in knowledge. This might be explained by the fact that the aforesaid tests (TR, FB, MC and OP) required higher level knowledge than the VKS.

The delayed MC test for the reading/writing group reported an increase in knowledge. The same finding is observed in the study conducted by Brown, Waring and Donkaewbua (2008), which also suggested an increase in vocabulary acquisition over time in the multiple choice test, whereas translation tests showed a decrease in mean scores at all the modes. Increase in knowledge for delayed MC test of the reading/writing group in this study might be explained by prompted recognition, which according to Pawlik and Rosenzweig (2000), requires “lower strength” than recall tests (p.127).

Moreover, observation notes showed that speaking activities were more dynamic. The students were eager to participate actively. The students from all the groups were more enthusiastic when completing the oral production tests rather than the other tests. So, an element of speaking included in vocabulary practice added enthusiasm to the flow of the activities. A similar finding was identified in a research study conducted by Oradee (2012), who studied the attitude of the 11th graders with various levels of proficiency when teaching speaking skills through communicative activities. According to the aforesaid researcher, the participants enjoyed speaking activities, which fostered motivation and satisfaction (p. 533).

6. Conclusion

The findings of the first research question show that employment of multisensory activities might lead to more successful learning in several dimensions of vocabulary knowledge. Besides, taking into consideration various learning styles, it might be suggested that students' needs are more likely to be addressed through employing a spectrum of senses. This study also revealed that focus on writing activities is more likely to provide for better performance in writing. However, the practicing of speaking activities did not affect oral production in short term and the reading/speaking group didn't outperform the other groups in the oral production test.

Considering the retention tests it can be stated that although the reading/writing/speaking/ groups still had higher results in the tests in a three week period, the reading/speaking group had the highest retention rates at all of the tests, except for the MC test with the reading/writing group. Besides, increase in vocabulary gains was found in the reading/speaking and reading/writing groups in the three week delayed VKS, which could be explained either by overall development in language knowledge or the fact that the retention tests results (TR, FB, and OP), which showed a decrease in knowledge for all the tests, except for MC in the reading/writing group, require higher level of knowledge without prompted recognition rather

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than the VKS. Moreover, the observation notes led to a conclusion that involvement of students into speaking activity generated more enthusiasm and dynamism of the classroom. Also, students' motivation expressed through active participation and lively atmosphere might have led to better retention. All in all, considering language skills when teaching vocabulary, it might be expedient to choose a balanced set of exercises to provide enjoyable, meaningful and durable learning. In this regard, this study might have implications for developing those kinds of activities that would suit a particular group of students, especially for students who study English in large multilevel classes. In-service training to widen teachers' skills in effective speaking activities for beginners might be particularly helpful in this regard.

7. Limitations of the Study

Although the research study has some interesting findings, the results should be suggestive due to the following limitations. First, because the study took place in a high school, its results could be generalized for high school students, namely ninth graders. Besides, all of them are male students. At the beginning of the academic year a diagnostic test was conducted to define the English language level of the students. According to the results of the test, there are beginners and students at elementary level. The students are not placed into classes based on the English language knowledge. So, there are multilevel classes that require differentiated instruction. The participants study two foreign languages at school. These are English and Arabic. Thus, the results should not be generalized for the entire population of ninth graders studying in İstanbul, either. The research was also limited by number of students' results taken into consideration since the retention tests were to be applied with the same participants.

8. Recommendations for Future Research

Taking into consideration the beginning stage of language acquisition being studied (in terms of teaching separate verbs), further research studies regarding vocabulary acquisition in a phrase, sentence and text stages can be eventually conducted with adult learners to observe long term patterns. This study was conducted with male ninth graders and it is not certain whether the results would have been similar, had girls participated in the study. Therefore, further studies might be conducted with participation of both female and male students. Furthermore, the present study examined verbs, so additional research studies could cover other parts of speech and observe their peculiarities during vocabulary acquisition. Besides, although the students were part of the learning process, no interviews were held to investigate the students' perception regarding the modes of teaching. In this regard learners' attitude from their point of view may be studied in the future. In addition to the aforementioned, a further research regarding a correlation between motivation and retention might be suggested.

