THE IMPACT OF INPUT FORM IN THE TEACHING OF MODIFIERS IN ENGLISH[*]

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Abstract

This study aims to explore whether learning modifiers via audio-visual input results in more extensive knowledge of modifiers than learning modifiers via written input. Fifty-four compulsory preparatory students participated in the study. In the study, mixed-method research design was adopted. Quantitative data were collected through the pre-test and post-test results of the control group and the experimental group. Qualitative data were collected through a semi-structured interview conducted with 54 students. Data were analyzed with Independent Samples T-tests, Paired Samples T-tests, and descriptive and frequency analysis. The results revealed that the students in the experimental group were more successful than the students in the control group who were only subject to written input in learning modifiers that they encountered during the treatments. Moreover, qualitative results were consistent with quantitative results indicating that the student in the experimental group used more modifiers than the students in the control group during the interviews.

Keywords: audio-visual input, input form, modifiers in English, vocabulary knowledge, written input.

İNGİLİZCEDE NİTELEYİCİLERİN ÖĞRETİMİNDE GİRDİ BİÇİMİNİN ETKİSİ

Öz

Bu çalışma belirteçlerin görsel-işitsel girdi yoluyla öğretilmesinin yazılı girdi yoluyla öğretilmesinden daha başarılı sonuçlar doğurup doğurmadığını araştırmayı amaçlamaktadır. Bu çalışmaya bölümü İngilizce Öğretmenliği ve İngiliz Dili ve Edebiyatı olan 54 hazırlık sınıfı öğrencisi katılmıştır. Çalışmada hem nicel hem de nitel araştırma yöntemlerinden faydalanılmıştır; başka bir deyişle, karma araştırma yöntemi kullanılmıştır. Araştırmanın nicel sonuçları hem kontrol hem de deney grubuna uygulanan ön test ve son test puanlarından elde edilmiştir. Araştırmanın nitel verileri ise araştırmacı tarafından oluşturlumuş yarı-yapılandırılmış görüşmelerden elde edilmiştir. Veriler Bağımsız Örneklem T-Testi, Bağımlı Örneklem T-Testi, betimleyici ve sıklık analizi kullanılarak analiz edilmiştir. Sonuçlar göstermiştir ki hem yazılı girdi olan roman hem de görsel-işitsel girdi olan film kullanılan deney grubu öğrencileri sadece yazılı girdi olarak roman kullanılan kontrol grubu öğrencilerinden belirteç öğrenimi konusunda daha başarılı olmuşlardır. Ayrıca, çalışmanın nitel sonuçları deney grubu öğrencilerinin görüşmeler sırasında kontrol grubu öğrencilerinde daha fazla belirteç kullandığını göstermiştir ve bu bağlamda nitel sonuçlar nicel sonuçlarla örtüşmektedir.

Anahtar Kelimeler: girdi biçimi, görsel-işitsel girdi, İngilizcede belirteçler, kelime bilgisi, yazılı girdi.

Introduction

Teaching modifiers is a crucial issue and might be challenging for a language teacher since vocabulary teaching has some challenges as well. However, vocabulary instruction was not found essential in pre-service, in-service, and graduate courses for years (Manzo, Manzo & Thomas, 2006). This claim was also valid for the Turkish EFL context where teachers had tendency to teach mostly grammar rather than vocabulary in classes (Balcı & Çakır, 2012). Ignoring the fact that one cannot speak or write properly without the knowledge of vocabulary; teachers gave importance to grammar teaching. Recently, this idea has changed and the focus has become the equal amount of teaching both vocabulary and grammar. In order to find alternative ways to teach vocabulary and modifiers as a subset of vocabulary teachers could make use of the written input and audio-visual input together. The purpose of this study is to give an overview to the question of how effective it is to use these two inputs (written and audio-visual) together in the teaching practice of modifiers.

As they are authentic materials, novels have valuable input for students to learn new vocabulary. Al-Bajalan (2017) states that in the first stages of EFL learning, students are exposed to novels in order to comprehend and remember new vocabulary and sentence structures easily. Using novels in ELT context has many advantages in terms of providing students with the necessary motivation to learn the target language. First, reading novels provides students with a unique way of learning reading by making students involved in and excited about the reading process. In addition, while reading a novel students' imagination develop and their oral and written language skills improve. Al-Bajalan (2017) claims that "reading novels and acquiring vocabulary have a significant effect on learning the second language, as it leads to an improved reading comprehension" (p. 19).