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Effects of Using Dramatic Texts on Self-Confidence Development: An Experimental Study

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Abstract:

This study aims to find out the effects of using dramatic texts on self-confidence development of the 9th grade students attending speaking courses in English as a Foreign Language (EFL) context. In order to fulfill this aim, two groups -one experimental group and one control group- were randomly chosen from Ağrı Anatolian High School. In quantitative research procedure the both groups (total: 56 participants) were asked to complete self-confidence questionnaires as pre-test at the beginning of three-week period research process. Within this period, two plays were acted out by the experimental group meanwhile the other group continued their traditional speaking courses using the same dramatic texts as reading materials. After two weeks, totally 4 class hours, the same questionnaire was applied to both groups as post-test. The findings reveal that the self-confidence level of experimental group shows significant changes in comparison to control group. Acting drama helps students to raise their self-confidence level.

Keywords: *Dramatic Text, Drama, Self-Confidence, English as a Foreign Language, Speaking*

1. Introduction

Drama, contrary to all other literary genres, is written to be acted out so it makes readers to endeavor to think on it and obliges readers to imagine the play (Efe, 2006; Feng & Shen, 2001). This difficulty of imagination resulted in neglecting the use of drama as a teaching material in the context of English Language Teaching (ELT). However, drama, which can be seen as performance activity, requires active participation of language learners (Collie & Slater, 1984; Showalter, 2003). Supporting to previous sentence, Short (1998) also stated that drama can also be seen as series of communication cases, it is not only a part of phonological, syntactic, lexical arrangements. Varying from the traces of voice, mental representation, situation, language and also the non-verbal elements, there are also variety of features that drama has. Not only it becomes similar to a daily speaking situation but also it produces meaning in relation to pragmatic context (Serpieri, Elam, Publiatti, Kemeny & Rutelli, 1981). Besides, it provides reasons to use language; brings motivation, self-confidence and fun to the classroom or stage;

brings natural issues seen in daily life into the classroom or stage (Miccoli, 2003) and provides authentic situations (Brover, 2002).

Drama animates the facts that are in the imaginary world or happened in reality or supposed to be realized figuratively. What these different figurations have in common is the act of illusion. Dramatic text can be thought as a map of this kind of illusion. Any text that is not figured out is a literature product. It can be read as a story. Fictitious text, epic poem and dramaturgy come together at this point. What makes dramaturgy different from the other literature genres is its suitability to act out, and its being figurative (Efe, 2006).

Dramatic text is generally perceived as a literary genre which is written in order to be performed on the stage. Unlike other genres it is pluri-codified and multidimensional; Serpieri et al. (1981) stated that it is not completed on the written page, its realization is completed through staging. Dramatic texts have traces of a performance practice. There are difficulties for both readers and performers while reading and then imagining the different constraints of acting and performing which were shaped in writing process.

These texts have so exclusive characteristics that their values are elusive, difficult to measure and define. It is hard to measure the growth in self-confidence, dependence or autonomy, social understanding and emotional health. However, a creative drama leader can work on to achieve these abstract aims. No matter how such aims or outcomes are difficult to measure, they are one aspect of children's learning (Stewig, 1972)

McIntyre stated that self-confidence significantly contributes the learner's willingness to communicate in a foreign language (1998). So, it can be inferred that drama helps learners to gain self-confidence which is important in communication as it urges learners to speak loudly, pronounce correctly and act out fearlessly like in real life situations. Self-confidence enables learners to express their feelings, eases communication without the hindrance of such negative inner side emotions as shame, anxiety, dishonesty, deficiency, disgrace and so forth.

Self-confidence, on the other hand, may also be defined as a feeling as well as a result of deepening positive emotions (Şar, Avcu & Işıklar, 2010). The sense of confidence is of importance in the implicit world of an individual, so it has positive or negative relation with the success or fail. As a supporting idea, one can infer from the statements above that as a feeling it affects people negatively or positively. Judgments and evaluations about someone or something are involved in self-confidence then it can influence negatively when the language learner thinks of oneself as deficient and limited in the target language (Park & Lee, 2005). If someone tries to achieve success, it is important to feel comfort and noticing one's own self.

In order to have right pronunciation and good communication ability, self-confidence is one of the key elements. What constructs this key element is the dramatic text that enables learners to participate in a play and use the language accurately and effectively. There are two subcategories of self-confidence as intrinsic self-confidence and extrinsic self-confidence (Akagündüz, 2006; Şar, Avcu & Işıklar, 2010). In one hand, former represents self-knowledge, love of own, setting explicit goals and emotions; on the other hand, the latter represents the attitudes and behaviors towards others. Drama helps language learner to develop both of them. While reading dramatic text, an emotional and intrinsic self-confidence is affected but when drama is acted out, the behaviors towards others can be represented as extrinsic self-confidence.