Through films language could be taught in a context, which is an important framework where the meaning of vocabulary could be comprehended. There are some advantages of using films in language classrooms. The major advantage of films in ELT is that they present a large amount of audio-visual input that learners wish to use and through films learners are also motivated to see many forms of language variations (Chapple & Curtis, 2000; King, 2002). Films are authentic materials improve learners' motivation and confidence in classrooms. Authentic materials build discussions and motivate learners to think and speak for themselves (Krashen, 1981). Moreover, film versions of stories and novels motivate students to read the books themselves. Films which are the simplest ways to serve as authentic materials turn out to be comprehensible input for foreign language students (Krashen, 1981). Lastly, films present learners the spoken language that is mostly unavailable in language classrooms. As audio-visual input, films provide learners clear and accurate language, draw students' interest, and lead to an increase in vocabulary learning as Raman (2016) also claims "materials which provide visual and aural input such as movies may be conducive to incidental vocabulary learning" (p. 172). Learning vocabulary through films, students could also experience the language varieties such as British and American English. Students become exposed to native speakers with their own slang, reduced speech, stress, accents, and dialects (King, 2002). Accordingly, films could also be used in language classrooms to teach varieties of a foreign language and create a discussion atmosphere about stress, intonation, and pronunciation in a non-threatening learning atmosphere. Moreover, learning through films provides background information to activate prior knowledge of students, which is beneficial for improving the four skills in language classrooms.

When literature is reviewed, it is concluded that there has been very little research on incidental vocabulary learning through novels (Hişmanoğlu, 2005; Öz & Efecioğlu, 2015; Başal, et al. 2016) or films (Kale, 2010; Karakaş & Sarıçoban, 2012; Bal-Gezegin, 2014) in Turkey. In order to fill this existing gap, the present study aims to investigate whether learning and teaching modifiers such as adjectives and adverbs via audio-visually enriched written input

result in more extensive knowledge of modifiers than learning modifiers via written input. Thereby, the researcher aims to find out whether there is a significant difference between learning modifiers via only written input (novel) and written and audio-visual input (film) together. In addition, the researcher compares these two inputs in terms of their usefulness and effectuality in language classrooms.

The study also targets to explore whether the students both in the control and experimental group are able to use the modifiers they have encountered in the written input. Thereby, the researcher asks participants semi-structured and somehow guided questions to lead them to use the modifiers. Finally, the study aims to find out whether there is a consistency or discrepancy between the results of the statistical analysis of the data gathered from the pre-test and post-test and the results of the qualitative analysis of the data gathered from the interview. In that way, the researcher might have the chance to triangulate the data and thereby add more depth to the study.

In order to reach these aims, the study investigates the following research questions:

1-Are there any significant differences between learning modifiers when they are encountered in the form of only written input and audio-visually enriched written input?

2-Are the students in the control group able to use the modifiers which they have encountered in the written input?

3-Are the students in the experimental group able to use the modifiers which they have encountered both in the written and audio-visually enriched written input?

4-Is there a consistency or discrepancy between the results of the statistical analysis of the data gathered from the pre-test and post-test and the results of the qualitative analysis of the data gathered from the interview?

With all the ideas and recent studies in mind it could be claimed that although some studies have shown the upsides or benefits of using novels (Pitts et al. 1989; Horst et al. 1998; Pellicer-Sánchez & Schmitt, 2010; Al-Bajalan, 2017) or films (Kale, 2010; Bahrani & Sim, 2012; İsmaili, 2013; Bal-Gezegin, 2014; Raman, 2016; Amalia et al. 2017) while teaching vocabulary; there has been very little research on incidental vocabulary learning through novels in Turkey (Hişmanoğlu, 2005; Öz & Efecioğlu, 2015). This indicates a need to understand the possible results of an experimental study investigating the effect of the input type (namely written and audio-visually enriched written) on the learning and use of modifiers in English. The main aim of this study has therefore been to explore whether there is a significant difference between learning modifiers via only written input (novel), and written (novel) and audio-visual (film) input together.

Methodology

The conducted study adopts a mixed-method research design aiming to find out whether the type of input, namely written and audio-visually enriched written, has an impact on learning modifiers or not. Mixed-method designs aid the researcher to benefit from the strengths of one method and to overcome the weaker points of other data while each method is gaining depth from each other (Dörnyei, 2007). The control and the experimental groups of the study were appointed randomly by the researcher. Actually, they were already appointed as Class A, and Class B by School of Foreign Languages, MAKU (Mehmet Akif Ersoy University); however, the researcher randomly appointed Class A as the experimental group and Class B as the control group.

Participants and Data Collection Process

The study was carried out with 54 pre-service English teachers studying at MAKU whose departments were English Language Teaching and English Language and Literature. Since they had failed the English proficiency exam prepared by the School of Foreign Languages at the beginning of the fall term, they had to be included in the Compulsory Preparatory Program of the university. The students were assigned into two classes by School

of Foreign Languages; therefore, the researcher used these classes without any modifications as one being the control group and the other one as the experimental group of the study. Thereby, 26 of the students were in the control group and 28 students were in the experimental group. The participants were the researcher's own students from two separate classes whom the researcher was teaching Reading and Writing Course for 6 hours in a week. Other than Reading and Writing Course, the students were also taking 10 hours of Main Course, 4 hours of Grammar, and 4 hours of Listening and Speaking in their weekly schedule.

In advance of carrying out the study, the necessary permission was secured from the principal of the School of Foreign Languages of MAKU. In the 1st week of the study, a pre-test assessing students' knowledge of English modifiers was applied to both groups in order to collect quantitative data for the study. In the 2nd week oral discussions about the assigned novel The Green Mile were done with both groups. In the 3rd week, while the control group was set free the experimental group was made to watch the movie adaptation of the novel. They watched the film as a whole with subtitles during the class hours after they had read the novel. In the 4th week a post-test assessing students' knowledge of English modifiers was applied to both groups in order to collect more quantitative data for the study. In the 5th week, the students in both groups were interviewed by the researcher to complete the qualitative design for the data triangulation of the study. The interviews were done in English, and 5 semi-structured questions about the content of the novel were asked. During the interviews the participants were expected to use the modifiers available in the text. Although the researcher did not obviously ask the participants to use these modifiers, he somehow stimulated them to use the modifiers used in the novel by asking them to talk about the plot and the main characters. The researcher interviewed 54 students in total; 28 students from the experimental and 26 students from the control group. The interviews were done at the researcher's office and lasted for 4 minutes on average for each student. The qualitative data collected were first audio-recorded after taking the consent of the participants and later transcribed by the researcher. Then, the researcher had these transcriptions checked by an English instructor working at the same university. The transcriptions were first subject to descriptive analysis and then they were subject to frequency analysis.

Instruments

The novel The Green Mile by Stephen King and the movie The Green Mile by Frank Darabont were used as discussion tools for the present study. The researcher made discussions about the novel in both groups using the modifiers used in the novel. However, only the experimental group watched the movie adaptation of the novel. As the movie was a complete adaptation of the novel, the modifiers used in the movie were almost the same modifiers used in the novel. Accordingly, the researcher made the students in the experimental group watch the movie adaptation with captions.

Quantitative data were collected through the pre-test and post-test results of the control group and experimental group. Both tests were prepared by the researcher himself and proofread by two experts in the field. The tests were aimed to assess 25 modifiers; each test had 25 multiple choice questions with four options assessing 7 adverbs, and 18 adjectives. The modifiers asked in both tests were the same, and they were randomly chosen from the novel by the researcher. The participants were given 20 minutes to complete each test. The pre-test was conducted at the beginning of the spring term of 2018-2019 academic years without presenting the students any input. The post-test was conducted in the 4th week of the study after presenting the written input to both groups, and the audio-visually enriched written input to only the experimental group. These two tests were different in terms of question roots; that is due to the fact that the researcher did not want the participants to remember the question roots in the pre-test. The post-test had to assess the learning process; in other words, it did not have to be a remembrance test for the participants. Qualitative data were collected through a semi-structured

interview conducted with 54 students. In the interview, the interviewees were subject to 5 questions about the content of the novel and also asked to discuss about the characters in the novel. The participants were supposed to use the modifiers in the text while giving answers to the questions in order to assess how much they had learnt these modifiers. 54 compulsory preparatory school students participated in the interview who had taken pre-test and post-test before. Twenty-six 37 of the interviewees were from the control group, and 28 of the interviewees were from the experimental group. The interviews were done one by one at the researcher's office after the course hours of the 5th week. After gaining participants' consent, the researcher audio-recorded the interviews and transcribed them.