There is another definition stated by Flippin and Paccagnella (2012) supporting the idea of that there is a close relationship between self-confidence and the inner side of an individual. So, they defined it as the beliefs which are held in someone's own ability and confidence. Otacioğlu (2008) drew attention another perspective by defining it as "Self-confidence is

answering the question; how are the others seeing me?”(p. 916). No matter how this definition represents the opposite of the extrinsic self-confidence, in fact it has both definitions of intrinsic and extrinsic self-confidence. In the process of the thinking intrinsic aspect is felt and while thinking about the ideas of others, extrinsic dimension can be seen.

Studies show that there is a close and positive correlation between self-confidence and success (Beilock & Gray, 2007; Covington, 1984; Laird, 2005; Otacıoğlu, 2008; Owens, 2001; Woodman and Hardy, 2001; Woodman, Akehurst, Hardy and Beattie, 2010). It is seen in these studies as a necessity for both learning and teaching environment and it reduces the negative hindrance of social view and the feel of invaluable. These studies reflect how performance even in some different sports is effected by self-confidence and they try to find the answer if there is a positive correlation between the self-confidence and success. Although the vast majority of the previous findings reports positive relation, Woodman et. al.(2010) stated that it is not always positive or linear. They also state that “most research on self-confidence and performance have been conducted at the between people level, which has likely limited our understanding of the self-confidence and performance relationship.” (p. 468).

Considering the relevant literature reviewed above it can be said that there is a close relationship between drama, self-confidence and success. In this experimental study, in order to see the effects of using dramatic texts on self-confidence levels of the participants the quarries below are tried to be answered.

1. What is the general self-confidence level of control group before and after the dramatic texts implementation?
2. What is the general self-confidence level of experimental group before and after the dramatic texts implementation?
3. Is there a difference between control and experimental groups' general, intrinsic and extrinsic self-confidence levels before and after the dramatic texts implementation?

2. Methodology

In this study, 28 students took part in this implementation as experimental group. For the implementation process, Four Seasons by Arnold Wesker was acted out by 14 pairs; and for the second implementation, Bloody Marry by Greg Vovos was acted out by 4 groups which were consisted of 7 students. The same dramatic texts were just read –not acted out- by the control group. For this study, only two hours per week were dedicated to complete the tasks within the two weeks successively. Participants, instruments, research design and research procedure are the other titles of this chapter which are expanded as follows.

Participants

The participants in this study are totally 56 students who are attending speaking lessons in 9th grade at Ağrı Anatolian High School. Two classes which are the comprised of an experimental group and a control group are the participants of this study.

There are five 9th grade classes at that high school, each has nearly 30 students, and they were applied placement test at the beginning of the first semester. It was seen that nearly all the students were the same level, A1-Elementary. So, all the students were placed their classes randomly. The experimental and control group also were randomly selected considering their levels and their demographic information.

Table 1. Participants' features

	Experimental Group	Control Group	Total
Male	17	17	34
Female	11	11	22
N	28	28	56

Instruments

In order to collect quantitative data, a self-confidence questionnaire (SCQ) which was developed by Akın (2007) was used. The SCQ was also used in some studies (Gürler, 2013; Gürler, 2015; Sarıçam & Güven, 2012; Sarıçam, Akın, & Çardak, 2013; Uçar & Duy, 2013). SCQ is a five point-likert scale having 33 items and is used to determine self-confidence level of the participants. The highest point that could be got from this scale is 165, and the lowest point is 33. Without having any negative items the highest point shows the high level of self-confidence. Of the 33 items, 17 items are related to intrinsic self-confidence, and 16 items are related to extrinsic self-confidence. According to Akın (2007) internal consistency coefficient for the whole questionnaire is .83 and the Cronbach alpha is .94.