Data Analysis

Before the quantitative data were analyzed, the results of the participants not taking either one of the pre-test or the post-test were eliminated to prevent misleading data. After the elimination process, all the test results were analyzed through the statistics program IBM SPSS Version 20. Paired Samples T-test and Independent Samples T-test were used in order to compare the values of the means for the analysis of the quantitative data.

In order to do a descriptive analysis, the researcher presented some sentence samples from the novel and compared these samples with the students' own sentences from the interviews in which they used modifiers. These modifiers used were later presented with their frequencies of usage according to the Corpus of Contemporary American English (COCA). COCA is admitted to be the most widely-used corpus of English. Then, COCA frequencies and students' frequencies of modifier-usage in the interviews were compared and discussed in this context. Later, the infrequently used modifiers according to COCA were determined and subject to descriptive analysis. Moreover, the frequencies of used modifiers in the control group and the experimental group were compared in order to see whether the treatment of the study was effective. For those infrequently used modifiers, some sentence samples from the novel and some sentence samples from the interviews were presented. Lastly, the low-frequently-used modifiers (according to COCA) asked in the pre-test and post-test were determined, and the questions asking these modifiers were subject to descriptive analysis in order to see whether there was a significant difference in terms of giving correct answers to these questions between the control and the experimental group.

Findings

The Results of the Pre-tests of the Control Group and the Experimental Group

In this section, the results of the pre-tests for both control group and experimental group were compared to see whether these two groups were homogenous at the very beginning of the study. Since the parametric test assumptions were justified, Independent Samples T-test was used to compare the pre-test results of the groups before the treatment.

The T-test results of pre-tests of the groups were given in Table 1.

Table 1. T-test Results of Pre-tests of the Control and the Experimental Group

Groups	N	x̄	Sd	Df	t	p
Experimental	28	61.42	18.0	52	1.570	.122
Control	26	54.30	15.01			

Table 1 shows that there is no significant difference (p=.122) between the pre-test results of the control group and the experimental group (p≤.05). This means that the groups were homogenous at the beginning of the study. Therefore, any difference or improvement between the post-test results of these groups might be attributed to the treatment.

The results of the Post-tests of the Control Group and the Experimental Group

In this section, post-test results of both control group and experimental group were compared to see whether there is a significant difference between learning modifiers via only

written input (novel) and written and audio-visual input (film) together. Independent Samples T-test was used to compare the post-test results of the groups after the treatment.

The T-test results of the post-tests of the groups were given in Table 2.

Table 2. T-test Results of Post-tests of the Control and the Experimental Group

Groups	N	x̄	Sd	Df	t	p
Experimental	28	69.14	10.37	52	3.023	.004
Control	26	58.92	14.29			

Table 2 shows that there is a significant difference (p=.004) between the post-test results of the control group and the experimental group (p≤.05). The magnitude of the differences in the means was found to be large effect (eta squared=.37) according to Cohen (1988). The effect-size calculations were done through Dr. Lee A. Becker's website (https://www.uccs.edu/lbecker/) named UCCS (University of Colorado, Colorado Springs). The table above displayed that learning modifiers such as adjectives and adverbs via both written and audio-visually enriched written input resulted in more extensive knowledge of modifiers than learning modifiers via only written input. Since the effect size is large (.37), it might be claimed that the significant difference did not occur by chance. Hence the difference in the means is the effect of the treatment (watching film adaptation of the novel).

The Results of the Pre-test and Post-test of the Control Group

In this section, pre-test results and post-test results of the control group were compared to see whether reading the novel (written input) has an impact on learning modifiers such as adjectives and adverbs. Paired Samples T-test was used to compare the pre-test results and post-test results of the control group.

The T-test results of the pre-test and post-test of the control group were given in Table 3.

Table 3.T-test Results of Pre-test and Post-test of the Control Group

Groups	N	x̄	Sd	df	t	p
Pre-test	26	54.30	15.01	25	-1.05	.301
Post-test	26	58.92	14.29			

Table 3 shows that there is no significant difference (p=.301) between the pre-test results and post-test results of the control group (p≤.05). However, the mean of the post-test is slightly higher than the mean of the pre-test. That means, being subject to only written input (novel) did not yield a significant improvement on students' learning of modifiers (adjectives and adverbs).

The results of the Pre-test and Post-test of the Experimental Group

In this section, pre-test results and post-test results of the experimental group were compared to see whether both reading the novel (written input) and watching the film adaptation of the novel (audio-visual input) have a significant impact on learning modifiers such as adjectives and adverbs. Paired Samples T-test was used to compare the pre-test results and post-test results of the experimental group.

The T-test results of the pre-test and post-test of the experimental group were given in Table 4.

Table 4. T-test Results of Pre-test and Post-test of the Experimental Group

Groups	N	x̄	Sd	df	t	p
Pre-test	28	61.42	18.02	27	-2.061	.049
Post-test	28	69.14	10.37			

Table 4 shows that there is a significant difference (p=.049) between the pre-test results and post- test results of the experimental group (p≤.05). The magnitude of the differences in the means was found to be medium effect (eta squared=.25) according to Cohen (1988). The effect-size calculations were done through Dr. Lee A. Becker's website named UCCS (University of Colorado, Colorado Springs). The table above meant that the students learned the modifiers (adjectives and adverbs) significantly better when they were presented written input and audio-visually written input together.

The Frequency Analysis of the Modifiers Used in the Interviews of the Control Group

In this section, the results of the semi-structured interview conducted with 26 students in the control group were reported. The frequencies of the modifiers that the students in the control group used during the interviews and the frequencies of usage of these modifiers according to Corpus of Contemporary American English (COCA) were given in the Table 5.

Table 5. Frequencies of the Use of Modifiers in the Control Group and
Their Frequencies of Usage According to COCA(FoC)

Modifier	FoC	f(N=26)	Modifier	FoC	f(N=26)
innocent	15825	22	supernatural	2809	3
wet	21716	16	loyal	7104	3
huge	61425	11	especially	107955	3
sensitive	17923	9	pure	17722	3
giant	26233	8	upset	19084	3
emotional	32268	6	directly	47708	3
helpful	14826	6	last	441130	2
afraid	37330	6	real	174606	2
muscular	4091	6	magical	5988	2
long	339087	5	intelligent	9688	2
black	216065	5	merciful	723	2
short	90547	4	massive	26476	2
actually	161470	4	intellectual	19500	2
firstly	528	4	important	200570	2
clever	6747	4	nice	64739	2
physically	12817	4	worried	31316	2
non-Violent	480	4	reliable	11870	2
tall	29890	4	super	21324	2
different	236402	4	childish	1609	2
kind	235471	4	evil	19968	2
small	218756	3	happy	69697	2
strong	93096	3	scared	18841	2
negro	4122	3			

Table 5 shows that the modifier 'innocent' was used by 85% of the participants, determined to be the most used modifier in the control group. Secondly, 'wet' was used by 62% of the participants. Moreover, 'huge' was used by 42% of the participants; 'sensitive' was used by 35% of the participants; and 'giant' was used by 31% of the participants. Since these modifiers were available in the novel, students might have come across them frequently during the reading process.

The reason why the adjectives 'innocent', 'wet' and 'huge' are mostly-used modifiers could be that these modifiers are frequently used in the novel as well. The word 'innocent' is used for 11 times, the word 'wet' is used for 33 times, and the word 'huge' is used for 21 times in the novel. It seems that there is parallelism between the frequencies of the use of these

modifiers in the novel and the participants' frequencies of the use of these modifiers in the interviews.

Table 5 also indicates that some modifiers whose frequencies of usage are low according to COCA were used frequently in the interviews of the control group. These modifiers are 'muscular', 'helpful' and 'non-violent'. This finding indicates that reading the novel (written input) stimulated the students to recall some infrequently used modifiers; thereby, the participants used these infrequently used modifiers during their interviews.

The Frequency Analysis of the Modifiers Used in the Interviews of the Experimental Group

In this section, the results of the semi-structured interview conducted with 28 students in the experimental group were reported. The frequencies of the modifiers that the students in the experimental group used during the interviews and the frequencies of usage of these modifiers according to Corpus of Contemporary American English (COCA) were given in the Table 6.