For acting out, two small pieces of dramatic texts from the plays named as “Four Seasons” by Arnold Wesker and “Bloody Marry” by Greg Vovos were used. These texts were given a week before the act out in order to study and understand their meanings. The selected dramatic text (Four Seasons) had dialogues that is suitable for pairs. For encouraging and developing the students' self- confidence two masks were prepared. The texts they are expected to say were written behind the masks in case of forgetting. The second text (Bloody Marry) were suitable for seven players and four groups were determined. This time no masks were used but nearly all the students were willing to take part in this play. Such supporting materials as hat, walking stick, traffic signs, chairs and writing pads were used in the second play. For both plays the classroom was designed in “U shape” that enables students to act out plays.

Research Procedure

There are three stages of the study within the whole process. First, the data collection is the first part of process to see the general, intrinsic and extrinsic self-confidence levels of both control and experimental group before and after the implementation of dramatic texts. Second, the dramatic text implementation that took two weeks period. The last stage of the study is the data analysis part in which Statistical Package for the Social Sciences (SPSS) was used.

Data Collection

After getting the implementation permission from National Education Directorate, this study was conducted within three weeks period in the spring semester to 9th grade students. Two classes were chosen randomly as control and experimental groups. In first week, the self-confidence questionnaire were applied both groups as pre-test to see the first level of their self-confidence. Voluntarily, both groups were also told about the research process and dramatic texts

then asked to fill the questionnaire. After the implementation of dramatic texts which took two weeks the same questionnaire was applied as post-test.

Implementation Process

Two dramatic texts named as “Four Seasons” by Arnold Wesker and “Bloody Marry” by Greg Vovos were used in the implementation process of the study. A suitable fragment for participants from Four Seasons and Bloody Marry plays were extracted and prepared as a worksheet for both control and experimental groups.

For the first act, Four Seasons, the researcher prepared two masks suitable for the dialogues extracted from the play and the experimental group was asked to act out the dramatic text in pairs. The text was written behind the masks as a reminder. All the participants took part in the act out process of the play voluntarily. The control group was also asked to read the text as reading passage and informed to understand the meaning of the unknown words or sentences as classic reading passage individually.

For the second act, Bloody Marry, supporting materials as hat, walking stick, traffic signs, chairs and writing pads were prepared by the researcher and used in the play. There are also written notes on those materials to remind the forgotten texts. These notes encouraged the participants to take part in the play. The control group was again asked to read the dramatic text as a reading passage individually.

The classroom was designed as U-shape in order to act out the both plays. U-shape stage which is also called as thrust stage or an arena type stage was expressed to be mostly effective in previous study (Arıkan, 2014).

Data Analysis

The quantitative data obtained from self-confidence questionnaire were collected before and after the dramatic text implementation as pre-test and post-test. The SPSS program was used to analyze the qualitative data. In general, paired samples t-test is used in order to compare the means of a variable in two different situations. These two situations include before and after the implementation process. So, in this study with the help of SPSS program, paired samples t-test was used to determine if there is a statistically significant change in self-confidence levels of both control and experimental groups before and after the implementation of dramatic texts.

The evaluation criteria of the results were determined on a five point likert scale as: (1) Never, (2) Seldom, (3) Sometimes, (4) Very often, (5) Always. Totally 165 points (highest point) from 33 items reveals highest self-confidence level and 33 points show the lowest level of self-confidence level.

3. Results and Discussion

General Self-confidence Level of Control Group before and after the Dramatic Texts Implementation

The paired samples t-test results that show if there is a statistically significant change between pre-test and post-test results of the control group that continued their speaking courses in the traditional way are presented in table 2. below.

Table 2. General Self-Confidence Level, Paired Samples t-Test Results of Control Group (CG)

<i>Pair 1</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>t</i>	<i>p</i>
<i>CG Pre-test</i>	28	4,03	,527	,57	,57
<i>CG Post-test</i>	28	3,96	,442		

$p < ,05$

As it can be seen clearly from the table above the control group's which continued their speaking lessons in their traditional way self confidence levels diminish from 4,03 to 3,96; but, there is not a statistically significant change in their self-confidence levels ($t = ,57$; $p > ,05$). The difference between the pre-test and post-test results could be thought to be resulted from the students moods in the different times of their filling the self-confidence questionnaire. Moreover, the fall of self-confidence levels also reflect that reading the text itself was not enjoying for the participants and it also bored them, affected negatively according to the means of their general self-confidence levels.

General Self-confidence Level of Experimental Group before and after the Dramatic Texts Implementation

In this part, detailed information about Experimental Group's (EG) general self-confidence levels, findings and interpretations are given. The table below (Table 3.) helps to see the changes observed in participants' general self-confidence level.