Table 6. Frequencies of Use of Modifiers in the Experimental Group and Their Frequencies of Usage According to COCA(FoC)

Modifier	FoC	f(N=28)	Modifier	FoC	f(N=28)
huge	61425	22	dark	84962	4
innocent	15825	18	tall	29890	4
long	339087	12	muscular	4091	4
emotional	32268	9	enormous	22902	3
sensitive	17923	9	serious	68940	3
wet	21716	9	cold-blooded	716	3
clever	6747	8	strong	93096	3
physically	12817	8	negro	4122	3
short	90547	7	characteristically	905	3
magical	5988	7	only	683027	3
merciful	723	7	real	174606	2
intelligent	9688	7	cute	9433	2
last	441130	6	gigantic	3184	2
talented	9147	6	non-violent	480	2
actually	161470	5	massive	26476	2
small	218756	5	independent	45560	2
helpful	14826	5	bald	4725	2
afraid	37330	5	mentally	8194	2
black	216065	5	scary	9246	2
firstly	528	4	divine	9803	2
sad	22177	4			

Table 6 shows that the modifier 'huge' was used by 79% of the participants, determined to be the most frequently used modifier in the experimental group. Secondly, 'innocent' was used by 64% of the participants. Moreover, 'long' was used by 43% of the participants, 'emotional' was used by 32% of the participants; and 'sensitive' and 'wet' were used by 32% of the participants. As these modifiers were available both in the novel and in the film students seem to have come across them both in the reading and in the watching process.

Similar to the table of the frequencies of the use of modifiers in the control group, the adjectives 'huge', 'innocent' and 'long' are most frequently used modifiers in the interviews of the experimental group as well. The reason why these modifiers are most frequently used could be that they are frequently used both in the novel and in the film adaptation of the novel as well. The word 'huge' is used for 21 times, the word 'innocent' is used for 11 times, and the word

'long' is used for 124 times in the novel. However, it should be underlined that these modifiers are not used in the film adaptation as frequently as they are used in the novel. Nevertheless, it seems that there is parallelism between the frequencies of the use of the modifiers in the novel and the frequencies of the participants' use of the same modifiers in the interviews. In this context, the film adaptation of the novel appears to function as a reinforce in the present study.

Table 6 also indicates that some modifiers whose frequencies of usage are low according to COCA were used frequently in the interviews of the experimental group. These modifiers are 'clever', 'magical', 'merciful', 'intelligent', 'talented', 'firstly' and 'muscular'. In addition, some other infrequently used (according to COCA) modifiers were also used in the interviews of the experimental group. This finding indicates that reading the novel (written input) and watching the film adaptation of the novel (audio-visual input) together uncovered more infrequently used modifiers in the participants' minds than only reading the novel did in the control group. In other words, coming across these modifiers both in the novel and while watching the film seem to have improved the experimental group students' frequencies of use of modifiers in practice.

All in all, since the students in the control group used 195 frequent modifiers while the students in the experimental group used 221 frequent modifiers in total it could be claimed that the treatment (having the participants watch the film adaptation of the novel) was significantly efficient in terms of students' use of modifiers in English.

Frequency Analysis of Low-Frequently-Used Modifiers Asked in the Pre-Test and Post-Test Applied to the Control and the Experimental Group

The experimental (n=28) and the control (n=26) groups were subject to a pre-test and a post-test in order to collect quantitative data for the study. After the analysis of both tests it was determined that the control group did not show any significant success in terms of the knowledge of the modifiers asked, especially the infrequently used ones (according to COCA). It was also found out that the experimental group students have excelled the control group students in terms of the knowledge of modifiers after the treatment. In addition, the experimental group students seem to have increased their knowledge of modifiers, particularly the infrequently used ones. They displayed high success in the knowledge of the modifiers whose COCA frequency were actually low. Table 7 below shows the success of the experimental group students in terms of the knowledge of modifiers and the COCA frequencies of the modifiers asked in both tests.

Table 7. The Number of the Experimental Group Students (n=28) Giving Correct Answers for Low-Frequently-Used Modifiers in the Pre-test and the Post-test and Coca Frequencies of the Modifiers Asked in These Questions

Q.N.	Modifier	FoC	Pre-Test	Post-Test
9	meek	904	11	20
12	strapped	3238	12	17
14	clamped	1520	11	13
15	sheer	8507	10	21
16	tender	10544	13	18
17	dogged	1401	4	16
18	briskly	1542	9	17

Table 7 displays the question number, the modifier asked in the relevant question, COCA frequency of the asked modifier, and the number of the participants giving correct answers to the relevant question. It could be claimed from the table that the treatment of the study has increased students' knowledge of some infrequently used modifiers, which also

proved that the treatment of the study was effective.