Table 3. General Self-Confidence Levels, Paired Samples t-Test Results of Experimental Group (EG)

<i>Pair 1</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>t</i>	<i>p</i>
<i>EG Pre-test</i>	28	3,62	,540	3,07	,005
<i>EG Post-test</i>	28	4,06	,642		

$p < ,05$

It is clearly seen that EG's general self-confidence level accelerated after the implementations. This difference is thought to be resulted from the EG's being afraid of the usage, performing, pronouncing and acting out the plays. At first, the implementations of the plays were thought to be hard or even impossible by the participants. With the help of masks and reminder of the plays stick back to the masks seemed to encourage students to show themselves and prove their abilities in front of the crowd. It is seen that there is a statistically significant difference between the pre-test and post-test results of the self-confidence level questionnaires (p

<, 05). The general self-confidence levels of the EG show a positive and statistically significant change after implementing the plays.

Many studies state that there is a close and positive correlation between self-confidence and success (Beilock & Gray, 2007; Covington, 1984; Laird, 2005; Otacıoğlu, 2008; Owens, 2001; Woodman & Hardy, 2001; Woodman, Akehurst, Hardy and Beattie, 2010). Similar to these findings, this study shows that performance helps to raise self-confidence and self-confidence provides individuals to reach success.

Comparison of Control and Experimental Groups’ General, Intrinsic and Extrinsic Self-confidence Levels before and after the Dramatic Texts Implementation

An overall evaluation on and a comparison between the control group and experimental group, in terms of their general self-confidence (GSC), extrinsic self-confidence (ESC), and intrinsic self-confidence (ISC) levels are presented in this section. Table 4 gives chance to compare two groups easily and see the change for both groups.

Table 4. The levels of GSC, ESC and ISC of both groups

	<i>N</i>	<i>Control Group Means</i>	<i>Experimental Group Means</i>
<i>Pre-test</i>	28		
<i>GSC</i>		4,03	3,62
<i>ISC</i>		4,09	3,68
<i>ESC</i>		4,22	3,56
<i>Post-test</i>	28		
<i>GSC</i>		3,96	4,06
<i>ISC</i>		3,97	4,09
<i>ESC</i>		3,95	4,04

The control group has higher scores than the experimental group in the pre-test according to the table above. Higher values were thought to be resulted from the control group’s feeling so relaxed of their not being included in the implementation process. The low values of the experimental group were also thought to be resulted from the students’ anxiety about the implementation of the play, taking individual responsibilities on stage. So, this process was completed by declining values of control group and inclining values of the experimental group. It can also be said that the experimental group had chance to answer this question “How are the others seeing me?” (Otacıoğlu 2008, p. 916).

4. Conclusion

Drama providing learners a fragment of a real world has a very important feature to develop self-confidence which represents self-knowledge, love of own, setting explicit goals and emotions and the attitudes and behaviors towards others (Şar, Avcu & Işıklar, 2010). Contrary to the language education given in education system that sees language as a part of phonological, syntactic, lexical arrangements, Short (1998) also stated that drama should be seen as series of communication cases beyond its having linguistic features. Such kind of characteristics of drama opens a door to effective and comprehensive communication which is the forefront aim of language teaching.

In this study, it is also observed that there is a very close relationship between self-confidence and success or performance. This situation can be thought from two aspects; one is that self-confidence cause individual to reach success or successful performance (Beilock & Gray, 2007; Covington, 1984; Laird, 2005; Owens, 2001; Woodman & Hardy, 2001; Woodman, Akehurst, Hardy & Beattie, 2010); the other is that performance cause individual to raise self-confidence (Collie & Slater, 1984; Gürler, 2013; Showalter, 2003). Both cases can be thought to be true as both self-confidence and performance are the triggered factors of each other.

Longer time to complete the application process, much more participants for such studies and different dramatic texts can be used for further studies. These kind of experimental studies are known for their providing generalization so according to the findings, the use of dramatic texts and performing them on the stage in front of the crowd encourages learners to use target language effectively. Materials related to the plays are also very helpful to make participants feel comfort and gain enough self-confidence to speak loudly, pronounce correctly and perform a play. Using dramatic texts and performing at least one play in one semester will provide learners to feel self-confident enough to speak in the target language which is one of the initial aims of all language lessons or courses.

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