For instance, the adjective 'dogged' was an infrequently used modifier (FoC=1401) and in the pre-test only 4 of 28 students seem to have known this word. However, after the treatment 18 students in total appear to have known this adjective, which was proven in the post-test. Another infrequently used modifier was 'briskly' (FoC=1542) which was known by only 9 students in total. The same adverb was known by 17 students in the post-test applied after the treatment. Thus, these samples seem to indicate that the treatment of the study was effective in terms of teaching modifiers to students.

Discussion and Conclusion

The purpose of the present study was to investigate whether learning and use of modifiers such as adjectives and adverbs via audio-visually enriched written input resulted in more extensive knowledge of modifiers than learning modifiers via only written input.

Differences between learning modifiers when they are encountered in the form of only written input and audio-visually enriched written input

The results of the Independent Samples T-test showed that there was a significant difference (p=.004) between the post-test results of the experimental group and post-test results of the control group (p≤0.05). However, there was not a significant difference (p=.122) between the pre-test results of the control group and the experimental group. Therefore, the results implied that the students in the experimental group who were subject to audio-visual input (film) in addition to written input (novel) learned the modifiers better than the students in the control group who were only subject to written input (novel). The significant difference between the post-test results of the group might be attributed to the type of the input since the groups were considered to be equal on their pre-test results.

The results of the study were in tandem with Raman's (2016) who found that combination of novel and film highly motivated students to learn new vocabulary. That can be valid for the experimental group students of the study who were more successful in the post-tests due to being subject to both the novel and the film adaptation of the novel. The results were also in line with those of Bahrani and Sim (2012) who found out that watching film motivated students to absorb new input in the target language. That might be one of the reasons of high success of the experimental group students who watched the film adaptation of the novel while the control group students only read the novel. Moreover, the results support the findings of Bal-Gezegin (2014) and Amalia et. al. (2017) who found that the use of videos or movies improved students' vocabulary learning and teaching through movies made the learning process more enjoyable and fun.

In light of the quantitative data, it can also be concluded that students learned the modifiers better while watching the film adaptation. Therefore, teachers should integrate more audio-visual materials such as films, short movies or video clips in their teaching plans or schedules. Similarly, in İsmaili's (2013) study most students stated that films should be integrated in syllabus design and curriculum. Including these kinds of materials in their teaching philosophy, teachers can motivate students more easily to learn vocabulary. As audio-visual tools are favored by the students, films can change the atmosphere of the class and facilitate the vocabulary learning process. These ideas can be associated with Kale's (2010) study who found that students had positive attitudes towards learning vocabulary through watching films. Similarly, in Raman's (2016) study students remarked that they had learned many new words and expressions through watching films. If the students can have a saying or a small role in designing of the teaching process, they can easily internalize the learning process and try to do their best.

The primary concern for teachers should be trying to engage the students in more meaningful contexts such as movies and thereby increase their motivation to learn. Here, it needs to be noted that, if teachers lack training about how to integrate audio-visual materials in their classrooms they might get training. However, some teachers might have personal interest on these materials and might be more enthusiastic about including videos or films in their teaching process.

Control group students' usage of modifiers that they have encountered when exposed to only written input

During the interviews the students in the control group used 82 different adjectives and 13 different adverbs, 95 modifiers in total. It was found out from the study that 77 of these 95 modifiers were learned and the rest 18 modifiers were produced by the students. The number of the learned modifiers indicates the number of the modifiers which were not only available in the novel but also used by the students in the interview process of the study. The number of the produced modifiers indicates the number of the modifiers which were not available in the novel, rather they were produced by the students and used in the interview process of the study.

The frequency analysis of the semi-structured interview conducted with the students in the control group showed that the most frequent modifiers that the students in the control group used were "innocent", "wet", "huge", "sensitive" and "giant". The control group used 195 frequent modifiers in total. These were the modifiers available in the novel. Therefore, it could be suggested that students had acquired the modifiers above and the other non-frequent modifiers while reading the novel and they used these modifiers in the interview process of the study. Participants seem to have been involved in an incidental learning of modifiers as a result of coming across with the same words for several times in the process of reading the novel and this might have helped the students remember new vocabulary easily (Al-Bajalan, 2017).

Experimental group students' usage of modifiers that they have encountered when exposed to both written and audio-visually enriched written input

During the interviews the students in the experimental group used 82 different adjectives and 15 different adverbs, 97 modifiers in total. It was found out from the study that 76 of these 97 modifiers were learned and the rest 21 modifiers were produced by the students. The number of the learned modifiers indicates the number of the modifiers which were not only available in the novel and the film adaptation of the novel but also used by the students in the interview process of the study. The number of the produced modifiers indicates the number of the modifiers that were not available in the novel and the film adaptation of the novel, rather they were produced by the students and used in the interview process of the study. Since the students in the experimental group produced more modifiers than the students in the control group it could be claimed that presenting students audio-visual input (the film adaptation of the novel) besides written input (the novel) significantly increased students' creativity in terms of producing and using new vocabulary.

The frequency analysis of the semi-structured interview conducted with the students in the experimental group showed that the most frequent modifiers that the students in the experimental group used were "huge", "innocent", "long", "emotional", "sensitive" and "wet". The experimental group used 221 frequent modifiers in total. Therefore, it could be claimed that students had acquired these modifiers and the other non-frequent modifiers while reading the novel and watching the film adaptation of the novel; consequently, they used these modifiers in the interview process of the study. Both qualitative and quantitative findings of the present study show similarities with Kale (2010), Bahrani and Sim (2012), İsmaili (2013) and Bal-Gezegin's (2014) studies which displayed that watching films in ELT context increased

students' success in vocabulary learning.

Proved to be more successful than the control group, the experimental group seems to have benefited from being subject to both the novel and its film adaptation in terms of using modifiers in English. It might be maintained that after coming across the new vocabulary in the novel hearing them while watching the film adaptation seems to intensify students' acquisition of these words. It is obvious that, film adaptation was utilized as a booster to foster the learning of modifiers. It might be recommended to teachers to provide students a film adaptation of the novel (if available) as a post-reading activity. In that way, the combination of written input and audio-visual input may result in a better learning of vocabulary and help the students enjoy the learning process as well.

Consistency or discrepancy between the results of the statistical analysis of the data gathered from the pre-test and post-test and the results of the qualitative analysis of the data gathered from the interview

When both the qualitative and quantitative data were analyzed, it was seen that there was a consistency between the data. The T-test results showed that the students in the experimental group were more successful in the post-tests conducted after the treatment. Similarly, the qualitative analysis of the interviews also showed that the students in the experimental group used more modifiers than the students in the control group. Therefore, it could be stated that the statistical analysis and qualitative analysis of the study were parallel to each other.

That kind of triangulation and transformation of the data obtained through both quantitative and qualitative designs can make the results more reliable and generalizable to larger groups or similar contexts. Moreover, the parallel results attained from the data were hoped to promote a more comprehensive understanding of the effect of the input type on the learning and the use of modifiers and add depth to the study.

To conclude, the current study tried to propose an alternative way to teach and learn modifiers, which was watching a film adaptation (audio-visual input) of a novel (written input). However, the study has some limitations and further research is required to compensate these limitations. The current study was limited to 54 pre-service English teachers in English Language Teaching and English Language and Literature programs. A similar study could be conducted with students from different departments in terms of using stories in vocabulary learning. Moreover, reading stories and watching short-movie adaptations of those stories could be compared in ELT context in terms of learning modifiers.

A methodological limitation of the present study was that the duration of the treatment was a little short. The treatment of the study lasted for five weeks. A similar study could be conducted by spending more time with the participants and having longer breaks between the stages of the procedure.

In addition, this study investigated preparatory students' acquisition of modifiers in English. A similar study could investigate preparatory students' acquisition of other word types such as nouns, verbs, conjunctions and so on.

In practice, it may be recommended to teachers to combine more than one material in classrooms in order to get better results in terms of teaching modifiers. However, these materials should appeal to more than one human sense. It could be better if they also appeal to more than one language learning skill. This study is a proper example of these recommendations in that two different materials (the novel and the film) appealing to two different senses (hearing and reading) and also covering two different language learning skills (reading and listening) were

utilized and positive results were obtained in terms of the academic success of the preparatory students.

The findings of the present study could also prove that audio-visual input could be used by language teachers in order to teach vocabulary. Instead of classical course books and worksheets teachers could use movies, clips and short films in order to attract students' attention and present the vocabulary in authentic context to students. As it could be concluded from the findings of the present study this audio-visually enriched written input could be given to students as an additional input in order to complete the vocabulary acquisition process of the students.

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